



Literature

Reading with Purpose

Course 1

© 2007

STANDARDS	PAGE REFERENCES
English Language Arts - Standard A - Performance Standards Grade 8	
A.8.1 Use effective reading strategies to achieve their purposes in reading.	
<p>Use knowledge of sentence and word structure, word origins, visual images, and context clues to understand unfamiliar words and clarify passages of text</p>	<p>Student Edition: RH1-RH4 <i>English Language Coach</i> 378, 384, 404, 410, 522, 538, 568, 592 <i>Practice the Skills</i> 527 #5, 532 #13, 549 #3, #5, 574 #5, #7, 577 #10, 578 #12, 594 #3 Teacher Wraparound Edition: ELC 260, 379; LC 392; V 428</p>
<p>Use knowledge of the visual features of texts, such as headings and bold face print, and structures of texts, such as chronology and cause-and-effect, as aids to comprehension</p>	<p>Student Edition: RH18 <i>Genre Focus</i> 4-5 <i>Practice the Skills</i> 12 #1, 13 #3, 14 #4, 15 #6, 20 #1, 22 #5, 34 #1, 42 #1, 45 #5 <i>Skills Preview</i> 11, 19, 33, 41, 555 <i>Skills Review</i> 17, 25, 39, 47 Teacher Wraparound Edition: LFL 5; TE 21</p>

STANDARDS	PAGE REFERENCES
<p>Establish purposeful reading and writing habits by using texts to find information, gain understanding of diverse viewpoints, make decisions, and enjoy the experience of reading</p>	<p>Student Edition: RH6-RH7 <i>Before You Read</i> 160, 210, 220, 346, 592 <i>Practice the Skills</i> 15 #7, 21 #3, 130 #1 <i>Reading Workshop</i> 8-9 <i>Set Purposes for Reading</i> 687, 859, 873 <i>Skills Preview</i> 11, 19 <i>Skills Review</i> 17, 25 Teacher Wraparound Edition: 8A, 480I; RS 103</p>
<p>Select, summarize, paraphrase, analyze, and evaluate, orally and in writing, passages of texts chosen for specific purposes</p>	<p>Student Edition: RH12, RH14, RH15 <i>Active Reading Model</i> 491 #11 <i>Practice the Skills</i> 578 #13, 845 #2-#3 <i>Reading/Critical Thinking</i> 99, 235 <i>Reading Workshop</i> 566-567, 840-841 <i>Skills Preview</i> 569, 582, 843 <i>Skills Review</i> 581, 585, 857 <i>Writing Workshop</i> 26-28, 64-66 Teacher Wraparound Edition: CT 66; RS 595, 605, 606</p>
<p>A.8.2 Read, interpret, and critically analyze literature.</p>	
<p>Identify the defining features and structure of literary texts, such as conflict, representation of character, and point of view</p>	<p>Student Edition: <i>Genre Focus</i> 484, 618, 930 <i>Practice the Skills</i> 193 #4, 200 #3, 205 #9-#10, 415 #6, 430 #1, 548 #1, 550 #8, 551 #11-#12 <i>Skills Preview</i> 191, 197, 411, 429, 547 <i>Skills Review</i> 195, 207, 419, 435, 553 Teacher Wraparound Edition: LFL 417</p>
<p>Analyze the effect of characters, plot, setting, language, topic, style, purpose, and point of view on the overall impact of literature</p>	<p>Student Edition: <i>Practice the Skills</i> 72 #2, 265 #5, 271 #2, 275 #7, 716 #8, 738 #7, 741 #10 <i>Skills Preview</i> 149, 197, 263, 269, 709, 733 <i>Skills Review</i> 75, 159, 207, 267, 277, 553, 731, 743</p>

