



Literature

Reading with Purpose

Course 2

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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.	
Use knowledge of sentence and word structure, word origins, visual images, and context clues to understand unfamiliar words and clarify passages of text	<p>Student Edition: <i>English Language Coach</i> 14, 43, 590, 591, 604, 790, 800</p> <p>Teacher Wraparound Edition: ELC 15, 18, 59, 152; V 371, 374, 590, 662, 720</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>Student Edition: <i>Key Text Element(s)</i> 4, 5, 6 <i>Key Reading Skill</i> 9, 84, 477, 607, 665, 675 <i>Reading Workshop</i> 78-79, 474-475, 556-557, 602-603, 656-657</p> <p>Teacher Wraparound Edition: E 20; R 475</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>Student Edition: RH5-RH19, R49-R50 <i>Writing Workshop</i> 34 <i>Write About Your Reading</i> 72, 492 <i>Skills Review</i> 151, 589</p> <p>Teacher Wraparound Edition: BF 91; CT 85, 87, 91; ELC 568; LE 573; T 570; W 35</p>

STANDARDS	PAGE REFERENCES
<p>Select, summarize, paraphrase, analyze, and evaluate, orally and in writing, passages of texts chosen for specific purposes</p>	<p>Student Edition: <i>Comparing Literature Workshop</i> 102-111, 222-235, 368-393, 748-755, 852-861 <i>Key Literary Element</i> 279, 357, 692, 883 <i>Reading Across Texts</i> 494-503, 622-633, 982-995 <i>Reading Workshop</i> 528-529, 730-731, 776-777</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: 460 #7 <i>Key Literary Element(s)</i> 179, 325, 349, 357, 414, 419, 469, 785, 789 <i>Reading Workshop</i> 454-455 Teacher Wraparound Edition: LFL 222; T 351</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>Genre Focus</i> 4-11, 132-135, 254-265, 412-415, 524-527, 652-655, 774-775, 880-883 <i>Reading Workshop</i> 416-417 Teacher Wraparound Edition: LFL 138, 257, 574, 719, 886</p>
<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: 144 #4, 890 #5, 918 #5 <i>Key Text Element(s)</i> 23 <i>Key Literary Element</i> 441 <i>Reviewing Skills</i> 479 <i>Reading Across Texts Workshop</i> 494-503, 748-755 <i>Write About Your Reading</i> 576 <i>Skills Review</i> 813, 841 Teacher Wraparound Edition: L 287; LFL 191, 530; T 58</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: 52 # 1-4, 98 #1-6, 144 #16, 174 #1-7, 235 # 9-11, 686 #1-8, 722 <i>Talk About Your Reading</i> 144, 214, 906 <i>Reading/Critical Thinking</i> 235 <i>Comparing Literature Workshop</i> 748-755 Teacher Wraparound Edition: DI 685, 999; LFL 998</p>

STANDARDS	PAGE REFERENCES
A.8.3 Read and discuss literary and nonliterary texts in order to understand human experience.	
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>Student Edition: 92 #1-6, 318 #1, 432 #1, 542 #1, 564 #1, 663 #1, 906 #1 <i>Practice the Skills</i> 31 #8, 10 <i>Big Question</i> 143, 149, 289, 307, 419, 927 <i>Key Reading Skill</i> 265</p>
Identify common historical, social, and cultural themes and issues in literary works and selected passages	<p>Student Edition: 564 #1 <i>Literary Element</i> 73, 83 <i>Talk About Your Reading</i> 184 <i>Big Question</i> 195, 445, 451, 575 <i>Key Literary Element</i> 277, 289, 665, 675, 861 Teacher Wraparound Edition: BQ 827, 859</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: 460 #7, 712 #1, 980 #1-3 <i>Literary Element</i> 81, 93, 591, 593, 665 <i>Write About Your Reading</i> 174, 700 <i>Big Question</i> 531 Teacher Wraparound Edition: BQ 537, 593; LFL 791, 882</p>
Evaluate the themes and main ideas of a work considering its audience and purpose	<p>Student Edition: RH4, RH18-RH19, R8-R9, 223, 560-563 <i>Grammar Link</i> 23 <i>English Language Coach</i> 64 <i>Key Text Element</i> 101 <i>Writing: Compare the Literature</i> 111, 235 <i>Solo Activity</i> 237, 395 <i>Reading Workshop</i> 556-557 <i>Write About Your Reading</i> 738 Teacher Wraparound Edition: DI 7; R 501</p>

