

### Instructor Manuals and Student Books

**ETC:**

- (A) Establish the Course Year 1
- (B) Establish the Course End Year 1
- (C) Establish the Course Year 2
- (D): Establish the Course End Year 2

**TPS:** The Prediction Strategy

**PS:** Possible Selves for Readers

**TBS:** The Bridging Strategy

**SS:** Summarization Strategy

**SI:** Strategy Integration

**PASS:** The PASS Strategy

**VP:** Vocabulary Process

**TPSSB:** The Prediction Strategy Student Book

**TBSRW:** The Bridging Strategy Reading Workout

**SSSB:** Summarization Strategy Student Book

### Reading: Literature

#### Key Ideas and Details

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.

**ETC (A)** L4–23, p. 4–41

**ETC (B)** L1–4, p. 68

**ETC (C)** L2–25, p. 89–101

**ETC (D)** L1–4, p. 109

**TPS** L1–10, p. 2–107

**TPS** Book Study Option L3, p. 32; L4, p. 46; L5, p. 56; L6, p. 66; L7, p. 76; L8, p. 95; L10, p. 107

**PS** L1–6, p 5–43

**TBS** L1–20, p. 1–198

**SI** L1–5, p. 3–70

**SS** L1–10, p. 1–122

**PASS** L1–6, p. 3–57

**TPSSB** Passages A1A–6E; Tests A1A–6E

**TBSRW:** 1A–6E

**SSSB** Passages A1A–6E; Comprehension Tests A1A–6E

<p>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.</p>	<p><b>ETC (A)</b> L4–23, p. 4–41  <b>ETC (B)</b> L1–4, p. 68  <b>ETC (C)</b> L2–25, p. 89–101  <b>ETC (D)</b> L1–4, p. 109  <b>TPS</b> L1–10, p. 2–107  <b>PS</b> L1–6, p. 5–43  <b>SI</b> L1–5, p. 3–70  <b>TBS</b> L1–20, p. 1–198  <b>TBS</b> Book Study Option L6, p. 67; L10, p. 111; L15, p. 158; L18, p. 181; L20, p. 193  <b>SS</b> L1–10, p. 1–122  <b>PASS</b> L1–6, p. 3–57  <b>TPSSB</b> Passages A1A–6E; Tests A1A–6E  <b>TBSRW</b> A1A–6E</p>
<p>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.</p>	<p><b>ETC (A)</b> L4–23, p. 4–41  <b>ETC (B)</b> L1–4, p. 68  <b>ETC (C)</b> L2–25, p. 89–101  <b>ETC (D)</b> L1–4, p. 109  <b>TPS</b> L1–10, p. 2–107  <b>PS</b> L1–6, p. 5–43  <b>SI</b> L1–L5, p. 3–70  <b>SS</b> L1–10, p. 1–122  <b>TBS</b> L1–20, p. 1–198  <b>TBS</b> L2, p. 9  <b>PASS</b> L1–6, p. 3–57  <b>TPSSB</b> Passages A1A–6E; Tests A1A–6E</p>

<p>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.</p>	<p><b>ETC (A)</b> L4–23, p. 4–41  <b>ETC (B)</b> L1–4, p. 68  <b>ETC (C)</b> L2–25, p. 89–101  <b>ETC (D)</b> L1–4, p. 109  <b>TPS</b> L1–10, p. 2–107  <b>TBS</b> L1–20, p. 1–198  <b>SI</b> L1–5, p. 3–70  <b>SS</b> L1–10, p. 1–122  <b>PASS</b> L1–6, p. 3–57  <b>VP</b> begins in ETC L6, p. 45, and every lesson of <b>TPS, PS, TBS, SI, SS, PASS</b>  <b>TBSRW</b> Scrimmages A1A–6E  <b>TPSSB</b> A1A–6E</p>
<p>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</p>	<p><b>ETC (A)</b> Book Study Option L18–23, p. 55–63 <b>ETC (C)</b> Book Study Option L5–9, p. 95–96 <b>ETC (D)</b> Book Study Option L1–4, p. 109; <b>TPS</b> Book Study Option L3, p. 32; L4, p. 46; L5, p. 56; L6, p. 66; L7, p. 76; L8, p. 95; L10, p. 107  <b>PS</b> L1–6, p. 5–43  <b>TBS</b> Book Study Options L6, p. 67; L10, p. 111; L15, p. 158; L18, p. 181; L20, p. 193  <b>SI</b> Book Study Option L2, p17; L3, p34; L4, p52  <b>SS</b> Book Study Options L5, p. 70; L6, p. 84; L7, p. 97, L8, p. 110; L10, p. 122</p>
<p>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.</p>	<p><b>ETC (A)</b> L4–23, p. 4–41  <b>ETC (B)</b> L1–4, p. 68  <b>ETC (C)</b> L2–25, p. 89–101  <b>ETC (D)</b> L1–4, p. 109  <b>ETC (A)</b> Book Study Option L18–23, p. 55–63  <b>TPS</b> L1–10, p. 2–107  <b>TPS</b> Book Study Option L3, p. 32; L4, p. 46; L5, p. 56; L6, p. 66; L7, p. 76; L8, p. 95; L10, p. 107  <b>PS</b> L1–6, p 5–43  <b>PS</b> Book Study Option L1, p. 5; L3, p. 21; L4, p. 29  <b>TBS</b> L1–20, p. 1–198  <b>SI</b> L1–5, p. 3–70  <b>SS</b> L1–10, p. 1–122  <b>PASS</b> L1–6, p. 3–57</p>