STANDARDS	PAGE REFERENCES
<p>Draw on a broad base of knowledge about the genres of literature, such as the structure and conventions of essays, epics, fables, myths, plays, poems, short stories, and novels, when interpreting the meaning of a literary work</p>	<p>Student Edition: R10-R16 <i>Active Reading Model</i> 375 #3-#4 <i>Genre Focus</i> 374, 484, 618, 776, 930 <i>Get Ready to Read</i> 746-747, 750 <i>Practice the Skills</i> 381 #3, 748 #1-#2, 749 #3-#4, 753 #4-#7, 754 #8, 755 #9 <i>Skills Preview</i> 138, 379, 627 <i>Skills Review</i> 141, 383, 633 Teacher Wraparound Edition: LFL 974</p>
<p>Develop criteria to evaluate literary merit and explain critical opinions about a text, either informally in conversation or formally in a well-organized speech or essay</p>	<p>Student Edition: RH15 <i>After You Read</i> 324 #6, 408 #8, 864 #7 <i>Practice the Skills</i> 845 #2-#3, 851 #13, 862 #5, 1027 #18 <i>Reading/Critical Thinking</i> 355 #17, 467 #11 <i>Reading Workshop</i> 840-841 <i>Skills Preview</i> 843, 859 <i>Skills Review</i> 669, 857, 865 <i>Write About Your Reading</i> 856 <i>Writing: Compare the Literature</i> 99 Teacher Wraparound Edition: 840A; RS 847, 853</p>
<p>A.8.3 Read and discuss literary and nonliterary texts in order to understand human experience.</p>	
<p>Provide interpretive responses, orally and in writing, to literary and nonliterary texts representing the diversity of American cultural heritage and cultures of the world</p>	<p>Student Edition: RH8 <i>After You Read</i> 408 #7, 418 #7, 812 #5 <i>Practice the Skills</i> 406 #1, 407 #7, 412 #1, 413 #3, 414 #5, 416 #8, 417 #10, 713 #5 <i>Reading Workshop</i> 402-403 <i>Skills Preview</i> 405, 411 <i>Skills Review</i> 409, 419, 731 Teacher Wraparound Edition: 402A; RS 415</p>

STANDARDS	PAGE REFERENCES
Identify common historical, social, and cultural themes and issues in literary works and selected passages	<p>Student Edition: <i>After You Read</i> 640, 656, 668 <i>Genre Focus</i> 618 <i>Practice the Skills</i> 636 #2, 664 #6 <i>Skills Preview</i> 627, 635, 673 <i>Skills Review</i> 633, 641, 857 <i>Write About Your Reading</i> 684 <i>Write to Learn</i> 623</p> <p>Teacher Wraparound Edition: LE 629, 639, 649, 653, 667, 693; LFL 444, 621</p>
Draw on a broad base of knowledge about the themes, ideas, and insights found in classical literature while reading, interpreting, and reflecting on contemporary texts	<p>Student Edition: <i>After You Read</i> 640, 656, 668, 684 <i>Before You Read</i> 746-747 <i>Comparing Literature Workshop</i> 458-459, 467, 744-745, 757 <i>Genre Focus</i> 618 <i>Get Ready to Read</i> 659 <i>Practice the Skills</i> 629 #3, 636 #1-#2 <i>Skills Preview</i> 627, 635, 649 <i>Skills Review</i> 633, 641</p> <p>Teacher Wraparound Edition: DI 750; LE 664; LFL 709, 755</p>
Evaluate the themes and main ideas of a work considering its audience and purpose	<p>Student Edition: <i>Active Reading Model</i> 7 #6, 303 #4 <i>Before You Read</i> 320 <i>Genre Focus</i> 5 <i>Listening, Speaking, and Viewing</i> 67 <i>Practice the Skills</i> 80 #3, 286 #2, 322 #1, 323 #4, 513 #6 <i>Skills Preview</i> 77, 285, 509 <i>Skills Review</i> 83, 289, 515</p> <p>Teacher Wraparound Edition: LE 302, 303, 343; LFL 154, 320; RS 265</p>

STANDARDS	PAGE REFERENCES
<p>A.8.4 Read to acquire information.</p>	
<p>Interpret and use technical resources such as charts, tables, travel schedules, timelines, and manuals</p>	<p>Student Edition: RH18 <i>Analyzing the Graphic</i> 36 <i>Genre Focus</i> 4-5 <i>Practice the Skills</i> 14 #4, 15 #6, 22 #5, 53 #2 <i>Reading Workshop</i> 48-49 <i>Skills Preview</i> 19 <i>Skills Review</i> 25, 183 <i>Skills and Strategies Assessment</i> 111 Teacher Wraparound Edition: DI 179, 181, 271, 877, 1059; RS 52; TE 180; VG 23</p>
<p>Compare, contrast, and evaluate the relative accuracy and usefulness of information from different sources</p>	<p>Student Edition: RH14, RH15, R47 <i>Practice the Skills</i> 899 #3-#5, 901 #7, 903 #9, 905 #1-#2 <i>Reading Across Texts Workshop</i> 894-895, 1056-1057 <i>Reading Workshop</i> 260-261, 840-841 <i>Writing: Reading Across Texts</i> 909 Teacher Wraparound Edition: 586A, 1056A</p>
<p>Identify and explain information, main ideas, and organization found in a variety of informational passages</p>	<p>Student Edition: RH16-RH17 <i>Active Reading Model</i> 6 #4, 125 #10, 259 #7, 778 #3 <i>Genre Focus</i> 4-5, 776 <i>Practice the Skills</i> 169 #3, 264 #2 <i>Reading Workshop</i> 68-69, 318-319, 520-521, 544-545 <i>Skills Preview</i> 167, 179, 555 <i>Skills Review</i> 177, 183, 561 Teacher Wraparound Edition: 68A; DI 173; RS 897, 899</p>

