



Literature

Reading with Purpose
Course 3

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STANDARDS	PAGE REFERENCES
<p>READING Word Recognition and Word Study</p>	
<p>Word Recognition</p>	
<p>R.WS.08.01 explain and use word structure, sentence structure, and prediction to aid in decoding and understanding the meanings of words encountered in context.</p>	<p>Student Edition: <i>English Language Coach</i> 16, 21, 30, 33, 44, 76, 82, 118, 222, 418, 560, 572, 586, 734, 761</p>
<p>R.WS.08.02 use structural, syntactic, and semantic analysis to recognize unfamiliar words in context including idioms, analogies, metaphors, and similes to infer the history of the English language, and common word origins.</p>	<p>Student Edition: <i>Skills Preview</i> 471 <i>Key Literary Element</i> 472 <i>English Language Coach</i> 764, 824, 848, 851, 874, 877, 880, 899 <i>Literary Element</i> 850 <i>Comparing Literature Workshop</i> 890 Teacher Wraparound Edition: EL 151, 610, 949</p>
<p>R.WS.08.03 automatically recognize frequently encountered words in print with the number of words that can be read fluently increasing steadily across the school year.</p>	<p>Student Edition: <i>English Language Coach</i> 560, 572, 586, 591, 606, 609, 612, 636, 639, 734, 737, 748, 761, 848, 874</p>
<p>R.WS.08.04 know the meanings of words encountered frequently in grade-level reading and oral language contexts.</p>	<p>Student Edition: <i>English Language Coach</i> 16, 21, 30, 33, 44, 48, 54, 57, 76, 82, 98, 100, 118, 222, 418</p>

STANDARDS	PAGE REFERENCES
<p>R.WS.08.05 acquire and apply strategies to identify unknown words and construct meaning.</p>	<p>Student Edition: <i>English Language Coach</i> 16, 30, 44, 76, 118, 222, 560, 572, 586, 594, 606, 636, 734, 848, 874</p>
<p>Fluency</p>	
<p>R.WS.08.06 fluently read beginning grade-level text and increasingly demanding texts as the year proceeds.</p>	<p>Student Edition: 5-13, 46-51, 151-159, 172-175, 220-231, 358-377, 638-649, 654-659</p> <p>Teacher Wraparound Edition: RF 15, 19, 167, 311, 634, 855, 903</p>
<p>Vocabulary</p>	
<p>R.WS.08.07 in context, determine the meaning of words and phrases including content area vocabulary and literary terms using strategies including activating prior knowledge, using text features/structures, and authentic content-related resources.</p>	<p>Student Edition: <i>English Language Coach</i> 16, 21, 30, 33, 44, 48, 50, 54, 56, 64, 112, 118 <i>Skill Lesson</i> 62-63, 336-337</p> <p>Teacher Wraparound Edition: EL 638</p>
<p>Narrative Text</p>	
<p>R.NT.08.01 investigate various examples of distortion and stereotypes such as those associated with gender, race, culture, age, class, religion, and other individual differences through classic, multicultural, and contemporary literature recognized for quality and literary merit.</p>	<p>Student Edition: <i>Key Literary Element</i> 613</p> <p>Teacher Wraparound Edition: CT 111, 364, 693; DI 615; LE 7, 366, 415, 552; LF 364; R 416, 417</p>

STANDARDS	PAGE REFERENCES
<p>R.NT.08.02 analyze the structure, elements, style, and purpose of narrative genre including historical fiction, science fiction, and realistic fiction.</p>	<p>Student Edition: <i>Genre Focus</i> 150, 546, 1056 <i>Skills Preview</i> 163, 195, 219, 339, 607, 637 <i>Skills Review</i> 169, 203, 233, 619 <i>Comparing Literature Workshop</i> 662-663, 890-891</p> <p>The following selections also address genre:</p> <p><u>Historical Fiction</u></p> <ul style="list-style-type: none"> • Stop the Sun by Gary Paulsen • The Electric Summer by Richard Peck • One Throw by W. C. Heinz • Business at Eleven by Toshio Mori <p><u>Science Fiction</u></p> <ul style="list-style-type: none"> • Flowers for Algernon by Daniel Keyes • <i>from</i> Akiko in the Forbidden Foothills of Gozmatark by Mark Crilly <p><u>Realistic Fiction</u></p> <ul style="list-style-type: none"> • Kamau's Finish by Muthoni Muchemi • Born Worker by Gary Soto • One Throw by W.C. Heinz • A Retrieved Reformation by O. Henry • Stop the Sun by Gary Paulsen • The Medicine Bag by Virginia Driving Hawk Sneve • The Fire Pond by Michael J. Rosen • Welcome by Ouida Sebestyen • The Treasure of Lemon Brown by Walter Dean Myers • Dandelion Wine by Ray Bradbury (Note: Bradbury writes much in Science Fiction, but this excerpt is realistic)

