

**Literature and Thought  
Grade 8 TEKS Correlation**

	LITERARY THEMES						
	And Justice for All	Best of Friends	Decisions, Decisions	Family Matters	On the Edge of Survival	To Be a Hero	Who Am I?
<b>§110.20. English Language Arts and Reading, Grade 8, Beginning with School Year 2009-2010</b>							
(1) Reading/Fluency. Students read grade-level text with fluency and comprehension. Students are expected to adjust fluency when reading aloud grade-level text based on the reading purpose and the nature of the text.	The short fiction and nonfiction selections in the student edition allow for ample read aloud opportunities.	The short fiction and nonfiction selections in the student edition allow for ample read aloud opportunities.	Anthology contains texts of varying levels of complexity. Suggestions for additional reading, challenging, average, and easy, are on p 68-69.	Anthology contains texts of varying levels of complexity. Suggestions for additional reading, challenging, average, and easy, are on p 65.	Anthology contains texts of varying levels of complexity. Suggestions for additional reading, challenging, average, and easy, are on p 58.	Anthology contains texts of varying levels of complexity. Suggestions for additional reading, challenging, average, and easy, are on p 66.	Anthology contains texts of varying levels of complexity. Suggestions for additional reading, challenging, average, and easy, are on p 65.
(2) Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:			SE: 12 TE: 17,18,19,23, 26,29,32,33,34, 37, 40,41,42,44,47, 51, 53,55,59	SE: 12, 26 TE: 14-15, 16, 18, 23, 26, 28, 29, 32, 33-34,35,38,39, 43, 44,47,51,54, 55, 57	SB: 10 TE: 18, 26, 28, 30, 34, 37, 40, 41, 44, 48, 50	SE: 12, 88 TE: 17,20,22,26, 29,30,36-37, 38, 41, 42	SE: 10, 46 TE: 15-16, 17, 21, 23,24-25, 26, 29, 49-0, 47, 51, 57
(A) determine the meaning of grade-level academic English words derived from Latin, Greek, or other linguistic roots and affixes;	SB: footnotes on 86; 93; 108; 121						
(B) use context (within a sentence and in larger sections of text) to determine or clarify the meaning of unfamiliar or ambiguous words or words with novel meanings;				SE: 12, 26 TE: 14-15, 16, 18, 23, 26, 28, 29, 32, 33-34,35,38,39, 43, 44,47,51,54, 55, 57	SB: 10 TE: 18, 26, 28, 30, 34, 37, 40, 41, 44, 48, 50	SE: 12, 88 TE: 17,20,22,26, 29,30,36-37, 38, 41, 42	SE: 10, 46 TE: 15-16, 17, 21, 23,24-25, 26, 29, 49-0, 47, 51, 57
(D) identify common words or word parts from other languages that are used in written English (e.g., phenomenon, charisma, chorus, passé, flora, fauna); and	SB:12 TG: 17, 28; 38; 49						

