

Reading—Grade 8

In eighth grade, students integrate a variety of comprehension and vocabulary strategies. They are able to adapt their reading to different types of text. Oral and written responses analyze and/or synthesize information from multiple sources to deepen understanding of the content. Students refine their understanding of the author's craft, commenting and critically evaluating text. They continue to analyze and/or synthesize information from multiple sources to deepen understanding of the content. Students continue to read for pleasure.

EALR 1: The student understands and uses different skills and strategies to read.

Note: Each grade-level expectation assumes the student is reading grade-level text. Since reading is a process, some grade-level indicators and evidences of learning apply to multiple grade-levels. What changes is the text complexity as students move through the grade levels.

Component 1.2 Use vocabulary (word meaning) strategies to comprehend text.

1.2.2 Apply strategies to comprehend words and ideas.

- Use word origins to determine the meaning of unknown words.

Teacher's Edition:

Coaching Notes: 223

Vocabulary/Word Study: 222-223

Workshop Wrap-Up: 232

rBook Glossary: 236

RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies:

Vocabulary/Word Study, Lesson 18 Word Origins: 270, 271

- Use abstract, derived root words, prefixes, and suffixes from Greek and Latin to analyze the meaning of complex words (e.g., statistic, statistician).

Teacher's Edition:

Coaching Notes: 44, 45, 167

Differentiated Support: 175A, 233A

Vocabulary/Word Study: 44, 45, 222, 223

Workshop Wrap-Up: 55, 233

rBook Glossary: 236

Instructional Routines: Red Routine 1: Teaching Vocabulary

READ 180 Enterprise Stage B ©2005
correlated to
Washington Reading Grade-Level Expectations, Grade 8

RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies:

Phonics and Syllabication, Lesson 32 Affixes: 134-136; Resources: 150; **Vocabulary/Word Study,** Lesson 11 Prefixes: 256, 257; Lesson 12 Suffixes: 258, 259; Lesson 16 Greek Roots: 266, 267; Lesson 18 Latin Roots: 268, 269

- Use vocabulary strategies to understand new words and concepts in informational/expository text and literary/narrative text.

Teacher’s Edition:

Coaching Notes: 164, 186, 192, 194, 211

Readings: 116, 119, 164, 186, 192, 210

Vocabulary/Word Study: 97, 194, 222

RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies:

Vocabulary and Word Study: Lesson 2 Context Clues: Unfamiliar Words: 238, 239; Lesson 10 Context Clues: Synonyms and Antonyms: 254, 255; Lesson 15 Context Clues: Definition and Example: 264, 265

RDI 3 Resources for Differentiated Instruction, Strategies for English-Language Learners:

Language Development Activities: Dialogue activity to practice READ 180 vocabulary: 21; Memory Game (build vocabulary using classroom items): 22; At the Market (practice food-shopping vocabulary): 35; Animal Chains (build topic vocabulary): 40; Cognate Cognition (Spanish/English cognates): 56; What’s the Forecast? (build weather vocabulary): 62; Meaning Match (multiple-meaning words): 64; Easily Confused Words (distinguishing easily confused words): 66

- Use graphic features to clarify and extend meaning (e.g., science processes, diagrams).

Teacher’s Edition:

Text Feature: 18, 29, 43, 94, 119, 168, 192, 218

Component 1.3 Build vocabulary through wide reading.

1.3.2 Understand and apply content/academic vocabulary critical to the meaning of the text, including vocabularies relevant to different contexts, cultures, and communities. **W**

- Integrate new vocabulary from informational/expository text and literary/narrative text (including text from a variety of cultures and communities; (e.g., *lift* as used in England compared to the U.S.A.) into written and oral communication.

Teacher’s Edition:

Professional Development: 233B

READ 180 Enterprise Stage B ©2005
correlated to
Washington Reading Grade-Level Expectations, Grade 8

Readings: 10-11, 12-15, 16-19, 34-35, 36-39, 40-43, 60-69, 70, 71, 86-87, 88-91, 92-95, 110-111, 112-115, 116-119, 136-143, 144-145, 160-161, 162-165, 166-169, 184-185, 186-189, 190-193, 208-209, 210-217, 218-219

Vocabulary/Word Study: 20-21, 44-45, 72-73, 96-97, 120-121, 146-147, 170-171, 194-195, 222-223

Workshop Wrap-Up: 31, 55, 83, 107, 131, 157, 181, 233

Research Foundations: T56-T57

Additional Resources: T91-T93

RDI 3 Resources for Differentiated Instruction, Strategies for English-Language Learners:

Language Development Activities: Dialogue activity to practice READ 180 vocabulary: 21; Memory Game (build vocabulary using classroom items): 22; At the Market (practice food-shopping vocabulary): 35; Animal Chains (build topic vocabulary): 40; What’s the Forecast? (build weather vocabulary): 62; Easily Confused Words (distinguishing easily confused words): 66

- Explain the meaning of content-specific vocabulary words (e.g., photosynthesis, democracy, algorithms).

Teacher’s Edition:

Vocabulary/Word Study: 20-21, 44-45, 72-73, 96-97, 120-121, 146-147, 170-171, 194-195, 222-223

Research Foundations: T56-T57

Additional Resources: T91-T93

RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies:

Comprehension: Lesson 39 Read Content-Area Text: 326

RDI 3 Resources for Differentiated Instruction, Strategies for English-Language Learners:

Language Development Activities: Memory Game (build vocabulary using classroom items): 22; At the Market (practice food-shopping vocabulary): 35; Animal Chains (build topic vocabulary): 40; What’s the Forecast? (build weather vocabulary): 62

- Select from multiple choices, the meaning of a word identified in the text.