STANDARDS	PAGE REFERENCES
<p>Distinguish between the facts found in documents, narratives, charts, maps, tables and other sources and the generalizations and interpretations that are drawn from them</p>	<p>Student Edition: <i>Active Reading Model</i> 257 #2, 264 #1, 265 #6, 270 #1, 273 #5 <i>Genre Focus</i> 256 <i>Listening, Speaking, and Viewing</i> 67 <i>Reading Workshop</i> 260-261 <i>Skills Preview</i> 263, 269 <i>Skills Review</i> 267, 277 Teacher Wraparound Edition: 260A; RS 271, 274</p>
<p>English Language Arts - Standard B- Performance Standards Grade 8</p>	
<p>B.8.1 Create or produce writing to communicate with different audiences for a variety of purposes.</p>	
<p>Write a coherent and complete expository piece, with sufficient detail to fulfill its purpose, sufficient evidence to support its assertions, language appropriate for its intended audience, and organization achieved through clear coordination and subordination of ideas</p>	<p>Student Edition: R20, R21-R24 <i>Wrap-Up</i> 101 <i>Writing Workshop</i> 26-28, 64-66, 278-279, 314-315 Teacher Wraparound Edition: 26A; DI 240, 482, 899; LFL 174; RRW 88, 835</p>
<p>Write a persuasive piece (such as a letter to a specific person or a script promoting a particular product) that includes a clear position, a discernible tone, and a coherent argument with reliable evidence</p>	<p>Student Edition: R21 <i>Write About Your Reading</i> 82, 158, 288, 880 <i>Writing Workshop</i> 278-279, 314-316, 966 Teacher Wraparound Edition: RRW 361, 947, 955</p>
<p>Write a narrative based on experience that uses descriptive language and detail effectively, presents a sequence of events, and reveals a theme</p>	<p>Student Edition: R21 <i>Wrap-Up</i> 599, 759, 1073 <i>Write About Your Reading</i> 206, 276, 334, 552 <i>Writing Workshop</i> 141-143, 184-185, 515-518, 562-564, 642-643, 702-704, 814-815, 866-868 Teacher Wraparound Edition: 142A, 142B, 814A, 814B; DI 210; LFL 211; RRW 119</p>
<p>Write clear and pertinent responses to verbal or visual material that communicate, explain, and interpret the reading or viewing experience to a specific audience</p>	<p>Student Edition: <i>Write About Your Reading</i> 74, 82, 140, 158, 162, 206, 276, 312, 334, 382, 396, 408, 418, 426, 536, 640, 684, 700 Teacher Wraparound Edition: DI 73, 528, 577</p>

STANDARDS	PAGE REFERENCES
Write creative fiction that includes major and minor characters, a coherent plot, effective imagery, descriptive language, and concrete detail	<p>Student Edition: R21 <i>Wrap-Up</i> 599, 759, 1073 <i>Write About Your Reading</i> 206, 276, 334, 552 <i>Writing Workshop</i> 141-143, 184-185, 515-518, 562-564, 642-643, 702-704, 814-815, 866-868</p> <p>Teacher Wraparound Edition: 142A, 142B, 814A, 814B; DI 210; LFL 211; RRW 119</p>
Write in a variety of situations (during an exam, in a computer lab) and adapt strategies, such as revision, technology, and the use of reference materials, to the situation	<p>Student Edition: R17-R18, R27, R52 <i>Writing Workshop</i> 563</p> <p>Teacher Wraparound Edition: DI 799, 887; RRW 27, 66, 819, 826</p>
Use a variety of writing technologies including pen and paper as well as computers	<p>Student Edition: R25, R27 <i>Wrap-Up</i> 101, 598, 1073 <i>Write About Your Reading</i> 24, 62 <i>Writing Tip</i> 65, 185, 563 <i>Writing Workshop</i> 65, 185, 438, 563, 703, 867, 1033</p> <p>Teacher Wraparound Edition: 642B; DI 1000</p>
Write for a variety of readers, including peers, teachers, and other adults, adapting content, style, and structure to audience and situation	<p>Student Edition: R17-R18, R25 <i>Wrap-Up</i> 236, 357, 598, 599, 759, 1072, 1073 <i>Write About Your Reading</i> 74, 82, 158, 312, 382, 448, 584 <i>Writing Workshop</i> 26, 142-143, 279, 399, 518, 643, 815, 967</p> <p>Teacher Wraparound Edition: 278A, 642A</p>
B.8.2 Plan, revise, edit, and publish clear and effective writing.	
Produce multiple drafts, including finished pieces, that demonstrate the capacity to generate, focus, and organize ideas and to revise the language, organization, content, and tone of successive drafts in order to fulfill a specific purpose for communicating with a specific audience	<p>Student Edition: R17-R18, R27 <i>Wrap-Up</i> 236, 357, 599 <i>Writing Workshop</i> 64, 184, 280, 314, 436-437, 562, 702, 866-867, 1032</p> <p>Teacher Wraparound Edition: 398A, 516A; DI 210</p>

