



Literature

Reading with Purpose

Course 3

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STANDARDS	PAGE REFERENCES
READING FLUENCY AND ACCURACY (R-11)	
<p>R-8-11 Reads grade-level appropriate material with:</p> <ul style="list-style-type: none"> R-8-11.1 Accuracy: reading material appropriate for <u>grade 8</u> with 90-94% accuracy (Local) (See Appendix F for sample titles.) 	<p>Student Edition: RH1-RH12 18-27, 66-73, 78-85, 164-167, 340-353, 562-569, 628-649, 654-659, 688-699, 882-887</p> <p>Teacher Wraparound Edition: RF 1, 19, 147, 243, 543</p>
<ul style="list-style-type: none"> R-8-11.2 Fluency: reading with appropriate silent and oral reading fluency rates as determined by text demands and purpose for reading (Local) (See Appendix C for suggested rates.) 	<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>
<ul style="list-style-type: none"> R-8-11.3 Fluency: reading familiar text with phrasing and expression and with attention to text features, such as punctuation, italics, and dialogue (Local) 	<p>Student Edition: 164-167, 186-191, 472-473, 736-761, 1057-1063</p> <p>Teacher Wraparound Edition: RF 15, 48, 156, 167, 189, 471, 744, 754, 1053, 1099</p>

STANDARDS	PAGE REFERENCES
WORD IDENTIFICATION SKILLS AND STRATEGIES (R-1)	
<p>R–8–1 Applies word identification/decoding strategies by ...</p> <ul style="list-style-type: none"> R–8–1.1 Identifying multi-syllabic words by using knowledge of sounds, syllable division, and word patterns (Local) 	<p>Student Edition: RH1-RH2</p> <p><i>Vocabulary Preview</i> 16, 30, 162, 194, 206, 620 <i>English Language Coach</i> 560, 572, 594, 636, 734</p> <p>Teacher Wraparound Edition: EL 258, 734, 745</p>
VOCABULARY STRATEGIES and BREADTH of VOCABULARY (R-2)	
<p>R–8–2 Students identify the meaning of unfamiliar vocabulary by...</p> <ul style="list-style-type: none"> R–8–2.1 Using strategies to unlock meaning (e.g., knowledge of word structure, including prefixes/suffixes and base words, common roots, or word origins; or context clues; or other resources, such as dictionaries, glossaries, thesauruses; or prior knowledge) (Local) 	<p>Student Edition: <i>English Language Coach</i> 16, 30, 54, 259, 272, 310, 324, 388, 560, 572, 606, 612</p> <p>Teacher Wraparound Edition: EL 64, 732, 735</p>
VOCABULARY STRATEGIES and BREADTH of VOCABULARY (R-3)	
<p>R–8–3</p> <p>Shows breadth of vocabulary knowledge through demonstrating understanding of word meanings and relationships by...</p> <ul style="list-style-type: none"> R–8–3.1 Identifying synonyms, antonyms, homonyms/homophones, shades of meaning, or <u>word origins, including words from other languages that have been adopted into our language</u> (Local) <p>EXAMPLE (word origin from other language): de'ja' vu</p>	<p>Student Edition: <i>English Language Coach</i> 54, 162, 170, 796, 848, 874, 892, 935, 942, 966, 978</p> <p>Teacher Wraparound Edition: EL 63, 119, 351, 932</p>
<ul style="list-style-type: none"> R–8–3.2 Selecting appropriate words or explaining the use of words in context, including content specific vocabulary, words with multiple meanings, or precise vocabulary (Local) 	<p>Student Edition: <i>English Language Coach</i> 298, 301, 305, 310, 324, 338, 342, 353, 356, 360, 364, 376</p> <p>Teacher Wraparound Edition: EL 351, 635, 1089</p>