Teacher’s Edition:

Workshop Wrap-Up: 31, 55, 83, 107, 131, 157, 181, 205, 233

- Transfer knowledge of vocabulary learned in content areas to comprehend other grade-level informational/expository text and literary/narrative text (e.g., definition of *solar* in science transferred to understanding science fiction text).

Teacher’s Edition:

Vocabulary/Word Study: 20-21, 44-45, 72-73, 96-97, 120-121, 148-149, 170-171, 194-195, 222-223

READ 180 Enterprise Stage B ©2005
correlated to
Washington Reading Grade-Level Expectations, Grade 8

Writing and Grammar: 22-27, 46-51, 74-79, 98-103, 122-127, 150-153, 172-177, 196-201, 224-229

RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies:

Narrative Writing: 14-43; **Descriptive Writing:** 44-68; **Expository Writing:** 69-93;
Persuasive Writing: 94-113; **Functional Writing:** 114-133; **Poetry:** 134-138; **Research:** 139-143

RDI 3 Resources for Differentiated Instruction, Strategies for English-Language Learners:

Language Development Activities: Dialogue activity to practice READ 180 vocabulary: 21; Memory Game (build vocabulary using classroom items): 22; At the Market (practice food-shopping vocabulary): 35; Animal Chains (build topic vocabulary): 40; Cognate Cognition (Spanish/English cognates): 56; What’s the Forecast? (build weather vocabulary): 62; Meaning Match (multiple-meaning words): 64; Easily Confused Words (distinguishing easily confused words): 66

Component 1.4 Apply word recognition skills and strategies to read fluently.

1.4.2 Apply fluency to enhance comprehension.

- Read grade-level and informational/expository text and literary/narrative text orally with accuracy, using appropriate pacing, phrasing, and expression.

Teacher’s Edition:

Differentiated Support: 31A, 55A, 83A, 107A, 131A, 157A, 181A, 205A

Readings: 10-11, 12-15, 16-19, 34-35, 36-39, 40-43, 60-69, 70, 71, 86-87, 88-91, 92-95, 110-111, 112-115, 116-119, 136-143, 144-145, 160-161, 162-165, 166-169, 184-185, 186-189, 190-193, 208-209, 210-217, 218-219

RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies:

Fluency: Developing Fluency: 158-159; Fluency Routines: 160-163; Lesson 2 Phrase-Cued Reading: 168-171; Lesson 3 Oral Recitation/Retelling: 172-175; Lesson 4 Readers Theater: 176-179

- Read aloud unpracticed grade-level text with fluency in a range of 145-155+ words correct per minute.

RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies:

Fluency: Lesson 5 Repeated Timed Reading: 180-183, Repeated Timed Reading Chart: 184; Speed-Drill Progress Chart: 185; Fluency Checklist: 191

READ 180 Enterprise Stage B ©2005
correlated to
Washington Reading Grade-Level Expectations, Grade 8

1.4.3 Apply different reading rates to match text.

- Adjust reading rate by speeding up or slowing down based on purpose (e.g., pleasure, informational reading, task-oriented reading), text level of difficulty, form, and style.

Teacher’s Edition:

Whole Group/Small Group: 40, 41, 214, 217

Differentiated Support: 83A, 233A

Readings: 10-11, 12-15, 16-19, 34-35, 36-39, 40-43, 60-69, 70, 71, 86-87, 88-91, 92-95, 110-111, 112-115, 116-119, 136-143, 144-145, 160-161, 162-165, 166-169, 184-185, 186-189, 190-193, 208-209, 210-217, 218-219

RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies:

Fluency: Developing Fluency: 158-159; Fluency Routines: 160-163; Lesson 1 Modeled Fluent Reading: 164-167

RDI 3 Resources for Differentiated Instruction, Strategies for English-Language Learners:

Language Development Activities: Tongue Twisters (practice pronunciation): 54; News Flash (practice correct intonation): 65

EALR 2: The student understands the meaning of what is read.

Component 2.1 Demonstrate evidence of reading comprehension.

2.1.3 Apply comprehension monitoring strategies during and after reading: determine importance using theme, main idea, and supporting details in grade-level informational/expository text and/or literary/narrative text. **W**

- State both literal and/or inferred main ideas and provide supporting text-based details.

Teacher’s Edition:

Best Practices: 8C-8D

Readings: 10-11, 12-15, 16-19, 41

rBook Reading Handbook: 239

RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies:

Comprehension: Lesson 5-6 Main Idea and Details: 292

- State the theme/message and supporting details in culturally relevant literary/narrative text.

Teacher’s Edition:

Best Practices: 56E-56F

Coaching Notes: 70, 71

Readings: 59, 69, 70, 71

rBook Reading Handbook: 241, 242

READ 180 Enterprise Stage B ©2005
correlated to
Washington Reading Grade-Level Expectations, Grade 8

RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies:

Comprehension: Lesson 25-26 Analyze Theme: 312; **Literary Elements:** Universal Theme: 337

- Choose, from multiple choices, a title that best fits the selection and provide details from the text to support the choice.

This objective is outside the scope of Read 180 Enterprise Edition, Stage B.

- Select, from multiple choices, a sentence that best states the theme or main idea of a story, poem, or selection.

