



# Literature

Reading with Purpose

Course 3

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STANDARDS	PAGE REFERENCES
<b>English Language Arts - Standard A - Performance Standards Grade 8</b>	
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><b>Student Edition:</b> <i>English Language Coach</i> 16, 21, 30, 33, 76, 560, 572, 586, 734, 761, 764, 769, 796</p> <p><b>Teacher Wraparound Edition:</b> EL 778, 824</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><b>Student Edition:</b> RH9, RH16-RH17 <i>Skills Preview</i> 249, 299, 325, 509 <i>Key Reading Skill</i> 250, 293, 326 <i>Skills Review</i> 255 <i>Skill Lesson</i> 296-297, 322-323, 336-337</p> <p><b>Teacher Wraparound Edition:</b> TE 863, 1076</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><b>Student Edition:</b> 5-13, 32-35, 56-60, 78-85, 242-245, 472-473, 713-731, 850-855 <i>Genre Focus</i> 4, 150, 292, 446, 546, 1056</p> <p><b>Teacher Wraparound Edition:</b> RF 15</p>

STANDARDS	PAGE REFERENCES
<p>Select, summarize, paraphrase, analyze, and evaluate, orally and in writing, passages of texts chosen for specific purposes</p>	<p><b>Student Edition:</b>  <i>Skill Lesson</i> 160-161, 468-469, 558-559, 846-847  <i>Skills Preview</i> 163, 471, 849  <i>Key Reading Skill</i> 165, 850, 853  <i>Skills Review</i> 177, 475, 481  <b>Teacher Wraparound Edition:</b>            CT 856; RS 855</p>
<p><b>A.8.2 Read, interpret, and critically analyze literature.</b></p>	
<p>Identify the defining features and structure of literary texts, such as conflict, representation of character, and point of view</p>	<p><b>Student Edition:</b>  <i>Skills Preview</i> 45, 163, 241, 595  <i>Key Literary Element</i> 47, 158, 199, 549, 557  <i>Skills Review</i> 53, 169  <i>Genre Focus</i> 150, 546  <b>Teacher Wraparound Edition:</b>            DI 561; LF 546</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><b>Student Edition:</b>  <i>Skills Preview</i> 45, 163, 219, 595  <i>Key Literary Element</i> 47, 158, 199, 221, 549, 557  <i>Skills Review</i> 53, 169, 233  <b>Teacher Wraparound Edition:</b>            DI 236; LF 637</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><b>Student Edition:</b>  <i>Genre Focus</i> 4, 150, 292, 446, 546, 712, 926, 1056  <i>Key Literary Element</i> 6, 159, 447, 557, 717, 928  <i>Key Reading Skill</i> 294</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><b>Student Edition:</b>  <i>Skill Lesson</i> 468-469  <i>Skills Preview</i> 471, 477  <i>Key Reading Skill</i> 472, 473, 479  <i>Skills Review</i> 475, 481  <i>Talk About Your Reading</i> 488  <i>Critical Thinking</i> 494, 506  <b>Teacher Wraparound Edition:</b>            RS 469, 472, 473, 477</p>

