

GLENCOE CORRELATION
WRITER'S CHOICE: GRAMMAR AND COMPOSITION GRADE 8
COLORADO
Reading/Writing Standards
Grades 5-8

OBJECTIVES	PAGE REFERENCES
STANDARD 1: Students read and understand a variety of materials. In order to meet this standard, students will	
<ul style="list-style-type: none"> use comprehension skills such as previewing, predicting, inferring, comparing and contrasting, re-reading and self-monitoring, summarizing, identifying the author's purpose, determining the main idea, and applying knowledge of foreshadowing, metaphor, simile, symbolism, and other figures of speech; 	SE: 38, 95, 148, 194 <i>Analyzing the Media Connection</i> 113 TWE: GR 33-37, 91-94, 143-147, 189-193
<ul style="list-style-type: none"> make connections between their reading and what they already know, and identify what they need to know about a topic before reading about it; 	SE: 38, 258 <i>Write...</i> 297
<ul style="list-style-type: none"> adjust reading strategies for different purposes such as reading carefully, idea by idea; skimming and scanning; fitting materials into an organizational pattern, such as reading a novel chronologically; finding information to support particular ideas; and finding the sequence of steps in a technical publication; 	SE: 60, 127-128, 148, 162, 212, 697-698, 703-705
<ul style="list-style-type: none"> use word recognition skills and resources such as phonics, context clues, picture clues, word origins, and word order clues; reference guides; roots, prefixes, and suffixes of words for comprehension; and 	SE: 664-680 TWE: EL 98, 136, 272 ELL 244, 288 LPR 158
<ul style="list-style-type: none"> use information from their reading to increase vocabulary and enhance language usage. 	SE: 664-680 TWE: EL 98, 136 ELL 288
As students in grades 5-8 extend their knowledge, what they know and are able to do includes	
<ul style="list-style-type: none"> using a full range of strategies to comprehend technical writing, newspapers, magazines, poetry, short stories, plays, and novels in addition to the types of reading material mentioned above. Students extend their thinking and understanding as they read stories about people from similar and different backgrounds. 	SE: 38, 95, 148, 194, 258 TWE: GR 33-37, 91-94, 143-147, 189-193, 251-257

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STANDARD 2: Students write and speak for a variety of purposes and audiences. In order to meet this standard, students will	
<ul style="list-style-type: none"> write and speak for a variety of purposes such as telling stories, presenting analytical responses to literature, conveying technical information, explaining concepts and procedures, and persuading; 	SE: 11, 117 <i>Using Computers</i> 85 <i>Write...</i> 23, 27, 137 TWE: CiL 103 EE 94 LAS 105 RWC 99
<ul style="list-style-type: none"> write and speak for audiences such as peers, teachers, and the community; 	SE: <i>Viewing and Representing</i> 85, 125 <i>Write...</i> 11, 23, 121, 133, 137 TWE: CiL 103 CoL 104 EE 44
<ul style="list-style-type: none"> plan, draft, revise, proofread, and edit written communications; 	SE: 28-31, 46-81, 86-89, 138-141, 184-187, 246-249, 298-301
<ul style="list-style-type: none"> use a variety of devices such as figurative language, symbolism, dialect, and precise vocabulary to convey meaning; 	SE: <i>Grammar Link</i> 27, 69 <i>Listening and Speaking</i> 125, 289 <i>Writing Across the Curriculum</i> 39 TWE: EL 106 ELL 18
<ul style="list-style-type: none"> organize written and oral presentations using strategies such as lists, outlining, cause/effect relationships, comparison/contrast, problem/solution, and narration; and 	SE: 30, 59-60, 126-129, 160-163, 208, 210-213 <i>Write...</i> 217, 221 TWE: EE 60
<ul style="list-style-type: none"> use handwriting and at the most appropriate time, word processing to produce a product that is legible. 	SE: <i>Using Computers</i> 171, 179 <i>Write...</i> 159, 241 TWE: WRW 100
As students in grades 5-8 extend their knowledge, what they know and are able to do includes	
<ul style="list-style-type: none"> writing stories, letters, and reports with greater detail and supporting material; 	SE: 234-241, 290-293 <i>Cross-Curricular Activity</i> 133, 175 <i>Write...</i> 11, 159, 167, 179, 233 TWE: CiL 103
<ul style="list-style-type: none"> choosing vocabulary and figures of speech that communicate clearly; 	SE: 122-125 <i>Grammar Link</i> 27, 45, 69, 117 <i>Listening and Speaking</i> 289 <i>Write...</i> 179 TWE: EL 136 ELL 18
<ul style="list-style-type: none"> drafting, revising, editing, and proofreading for a legible final copy; 	SE: 29-31, 62-81, 87-89, 139-141, 185-187, 247-249, 299-301 TWE: CoL 68
<ul style="list-style-type: none"> applying skills in analysis, synthesis, evaluation, and explanation to their writing and speaking; 	SE: 758 <i>Listening and Speaking</i> 125, 159, 183, 277, 297 <i>Viewing and Representing</i> 65

