



The Indiana Student Edition

Welcome to the Indiana edition of *Glencoe Literature: Reading with Purpose*. We have written this text with several goals in mind. First, we want you to succeed in this course. We also want you to succeed in your practice of the Indiana English/Language Arts Academic Standards and on the ISTEP+ test. To help you, we have provided lessons for the Academic Standards, which tell you what you are expected to learn throughout the school year. We have also included ISTEP+ test practice at the end of every unit so that you can prepare for the state test. As you read the selections in this book and work through questions and activities, you will become a better reader, a better test-taker, and a more successful student!

Covers the Indiana Grade 8 English/Language Arts Academic Standards

Indiana state bird



This section of your book contains the following:

Indiana's Academic Standards	T73
Correlation to the Indiana English/Language Arts Academic Standards	T74
Succeeding on the ISTEP+ Test	T85
How to Use <i>Reading with Purpose</i>	T88



Indiana Academic Standards

An Introduction to the Indiana English/Language Arts Academic Standards

The standards describe a connected body of linguistic understandings and competencies and are a comprehensive foundation that all students should learn. They describe the knowledge and skills that students should acquire from Kindergarten through high school.

Standard 1: READING: Word Recognition, Fluency, and Vocabulary Development

Word recognition involves the understanding of the basic features of words: word parts, patterns, relationships, and origins. Students use phonics, context clues, and a growing knowledge of English and other languages to determine the meaning of words and become fluent readers.

Standard 2: READING: Comprehension

Comprehension involves understanding grade-level-appropriate material. Students develop strategies such as asking questions; making predictions; and identifying and analyzing structure, organization, perspective, and purpose. After Grade 5, the focus is on informational texts.

Standard 3: READING: Literary Response and Analysis

Response to grade-level-appropriate literature includes identifying story elements such as character, theme, plot, and setting, and making connections and comparisons across texts. Literary response enhances students' understanding of history, culture, and the social sciences.

Standard 4: WRITING: Process

The writing process includes prewriting, drafting, editing, and revising. Students progress through these stages to write clear, coherent, and focused paragraphs and essays.

Standard 5: WRITING: Applications

Through the exploration of different types of writing and the characteristics of each, students become proficient at narrative (stories), expository (informational), descriptive (sensory), persuasive (emotional appeal), argumentative (logical defense), and technical writing. Writing demonstrates an awareness of the audience (intended reader) and purpose for writing.

Standard 6: WRITING: English Language Conventions

Conventions include the grade-level-appropriate mechanics of writing, such as penmanship, spelling, grammar, capitalization, punctuation, sentence structure, and manuscript form.

Standard 7: LISTENING AND SPEAKING: Skills, Strategies, and Applications

Response to oral communication includes careful listening and evaluation of content. Speaking skills, such as phrasing, pitch, and tone are developed in conjunction with such strategies as narration, exposition, description, and persuasion and are applied to students' delivery of oral presentations.



