

**McDougal Littell
Bridges to Literature
Level III**

correlated to the

**Alaska
Reading and Writing Performance Standards
Grade 8**

Reading Performance Standards
(Grade Level Expectations)
Grade 8

R3.1 Apply knowledge of word origins, structure and context clues, and root words, and use dictionaries and glossaries, to determine the meaning of new words and to comprehend text. E.B.1	
The student uses strategies to decode or comprehend the meaning of words in text by	
[8] 3.1.1 Determining meanings of unfamiliar words in context using knowledge of word structure, (prefixes/suffixes, base words, common roots, or word origins)*	TE: T57, T58, T62, T65, T158-T159, T160, T161, T162, T163, T164, T166, T169, T255, T256, T261, T264, T284-T285, T286, T287, T289, T292, T296, T361, T364, T367, T373, T374, T376, T377, T380, T383, T456-T457, T458, T459, T461, T464, T532-T533, T534, T539, T540, T543, T546, T568-T569, T570, T576, T577, T579, T582, T585, T612-T613, T614, T616-T617, T632-T633

*Assumes an increasing level of writing skill applications

<p>[8] 3.1.2 Determining meanings of unfamiliar words in context, including words from other languages that have been adopted into English (e.g., <i>carpe diem</i>), using knowledge of language structure including using context clues, prior knowledge, and other resources (e.g., dictionaries, glossaries, thesauruses)</p>	<p>TE: T12, T19, T41, T42, T43, T48, T51, T59, T66, T82, T84, T88, T91, T111, T112, T115, T117, T120, T173, T174, T175, T176, T177, T180, T182, T184, T185, T186, T187, T189, T192, T229, T230, T234, T237, T240, T310, T312, T317, T320, T329, T336, T338, T340, T344, T347, T351, T352, T354, T357, T400, T402, T407, T410, T468, T470, T471, T474, T477, T550, T552, T555, T562, T565, T575</p>
<p>[8] 3.1.3 Identifying complex relationships among words including synonyms, antonyms, homonyms/homophones, [shades of meaning L], and analogies*</p>	<p>TE: T12-T13, T14, T16, T19, T22, T66, T131, T132, T134, T137, T245, T246, T248, T251, T252, T268-T269, T270, T271, T272, T275, T278, T336, T341, T386-T387, T388, T389, T390, T391, T392, T394, T397, T398, T480-T481, T482, T483, T484, T485, T486, T487, T488, T490, T493, T494, T620-T621, T674</p>
<p>[8] 3.1.4 Determining the meaning of words in context, including content-specific vocabulary, words with multiple meanings, or precise vocabulary (e.g., angry, vexed; segmented, segregation)</p>	<p>PE: 69, 245, 253 TE: T12-T13, T14, T16, T19, T22, T66, T94-T95, T96, T101, T104, T245, T246, T248, T251, T327, T328, T329, T332, T335, T336, T386-T387, T388, T389, T390, T391, T392, T394, T397, T480-T481, T482, T483, T484, T485, T486, T487, T488, T490, T493, T504-T505, T506, T509, T511, T514, T620-T621</p>

[8] 3.1.5 Self-monitoring and self-correcting while reading (e.g., rereading, adjusting reading pace, sub-vocalizing, consulting resources, questioning, flexible note taking/mapping, skimming, scanning, etc.) (L)

PE: 7, 10, 12, 19, 23, 28, 30, 32, 45, 52, 54, 56, 63, 64, 65, 67, 69, 76, 85, 86, 96, 101, 102, 103, 104, 105, 106, 107, 111, 121, 122, 123, 125, 126, 127, 133, 134, 135, 136, 137, 138, 141, 142, 144, 146, 147, 148, 149, 150, 151, 152, 153, 155, 181, 186, 187, 188, 197, 200, 201, 206, 207, 210, 211, 213, 218, 219, 220, 224, 226, 227, 234, 236, 239, 247, 248, 249, 254, 258, 266, 272, 273, 275, 279, 284, 285, 288, 289, 293, 296, 297, 298, 300, 302, 303, 306, 308, 309, 311, 314, 317, 321, 325, 327, 336, 338, 339, 343, 344, 352, 354, 356, 358, 360, 362, 368, 373, 377, 378, 385, 393, 395, 396, 397, 399, 400, 401, 403, 412, 416, 419, 420, 423, 431, 437, 438, 444, 445, 447

