



Vista Higher Learning
Get Ready! Grades 6-8 Student Book

correlated to the

**New York State Next Generation English Language Arts Learning Standards
Grade 8**

ELA Standard	Descriptor	Citations
8 th Grade Reading Standards (Literary and Informational Text) 8R		
Key Ideas and Details		
8R1	Cite textual evidence to strongly support an analysis of what the text says explicitly/implicitly and make logical inferences. (RI&RL)	SB: 47, 54–55, 188, 276–279
8R2	Determine one or more themes or central ideas of a text and analyze their development over the course of a text; summarize a text (RI&RL)	SB: 87, 90–91, 123, 162–164, 200–202, 226, 253, 269, 284–295
8R3	In literary texts, analyze how particular lines of dialogue or events propel the action, reveal aspects of a character, or provoke a decision. (RL)	SB: 54–55, 126–127, 200–202, 314–317, 352–354
	In informational texts, analyze how individuals, events, and ideas are introduced, relate to each other, and are developed. (RI)	SB: 18–19, 26–29, 30–33, 34–37, 38–39, 62–65, 66–69, 70–73, 74–75, 98–101, 102–105, 106–109, 110–111, 134–137, 138–141, 142–145, 146–147, 162–165, 172–175, 176–179, 180–183, 184–185, 210–213, 214–217, 218–221, 222–223, 238–241, 248–251, 252–255, 256–259, 260–261, 276–279, 286–289, 290–293, 294–297, 298–299, 324–327, 328–331, 332–335, 336–337, 362–365, 366–369, 370–373, 374–375
Craft and Structure		
8R4	Determine the meaning of words and phrases as	SB: 18, 26, 28, 31–32, 34–36, 39, 62–64, 67–69, 70–71, 74–75, 98–

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	they are used in a text, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood, including words with multiple meanings.	100, 102–105, 106–108, 110, 134–135, 138–141, 142, 144–145, 146–147, 162–163, 173–174, 176–178, 180–182, 184–185, 200–203, 211–212, 214–216, 218–219, 235, 239–240, 249–250, 252–253, 256–258, 260–261, 287–289, 291–292, 294, 298–299, 314–315, 324–326, 328–330, 332, 335, 336–337, 363–364, 366–367, 370–371, 374
8R5	In literary texts, and informational texts, compare and contrast the structures of two or more texts in order to analyze how the differing structure of each text contributes to overall meaning, style, theme, or central idea. (RI&RL)	SB: 314–317
8R6	In literary texts, analyze how the differences between the point of view, perspectives of the characters, the audience, or reader create effects such as mood and tone. (RL)	SB: 90–91
	In informational texts, analyze how the author addresses conflicting evidence or viewpoints. (RI)	This standard is beyond the scope of Vista Higher Learning <i>Get Ready!</i>
Integration of Knowledge and Ideas		
8R7	Evaluate the advantages and disadvantages of using different media—text, audio, video, stage, or digital—to present a particular subject or idea and analyze the extent to which a production remains faithful to or departs from the written text. (RI&RL)	SB: 165
8R8	Trace and evaluate an argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient and recognizing when irrelevant evidence is introduced. (RI&RL)	This standard is beyond the scope of Vista Higher Learning <i>Get Ready!</i>
8R9	Choose and develop criteria in order to evaluate the quality of texts. Make connections to other	This standard is beyond the scope of Vista Higher Learning <i>Get Ready!</i>

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ELA Standard	Descriptor	Citations
	texts, ideas, cultural perspectives, eras, and personal experiences. (RI&RL)	
8 th Grade Writing Standards 8W		
Text Types and Purposes		
8W1	Write arguments to support claims with clear reasons and relevant evidence.	
8W1a	Introduce a precise claim, acknowledge and distinguish the claim(s) from a counterclaim, and organize the reasons and evidence logically.	SB: 376–377
8W1b	Support claim(s) with logical reasoning and relevant evidence, using credible sources while demonstrating an understanding of the topic or text.	SB: 376–377
8W1c	Use precise language and content-specific vocabulary to argue a claim.	SB: 376–377
8W1d	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.	This standard is beyond the scope of Vista Higher Learning <i>Get Ready!</i>
8W1e	Provide a concluding statement or section that explains the significance of the argument presented.	SB: 376–377
8W1f	Maintain a style and tone appropriate to the writing task.	SB: 376–377
8W2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	
8W2a	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect.	SB: 76–77, 186–187, 188, 224–225, 262–263, 264, 338–339