Correlation to the Indiana ELA Academic Standards

Reading	
INDIANA ACADEMIC STANDARDS	COURSE 3
8.1 Reading: Word Recognition, Fluency, and Vocabulary Development	
<p>8.1.1 Analyze idioms and comparisons—such as analogies, metaphors, and similes—to infer the literal and figurative meanings of phrases.</p> <ul style="list-style-type: none"> • Idioms: expressions that cannot be understood just by knowing the meanings of the words in the expression, such as <i>to be an old hand at something</i> or <i>to get one’s feet wet</i>. • Analogies: comparisons of the similar aspects of two different things • Metaphors: implied comparisons, such as <i>The stars were brilliant diamonds in the night</i> • Similes: comparisons that use <i>like</i> or <i>as</i>, such as <i>The stars were like a million diamonds in the sky</i>. 	<p>Genre Focus: Key Literary Element: Figurative Language 446</p> <p>Key Literary Element: Simile and Metaphor 471, 472, 473, etc.</p> <p>Key Literary Element: Literal and Figurative Language 849, 890, 893, etc.</p>
<p>8.1.2 Understand the influence of historical events on English word meaning and vocabulary expansion.</p> <p>Example: Recognize how the early influences of Spanish explorers in North America expanded American English vocabulary, adding words such as <i>tornado</i>, <i>tomato</i>, and <i>patio</i>.</p>	<p>English Language Coach: Historical Influences on English 764, 892, 1062, etc.</p>
<p>8.1.3 Verify the meaning of a word in its context, even when its meaning is not directly stated, through the use of definition, restatement, example, comparison, or contrast.</p> <p>Example: Understand the meaning of <i>pickle</i> in a sentence, such as <i>The pickle was an important part of metal working</i>. Use a dictionary to help clarify the use of the word <i>pickle</i> in this context.</p>	<p>English Language Coach: Context Clues 16, 44, 54, etc.</p>
8.2 Reading: Comprehension (Focus on Informational Materials)	
<p>8.2.1 Compare and contrast the features and elements of consumer materials to gain meaning from documents.</p> <p>Example: Compare examples of a variety of instructional or technical manuals, such as those for a computer, hair appliance, camera, or electronic game, brought to class by different students. Describe what features make certain instructions easier than others to understand and follow.</p>	<p>Text Element: Instructions 509, 510, 515</p>
<p>8.2.2 Analyze text that uses proposition (statement of argument) and support patterns.</p> <p>Example: Read and analyze the organization of the “pro” and the “con” editorials on a topic of interest in <i>USA Today</i>. In each, decide if the argument is simply and clearly stated. Decide if there are at least three major points in support of the argument, with the strongest argument given first.</p>	<p>Genre Focus: Key Reading Skill: Distinguishing Fact from Opinion 922–925</p> <p>Genre Focus: Key Literary Element: Persuasive Appeal 922–925</p> <p>Genre Focus: Key Literary Element: Author’s Bias 922–925</p>



Reading: Comprehension (continued)

INDIANA ACADEMIC STANDARDS	COURSE 3
<p>8.2.2 continued</p>	<p>Genre Focus: Key Literary Element: Faulty Reasoning 922–925 Key Reading Skill: Distinguishing Fact from Opinion 929, 930, 933, etc. Key Literary Element: Persuasive Appeal 929, 932, 939 Key Literary Element: Author’s Bias 975, 977, 979, etc. Key Literary Element: Faulty Reasoning 995, 996, 999 How to Compare Literature: Persuasive Appeal 1012–1013, 1020</p>
<p>8.2.3 Find similarities and differences between texts in the treatment, amount of coverage, or organization of ideas. Example: Read articles on the same current topic in magazines, such as <i>Time</i> and <i>Newsweek</i>, and editorials in national or local newspapers. Compare and contrast the texts in how they present the issue.</p>	<p>Reading Across Texts Workshop 404–419 Reading Across Texts Workshop 1144–1159 How to Compare Literature: Persuasive Appeal 1012–1013, 1020</p>
<p>8.2.4 Compare the original text to a summary to determine whether the summary accurately describes the main ideas, includes the important details, and conveys the underlying meaning. Example: After writing summaries or creating graphic organizers on an informational text read for class, exchange the summary or organizer with another student. Evaluate this classmate’s summary, based on how well the student describes the most important elements of the text.</p>	<p>Key Reading Skill: Summarizing 849, 850, 859, etc.</p>
<p>8.2.5 Use information from a variety of consumer and public documents to explain a situation or decision and to solve a problem. Example: Decide which is the most practical and economical wireless telephone to purchase by reading articles, brochures, Web pages, and other consumer sources, such as <i>Consumer Reports</i>.</p>	<p>Listening, Speaking, and Viewing: Understanding Persuasive Techniques 991</p>
<p>8.2.6 Evaluate the logic, internal consistency, and structural patterns of text. Example: Read <i>The Brooklyn Bridge: They Said It Couldn’t Be Built</i> by Judith St. George and evaluate the techniques and the effectiveness of the development of the main idea of the book.</p>	<p>Genre Focus: Key Reading Skill: Understanding Text Structures 292, 294 Genre Focus: Key Reading Skill: Identifying the Main Idea and Supporting Details 292, 294 Key Reading Skill: Understanding Text Structures 336–337, 341, 350, etc. Key Reading Skill: Identifying the Main Idea and Supporting Details 386–387, 389, 390, etc.</p>