TE: T14, T16, T17, T29, T31, T42, T43, T44, T59, T71, T72, T73, T84, T85, T86, T99, T114, T132, T142, T143, T144, T145, T147, T161, T162, T163, T164, T175, T176, T177, T178, T179, T180, T181, T182, T183, T184, T185, T186, T234, T235, T256, T258, T270, T272, T273, T286, T287, T298, T299, T312, T313, T314, T328, T329, T340, T342, T362, T374, T375, T377, T388, T390, T392, T402, T403, T404, T405, T416, T417, T418, T420, T458, T459, T470, T471, T483, T484, T485, T486, T487, T488, T499, T506, T508, T509, T521, T535, T536, T537, T538, T539, T540, T554,

(Continued) [8] 3.1.5	TE: T556, T557, T558, T559, T560, T571, T574, T575, T578, T579, T590-T591
R3.2 Rehearse and read texts aloud to an audience, in performances such as readers’ theater, reading to younger students or peers, or as part of formal presentations including research reports and literature responses. E.B.1	
The student reads texts aloud by	
[8] 3.2.1 Rehearsing and reading aloud with expression from a variety of genres to an audience (L)	TE: T25, T107, T195, T267, T281, T295, T323, T378, T413, T429, T484, T517, T549
[8] 3.2.2 Giving an oral formal presentation (e.g., research reports, literature responses) (L)	TE: T107, T267, T413, T429, T517, T549
R3.3 Restate and summarize information or ideas from a text and connect new information or ideas to prior knowledge and experience. E.B.3	
The student restates/summarizes and connects information by	
[8] 3.3.1 Restating and summarizing main ideas or events, in correct sequence, after reading a text (e.g., paraphrasing, constructing a topic outline, charting or mapping main ideas or events) or identifies accurate restatements and summaries of main ideas or events or generalizations of a text*	PE: 96, 193, 249, 255, 399, 417, 573 TE: T16, T98, T131, T132, T133, T135, T211, T231, T234, T235, T245, T246, T247, T249, T256, T287, T300, T329, T340, T471, T538, T556, T558, T573

*Assumes an increasing level of writing skill applications

<p>[8] 3.3.2 Connecting information within a text by making inferences and/or drawing conclusions across texts or other summarized information*</p>	<p>PE: 13, 25, 37, 47, 59, 89, 93, 97, 112, 127, 161, 173, 189, 193, 203, 241, 251, 267, 280, 293, 317, 339, 369, 379, 385, 404, 425, 449</p> <p>TE: T17, T31, T32, T59, T60, T71, T74, T85, T99, T112, T114, T115, T116, T118, T126, T132, T144, T145, T146, T147, T148, T160, T161, T162, T163, T164, T165, T167, T175, T176, T177, T178, T179, T180, T182, T183, T184, T185, T199, T207, T211, T220, T234, T235, T246, T258, T259, T273, T286, T299, T314, T315, T328, T330, T331, T333, T361, T362, T374, T375, T377, T378, T388, T389, T390, T391, T392, T404, T405, T416, T417, T418, T419, T420, T421, T448, T459, T472, T483, T484, T485, T486, T487, T488, T498, T499, T507, T509, T520, T521, T522, T524, T535, T539, T541, T559, T560, T571, T573, T574, T580, T650-T652</p>
<p>[8] 3.3.3 Connecting new information or ideas to prior knowledge and experience by citing or explaining relevant examples or concepts (e.g., cells get energy from glucose just as cars get energy from gas)* (L)</p>	<p>PE: 41, 49, 61, 69, 95, 195, 245, 253, 261, 265, 295, 305, 341, 371, 407, 427, 459</p> <p>TE: T57, T69, T83, T95, T131, T255, T327, T339, T351, T361, T401, T415, T469, T505, T551, T569, T594</p>