Teacher's Edition:

Workshop Wrap-Up: 30, 82

- Organize theme, main idea and supporting details into a self-created graphic organizer to enhance text comprehension.

Teacher's Edition:

Best Practices: 8C-8D, 56E-56F

Strategic Readings: 11, 15, 59

RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies:

Comprehension: Lesson 5-6 Main Ideas and Details: 292; Lesson 25-26 Analyze Theme: 312

2.1.4 Apply comprehension monitoring strategies for informational and technical materials, complex narratives, and exposition: use prior knowledge. **W**

- Use previous experience, knowledge of current issues, information previously learned to make connections, draw conclusions, and generalize about what is read (e.g., relate what is learned in chemistry to new learning in biology; connect the author's perspective and/or the historical context to text).

Teacher's Edition:

Best Practices: 32D, 84D, 108D, 132D, 132F, 158D, 182D, 206D

Strategic Reading: 11, 15, 35, 39, 59, 87, 91, 111, 115, 135, 161, 165, 185, 189, 209, 213

Coaching Notes: 42, 92, 139, 140, 184

RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies:

Comprehension: Lessons 1-2 Read for Detail: 288, 289; Lessons 3-4 Sequence of Events: 290, 291; Lessons 5-6 Main Idea and Details: 292, 293; Lessons 7-8 Summarize: 294, 295; Lessons 9-10 Cause and Effect: 296, 297; Lessons 11-12 Compare and Contrast: 298, 299; Lessons 13-14 Problem and Solution: 300, 301; Lessons 15-16 Make Inferences: 302, 303; Lessons 17-18 Draw Conclusions: 304, 305; Lessons 19-20 Analyze Character: 306, 307; Lessons 21-22 Analyze Setting: 308, 309; Lessons 23-24 Analyze Plot: 310, 311; Lessons 25-26 Analyze Theme: 312, 313

READ 180 Enterprise Stage B ©2005
correlated to
Washington Reading Grade-Level Expectations, Grade 8

2.1.5 Apply comprehension monitoring strategies for informational and technical materials, complex narratives, and expositions: predict and infer. **W**

- Make inferences based on implicit and explicit information drawn from text and provide justification for those inferences.

Teacher's Edition:

Best Practices: 206C-206D

Coaching Notes: 16, 34, 36, 38, 62, 66, 68, 90, 169, 184, 190, 192

Readings: 208-209, 210-219, 220-221

Workshop Wrap-Up: 232-233

RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies:

Comprehension: Lesson 15-16 Make Inferences: 302, 303

- Make, confirm, and revise predictions based on prior knowledge and evidence from the text (e.g., using main idea statements, predict what kind of information the author will present next).

Teacher's Edition:

Activate Prior Knowledge: 8, 10, 12, 14, 18, 34, 36, 40, 42, 56, 58, 60, 62, 66, 70, 84, 86, 88, 90, 92, 108, 110, 112, 114, 116, 132, 134, 136, 138, 142, 160, 162, 164, 166, 168, 182, 184, 186, 188, 190, 206, 208, 210, 212, 218, 220

Coaching Notes: 38, 61

RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies:

Comprehension: Lesson 31 Make Predictions: 318

- Select, from multiple choices, a prediction, inference, or assumption that could be made from the text.

Teacher's Edition:

Workshop Wrap-Up: 232

- Organize information to support a prediction or inference in a self-created graphic organizer.

Teacher's Edition:

Best Practices: 206C-206D

Strategic Reading: 209, 213

READ 180 Enterprise Stage B ©2005
correlated to
Washington Reading Grade-Level Expectations, Grade 8

2.1.6 Apply comprehension monitoring strategies for informational and technical materials, complex narratives, and expositions: monitor for meaning, create mental images, and generate and answer questions.

- Monitor for meaning by identifying where and why comprehension was lost and use comprehension-repair strategies to regain meaning.

Teacher's Edition:

Coaching Notes: 214, 217

Differentiated Support: 31A, 55A, 83A, 107A, 131A, 157A, 181A, 205A, 233A

Readings: 10-11, 12-15, 16-19, 34-35, 36-39, 40-43, 60-69, 70, 71, 86-87, 88-91, 92-95, 110-111, 112-115, 116-119, 136-143, 144-145, 160-161, 162-165, 166-169, 184-185, 186-189, 190-193, 208-209, 210-217, 218-219

RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies:

Comprehension: Lesson 30 Self-Monitoring Strategies: 317

- Develop questions before, during, and after reading and use knowledge of questioning strategies to locate answers.

Teacher's Edition:

Coaching Notes: 14, 119, 143, 169, 190, 192

Readings: 10-11, 12-15, 16-19, 34-35, 36-39, 40-43, 60-69, 70, 71, 86-87, 88-91, 92-95, 110-111, 112-115, 116-119, 136-143, 144-145, 160-161, 162-165, 166-169, 184-185, 186-189, 190-193, 208-209, 210-217, 218-219

RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies:

Comprehension: Lesson 30 Self-Monitoring Strategies: 317

- Use mental imagery while reading.

Teacher's Edition:

Coaching Notes: 34, 86, 138, 162, 212

- Organize images and information into a self-created graphic organizer to enhance text comprehension.

