

Reading & Writing Sourcebooks

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correlated to

Texas Essential Knowledge And Skills (TEKS)

Grades 6-8



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Correlated To
TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS)
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Grade 6

(b) Knowledge and Skills.

(1) Listening/speaking/purposes. The student listens actively and purposefully in a variety of settings.

Objective	<i>Reading and Writing Sourcebook, Grade 6</i>
The student is expected to:	
(A) determine the purposes for listening such as to gain information, to solve problems, or to enjoy and appreciate (4-8);	The Following Selected <i>Sourcebook</i> Selections Provide Opportunities to Meet this Objective: <i>Father, Mummies, A Better Life, Buffalo Hunt, Milo</i>
(B) eliminate barriers to effective listening (4-8);	The Following Selected <i>Sourcebook</i> Selections Provide Opportunities to Meet this Objective: <i>Father, Mummies, A Better Life, Buffalo Hunt, Milo</i>
(C) understand the major ideas and supporting evidence in spoken messages (4-8); and	The Following Selected <i>Sourcebook</i> Selections Provide Opportunities to Meet this Objective: <i>Father, Mummies, A Better Life, Buffalo Hunt, Milo</i>

(2) Listening/speaking/critical listening. The student listens critically to analyze and evaluate a speaker's message(s).

Objective	<i>Reading and Writing Sourcebook, Grade 6</i>
The student is expected to:	
(A) interpret speakers' messages (both verbal and nonverbal), purposes, and perspectives (4-8);	The Following Selected <i>Sourcebook</i> Selections Provide Opportunities to Meet this Objective: <i>Mother, Egyptian Mummies, I Am Miguel, Bradley Chalkers, The Sunflower Room</i>
(B) identify and analyze a speaker's persuasive techniques such as selling, convincing, and using propaganda (6);	The Following Selected <i>Sourcebook</i> Selections Provide Opportunities to Meet this Objective: <i>Mother, Egyptian Mummies, I Am Miguel, Bradley Chalkers, The Sunflower Room</i>
(C) distinguish between the speaker's opinion and verifiable fact (4-8);	The Following Selected <i>Sourcebook</i> Selections Provide Opportunities to Meet this Objective: <i>Mother, Egyptian Mummies, I Am Miguel, Bradley Chalkers, The Sunflower Room</i>

Objective	<i>Reading and Writing Sourcebook, Grade 6</i>
The student is expected to:	
(D) monitor his/her own understanding of the spoken message and seek clarification as needed (4-8);	The Following Selected <i>Sourcebook</i> Selections Provide Opportunities to Meet this Objective: <i>Mother, Egyptian Mummies, I Am Miguel, Bradley Chalkers, The Sunflower Room</i>
(E) compare his/her own perception of a spoken message with the perception of others (6-8); and	The Following Selected <i>Sourcebook</i> Selections Provide Opportunities to Meet this Objective: <i>Mother, Egyptian Mummies, I Am Miguel, Bradley Chalkers, The Sunflower Room</i>
(F) evaluate a spoken message in terms of its content, credibility, and delivery (6-8).	The Following Selected <i>Sourcebook</i> Selections Provide Opportunities to Meet this Objective: <i>Mother, Egyptian Mummies, I Am Miguel, Bradley Chalkers, The Sunflower Room</i>

(3) Listening/speaking/appreciation. The student listens to enjoy and appreciate spoken language.

Objective	<i>Reading and Writing Sourcebook, Grade 6</i>
The student is expected to:	
(A) listen to proficient, fluent models of oral reading, including selections from classic and contemporary works (4-8);	The Following Selected <i>Sourcebook</i> Selections Provide Opportunities to Meet this Objective: <i>Joshua, What Happened During the Ice Storm, A Better Life, I Am Miguel, Milo</i>
(B) analyze oral interpretations of literature for effects on the listener (6-8); and	The Following Selected <i>Sourcebook</i> Selections Provide Opportunities to Meet this Objective: <i>Joshua, What Happened During the Ice Storm, A Better Life, I Am Miguel, Milo</i>
(C) analyze the use of aesthetic language for its effects (6-8).	The Following Selected <i>Sourcebook</i> Selections Provide Opportunities to Meet this Objective: <i>Joshua, What Happened During the Ice Storm, A Better Life, I Am Miguel, Milo</i>

(6) Reading/word identification. The student uses a variety of word recognition strategies.

Objective	<i>Reading and Writing Sourcebook, Grade 6</i>
The student is expected to:	
(A) apply knowledge of letter-sound correspondences, language structure, and context to recognize words (4-8);	Selected Examples Include: Teacher's Guide, VOCABULARY: <i>Father, Killer Whales, The Man, Egyptian Mummies, Sam Gribley</i>
(B) use structural analysis to identify root words with prefixes such as dis-, non-, in-, and suffixes such as -ness, -tion, and -able (4-6); and	Teacher's Guide, VOCABULARY: <i>Father, Summer Berries, The Sunflower Room, Milo</i>
(C) locate the meanings, pronunciations, and derivations of unfamiliar words using dictionaries, glossaries, and other sources (4-8).	The Following Selected Matches Provide Opportunities to Meet this Objective: Teacher's Guide, VOCABULARY: <i>Father, Mother, The Man, Mummies, The Sunflower Room</i>

(7) Reading/fluency. The student reads with fluency and understanding in texts at appropriate difficulty levels.

Objective	<i>Reading and Writing Sourcebook, Grade 6</i>
The student is expected to:	
(B) read regularly in instructional-level materials that are challenging but manageable (texts in which no more than approximately 1 in 10 words is difficult for the reader) (6);	II. READ selections , located in each <i>Sourcebook</i> lesson, support this objective. See, for example, pages 41-45.
(C) demonstrate characteristics of fluent and effective readers (4-6);	II. READ selections , located in each <i>Sourcebook</i> lesson, support this objective. See, for example, pages 41-45.
(D) adjust reading rate based on purposes for reading (4-8);	II. READ selections , located in each <i>Sourcebook</i> lesson, provide opportunities to meet this objective. See, for example, pages 191-196.
(E) read aloud in selected texts in ways that both reflect understanding of the text and engage the listeners (4-8); and	Teacher’s Guide, COMPREHENSION: <i>The Great Whales, Jackie Robinson’s First Game, The Strangers Arrive, Sangre de Gristo Sam Gribley</i>
(F) read silently with increasing ease for longer periods (4-8).	II. READ selections , located in each <i>Sourcebook</i> lesson, support this objective. See, for example, pages 41-45.

(8) Reading/variety of texts. The student reads widely for different purposes in varied sources.

Objective	<i>Reading and Writing Sourcebook, Grade 6</i>
The student is expected to:	
(A) read classic and contemporary works (2-8);	Selected <i>Sourcebook</i> Selections Include: <i>The Great Whales, Egyptian Mummies, Jackie Robinson’s First Game, I Am Miguel, Milo</i>
(B) select varied sources such as plays, anthologies, novels, textbooks, poetry, newspapers, manuals, and electronic texts when reading for information or pleasure (6-8);	Selected <i>Sourcebook</i> Selections Include: <i>The Great Whales, Egyptian Mummies, Jackie Robinson’s First Game, I Am Miguel, Milo</i>
(D) read to take action such as to complete forms, make informed recommendations, and write a response (6-8).	Selected <i>Sourcebook</i> Selections Include: <i>The Great Whales, Egyptian Mummies, Jackie Robinson’s First Game, I Am Miguel, Milo</i>

(9) Reading/vocabulary development. The student acquires an extensive vocabulary through reading and systematic word study.

Objective	<i>Reading and Writing Sourcebook, Grade 6</i>
The student is expected to:	
(B) draw on experiences to bring meanings to words in context such as interpreting idioms, multiple-meaning words, and analogies (6-8);	Selected Examples Include: Teacher’s Guide, VOCABULARY: <i>Father, Killer Whales, Joshua, The Man, A Better Life</i>
(C) use multiple reference aids, including a thesaurus, a synonym finder, a dictionary, and software, to clarify meanings and usage (4-8);	The Following Selected Matches Provide Opportunities to Meet this Objective: Teacher’s Guide, VOCABULARY: <i>Father, Killer Whales, Joshua, The Man, A Better Life</i>

Objective	<i>Reading and Writing Sourcebook, Grade 6</i>
The student is expected to:	
(D) determine meanings of derivatives by applying knowledge of the meanings of root words such as like, pay or happy and affixes such as dis-, pre- or un- (4-8);	<i>Sourcebook Selections: Father, Mummies, Jackie Robinson's First Game, Milo</i>
(E) study word meanings systematically such as across curricular content areas and through current events (4-8);	The Following Matches Provide Opportunities to Meet this Objective: Teacher's Guide, VOCABULARY: Killer Whales, Summer Berries, The Strangers Arrive
(G) use word origins as an aid to understanding historical influences on English word meanings (6-8).	The Following <i>Sourcebook</i> Selection Provides Opportunities to Meet this Objection: <i>Jackie Robinson's First Game</i>

(10) Reading/comprehension. The student comprehends selections using a variety of strategies.