STANDARDS	PAGE REFERENCES
A.8.4 Read to acquire information.	
Interpret and use technical resources such as charts, tables, travel schedules, timelines, and manuals	<p>Student Edition: RH13-RH15, 422 #1-5, 480 #1-6 <i>Genre Focus</i> 412-413 <i>Listening, Speaking, and Viewing</i> 473 <i>Reading Workshop</i> 474-475 <i>Reading Across Texts Workshop</i> 494-503 <i>Evaluate Your Sources</i> 553</p> <p>Teacher Wraparound Edition: ELC 485; LFL 414; R 562, 586; RRW 553; T 414, 415</p>
Compare, contrast, and evaluate the relative accuracy and usefulness of information from different sources	<p>Student Edition: <i>Genre Focus</i> 4 <i>Literary Element</i> 33, 93 <i>Key Text Element</i> 45, 63 <i>Key Reading Skill</i> 95</p> <p>Teacher Wraparound Edition: BQ 109; C 19; E 6, 8, 41; LFL 4; R 9; T 17, 48</p>
Identify and explain information, main ideas, and organization found in a variety of informational passages	<p>Student Edition: RH14, R47 <i>Reading Workshop</i> 438-439 <i>Key Reading Skill</i> 441, 443, 447, 453 <i>Key Literary Element</i> 477 <i>Practice the Skills</i> 478 #1, 479 #3-6, 562 #3 <i>Skills Review</i> 565</p> <p>Teacher Wraparound Edition: ELC 438; R 562; RRW 439</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>Student Edition: RH14, R47 <i>Reading Workshop</i> 438-439 <i>Key Reading Skill</i> 441, 443, 447, 453 <i>Key Literary Element</i> 477 <i>Practice the Skills</i> 478 #1, 479 #3-6, 562 #3 <i>Skills Review</i> 565</p> <p>Teacher Wraparound Edition: ELC 438; R 562; RRW 439</p>

STANDARDS	PAGE REFERENCES
English Language Arts - Standard B- Performance Standards Grade 8	
B.8.1 Create or produce writing to communicate with different audiences for a variety of purposes.	
<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: 542 # 6 <i>Writing Workshop</i> 34-36, 74-75, 552-554, 596-598 <i>Write About Your Reading</i> 150, 452, 576 <i>Write to Learn</i> 552</p> <p>Teacher Wraparound Edition: DI 596, 597, 848; RF 36; RRW 34; T 554; W 35</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: <i>Reading Workshop</i> 416-417 <i>Key Reading Skill</i> 421, 429 <i>Write About Your Reading</i> 422, 446, 466 <i>Talk About Your Reading</i> 432 <i>Writing Workshop</i> 434-436, 468-471</p> <p>Teacher Wraparound Edition: ELC 434; LFL 436, 448; R 451; T 465; W 435, 436</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: 215 #11 <i>Genre Focus</i> 132 <i>Writing Workshop</i> 152-154, 198-201 <i>Write About Your Reading</i> 196, 200 <i>Key Literary Element</i> 215</p> <p>Teacher Wraparound Edition: CT 152; DI 200; ELC 198; LFL 205; W 153, 154, 199, 200</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: 144 #1-6 , 150 #1-#7, 166 #1-#6, 174 #1-#7, 184 #1-#8, 196 #1-#7, 214 #1-#6 <i>Write About Your Reading</i> 150, 166, 174, 196</p> <p>Teacher Wraparound Edition: LE 170; LFL 162, 180, 207</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: <i>Genre Focus</i> 254-265 <i>Writing Workshop</i> 292-296, 340-342, 676-678, 724-727 <i>Write About Your Reading</i> 308, 330, 674, 712</p> <p>Teacher Wraparound Edition: L 258, 260; LFL 254, 257, 292, 296; T 259</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: R21-24, R25-26, R27 <i>Answering Essay Questions</i> R52 <i>Check for Coherence</i> 75 <i>Group Activity</i> 394 <i>Writing Tip</i> 554, 909, 949</p> <p>Teacher Wraparound Edition: ELC 945; LFL 469; LSV 341; RRW 470; T 200; W 469</p>
Use a variety of writing technologies including pen and paper as well as computers	<p>Student Edition: <i>Writing Tip</i> 75, 201, 342, 598, 727, 949 <i>Presenting</i> 201, 342, 471, 598, 727, 831, 949</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: <i>Audience</i> 34, 152, 292, 434, 552, 908 <i>Write About Your Reading</i> 174, 196, 446, 480, 664, 700, 840, 890, 928</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: <i>Writing Workshop</i> 34-36, 74-76, 152-154, 198-202, 292-296, 340-344, 434-436, 468-472, 552-555, 596-600, 676-678, 724-728, 794-796, 830-832, 908-910, 948-950</p>
Identify questions and strategies for improving drafts in writing conferences with a teacher	<p>Teacher Wraparound Edition: DI 74, 341, 725; T 74, 75, 198, 199, 340, 342, 470, 948; W 596, 597, 830; W² 200</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: <i>Write About Your Reading</i> 22, 72, 92, 100, 220, 274, 338, 422, 446, 492, 576, 594 <i>Applying Good Writing Traits</i> 199, 294</p> <p>Teacher Wraparound Edition: W 153</p>

