



**Glencoe**

# Literature

**COURSE 3**  
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STANDARDS	PAGE REFERENCES
<p><b>READING</b> <b>Word Recognition and Word Study</b></p>	
<p><b>Word Recognition</b></p>	
<p><b>R.WS.08.01</b> explain and use word structure, sentence structure, and prediction to aid in decoding and understanding the meanings of words encountered in context.</p>	<p><b>Student Edition:</b> <i>Vocabulary</i> 681 <i>Vocabulary Workshop</i> 287 <b>Teacher Edition:</b> AL 56, 287, 681; EL 21, 35, 41, 56, 87, 131, 585; F 287; T 287; V 706; VP 460</p>

STANDARDS	PAGE REFERENCES
<p><b>R.WS.08.02</b> 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><b>Student Edition:</b>  <i>Drafting Tip</i> 882  <i>Genre Focus</i> 336  <i>Literary Element(s)</i> 218, 348, 353, 662  <i>Metaphor</i> 350  <i>Respond and Think Critically</i> 221 #5, 666 #5  <i>Review</i> 532  <i>Simile</i> 219, 220  <i>Simile and Metaphor</i> 664  <i>Vocabulary Workshop</i> 493, 875</p> <p><b>Teacher Edition:</b>  AL 337, 493, 665, 875; EL 337, 575, 663; F 493, 875; LE 218, 348, 665; T 337, 493, 875</p>
<p><b>R.WS.08.03</b> 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><b>Student Edition:</b>  <i>Academic Vocabulary</i> 28, 334, 507  <i>Academic Word List</i> R59-R62  <i>Visual Vocabulary</i> 22, 331, 332  <i>Vocabulary</i> 13, 72, 329, 331, 332, 504, 507, 853, 856, 859, 861  <i>Vocabulary Practice</i> 28, 79, 334, 507, 853  <i>Vocabulary Workshop</i> 402</p> <p><b>Teacher Edition:</b>  AL 13, 72, 329, 504, 853; EL 13, 72, 329, 504, 853; F 402; T 18, 77, 402; V 13, 72, 329, 331, 504; VP 402, 508; VT 853</p>
<p><b>R.WS.08.04</b> know the meanings of words encountered frequently in grade-level reading and oral language contexts.</p>	<p><b>Student Edition:</b>  <i>Academic Vocabulary</i> 28, 334, 507  <i>Academic Word List</i> R59-R62  <i>Visual Vocabulary</i> 22, 331, 332  <i>Vocabulary</i> 13, 72, 329, 331, 332, 504, 507, 853, 856, 859, 861  <i>Vocabulary Practice</i> 28, 79, 334, 507, 853  <i>Vocabulary Workshop</i> 402</p> <p><b>Teacher Edition:</b>  AL 13, 72, 329, 504, 853; EL 13, 72, 329, 504, 853; F 402; T 18, 77, 402; V 13, 72, 329, 331, 504; VP 402, 508; VT 853</p>

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<p><b>R.WS.08.05</b> acquire and apply strategies to identify unknown words and construct meaning.</p>	<p><b>Student Edition:</b>  <i>Academic Vocabulary</i> 12, 287, 661, 875  <i>Vocabulary Workshop</i> 55</p> <p><b>Teacher Edition:</b>  AL 55, 218, 335, 875; EL 13,167, 381, 545, 705;  F 55, 287, 661, 875; T 55, 287, 661, 875; V 56,  395; VP 802</p>
<b>Fluency</b>	
<p><b>R.WS.08.06</b> fluently read beginning grade-level text and increasingly demanding texts as the year proceeds.</p>	<p><b>Student Edition:</b>  <i>Listening and Speaking</i> 86, 388</p> <p><b>Teacher Edition:</b>  AL 311, 359, 657, 685; LSP 64, 224, 430, 740  SL 388</p>
<b>Vocabulary</b>	
<p><b>R.WS.08.07</b> 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><b>Student Edition:</b>  <i>Academic Vocabulary</i> 545  <i>Activating Prior Knowledge</i> 650, 652, 654, 655, 656  <i>Connect to Science</i> 183, 523  <i>Connect to Social Studies</i> 97  <i>Reading Skill</i> 871, 872  <i>Reading Strategy</i> 649, 659  <i>Respond and Think Critically</i> 874 #5  <i>Vocabulary</i> 178  <i>Vocabulary Practice</i> 184</p> <p><b>Teacher Edition:</b>  AdL 97; AL 178, 183; EL 178, 185, 655, 871, 873;  ReaP 872; RSt 649, 652, 656; RSk 872, 873</p>
<b>Narrative Text</b>	
<p><b>R.NT.08.01</b> 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><b>Student Edition:</b>  <i>Analyze Cultural Context</i> 167, 168, 169, 171, 172, 173  <i>Before You Read</i> 648  <i>Big Question</i> 639, 657  <i>Reading Skill</i> 166, 177, 369, 370, 371, 372, 373, 374, 375, 376, 377  <i>Respond and Think Critically</i> 12 #6, 378 #5</p> <p><b>Teacher Edition:</b>  AdL 373; AL 171; CH 9; EL 169, 375, 639; P2 639;  PH 657; ReaP 168; ResP 652; RSk 166, 168, 169,  170; RSt 370, 371, 372, 373, 374, 375, 376, 377;  WP 172, 374</p>

