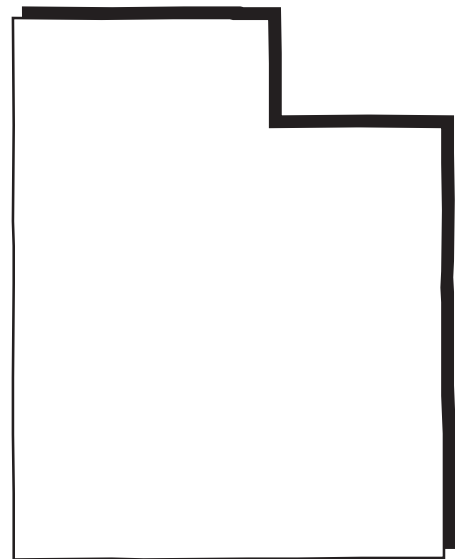


BRIDGES TO  
LITERATURE  
Level III

*correlated to the*

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**Utah Secondary  
Language Arts  
Core Curriculum  
Standards  
Eighth Grade**





c. Determine word meaning through definition or explanation context clues.

**TE:** T41, T42, T43, T48, T51, T59, T82-T83, T84, T85, T88, T91, T111, T115, T117, T120, T173, T174, T175, T176, T177, T182, T185, T189, T192, T229, T230, T231, T232, T234, T235, T237, T240, T268-T269, T270, T271, T272, T275, T278, T310-T311, T312, T317, T320, T338-T339, T340, T341, T344, T347, T400-T401, T402, T403, T404, T405, T407, T410, T468-T469, T470, T471, T474, T477, T550-T551, T552, T553, T554, T557, T558, T559, T562, T565, T575, T608-T611, T624

**SB:** 13, 25, 33, 50, 61, 73, 85, 93, 113, 130, 152

**PW:** 3, 6, 9, 12, 25, 28, 31, 34, 38, 41, 44, 47, 61, 64, 67, 70, 75, 78, 81, 84, 134, 137, 140, 143

d. Distinguish between commonly confused words (i.e., *capital /capitol; cell/sale/sell; choose/chose; emigrate/immigrate; farther/further; knew/new; loose/lose; passed/past; quiet/quit/quite; their/they're/there; weak/week*).

**TE:** T175, T193, T248, T252, T398

**SB:** 51, 66, 110

**PW:** 39, 42, 45, 48, 110, 113, 116, 119, 167

Objective 2 (Comprehension of Informational Text): Comprehend and evaluate informational text (i.e., textbooks, biographies/autobiographies, persuasive essays, letters, graphs, charts).

a. Use external text features to enhance comprehension (i.e., headings, subheadings, pictures, captions, sidebars, annotations, italics, bolded words, graphs, charts and tables of contents).

**PE:** Each selection begins with a picture or photograph, a “Connect to Your Life” feature, and a “Building Background” feature to enhance student comprehension. Photographs with identifying captions or photographs are placed to provide visual understanding of the selection, supporting the developing action. Sidebar definitions are throughout the Pupil Edition. See the following pages: 41, 48-58, 60-67, 194-203, 252-259, 304-316, 342, 345, 347, 372, 373, 374, 407, 459

**TE:** T57, T71, T130, T339, T471, T472, T505, T506, T507, T510, T513, T551, T554, T558, T570, T572, T576

**SB:** 139

- b. Comprehend text using internal text structures and their appropriate cue words and phrases (i.e., question/answer, comparison/contrast).

**PE:** 63, 258, 377, 379, 419, 447

**TE:** T84, T328, T340, T342, T343, T346, T418, T470, T473, T475, T476, T508, T509, T552, T555, T557, T561, T563, T564, T579, T647-T649

**SB:** 92, 128, 129, 150, 151

- c. Infer meaning from explicit information in text.

**PE:** 47, 52, 76, 97, 200, 201, 296, 300, 302, 307, 313, 317, 375, 379, 424, 437, 449

**TE:** T59, T60, T71, T99, T132, T258, T402, T404, T405, T416, T419, T421, T472, T507, T509, T560, T571, T573, T574, T580, T650-T652

- d. Distinguish fact from opinion.

**PE:** 67, 264, 267, 303, 459

**TE:** T84, T85, T86, T87, T89, T351, T353, T355, T360, T361, T362, T363, T365, T405, T656-T658

**SB:** 23, 95, 99

Objective 3 (Comprehension of Literary Text): Comprehend literature by differentiating the uses of literary elements in narrative texts.