STANDARDS	PAGE REFERENCES
<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>	
<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>	<p>Student Edition: R30, R31 <i>Grammar Link</i> 167, 175, 185, 297, 331, 339, 543, 551, 555, 679, 687, 734, 747</p>
<p>Use correct tenses to indicate the relative order of events</p>	<p>Student Edition: R30 <i>Grammar Link</i> 63, 73, 93, 101 <i>Editing Checklist</i> 75, 201, 342, 831, 949 Teacher Wraparound Edition: W 598; W² 342</p>
<p>Understand and employ principles of agreement, including subject-verb, pronoun-noun, and preposition-pronoun</p>	<p>Student Edition: R29, R30 <i>Editing Checklist</i> 75, 201, 949 <i>Grammar Link</i> 167, 797, 807, 813, 821, 829, 841, 851</p>
<p>Punctuate compound, complex, and compound-complex sentences correctly</p>	<p>Student Edition: R29, R38-R39 <i>Grammar Link</i> 613, 621, 679, 687, 701, 713, 723, 939 <i>Applying Good Writing</i> 910 Teacher Wraparound Edition: W 679</p>
<p>Employ the conventions of capitalization</p>	<p>Student Edition: R32, R36-R37 <i>Applying Good Writing Traits</i> 35 <i>Grammar Link</i> 145, 155 <i>Proofreading Checklist</i> 201, 727, 949 Teacher Wraparound Edition: W 155</p>
<p>Spell frequently used words correctly and use effective strategies for spelling unfamiliar words</p>	<p>Student Edition: R33-R34, R43-R44 <i>Writing Tip</i> 75, 201, 342, 471, 727, 831, 949 <i>English Language Coach</i> 886, 891, 892, 898 Teacher Wraparound Edition: C 201; EL 898; W² 342</p>

STANDARDS	PAGE REFERENCES
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: <i>Speaking Informally</i> R46 <i>Warm Up Activity 2</i> , 252 <i>Partner Talk</i> 25, 269, 301, 449, 779, 785, 915 <i>Listening, Speaking, and Viewing</i> 203, 729 <i>Small Group</i> 531, 559 Teacher Wraparound Edition: DI 203; LSV 203
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, R50 <i>Listening, Speaking, and Viewing</i> 601, 729 Teacher Wraparound Edition: DI 213, 240, 601, 728, 729; LSV 601, 729; RF 951
Perform expressive oral readings of prose, poetry, and drama	Student Edition: RH5 <i>Listening, Speaking, and Viewing</i> 345, 729, 833 Teacher Wraparound Edition: BF 91; DI 211, 213, 241, 260, 957; ELC 41; L 261; LFL 440; RF 233, 936
Prepare and conduct interviews	Student Edition: R45 <i>Write About Your Reading</i> 330, 338, 939 <i>Solo Act</i> 635 Teacher Wraparound Edition: DI 333; RRW 253, 410, 580, 585; T 635
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	Student Edition: <i>Presenting</i> 471 <i>Listening, Speaking, and Viewing</i> 471 Teacher Wraparound Edition: DI 596; ELC 471; LFL 462; LSV 681; RF 409, 463, 473; RRW 472; T 599; W 473

