



Writer's Choice

Grammar and Composition

Grade 8
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STANDARDS	PAGE REFERENCES
<p>READING Word Recognition and Word Study</p>	
<p>Word Recognition</p>	
<p>R.WS.08.01 explain and use word structure, sentence structure, and prediction to aid in decoding and understanding the meanings of words encountered in context.</p>	<p>Student Edition: 668-669, 671-674, 723 Teacher Wraparound Edition: ARS 147; DVIST 723; ELL 672; IM 692; UPSM 672</p>
<p>R.WS.08.02 use structural, syntactic, and semantic analysis to recognize unfamiliar words in context including idioms, analogies, metaphors, and similes to infer the history of the English language, and common word origins.</p>	<p>Student Edition: 668-669, 671-674, 723, 724 <i>Activity</i> 670, 675, 678 <i>Analyzing the Media Connection</i> 113 #3 <i>Wordworks</i> 670, 675, 678 Teacher Wraparound Edition: ARS 147; C 666; DVIST 723; EL 272; ELL 672</p>

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<p>R.WS.08.03 automatically recognize frequently encountered words in print with the number of words that can be read fluently increasing steadily across the school year.</p>	<p>The text and exercises found on the following pages address building students' vocabularies:</p> <p>Student Edition: <i>Exercise 5</i> 677 <i>Exercise 6</i> 677 <i>Grammar Link</i> 125 <i>Listening and Speaking</i> 125 <i>Vocabulary Revising Tip</i> 181</p> <p>Teacher Wraparound Edition: C 125, 666, 677; CSBP 676; EE 723; EL 136; ELL 10, 22, 124, 228, 244, 276, 288, 662, 677; UM 124</p>
<p>R.WS.08.04 know the meanings of words encountered frequently in grade-level reading and oral language contexts.</p>	<p>Student Edition: 679-680</p> <p>Teacher Wraparound Edition: 6+1TW 33, 34; C 696; ELL 680; LPR 158</p>
<p>R.WS.08.05 acquire and apply strategies to identify unknown words and construct meaning.</p>	<p>Student Edition: 668-669, 723 <i>Exercise 2</i> 669</p> <p>Teacher Wraparound Edition: ARS 147; C 669, 674; CL 660, 669; EE 723; EL 98, 272; ELL 244; UCC 668; UWP 672</p>
<p>Fluency</p>	
<p>R.WS.08.06 fluently read beginning grade-level text and increasingly demanding texts as the year proceeds.</p>	<p>Grade-appropriate literature selections are presented on the following pages:</p> <p>Student Edition: 32-37, 90-94, 142-147, 188-193, 250-257, 302-305</p>
<p>Vocabulary</p>	
<p>R.WS.08.07 in context, determine the meaning of words and phrases including content area vocabulary and literary terms using strategies including activating prior knowledge, using text features/structures, and authentic content-related resources.</p>	<p>Student Edition: 668-669, 723 <i>Wordworks</i> 678, 681</p> <p>Teacher Wraparound Edition: ARS 147; C 669; D 681; DVIST 723; ELL 228, 244</p>

STANDARDS	PAGE REFERENCES
Narrative Text	
<p>R.NT.08.01 investigate various examples of distortion and stereotypes such as those associated with gender, race, culture, age, class, religion, and other individual differences through classic, multicultural, and contemporary literature recognized for quality and literary merit.</p>	<p>Students connect to and read about a variety of cultures on the following pages: Student Edition: <i>Student Model</i> 182 Teacher Wraparound Edition: C 778; CC 111, 200, 263, 296; CD 199; DP 200; E 201; IC 778</p>
<p>R.NT.08.02 analyze the structure, elements, style, and purpose of narrative genre including historical fiction, science fiction, and realistic fiction.</p>	<p>Student Edition: 156-158, 160-162, 164-166, 168-170, 172-174 <i>Writing in the Real World</i> 152-155 Teacher Wraparound Edition: ELL 166; LE 189, 190; MA 172; NW 153; UM 158, 162, 165, 169, 170, 173, 185</p>
<p>R.NT.08.03 analyze the role of rising and falling actions, minor characters in relation to conflict, and credibility of the narrator.</p>	<p>Student Edition: 173-174 <i>Talk About Reading</i> 38 #2, 95#2 <i>Writing in the Real World</i> 153-154 Teacher Wraparound Edition: 6+1TW 144; ARS 93; CT 143; LE 92, 144; UM 173, 174</p>
<p>R.NT.08.04 analyze author's craft including symbolism, imagery, and consistency to develop credible narrators, rising and falling actions, and minor characters.</p>	<p>Student Edition: <i>Talk About Reading</i> 38 #3, 95 #3, 148 #3, 194 #3 <i>Writing in the Real World</i> 153-154 Teacher Wraparound Edition: 6+1TW 33, 34, 91, 94, 143; MA 180; UM 170</p>
Informational Text	
<p>R.IT.08.01 analyze the structure, elements, features, style, and purpose of informational genre including comparative essays, newspaper writings, technical writings, and persuasive essays.</p>	<p>Student Edition: 176-178, 202-204, 206-208, 210-212, 214-216, 218-220, 234-236, 242-244, 280 <i>Analyzing the Media Connection</i> 201 #3 Teacher Wraparound Edition: C 179; CL 178; LPR 178</p>

