

**Amsco's Reviewing English Language Arts : Preparing for the Eighth-Grade Test
Correlated to Louisiana 8th Grade GLE**

English Language Arts	
1. Students read, comprehend, and respond to a range of materials, using a variety of strategies for different purposes.	
ELA-1-M1. Using knowledge of word meaning and developing basic and technical vocabulary using various strategies (e.g., context clues, idioms, affixes, etymology, multiple meaning words)	
1. Develop vocabulary using a variety of strategies, including	
*. use of connotative and denotative meanings	p. 71, 72
*. use of Greek, Latin, and Anglo-Saxon roots and word parts	p. 140-142
ELA-1-M2. Interpreting story elements (e.g., mood, tone, style)* and literary devices (e.g., flashback, metaphor, foreshadowing, symbolism)* within a selection	
2. Interpret story elements, including:	
*. stated and implied themes	p. 22-25, 65-67, 153-155
*. development of character types (e.g., flat, round, dynamic, static)	p. 22,23, 65-67, 75-77, 114-119, 153
*. effectiveness of plot sequence and/or subplots	<i>Not Applicable</i>
*. the relationship of conflicts and multiple conflicts (e.g., man vs. man, nature, society, self) to plot	p. 22-25
*. difference in third-person limited and omniscient points of view	<i>Not Applicable</i>
*. how a theme is developed	p. 22-25, 122
3. Interpret literary devices, including:	
*. allusions	p. 4
*. understatement (meiosis)	<i>Not Applicable</i>
*. how word choice and images appeal to the senses and suggest mood and tone	p. 2, 3, 72, 73, 84, 148, 149
*. the use of foreshadowing and flashback to direct plot development	<i>Not Applicable</i>
*. the effects of hyperbole and symbolism	<i>Not Applicable</i>

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ELA-1-M3. Reading, comprehending, and responding to written, spoken, and visual texts in extended passages (e.g., ranging from 500-1,000 words)	
4. Draw conclusions and make inferences in print and nonprint responses about ideas and information in grade-appropriate texts, including:	
*. epics	p. 50
*. consumer materials	p. 50
*. public documents	p. 50
ELA-1-M4. Interpreting (e.g., paraphrasing, comparing, contrasting) texts with supportive explanations to generate connections to real-life situations and other texts (e.g., business, technical, scientific)	
5. Interpret ideas and information in a variety of texts (e.g., scientific reports, technical guidelines, business memos) and make connections to real-life situations and other texts	<i>Not Applicable</i>
2. Students write competently for a variety of purposes and audiences.	
ELA-2-M1. Writing multiparagraph compositions (150-200 words) that clearly imply a central idea with supporting details in a logical, sequential order	
15. Write complex, multiparagraph compositions on student- or teacher-selected topics organized with the following:	
*. a clearly stated focus or central idea	p. 31, 162-165, 178-183
*. important ideas or events stated in a selected order	p. 63
*. organizational patterns (e.g., comparison/contrast, order of importance, chronological order) appropriate to the topic	p. 86-88, 161, 162
*. elaboration (anecdotes, relevant facts, examples, and/or specific details)	p. 25, 31, 63, 162-167
*. transitional words and phrases that unify ideas and points	p. 123
*. an overall structure (e.g., introduction, body/middle, and concluding paragraph that summarizes important ideas and details)	p. 27, 31
16. Organize individual paragraphs with topic sentences, relevant elaboration, and concluding sentences	p. 55, 56, 123, 171

