



# READER'S HANDBOOK CORRELATED TO TRI-STATE NEW ENGLAND (TSNE) GRADE LEVEL EXPECTATIONS (GLES) FOR READING

## GRADE 8

### R - 8 - 2 Vocabulary Strategies and Breadth of Vocabulary

| Standard  | Reader's Handbook   |
|---|---|
| <p><b>R-8-2</b><br/>Students identify the meaning of unfamiliar vocabulary by...</p> <ul style="list-style-type: none"> <li>• R-8-2.1 Using strategies to unlock meaning (e.g., knowledge of word structure, including prefixes/suffixes and base words, common roots, or word origins; or context clues; or other resources, such as dictionaries, glossaries, thesauruses, or prior knowledge)</li> </ul> | <p>Glossary: p. 158<br/>           Prefixes/Suffixes: pp. 585, 622, 658-588<br/>           Roots: pp. 585, 621, 622, 524<br/>           Becoming a Context Clue Expert: pp. 615-620<br/>           Dictionary Dipping: pp. 626-629<br/>           Reading a Thesaurus: p. 630<br/>           Greek and Latin Roots: pp. 689-692</p> |

### R - 8 - 3 Vocabulary Strategies and Breadth of Vocabulary

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|---|--|
| <p><b>R-8-3</b><br/>Students show breadth of vocabulary knowledge through demonstrating understanding of word meanings and relationships by...</p> <ul style="list-style-type: none"> <li>• R-8-3.1 Identifying synonyms, antonyms, homonyms/homophones, shades of meaning, or word origins, <u>including words from other languages that have been adopted into our language</u></li> <li>• R-8-3.2 Selecting appropriate words or explaining the use of words in context, including content specific vocabulary, words with multiple meanings, or precise vocabulary</li> </ul> | <p>Connotation and Denotation: p. 279<br/>           Look at Denotation and Connotation: pp. 433-434<br/>           Synonyms in Analogies: pp. 586, 637<br/>           Roots: pp. 585, 621, 622, 624<br/>           Synonyms and Antonyms: pp. 616, 634<br/>           Greek and Latin Roots: pp. 689-692</p> <p>Loaded Words: pp. 263, 264, 288<br/>           Learning New Words: pp. 608-611<br/>           Building Vocabulary Skills: pp. 615-625<br/>           Understanding Specialized Terms: pp. 631-634</p> |

**R - 8 - 4 Initial Understanding of Literary Texts**

**All students need ongoing opportunities to apply and practice reading strategies with many different types of LITERARY texts. Recognizing a variety of literary texts and their characteristics will help students in meeting grade level expectations.**

| Standard  | Reader's Handbook  |
|---|--|
| <p><b>R-8-4</b><br/> <b>Demonstrate initial understanding of elements of literary texts by ...</b></p> <ul style="list-style-type: none"> <li>• R-8-4.1 Identifying or describing character(s), setting, problem/solution, or plot/<u>subplots</u>, as appropriate to text; or identifying any significant changes in character or setting over time; or identifying rising action, climax, or falling action</li> <br/> <li>• R-8-4.2 Paraphrasing or summarizing key ideas/plot, with major events sequenced, as appropriate to text</li> </ul> | <p>Reading a Short Story: Character Map: p. 306<br/>           Reading a Short Story: Story Board/Story String: p. 307<br/>           How Stories are Organized: p. 309<br/>           Reading a Short Story: Comparing Characters: p. 313<br/>           Reading a Novel: Family Tree: p. 325<br/>           Reading a Novel: Character Map: p. 326<br/>           Reading a Novel: Setting: pp. 327-330<br/>           Reading a Novel: Plot: pp. 331-332<br/>           Focus on Characters: pp. 340-350<br/>           Focus on Setting: pp. 351-359<br/>           Focus on Plot: pp. 368-375<br/>           Characters: pp. 392-394<br/>           Ploy: 398-399<br/>           Setting: p. 402</p> <p>Summarizing Notes: pp. 331, 358, 646<br/>           Timeline or Sequence Notes: pp. 331, 646<br/>           Paraphrasing: pp. 650-651<br/>           Summarizing: pp. 658-659</p> |

