



Glencoe **Writer's
Choice**
GRAMMAR and COMPOSITION

Grade 8 © 2009

STANDARDS	PAGE REFERENCES
Standard 1: Students engage in the research process	
PLANNING RESEARCH	
8.1.1. Use questions to narrow research topic	Student Edition: T45, 226-227 <i>Choose a Topic and Begin Your Research</i> 229 <i>Journal Writing</i> 227 Teacher Wraparound Edition: C 221; CTo 227; JWT 219; NT 227; P 247; PI 761

STANDARDS		PAGE REFERENCES
ACCESSING INFORMATION		
8.1.2.	Use a variety of primary and/or secondary sources to access information; i.e., computer catalogs, magazines, newspapers, and primary sources	<p>Student Edition: 56, 228, 268, 646-648, 649-652, 760-763, 841 <i>Choose a Topic and Begin Your Research</i> 229 <i>Cross-Curricular Activity</i> 221 <i>Journal Writing</i> 231 <i>Listening and Speaking</i> 229 <i>Using Computers</i> 229</p> <p>Teacher Wraparound Edition: B 226; CL 650; EE 651; ES 228; IC 101; JWT 231; LRS 650; P 247</p>
EVALUATING RESEARCH INFORMATION		
8.1.3.	Evaluate sources that present different perspectives; e.g., by identifying sources of bias and distinguishing between primary and secondary sources	<p>Student Edition: 841-842 <i>Cross-Curricular Activity</i> 183 <i>Listening and Speaking</i> 183 <i>Write a Persuasive Essay</i> 277</p> <p>Teacher Wraparound Edition: CL 275, 757; CT 756; LS 229, 758; SE 276; UM 275</p>
ORGANIZING AND PRESENTING RESEARCH INFORMATION		
8.1.4.	Use information from multiple sources when presenting research findings to defined audiences	<p>Student Edition: 56, 234-236, 268, 841 <i>Cross-Curricular Activity</i> 221 <i>Outline and Draft</i> 237 <i>Writing Process in Action</i> 247, 249</p> <p>Teacher Wraparound Edition: B 226; D 247; P 247</p>
PRESENTATION		
8.1.5.	Write a research report using a thesis	<p>Student Edition: 234-236, 837, 838 <i>Collaborative Writing</i> 237 <i>Drafting Tip</i> 837 <i>Outline and Draft</i> 237 <i>Revise, Edit, and Share Your Report</i> 241 <i>Revising Checklist</i> 239</p> <p>Teacher Wraparound Edition: JWT 239</p>

STANDARDS		PAGE REFERENCES
EVALUATE THE RESEARCH		
8.1.6. Evaluate the research process	Student Edition: <i>Journal Writing</i> 249 Teacher Wraparound Edition: C 237; JWT 249	
8.1.7. Evaluate a research product using a rubric	Student Edition: 840, 847-848 <i>Listening and Speaking</i> 241 <i>Revise, Edit, and Share Your Report</i> 241 <i>Revising Checklist</i> 239 Teacher Wraparound Edition: AQ 239; CCh 239; ER 249; R 248	
Standard 2: Students engage in the reading process		
LITERARY AND INFORMATIONAL GENRES		
8.2.1 Compare or contrast characteristics of fiction and nonfiction genres	Students compare or contrast various types of compositions on the following pages: Student Edition: 242-244 <i>Journal Writing</i> 243 <i>Writing About Similarities and Differences</i> 245 <i>Writing Across the Curriculum</i> 259 Teacher Wraparound Edition: B 242; CoC 91; IPE 243; JWT 243; MA 242; UM 157, 174, 243	
READING STRATEGIES FOR INTERPRETING MEANING OF TEXTS		
8.2.2. Use prior knowledge and experiences to aid text comprehension	Student Edition: <i>Learning to Learn</i> 306 <i>Talk About Reading</i> 38 #1, 95 #1, 148 #1-#2, 194 #1, 258 #1 Teacher Wraparound Edition: ARS 34; CT 253	
8.2.3. Use a variety of strategies to construct meaning from text; e.g., vocabulary building strategies, skimming, paraphrasing, summarizing, brainstorming, and discussing	Student Edition: <i>Talk About Reading</i> 38 #5, 95 #2 Teacher Wraparound Edition: ARS 33, 35, 36, 91, 93, 144, 147, 254, 304, 305; CT 34, 36, 37, 143, 190, 193, 303, 305	