Objective	<i>Reading and Writing Sourcebook, Grade 6</i>
The student is expected to:	
(A) use his/her own knowledge and experience to comprehend (4-8);	I. BEFORE YOU READ activities, located in each <i>Sourcebook</i> lesson, support this objective. See, for example, page 162.
(B) establish and adjust purposes for reading such as reading to find out, to understand, to interpret, to enjoy, and to solve problems (4-8);	I. BEFORE YOU READ activities, located in each <i>Sourcebook</i> lesson, provide opportunities to meet this objective. See, for example, page 142.
(C) monitor his/her own comprehension and make modifications when understanding breaks down such as by rereading a portion aloud, using reference aids, searching for clues, and asking questions (4-8);	II. READ selections , located in each <i>Sourcebook</i> lesson, support this objective. See, for example, pages 100-107.
(D) describe mental images that text descriptions evoke (4-8);	II. READ selections , located in each <i>Sourcebook</i> lesson, provide opportunities to meet this objective. See, for example, pages 163-167.
(E) use the text's structure or progression of ideas such as cause and effect or chronology to locate and recall information (4-8);	II. READ Teacher's Guide, Literary Skill: <i>A Better Life, The Sunflower Room, Milo</i>
(F) determine a text's main (or major ideas) and how those ideas are supported with details (4-8);	<i>Sourcebook Selections: Mother, Killer Whales, A Better Life, The Great Moctezuma</i>
(G) paraphrase and summarize text to recall, inform, or organize ideas (4-8);	<i>Sourcebook Selections: Killer Whales, The Great Moctezuma</i>
(H) draw inferences such as conclusions or generalizations and support them with text evidence and experience (4-8);	II. READ Teacher's Guide, Literary Skill: <i>Jackie Robinson's First Game</i>
(J) distinguish fact and opinion in various texts (4-8);	<i>Sourcebook Selections: Summer Berries, Bradley Chalkers, Milo</i>
(K) answer different types and levels of questions such as open-ended, literal, and interpretative as well as test-like questions such as multiple choice, true-false, and short answer (4-8);	Selected Examples Include: <i>Sourcebook Selections: The Great Whales, Killer Whales, Mummies, Summer Berries, Sam Gribbley.</i> IV. WRAP-UP, Teacher's Guide: <i>Father, Mother , Joshua, Mummies, Milo</i>

Objective	<i>Reading and Writing Sourcebook, Grade 6</i>
The student is expected to:	
(L) represent text information in different ways such as in outline, timeline, or graphic organizer (4-8); and	Selected Examples Include: <i>Sourcebook Selections: Killer Whales, Mummies, Summer Berries, Jackie Robinson's First Game, Sam Gribley</i> II. READ, Teacher's Guide: <i>The Great Whales, Killer Whales, Mummies, Summer Berries, Sam Gribley</i>
(M) use study strategies to learn and recall important ideas from texts such as preview, question, reread, and record (6-8).	Selected Examples Include: <i>Sourcebook Selections: Father, Mother, Joshua, Mummies, Milo</i>

(11) Reading/literary response. The student expresses and supports responses to various types of texts.

Objective	<i>Reading and Writing Sourcebook, Grade 6</i>
The student is expected to:	
(A) offer observations, make connections, react, speculate, interpret, and raise questions in response to texts (4-8);	Selected <i>Sourcebook</i> Selections Include: <i>Father, Mother, The Man, Cheating, The Sunflower Room</i>
(B) interpret text ideas through such varied means as journal writing, discussion, enactment, and media (4-8);	Selected Examples Include: <i>Sourcebook Selections: Killer Whales, Mummies, Summer Berries, Jackie Robinson's First Game, Sam Gribley.</i> II. READ, Teacher's Guide: <i>The Great Whales, Killer Whales, Mummies, Summer Berries, Sam Gribley</i>
(C) support responses by referring to relevant aspects of text and his/her own experiences (4-8); and	The Following Selected Matches Support this Objective: <i>Sourcebook Selections: Killer Whales, Mummies, Summer Berries, Jackie Robinson's First Game, Sam Gribley.</i> II. READ, Teacher's Guide: <i>The Great Whales, Killer Whales, Mummies, Summer Berries, Sam Gribley</i>
(D) connect, compare, and contrast ideas, themes, and issues across text (4-8).	<i>Sourcebook Selections: Mother, Cheating, Jackie Robinson's First Game Bradley Chalkers, Milo</i>

(12) Reading/text structures/literary concepts. The student analyzes the characteristics of various types of texts (genres).

Objective	<i>Reading and Writing Sourcebook, Grade 6</i>
The student is expected to:	
(A) identify the purposes of different types of texts such as to inform, influence, express, or entertain (4-8);	The Following Selected Matches Provide Opportunities to Meet this Objective: I. BEFORE YOU READ, Teacher's Guide: <i>The Great Whales, Killer Whales, Cheating, A Better Life, The Strangers Arrive</i>
(B) recognize the distinguishing features of genres, including biography, historical fiction, informational texts, and poetry (4-8);	The Following Selected Matches Provide Opportunities to Meet this Objective: I. BEFORE YOU READ, Teacher's Guide: <i>Mother, Mummies, A Better Life, Buffalo Hunt, Milo</i>

Objective	<i>Reading and Writing Sourcebook, Grade 6</i>
The student is expected to:	
(D) understand and identify literary terms such as playwright, theater, stage, act, dialogue, analogy, and scene across a variety of literary forms (texts) (6-7);	II. READ Teacher's Guide, Literary Skill: <i>I Am Miguel</i>
(E) understand literary forms by recognizing and distinguishing among such types of text as stories, poems, myths, fables, tall tales, limericks, plays, biographies, and autobiographies (3-7);	The Following Selected Matches Provide Opportunities to Meet this Objective: I. BEFORE YOU READ, Teacher's Guide: <i>The Man, Egyptian Mummies, I Am Miguel, Buffalo Hunt, The Sunflower Room</i>
(F) analyze characters, including their traits, motivations, conflicts, points of view, relationships, and changes they undergo (4-8);	II. READ Teacher's Guide, Literary Skill: <i>Summer Berries</i>
(G) recognize and analyze story plot, setting, and problem resolution (4-8);	II. READ Teacher's Guide, Literary Skill: <i>Cheating, Summer Berries</i>
(H) describe how the author's perspective or point of view affects the text (4-8);	II. READ Teacher's Guide, Literary Skill: <i>The Man</i>
(I) analyze ways authors organize and present ideas such as through cause/effect, compare/contrast, inductively, deductively, or chronologically (6-8);	II. READ Teacher's Guide, Literary Skill: <i>A Better Life</i>
(J) recognize and interpret literary devices such as flashback, foreshadowing, and symbolism (6-8); and	II. READ Teacher's Guide, Literary Skill: <i>The Sunflower Room, Milo</i>
(K) recognize how style, tone, and mood contribute to the effect of the text (6-8).	II. READ Teacher's Guide, Literary Skill: <i>Mother, Sangre de Cristo Mountains</i>

(13) Reading/inquiry/research. The student inquires and conducts research using a variety of sources.

Objective	<i>Reading and Writing Sourcebook, Grade 6</i>
The student is expected to:	
(B) use text organizers, including headings, graphic features, and tables of contents, to locate and organize information (4-8);	<i>Sourcebook</i> Selection: <i>The Strangers Arrive</i>
(C) use multiple sources, including electronic texts, experts, and print resources, to locate information relevant to research questions (4-8);	<i>Sourcebook</i> Selection: <i>The Strangers Arrive</i>
(E) summarize and organize information from multiple sources by taking notes, outlining ideas, and making charts (4-8);	<i>Sourcebook</i> Selection: <i>The Strangers Arrive</i>
(F) produce research projects and reports in effective formats for various audiences (6-8);	<i>Sourcebook</i> Selection: <i>The Strangers Arrive</i>

(14) Reading/culture. The student reads to increase knowledge of his/her own culture, the culture of others, and the common elements of cultures.

Objective	<i>Reading and Writing Sourcebook, Grade 6</i>
The student is expected to:	
(A) compare text events with his/her own and other readers' experiences (4-8);	V. WRAP-UP activities, located in each <i>Sourcebook</i> lesson, support this objective. See, for example, page 140.
(B) determine distinctive and common characteristics of cultures through wide reading (4-8); and	Background on the author and selection is provided on the first page of each Teacher's Guide lesson plan and provides opportunities to meet this objective. See, for example, Teacher's Guide, BACKGROUND: <i>Mother</i> .
(C) articulate and discuss themes and connections that cross cultures (4-8).	The Following <i>Sourcebook</i> Selection Provides Opportunities to Meet this Objective: <i>Bradley Chalkers</i>

(15) Writing/purposes. The student writes for a variety of audiences and purposes and in a variety of forms.

Objective	<i>Reading and Writing Sourcebook, Grade 6</i>
The student is expected to:	
(A) write to express, discover, record, develop, reflect on ideas, and to problem solve (4-8);	III. GATHER YOUR THOUGHTS activities, located in each <i>Sourcebook</i> lesson, support this objective. See, for example, page 46. In addition, PREWRITING AND WRITING activities, located in each Teacher's Guide lesson plan, support this objective. See, for example, Teacher's Guide, page 91.
(B) write to influence such as to persuade, argue, and request (4-8);	<i>Sourcebook</i> Selection: <i>Bradley Chalkers</i>
(C) write to inform such as to explain, describe, report, and narrate (4-8);	IV. WRITE activities, located in each <i>Sourcebook</i> lesson, support this objective. See, for example, page 139.
(D) write to entertain such as to compose humorous poems or short stories (4-8);	IV. WRITE activities, located in each <i>Sourcebook</i> lesson, provide opportunities to meet this objective. See, for example, page 81.
(E) select and use voice and style appropriate to audience and purpose (6-8);	IV. WRITE activities, located in each <i>Sourcebook</i> lesson, support this objective. See, for example, page 73.
(F) choose the appropriate form for his/her own purpose for writing, including journals, letters, editorials, reviews, poems, presentations, narratives, reports, and instructions (6);	IV. WRITE activities, located in each <i>Sourcebook</i> lesson, support this objective. See, for example, page 129.
(G) use literary devices effectively such as suspense, dialogue, and figurative language (5-8); and	IV. WRITE activities, located in each <i>Sourcebook</i> lesson, support this objective. See, for example, page 188.
(H) produce cohesive and coherent written texts by organizing ideas, using effective transitions, and choosing precise wording (6-8).	IV. WRITE activities, located in each <i>Sourcebook</i> lesson, support this objective. See, for example, page 119.

(16) Writing/penmanship/capitalization/punctuation/spelling. The student composes original texts, applying the conventions of written language such as capitalization, punctuation, penmanship, and spelling to communicate clearly.

