

**California Academic Content Standards
English Language Arts**

Correlated to

**Focus on Reading Strategies
Perfection Learning Corporation**

Grade 8

English Language Arts Content Standards	Focus on Reading Strategies Student Book Pages
<p>1.0 Word Analysis, Fluency, and Systematic Vocabulary Development</p> <p>1.1 Analyze idioms, analogies, metaphors, and similes to infer the literal and figurative meanings of phrases.</p> <p>1.2 Understand the most important points in the history of English language and use common word origins to determine the historical influences on English word meanings.</p> <p>1.3 Use word meanings within the appropriate context and show ability to verify those meanings by definition, restatement, example, comparison, or contrast.</p>	<p>28, 42-43, 105</p> <p>117-119</p> <p>11, 18, 28, 42-43, 47, 55, 64, 65, 83, 93, 103, 127, 136-137</p>
<p>2.0 Reading Comprehension (Focus on Informational Materials)</p> <p>2.1 Compare and contrast the features and elements of consumer materials to gain meaning from documents (e.g., warranties, contracts, product information, instruction manuals).</p> <p>2.2 Analyze text that uses proposition and support patterns.</p> <p>2.3 Find similarities and differences between texts in the treatment, scope, or organization of ideas.</p> <p>2.4 Compare the original text to a summary to determine whether the summary accurately captures the main ideas, includes critical details, and conveys the underlying meaning.</p>	<p>15-20</p> <p>6-10, 31, 45</p> <p>133-134</p> <p>47-48</p>
<p>3.0 Literary Response and Analysis</p> <p>3.2 Evaluate the structural elements of the plot (e.g., subplots, parallel episodes, climax), the plot's development, and the way in which conflicts are (or are not) addressed and resolved.</p> <p>3.3 Compare and contrast motivations and reactions of</p>	<p>57</p> <p>108-117</p>

<p>literary characters from different historical eras confronting similar situations or conflicts.</p> <p>3.4 Analyze the relevance of the setting (e.g., place, time, customs) to the mood, tone, and meaning of the text.</p> <p>3.6 Identify significant literary devices (e.g., metaphor, symbolism, dialect, irony) that define a writer's style and use those elements to interpret the work.</p> <p>3.7 Analyze a work of literature, showing how it reflects the heritage, traditions, attitudes, and beliefs of its author. (Biographical approach)</p>	<p>8-10, 97-106, 123-150</p> <p>108-117, 143-147</p> <p>123-126, 131, 135</p>
<p>1.0 Writing strategies</p> <p>1.1 Create compositions that establish a controlling impression, have a coherent thesis, and end with a clear and well-supported conclusion.</p> <p>1.5 Achieve an effective balance between researched information and original ideas.</p>	<p>14, 68</p> <p>46, 68, 78, 86, 46, 130, 140</p>
<p>2.0 Writing Applications (Genres and Their Characteristics)</p> <p>2.1 Write biographies, autobiographies, short stories, or narratives:</p> <p>a. Relate a clear, coherent incident, event, or situation by using well-chosen details.</p> <p>c. Employ narrative and descriptive strategies (e.g., relevant dialogue, specific action, physical description, background description, comparison or contrast of characters).</p> <p>2.2 Write responses to literature:</p> <p>a. Exhibit careful reading and insight in their interpretations.</p> <p>c. Draw supported inferences about the effects of a literary work on its audience.</p> <p>2.4 Write persuasive compositions:</p> <p>a. Include a well-defined thesis (i.e., one that makes a clear and knowledgeable judgment).</p>	<p>96, 122</p> <p>96</p> <p>32, 45-46, 58, 78, 86, 106, 122, 130, 150</p> <p>140</p> <p>14, 68, 140</p>