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<p>R.IT.08.02 analyze organizational patterns including chronological sequence, compare/contrast, and cause/effect.</p>	<p>Student Edition: 60, 204, 208, 212, 216, 235-236, 244 <i>Analyzing a Writer's Process</i> 201 #4 <i>Talk About Reading</i> 19 #3 <i>Writing in the Real World</i> 199-200</p> <p>Teacher Wraparound Edition: 6+1TW 190; C 201; DA 204; UM 60, 208, 216, 219, 244, 280; UVMO 60</p>
<p>R.IT.08.03 explain how authors use text features including graphics, author's pages, prefaces, and marginal notes, to enhance the understanding of central, key, and supporting ideas.</p>	<p>Student Edition: 695-696, 709-712 <i>Analyzing the Media Connection</i> 201 #3 <i>Viewing and Representing</i> 277</p> <p>Teacher Wraparound Edition: CPV 216; DM 99; EE 710; UM 177</p>
<p>Comprehension</p>	
<p>R.CM.08.01 connect personal knowledge, experiences, and understanding of the world to themes and perspectives in text through oral and written responses.</p>	<p>Student Edition: <i>Collect Your Thoughts</i> 38, 95, 148, 194, 258, 306 <i>Talk About Reading</i> 38 #1, 95 #1, 148 #1, 194 #1, 258 #1, 306 #1</p> <p>Teacher Wraparound Edition: ARS 34, 191, 192; CT 193, 253; LE 36</p>
<p>R.CM.08.02 retell through concise summarization grade-level narrative and informational text.</p>	<p>Student Edition: 699-700 <i>Exercise 3</i> 700</p> <p>Teacher Wraparound Edition: ARS 35, 93, 144, 192, 252, 304</p>
<p>R.CM.08.03 analyze global themes, universal truths, and principles within and across texts to create a deeper understanding by drawing conclusions, making inferences, and synthesizing.</p>	<p>Student Edition: <i>Talk About Reading</i> 258 #1, 306 #2</p> <p>Teacher Wraparound Edition: 6+1TW 144; CT 34, 36, 37, 190, 193, 252; LE 36</p>
<p>R.CM.08.04 apply significant knowledge from grade-level science, social studies, and mathematics texts.</p>	<p>Cross-curricular thinking and writing opportunities are presented on the following pages:</p> <p>Student Edition: <i>Cross-Curricular Activity</i> 221 <i>Write About Reading</i> 148, 306 <i>Writing Across the Curriculum</i> 39, 96, 149, 195, 307</p> <p>Teacher Wraparound Edition: EE 44; TIS 123</p>

