



Glencoe

NEVADA
English Language Arts Grade 8
The Glencoe Reader Course 3 © 2004

OBJECTIVES	PAGE REFERENCES
Reading	
Content Standard 1.0: <i>Students know and use word analysis skills and strategies to comprehend new words encountered in text.</i>	
By the end of Grade 8 , students know and are able to do everything required in previous grades and:	
1.8.3 Apply knowledge of Greek- and Latin-derived roots and affixes to determine the meaning of unknown words and to increase vocabulary.	I/S SE: 303 TAE: ELL 15
1.8.4 Apply knowledge of word origins, roots, structures, and context clues, as well as use dictionaries and glossaries, to comprehend new words in text.	I/S SE: 304-305, 320 <i>Word Power</i> 4, 19, 28, 186 <i>Reading Coach</i> 84, 87, 176, 190 <i>Buddy Up</i> 196 TAE: ELL 9
1.8.5 Analyze idioms , analogies, metaphors, and similes to infer literal and figurative meaning.	I/S SE: 164 <i>Reading Coach</i> 11, 15, 93, 144, 146 <i>Going Solo</i> 16 <i>Literary Element</i> 24 <i>Word Power</i> 201 TAE: ELL 5
Content Standard 2.0: <i>Students use reading process skills and strategies to build comprehension.</i>	
2.8.1 Apply and analyze the use of appropriate pre-reading strategies that enhance comprehension, such as accessing prior knowledge, predicting, previewing, and setting a purpose. M 6.9	I/L SE: 306, 309 <i>Reason to Read</i> 4 <i>TeamWork</i> 77 <i>Reading Focus</i> 83, 176, 177, 261, 279 <i>Going Solo</i> 90, 182
2.8.2 Choose reading strategies and self-correct to enhance comprehension.	I/L SE: 311 <i>Reading Focus</i> 185, 186, 208, 211, 213, 281, 283 <i>Buddy Up</i> 188, 295
2.8.3 Apply and analyze a variety of skills and strategies such as locating essential information, verifying predictions, drawing conclusions, and making inferences to aid comprehension. G 5.8.1; H 1.8.1; M 6.7; M 6.10; M 8.11	I/S SE: <i>Think It Over</i> 5, 23, 30, 59 <i>TeamWork</i> 7, 26, 40, 60, 90 <i>Going Solo</i> 77 <i>Reading Focus</i> 138

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2.8.4 Use outlines, maps, and graphic organizers to aid comprehension. G 1.8.1; H 1.8.2; H 2.8.3; S 8.8.2; S 15.8.2; S 19.8.1	I/L SE: 54, 61, 236-237, 307 <i>TeamWork</i> 233 <i>Going Solo</i> 217 <i>Connect</i> 254 <i>Reason to Read</i> 4, 18, 28, 82, 168, 184, 219
2.8.5 Adjust reading rate to match purpose, task, and text difficulty.	I/L SE: 307 <i>Reading Coach</i> 20, 32 <i>Going Solo</i> 200 <i>Reading Focus</i> 169, 171, 199, 243, 255 <i>TeamWork</i> 173 <i>Buddy Up</i> 182
Content Standard 3.0: <i>Students read to comprehend, interpret, and evaluate literature from a variety of authors, cultures, and times.</i>	
3.8.1 Evaluate story elements such as character, conflict, plot, subplot, parallel episodes, and climax to determine their importance to a story. H 1.8.1	E/S SE: 41, 42 <i>Literary Element</i> 11, 14, 30, 32, 84, 85 <i>TeamWork</i> 153 <i>Buddy Up</i> 90
3.8.2 Make inferences and predictions supported by the text regarding the motives of characters and consequences of action. Ec 1.8.2	E/S SE: 312 <i>Think It Over</i> 5, 137, 177 <i>Reading Focus</i> 38, 83, 86, 88, 96, 136
3.8.3 Explain an author's viewpoint and message in relation to the historical and cultural context of the author or work. G 2.8.2; G 2.8.3; G 2.8.6; G 2.8.7; H 10.8.6	E/L SE: <i>TeamWork</i> 71, 163 <i>Did You Know?</i> 156, 189 <i>Reading Coach</i> 157, 159 <i>Reading Focus</i> 270
3.8.4 Distinguish theme from topic, identify possible themes, and pinpoint recurring themes in several selections, citing textual evidence to support claims.	I/S SE: 3, 66 <i>What's the Plan?</i> 80 <i>Buddy Up</i> 103 <i>Going Solo</i> 188 <i>Think It Over</i> 190
3.8.5 Analyze ways authors use imagery, figurative language, and sound to elicit reader response.	I/S SE: 56-57, 164 <i>Literary Element</i> 47, 134, 137 <i>Reading Coach</i> 93, 144, 146
3.8.6 Compare stylistic elements among texts to determine effects of author choices.	W/L SE: 8, 54, 61 <i>Literary Element</i> 6, 47 <i>Reading Coach</i> 45, 49, 51, 69 <i>Going Solo</i> 71 <i>TeamWork</i> 53
3.8.7 Compare characteristics and elements of various literary forms, including short stories, poetry, essays, plays, speeches, and novels.	I/L SE: 2-3, 56-57, 78, 80-81, 99, 104-105, 126-127, 130-131 <i>Literary Element</i> 94, 95

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Content Standard 4.0: <i>Students read to comprehend, interpret, and evaluate informational texts for specific purposes.</i>	
4.8.1 and 4.8.2 Use knowledge of text features and common expository structures such as cause/effect and comparison/contrast to comprehend text. C 4.8.4; G 1.8.2; M 7.3; S 16.8.5	E/S SE: 239, 314-316 <i>Reading Coach</i> 214 <i>Going Solo</i> 253 <i>TeamWork</i> 233 <i>Author's Plan</i> 194, 199, 207, 220, 222, 225, 232
4.8.3 Locate, interpret, organize, and synthesize information from texts to answer specific questions and support ideas.	E/S SE: <i>Buddy Up</i> 103, 153, 282 <i>Going Solo</i> 163 <i>Think It Over</i> 63, 147, 151, 160, 281, 299
4.8.4 Identify and assess the validity, accuracy, and adequacy of evidence that supports an author's ideas. C 4.8.5; H 2.8.2; M 5.8.5; M 8.5; S 19.8.4	E/L SE: 312 <i>Buddy Up</i> 53 <i>Going Solo</i> 163 <i>Think It Over</i> 12, 70, 161 <i>TeamWork</i> 71 <i>Reading Focus</i> 171
4.8.5 Summarize authors' ideas and information in texts, including advertisements and public documents.	I/S SE: 311 <i>Reading Focus</i> 29, 110, 186, 263 <i>Buddy Up</i> 40, 253 <i>TeamWork</i> 173 <i>Reading Check</i> 33, 187
4.8.6 Read and follow multi-step directions to complete a complex task. M 6.7	E/L SE: 236-238, 249, 250, 261, 318 <i>Reason to Read</i> 175, 184, 189, 206, 245, 248