Objective	Reading and Writing Sourcebook, Grade 6
The student is expected to:	
(A) write legibly by selecting cursive or manuscript as appropriate (4-8);	IV. WRITE activities, located in each <i>Sourcebook</i> lesson, support this objective. See, for example, page 20.
(B) capitalize and punctuate correctly to clarify and enhance meaning such as capitalizing titles, using hyphens, semicolons, colons, possessives, and sentence punctuation (6-8);	IV. WRITE activities, located in each <i>Sourcebook</i> lesson, support this objective. See, for example, page 38.
(C) write with accurate spelling of syllable constructions, including closed, open, consonant before -le, and syllable boundary patterns (3-6);	IV. WRITE activities, located in each <i>Sourcebook</i> lesson, support this objective. See, for example, page 211.
(D) write with accurate spelling of roots such as drink, speak, read, or happy, inflections such as those that change tense or number, suffixes such as -able or -less, and prefixes such as re- or un- (4-6);	IV. WRITE activities, located in each <i>Sourcebook</i> lesson, support this objective. See, for example, page 99.
(E) use resources to find correct spellings (4-8);	Teacher's Guide, VOCABULARY activities provide opportunities to meet this objective. See, for example, page 99.
(F) spell accurately in final drafts (4-8); and	IV. WRITE activities, located in each <i>Sourcebook</i> lesson, support this objective. See, for example, page 150.
(G) understand the influence of other languages and cultures on the spelling of English words (6-8).	The Following <i>Sourcebook</i> Selections provide opportunities to meet this objective: <i>Jackie Robinson's First Game</i> , <i>Sangre de Cristo Mountains</i>

(17) Writing/grammar/usage. The student applies standard grammar and usage to communicate clearly and effectively in writing.

Objective	Reading and Writing Sourcebook, Grade 6
The student is expected to:	
(A) use regular and irregular plurals correctly (4-6);	IV. WRITE activities, located in each <i>Sourcebook</i> lesson, support this objective. See, for example, page 211.
(B) write in complete sentences, varying the types such as compound and complex, and use of appropriately punctuated dependent clauses (6);	IV. WRITE activities, located in each <i>Sourcebook</i> lesson, support this objective. See, for example, page 139.
(C) use conjunctions to connect ideas meaningfully (4-8);	IV. WRITE activities, located in each <i>Sourcebook</i> lesson, support this objective. See, for example, page 38.
(D) use adjectives (comparative and superlative forms) and adverbs appropriately to make writing vivid or precise (4-8);	IV. WRITE activities, located in each <i>Sourcebook</i> lesson, support this objective. See, for example, page 99.
(E) use prepositional phrases to elaborate written ideas (4-8);	IV. WRITE activities, located in each <i>Sourcebook</i> lesson, support this objective. See, for example, page 129.
(F) employ standard English usage in writing for audiences, including subject-verb agreement, pronoun referents, and parts of speech (4-8);	IV. WRITE activities, located in each <i>Sourcebook</i> lesson, support this objective. See, for example, page 188.

Objective	<i>Reading and Writing Sourcebook, Grade 6</i>
The student is expected to:	
(G) use verb tenses appropriately and consistently such as present, past, future, perfect, and progressive (6-8);	IV. WRITE activities, located in each <i>Sourcebook</i> lesson, support this objective. See, for example, page 119.
(H) write with increasing accuracy when using apostrophes in contractions such as doesn't and possessives such as Maria's (4-8); and	IV. WRITE activities, located in each <i>Sourcebook</i> lesson, support this objective. See, for example, page 110.
(I) write with increasing accuracy when using pronoun case such as "He and they joined him." (6-8).	IV. WRITE activities, located in each <i>Sourcebook</i> lesson, provide opportunities to meet this objective. See, for example, page 159.

(18) Writing/writing process. The student selects and uses writing processes for self-initiated and assigned writing.

Objective	<i>Reading and Writing Sourcebook, Grade 6</i>
The student is expected to:	
(A) generate ideas and plans for writing by using prewriting strategies such as brainstorming, graphic organizers, notes, and logs (4-8);	III. GATHER YOUR THOUGHTS activities, located in each <i>Sourcebook</i> lesson, support this objective. See, for example, page 55. In addition, PREWRITING AND WRITING activities, located in each Teacher's Guide lesson plan, support this objective. See, for example, Teacher's Guide, page 91.
(B) develop drafts by categorizing ideas, organizing them into paragraphs, and blending paragraphs within larger units of text (4-8);	IV. WRITE activities, located in each <i>Sourcebook</i> lesson, provide opportunities to meet this objective. See, for example, page 139.
(C) revise selected drafts by adding, elaborating, deleting, combining, and rearranging text (4-8);	IV. WRITE activities, located in each <i>Sourcebook</i> lesson, provide opportunities to meet this objective. See, for example, page 168.
(D) revise drafts for coherence, progression, and logical support of ideas (4-8);	IV. WRITE activities, located in each <i>Sourcebook</i> lesson, provide opportunities to meet this objective. See, for example, page 81.
(E) edit drafts for specific purposes such as to ensure standard usage, varied sentence structure, and appropriate word choice (4-8);	IV. WRITE activities, located in each <i>Sourcebook</i> lesson, provide opportunities to meet this objective. See, for example, page 73.
(F) use available technology to support aspects of creating, revising, editing, and publishing texts (4-8);	IV. WRITE activities, located in each <i>Sourcebook</i> lesson, provide opportunities to meet this objective. See, for example, page 129.
(G) refine selected pieces frequently to "publish" for general and specific audiences (4-8);	IV. WRITE activities, located in each <i>Sourcebook</i> lesson, provide opportunities to meet this objective. See, for example, page 188.
(H) proofread his/her own writing and that of others (4-8); and	<u>Writers' Checklist</u> , located in IV. WRITE in each <i>Sourcebook</i> lesson, supports this objective. See, for example, page 119.
(I) select and use reference materials and resources as needed for writing, revising, and editing final drafts (4-8).	<i>Sourcebook</i> Selection: <i>The Strangers Arrive</i>

(19) Writing/evaluation. The student evaluates his/her own writing and the writings of others.

Objective	<i>Reading and Writing Sourcebook, Grade 6</i>
The student is expected to:	
(A) apply criteria to evaluate writing (4-8);	<u>Writers' Checklist</u> , located in IV. WRITE in each <i>Sourcebook</i> lesson, supports this objective. See, for example, page 73.
(B) respond in constructive ways to others' writings (4-8);	IV. WRITE activities, located in each <i>Sourcebook</i> lesson, provide opportunities to meet this objective. See, for example, page 129.
(C) evaluate how well his/her own writing achieves its purposes (4-8);	IV. WRITE activities, located in each <i>Sourcebook</i> lesson, provide opportunities to meet this objective. See, for example, page 188.

(20) Writing/inquiry/research. The student uses writing as a tool for learning and research.

Objective	<i>Reading and Writing Sourcebook, Grade 6</i>
The student is expected to:	
(A) frame questions to direct research (4-8);	<i>Sourcebook</i> Selection: <i>The Strangers Arrive</i>
(B) organize prior knowledge about a topic in a variety of ways such as by producing a graphic organizer (4-8);	<i>Sourcebook</i> Selection: <i>The Strangers Arrive</i>
(C) take notes from relevant and authoritative sources such as guest speakers, periodicals, and on-line searches (4-8);	<i>Sourcebook</i> Selection: <i>The Strangers Arrive</i>
(D) summarize and organize ideas gained from multiple sources in useful ways such as outlines, conceptual maps, learning logs, and timelines (4-8);	The Following <i>Sourcebook</i> Selection supports this objective: <i>The Strangers Arrive</i>
(F) evaluate his/her own research and raise new questions for further investigation (4-8); and	The Following <i>Sourcebook</i> Selection provides opportunities to meet this objective: <i>The Strangers Arrive</i>
(G) follow accepted formats for writing research, including documenting sources (6-8).	The Following <i>Sourcebook</i> Selection provides opportunities to meet this objective: <i>The Strangers Arrive</i>



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Correlated To
TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS)
 ✎
Grade 7

(b) Knowledge and Skills.

(1) Listening/speaking/purposes. The student listens actively and purposefully in a variety of settings.

Objective	<i>Reading and Writing Sourcebook, Grade 7</i>
The student is expected to:	
(A) determine the purposes for listening such as to gain information, to solve problems, or to enjoy and appreciate (4-8);	The Following Selected <i>Sourcebook</i> Selections Provide Opportunities to Meet this Objective: <i>Mrs. Olinsky, Ready, Attack, Escape, My Master</i>
(B) eliminate barriers to effective listening (4-8);	The Following Selected <i>Sourcebook</i> Selections Provide Opportunities to Meet this Objective: <i>Mrs. Olinsky, Ready, Attack, Escape, My Master</i>
(C) understand the major ideas and supporting evidence in spoken messages (4-8); and	The Following Selected <i>Sourcebook</i> Selections Provide Opportunities to Meet this Objective: <i>Mrs. Olinsky, Ready, Attack, Escape, My Master</i>

(2) Listening/speaking/critical listening. The student listens critically to analyze and evaluate a speaker's message(s).

Objective	<i>Reading and Writing Sourcebook, Grade 7</i>
The student is expected to:	
(A) interpret speakers' messages (both verbal and nonverbal), purposes, and perspectives (4-8);	The Following Selected <i>Sourcebook</i> Selections Provide Opportunities to Meet this Objective: <i>Eyewitness to the Boston Tea Party, Hanging Out, Louie Hirshfield, You Can't Swallow Me Up, Fear</i>
(B) analyze a speaker's persuasive techniques and credibility (7-8);	The Following Selected <i>Sourcebook</i> Selections Provide Opportunities to Meet this Objective: <i>Eyewitness to the Boston Tea Party, Hanging Out, Louie Hirshfield, You Can't Swallow Me Up, Fear</i>
(C) distinguish between the speaker's opinion and verifiable fact (4-8);	The Following Selected <i>Sourcebook</i> Selections Provide Opportunities to Meet this Objective: <i>Eyewitness to the Boston Tea Party, Hanging Out, Louie Hirshfield, You Can't Swallow Me Up, Fear</i>
(D) monitor his/her own understanding of the spoken message and seek clarification as needed (4-8);	The Following Selected <i>Sourcebook</i> Selections Provide Opportunities to Meet this Objective: <i>Eyewitness to the Boston Tea Party, Hanging Out, Louie Hirshfield, You Can't Swallow Me Up, Fear</i>

Objective	<i>Reading and Writing Sourcebook, Grade 7</i>
(E) compare his/her own perception of a spoken message with the perception of others (6-8); and	The Following Selected <i>Sourcebook</i> Selections Provide Opportunities to Meet this Objective: <i>Eyewitness to the Boston Tea Party, Hanging Out, Louie Hirshfield, You Can't Swallow Me Up, Fear</i>
(F) evaluate a spoken message in terms of its content, credibility, and delivery (6-8).	The Following Selected <i>Sourcebook</i> Selections Provide Opportunities to Meet this Objective: <i>Eyewitness to the Boston Tea Party, Hanging Out, Louie Hirshfield, You Can't Swallow Me Up, Fear</i>

(3) Listening/speaking/appreciation. The student listens to enjoy and appreciate spoken language.