STANDARDS		PAGE REFERENCES
PURPOSES FOR READING		
8.2.4.	Read for a variety of purposes to develop lifetime reading skills and habits, e.g., for personal recreation, to model forms of writing	<p>Student Edition: 24-26, 243, 697-698, 704 <i>Exercise 5</i> 705 <i>Learning from the Writer</i> 101 <i>Literature Model (Introduction)</i> 32, 90, 142, 188, 250, 302 <i>Write a Response to Literature</i> 27 <i>Write About Reading</i> 38, 95</p> <p>Teacher Wraparound Edition: EE 698; RW 100</p>
LITERARY ELEMENTS AND TECHNIQUES		
8.2.5.	Identify theme, protagonist, antagonist, and dialect in literary texts	<p>Students explore theme, character, and dialect on the following pages:</p> <p>Student Edition: 169, 425 <i>Literature Model</i> 169 <i>Student Model</i> 172 <i>Talk About Reading</i> 38 #2, 194 #2 <i>Writing Application</i> 627 <i>Writing in the Real World</i> 153-154</p> <p>Teacher Wraparound Edition: 6+1TW 144; AL 425; B 156; CoC 91; CT 146, 253; EE 148; LE 36; LS 371; UM 169, 174</p>
8.2.6.	Identify figurative language in literary texts including personification, simile, metaphor, and hyperbole	<p>Student Edition: <i>Analyzing the Media Connection</i> 7 #2, 113 #3-#4 <i>Literature Model</i> 115, 119</p> <p>Teacher Wraparound Edition: 6+1TW 33, 34; EL 106; IMR 207; IPE 243; UM 166</p>
8.2.7.	Make connections between literature and historical period, culture, and society	<p>Student Edition: 164, 166, 180-182 <i>A Writer's Process</i> 152-154 <i>Analyzing the Media Connection</i> 155 #2 <i>Learning to Learn</i> 194 <i>Literature Model</i> 161, 185</p> <p>Teacher Wraparound Edition: AL 393; ARS 191; C 778; CC 111, 153; EE 148, 194; ULM 181; UM 161, 166</p>

STANDARDS	PAGE REFERENCES
8.2.8. Explain the uses of sound devices in literary texts. including alliteration, onomatopoeia, rhyme, repetition, and rhythm	Student Edition: 76 <i>Literature Model 76</i> <i>Talk About Reading 38 #3</i> <i>Write a Response to Literature 27</i> Teacher Wraparound Edition: 6+1TW 33, 34, 91, 94; C 77; IPE 243; UM 76
VOCABULARY	
8.2.9. Use vocabulary building skills and strategies; e.g., synonyms/antonyms, prefixes/suffixes, multiple meaning words context clues, word reference aids – dictionary, glossary, thesaurus to determine the meaning of unfamiliar words and make sense of text	Student Edition: 668-669, 671-674, 676-677 <i>Exercise 2 669</i> <i>Exercise 3-Exercise 4 674</i> <i>Exercise 5-Exercise 6 677</i> <i>Wordworks 675</i> Teacher Wraparound Edition: C 669, 674; CL 669, 674, 677; CSBP 676; DD 124; ELL 672, 677; MA 671; UCC 668; UPSM 672
8.2.10. Build vocabulary; e.g., Greek and Latin roots, dictionary information, content area terminology	Student Edition: 657-660 <i>Exercise 8 662</i> <i>Vocabulary Revising Tip 181</i> Teacher Wraparound Edition: C 125; CL 660; EL 98, 136, 272; ELL 22, 124, 228, 637, 658, 662, 704; RDE 659; VL 413, 437, 469
Standard 3: Students engage in the writing process	
INFORMATIVE WRITING	
8.3.1. Compose informative writing, e.g., research, biographies, autobiographies, news articles, interviews	Student Edition: 176-178, 210-212, 214-216, 218-220 <i>Cross-Curricular Activity 221</i> <i>Write a Cause-and-Effect Letter 221</i> <i>Write a Compare-and-Contrast Essay 213</i> <i>Write a News Story 179</i> <i>Write About an Event 23</i> <i>Write an Explanation 209</i> <i>Write an Informative Essay 205</i> <i>Writing About Similarities and Differences 245</i> <i>Writing Process in Action 246-249</i> Teacher Wraparound Edition: C 370, 410, 416, 418, 460, 470, 490