STANDARDS	PAGE REFERENCES
INITIAL UNDERSTANDING of LITERARY TEXTS (R-4.1 to R-4.3)	
<p>R-8-4 Demonstrate initial understanding of elements of literary texts by...</p> <ul style="list-style-type: none"> R-8-4.1 Identifying or describing character(s), setting, problem/solution, or plots/<u>subplots</u>, as appropriate to text; or identifying any significant changes in character or setting over time; or identifying rising action, climax, or falling action (Local) 	<p>Student Edition: <i>Genre Focus</i> 150, 546 <i>Key Literary Element</i> 158, 199, 557, 638, 641, 644 <i>Skills Preview</i> 163, 171, 595 <i>Literary Element</i> 881 Teacher Wraparound Edition: DI 561; LF 546, 637</p>
<ul style="list-style-type: none"> R-8-4.2 Paraphrasing or summarizing key ideas/plot, with major events sequenced, as appropriate to text (Local) 	<p>Student Edition: RH 12 <i>After You Read</i> 52, 168, 202, 788 <i>Skill Lesson</i> 846-847 <i>Skills Preview</i> 849, 861 <i>Key Reading Skill</i> 850, 857 <i>Skills Review</i> 859, 867 Teacher Wraparound Edition: R 851, 853, 855</p>
<ul style="list-style-type: none"> R-8-4.3 Generating questions before, during, and after reading to enhance//expand understanding and/or gaining new information (Local) 	<p>Student Edition: RH 11 <i>Key Reading Skill</i> 553, 588, 597, 600, 928, 969 <i>Skill Lesson</i> 584-585, 956-957 <i>Skills Preview</i> 587, 595, 967 Teacher Wraparound Edition: R 552, 589, 596</p>
INITIAL UNDERSTANDING of LITERARY TEXTS (R-4.4 to R-4.5)	
<ul style="list-style-type: none"> R-8-4.4 Identifying the characteristics of a variety of types/genres of literary text (e.g., literary texts: poetry, plays, fairytales, fantasy, fables, realistic fiction, folktales, historical fiction, mysteries, science fiction, myths, legends, short stories, <u>epics</u> (poems, novels, dramas) (Local) 	<p>Student Edition: <i>Genre Focus</i> 150, 446, 546, 712 <i>Key Literary Element</i> 154, 158, 551 <i>Skills Preview</i> 451, 471, 477 Teacher Wraparound Edition: LE 159, 492, 556, 723</p>
<ul style="list-style-type: none"> R-8-4.5 Identifying literary devices as appropriate to genre: rhyme schemes, alliteration, simile, dialogue, imagery, metaphors, flashback, onomatopoeia, repetition, or personification, or <u>hyperbole</u> (Local) 	<p>Student Edition: <i>Skills Preview</i> 357, 399, 471 <i>Literary Element</i> 362, 400, 851, 1142, 1145 <i>Skills Review</i> 403, 475 <i>Key Literary Element</i> 472, 504 Teacher Wraparound Edition: LE 360, 504; LF 374</p>

STANDARDS	PAGE REFERENCES
ANALYSIS and INTERPRETATION OF LITERARY TEXTS/CITING EVIDENCE (R-5.1 to R-5.3)	
<p>R–8–5 Analyze and interpret elements of literary texts, citing evidence where appropriate by...</p> <ul style="list-style-type: none"> R–8–5.1 Explaining or supporting logical predictions (Local) 	<p>Student Edition: RH10 <i>Skill Lesson</i> 204-205, 604-605 <i>Skills Preview</i> 207, 219, 607, 621 <i>Skills Review</i> 619, 627, 1017 <i>Key Reading Skill</i> 623 Teacher Wraparound Edition: R 211, 223, 609, 614</p>
<ul style="list-style-type: none"> R–8–5.2 Describing <u>characterization</u> (e.g., <u>stereotype, antagonist, protagonist</u>), motivation, or interactions, citing thoughts, words, or actions that reveal characters’ traits, motivations, or their changes over time (Local) 	<p>Student Edition: <i>Skills Preview</i> 163, 561 <i>Skills Review</i> 169 <i>Key Literary Element</i> 557, 563, 567 <i>Comparing Literature Workshop</i> 662-663 <i>Comparing Literature</i> 671, 673, 677, 679 Teacher Wraparound Edition: LE 165, 547, 566, 665</p>
<ul style="list-style-type: none"> R–8–5.3 Making inferences about cause/effect, internal or external conflicts (e.g., person versus self, person versus person, person versus nature/society/fate), or the relationship among elements within text (e.g., describing the interaction among plot/subplots) (Local) 	<p>Student Edition: <i>Skill Lesson</i> 182-183, 634-635 <i>Skills Preview</i> 185, 195 <i>Key Reading Skill</i> 187, 189, 197, 641 <i>Reviewing Skills</i> 342 <i>Skills Review</i> 651 Teacher Wraparound Edition: R 186, 199, 306, 341, 347</p>
ANALYSIS and INTERPRETATION OF LITERARY TEXTS/CITING EVIDENCE (R-5.4 to R-5.6)	
<ul style="list-style-type: none"> R–8–5.4 Explaining how the narrator’s point of view affects the reader’s interpretation (Local) 	<p>Student Edition: <i>Genre Focus</i> 4 <i>Key Literary Element</i> 6, 46, 47, 49 <i>Skills Preview</i> 45 <i>Skills Review</i> 53 Teacher Wraparound Edition: LE 45, 46, 48, 49; LF 13, 349, 368, 414</p>