STANDARDS	PAGE REFERENCES
<p>R.NT.08.03 analyze the role of rising and falling actions, minor characters in relation to conflict, and credibility of the narrator.</p>	<p>Student Edition: <i>Skills Preview</i> 45, 163, 195, 207, 595 <i>Skills Review</i> 203, 217, 603 <i>Key Literary Element</i> 549, 597, 598, 601 Teacher Wraparound Edition: LE 49; LF 368, 369</p>
<p>R.NT.08.04 analyze author's craft including symbolism, imagery, and consistency to develop credible narrators, rising and falling actions, and minor characters.</p>	<p>Student Edition: <i>Skills Preview</i> 17, 45, 195, 311, 595 <i>Key Literary Element</i> 198, 199, 201, 601 <i>Skills Review</i> 203, 315, 603 <i>Comparing Literature Workshop</i> 890-891 <i>Comparing Literature</i> 902 Teacher Wraparound Edition: LE 49</p>
<p>Informational Text</p>	
<p>R.IT.08.01 analyze the structure, elements, features, style, and purpose of informational genre including comparative essays, newspaper writings, technical writings, and persuasive essays.</p>	<p>Student Edition: RH9, RH16-RH18 <i>Skills Preview</i> 31, 77, 99, 933 <i>Text Element</i> 32, 34, 79, 86 <i>Genre Focus</i> 292, 926 <i>Key Literary Element</i> 936, 937 <i>Skills Review</i> 941</p>
<p>R.IT.08.02 analyze organizational patterns including chronological sequence, compare/contrast, and cause/effect.</p>	<p>Student Edition: RH16-RH17 <i>Skills Preview</i> 249, 509, 861 <i>Key Reading Skill</i> 250, 252, 294 <i>Key Text Element</i> 251, 1078 <i>Skills Review</i> 255, 867, 1081 <i>Skill Lesson</i> 336-337 Teacher Wraparound Edition: TE 863, 1076</p>
<p>R.IT.08.03 explain how authors use text features including graphics, author's pages, prefaces, and marginal notes, to enhance the understanding of central, key, and supporting ideas.</p>	<p>Student Edition: RH9, RH18, 81-82 <i>Skills Preview</i> 31, 77, 299 <i>Text Element</i> 32, 79, 86 <i>Skills Review</i> 91 <i>Reading Workshop</i> 296-297, 322-323 <i>Key Reading Skill</i> 300 Teacher Wraparound Edition: LF 30, 322</p>

STANDARDS	PAGE REFERENCES
Comprehension	
<p>R.CM.08.01 connect personal knowledge, experiences, and understanding of the world to themes and perspectives in text through oral and written responses.</p>	<p>Student Edition: <i>Skill Lesson</i> 14-15, 448-449 <i>Reviewing Skill</i> 81, 127, 224, 261, 268, 272, 333 <i>Get Ready to Read</i> 406, 477 <i>Skills Preview</i> 451, 457 <i>Key Reading Skill</i> 459 <i>Reading Across Texts</i> 520</p>
<p>R.CM.08.02 retell through concise summarization grade-level narrative and informational text.</p>	<p>Student Edition: RH12 <i>After You Read</i> 52, 60, 74, 114, 202, 866 <i>Genre Focus</i> 712 <i>Key Reading Skill</i> 717, 850 <i>Skill Lesson</i> 846-847 <i>Skills Preview</i> 849, 861 <i>Skills Review</i> 859, 867</p>
<p>R.CM.08.03 analyze global themes, universal truths, and principles within and across texts to create a deeper understanding by drawing conclusions, making inferences, and synthesizing.</p>	<p>Student Edition: RH15 <i>Key Literary Element</i> 159, 557, 613 <i>Skills Preview</i> 241, 607 <i>Skills Review</i> 247, 619 <i>Comparing Literature Workshop</i> 256-257 <i>Comparing Literature</i> 262, 265 <i>Writing: Compare the Literature</i> 275 <i>Skill Lesson</i> 634-635 Teacher Wraparound Edition: DI 244; LF 606</p>
<p>R.CM.08.04 apply significant knowledge from grade-level science, social studies, and mathematics texts.</p>	<p>Student Edition: <i>Skill Lesson</i> 42-43, 62-63, 322-323, 386-387, 500-501, 846-847, 930-931, 956-957, 976-977, 998-999, 1064-1065, 1086-1087, 1102-1103 <i>After You Read</i> 942, 964</p>