*Assumes an increasing level of writing skill applications

R3.4 Clarify and connect main ideas and concepts, identify their relationship to other sources and related topics, and provide supporting details. E.B.2	
The student demonstrates understanding of main ideas/arguments by	
[8] 3.4.1 Identifying or explaining the main ideas in various types of texts (i.e., recognizing or developing appropriate titles, generalizations, assertions)*	PE: 251, 303 TE: T58, T340, T341, T342, T343, T345, T405, T416, T420, T422, T424, T470, T473, T476, T482, T483, T489, T491, T506, T509, T510, T512, T554, T561, T563, T564, T635-T638
[8] 3.4.2 Locating information in narrative and informative text to answer questions related to main ideas or key details*	PE: 5, 13, 25, 37, 47, 49, 59, 77, 89, 93, 97, 112, 127, 157, 203, 230, 241, 251, 259, 263, 267, 303, 317, 325, 331, 335, 363, 369, 371, 379, 381, 404, 425, 449, 459 TE: T17, T30, T32, T43, T44, T58, T70, T72, T73, T74, T75, T78, T84, T96, T97, T98, T99, T112, T113, T114, T115, T132, T142, T143, T146, T148, T151, T186, T187, T256, T257, T272, T290, T340, T341, T342, T343, T345, T352, T389, T390, T403, T405, T416, T420, T422, T424, T448, T470, T473, T476, T482, T483, T485, T487, T489, T491, T506, T509, T510, T512, T536, T537, T552, T554, T561, T563, T564, T570, T571, T578, T593, T635-T638
[8] 3.4.3 Comparing/contrasting the main ideas or concepts between related texts*	TE: T148, T301, T378, T541

*Assumes an increasing level of writing skill applications

<p>[8] 3.4.4 Explaining connections among main ideas/concepts (text to self, text to text, text to world)* (L)</p>	<p>PE: 5, 15, 27, 41, 49, 61, 69, 81, 90, 94, 99, 117, 160, 162, 164, 166, 168, 177, 190, 195, 205, 217, 223, 233, 245, 253, 260, 264, 271, 223, 233, 245, 253, 260, 264, 271, 283, 295, 305, 320, 323, 329, 335, 341, 349, 381, 389, 407, 427, 452-453 TE: T13, T27, T41, T57, T69, T83, T95, T111, T124, T130, T141, T159, T173, T198, T202, T206, T210, T214, T219, T229, T244, T255, T269, T285, T297, T311, T327, T339, T350, T360, T373, T387, T401, T415, T419, T432, T437, T442, T447, T457, T469, T481, T497, T505, T519, T533, T551, T569, T574, T590</p>
<p>R3.5 Read and follow multi-step directions to complete a task, and identify the sequence prescribed. E.C.2</p>	
<p>The student follows multi-step directions by</p>	
<p>[8] 3.5.1 Completing a task by following written, multi-step directions (e.g., answer a multi-faceted text question)* (L)</p>	<p>WB: 161</p>
<p>[8] 3.5.2 Identifying the sequence of steps in a list of directions (e.g., what is the first step, what is the second step)*</p>	<p>PE: 77, 99, 148, 189 TE: T58, T59, T60, T61, T63, T71, T96, T97, T98, T99, T100, T102, T174, T176, T180, T182, T183, T188, T190, T230, T235, T236, T238, T470, T471, T473, T476, T498, T500, T501, T552, T553, T557, T561, T563, T639-T641, T670 These pages teach sequence.</p>

<p>R3.6 Analyze basic rules (conventions) of the four genres of fiction (short story, drama, novel, and poetry) and non-fiction. E.B.2</p>	
<p>The student analyzes and evaluates conventions and techniques of genres by</p>	
<p>[8] 3.6.1 Analyzing the characteristics and the effect on the reader of non-fiction and the four major structural genres: poetry, drama, novel, short story*</p>	<p>PE: 38, 49, 69, 78, 114, 117, 164, 174, 177, 195, 205, 214, 223, 230, 253, 268, 271, 332, 349, 365, 381, 389, 457, 459, 460-461, 462-463</p> <p>TE: T27, T29, T58, T61, T64, T70, T84, T85, T86, T87, T90, T159, T160, T165, T168, T206, T207, T208, T209, T229, T245, T246, T247, T250, T269, T297, T326, T328, T340, T351, T353, T356, T361, T375, T402, T470, T482, T484, T489, T492, T496, T497, T499, T500, T502, T506, T519, T536, T551, T552, T555, T559, T592-T595</p>
<p>[8] 3.6.2 Analyzing the use of literary devices appropriate to genre (i.e., dialogue, simile, metaphor, personification, foreshadowing, time sequence, imagery, or repetition) to analyze literary works and non-fiction*</p>	<p>PE: 207, 321, 327, 462-463, 571</p> <p>TE: T125, T126, T175, T197, T198, T199, T200, T201, T204, T207, T214, T215, T216, T217, T232, T234, T235, T256, T257, T258, T259, T260, T263, T286, T287, T288, T291, T299, T433, T438, T443, T471, T537, T570, T571, T572, T573, T574, T577, T578, T579, T581, T584, T595</p>