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ELA Standard	Descriptor	Citations
8W2b	Develop a topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include formatting, graphics, and multimedia when useful to aid comprehension.	SB: 42, 76–77, 78, 186–187, 188, 224–225, 262–263, 264, 338–339
8W2c	Use precise language and content-specific vocabulary to explain a topic.	SB: 76–77, 186–187, 188, 224–225, 262–263, 264, 338–339
8W2d	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.	SB: 186–187, 338–339
8W2e	Provide a concluding statement or section that explains the significance of the information presented.	SB: 262–263
8W2f	Establish and maintain a style appropriate to the writing task.	SB: 42, 76–77, 78, 186–187, 188, 224–225, 262–263, 264, 338–339
8W3	Write narratives to develop real or imagined experiences or events using effective techniques, relevant descriptive details and clear sequencing.	
8W3a	Engage the reader by establishing a point of view and introducing a narrator and/or characters.	SB: 40–41, 148–149, 300–301
8W3b	Use narrative techniques, such as dialogue, pacing, description, and reflection to develop experiences, events, and/or characters.	SB: 40–41, 55, 148–149, 300–301
8W3c	Use a variety of transitional 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.	This standard is beyond the scope of Vista Higher Learning <i>Get Ready!</i>
8W3d	Use precise words and phrases, relevant descriptive details, and sensory language to	SB: 55, 148–149, 300–301

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ELA Standard	Descriptor	Citations
	capture the action and convey experiences and events.	
8W3e	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.	SB: 55, 148–149, 300–301
8W4	Create a poem, story, play, artwork, or other response to a text, author, theme or personal experience; explain divergences from the original text when appropriate.	SB: 40–41, 55, 112–113, 148–149, 300–301, 302
8W5	Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply the grade 8 Reading Standards to both literary and informational text, where applicable.	This standard is beyond the scope of Vista Higher Learning <i>Get Ready!</i>
Research to Build and Present Knowledge		
8W6	Conduct research to answer questions, including self-generated questions, drawing on multiple sources, refocusing the inquiry when appropriate. Generate additional related questions that allow for multiple avenues of exploration.	SB: 262–263, 264
8W7	Gather relevant information from multiple sources; assess the credibility and accuracy of each source; quote or paraphrase the data and conclusions of others; avoid plagiarism and follow a standard format for citation.	This standard is beyond the scope of Vista Higher Learning <i>Get Ready!</i>
8 th Grade Speaking and Listening Standards 8SL		
Comprehension and Collaboration		
8SL1	Engage effectively in a range of collaborative discussions with diverse partners; express ideas clearly and persuasively, and build on those of others.	

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ELA Standard	Descriptor	Citations
8SL1a	Come to discussions prepared, having read or researched material under study; draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.	SB: 14, 19, 24, 32, 36–37, 39, 42, 50–51, 55, 63, 65, 67–69, 73, 75, 78, 85, 87, 101, 105, 111, 119, 137, 138–141, 143–144, 146–147, 155, 159, 165, 171, 177–179, 183, 185, 188, 192, 196–197, 203, 215, 217, 223, 226, 234, 241, 251, 255, 259, 261, 264, 273, 279, 284–285, 289, 293, 299, 302, 317, 322–323, 328–329, 340, 355, 364–365, 373, 375, 378
8SL1b	Follow norms for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.	This standard is beyond the scope of Vista Higher Learning <i>Get Ready!</i>
8SL1c	Pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations, and ideas.	SB: 91, 111, 119, 179, 223, 241, 254–255, 260–261, 290–292, 327, 330, 355, 368–369, 373, 374–375
8SL1d	Acknowledge new information expressed by others, and, when warranted, qualify or justify personal views in light of the evidence presented.	SB: 62–63, 65, 68–69, 147, 299, 376–377, 378
8SL2	Analyze the purpose of information presented in diverse formats (e.g., including visual, quantitative, and oral) and evaluate the motives (e.g., social, commercial, political) behind its presentation.	This standard is beyond the scope of Vista Higher Learning <i>Get Ready!</i>
8SL3	Delineate a speaker’s argument and specific claims, evaluating for sound reasoning, and the relevance and sufficiency of the evidence; identify when irrelevant evidence is introduced.	SB: 376–377, 378
Presentation of Knowledge and Ideas		
8SL4	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, valid reasoning, and well-chosen details; use appropriate eye contact,	SB: 25, 41, 42, 55, 77, 113, 114, 149, 150, 188, 226, 263, 264, 302, 339, 340, 355, 377