Teacher's Edition:

Best Practices: 32D, 84D, 108D, 132D, 132F, 158D, 182D, 206D

Strategic Reading: 11, 15, 35, 39, 59, 87, 91, 111, 115, 135, 161, 165, 185, 189, 209, 213

Coaching Notes: 42, 92, 139, 140, 184

READ 180 Enterprise Stage B ©2005
correlated to
Washington Reading Grade-Level Expectations, Grade 8

RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies:

Comprehension: Lessons 1-2 Read for Detail: 288, 289; Lessons 3-4 Sequence of Events: 290, 291; Lessons 5-6 Main Idea and Details: 292, 293; Lessons 7-8 Summarize: 294, 295; Lessons 9-10 Cause and Effect: 296, 297; Lessons 11-12 Compare and Contrast: 298, 299; Lessons 13-14 Problem and Solution: 300, 301; Lessons 15-16 Make Inferences: 302, 303; Lessons 17-18 Draw Conclusions: 304, 305; Lessons 19-20 Analyze Character: 306, 307; Lessons 21-22 Analyze Setting: 308, 309; Lessons 23-24 Analyze Plot: 310, 311; Lessons 25-26 Analyze Theme: 312, 313

2.1.7 Apply comprehension monitoring strategies for informational and technical materials, complex narratives, and expositions: determine importance and summarize text.

W

- Create an informational summary that includes an introductory statement, main ideas, and supporting text-based details; make connections among the key ideas from the entire text; use own words in an objective voice; is accurate to the original text; and avoids interpretation or judgment.

Teacher's Edition:

Best Practices: 84C-84D

Coaching Notes: 18, 87, 118, 187, 188

Differentiated Support: 107A-107B

Readings: 86-87, 88-91, 92-95

Writing and Grammar: 98-103

Workshop Wrap-Up: 106

RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies:

Comprehension: Lessons 7-8 Summarize: 294, 295

RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies:

Expository Writing: Lesson 14 Book Synopsis: 79-83

- Create a literary summary that includes an introduction stating the theme and/or author's message supported by text-based evidence; use own words in an objective voice; is accurate to the original text.

Teacher's Edition:

Best Practices: 84C-84D

Coaching Notes: 18, 87, 118, 187, 188

Differentiated Support: 107A-107B

Readings: 86-87, 88-91, 92-95

Writing and Grammar: 98-103

Workshop Wrap-Up: 106

RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies:

Comprehension: Lessons 7-8 Summarize: 294, 295

READ 180 Enterprise Stage B ©2005
correlated to
Washington Reading Grade-Level Expectations, Grade 8

- Select, from multiple choices, a sentence that best summarizes the text.

Teacher’s Edition:

Workshop Wrap-Up: 106

- Organize summary information for informational/expository, technical materials, and complex narratives into a self-created graphic organizer to enhance text comprehension.

Teacher’s Edition:

Best Practices: 84C-84D

Coaching Notes: 18, 87, 118, 187, 188

Differentiated Support: 107A-107B

Readings: 86-87, 88-91, 92-95

Writing and Grammar: 98-103

Workshop Wrap-Up: 106

rBook Reading Handbook: 239

RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies:

Comprehension: Lessons 7-8 Summarize: 294, 295; Lessons 23-24 Analyze Plot: 310, 311

Component 2.2 Understand and apply knowledge of text components to comprehend text.

2.2.1 Analyze an author’s use of time, order, and/or sequence to extend comprehension of text.

- Analyze an author’s development of time and sequence through the use of literary devices such as foreshadowing, flashbacks, dream sequences, parallel episodes and the use of traditional and/or cultural-based organizational patterns.

Teacher’s Edition:

Best Practices: 32C-32D

Coaching Notes: 61, 69, 141, 143, 216

Readings: 34-35, 36-39, 40-43, 216

Workshop Wrap-Up: 54

rBook Reading Handbook: 242

RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies:

Comprehension: Lessons 3-4 Sequence of Events: 290, 291, Literary Elements: 335

READ 180 Enterprise Stage B ©2005
correlated to
Washington Reading Grade-Level Expectations, Grade 8

- Explain the use of order or steps in a process to convey meaning in an informational/expository text (e.g., scientific experiments, legislative processes, mathematical procedures, Native American talking circles and ceremonies).

Teacher's Edition:

Best Practices: 32C-32D

Functional Literacy: 53

RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies:

Comprehension: Lesson 38 Read Instructions: 325

2.2.2 Apply understanding of complex organizational features of printed text and electronic sources. **W**

- Use text features to verify, support, or clarify meaning.

Teacher's Edition:

Text Feature: 43, 94, 119, 168, 192, 218

RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies:

Comprehension: Lesson 27 Skim and Scan: 314; Lesson 28 Take Notes: 315

- Select, from multiple choices, the purpose of a specific text feature and/or information learned from a text feature.

This objective is outside the scope of Read 180 Enterprise Edition, Stage B.

- Use the features of electronic information to communicate, gain information, or research a topic.

Teacher's Edition:

Text Feature: 43, 94, 119, 168, 192, 218

RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies:

Comprehension: Lesson 40 Read Charts and Graphs: 327; Lesson 41 Read Maps: 328; Lesson 42 Read Electronic Text: 329

2.2.3 Understand and analyze story elements. **W**

- Interpret how situations, actions, and other characters influence a character's personality and development.

Teacher's Edition:

Best Practices: 56C-56D

Coaching Notes: 65, 66, 142

Readings: 60-69

READ 180 Enterprise Stage B ©2005
correlated to
Washington Reading Grade-Level Expectations, Grade 8

Workshop Wrap-Up: 82

RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies:

Vocabulary and Word Study: Lesson 20 Figurative Language: 274; **Comprehension:** Lessons 19-20 Analyze Character: 306, 307

- Explain how a story's plots and subplots contribute to (or don't advance) the conflict and resolution.