STANDARDS	PAGE REFERENCES
<b>A.8.3 Read and discuss literary and nonliterary texts in order to understand human experience.</b>	
<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><b>Student Edition:</b>  <i>Key Literary Element</i> 110  <i>Skills Review</i> 115  <i>After You Read</i> 168, 176, 232, 592  <i>Reading/Critical Thinking</i> 419, 529  <i>Talk About Your Reading</i> 474  <i>Reading Across Texts</i> 521, 526  <b>Teacher Wraparound Edition:</b>  DI 158, 408; EL 413; LE 699</p>
<p>Identify common historical, social, and cultural themes and issues in literary works and selected passages</p>	<p><b>Student Edition:</b>  <i>Key Literary Element</i> 159, 557, 613  <i>Skills Preview</i> 241, 607  <i>Skills Review</i> 247, 619  <i>Comparing Literature Workshop</i> 256-257  <i>Comparing Literature</i> 262, 265  <i>Writing: Compare the Literature</i> 275  <b>Teacher Wraparound Edition:</b>  DI 244; LF 606</p>
<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>	<p><b>Student Edition:</b>  <i>Key Literary Element</i> 6, 47, 190, 244  <i>Key Reading Skill</i> 9  <i>Skills Preview</i> 45, 185, 241, 503, 1097  <i>Skills Review</i> 193, 247  <i>Genre Focus</i> 712  <b>Teacher Wraparound Edition:</b>  LE 243; LF 245</p>
<p>Evaluate the themes and main ideas of a work considering its audience and purpose</p>	<p><b>Student Edition:</b>  <i>Skill Lesson</i> 96-97, 1132-1133  <i>Skills Preview</i> 99, 107, 1135  <i>Skills Review</i> 105, 115, 1139  <i>Key Reading Skill</i> 1137  <b>Teacher Wraparound Edition:</b>  LE 112; RS 120, 302, 359, 1098, 1157</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><b>Student Edition:</b> 81, 229, 372, 511, 663, 865, 1153, RH9, RH18 <i>Skills Review</i> 203, 603 <i>Before You Read</i> 338, 586</p> <p><b>Teacher Wraparound Edition:</b> DI 1164; LF 1121</p>
Compare, contrast, and evaluate the relative accuracy and usefulness of information from different sources	<p><b>Student Edition:</b> <i>Reading Across Texts Workshop</i> 404-405 <i>Reading Across Texts</i> 412, 414 <i>Genre Focus</i> 926 <i>Key Reading Skill</i> 927, 935 <i>Key Literary Element</i> 929, 945 <i>Skills Preview</i> 933, 943, 979 <i>Skills Review</i> 941, 951, 985</p> <p><b>Teacher Wraparound Edition:</b> EL 982</p>
Identify and explain information, main ideas, and organization found in a variety of informational passages	<p><b>Student Edition:</b> RH16-RH17 <i>Skills Preview</i> 249, 339, 389 <i>Key Text Element</i> 251 <i>Skills Review</i> 255 <i>Genre Focus</i> 292 <i>Key Reading Skill</i> 294, 391, 395 <i>Skill Lesson</i> 336-337, 386-387</p> <p><b>Teacher Wraparound Edition:</b> DI 408; RS 294, 295</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><b>Student Edition:</b> <i>Reading Across Texts Workshop</i> 404-405 <i>Reading Across Texts</i> 412, 416 <i>Key Reading Skill</i> 927, 935 <i>Key Literary Element</i> 929, 981, 982 <i>Skill Lesson</i> 930-931 <i>Skills Preview</i> 933, 979 <i>Skills Review</i> 941</p> <p><b>Teacher Wraparound Edition:</b> DI 930; LE 983; RS 927</p>

STANDARDS	PAGE REFERENCES
<b>English Language Arts - Standard B- Performance Standards Grade 8</b>	
<b>B.8.1 Create or produce writing to communicate with different audiences for a variety of purposes.</b>	
<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><b>Student Edition:</b>  R20-R24  <i>Skills Preview</i> 86  <i>Writing Workshop Part 1</i> 316-320  <i>Write About Your Reading</i> 354, 494, 578  <i>Writing Workshop Part 2</i> 380-382, 385  <i>Writing: Reading Across Texts</i> 419, 1167  <b>Teacher Wraparound Edition:</b>  DI 319; LF 317, 319; W 317, 319, 320</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><b>Student Edition:</b>  R21  <i>Skills Preview</i> 933, 943, 979  <i>English Language Coach</i> 942  <i>Talk About Your Reading</i> 950  <i>Writing Workshop Part 1</i> 952-954  <i>Write About Your Reading</i> 990  <i>Writing Workshop Part 2</i> 992-993  <b>Teacher Wraparound Edition:</b>  DI 939, 953; EL 993; LF 929; W 954, 996</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><b>Student Edition:</b>  R21  <i>Writing Workshop Part 1</i> 38-40, 178-180, 580-582  <i>Writing Workshop Part 2</i> 92-93, 234-236, 628-630  <i>Genre Focus</i> 150, 546, 712  <i>Applying Good Writing Traits</i> 466  <b>Teacher Wraparound Edition:</b>  CT 581; DI 791; EL 178; LE 580</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><b>Student Edition:</b>  <i>After You Read</i> 168, 246, 402, 454, 506, 618, 822  <i>Skills Review</i> 82, 489, 495  <i>Skill Lesson</i> 482-483, 794-795  <i>Skills Preview</i> 485  <b>Teacher Wraparound Edition:</b>  RS 486, 802</p>