INDIANA ACADEMIC STANDARDS	COURSE 3
<p>8.3 Reading: Literary Response and Analysis</p>	
<p>8.3.1 Determine and articulate the relationship between the purposes and characteristics of different forms of poetry (including ballads, lyrics, couplets, epics, elegies, odes, and sonnets).</p> <ul style="list-style-type: none"> • Ballad: a poem that tells a story • Lyric: words set to music • Couplet: two successive lines of verse that rhyme • Epic: a long poem that describes heroic deeds or adventures • Elegy: a mournful poem for the dead • Ode: a poem of praise • Sonnet: a rhymed poem of 14 lines <p>Example: Describe the different forms of poetry. Compare poems such as John Ciardi’s “Elegy for Jog,” Pablo Neruda’s “Odes to Common Things,” and Edgar Allan Poe’s sonnet “To Science.”</p>	<p>Genre Focus: Poetry 446–447</p> <p>Key Literary Element: Narrative Poetry 185, 186, 190, etc.</p> <p>Talk About Your Reading 454</p> <p>Writing Tip: Purpose and Audience 465</p> <p>Literary Element: Lyrics 477–481</p>
<p>8.3.2 Evaluate the structural elements of the plot, such as subplots, parallel episodes, and climax; the plot’s development; and the way in which conflicts are (or are not) addressed and resolved.</p> <p>Example: Read a book, such as <i>Holes</i> by Louis Sachar, and discuss how the plot is developed, including the climax and its resolution and how different subplots are incorporated into the story.</p>	<p>Genre Focus: Key Literary Element: Plot 150, 158, 159</p> <p>Genre Focus: Key Literary Element: Conflict 155</p> <p>Key Literary Element: Plot 195, 197, 198, etc.</p> <p>Key Literary Element: Conflict 207, 209, 213, etc.</p>
<p>8.3.3 Compare and contrast the motivations and reactions of literary characters from different historical eras confronting either similar situations and conflicts or similar hypothetical situations.</p> <p>Example: Compare books that deal with the theme of the impact of war, both on those who fight in the battles and those who remain at home. Books on this theme include books on the Civil War period, such as <i>Bull Run</i> by Paul Fleischman, books on World War I, such as <i>After the Dancing Days</i> by Margaret Rostkowski, or about the Vietnam War, such as <i>Park’s Quest</i> by Katherine Patterson.</p>	<p>Genre Focus: Key Literary Element: Conflict 150, 155</p> <p>Key Literary Element: Conflict 207, 209, 312, etc.</p> <p>How to Compare Literature: Theme 256–257, 260, 262, etc.</p>
<p>8.3.4 Analyze the importance of the setting to the mood, tone, and meaning of the text.</p> <p>Example: Discuss the importance of the setting, including the place, the time period, and the customs, to books, such as <i>Friendly Persuasion</i> by Jessamyn West or <i>Stranded</i> by Ben Mikaelson.</p>	<p>Key Literary Element: Setting 171, 177</p> <p>Genre Focus: Key Literary Element: Setting 546, 551</p> <p>Literary Element: Setting 637, 638, 640, etc.</p> <p>Key Literary Element: Setting 881, 883, 885, etc.</p>



Reading: Literary Response and Analysis (continued)