STANDARDS	PAGE REFERENCES
Metacognition	
<p>R.MT.08.01 self-monitor comprehension when reading or listening to text by automatically applying and discussing the strategies used by mature readers to increase comprehension including: predicting, constructing mental images, visually representing ideas in text, questioning, rereading or listening again if uncertain about meaning, inferring, summarizing, and engaging in interpretive discussions.</p>	<p>Student Edition: <i>Skill Lesson</i> 182-183, 204-205, 500-502, 604-606, 634-636, 846-847, 872-873, 956-957 <i>Skills Review</i> 193, 889 <i>Key Reading Skill</i> 213, 511, 609, 850, 960</p>
<p>R.MT.08.02 plan, monitor, regulate, and evaluate skills, strategies, and processes for their own reading comprehension by applying appropriate metacognitive skills.</p>	<p>Student Edition: <i>Skill Lesson</i> 182-183, 204-205, 500-502, 604-606, 634-636, 846-847, 872-873, 956-957 <i>Key Reading Skill</i> 189, 211, 504, 511, 609, 850, 883</p>
Critical Standards	
<p>R.CS.08.01 evaluate the appropriateness of shared, individual and expert standards based on purpose, context, and audience in order to assess their own writing and the writing of others.</p>	<p>Student Edition: <i>Writing Workshop Part 2</i> 92, 380, 992 <i>Revising Rubric</i> 234, 496, 868, 1128 <i>Editing and Proofreading</i> 235 Teacher Wraparound Edition: DI 992; RF 994, 1084; RRW 380; W 92, 235, 993</p>
Reading Attitude	
<p>R.AT.08.01 be enthusiastic about reading and do substantial reading and writing on their own.</p>	<p>Student Edition: <i>Get Ready to Read</i> 99, 163, 185, 219, 573 <i>Unit Wrap-Up</i> 132-133 <i>Reading on Your Own</i> 138-139, 280-281, 434-435, 534-535, 700-701, 914-915, 1044-1045, 1174-1175 <i>Write About Your Reading</i> 1150</p>
WRITING	
Writing Genres	
<p>W.GN.08.01 write a cohesive narrative piece such as poetry, historical fiction, science fiction, or realistic fiction that includes appropriate conventions to genre employing literary and plot devices (e.g., narrator credibility, rising and falling actions and/or conflict, imagery and transitional language).</p>	<p>Student Edition: <i>Skills Preview</i> 45, 163, 185, 207, 241, 587 <i>Writing Workshop Part 1</i> 178-180, 464-466, 580-582, 790-792 <i>Writing Workshop Part 2</i> 234-236, 496-497, 628-630, 868-869</p>