STANDARDS	PAGE REFERENCES
Identify questions and strategies for improving drafts in writing conferences with a teacher	<p>Writing exercises provide many opportunities for writing conferences with a teacher.</p> <p>Student Edition: <i>Writing Workshop</i> 26-28, 64-66, 142-144, 184-186, 278-280, 314-316, 398-400, 436-438, 516-518, 562-565, 642-644, 702-705, 814-816, 866-868, 966-968, 1032-1034</p> <p>Teacher Wraparound Edition: 278A; RF 65</p>
Given a writing assignment to be completed in a limited amount of time, produce a well developed, well organized, and effective response in correct English and an appropriate voice	<p>Student Edition: R17, R21, R49-R50, R52</p> <p>Teacher Wraparound Edition: DI 799</p>
<p>B.8.3 Understand the function of various forms, structures, and punctuation marks of standard American English and use them appropriately in communications.</p>	
Understand the function of words, phrases, and clauses in a sentence and use them effectively, including coordinate and subordinate conjunctions, relative pronouns, and comparative adjectives	<p>Student Edition: R30</p> <p><i>Grammar Link</i> 17, 141, 159, 163, 177, 183, 195, 207, 267, 277, 289, 297, 305, 401, 507, 515, 519, 537, 543, 657, 893</p> <p><i>Practice the Skills</i> 202 #5</p> <p>Teacher Wraparound Edition: ELC 10</p>
Use correct tenses to indicate the relative order of events	<p>Student Edition: R19, R30</p> <p><i>Grammar Link</i> 55, 63, 75, 83, 401</p> <p>Teacher Wraparound Edition: ELC 791</p>
Understand and employ principles of agreement, including subject-verb, pronoun-noun, and preposition-pronoun	<p>Student Edition: R19, R29</p> <p><i>Grammar Link</i> 163, 401, 645, 669, 701, 817, 829, 839, 857, 865, 881, 893</p> <p><i>Writing Workshop</i> 437, 704</p>
Punctuate compound, complex, and compound-complex sentences correctly	<p>Student Edition: R31, R32, R38-R40</p> <p><i>Editing Checklist</i> 315, 1033</p> <p><i>Grammar Link</i> 397, 553, 561, 581, 585, 645, 657, 685, 701, 731, 743, 985, 995, 1049, 1055</p> <p><i>Write About Your Reading</i> 334</p> <p><i>Writing Workshop</i> 563, 703, 704</p>

STANDARDS	PAGE REFERENCES
Employ the conventions of capitalization	Student Edition: R32, R36-R37 <i>Editing Checklist</i> 315, 563, 1033 <i>Grammar Link</i> 137, 145, 633, 1049 <i>Proofreading Checklist</i> 185, 867
Spell frequently used words correctly and use effective strategies for spelling unfamiliar words	Student Edition: R19, R27, R33-R35, R43-R44 <i>Proofreading Checklist</i> 185, 867 <i>Writing Tip</i> 185, 315 <i>Writing Workshop</i> 65, 144, 315, 437, 563, 703, 867, 1033 Teacher Wraparound Edition: ELC 522
English Language Arts, Standard C: Oral Language Performance Standards - Grade 8	
C.8.1 Orally communicate information, opinions, and ideas effectively to different audiences for a variety of purposes.	
Share brief impromptu remarks about topics of interest to oneself and others	Student Edition: R46, R48 <i>Listening, Speaking, and Viewing</i> 187 <i>Wrap-Up</i> 356 Teacher Wraparound Edition: RRW 646, 651
Speaking from notes or an outline, relate an experience in descriptive detail, with a sense of timing and decorum appropriate to the occasion	Student Edition: R46 <i>Listening, Speaking, and Viewing</i> 869, 1035 <i>Talk About Your Reading</i> 176 <i>Writing Workshop</i> 966-967, 968, 1032-1034 Teacher Wraparound Edition: 966A
Perform expressive oral readings of prose, poetry, and drama	Student Edition: RH5 <i>Listening, Speaking, and Viewing</i> 439, 565, 869 Teacher Wraparound Edition: ELC 375; RF 8, 81, 91, 115, 139, 214, 222, 264, 275, 292, 328, 340, 349, 371, 407, 447, 461, 481, 486, 500, 539, 571, 578, 593, 615, 638, 793