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(E) use a dictionary, a glossary, or a thesaurus (printed or electronic) to determine the meanings, syllabication, pronunciations, alternate word choices, and parts of speech of words.	SB: 12 TG: 17, 28; 38; 49	TG: 15-16, 26-27, 31, 36-37, 49-50, 58, 60					
(3) Comprehension of Literary Text/Theme and Genre. Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to:			SE: 50 TE: 15-16, 18,19, 20, 22,23,24-25, 27-28,30,31,32, 34,38-39,41,52, 53,54,58,63	SE: 110 TE: 18,28,36-37, 39,42,45-46, 49-50, 52,54,56,58,60	TE: 30, 31, 35-36, 46-47, 53	SE: 42, 116 TE: 22,24-25, 30, 32,35,42,46-47, 53, 56	SE: 46, 110 TE: 18, 21, 24-25, 27-28, 39-39, 41, 45-46, 49-50, 54
(A) analyze literary works that share similar themes across cultures;	TG: 33, 43		SE: 50, 112 TE: 15-16,19,22, 24-25,27-28,31, 34,42,45-46,52, 55,57,58	X	SE: 38 TE: 24-25, 31, 46-47, 51, 53, 54	TE: 30, 42	
(B) compare and contrast the similarities and differences in mythologies from various cultures (e.g., ideas of afterlife, roles and characteristics of deities, purposes of myths); and	TG: 30, 33, 39					TE: 30, 42	
(C) explain how the values and beliefs of particular characters are affected by the historical and cultural setting of the literary work.	TG: 33; 43	TG: 36-37; 46; 49-50	TE: 15-16, 20, 22, 27-28				TE: 33, 41, 44, 50
(4) Comprehension of Literary Text/Poetry. Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding. Students are expected to compare and contrast the relationship between the purpose and characteristics of different poetic forms (e.g., epic poetry, lyric poetry).	TG: 31; 33; 40; 53	TG: 19; 22; 29; 54; 56	TE: 12,19,22,32, 35,42,53,55	SE: 24, 55, 84, 102, 126 TE: 12, 18, 28, 40, 43, 54	SB: 23, 68 TE: 12, 20, 23, 31-32, 52	SE: 33, 44, 54, 63, 134 TE: 12, 21, 30, 31, 33, 56	SE: 32, 45, 73, 109, 125 TE: 21, 23, 34, 44, 53

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(5) Comprehension of Literary Text/Drama. Students understand, make inferences and draw conclusions about the structure and elements of drama and provide evidence from text to support their understanding. Students are expected to analyze how different playwrights characterize their protagonists and antagonists through the dialogue and staging of their plays.	TG: 18, 41					SE: 70-87 TE: 35, 46	
(6) Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to:			SE: 112 TE: 15-16, 20, 22, 27-28, 32, 42, 45-46, 55	SE: 110 TE: 18, 27, 28, 29, 36,37, 42, 43,44, 45-46,49-50, 52, 54, 55, 56, 58, 60		SE: 42, 88, 116 TE: 18, 20, 21, 22, 24-25, 27-28, 30, 32, 33, 34,36-37, 39-40,42,46-47, 53, 56,57,61	SE: 46, 74 TE: 18, 21, 22,23, 24-25, 27-28, 31, 33,34, 35-36, 38-39, 41,43, 44,53, 54
(A) analyze linear plot developments (e.g., conflict, rising action, falling action, resolution, subplots) to determine whether and how conflicts are resolved;		TG: 18, 19, 20, 21, 29, 32; 33-34; 40; 41; 42; 52; 53; 54; 55	TE: 45				
(B) analyze how the central characters' qualities influence the theme of a fictional work and resolution of the central conflict; and	TG: 18	TG: 23; 33; 45	TE: 15-16, 18, 20, 22, 23, 27-28, 30, 41, 43, 53			TE: 15-16,18, 27-28,33,34,44,57	TE: 18, 22, 27-28, 38-39, 52, 56
(C) analyze different forms of point of view, including limited versus omniscient, subjective versus objective.	TG: 31; 39		TE: 31,52	TE: 19, 40, 43, 55, 56		TE: 32, 35	TE: 18, 19, 21, 22
(7) Comprehension of Literary Text/Literary Nonfiction. Students understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and provide evidence from text to support their understanding. Students are expected to analyze passages in well-known speeches for the author's use of literary devices and word and phrase choice (e.g., aphorisms, epigraphs) to appeal to the audience.	TG: 19; 20; 22; 26-27; 29; 36-37	TG: 15-16, 26-27, 31, 36-37, 49-50, 58, 60	SE: 50 TE: 24-25, 60,63	TE: 14-15, 36-37, 49-50, 58, 60		SE: 54 TE: 31, 39-40, 46-47, 61	TE: 24, 48, 55, 134

