

**Lexia Reading S.O.S. ©2002, Levels 1-5  
correlated to  
Indiana Academic Standards for English/Language Arts**

**Grade 8**

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<b>Standard 1 READING: Word Recognition, Fluency, and Vocabulary Development</b>	
<i>Students use their knowledge of word parts and word relationships, as well as context clues (the meaning of the text around a word), to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words.</i>	
<i>Vocabulary and Concept Development</i>	
8.1.1	Analyze idioms and comparisons — such as analogies, metaphors, and similes — to infer the literal and figurative meanings of phrases.
	<ul style="list-style-type: none"> <li>• 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></li> </ul>
	This objective falls outside the scope of Lexia Reading S.O.S. ©2002.
	<ul style="list-style-type: none"> <li>• Analogies: comparisons of the similar aspects of two different things</li> </ul>
	This objective falls outside the scope of Lexia Reading S.O.S. ©2002.
	<ul style="list-style-type: none"> <li>• Metaphors: implied comparisons, such as <i>The stars were brilliant diamonds in the night sky.</i></li> </ul>
	This objective falls outside the scope of Lexia Reading S.O.S. ©2002.
	<ul style="list-style-type: none"> <li>• Similes: comparisons that use like or as, such as <i>The stars were like a million diamonds in the sky.</i></li> </ul>
	This objective falls outside the scope of Lexia Reading S.O.S. ©2002.
8.1.2	Understand the influence of historical events on English word meaning and vocabulary expansion.
	The opportunity to address this objective is available. See the following:  <b>Level V:</b> Anglo-Saxon Affixes Latin Affixes Greek Combining Forms
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.
	The opportunity to address this objective is available. See the following:  <b>Level V:</b> Meaning Structures Greek Combining Forms

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<b>Standard 2 READING: Comprehension (Focus on Informational Materials)</b>	
<i>Students read and understand grade-level-appropriate material. They describe and connect the essential ideas, arguments, and perspectives of the text by using their knowledge of text structure, organization, and purpose. The selections in the <b>Indiana Reading List</b> (available online at <a href="http://www.doe.state.in.us/standards/readinglist.html">www.doe.state.in.us/standards/readinglist.html</a>) illustrate the quality and complexity of the materials to be read by students. At Grade 8, in addition to regular classroom reading, students read a variety of narrative (story) and expository (informational and technical) texts, including classic and contemporary literature, poetry, magazines, newspapers, reference materials, and online information.</i>	
<i>Structural Features of Informational and Technical Materials</i>	
8.2.1 Compare and contrast the features and elements of consumer materials to gain meaning from documents.	This objective falls outside the scope of Lexia Reading S.O.S. ©2002.
8.2.2 Analyze text that uses proposition (statement of argument) and support patterns.	This objective falls outside the scope of Lexia Reading S.O.S. ©2002.
<i>Comprehension and Analysis of Grade-Level-Appropriate Text</i>	
8.2.3 Find similarities and differences between texts in the treatment, amount of coverage, or organization of ideas.	This objective falls outside the scope of Lexia Reading S.O.S. ©2002.
8.2.4 Compare the original text to a summary to determine whether the summary accurately describes the main ideas, includes important details, and conveys the underlying meaning.	This objective falls outside the scope of Lexia Reading S.O.S. ©2002.
8.2.5 Use information from a variety of consumer and public documents to explain a situation or decision and to solve a problem.	This objective falls outside the scope of Lexia Reading S.O.S. ©2002.
<i>Expository (Informational) Critique</i>	
8.2.6 Evaluate the logic, internal consistency, and structural patterns of text.	This objective falls outside the scope of Lexia Reading S.O.S. ©2002.

