



SOUTH DAKOTA
Reading and Communication Arts Standards Grade 8
***Literature: The Reader's Choice Course 3* © 2002**

OBJECTIVES	PAGE REFERENCES
Reading Goals and Indicators Eighth Grade Reading	
Goal 1: Students are able to read at increasing levels of complexity for a variety of reasons.	
Indicator 1: Students are able to apply various reading strategies to comprehend and interpret text.	
8.R.1.1 Students are able to apply knowledge of word origins and derivations to extend vocabulary development. To meet this standard students may:	SE: <i>Vocabulary</i> 16, 89, 143, 775 TWE: VS 65, 115, 133, 515, 724, 556
<ul style="list-style-type: none"> • apply knowledge of foreign, Greek, and Latin word origins and derivations; • apply knowledge of prefixes, suffixes, and roots to extend vocabulary. 	SE: 387, 777 <i>Vocabulary</i> 16, 177, 209, 223, 406, 424, 446, 627
8.R.1.2 Students are able to use reading strategies to comprehend the meaning of words and text. To meet this standard students may:	SE: 48-49, 197, 280, 296-297, 359, 509, 620-621, 694-695, 833 TWE: RM 352
<ul style="list-style-type: none"> • monitor for meaning; • make connections to text; 	SE: 48, 297, 359, 509, 833 <i>Evaluate and Connect</i> 14, 183 TWE: RM 72, 384, 475
<ul style="list-style-type: none"> • ask questions to clarify meaning; 	SE: 48, 197, 200, 280, 296, 625, 699 <i>Reading and Thinking</i> 507 TWE: RM 159, 482
<ul style="list-style-type: none"> • determine importance of ideas and details; 	SE: 565 <i>Evaluate and Connect</i> 23 <i>Literary Elements</i> 14, 320 <i>Reading and Thinking</i> 195 <i>Writing About Literature</i> 375 TWE: LE 12, 355 RM 589, 666
<ul style="list-style-type: none"> • make inferences; 	SE: 144, 509 TWE: CT 31, 80, 132, 187, 400, 483, 487, 664
<ul style="list-style-type: none"> • connect sensory images to meaning; 	SE: 295, 618-619 <i>Evaluate and Connect</i> 320, 455 <i>Literary Elements</i> 109 TWE: AC 215, 284

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<ul style="list-style-type: none"> synthesize prior knowledge and new information to create new knowledge. 	SE: 673 <i>Evaluate and Connect</i> 23, 499, 626 <i>Reading and Thinking</i> 524 <i>Reading Focus</i> 281, 370, 493 TWE: RM 457, 637
Indicator 2: Students are able to evaluate text structures, literary elements, and literary devices within various genres to develop interpretations and form responses.	
8.R.2.1 Students are able to analyze and explain the author’s use of literary elements. To meet this standard students may: <ul style="list-style-type: none"> analyze characters in a story using supporting evidence from the text (for example: character’s traits, motivations, conflicts, and point of view); 	SE: <i>Analyzing Literature</i> 654 <i>Evaluate and Connect</i> 536 <i>Literary Elements</i> 165, 291 <i>Writing About Literature</i> 208 TWE: AC 262 LE 8, 10, 162, 730
<ul style="list-style-type: none"> describe how setting, character, conflict, and resolution support the overall theme. 	SE: 46-47, 358, 508, 692-693, 832 <i>Literary Elements</i> 23, 320, 404 <i>Writing About Literature</i> 176 TWE: LE 86
8.R.2.2 Students are able to describe the effect of the author’s use of literary devices. To meet this standard students may: <ul style="list-style-type: none"> describe the use of sensory imagery in texts (for example: rhyme scheme, accent patterns, alliteration, assonance, consonance); 	SE: 294-295, 618-619, 506 <i>Evaluate and Connect</i> 320, 455 <i>Literary Elements</i> 109 TWE: AC 215, 284 LE 33, 104
<ul style="list-style-type: none"> describe the use of figurative language in texts (for example: simile, metaphor, idiom, and oxymoron). 	SE: 294-295 <i>Analyzing Literature</i> 375 <i>Evaluate and Connect</i> 14, 320 <i>Literary Elements</i> 109, 602 <i>Literature Groups</i> 307 <i>Writing About Literature</i> 248, 385 TWE: AC 105
Indicator 3: Students are able to interpret and respond to diverse works from various cultures and time periods.	
8.R.3.1 Students are able to compare/contrast literature from different eras or cultures dealing with similar themes or conflicts. To meet this standard students may: <ul style="list-style-type: none"> identify and compare recurring themes across literary works (for example: good vs. evil, loyalty vs. betrayal); 	SE: 47, 74, 166, 386, 597 <i>Analyzing Literature</i> 94, 328, 544 <i>Compare Themes</i> 386 <i>Writing About Literature</i> 375
<ul style="list-style-type: none"> describe ideas and outlooks within a specific period, looking at such features as ideas, customs, and outlooks of a people (for example: views of slavery depicted in pre-Civil War novels, attitudes of those involved in the westward expansion, Native American cultural influences). 	SE: <i>Building Background</i> 458, 472, 493, 503 <i>Evaluate and Connect</i> 455 <i>Writing About Literature</i> 445, 490 TWE: IC 516 MIN 609