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(8) Comprehension of Literary Text/Sensory Language. Students understand, make inferences and draw conclusions about how an author's sensory language creates imagery in literary text and provide evidence from text to support their understanding. Students are expected to explain the effect of similes and extended metaphors in literary text.	TG: 17; 25; 28; 35; 38; 40; 45; 49; 53; 54	TG: 15-16; 17; 20; 21; 22; 23-24; 25; 28; 30; 32; 35; 38; 38; 42; 47; 51; 52; 56; 57	TE: 20,45-46, 49-50, 60,61-62	SE: 64-65 TE: 31			TE: 34, 53, 54
(9) Comprehension of Informational Text/Culture and History. Students analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to analyze works written on the same topic and compare how the authors achieved similar or different purposes.	TG: 23-24, 33-34, 36-37, 43-44, 47-48, 60	TG: 15-16, 26-27, 31, 36-37, 49-50, 58, 60	TE: 21, 56	TE: 14-15, 36-37, 49-50, 58, 60	SE: 38 TE: 15-16, 24-25, 26-27, 38, 39, 49, 53	TE: 88, 116 TE: 36-37, 46-47, 55	TE: 24-25, 27-28, 30, 38-39, 42, 55
(10) Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to:			SE: 50 TE: 15-16, 21, 24-25, 27-28, 38-39, 43, 52, 63	TE: 14-15, 36-37, 49-50, 58, 60	SE: 38 TE: 15-16, 24-25, 26-27, 38, 39, 49, 53	SE: 116 TE: 23, 27-28, 31, 39-40, 46-47, 55, 61	SE: 46 TE: 24-25, 27-28, 30, 38-39, 42, 55
(A) summarize the main ideas, supporting details, and relationships among ideas in text succinctly in ways that maintain meaning and logical order;	TG: 19; 21; 22; 23	TG: 36-37; 49-50	SE: 50 TE: 21, 24-25, 52, 63	TE: 31, 49-50, 58, 60	TE: 21, 38, 49, 53	SE: 116 TE: 45, 46-47	SE: 46 TE: 24-25, 27-28, 38-39
(B) distinguish factual claims from commonplace assertions and opinions and evaluate inferences from their logic in text;	TG: 22; 23; 29; 50	TG: 31; 43	TE: 60, 63		TE: 49	SE: 116 TE: 45, 46-47	SE: 110 TE: 42, 45-46
(C) make subtle inferences and draw complex conclusions about the ideas in text and their organizational patterns; and	TG: 19, 21, 29, 42, 50,		TE: 21, 56	TE: 30	TE: 49	TE: 19, 23, 43, 45	TE: 19
(D) synthesize and make logical connections between ideas within a text and across two or three texts representing similar or different genres and support those findings with textual evidence.	TG: 41; 58-59	TG: 23; 33; 45	TE: 60, 63		TE: 39	TE: 45, 59, 61	TE: 32

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(11) Comprehension of Informational Text/Persuasive Text. Students analyze, make inferences and draw conclusions about persuasive text and provide evidence from text to support their analysis. Students are expected to:					TE: 39		SE: 86 TE: 42
(A) compare and contrast persuasive texts that reached different conclusions about the same issue and explain how the authors reached their conclusions through analyzing the evidence each presents; and							SE: 86 TE: 42
(B) analyze the use of such rhetorical and logical fallacies as loaded terms, caricatures, leading questions, false assumptions, and incorrect premises in persuasive texts.				TE: 41	TE: 39		SE: 86 TE: 42
(12) Comprehension of Informational Text/Procedural Texts. Students understand how to glean and use information in procedural texts and documents. Students are expected to:							
(B) evaluate graphics for their clarity in communicating meaning or achieving a specific purpose.	SB: 10-11						
(13) Reading/Media Literacy. Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to:					TE: 39		
(B) interpret how visual and sound techniques (e.g., special effects, camera angles, lighting, music) influence the message;					TE: 39		
(14) Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:			TE: 61-62, 65-67	TE: 59, 62-64	TE: 52, 55-57	TE: 59, 60, 63-65	SE: 46, 110 TE: 24-25, 45-46, 62

