



Writer's Choice

Grammar and Composition

Grade 8

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STANDARDS	PAGE REFERENCES
The student writes about a topic by	
<p>W3.1 Write a coherent composition that includes a thesis statement, supporting evidence, and a conclusion. E.A.1</p>	
<p>W4.1 Write a coherent composition with a thesis statement that is supported with evidence, well-developed paragraphs, transitions, and a conclusion. E.A.1</p>	
The student writes about a topic by	
<p>[8] 3.1.1 Incorporating the thesis statement, which identifies the focus or controlling idea for the entire composition, into an introductory paragraph</p>	<p>Student Edition: 203, 207, 234-236, 837-838, 840, 847 <i>Writing Activities</i> 61, 237, 241</p>
<p>[8] 3.1.2 Writing in paragraphs that include relevant details and evidence that support the main idea of the paragraph and thesis statement *</p>	<p>Student Edition: 46-47, 67-68, 70-72, 275, 835, 836, 837 <i>Prewriting Tip</i> 207 <i>Revising Tip</i> 66 <i>Writing Activities</i> 49, 73 Teacher Wraparound Edition: T 67</p>
<p>[8] 3.1.3 Organizing ideas using appropriate structures (e.g., order by chronology, importance, comparison and contrast, classification and definition) to maintain the unity of the composition with a variety of transitional words and phrases</p>	<p>Student Edition: 60, 132, 160-162, 204, 208, 210-212, 214-216, 218-220, 836, 838 <i>Writing Activities</i> 61, 133, 163, 205, 209, 213, 217, 221</p>

STANDARDS	PAGE REFERENCES
<p>[8] 3.1.4 Writing a concluding paragraph (e.g., restating the thesis and summarizing the main point)</p>	<p>Student Edition: 203, 236, 239, 837, 838 <i>Writing Activities</i> 205, 237</p> <p>Teacher Wraparound Edition: ER 237</p>
<p>Student writes for a variety of purposes and audiences.</p>	
<p>W3.2 Select and use appropriate forms of fiction and non-fiction to achieve different purposes when writing for different audiences. E.A.4</p>	
<p>W4.2 Demonstrate understanding of elements of discourse (purpose, speaker, audience, form) when completing expressive (creative, narrative, descriptive), persuasive, research-based, informational, or analytic writing assignments. E.A.4</p>	
<p>The student writes for a variety of purposes and audiences by</p>	
<p>[8] 3.2.1 Writing a narrative using elements of fiction (e.g., setting, character, conflict and resolution, dialogue, sensory details) to advance the plot (L)</p>	<p>Student Edition: 20-22, 86-89, 156-158, 160-162, 164-166, 168-170, 172-174, 184-187 <i>Write About Reading</i> 95, 194 <i>Writing Across the Curriculum</i> 195 <i>Writing Activities</i> 23, 159, 163, 167, 171, 175</p> <p>Teacher Wraparound Edition: DQ 150</p>
<p>[8] 3.2.2 Writing in a variety of nonfiction forms (e.g., letter, report, and/or autobiography) to inform, describe or persuade</p>	<p>Student Edition: 20-22, 134-136, 176-178, 202-204, 206-208, 210-212, 214-216, 218-220, 222-224, 230-232, 266-268 <i>Write About Reading</i> 148, 194 <i>Writing Activities</i> 11, 23, 137, 179, 205, 209, 213, 217, 221, 225, 233, 269</p> <p>Teacher Wraparound Edition: CL 103; RWC 99</p>
<p>[8] 3.2.3 Writing expressively when producing or responding to texts (e.g., poetry, journals, editorials, drama, reflective essays, and/or newsletters) (L)</p>	<p>Student Edition: 8-10, 12-14, 16-18, 20-22, 24-26, 28-31, 86-89, 180-182, 294-296 <i>Write About Reading</i> 38, 95, 258 <i>Writing Across the Curriculum</i> 39 <i>Writing Activities</i> 11, 15, 19, 23, 27, 183, 297</p>
<p>[8] 3.2.4 Using research-based information and analysis in research projects or extended reports (L)</p>	<p>Student Edition: 226-228, 234-236, 238-240, 246-249, 841-843, 847-848 <i>Writing Activities</i> 229, 237, 241</p> <p>Teacher Wraparound Edition: T45</p>