INDIANA ACADEMIC STANDARDS	COURSE 3
<p>8.3.5 Identify and analyze recurring themes (such as good versus evil) that appear frequently across traditional and contemporary works.</p> <p>Example: Explore the theme that heroism demands unusual courage and risk-taking. Read fiction and biographies, such as Rod Serling’s television play <i>Requiem for a Heavyweight</i> and David Remnick’s <i>King of the World: Muhammed Ali and the Rise of an American Hero</i>, to identify what both real and imaginary heroes have done.</p>	<p>Genre Focus: Key Literary Element: Theme 150, 159</p> <p>Key Literary Element: Theme 241, 244, 247</p> <p>How to Compare Literature: Theme 256, 260, 262, etc.</p> <p>Genre Focus: Key Literary Element: Theme 607, 613, 617, etc.</p> <p>Key Literary Element: Theme and Topic 1081, 1085, 1087, etc.</p>
<p>8.3.6 Identify significant literary devices, such as metaphor, symbolism, dialect or quotations, and irony, which define a writer’s style and use those elements to interpret the work.</p> <ul style="list-style-type: none"> • Metaphor: an implied comparison in which a word or phrase is used in place of another, such as <i>He was drowning in money</i>. • Symbolism: the use of an object to represent something else; for example, a dove might symbolize peace • Dialect: the vocabulary, grammar, and pronunciation used by people in different regions • Irony: the use of words to express the opposite of the literal meaning of the words, often to be humorous <p>Example: Read several short stories by Mark Twain and discuss his use of dialect in his stories. Watch Alan Jay Lerner and Frederick Loewe’s musical <i>My Fair Lady</i>, an adaptation of Bernard Shaw’s <i>Pygmalion</i>, and discuss how the musical presents dialect and how this dialect is important to the conflict in the story.</p>	<p>Genre Focus: Key Literary Element: Figurative Language: Metaphor and Simile 446, 447</p> <p>Key Literary Element: Figurative Language (Metaphor and Simile) 471, 472, 473, etc.</p> <p>Genre Focus: Key Literary Element: Irony 292, 293</p> <p>English Language Coach: Dialect 470, 472, 476, etc.</p> <p>Key Literary Element: Irony 339, 343, 347, etc.</p>
<p>8.3.7 Analyze a work of literature, showing how it reflects the heritage, traditions, attitudes, and beliefs of its author.</p> <p>Example: Read a short biography of Edgar Allan Poe, Jack London, Shirley Jackson, Helen Keller, or Maya Angelou. Analyze how the author’s experiences can be used to interpret his or her writings.</p>	<p>Genre Focus: Key Literary Element: Cultural Reference 4, 12</p> <p>Key Literary Element: Cultural Reference 107, 108, 110, etc.</p> <p>Genre Focus: Key Literary Element: Cultural Reference 1054, 1055, 1056, etc.</p> <p>Key Literary Element: Cultural Reference 1097, 1100, 1101, etc.</p> <p>Build Background 17, 31, 45, etc.</p>



Writing	
8.4 Writing: Process	
8.4.1 Discuss ideas for writing, keep a list or notebook of ideas, and use graphic organizers to plan writing.	Writing Workshop: Prewriting 38, 178, 316, etc. Applying Good Writing Traits: Ideas 179
8.4.2 Create compositions that have a clear message, a coherent thesis (a statement of position on the topic), and end with a clear and well-supported conclusion.	Writing Workshop: Research Report 316–321, 380–384 Writing Workshop: Persuasive Essay 948–951, 988–990
8.4.3 Support theses or conclusions with analogies (comparisons), paraphrases, quotations, opinions from experts, and similar devices.	Writing Workshop: Research Report 316–321, 380–384 Writing Workshop: Persuasive Essay 948–951, 988–990
8.4.4 Plan and conduct multiple-step information searches using computer networks.	Writing Workshop: Choose a Topic and Focus Your Ideas 317 Writing Workshop: Research Your Topic 317
8.4.5 Achieve an effective balance between researched information and original ideas.	Writing Workshop: Research Report 316–321, 380–384
8.4.6 Use a computer to create documents by using word-processing skills and publishing programs; develop simple databases and spreadsheets to manage information and prepare reports.	Using a Computer for Writing R27 Writing Workshop: Presenting: Show It Off 497, 630 Writing Workshop: Writing Tip 1121
8.4.7 Review, evaluate, and revise writing for meaning and clarity.	Writing Workshop: Revising 92, 234, 380, etc.
8.4.8 Edit and proofread one’s own writing, as well as that of others, using an editing checklist or set of rules, with specific examples of corrections of frequent errors.	Writing Workshop: Editing 93, 235, 381, etc.
8.4.9 Revise writing for word choice; appropriate organization; consistent point of view; and transitions among paragraphs, passages, and ideas.	Writing Workshop: Revising 92, 234, 380, etc.
8.5 Writing: Applications (Different Types of Writing and Their Characteristics)	
8.5.1 Write biographies, autobiographies, and short stories that: <ul style="list-style-type: none"> • tell about and incident, event, or situation, using well-chosen details. • reveal the significance of, or the writer’s attitude about, the subject. 	Writing Workshop: Autobiographical Sketch 38–40, 92–95 Writing Workshop: Short Story 580–583, 628–633 Unit Wrap-Up: Unit Challenge: Group Activity 420