STANDARDS	PAGE REFERENCES
<p><b>R.NT.08.02</b> analyze the structure, elements, style, and purpose of narrative genre including historical fiction, science fiction, and realistic fiction.</p>	<p><b>Student Edition:</b>  <i>Analyze Style</i> 312, 314, 315, 316, 317, 318  <i>Analyze Text Structure</i> 672, 673, 676, 679, 683, 685, 686  <i>Reading Skill</i> 671, 688, 311  <i>Respond and Think Critically</i> 319 #5  <i>Try It</i> 311</p> <p><b>Teacher Edition:</b>  AdL 311; AL 311, 671; EL 671; ReaP 680;  RSk 311, 671, 673, 674</p> <p><b>Please see the end of this document for a listing of our selections from these specific genres.</b></p>
<p><b>R.NT.08.03</b> analyze the role of rising and falling actions, minor characters in relation to conflict, and credibility of the narrator.</p>	<p><b>Student Edition:</b>  <i>Analyze Conflict</i> 567, 568  <i>Analyze Plot</i> 250, 251, 252, 254, 255, 256, 257, 258, 261, 263  <i>Characteristics of the Genre</i> 71, 815  <i>Genre Focus</i> 70, 646, 814  <i>Reading Skill</i> 248, 265, 565  <i>Respond and Think Critically</i> 8 #5, 570 #4  <i>Review</i> 240, 335  <i>Try It</i> 248, 565</p> <p><b>Teacher Edition:</b>  AL 567; RSk 248, 249, 251, 252, 254, 256, 258, 565; T 70, 71, 814; WP 256</p>

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<p><b>R.NT.08.04</b> analyze author’s craft including symbolism, imagery, and consistency to develop credible narrators, rising and falling actions, and minor characters.</p>	<p><b>Student Edition:</b>  <i>Analyze Conflict</i> 567, 568  <i>Analyze Plot</i> 250, 251, 252, 254, 255, 256, 257, 258, 261, 263  <i>Characteristics of the Genre</i> 71, 337, 815  <i>Genre Focus</i> 70, 336, 646, 814  <i>Imagery</i> 405, 407  <i>Literary Element</i> 403, 409, 555, 560  <i>Reading Skill</i> 248, 265, 565  <i>Respond and Think Critically</i> 8 #5, 570 #4  <i>Review</i> 240, 335  <i>Symbol</i> 556, 558  <i>Try It</i> 248, 565</p> <p><b>Teacher Edition:</b>  AL 337, 567; EL 337, 407; LE 403, 404, 406, 555; LEP 556, 558; LSP 408; ReaP 406; RSk 248, 249, 251, 252, 254, 256, 258, 565; T 70, 71, 337, 814; WP 256</p>
<b>Informational Text</b>	
<p><b>R.IT.08.01</b> analyze the structure, elements, features, style, and purpose of informational genre including comparative essays, newspaper writings, technical writings, and persuasive essays.</p>	<p><b>Student Edition:</b>  <i>Author’s Purpose</i> 168, 171, 173  <i>Characteristics of the Genre</i> 187  <i>Genre Focus</i> 186, 646  <i>Literary Element</i> 166, 167, 210  <i>Reading Skill</i> 242  <i>Respond and Think Critically</i> 215 #4, 246 #5  <i>Review</i> 184, 503, 546  <i>Text Structure</i> 211, 212, 213</p> <p><b>Teacher Edition:</b>  AL 211; EL 213; LE 166, 172, 210, 213; ReaP 186; RSk 243; T 186, 540; WP 246</p>
<p><b>R.IT.08.02</b> analyze organizational patterns including chronological sequence, compare/contrast, and cause/effect.</p>	<p><b>Student Edition:</b>  <i>Characteristics of the Genre</i> 187  <i>Genre Focus</i> 186  <i>Literary Element</i> 210  <i>Respond and Think Critically</i> 215 #4  <i>Review</i> 503  <i>Text Structure</i> 211, 212, 213</p> <p><b>Teacher Edition:</b>  AL 211; EL 213; LE 210, 213; ReaP 186; T 186</p>

