

8<sup>th</sup> Grade Reading  
Curriculum Map  
2026-2027  
Cassity Maas

UNIT #1: Indigenous Literature	TIME FRAME: August - September
<b>STANDARDS COVERED:</b>	
<ul style="list-style-type: none"> <li>• 8.RL.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.</li> <li>• 8.RL.2 Determine a theme or central idea(s) of a text. <ul style="list-style-type: none"> <li>○ 8.RL.2.a Analyze its development over the course of the text including its relationship to the characters, setting, and plot.</li> <li>○ 8.RL.2.b Identify key textual details to support the analysis.</li> </ul> </li> <li>• 8.RL.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.</li> <li>• 8.RL.4 Interpret words and phrases as intended by the author of the text. <ul style="list-style-type: none"> <li>○ 8.RL.4 Determine technical, figurative and connotative meanings of words and phrases</li> </ul> </li> <li>• 8.RL.7 Analyze how a filmed or live production of a story, drama, or poem stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.</li> <li>• 8.RL.10 By the end of the year, independently read and comprehend literary texts representing a variety of genres, cultures, and perspectives that exhibit complexity appropriate for at least grade 8. <ul style="list-style-type: none"> <li>○ 8.RL.10.a Demonstrate proficiency in reading and comprehending grade-appropriate texts.</li> <li>○ 8.RL.10.b Self-select texts for personal enjoyment, interest, and academic tasks.</li> <li>○ 8.RL.10.c Read widely to understand diverse perspectives and viewpoints.</li> </ul> </li> <li>• 8.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades.</li> <li>• 8.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing <ul style="list-style-type: none"> <li>○ 8.L.2.c Spell correctly, recognizing that some words have commonly accepted variations.</li> </ul> </li> <li>• 8.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</li> <li>• 8.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.</li> <li>• 8.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</li> <li>• 8.L.6 Acquire and use grade-appropriate academic and domain-specific vocabulary; gather and apply knowledge of words and phrases to reading, writing, speaking, and listening.</li> <li>• 8.W.4 Produce clear and coherent writing in which the development, organization, style, tone, and voice are appropriate to task, purpose, and audience.</li> <li>• 8.W.9 Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research, applying one or more grade 8 standards for Reading Literature or Reading Informational text as needed.</li> <li>• 8.W.10 Write routinely over extended time frames (for research, reflection, and revision) and shorter time frames for a range of discipline-specific tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.</li> <li>• 8.SL.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.</li> </ul>	

- 8.SL1.a 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 respond, probe, and reflect on ideas under discussion.
- 8.SL1.b Follow norms for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
- 8.SL1.c Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
- 8.SL1.d Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
- 8.SL1.e Cooperate, mediate, and problem solve to make decisions as appropriate for productive group discussion.
- 8.SL.6 Adapt speech to a variety of contexts, audiences, and tasks, using self-reflection and feedback to and from others and demonstrating command of formal English when indicated or appropriate.

**ESSENTIAL QUESTION:**

How are the plotlines of Indigenous Literature creation stories and origin myths valuable to today's world?

**INSTRUCTION RELEVANCE:**

To read at grade-level and beyond, students must understand and identify plot line elements.

<p style="text-align: center;"><b>CLASSROOM ENVIRONMENT:</b></p> <p>The classroom is set-up for transitions between direct instruction, guided practice, and independent time. Classroom routines are established and enforced from the beginning to the end of the school year.</p>	<p style="text-align: center;"><b>LESSON PROCESS:</b></p> <p>Throughout the lesson, students read passages for comprehension practice, annotate notes for literary genre understanding, reference short stories for plot line tracking and critical thinking questions, complete quizzes and test for content assessment.</p>	<p style="text-align: center;"><b>ASSIGNMENT DIFFERENTIATION:</b></p> <p>Behavioral Intervention Plan (BIP) and Individualized Education Plan (IEP) students receive guided notes, access to read alouds and audiobooks, shortened plot line trackers and worksheets, and alternative settings and extended times on quizzes and tests.</p>
<p style="text-align: center;"><b>PRIOR KNOWLEDGE:</b></p> <p>Students had prior knowledge of reading fluency and comprehension, plot line elements, and collaborative communication.</p>	<p style="text-align: center;"><b>ACQUIRED VOCABULARY:</b></p> <p>plot line          exposition (setting &amp; characters)          conflict (internal &amp; external)          rising action (moment of relief)          climax          falling action          theme (moral)          resolution          creation story          origin myth          oral tradition</p>	<p style="text-align: center;"><b>ASSESSMENT TYPES:</b></p> <p>reading comprehension          plot line study guide &amp; quiz          plot line trackers          literary analyses</p>