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ELA-2-M2. Using language, concepts, and ideas that show an awareness of intended audience and/or purpose (e.g., classroom, real-life, workplace) in developing complex compositions	
17. Develop grade-appropriate compositions on student- or teacher-selected topics that include the following:	
*. word choices (diction) appropriate to the identified audience and/or purpose	p. 69, 70, 170
*. vocabulary selected to clarify meaning, create images, and set a tone	p. 25, 31
*. information/ideas selected to engage the interest of the reader	p. 157
*. clear voice (individual personality)	p. 169, 173
*. variety in sentence structure	p. 31, 177-183
ELA-2-M3. Identifying and applying the steps of the writing process	
18. Develop grade-appropriate compositions by identifying and applying writing processes such as the following:	
*. selecting topic and form	p. 160-171
*. prewriting (e.g., brainstorming, researching, raising questions, generating graphic organizers)	p. 17, 91, 93, 94, 99, 105, 138, 145, 164-167, 171, 179-181, 194
*. drafting	p. 46, 166
*. conferencing (e.g., peer and teacher)	<i>Not Applicable</i>
*. revising based on feedback and use of various tools (e.g., LEAP21 Writer's Checklist, rubrics)	p. 172, 187, 193, 199
*. proofreading/editing	p. 47, 176, 187, 192
*. publishing using technology	<i>Not Applicable</i>
ELA-2-M4. Using narration, description, exposition, and persuasion to develop various modes of writing (e.g., notes, essays)	
19. Develop grade-appropriate paragraphs and multiparagraph compositions using the various modes of writing (e.g., description, narration, exposition, and persuasion), emphasizing narration and exposition	p. 45, 46, 137, 138
20. Use the various modes to write compositions, including:	
*. short stories developed with literary devices	p. 45
*. problem/solution essays	p. 45, 46, 177
*. essays defending a stated position	p. 177-179

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ELA-2-M5. Identifying and applying literary devices (e.g., symbolism, dialogue)	
21. Develop writing using a variety of literary devices, including understatements and allusions	p. 45
ELA-2-M6. Writing as a response to texts and life experiences (e.g., personal and business letters)	
22. Write for a wide variety purposes, including:	
*. persuasive letters that include appropriate wording and tone and that state an opinion	p. 45, 177-179
*. evaluations of advertisements, political cartoons, and speeches	<i>Not Applicable</i>
*. text-supported interpretations of elements of grade-appropriate stories, poems, plays, and novels (ELA-2-M6)	p. 25, 170, 171
3. Students communicate using standard English grammar, usage, sentence structure, punctuation, capitalization, spelling, and handwriting.	
ELA-3-M2. Demonstrating use of punctuation (e.g., colon, semicolon, quotation marks, dashes, parentheses), capitalization, and abbreviations	
23. Use standard English capitalization and punctuation consistently	p. 31, 150, 157, 173-175
ELA-3-M3. Demonstrating standard English structure and usage by using correct and varied sentence types (e.g., compound and compound-complex) and effective personal styles	
24. Write paragraphs and compositions following standard English structure and usage, including:	
*. varied sentence structures and patterns, including complex sentences	p. 31, 98, 102, 123-125, 150
*. phrases and clauses used correctly as modifiers	<i>Not Applicable</i>
ELA-3-M4. Demonstrating understanding of the parts of speech to make choices for writing	
25. Apply knowledge of parts of speech in writing, including:	
*. infinitives, participles, and gerunds	<i>Not Applicable</i>
*. superlative and comparative degrees of adjectives	<i>Not Applicable</i>
*. adverbs	<i>Not Applicable</i>