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Indicator 4: Students are able to retrieve, analyze, synthesize, and evaluate a variety of informational texts.	
<p>8.R.4.1 Students are able to determine the appropriate strategy to gather and organize information. <i>To meet this standard students may:</i></p> <ul style="list-style-type: none"> use both primary and secondary sources (for example: primary—interviews, diaries, letters, autobiographies; secondary—encyclopedias, biographies, textbooks). 	<p>SE: 3, 196-197, 464-465, 565 <i>Interdisciplinary Activity</i> 417 <i>Internet Connection</i> 24, 222 <i>Listening and Speaking</i> 36 TWE: RW 219, 497</p>
<p>8.R.4.2 Students are able to evaluate information about a topic gathered from a variety of sources. <i>To meet this standard students may:</i></p> <ul style="list-style-type: none"> describe how the type of informational source influences the accuracy of information provided (for example: newspaper, magazine, book chapter). 	<p>SE: 525, 648-649, R80, R101-R102 <i>Critical Viewing</i> 437, 551 <i>Literary Elements</i> 42 <i>Reading and Thinking</i> 501 TWE: RM 322, 749</p>
<p>8.R.4.3 Students are able to combine new information with existing knowledge to form interpretations. <i>To meet this standard students may:</i></p> <ul style="list-style-type: none"> compare background knowledge about a current topic with information (for example: AIDS, STDs); 	<p>SE: 224, 492, 604 <i>Critical Viewing</i> 3, 437, 551 <i>Learning for Life</i> 661 <i>Multimedia Project</i> 237 TWE: IC 32 RW 123</p>
<ul style="list-style-type: none"> compare information found in a variety of sources to reach new understanding. 	<p>SE: 3, 196-197, 464-465, 565 <i>Interdisciplinary Activity</i> 417 <i>Internet Connection</i> 24, 222 <i>Listening and Speaking</i> 36 TWE: RW 219, 497</p>
Goals and Indicators Writing Standards Eighth Grade Writing	
Goal 1: Students will write effectively for different audiences and specific purposes.	
Indicator 1: Students are able to use appropriate content, organization, form, and style in technical, business, creative, and personal writing.	
<p>8.W.1.1 Students are able to create narrative, descriptive, expository, and persuasive texts of more than one paragraph. <i>To meet this standard students may:</i></p> <ul style="list-style-type: none"> use details to clarify focus and enhance style; 	<p>SE: 90-93, 211, 226-229, 324-327, 426-429, 540-543, 778-781, 874-877 <i>Creative Writing</i> 265 <i>Writing About Literature</i> 142</p>
<ul style="list-style-type: none"> use anecdotes, analogies, and metaphors in writing. 	<p>SE: 227, 295, 427, 875 <i>Creative Writing</i> 417 <i>Literary Elements</i> 393 <i>Literature Groups</i> 307 <i>Personal Writing</i> 208 <i>Writing About Literature</i> 36 TWE: WM 167</p>