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<p><b>R.IT.08.03</b> 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><b>Student Edition:</b>  <i>Genre Focus</i> 187  <i>Literary Elements</i> 179, 184 #2  <i>Reading Skill</i> 871, 872  <i>Respond and Think Critically</i> 874 #5  <i>Text Features</i> 180</p> <p><b>Teacher Edition:</b>  AL 873; EL 187, 873; LE 179; ReaP 872; RSk 872, 873</p>
<b>Comprehension</b>	
<p><b>R.CM.08.01</b> connect personal knowledge, experiences, and understanding of the world to themes and perspectives in text through oral and written responses.</p>	<p><b>Student Edition:</b>  <i>Connect to the Autobiography</i> 623  <i>Connect to the Essay</i> 547  <i>Connect to the Folktale</i> 56  <i>Connect to the Informational Text</i> 188  <i>Connect to the Poem</i> 100  <i>Connect to the Short Story</i> 72, 393  <i>Connect to the Speech</i> 30  <i>Respond and Think Critically</i> 34 #6, 67 #6, 79 #6, 105 #6, 197 #6, 400 #6, 554 #6, 629 #6  <i>Writing</i> 34, 629</p> <p><b>Teacher Edition:</b>  AdL 59; AL 551; EL 33; LSP 78; ReaP 78, 480; WP 62, 194, 550</p>
<p><b>R.CM.08.02</b> retell through concise summarization grade-level narrative and informational text.</p>	<p><b>Student Edition:</b>  <i>Reading Strategy</i> 101, 159, 162  <i>Respond and Think Critically</i> 34 #1, 79 #1, 105 #5, 152 #1, 164 #5, 228 #1, 308 #1, 383 #1, 756 #1, 850 #1  <i>Respond Through Writing</i> 54, 185  <i>Summarize</i> 103, 104  <i>Tip</i> 368  <i>Try It</i> 101  <i>Writing</i> 215, 570</p> <p><b>Teacher Edition:</b>  EL 163, 185; F 159; ReaP 196; RSt 101, 159, 162; W 570</p>

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<p><b>R.CM.08.03</b> 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><b>Student Edition:</b>  <i>Comparing Literature</i> 267, 268, 269, 270, 272, 273, 275, 277, 278, 279, 280, 281, 282, 283, 284, 572, 574, 575, 576, 577, 578, 579, 580  <i>Genre Focus</i> 70, 646, 814  <i>Literary Element</i> 82, 86, 154  <i>Reading Skill</i> 266, 571  <i>Respond and Think Critically</i> 158 #5  <i>Review</i> 177  <i>Theme</i> 83, 84, 155, 157  <i>Write to Compare</i> 286, 581</p> <p><b>Teacher Edition:</b>  CL 268, 270, 271, 272, 273, 274, 275, 276, 277, 574, 578, 580; LE 82, 157; ReaP 284, 580; RSk 266, 571; WP 276</p>
<p><b>R.CM.08.04</b> apply significant knowledge from grade-level science, social studies, and mathematics texts.</p>	<p><b>Student Edition:</b>  <i>Academic Vocabulary</i> 545  <i>Connect to Science</i> 183, 523  <i>Connect to Social Studies</i> 97  <i>Vocabulary</i> 178  <i>Vocabulary Practice</i> 184</p> <p><b>Teacher Edition:</b>  AdL 97; AL 178, 183; EL 178, 185, 871</p>
<b>Metacognition</b>	
<p><b>R.MT.08.01</b> 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><b>Student Edition:</b>  <i>Make Predictions About Plot</i> 479, 481, 482, 483, 484, 486  <i>Monitor Comprehension</i> 341, 343  <i>Question</i> 856, 859, 860, 862  <i>Reading Skill</i> 417, 876  <i>Reading Strategy</i> 40, 223, 339, 346, 477, 488, 489, 491, 854  <i>Respond and Think Critically</i> 6 #3, 183 #2, 228 #5, 515 #2, 864 #5  <i>Respond Through Writing</i> 185  <i>Tip</i> 34, 265  <i>Try It</i> 223, 339, 477, 854  <i>Visualize</i> 225, 227  <i>Writing</i> 215, 570</p> <p><b>Teacher Edition:</b>  AL 477; EL 477; ReaP 478, 854, 856; RSt 223, 225, 339, 343, 477, 484, 486, 488, 489, 854</p>