STANDARDS	PAGE REFERENCES
Prepare and conduct interviews	<p>Student Edition: R21 <i>Warm-Up</i> 3, 117, 617 <i>Wrap-Up</i> 101, 237, 758 <i>Write About Your Reading</i> 46, 514, 864</p> <p>Teacher Wraparound Edition: DI 556, 1037; LFL 1052; RRW 594, 616, 671, 707, 716</p>
Present a coherent, comprehensive report on differing viewpoints on an issue, evaluating the content of the material presented, and organizing the presentation in a manner appropriate to the audience	<p>Student Edition: <i>Listening, Speaking, and Viewing</i> 1035 <i>Talk About Your Reading</i> 176, 266, 304 <i>Writing Workshop</i> 966-967, 1032-1034</p> <p>Teacher Wraparound Edition: DI 482, 490, 737; LFL 300; RRW 451, 535, 691, 982</p>
Differentiate between formal and informal contexts and employ an appropriate style of speaking, adjusting language, gestures, rate, and volume according to audience and purpose	<p>Student Edition: R46 <i>Group Talk</i> 306 <i>Listening, Speaking, and Viewing</i> 317, 439, 565, 705, 869, 1035 <i>Talk About Your Reading</i> 38 <i>Writing Tip</i> 1033 <i>Writing Workshop</i> 315, 968</p>
Observe the appropriate etiquette when expressing thanks and receiving praise	<p>Practice in speaking informally will aid students in expressing thanks and receiving praise appropriately.</p> <p>Student Edition: R46 <i>Talk About Your Reading</i> 38</p>
<p>C.8.2 Listen to and comprehend oral communications.</p>	
Summarize and explain the information conveyed in an oral communication, accounting for the key ideas, structure, and relationship of parts to the whole	<p>Student Edition: R45, R47 <i>Active Reading Model 7 #7</i> <i>Analyzing the Art</i> 416 <i>Analyzing the Graphic</i> 35 <i>Listening, Speaking, and Viewing</i> 67, 187, 1035 <i>Practice the Skills</i> 286 #1 <i>Wrap-Up</i> 101</p> <p>Teacher Wraparound Edition: RF 489; RRW 819; VP 43</p>

STANDARDS	PAGE REFERENCES
Distinguish among purposes for listening, such as gaining information or being entertained, and take notes as appropriate	Student Edition: R45 <i>Listening, Speaking, and Viewing</i> 187, 439, 1035 <i>Wrap-Up</i> 101 Teacher Wraparound Edition: DI 704; RRW 317
Recall significant details and sequence accurately	Student Edition: R45 <i>Listening, Speaking, and Viewing</i> 187
Follow a speaker's argument and represent it in notes	Student Edition: <i>After You Read</i> 266 <i>Listening, Speaking, and Viewing</i> 187
Evaluate the reliability of information in a communication, using criteria based on prior knowledge of the speaker, the topic, and the context and on analysis of logic, evidence, propagand devices, and language	Student Edition: RH15, R47 <i>Reading Workshop</i> 260-261, 840-841 Teacher Wraparound Edition: 260A, 840A
C.8.3 Participate effectively in discussion.	
Participate in discussion by listening attentively, demonstrating respect for the opinions of others, and responding responsibly and courteously to the remarks of others	Student Edition: R48 <i>Listening, Speaking, and Viewing</i> 187 <i>Talk About Your Reading</i> 194
Explain and advance opinions by citing evidence and referring to sources	Student Edition: <i>Listening, Speaking, and Viewing</i> 187 <i>Talk About Your Reading</i> 16, 38, 194, 266, 542, 580, 632, 828 Teacher Wraparound Edition: DI 303, 647, 741; LFL 586; RRW 594, 651
Evaluate the stated ideas and opinions of others, seeking clarification through questions	Student Edition: <i>Listening, Speaking, and Viewing</i> 187 <i>Talk About Your Reading</i> 194, 580, 632 <i>Wrap-Up</i> 101, 356 Teacher Wraparound Edition: DI 647, 741; RRW 637, 651