*Assumes an increasing level of writing skill applications

R3.7 Analyze and evaluate narrative elements including plot, character, setting, and point of view to determine their importance to the story. E.B.2	
The student analyzes and evaluates literary elements and devices by	
[8] 3.7.1 Identifying or describing or making logical predictions about (citing evidence and support from text) plot, setting, character, point of view, and theme*	PE: 339, 452, 454 TE: T43, T113, T161, T162, T178, T180, T186, T187, T258, T270, T271, T286, T287, T288, T290, T329, T374, T376, T378, T379, T381, T459, T498
[8] 3.7.2 Comparing and contrasting literary elements and devices in a variety of works by a variety of authors*	PE: 339, 452, 454 TE: T43, T113, T161, T162, T178, T180, T186, T187, T258, T270, T271, T286, T287, T288, T290, T329, T374, T376, T378, T379, T381, T459, T498 On these pages, students explore literary elements.

*Assumes an increasing level of writing skill applications

<p>[8] 3.7.3 Analyzing and evaluating the importance to the story of plot, setting, character, point of view, and theme*</p>	<p>PE: 2, 13, 27, 37, 47, 89, 93, 129, 157, 163, 173, 177, 189, 193, 195, 205, 213, 214, 230, 233, 241, 263, 280, 293, 321, 325, 326, 327, 331, 335, 339, 389, 425, 427, 449, 488</p> <p>TE: T13, T14, T15, T17, T18, T21, T28, T29, T30, T32, T33, T36, T42, T43, T44, T45, T46, T47, T50, T58, T60, T112, T113, T115, T116, T119, T125, T126, T142, T143, T144, T145, T146, T148, T149, T152, T159, T162, T163, T174, T176, T177, T178, T179, T180, T181, T182, T184, T185, T187, T188, T191, T199, T203, T219, T220, T233, T246, T270, T271, T272, T274, T277, T288, T298, T299, T300, T301, T302, T305, T312, T313, T314, T315, T316, T319, T352, T374, T376, T377, T378, T379, T382, T388, T390, T391, T392, T393, T396, T418, T433, T434, T435, T443, T444, T445, T448, T458, T459, T460, T463, T482, T483, T484, T485, T487, T488, T498, T499, T520, T522, T525, T534, T535, T538, T541, T542, T545, T551, T555, T556, T575, T576, T659-662, T672-T673</p>
---	---

R3.8 a. Differentiate between fact and opinion in text. b. Analyze an author's purpose and offer a critical opinion of the effectiveness of the text in meeting that purpose. E.D.2	
The student expresses opinion/differentiates fact from opinion/critiques the effectiveness of text by	
[8] 3.8.1 Identifying bias/propaganda by citing textual evidence*	PE: 67, 248, 251, 264, 267 TE: T84, T86, T328, T329, T330, T331, T334, T361, T362, T363, T366
[8] 3.8.2 Analyzing author's purpose (e.g., to narrate, inform, entertain, explain, persuade) by citing textual evidence*	PE: 230, 303, 541, 560 TE: T131, T132, T133, T136, T301, T402, T405, T406, T409, T458, T460, T462, T541, T560
R3.9 Connect themes to personal experiences, experiences of others, and other texts, and locate evidence from texts to support or illustrate these connections. E.B.3	
The student connects themes by	
[8] 3.9.1 Locating evidence within the text to make connections to an author's message, theme, or purpose*	PE: 2, 47, 89, 163, 171, 173, 193, 203, 230, 263, 280, 303, 318, 321, 325, 331, 363, 449, 456-457, 541, 560 TE: T60, T112, T115, T116, T119, T131, T132, T133, T136, T148, T199, T203, T219, T220, T246, T298, T299, T300, T301, T302, T305, T352, T378, T388, T390, T392, T393, T396, T402, T405, T406, T409, T433, T434, T435, T448, T458, T460, T462, T487, T520, T522, T525, T541, T560