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<p><b>R.MT.08.02</b> plan, monitor, regulate, and evaluate skills, strategies, and processes for their own reading comprehension by applying appropriate metacognitive skills.</p>	<p><b>Student Edition:</b>  <i>Make Predictions About Plot</i> 479, 481, 482, 483, 484, 486  <i>Monitor Comprehension</i> 341, 343  <i>Question</i> 856, 859, 860, 862  <i>Reading Skill</i> 417, 876  <i>Reading Strategy</i> 40, 223, 339, 346, 477, 488, 489, 491, 854  <i>Respond and Think Critically</i> 6 #3, 183 #2, 228 #5, 515 #2, 864 #5  <i>Respond Through Writing</i> 185  <i>Tip</i> 34, 265  <i>Try It</i> 223, 339, 477, 854  <i>Visualize</i> 225, 227  <i>Writing</i> 215, 570</p> <p><b>Teacher Edition:</b>  AL 477; EL 477; ReaP 478, 854, 856; RSt 223, 225, 339, 343, 477, 484, 486, 488, 489, 854</p>
<b>Critical Standards</b>	
<p><b>R.CS.08.01</b> 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><b>Student Edition:</b>  <i>Analyze a Student Model</i> 131, 291, 437, 734-735  <i>Apply Good Writing Traits</i> 130, 290, 436, 584, 733  <i>Develop Your Draft</i> 289  <i>Prewriting Tip</i> 582  <i>Revise</i> 132, 438, 736</p> <p><b>Teacher Edition:</b>  A 133, 439, 737; AL 435; EL 435; ResP 732, 734; T 289, 436, 437, 582, 736; WP 130, 438</p>
<b>Reading Attitude</b>	
<p><b>R.AT.08.01</b> be enthusiastic about reading and do substantial reading and writing on their own.</p>	<p><b>Student Edition:</b>  <i>Independent Reading</i> 136-137, 296-297, 442-443, 590-591, 740-741, 888-889</p> <p><b>Teacher Edition:</b>  AL 137; GLL 137, 297, 443, 591, 741, 889</p>

STANDARDS	PAGE REFERENCES
<b>WRITING</b>	
<b>Writing Genres</b>	
<p><b>W.GN.08.01</b> 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><b>Student Edition:</b>  <i>On Your Own Activity</i> 887  <i>Respond Through Writing</i> 99, 241  <i>Write With Style</i> 353, 409, 560  <i>Writing</i> 308  <i>Writing Workshop</i> 128-133</p> <p><b>Teacher Edition:</b>  AL 99, 241; EL 129, 887; F 128; T 129, 130, 131, 887; W 308, 560; WP 130</p>
<p><b>W.GN.08.02</b> 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><b>Student Edition:</b>  <i>Respond Through Writing</i> 622, 660  <i>Writing</i> 6, 12, 221, 328, 629, 688  <i>Writing Workshop</i> 880-885</p> <p><b>Teacher Edition:</b>  AL 221, 881, 885; F 880; ResP 660; T 880, 881, 882, 883, 884, 885; WP 6, 328, 622</p>
<p><b>W.GN.08.03</b> 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><b>Student Edition:</b>  <i>Respond Through Writing</i> 29, 365, 525  <i>Speaking, Listening, and Viewing Workshop</i> 588, 738  <i>Writing Handbook</i> R14-R19  <i>Writing Workshop</i> 582-587, 730-737</p> <p><b>Teacher Edition:</b>  AL 29, 731; AdL 365, 737; EL 365, 526, 585, 731, 733; F 582, 588, 730, 738; LSP 588, 736; ResP 525, 732, 734; T 583, 584, 585, 586, 587, 730, 731, 732, 733, 734, 735, 736, 737; WP 586</p>
<b>Writing Process</b>	
<p><b>W.PR.08.01</b> set a purpose, consider audience, and replicate authors' styles and patterns when writing a narrative or informational piece.</p>	<p><b>Student Edition:</b>  <i>Respond Through Writing</i> 852  <i>Writing Workshop</i> 128-133, 288-293, 582-587</p> <p><b>Teacher Edition:</b>  AL 289; ResP 852; T 129, 289, 582, 583, 585</p>