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<b>Standard 3 READING: Literary Response and Analysis</b>	
<i>Students read and respond to grade-level-appropriate historically or culturally significant works of literature that reflect and enhance their study of history and social science. They clarify the ideas and connect them to other literary works. The selections in the <b>Indiana Reading List</b> (available online at <a href="http://www.doe.state.in.us/standards/readinglist.html">www.doe.state.in.us/standards/readinglist.html</a>) illustrate the quality and complexity of the materials to be read by students.</i>	
<i>Structural Features of Literature</i>	
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).
	<ul style="list-style-type: none"> <li>• Ballad: a poem that tells a story</li> </ul>
	This objective falls outside the scope of Lexia Reading S.O.S. ©2002.
	<ul style="list-style-type: none"> <li>• Lyric: words set to music</li> </ul>
	This objective falls outside the scope of Lexia Reading S.O.S. ©2002.
	<ul style="list-style-type: none"> <li>• Couplet: two successive lines of verse that rhyme</li> </ul>
	This objective falls outside the scope of Lexia Reading S.O.S. ©2002.
	<ul style="list-style-type: none"> <li>• Epic: a long poem that describes heroic deeds or adventures</li> </ul>
	This objective falls outside the scope of Lexia Reading S.O.S. ©2002.
	<ul style="list-style-type: none"> <li>• Elegy: a mournful poem for the dead</li> </ul>
	This objective falls outside the scope of Lexia Reading S.O.S. ©2002.
	<ul style="list-style-type: none"> <li>• Ode: a poem of praise</li> </ul>
	This objective falls outside the scope of Lexia Reading S.O.S. ©2002.
	<ul style="list-style-type: none"> <li>• Sonnet: a rhymed poem of 14 lines</li> </ul>
	This objective falls outside the scope of Lexia Reading S.O.S. ©2002.
	<ul style="list-style-type: none"> <li>• Narrative Analysis of Grade-Level-Appropriate Text</li> </ul>
	This objective falls outside the scope of Lexia Reading S.O.S. ©2002.
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.
	This objective falls outside the scope of Lexia Reading S.O.S. ©2002.
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.
	This objective falls outside the scope of Lexia Reading S.O.S. ©2002.
8.3.4	Analyze the importance of the setting to the mood, tone, and meaning of the text.
	This objective falls outside the scope of Lexia Reading S.O.S. ©2002.

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8.3.5	Identify and analyze recurring themes (such as good versus evil) that appear frequently across traditional and contemporary works.	This objective falls outside the scope of Lexia Reading S.O.S. ©2002.
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.	
	<ul style="list-style-type: none"> <li>• 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>.</li> </ul>	This objective falls outside the scope of Lexia Reading S.O.S. ©2002.
	<ul style="list-style-type: none"> <li>• Symbolism: the use of an object to represent something else; for example, a dove might symbolize peace</li> </ul>	This objective falls outside the scope of Lexia Reading S.O.S. ©2002.
	<ul style="list-style-type: none"> <li>• Dialect: the vocabulary, grammar, and pronunciation used by people in different regions</li> </ul>	This objective falls outside the scope of Lexia Reading S.O.S. ©2002.
	<ul style="list-style-type: none"> <li>• Irony: the use of words to express the opposite of the literal meaning of the words, often to be humorous</li> </ul>	This objective falls outside the scope of Lexia Reading S.O.S. ©2002.
<i>Literary Criticism</i>		
8.3.7	Analyze a work of literature, showing how it reflects the heritage, traditions, attitudes, and beliefs of its author.	This objective falls outside the scope of Lexia Reading S.O.S. ©2002.
<b>Standard 4 WRITING: Process</b>		
<i>Students discuss, list, and graphically organize writing ideas. They write clear, coherent, and focused essays. Students progress through the stages of the writing process and proofread, edit, and revise writing.</i>		
<i>Organization and Focus</i>		
8.4.1	Discuss ideas for writing, keep a list or notebook of ideas, and use graphic organizers to plan writing.	This objective falls outside the scope of Lexia Reading S.O.S. ©2002.
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.	This objective falls outside the scope of Lexia Reading S.O.S. ©2002.
8.4.3	Support theses or conclusions with analogies (comparisons), paraphrases, quotations, opinions from experts, and similar devices.	This objective falls outside the scope of Lexia Reading S.O.S. ©2002.