<b>Craft and Structure</b>	
<p>4. Determine the meaning of words and phrases as they are used in a text, including, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p>	<p><b>ETC (A)</b> L4–23, p. 4–41  <b>ETC (B)</b> L1–4, p. 68  <b>ETC (C)</b> L2–25, p. 89–101  <b>ETC (D)</b> L1–4, p. 109  <b>TPS</b> L1–10, p. 2–107  <b>TBS</b> L1–20, p. 1–198  <b>SI</b> L1–5, p. 3–70  <b>SS</b> L1–10, p. 1–122  <b>PASS</b> L1–6, p. 3–57  <b>VP</b> begins in ETC (A) L6, p. 45, and every lesson of <b>ETC: B,C,D; TPS; PS; TBS; SI; SS; PASS</b>  <b>TBSRW</b> Scrimmages A1A–6E  <b>TPSSB</b> A1A–6E</p>
<p>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.</p>	<p><b>ETC (A)</b> Book Study Option L18–23, p. 55–63 <b>ETC(C)</b> Book Study Option L5–9, p. 95–95 <b>ETC (D)</b> Book Study Option L1–4, p. 109  <b>TPS</b> Book Study Option L3, p. 32; L4, p. 46; L5, p. 56; L6, p. 66; L7, p. 76; L8, p. 95; L10, p. 107  <b>PS</b> L1–6, p 5–43  <b>TBS</b> Book Study Options L6, p. 67; L10, p. 111; L15, p. 158; L18, p. 181; L20, p. 193  <b>SI</b> Book Study Option L2, p17; L3, p.34; L4, p.52  <b>SS</b> Book Study Options L5, p. 70; L6, p. 84; L7, p. 97, L8, p. 110; L10, p. 122</p>

<p>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.</p>	<p><b>ETC (A)</b> L4–23, p. 4–41  <b>ETC (B)</b> L1–4, p. 68  <b>ETC (C)</b> L12–15, p. 89–101  <b>ETC (D)</b> L1–4, p. 109  <b>ETC (A)</b> Book Study Option L 18–23, p. 55–63  <b>ETC (C)</b> Book Study Option L5–9, p. 95–95  <b>ETC (D)</b> Book Study Option L1–4, p. 109  <b>TPS</b> L1–10, p. 2–107  <b>TPS</b> Book Study Option L3, p. 32; L4, P. 46; L5, p. 56; L6, p. 66; L7, p. 76; L8, p. 95; L10, p. 107  <b>PS</b> L1–6, p. 5–43  <b>PS</b> Book Study Option L11, p. 5; L3, p. 21; L4, p. 29  <b>TBS</b> L1–20, p. 1–198  <b>SI</b> L1–5, p. 3–70  <b>SS</b> L1–10, p. 1–122  <b>PASS</b> L1–6, p. 3–57</p>
<p><b>Integration of Knowledge and Ideas</b></p>	
<p>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.</p>	<p><b>ETC (A)</b> Book Study Option L18–23, p. 55–63  <b>ETC (C)</b> Book Study Option L5–9, p. 95–95  <b>ETC (D)</b> Book Study Option L1–4, p. 109  <b>TPS</b> Book Study Option L3, p. 32; L4, p. 46; L5, p. 56; L6, p. 66; L7, p. 76; L8, p. 95; L10, p. 107  <b>PS</b> L1–6, p 5–43  <b>TBS</b> Book Study Options L6, p. 67; L10, p. 111; L15, p. 158; L18, p. 181; L20, p. 193  <b>SI</b> Book Study Option L2, p17; L3, p34; L4, p. 52  <b>SS</b> Book Study Options L5, p. 70; L6, p. 84; L7, p. 97, L8, p. 110; L10, p. 122</p>