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<p><b>W.PR.08.02</b> 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><b>Student Edition:</b>  <i>Prewrite</i> 29, 54, 128-129, 185, 288-289, 365, 416, 492, 525, 582-583, 622, 660, 880-881  <i>Prewriting Tip</i> 128, 288, 582, 731, 880  <b>Teacher Edition:</b>            EL 129, 185; T 128, 288, 582, 583, 880; WP 416, 622</p>
<p><b>W.PR.08.03</b> draft focused ideas experimenting with various ways of sequencing information including ordering arguments, or sequencing ideas chronologically by importance when writing compositions.</p>	<p><b>Student Edition:</b>  <i>Analyze a Student Model</i> 585, 735, 883  <i>Apply Good Writing Traits</i> 130  <i>Draft</i> 129-130, 185, 289-290, 416, 492, 525, 583-584, 732-733, 881-882  <i>Drafting Tip</i> 584, 732  <b>Teacher Edition:</b>            AL 881; EL 583, 735; T 129, 130, 585, 734, 883; WP 416</p>
<p><b>W.PR.08.04</b> revise drafts for coherence and consistency in word choice, structure, and style; and read their own work from another reader's perspective.</p>	<p><b>Student Edition:</b>  <i>Revise</i> 29, 99, 132, 185, 241, 292, 365, 416, 438, 492, 525, 586, 622, 660, 736, 852, 884  <i>Revising Tip</i> 132, 438, 586, 736, 884  <b>Teacher Edition:</b>            AL 241; AdL 133; EL 133, 365, 587; GP 292; LSP 736, 884; T 132, 292, 438, 586, 736, 884; TN 492; WP 416, 438, 586</p>
<p><b>W.PR.08.05</b> proofread and edit writing using grade-level checklists and other appropriate resources both individually and in groups.</p>	<p><b>Student Edition:</b>  <i>Edit and Proofread</i> 29, 99, 133, 185, 241, 293, 365, 416, 439, 492, 525, 587, 622, 660, 737, 852, 885  <b>Teacher Edition:</b>            AL 885; EL 293, 587; T 133, 293, 439, 587, 737, 885; WP 438</p>
<p><b>Personal Style</b></p>	
<p><b>W.PS.08.01</b> 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><b>Student Edition:</b>  <i>Analyze a Student Model</i> 585  <i>Apply Good Writing Traits</i> 436, 584, 733  <i>Draft</i> 584-585, 881-882  <i>Investigate</i> 29  <i>Plan and Conduct Your Research</i> 731  <i>Prewriting Tip</i> 731  <i>Writing Tip</i> 433  <i>Writing Plan</i> 434  <b>Teacher Edition:</b>            AL 29, 731; EL 731, 733; ResP 734; T 731</p>

STANDARDS	PAGE REFERENCES
<b>Grammar and Usage</b>	
<p><b>W.GR.08.01</b> 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><b>Student Edition:</b>  <i>Apply Good Writing Traits</i> 290  <i>Gerund</i> R22  <i>Grammar Tip</i> 622  <i>Infinitive</i> R22  <i>Phrase</i> R24  <i>Using Hyphens, Dashes, and Parentheses</i> R40-R41</p> <p><b>Teacher Edition:</b>  GP 290; GT 622</p>
<b>Spelling</b>	
<p><b>W.SP.08.01</b> in the context of writing use correct spelling conventions.</p>	<p><b>Student Edition:</b>  <i>Apply Good Writing Traits</i> 290  <i>Edit and Proofread</i> 29, 54, 99, 185, 241, 365, 416, 492, 525, 622, 660, 852  <i>Spelling</i> R43-R45</p> <p><b>Teacher Edition:</b>  GP 290</p>
<b>Handwriting</b>	
<p><b>W.HW.08.01</b> write neat and legible compositions.</p>	<p><b>Student Edition:</b>  <i>Present</i> 133, 293, 439, 587, 737, 885</p>
<b>Writing Attitude</b>	
<p><b>W.AT.08.01</b> be enthusiastic about writing and learning to write.</p>	<p><b>Student Edition:</b>  <i>Apply Characterization</i> 622  <i>Argue a Position</i> 525  <i>Prewrite</i> 583-584  <i>Understand the Task</i> 525  <i>Writing Assignment</i> 582</p> <p><b>Teacher Edition:</b>  T 582</p>

STANDARDS	PAGE REFERENCES
<b>SPEAKING</b>	
<b>Conventions</b>	
<p><b>S.CN.08.01</b> 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.</p>	<p><b>Student Edition:</b>  <i>Group Activity</i> 135, 441  <i>Deliver Your Oral Report</i> 738  <i>Deliver Your Presentation</i> 134, 294, 440  <i>Deliver Your Speech</i> 588  <i>Listening and Speaking</i> 86, 388, 503, 813  <i>Presenting an Oral Report</i> R46  <i>Speaking Effectively</i> R46  <i>Speaking Informally</i> R46  <i>Presentation Checklist</i> 134, 294, 440, 738</p> <p><b>Teacher Edition:</b>  AdL 135; AL 739; EL 135, 589; GA 135, 441; SL 388; SS 134</p>
<p><b>S.CN.08.02</b> 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.</p>	<p><b>Student Edition:</b>  <i>Group Activity</i> 135  <i>Deliver Your Oral Report</i> 738  <i>Deliver Your Presentation</i> 134, 294, 440  <i>Deliver Your Speech</i> 588  <i>Listening and Speaking</i> 503  <i>Presentation Checklist</i> 134, 294, 440, 738  <i>Presenting an Oral Report</i> R46  <i>Speaking Effectively</i> R46  <i>Speech Checklist</i> 588  <i>Rehearse Your Presentation</i> 134, 294, 440  <i>Rehearse Your Speech</i> 588</p> <p><b>Teacher Edition:</b>  AL 739; EL 135; LSP 134, 294, 440; SS 134, 588, 738</p>
<p><b>S.CN.08.03</b> 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.)</p>	<p><b>Student Edition:</b>  <i>Listening and Speaking</i> 86, 388, 813  <i>Speaking, Listening, and Viewing Workshop</i> 134, 294, 440, 588, 738</p> <p><b>Teacher Edition:</b>  EL 135, 589; F 134, 294, 440, 588, 738; LT T62</p>