STANDARDS	PAGE REFERENCES
Metacognition	
<p>R.MT.08.01 self-monitor comprehension when reading or listening to text by automatically applying and discussing the strategies used by mature readers to increase comprehension including: predicting, constructing mental images, visually representing ideas in text, questioning, rereading or listening again if uncertain about meaning, inferring, summarizing, and engaging in interpretive discussions.</p>	<p>Student Edition: 722</p> <p>Teacher Wraparound Edition: ARS 33, 35, 36, 91, 93, 94, 144, 147, 189, 191, 192, 193, 251, 252, 254, 255, 304, 305; CT 34, 37, 143, 303, 305; LPR 158</p>
<p>R.MT.08.02 plan, monitor, regulate, and evaluate skills, strategies, and processes for their own reading comprehension by applying appropriate metacognitive skills.</p>	<p>Student Edition: <i>Talk About Reading</i> 38 #2, 95 #2, 148 #2, 194 #2</p> <p>Teacher Wraparound Edition: ARS 33, 35, 36, 91, 93, 94, 193, 254, 255; CT 34, 36, 37, 146, 191, 253, 257, 305</p>
Critical Standards	
<p>R.CS.08.01 evaluate the appropriateness of shared, individual and expert standards based on purpose, context, and audience in order to assess their own writing and the writing of others.</p>	<p>Student Edition: <i>Adding to Your Portfolio</i> 39, 96, 149, 195, 259, 307 <i>Analyzing the Media Connection</i> 7 #4 <i>Talk About It</i> 107 #2 <i>Talk About Reading</i> 38 #4, 258 #4, 306 #4</p> <p>Teacher Wraparound Edition: CL 291; CT 143; EE 284; NW 153; OD 247</p>
Reading Attitude	
<p>R.AT.08.01 be enthusiastic about reading and do substantial reading and writing on their own.</p>	<p>Student Edition: 84 <i>Look It Over</i> 103 <i>Talk About It</i> 101 <i>Try It Out</i> 101 #1 <i>Write a Book Review</i> 297</p> <p>Teacher Wraparound Edition: C 85, 293; CAC 101; CC 296; DLA 24, 50, 294; ELL 84; IC 101; LPR 280; MA 180; PC 84; TAI 101</p>

STANDARDS	PAGE REFERENCES
WRITING	
Writing Genres	
<p>W.GN.08.01 write a cohesive narrative piece such as poetry, historical fiction, science fiction, or realistic fiction that includes appropriate conventions to genre employing literary and plot devices (e.g., narrator credibility, rising and falling actions and/or conflict, imagery and transitional language).</p>	<p>Student Edition: 156-158, 172-174 <i>Write a Narrative</i> 163 <i>Write a Narrative Journal Entry</i> 175 <i>Write About Reading</i> 95 <i>Writing Process in Action</i> 184-187</p> <p>Teacher Wraparound Edition: UGW 185; UM 158; WNP 166</p>
<p>W.GN.08.02 write an historical expository piece such as a journal, biography, or simulated memoir that includes appropriate organization, illustrations, marginal notes and/or annotations.</p>	<p>Student Edition: 172-174 <i>Cross-Curricular Activity</i> 163, 175 <i>Viewing and Representing</i> 163, 175 <i>Write a Narrative Journal Entry</i> 175 <i>Writing Across the Curriculum</i> 195</p>
<p>W.GN.08.03 formulate research questions that demonstrate critical evaluation of multiple resources, perspectives, and arguments/counter-arguments that culminate in a presented final project using the writing process.</p>	<p>Student Edition: 226-228, 234-236, 238-240, 246-249 <i>Choose a Topic and Begin Your Research</i> 229 <i>Outline and Draft</i> 237 <i>Revise, Edit, and Share Your Report</i> 241</p> <p>Teacher Wraparound Edition: AQ 239; CrC 239; ELL 236, 240; ES 228; FRI 247; NT 227; UR 228</p>
Writing Process	
<p>W.PR.08.01 set a purpose, consider audience, and replicate authors' styles and patterns when writing a narrative or informational piece.</p>	<p>Student Edition: 50-52, 294-295 <i>Collect Topic Ideas</i> 53 <i>Write a Book Review</i> 297 <i>Write About Reading</i> 38 <i>Writing Process in Action</i> 28, 86, 138, 184, 246, 298</p> <p>Teacher Wraparound Edition: EE 52</p>