Teacher's Edition:

Best Practices: 132E-132F

Coaching Notes: 143

Readings: 59, 61, 63, 65, 67, 135, 137, 139, 141, 142, 143

rBook Reading Handbook: 242

RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies:

Comprehension: Lessons 23-24 Analyze Plot: 310, 311

- Explain the influence of setting on mood, character, and plot.

Teacher's Edition:

Best Practices: 133C-133D

Coaching Notes: 144

Readings: 136-143, 144-145

RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies:

Comprehension: Lessons 21-22 Analyze Setting: 308, 309

- Explain the author's point of view and interpret how it influences the text.

Teacher's Edition:

Coaching Notes: 60, 136

Readings: 60, 136, 242

RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies:

Comprehension: Lesson 32 Identify Point of View: 319

- Compare/contrast common recurring themes in books by the same or different authors.

Teacher's Edition:

Best Practices: 56E-56F

Coaching Notes: 70, 71

Readings: 59, 69, 70, 71

rBook Reading Handbook: 241, 242

READ 180 Enterprise Stage B ©2005
correlated to
Washington Reading Grade-Level Expectations, Grade 8

RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies:

Comprehension: Lessons 25-26 Analyze Theme: 312, 313

2.2.4 Apply understanding of text organizational structures.

- Recognize and use knowledge of previously taught text organizational structures (*description, comparison and contrast, sequential order, chronological order, cause and effect, order of importance, process/procedural, concept/definition, and problem/solution*) to aid comprehension.

Teacher's Edition:

Best Practices: 158C-158D, 182C-182D

Readings: 160-161, 162-165, 166-169, 184-185, 186-189, 190-193

rBook Reading Handbook: 239, 240

RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies:

Comprehension: Lessons 3-4 Sequence of Events: 290, 291; Lessons 9-10 Cause and Effect: 296, 297; Lessons 11-12 Compare and Contrast: 298, 299

- Identify text written in *episodic* and *generalization/principle* organizational structure to find and/or organize information and comprehend text.

Teacher's Edition:

Readings: 184-185, 210-217

Component 2.3 Expand comprehension by analyzing, interpreting, and synthesizing information and ideas in literary and informational text.

2.3.1 Analyze informational/expository text and literary/narrative text for similarities and differences and cause and effect relationships. **W**

- Compare and contrast information from multiple sources to gain a broader understanding of a topic (e.g., compare and contrast a variety of ecosystems using text-based evidence).

Teacher's Edition:

Best Practices: 182C-182D

Readings: 184-185, 186-189, 190-193

RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies:

Comprehension: Lessons 11-12 Compare and Contrast: 298, 299; Lesson 45 Read Across Text: 332

READ 180 Enterprise Stage B ©2005
correlated to
Washington Reading Grade-Level Expectations, Grade 8

- Compare and contrast how characters react to the same event using text-based evidence.

Teacher’s Edition:

Best Practices: 56C-56D

Coaching Notes: 65, 66, 142

Readings: 60-69

Workshop Wrap-Up: 82

RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies:

Vocabulary and Word Study: Lesson 20 Figurative Language: 274; **Comprehension:** Lessons 19-20 Analyze Character: 306, 307

- Select, from multiple choices, a sentence that tells how two text elements are alike or different (e.g., characters, events, information/facts).

Teacher’s Edition:

Workshop Wrap-Up: 232

- Explain how certain actions cause certain effects (e.g., how the women’s suffrage movement changed the face of politics today or how Indian boarding schools contributed to the loss of Native American languages and culture; how the internment of Japanese Americans during World War II affected traditional Japanese family structure).

Teacher’s Edition:

Best Practices: 158C-158D

Readings: 160-161, 162-165, 166-169

rBook Reading Handbook: 240

RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies:

Comprehension: Lessons 9-10 Cause and Effect: 296, 297

2.3.2 Analyze and evaluate informational materials for relevance in meeting a specific purpose.

- Examine information from a variety of sources, select appropriate information based on purpose, and defend selection citing evidence from text.

Teacher’s Edition:

Readings: 10-11, 34-35, 36-39, 86-87, 88-91, 110-111, 112-115, 160-161, 162-165, 208-209

Functional Literacy: 29, 129, 179, 203, 231

RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies:

Comprehension: Lesson 35 Identify Persuasion and Propaganda: 322

READ 180 Enterprise Stage B ©2005
correlated to
Washington Reading Grade-Level Expectations, Grade 8

RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies:

Research: Lesson 26 Choosing and Narrowing a Topic: 139, 140; Lesson 27 Finding and Recording Information: 141, 142, 143; Lesson 28 Organizing Information and Notes: 144, 145, 146; Lesson 29 Features of a Research Report: 147, 148, 149

2.3.3 Evaluate the author’s use of literary devices to enhance comprehension. W

- Judge the effectiveness of the author’s use of literary devices and explain their use to convey meaning.

Teacher’s Edition:

Coaching Notes: 10, 37, 88, 93, 136, 140, 170, 188, 208, 214, 216

Readings: 136, 140, 221

rBook Reading Handbook: 242

RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies:

Vocabulary and Word Study: Lesson 19 Idioms: 372, 373; **Comprehension:** Literary Elements: Imagery: Simile and Metaphor: 336; Elements of Poetry: 338

RDI 3 Resources for Differentiated Instruction, Strategies for English-Language Learners:

Language Development Activities: Light as a Feather (similes): 60; Act Out Idioms (practice idioms): 67

- Select, from multiple choices, a sentence from the story/poem/selection that is an example of a specific literary device.