STANDARDS	PAGE REFERENCES
<b>Discourse</b>	
<p><b>S.DS.08.01</b> engage in interactive, extended discourse to socially construct meaning in book clubs, literature circles, partnerships, or other conversation protocols.</p>	<p><b>Student Edition:</b>  <i>On Your Own Activity</i> 295, 441  <i>Group Activity</i> 295, 887  <i>Speaking Effectively</i> R46  <i>Speaking Informally</i> R46  <i>Listening and Speaking</i> 106, 546</p> <p><b>Teacher Edition:</b>  AdL 295; AL 19, 295; GA 295, 887; LSP 14, 26;  OYOA 295, 441; SL 106</p>
<p><b>S.DS.08.02</b> 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><b>Student Edition:</b>  <i>Group Activity</i> 135, 441, 887  <i>Listening and Speaking</i> 503  <i>On Your Own Activity</i> 589  <i>Speaking, Listening, and Viewing Workshop</i> 588, 738</p> <p><b>Teacher Edition:</b>  AdL 589; GA 135, 441, 887; LSP 588; OYOA 589</p>
<p><b>S.DS.08.03</b> 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><b>Student Edition:</b>  <i>Analyze Characters</i> 75  <i>Dialogue</i> 567, 569  <i>Genre Focus</i> 70  <i>Listening and Speaking</i> 106, 546  <i>Literary Element</i> 14, 355, 565  <i>Plot</i> 16, 18, 19, 21, 24, 25, 26  <i>View the Art</i> 363</p> <p><b>Teacher Edition:</b>  AL 25, 567; EL 363; LE 14, 21, 25, 355, 565;  LEP 358; LSP 26; T 70</p>
<p><b>S.DS.08.04</b> 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><b>Student Edition:</b>  <i>Group Activity</i> 441  <i>Listening and Speaking</i> 335, 503  <i>Presenting an Oral Report</i> R46  <i>Speaking Effectively</i> R46  <i>Speaking, Listening, and Viewing Workshop</i> 294, 588, 738</p> <p><b>Teacher Edition:</b>  F 294, 588, 738; GA 441; LSP 294, 588; SL 335, 503; SS 588, 738</p>

STANDARDS	PAGE REFERENCES
<b>LISTENING &amp; VIEWING</b>	
<b>Conventions</b>	
<p><b>L.CN.08.01</b> 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><b>Student Edition:</b>  <i>Listening Effectively</i> R47  <i>Listening to Appreciate</i> 134  <i>Listen to Learn</i> 294  <i>Listening to Learn</i> 588, 738  <i>Listen to Understand</i> 440  <i>Media Workshop</i> 208, 229, 475  <i>Speaking, Listening, and Viewing Workshop</i> 886</p> <p><b>Teacher Edition:</b>  AL 475; F 134, 294, 440, 475, 588, 738, 886;  LS 886; LSP 886</p>
<p><b>L.CN.08.02</b> 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><b>Student Edition:</b>  <i>Listening Effectively</i> R47  <i>Listening to Appreciate</i> 134  <i>Listen to Learn</i> 294  <i>Listening to Learn</i> 588, 738  <i>Listen to Understand</i> 440  <i>Media Workshop</i> 208, 229, 475  <i>Speaking, Listening, and Viewing Workshop</i> 886</p> <p><b>Teacher Edition:</b>  AL 475; F 134, 294, 440, 475, 588, 738, 886;  LS 886; LSP 134, 294</p>
<b>Response</b>	
<p><b>L.RP.08.01</b> 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><b>Student Edition:</b>  <i>Listening Effectively</i> R47  <i>Listening to Appreciate</i> 134  <i>Listen to Learn</i> 294  <i>Listening to Learn</i> 588, 738  <i>Listen to Understand</i> 440  <i>Media Workshop</i> 208, 229, 475  <i>Speaking, Listening, and Viewing Workshop</i> 886  <i>Viewing Effectively</i> R48</p> <p><b>Teacher Edition:</b>  AL 475; F 134, 294, 440, 475, 588, 738, 886;  LS 886; LSP 134, 294, 886</p>