STANDARDS		PAGE REFERENCES
NARRATIVE WRITING		
8.3.2.	Write short stories that include story elements; e.g., dialogue, action, physical description, background description, character development	<p>Students write brief narratives or use narrative elements on the following pages:</p> <p>Student Edition: 164-166, 168-170, 173-174 <i>Using Computers</i> 167 <i>Write a Dialogue</i> 171 <i>Write a Narrative</i> 163 <i>Write a Narrative Journal Entry</i> 175 <i>Write a Narrative Paragraph</i> 167</p> <p>Teacher Wraparound Edition: C 171, 321, 464, 610</p>
PERSUASIVE WRITING		
8.3.3.	Produce persuasive writing; e.g., editorials, essays, business letters and opinions	<p>Student Edition: 290-292, 294-296 <i>Cross-Curricular Activity</i> 269, 273, 289 <i>Listening and Speaking</i> 289, 293 <i>Write a Book Review</i> 297 <i>Write a Letter to the Editor</i> 293 <i>Write a Persuasive Essay</i> 277 <i>Write a Persuasive Paragraph</i> 269 <i>Write a Position Paper</i> 273 <i>Write a Presentation</i> 281 <i>Write About Reading</i> 148 <i>Writing Across the Curriculum</i> 307 <i>Writing Process in Action</i> 298-301</p> <p>Teacher Wraparound Edition: C 265, 277, 306; WR 271</p>
PREWRITING		
8.3.4.	Use free writing and journal writing to develop ideas for writing topics	<p>Student Edition: 55 <i>Investigate Your Topic</i> 57 <i>Journal Writing</i> 55, 59, 79, 161, 173, 177, 215, 267, 271, 295 <i>Option C</i> 139 <i>Using Computers</i> 57 <i>Writing Process in Action</i> 29, 139</p> <p>Teacher Wraparound Edition: FF 55; FJ 9; GF 102; JWT 79</p>

STANDARDS	PAGE REFERENCES
8.3.5. Use language and format appropriate for intended audience and purpose	<p>Student Edition: 50-52, 122-124, 272 <i>Cross-Curricular Activity</i> 221 <i>Journal Writing</i> 295 <i>Write a Book Review</i> 297 <i>Write a Business Letter</i> 233 <i>Write a Position Paper</i> 273 <i>Write a Step-by-Step Guide</i> 217 <i>Writing Process in Action</i> 30, 88, 140, 186, 248, 299</p> <p>Teacher Wraparound Edition: AA 264; C 205; EE 52; JWT 51; UC 51</p>
DRAFTING	
8.3.6. Use prewriting product to create a first draft emphasizing details and referencing sources	<p>Student Edition: 62-64 <i>Using Computers</i> 133, 137 <i>Write a Draft</i> 65 <i>Writing Process in Action</i> 29, 139, 185, 247, 299</p> <p>Teacher Wraparound Edition: C 65; D 29, 139, 185; P 139</p>
8.3.7. Incorporate grade-level appropriate vocabulary in writing	<p>Student Edition: 662 <i>Cross-Curricular Activity</i> 221 <i>Describe from an Animal's Point of View</i> 125 <i>Grammar Link</i> 69 <i>Journal Writing</i> 123 <i>Listening and Speaking</i> 209 <i>Using Computers</i> 137 <i>Vocabulary Revising Tip</i> 181 <i>Write a Descriptive Response</i> 137 <i>Writing Application</i> 399 <i>Writing Process in Action</i> 139, 299</p> <p>Teacher Wraparound Edition: C 662; US 661</p>