*Assumes an increasing level of writing skill applications

<p>[8] 3.9.2 Utilizing textual evidence to make thematic connections between texts*</p>	<p>PE: 2-3, 38-39, 78-79, 114-115, 158-159, 174-175, 214-215, 242-243, 268-269, 318-319 TE: T10-T11, T54-T55, T108-T109, T148, T156-T157, T196-T197, T226-T227, T282-T283, T301, T324-T325, T370-T371, T430-T431, T541</p>
<p>[8] 3.9.3 Making thematic connections between literary and other texts related to personal experiences, experiences of others, prior knowledge, and the broader world of ideas* (L)</p>	<p>PE: 2, 47, 89, 163, 171, 173, 193, 203, 230, 263, 280, 318, 321, 325, 331, 363, 449, 456-457 TE: T60, T112, T115, T116, T119, T148, T199, T203, T219, T220, T246, T298, T299, T300, T301, T302, T305, T352, T378, T388, T390, T392, T393, T396, T433, T434, T435, T448, T487, T520, T522, T525, T541</p>
<p>R3.10 Compare and contrast how texts reflect historical and cultural influences. E.E.1</p>	
<p>The student connects and evaluates cultural influences/events by</p>	
<p>[8] 3.10.1 Comparing and contrasting cultural events, ideas, settings, and influences in one story or text across other similar stories or texts in other cultures (e.g., individual/family/community identity formation) (L)</p>	<p>PE: 98-112, 113, 222-230, 231, 270-280, 281, 388-404, 405 TE: T140-T147, T148, T296-T300, T301, T372-T377, T378, T532-T540, T541 These selections and their accompanying related reading selections encourage students to connect, compare, and contrast ideas across texts and culture.</p>

*Assumes an increasing level of writing skill applications

<p>[8] 3.10.2 Analyzing the effects of historical or cultural influences/events on texts* (L)</p>	<p>PE: 41, 49, 61, 69, 81, 94, 129, 177, 190, 195, 205, 217, 223, 233, 245, 264, 271, 283, 305, 329, 335, 341, 349, 365, 371, 381, 389, 407, 427</p> <p>TE: T57, T69, T83, T95, T111, T130, T173, T229, T244, T255, T269, T285, T297, T311, T327, T360, T373, T387, T415, T447, T457, T469, T481, T497, T505, T519, T533, T551, T569</p>
--	--

**Writing Performance Standards
(Grade Level Expectations)
Grade 8**

W3.1 Write a coherent composition that includes a thesis statement, supporting evidence, and a conclusion. E.A.1	
The student writes about a topic by	
[8] 3.1.1 Incorporating the thesis statement, which identifies the focus or controlling idea for the entire composition, into an introductory paragraph	WB: 192
[8] 3.1.2 Writing in paragraphs that include relevant details and evidence that support the main idea of the paragraph and thesis statement*	TE: T99, T352, T527 WB: 166, 168-169, 180, 186, 192
[8] 3.1.3 Organizing ideas using appropriate structures (e.g., order by chronology, importance, comparison and contrast, classification and definition) to maintain the unity of the composition with a variety of transitional words and phrases	WB: 162, 165, 168, 171, 177, 180, 183, 186, 189, 192, 195
[8] 3.1.4 Writing a concluding paragraph (e.g., restating the thesis and summarizing the main point)	WB: 162, 168, 171, 177, 180, 186, 189, 192
W3.2 Select and use appropriate forms of fiction and non-fiction to achieve different purposes when writing for different audiences. E.A.4	
The student writes for a variety of purposes and audiences by	
[8] 3.2.1 Writing a narrative using elements of fiction (e.g., setting, character, conflict and resolution, dialogue, sensory details) to advance the plot (L)	TE: T38, T105, T315, T348 WB: 161-163

