



Writer's Choice

Grammar and Composition

Grade 8
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STANDARDS	PAGE REFERENCES
COMPETENCIES and Objectives	
1. The student will use word recognition and vocabulary (word meaning) skills to communicate.	
<p>a. <i>The student will apply knowledge of roots and affixes (e.g., non-, trans-, over-, anti-, inter-, super, semi-, com-, ex-, il-, mid-, under-, sub-, en-, em-, fore-, de-, after-, auto-, con-, mid-, -tion, -or, -ion, -ity, -ment, -ic, -ian, -ist, -ous, -eous, -ious, -ance, -ence, -ive, -en, -ative, -tive, -ible, -ty, -ation, -ition, -al, -ial) to infer meaning of unfamiliar words in novel texts.</i></p>	<p>Student Edition: 671-674, 723</p> <p>Teacher Wraparound Edition: BC 685; C 674; CC 673; CL 674; EL 98, 272; MIN 672; T 672, 673</p>
<p>b. <i>The student will develop and apply expansive knowledge of words and word meaning to communicate.</i></p>	<p>Student Edition: 657-660, 661-662, 664-666, 668-669, 671-674, 676-677, 679-680</p> <p><i>Wordworks</i> 667, 670, 675, 678, 681</p> <p>Teacher Wraparound Edition: C 669; CL 669; EE 723; EL 98; MIN 244, 288, 680; T 51, 665, 667, 668; TW 34</p>
<p>c. <i>The student will apply knowledge of synonyms, antonyms, and homonyms to evaluate word choices in a variety of texts (e.g., analyzing author's craft, revising writing, peer editing).</i></p>	<p>Student Edition: 676-677, 680, 724</p> <p>Teacher Wraparound Edition: C 677, 680; CL 724; MIN 677; T 676, 679</p>

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<p>d. <i>The student will use context clues to infer the meanings of unfamiliar words or phrases in unfamiliar grade level appropriate text.</i></p>	<p>Student Edition: 668-669, 723</p> <p>Teacher Wraparound Edition: C 669; CL 669; MIN 680; T 668</p>
<p>e. <i>The student will apply knowledge of figurative language (e.g., simile, metaphor, personification, hyperbole, idiom, humor) to evaluate author's intent.</i></p>	<p>Student Edition: 24-25, 243-244</p> <p><i>Linking Writing and Literature</i> 38, 95, 194</p> <p><i>Examining Writing in the Real World</i> 113</p> <p><i>Wordworks</i> 678</p> <p>Teacher Wraparound Edition: MIN 244, 678; T 33, 36, 243; TW 34</p>
<p>f. <i>The student will apply knowledge of reference materials (e.g., dictionary, glossary, thesaurus, electronic dictionary, teacher or peer as a resource) to evaluate word choice in a variety of texts (e.g., revise writing, peer editing) and to determine and infer meaning.</i></p>	<p>Student Edition: 67, 299, 657-660, 661-662, 811</p> <p>Teacher Wraparound Edition: EE 651, 659; MIN 124, 658, 662, 677, 678; T 658</p>
<p>g. <i>The student will analyze and evaluate vocabulary usage based on appropriateness for context and purpose (e.g., formal and informal language).</i></p>	<p>Student Edition: 8-10, 12-14, 24-26, 114-116, 118-120, 122-124, 140, 168-170, 230-232, 282-283, 286-288, 292, 764-767, 772-773</p>
<p>2. The student will apply strategies and skills to comprehend, respond to, interpret, or evaluate a variety of texts of increasing levels of difficulty.</p>	
<p>a. <i>The student will apply knowledge of text features, parts of a book, and text structures to understand, gain information from, respond to, analyze, compare, synthesize, or evaluate texts.</i></p> <ol style="list-style-type: none"> 1) Text features - bold-faced print, italics, headings, subheadings, numberings, captions, illustrations, graphs, diagrams, maps, icons, pull down menus, key word searches 2) Parts of a book - appendix, footnotes 3) Text structures - compare/contrast, order of importance 	<p>Student Edition: 60, 126-128, 160-162, 204, 207-208, 215, 220, 235-236, 695-696, 697-698, 709-712</p> <p><i>Linking Writing and Literature</i> 194</p> <p><i>Examining Writing and Literature</i> 201</p> <p>Teacher Wraparound Edition: MIN 162, 220, 696; T 695, 697; TS 712; TT 711; TW 190</p>