Writing: Applications (continued)

INDIANA ACADEMIC STANDARDS	COURSE 3
<ul style="list-style-type: none"> • use narrative and descriptive strategies, including relevant dialogue, specific action, physical description, background description, and comparison or contrast of characters. <p>Example: Write an autobiographical account of one of your most memorable first days of school. Describe the day and its importance clearly enough so the reader can see and feel the day from your perspective.</p>	<p>After You Read: Write About Your Reading 660, 1118</p>
<p>8.5.2 Write responses to literature that:</p> <ul style="list-style-type: none"> • demonstrate careful reading and insight into interpretations. • connect response to the writer’s techniques and to specific textual references. • make supported inferences about the effects of a literary work on its audience. • support judgments through references to the text, other works, other authors, or to personal knowledge. <p>Example: After reading <i>The Giver</i> by Lois Lowry, write a final chapter to the book, describing what happens to the main character after the point where Lowry ends the book. Then, plan a class presentation explaining the new ending and how it is supported by the rest of the book.</p>	<p>After You Read: Write About Your Reading 28, 52, 104, 168, 176, 192, 216, 246, 328, 354, 396, 462, 480, 494, 578, 650, 822, 844, 911, 1092, 1102, 1118, 1142</p>
<p>8.5.3 Write research reports that:</p> <ul style="list-style-type: none"> • define a thesis (a statement of position on the topic). • include important ideas, concepts, and direct quotations from significant information sources, including print reference materials and the Internet, and paraphrase and summarize all perspectives on the topic, as appropriate. • use a variety of primary and secondary sources and distinguish the nature and value of each. • organize and display information on charts, tables, maps, and graphs. • document sources with reference notes and a bibliography. <p>Example: Research the topic of the benefits and drawbacks of public transportation. Conduct research to learn why some experts argue that we should use more public transportation. Survey parents and friends to find out how often they use public transportation for school, business, or pleasure travel. Summarize the findings and write a report on the pros and cons of public transportation, including charts and graphs to support your findings.</p>	<p>Writing Workshop: Research Report 316–321, 380–385</p> <p>After You Read: Write About Your Reading 396, 578, 938, 1102</p>



Writing: Applications (continued)

INDIANA ACADEMIC STANDARDS	COURSE 3
<p>8.5.4 Write persuasive compositions that:</p> <ul style="list-style-type: none"> • include a well-defined thesis that makes a clear and knowledgeable appeal. • present detailed evidence, examples, and reasoning to support effective arguments and emotional appeals. • provide details, reasons, and examples, arranging them effectively by anticipating and answering reader concerns and counterarguments. <p>Example: Using the research completed on public transportation, write a persuasive letter to the mayor on why the community should or should not invest more resources into public transportation.</p>	<p>Writing Workshop: Persuasive Essay 948–950, 988–991</p> <p>Unit Wrap-Up: Solo Activity: Propose a Change 1027</p> <p>After You Read: Write About Your Reading 52, 74, 328, 396, 578, 866, 938, 946, 986</p>
<p>8.5.5 Write technical documents that:</p> <ul style="list-style-type: none"> • identify the sequence of activities needed to design a system, operate a tool, or explain the bylaws of an organization’s constitution or guidelines. • include all the factors and variables that need to be considered. • use formatting techniques, including headings and changing the fonts (typeface) to aid comprehension. <p>Example: Write a report of a science experiment that was conducted in class, describing both the process and the scientific conclusions. Describe the steps clearly, using precise scientific vocabulary, so that another reader could follow exactly what the experiment involved and could understand the reasoning behind the conclusion. Add graphics and text design to make the content clearer and easier to follow.</p>	<p>After You Read: Write About Your Reading 514</p>
<p>8.5.6 Write using precise word choices to make writing interesting and exact.</p> <p>Example: Write stories, reports, articles, and letters using a variety of word choices. (Use <i>adequately</i> instead of <i>enough</i>. Use <i>encyclopedia</i> or <i>mystery novel</i> instead of <i>book</i>.)</p>	<p>Applying Good Writing Traits: Word Choice 464</p>
<p>8.5.7 Write for different purposes and to a specific audience or person, adjusting tone and style as necessary.</p> <p>Example: Write a letter to the editor in response to an opinion column in your school or community newspaper.</p>	<p>Writing Workshop 38–41, 92–94, 178–181, 234–236, 316–321, 380–384, etc.</p> <p>After You Read: Write About Your Reading 52, 74, 104, etc.</p> <p>Unit Wrap-Up: Solo Activity: Write a Poem 911</p> <p>Unit Wrap-Up: Solo Activity: Propose a Change 1027</p>