STANDARDS	PAGE REFERENCES
<p>W.GN.08.02 write an historical expository piece such as a journal, biography, or simulated memoir that includes appropriate organization, illustrations, marginal notes and/or annotations.</p>	<p>Student Edition: RH16-RH17, R20-R24 <i>Writing Workshop Part 1</i> 38-40, 319, 954 <i>Writing Workshop Part 2</i> 92-93, 380, 992 <i>Skills Preview</i> 249, 861, 1075 <i>Key Text Element</i> 251, 1078 Teacher Wraparound Edition: LF 1078; W 319</p>
<p>W.GN.08.03 formulate research questions that demonstrate critical evaluation of multiple resources, perspectives, and arguments/counter-arguments that culminate in a presented final project using the writing process.</p>	<p>Student Edition: R21-R24, R27 <i>Comparing Literature Workshop</i> 116-117, 256-257, 662-663 <i>Writing Workshop Part 1</i> 316-320 <i>Write About Your Reading</i> 354, 494, 578 <i>Writing Workshop Part 2</i> 380-382 <i>Reading Across Texts Workshop</i> 404-405 <i>The Unit Challenge</i> 1168 Teacher Wraparound Edition: DI 383; LF 317, 319</p>
Writing Process	
<p>W.PR.08.01 set a purpose, consider audience, and replicate authors' styles and patterns when writing a narrative or informational piece.</p>	<p>Student Edition: <i>Writing Workshop Part 1</i> 38-39, 178-179, 316-319, 464-465, 580-581, 790-792, 952-953, 1082-1083 <i>Writing Workshop Part 2</i> 92 Teacher Wraparound Edition: DI 179; LF 319, 952; W 39, 465, 791</p>
<p>W.PR.08.02 apply a variety of pre-writing strategies for both narrative (e.g., graphic organizers designed to depict rising and falling actions, roles of minor characters, credibility of narrator) and informational writing (e.g., compare/contrast, cause/effect, or sequential text patterns).</p>	<p>Student Edition: 38-39, 178-179, 316-319, 464-465, 580-581, 790-791, 952-953, 1082-1083 Teacher Wraparound Edition: DI 39, 465, 581; LE 580; LF 792; W 319, 954</p>
<p>W.PR.08.03 draft focused ideas experimenting with various ways of sequencing information including ordering arguments, or sequencing ideas chronologically by importance when writing compositions.</p>	<p>Student Edition: <i>Writing Workshop Part 1</i> 39-40, 319, 582, 954, 1083 <i>Writing Workshop Part 2</i> 383 <i>Applying Good Writing Skills</i> 629 Teacher Wraparound Edition: DI 39, 179, 383, 581, 953; W 93, 319, 581</p>

STANDARDS	PAGE REFERENCES
<p>W.PR.08.04 revise drafts for coherence and consistency in word choice, structure, and style; and read their own work from another reader's perspective.</p>	<p>Student Edition: R17-R18 <i>Writing Workshop Part 2</i> 92-93, 234, 380, 496-497, 628, 992, 1128 <i>Applying Good Writing Traits</i> 629</p> <p>Teacher Wraparound Edition: DI 234, 383; EL 369, 993; W 380, 497</p>
<p>W.PR.08.05 proofread and edit writing using grade-level checklists and other appropriate resources both individually and in groups.</p>	<p>Student Edition: <i>Writing Workshop Part 2</i> 93, 235, 380, 497, 630, 868, 993, 1129</p> <p>Teacher Wraparound Edition: EL 993; W 93, 235, 381, 630, 993, 1129</p>
<p>Personal Style</p>	
<p>W.PS.08.01 exhibit personal style and voice to enhance the written message in both narrative (e.g., personification, humor, element of surprise) and informational writing (e.g., emotional appeal, strong opinion, credible support).</p>	<p>Student Edition: <i>Applying Good Writing Traits</i> 40, 869 <i>Writing Workshop Part 2</i> 93, 1128 <i>Skills Preview</i> 219 <i>Listening, Speaking, and Viewing</i> 995 <i>Writing Workshop Part 1</i> 1083</p> <p>Teacher Wraparound Edition: DI 93, 234, 995; LE 996; W 40, 95, 869, 996</p>
<p>Grammar and Usage</p>	
<p>W.GR.08.01 in the context of writing, correctly use style conventions (e.g., Modern Language Association Handbook) and a variety of grammatical structures in compositions including infinitives, gerunds, participial phrases, and dashes or ellipses.</p>	<p>Student Edition: R28-R44 <i>Grammar Link</i> 41, 181, 255, 315, 335, 571, 593, 603, 941, 1005, 1101, 1111, 1139 <i>Applying Good Writing Traits</i> 994</p>
<p>Spelling</p>	
<p>W.SP.08.01 in the context of writing use correct spelling conventions.</p>	<p>Student Edition: R43-R44 <i>Writing Tip</i> 93, 235, 381, 630 <i>Editing</i> 497, 993, 1129 <i>Grammar Link</i> 1081</p> <p>Teacher Wraparound Edition: W 1129</p>