STANDARDS	PAGE REFERENCES
Invite ideas and opinions of others into the discussion, responding clearly and tactfully to questions and comments	Student Edition: <i>Listening, Speaking, and Viewing</i> 187 <i>Talk About Your Reading</i> 194, 580 <i>Wrap-Up</i> 356 Teacher Wraparound Edition: DI 303; RRW 594
Accept and use helpful criticism	Student Edition: <i>Listening, Speaking, and Viewing</i> 439 <i>Wrap-Up</i> 598 Teacher Wraparound Edition: RRW 594
Establish and maintain an open mind when listening to others' ideas and opinions	Student Edition: <i>Listening, Speaking, and Viewing</i> 187 <i>Talk About Your Reading</i> 16, 194, 266, 828
Summarize the main points of a discussion, orally and in writing, specifying areas of agreement and disagreement and paraphrasing contributions	Student Edition: <i>Listening, Speaking, and Viewing</i> 187 <i>Wrap-Up</i> 101, 598, 910 Teacher Wraparound Edition: RF 489; RRW 819
Display and maintain facial expressions, body language, and other response cues that indicate respect for the speaker and attention to the discussion	Student Edition: <i>Listening, Speaking, and Viewing</i> 187 Teacher Wraparound Edition: RF 489
Attend to the content of discussion rather than the speaker	Student Edition: <i>Listening, Speaking, and Viewing</i> 187 <i>Wrap-Up</i> 101 Teacher Wraparound Edition: RF 489; RRW 819
Participate in discussion without dominating	Student Edition: <i>Listening, Speaking, and Viewing</i> 187 <i>Talk About Your Reading</i> 194, 580 <i>Wrap-Up</i> 910
Distinguish between supported and unsupported statements	Student Edition: <i>Listening, Speaking, and Viewing</i> 187 <i>Wrap-Up</i> 910

STANDARDS	PAGE REFERENCES
English Language Arts, Standard D: Language Performance Standards - Grade 8	
D.8.1 Develop their vocabulary and ability to use words, phrases, idioms, and various grammatical structures as a means of improving communication.	
Consult dictionaries, thesauruses, handbooks, and grammar texts when choosing words, phrases, and expressions for use in oral and written presentations	<p>Student Edition: RH3-RH4 <i>English Language Coach</i> 10, 18, 56, 70, 76, 86, 732 <i>Practice the Skills</i> 59 #4, 72 #3, 79 #2, 89 #3, 95 #4-#5, 97 #7, 181 #2, 790 #6 <i>Vocabulary Check</i> 47 #16, 561 #18, 803 #18</p> <p>Teacher Wraparound Edition: ELC 86, 190; LC 104</p>
Explain how writers and speakers choose words and use figurative language such as similes, metaphors, personification, hyperbole, and allusion to achieve specific effects	<p>Student Edition: <i>Active Reading Model</i> 375 #2 <i>Comparing Literature Workshop</i> 458-459 <i>Genre Focus</i> 374 <i>Practice the Skills</i> 461 #1, 463 #1-#3 <i>Skills Preview</i> 263, 269, 443, 451 <i>Skills Review</i> 267, 277, 449, 457</p> <p>Teacher Wraparound Edition: LE 464; LFL 132, 135, 160, 810</p>
Choose words purposefully and evaluate the use of words in communications designed to inform, explain, and persuade	<p>Student Edition: R20, R21, R25 <i>English Language Coach</i> 190, 196 <i>Vocabulary Check</i> 305 <i>Write About Your Reading</i> 288 <i>Writing Workshop</i> 28, 280, 314-315, 400, 1032</p> <p>Teacher Wraparound Edition: 26B, 278A, 278B; DI 281; RRW 977</p>
D.8.2 Recognize and interpret various uses and adaptations of language in social, cultural, regional, and professional situations, and learn to be flexible and responsive in their use of English.	
Describe how American English is used in various public and private contexts, such as school, home, and work	<p>Student Edition: 34-37, R25 <i>English Language Coach</i> 940, 953 <i>Practice the Skills</i> 945 #5 <i>Talk About Your Reading</i> 38</p> <p>Teacher Wraparound Edition: DI 953; ELC 833, 931, 934; LC 58</p>

STANDARDS	PAGE REFERENCES
<p>Make appropriate choices when speaking and writing, such as formal or informal language, considering the purpose and context of the communication</p>	<p>Student Edition: 34-37, R46 <i>English Language Coach</i> 940, 1014 <i>Practice the Skills</i> 945 #5 <i>Talk About Your Reading</i> 38, 176 <i>Writing Workshop</i> 314-315, 562-563, 1032, 1033 Teacher Wraparound Edition: 966A, 966B; DI 953; ELC 1009; LC 58, 1001</p>
<p>Evaluate how audience and context affect the selection and use of words and phrases, including technical terms, slang, and jargon</p>	<p>Student Edition: 34-37, R46 <i>English Language Coach</i> 940, 1014 <i>Practice the Skills</i> 945 #5, 960 #9, 962 #1 <i>Talk About Your Reading</i> 38, 176 <i>Vocabulary Check</i> 965 <i>Wrap-Up</i> 357 <i>Writing Workshop</i> 314-315, 1032 Teacher Wraparound Edition: 966A, 966B; DI 953; ELC 873, 931, 934; LC 58, 155, 933, 935, 950; LFL 213, 450</p>
<p>English Language Arts, Standard E: Media & Technology Performance Standards - Grade 8</p>	
<p>E.8.1 Use computers to acquire, organize, analyze, and communicate information.</p>	
<p>Demonstrate efficient word-processing skills</p>	<p>Student Edition: R25, R27 <i>Writing Tip</i> 65, 165, 185 <i>Writing Workshop</i> 563 Teacher Wraparound Edition: 26B, 642B</p>
<p>Construct and use simple databases</p>	<p>Teachers may assign database projects as part of certain tasks involving categorizing, classifying, or charting. Student Edition: <i>Comparing Literature Workshop</i> 85, 209, 337 <i>English Language Coach</i> 320, 450, 1050 <i>Reading Across Texts Workshop</i> 587, 895 <i>Skills Preview</i> 883 <i>Wrap-Up</i> 101, 910 Teacher Wraparound Edition: DI 41, 240</p>