<p><b>9.</b> 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>	<p><b>ETC (A)</b> Book Study Option L18–23, p. 55–63 <b>ETC (C)</b> Book Study Option L5–9, p. 95–95 <b>ETC (D)</b> Book Study Option L1–4, p. 109  <b>TPS</b> Book Study Option L3, p. 32; L4, p. 46; L5, p. 56; L6, p. 66; L7, p. 76; L8, p. 95; L10, p. 107  <b>TBS</b> Book Study Options L6, p. 67; L10, p. 111; L15, p. 158; L18, p. 181; c L20, p. 193  <b>PS</b> L1–6, p5–43  <b>PASS</b> L1–6, p. 3–57  <b>PS</b> Book Study Option L1, p. 5; L3, p. 21; L4, p. 29  <b>SI</b> Book Study Option L2, p.17; L3, p.34; L4, p. 52  <b>SS</b> Book Study Options L5, p. 70; L6, p. 84; L7, p. 97, L8, p. 110; L10, p. 122</p>
<p><b>Range of Reading and Level of Text Complexity</b></p>	
<p><b>10.</b> By the end of the year, read and comprehend literary nonfiction at the high end of grades 6–8 text complexity band independently and proficiently.</p>	<p><b>ETC (A)</b> Book Study Option L18–23, p. 55–63  <b>ETC (B)</b> L1–4, p. 68 Posttest Assessments;  <b>ETC (D)</b> L1–4, p. 109 Posttest Assessments  <b>ETC (D)</b> Book Study Option 1–4, p. 10  <b>PASS</b> L5, p. 47 Book Study Option  <b>PASS</b> L6, p. 57 Posttest Assessments</p>
<p><b>Speaking and Listening</b></p>	
<p><b>Comprehension and Collaboration</b></p>	
<p><b>1.</b> 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.</p>	<p><b>ETC (A)</b> L4–23, p. 4–41  <b>ETC (B)</b> L1–4, p .68  <b>ETC (C)</b> L2–15, p. 89–101  <b>ETC (D)</b> L1–4, p. 109  <b>TPS</b> L1–10, p. 2–107  <b>PS</b> L1–6, p. 5–43</p> <p><b>TBS</b> L1–20, p. 1–198  <b>SI</b> L1–5, p. 3–70  <b>SS</b> L1–10, p.1–122  <b>PASS</b> L1–6, p. 3–57  <b>TPSSB</b> Passages A1A–6E  <b>TBSRW:</b> 1A–6E  <b>SSSB</b> Passages A1A–6E</p>

<p><b>A.</b> 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>	<p><b>ETC (D)</b> 10–11, p.114  <b>PS</b> L2–6, p.12–43  <b>ETC (A)</b> Book Study Option L18–23, p.55–63  <b>ETC (C)</b> Book Study Option L5–9, p.95–95  <b>ETC (D)</b> L1–4, p.109  <b>TPS</b> L2–10, p. 21–107  <b>TPS</b> Book Study Option L3, p.32; L4, p.46; L5, p.56; L6, p. 66; L7, p.76; L8, p.95; L10, p.107; <b>PS</b> L1–6, p. 5–43  <b>TBS</b> Book Study Options L6, p. 67; L10, p.111; L15, p.158; L18, p.181; L20, p.193  <b>SI</b> Book Study Option L2, p. 17; L3, p. 34; L4, p. 52  <b>SS</b> Book Study Options L5, p. 70; L6, p. 84; L7, p. 97, L8, p.110; L10, p.122  <b>TPSSB</b> Passages A1A–6E</p>
<p><b>B.</b> Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.</p>	<p><b>ETC (A)</b> L5, p. 43; L18, p.55  <b>ETC (C)</b> L1, p. 87; L2, p. 89; L3, p. 91  <b>TPS</b> L2–10, p. 21–107  <b>TBS</b> L1, p. 5</p>
<p><b>C.</b> Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.</p>	<p><b>ETC (A)</b> Book Study Option L18–23, p. 55–63  <b>ETC (C)</b> Book Study Option L5–9, p.95–95  <b>ETC (D)</b> L1–4, p.109  <b>TPS</b> L2–10, p.21–107  <b>TPS</b> Book Study Option L3, p.32; L4, p.46; L5, p.56; L6, p. 66; L7, p. 76; L8, p. 95; L10, p. 107  <b>PS</b> L1–6, p. 5–43  <b>TBS</b> Book Study Options L6, p.67; L10, p.111; L15, p.158; L18, p.181; L20, p.193  <b>SI</b> Book Study Option L2, p17; L3, p. 34; L4, p. 52  <b>SS</b> Book Study Options L5, p. 70; L6, p. 84; L7, p. 97, L8, p. 110; L10, p. 122  <b>TPSSB</b> Passages A1A–6E</p>