STANDARDS	PAGE REFERENCES
The student writes and edits using conventions of Standard English.	
<p>W3.3 Use the conventions of standard English including grammar, sentence structure, paragraph structure, punctuation, spelling, and usage in written work. E.A.2</p>	
<p>W4.3 Use the conventions of standard English independently and consistently including grammar, sentence structure, paragraph structure, punctuation, spelling, and usage. E.A.2</p>	
The student writes and edits using conventions of Standard English by	
<p>[8] 3.3.1 Varying beginnings, lengths, and patterns of sentences to improve flow and to enhance meaning and style of writing *</p>	<p>Student Edition: 74-76, 503, 522, 629-630, 631-632, 633-634, 635-636, 637, 833-834, 839 <i>Grammar Link</i> 65 <i>Write About Reading</i> 95 <i>Writing Activities</i> 77</p> <p>Teacher Wraparound Edition: T46; B 509; CL 488; EE 508; EL 510; LPR 608; MA 629; TW 94</p>
<p>[8] 3.3.2 Applying rules of spelling (e.g., homophones, irregular plurals, and contractions)*</p>	<p>Student Edition: 679-680, 682-689, 691-693 <i>Wordworks</i> 690</p> <p>Teacher Wraparound Edition: T 80</p>
<p>[8] 3.3.3 Applying rules of punctuation (i.e., commas, quotation marks, apostrophes, parentheses, and colons)</p>	<p>Student Edition: 324-326, 327-329, 599-600, 601-602, 603-604, 605-606, 607-608, 609-610, 611-612, 613-614, 615-616, 617-618, 619-626, 627 <i>Editing/Proofreading Checklist</i> 141, 187 <i>Grammar Link</i> 73, 121, 137, 171, 183, 225, 229, 233</p>
<p>[8] 3.3.4 Applying rules of capitalization (e.g., titles and proper nouns)*</p>	<p>Student Edition: 330-331, 585-586, 587-588, 589-590, 591-596, 597 <i>Editing/Proofreading Checklist</i> 89, 301 <i>Grammar Link</i> 61, 175, 229</p>

STANDARDS	PAGE REFERENCES
<p>[8] 3.3.5 Applying rules of usage (i.e., verb tense, subject/verb agreement, possessives, pronouns, and sentence structure)*</p>	<p>Student Edition: 314-317, 318-319, 320-321, 322-323, 437-438, 439-440, 441-442, 455, 541-542, 543-544, 545-546, 547-548, 549-550, 557, 725-726 <i>Editing Tip</i> 116 <i>Grammar Link</i> 11, 15, 57, 85 <i>Grammar Tip</i> 280</p>
<p>The student revising writing.</p>	
<p>W3.4 a. Revise writing to improve organization, word choice, paragraph development, and voice appropriate to the purpose. E.A.5 b. Form and explain own standards or judgments of quality writing. E.A.8 W4.4 Revise writing to improve style, word choice, sentence variety, and subtlety of meaning in relation to the purpose and audience. E.A.5</p>	
<p>The student revises writing by</p>	
<p>[8] 3.4.1 Rearranging details to improve clarity and logical progression of ideas (e.g. making chronological sequence clear, clarifying cause and effect, creating a logically consistent story line)</p>	<p>Student Edition: 30, 66-67, 132, 208, 222-223, 238-239, 836, 837, 838 <i>Drafting Tip</i> 186 <i>Writing Activities</i> 61, 69, 133, 163, 209, 225 Teacher Wraparound Edition: A 241</p>
<p>[8] 3.4.2 Giving/receiving appropriate feedback and evaluating writing based on established criteria (e.g., self-created checklists, peer conference formats, scoring guides or rubrics)* (L)</p>	<p>Student Edition: 30-31, 68, 88-89, 140, 186, 248-249, 282-283, 300, 818, 838-839 <i>Listening and Speaking</i> 77, 209, 285 <i>Writing Activities</i> 69, 225 Teacher Wraparound Edition: A 31, 141, 187, 301; EE 284; T 239</p>
<p>[8] 3.4.3 Combining sentences for fluency, using precise and descriptive words and/or eliminating irrelevant details to improve quality and effectiveness of writing*</p>	<p>Student Edition: 44, 66-67, 70-72, 74-76, 88, 112, 124, 140, 186, 833-834, 839 <i>Revising Tip</i> 132, 222 <i>Writing Activities</i> 77, 125, 133, 285 Teacher Wraparound Edition: C 141</p>
<p>[8] 3.4.4 Clarifying thesis statement and/or topic sentence and adding details to support main ideas, if needed*</p>	<p>Student Edition: 30, 66-67, 71, 186, 222-224, 238-239, 248, 284, 835, 837 <i>Revising Tip</i> 222, 268, 838 <i>Writing Activities</i> 73, 225</p>