STANDARDS	PAGE REFERENCES
Handwriting	
W.HW.08.01 write neat and legible compositions.	Student Edition: <i>Writing Tip</i> 93, 235, 382 <i>Presenting</i> 497 <i>Editing</i> 1129 <i>Applying Good Writing Traits</i> 1131
Writing Attitude	
W.AT.08.01 be enthusiastic about writing and learning to write.	Student Edition: <i>Writing Workshop Part 1</i> 38-40, 178-180, 316-320, 464-466, 580-582, 790-792, 952-954 <i>Writing Workshop Part 2</i> 92-94, 234-235, 380-382, 496-497, 628-630, 868-869, 992-993 <i>Write About Your Reading</i> 578
SPEAKING	
Conventions	
S.CN.08.01 adjust their use of language to communicate effectively with a variety of audiences and for different purposes by using enunciation to emphasize key ideas and concepts when presenting.	Student Edition: R46 <i>Listening, Speaking, and Viewing</i> 237, 382, 499, 871, 1084 <i>Talk About Your Reading</i> 308, 488, 888, 950 Teacher Wraparound Edition: DI 94, 237, 772; RF 156; W 237
S.CN.08.02 speak effectively using body language including gestures, posture, facial expressions, tone of voice, and pace of speaking to enhance meaning and influence interpretation in narrative and informational presentations.	Student Edition: R46 <i>Talk About Your Reading</i> 232, 402, 488 <i>Listening, Speaking, and Viewing</i> 237, 382, 499, 871 Teacher Wraparound Edition: DI 94; EL 212; LSV 499; RF 156, 167; S 382; W 237
S.CN.08.03 present in standard American English if it is their first language. (Students whose first language is not English will present in their developing version of standard American English.)	Student Edition: R28-R32, R46, R48 <i>Listening, Speaking, and Viewing</i> 237, 382, 633 <i>Talk About Your Reading</i> 308, 488, 888, 950 <i>Applying Good Writing Traits</i> 381 Teacher Wraparound Edition: EL 993; RF 994

STANDARDS	PAGE REFERENCES
Discourse	
<p>S.DS.08.01 engage in interactive, extended discourse to socially construct meaning in book clubs, literature circles, partnerships, or other conversation protocols.</p>	<p>Student Edition: R48 <i>Talk About Your Reading</i> 60, 114, 254, 308, 334, 402, 454, 474, 506, 592, 626, 762, 888, 1016</p>
<p>S.DS.08.02 respond to multiple text types in order to explore problems and pose solutions supported with evidence, take a stand on an issue and support it, and identify personally with a universal theme.</p>	<p>Student Edition: <i>Talk About Your Reading</i> 60, 114, 254, 308, 334, 454, 474, 506, 592, 626, 762, 888, 950, 964, 984</p>
<p>S.DS.08.03 discuss written narratives with a variety of literary and plot devices (e.g., description of relevant situations, well-chosen details, relevant dialogue, specific action, and physical description of characters).</p>	<p>Student Edition: <i>Talk About Your Reading</i> 60, 114, 254, 454, 474, 506, 592, 762, 984, 1110</p>
<p>S.DS.08.04 plan, outline, and deliver an informational presentation using precise and vivid language in the active voice; organizing logically to convey the message; applying persuasive non-verbal techniques; making use of rhetorical strategies to support the purpose of the presentation and to positively impact the intended audience.</p>	<p>Student Edition: R46 <i>Listening, Speaking, and Viewing</i> 237, 382, 871 <i>Talk About Your Reading</i> 488, 950 <i>Writing Workshop Part 1</i> 954 <i>Wrap-Up</i> 1169 Teacher Wraparound Edition: DI 236, 237, 382, 383, 581, 953; S 382</p>
LISTENING & VIEWING	
Conventions	
<p>L.CN.08.01 analyze main idea, significant details, fact and opinion, bias, propaganda, argumentation, or support when listening to or viewing a variety of speeches and presentations.</p>	<p>Student Edition: R47 <i>Key Literary Element</i> 926, 937, 981, 989 <i>Skill Lesson</i> 930-931 <i>Key Reading Skill</i> 934, 939, 947 <i>Skills Review</i> 941, 951, 979, 985 <i>Skills Preview</i> 943 <i>Listening, Speaking, and Viewing</i> 995</p>
<p>L.CN.08.02 listen to or view critically while demonstrating appropriate social skills of audience behaviors (e.g., eye contact, attentive, and supportive); critically examine the verbal and non-verbal strategies during speeches and presentations.</p>	<p>Student Edition: R45 <i>Listening, Speaking, and Viewing</i> 94, 633, 995, 1084 <i>You and the Big Question</i> 149 <i>Talk About Your Reading</i> 202, 308, 454, 474, 592, 888, 964, 1110 <i>Unit Wrap-Up</i> 277</p>