INDIANA ACADEMIC STANDARDS	COURSE 3
<p>8.6 Writing: English Language Conventions</p>	
<p>8.6.1 Use correct and varied sentence types (simple, compound, complex, and compound–complex) and sentence openings to present a lively and effective personal style.</p>	<p>Applying Good Writing Traits: Voice 40 Grammar Link: Compound and Complex Sentences 581 Applying Good Writing Traits: Voice 869 Applying Good Writing Traits: Sentence Fluency 990</p>
<p>8.6.2 Identify and use parallelism (use consistent elements of grammar when compiling a list) in all writing to present items in a series and items juxtaposed for emphasis.</p> <ul style="list-style-type: none"> • Correct: <i>Students <u>having</u> difficulty and <u>needing</u> help should stay after class.</i> • Incorrect: <i>Students having difficulty and <u>who need help</u> should stay after class.</i> 	<p>This standard is covered in the teacher’s edition.</p>
<p>8.6.3 Use subordination, coordination, noun phrases that function as adjectives (<i>These gestures—acts of friendship—were noticed but not appreciated.</i>), and other devices to indicate clearly the relationship between ideas.</p>	<p>Grammar Link: Compound and Complex Sentences 579 Grammar Link: Sentence Combining 619, 627</p>
<p>8.6.4 Edit written manuscripts to ensure that correct grammar is used.</p>	<p>Writing Workshop: Editing 93, 235, 381, etc.</p>
<p>8.6.5 Use correct punctuation.</p>	<p>Grammar Link 315, 593, 603, 763, 789, 793, 823, 845, 859, 867, 879, 889, 939, 947, 951, 961, 971, 979, 987, 999, 1011</p>
<p>8.6.6 Use correct capitalization.</p>	<p>Grammar Link 1077, 1087, 1093, 1103, 1119</p>
<p>8.6.7 Use correct spelling conventions.</p>	<p>Spelling R43–R44 Writing Workshop: Editing Checklist 93, 381, 497, 630, 1121 Writing Workshop: Writing Tip: Spelling 235, 381, 630 Writing Workshop: Editing and Proofreading 868 Writing Workshop: Edit and Proofread Your Writing 989</p>



Listening and Speaking

8.7 Listening and Speaking: Skills, Strategies, and Applications

<p>8.7.1 Paraphrase (restate) a speaker’s purpose and point of view and ask questions concerning the speaker’s content, delivery, and attitude toward the subject.</p>	<p>Listening, Speaking, and Viewing: Active Listening 94 After You Read: Talk About Your Reading: Class Debate 308</p>
<p>8.7.2 Match the message, vocabulary, voice modulation (changes in tone), expression, and tone to the audience and purpose.</p>	<p>Listening, Speaking, and Viewing: Storytelling 237 Listening, Speaking, and Viewing: Oral Presentation 382 Listening, Speaking, and Viewing: Reading Poetry Aloud 499 Listening, Speaking, and Viewing: Narrative Presentation 633</p>
<p>8.7.3 Outline the organization of a speech, including an introduction; transitions, previews, and summaries; a logically developed body; and an effective conclusion.</p>	<p>Listening, Speaking, and Viewing: Oral Presentation 382 Writing Workshop: Publishing and Presenting 989</p>
<p>8.7.4 Use precise language, action verbs, sensory details, appropriate and colorful modifiers (describing words, such as adverbs and adjectives), and the active (<i>I recommend that you write drafts.</i>) rather than the passive voice (<i>The writing of drafts is recommended.</i>) in ways that enliven oral presentations.</p>	<p>Listening, Speaking, and Viewing: Storytelling 237 Listening, Speaking, and Viewing: Oral Presentation 382 Listening, Speaking, and Viewing: Reading Poetry Aloud 499 Listening, Speaking, and Viewing: Narrative Presentation 633</p>
<p>8.7.5 Use appropriate grammar, word choice, enunciation (clear speech), and pace (timing) during formal presentations.</p>	<p>Listening, Speaking, and Viewing: Storytelling 237 Listening, Speaking, and Viewing: Oral Presentation 382 Listening, Speaking, and Viewing: Reading Poetry Aloud 499 Listening, Speaking, and Viewing: Narrative Presentation 633</p>