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<ul style="list-style-type: none"> incorporating source materials into their speaking and writing (for example, interviews, news articles, encyclopedia information); 	SE: 228 <i>Cross-Curricular Activity</i> 133, 175, 183 <i>Listening and Speaking</i> 277 <i>Using Computers</i> 167 <i>Viewing and Representing</i> 65 <i>Write...</i> 205 TWE: CC 263
<ul style="list-style-type: none"> writing and speaking in the content areas (for example, science, geography, history, literature), using the technical vocabulary of the subject accurately; and 	SE: <i>Cross-Curricular Activity</i> 159, 221 <i>Listening and Speaking</i> 209 <i>Writing Across the Curriculum</i> 96
<ul style="list-style-type: none"> recognizing stylistic elements such as voice, tone, and style. 	SE: <i>Listening and Speaking</i> 213, 273 TWE: WRW 144, 190
STANDARD 3: Students write and speak using conventional grammar, usage, sentence structure, punctuation, capitalization, and spelling. In order to meet this standard, students will	
<ul style="list-style-type: none"> know and use correct grammar in speaking and writing; 	SE: <i>Grammar Link</i> 15, 23, 49, 57, 85, 133, 163, 167, 179, 205
<ul style="list-style-type: none"> apply correct usage in speaking and writing; 	SE: <i>Grammar Link</i> 15, 23, 49, 57, 85, 133, 163, 167, 179, 205
<ul style="list-style-type: none"> use correct sentence structure in writing; and 	SE: 361-362 <i>Grammar Link</i> 19, 53, 159
<ul style="list-style-type: none"> demonstrate correct punctuation, capitalization, and spelling. 	SE: <i>Grammar Link</i> 61, 73, 121, 137, 171, 175, 183, 209, 225, 229
As students in grades 5-8 extend their knowledge, what they know and are able to do includes	
<ul style="list-style-type: none"> identifying the parts of speech such as nouns, pronouns, verbs, adverbs, adjectives, conjunctions, prepositions, and interjections; 	SE: 380-503
<ul style="list-style-type: none"> using correct pronoun case, regular and irregular noun and verb forms, and subject-verb agreement involving comparisons in writing and speaking; 	SE: 381-399, 421-433, 439-455, 541-557
<ul style="list-style-type: none"> using modifiers, homonyms, and homophones in writing and speaking; 	SE: 457-479, 485-486, 680
<ul style="list-style-type: none"> using simple, compound, complex, and compound/complex sentences in writing and speaking; 	SE: 74-77, 505-525
<ul style="list-style-type: none"> punctuating and capitalizing titles and direct quotations, using possessives, and correct paragraphing in writing; 	SE: 609-610, 611-612 <i>Grammar Link</i> 11, 137, 171, 229
<ul style="list-style-type: none"> using prefixes, root words, and suffixes correctly in writing and speaking; 	SE: 671-674
<ul style="list-style-type: none"> expanding spelling skills to include more complex words; 	SE: 682-693
<ul style="list-style-type: none"> demonstrating use of conventional spelling in their published works; and 	SE: 682-693

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<ul style="list-style-type: none"> using resources such as spell checkers, dictionaries, and charts to monitor their spelling accuracy. 	SE: 657-662, 682-693 <i>Using Computers</i> 81, 233 TWE: ELL 18
STANDARD 4: Students apply thinking skills to their reading, writing, speaking, listening, and viewing. In order to meet this standard, students will	
<ul style="list-style-type: none"> make predictions, analyze, draw conclusions, and discriminate between fact and opinion in writing, reading, speaking, listening, and viewing; 	SE: 786-789 <i>Listening and Speaking</i> 183 <i>Viewing and Representing</i> 53 TWE: GR 33-37, 91-94, 143-147 T 99
<ul style="list-style-type: none"> use reading, writing, speaking, listening, and viewing to define and solve problems; 	SE: <i>Cross-Curricular Activity</i> 213 <i>Listening and Speaking</i> 125, 225 TWE: CoL 89 RWC 99
<ul style="list-style-type: none"> recognize, express, and defend points of view orally and in writing; 	SE: 164-167 <i>Analyzing the Media Connection</i> 45 <i>Cross-Curricular Activity</i> 49, 213, 269 <i>Discussion</i> 107 <i>Viewing and Representing</i> 73
<ul style="list-style-type: none"> identify the purpose, perspective, and historical and cultural influences of a speaker, author, or director; and 	SE: 95, 756-757 <i>Write...</i> 179 TWE: EE 148 GR 190 TS 253
<ul style="list-style-type: none"> evaluate the reliability, accuracy, and relevancy of information. 	SE: 803
As students in grades 5-8 extend their knowledge, what they know and are able to do includes	
<ul style="list-style-type: none"> recognizing an author's or speaker's point of view and purpose, separating fact from opinion; 	SE: 95, 756-757 <i>Write...</i> 179 TWE: EE 148 GR 190 TS 253
<ul style="list-style-type: none"> using reading, writing, speaking, listening, and viewing skills to solve problems and answer questions; 	SE: <i>Cross-Curricular Activity</i> 213 <i>Listening and Speaking</i> 125, 225 TWE: CoL 89 RWC 99
<ul style="list-style-type: none"> making predictions, drawing conclusions, and analyzing what they read, hear, and view; 	SE: 786-789 <i>Listening and Speaking</i> 183 <i>Viewing and Representing</i> 53 TWE: GR 33-37, 91-94, 143-147 T 99
<ul style="list-style-type: none"> recognizing, expressing, and defending a point of view orally in an articulate manner and in writing; and 	SE: 164-167 <i>Analyzing the Media Connection</i> 45 <i>Cross-Curricular Activity</i> 49, 213, 269 <i>Discussion</i> 107 <i>Viewing and Representing</i> 73