STANDARDS	PAGE REFERENCES
8.3.8. Use organizational patterns; e.g., introduction, body, conclusion or exposition/body/resolution	Student Edition: 126-128, 160-162, 204, 208, 212, 216, 220, 236, 837 <i>Cross-Curricular Activity</i> 221 <i>Outline and Draft</i> 237 <i>Write a Cause-and-Effect Letter</i> 221 <i>Write a Compare-and-Contrast Essay</i> 213 <i>Write a Step-by-Step Guide</i> 217 <i>Write an Explanation</i> 209 <i>Write an Informative Essay</i> 205 Teacher Wraparound Edition: EE 60; ELL 208; UVMO 60
REVISING AND EDITING	
8.3.9. Use criteria to evaluate own and others' writing	Student Edition: <i>Listening and Speaking</i> 241 <i>Question A-Question C</i> 30, 88, 140, 186, 248, 300 <i>Questions for Revising</i> 67 <i>Revise, Edit, and Share Your Report</i> 241 <i>Revising Checklist</i> 239 <i>Using Computers</i> 285 Teacher Wraparound Edition: AQ 239; CCh 239; R 30, 88, 140, 186, 248, 300
8.3.10. Use feedback and multiple drafts to revise text for specific purposes; e.g., clarity of ideas, organization, word choice, fluency	Student Edition: 66-68, 70-72, 74-76, 282-284 <i>Check for Unified Paragraphs</i> 73 <i>Collaborative Writing</i> 237 <i>Listening and Speaking</i> 209, 221, 233 <i>Revise, Edit, and Share Your Report</i> 241 <i>Revise for Fluency</i> 77 <i>Revise Your Draft</i> 69 Teacher Wraparound Edition: C 285; CL 68; R 30, 88, 140, 186, 248, 300

STANDARDS	PAGE REFERENCES
8.3.11. Edit for grammar, mechanics, usage, and spelling	<p>Student Edition: 78-80, 240 <i>Edit Your Writing</i> 81 <i>Editing/Proofreading Checklist</i> 31, 89, 141, 187, 249, 301 <i>Listening and Speaking</i> 241 <i>Revise, Edit, and Share Your Report</i> 241 <i>Using Computers</i> 81, 233 <i>Write a Business Letter</i> 233</p> <p>Teacher Wraparound Edition: CL 80; E/P 88, 300</p>
FINAL DRAFT	
<i>No benchmark expectations at this level</i>	
PUBLICATION/PRESENTATION	
8.3.12. Incorporate a variety of visual aids in publications	<p>Student Edition: <i>Presenting Tip</i> 165 <i>Using Computers</i> 209, 281 <i>Viewing and Representing</i> 163, 167, 175, 179, 217, 241 <i>Writing Process in Action</i> 141, 187</p> <p>Teacher Wraparound Edition: ELL 141</p>
8.3.13. Use computer technology to present written work	<p>Student Edition: <i>Technology Tip</i> 337, 340 <i>Using Computers</i> 171, 179, 209, 281 <i>Writing Process in Action</i> 141, 187</p> <p>Teacher Wraparound Edition: C 370; TT 6; UC 351; UTe 347</p>