Teacher’s Edition:

Workshop Wrap-Up: 82, 156, 232

2.3.4 Synthesize information from a variety of sources.

- Integrate information from different sources (e.g., newspaper article, biographical sketch, poem, oral records) to draw conclusions about character traits and/or author’s assumptions.

Teacher’s Edition:

Best Practices: 56C-56D

Coaching Notes: 65, 66, 142

Readings: 10-11, 34-35, 36-39, 60-69, 86-87, 88-91, 110-111, 112-115, 160-161, 162-165, 208-209

Functional Literacy: 29, 129, 179, 203, 231

Workshop Wrap-Up: 82

RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies:

Vocabulary and Word Study: Lesson 20 Figurative Language: 274; **Comprehension:** Lessons 19-20 Analyze Character: 306, 307; Lesson 35 Identify Persuasion and Propaganda: 322

READ 180 Enterprise Stage B ©2005
correlated to
Washington Reading Grade-Level Expectations, Grade 8

RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies:

Research: Lesson 26 Choosing and Narrowing a Topic: 139, 140; Lesson 27 Finding and Recording Information: 141, 142, 143; Lesson 28 Organizing Information and Notes: 144, 145, 146; Lesson 29 Features of a Research Report: 147, 148, 149

Component 2.4 Think critically and analyze author’s use of language, style, purpose, and perspective in literary and informational text.

2.4.1 Analyze informational/expository text and literary/narrative text to draw conclusions and develop insights. **W**

- Draw conclusions from grade-level text (e.g., the most important idea the author is trying to make in the story/poem/selection, what inspiration might be drawn from the story/poem/selection, who might benefit from reading the story/poem/selection).

Teacher’s Edition:

Best Practices: 206C-206D

Readings: 86, 94, 219

RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies:

Comprehension: Lessons 17-18 Draw Conclusions: 304, 305

- Select, from multiple choices, a statement that best represents the most important conclusion that may be drawn from the selection.

Teacher’s Edition:

Workshop Wrap-Up: 106, 232

2.4.2 Analyze author’s purpose and evaluate an author’s style of writing to influence different audiences. **W**

- Identify and discuss different authors’ use of sentence structure, literary devices, and word choice to impact tone, message, and/or reader’s reaction.

Teacher’s Edition:

Best Practices: 108C-108D

Coaching Notes: 218

Readings: 110-111, 112-115, 116-119

Functional Literacy: 128

RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies:

Comprehension: Lesson 33 Identify Author’s Purpose: 320

READ 180 Enterprise Stage B ©2005
correlated to
Washington Reading Grade-Level Expectations, Grade 8

- Explain and provide examples of how an author uses a wide variety of language structures to create an intended effect (e.g., words or phrases from another language, dialect, simile, and metaphor).

Teacher’s Edition:

Best Practices: 108C-108D

Coaching Notes: 10, 37, 88, 93, 136, 140, 170, 188, 208, 214, 216, 218

Readings: 110-111, 112-115, 116-119

Functional Literacy: 128

rBook Reading Handbook: 242

RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies:

Comprehension: Lesson 33 Identify Author’s Purpose: 320; Literary Elements: Imagery: Simile and Metaphor: 336; Elements of Poetry: 338

- Examine the author’s use of language registry (e.g., frozen, formal, consultative, casual, intimate) and how this influences meaning and different audiences.

Teacher’s Edition:

Best Practices: 108C-108D

Coaching Notes: 67, 218

Readings: 110-111, 112-115, 116-119

Functional Literacy: 128

RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies:

Comprehension: Lesson 33 Identify Author’s Purpose: 320

- Select, from multiple choices, a sentence that explains why an author includes a specific technique.

This objective is outside the scope of Read 180 Enterprise Edition, Stage B.

2.4.3 Analyze and evaluate text for validity and accuracy. W

- Examine and critique the logic (reasoning, assumptions, and beliefs) and use of evidence (existing and missing information; primary and secondary sources) in an author’s argument or defense of a claim.

Teacher’s Edition:

Best Practices: 108C-108D

Readings: 110-111, 112-115, 116-119

Functional Literacy: 128

RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies:

Comprehension: Lesson 36 Evaluate Sources and Evidence: 323

READ 180 Enterprise Stage B ©2005
correlated to
Washington Reading Grade-Level Expectations, Grade 8

2.4.4 Analyze and evaluate the effectiveness of the author’s use of persuasive devices to influence an audience. **W**

- Examine and explain the intended effects of persuasive vocabulary (e.g., loaded words, exaggeration, emotional words, euphemisms) that the author uses to influence reader’s opinions or actions.

Teacher’s Edition:

Best Practices: 108C-108D

Readings: 110-111, 112-115, 116-119

Functional Literacy: 128

RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies:

Comprehension: Lesson 36 Evaluate Sources and Evidence: 323

- Examine and explain the intended effects of propaganda techniques the author uses to influence readers’ perspectives.

Teacher’s Edition:

Best Practices: 108C-108D

Readings: 110-111, 112-115, 116-119

Functional Literacy: 128

RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies:

Comprehension: Lesson 36 Evaluate Sources and Evidence: 323

- Judge the author’s effectiveness in the use of persuasive devices to influence an audience.