STANDARDS	PAGE REFERENCES
<ul style="list-style-type: none"> R—8—5.5 Explaining how the author’s message or theme (<u>which may include universal themes</u>) is supported within the text (Local) 	<p>Student Edition: <i>Key Literary Element</i> 159, 244, 557 <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, 270</p> <p>Teacher Wraparound Edition: L 266; LE 613; LF 606; R 245</p>
ANALYSIS and INTERPRETATION OF LITERARY TEXTS/CITING EVIDENCE (R-6)	
<p>R—8—6 Analyze and interpret author’s craft, citing evidence where appropriate by...</p> <ul style="list-style-type: none"> R—8—6.1 Demonstrating knowledge of <u>author’s style</u> or use of literary elements and devices (e.g., imagery, repetition, flashback, foreshadowing, personification, <u>hyperbole</u>, <u>symbolism</u>, or <u>use of punctuation</u>) to analyze literary works (Local) 	<p>Student Edition: <i>Skills Preview</i> 219, 311, 357, 471 <i>Key Literary Element</i> 221, 227, 231 <i>Skills Review</i> 233 <i>Literary Element</i> 312, 363</p> <p>Teacher Wraparound Edition: L 313; LE 223, 230, 362, 473</p>
<ul style="list-style-type: none"> (R—8—6.2 becomes subsumed under R—8—6.1, since all aspects are assessed Locally in grade 8) 	
ANALYSIS and INTERPRETATION OF LITERARY TEXTS/CITING EVIDENCE (R-16)	
<p>R—8—16 Generates a personal response to what is read through a variety of means...</p> <ul style="list-style-type: none"> R—8—16.1 Comparing stories or other texts to related personal experience, prior knowledge, or to other books (Local) 	<p>Student Edition: <i>Skill Lesson</i> 14-15, 448-449 <i>Skills Preview</i> 17 <i>Key Reading Skill</i> 18, 20, 23 <i>Reviewing Skills</i> 127 <i>Get Ready to Read</i> 406</p> <p>Teacher Wraparound Edition: R 19, 24, 410</p>
<ul style="list-style-type: none"> R—8—16.2 Providing relevant details to support the connections made or judgments (interpretive, analytical, evaluative, or reflective) (Local) 	<p>Student Edition: <i>After You Read</i> 28-29, 104-105, 246-247, 494-495, 788-789, 1138-1139 <i>Comparing Literature Workshop</i> 130-131, 274-275, 908-909 <i>Skill Lesson</i> 160-161, 468-469, 794-795</p> <p>Teacher Wraparound Edition: CT 613; R 527, 903</p>