Objective	<i>Reading and Writing Sourcebook, Grade 7</i>
The student is expected to:	
(A) listen to proficient, fluent models of oral reading, including selections from classic and contemporary works (4-8);	The Following Selected <i>Sourcebook</i> Selections Provide Opportunities to Meet this Objective: <i>The Day It Rained Cockroaches, Being Fourteen, The Washwoman, Migrant Family Life, Taken in Slavery</i>
(B) analyze oral interpretations of literature for effects on the listener (6-8); and	The Following Selected <i>Sourcebook</i> Selections Provide Opportunities to Meet this Objective: <i>The Day It Rained Cockroaches, Being Fourteen, The Washwoman, Migrant Family Life, Taken in Slavery</i>
(C) analyze the use of aesthetic language for its effects (6-8).	The Following Selected <i>Sourcebook</i> Selections Provide Opportunities to Meet this Objective: <i>The Day It Rained Cockroaches, Being Fourteen, The Washwoman, Migrant Family Life, Taken in Slavery</i>

(6) Reading/word identification. The student uses a variety of word recognition strategies.

Objective	<i>Reading and Writing Sourcebook, Grade 7</i>
The student is expected to:	
(A) apply knowledge of letter-sound correspondences, language structure, and context to recognize words (4-8);	Selected Examples Include: Teacher's Guide, VOCABULARY: <i>It's Tonight, On the Red Man's Trail, George Santini, Migrant Family Life, My Master</i>
(B) use structural analysis to identify words, including knowledge of Greek and Latin roots and prefixes/suffixes (7-8); and	Selected Examples Include: Teacher's Guide, VOCABULARY: <i>Mrs. Olinski, Lexington and Concord, Ready, It's Tonight, Misery Days and A Child's Pain</i>
(C) locate the meanings, pronunciations, and derivations of unfamiliar words using dictionaries, glossaries, and other sources (4-8).	The Following Selected Matches Provide Opportunities to Meet this Objective: Teacher's Guide, VOCABULARY: <i>The Day It Rained Cockroaches, Being Fourteen, Attack, Fear, Born into Slavery</i>

(7) Reading/fluency. The student reads with fluency and understanding in texts at appropriate difficulty levels.

Objective	<i>Reading and Writing Sourcebook, Grade 7</i>
The student is expected to:	
(B) read regularly in instructional-level materials that are challenging but manageable (texts in which no more than approximately 1 in 10 words is difficult for the reader) (7);	II. READ selections , located in each <i>Sourcebook</i> lesson, support this objective. See, for example, pages 111-118.
(C) adjust reading rate based on purposes for reading (4-8);	II. READ selections , located in each <i>Sourcebook</i> lesson, provide opportunities to meet this objective. See, for example, pages 163-167
(D) read aloud in selected texts in ways that both reflect understanding of the text and engage the listeners (4-8); and	Teacher’s Guide, COMPREHENSION: <i>Ready, Being Fourteen, George Santini, October 5, 1919, Escape, Misery Days and A Child’s Pain, My Master</i>
(E) read silently with increasing ease for longer periods (4-8).	II. READ selections , located in each <i>Sourcebook</i> lesson, support this objective. See, for example, pages 123-128.

(8) Reading/variety of texts. The student reads widely for different purposes in varied sources.

Objective	<i>Reading and Writing Sourcebook, Grade 7</i>
The student is expected to:	
(A) read classic and contemporary works (2-8);	Selected <i>Sourcebook</i> Selections Include: <i>Ready, Hanging Out, The Washwoman, George Santini, My Master</i>
(B) select varied sources such as plays, anthologies, novels, textbooks, poetry, newspapers, manuals, and electronic texts when reading for information or pleasure (6-8);	Selected <i>Sourcebook</i> Selections Include: <i>Lexington and the Concord, It’s Tonight, Louie Hirshfield, You Can’t Swallow Me Up, Escape</i>
(D) read to take action such as to complete forms, make informed recommendations, and write a response (6-8).	Selected <i>Sourcebook</i> Selections Include: <i>It’s Tonight, On the Red Man’s Trail, George Santini, Migrant Family Life, My Master</i>

(9) Reading/vocabulary development. The student acquires an extensive vocabulary through reading and systematic word study.

Objective	<i>Reading and Writing Sourcebook, Grade 7</i>
The student is expected to:	
(A) develop vocabulary by listening to selections read aloud (4-8);	The Following Matches Support this Objective: Teacher’s Guide, COMPREHENSION: <i>Ready, Being Fourteen, George Santini, October 5, 1919, Escape, Misery Days and A Child’s Pain, My Master</i>
(B) draw on experiences to bring meanings to words in context such as interpreting figurative language idioms, multiple-meaning words, and analogies (6-8);	Selected Examples Include: Teacher’s Guide, VOCABULARY: <i>Lexington and the Concord, It’s Tonight, Louie Hirshfield, You Can’t Swallow Me Up, Escape</i>

Objective	<i>Reading and Writing Sourcebook, Grade 7</i>
The student is expected to:	
(C) use multiple reference aids, including a thesaurus, a synonym finder, a dictionary, and software, to clarify meaning and usage (4-8);	The Following Selected Matches Provide Opportunities to Meet this Objective: Teacher's Guide, VOCABULARY: <i>The Day It Rained Cockroaches, Being Fourteen, Attack, Fear, Born into Slavery</i>
(D) determine meanings of derivatives by applying knowledge of the meanings of root words such as like, pay, or happy and affixes such as dis-, pre-, or un- (4-8);	<i>Selected Sourcebook Selections Include:</i> <i>Mrs. Olinski, Lexington and Concord, Ready, It's Tonight, Misery Days and A Child's Pain</i>
(E) study word meanings systematically such as across curricular content areas and through current events (4-8);	The Following Matches Provide Opportunities to Meet this Objective: Teacher's Guide, VOCABULARY: <i>The Washwoman, George Santini</i>

(10) Reading/comprehension. The student uses a variety of strategies to comprehend a wide range of texts of increasing levels of difficulty.

Objective	<i>Reading and Writing Sourcebook, Grade 7</i>
The student is expected to:	
(A) use his/her own knowledge and experience to comprehend (4-8);	I. BEFORE YOU READ activities, located in each <i>Sourcebook</i> lesson, support this objective. See, for example, page 40.
(B) establish and adjust purposes for reading such as reading to find out, to understand, to interpret, to enjoy, and to solve problems (4-8);	I. BEFORE YOU READ activities, located in each <i>Sourcebook</i> lesson, provide opportunities to meet this objective. See, for example, page 84.
(C) monitor his/her own comprehension and make modifications when understanding breaks down such as by rereading a portion aloud, using reference aids, searching for clues, and asking questions (4-8);	II. READ selections , located in each <i>Sourcebook</i> lesson, support this objective. See, for example, pages 163-167.
(D) describe mental images that text descriptions evoke (4-8);	II. READ selections , located in each <i>Sourcebook</i> lesson, provide opportunities to meet this objective. See, for example, pages 163-167.
(E) use the text's structure or progression of ideas such as cause and effect or chronology to locate and recall information (4-8);	II. READ Teacher's Guide, Literary Skill: <i>Lexington and Concord, On the Red Man's Trail, George Santini</i>
(F) determine a text's main (or major) ideas and how those ideas are supported with details (4-8);	<i>Sourcebook Selection: Eyewitness to the Boston Tea Party</i>
(G) paraphrase and summarize text to recall, inform, or organize ideas (4-8);	<i>Sourcebook Selections: , Eyewitness to the Boston Tea Party, Misery Days and A Child's Pain</i>
(H) draw inferences such as conclusions or generalizations and support them with text evidence and experience (4-8);	II. READ Teacher's Guide, Literary Skill: <i>Being Fourteen</i>
(J) distinguish fact and opinion in various texts (4-8);	<i>Sourcebook Selections: Fear, My Master</i>
(K) answer different types and levels of questions such as open-ended, literal, and interpretative as well as test-like questions such as multiple choice, true-false, and short answer (4-8);	Selected Examples Include: <i>Sourcebook Selections: Mrs. Olinski, Lexington and Concord, On the Red Man's Trail, George Santini</i> IV. WRAP-UP, Teacher's Guide: <i>Ready, It's Tonight, The Washwoman, Escape, Taken in Slavery</i>

Objective	<i>Reading and Writing Sourcebook, Grade 7</i>
The student is expected to:	
(L) represent text information in different ways such as in outline, timeline, or graphic organizer (4-8); and	Selected Examples Include: <i>Sourcebook Selections: Ready, It's Tonight, The Washwoman, Escape, Taken in Slavery</i> II. READ, Teacher's Guide: <i>Mrs. Olinski, Lexington and Concord, On the Red Man's Trail, George Santini, My Master</i>
(M) use study strategies to learn and recall important ideas from texts such as preview, question, reread, and record (6-8).	Selected Examples Include: <i>Sourcebook Selections: Hanging Out, The Washwoman, You Can't Swallow Me Up, Escape, My Master</i>

(11) Reading/literary response. The student expresses and supports responses to various types of texts.