Listening and Speaking: Skills, Strategies, and Applications (continued)

INDIANA ACADEMIC STANDARDS	COURSE 3
<p>8.7.6 Use audience feedback, including both verbal and nonverbal cues, to reconsider and modify the organizational structure and/or to rearrange words and sentences for clarification of meaning.</p>	<p>Listening, Speaking, and Viewing: Reading Poetry Aloud 499</p>
<p>8.7.7 Analyze oral interpretations of literature, including language choice and delivery, and the effect of the interpretations on the listener.</p>	<p>Listening, Speaking, and Viewing: Reading Poetry Aloud 499</p>
<p>8.7.8 Evaluate the credibility of a speaker, including whether the speaker has hidden agendas or presents slanted or biased material.</p>	<p>Genre Focus: Key Literary Element: Author’s Bias 922 Key Literary Element: Author’s Bias 975, 977, 979, etc. English Language Coach: Semantic Slanting 974, 977, 994 Listening, Speaking, and Viewing: Understanding Persuasive Techniques 991</p>
<p>8.7.9 Interpret and evaluate the various ways in which visual image makers (such as graphic artists, illustrators, and news photographers) communicate information and affect impressions and opinions.</p>	<p>Genre Focus: Key Literary and Text Elements: Photographs 292 Key Literary Element: Photographs 389, 390, 392, etc.</p>
<p>8.7.10 Deliver narrative (story) presentations, such as biographical or autobiographical information that:</p> <ul style="list-style-type: none"> • relate a clear incident, event, or situation, using well-chosen details. • reveal the significance of the incident, event, or situation. • use narrative and descriptive strategies to support the presentation, including relevant dialogue, specific action, physical description, background description, and comparison or contrast of characters. 	<p>Writing Workshop: Autobiographical Sketch: Presenting 94 Listening, Speaking, and Viewing: Narrative Presentation 633</p>
<p>8.7.11 Deliver oral responses to literature that:</p> <ul style="list-style-type: none"> • interpret reading and provide insight. • connect personal responses to the writer’s techniques and to specific textual references. • make supported inferences about the effects of a literary work on its audience. • support judgments through references to the text, other works, other authors, or personal knowledge. 	<p>After You Read: Talk About Your Reading 36, 114, 308, 402, 488, 978</p>



Listening and Speaking: Skills, Strategies, and Applications (continued)

INDIANA ACADEMIC STANDARDS	COURSE 3
<p>8.7.12 Deliver research presentations that:</p> <ul style="list-style-type: none"> • define a thesis (a position on the topic). • research important ideas, concepts, and direct quotations from significant information sources and paraphrase and summarize important perspectives on the topic. • use a variety of research sources and distinguish the nature and value of each. • present information on charts, maps, and graphs. 	<p>Listening, Speaking, and Viewing: Oral Presentation 382</p> <p>Writing Workshop: Publishing and Presenting 989</p> <p>After You Read: Talk About Your Reading 36</p>
<p>8.7.13 Deliver persuasive presentations that:</p> <ul style="list-style-type: none"> • include a well-defined thesis (position on the topic). • differentiate fact from opinion and support arguments with detailed evidence, examples, reasoning, and persuasive language. • anticipate and effectively answer listener concerns and counterarguments through the inclusion and arrangement of details, reasons, examples, and other elements. • maintain a reasonable tone. 	<p>Writing Workshop: Persuasive Essay: Publishing and Presenting 989</p>
<p>8.7.14 Recite poems (of four to six stanzas), sections of speeches, or dramatic soliloquies (sections of plays in which characters speak out loud to themselves) using voice modulation, tone, and gestures expressively to enhance the meaning.</p>	<p>Listening, Speaking, and Viewing: Reading Poetry Aloud 499</p>