STANDARDS	PAGE REFERENCES
Write creative fiction that includes major and minor characters, a coherent plot, effective imagery, descriptive language, and concrete detail	<p><b>Student Edition:</b>  R21  <i>Genre Focus</i> 150, 546, 712  <i>Writing Workshop Part 1</i> 178-180, 580-582, 790-792  <i>Writing Workshop Part 2</i> 234-236, 628-630, 868-869  <i>Applying Good Writing Traits</i> 466</p> <p><b>Teacher Wraparound Edition:</b>  LF 180, 580; W 582, 629</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><b>Student Edition:</b>  R17-R23, R25-R26, R27-R52  <i>Applying Good Writing Traits</i> 179, 381, 466, 869, 994, 1131  <i>Unit Wrap-Up</i> 277  <i>Writing Workshop Part 1</i> 316-320, 1082-1083  <i>Writing Workshop Part 2</i> 380-382, 1128-1129</p>
Use a variety of writing technologies including pen and paper as well as computers	<p><b>Student Edition:</b>  R27  <i>Writing Tip</i> 235, 317, 381, 630  <i>Cite Your Sources</i> 320  <i>Drafting</i> 465  <i>Presenting</i> 497, 630  <i>Unit Wrap-Up</i> 686  <i>Revising Tip</i> 1129  <i>Editing</i> 1129</p> <p><b>Teacher Wraparound Edition:</b>  DI 316; W 381, 630</p>
Write for a variety of readers, including peers, teachers, and other adults, adapting content, style, and structure to audience and situation	<p><b>Student Edition:</b>  <i>Writing Workshop Part 1</i> 38-39, 178-179, 316-317, 464-465, 580-581, 790-791, 952-953, 1082-1083  <i>Writing Workshop Part 2</i> 92</p> <p><b>Teacher Wraparound Edition:</b>  DI 465, 868; EL 92; LF 319; W 39, 319</p>

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<b>B.8.2 Plan, revise, edit, and publish clear and effective writing.</b>	
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><b>Student Edition:</b> R17-R18 <i>Writing Workshop Part 2</i> 92-93, 234, 380, 496-497, 628, 992, 1128 <i>Applying Good Writing Traits</i> 629</p> <p><b>Teacher Wraparound Edition:</b> DI 234, 383; EL 92; W 380, 497, 629</p>
Identify questions and strategies for improving drafts in writing conferences with a teacher	<p><b>Student Edition:</b> R18 <i>Revising Rubric</i> 92, 234, 380, 496, 868, 993, 1128</p> <p><b>Teacher Wraparound Edition:</b> DI 234, 383, 497; EL 92; LE 498; W 92, 868</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><b>Student Edition:</b> <i>Writing Workshop Part 1</i> 38-40, 178-180, 316-320, 464-466, 580-582, 790-792, 952-954 <i>Writing Workshop Part 2</i> 92-93, 234-235, 380-382, 496-497, 628-630, 868-869, 992-993</p> <p><b>Teacher Wraparound Edition:</b> W 40</p>
<b>B.8.3 Understand the function of various forms, structures, and punctuation marks of standard American English and use them appropriately in communications.</b>	
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><b>Student Edition:</b> R28-R29 <i>Grammar Link</i> 41, 181, 193, 247, 309, 321, 329, 335, 355, 507, 571, 579, 593, 859</p>
Use correct tenses to indicate the relative order of events	<p><b>Student Edition:</b> R30 <i>Grammar Link</i> 41, 1085 <i>Editing</i> 381, 1129</p>
Understand and employ principles of agreement, including subject-verb, pronoun-noun, and preposition-pronoun	<p><b>Student Edition:</b> R29 <i>Grammar Link</i> 37, 455, 463, 475, 481, 489, 495, 507, 515 <i>Editing</i> 93, 497, 630, 1129 <i>Revising Rubric</i> 496</p>

STANDARDS	PAGE REFERENCES
Punctuate compound, complex, and compound-complex sentences correctly	<b>Student Edition:</b> R28-R29 <i>Grammar Link</i> 335, 583, 593, 603, 619, 627, 965 <b>Teacher Wraparound Edition:</b> EL 583
Employ the conventions of capitalization	<b>Student Edition:</b> R32, R36-R37 <i>Grammar Link</i> 53, 255, 1095, 1101, 1111, 1127 <i>Editing</i> 93, 630, 868, 993, 1129
Spell frequently used words correctly and use effective strategies for spelling unfamiliar words	<b>Student Edition:</b> R32-R33, R43-R44 <i>Writing Tip</i> 93, 235, 381, 630 <i>Editing</i> 497, 993, 1129 <i>Grammar Link</i> 1081 <b>Teacher Wraparound Edition:</b> W 1129
<b>English Language Arts, Standard C: Oral Language Performance Standards - Grade 8</b>	
<b>C.8.1 Orally communicate information, opinions, and ideas effectively to different audiences for a variety of purposes.</b>	
Share brief impromptu remarks about topics of interest to oneself and others	<b>Student Edition:</b> <i>Talk About Your Reading</i> 60, 254, 334, 454, 474, 506, 570, 592, 626, 762, 964, 984, 1016 <i>Listening, Speaking, and Viewing</i> 633 <b>Teacher Wraparound Edition:</b> LSV 633
Speaking from notes or an outline, relate an experience in descriptive detail, with a sense of timing and decorum appropriate to the occasion	<b>Student Edition:</b> R20, R22, R46 <i>Writing Workshop Part 1</i> 38-40, 318-319 <i>Listening, Speaking, and Viewing</i> 382 <i>Applying Good Writing Traits</i> 466 <i>Talk About Your Reading</i> 950 <b>Teacher Wraparound Edition:</b> DI 39, 41, 318; LE 581; S 382
Perform expressive oral readings of prose, poetry, and drama	<b>Student Edition:</b> <i>Listening, Speaking, and Viewing</i> 237, 499, 871 <i>Talk About Your Reading</i> 474 <b>Teacher Wraparound Edition:</b> DI 237, 499; LSV 499, 630, 871; RF 156, 167, 630; W 237