Teacher’s Edition:

Best Practices: 108C-108D

Readings: 110-111, 112-115, 116-119

Functional Literacy: 128

RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies:

Comprehension: Lesson 36 Evaluate Sources and Evidence: 323

2.4.5 Analyze text to generalize, express insight, or respond by connecting to other texts or situations. **W**

- Generalize about universal themes, human nature, cultural and historical perspectives, etc., from reading multiple texts.

The opportunity to address this objective is available. See the following:

Teacher’s Edition:

Best Practices: 56E-56F

Coaching Notes: 70, 71

READ 180 Enterprise Stage B ©2005
correlated to
Washington Reading Grade-Level Expectations, Grade 8

Readings: 59, 69, 70, 71

rBook Reading Handbook: 241, 242

RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies:

Comprehension: Lessons 25-26 Analyze Theme: 312, 313

- Select, from multiple choices, a sentence that describes the most important idea, concept, or conclusion that can be drawn from the selection.

Teacher's Edition:

Workshop Wrap-Up: 232

- Provide a response to text that expresses an insight (e.g., author's perspective, the nature of conflict) or use text-based information to solve a problem not identified in the text (e.g., use information in an article about fitness to design an exercise routine).

Teacher's Edition:

Best Practices: 108C-108D

Coaching Notes: 218

Readings: 110-111, 112-115, 116-119

Functional Literacy: 128

RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies:

Comprehension: Lesson 37 Author's Viewpoint: 324

2.4.6 Analyze treatment of concepts within, among, and beyond multiple texts. W

- Compare and contrast treatments of similar concepts and themes within multiple texts (e.g., how the idea of coming of age is presented in multiple texts representing a variety of cultures).

Teacher's Edition:

Best Practices: 182C-182D

RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies:

Comprehension: Lessons 11-12 Compare and Contrast: 298-299

- Select, from multiple choices, a sentence that tells how two pieces of information are alike or different.

Teacher's Edition:

Workshop Wrap-Up: 204

2.4.7 Analyze and evaluate the reasoning and ideas underlying an author’s beliefs and assumptions within multiple texts. **W**

- Examine informational/expository text and literary/narrative text to show how they reflect the heritage, traditions, and beliefs of the author.

Teacher’s Edition:

Best Practices: 108C-108D

Coaching Notes: 218

Readings: 110-111, 112-115, 116-119

Functional Literacy: 128

RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies:

Comprehension: Lesson 37 Author’s Viewpoint: 324

- Compare and critique two author’s beliefs and assumptions about a single topic or issue, citing text-based evidence and decide which author presents the stronger argument.

Teacher’s Edition:

Best Practices: 182C-182D

Writing and Grammar: 148-149

RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies:

Comprehension: Lessons 11-12 Compare and Contrast: 298-299

- Make judgments about how effectively an author has supported his/her belief and/or assumptions, citing text-based evidence.

Teacher’s Edition:

Best Practices: 108C-108D

Coaching Notes: 218

Readings: 110-111, 112-115, 116-119

Functional Literacy: 128

RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies:

Comprehension: Lesson 37 Author’s Viewpoint: 324

- Select, from multiple choices, a sentence that identifies the author’s opinions, assumptions, and beliefs.

Teacher’s Edition:

Workshop Wrap-Up: 180

READ 180 Enterprise Stage B ©2005
correlated to
Washington Reading Grade-Level Expectations, Grade 8

- Select, from multiple choices, a sentence that describes the faulty reasoning of the author or character.

Teacher’s Edition:

Workshop Wrap-Up: 180

EALR 3: The student reads different materials for a variety of purposes.

Component 3.1 Read to learn new information.

3.1.1 Analyze web-based and other resource materials (including primary sources and secondary sources) for relevance in answering research questions.

- Examine resource materials to determine appropriate primary sources and secondary sources to use for investigating a question, topic, or issue (e.g., encyclopedia and other reference materials, pamphlets, book excerpts, newspaper and magazine articles, letters to an editor).

Teacher’s Edition:

Readings: 10-11, 34-35, 36-39, 86-87, 88-91, 110-111, 112-115, 160-161, 162-165, 208-209

Functional Literacy: 29, 129, 179, 203, 231

RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies:

Comprehension: Lesson 42 Read Electronic Text: 329

RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies:

Research: Lesson 26 Choosing and Narrowing a Topic: 139, 140; Lesson 27 Finding and Recording Information: 141, 142, 143; Lesson 28 Organizing Information and Notes: 144, 145, 146; Lesson 29 Features of a Research Report: 147, 148, 149

Component 3.2 Read to perform a task.

3.2.2 Apply understanding of complex information, including functional documents, to perform a task.

- Use functional documents to perform a task (e.g., read applications, legal documents, and use that information to perform everyday life functions).

Teacher’s Edition:

Readings: 10-11, 34-35, 36-39, 86-87, 88-91, 160-161, 162-165

Functional Literacy: 29, 81, 105, 179, 203, 231

RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies:

Comprehension: Lesson 39 Read Content-Area Text: 326

READ 180 Enterprise Stage B ©2005
correlated to
Washington Reading Grade-Level Expectations, Grade 8

RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies:

Research: Lesson 27 Finding and Recording Information: 141, 142, 143; Lesson 28 Organizing Information and Notes: 144, 145, 146; Lesson 29 Features of a Research Report: 147, 148, 149

Component 3.3 Read for career applications.

3.3.1 Understand and apply appropriate reading strategies for interpreting technical and non-technical documents used in job-related settings.