STANDARDS	PAGE REFERENCES
<p><b>L.RP.08.02</b> select, listen to or view knowledgeably, respond thoughtfully to both classic and contemporary texts recognized for quality and literary merit.</p>	<p><b>Student Edition:</b>  <i>Historical Perspective</i> 35-38, 510-515, 865-870  <i>Listening Effectively</i> R47  <i>Respond and Think Critically</i> 38, 515, 870  <i>Speaking, Listening, and Viewing Workshop</i> 886  <i>Viewing Effectively</i> R48</p> <p><b>Teacher Edition:</b>  F 35, 510, 865; LLAC-R 35, 510, 865; LS 886</p>
<p><b>L.RP.08.03</b> 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><b>Student Edition:</b>  <i>Listening Effectively</i> R47  <i>Listening to Appreciate</i> 134  <i>Listen to Learn</i> 294  <i>Listening to Learn</i> 588, 738  <i>Listen to Understand</i> 440  <i>Media Workshop</i> 208, 229, 475  <i>Speaking, Listening, and Viewing Workshop</i> 886</p> <p><b>Teacher Edition:</b>  AL 475; F 134, 294, 440, 475, 588, 738, 886</p>
<p><b>L.RP.08.04</b> analyze oral interpretations of literature (e.g., language choice, delivery) and the effect of the interpretations on the listener.</p>	<p><b>Student Edition:</b>  <i>Listening Effectively</i> R47  <i>Listening and Speaking</i> 86, 388  <i>Speaking, Listening, and Viewing Workshop</i> 886</p> <p><b>Teacher Edition:</b>  LS 886; LSP 224, 232, 234, 274, 666, 668, 728; SL 86, 388</p>
<p><b>L.RP.08.05</b> 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><b>Student Edition:</b>  <i>Historical Perspective</i> 35-38, 510-515, 865-870  <i>Respond and Think Critically</i> 38, 515, 870  <i>Listening Effectively</i> R47  <i>Speaking, Listening, and Viewing Workshop</i> 886  <i>Viewing Effectively</i> R48</p> <p><b>Teacher Edition:</b>  F 35, 510, 865; LLAC-R 35, 510, 865; LS 886</p>

STANDARDS	PAGE REFERENCES
<p><b>L.RP.08.06</b> evaluate the credibility of a speaker by determining whether the speaker may have hidden agendas or be otherwise biased.</p>	<p><b>Student Edition:</b>  <i>Listening Effectively</i> R47  <i>Listen to Learn</i> 294  <i>Listening to Learn</i> 588, 738  <i>Media Workshop</i> 475  <i>Speaking, Listening, and Viewing Workshop</i> 886  <i>Viewing Effectively</i> R48</p> <p><b>Teacher Edition:</b>  AL 475; F 475; LS 886; T 475</p>
<p><b>L.RP.08.07</b> 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><b>Student Edition:</b>  <i>Comparing Literature</i> 278, 279, 280, 281, 282, 283, 284  <i>Media Workshop</i> 208  <i>Research and Report</i> 401, 532  <i>Viewing Effectively</i> R48</p> <p><b>Teacher Edition:</b>  AL 277; CL 277; F 208; RP 280, 284; VA 69, 155, 314, 457, 527, 757</p>

**Standards R.NT.06.02, R.NT.07.02, R.NT.08.02:**

**Analyze the structure, elements, style and purpose of narrative genre including:**

**Sixth Grade (Course 1)**

**Folktales**

The Donkey and the Lapdog  
Aesop, retold by Jerry Pinkney

All Stories are Anansi's  
Courlander, Harold

The Golden Touch  
Mary Pope Osborne

How the Snake Got Poison  
Zora Neale Hurston

He Lion, Bruh Bear, and Bruh  
Rabbit  
Virginia Hamilton

The Toad and the Donkey  
Bambara, Toni Cade

Pecos Bill  
Pope Osbourne, Mary

Wings  
Jane Yolen

The Wolf and the House Dog  
Aesop, retold by Jerry Pinkney

Persephone  
Low, Alice

King Minos and Art on the Palace  
Walls  
Unknown

Romulus and Remus  
Geraldine McCaughrean

Arachne  
Olivia E. Coolidge

**Fantasy**

The Phantom Tollbooth, Act One  
Susan Nanus, based on the book by  
Norton Juster