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<i>Research and Technology</i>	
8.4.4 Plan and conduct multiple-step information searches using computer networks.	This objective falls outside the scope of Lexia Reading S.O.S. ©2002.
8.4.5 Achieve an effective balance between researched information and original ideas.	This objective falls outside the scope of Lexia Reading S.O.S. ©2002.
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.	This objective falls outside the scope of Lexia Reading S.O.S. ©2002.
<i>Evaluation and Revision</i>	
8.4.7 Review, evaluate, and revise writing for meaning and clarity.	This objective falls outside the scope of Lexia Reading S.O.S. ©2002.
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.	This objective falls outside the scope of Lexia Reading S.O.S. ©2002.
8.4.9 Revise writing for word choice; appropriate organization; consistent point of view; and transitions among paragraphs, passages, and ideas.	This objective falls outside the scope of Lexia Reading S.O.S. ©2002.
<b>Standard 5 WRITING: Applications (Different Types of Writing and Their Characteristics)</b>	
<i>At Grade 8, students continue to write narrative (story), expository (informational), persuasive, and descriptive essays (of at least 750 to 1,000 words). Students are introduced to writing technical documents. Student writing demonstrates a command of Standard English and the research, organizational, and drafting strategies outlined in Standard 4 — Writing Process. Writing demonstrates an awareness of the audience (intended reader) and purpose for writing.</i>	
<i>In addition to producing the different writing forms introduced in earlier grades, such as letters, Grade 8 students use the writing strategies outlined in Standard 4 — Writing Process to:</i>	
8.5.1 Write biographies, autobiographies, and short stories that:	
<ul style="list-style-type: none"> <li>• tell about an incident, event, or situation, using well-chosen details.</li> </ul>	This objective falls outside the scope of Lexia Reading S.O.S. ©2002.
<ul style="list-style-type: none"> <li>• reveal the significance of, or the writer’s attitude about, the subject.</li> </ul>	This objective falls outside the scope of Lexia Reading S.O.S. ©2002.

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<ul style="list-style-type: none"> <li>use narrative and descriptive strategies, including relevant dialogue, specific action, physical description, background description, and comparison or contrast of characters.</li> </ul>	This objective falls outside the scope of Lexia Reading S.O.S. ©2002.
<b>8.5.2 Write responses to literature that:</b>	
<ul style="list-style-type: none"> <li>demonstrate careful reading and insight into interpretations.</li> </ul>	This objective falls outside the scope of Lexia Reading S.O.S. ©2002.
<ul style="list-style-type: none"> <li>connect response to the writer's techniques and to specific textual references.</li> </ul>	This objective falls outside the scope of Lexia Reading S.O.S. ©2002.
<ul style="list-style-type: none"> <li>make supported inferences about the effects of a literary work on its audience.</li> </ul>	This objective falls outside the scope of Lexia Reading S.O.S. ©2002.
<ul style="list-style-type: none"> <li>support judgments through references to the text, other works, other authors, or to personal knowledge.</li> </ul>	This objective falls outside the scope of Lexia Reading S.O.S. ©2002.
<b>8.5.3 Write research reports that:</b>	
<ul style="list-style-type: none"> <li>define a thesis (a statement of position on the topic).</li> </ul>	This objective falls outside the scope of Lexia Reading S.O.S. ©2002.
<ul style="list-style-type: none"> <li>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.</li> </ul>	This objective falls outside the scope of Lexia Reading S.O.S. ©2002.
<ul style="list-style-type: none"> <li>use a variety of primary and secondary sources and distinguish the nature and value of each.</li> </ul>	This objective falls outside the scope of Lexia Reading S.O.S. ©2002.
<ul style="list-style-type: none"> <li>organize and display information on charts, tables, maps, and graphs.</li> </ul>	This objective falls outside the scope of Lexia Reading S.O.S. ©2002.
<ul style="list-style-type: none"> <li>document sources with reference notes and a bibliography.</li> </ul>	This objective falls outside the scope of Lexia Reading S.O.S. ©2002.