Objective	<i>Reading and Writing Sourcebook, Grade 7</i>
The student is expected to:	
(A) offer observations, make connections, react, speculate, interpret, and raise questions in response to texts (4-8);	Selected <i>Sourcebook Selections</i> Include: <i>The Day It Rained Cockroaches, Hanging Out, On the Red Man's Trail, George Santini, My Master</i>
(B) interpret text ideas through such varied means journal writing, discussion, enactment, and media (4-8);	Selected Examples Include: <i>Sourcebook Selections: The Day It Rained Cockroaches, It's Tonight, The Washwoman, Escape, Taken in Slavery</i> II. READ, Teacher's Guide: <i>Mrs. Olinski, Lexington and Concord, On the Red Man's Trail, George Santini, My Master</i>
(C) support responses by referring to relevant aspects of text and his/her own experiences (4-8); and	Selected Examples Include: <i>Sourcebook Selections: The Day It Rained Cockroaches, It's Tonight, The Washwoman, Escape, Taken in Slavery</i> II. READ, Teacher's Guide: <i>Mrs. Olinski, Lexington and Concord, On the Red Man's Trail, George Santini, My Master</i>
(D) connect, compare, and contrast ideas, themes, and issues across text (4-8).	<i>Sourcebook Selections: It's Tonight, Being Fourteen, The Washwoman, George Santini, Fear</i>

(12) Reading/text structures/literary concepts. The student analyzes the characteristics of various types of texts (genres).

Objective	<i>Reading and Writing Sourcebook, Grade 7</i>
The student is expected to:	
(A) identify the purposes of different types of texts such as to inform, influence, express, or entertain (4-8);	The Following Selected Matches Provide Opportunities to Meet this Objective: I. BEFORE YOU READ, Teacher's Guide: <i>The Day It Rained Cockroaches, It's Tonight, The Washwoman, Escape, Taken in Slavery</i>

Objective	<i>Reading and Writing Sourcebook, Grade 7</i>
The student is expected to:	
(B) recognize the distinguishing features of genres, including biography, historical fiction, informational texts, and poetry (4-8);	The Following Selected Matches Provide Opportunities to Meet this Objective: I. BEFORE YOU READ, Teacher's Guide: <i>Mrs. Olinski, Attack, You Can't Swallow Me, Taken in Slavery, Born into Slavery</i>
(D) understand and identify literary terms such as playwright, theater, stage, act, dialogue, analogy, and scene across a variety of literary forms (texts) (6-7);	II. READ Teacher's Guide, Literary Skill: <i>On the Red Man's Trail</i>
(E) understand literary forms by recognizing and distinguishing among such types of text as stories, poems, myths, fables, tall tales, limericks, plays, biographies, and autobiographies (3-7);	The Following Selected Matches Provide Opportunities to Meet this Objective: I. BEFORE YOU READ, Teacher's Guide: <i>Mrs. Olinski, Hanging Out, Attack, Migrant Family Life, Fear</i>
(F) analyze characters, including their traits, motivations, conflicts, points of view, relationships, and changes they undergo (4-8);	II. READ Teacher's Guide, Literary Skill: <i>Ready</i>
(G) recognize and analyze story plot, setting, and problem resolution (4-8);	II. READ Teacher's Guide, Literary Skill: <i>October 5, 1919</i>
(H) describe how the author's perspective or point of view affects the text (4-8);	II. READ Teacher's Guide, Literary Skill: <i>Mrs. Olinski</i>
(I) analyze ways authors organize and present ideas such as through cause/effect, compare/contrast, inductively, deductively, or chronologically (6-8);	II. READ Teacher's Guide, Literary Skill: <i>Lexington and Concord</i>
(J) recognize and interpret literary devices such as flashback, foreshadowing, and symbolism (6-8); and	II. READ Teacher's Guide, Literary Skill: <i>On the Red's Man Trail</i>
(K) recognize how style, tone, and mood contribute to the effect of the text (6-8).	II. READ Teacher's Guide, Literary Skill: <i>The Day It Rained on Cockroaches, Fear, My Master</i>

(14) Reading/culture. The student reads to increase knowledge of his/her own culture, the culture of others, and the common elements of cultures.

Objective	<i>Reading and Writing Sourcebook, Grade 7</i>
The student is expected to:	
(A) compare text events with his/her own and other readers' experiences (4-8);	V. WRAP-UP activities, located in each <i>Sourcebook</i> lesson, support this objective. See, for example, page 74.
(B) determine distinctive and common characteristics of cultures through wide reading (4-8); and	Background on the author and selection is provided on the first page of each Teacher's Guide lesson plan and provides opportunities to meet this objective. See, for example, Teacher's Guide, BACKGROUND: <i>Ready</i> .
(C) articulate and discuss themes and connections that cross cultures (4-8).	The Following <i>Sourcebook</i> Selection Provides Opportunities to Meet this Objective: <i>On the Red Man's Trail</i>

(15) Writing/purposes. The student writes for a variety of audiences and purposes and in a variety of forms.

Objective	<i>Reading and Writing Sourcebook, Grade 7</i>
The student is expected to:	
(A) write to express, discover, record, develop, reflect on ideas, and to problem solve (4-8);	III. GATHER YOUR THOUGHTS activities, located in each <i>Sourcebook</i> lesson, support this objective. See, for example, page 90. In addition, PREWRITING AND WRITING activities, located in each Teacher's Guide lesson plan, support this objective. See, for example, Teacher's Guide, page 83.
(B) write to influence such as to persuade, argue, and request (4-8);	The Following Match Provides Opportunities to Meet this Objective: <i>Sourcebook</i> Selection: <i>Fear</i>
(C) write to inform such as to explain, describe, report, and narrate (4-8);	IV. WRITE activities, located in each <i>Sourcebook</i> lesson, support this objective. See, for example, page 102.
(D) write to entertain such as to compose humorous poems or short stories (4-8);	IV. WRITE activities, located in each <i>Sourcebook</i> lesson, provide opportunities to meet this objective. See, for example, page 74.
(E) select and use voice and style appropriate to audience and purpose (6-8);	IV. WRITE activities, located in each <i>Sourcebook</i> lesson, support this objective. See, for example, page 149.
(F) choose the appropriate form for his/her own purpose for writing such as journals, letters, editorials, reviews, poems, memoirs, narratives, and instructions (7-8);	IV. WRITE activities, located in each <i>Sourcebook</i> lesson, support this objective. See, for example, page 102.
(G) use literary devices effectively such as suspense, dialogue, and figurative language (5-8); and	IV. WRITE activities, located in each <i>Sourcebook</i> lesson, support this objective. See, for example, page 201.
(H) produce cohesive and coherent written texts by organizing ideas, using effective transitions, and choosing precise wording (6-8).	IV. WRITE activities, located in each <i>Sourcebook</i> lesson, support this objective. See, for example, page 209.

(16) Writing/penmanship/capitalization/punctuation/spelling. The student composes original texts, applying the conventions of written language such as capitalization, punctuation, handwriting, penmanship and spelling to communicate clearly.

Objective	<i>Reading and Writing Sourcebook, Grade 7</i>
The student is expected to:	
(A) write legibly by selecting cursive or manuscript as appropriate (4-8);	IV. WRITE activities, located in each <i>Sourcebook</i> lesson, support this objective. See, for example, page 30.
(B) capitalize and punctuate correctly to clarify and enhance meaning such as capitalizing titles, using hyphens, semicolons, colons, possessives, and sentence punctuation (6-8);	IV. WRITE activities, located in each <i>Sourcebook</i> lesson, support this objective. See, for example, page 48.
(C) spell derivatives correctly by applying the spellings of bases and affixes (7-8);	IV. WRITE activities, located in each <i>Sourcebook</i> lesson, support this objective. See, for example, page 102.
(D) spell frequently misspelled words correctly such as their, they're, and there (7-8);	IV. WRITE activities, located in each <i>Sourcebook</i> lesson, support this objective. See, for example, page 140.

Objective	<i>Reading and Writing Sourcebook, Grade 7</i>
The student is expected to:	
(E) use resources to find correct spellings (4-8);	Teacher's Guide, VOCABULARY activities provide opportunities to meet this objective. See, for example, page 171.
(F) spell accurately in final drafts (4-8); and	IV. WRITE activities, located in each <i>Sourcebook</i> lesson, support this objective. See, for example, page 57.
(G) understand the influence of other languages and cultures on the spelling of English words (6-8).	The Following <i>Sourcebook</i> Selection Provides Opportunities to Meet This Objective: <i>It's Tonight</i>

(17) Writing/grammar/usage. The student applies standard grammar and usage to communicate clearly and effectively in writing.

Objective	<i>Reading and Writing Sourcebook, Grade 7</i>
The student is expected to:	
(A) write in complete sentences, varying the types such as compound and complex sentences, and use appropriately punctuated independent and dependent clauses (7-8);	IV. WRITE activities, located in each <i>Sourcebook</i> lesson, support this objective. See, for example, page 68.
(B) use conjunctions to connect ideas meaningfully (4-8);	IV. WRITE activities, located in each <i>Sourcebook</i> lesson, support this objective. See, for example, page 91.
(C) employ standard English usage in writing for audiences, including subject-verb agreement, pronoun referents, and parts of speech (4-8);	IV. WRITE activities, located in each <i>Sourcebook</i> lesson, support this objective. See, for example, page 120.
(D) use adjectives (comparatives and superlatives forms) and adverbs appropriately to make writing vivid or precise (4-8);	IV. WRITE activities, located in each <i>Sourcebook</i> lesson, support this objective. See, for example, page 57.
(E) use prepositional phrases to elaborate written ideas (4-8);	IV. WRITE activities, located in each <i>Sourcebook</i> lesson, support this objective. See, for example, page 159.
(F) use verb tenses appropriately and consistently such as present, past, future, perfect, and progressive (6-8);	IV. WRITE activities, located in each <i>Sourcebook</i> lesson, support this objective. See, for example, page 178.
(G) write with increasing accuracy when using apostrophes in contractions such as won't and possessives such as Smith's (4-8); and	IV. WRITE activities, located in each <i>Sourcebook</i> lesson, support this objective. See, for example, page 191.
(H) write with increasing accuracy when using pronoun case such as "She had the party." (6-8).	IV. WRITE activities, located in each <i>Sourcebook</i> lesson, support this objective. See, for example, page 102.

