



# Literature

Reading with Purpose  
Course 3

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STANDARDS		PAGE REFERENCES
<b>Standard 1: Reading Process</b>		
Students apply knowledge of structural analysis to decode and analyze the meaning of complex expository and literary text. Students construct meaning by explaining relationships among words; students apply the meaning to content-specific vocabulary words. Students integrate new vocabulary into written and oral communication across all content areas. Students are expected to read independently, with fluency, for different purposes and audiences.		
<b>Goal 1.1: Acquire Concepts About Print</b>		
No objectives at this grade level.		
<b>Goal 1.2: Acquire Concepts About Text</b>		
<b>Objective(s): By the end of Grade 8, the student will be able to:</b>		
8.LA.1.2.1	Analyze the organizational structure of printed material and electronic sources to access information.	<b>Student Edition:</b> RH16-RH17 <i>Skills Preview</i> 99, 249, 339, 357, 509, 861 <i>Skills Review</i> 105, 255, 1081 <i>Skill Lesson</i> 336-337 <i>Key Reading Skill</i> 353, 370 <i>Key Text Element</i> 1057, 1078

STANDARDS		PAGE REFERENCES
8.LA.1.2.2	Analyze specific features of text, including the preface and appendix, to understand a selection.	<b>Student Edition:</b> RH9- RH18 <i>Key Reading Skill</i> 292 <i>Skill Lesson</i> 296-297
8.LA.1.2.3	Interpret graphic features of text to clarify and extend meaning.	<b>Student Edition:</b> 37, 203, 229, 338, 372, 572, 586, 603, 606, 620, 1140, 1161, RH7, RH9, RH18
<b>Goal 1.3: Acquire Phonological Awareness Skills</b>		
No objectives at this grade level.		
<b>Goal 1.4: Acquire Decoding Skills Using Word Parts</b>		
<b>Objective(s): By the end of Grade 8, the student will be able to:</b>		
8.LA.1.4.1	Use structural analysis and apply root words, prefixes, and suffixes, including Greek and Latin derivatives, to decode complex words. (743.01.a)	<b>Student Edition:</b> <i>English Language Coach</i> 563, 572, 586, 589, 594, 606, 609, 620, 636, 734, 737, 748, 796, 848, 874
8.LA.1.4.2	Read abbreviations appropriate to grade level.	<b>Student Edition:</b> 304, 343, 364, 374, 408, 521, 969, 982, 1048, 1093, 1115, 1123, 1156, RH41-RH42
<b>Goal 1.5: Acquire Decoding Skills Using Syllabication</b>		
<b>Objective(s): By the end of Grade 8, the student will be able to:</b>		
8.LA.1.5.1	Apply spelling and syllabication rules to decode unknown words. (743.01.a)	<b>Student Edition:</b> <i>English Language Coach</i> 560, 563, 572, 576, 586, 591, 606, 609, 612, 636, 639, 734, 737, 748, 761
<b>Goal 1.6: Acquire Decoding Skills Using Context</b>		
<b>Objective(s): By the end of Grade 8, the student will be able to:</b>		
8.LA.1.6.1	Use context clues to aid in decoding new words.	<b>Student Edition:</b> <i>English Language Coach</i> 16, 21, 30, 33, 44, 48, 54, 57, 76, 82, 98, 100, 118, 222, 418