STANDARDS	PAGE REFERENCES
<p>W.PR.08.02 apply a variety of pre-writing strategies for both narrative (e.g., graphic organizers designed to depict rising and falling actions, roles of minor characters, credibility of narrator) and informational writing (e.g., compare/contrast, cause/effect, or sequential text patterns).</p>	<p>Student Edition: 54-56, 58-60 <i>Investigate Your Topic</i> 57 <i>Journal Writing</i> 55 <i>Organize Your Ideas</i> 61 <i>Writing Process in Action</i> 29, 87, 139, 185, 247, 299</p> <p>Teacher Wraparound Edition: CL 299; DIDW 139; DIPW 29; DIPeW 299; FF 55; WMI 59</p>
<p>W.PR.08.03 draft focused ideas experimenting with various ways of sequencing information including ordering arguments, or sequencing ideas chronologically by importance when writing compositions.</p>	<p>Student Edition: 62-64 <i>Try It Out</i> 103 #2 <i>Write a Draft</i> 65 <i>Writing Process in Action</i> 29, 87-88, 139, 185-186, 248-249, 299-300</p> <p>Teacher Wraparound Edition: DrP 64; ELL 292; LPR 48; ME 87; TT 6; UPN 139; UTL 185</p>
<p>W.PR.08.04 revise drafts for coherence and consistency in word choice, structure, and style; and read their own work from another reader's perspective.</p>	<p>Student Edition: 66-68, 70-72, 74-76, 282-284 <i>Check for Unified Paragraphs</i> 73 <i>Journal Writing</i> 75 <i>Revise a Persuasive Piece</i> 285 <i>Revise for Fluency</i> 77 <i>Revise Your Draft</i> 69 <i>Writing Process in Action</i> 30, 88, 140, 186, 248, 300</p> <p>Teacher Wraparound Edition: CL 68; PE 30, 88, 140, 186, 248, 300; RL 68; VSP 75</p>

STANDARDS	PAGE REFERENCES
<p>W.PR.08.05 proofread and edit writing using grade-level checklists and other appropriate resources both individually and in groups.</p>	<p>Student Edition: 78-80 <i>Edit Your Writing</i> 81 <i>Editing/Proofreading Checklist</i> 31 #1-#4, 89 #1-#5, 141 #1-#4, 187 #1-#4, 249 #1-#5, 301 #1-#5 <i>Writing Process in Action</i> 31, 89, 141, 187, 249, 301</p> <p>Teacher Wraparound Edition: CL 80; PE 30, 88, 140, 186, 248, 300</p>
Personal Style	
<p>W.PS.08.01 exhibit personal style and voice to enhance the written message in both narrative (e.g., personification, humor, element of surprise) and informational writing (e.g., emotional appeal, strong opinion, credible support).</p>	<p>Student Edition: 278-280, 284, 290-292, 296 <i>Write a Letter to the Editor</i> 293 <i>Write a Position Paper</i> 273 <i>Write a Presentation</i> 281 <i>Write About Reading</i> 306 <i>Writing Across the Curriculum</i> 307</p> <p>Teacher Wraparound Edition: CCI 279; CiL 103; WAC 307</p>
Grammar and Usage	
<p>W.GR.08.01 in the context of writing, correctly use style conventions (e.g., Modern Language Association Handbook) and a variety of grammatical structures in compositions including infinitives, gerunds, participial phrases, and dashes or ellipses.</p>	<p>Student Edition: 80 <i>Edit Your Writing</i> 81 <i>Editing/Proofreading Checklist</i> 31 #1-#4, 89 #1-#4, 141 #1-#3, 187 #1-#3, 249 #1-#4, 301 #1-#4 <i>Write About Reading</i> 258</p> <p>Teacher Wraparound Edition: CL 80</p>
Spelling	
<p>W.SP.08.01 in the context of writing use correct spelling conventions.</p>	<p>Student Edition: 80 <i>Edit Your Writing</i> 81 <i>Editing/Proofreading Checklist</i> 31 #4, 89 #5, 141 #4, 187 #4, 249 #5, 301 #5 <i>Using Computers</i> 81</p> <p>Teacher Wraparound Edition: C 693; WRW 337</p>