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<p>8.W.1.2 Students are able to organize text to support a specific point of view, focus, and/or purpose. To meet this standard students may:</p> <ul style="list-style-type: none"> use organizational strategies to develop texts (for example: problem/solution, comparison/contrast, cause/effect). 	<p>SE: 91, 227, 325, 427, 541, 651, 779, 875 <i>Reading and Thinking</i> 143, 221</p>
<ul style="list-style-type: none"> use argumentative structure to write a letter to the editor about a local issue. 	<p>SE: 525, 540-543, R61-R62 <i>Learning for Life</i> 176, 222, 313 <i>Personal Writing</i> 647 <i>Reading and Thinking</i> 501</p>
<p>8.W.1.3 Students are able to compose technical/business texts using a style appropriate to audience and purpose. To meet this standard students may:</p> <ul style="list-style-type: none"> write texts to authentic audiences (for example: business letters, applications, letters of inquiry, PowerPoint, story board, graphs, charts). 	<p>SE: 650-653, R61-R67, R116-R117, R125-R127 <i>Learning for Life</i> 3, 222, 437 <i>Multimedia Project</i> 335 <i>Performing</i> 490 <i>Visual Learning</i> 101</p>
<p>Indicator 2: Students are able to use various strategies and techniques to improve writing quality.</p>	
<p>8.W.2.1 Students are able to model authors' techniques and strategies to clearly convey meaning in all writing modes. To meet this standard students may:</p> <ul style="list-style-type: none"> model how authors bring ideas and characters to life (for example: specific details, dialogue, action, physical description); 	<p>SE: 46-47, 90-93, 211, 426-429, 692-693, 874-877 <i>Creative Writing</i> 265 <i>Reading and Thinking</i> 111 <i>Writing About Literature</i> 357, 587</p>
<ul style="list-style-type: none"> consider the effects authors achieve through imagery and figurative language; 	<p>SE: 294-295, 618-619, 506 <i>Evaluate and Connect</i> 320, 455 <i>Literary Elements</i> 109, 602 <i>Literature Groups</i> 307 <i>Writing About Literature</i> 248, 385</p>
<ul style="list-style-type: none"> establish a clear focus in writing (for example: narrow the topic, use specific details for support); 	<p>SE: 90-91, 226-227, 324-325, 426-427, 540-541, 650-651, 778-779, 874-875, R50-R51, R68 <i>Creative Writing</i> 265</p>
<ul style="list-style-type: none"> monitor writing progress (for example: maintain a personal writing journal or portfolio). 	<p>SE: <i>Build Your Portfolio</i> 94, 328, 544, 654 <i>Reflecting</i> 93, 229, 429, 543, 781, 877</p>
<p>8.W.2.2 Students are able to revise writing to improve sentence fluency and cohesiveness. To meet this standard students may:</p> <ul style="list-style-type: none"> improve ideas/content, organization, voice, and word choice (for example: listen for writer's voice); 	<p>SE: 228, 326, 542, 780, R52-R53 <i>Grammar and Language</i> 831 TWE: MIN 324 WM 45, 215, 652</p>
<ul style="list-style-type: none"> improve sentence fluency (for example: use subordinating conjunctions, appositives); 	<p>SE: 690 <i>Grammar and Language</i> 279, 588, 603, 831 TWE: GL 192, 828 WM 45, 215, 228</p>