STANDARDS		PAGE REFERENCES
<b>Goal 1.7: Acquire Fluency</b>		
<b>Objective(s): By the end of Grade 8, the student will be able to:</b>		
8.LA.1.7.1	Read grade-level-appropriate text with fluency and accuracy from at least 150 correct words per minute (Hasbrouck & Tindal).	<b>Student Edition:</b> 5-13, 46-51, 56-59, 151-159, 172-175, 220-231, 340-353, 358-377, 608-617, 622-625, 638-649, 654-659, 688-699, 882-887, 934-939
<b>Goal 1.8: Vocabulary and Concept Development</b>		
<b>Objective(s): By the end of Grade 8, the student will be able to:</b>		
8.LA.1.8.1	Apply origins of root words, prefixes, and suffixes to determine the meaning of unknown words.	<b>Student Edition:</b> <i>English Language Coach</i> 560, 563, 572, 576, 586, 591, 606, 609, 612, 636, 639, 734, 737, 748, 761
8.LA.1.8.2	Explain relationships among words including connotation/denotation, antonyms, synonyms, and words with multiple meanings.	<b>Student Edition:</b> <i>English Language Coach</i> 54, 162, 167, 170, 267, 298, 301, 310, 324, 932, 942, 966, 978, 986, 1000
8.LA.1.8.3	Define words and concepts necessary for comprehending Grade 8 content area text.	<b>Student Edition:</b> <i>English Language Coach</i> 13, 30, 44, 54, 162, 170, 267, 298, 310, 560, 572, 586, 734, 932, 942
8.LA.1.8.4	Clarify pronunciations, meaning, alternate word choices, parts of speech and etymology of words using the dictionary, thesaurus, glossary, and technology resources.	<b>Student Edition:</b> RH3-RH4 <i>English Language Coach</i> 162, 170, 259, 272, 310, 324, 388, 490, 586, 620, 824, 838, 1158 <i>Vocabulary Check</i> 315

STANDARDS		PAGE REFERENCES
<b><u>Standard 2: Comprehension/Interpretation</u></b>		
Students describe and connect the essential ideas, arguments, and perspectives of the text by using knowledge of structure, organization, and purpose to understand expository and narrative grade-level-appropriate text. Students expand comprehension by analyzing, interpreting, and synthesizing information and ideas through a variety of texts and genres. Students gain understanding as they think critically and analyze an author's use of language, style, purpose, and perspective in text.		
<b>Goal 2.1: Acquire Strategies and Skills for Comprehending Text</b>		
<b>Objective(s): By the end of Grade 8, the student will be able to:</b>		
8.LA.2.1.1	Determine the relationships among facts, ideas, and events used in various texts to support a central purpose. (743.04.c)	<b>Student Edition:</b> <i>Skill Lesson</i> 96-97, 386-387, 1102-1103, 1132-1133 <i>Key Reading Skill</i> 111, 391, 1056, 1107, 1124, 1143 <i>Skills Review</i> 115, 397, 403, 1127, 1139
8.LA.2.1.2	Distinguish cause and effect relationships in text to gain meaning.	<b>Student Edition:</b> <i>Skill Lesson</i> 336-337, 1086-1087 <i>Key Reading Skill</i> 350, 367, 1056, 1060, 1063, 1090, 1091, 1099 <i>Skills Preview</i> 861, 1089 <i>Skills Review</i> 1095, 1101
8.LA.2.1.3	Make inferences, draw conclusions, and form opinions based on information gathered from text and cite evidence to support.	<b>Student Edition:</b> RH13-RH14 <i>Skill Lesson</i> 182-183, 634-635, 732-733 <i>Key Reading Skill</i> 187, 188, 197, 555, 647, 721, 727, 742 <i>Skills Review</i> 193, 203, 789

STANDARDS		PAGE REFERENCES
<b>Goal 2.2: Acquire Skills to Comprehend Expository Text</b>		
<b>Objective(s): By the end of Grade 8, the student will be able to:</b>		
8.LA.2.2.1	Evaluate expository text structure to extend comprehension.	<b>Student Edition:</b> RH16-RH17 <i>Skills Preview</i> 99, 249, 339, 357, 509, 861 <i>Skills Review</i> 105, 255, 1081 <i>Skill Lesson</i> 336-337 <i>Key Reading Skill</i> 353, 370 <i>Key Text Element</i> 1057, 1078
8.LA.2.2.2	Generate how, why, and what-if questions for interpreting expository texts	<b>Student Edition:</b> <i>Key Reading Skill</i> 391, 393, 395, 590, 928, 960, 961, 969, 970, 971, 972, 975 <i>Skill Lesson</i> 584-585, 956-957 <i>Skills Preview</i> 959
8.LA.2.2.3	Apply central ideas (literal of inferential) and critical details to summarize information from expository text.	<b>Student Edition:</b> <i>Answering the Big Question</i> 176, 254, 328, 514 <i>Skill Lesson</i> 846-847, 1102-1103 <i>Skills Preview</i> 849, 861, 1105 <i>Key Reading Skill</i> 850, 1117, 1119 <i>Skills Review</i> 859, 867, 1111
8.LA.2.2.4	Identify the main purpose and anticipate outcomes of procedures specified in informational text.	<b>Student Edition:</b> <i>Big Question</i> 85, 89, 1025 <i>Answering the Big Question</i> 90, 308, 328, 514, 940, 964, 990 <i>Genre Focus</i> 292 <i>Key Reading Skill</i> 294, 391, 393 <i>Critical Thinking</i> 334
<b>Goal 2.3: Acquire Skills for Comprehending Literary Text</b>		
<b>Objective(s): By the end of Grade 8, the student will be able to:</b>		
8.LA.2.3.1	Read and respond to literature from a variety of genres, including poetry. (743.02.a)	<b>Student Edition:</b> 46-52, 56-60, 172-176, 453-454, 458-462, 472-474, 608-618, 675-684, 713-734, 850-853, 882-888, 1057-1063, 1076-1080, 1136-1138, 1142-1150