STANDARDS	PAGE REFERENCES
Response	
<p>L.RP.08.01 listen to or view knowledgeably a variety of genre to react to a speaker’s intent and apply a speaker’s reasoning to other situations.</p>	<p>Student Edition: R45 <i>Skills Preview</i> 485, 933 <i>English Language Coach</i> 486, 487 <i>Skills Review</i> 489, 941 <i>Key Literary Element</i> 936, 938, 944, 948 <i>Listening, Speaking, and Viewing</i> 995 Teacher Wraparound Edition: EL 486, 487; LF 961</p>
<p>L.RP.08.02 select, listen to or view knowledgeably, respond thoughtfully to both classic and contemporary texts recognized for quality and literary merit.</p>	<p>Student Edition: R45 <i>Listening, Speaking, and Viewing</i> 499, 871 Teacher Wraparound Edition: DI 221, 307, 400, 499; LF 473; RF 156, 167, 401</p>
<p>L.RP.08.03 paraphrase a speaker’s main ideas, purpose, and point of view, and ask relevant questions about the content, delivery, and purpose of the presentation.</p>	<p>Student Edition: R45 <i>Skills Preview</i> 485 <i>English Language Coach</i> 486, 487 <i>Literary Element</i> 486 <i>Skills Review</i> 489, 1101 <i>Skill Lesson</i> 846-847 <i>Key Text Element</i> 1057 <i>Key Literary Element</i> 1058, 1060, 1098 <i>Key Reading Skill</i> 1060, 1099 Teacher Wraparound Edition: LE 1057</p>
<p>L.RP.08.04 analyze oral interpretations of literature (e.g., language choice, delivery) and the effect of the interpretations on the listener.</p>	<p>Student Edition: R45 <i>Listening, Speaking, and Viewing</i> 499, 871 Teacher Wraparound Edition: DI 221, 307, 400, 499; LF 473; RF 156, 167, 401</p>
<p>L.RP.08.05 respond to multiple text types when listened to or viewed knowledgeably, by discussing, illustrating, and/or writing in order to anticipate and answer questions; determine personal and universal themes; and offer opinions or solutions.</p>	<p>Student Edition: R45, R47 <i>Skills Review</i> 489, 941 <i>Listening, Speaking, and Viewing</i> 499, 871 Teacher Wraparound Edition: DI 221, 307, 400, 499; LE 1057, 1063; LF 473; RF 156, 167</p>

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<p>L.RP.08.06 evaluate the credibility of a speaker by determining whether the speaker may have hidden agendas or be otherwise biased.</p>	<p>Student Edition: R45, R47 <i>Key Literary Element</i> 929, 937, 981, 982 <i>Skill Lesson</i> 930-931 <i>Skills Preview</i> 979, 987 <i>Skills Review</i> 985, 991 <i>Reading Across Texts</i> 1022 Teacher Wraparound Edition: LF 1018, 1020</p>
<p>L.RP.08.07 interpret and analyze the various ways in which visual image-makers (e.g., graphic artists, illustrators) communicate information and affect impressions and opinions.</p>	<p>Student Edition: R47 <i>Analyzing the Painting</i> 5, 200 <i>Analyzing the Art</i> 49, 348 <i>Analyzing the Image</i> 343, 350 <i>Comparing Literature</i> 675, 677, 678, 679, 682 Teacher Wraparound Edition: LF 1018, 1020, 1026</p>