- a. Determine which incidents are important to moving the plot forward and to making predictions (e.g., flashback, foreshadowing)

**PE:** 129, 135, 189, 206, 219, 276, 336, 389, 454, 456, 457

**TE:** T14, T15, T17, T18, T21, T43, T45, T113, T173, T174, T176, T180, T182, T183, T186, T187, T188, T190, T191, T230, T234, T235, T236, T238, T270, T271, T272, T273, T274, T277, T286, T287, T288, T290, T291, T374, T376, T379, T381, T458, T488, T489, T492, T498, T499, T500, T501, T502, T533, T534, T535, T537, T538, T542, T545, T639-T641, T653-T655, T659-T662, T664, T665, T670, T671, T672

**SB:** 4, 48, 49, 59, 72, 75, 76, 103, 133, 136, 137, 147

- b. Describe a character's traits based on what other characters think, say, and do.

**PE:** 93, 362

**TE:** T28, T29, T33, T36, T125, T126, T178, T488, T655, T673

**SB:** 8, 11, 12, 68, 75, 79, 84, 104, 154

c. Identify themes in literary works.

**PE:** 2, 163, 171, 173, 193, 230, 263, 280, 318, 320, 321, 325, 331, 457, 463

**TE:** T60, T112, T115, T116, T119, T148, T199, T203, T220, T246, T298, T299,  
T301, T302, T305, T352, T353, T355, T356, T378, T388, T390, T391,  
T392, T393, T396, T433, T434, T435, T438, T447, T448, T453, T484,  
T487, T520, T521, T522, T525, T541

**SB:** 32, 80, 95, 96, 108, 119, 143

d. Define and describe settings in literature (e.g., place, time, and customs).

**PE:** 2, 119, 152, 335, 457

**TE:** T44, T58, T142, T143, T144, T145, T146, T149, T152, T160, T165, T168,  
T174, T185, T286, T288, T291, T482, T484, T489, T492, T500, T502,  
T520, T540, T542, T544, T659-T662

**SB:** 41, 45, 76, 133, 137, 146

e. Compare types of figurative language (i.e., simile, metaphor, and symbolism).

**PE:** 321, 462, 463

**TE:** T299, T300, T433, T452, T570, T571, T572, T573, T574, T577, T578,  
T579, T581, T584

**SB:** 9, 21, 155

f. Distinguish between free verse and rhyme.

**PE:** 158, 160, 161, 318, 329, 462, 463

**TE:** T198, T199, T200, T201, T202, T204, T205, T219, T220, T224, T225,  
T433, T443, T447, T448, T449, T450, T452, T453, T496, T497, T498

**SB:** 52, 53, 122

**Standard 2 (Writing): Students will write informational and literary text to reflect on and recreate experiences, report observations, and persuade others.**

Objective 1 (Writing to Learn): Evaluate information, interpret ideas, and demonstrate thinking through writing.

a. Organize events and ideas in order of importance.

**SB:** 164-166, 179-181, 185-187, 188-190, 191-193

b. Focus written facts or events around a clearly stated, unifying idea.

**TE:** T76, T80, T99, T246, T301, T316, T318, T330, T352, T353, T355

**SB:** 22, 83, 95, 161, 164-166, 167-169, 170-172, 173-175, 176-178, 179-181, 182, 185-187, 188-190, 191-193, 194

c. Connect text to self, text to world and text to text.

**PE:** 49, 69, 94, 371, 381

**TE:** T13, T83, T95, T105, T116, T117, T121, T128, T189, T193, T206, T225, T246, T297, T301, T330, T344, T348, T380, T384, T423, T427, T490, T494, T505, T511, T515, T519, T523, T527, T533, T569, T582, T586, T664, T666

**SB:** 30, 34, 35, 51, 94, 106, 118, 135, 141, 145, 157, 161, 167, 170, 173, 176-178, 185, 188, 191, 194

Objective 2 (Extended Writing): Write to identify and reflect on feelings to recreate experiences. (Emphasize short biographies, narratives, or memoirs. Students should use the entire writing process to produce at least one extended piece per term, not necessarily limited to the type of writing emphasized at individual grade levels.)

a. Convey a unifying theme or idea.

**TE:** T99, T246, T301, T330, T352

**SB:** 161, 164-166, 167-169, 170-172, 173-175, 176-178, 179-181, 182, 185-187, 188-190, 191-193, 194

b. Order events effectively and experiment with flashback or foreshadowing.

**SB:** 161-163, 182-184, 194-196

c. Use narrative details (e.g., dialogue, description, imagery, symbolism).