STANDARDS		PAGE REFERENCES
8.LA.2.3.2	Interpret how situations, actions, and other characters influence a character's personality and development. (743.03.b)	<b>Student Edition:</b> <i>Key Literary Element</i> 547, 549, 557, 563, 564, 566 <i>Skills Preview</i> 561 <i>Skills Review</i> 571 <i>Comparing Literature Workshop</i> 662 <i>Comparing Literature</i> 666, 669, 671, 679, 682, 683
8.LA.2.3.3	Analyze the importance of the setting to the mood and to the meaning of the story. (743.03.b)	<b>Student Edition:</b> <i>Skills Preview</i> 171, 637, 881 <i>Skills Review</i> 177, 651, 889 <i>Key Literary Element</i> 551, 638, 641, 643, 644, 645 <i>Literary Element</i> 883, 885, 887
8.LA.2.3.4	Evaluate the structural elements of the plot and how conflicts are addressed and resolved. (743.01.b; 743.03.b)	<b>Student Edition:</b> <i>Genre Focus</i> 150 <i>Key Literary Element</i> 155, 158, 159, 197, 198, 201, 600, 601 <i>Skills Preview</i> 195 <i>Skills Review</i> 203, 603 <i>Reading Across Texts Workshop</i> 516-517 <i>Reading Across Texts</i> 519, 523
8.LA.2.3.5	Explain the author's point of view and interpret how it influences the story. (743.03.a)	<b>Student Edition:</b> <i>Genre Focus</i> 4 <i>Skills Preview</i> 45, 55, 967, 1113 <i>Key Literary Element</i> 46, 47, 49, 57, 968, 969 <i>Skills Review</i> 53, 61, 975
8.LA.2.3.6	Analyze the themes across various genres.	<b>Student Edition:</b> <i>Genre Focus</i> 150 <i>Key Literary Element</i> 159, 244, 613, 617, 1093 <i>Skills Preview</i> 241, 607, 1089 <i>Skills Review</i> 247, 619, 1095 <i>Comparing Literature Workshop</i> 256-257 <i>Comparing Literature</i> 262, 270

STANDARDS		PAGE REFERENCES
<b>Standard 3: Writing Process</b>		
Students generate and organize writing ideas. Students write and revise multiple drafts of a piece of writing before editing and publishing a final draft. Students apply a variety of writing techniques to clarify meaning and improve fluency of their texts. Students use standard formats to guide their creation of technical texts.		
<b>Goal 3.1: Acquire Prewriting Skills</b>		
<b>Objective(s): By the end of Grade 8, the student will be able to:</b>		
8.LA.3.1.1	Generate ideas using a variety of strategies. (744.01.a; 744.01.b)	<b>Student Edition:</b> <i>Talk About Your Reading</i> 36 <i>Writing Workshop Part 1</i> 38, 178, 316, 464, 580, 790, 952, 1082 <i>The Unit Challenge</i> 132, 420, 910-911, 1034
8.LA.3.1.2	Generate a main idea or thesis appropriate to the writing.	<b>Student Edition:</b> <i>Writing Workshop Part 1</i> 38, 180, 317, 319, 465, 580-581, 790-791, 953, 1083 <i>Writing Workshop Part 2</i> 234, 380, 682, 868 <i>The Unit Challenge</i> 420, 910
8.LA.3.1.3	Apply appropriate organizational strategies to plan writing. (744.01.a; 744.01.b)	<b>Student Edition:</b> <i>Writing Workshop Part 1</i> 39, 179-180, 319, 465, 580-581, 791-792, 954, 1083 <i>Writing Workshop Part 2</i> 93, 95, 234, 380, 383, 629, 868
8.LA.3.1.4	Match appropriate writing format to purpose and audience. (744.01.c)	<b>Student Edition:</b> RH17-RH18 <i>Writing Workshop Part 2</i> 92 <i>Writing Workshop Part 1</i> 316, 952, 1082 <i>Writing Tip</i> 465, 792 <i>English Language Coach</i> 484, 486, 487, 490, 492, 493 <i>Revising Tip</i> 1129
8.LA.3.1.5	Produce a written product within a set time period.	<b>Student Edition:</b> <i>Writing Workshop Part 1</i> 38-40, 178-180, 316-320, 464-466, 580-582, 790-792, 952-954, 1082-1084 <i>Writing Workshop Part 2</i> 92-94, 234-235, 380-382, 496-497, 628-630, 868-869, 992-993