STANDARDS	PAGE REFERENCES
Prepare and conduct interviews	<p><b>Student Edition:</b>  <i>Talk About Your Reading</i> 90, 202  <i>Unit Warm-Up</i> 149  <i>Unit Wrap-Up</i> 277  <i>Listening, Speaking, and Viewing</i> 1084</p> <p><b>Teacher Wraparound Edition:</b>            LSV 1084; T 277</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><b>Student Edition:</b>  <i>Talk About Your Reading</i> 36, 308, 488, 506, 888, 950, 1110  <i>Listening, Speaking, and Viewing</i> 382</p> <p><b>Teacher Wraparound Edition:</b>            DI 382; S 382</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><b>Student Edition:</b>  <i>Listening, Speaking, and Viewing</i> 237, 382, 499, 633, 871  <i>Talk About Your Reading</i> 308, 402, 474, 488, 888, 950</p> <p><b>Teacher Wraparound Edition:</b>            DI 94; LSV 871; RF 156; W 237</p>
Observe the appropriate etiquette when expressing thanks and receiving praise	<p><b>Student Edition:</b>            R46  <i>Talk About Your Reading</i> 90  <i>Listening, Speaking, and Viewing</i> 1084</p> <p><b>Teacher Wraparound Edition:</b>            LSV 1084; T 277</p>
<b>C.8.2 Listen to and comprehend oral communications.</b>	
Summarize and explain the information conveyed in an oral communication, accounting for the key ideas, structure, and relationship of parts to the whole	<p><b>Student Edition:</b>            R45  <i>Talk About Your Reading</i> 90, 202, 308, 592  <i>Listening, Speaking, and Viewing</i> 94, 633, 995, 1084  <i>Unit Warm-Up</i> 149  <i>Unit Wrap-Up</i> 277  <i>Skill Lesson</i> 846-847  <i>Skills Preview</i> 849</p> <p><b>Teacher Wraparound Edition:</b>            DI 856; RS 850</p>

STANDARDS	PAGE REFERENCES
Distinguish among purposes for listening, such as gaining information or being entertained, and take notes as appropriate	<p><b>Student Edition:</b>  RH7, R22, R50  <i>Listening, Speaking, and Viewing</i> 94, 237, 633, 1084  <i>Talk About Your Reading</i> 114, 202, 474  <i>Unit Wrap-Up</i> 276-277</p> <p><b>Teacher Wraparound Edition:</b>  DI 237, 400, 586; RF 167</p>
Recall significant details and sequence accurately	<p><b>Student Edition:</b>  R45  <i>Talk About Your Reading</i> 90, 202, 308, 474, 964  <i>Listening, Speaking, and Viewing</i> 94, 633, 1084  <i>Unit Warm-Up</i> 149  <i>Unit Wrap-Up</i> 277</p> <p><b>Teacher Wraparound Edition:</b>  LSV 94, 633, 1084; RS 850</p>
Follow a speaker's argument and represent it in notes	<p><b>Student Edition:</b>  RH7, R22, R45, R50  <i>English Language Coach</i> 486, 487  <i>Listening, Speaking, and Viewing</i> 995  <i>Key Reading Skill</i> 1058</p> <p><b>Teacher Wraparound Edition:</b>  DI 1062; EL 1057; LF 484; RS 485, 1059, 1060, 1099</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><b>Student Edition:</b>  R47  <i>Key Literary Element</i> 929, 937, 981  <i>Skill Lesson</i> 930-931  <i>Key Reading Skill</i> 934, 939  <i>Skills Review</i> 941, 951, 985  <i>Skills Preview</i> 943, 979  <i>Listening, Speaking, and Viewing</i> 995</p> <p><b>Teacher Wraparound Edition:</b>  LF 484; LSV 99</p>