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ELA-3-M5:. Spelling accurately using strategies and resources (e.g., glossary, dictionary, thesaurus, spell check) when necessary	
26. Spell high-frequency, commonly confused, frequently misspelled words and derivatives (e.g., roots and affixes) correctly	p. 174, 175
27. Use a variety of resources (e.g., glossaries, dictionaries, thesauruses, spell check) to find correct spellings	p. 175
4. Students demonstrate competence in speaking and listening as tools for learning and communicating.	
ELA-4-M1. Speaking intelligibly, using standard English pronunciation and diction	
28. Adjust diction and enunciation to suit the purpose for speaking	<i>Not Applicable</i>
29. Use standard English grammar, diction, syntax, and pronunciation when speaking	<i>Not Applicable</i>
ELA-4-M2. Giving and following directions/procedures	
30. Follow procedures (e.g., read, question, write a response, form groups) from detailed oral instructions	All pages
31. State oral directions/procedures for tasks	<i>Not Applicable</i>
ELA-4-M3. Using the features of speaking (e.g., audience analysis, message construction, delivery, interpretation of feedback) when giving rehearsed and unrehearsed presentations	
32. Adjust volume and inflection to suit the audience and purpose of presentations	<i>Not Applicable</i>
33. Organize oral presentations with a thesis, an introduction, a body/middle developed with relevant details, and a conclusion	<i>Not Applicable</i>
ELA-4-M4. Speaking and listening for a variety of audiences (e.g., classroom, real-life, workplace) and purposes (e.g., awareness, concentration, enjoyment, information, problem solving)	
34. Determine the credibility of the speaker (e.g., hidden agenda, slanted or biased materials)	p. 79-89
35. Deliver grade-appropriate persuasive presentations	p. 13-17, 83-85
36. Summarize a speaker's purpose and point of view	<i>Not Applicable</i>
ELA-4-M5. Listening and responding to a wide variety of media	
37. Compare, contrast, and evaluate information found in a wide variety of text/electronic media, (e.g., microprint, public speeches, art form)	<i>Not Applicable</i>

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ELA-4-M6. Participating in a variety of roles in group discussions (e.g., facilitator, recorder)	
38. Participate in group and panel discussions, including:	
*. explaining the effectiveness and dynamics of group process	<i>Not Applicable</i>
*. applying agreed-upon rules for formal and informal Discussions	<i>Not Applicable</i>
*. assuming a variety of roles (e.g., facilitator, recorder, leader, listener)	p. 43, 79-86, 106-109
5. Students locate, select, and synthesize information from a variety of texts, media, references, and technological sources to acquire and communicate knowledge.	
ELA-5-M1. Identifying and using organizational features of printed text, other media, and electronic information (e.g., microprint, CD-ROM, e-mail)	
39. Locate and select information using organizational features of grade-appropriate resources, including:	
*. complex reference sources (e.g., almanacs, atlases, newspapers, magazines, brochures, map legends, prefaces, appendices)	<i>Not Applicable</i>
*. electronic storage devices (e.g., CD-ROMs, diskettes, software, drives)	<i>Not Applicable</i>
*. frequently accessed and bookmarked Web addresses	<i>Not Applicable</i>
*. organizational features of electronic information (e.g., Web resources including online sources and remote sites)	<i>Not Applicable</i>
ELA-5-M2. Integrating information sources	
40. Locate and integrate information from a variety of grade-appropriate resources, including:	
*. multiple printed texts (e.g., encyclopedias, atlases, library catalogs, specialized dictionaries, almanacs, technical encyclopedias)	<i>Not Applicable</i>
*. electronic sources (e.g., Web sites, databases)	<i>Not Applicable</i>
*. other media sources (e.g., audio and video tapes, films, documentaries, television, radio)	<i>Not Applicable</i>
41. Explain the usefulness and accuracy of sources by determining their validity (e.g., authority, accuracy, objectivity, publication date, coverage)	<i>Not Applicable</i>