STANDARDS		PAGE REFERENCES
<b>Goal 3.2: Acquire Skills for Writing a Draft</b>		
<b>Objective(s): By the end of Grade 8, the student will be able to:</b>		
8.LA.3.2.1	Use ideas generated and organized in prewriting to write a draft with a main idea and supporting information. (744.01.a; 744.01.b; 744.02.c)	<b>Student Edition:</b> R17 <i>Drafting</i> 40, 180, 319, 465, 582, 791-792, 953-954, 1083
8.LA.3.2.2	Write a draft with ideas sequenced in a logical, cohesive order.	<b>Student Edition:</b> R17 <i>Writing Workshop Part 1</i> 39-40, 179-180, 319, 465, 581-582, 791-792, 953-954 <i>Writing Workshop Part 2</i> 92 <i>The Unit Challenge</i> 420
<b>Goal 3.3: Acquire Skills for Revising a Draft</b>		
<b>Objective(s): By the end of Grade 8, the student will be able to:</b>		
8.LA.3.3.1	Revise draft for meaning, clarity, and effective organization. (744.01; 744.02)	<b>Student Edition:</b> R17-R18 <i>Revising</i> 92-93, 234, 380, 496-497, 628, 868, 992, 1128 <i>The Unit Challenge</i> 420 <i>Grammar Link</i> 583 <i>Applying Good Writing Traits</i> 629
8.LA.3.3.2	Add details and delete irrelevant or redundant information.	<b>Student Edition:</b> R17-R18 <i>Revising</i> 92, 234, 380, 496, 628, 868, 992, 1128
8.LA.3.3.3	Arrange transition words and phrases in draft to clarify meaning and improve organization. (744.02.c)	<b>Student Edition:</b> RH16-RH17, R18 <i>Revising</i> 93 <i>Reading Workshop 3</i> 337 <i>Applying Good Writing Traits</i> 629 <i>Editing</i> 993
8.LA.3.3.4	Apply a variety of sentence structures to improve sentence fluency and enhance writing style. (744.02.c)	<b>Student Edition:</b> <i>Grammar Link</i> 321, 583, 593, 603, 619, 627, 965 <i>Applying Good Writing Traits</i> 994