STANDARDS	PAGE REFERENCES
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><b>Student Edition:</b> R45, R48 <i>Listening, Speaking, and Viewing</i> 94, 633 <i>Talk About Your Reading</i> 334, 454, 474, 506, 592, 626, 762, 984, 1016</p> <p><b>Teacher Wraparound Edition:</b> LSV 94; RRW 633</p>
Explain and advance opinions by citing evidence and referring to sources	<p><b>Student Edition:</b> R45-R46, R48 <i>Talk About Your Reading</i> 454, 474, 506, 592, 762, 964, 1094, 1110 <i>Listening, Speaking, and Viewing</i> 633, 995 <i>Writing Workshop Part 1</i> 952-953</p> <p><b>Teacher Wraparound Edition:</b> DI 633; LSV 995</p>
Evaluate the stated ideas and opinions of others, seeking clarification through questions	<p><b>Student Edition:</b> R45, R48 <i>Talk About Your Reading</i> 60, 254, 308, 334, 454, 506, 762, 964 <i>Listening, Speaking, and Viewing</i> 633, 995</p> <p><b>Teacher Wraparound Edition:</b> DI 633; LSV 633, 995</p>
Invite ideas and opinions of others into the discussion, responding clearly and tactfully to questions and comments	<p><b>Student Edition:</b> R45, R48 <i>Listening, Speaking, and Viewing</i> 94, 633 <i>Talk About Your Reading</i> 334, 454, 474, 506, 592, 626, 964, 1016</p> <p><b>Teacher Wraparound Edition:</b> LSV 94, 633; RRW 633</p>
Accept and use helpful criticism	<p><b>Student Edition:</b> R45, R48 <i>Presenting</i> 93 <i>Listening, Speaking, and Viewing</i> 94, 633 <i>Revising</i> 380, 992</p> <p><b>Teacher Wraparound Edition:</b> A 498; DI 234; EL 869; LSV 94; RF 994; W 235, 992</p>

STANDARDS	PAGE REFERENCES
Establish and maintain an open mind when listening to others' ideas and opinions	<p><b>Student Edition:</b> R45, R48 <i>Listening, Speaking, and Viewing</i> 94, 633 <i>Talk About Your Reading</i> 334, 454, 474, 506, 592, 626, 964, 984, 1016</p> <p><b>Teacher Wraparound Edition:</b> LSV 94; RRW 633</p>
Summarize the main points of a discussion, orally and in writing, specifying areas of agreement and disagreement and paraphrasing contributions	<p><b>Student Edition:</b> R45, R48 <i>Listening, Speaking, and Viewing</i> 94, 633 <i>Talk About Your Reading</i> 334, 474, 592, 762 <i>Skill Lesson</i> 846-847 <i>Skills Preview</i> 849 <i>Key Reading Skill</i> 850, 853 <i>Skills Review</i> 859 <i>English Language Coach</i> 958</p> <p><b>Teacher Wraparound Edition:</b> RS 851, 855</p>
Display and maintain facial expressions, body language, and other response cues that indicate respect for the speaker and attention to the discussion	<p><b>Student Edition:</b> R45, R48 <i>Listening, Speaking, and Viewing</i> 94, 633, 1084 <i>Talk About Your Reading</i> 202, 308, 888</p> <p><b>Teacher Wraparound Edition:</b> DI 94</p>
Attend to the content of discussion rather than the speaker	<p><b>Student Edition:</b> R45, R48 <i>Listening, Speaking, and Viewing</i> 94, 633 <i>Talk About Your Reading</i> 202, 254, 308, 334, 454, 474, 626, 762, 888</p> <p><b>Teacher Wraparound Edition:</b> LSV 94; RRW 633</p>
Participate in discussion without dominating	<p><b>Student Edition:</b> R45, R48 <i>Listening, Speaking, and Viewing</i> 94, 633 <i>Talk About Your Reading</i> 334, 506, 626, 762, 984, 1016, 1094, 1138</p> <p><b>Teacher Wraparound Edition:</b> LSV 94, 633; RRW 633</p>