STANDARDS	PAGE REFERENCES
INITIAL UNDERSTANDING of INFORMATIONAL TEXT (R-7.1 to R-7.2)	
<p>R-8-7 Demonstrate initial understanding of informational texts (expository and practical texts) by...</p> <ul style="list-style-type: none"> R-8-7.1 Obtaining information from text features (e.g., table of contents, glossary, index, transition words/phrases, bold or italicized text, headings, subheadings, graphic organizers, charts, graphs, or illustrations) (Local) 	<p>Student Edition: RH 9 <i>Key Reading Skill</i> 293, 300, 326, 332 <i>Skill Lesson</i> 296-297, 322-323 <i>Skills Preview</i> 299, 325, 331 <i>Skills Review</i> 309, 329, 335 Teacher Wraparound Edition: R 311, 323</p>
<ul style="list-style-type: none"> R-8-7.2 Using information from the text to answer questions, to state the main/central ideas, or to provide supporting details (Local) 	<p>Student Edition: RH11 <i>After You Read</i> 60 <i>Talk About Your Reading</i> 114 <i>Genre Focus</i> 292, 1056 <i>Key Reading Skill</i> 294, 391, 395, 1060 <i>Skill Lesson</i> 386-387, 1102-1103 <i>Skills Preview</i> 389 <i>Skills Review</i> 397 Teacher Wraparound Edition: DI 294; R 392, 1107</p>
INITIAL UNDERSTANDING of INFORMATIONAL TEXT (R-7.3)	
<p>R-8-7 Demonstrate initial understanding of informational texts (expository and practical texts) by...</p> <ul style="list-style-type: none"> R-8-7.3 Organizing information to show understanding or <u>relationships among facts, ideas, and events</u> (e.g., representing main/central ideas or details within text through charting, mapping, paraphrasing, summarizing, comparing/contrasting, or <u>outlining</u>) (Local) 	<p>Student Edition: RH7, R22-R23 <i>After You Read</i> 60 <i>Skill Lesson</i> 238-239, 386-387, 846-847, 1102-1103 <i>Skills Preview</i> 849 <i>Key Reading Skill</i> 850 <i>Skills Review</i> 1111 Teacher Wraparound Edition: DI 294, 1117; EL 1037; R 855, 1060</p>

STANDARDS	PAGE REFERENCES
INITIAL UNDERSTANDING of INFORMATIONAL TEXT (R-7.4 to R-7.5)	
<p>R-8-7: Demonstrate initial understanding of informational texts (expository and practical texts) by...</p> <ul style="list-style-type: none"> R-8-7.4 Generating questions before, during, and after reading to enhance understanding and recall; expand understanding and/or gain new information (Local) 	<p>Student Edition: RH11 <i>Skill Lesson</i> 584-585, 956-957 <i>Genre Focus</i> 926 <i>Key Reading Skill</i> 928, 961, 969, 970, 971, 973 <i>Skills Preview</i> 959, 967 <i>Big Question</i> 1123 Teacher Wraparound Edition: R 960, 962, 968</p>
<ul style="list-style-type: none"> R-8-7.5 Identifying the characteristics of a variety of types of text (e.g., reference: reports, magazines, newspapers, textbooks, biographies, autobiographies, Internet websites, public documents and discourse, essays, articles, technical manuals; and practical/functional: procedures/instructions, announcements, invitations, book orders, recipes, menus, advertisements, pamphlets, <u>schedules</u>) (Local) 	<p>Student Edition: RH3-RH4, R21 32-35, 78-85, 86-89, 108-113, 486-487, 510-513, 654-659, 934-939, 1057-1063 <i>Genre Focus</i> 4, 292, 926, 1056</p>
ANALYSIS and INTERPRETATION OF INFORMATIONAL TEXTS/CITING EVIDENCE (R-8.1 to R-8.2)	
<p>R-8-8 Analyze and interpret informational text, citing evidence as appropriate by...</p> <ul style="list-style-type: none"> R-8-8.1 Explaining connections about information <i>within</i> a text, <i>across</i> texts, or to related ideas (Local) 	<p>Student Edition: <i>After You Read</i> 60, 114, 254, 314, 328 <i>Reading Across Texts Workshop</i> 404-405, 419, 516-517, 529, 1018-1019, 1033 Teacher Wraparound Edition: CT 333; R 392, 411, 1027</p>
<ul style="list-style-type: none"> R-8-8.2 Synthesizing and evaluating information within or across text(s) (e.g., constructing appropriate titles; or formulating assertions or controlling ideas (Local) 	<p>Student Edition: RH15 <i>After You Read</i> 74, 176, 254, 974 <i>Reading Across Texts Workshop</i> 404-405, 419, 516-517, 529, 1018-1019, 1033 <i>Skill Lesson</i> 468-469 Teacher Wraparound Edition: CT 66, 111, 332</p>