STANDARDS	PAGE REFERENCES
Differentiate between formal and informal contexts and employ an appropriate style of speaking, adjusting language, gestures, rate, and volume according to audience and purpose	Student Edition: R46 <i>Think About Your Reading</i> 52, 782 <i>Group Discussion</i> 57 <i>Presenting</i> 75 <i>Listening, Speaking, and Viewing</i> 77, 203, 601, 729 <i>Group Activity</i> 112 <i>Partner Talk</i> 269, 477, 843 <i>Small Group</i> 531, 544
Observe the appropriate etiquette when expressing thanks and receiving praise	Student Edition: <i>Interpreting nonverbal clues</i> R45 <i>Speaking Informally</i> R46
C.8.2 Listen to and comprehend oral communications.	
Summarize and explain the information conveyed in an oral communication, accounting for the key ideas, structure, and relationship of parts to the whole	Student Edition: R45, R48 112 #1, 634 #1, 756 #1 <i>Listening, Speaking, and Viewing</i> 77, 203 <i>Write About Your Reading</i> 338 <i>Reading Workshop</i> 528 <i>Key Reading Skills</i> 531 <i>Solo Activity</i> 635 <i>List-Group-Label</i> 733 Teacher Wraparound Edition: DI 525; R 529; RRW 528
Distinguish among purposes for listening, such as gaining information or being entertained, and take notes as appropriate	Student Edition: R45, R47, R48, 112 #1, 236 #2 <i>Take Notes</i> R51 <i>Listening, Speaking, and Viewing</i> 77, 203, 473, 601, 729, 833 <i>Reading Workshop</i> 528, 578 Teacher Wraparound Edition: R 529

STANDARDS	PAGE REFERENCES
Recall significant details and sequence accurately	<p>Student Edition: R45, R47, 112 #1, 236 #1, 394 #1-2, 504 #1, 634 #1 <i>Listening, Speaking, and Viewing</i> 77, 203 <i>Reading Workshop</i> 528, 578</p> <p>Teacher Wraparound Edition: A/C 77; DL 203; R 578; RRW 578</p>
Follow a speaker's argument and represent it in notes	<p>Student Edition: <i>Write About Your Reading</i> 421, 480 <i>Talk About Your Reading</i> 432 <i>Listening, Speaking, and Viewing</i> 473 <i>Key Literary Element</i> 477, 481 <i>Key Reading Skill</i> 481 <i>The Unit Challenge</i> 634</p> <p>Teacher Wraparound Edition: C 421, 479; ELC 477, 479; L 477; R 479; RRW 478</p>
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, propaganda devices, and language	<p>Student Edition: R47, RH14, 447 #8, 453 #7-#9, 995 #13 <i>Genre Focus</i> 413 <i>Reading Workshop</i> 416-417, 438-439 <i>Listening, Speaking, and Viewing</i> 473-601</p>
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	<p>Student Edition: R45, R46 <i>Talk About Your Reading</i> 32, 318, 460, 588 <i>Group Activity</i> 112, 236, 394, 756 <i>Listening, Speaking, and Viewing</i> 203 <i>Small Group</i> 531 <i>Class Discussion</i> 969</p> <p>Teacher Wraparound Edition: DI 203; LSV 203</p>

STANDARDS	PAGE REFERENCES
<p>Explain and advance opinions by citing evidence and referring to sources</p>	<p>Student Edition: R46, 254 #4 <i>Talk About Your Reading</i> 32, 290, 318, 432, 588, 722 <i>Write About Your Reading</i> 166, 480 <i>Key Literary Element</i> 477, 479, 481 Teacher Wraparound Edition: LE 477; LFL 982</p>
<p>Evaluate the stated ideas and opinions of others, seeking clarification through questions</p>	<p>Student Edition: R45, R47, RH11 <i>Listening, Speaking, and Viewing</i> 77, 203, 473 <i>Reading Workshop</i> 680-681 <i>Key Reading Skill</i> 683, 687, 689, 697, 701 Teacher Wraparound Edition: DI 683; LSV 203; R² 681</p>
<p>Invite ideas and opinions of others into the discussion, responding clearly and tactfully to questions and comments</p>	<p>Student Edition: <i>Group Activity</i> 112, 236, 394, 504, 634, 756, 862, 996 <i>Talk About Your Reading</i> 144, 722, 746, 782 <i>Listening, Speaking, and Viewing</i> 203 Teacher Wraparound Edition: DI 203; LSV 203</p>
<p>Accept and use helpful criticism</p>	<p>Student Edition: 341 <i>Presenting</i> 471 <i>Share Your Story</i> 729 <i>Partner Talk</i> 831 <i>Improve Your Sentence Fluency</i> 949 Teacher Wraparound Edition: DI 727; ELC 340; LFL 469, 949; LSV 341; RF 201, 833; W 74, 200, 831</p>
<p>Establish and maintain an open mind when listening to others' ideas and opinions</p>	<p>Student Edition: R45, R46 <i>Talk About Your Reading</i> 32, 318, 460, 588 <i>Group Activity</i> 112, 236, 394, 756 <i>Listening, Speaking, and Viewing</i> 203 <i>Small Group</i> 531 <i>Class Discussion</i> 969 Teacher Wraparound Edition: DI 203; LSV 203</p>