STANDARDS		PAGE REFERENCES
8.LA.3.3.5	Apply literary models to refine writing style.	<b>Student Edition:</b> R20-R24 <i>Key Literary Element</i> 17, 31, 45, 185, 195, 241, 451, 735, 765 <i>Text Element</i> 99, 1089 <i>Write About Your Reading</i> 494 <i>Genre Focus</i> 926 <i>Literary Element</i> 975
8.LA.3.3.6	Conference with others to improve writing. (744.01)	<b>Student Edition:</b> R18 <i>Presenting</i> 93 <i>Editing and Proofreading</i> 235 <i>Partner Work</i> 299, 476, 869 <i>Prewriting</i> 316, 953 <i>Revising</i> 380 <i>The Unit Challenge</i> 420 <i>Literary Element</i> 477
<b>Goal 3.4: Acquire Skills for Editing a Draft</b>		
<b>Objective(s): By the end of Grade 8, the student will be able to:</b>		
8.LA.3.4.1	Edit the draft using an editing checklist with common editing marks.	<b>Student Edition:</b> R18-R19 <i>Editing</i> 93, 381, 497, 630, 993, 1126 <i>Editing and Proofreading</i> 868
<b>Goal 3.5: Acquire Skills to Publish Writing</b>		
<b>Objective(s): By the end of Grade 8, the student will be able to:</b>		
8.LA.3.5.1	Publish writing in an appropriate format for the purpose and audience.	<b>Student Edition:</b> R18, R27 <i>Publishing and Presenting</i> 235 <i>Presenting</i> 497, 630, 869 <i>The Unit Challenge</i> 530, 910, 1169 <i>Publishing</i> 1129 <i>Applying Good Writing Traits</i> 1131
8.LA.3.5.2	Use text features and graphics, if applicable, to further convey meaning.	<b>Student Edition:</b> R27 <i>Presenting</i> 497, 630

STANDARDS		PAGE REFERENCES
8.LA.3.5.3	Use appropriate technology to create a final draft.	<b>Student Edition:</b> R27 <i>Writing Tip</i> 235, 317, 381 <i>Cite Your Sources</i> 320 <i>Drafting</i> 465 <i>Presenting</i> 497, 630 <i>Writing Tip</i> 630 <i>The Unit Challenge</i> 686 <i>Revising Tip</i> 1129 <i>Editing</i> 1129
8.LA.3.5.4	Share writing with intended audience. (744.04.c)	<b>Student Edition:</b> R18, R27 <i>Presenting</i> 93, 382, 497, 630, 869, 993 <i>Publishing and Presenting</i> 235 <i>The Unit Challenge</i> 420, 530, 686, 910, 1136 <i>Publishing</i> 1129
<b><u>Standard 4: Writing Applications</u></b>		
Students write in a variety of formats to generate, record, and reflect upon ideas. Students write a variety of expressive pieces. Students create technical documents and graphic text. Student responses to a text will include reference to the text or related text.		
<b>Goal 4.1: Acquire Expressive (Narrative/Creative) Writing Skills</b>		
<b>Objective(s): By the end of Grade 8, the student will be able to:</b>		
8.LA.4.1.1	Write narratives about specific events or situations using precisely chosen details. (744.04.c)	<b>Student Edition:</b> <i>Writing Workshop Part 1</i> 38-40, 178-180, 464-466, 580-582, 790-792 <i>Writing Workshop Part 2</i> 92-93, 234-236, 496-497, 628-630, 868-869 <i>Write About Your Reading</i> 104, 974 <i>Skills Preview</i> 185 <i>Skills Review</i> 193 <i>Applying Good Writing Traits</i> 466

STANDARDS		PAGE REFERENCES
8.LA.4.1.2	Create original works that include descriptive strategies and figurative language. (744.04.c)	<b>Student Edition:</b> R20 <i>Writing Workshop Part 2</i> 92, 496-497, 628 <i>Skills Preview</i> 185, 471, 475, 1067 <i>Genre Focus</i> 446 <i>Key Literary Element</i> 447, 471 <i>Writing Workshop Part 1</i> 464-466, 581-582, 792 <i>Comparing Literature Workshop</i> 890-891
<b>Goal 4.2: Acquire Expository (Informational/Research) Writing Skills</b>		
<b>Objective(s): By the end of Grade 8, the student will be able to:</b>		
8.LA.4.2.1	Write technical text that identifies a sequence of activities or processes. (744.07.b)	<b>Student Edition:</b> R20 <i>Check the Sequence</i> 93 <i>Write About Your Reading</i> 494, 514, 858 <i>Text Element</i> 509 <i>Skills Preview</i> 861 <i>Skills Review</i> 867
8.LA.4.2.2	Write expository essays that include a main idea (thesis), supporting details, and introductory, body, and concluding paragraphs. (744.03.b)	<b>Student Edition:</b> R20-R24 <i>Comparing Literature Workshop</i> 275, 685, 909 <i>Writing Workshop Part 1</i> 316-320, 1082-1083 <i>Write About Your Reading</i> 354, 494, 578 <i>Writing Workshop Part 2</i> 380-382, 1128-1129 <i>Read Across Texts Workshop</i> 419, 1167 <i>The Unit Challenge</i> 687, 1168
<b>Goal 4.3: Acquire Persuasive Writing Skills</b>		
<b>Objective(s): By the end of Grade 8, the student will be able to:</b>		
8.LA.4.3.1	Write persuasive compositions that state a position and support it with evidence and emotional appeals. (744.05.b; 744.05.c)	<b>Student Edition:</b> R21 <i>Write About Your Reading</i> 74, 990, 1004 <i>Skills Preview</i> 933, 959, 979 <i>English Language Coach</i> 942 <i>Talk About Your Reading</i> 950 <i>Writing Workshop Part 1</i> 952-954 <i>Writing Workshop Part 2</i> 992-993