**UNIT #2:**

**TIME FRAME:**

**STANDARDS COVERED:**

- 8.RL.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.
- 8.RL.2 Determine a theme or central idea(s) of a text.
  - 8.RL.2.a Analyze its development over the course of the text including its relationship to the characters, setting, and plot.
  - 8.RL.2.b Identify key textual details to support the analysis.
- 8.RL.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.
- 8.RL.4 Interpret words and phrases as intended by the author of the text.
  - 8.RL.4 Determine technical, figurative and connotative meanings of words and phrases.
- 8.RL.10 By the end of the year, independently read and comprehend literary texts representing a variety of genres, cultures, and perspectives that exhibit complexity appropriate for at least grade 8.
  - 8.RL.10.a Demonstrate proficiency in reading and comprehending grade-appropriate texts.
  - 8.RL.10.b Self-select texts for personal enjoyment, interest, and academic tasks.
  - 8.RL.10.c Read widely to understand diverse perspectives and viewpoints.
- 8.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades.
- 8.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing
  - 8.L.2.c Spell correctly, recognizing that some words have commonly accepted variations.
- 8.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- 8.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
- 8.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- 8.L.6 Acquire and use grade-appropriate academic and domain-specific vocabulary; gather and apply knowledge of words and phrases to reading, writing, speaking, and listening.
- 8.W.4 Produce clear and coherent writing in which the development, organization, style, tone, and voice are appropriate to task, purpose, and audience.
- 8.W.6 Use technology, including digital tools/platforms, to format, produce, and publish writing.
  - Demonstrate sufficient command of keyboarding skills to produce writing with stamina in a single sitting.
- 8.W.9 Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research, applying one or more grade 8 standards for Reading Literature or Reading Informational text as needed.
- 8.W.10 Write routinely over extended time frames (for research, reflection, and revision) and shorter time frames for a range of discipline-specific tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.
- 8.SL.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.
  - 8.SL.1.a 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 respond, probe, and reflect on ideas under discussion.
  - 8.SL.1.b Follow norms for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
  - 8.SL.1.c Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.

- 8.SL1.d Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
- 8.SL1.e Cooperate, mediate, and problem solve to make decisions as appropriate for productive group discussion.
- 8.SL.6 Adapt speech to a variety of contexts, audiences, and tasks, using self-reflection and feedback to and from others and demonstrating command of formal English when indicated or appropriate.

**ESSENTIAL QUESTION:**

How are the characters and storylines of Realistic Literature novels similar to and different from readers?

**INSTRUCTION RELEVANCE:**

To read at grade-level and beyond, students must connect texts to the real world.

<p style="text-align: center;"><b>CLASSROOM ENVIRONMENT:</b></p> <p>The classroom is set-up for transitions between direct instruction, guided practice, and independent time. Classroom routines are established and enforced from the beginning to the end of the school year.</p>	<p style="text-align: center;"><b>LESSON PROCESS:</b></p> <p>Throughout the lesson, students annotate notes for literary genre and author understanding, research vocabulary terms for chapter application, reference chapters for critical thinking questions, complete a review and test for content assessment.</p>	<p style="text-align: center;"><b>ASSIGNMENT DIFFERENTIATION:</b></p> <p>Behavioral Intervention Plan (BIP) and Individualized Education Plan (IEP) students receive guided notes, access to read alouds and audiobooks, shortened worksheets, and alternative settings and extended times on quizzes and tests.</p>
<p style="text-align: center;"><b>PRIOR KNOWLEDGE:</b></p> <p>Students had prior knowledge of reading fluency and comprehension, vocabulary research and application, and collaborative communication.</p>	<p style="text-align: center;"><b>ACQUIRED VOCABULARY:</b></p> <p>coming-of-age author influence chapter terms characterization connecting comparing &amp; contrasting predicting &amp; inferencing</p>	<p style="text-align: center;"><b>ASSESSMENT TYPES:</b></p> <p>author research chapter questions novel test</p>

<p><b>UNIT #3:</b> Gothic Literature</p>	<p><b>TIME FRAME:</b> January - March</p>
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**STANDARDS COVERED:**

- 8.RL.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.
- 8.RL.2 Determine a theme or central idea(s) of a text.
  - 8.RL.2.a Analyze its development over the course of the text including its relationship to the characters, setting, and plot.
  - 8.RL.2.b Identify key textual details to support the analysis.
- 8.RL.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.
- 8.RL.4 Interpret words and phrases as intended by the author of the text.
- 8.RL.6 Analyze how differences in the points of view of the characters and the audience or reader create such effects as suspense or humor.