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<ul style="list-style-type: none"> use sensory details, sound devices, and concrete language (for example: alliteration, rhyme, metaphor, personification); 	SE: 294-295, 618-619, 506 <i>Evaluate and Connect</i> 320, 455 <i>Literary Elements</i> 109, 602 <i>Literature Groups</i> 307 <i>Writing About Literature</i> 248, 385
<ul style="list-style-type: none"> use feedback to improve writing (for example: peer and self revision, writing groups, teacher conference). 	SE: 92, 228, 326, 428, 542, 780, 876, R52-R53 TWE: TT 228
Indicator 3: Students are able to use appropriate mechanics, usage, and conventions of language.	
8.W.3.1 Students are able to apply knowledge of standard language usage, including phrases and clauses. To meet this standard students may: <ul style="list-style-type: none"> use subordinating conjunctions, coordinating conjunctions, and prepositions correctly; 	SE: <i>Grammar and Language</i> 279, 293 TWE: GL 22, 379, 414, 828 WM 228
<ul style="list-style-type: none"> use correct agreement of verb tense with indefinite pronouns; 	SE: 539, R32 TWE: GL 182, 460 MIN 419
<ul style="list-style-type: none"> understand verb case as it affects agreement. 	SE: 314 <i>Grammar and Language</i> 209, 617 TWE: GL 311
8.W.3.2 Students are able to edit final copies for publication. To meet this standard students may: <ul style="list-style-type: none"> use correct capitalization of specific and general terms (for example: south vs. the South); 	SE: R35-R37 <i>Grammar and Language</i> 195, 456, 671 TWE: GL 220, 290, 568
<ul style="list-style-type: none"> use punctuation correctly to avoid creating comma splices; 	SE: 167, R38-R40 TWE: GL 691
<ul style="list-style-type: none"> use available technology to edit (for example: spell check, grammar check, find/replace). 	SE: 429, 652 TWE: TT 228, 429, 652
Indicator 4: Students are able to write across content areas to clarify and enhance understanding of information.	
8.W.4.1 Students are able to write to transfer and apply knowledge in a subject area. To meet this standard students may: <ul style="list-style-type: none"> apply information learned in one subject area to a class project (for example: compare historical novel about the Battle of Gettysburg with historical accounts, use astronomy knowledge to write a myth explaining some natural phenomenon). 	SE: 17, 407, 492, 604 <i>Interdisciplinary Activity</i> 43, 88, 110, 405, 500 <i>Learning for Life</i> 292
8.W.4.2 Students are able to synthesize information from multiple sources to create texts. To meet this standard students may: <ul style="list-style-type: none"> use appropriate technical terms and notations in writing (for example: scientific notation, mathematical formulas, historical journals); 	SE: 540-542, 778-780, R56-R60 <i>Interdisciplinary Activity</i> 88 TWE: IC 83, 115, 286 MIN 204 RW 133, 155
<ul style="list-style-type: none"> use both primary and secondary sources to enrich understanding of information; 	SE: 779, R56-R57 <i>Critical Viewing</i> 437 <i>Interdisciplinary Activity</i> 367 TWE: LSC 245, 731

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<ul style="list-style-type: none"> support thesis or judgments with information from various sources (for example: Internet, newspapers, quotes from authorities). 	SE: 541, 779, R56, R109 <i>Internet Connection</i> 278, 670 <i>Listening and Speaking</i> 101 TWE: INC 286 LSC 245 RW 155
Listening and Viewing Standards Eighth Grade Listening and Viewing Goal 2: Students are able to use critical listening and viewing skills in various situations and for a variety of purposes.	
Indicator 1: Students are able to use various listening and viewing strategies in social, academic, and occupational situations.	
8.L.1.1 Students are able to model specific strategies for listening and viewing in various settings. To meet this standard students may: <ul style="list-style-type: none"> ask probing questions to seek elaboration and clarification of the speaker's ideas and opinions; 	SE: 315, 813, R74 <i>Learning for Life</i> 237 <i>Listening and Speaking</i> 36, 101 <i>Literature Groups</i> 176, 255, 357 TWE: LS 715
<ul style="list-style-type: none"> use listening skills in group settings to share responsibility for a team project (for example: set goals, choose solutions, monitor progress, meet goals). 	SE: 315 <i>Literature Groups</i> 36, 176, 183, 194, 307, 357, 603, 683, 688
Indicator 2: Students are able to use strategies to retrieve, interpret, and evaluate ideas/information from various auditory/visual sources.	
8.L.2.1 Students are able to use various strategies to analyze and evaluate information. To meet this standard students may: <ul style="list-style-type: none"> develop criteria to evaluate information; 	SE: 525, 648-649, 813, R80, R101-R102 <i>Reading and Thinking</i> 501 TWE: RM 44, 208, 322, 749
<ul style="list-style-type: none"> compare information from various sources to verify accuracy; 	SE: 525, 648-649, 813, R80 <i>Critical Viewing</i> 3 TWE: IC 83, 115 INC 648
<ul style="list-style-type: none"> check reliability and validity of media sources. 	SE: 525, 648-649, 813, R80, R101-R102 <i>Analyzing Media</i> 76, 210 <i>Reading and Thinking</i> 501 TWE: RM 44, 322, 749
8.L.2.2 Students are able to analyze and describe the way meaning is represented in various media. To meet this standard students may: <ul style="list-style-type: none"> compare how different information sources present the same situation or event (for example: newspaper, journals, television); 	SE: <i>Media Connection</i> 44, 76, 812 TWE: RM 44, 76, 210, 457, 564, 684, 776
<ul style="list-style-type: none"> describe how graphic artists, illustrators, or news photographers make meaning; 	SE: 100, 250, 336, 525, 813, R80 <i>Critical Viewing</i> 335 <i>Reading and Thinking</i> 501 TWE: MIN 813 RM 250