STANDARDS	PAGE REFERENCES
<ul style="list-style-type: none"> R–8–8.3 Drawing inferences about text, including author’s purpose (e.g., to inform, explain, entertain, persuade) or message; <u>or explaining how purpose may affect the interpretation of the text</u>; or using supporting evidence to form or evaluate opinions/judgments and assertions about central ideas that are relevant (Local) 	<p>Student Edition: <i>Skill Lesson</i> 96-97, 1132-1133 <i>Skills Preview</i> 107 <i>Key Reading Skill</i> 111 <i>Skills Review</i> 115 <i>Reading Across Texts Workshop</i> 404-405, 419, 1018-1019, 1033, 1152-1153, 1167</p> <p>Teacher Wraparound Edition: LE 112; R 120, 306, 1098</p>
ANALYSIS and INTERPRETATION OF INFORMATIONAL TEXTS/CITING EVIDENCE (R-8.3 to R-8.6)	
<p>R–8–8 Analyze and interpret informational text, citing evidence as appropriate by...</p> <ul style="list-style-type: none"> R–8–8.4 Distinguishing fact from opinion, and identifying possible bias/propaganda or conflicting information within or across texts (Local) 	<p>Student Edition: <i>Reading Across Texts</i> 416 <i>Key Reading Skill</i> 927, 935 <i>Skills Lesson</i> 930-931 <i>Skills Preview</i> 933, 979 <i>Skills Review</i> 941, 985 <i>Key Literary Element</i> 981, 982</p> <p>Teacher Wraparound Edition: D 930; L 983, 988; LF 302; R 927</p>
<ul style="list-style-type: none"> R–8–8.5 Making inferences about causes or effects (Local) 	<p>Student Edition: <i>Skill Lesson</i> 182-183; 1086-1087 <i>Reviewing Skills</i> 410 <i>Key Reading Skill</i> 1060, 1063, 1091, 1099 <i>Skills Preview</i> 1089, 1097 <i>Skills Review</i> 1095, 1101</p> <p>Teacher Wraparound Edition: R 325, 1090, 1092, 1093</p>
<ul style="list-style-type: none"> R-8-8.6 Evaluating the clarity and accuracy of information (Local) 	<p>Student Edition: <i>Skills Preview</i> 31, 77, 933, 979 <i>Text Element</i> 86 <i>Skills Review</i> 91 <i>Reading Across Texts</i> 416, 941, 985 <i>Key Reading Skill</i> 927, 935 <i>Skills Lesson</i> 930-931</p> <p>Teacher Wraparound Edition: D 930; L 983; TE 88</p>

STANDARDS	PAGE REFERENCES
READING STRATEGIES: Strategies for Monitoring and Adjusting (R-12)	
<p>R—8—12 Demonstrates ability to monitor comprehension for different types of text and purposes by... R—8—12.1 Using a range of self-monitoring and self-correction approaches (e.g., predicting and confirming, rereading, adjusting rate, sub-vocalizing, consulting resources, questioning, skimming, scanning, using syntax/language structure, semantics/meaning, or other context cues, etc.) (Local)</p>	<p>Student Edition: RH12 <i>Skill Lesson</i> 204-205, 500-501, 584-585, 846-847, 976-977 <i>Genre Focus</i> 446 <i>Skills Preview</i> 503, 509 <i>Key Reading Skill</i> 504, 511 Teacher Wraparound Edition: R 503, 505, 510, 513</p>
READING STRATEGIES: Reading Comprehension Strategies (R-13)	
<p>R—8—13 Uses comprehension strategies (flexibly and as needed) before, during, and after reading literary and informational text. (Local)</p> <p>EXAMPLES of reading comprehension strategies might include: using prior knowledge; sampling a page for readability; summarizing; predicting and making text based inferences; determining importance; generating literal, clarifying, and inferential questions; constructing sensory images (e.g., making pictures in one’s mind); making connections (text to self, text to text, and text to world); taking notes; locating, using, and analyzing text features (e.g. transition words, subheadings, bold/italicized print, parts of the book); or using text structure clues (e.g. chronological, cause/effect, compare/contrast, proposition and support, description, classification, logical/sequential) (Local) (See also Appendix D)</p>	<p>Student Edition: RH8-RH17 <i>Skill Lesson</i> 14-15, 62-63, 182-183, 204-205, 322-323, 336-337, 500-501, 584-585, 604-605, 634-635, 846-847, 872-873, 956-957, 976-977</p>
BREADTH OF READING: Reading Widely and Extensively (R-14)	
<p>R—8—14 Demonstrates the habit of reading widely and extensively* by...</p> <ul style="list-style-type: none"> R—8—14.1 Reading with frequency, including in-school, out-of-school, and summer reading (Local) 	<p>Student Edition: 5-13, 18-27, 46-51, 151-159, 172-175, 220-231, 340-353, 638-649, 654-659, 713-731 <i>Reading on Your Own</i> 138-139, 280-281, 434-435, 700-701, 914-915</p>