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(A) plan a first draft by selecting a genre appropriate for conveying the intended meaning to an audience, determining appropriate topics through a range of strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea;	TG: 24, 34; 44	TG: 24-25; 33-34; 45-46; 58; 59; 61; 62-64	TE: 11,35-36, 48, 60-62, 65-67	TE: 59, 62-64	TE: 52, 55-57	TE: 59, 60, 63-65	SE: 46, 110 TE: 24-25, 45-46, 62
(B) develop drafts by choosing an appropriate organizational strategy (e.g., sequence of events, cause-effect, compare-contrast) and building on ideas to create a focused, organized, and coherent piece of writing;	TG: 59	TG: 24-25; 33-34; 45-46; 60-61	SE: 50,86 TE: 24-25, 35-36, 60,61-62, 64, 65-67	TE: 59, 62-64	TE: 52, 55-57	TE: 59, 60, 63-65	SE: 46, 110 TE: 24-25, 45-46, 62
(C) revise drafts to ensure precise word choice and vivid images; consistent point of view; use of simple, compound, and complex sentences; internal and external coherence; and the use of effective transitions after rethinking how well questions of purpose, audience, and genre have been addressed;	TG: 59	TG: 24-25; 33-34; 45-46; 60-61	TE: 61-62, 65-67	TE: 59, 62-64	TE: 52, 55-57	TE: 59, 60, 63-65	SE: 46, 110 TE: 24-25, 45-46, 62
(D) edit drafts for grammar, mechanics, and spelling; and	TG: 59	TG: 62	TE: 61-62, 65-67	TE: 59, 62-64	TE: 52, 55-57	TE: 59, 60, 63-65	SE: 46, 110 TE: 24-25, 45-46, 62
(E) revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences.	TG: 59	TG: 62	TE: 61-62, 65-67	TE: 59, 62-64	TE: 52, 55-57	TE: 59, 60, 63-65	SE: 46, 110 TE: 24-25, 45-46, 62
(15) Writing/Literary Texts. Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Students are expected to:			SE: 112 TE: 20,45-46, 49-50, 60,61-62	TE: 28, 32, 39, 41, 58, 59	TE: 30, 41, 52	SE: 42, 88 TE: 18,22,24-25, 32, 33, 36-37	TE: 34, 53, 54
(A) write an imaginative story that:		TG: 20; 32; 40; 43; 44; 59	SE: 112 TE: 20,45-46, 49-50, 60,61-62	TE: 28, 32, 39, 41, 58, 59	TE: 30, 41, 52	SE: 42, 88 TE: 18,22,24-25, 32, 33, 36-37	TE: 34, 53, 54
(i) sustains reader interest;	TG: 51		SE: 112 TE: 20,45-46, 49-50, 60,61-62	TE: 28, 32, 39, 41, 58, 59	TE: 30, 41, 52	SE: 42, 88 TE: 18,22,24-25, 32, 33, 36-37	TE: 34, 53, 54