STANDARDS		PAGE REFERENCES
<b>Goal 4.4: Acquire Skills for Literary Response</b>		
<b>Objective(s): By the end of Grade 8, the student will be able to:</b>		
8.LA.4.4.1	Write responses to literature that demonstrate an awareness of an author's style. (744.04.b)	<b>Student Edition:</b> R16 <i>Skills Preview</i> 219, 1097 <i>Key Literary Element</i> 221, 227, 228, 230, 1058, 1060, 1098 <i>Skills Review</i> 233, 1101
8.LA.4.4.2	Write responses to literature that analyze an author's style.	<b>Student Edition:</b> R16 <i>Skills Preview</i> 219, 1097 <i>Key Literary Element</i> 221, 227, 228, 230, 1058, 1060, 1098 <i>Skills Review</i> 233, 1101
<b>Standard 5: Writing Components</b>		
Students use the components of written language appropriate to this grade level. Students are able to identify and correct run-on sentences and sentence fragments. Students use transitional devices to show relationships among ideas and maintain coherence within a piece of writing.		
<b>Goal 5.1: Acquire Handwriting Skills</b>		
<b>Objective(s): By the end of Grade 8, the student will be able to:</b>		
8.LA.5.1.1	Write fluently and legibly in print or cursive.	<b>Student Edition:</b> <i>Drafting</i> 40, 180, 320, 466, 582, 791, 953, 1083 <i>Writing Tip</i> 93, 382 <i>Presenting</i> 497, 630 <i>Applying Good Writing Traits</i> 994 <i>Editing</i> 1129
<b>Goal 5.2: Acquire Spelling Skills</b>		
<b>Objective(s): By the end of Grade 8, the student will be able to:</b>		
8.LA.5.2.1	Spell correctly Grade 8 high-frequency words and content area words. (744.02.a)	<b>Student Edition:</b> R43-R44 <i>Writing Tip</i> 93, 235, 381, 630 <i>Grammar Link</i> 1081

STANDARDS		PAGE REFERENCES
8.LA.5.2.2	Spell correctly complex multisyllabic words that include those with Greek and Latin derivatives. (744.02.a)	<b>Student Edition:</b> R43-R44 <i>Writing Tip</i> 235, 381, 630 <i>English Language Coach</i> 848, 851, 874, 877, 880, 883
8.LA.5.2.3	Apply spelling rules appropriate to grade level (e.g., less common prefixes, suffixes and plurals) to spell accurately. (744.02.a)	<b>Student Edition:</b> R43-R44 <i>Writing Tip</i> 235, 381, 630 <i>English Language Coach</i> 560, 563, 572, 586, 589, 591, 594, 606, 620, 636, 734, 796
<b>Goal 5.3: Acquire Skills for Sentence Structure</b>		
<b>Objective(s): By the end of Grade 8, the student will be able to:</b>		
8.LA.5.3.1	Write correct and varied sentence structure (e.g., simple, compound, complex, and compound-complex). (744.02.c)	<b>Student Edition:</b> R28 <i>Editing</i> 93, 381, 630 <i>Grammar Link</i> 309, 321, 329, 335, 355, 583, 593, 603, 619, 627, 965
8.LA.5.3.2	Use correctly: (735.02.a) <ul style="list-style-type: none"> <li>• future verb tenses</li> <li>• adjectives</li> <li>• personal pronouns</li> <li>• conjunctions</li> <li>• adverbs</li> </ul>	<b>Student Edition:</b> R30-R31 <i>Grammar Link</i> 37, 169, 177, 193, 489, 593, 975 <i>Editing</i> 93, 235, 381, 630 <i>English Language Coach</i> 456
<b>Goal 5.4: Acquire Skills for Using Conventions</b>		
<b>Objective(s): By the end of Grade 8, the student will be able to:</b>		
8.LA.5.4.1	Apply capitalization correctly in writing. (744.02.a)	<b>Student Edition:</b> R32, R36-R37 <i>Grammar Link</i> 53, 255, 1095, 1101, 1111 <i>Editing</i> 93, 630, 868, 993, 1129
8.LA.5.4.2	Use commas, including in appositives; use parentheses and semicolon.	<b>Student Edition:</b> R31, R38-R39, R41 <i>Grammar Link</i> 255, 593, 603, 763, 793, 845, 867, 879, 889, 965, 975, 1017