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<p>b. <i>The student will infer, justify, evaluate, draw conclusions, predict outcomes, synthesize, and evaluate information.</i></p> <ol style="list-style-type: none"> 1) Infer the implied main idea from one or more related texts. 2) Justify inferences about main idea by providing supporting details. 3) Evaluate author's use of sequence for its effect on the text. 4) Infer how the sequence of events may have contributed to cause and effect relationships in a text. 5) Apply knowledge of cause and effect relationships to infer logical causes and/or effects. 6) Synthesize information stated in one or more texts with prior knowledge and experience to draw valid conclusions with supporting evidence including text based-evidence. 7) Predict a logical outcome based upon information stated in a text and confirm or revise based upon subsequent text. 	<p>Student Edition: <i>Linking Writing and Literature</i> 38, 95, 148, 194, 258, 306</p> <p>Teacher Wraparound Edition: AR 36, 305; CC 91; CT 37, 93, 143, 193; MA 32, 90; T 36, 37; TW 144</p>
<p>c. <i>The student will evaluate or revise a summarization or paraphrasing of the events or ideas in one or more literary texts, literary nonfiction and informational texts of increasing length and difficulty citing text-based evidence.</i></p>	<p>Student Edition: 228, 699-700 <i>Linking Writing and Literature</i> 38, 144</p> <p>Teacher Wraparound Edition: AR 93; C 700; T 35, 144, 192, 252, 304</p>
<p>d. <i>The student will respond to, interpret, compare, critique, or evaluate increasingly complex literary text, literary nonfiction, and informational text citing text-based evidence.</i></p> <ol style="list-style-type: none"> 1) Story elements (e.g., setting, characters, character traits, plot, resolution, point of view), 2) Text structures (e.g., description, sequential order, procedural, cause/effect, compare/contrast, order of importance), 3) Literary devices (e.g., imagery, exaggeration, dialogue, irony, sarcasm), 4) Sound devices (e.g., rhyme, rhythm, alliteration, onomatopoeia, assonance), and 5) Author's purpose (e.g., inform, entertain, persuade). 	<p>Student Edition: 24-26, 210-212, 216, 218-220, 242-244 <i>Writing Activities</i> 27, 245 <i>Linking Writing and Literature</i> 38, 95, 148, 194, 258, 306</p> <p>Teacher Wraparound Edition: CC 91; T 33, 36, 92, 189, 190; TW 34, 94, 144, 190, 304</p>

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<p>e. <i>Evaluate the author’s use of facts, opinions, or tools of persuasion to determine author’s purpose and consider the effect of persuasive text on the intended audience.</i></p> <ol style="list-style-type: none"> 1) Evaluate the author’s use of and distinguish between fact and opinion. 2) Evaluate use of tools of persuasion (e.g., association, stereotypes, bandwagon, plain folks, tabloid thinking, shock tactics and fear, intertextual references, card stacking, slanted words, glittering generalities, false syllogisms, etc). 	<p>Student Edition: 274-275, 288, 756-759, 841-842</p> <p>Teacher Wraparound Edition: CIL 757; CT 756; EE 284, 792; LS 758; T 275, 287, 757, 758</p>
<p>3. The student will express, communicate, evaluate, or exchange ideas effectively.</p>	
<p>a. <i>The student will use and reflect on an appropriate composing process (e.g., planning, drafting, revising, editing, publishing) to express, communicate, evaluate, or exchange ideas with a focus on texts of increasing complexity and length.</i></p> <ol style="list-style-type: none"> 1) <u>Planning</u> <ul style="list-style-type: none"> • Plan for composing using a variety of strategies (e.g., brainstorming, drawing, graphic organizers, peer discussion, reading, viewing). 2) <u>Drafting</u> <ul style="list-style-type: none"> • Draft with increasing fluency. 3) <u>Revising</u> <ul style="list-style-type: none"> • Revise selected drafts by adding, elaborating, deleting, and rearranging text based on teacher/peer feedback, writer’s checklist, or rubric. 4) <u>Editing</u> <ul style="list-style-type: none"> • Edit/proofread drafts to ensure standard usage, mechanics, spelling, and varied sentence structure. 5) <u>Publishing/Sharing</u> <ul style="list-style-type: none"> • Share writing with others formally and informally. 	<p>Student Edition: 28-31, 46-48, 50-52, 54-56, 58-60, 62-64, 66-68, 70-72, 74-76, 78-80, 82-84, 86-89, 138-141, 184-187, 246-249, 298-301</p>
<p>b. The student will incorporate descriptive details into texts including, but not limited to, narrative, expository, or persuasive.</p>	<p>Student Edition: 114-116, 118-120, 122-124, 130-132, 134-136, 138-140, 158, 174, 178</p> <p><i>Writing Activities</i> 117, 121, 125, 137, 159</p> <p>Teacher Wraparound Edition: MIN 120; T 124</p>