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(ii) includes well-paced action and an engaging story line;	TG: 51		SE: 112 TE: 20,45-46, 49-50, 60,61-62	TE: 28, 32, 39, 41, 58, 59	TE: 30, 41, 52	SE: 42, 88 TE: 18,22,24- 25, 32, 33, 36- 37	TE: 34, 53, 54
(iii) creates a specific, believable setting through the use of sensory details;	TG: 51		SE: 112 TE; 20, 45-46, 49-50, 60, 61- 62	TE: 28, 32, 39, 41, 58, 59	TE: 30, 41, 52	SE: 42, 88 TE: 18,22,24- 25, 32, 33, 36- 37	TE: 34, 53, 54
(iv) develops interesting characters; and	TG: 51		SE: 112 TE: 20, 45-46, 49-50, 60, 61- 62	TE: 28, 32, 39, 41, 58, 59	TE: 30, 41, 52	SE: 42, 88 TE: 18,22,24- 25, 32, 33, 36- 37	TE: 34, 53, 54
(v) uses a range of literary strategies and devices to enhance the style and tone; and	TG: 51		SE: 112 TE: 20, 45-46, 49-50, 60, 61- 62	TE: 28, 32, 39, 41, 58, 59	TE: 30, 41, 52	SE: 42, 88 TE: 18,22,24- 25, 32, 33, 36- 37	TE: 34, 53, 54
(B) write a poem using:		TG: 32	TE: 22	SE: 55, 87 TE: 28, 41, 59	TE: 31, 52	TE: 55, 59, 60	
(i) poetic techniques (e.g., rhyme scheme, meter);				SE: 55, 87 TE: 28, 41, 59			
(16) Writing. Students write about their own experiences. Students are expected to write a personal narrative that has a clearly defined focus and includes reflections on decisions, actions, and/or consequences.	TG: 55	TG: 20; 21; 32; 40; 43; 44; 59	SE: 112 TE; 20, 45-46, 49-50, 60, 61- 62	TE: 28, 32, 39, 41, 58, 59	TE: 30, 41, 52	SE: 42, 88 TE: 16,18,22, 24- 25, 32,33,36-37	TE: 34, 53, 54
(17) Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:			SE: 50, 86 TE: 24-25, 35- 36, 60, 61-62, 64	SE: 44, 76, 110 TE: 19, 21, 22, 33-34, 45-46, 58, 59, 60	SE: 38, 72, 118 TE: 24- 25,31,32-33, 42- 43, 51, 52, 54	TE: 21, 59, 60	SE: 74 TE: 35-36, 41, 42, 60, 61
(A) write a multi-paragraph essay to convey information about a topic that:		SB: 46; 81; 112 TG: 21-23-24; 33-34; 45-46; 58; 59; 61	SE: 50, 86 TE: 24-25, 35- 36, 60, 61-62, 64	SE: 44, 76, 110 TE: 19, 21-22, 33-34, 45-46, 58, 59, 60	SE: 38, 72, 118 TE: 24- 25,31,32-33, 42- 43, 51, 52, 54	TE: 21, 59, 60	SE: 74 TE: 35-36, 41, 42, 60, 61

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(i) presents effective introductions and concluding paragraphs;	TG: 33-34; 58-59	SB: 46; 81; 112 TG: 21-23-24; 33-34; 45-46; 58; 59; 61	SE: 50, 86 TE: 24-25, 35-36, 60, 61-62, 64	SE: 44, 76, 110 TE: 19, 21, 22, 33-34, 45-46, 58, 59, 60	SE: 38, 72, 118 TE: 24-25,31,32-33, 42-43, 51, 52, 54	TE: 21, 59, 60	SE: 74 TE: 35-36, 41, 42, 60, 61
(ii) contains a clearly stated purpose or controlling idea;	TG: 33-34; 58-59		SE: 50, 86 TE: 24-25, 35-36, 60, 61-62, 64	SE: 44, 76, 110 TE: 19, 21, 22, 33-34, 45-46, 58, 59, 60	SE: 38, 72, 118 TE: 24-25,31,32-33, 42-43, 51, 52, 54	TE: 21, 59, 60	SE: 74 TE: 35-36, 41, 42, 60, 61
(iii) is logically organized with appropriate facts and details and includes no extraneous information or inconsistencies;	TG: 33-34; 58-59		SE: 50, 86 TE: 24-25, 35-36, 60, 61-62, 64	SE: 44, 76, 110 TE: 19, 21, 22, 33-34, 45-46, 58, 59, 60	SE: 38, 72, 118 TE: 24-25,31,32-33, 42-43, 51, 52, 54	TE: 21, 59, 60	SE: 74 TE: 35-36, 41, 42, 60, 61
(iv) accurately synthesizes ideas from several sources; and	TG: 33-34; 58-59		TE: 61-62	SE: 44, 76, 110 TE: 19, 21-22, 33-34, 45-46, 58, 59, 60	SE: 38, 72, 118 TE: 24-25,31,32-33, 42-43, 51, 52, 54	TE: 21, 59, 60	SE: 74 TE: 35-36, 41, 42, 60, 61
(v) uses a variety of sentence structures, rhetorical devices, and transitions to link paragraphs;			SE: 50, 86 TE: 24-25, 35-36, 60, 61-62, 64	SE: 44, 76, 110 TE: 19, 21, 22, 33-34, 45-46, 58, 59, 60	SE: 38, 72, 118 TE: 24-25,31,32-33, 42-43, 51, 52, 54	TE: 21, 59, 60	SE: 74 TE: 35-36, 41, 42, 60, 61
(B) write a letter that reflects an opinion, registers a complaint, or requests information in a business or friendly context;			TE: 62	TE: 59			
(C) write responses to literary or expository texts that demonstrate the use of writing skills for a multi-paragraph essay and provide sustained evidence from the text using quotations when appropriate; and	TG: 55; 58	TG: 52; 56	SE: 50, 86, 112 TE: 11,12,24-25, 35-36, 45-46, 48	SE: 44, 76, 110 TE: 21-22, 33-34, 45-46, 58, 59, 60, 61		SE: 116 TE: 46-47, 59, 60, 62, 63-65	TE: 24-25, 45-46, 60-6