**R - 8 - 5   A n a l y s i s   a n d   I n t e r p r e t a t i o n   o f   L i t e r a r y  
T e x t s / C i t i n g   E v i d e n c e**

**All students need ongoing opportunities to apply and practice reading strategies with many different types of LITERARY texts. Recognizing a variety of literary texts and their characteristics will help students in meeting grade level expectations.**

| <b>Standard</b>  | <b>Reader's Handbook</b>  |
|--|---|
| <p><b>R-8-5</b><br/><b>Analyze and interpret elements of literary texts, citing evidence where appropriate by...</b></p> <ul style="list-style-type: none"> <li>• R-8-5.1 Explaining or supporting logical predictions</li> <li>• R-8-5.2 <u>Describing characterization (e.g., stereotype, antagonist, protagonist)</u>, motivation, or interactions, citing thoughts, words, or actions that reveal characters' traits, motivations, or their changes over time</li> <li>• R-8-5.3 Making inferences about cause/effect (e.g., explaining how an event gives rise to the next), internal or external conflicts (e.g., person versus self, person versus person, person versus nature/society/fate) or the relationship among elements within text</li> <li>• R-8-5.4 Explaining how the narrator's point of view affects the reader's interpretation</li> <li>• R-8-5.5 Explaining how the author's message or theme (<u>which may include universal themes</u>) is supported within the text</li> </ul> | <p>Predicting: pp. 44, 45</p> <p>Reading a Short Story: Character Map: p. 306<br/>Reading a Novel: Characters: pp. 323-326<br/>Focus on Characters: pp. 340-350<br/>Analyzing Characters: p. 343<br/>Antagonist and Protagonist: p. 390<br/>Character: pp. 392-394</p> <p>Making Inferences: pp. 40, 52, 653<br/>Inferences Charts: pp. 214, 308, 347, 356, 672<br/>Conflict/Plot: pp. 507-508</p> <p>Point of View: pp. 313, 323, 400-401</p> <p>Character and Theme: pp. 347-348<br/>Focus on Theme: pp. 376-382<br/>Theme: p. 405<br/>Reading Drama: Focus on Theme: pp. 489-494</p> |

**R - 8 - 6 Analysis and Interpretation of Literary  
Texts / Citing Evidence**

**All students need ongoing opportunities to apply and practice reading strategies with many different types of LITERARY texts. Recognizing a variety of literary texts and their characteristics will help students in meeting grade level expectations.**

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|--|---|
| <p><b>R-8-6</b><br/><b>Analyze and interpret author's craft, citing evidence where appropriate by...</b></p> <ul style="list-style-type: none"> <li>R-8-6.1 Demonstrating knowledge of <u>author's style</u> or use of literary elements and devices (e.g., imagery, repetition, flashback, foreshadowing, personification, <u>hyperbole</u>, <u>symbolism</u>, or use of <u>punctuation</u>) to analyze literary works</li> </ul> | <p>Elements of Fiction: pp. 389-407<br/>Elements of Poetry: pp. 446-469</p> |

**R - 8 - 7 Initial Understanding of Informational Text**

**All students need ongoing opportunities to apply and practice reading strategies with many different types of INFORMATIONAL texts (expository and practical texts across content areas). Recognizing a variety of informational texts and their characteristics will help students in meeting grade level expectations.**

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|--|--|
| <p><b>R-8-7</b><br/><b>Demonstrate initial understanding of informational texts (expository and practical texts)...</b></p> <ul style="list-style-type: none"> <li>R-8-7.1 Obtaining information from text features (e.g., table of contents, glossary, index, transition words/phrases, transitional devices, bold italicized text, headings, subheadings, graphic organizers, charts, graphs, or illustrations)</li> </ul> | <p>Cause/Effect Organizers: pp. 59, 82, 111, 192, 196, 216, 275, 644, 645, 667<br/>5W's Organizers: pp. 73, 74, 220, 222, 229, 672<br/>Classification Notes: pp. 110, 277, 669<br/>Elements of Textbooks: pp. 155-169<br/>Argument Chart: pp. 249, 253, 255, 274, 667<br/>Reading a Graphic: pp. 536-547<br/>Elements of Graphics: pp. 548-561</p> |