OBJECTIVES	PAGE REFERENCES
<ul style="list-style-type: none"> determining literary quality based on elements such as the author's use of vocabulary, character development, plot development, description of setting, and realism of dialogue. 	SE: 38, 95, 148, 194 TWE: GR 33-37, 91-94, 143-147, 189-193
STANDARD 5: Students read to locate, select, and make use of relevant information from a variety of media, reference, and technological sources. In order to meet this standard, students will	
<ul style="list-style-type: none"> select relevant material for reading, writing, and speaking purposes; 	SE: 185 <i>Cross-Curricular Activity</i> 175, 183, 221 <i>Listening and Speaking</i> 53 <i>Viewing and Representing</i> 85, 163 <i>Write... 27</i>
<ul style="list-style-type: none"> understand the structure, organization, and use of various media, reference, and technological sources as they select information for their reading and writing; 	SE: 641-662, 796-812
<ul style="list-style-type: none"> paraphrase, summarize, organize, and synthesize information; 	SE: 228, 699-700
<ul style="list-style-type: none"> give credit for others' ideas, images, or information; and 	SE: 228, 804
<ul style="list-style-type: none"> use information to produce a quality product. 	SE: 226-229, 234-237, 238-241
As students in grades 5-8 extend their knowledge, what they know and are able to do includes	
<ul style="list-style-type: none"> using organizational features of printed text such as prefaces, afterwords, and appendices; 	SE: 695-696
<ul style="list-style-type: none"> using organizational features of electronic information (for example, microfiche headings and numbering, headings for accessing nested information in hypertext media, electronic media CD-ROM, laser disc), and library and interlibrary catalog databases; 	SE: 655-656, 796-804
<ul style="list-style-type: none"> locating and selecting relevant information; 	SE: 185 <i>Cross-Curricular Activity</i> 175, 183, 221 <i>Listening and Speaking</i> 53 <i>Viewing and Representing</i> 85, 163 <i>Write... 27</i>
<ul style="list-style-type: none"> using available technology to research and produce an end-product that is accurately documented; and 	SE: 655-656, 796-804
<ul style="list-style-type: none"> giving credit for borrowed information in a bibliography. 	SE: 228, 804
STANDARD 6: Students read and recognize literature as a record of human experience. In order to meet this standard, students will	
<ul style="list-style-type: none"> know and use literary terminology; 	SE: 113, 813-821 TWE: GR 33
<ul style="list-style-type: none"> read literature to investigate common issues and interests; 	SE: 32-37, 90-94, 142-147, 188-193, 250-257, 302-305

OBJECTIVES	PAGE REFERENCES
• read literature to understand places, people, events, and vocabulary, both familiar and unfamiliar;	SE: 32-37, 90-94, 142-147, 188-193, 250-257, 302-305
• read literature that reflects the uniqueness and integrity of the American experience;	SE: 32-37, 90-94, 142-147, 188-193, 250-257, 302-305
• read classic and contemporary literature, representing various cultural and ethnic traditions from throughout the world; and	SE: 32-37, 90-94, 142-147, 188-193, 250-257, 302-305
• read classic and contemporary literature of the United States about the experiences and traditions of diverse ethnic groups.	SE: 32-37, 90-94, 142-147, 188-193, 250-257, 302-305
As students in grades 5-8 extend their knowledge, what they know and are able to do includes	
• reading, responding to, and discussing a variety of novels, poetry, short stories, non-fiction, content-area and technical material, and plays;	SE: 32-37, 90-94, 142-147, 188-193, 250-257, 302-305
• reading, responding to, and discussing literature that represents points of view from places, people, and events that are familiar and unfamiliar;	SE: 32-37, 90-94, 142-147, 188-193, 250-257, 302-305
• distinguishing the elements that characterize and define a literary "classic";	
• comparing the diverse voices of our national experience as they read a variety of United States literature;	SE: 32-37, 90-94, 142-147, 188-193, 250-257, 302-305
• using literary terminology accurately, including setting, character, conflict, plot, resolution, theme, foreshadowing, and figurative language; and	SE: 152-154, 813-821
• using new vocabulary from literature in other context.	

Codes Used for TWE Pages

CC	Cultural Connections
CiL	Civic Literary
CoL	Cooperative Learning
EE	Enrichment and Extension
EL	Exploring Language
ELL	English Language Learners
GR	Guided Reading
LAS	Listening and Speaking
LPR	Less Proficient Readers
RWC	Real World Connection
T	Teach
TS	Thinking Skills
WRW	Writing in the Real World