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(D) produce a multimedia presentation involving text, graphics, images, and sound using available technology.	TG: 57	TG: 58; 59	SE: 50, 86 TE: 24-25, 35-36, 60, 61-62, 64	TE: 59	TE: 51, 52	TE: 59,60	TE: 58
(18) Writing/Persuasive Texts. Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write a persuasive essay to the appropriate audience that:			TE: 61-62	TE: 58, 61	TE: 39, 51, 52	SE: 116 TE: 19, 46-47, 59, 62	SE: 74 TE: 35-36
(A) establishes a clear thesis or position;	TG: 23-24; 55-56				TE: 39, 51, 52	SE: 116 TE: 19, 46-47, 59, 62	SE: 74 TE: 35-36
(B) considers and responds to the views of others and anticipates and answers reader concerns and counter-arguments; and	TG: 23-24; 55-56		TE: 61-62	TE: 58, 61	TE: 39, 51, 52	SE: 116 TE: 19, 46-47, 59, 62	SE: 74 TE: 35-36
(C) includes evidence that is logically organized to support the author's viewpoint and that differentiates between fact and opinion.	TG: 23-24; 55-56		TE: 61-62	TE: 58, 61	TE: 39, 51, 52	SE: 116 TE: 19, 46-47, 59, 62	SE: 74 TE: 35-36
(22) Research/Research Plan. Students ask open-ended research questions and develop a plan for answering them. Students are expected to:		TG: 30, 58, 59	SE: 50,86 TE: 24-25, 35-36, 60, 61-62, 64	TE: 58, 59	SE: 38 TE: 24, 25, 51, 52	TE: 50, 51, 59, 60, 62, 63-65	TE: 58, 59
(A) brainstorm, consult with others, decide upon a topic, and formulate a major research question to address the major research topic; and			TE: 60, 61-62, 64	TE: 58, 59	SE: 38 TE: 24, 25, 51, 52	TE: 50, 51, 59, 60, 62, 63-65	TE: 58, 59
(B) apply steps for obtaining and evaluating information from a wide variety of sources and create a written plan after preliminary research in reference works and additional text searches.	TG: 23-24; 55-56		TE: 60, 61-62, 64	TE: 58, 59	SE: 38 TE: 24, 25, 51, 52	SE: 116 TE: 46-47, 59, 60, 62, 63-65	TE: 58, 59
(23) Research/Gathering Sources. Students determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather. Students are expected to:		TG: 30, 58, 59	TE: 60, 61-62, 64	TE: 58, 59	SE: 38 TE: 24, 25, 51, 52	SE: 116 TE: 46-47, 59, 60, 62, 63-65	TE: 62