STANDARDS	PAGE REFERENCES
Summarize the main points of a discussion, orally and in writing, specifying areas of agreement and disagreement and paraphrasing contributions	<p>Student Edition: <i>Take Notes</i> R52 <i>Group Activity</i> 112, 236, 394, 504, 634, 756 <i>Listening, Speaking, and Viewing</i> 203 <i>Take Notes</i> R52 <i>Reading Workshop</i> 528 <i>Talk About Your Reading</i> 588, 812</p> <p>Teacher Wraparound Edition: <i>A/C</i> 77; <i>LSV</i> 203; <i>R</i> 531, 730</p>
Display and maintain facial expressions, body language, and other response cues that indicate respect for the speaker and attention to the discussion	<p>Student Edition: R45, R46 <i>Group Activity</i> 112, 236, 394, 504, 634, 756, 862, 996 <i>Talk About Your Reading</i> 184, 432 <i>Listening, Speaking, and Viewing</i> 203</p> <p>Teacher Wraparound Edition: <i>DI</i> 203; <i>LSV</i> 203</p>
Attend to the content of discussion rather than the speaker	<p>Student Edition: R45, R47 <i>Talk About Your Reading</i> 32, 52, 184, 318, 460, 588 <i>Listening, Speaking, and Viewing</i> 77, 203 <i>Group Activity</i> 112, 236, 394, 756 <i>Reading Workshop</i> 680-681</p>
Participate in discussion without dominating	<p>Student Edition: R45, R48 <i>Talk About Your Reading</i> 32, 52, 184, 550, 722 <i>Group Activity</i> 112, 236, 394, 504, 756, 862, 996 <i>Listening, Speaking, and Viewing</i> 203</p>
Distinguish between supported and unsupported statements	<p>Student Edition: RH14-RH15, 62 #6, 480 #3 <i>Reading Workshop</i> 416-417 <i>Write About Your Reading</i> 422 <i>Talk About Your Reading</i> 432 <i>Writing Workshop</i> 468-471 <i>Key Literary Element</i> 477, 479</p> <p>Teacher Wraparound Edition: <i>CT</i> 8; <i>LE</i> 477; <i>LFL</i> 412; <i>T</i> 414; <i>W</i> 470</p>

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	Student Edition: RH3-RH4 <i>English Language Coach</i> 186, 206, 216, 322, 332, 348, 360, 448 Teacher Wraparound Edition: DI 322; EL 332; ELC 186, 325, 336, 361
Explain how writers and speakers choose words and use figurative language such as similes, metaphors, personification, hyperbole, and allusion to achieve specific effects	Student Edition: <i>Literary Element</i> 483 <i>Key Literary Elements</i> 705, 837, 841, 843 <i>English Language Coach</i> 732, 740 <i>Comparing Literature Workshop</i> 852-861 Teacher Wraparound Edition: ELC 188, 334, 732; L 483, 715; LFL 718, 859
Choose words purposefully and evaluate the use of words in communications designed to inform, explain, and persuade	Student Edition: <i>Key Literary Elements</i> 139, 483, 545, 551, 561, 565, 621 <i>English Language Coach</i> 476, 479 Teacher Wraparound Edition: BQ 593; EL 484, 486, 611; ELC 479; L 545
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	Student Edition: R46 <i>Listening, Speaking, and Viewing</i> 77, 203, 473, 601, 729, 833 <i>Partner Talk</i> 333, 689 <i>Write About Your Reading</i> 338 <i>Group Activity</i> 634 Teacher Wraparound Edition: DI 333; ELC 688; LSV 341
Make appropriate choices when speaking and writing, such as formal or informal language, considering the purpose and context of the communication	Student Edition: R17-R18, R20-R21, R24, R25-R26 <i>Listening, Speaking, and Viewing</i> 77, 203, 601, 729 Teacher Wraparound Edition: DI 729; ELC 12, 26; LFL 436; LSV 601; RF 679; T 677