(18) Writing/writing processes. The student selects and uses writing processes for self-initiated and assigned writing.

Objective	<i>Reading and Writing Sourcebook, Grade 7</i>
The student is expected to:	
(A) generate ideas and plans for writing by using prewriting strategies such as brainstorming, graphic organizers, notes, and logs (4-8);	III. GATHER YOUR THOUGHTS activities, located in each <i>Sourcebook</i> lesson, support this objective. See, for example, page 67. In addition, PREWRITING AND WRITING activities, located in each Teacher's Guide lesson plan, support this objective. See, for example, Teacher's Guide, page 101.

Objective	<i>Reading and Writing Sourcebook, Grade 7</i>
The student is expected to:	
(B) develop drafts by categorizing ideas, organizing them into paragraphs, and blending paragraphs within larger units of text (4-8);	IV. WRITE activities, located in each <i>Sourcebook</i> lesson, provide opportunities to meet this objective. See, for example, page 30.
(C) revise selected drafts by adding, elaborating, deleting, combining, and rearranging text (4-8);	IV. WRITE activities, located in each <i>Sourcebook</i> lesson, provide opportunities to meet this objective. See, for example, page 57.
(D) revise drafts for coherence, progression, and logical support of ideas (4-8);	IV. WRITE activities, located in each <i>Sourcebook</i> lesson, provide opportunities to meet this objective. See, for example, page 102.
(E) edit drafts for specific purposes such as to ensure standard usage, varied sentence structure, and appropriate word choice (4-8);	IV. WRITE activities, located in each <i>Sourcebook</i> lesson, provide opportunities to meet this objective. See, for example, page 74.
(F) use available technology to support aspects of creating, revising, editing, and publishing texts (4-8);	IV. WRITE activities, located in each <i>Sourcebook</i> lesson, provide opportunities to meet this objective. See, for example, page 130.
(G) refine selected pieces frequently to "publish" for general and specific audiences (4-8);	IV. WRITE activities, located in each <i>Sourcebook</i> lesson, provide opportunities to meet this objective. See, for example, page 191.
(H) proofread his/her own writing and that of others (4-8); and	<u>Writers' Checklist</u> , located in IV. WRITE in each <i>Sourcebook</i> lesson, supports this objective. See, for example, page 178.
(I) select and use reference materials and resources as needed for writing, revising, and editing final drafts (4-8).	<i>Sourcebook</i> Selection: <i>Migrant Family Life</i>

(19) Writing/evaluation. The student evaluates his/her own writing and the writings of others.

Objective	<i>Reading and Writing Sourcebook, Grade 7</i>
The student is expected to:	
(A) apply criteria to evaluate writing (4-8);	<u>Writers' Checklist</u> , located in IV. WRITE in each <i>Sourcebook</i> lesson, supports this objective. See, for example, page 149.
(B) respond in constructive ways to others' writings (4-8);	IV. WRITE activities, located in each <i>Sourcebook</i> lesson, provide opportunities to meet this objective. See, for example, page 159.
(C) evaluate how well his/her own writing achieves its purposes (4-8);	IV. WRITE activities, located in each <i>Sourcebook</i> lesson, provide opportunities to meet this objective. See, for example, page 169.

(20) Writing/inquiry/research. The student uses writing as a tool for learning and research.

Objective	<i>Reading and Writing Sourcebook, Grade 7</i>
The student is expected to:	
(A) frame questions to direct research (4-8);	<i>Sourcebook</i> Selection: <i>Migrant Family Life</i>
(B) organize prior knowledge about a topic in a variety of ways such as by producing a graphic organizer (4-8);	<i>Sourcebook</i> Selection: <i>Migrant Family Life</i>
(C) take notes from relevant and authoritative sources such as guest speakers, periodicals, and on-line searches (4-8);	<i>Sourcebook</i> Selection: <i>Migrant Family Life</i>
(D) summarize and organize ideas gained from multiple sources in useful ways such as outlines, conceptual maps, learning logs, and timelines (4-8);	The Following <i>Sourcebook</i> Selection supports this objective: <i>Migrant Family Life</i>
(F) evaluate his/her own research and frame new questions for further investigation (4-8); and	The Following <i>Sourcebook</i> Selection supports this objective: <i>Migrant Family Life</i>
(G) follow accepted formats for writing research, including documenting sources (6-8).	The Following <i>Sourcebook</i> Selection supports this objective: <i>Migrant Family Life</i>



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Correlated To
TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS)
 ✎
Grade 8

(b) Knowledge and Skills.

(1) Listening/speaking/purposes. The student listens actively and purposefully in a variety of settings.

Objective	<i>Reading and Writing Sourcebook, Grade 8</i>
The student is expected to:	
(A) determine the purposes for listening such as to gain information, to solve problems, or to enjoy and appreciate (4-8);	The Following Selected <i>Sourcebook</i> Selections Provide Opportunities to Meet this Objective: <i>The Turtle, The One Sitting There, Arrival, Nardo, Disaster at Sea</i>
(B) eliminate barriers to effective listening (4-8);	The Following Selected <i>Sourcebook</i> Selections Provide Opportunities to Meet this Objective: <i>The Turtle, The One Sitting There, Arrival, Nardo, Disaster at Sea</i>
(C) understand the major ideas and supporting evidence in spoken messages (4-8); and	The Following Selected <i>Sourcebook</i> Selections Provide Opportunities to Meet this Objective: <i>The Turtle, The One Sitting There, Arrival, Nardo, Disaster at Sea</i>

(2) Listening/speaking/critical listening. The student listens critically to analyze and evaluate a speaker's message(s).

Objective	<i>Reading and Writing Sourcebook, Grade 8</i>
The student is expected to:	
(A) interpret speakers' messages (both verbal and nonverbal), purposes, and perspectives (4-8);	The Following Selected <i>Sourcebook</i> Selections Provide Opportunities to Meet this Objective: <i>Thank You Ma'am, Pandora, Life Doesn't Frighten Me, Child of the Americas, new Kids</i>
(B) analyze a speaker's persuasive techniques and credibility (7-8);	The Following Selected <i>Sourcebook</i> Selections Provide Opportunities to Meet this Objective: <i>Thank You Ma'am, Pandora, Life Doesn't Frighten Me, Child of the Americas, new Kids</i>
(C) distinguish between the speaker's opinion and verifiable fact (4-8);	The Following Selected <i>Sourcebook</i> Selections Provide Opportunities to Meet this Objective: <i>Thank You Ma'am, Pandora, Life Doesn't Frighten Me, Child of the Americas, new Kids</i>
(D) monitor his/her own understanding of the spoken message and seek clarification as needed (4-8);	The Following Selected <i>Sourcebook</i> Selections Provide Opportunities to Meet this Objective: <i>Thank You Ma'am, Pandora, Life Doesn't Frighten Me, Child of the Americas, new Kids</i>

Objective	<i>Reading and Writing Sourcebook, Grade 8</i>
The student is expected to:	
(E) compare his/her own perception of a spoken message with the perception of others (6-8); and	The Following Selected <i>Sourcebook</i> Selections Provide Opportunities to Meet this Objective: <i>Thank You Ma'am, Pandora, Life Doesn't Frighten Me, Child of the Americas, new Kids</i>
(F) evaluate a spoken message in terms of its content, credibility, and delivery (6-8).	The Following Selected <i>Sourcebook</i> Selections Provide Opportunities to Meet this Objective: <i>Thank You Ma'am, Pandora, Life Doesn't Frighten Me, Child of the Americas, new Kids</i>

(3) Listening/speaking/appreciation. The student listens to enjoy and appreciate spoken language.

Objective	<i>Reading and Writing Sourcebook, Grade 8</i>
The student is expected to:	
(A) listen to proficient, fluent models of oral reading, including selections from classic and contemporary works (4-8);	The Following Selected <i>Sourcebook</i> Selections Provide Opportunities to Meet this Objective: <i>Caring for the Wounded, Shem Suggs and Judah Jenkins, Hera, Nardo, The War Arrives</i>
(B) analyze oral interpretations of literature for effects on the listener (6-8); and	The Following Selected <i>Sourcebook</i> Selections Provide Opportunities to Meet this Objective: <i>Caring for the Wounded, Shem Suggs and Judah Jenkins, Hera, Nardo, The War Arrives</i>
(C) analyze the use of aesthetic language for its effects (6-8).	The Following Selected <i>Sourcebook</i> Selections Provide Opportunities to Meet this Objective: <i>Caring for the Wounded, Shem Suggs and Judah Jenkins, Hera, Nardo, The War Arrives</i>

(6) Reading/word identification. The student uses a variety of word recognition strategies.

Objective	<i>Reading and Writing Sourcebook, Grade 8</i>
The student is expected to:	
(A) apply knowledge of letter-sound correspondences, language structure, and context to recognize words (4-8);	Selected Examples Include: Teacher's Guide, VOCABULARY: <i>The President's Been Shot, Stanley Yelnats, Born into Slavery, The Story of My Body, New Kids</i>
(B) use structural analysis to identify words, including knowledge of Greek and Latin roots and prefixes/suffixes (7-8); and	Selected Examples Include: Teacher's Guide, VOCABULARY: <i>The Turtle, A Moment in the Sun Field, The Revolt of Denmark Vesey</i>
(C) locate the meanings, pronunciations, and derivations of unfamiliar words using dictionaries, glossaries, and other sources (4-8).	The Following Selected Matches Provide Opportunities to Meet this Objective: Teacher's Guide, VOCABULARY: <i>Caring for the Wounded, Hera, Arrival, Nardo, Super-duper-cold Saturdays</i>

(7) Reading/fluency. The student reads with fluency and understanding in texts at appropriate difficulty levels.