<p>D. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.</p>	<p><b>Thinking Reading:</b>  <b>ETC (A)</b> L4–23, p. 4–41  <b>ETC (B)</b> L1–4, p. 68  <b>ETC (C)</b> L2–15, p. 89–101  <b>ETC (D)</b> L1–4, p. 109  <b>TPS</b> L1–10, p. 2–107  <b>PS</b> L1–6, p. 5–43  <b>TBS</b> L1–20, p. 1–198  <b>SI</b> L1–5, p. 3–70  <b>SS</b> L1–10, p. 1–122  <b>PASS</b> L1–6, p. 3–57  <b>TPSSB</b> Passages A1A–6E  <b>TBSRW:</b> 1A–6E  <b>SSSB</b> Passages A1A–6E</p>
<p>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>	<p><b>ETC (A)</b> Book Study Option L18–23, p.55–63  <b>ETC (C)</b> Book Study Option L5–9, p.95–95  <b>ETC (D)</b> Book Study Option L1–4, p.109  <b>TPS</b> Book Study Option L3, p.32; L4, p.46; L5, p.56; L6, p. 66; L7, p. 76; L8, p. 95; L10, p.107; <b>PS</b> L1–6, p. 5–43  <b>TBS</b> Book Study Options L6, p. 67; L10, p.111; L15, p.158; L18, p.181; L20, p.193  <b>SI</b> Book Study Option L2, p. 17; L3, p 34; L4, p. 52  <b>SS</b> Book Study Options L5, p. 70; L6, p. 84; L7, p. 97, L8, p. 110; L10, p. 122</p>



<p><b>3.</b> 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>	<p><b>ETC (A)</b> L4–23, p. 4–41  <b>ETC (B)</b> L1–4, p. 68  <b>ETC (C)</b> L2–15, p. 89–101  <b>ETC (D)</b> L1–4, p.1 09  <b>TPS</b> L1–10, p. 2–107  <b>TPS</b> Book Study Option L3, p. 32; L4, p. 46 L5, p. 56; L6, p. 66; L7, p. 76; L8, p. 95; L10, p. 107 <b>PS</b> L1–6, p. 5–43  <b>TBS</b> L1–20, p. 1–198  <b>SI</b> L1–5, p. 3–70  <b>SS</b> L1–10, p.1–122  <b>PASS</b> L1–6, p. 3–57  <b>TPSSB</b> Passages A1A–6E  <b>TBSRW:</b> 1A–6E  <b>SSSB</b> Passages A1A–6E</p>
<p><b>4.</b> 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>	<p><b>ETC (A)</b> L4–23, p.4–41  <b>ETC (B)</b> L1–4, p.68  <b>ETC (C)</b> L2–15, p.89–101  <b>ETC (D)</b> L1–4, p.109  <b>ETC (A)</b> Book Study Option L18–23, p.55–63 <b>ETC (C)</b> Book Study Option L5–9, p.95–95 <b>ETC (D)</b> Book Study Option L1–4, p.109  <b>TPS</b> L1–10, p.2–107  <b>PS</b> L1–6, p 5–43  <b>TBS</b> L1–20, p. 1–198  <b>SI</b> L1–5, p. 3–70  <b>SI</b> Book Study Option L2, p17; L3, p. 34; L4, p. 52  <b>SS</b> L1–10, p.1–122  <b>SS</b> Book Study Options L5, p.70; L6, p.84; L7, p.97, L8, p.110; L10, p.122  <b>PASS</b> L1–6, p. 3–57  <b>TPSSB</b> Passages A1A–6E  <b>TBSRW:</b> 1A–6E  <b>SSSB</b> Passages A1A–6E</p>