STANDARDS	PAGE REFERENCES
Standard 4: Students engage in the speaking and listening process	
PLANNING FOR AN AUDIENCE/PURPOSE	
8.4.1. Speak with a purpose using delivery techniques appropriate for different audiences to inform, demonstrate, entertain, or persuade	Student Edition: 767-768, 769-771, 772-774, 776-778 <i>Exercise 3</i> 768 <i>Exercise 6</i> 775 <i>Listening and Speaking</i> 117, 205, 213, 221, 245, 273, 285, 289, 293 <i>Writing Process in Action</i> 89 Teacher Wraparound Edition: C 237, 771; GD 766; LS 771
8.4.2. Use supporting materials for topic development; e.g., research, personal experience, literature, interview	Student Edition: 760, 769, 776 <i>Exercise 1</i> 759 <i>Exercise 2</i> 763 <i>Exercise 4</i> 771 <i>Listening and Speaking</i> 117, 205, 221, 293 Teacher Wraparound Edition: C 237, 771; ELL 761; PCI 762; PI 761; TT 762
CONVERSATION, GROUP DISCUSSION, AND ORAL PRESENTATION	
8.4.3. Speak for different purposes; e.g., group discussions, research presentations and demonstrations	Student Edition: 764-768, 769-771, 772-775, 776-778 <i>Listening and Speaking</i> 205, 209, 213, 221, 241, 273, 277, 285, 289, 293 <i>Viewing and Representing</i> 57 Teacher Wraparound Edition: C 31, 237, 771; CL 104; LS 771
VERBAL AND NONVERBAL COMMUNICATION	
8.4.4. Use volume, eye contact, rate, pronunciation, and articulation effectively in oral presentations	Student Edition: 770, 773 <i>Listening and Speaking</i> 117, 159, 205, 213, 245, 273, 285 <i>Tips for Practicing a Speech</i> 773 <i>Tips for Practicing Storytelling</i> 777 <i>Tips on Delivering an Oral Report</i> 770 <i>Writing Process in Action</i> 89 Teacher Wraparound Edition: C 237; ELL 773

STANDARDS	PAGE REFERENCES
Standard 5: Students understand media	
MEDIA GENRES	
8.5.1. Identify existing and developing media	<p>Student Edition: 352, 649-652, 653-654, 655-656, 757, 798-801, 803, 811-812 <i>Learning from the Writer</i> 101 <i>Time: Facing the Blank Page</i> 101</p> <p>Teacher Wraparound Edition: B 649, 811; C 812; EE 651, 792, 793, 812; SR 812; TMe 352</p>
USING MEDIA FOR A PURPOSE	
8.5.2. Access media (e.g., television, film, music, electronic databases, videos, DVDs, comics, visual and performing arts, newspapers, and periodicals) for a variety of purposes	<p>Student Edition: 649-652, 653-654, 655-656 <i>Exercise 5-Exercise 6</i> 787 <i>Exercise 9</i> 789 <i>Journal Writing</i> 51, 57, 287 <i>Viewing and Representing</i> 269, 277, 293</p> <p>Teacher Wraparound Edition: CT 787; D 247; EE 656; ENB 758; FP 653; JWT 287; LPR 280; LS 758; OITAV 655</p>
8.5.3. Construct media messages; e.g., editorials, news articles, commentaries, web sites, commercials, and advertisements	<p>Student Edition: 176-178, 286-288, 790-794 <i>Activity</i> 347, 351, 355 <i>Exercise 1</i> 759 <i>Exercise 10</i> 792 <i>Listening and Speaking</i> 281, 289 <i>Viewing and Representing</i> 269 <i>Write a News Story</i> 179 <i>Write an Ad</i> 289</p> <p>Teacher Wraparound Edition: C 269, 277; CL 759; EE 792, 793; PB 296</p>

STANDARDS		PAGE REFERENCES
INTERPRETING MEDIA		
8.5.4. Describe the role of the media in influencing and shaping public opinion	Students describe the role of media or evaluate media messages on the following pages: Student Edition: 780, 783, 786-789 <i>Exercise 2</i> 783 <i>Journal Writing</i> 279, 287 Teacher Wraparound Edition: AAAd 287; ANB 758; C 289, 785; ENB 758; IPC 783; JWT 279; LPR 280; MA 278, 298, 780; RAH 287; UAA 288; UM 288	
8.5.5. Show how media messages influence people in various ways; e.g., comprehensiveness, appeal to emotions, attitudes and behaviors, authenticity, and stereotyping	Student Edition: 286-288, 780-781 <i>Journal Writing</i> 287 <i>Exercise 4-Exercise 6</i> 787 <i>Exercise 7-Exercise 9</i> 789 Teacher Wraparound Edition: AAAd 287; B 780, 790; C 289, 785, 789; EE 782; LPR 280; MA 780, 790; RAH 287; UAA 288; UC 788; UM 288	
8.5.6. Define plagiarism and its consequences	Citing sources is addressed on the following pages: Student Edition: 228, 240, 804, 842-843, 844-846 <i>Choose a Topic and Begin Your Research</i> 229 <i>Revise, Edit, and Share Your Report</i> 241 Teacher Wraparound Edition: CSI 228; LS 229	
8.5.7. Define copyright	Guidelines for citing a work's copyright date are provided on the following pages: Student Edition: 844-846, 848 <i>Source Types and Works Cited</i> 228	