*Assumes an increasing level of writing skill applications

<p>[8] 3.2.2 Writing in a variety of nonfiction forms (e.g., letter, report, biography, and/or autobiography) to inform, describe or persuade</p>	<p>TE: T23, T99, T154, T348, T478, T494 WB: 164-166, 167-169, 170-172, 176-178, 182-184, 191-193, 194-196</p>
<p>[8] 3.2.3 Writing expressively when producing or responding to texts (e.g., poetry, journals, editorials, drama, reflective essays, and/or newsletters) (L)</p>	<p>TE: T241, T450, T586 WB: 173-175, 179-181, 188-190, 194-196</p>
<p>[8] 3.2.4 Using research-based information and analysis in research projects or extended reports (L)</p>	<p>TE: T293</p>
<p>W3.3 Use the conventions of standard English including grammar, sentence structure, paragraph structure, punctuation, spelling, and usage in written work. E.A.2</p>	
<p>The student writes and edits using conventions of Standard English by</p>	
<p>[8] 3.3.1 Varying beginnings, lengths, and patterns of sentences to improve flow and to enhance meaning and style of writing *</p>	<p>WB: 181, 184, 193, 198, 199</p>
<p>[8] 3.3.2 Applying rules of spelling (e.g., homophones, irregular plurals, and contractions)*</p>	<p>TE: T252, T398 WB: 66, 110 On these pages, students study homophones.</p>
<p>[8] 3.3.3 Applying rules of punctuation (i.e., commas, quotation marks, apostrophes, parentheses, and colons)</p>	<p>WB: 163, 175, 187, 190, 207</p>
<p>[8] 3.3.4 Applying rules of capitalization (e.g., titles and proper nouns)*</p>	<p>WB: 199</p>
<p>[8] 3.3.5 Applying rules of usage (i.e., verb tense, subject/verb agreement, possessives, pronouns, adjectives, adverbs, and sentence structure)*</p>	<p>WB: 166, 169, 172, 178, 196, 200-203, 206</p>

*Assumes an increasing level of writing skill applications

W3.4 a. Revise writing to improve organization, word choice, paragraph development, and voice appropriate to the purpose. E.A.5 b. Form and explain own standards or judgments of quality writing. E.A.8	
The student revises writing by	
[8] 3.4.1 Rearranging details to improve clarity and logical progression of ideas (e.g. making chronological sequence clear, clarifying cause and effect, creating a logically consistent story line)	WB: 181, 184
[8] 3.4.2 Giving/receiving appropriate feedback and evaluating writing based on established criteria (e.g., self-created checklists, peer conference formats, scoring guides or rubrics)* (L)	WB: 163, 166, 169, 172, 175, 178, 181, 184, 187, 190, 193, 196
[8] 3.4.3 Combining sentences for fluency, using precise and descriptive words and/or eliminating irrelevant details to improve quality and effectiveness of writing*	WB: 184, 187, 198, 199
[8] 3.4.4 Clarifying thesis statement and/or topic sentence and adding details to support main ideas, if needed*	WB: 164-165, 166, 169, 179-186
[8] 3.4.5 Using appropriate voice for intended audience (e.g., humorous, informal, formal, or technical)*	WB: 187
[8] 3.4.6 Using resources throughout the writing process (e.g., dictionary, thesaurus, peer conference, scoring guide, rubric, word processor)* (L)	TE: T19, T66, T336, T351, T352, T354, T357 WB: 97, 118, 141, 153, 191-193
W3.5 List and document sources using a given format. E.D.3	
The student documents sources by	
[8] 3.5.1 Giving credit for others' ideas, images and multimedia information, including others' ideas directly quoted or paraphrased by student, by citing sources, including author, title, publishing information and page number (using simplified MLA or APA style) (L)	TE: T95 WB: 191-193 On these pages, students do research.

W3.6 Compose and edit a composition with a word processing program. E.A.7	
The student uses resources by	
[8] 3.6.1 Correcting misspellings using available software programs, including choosing the correct spelling option among several choices* (L)	TE: T19, T66, T336, T351, T352, T354, T357 WB: 97, 118, 141, 153 These pages explore dictionary/glossary.
[8] 3.6.2 Using thesaurus to locate and choose effective synonyms for common words* (L)	TE: T134
[8] 3.6.3 Selecting and using formatting features to produce final draft (e.g., centering title, choosing appropriate font size and style, indentation, pagination, and line spacing) (L)	TE: T95 WB: 191-193 On these pages, students do research.

*Assumes an increasing level of writing skill applications