STANDARDS	PAGE REFERENCES
Handwriting	
<p>W.HW.08.01 write neat and legible compositions.</p>	<p>Student Edition: <i>Editing/Proofreading Checklist</i> 187 #5 <i>Writing Process in Action</i> 89</p> <p>Teacher Wraparound Edition: P/P 30, 88, 140, 186, 248, 300; VA 2; WRW 337</p>
Writing Attitude	
<p>W.AT.08.01 be enthusiastic about writing and learning to write.</p>	<p>Student Edition: 8-10, 84 <i>Set Goals</i> 39, 96, 149, 195, 259, 307</p> <p>Teacher Wraparound Edition: C 85, 293, 297; FJ 9; IC 101; PC 84; TAI 101</p>
SPEAKING	
Conventions	
<p>S.CN.08.01 adjust their use of language to communicate effectively with a variety of audiences and for different purposes by using enunciation to emphasize key ideas and concepts when presenting.</p>	<p>Student Edition: 764-768, 769-771, 772-775, 776-778 <i>Exercise 3</i> 768 <i>Exercise 7</i> 778 <i>Listening and Speaking</i> 117, 205, 209, 213, 221, 245, 273, 285</p> <p>Teacher Wraparound Edition: C 771; DS 774; ELL 773; GD 766; MC 767</p>
<p>S.CN.08.02 speak effectively using body language including gestures, posture, facial expressions, tone of voice, and pace of speaking to enhance meaning and influence interpretation in narrative and informational presentations.</p>	<p>Student Edition: 765, 767-768, 770-771, 773 <i>Listening and Speaking</i> 117, 159, 213, 245, 273, 285 <i>Tips for Practicing a Speech</i> 773 #3-#4 <i>Tips for Practicing Storytelling</i> 777 #2-#5 <i>Tips on Delivering an Oral Report</i> 770 #1-#2, #4-#5</p> <p>Teacher Wraparound Edition: BL 777; DS 774; LS 775; MC 767; UG 773</p>

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<p>S.CN.08.03 present in standard American English if it is their first language. (Students whose first language is not English will present in their developing version of standard American English.)</p>	<p>Student Edition: <i>Tips for Practicing a Speech</i> 773 #2 <i>Tips for Taking Part in a Discussion</i> 766 #8 <i>Tips on Delivering an Oral Report</i> 770 #3 Teacher Wraparound Edition: DI 766; ELL 765, 773, 777</p>
Discourse	
<p>S.DS.08.01 engage in interactive, extended discourse to socially construct meaning in book clubs, literature circles, partnerships, or other conversation protocols.</p>	<p>Student Edition: <i>Analyzing a Writer’s Process</i> 7 #1-#5, 45 #1-#5, 113 #1-#5, 155 #1-#5, 201 #1-#5, 265 #1-#5 <i>Analyzing the Media Connection</i> 7 #1-#5, 45 #1-#5, 113 #1-#5, 155 #1-#5, 201 #1-#5, 265 #1-#5 <i>Listening and Speaking</i> 11, 27 <i>Talk About Reading</i> 38 #1-#4, 95 #1-#4, 148 #1-#4, 194 #1-#4, 258 #1-#4, 306 #1-#4 Teacher Wraparound Edition: CL 14; DP 5, 6, 44, 112, 154, 200</p>
<p>S.DS.08.02 respond to multiple text types in order to explore problems and pose solutions supported with evidence, take a stand on an issue and support it, and identify personally with a universal theme.</p>	<p>Student Edition: <i>Analyzing the Media Connection</i> 45 #1, #5 <i>Talk About Reading</i> 38 #1-#2, 148 #1-#2, 194 #1, 258 #1, 306 #1 Teacher Wraparound Edition: C 194; CT 253</p>
<p>S.DS.08.03 discuss written narratives with a variety of literary and plot devices (e.g., description of relevant situations, well-chosen details, relevant dialogue, specific action, and physical description of characters).</p>	<p>Student Edition: <i>Analyzing the Media Connection</i> 7 #1-#5 <i>Talk About Reading</i> 38 #2-#3, 95 #2-#3, 194 #2-#3, 306 #3 Teacher Wraparound Edition: 6+1TW 33, 34, 303, 304; CT 190; IPE 243; LE 92, 144, 189, 190</p>
<p>S.DS.08.04 plan, outline, and deliver an informational presentation using precise and vivid language in the active voice; organizing logically to convey the message; applying persuasive non-verbal techniques; making use of rhetorical strategies to support the purpose of the presentation and to positively impact the intended audience.</p>	<p>Student Edition: 769-771 <i>Listening and Speaking</i> 205, 213, 221, 273, 277 Teacher Wraparound Edition: E 201; LS 771</p>