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<p>[8] 3.4.5 Using appropriate voice for intended audience (e.g., humorous, informal, formal, or technical)*</p>	<p>Student Edition: 30, 88, 140, 186, 300, 838 <i>Vocabulary Tip</i> 283 <i>Write About Reading</i> 306</p> <p>Teacher Wraparound Edition: A 306; EE 52; T 51, 52, 115; TW 304</p>
<p>[8] 3.4.6 Using resources throughout the writing process (e.g., dictionary, thesaurus, peer conference, scoring guide, rubric, word processor)* (L)</p>	<p>Student Edition: 30, 68, 78, 88, 186, 282-283, 657-660, 661-662, 838-839 <i>Listening and Speaking</i> 233 <i>Using Computers</i> 15, 27, 57, 61, 69, 77, 81, 133, 137, 171, 237, 285</p>
The student documents sources.	
<p>W3.5 List and document sources using a given format. E.D.3</p>	
<p>W4.5 Cite sources of information using a standard method of documentation. E.D.3</p>	
The student documents sources by	
<p>[8] 3.5.1 Giving credit for others' ideas, images and multimedia information, including others' ideas directly quoted or paraphrased by student, by citing sources, including author, title, publishing information and page number (using simplified MLA or APA style) (L)</p>	<p>Student Edition: 228, 235, 804, 841, 842-843, 844-846, 848 <i>Drafting Tip</i> 228 <i>Presenting Tip</i> 240 <i>Writing Activities</i> 229, 241</p> <p>Teacher Wraparound Edition: A 229; T 228, 804</p>
The student uses resources.	
<p>W3.6 Compose and edit a composition with a word processing program. E.A.7</p>	
The student uses resources by	
<p>[8] 3.6.1 Correcting misspellings using available software programs, including choosing the correct spelling option among several choices* (L)</p>	<p>Student Edition: <i>Proofreading Tip</i> 89, 141 <i>Using Computers</i> 81, 233</p> <p>Teacher Wraparound Edition: A 81, 233</p>
<p>[8] 3.6.2 Using thesaurus to locate and choose effective synonyms for common words* (L)</p>	<p>Student Edition: 66, 661-662 <i>Using Computers</i> 133 <i>Vocabulary Revising Tip</i> 181</p> <p>Teacher Wraparound Edition: B 66; ELL 662; MA 661; MIN 18; T 661</p>

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<p>[8] 3.6.3 Selecting and using formatting features to produce final draft (e.g., centering title, choosing appropriate font size and style, indentation, pagination, and line spacing) (L)</p>	<p>Student Edition: 85, 141, 187, 839, 843 <i>Using Computers</i> 15, 171, 179, 209, 237</p>

*Assumes an increasing level of writing skill applications