STANDARDS		PAGE REFERENCES
<b>Standard 6: Communication</b>		
Students acquire skills in listening that allow them to access information about various subjects. Students evaluate the content of oral communication for similarities, differences, point of view, and ask appropriate questions. Students develop and deliver oral presentations including summaries of articles and original persuasive positions. Students encourage participation by others as they exhibit courteous listening and discussion skills. Students view various media to gather and evaluate information as well as to produce effective visuals.		
<b>Goal 6.1: Acquire Listening Skills</b>		
<b>Objective(s): By the end of Grade 8, the student will be able to:</b>		
8.LA.6.1.1	Listen to acquire and summarize information from a variety of electronic or live sources. (745.01.a)	<b>Student Edition:</b> R45 <i>Talk About Your Reading</i> 90, 202, 308, 454, 474, 592, 964 <i>Listening, Speaking, and Viewing</i> 94, 499, 633, 995 <i>You and the Big Question</i> 149 <i>Wrap-Up</i> 277 <i>Writing Workshop Part 1</i> 953
8.LA.6.1.2	Listen to evaluate the credibility of a speaker, including whether the speaker has hidden agendas or presents slanted or biased material. (745.03.a)	<b>Student Edition:</b> R47 <i>Key Literary Element</i> 926, 937, 979, 981, 989 <i>Skill Lesson</i> 930-931 <i>Key Reading Skill</i> 934, 939, 947 <i>Skills Review</i> 941, 951, 985 <i>Skills Preview</i> 943 <i>Listening, Speaking, and Viewing</i> 995
<b>Goal 6.2: Acquire Speaking Skills</b>		
<b>Objective(s): By the end of Grade 8, the student will be able to:</b>		
8.LA.6.2.1	Paraphrase a speaker's purpose and point of view and ask questions concerning the speaker's content, delivery, and attitude toward the subject.	<b>Student Edition:</b> R45 <i>Skill Lesson</i> 96-97 <i>Skills Review</i> 105, 1139, 1151 <i>Key Reading Skill</i> 1058, 1137, 1143 <i>Skills Preview</i> 1135, 1141 <i>Reading Across Texts</i> 1160