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(A) follow the research plan to gather information from a range of relevant print and electronic sources using advanced search strategies;			SE: 50, 86 TE: 21-25, 35-36, 60, 61-62	TE: 58, 59	SE: 38 TE: 24, 25, 51, 52	SE: 116 TE: 46-47, 59, 60, 62, 63-65	TE: 62
(B) categorize information thematically in order to see the larger constructs inherent in the information;			SE: 50, 86 TE: 24-25, 35-36, 60, 61-62	TE: 58, 59	SE: 38 TE: 24, 25, 51, 52	SE: 116 TE: 46-47, 59, 60, 62, 63-65	
(C) record bibliographic information (e.g., author, title, page number) for all notes and sources according to a standard format; and			TE: 60, 61, 62, 64	TE: 58, 59	SE: 38 TE: 24, 25, 51, 52	SE: 116 TE: 46-47, 59, 60, 62, 63-65	TE: 62
(D) differentiate between paraphrasing and plagiarism and identify the importance of using valid and reliable sources.			TE: 60, 61, 62, 64	TE: 58, 59	SE: 38 TE: 24, 25, 51, 52	SE: 116 TE: 46-47, 59, 60, 62, 63-65	TE: 62
(24) Research/Synthesizing Information. Students clarify research questions and evaluate and synthesize collected information. Students are expected to:		TG: 30, 58, 59	SE: 50,86 TE: 24-25, 35-36, 60, 61-62	TE: 58, 59	TE: 51, 52	SE: 116 TE: 46-47, 59, 60, 62, 63-65	TE: 58, 59, 62
(A) narrow or broaden the major research question, if necessary, based on further research and investigation; and			SE: 50,86 TE: 24-25, 35-36, 60, 61-62	TE: 58, 59	TE: 51, 52	TE: 50, 51, 59, 60, 62, 63-65	TE: 58, 59
(B) utilize elements that demonstrate the reliability and validity of the sources used (e.g., publication date, coverage, language, point of view) and explain why one source is more useful and relevant than another.			TE: 60, 61-62, 64	TE: 58, 59	SE: 38 TE: 24, 25, 51, 52	TE: 50, 51, 59, 60, 62, 63-65	TE: 62
(25) Research/Organizing and Presenting Ideas. Students organize and present their ideas and information according to the purpose of the research and their audience. Students are expected to synthesize the research into a written or an oral presentation that:		TG: 30, 58, 59	TE: 60, 61-62, 64	TE: 59	TE: 51, 52	SE: 116 TE: 46-47, 59, 60, 62, 63-65	TE: 58, 59, 62
(A) draws conclusions and summarizes or paraphrases the findings in a systematic way;	TG: 23-24; 55-56		TE: 60, 61-62, 64	TE: 59	TE: 51, 52	SE: 116 TE: 46-47, 59, 60, 62, 63-65	TE: 58, 59