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ELA Standard	Descriptor	Citations
	adequate volume, and clear enunciation.	
8SL5	Integrate digital media and/or visual displays in presentations to clarify information, strengthen claims and evidence, and add elements of interest to engage the audience.	SB: 41, 42, 77, 78, 101, 105, 113, 114, 137, 149, 150, 171, 183, 184, 187, 188, 197, 225, 254, 264, 293, 302, 327, 355
8SL8	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	SB: 149, 188, 226, 264, 302, 340
8 th Grade Language Standards 8L		
Knowledge of Language		
8L3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.	
8L3a	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).	SB: 23, 58, 92–93, 129, 167, 170, 244
Vocabulary Acquisition and Use		
8L4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.	
8L4a	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.	SB: 18, 26, 28, 31–32, 34–36, 39, 62–64, 67–69, 70–71, 74–75, 98–100, 102–105, 106–108, 110, 134–135, 138–141, 142, 144–145, 146–147, 162–163, 173–174, 176–178, 180–182, 184–185, 200–203, 211–212, 214–216, 218–219, 231, 235, 239–240, 249–250, 252–253, 256–258, 260–261, 287–289, 29–292, 294, 298–299, 314–315, 324–326, 328–330, 332, 335, 336–337, 363–364, 366–367, 370–371, 374
8L4b	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>).	SB: 145
8L4c	Consult general and specialized reference	This standard is beyond the scope of Vista Higher Learning <i>Get Ready!</i>

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ELA Standard	Descriptor	Citations
	materials (e.g., dictionaries, glossaries, thesauruses) to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.	
8L4d	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).	This standard is beyond the scope of Vista Higher Learning <i>Get Ready!</i>
8L5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	
8L5a	Interpret figures of speech including irony and puns in context.	This standard is beyond the scope of Vista Higher Learning <i>Get Ready!</i>
8L5b	Use the relationship between particular words to better understand each of the words.	This standard is beyond the scope of Vista Higher Learning <i>Get Ready!</i>
8L5c	Distinguish among the connotations of words with similar denotations (e.g., <i>bullheaded</i> , <i>willful</i> , <i>firm</i> , <i>persistent</i> , <i>resolute</i>).	This standard is beyond the scope of Vista Higher Learning <i>Get Ready!</i>
8L6	Acquire and accurately use general academic and content-specific words and phrases; apply vocabulary knowledge when considering a word or phrase important to comprehension or expression.	SB: 8–9, 10–11, 12–13, 1–15, 44–45, 46–47, 48–49, 50–51, 80–81, 82–83, 84–85, 86–87, 116–117, 118–119, 120–121, 152–153, 154–155, 156–157, 159, 190–191, 192–193, 194–195, 228–229, 230–231, 232–233, 266–267, 268–269, 270–271, 272, 304–305, 306–307, 308–309, 342–343, 344–345, 346–347, 348–349
Appendix A		
Conventions of Academic English/Language for Learning: Grade Band Skills		
Grades 6–8		
Conventions of Academic English/Language for Learning		
Anchor Standard L1: Demonstrate command of the conventions of academic English grammar and usage when writing or speaking.		
Descriptor		Citations

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<ul style="list-style-type: none"> • Ensure that pronouns are in the proper case (subjective, objective, and possessive). 	SB: 56–57, 60–61
<ul style="list-style-type: none"> • Recognize and correct inappropriate shifts in pronoun number and person. 	This standard is beyond the scope of Vista Higher Learning <i>Get Ready!</i>
<ul style="list-style-type: none"> • Recognize and correct pronouns that have unclear or ambiguous antecedents. 	This standard is beyond the scope of Vista Higher Learning <i>Get Ready!</i>
<ul style="list-style-type: none"> • Explain the function of phrases and clauses in general, as well as in specific sentences. 	This standard is beyond the scope of Vista Higher Learning <i>Get Ready!</i>
<ul style="list-style-type: none"> • Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers. 	This standard is beyond the scope of Vista Higher Learning <i>Get Ready!</i>
<ul style="list-style-type: none"> • Use simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. 	This standard is beyond the scope of Vista Higher Learning <i>Get Ready!</i>
<ul style="list-style-type: none"> • Explain the function of verbals (gerunds, participles, infinitives). 	This standard is beyond the scope of Vista Higher Learning <i>Get Ready!</i>
<ul style="list-style-type: none"> • Form and use verbs in the active and passive voice. 	SB: 23, 58, 92–93, 129, 167, 170, 244
<ul style="list-style-type: none"> • Recognize and correct inappropriate verb shifts. 	This standard is beyond the scope of Vista Higher Learning <i>Get Ready!</i>
Anchor Standard L2: Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing.	
<ul style="list-style-type: none"> • Use punctuation (commas, parentheses, dashes, hyphens) to clarify and enhance writing. 	This standard is beyond the scope of Vista Higher Learning <i>Get Ready!</i>
<ul style="list-style-type: none"> • Use punctuation (comma, ellipsis, dash) to indicate a pause or break. 	This standard is beyond the scope of Vista Higher Learning <i>Get Ready!</i>
<ul style="list-style-type: none"> • Use an ellipsis to indicate an omission. 	This standard is beyond the scope of Vista Higher Learning <i>Get Ready!</i>