- 8.RL.7 Analyze how a filmed or live production of a story, drama, or poem stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.
- 8.RL.10 By the end of the year, independently read and comprehend literary texts representing a variety of genres, cultures, and perspectives that exhibit complexity appropriate for at least grade 8.
  - 8.RL.10.a Demonstrate proficiency in reading and comprehending grade-appropriate texts.
  - 8.RL.10.b Self-select texts for personal enjoyment, interest, and academic tasks.
  - 8.RL.10.c Read widely to understand diverse perspectives and viewpoints.
- 8.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades.
- 8.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing
  - 8.L.2.c Spell correctly, recognizing that some words have commonly accepted variations.
- 8.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- 8.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
- 8.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- 8.L.6 Acquire and use grade-appropriate academic and domain-specific vocabulary; gather and apply knowledge of words and phrases to reading, writing, speaking, and listening.
- 8.W.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
  - 8.W.2.a 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 aid comprehension.
  - 8.W.2.b Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
  - 8.W.2.c Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
  - 8.W.2.d Use precise language and domain-specific vocabulary to inform about or explain the topic.
  - 8.W.2.e Establish and maintain a formal style.
  - 8.W.2.f Provide a concluding statement or section that follows from and supports the information or explanation presented.
- 8.W.4 Produce clear and coherent writing in which the development, organization, style, tone, and voice are appropriate to task, purpose, and audience.
- 8.W.5 Develop and strengthen writing as needed
  - 8.W.5.a Employ the writing process by planning, drafting, revising, editing, rewriting, or trying a new approach.
  - 8.W.5.c Use guidance and support from peers, adults, and digital tools.
- 8.W.6 Use technology, including digital tools/platforms, to format, produce, and publish writing.
  - 8.W.6.d Demonstrate sufficient command of keyboarding skills to produce writing with stamina in a single sitting.
- 8.W.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.
- 8.W.8 Gather relevant information from multiple print and digital sources.
  - 8.W.8.a Use search terms effectively.
  - 8.W.8.b Assess the credibility and accuracy of each source.
  - 8.W.8.c Quote or paraphrase the data and conclusions of others while avoiding plagiarism.
  - 8.W.8.d Follow a standard format for citation.

- 8.W.9 Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research, applying one or more grade 8 standards for Reading Literature or Reading Informational text as needed.
- 8.W.10 Write routinely over extended time frames (for research, reflection, and revision) and shorter time frames for a range of discipline-specific tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.
- 8.SL.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.
  - 8.SL1.a 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 respond, probe, and reflect on ideas under discussion.
  - 8.SL1.b Follow norms for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
  - 8.SL1.c Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
  - 8.SL1.d Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
  - 8.SL1.e Cooperate, mediate, and problem solve to make decisions as appropriate for productive group discussion.
- 8.SL.6 Adapt speech to a variety of contexts, audiences, and tasks, using self-reflection and feedback to and from others and demonstrating command of formal English when indicated or appropriate.

**ESSENTIAL QUESTION:**

How are the "dark" moments in Gothic Literature author's life reflected in his literary works?

**INSTRUCTION RELEVANCE:**

To read at grade-level and beyond, students must understand and analyze authorial influence on texts.

<p style="text-align: center;"><b>CLASSROOM ENVIRONMENT:</b></p> <p>The classroom is set-up for transitions between direct instruction, guided practice, and independent time. Classroom routines are established and enforced from the beginning to the end of the school year.</p>	<p style="text-align: center;"><b>LESSON PROCESS:</b></p> <p>Throughout the lesson, students read passages for comprehension practice, annotate notes for literary genre and author understanding, reference short stories for critical thinking and composition questions, research historical periods for background context, and complete creative projects for content assessment.</p>	<p style="text-align: center;"><b>ASSIGNMENT DIFFERENTIATION:</b></p> <p>Behavioral Intervention Plan (BIP) and Individualized Education Plan (IEP) students receive guided notes, access to read alouds and audiobooks, shortened worksheets and quickwrites, and alternative settings and extended times on projects.</p>
<p style="text-align: center;"><b>PRIOR KNOWLEDGE:</b></p> <p>Students had prior knowledge of reading fluency and comprehension, textual evidence and research formatting, and collaborative creation and communication.</p>	<p style="text-align: center;"><b>ACQUIRED VOCABULARY:</b></p> <p>author influence paraphrase &amp; citations horror &amp; supernatural unreliable narrator &amp; writer Spanish Inquisition &amp; heresy brainstorm &amp; draft edit &amp; revise publish</p>	<p style="text-align: center;"><b>ASSESSMENT TYPES:</b></p> <p>reading comprehension author research short story questions quickwrites historical research genre project</p>