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8.5.4	Write persuasive compositions that:	
	<ul style="list-style-type: none"> <li>include a well-defined thesis that makes a clear and knowledgeable appeal.</li> </ul>	This objective falls outside the scope of Lexia Reading S.O.S. ©2002.
	<ul style="list-style-type: none"> <li>present detailed evidence, examples, and reasoning to support effective arguments and emotional appeals.</li> </ul>	This objective falls outside the scope of Lexia Reading S.O.S. ©2002.
	<ul style="list-style-type: none"> <li>provide details, reasons, and examples, arranging them effectively by anticipating and answering reader concerns and counterarguments.</li> </ul>	This objective falls outside the scope of Lexia Reading S.O.S. ©2002.
8.5.5	Write technical documents that:	
	<ul style="list-style-type: none"> <li>identify the sequence of activities needed to design a system, operate a tool, or explain the bylaws of an organization's constitution or guidelines.</li> </ul>	This objective falls outside the scope of Lexia Reading S.O.S. ©2002.
	<ul style="list-style-type: none"> <li>include all the factors and variables that need to be considered.</li> </ul>	This objective falls outside the scope of Lexia Reading S.O.S. ©2002.
	<ul style="list-style-type: none"> <li>use formatting techniques, including headings and changing the fonts (typeface) to aid comprehension.</li> </ul>	This objective falls outside the scope of Lexia Reading S.O.S. ©2002.
8.5.6	Write using precise word choices to make writing interesting and exact.	This objective falls outside the scope of Lexia Reading S.O.S. ©2002.
8.5.7	Write for different purposes and to a specific audience or person, adjusting tone and style as necessary.	This objective falls outside the scope of Lexia Reading S.O.S. ©2002.

**Standard 6 WRITING: English Language Conventions**

*Students write using Standard English conventions appropriate to this grade level.*

*Sentence Structure*

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.	This objective falls outside the scope of Lexia Reading S.O.S. ©2002.
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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.	
	<ul style="list-style-type: none"> <li>Correct: <i>Students <u>having</u> difficulty and <u>needing</u> help should stay after class.</i></li> </ul>	This objective falls outside the scope of Lexia Reading S.O.S. ©2002.
	<ul style="list-style-type: none"> <li>Incorrect: <i>Students <u>having</u> difficulty and <u>who need help</u> should stay after class.</i></li> </ul>	This objective falls outside the scope of Lexia Reading S.O.S. ©2002.
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.	This objective falls outside the scope of Lexia Reading S.O.S. ©2002.
<i>Grammar</i>		
8.6.4	Edit written manuscripts to ensure that correct grammar is used.	This objective falls outside the scope of Lexia Reading S.O.S. ©2002.
<i>Punctuation</i>		
8.6.5	Use correct punctuation.	This objective falls outside the scope of Lexia Reading S.O.S. ©2002.
<i>Capitalization</i>		
8.6.6	Use correct capitalization.	This objective falls outside the scope of Lexia Reading S.O.S. ©2002.
<i>Spelling</i>		
8.6.7	Use correct spelling conventions.	<p><b>Level I:</b> Short Vowel Trap</p> <p><b>Level II:</b> E-Maze Search &amp; Spell</p> <p><b>Level III:</b> At the Mall</p> <p><b>Level V:</b> Latin Affixes</p>

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<b>Standard 7 LISTENING AND SPEAKING: Skills, Strategies, and Applications</b>	
<i>Students deliver focused, coherent presentations that convey ideas clearly and relate to the background and interests of the audience. They evaluate the content of oral communication. Students deliver well-organized formal presentations using traditional speech strategies, including narration, exposition, persuasion, and description. Students use the same Standard English conventions for oral speech that they use in their writing.</i>	
<i>Comprehension</i>	
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.	This objective falls outside the scope of Lexia Reading S.O.S. ©2002.
<i>Organization and Delivery of Oral Communication</i>	
8.7.2 Match the message, vocabulary, voice modulation (changes in tone), expression, and tone to the audience and purpose.	This objective falls outside the scope of Lexia Reading S.O.S. ©2002.
8.7.3 Outline the organization of a speech, including an introduction; transitions, previews, and summaries; a logically developed body; and an effective conclusion.	This objective falls outside the scope of Lexia Reading S.O.S. ©2002.
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.	This objective falls outside the scope of Lexia Reading S.O.S. ©2002.
8.7.5 Use appropriate grammar, word choice, enunciation (clear speech), and pace (timing) during formal presentations.	This objective falls outside the scope of Lexia Reading S.O.S. ©2002.
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.	This objective falls outside the scope of Lexia Reading S.O.S. ©2002.