**Literature and Thought  
Grade 8 TEKS Correlation**

	LITERARY THEMES						
	And Justice for All	Best of Friends	Decisions, Decisions	Family Matters	On the Edge of Survival	To Be a Hero	Who Am I?
<b>§110.20. English Language Arts and Reading, Grade 8, Beginning with School Year 2009-2010</b>							
(B) marshals evidence to explain the topic and gives relevant reasons for conclusions;	TG: 23-24; 55-56		TE: 49-40, 60, 61-62, 64	TE: 58, 59, 62-64	SE: 38 TE: 24, 25, 51, 52	SE: 42, 116 TE: 24-25, 46-47, 50-51, 59, 60, 62, 63-65	TE: 58, 59
(C) presents the findings in a meaningful format; and	TG: 23-24; 55-56		TE: 60, 61-62, 64	TE: 59	TE: 51, 52	TE: 59,60	TE: 58
(D) follows accepted formats for integrating quotations and citations into the written text to maintain a flow of ideas.			TE: 60, 61-62, 64		SE: 38 TE: 24, 25, 51, 52	SE: 116 TE: 46-47, 59, 60, 62, 63-65	TE: 62
(26) Listening and Speaking/Listening. Students will use comprehension skills to listen attentively to others in formal and informal settings. Students will continue to apply earlier standards with greater complexity. Students are expected to:			TE: 18, 20, 22, 23, 30, 33, 34, 42, 43, 54, 56, 58, 60, 61-62, 63	TE: 17, 18, 41, 42, 44, 52, 55, 56, 58, 59, 60	TE: 19, 20, 21, 29, 30, 49, 51, 53	TE: 19,22,21,22, 23,32,34,35, 43, 44, 45, 54, 55, 56, 60, 61	TE: 20, 21, 22, 30, 31, 33, 42, 43, 55, 56, 62
(A) listen to and interpret a speaker's purpose by explaining the content, evaluating the delivery of the presentation, and asking questions or making comments about the evidence that supports a speaker's claims;			TE: 18, 20, 22, 23, 30, 33, 34, 42, 43, 56, 58, 60, 61-62, 63	TE: 17, 18, 41, 42, 44, 52, 55, 56, 58, 59, 60	TE: 19, 20, 21, 29, 30, 49, 51, 53	TE: 19,22,21,22, 23,32,34,35, 43, 44, 45, 54, 55, 56, 60, 61	TE: 20, 21, 22, 30, 31, 33, 42, 43, 55, 56, 62
(B) follow and give complex oral instructions to perform specific tasks, answer questions, or solve problems; and			TE: 36	TE: 58, 59, 60	TE: 19, 20, 21, 29, 30, 49, 51, 53	X	TE: 20, 21, 22, 30, 31, 33, 42, 43, 55, 56, 62
(C) summarize formal and informal presentations, distinguish between facts and opinions, and determine the effectiveness of rhetorical devices.			TE: 55	TE: 58, 59, 60	TE: 19, 20, 21, 29, 30, 49, 51, 53	TE: 19,22,21,22, 23,32,34,35, 43, 44, 45, 54, 55, 56, 60, 61	TE: 20, 21, 22, 30, 31, 33, 42, 43, 55, 56, 62
(27) Listening and Speaking/Speaking. Students speak clearly and to the point, using the conventions of language. Students will continue to apply earlier standards with greater complexity. Students are expected to advocate a position using anecdotes, analogies, and/or illustrations, and use eye contact, speaking rate, volume, enunciation, a variety of natural gestures, and conventions of language to communicate ideas effectively.	TG: 56		TE: 61-62, 63	TE: 58, 59, 60	TE: 30, 51, 52, 53	TE: 44, 54, 60, 61, 63-65	TE: 58, 59, 62

**Literature and Thought  
Grade 8 TEKS Correlation**

	LITERARY THEMES						
	And Justice for All	Best of Friends	Decisions, Decisions	Family Matters	On the Edge of Survival	To Be a Hero	Who Am I?
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(28) Listening and Speaking/Teamwork. Students work productively with others in teams. Students will continue to apply earlier standards with greater complexity. Students are expected to participate productively in discussions, plan agendas with clear goals and deadlines, set time limits for speakers, take notes, and vote on key issues.	TG: 46	TG: 18; 22; 31	TE: 18, 20, 22, 23, 30, 33, 34, 42, 43, 56, 58, 60, 61, 62, 63	TE: 17, 18, 41, 42, 44, 52, 55, 56, 58, 59, 60	TE: 19, 20, 21, 29, 30, 49, 51, 53	TE: 19,22,21,22, 23,32,34,35, 43, 44, 45, 54, 55, 56, 60, 61	TE: 20, 21, 22, 30, 31, 33, 42, 43, 55, 56, 62