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ELA-5-M3. Locating, gathering, and selecting information using formal outlining, paraphrasing, interviewing, and surveying to produce documented texts and graphics	
42. Gather and select information using data-gathering strategies/tools, including:	
*. surveying	<i>Not Applicable</i>
*. interviewing	<i>Not Applicable</i>
*. paraphrasing	<i>Not Applicable</i>
43. Generate grade-appropriate research reports that include information presented in a variety of forms, including:	
*. visual representations of data/information	<i>Not Applicable</i>
*. graphic organizers (e.g., outlines, timelines, charts, webs)	p. 17
*. works cited lists and/or bibliographies	<i>Not Applicable</i>
ELA-5-M4. Using available technology to produce, revise, and publish a variety of works (e.g., documented research reports, investigative reports, annotated bibliographies)	
44. Use word processing and/or other technology to draft, revise, and publish a variety of works, including documented research reports with bibliographies	<i>Not Applicable</i>
ELA-5-M5. Citing references using various formats (e.g., endnotes, bibliography)	
45. Give credit for borrowed information following acceptable use policy, including:	
*. integrating quotations and citations	<i>Not Applicable</i>
*. using endnotes	<i>Not Applicable</i>
*. creating bibliographies and/or works cited lists	<i>Not Applicable</i>
ELA-5-M6. Identifying and interpreting graphic organizers (e.g., flowcharts, timelines, tree diagrams)	
46. Interpret information from a variety of graphic organizers including timelines, charts, schedules, tables, diagrams, and maps in grade-appropriate sources	p. 11, 73, 78
6. Students read, analyze, and respond to literature as a record of life experiences.	
ELA-6-M1. Comparing/contrasting and responding to United States and world literature that represents the experiences and traditions of diverse ethnic groups	
6. Analyze universal themes found in a variety of world and multicultural texts in oral and written responses	p. 75-78, 114-116

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ELA-6-M2. Identifying, comparing, and responding to a variety of classic and contemporary fiction and non-fiction literature from many genres (e.g., novels, drama)	
7. Compare and contrast elements (e.g., plot, setting, character, theme) in multiple genres	p. 45, 46, 68, 127
ELA-6-M3. Classifying and interpreting various genres according to their unique	
8. Use knowledge of the distinctive characteristics to classify and explain the significance of various genres, including:	
*. fiction (e.g., mystery, novel)	p. 50, 121
*. nonfiction (e.g., workplace documents, editorials)	p. 50, 121, 143
*. poetry (e.g., lyric, narrative)	p. 25, 50, 121, 133-137
*. drama (e.g., plays)	p. 50, 121
7. Students apply reasoning and problem solving skills to their reading, writing, speaking, listening, viewing, and visually representing.	
ELA-7-M1. Using comprehension strategies (e.g., summarizing, recognizing literary devices, paraphrasing) to analyze oral, written, and visual texts	
9. Demonstrate understanding of information in grade-appropriate texts using a variety of strategies, including:	
*. sequencing events to examine and evaluate information	<i>Not Applicable</i>
*. summarizing and paraphrasing to examine and evaluate information	p. 143-145, 147
*. interpreting stated or implied main ideas	p. 3, 5-12, 25, 122
*. comparing and contrasting literary elements and ideas within and across texts	p. 45, 46, 102-104, 127
*. making inferences and drawing conclusions	p. 4-12, 17, 63-68, 129-133, 148-152
*. predicting the outcome of a story or situation	<i>Not Applicable</i>
*. identifying literary devices	<i>Not Applicable</i>
ELA-7-M2. Using reasoning skills (e.g., categorizing, prioritizing),* life experiences, accumulated knowledge, and relevant available information resources to solve problems in oral, written, and visual texts	
10. Explain the relationship between life experiences and texts to generate solutions to problems	<i>Not Applicable</i>
11. Use technical information and other available resources (e.g., Web sites, interviews) to solve problems	<i>Not Applicable</i>

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ELA-7-M3. Interpreting the effects of an author's purpose (reason for writing) and viewpoint (perspective)	
12. Evaluate the effectiveness of an author's purpose	<i>Not Applicable</i>
13. Analyze an author's viewpoint by assessing appropriateness of evidence and persuasive techniques (e.g., appeal to authority, social disapproval)	p. 69-78
ELA-7-M4. Using inductive and deductive reasoning skills across oral, written, and visual texts	
14. Analyze grade-appropriate print and nonprint texts using various reasoning skills, including:	
*. identifying cause-effect relationships	p. 128
*. raising questions	p. 62, 63, 125, 163
*. reasoning inductively and deductively	p. 45, 46, 68, 128-132, 143, 144, 147, 148, 153, 154
*. generating a theory or hypothesis	<i>Not Applicable</i>
*. skimming/scanning	p. 51-53
*. distinguishing facts from opinions and probability	p. 102