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*Analysis and Evaluation of Oral and Media Communications*

8.7.7 Analyze oral interpretations of literature, including language choice and delivery, and the effect of the interpretations on the listener.	This objective falls outside the scope of Lexia Reading S.O.S. ©2002.
8.7.8 Evaluate the credibility of a speaker, including whether the speaker has hidden agendas or presents slanted or biased material.	This objective falls outside the scope of Lexia Reading S.O.S. ©2002.
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.	This objective falls outside the scope of Lexia Reading S.O.S. ©2002.

*Speaking Applications*

8.7.10 Deliver narrative (story) presentations, such as biographical or autobiographical information that:	
<ul style="list-style-type: none"> <li>• relate a clear incident, event, or situation, using well-chosen details.</li> </ul>	This objective falls outside the scope of Lexia Reading S.O.S. ©2002.
<ul style="list-style-type: none"> <li>• reveal the significance of the incident, event, or situation.</li> </ul>	This objective falls outside the scope of Lexia Reading S.O.S. ©2002.
<ul style="list-style-type: none"> <li>• use narrative and descriptive strategies to support the presentation, including relevant dialogue, specific action, physical description, background description, and comparison or contrast of characters.</li> </ul>	This objective falls outside the scope of Lexia Reading S.O.S. ©2002.
8.7.11 Deliver oral responses to literature that:	
<ul style="list-style-type: none"> <li>• interpret a reading and provide insight.</li> </ul>	This objective falls outside the scope of Lexia Reading S.O.S. ©2002.
<ul style="list-style-type: none"> <li>• connect personal responses to the writer’s techniques and to specific textual references.</li> </ul>	This objective falls outside the scope of Lexia Reading S.O.S. ©2002.
<ul style="list-style-type: none"> <li>• make supported inferences about the effects of a literary work on its audience.</li> </ul>	This objective falls outside the scope of Lexia Reading S.O.S. ©2002.
<ul style="list-style-type: none"> <li>• support judgments through references to the text, other works, other authors, or personal knowledge.</li> </ul>	This objective falls outside the scope of Lexia Reading S.O.S. ©2002.

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<b>8.7.12 Deliver research presentations that:</b>	
<ul style="list-style-type: none"> <li>• define a thesis (a position on the topic).</li> </ul>	This objective falls outside the scope of Lexia Reading S.O.S. ©2002.
<ul style="list-style-type: none"> <li>• research important ideas, concepts, and direct quotations from significant information sources and paraphrase and summarize important perspectives on the topic.</li> </ul>	This objective falls outside the scope of Lexia Reading S.O.S. ©2002.
<ul style="list-style-type: none"> <li>• use a variety of research sources and distinguish the nature and value of each.</li> </ul>	This objective falls outside the scope of Lexia Reading S.O.S. ©2002.
<ul style="list-style-type: none"> <li>• present information on charts, maps, and graphs.</li> </ul>	This objective falls outside the scope of Lexia Reading S.O.S. ©2002.
<b>8.7.13 Deliver persuasive presentations that:</b>	
<ul style="list-style-type: none"> <li>• include a well-defined thesis (position on the topic).</li> </ul>	This objective falls outside the scope of Lexia Reading S.O.S. ©2002.
<ul style="list-style-type: none"> <li>• differentiate fact from opinion and support arguments with detailed evidence, examples, reasoning, and persuasive language.</li> </ul>	This objective falls outside the scope of Lexia Reading S.O.S. ©2002.
<ul style="list-style-type: none"> <li>• anticipate and effectively answer listener concerns and counterarguments through the inclusion and arrangement of details, reasons, examples, and other elements.</li> </ul>	This objective falls outside the scope of Lexia Reading S.O.S. ©2002.
<ul style="list-style-type: none"> <li>• maintain a reasonable tone.</li> </ul>	This objective falls outside the scope of Lexia Reading S.O.S. ©2002.
<b>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.</b>	This objective falls outside the scope of Lexia Reading S.O.S. ©2002.