STANDARDS	PAGE REFERENCES
Evaluate how audience and context affect the selection and use of words and phrases, including technical terms, slang, and jargon	<p>Student Edition: <i>English Language Coach</i> 348, 658, 662 <i>Assignment</i> 552, 908</p> <p>Teacher Wraparound Edition: EL 109, 611; ELC 12, 27, 116, 142, 280, 349, 412, 611</p>
English Language Arts, Standard E: Media & Technology Performance Standards - Grade 8	
E.8.1 Use computers to acquire, organize, analyze, and communicate information.	
Demonstrate efficient word-processing skills	<p>Student Edition: R24 #9, R27, 35 #4 <i>Presenting</i> 201, 342, 471, 598, 727, 831, 949 <i>Writing Tip</i> 201, 554, 949 <i>Drafting</i> 678</p> <p>Teacher Wraparound Edition: DI 597; W² 342</p>
Construct and use simple databases	<p>Student Edition: R8-R9, RH18-RH19, 111 #17, 464-465, 466 #7 <i>Comparing Literature Workshop</i> 102-103, 222-223, 495 <i>Group Activity</i> 448, 504</p> <p>Teacher Wraparound Edition: DI 20, 535, 538; LFL 499; T 444</p>
Use manuals and on-screen help in connection with computer applications	<p>Student Edition: R27, 235 #4 <i>Presenting</i> 201, 342, 471, 598, 727, 831, 949 <i>Writing Tip</i> 201, 554, 949 <i>Drafting</i> 687</p> <p>Teacher Wraparound Edition: DI 597; W² 342</p>

STANDARDS	PAGE REFERENCES
Perform basic computer operations on various platforms	<p>Student Edition: R24 #9, R27, 35 #4 <i>Presenting</i> 201, 342, 471, 598, 727, 831, 949 <i>Writing Tip</i> 201, 554, 949 <i>Drafting</i> 678</p> <p>Teacher Wraparound Edition: DI 597; W² 342</p>
Collect information from various on-line sources, such as web pages, news groups, and listservs	<p>Student Edition: R27 <i>Do Research</i> R21 <i>Literature On Line</i> 15, 301, 323, 349, 419, 531, 545, 567</p> <p>Teacher Wraparound Edition: LO 3, 24; RRW 375, 381, 451</p>
E.8.2 Make informed judgments about media and products.	
Recognize common structural features found in print and broadcast advertising	<p>Student Edition: 410-411, 422 <i>Genre Focus</i> 412-413 <i>Reading Workshop</i> 416-417 <i>Writing Workshop</i> 434-436, 468-471 <i>Listening, Speaking, and Viewing</i> 473 <i>Reading Across Texts Workshop</i> 494-503</p>
Identify and explain the use of stereotypes and biases evident in various media	<p>Student Edition: R47, RH14, RH15 <i>Genre Focus</i> 412-413 <i>Reading Workshop</i> 416-417, 438-439 <i>Key Reading Skill</i> 419, 425 <i>English Language Coach</i> 424, 442</p> <p>Teacher Wraparound Edition: DI 419; ELC 413; LFL 414, 418, 424, 440, 456</p>

STANDARDS	PAGE REFERENCES
Compare the effect of particular symbols and images seen in various media	<p>Student Edition: <i>Reading Workshop</i> 416-417 <i>Key Reading Skill</i> 419 <i>Write About Your Reading</i> 422 <i>Key Literary Element</i> 423 <i>English Language Coach</i> 424 <i>Reading Across Texts Workshop</i> 494-503</p> <p>Teacher Wraparound Edition: CT 417; DI 419, 445; ELC 413; LFL 418, 456, 499; R 500; RF 463</p>
Develop criteria for selecting or avoiding specific broadcast programs and periodicals	<p>Student Edition: R47, RH14, RH15 <i>Reading Workshop</i> 416-417, 438-439 <i>Key Reading Skill</i> 419 <i>English Language Coach</i> 424</p> <p>Teacher Wraparound Edition: DI 419, 445; ELC 413; LFL 414, 418; LOL 415, 463; RF 463</p>
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: <i>Write About Your Reading</i> 100, 150, 166, 452, 576, 792, 806 <i>Writing Workshop</i> 552-555, 596-600</p> <p>Teacher Wraparound Edition: ELC 554; W 199, 552, 553</p>
Use desktop publishing to produce products such as brochures and newsletters designed for particular organizations and audiences	<p>Student Edition: R27 <i>Solo Activity</i> 113, 395, 756 <i>Group Activity</i> 394, 756 <i>Listening, Speaking, and Viewing</i> 951</p> <p>Teacher Wraparound Edition: C 951; T 236, 394</p>
Create video and audiotapes designed for particular audiences	<p>Student Edition: R46, R47 <i>Group Activity</i> 112 <i>Write About Your Reading</i> 330 <i>Listening, Speaking, and Viewing</i> 473 <i>Solo Activity</i> 635</p> <p>Teacher Wraparound Edition: ELC 477; LFL 462; RRW 451, 465, 483, 490</p>