- Select, use, monitor, and adjust appropriate strategies for different reading purposes (e.g., skim/scan for big ideas, close reading for details, inferring information from graphs and charts).

Teacher’s Edition:

Careers: 28, 52, 104, 128, 178, 202

- Use professional-level materials, including electronic information, that match career or academic interests to make decisions.

Teacher’s Edition:

Readings: 10-11, 34-35, 36-39, 86-87, 88-91, 160-161, 162-165

Functional Literacy: 29, 81, 105, 179, 203, 231

RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies:

Comprehension: Lesson 39 Read Content-Area Text: 326

RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies:

Research: Lesson 27 Finding and Recording Information: 141, 142, 143; Lesson 28 Organizing Information and Notes: 144, 145, 146; Lesson 29 Features of a Research Report: 147, 148, 149

- Select and use appropriate skills for reading a variety of documents (e.g., maps, graphs, blueprints, computer manuals).

Teacher’s Edition:

Text Feature: 18, 29, 43, 94, 119, 168, 192, 218

READ 180 Enterprise Stage B ©2005
correlated to
Washington Reading Grade-Level Expectations, Grade 8

Component 3.4 Read for literary experience in a variety of genres.

3.4.2 Analyze traditional and contemporary literature written in a variety of genres.

- Respond to literature written in a variety of genres (e.g., explain why certain genres are best suited to convey a specific message or invoke a particular response from the reader).

Teacher's Edition:

Readings: 10-11, 12-15, 16-19, 34-35, 36-39, 40-43, 60-69, 70, 71, 86-87, 88-91, 92-95, 110-111, 112-115, 116-119, 136-143, 144-145, 160-161, 162-165, 166-169, 184-185, 186-189, 190-193, 208-209, 210-217, 218-219

RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies:

Comprehension: Lesson 43 Read Poetry: 330; Lesson 44 Read Drama: 331; **Literary Elements:** Elements of Poetry: 388

RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies:

Descriptive Writing: Lesson 10 Character Sketch: 59-63

- Analyze the characteristics and structural elements/essential attributes in a variety of poetic forms (e.g., epic, sonnet, ballad, haiku, free verse).

Teacher's Edition:

Readings: 10-11, 12-15, 16-19, 34-35, 36-39, 40-43, 60-69, 70, 71, 86-87, 88-91, 92-95, 110-111, 112-115, 116-119, 136-143, 144-145, 160-161, 162-165, 166-169, 184-185, 186-189, 190-193, 208-209, 210-217, 218-219

RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies:

Comprehension: Lesson 43 Read Poetry: 330; Lesson 44 Read Drama: 331; **Literary Elements:** Elements of Poetry: 388

3.4.3 Understand and analyze recurring themes in literature.

- Identify motivations and reactions of literary characters from different cultures or historical periods when confronting similar conflicts.

Teacher's Edition:

Best Practices: 56C-56D

Coaching Notes: 65, 66, 142

Readings: 60-69

Workshop Wrap-Up: 82

RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies:

Vocabulary and Word Study: Lesson 20 Figurative Language: 274; **Comprehension:** Lessons 19-20 Analyze Character: 306, 307

READ 180 Enterprise Stage B ©2005
correlated to
Washington Reading Grade-Level Expectations, Grade 8

- Identify and analyze recurring themes in literature across literary genres (e.g., themes of good vs. evil or heroism as expressed in plays, poetry, short stories).

Teacher’s Edition:

Coaching Notes: 70, 71

Readings: 59, 69, 70, 71

rBook Reading Handbook: 241, 242

RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies:

Comprehension: Literary Element: Universal Theme: 337

3.4.4 Analyze how great literary works from a variety of cultures contribute to the understanding of self, others, and the world.

- Compare and contrast traditional, classic, and/or contemporary works of literature that deal with similar topics and problems (e.g., uses of power, family and community structures; meaning of loyalty, freedom, and responsibility).

Teacher’s Edition:

Best Practices: 182C-182D

RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies:

Comprehension: Lessons 11-12 Compare and Contrast: 298-299

- Relate literary works to the traditions, themes, and issues of the era they represent (e.g., the generation gap, women and children in the workforce).

Teacher’s Edition:

Coaching Notes: 70, 71

Readings: 59, 69, 70, 71

rBook Reading Handbook: 241, 242

RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies:

Comprehension: Literary Element: Universal Theme: 337

EALR 4: The student sets goals and evaluates progress to improve reading.

Component 4.1 Assess reading strengths and need for improvement.

4.1.2 Evaluate reading progress and apply goal setting strategies and monitor progress toward meeting reading goals.

- Set goals for reading and develop a reading improvement plan.
- Track reading progress through the use of such tools as portfolios, learning logs, self-scoring rubrics, or strategy charts.

READ 180 Enterprise Stage B ©2005
correlated to
Washington Reading Grade-Level Expectations, Grade 8

Teacher' Edition:

Adjust rBook Pacing According to Student Needs.

Use Checkpoints for Differentiated Instruction.

Component 4.2 Develop interests and share reading experiences.

4.2.1 Evaluate books and authors to share reading experiences with others.

- Discuss responses to literary experiences and/or ideas gleaned from informational/expository text with others.

Teacher's Edition:

Readings: 10-11, 12-15, 16-19, 34-35, 36-39, 40-43, 60-69, 70, 71, 86-87, 88-91, 92-95, 110-111, 112-115, 116-119, 136-143, 144-145, 160-161, 162-165, 166-169, 184-185, 186-189, 190-193, 208-209, 210-217, 218-219