STANDARDS	PAGE REFERENCES
<ul style="list-style-type: none"> R—8—14.2 Reading from a wide range of genres/kinds of text, including primary and secondary sources, and a variety of authors (e.g., literary, informational, and practical/functional texts) (Local) (See Appendix A) 	<p>Student Edition: 4-13, 150-159, 292-295, 446-447, 486-487, 546-557, 712-731, 926-929, 1002-1003, 1056-1063, 1098-1099</p> <p>Teacher Wraparound Edition: R 150, 292, 712, 926</p>
<ul style="list-style-type: none"> R—8—14.3 Reading multiple texts for depth of understanding an author, a subject, a theme, or genre (Local) 	<p>Student Edition: 46-51, 340-379, 547-555, 562-571, 665-673, 674-685, 1142-1151</p> <p><i>Comparing Literature Workshop</i> 116-131, 256-275, 662-685, 890-909</p> <p><i>Reading Across Texts Workshop</i> 404-419, 516-529, 1018-1033, 1152-1167</p>
BREADTH OF READING: Reading Widely and Extensively (R-17)	
<p>R—8—17 Demonstrates participation in a literate community by...</p> <ul style="list-style-type: none"> R—8—17.1 Self-selecting reading materials inline with reading ability and personal interests (Local) 	<p>Student Edition: <i>Genre Focus</i> 4, 446, 712</p> <p><i>Reading on Your Own</i> 138-139, 280-281, 434-435, 534-535, 700-701, 914-915</p> <p>Teacher Wraparound Edition: TIR 138, 280, 434, 534, 700, 914</p>
<ul style="list-style-type: none"> R—8—17.2 Participating in in-depth discussions about text, ideas, and student writing by offering comments and supporting evidence, recommending books and other materials, and responding to the comments and recommendations of peers, librarians, teachers, and others (Local) 	<p>Student Edition: <i>Talk About Your Reading</i> 334, 454, 474, 506, 592, 626, 762, 964, 984, 1016, 1110</p>
BREADTH OF READING: Reading for Research Across Content Areas (R-15)	
<p>R—8—15 Research* by reading multiple sources (including print and non-print texts) to solve a problem, or to make a decision, or to formulate a judgment, or to support a thesis by...</p> <ul style="list-style-type: none"> R—8—15.1 Identifying <u>and evaluating</u> potential sources of information (Local) 	<p>Student Edition: R21, R23-R24</p> <p><i>Talk About Your Reading</i> 36</p> <p><i>Comparing Literature Workshop</i> 116-117</p> <p><i>Writing Workshop Part 1</i> 316-317</p> <p><i>Reading Across Texts Workshop</i> 404-405, 516-517</p> <p>Teacher Wraparound Edition: DI 76, 316, 721; LF 317; RRW 135, 517, 1009, 1012</p>

STANDARDS	PAGE REFERENCES
<ul style="list-style-type: none"> R—8—15.2 Evaluating information presented, in terms of <u>completeness</u> and relevance (Local) 	<p>Student Edition: R21 <i>Talk About Your Reading</i> 36 <i>Writing Workshop Part 1</i> 316-317</p> <p>Teacher Wraparound Edition: DI 76, 223, 316, 721; LF 317; RRW 135, 222, 253, 517, 547, 1009, 1012</p>
<ul style="list-style-type: none"> R—8—15.3 Gathering, organizing, analyzing, and interpreting the information (Local) 	<p>Student Edition: R21-R22, R50 <i>Comparing Literature Workshop</i> 116-117, 256-257, 662-663, 890-891 <i>Writing Workshop Part 1</i> 316-319 <i>Reading Across Texts Workshop</i> 404-405, 516-517, 1018-1019, 1152-1153</p> <p>Teacher Wraparound Edition: DI 318, 383; LF 319; W 319</p>
<ul style="list-style-type: none"> R—8—15.4 Using evidence to support conclusions (Local) 	<p>Student Edition: RH11 <i>Talk About Your Reading</i> 114 <i>Skill Lesson</i> 386-387, 1102-1103 <i>Skills Preview</i> 389, 1105 <i>Key Reading Skill</i> 393, 1106 <i>Skills Review</i> 397, 1111</p> <p>Teacher Wraparound Edition: R 294, 392, 1060, 1065, 1076</p>