OBJECTIVES	PAGE REFERENCES
<ul style="list-style-type: none"> explore how electronic media uses stated and implied meanings to influence audience interpretation. 	SE: 525, 648-649, 813, R80, R92, R101-R102 <i>Reading and Thinking</i> 501 <i>Vocabulary</i> 249, 588
Speaking Standards Eighth Grade Speaking	
Goal 3: Students are able to speak effectively in a variety of formal and informal situations.	
Indicator 1: Students are able to use appropriate structure and sequence to express ideas and convey information.	
8.S.1.1 Students are able to choose a specific format based on audience and purpose. To meet this standard students may: <ul style="list-style-type: none"> design presentations that make clear and knowledgeable judgments; 	SE: 376, 502, 540-543 <i>Learning for Life</i> 321 <i>Literature Groups</i> 24, 255, 348 <i>Performing</i> 278, 301, 490
<ul style="list-style-type: none"> provide detailed evidence, examples, and reasoning in presentations; 	SE: 540-543 <i>Learning for Life</i> 15 <i>Literature Groups</i> 24, 183, 208, 248 TWE: LS 121, 153, 411, 741
<ul style="list-style-type: none"> choose format appropriate to place (for example: class discussion, small group activities). 	SE: 376, 502, 543 <i>Learning for Life</i> 321 <i>Literature Groups</i> 255, 348 <i>Performing</i> 301, 490 TWE: LS 121, 411
8.S.1.2. Students are able to develop clear and organized presentations. To meet this standard students may: <ul style="list-style-type: none"> prepare presentations consisting of an introduction, a logically developed body, transitions, and a conclusion. 	SE: 91, 325, 540-543, 779 <i>Learning for Life</i> 15 <i>Literature Groups</i> 24, 183, 208, 248 TWE: LS 121
Indicator 2: Students are able to use appropriate language and presentation style for formal and informal situations.	
8.S.2.1 Students are able to use context and topic to determine vocabulary and style. To meet this standard students may: <ul style="list-style-type: none"> use appropriate grammar and sentence structure in various speaking situations; 	SE: 376, 502, 540-543 <i>Literature Groups</i> 208, 255, 348 <i>Performing</i> 110, 292 TWE: MIN 376 WM 542
<ul style="list-style-type: none"> use expressive language to enhance presentations. 	SE: 376, 502, R76-R78 <i>Listening and Speaking</i> 571 <i>Literature Groups</i> 255, 348
8.S.2.2 Students are able to design presentation strategies appropriate to audience and purpose. To meet this standard students may: <ul style="list-style-type: none"> use pacing, enunciation, and phrasing appropriate to formal and informal communication; 	SE: 376, 502, 540-543 <i>Learning for Life</i> 321 <i>Literature Groups</i> 24, 255, 348 <i>Performing</i> 278, 301, 490
<ul style="list-style-type: none"> create visual aids to emphasize key ideas; 	SE: 266-267 <i>Critical Viewing</i> 551 <i>Interdisciplinary Activity</i> 15 <i>Learning for Life</i> 3, 445 <i>Multimedia Project</i> 437, 551, 789 <i>Performing</i> 490

OBJECTIVES	PAGE REFERENCES
<ul style="list-style-type: none"> organize and record information for various presentations (for example: charts, graphs, flip charts, maps); 	SE: 266-267, 543 <i>Interdisciplinary Activity 15</i> <i>Learning for Life 3, 445</i> <i>Multimedia Project 437, 551, 789</i> <i>Performing 490</i>
<ul style="list-style-type: none"> use appropriate non-verbal communication skills (for example: eye contact, posture, gestures). 	SE: 376, 502, 543 <i>Listening and Speaking 571</i> <i>Performing 278</i> TWE: LS 576 MIN 502

Codes Used for TWE Pages

AC	Author's Craft
CT	Critical Thinking
GL	Grammar and Language Minilesson
IC	Interdisciplinary Connection
INC	Internet Connection
LE	Literary Elements
LS	Listening and Speaking Minilesson
LSC	Life Skills Connection
MIN	Meeting Individual Needs
RM	Reading Minilesson
RW	Real-World Connection
TT	Technology Tip
VS	Vocabulary Skills
WM	Writing Minilesson