STANDARDS	PAGE REFERENCES
Distinguish between supported and unsupported statements	<p><b>Student Edition:</b>  R47  <i>Key Literary Element</i> 929, 937, 981, 989  <i>Skill Lesson</i> 930-931  <i>Key Reading Skill</i> 934, 939, 947  <i>Skills Preview</i> 943, 979  <i>Listening, Speaking, and Viewing</i> 995</p> <p><b>Teacher Wraparound Edition:</b>  DI 995; LSV 995; RS 931</p>
<b>English Language Arts, Standard D: Language Performance Standards - Grade 8</b>	
<b>D.8.1 Develop their vocabulary and ability to use words, phrases, idioms, and various grammatical structures as a means of improving communication.</b>	
Consult dictionaries, thesauruses, handbooks, and grammar texts when choosing words, phrases, and expressions for use in oral and written presentations	<p><b>Student Edition:</b>  RH3-RH4, R23-R24, R28-R44  <i>English Language Coach</i> 162, 170, 259, 272, 310, 324, 388, 620, 838, 1158  <i>Vocabulary Check</i> 315</p> <p><b>Teacher Wraparound Edition:</b>  V 824</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><b>Student Edition:</b>  <i>Key Literary Element</i> 472, 473, 1141  <i>Skills Review</i> 475, 859  <i>Skills Preview</i> 849, 889  <i>Literary Element</i> 850, 857, 1142  <i>Reviewing Elements</i> 882  <i>Comparing Literature Workshop</i> 890  <i>Comparing Literature</i> 893</p> <p><b>Teacher Wraparound Edition:</b>  EL 949; LF 1135</p>
Choose words purposefully and evaluate the use of words in communications designed to inform, explain, and persuade	<p><b>Student Edition:</b>  R20-R21  <i>Writing Workshop Part 2</i> 380-381, 992-993  <i>Skills Preview</i> 933, 959  <i>English Language Coach</i> 942  <i>Talk About Your Reading</i> 950  <i>Write About Your Reading</i> 990  <i>Listening, Speaking, and Viewing</i> 995</p> <p><b>Teacher Wraparound Edition:</b>  DI 939; EL 993; LE 1130; LF 929; W 380, 996</p>

STANDARDS	PAGE REFERENCES
<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.</p>	
<p>Describe how American English is used in various public and private contexts, such as school, home, and work</p>	<p><b>Student Edition:</b> R17-R26, R28-R32 <i>English Language Coach</i> 470, 502, 508, 510, 512, 860, 862, 942, 1000 <b>Teacher Wraparound Edition:</b> EL 479, 496, 511, 949</p>
<p>Make appropriate choices when speaking and writing, such as formal or informal language, considering the purpose and context of the communication</p>	<p><b>Student Edition:</b> R17-R26, R28-R32 <i>Listening, Speaking, and Viewing</i> 237, 382, 871, 995, 1084 <i>English Language Coach</i> 502, 505, 508, 512 <b>Teacher Wraparound Edition:</b> LE 498; W 40, 383, 868</p>
<p>Evaluate how audience and context affect the selection and use of words and phrases, including technical terms, slang, and jargon</p>	<p><b>Student Edition:</b> R17-R26, R28-R32 <i>English Language Coach</i> 470, 502, 508, 510, 512, 860, 862, 942, 1000 <b>Teacher Wraparound Edition:</b> EL 496, 511, 949</p>
<p><b>English Language Arts, Standard E: Media &amp; Technology Performance Standards - Grade 8</b></p>	
<p>E.8.1 Use computers to acquire, organize, analyze, and communicate information.</p>	
<p>Demonstrate efficient word-processing skills</p>	<p><b>Student Edition:</b> R27 <i>Writing Tip</i> 235, 381, 630 <i>Drafting</i> 465 <i>Presenting</i> 497, 630 <i>Revising Tip</i> 1129 <i>Editing</i> 1129 <b>Teacher Wraparound Edition:</b> W 381, 630, 1131</p>