Objective	<i>Reading and Writing Sourcebook, Grade 8</i>
The student is expected to:	
(B) read regularly in instructional-level materials that are challenging but manageable (texts in which no more than approximately 1 in 10 words is difficult for the reader) (8);	II. READ selections , located in each <i>Sourcebook</i> lesson, support this objective. See, for example, pages 119-128.
(C) adjust reading rate based on purposes for reading (4-8);	II. READ selections , located in each <i>Sourcebook</i> lesson, provide opportunities to meet this objective. See, for example, pages 71-73
(D) read aloud in selected texts in ways that both reflect understanding of the text and engage the listeners (4-8); and	Teacher’s Guide, COMPREHENSION: <i>The President’s Been Shot, Toby Boyce and Gideon Adams, The One Sitting There, Picking, New Kids</i>
(E) read silently with increasing ease for longer periods (4-8).	II. READ selections , located in each <i>Sourcebook</i> lesson, support this objective. See, for example, pages 174-179.

(8) Reading/variety of texts. The student reads widely for different purposes in varied sources.

Objective	<i>Reading and Writing Sourcebook, Grade 8</i>
The student is expected to:	
(A) read classic and contemporary works (2-8);	Selected <i>Sourcebook</i> Selections Include: <i>The Turtle, Pandora, Arrival, Nardo, Picking</i>
(B) select varied sources such as plays, anthologies, novels, textbooks, poetry, newspapers, manuals, and electronic texts when reading for information or pleasure (6-8);	Selected <i>Sourcebook</i> Selections Include: <i>The Turtle, Pandora, Hera, Life Doesn’t Frighten Me, The Story of My Body</i>
(D) read to take action such as to complete forms, to make informed recommendations, and write a response (6-8).	Selected <i>Sourcebook</i> Selections Include: <i>The Turtle, Pandora, Arrival, Nardo, Picking</i>

(9) Reading/vocabulary development. The student acquires an extensive vocabulary through reading and systematic word study.

Objective	<i>Reading and Writing Sourcebook, Grade 8</i>
The student is expected to:	
(A) develop vocabulary by listening to selections read aloud (4-8);	The Following Matches Support this Objective: Teacher’s Guide, COMPREHENSION: <i>The President’s Been Shot, Toby Boyce and Gideon Adams, The One Sitting There, Nardo, New Kids</i>
(B) draw on experiences to bring meanings to words in context such as interpreting idioms, multiple-meaning words, and analogies (6-8);	Selected Examples Include: Teacher’s Guide, VOCABULARY: <i>Lexington and the Concord, It’s Tonight, Louie Hirshfield, You Can’t Swallow Me Up, Escape</i>

(C) use multiple reference aids, including a thesaurus, a synonym finder, a dictionary, and software, to clarify meanings and usage (4-8);

The Following Selected Matches Provide Opportunities to Meet this Objective:

Teacher's Guide, VOCABULARY: *The Day It Rained Cockroaches, Being Fourteen, Attack, Fear, Born into Slavery*

Objective	<i>Reading and Writing Sourcebook, Grade 8</i>
The student is expected to:	
(D) determine meanings of derivatives by applying knowledge of the meanings of root words such as like, pay, or happy and affixes such as dis-, pre-, or un- (4-8);	<i>Selected Sourcebook Selections Include: Mrs. Olinski, Lexington and Concord, Ready, It's Tonight, Misery Days and A Child's Pain</i>
(E) study word meanings systematically such as across curricular content areas and through current events (4-8);	The Following Matches Provide Opportunities to Meet this Objective: Teacher's Guide, VOCABULARY: The Washwoman, George Santini
(G) use word origins as an aid to understanding historical influences on English word meanings (6-8).	<i>Sourcebook Selection: Shem Suggs and Judah Jenkins</i>

(10) Reading/comprehension. The student comprehends selections using a variety of strategies.

Objective	<i>Reading and Writing Sourcebook, Grade 8</i>
The student is expected to:	
(A) use his/her own knowledge and experience to comprehend (4-8);	I. BEFORE YOU READ activities, located in each <i>Sourcebook</i> lesson, support this objective. See, for example, page 104.
(B) establish and adjust purposes for reading such as reading to find out, to understand, to interpret, to enjoy, and to solve problems (4-8);	I. BEFORE YOU READ activities, located in each <i>Sourcebook</i> lesson, provide opportunities to meet this objective. See, for example, page 132.
(C) monitor his/her own comprehension and make modifications when understanding breaks down such as by rereading a portion aloud, using reference aids, searching for clues, and asking questions (4-8);	II. READ selections , located in each <i>Sourcebook</i> lesson, support this objective. See, for example, pages 119-128.
(D) describe mental images that text descriptions evoke (4-8);	II. READ selections , located in each <i>Sourcebook</i> lesson, provide opportunities to meet this objective. See, for example, pages 35-39.
(E) use the text's structure or progression of ideas such as cause and effect or chronology to locate and recall information (4-8);	II. READ Teacher's Guide, Literary Skill: <i>The President's Been Shot</i>
(F) determine a text's main (or major) ideas and how those ideas are supported with details (4-8);	<i>Sourcebook Selection: The Revolt of Denmark Vesey</i>
(G) paraphrase and summarize text to recall, inform, or organize ideas (4-8);	<i>Sourcebook Selections: The President's Been Shot, The Revolt of Denmark Vesey</i>
(H) draw inferences such as conclusions or generalizations and support them with text evidence and experience (4-8);	II. READ Teacher's Guide, Literary Skill: <i>Arrival</i>
(J) distinguish fact and opinion in various texts (4-8);	<i>Sourcebook Selections: The One Sitting There, Arrival, The Story of My Body</i>
(K) answer different types and levels of questions such as open-ended, literal, and interpretative as well as test-like questions such as multiple choice, true-false, and short answer (4-8);	Selected Examples Include: <i>Sourcebook Selections: Pandora, Hera, Arrival, Nardo, Picking</i> IV. WRAP-UP, Teacher's Guide: <i>Thank You Ma'am, Born into Slavery, The War Arrives, Disaster at Sea, New Kids</i>

Objective	<i>Reading and Writing Sourcebook, Grade 8</i>
The student is expected to:	
(L) represent text information in different ways such as in outline, timeline, or graphic organizer (4-8); and	Selected Examples Include: <i>Sourcebook</i> Selections: <i>Pandora, Hera, Arrival, Nardo, Picking</i> II. READ, Teacher's Guide: <i>Thank You Ma'am, Born into Slavery, The War Arrives, Disaster at Sea, New Kids</i>
(M) use study strategies to learn and recall important ideas from texts such as preview, question, reread, and record (6-8).	Selected Examples Include: <i>Sourcebook</i> Selections: <i>Thank You Ma'am, A Moment in the Sun Field, Arrival, Nardo, New Kids</i>

(11) Reading/literary response. The student expresses and supports responses to various types of texts.

Objective	<i>Reading and Writing Sourcebook, Grade 8</i>
The student is expected to:	
(A) offer observations, make connections, react, speculate, interpret, and raise questions in response to texts (4-8);	Selected <i>Sourcebook</i> Selections Include: <i>Caring for the Wounded, The One Sitting There, Stanley Yelnats, Picking, Disaster at Sea</i>
(B) interpret text ideas through such varied means as journal writing, discussion, enactment, and media (4-8);	Selected Examples Include: <i>Sourcebook</i> Selections: <i>Pandora, Hera, Arrival, Nardo, Picking</i> II. READ, Teacher's Guide: <i>Thank You Ma'am, A Moment in the Sun Field, Arrival, Nardo, New Kids</i>
(C) support responses by referring to relevant aspects of text and his/her own experiences (4-8); and	Selected Examples Include: <i>Sourcebook</i> Selections: <i>Caring for the Wounded, The One Sitting There, Stanley Yelnats, Picking, Disaster at Sea</i> II. READ, Teacher's Guide: <i>Pandora, Hera, Arrival, Nardo, Picking</i>
(D) connect, compare, and contrast ideas, themes, and issues across text (4-8).	<i>Sourcebook</i> Selections: <i>The President's Been Shot, The One Sitting There, Stanley Yelnats, Child of the Americas</i>

(12) Reading/text structure/literary concepts. The student analyzes the characteristics of various types of texts (genres).

Objective	<i>Reading and Writing Sourcebook, Grade 8</i>
The student is expected to:	
(A) identify the purposes of different types of texts such as to inform, influence, express, or entertain (4-8);	The Following Selected Matches Provide Opportunities to Meet this Objective: I. BEFORE YOU READ, Teacher's Guide: <i>Caring for the Wounded, The One Sitting There, Stanley Yelnats, Picking, Disaster at Sea</i>

Objective	<i>Reading and Writing Sourcebook, Grade 8</i>
The student is expected to:	
(B) recognize the distinguishing features of genres, including biography, historical fiction, informational texts, and poetry (4-8);	The Following Selected Matches Provide Opportunities to Meet this Objective: I. BEFORE YOU READ, Teacher's Guide: <i>Thank You Ma'am, A Moment in the Sun Field, Arrival, Nardo, New Kids</i>
(D) understand and identify literary terms such as playwright, theater, stage, act, dialogue, dialect, analogy, and scene across a variety of literary forms (texts) (8);	II. READ Teacher's Guide, Literary Skill: <i>Arrival</i> IV. WRITE: <i>Shem Suggs and Judah Jenkins</i>
(E) understand literary forms by recognizing and distinguishing among such types of text as myths, fables, tall tales, limericks, plays, biographies, autobiographies, tragedy, and comedy (8);	The Following Selected Matches Provide Opportunities to Meet this Objective: I. BEFORE YOU READ, Teacher's Guide: <i>Pandora, Hera, Life Doesn't Frighten Me, Child of the Americas</i>
(F) analyze characters, including their traits, motivations, conflicts, points of view, relationships, and changes they undergo (4-8);	II. READ Teacher's Guide, Literary Skill: <i>Toby Boyce and Gideon Adams, Hera</i>
(G) recognize and analyze story plot, setting, and problem resolution (4-8);	II. READ Teacher's Guide, Literary Skill: <i>Caring for the Wounded, Pandora</i>
(H) describe how the author's perspective or point of view affects the text (4-8);	II. READ Teacher's Guide, Literary Skill: <i>The War Arrives</i>
(I) analyze ways authors organize and present ideas such as through cause/effect, compare/contrast, inductively, deductively, or chronologically (6-8);	II. READ Teacher's Guide, Literary Skill: <i>The President's Been Shot</i>
(J) recognize and interpret literary devices such as flashback, foreshadowing, and symbolism (6-8); and	<i>Sourcebook Selections: Thank You Ma'am, The Revolt of Denmark Vesey, Super-duper-cold Saturdays</i>
(K) recognize how style, tone, and mood contribute to the effect of the text (6-8).	<i>Sourcebook Selections: The One Sitting There, A Moment in the Sun Field</i>

(14) Reading/culture. The student reads to increase knowledge of his/her own culture, the culture of others, and the common elements of cultures.