**R - 8 - 7 Initial Understanding of Informational Text  
( C o n t . )**

**All students need ongoing opportunities to apply and practice reading strategies with many different types of INFORMATIONAL texts (expository and practical texts across content areas). Recognizing a variety of informational texts and their characteristics will help students in meeting grade level expectations.**

| Standard   | Reader's Handbook   |
|--|---|
| <p><b>R-8-7</b><br/><b>Demonstrate initial understanding of informational texts (expository and practical texts)...</b></p> <ul style="list-style-type: none"> <li>• R-8-7.2 Using information from the text to answer questions, to state the main/central ideas, or to provide supporting details</li> <br/> <li>• R-8-7.3 Organizing information to show understanding or <u>relationships among facts, ideas, and events</u> (e.g., representing main/central ideas or details within text through charting, mapping, paraphrasing, summarizing, or comparing/contrasting, or <u>outlining</u>)</li> </ul> | <p>Questioning: pp. 44, 45<br/>           Details: pp. 51, 53, 54, 60-61<br/>           Finding the Main Idea: pp. 50-54, 60-61<br/>           Main Idea: pp. 179, 284-285<br/>           Questioning the Author: pp. 185, 240, 652-653<br/>           Details in Biographies: pp. 196-199<br/>           Supporting Details in Newspaper Articles: p. 229<br/>           Supporting Details in Magazine Articles: p. 242<br/>           Topic Sentence and Supporting Details: pp. 289-290</p> <p>Comparing and Contrasting: pp. 42, 56, 62<br/>           Main Idea Organizers: pp. 53, 54, 582, 674<br/>           Topic Outline: pp. 81, 94<br/>           Outlining as a Reading Strategy: pp. 80-81<br/>           Sentence Outline: pp. 178-180<br/>           Main Idea Organizer for Essays: p. 182<br/>           Comparison/Contrast: pp. 278, 383-388<br/>           Main Idea for Nonfiction: pp. 284-285<br/>           Topic Sentence and Supporting Details: pp. 289-290<br/>           Paraphrase Chart: pp. 540, 541, 544<br/>           Paraphrasing: pp. 650-651<br/>           Summarizing: pp. 658-659<br/>           Outlining: pp. 648-649, 675</p> |

**R - 8 - 8 Analysis and Interpretation of Informational Texts / Citing Evidence**

**All students need ongoing opportunities to apply and practice reading strategies with many different types of INFORMATIONAL texts (expository and practical texts across content areas). Recognizing a variety of informational texts and their characteristics will help students in meeting grade level expectations.**

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| <p><b>R-8-8</b><br/> <b>Analyze and interpret informational text, citing evidence as appropriate by ...</b></p> <ul style="list-style-type: none"> <li>• R-8-8.1 Explaining connections about information within a text, across texts, or to related ideas</li> <br/> <li>• R-8-8.2 Synthesizing and evaluating information within or across texts (e.g., constructing appropriate titles; or formulating assertions or controlling ideas</li> <br/> <li>• R-8-8.3 Drawing inferences about text, including author's purpose (e.g., to inform, explain, entertain, persuade) or message; <u>or explaining how purpose may affect the interpretation of the</u>, or using supporting evidence to form or evaluate opinions/judgments and assertions about central ideas that are relevant</li> <br/> <li>• R-8-8.4 Distinguishing fact from opinion, and identifying possible bias/propaganda or <u>conflicting information within or across texts</u></li> <br/> <li>• R-8-8.5 Making inferences about causes or effects</li> </ul> | <p>Reading History: pp. 66-83<br/> Reading Geography: pp. 84-99<br/> Reading Science: pp. 100-116<br/> Reading Math: pp. 117-131<br/> Focus on Science Concepts: pp. 132-142</p><br><p>Evaluating: pp. 42, 655<br/> Synthesizing: pp. 660-661</p><br><p>Making Inferences: pp. 40, 52, 653<br/> Inference Charts: pp. 214, 285, 672<br/> Identifying a Reading Purpose: p. 266<br/> Author's Purpose: p. 391</p><br><p>Propaganda Techniques: pp. 268, 287-288<br/> Fact and Opinion: p. 281</p><br><p>Making Inferences: pp. 40, 52, 653<br/> Cause-Effect Order: pp. 56, 59<br/> Looking for Cause and Effect: pp. 644-645</p> |