STANDARDS	PAGE REFERENCES
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>Group Activity</i> 112, 394, 504, 996 <i>Solo Activity</i> 113, 997 <i>Listening, Speaking, and Viewing</i> 473, 951 <i>Write About Your Reading</i> 480</p> <p>Teacher Wraparound Edition: <i>A/C</i> 473, 951; <i>T</i> 394; <i>W</i> 473</p>
Analyze how messages may be affected by financial factors such as sponsorship	This standard can be met during teacher/class discussion.
Identify advertising strategies and techniques aimed at teenagers	<p>Student Edition: R47, 422 #1-5 <i>Genre Focus</i> 413 <i>Reading Workshop</i> 416-417, 438-439, 454-455</p> <p>Teacher Wraparound Edition: <i>BQ</i> 441; <i>C</i> 417; <i>ELC</i> 413; <i>LFL</i> 418, 440; <i>R</i> 438; <i>RRW</i> 417, 455</p>
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	<p>Student Edition: R27, 112 #5, 113 #4, 394 #3, 504 #3-#4, 996 #3, 997 #2 <i>Revising</i> 596 <i>Listening, Speaking, and Viewing</i> 951</p> <p>Teacher Wraparound Edition: <i>DI</i> 683, 689, 735; <i>LOL</i> 24; <i>RRW</i> 58, 553, 709; <i>T</i> 394, 997</p>
Develop criteria for comprehensive feedback on the quality of media work and use it during production	<p>Student Edition: <i>Group Activity</i> 112, 236, 394, 504, 862, 996 <i>Solo Activity</i> 113, 505, 863, 997</p> <p>Teacher Wraparound Edition: <i>T</i> 634, 862, 863</p>

STANDARDS	PAGE REFERENCES
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: <i>Writing Workshop</i> 552-553 Teacher Wraparound Edition: DI 282, 683, 689, 720, 889; RRW 58, 615, 659, 681, 695, 709, 737, 752, 774, 752
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, RH3, RH4, RH18 <i>Writing Workshop</i> 553 <i>Solo Activity</i> 997 Teacher Wraparound Edition: DI 683, 689, 735; LOL 24; RRW 58, 553, 709, 733; T 394, 997
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: <i>Solo Activity</i> 635 Teacher Wraparound Edition: DI 49, 57, 94; LFL 80; RRW 42, 76, 86, 95, 209, 217, 253, 303, 375, 410
Compile, organize, and evaluate information, taking notes that record and summarize what has been learned and extending the investigation to other sources	Student Edition: R22, R45, R50 <i>Listening, Speaking, and Viewing</i> 77, 203 <i>Group Activity</i> 112 #2, 236 #2 <i>Writing Workshop</i> 553 <i>Reading Workshop</i> 578-579 <i>Key Reading Skill</i> 581 Teacher Wraparound Edition: R 579, 582; RRW 578, 579, 585
Review and evaluate the usefulness of information gathered in an investigation	Student Edition: <i>You and the Big Question</i> 411 <i>Reading Workshop</i> 416-417, 438-439, 454-455 <i>Key Reading Skill</i> 453 <i>Applying Good Writing Traits</i> 469 Teacher Wraparound Edition: C 417; ELC 438; LFL 412; R 439, 469; RRW 417, 439, 455, 478

STANDARDS	PAGE REFERENCES
<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: R21-R24, R27 <i>Applying Good Writing Traits</i> 35, 726 <i>Writing Workshop</i> 552-554, 596-600 <i>Listening, Speaking, and Viewing</i> 601</p> <p>Teacher Wraparound Edition: DI 596, 597, 601; LOL 554; LSV 601; RRW 553; W 553; W¹ 554</p>