STANDARDS	PAGE REFERENCES
Use manuals and on-screen help in connection with computer applications	Utilizing various computer applications offers an opportunity to use manuals and on-screen help. Student Edition: 34-37, R25, R27 <i>Get Ready to Read</i> 33 <i>Write to Learn</i> 968 <i>Writing Tip</i> 65, 165, 185 <i>Writing Workshop</i> 563 Teacher Wraparound Edition: T46; 26B, 642B; LFL 902
Perform basic computer operations on various platforms	Student Edition: 34-37, R27 <i>Get Ready to Read</i> 33 <i>Write to Learn</i> 968 <i>Writing Tip</i> 65, 165, 185 Teacher Wraparound Edition: T46; 26B, 642B; LFL 902
Collect information from various on-line sources, such as web pages, news groups, and listservs	Student Edition: R21, R27 <i>Listening, Speaking, and Viewing</i> 869 <i>Literature Online</i> 65, 165, 279, 315, 399, 439, 517, 815, 867, 967, 1033 Teacher Wraparound Edition: T46; DI 41, 43, 78, 148, 156, 240, 899, 1068; LFL 174, 894; RRW 21, 23, 57, 60, 79, 88, 124, 127, 239, 443, 705
E.8.2 Make informed judgments about media and products.	
Recognize common structural features found in print and broadcast advertising	Student Edition: 286, 287, R47 <i>After You Read</i> 288 <i>Genre Focus</i> 4-5 <i>Listening, Speaking, and Viewing</i> 67 <i>Skills Preview</i> 285 <i>Skills Review</i> 289

STANDARDS	PAGE REFERENCES
Identify and explain the use of stereotypes and biases evident in various media	<p>Student Edition: R47 <i>Active Reading Model</i> 257 #1, 258 #4 <i>After You Read</i> 324 #6 <i>Genre Focus</i> 256 <i>Get Ready to Read</i> 285 <i>Listening, Speaking, and Viewing</i> 67 <i>Practice the Skills</i> 286 #2-#4, 287 #5, 303 #2, 511 #2 <i>Skills Preview</i> 285, 301 <i>Skills Review</i> 289, 303, 515</p> <p>Teacher Wraparound Edition: LFL 256; RS 274</p>
Compare the effect of particular symbols and images seen in various media	<p>Student Edition: R47 <i>Active Reading Model</i> 7 #7 <i>Analyzing the Graphic</i> 37 <i>Get Ready to Read</i> 285 <i>Listening, Speaking, and Viewing</i> 67 <i>Practice the Skills</i> 15 #6, 20 #1, 61 #6 <i>Reading Workshop</i> 48-49 <i>Skills Preview</i> 11, 19, 51, 57 <i>Skills Review</i> 63</p> <p>Teacher Wraparound Edition: 48A; DI 22, 286; RS 58, 59, 60; VG 23; VP 13, 21</p>
Develop criteria for selecting or avoiding specific broadcast programs and periodicals	<p>Student Edition: R47 <i>After You Read</i> 288 <i>Get Ready to Read</i> 285 <i>Listening, Speaking, and Viewing</i> 67 <i>Reading Workshop</i> 8-9 <i>Skills Preview</i> 11, 19 <i>Skills Review</i> 17</p> <p>Teacher Wraparound Edition: 8A; DI 670; RS 22</p>