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<b>UNIT #4:</b> Naturalistic Literature	<b>TIME FRAME:</b> March - May
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**STANDARDS COVERED:**

- 8.RL.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.
- 8.RL.2 Determine a theme or central idea(s) of a text.
  - 8.RL.2.a Analyze its development over the course of the text including its relationship to the characters, setting, and plot.
  - 8.RL.2.b Identify key textual details to support the analysis.
- 8.RL.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.
- 8.RL.4 Interpret words and phrases as intended by the author of the text.
- 8.RL.7 Analyze how a filmed or live production of a story, drama, or poem stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.
- 8.RL.10 By the end of the year, independently read and comprehend literary texts representing a variety of genres, cultures, and perspectives that exhibit complexity appropriate for at least grade 8.
  - 8.RL.10.a Demonstrate proficiency in reading and comprehending grade-appropriate texts.
  - 8.RL.10.b Self-select texts for personal enjoyment, interest, and academic tasks.
  - 8.RL.10.c Read widely to understand diverse perspectives and viewpoints.
- 8.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades.
- 8.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing
  - 8.L.2.c Spell correctly, recognizing that some words have commonly accepted variations.
- 8.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- 8.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
- 8.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- 8.L.6 Acquire and use grade-appropriate academic and domain-specific vocabulary; gather and apply knowledge of words and phrases to reading, writing, speaking, and listening.
- 8.W.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
  - 8.W.2.a 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 aid comprehension.
  - 8.W.2.b Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
  - 8.W.2.c Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
  - 8.W.2.d Use precise language and domain-specific vocabulary to inform about or explain the topic.
  - 8.W.2.e Establish and maintain a formal style.
  - 8.W.2.f Provide a concluding statement or section that follows from and supports the information or explanation presented.
- 8.W.4 Produce clear and coherent writing in which the development, organization, style, tone, and voice are appropriate to task, purpose, and audience.

- 8.W.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.
- 8.W.8 Gather relevant information from multiple print and digital sources.
  - 8.W.8.a Use search terms effectively.
  - 8.W.8.b Assess the credibility and accuracy of each source.
  - 8.W.8.c Quote or paraphrase the data and conclusions of others while avoiding plagiarism.
  - 8.W.8.d Follow a standard format for citation.
- 8.W.9 Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research, applying one or more grade 8 standards for Reading Literature or Reading Informational text as needed.
- 8.W.10 Write routinely over extended time frames (for research, reflection, and revision) and shorter time frames for a range of discipline-specific tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.
- 8.SL.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.
  - 8.SL1.a 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 respond, probe, and reflect on ideas under discussion.
  - 8.SL1.b Follow norms for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
  - 8.SL1.c Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
  - 8.SL1.d Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
  - 8.SL1.e Cooperate, mediate, and problem solve to make decisions as appropriate for productive group discussion.
- 8.SL.6 Adapt speech to a variety of contexts, audiences, and tasks, using self-reflection and feedback to and from others and demonstrating command of formal English when indicated or appropriate.

**ESSENTIAL QUESTION:**

How are the settings in Naturalistic Literature novels significant to storylines?

**INSTRUCTION RELEVANCE:**

To read at grade-level and beyond, students must understand and identify how settings change plot.

<b>CLASSROOM ENVIRONMENT:</b>	<b>LESSON PROCESS:</b>	<b>ASSIGNMENT DIFFERENTIATION:</b>
The classroom is set-up for transitions between direct instruction, guided practice, and independent time. Classroom routines are established and enforced from the beginning to the end of the school year.	Throughout the lesson, students annotate notes for literary genre and author understanding, research historical periods for background context, reference literary elements for chapter journals, complete a review and test for content assessment.	Behavioral Intervention Plan (BIP) and Individualized Education Plan (IEP) students receive guided notes, access to read alouds and audiobooks, shortened journals, and alternative settings and extended times quizzes and tests.
<b>PRIOR KNOWLEDGE:</b>	<b>ACQUIRED VOCABULARY:</b>	<b>ASSESSMENT TYPES:</b>
	author influence	author research

<p>Students had prior knowledge of reading fluency and comprehension, textual evidence and research formatting, literary element definitions, and collaborative communication.</p>	<p>paraphrase &amp; citations superiority &amp; inferiority Klondike &amp; Yukon Gold Rush sled dogs &amp; mushing literary elements</p>	<p>novel journals novel test</p>
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