Objective	<i>Reading and Writing Sourcebook, Grade 8</i>
The student is expected to:	
(A) compare text events with his/her own and other readers' experiences (4-8);	V. WRAP-UP activities, located in each <i>Sourcebook</i> lesson, support this objective. See, for example, page 117.
(B) determine distinctive and common characteristics of cultures through wide reading (4-8); and	Background on the author and selection is provided on the first page of each Teacher's Guide lesson plan and provides opportunities to meet this objective. See, for example, Teacher's Guide, BACKGROUND: <i>The Turtle</i> .
(C) articulate and discuss themes and connections that cross cultures (4-8).	The Following <i>Sourcebook</i> Selection Provides Opportunities to Meet this Objective: <i>Shem Suggs and Judah Jenkins</i>

(15) Writing/purposes. The student writes for a variety of audiences and purposes and in a variety of forms.

Objective	<i>Reading and Writing Sourcebook, Grade 8</i>
The student is expected to:	
(A) write to express, discover, record, develop, reflect on ideas, and to problem solve (4-8);	III. GATHER YOUR THOUGHTS activities, located in each <i>Sourcebook</i> lesson, support this objective. See, for example, page 66. In addition, PREWRITING AND WRITING activities, located in each Teacher's Guide lesson plan, support this objective. See, for example, Teacher's Guide, page 163.
(B) write to influence such as to persuade, argue, and request (4-8);	The Following <i>Sourcebook</i> Selection Provides Opportunities to Meet This Objective: <i>The One Sitting There</i>
(C) write to inform such as to explain, describe, report, and narrate (4-8);	IV. WRITE activities, located in each <i>Sourcebook</i> lesson, support this objective. See, for example, page 130.
(D) write to entertain such as to compose humorous poems or short stories (4-8);	IV. WRITE activities, located in each <i>Sourcebook</i> lesson, provide opportunities to meet this objective. See, for example, page 162.
(E) select and use voice and style appropriate to audience and purpose (6-8);	IV. WRITE activities, located in each <i>Sourcebook</i> lesson, support this objective. See, for example, pages 171-172.
(F) choose the appropriate form for his/her own purpose for writing, including journals, letters, editorials, reviews, poems, memoirs, narratives, and instructions (7-8);	IV. WRITE activities, located in each <i>Sourcebook</i> lesson, support this objective. See, for example, page 81.
(G) use literary devices effectively such as suspense, dialogue, and figurative language (5-8); and	IV. WRITE activities, located in each <i>Sourcebook</i> lesson, support this objective. See, for example, page 67.
(H) produce cohesive and coherent written texts by organizing ideas, using effective transitions, and choosing precise wording (6-8).	IV. WRITE activities, located in each <i>Sourcebook</i> lesson, support this objective. See, for example, page 31.

(16) Writing/penmanship/capitalization/punctuation/spelling. The student composes original texts, applying the conventions of written language such as capitalization, punctuation, penmanship, and spelling to communicate clearly.

Objective	<i>Reading and Writing Sourcebook, Grade 8</i>
The student is expected to:	
(A) write legibly by selecting cursive or manuscript as appropriate (4-8);	IV. WRITE activities, located in each <i>Sourcebook</i> lesson, support this objective. See, for example, page 19.
(B) capitalize and punctuate correctly to clarify and enhance meaning such as capitalizing titles, using hyphens, semicolons, colons, possessives, and sentence punctuation (6-8);	IV. WRITE activities, located in each <i>Sourcebook</i> lesson, support this objective. See, for example, page 67.
(C) spell derivatives correctly by applying the spellings of bases and affixes (7-8);	IV. WRITE activities, located in each <i>Sourcebook</i> lesson, support this objective. See, for example, page 102.
(D) spell frequently misspelled words correctly such as their, they're, and there (7-8);	IV. WRITE activities, located in each <i>Sourcebook</i> lesson, support this objective. See, for example, page 136.

Objective	<i>Reading and Writing Sourcebook, Grade 8</i>
The student is expected to:	
(E) use resources to find correct spellings (4-8);	Teacher's Guide, VOCABULARY activities provide opportunities to meet this objective. See, for example, page 181.
(F) spell accurately in final drafts (4-8); and	IV. WRITE activities, located in each <i>Sourcebook</i> lesson, support this objective. See, for example, page 194.
(G) understand the influence of other languages and cultures on the spelling of English words (6-8).	The Following <i>Sourcebook</i> Selection Provides Opportunities to Meet This Objective: <i>Caring for the Wounded</i>

(17) Writing/grammar/usage. The student applies standard grammar and usage to communicate clearly and effectively in writing.

Objective	<i>Reading and Writing Sourcebook, Grade 8</i>
The student is expected to:	
(A) write in complete sentences, varying the types such as compound and complex sentences, and use appropriately punctuated independent and dependent clauses (7-8);	IV. WRITE activities, located in each <i>Sourcebook</i> lesson, support this objective. See, for example, page 195.
(B) use conjunctions to connect ideas meaningfully (4-8);	IV. WRITE activities, located in each <i>Sourcebook</i> lesson, support this objective. See, for example, pages 171-172.
(C) employ standard English usage in writing for audiences, including subject-verb agreement, pronoun referents, and parts of speech (4-8);	IV. WRITE activities, located in each <i>Sourcebook</i> lesson, support this objective. See, for example, page 144.
(D) use adjectives (comparatives and superlative forms) and adverbs appropriately to make writing vivid or precise (4-8);	IV. WRITE activities, located in each <i>Sourcebook</i> lesson, support this objective. See, for example, page 130.
(E) use prepositional phrases to elaborate written ideas (4-8);	IV. WRITE activities, located in each <i>Sourcebook</i> lesson, support this objective. See, for example, page 1116.
(F) use verb tenses appropriately and consistently such as present, past, future, perfect, and progressive (6-8);	IV. WRITE activities, located in each <i>Sourcebook</i> lesson, support this objective. See, for example, page 102.
(G) write with increasing accuracy when using apostrophes in contractions such as doesn't and possessives such as Texas's (4-8); and	IV. WRITE activities, located in each <i>Sourcebook</i> lesson, support this objective. See, for example, page 92.
(H) write with increasing accuracy when using pronoun case such as "She stepped between them and us." (6-8).	IV. WRITE activities, located in each <i>Sourcebook</i> lesson, support this objective. See, for example, page 195.

(18) Writing/processes. The student selects and uses writing processes for self-initiated and assigned writing.

Objective	<i>Reading and Writing Sourcebook, Grade 8</i>
The student is expected to:	
(A) generate ideas and plans for writing by using prewriting strategies such as brainstorming, graphic organizers, notes, and logs (4-8);	III. GATHER YOUR THOUGHTS activities, located in each <i>Sourcebook</i> lesson, support this objective. See, for example, page 80. In addition, PREWRITING AND WRITING activities, located in each Teacher's Guide lesson plan, support this objective. See, for example, Teacher's Guide, page 91.

Objective	<i>Reading and Writing Sourcebook, Grade 8</i>
The student is expected to:	
(B) develop drafts by categorizing ideas, organizing them into paragraphs, and blending paragraphs within larger units of text (4-8);	IV. WRITE activities, located in each <i>Sourcebook</i> lesson, provide opportunities to meet this objective. See, for example, pages 194- 195.
(C) revise selected drafts by adding, elaborating, deleting, combining, and rearranging text (4-8);	IV. WRITE activities, located in each <i>Sourcebook</i> lesson, provide opportunities to meet this objective. See, for example, page 67.
(D) revise drafts for coherence, progression, and logical support of ideas (4-8);	IV. WRITE activities, located in each <i>Sourcebook</i> lesson, provide opportunities to meet this objective. See, for example, page 49.
(E) edit drafts for specific purposes such as to ensure standard usage, varied sentence structure, and appropriate word choice (4-8);	IV. WRITE activities, located in each <i>Sourcebook</i> lesson, provide opportunities to meet this objective. See, for example, page 31.
(F) use available technology to support aspects of creating, revising, editing, and publishing texts (4-8);	IV. WRITE activities, located in each <i>Sourcebook</i> lesson, provide opportunities to meet this objective. See, for example, pages 194-195.
(G) refine selected pieces frequently to "publish" for general and specific audiences (4-8);	IV. WRITE activities, located in each <i>Sourcebook</i> lesson, provide opportunities to meet this objective. See, for example, page 19.
(H) proofread his/her own writing and that of others (4-8); and	<u>Writers' Checklist</u> , located in IV. WRITE in each <i>Sourcebook</i> lesson, supports this objective. See, for example, page 144.

(19) Writing/evaluation. The student evaluates his/her own writing and the writings of others.

Objective	<i>Reading and Writing Sourcebook, Grade 8</i>
The student is expected to:	
(A) apply criteria to evaluate writing (4-8);	<u>Writers' Checklist</u> , located in IV. WRITE in each <i>Sourcebook</i> lesson, supports this objective. See, for example, page 130.
(B) respond in constructive ways to others' writings (4-8);	IV. WRITE activities, located in each <i>Sourcebook</i> lesson, provide opportunities to meet this objective. See, for example, pages 171-172.
(C) evaluate how well his/her own writing achieves its purposes (4-8);	IV. WRITE activities, located in each <i>Sourcebook</i> lesson, provide opportunities to meet this objective. See, for example, page 81.