STANDARDS	PAGE REFERENCES
Construct and use simple databases	<p><b>Student Edition:</b>  <i>Talk About Your Reading</i> 36  <i>Literature Online</i> 65, 77, 447  <i>Writing Tip</i> 317  <i>Cite Your Sources</i> 320  <i>Presenting</i> 630</p> <p><b>Teacher Wraparound Edition:</b>  DI 235, 316, 1031; LF 1042; LO 207, 357, 399, 413</p>
Use manuals and on-screen help in connection with computer applications	<p><b>Student Edition:</b>  R27  <i>Literature Online</i> 235  <i>Presenting</i> 497, 630  <i>Revising Tip</i> 1129</p> <p><b>Teacher Wraparound Edition:</b>  DI 138, 280, 434, 534, 700, 914, 1044; LF 1042; LO 465; W 381</p>
Perform basic computer operations on various platforms	<p><b>Student Edition:</b>  R27  <i>Literature Online</i> 65, 77, 447  <i>Writing Tip</i> 235, 317, 381, 630  <i>Drafting</i> 465  <i>Presenting</i> 497  <i>Revising Tip</i> 1129</p> <p><b>Teacher Wraparound Edition:</b>  DI 235; LF 1042; LO 207; W 381</p>
Collect information from various on-line sources, such as web pages, news groups, and listservs	<p><b>Student Edition:</b>  <i>Talk About Your Reading</i> 36  <i>Literature Online</i> 65, 77, 447  <i>Writing Tip</i> 317  <i>Cite Your Sources</i> 320  <i>Presenting</i> 630</p> <p><b>Teacher Wraparound Edition:</b>  DI 235, 316, 1031; LF 1042; LO 207, 357, 399, 413</p>

STANDARDS	PAGE REFERENCES
<b>E.8.2 Make informed judgments about media and products.</b>	
Recognize common structural features found in print and broadcast advertising	<p><b>Student Edition:</b> 1002-1003, R47 <i>Key Literary Elements</i> 926 <i>English Language Coach</i> 942 <i>Listening, Speaking, and Viewing</i> 995</p> <p><b>Teacher Wraparound Edition:</b> EL 978, 1000; LE 1002; LF 1002, 1018, 1026; LSV 995; RRW 981, 1131</p>
Identify and explain the use of stereotypes and biases evident in various media	<p><b>Student Edition:</b> R47 <i>Key Literary Element</i> 926, 979, 981, 989 <i>Skill Lesson</i> 930-931 <i>Key Reading Skill</i> 934, 939, 947 <i>Skills Review</i> 941, 951, 985 <i>Skills Preview</i> 943 <i>Listening, Speaking, and Viewing</i> 995</p> <p><b>Teacher Wraparound Edition:</b> LSV 995</p>
Compare the effect of particular symbols and images seen in various media	<p><b>Student Edition:</b> R47 <i>Analyzing the Paintings</i> 5, 200 <i>Analyzing the Art</i> 49, 348 <i>Analyzing the Image</i> 343, 350 <i>Comparing Literature</i> 675, 677, 678</p> <p><b>Teacher Wraparound Edition:</b> DI 1003; LF 1018, 1020, 1026; RRW 1131</p>
Develop criteria for selecting or avoiding specific broadcast programs and periodicals	<p><b>Student Edition:</b> R47 <i>Key Literary Element</i> 926, 979, 981, 989 <i>Skill Lesson</i> 930-931 <i>Key Reading Skill</i> 934, 939, 947 <i>Skills Review</i> 941, 951, 985 <i>Skills Preview</i> 943 <i>Listening, Speaking, and Viewing</i> 995</p> <p><b>Teacher Wraparound Edition:</b> LSV 995</p>

STANDARDS	PAGE REFERENCES
<b>E.8.3 Create media products appropriate to audience and purpose.</b>	
Write informational articles that target audiences of a variety of publications	<p><b>Student Edition:</b> R20-R21 <i>Writing Workshop Part 1</i> 316-320 <i>Write About Your Reading</i> 354, 494, 578 <i>Writing Workshop Part 2</i> 380-382 <i>Skills Preview</i> 861</p> <p><b>Teacher Wraparound Edition:</b> DI 319, 383; LF 317; 319; W 317, 319, 320</p>
Use desktop publishing to produce products such as brochures and newsletters designed for particular organizations and audiences	<p><b>Student Edition:</b> R27 <i>Write About Your Reading</i> 74 <i>Writing Tip</i> 235, 381, 630 <i>Drafting</i> 465 <i>Presenting</i> 497, 630 <i>Revising Tip</i> 1129 <i>Editing</i> 1129</p> <p><b>Teacher Wraparound Edition:</b> DI 995; LF 1020; W 381, 630, 1131</p>
Create video and audiotapes designed for particular audiences	<p><b>Student Edition:</b> <i>Listening, Speaking, and Viewing</i> 382, 871 <i>Unit Wrap-Up</i> 686</p> <p><b>Teacher Wraparound Edition:</b> LSV 871; T 686</p>
<b>E.8.4 Demonstrate a working knowledge of media production and distribution.</b>	
Plan a promotion or campaign that involves broadcast and print media production and distribution	<p><b>Student Edition:</b> R18 <i>Write About Your Reading</i> 74, 1004 <i>Unit Wrap-Up</i> 276-277, 531, 910, 1035, 1169 <i>Listening, Speaking, and Viewing</i> 382</p> <p><b>Teacher Wraparound Edition:</b> T 910; WA 74</p>
Analyze how messages may be affected by financial factors such as sponsorship	This standard can be meet during teacher/class discussion on advertising.