STANDARDS	PAGE REFERENCES
E.8.3 Create media products appropriate to audience and purpose.	
Write informational articles that target audiences of a variety of publications	<p>Student Edition: R20, R21-R24 <i>Wrap-Up</i> 101, 236, 598 <i>Write About Your Reading</i> 24, 1012 <i>Writing Workshop</i> 26-28, 64-66</p> <p>Teacher Wraparound Edition: 26A; DI 89, 240, 482, 899, 901; LFL 174, 1052; RRW 88, 835, 955</p>
Use desktop publishing to produce products such as brochures and newsletters designed for particular organizations and audiences	<p>The following activities provide excellent opportunities to use desktop publishing.</p> <p>Student Edition: R18, R27 <i>Wrap-Up</i> 100, 236, 598, 911, 1073 <i>Writing Workshop</i> 185, 968</p> <p>Teacher Wraparound Edition: DI 35, 89, 901, 1000; RRW 835</p>
Create video and audiotapes designed for particular audiences	<p>Student Edition: <i>Wrap-Up</i> 356 <i>Writing Workshop</i> 1032</p> <p>Teacher Wraparound Edition: DI 663, 869; LFL 902; RRW 107</p>
E.8.4 Demonstrate a working knowledge of media production and distribution.	
Plan a promotion or campaign that involves broadcast and print media production and distribution	<p>Student Edition: <i>Wrap-Up</i> 100, 911 <i>Write About Your Reading</i> 24, 288, 324</p> <p>Teacher Wraparound Edition: DI 869, 1037; RRW 107, 943</p>
Analyze how messages may be affected by financial factors such as sponsorship	<p>Student Edition: R47 <i>Genre Focus</i> 4 <i>Listening, Speaking, and Viewing</i> 67 <i>Practice the Skills</i> 286 #2, 287 #5 <i>Skills Preview</i> 285 <i>Skills Review</i> 289</p> <p>Teacher Wraparound Edition: LFL 287, 894</p>

STANDARDS	PAGE REFERENCES
Identify advertising strategies and techniques aimed at teenagers	Student Edition: R47 <i>After You Read</i> 288 <i>Listening, Speaking, and Viewing</i> 67
E.8.5 Analyze and edit media work as appropriate to audience and purpose.	
Revise media productions by adding, deleting, and adjusting the sequence and arrangement of information, images, or other content as necessary to improve focus, clarity, or effect	Student Edition: <i>Wrap-Up</i> 100, 236, 356, 357
Develop criteria for comprehensive feedback on the quality of media work and use it during production	Student Edition: <i>Wrap-Up</i> 357 <i>Write About Your Reading</i> 288 Teacher Wraparound Edition: DI 896; RF 968
English Language Arts, Standard F: Research & Inquiry Performance Standards - Grade 8	
F.8.1 Conduct research and inquiry on self-selected or assigned topics, issues, or problems and use an appropriate form to communicate their findings.	
Formulate research questions and focus investigation on relevant and accessible sources of information	Student Edition: R21 <i>Wrap-Up</i> 100, 758 Teacher Wraparound Edition: DI 120, 321; LFL 174; RRW 189, 193
Use multiple sources to identify and locate information pertinent to research including encyclopedias, almanacs, dictionaries, library catalogs, indexes to periodicals, and various electronic search engines	Student Edition: R21 <i>Listening, Speaking, and Viewing</i> 869 <i>Wrap-Up</i> 101 Teacher Wraparound Edition: DI 41, 43, 78, 148, 156, 240, 899, 1068; LFL 174; RRW 21, 23, 57, 60, 79, 88, 124, 127, 239, 443, 705
Conduct interviews, field studies, and experiments and use specialized resources (such as almanacs, fact books, pamphlets, and technical manuals) when appropriate to an investigation	Student Edition: R21-R23 <i>Wrap-Up</i> 101, 758 <i>Write About Your Reading</i> 514, 864 <i>Writing Workshop</i> 966 Teacher Wraparound Edition: DI 240, 321, 556, 872, 899, 1037; LFL 300, 1052; RRW 193

STANDARDS	PAGE REFERENCES
<p>Compile, organize, and evaluate information, taking notes that record and summarize what has been learned and extending the investigation to other sources</p>	<p>Student Edition: RH19 <i>Listening, Speaking, and Viewing</i> 187, 869 <i>Reading Across Texts Workshop</i> 586-587, 894-895, 1056-1057 <i>Wrap-Up</i> 101 Teacher Wraparound Edition: 586A; DI 896; RRW 27</p>
<p>Review and evaluate the usefulness of information gathered in an investigation</p>	<p>Student Edition: RH14, RH15, R47 <i>Practice the Skills</i> 899 #3-#5, 901 #7, 903 #9, 905 #1-#2 <i>Reading Across Texts Workshop</i> 894-895, 1056-1057 <i>Reading Workshop</i> 260-261, 840-841 <i>Writing: Reading Across Texts</i> 909 Teacher Wraparound Edition: 586A, 1056A; LFL 894</p>
<p>Produce an organized written and oral report that presents and reflects on findings, draws sound conclusions, adheres to the conventions for preparing a manuscript, and gives proper credit to sources</p>	<p>Student Edition: R20, R21-R24 <i>Listening, Speaking, and Viewing</i> 869 <i>Wrap-Up</i> 101 Teacher Wraparound Edition: DI 148, 156, 240, 899, 1068; LFL 174; RRW 60, 79, 88, 193, 239, 331, 338, 411, 431, 446, 451, 691, 728</p>