The End of the World  
Jenny Leading Cloud

Dragon Dragon  
Gardner, John

**Adventure/ Action**  
from After the Tsunami  
Premavathi

The Boy Who Lived with Bears  
Joseph Bruchc

The King of Mazy May  
London, Jack

from Yukon Gold: The Story of the  
Klondike Gold Rush  
Charlotte Foltz Jones

**Seventh Grade (Course 2)**

**Poetry**

How I Learned English  
Gregory Djanikian

The Highwayman  
Noyes, Alfred

Big Yellow Taxi  
Mitchell, Joni

Birdfoot's Grampa  
Bruchac, Joseph

One  
Berry, James

Annabel Lee  
Poe, Edgar Allen

Almost Ready  
Adoff, Arnold

Miracles  
Whitman, Walt

Slam, Dunk, & Hook  
Komunyakaa, Yusef

To James  
Horne, Frank

The Pasture  
Robert Frost

From Blossoms  
Li-Young Lee

Your World  
Georgia Douglas Johnson

Rosa  
Rita Dove

The Rider  
Naomi Shihab Nye

I'll Walk the Tightrope  
Margaret Danner

Glory Glory; Birds Circling at Dusk;  
Bamboo Grove  
Raymond R. Patterson, Ann  
Atwood, Matsuo Basho

Where Mountain Lion Lay Down  
with Deer  
Leslie Marmon Silko

Summer  
Walter Dean Myers

Dreams  
Langston Hughes

My First Memory (of Librarians)  
Nikki Giovanni

In a Neighborhood in Los Angeles  
Francisco X. Alarcon

old age sticks  
E.E. Cummings

Without Commercials  
Alice Walker

Primer Lesson  
Carl Sandburg

If I can stop one heart from breaking  
Emily Dickinson

I stepped from plank to plank  
Emily Dickinson

**Memoir**

Hollywood and the Pitts  
Lee, Cherylene

from Zlata's Diary  
Filipovic, Zlata

from the Autobiography of Malcolm  
X  
Malcolm X with Alex Haley

from Rosa Parks: My Story  
Parks, Rosa with Jim Haskins

Langston Terrace  
Eloise Greenfield and Lessie Jones  
Little

Fish Cheeks  
Amy Tan

A Mason-Dixon Memory  
Clifton Davis

Toward a Rainbow Nation  
Lavendhri Pillay

from An American Childhood  
Annie Dillard

The Story of an Eyewitness  
Jack London

Superman and Me  
Sherman Alexie

Miracle Hands  
Cheakalos, Christina and Matt  
Birkbeck

from Barrio Boy  
Galarza, Ernesto

Names/Nombres  
Alvarez, Julia

New Directions  
Angelou, Maya

The Teacher Who Changed My Life

Gage, Nicholas

**Drama**

The Monsters Are Due on Maple  
Street: Act 1  
Serling, Rod

The Monsters Are Due on Maple  
Street: Act 2  
Serling, Rod

**Mystery**

The Highwayman  
Noyes, Alfred

Annabel Lee  
Poe, Edgar Allen

The Monsters Are Due on Maple  
Street: Act 1  
Serling, Rod

The Monsters Are Due on Maple  
Street: Act 2  
Serling, Rod

After Twenty Years  
Henry, O.

**Myth**

Once a Good Man  
Yolen, Jane

The Monkey Who Asked for Misery  
Diane Wolkstein

We Are All One  
Yep, Laurence

The Wise Old Woman  
Yoshiko Uchida

Strawberries  
Gayle Ross

Why the Waves Have Whitecaps  
Zora Neale Hurston

Orpheus, the Great Magician  
Olivia Coolidge

Aunty Misery  
Cofer, Judith Ortiz

Echo and Narcissus  
Roger Lancelyn Green

**Legend**

Young Arthur

Robert D. San Souci

**Eighth Grade (Course 3)**

**Historical Fiction**

Paul Revere's Ride  
Longfellow, Henry Wadsworth

The Diary of Anne Frank  
Goodrich, Frances and Albert  
Hackett

Barbara Frietchie  
John Greenleaf Whittier

The Drummer Boy of Shiloh  
Ray Bradbury

**Science Fiction**

Flowers for Algernon

**Realistic Fiction**

A Retrieved Reformation  
Henry, O.

Exile  
Julia Alvarez

Gentleman of Rio en Medio  
Juan A. Sedillo

My Name  
Sandra Cisneros

Abuela Invents the Zero

The Drummer Boy of Shiloh  
Ray Bradbury

Clean Sweep  
Joan Bauer

The Treasure of Lemon Brown  
Myers, Walter Dean

Born Worker  
Soto, Gary

The Medicine Bag  
Sneve, Virginia Driving Hawk

Raymond's Run  
Toni Cade Bambara

from Tom Sawyer  
Mark Twain

Checkouts  
Cynthia Rylant