**TE:** T315, T449, T450

**SB:** 122, 161-163, 167-169, 170-172, 173-175, 176-178, 179, 182-184, 188, 194-196

Objective 3 (Revision and Editing): Revise and edit to strengthen ideas, organization, voice, word choice, sentence fluency and conventions.

a. Evaluate and revise for:

- Ideas: Specific and relevant details that support the idea.

**SB:** 163, 166, 169, 175, 181, 193, 196

- Organization: An introduction, body, and conclusion with a controlling idea, topic sentences, and supporting details.

**SB:** 166, 169, 181, 193, 196

- Voice: Appropriate tone and voice.

**SB:** 187, 190

- Word Choice: Words appropriate to audience.

**SB:** 187

- Sentence Fluency: Varied sentence structure.

**SB:** 193

b. Edit for conventions:

- Correct grade-level spelling

*Opportunities to address the standard will occur as students edit writing assignments as suggested on the following pages:*

**SB:** 163, 166, 169, 172, 175, 178, 181, 184, 187, 190, 193, 196

- Correct use of quotation marks and commas in dialogue.

**SB:** 163, 207

- Correct verb tenses.

**SB:** 166, 172, 206

- Correct use of relative pronouns.

**SB:** 204

- Correct agreement of pronouns and antecedents.

**SB:** 169, 202

- Correct capitalization of titles of books, poems, etc., and titles of courses (e.g., History 202).

*Opportunities to address the standard will occur as students edit writing assignments as suggested on the following pages:*

**SB:** 163, 166, 169, 172, 175, 178, 181, 184, 187, 190, 193, 196

**Standard 3 (Inquiry/Research/Oral Presentation): Students will understand the process of seeking and giving information in conversations, group discussions, written reports, and oral presentations.**

Objective 1 (Processes of Inquiry): Use the process of inquiry to focus thinking toward understanding an idea or concept.

- a. Formulate text-supported, open-ended questions for inquiry (i.e., literal, interpretive inferential, evaluative).

**SB:** 191

- b. Choose information that best supports the focus of inquiry.

**TE:** T330

**SB:** 191-193

- c. Distinguish between reliable and unreliable sources of information.

**TE:** T363, T366

**SB:** 100, 193

- d. Distinguish primary from secondary sources.

*Opportunities to address the standard will occur as students carry out the research activities on the following pages:*

**SB:** 191-193

Objective 2 (Written Communication of Inquiry): Write to demonstrate understanding of an idea or concept.

- a. Select an appropriate format to demonstrate understanding.

**SB:** 191

- b. Gather information from more than one source.

**TE:** T330

**SB:** 191-193

- c. Report information by paraphrasing, summarizing, and/or quoting from sources.

**TE:** T330

**SB:** 191-193

- d. Use informal citation to support inquiry.

*Opportunities to address the standard will occur as students carry out the research activities on the following pages:*

**SB:** 191-193

Objective 3 (Oral Communication of Inquiry): Participate in and report on small group learning activities.

- a. Determine the purpose for small group learning activities (e.g., to respond to writing, to acquire information, to present ideas, to clarify understanding).

*Opportunities to address the standard will occur as students carry out the group activities on the following pages:*

**PE:** 41, 49, 69, 223, 245, 381

**TE:** T13, T32, T46, T69, T83, T88, T92, T95, T99, T115, T117, T124, T130, T134, T164, T166, T187, T214, T235, T237, T255, T261, T275, T289, T293, T297, T315, T317, T321, T327, T344, T354, T360, T364, T368, T421, T437, T447, T461, T519, T523, T543

**SB:** 26, 78, 86, 102

- b. Identify and assume responsibility for specific group tasks, including asking relevant questions.

**PE:** 41, 49, 69, 223, 245, 381

**TE:** T13, T32, T46, T69, T83, T88, T92, T95, T99, T115, T117, T124, T130, T134, T164, T166, T187, T214, T235, T237, T255, T261, T275, T289, T293, T297, T315, T317, T321, T327, T344, T354, T360, T364, T368, T421, T437, T447, T461, T519, T523, T543

**SB:** 26, 78, 86, 102

- c. Respond appropriately to group members' questions and contributions.

**PE:** 381

**TE:** T32, T46, T130, T285, T317, T330, T350, T360, T421, T437, T442, T447, T519

- d. Present group reports.

**TE:** T317, T447, T519

*\*Reading Fluency activities will provide practice, leading to confidence in oral presentations by having students practice a smooth flow, vocal variety, pronunciation (see TE pages T25, T107, T195, T267, T281, T295, T323, T413, T429, T517, T549).*