STANDARDS		PAGE REFERENCES
8.LA.6.2.2	<p>Deliver oral summaries of articles that: (737.01.b)</p> <ul style="list-style-type: none"> <li>• Include the main ideas and the most significant details.</li> <li>• State ideas in own words, except for when quoted directly from sources.</li> </ul>	<p><b>Student Edition:</b> R46, R48 <i>Talk About Your Reading</i> 114, 232, 254, 308, 402, 454, 474, 762, 888, 950, 984 <i>Listening, Speaking, and Viewing</i> 382 <i>Skill Lesson</i> 846-847</p>
8.LA.6.2.3	<p>Organize oral presentations to maintain a clear focus.</p>	<p><b>Student Edition:</b> R22-R23, R46 <i>Listening, Speaking, and Viewing</i> 94, 237, 382, 871 <i>Talk About Your Reading</i> 202, 232, 308, 402, 488, 950 <i>Wrap-Up</i> 1169</p>
8.LA.6.2.4	<p>Deliver persuasive presentations that: (746.01.a)</p> <ul style="list-style-type: none"> <li>• Include a well-defined position on the topic.</li> <li>• Differentiate fact from opinion and support arguments with detailed evidence, examples, reasoning, and persuasive language.</li> </ul>	<p><b>Student Edition:</b> R21, R47 <i>Key Reading Skill</i> 927, 934, 939 <i>Key Literary Element</i> 928, 936, 938, 965 <i>Skill Lesson</i> 930-931 <i>Skills Review</i> 941 <i>Writing Workshop Part 1</i> 952-954 <i>Writing Workshop Part 2</i> 992-993 <i>Listening, Speaking, and Viewing</i> 995</p>
8.LA.6.2.5	<p>Use speaking techniques that include effective verbal and non-verbal communication. (746.01.a)</p>	<p><b>Student Edition:</b> R45-R46 <i>Listening, Speaking, and Viewing</i> 94, 237, 382, 871 <i>Talk About Your Reading</i> 232, 308, 402, 488, 950 <i>Wrap-Up</i> 1169</p>
8.LA.6.2.6	<p>Deliver oral response to literature that: (737.02.a)</p> <ul style="list-style-type: none"> <li>• Interpret a reading and provide insight.</li> <li>• Connect personal responses to the writer's techniques and to specific textual references.</li> </ul>	<p><b>Student Edition:</b> <i>Talk About Your Reading</i> 60, 114, 202, 254, 308, 334, 402, 454, 474, 488, 506, 762, 888, 950, 1016</p>

STANDARDS		PAGE REFERENCES
<b>Goal 6.3: Acquire Viewing Skills</b>		
<b>Objective(s): By the end of Grade 8, the student will be able to:</b>		
8.LA.6.3.1	View media, appropriate to grade level, to analyze as source for information, entertainment, and persuasion.	<b>Student Edition:</b> R21, R47 <i>Reading Across Texts</i> 416 <i>Key Literary Element</i> 926, 936, 937, 965 <i>Key Reading Skill</i> 927, 934, 939 <i>Skill Lesson</i> 930-931 <i>Skills Review</i> 941 <i>Writing Workshop Part 1</i> 952-954 <i>Writing Workshop Part 2</i> 992-993 <i>Listening, Speaking, and Viewing</i> 995
8.LA.6.3.2	Interpret, critique, and evaluate the various ways in which visual image makers (e.g., graphic artists, illustrators, and news photographers) communicate information and create impressions and opinions.	<b>Student Edition:</b> <i>English Language Coach</i> 98 <i>Skills Review</i> 105 <i>Analyzing Cartoons</i> 182 <i>Analyzing the Photo</i> 198, 303 <i>Analyzing the Painting</i> 200, 201, 473, 895 <i>Analyzing the Art</i> 371 <i>Comparing Literature</i> 675, 676, 678, 682, 683
8.LA.6.3.3	Evaluate the role of media in focusing people's attention on events and in forming their opinions on issues.	<b>Student Edition:</b> R21, R47 <i>Reading Across Texts</i> 416 <i>Key Literary Element</i> 926, 936, 937, 965 <i>Key Reading Skill</i> 927, 934, 939 <i>Skill Lesson</i> 930-931 <i>Skills Review</i> 941 <i>Writing Workshop Part 1</i> 952-954 <i>Writing Workshop Part 2</i> 992-993 <i>Listening, Speaking, and Viewing</i> 995

STANDARDS		PAGE REFERENCES
8.LA.6.3.4	Evaluate the purpose, organization, content, and delivery of verbal communication and non-verbal cues.	<b>Student Edition:</b> R21, R45-R47 <i>Analyzing the Photo</i> 198 <i>Analyzing the Painting</i> 200, 201 <i>Analyzing the Art</i> 371 <i>Comparing Literature</i> 675, 677, 679, 682, 683 <i>Skills Review</i> 941 <i>Writing Workshop Part 1</i> 952-954 <i>Writing Workshop Part 2</i> 992-993 <i>Listening, Speaking, and Viewing</i> 995
8.LA.6.3.5	Apply technical skills and a variety of resources to produce visuals that deliver information. (746.04.b)	<b>Student Edition:</b> R18 <i>Write About Your Reading</i> 74, 1004 <i>Listening, Speaking, and Viewing</i> 382, 871 <i>Presenting</i> 497, 630 <i>Wrap-Up</i> 531, 1034, 1169