STANDARDS	PAGE REFERENCES
Standard 6: Students understand and use principles of language	
LANGUAGE CONVENTIONS/MECHANICS	
8.6.1. Use varied sentence structure; i.e., simple, compound, complex, and inverted order	Student Edition: 74-76, 833-834, 839 <i>Journal Writing</i> 75 <i>Listening and Speaking</i> 77, 241 <i>Question B</i> 88 <i>Revise for Fluency</i> 77 <i>Revising Tip</i> 88 <i>Write About Reading</i> 95 <i>Writing Application</i> 379, 525 Teacher Wraparound Edition: C 77; EE 508; EL 510; LPR 608, 632; VSP 75
8.6.2. Use conventions of grammar related to parts of speech; i.e., verbs progressive tense, complements	Student Edition: 413 <i>Writing Application</i> 399, 433, 455, 479, 503, 525, 539, 557 Teacher Wraparound Edition: C 410, 414, 416, 418, 420, 422, 424, 438, 440, 446; ELL 440
8.6.3. Use grade-appropriate mechanics and usage; i.e., Capitalization: publications and in letters; Punctuation: commas, semi colons, colons, quotation marks, underlining, hyphens, apostrophes; Usage: misplaced modifiers	Student Edition: <i>Editing/Proofreading Checklist</i> 31, 89, 141, 187, 249, 301 <i>Grammar Link</i> 241 <i>Listening and Speaking</i> 241 <i>Writing Application</i> 597 Teacher Wraparound Edition: C 512, 584, 586, 588, 606, 608, 610, 612, 614; EE 604; LPR 608
LANGUAGE CONTEXT	
8.6.4. Identify social differences in language; e.g., the use of slang, cliché, and formal and informal styles	Student Edition: 106, 333-334, 336-337, 338 <i>Learning from the Editors</i> 106 <i>Vocabulary Tip</i> 283 <i>Wordworks</i> 670 Teacher Wraparound Edition: AJ 673; B 333; C 670; DFL 336; EL 106, 346; LS 169; SBL 335; SC 349; TM 339; TPSA 345; UT 335; WRW 336

STANDARDS	PAGE REFERENCES
8.6.5. Identify cultural and regional differences in language use; e.g., different dialects and language diversity	Student Edition: <i>Writing Application</i> 627 Teacher Wraparound Edition: EL 410; ELL 268, 390, 408, 436, 486; LIO 106; WRW 336
8.6.6. Locate examples of professional uses of language including jargon and formal styles	Student Edition: 230-232, 333-334, 338-340, 341-343, 344-347, 348-351 <i>Wordworks</i> 667 Teacher Wraparound Edition: CL 345; CSt 339; EL 346; RWC 340; SBL 335; SC 349; UM 232; VR 349; WRW 336
LITERARY ELEMENTS AND TECHNIQUES	
8.6.7. Use figurative language including simile, metaphor, alliteration, personification, onomatopoeia, hyperbole, and point of view	Student Edition: <i>Describe from an Animal's Point of View</i> 125 <i>Listening and Speaking</i> 289 <i>Tips for Creating a Cartoon</i> 791 <i>Vocabulary Tip</i> 287 <i>Write a Narrative Paragraph</i> 167 <i>Write About Reading</i> 38 Teacher Wraparound Edition: LPR 791