<p><b>5.</b> Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.</p>	<p><b>ETC (A)</b> L4–23, p. 4–41  <b>ETC (B)</b> L1–4, p. 68  <b>ETC (C)</b> L2–15, p. 89–101  <b>ETC (D)</b> L1–4, p. 109  <b>TPS</b> L1–10, p.2–107  <b>PS</b> L1–6, p 5–43  <b>TBS</b> L1–20, p. 1–198  <b>SI</b> L1–5, p. 3–70  <b>SS</b> L1–10, p.1–122  <b>PASS</b> L1–6, p. 3–57  <b>TPSSB</b> Passages A1A–6E  <b>TBSRW:</b> 1A–6E  <b>SSSB</b> Passages A1A–6E</p>
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**Language: Vocabulary Acquisition and Use**

<p><b>4.</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 7 reading and content</i>, choosing flexibly from a range of strategies.</p>	<p><b>ETC (A)</b> L3–9 (Vocab), p. 16–26; L10–13 (Book Study), p. 28–34  <b>ETC (C)</b> L3–9, p. 77–84  <b>ETC</b>–Vocabulary, p. 137–149  <b>ETC</b>–Book Study, p. 156, 159            Online Vocabulary Module – ETC–Vocabulary Process</p>
<p><b>A.</b> 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.</p>	<p><b>ETC (A)</b> L3–9 (Vocab), p. 16–26; L10–13 (Book Study), p. 28–34  <b>ETC (C)</b> L3–9, p. 77–84  <b>ETC</b>–Vocabulary, p. 137–149  <b>ETC</b>–Book Study, p. 156, 159            Online Vocabulary Module – ETC–Vocabulary Process</p>

<p><b>B.</b> 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>).</p>	<p><b>ETC (A)</b> L3–9 (Vocab), p. 16–26; L10–13 (Book Study), p. 28–34  <b>ETC (C)</b> L3–9, p. 77–84  <b>ETC</b>–Vocabulary, p. 137–149  <b>ETC</b>–Book Study, p. 156, 159          Online Vocabulary Module – ETC–Vocabulary Process</p>
<p><b>C.</b> 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.</p>	<p><b>ETC (A)</b> L3–9 (Vocab), p. 16–26; L10–13 (Book Study), p. 28–34  <b>ETC (C)</b> L3–9, p. 77–84  <b>ETC</b>–Vocabulary, p. 137–149  <b>ETC</b>–Book Study, p. 156, 159          Online Vocabulary Module – ETC–Vocabulary Process</p>
<p><b>D.</b> 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).</p>	<p><b>ETC (A)</b> L3–9 (Vocab), p. 16–26; L10–13 (Book Study), p. 28–34  <b>ETC (C)</b> L3–9, p. 77–84  <b>ETC</b>–Vocabulary, p. 137–149  <b>ETC</b>–Book Study, p. 156, 159          Online Vocabulary Module – ETC–Vocabulary Process</p>
<p><b>5.</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>	<p><b>ETC (A)</b> L3–9 (Vocab), p. 16–26; L10–13 (Book Study), p. 28–34  <b>ETC (C)</b> L3–9, p. 77–84  <b>ETC</b>–Vocabulary, p. 137–149  <b>ETC</b>–Book Study, p. 156, 159          Online Vocabulary Module – ETC–Vocabulary Process</p>
<p><b>A.</b> Interpret figures of speech (e.g. verbal irony, puns) in context.</p>	<p><b>ETC (A)</b> L3–9 (Vocab), p. 16–26; L10–13 (Book Study), p. 28–34  <b>ETC(C)</b> L3–9, p. 77–84  <b>ETC</b>–Vocabulary, p. 137–149  <b>ETC</b>–Book Study, p. 156, 159          Online Vocabulary Module – ETC–Vocabulary Process</p>

<p><b>B.</b> Use the relationship between particular words to better understand each of the words.</p>	<p><b>ETC (A)</b> L3–9 (Vocab), p 16–26; L10–13 (Book Study), p. 28–34 <b>ETC(C)</b> L3–9, p. 77–84 <b>ETC</b>–Vocabulary, p. 137–149 <b>ETC</b>–Book Study, p. 156, 159 Online Vocabulary Module – ETC–Vocabulary Process</p>
<p><b>C.</b> 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>	<p><b>ETC (A)</b> L3–9 (Vocab), p 16–26; L10–13 (Book Study), p. 28–34 <b>ETC(C)</b> L3–9, p. 77–84 <b>ETC</b>–Vocabulary, p. 137–149 <b>ETC</b>–Book Study, p. 156, 159 Online Vocabulary Module – ETC–Vocabulary Process</p>