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<p>c. <i>The student will compose narrative text utilizing effective organization, transitions, vivid word choices and specific supporting details, containing multiple events with a clear problem and solution.</i></p> <ol style="list-style-type: none"> 1) Stories or retellings 2) Narrative poems 3) Plays 4) Video narratives 5) PowerPoint presentations 	<p>Student Edition: 152-154, 156-158, 160-162, 164-166, 168-170, 172-174, 180-182, 184-187, 352-354, 792-794 <i>Writing Activities</i> 159, 167, 171, 175</p> <p>Teacher Wraparound Edition: MIN 166; T 158, 165, 166, 169, 353</p>
<p>d. <i>The student will compose informational text utilizing topic sentences, effective organization, transitions, vivid word choices, and specific supporting details, including but not limited to, texts containing chronological order, cause and effect, compare and contrast, informal problem and solution, or order of importance.</i></p> <ol style="list-style-type: none"> 1) Essays 2) Presentations 3) Poems 4) Functional texts 	<p>Student Edition: 58-60, 160-162, 202-204, 206-208, 210-212, 214-216, 218-220, 226-227, 234-236, 238-240, 242-244, 246-249, 706-708 <i>Writing Activities</i> 205, 213, 221, 245</p>
<p>e. <i>The student will compose persuasive text with a clear problem and solution utilizing effective organization, transitions, vivid word choices, and specific supporting details.</i></p> <ol style="list-style-type: none"> 1) Letters 2) Speeches 3) Advertisements 	<p>Student Edition: 263-264, 266-268, 270-272, 278-280, 282-284, 286-288, 290-292, 294-296, 298-301, 772-775 <i>Writing Activities</i> 269, 277, 285, 289, 293</p> <p>Teacher Wraparound Edition: T 276, 280</p>
<p>f. <i>The student will compose texts utilizing a variety of modes based on inquiry and research.</i></p> <ol style="list-style-type: none"> 1) Generate questions. 2) Locate sources (e.g., books, interviews, Internet, reference materials, on-line data bases) and gather relevant information from multiple sources. 3) Take notes on important information from sources. 4) Synthesize and evaluate important findings and select sources to support central ideas, concepts, and themes. 5) Present the results using a variety of communication techniques. 6) Reflect on and evaluate the process. 	<p>Student Edition: 54-56, 58-60, 62-64, 66-68, 70-72, 74-76, 78-80, 82-84, 202-204, 226-228, 234-236, 238-240, 246-249, 646-648, 649-652, 653-654, 655-656, 706-708, 841-845</p>

STANDARDS	PAGE REFERENCES
<p>4. The student will apply Standard English to communicate.</p>	
<p>a. <i>The student will use Standard English grammar in composing or editing.</i></p> <ol style="list-style-type: none"> 1) Nouns (e.g., singular, plural, irregular plural, common, proper, singular possessive, plural possessive, concrete, abstract, compound, collective) 2) Verbs (e.g., helping verbs, irregular, transitive, and intransitive verbs) 3) Verb tense (e.g., present, past, future, perfect) 4) Subject verb agreement in sentences containing collective nouns, indefinite pronouns, compound subjects, and prepositional phrases. 5) Subordinate and coordinate conjunctions 6) Adjectives (e.g., descriptive, comparative, superlative, nominative, objective, reflexive, possessive) 7) Pronouns (e.g., subject, object, reflexive, possessive, demonstrative, interrogative, indefinite) 8) Use adverbs correctly (e.g., comparative forms) 9) Infinitives, gerunds, and participles 	<p>Student Edition: 314-317, 318-321, 322-323, 381, 383, 385, 387, 401, 403, 407, 409, 411, 435, 437, 441, 457, 463, 465, 467, 469, 527, 529, 531</p>
<p>b. <i>The student will use Standard English mechanics to compose or edit.</i></p> <ol style="list-style-type: none"> 1) End punctuation (e.g., period, question mark, exclamation point) 2) Periods in common abbreviations (e.g., titles of address, days of the week, months of the year) 3) Commas (e.g., dates, series, addresses, greetings and closings of letters, quotations, introductory phrases, appositives) 4) Quotation marks (e.g., quotations, titles of poems) 5) Colons (e.g., time, complex sentences, business letters) 6) Capitalization 7) Spell words commonly found in eighth grade level text. 8) Produce legible text. 	<p>Student Edition: 324-326, 330-331, 369, 511, 583, 585, 587, 589, 601, 603, 605, 607, 609, 619, 635 <i>Grammar Link</i> 137, 171 <i>Grammar Tip</i> 271</p> <p>Teacher Wraparound Edition: CL 590; MIN 370, 608; T 489, 505; W 100, 337</p>

STANDARDS	PAGE REFERENCES
<p>c. <i>The student will apply knowledge of sentence structure in composing or editing to achieve a purpose.</i></p> <ol style="list-style-type: none"> 1) Analyze the structure of sentences (e.g., simple, compound, complex). 2) Compose simple, compound, and complex sentences. 3) Analyze sentences containing descriptive adjectives, adverbs, prepositional phrases, appositives and modifiers. 4) Compose sentences using descriptive adjectives, adverbs, prepositional phrases, appositives, and modifiers. 5) Analyze sentences containing parallel structures to present items in a series and items juxtaposed for emphasis. 6) Compose sentences containing parallel structures to present items in a series and items juxtaposed for emphasis. 	<p>Student Edition: 63, 74-76, 79, 128, 310-311, 312-313, 359, 361, 367, 369, 371, 391, 481, 483, 485, 635, 833-834, 839 <i>Writing Activities 77</i></p> <p>Teacher Wraparound Edition: EL 354; MIN 76</p>