STANDARDS	PAGE REFERENCES
Identify advertising strategies and techniques aimed at teenagers	<b>Student Edition:</b> 1002-1003 <i>Key Literary Element</i> 926 <i>English Language Coach</i> 942 <i>Listening, Speaking, and Viewing</i> 995 <b>Teacher Wraparound Edition:</b> EL 978, 1000; LE 1002; LF 1002, 1018, 1026; LSV 995; RRW 981, 1131
<b>E.8.5 Analyze and edit media work as appropriate to audience and purpose.</b>	
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	<b>Student Edition:</b> R17-R18 <i>Writing Workshop Part 2</i> 380, 628, 868 <i>Applying Good Writing Traits</i> 869 <i>Listening, Speaking, and Viewing</i> 871 <b>Teacher Wraparound Edition:</b> DI 868; LSV 871; W 380, 628
Develop criteria for comprehensive feedback on the quality of media work and use it during production	<b>Student Edition:</b> <i>Writing Workshop Part 2</i> 868 <i>Applying Good Writing Traits</i> 869 <i>Listening, Speaking, and Viewing</i> 871 <b>Teacher Wraparound Edition:</b> DI 868; EL 869; LSV 871
<b>English Language Arts, Standard F: Research &amp; Inquiry Performance Standards - Grade 8</b>	
<b>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.</b>	
Formulate research questions and focus investigation on relevant and accessible sources of information	<b>Student Edition:</b> R21 <i>Talk About Your Reading</i> 36 <i>Writing Workshop Part 1</i> 316-317 <b>Teacher Wraparound Edition:</b> DI 552, 584; LF 317; RRW 65, 135, 137, 253, 601, 605, 622, 643, 777

STANDARDS	PAGE REFERENCES
<p>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</p>	<p><b>Student Edition:</b>  R21-R22  <i>Talk About Your Reading</i> 36  <i>Comparing Literature Workshop</i> 116-117, 256-257  <i>Unit Warm-Up</i> 149, 277  <i>Writing Workshop Part 1</i> 317-318  <i>Reading Across Texts</i> 404-405  <b>Teacher Wraparound Edition:</b>  DI 76, 316, 318; LF 317, 1042; RRW 135, 1009</p>
<p>Conduct interviews, field studies, and experiments and use specialized resources (such as almanacs, fact books, pamphlets, and technical manuals) when appropriate to an investigation</p>	<p><b>Student Edition:</b>  <i>Talk About Your Reading</i> 90, 202  <i>Unit Warm-Up</i> 149  <i>Unit Wrap-Up</i> 277  <i>Listening, Speaking, and Viewing</i> 1084  <b>Teacher Wraparound Edition:</b>  LF 317; LSV 1084; T 277</p>
<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><b>Student Edition:</b>  R21-R22, R50  <i>Comparing Literature Workshop</i> 131, 275  <i>Unit Wrap-Up</i> 277, 1035  <i>Writing Workshop Part 1</i> 317-319  <i>Writing Workshop Part 2</i> 383-385  <i>Reading Across Texts Workshop</i> 529  <i>Skill Lesson</i> 846-847  <b>Teacher Wraparound Edition:</b>  DI 318, 383, 465; LF 319; W 319</p>
<p>Review and evaluate the usefulness of information gathered in an investigation</p>	<p><b>Student Edition:</b>  <i>Reading Across Texts</i> 416  <i>Key Literary Element</i> 929, 982, 989  <i>Skill Lesson</i> 930-931  <i>Key Reading Skill</i> 934, 939, 947  <i>Skills Review</i> 985, 991  <i>Skills Preview</i> 987, 1001  <b>Teacher Wraparound Edition:</b>  DI 930; RS 927, 936</p>

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><b>Student Edition:</b>  R21-R24, R27  <i>Comparing Literature Workshop</i> 116-117, 256-257, 662-663  <i>Writing Workshop Part 1</i> 316-320  <i>Write About Your Reading</i> 354, 494, 578  <i>Writing Workshop Part 2</i> 380-382  <i>Listening, Speaking, and Viewing</i> 382</p> <p><b>Teacher Wraparound Edition:</b>  DI 383; LF 317, 319; WW 316B</p>