STANDARDS	PAGE REFERENCES
LISTENING & VIEWING	
Conventions	
<p>L.CN.08.01 analyze main idea, significant details, fact and opinion, bias, propaganda, argumentation, or support when listening to or viewing a variety of speeches and presentations.</p>	<p>Student Edition: 756-759</p> <p>Teacher Wraparound Edition: ANB 758; C 209, 771; CiL 757; CL 104, 759; CT 756; DFO 757; ENB 758; LC 756; LS 758; RFT 758; SBS 757</p>
<p>L.CN.08.02 listen to or view critically while demonstrating appropriate social skills of audience behaviors (e.g., eye contact, attentive, and supportive); critically examine the verbal and non-verbal strategies during speeches and presentations.</p>	<p>Student Edition: <i>Exercise 6</i> 775 <i>Exercise 7</i> 778 <i>Listening and Speaking</i> 205, 221, 273, 277, 285</p> <p>Teacher Wraparound Edition: C 771; LS 159</p>
Response	
<p>L.RP.08.01 listen to or view knowledgeably a variety of genre to react to a speaker's intent and apply a speaker's reasoning to other situations.</p>	<p>Student Edition: <i>Analyzing a Writer's Process</i> 155 #5 <i>Analyzing the Media Connection</i> 155 #1, #4-#5 <i>Listening and Speaking</i> 293</p> <p>Teacher Wraparound Edition: CL 104; ENB 758; LS 758; RFT 758</p>
<p>L.RP.08.02 select, listen to or view knowledgeably, respond thoughtfully to both classic and contemporary texts recognized for quality and literary merit.</p>	<p>Student Edition: 776 <i>Exercise 7</i> 778</p> <p>Teacher Wraparound Edition: BL 777; CS 777; CT 787; EE 194; IRP 244; ULM 181</p>
<p>L.RP.08.03 paraphrase a speaker's main ideas, purpose, and point of view, and ask relevant questions about the content, delivery, and purpose of the presentation.</p>	<p>Student Edition: 755 <i>Tips for Effective Listening</i> 755 #2-#5</p> <p>Teacher Wraparound Edition: C 771; ENB 758; LC 756</p>
<p>L.RP.08.04 analyze oral interpretations of literature (e.g., language choice, delivery) and the effect of the interpretations on the listener.</p>	<p>Student Edition: <i>Analyzing the Media Connection</i> 155 #1, #3 <i>Exercise 7</i> 778 <i>Listening and Speaking</i> 245</p> <p>Teacher Wraparound Edition: IRP 244</p>

STANDARDS	PAGE REFERENCES
<p>L.RP.08.05 respond to multiple text types when listened to or viewed knowledgeably, by discussing, illustrating, and/or writing in order to anticipate and answer questions; determine personal and universal themes; and offer opinions or solutions.</p>	<p>Student Edition: 24-26, 180-182, 242-244, 294-296 <i>Responding to a Spoken Narrative</i> 183 <i>Talk About Reading</i> 38 #1-#3, 95 #1-#3, 148 #1-#4, 194 #1-#3, 258 #1-#2, 306 #1-#3 <i>Write a Book Review</i> 297 <i>Write a Descriptive Response</i> 137 <i>Write a Response to Literature</i> 27 <i>Writing About Similarities and Differences</i> 245</p> <p>Teacher Wraparound Edition: C 38, 95, 194, 258; CoC 91; IRP 244; LPR 182</p>
<p>L.RP.08.06 evaluate the credibility of a speaker by determining whether the speaker may have hidden agendas or be otherwise biased.</p>	<p>Student Edition: 756-759</p> <p>Teacher Wraparound Edition: CL 104; CT 756; LC 756; LS 758; SBS 757</p>
<p>L.RP.08.07 interpret and analyze the various ways in which visual image-makers (e.g., graphic artists, illustrators) communicate information and affect impressions and opinions.</p>	<p>Student Edition: 780-785 <i>Cross-Curricular Activity</i> 245 <i>Exercise 1</i> 781 <i>Exercise 2</i> 783 <i>Exercise 3</i> 785</p> <p>Teacher Wraparound Edition: AP 783; C 785; DLA 780; EE 782; ELL 781; IANP 781; IPC 783; LPR 784; VA 33, 35, 92, 145, 189, 191, 251, 303</p>