



Glencoe

Literature

COURSE 3
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STANDARDS	PAGE REFERENCES
English Language Arts - Standard A - Performance Standards Grade 8	
A.8.1 Use effective reading strategies to achieve their purposes in reading.	
<p>Use knowledge of sentence and word structure, word origins, visual images, and context clues to understand unfamiliar words and clarify passages of text</p>	<p>Student Edition: <i>Analyze Cultural Context</i> 168, 169, 171, 172 <i>Academic Vocabulary</i> 12, 53, 98, 644 <i>After You Read</i> 207 #4 <i>Assessment</i> 140 #4, 744 #7 <i>Questioning</i> 856 <i>Reading Strategy</i> 35 <i>Test-taking Tip</i> 402, 493 <i>Visual Vocabulary</i> 22, 32, 42, 43, 59 <i>Vocabulary Practice</i> 28, 34, 53, 176, 215, 524, 712 <i>Vocabulary Workshop</i> 55, 402, 493</p> <p>Teacher Edition: DI 35, 55, 56, 335, 545; RP 16; RS 36-37; V 30, 56, 395; VP 802; VW 55, 287, 402, 875</p>

STANDARDS	PAGE REFERENCES
<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>	<p>Student Edition: <i>After You Read</i> 215 #4, #5 <i>Compare and Contrast</i> 534-538 <i>Genre Focus</i> 186 <i>Literary Element</i> 179, 184 #1-#2, 210, 503 #4, 517, 524 #1 <i>Preview the Article</i> 159, 380, 561, 871 <i>Reading Skill</i> 210, 380, 671, 871 <i>Reading Strategy</i> 469 <i>Respond And Think Critically</i> 383 #5, 874 #5 <i>Text Features</i> 180 <i>Text Structure</i> 211-214</p> <p>Teacher Edition: DI 187, 873; RP 184, 186, 206, 872; RS 200, 201; T 159, 382, 871, 873</p>
<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>	<p>Student Edition: <i>After You Read</i> 864 #5 <i>Make Inferences About Characters</i> 41, 44, 48 <i>Question</i> 859-860, 862 <i>Reading and Thinking With Foldables®</i> R8-R9 <i>Reading Skill</i> 369 <i>Reading Strategy</i> 31, 40, 53 #3, 339, 346 #5, 469, 495, 503 #5, 649 <i>Respond and Think Critically</i> 164 #2, 369 #5</p> <p>Teacher Edition: LSP 64; RP 24, 58; RS 40, 48, 200, 201; T 2, 14, 35, 187, 469, 601, 859, 873; WP 48</p>
<p>Select, summarize, paraphrase, analyze, and evaluate, orally and in writing, passages of texts chosen for specific purposes</p>	<p>Student Edition: <i>After You Read</i> 52-53, 67, 85, 308, 319, 323, 328, 334 <i>Reading Strategy</i> 31, 159, 231, 234, 237, 240 #3, <i>Respond And Think Critically</i> 38 #4, 378 #4, 515 #3-#5, 870 #4 <i>Respond Through Writing</i> 54, 852</p> <p>Teacher Edition: SSP 38; RP 852; T 231, 234, 235, 237, 238; TPP 52; WP 62</p>

STANDARDS	PAGE REFERENCES
A.8.2 Read, interpret, and critically analyze literature.	
<p>Identify the defining features and structure of literary texts, such as conflict, representation of character, and point of view</p>	<p>Student Edition: <i>After You Read</i> 79 #4, 570 #5 Analyze Conflict 566, 568, <i>Character</i> 42 <i>Conflict</i> 75-77, 313-315, 317 <i>Literary Element</i> 40, 47, 53 #1, 68 #3, 73, 198 #3, #4, 240 #2, 311, 335 #2-#3, 688 #3-#4 <i>Literary Elements</i> 8 <i>Reading Skill</i> 565</p> <p>Teacher Edition: BYR 565; LE 42, 47; LEP 66; T 75-77, 566, 568; WP 76</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>Student Edition: <i>After You Read</i> 79 #5 <i>Analyze Style</i> 312, 314-318 <i>Genre Focus</i> 70-71, 646-647, 814-815 <i>Literary Element</i> 57, 68 #1-#2, 364 #1-#4, 101, 477, 491 #1 <i>Reading Skill</i> 73, 311, 364 #4, #5, 759, 813 #5</p> <p>Teacher Edition: BYR 57, 73, 311, 477, 759; DI 73, 79, 481; LE 26; T 59-60, 71, 74-78, 249, 312, 314-318, 647, 762-770, 772-775, 779-780, 814-815</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>Student Edition: <i>Activate Prior Knowledge</i> 59 <i>After You Read</i> 67 #4-#5, 638 #5 <i>Build Background</i> 56, 662 <i>Genre Focus</i> 70-71, 186-187, 336-337, 540-541, 646-647, 814-815 <i>Literary Element</i> 68 #2, 320, 330, 335 #1, 353 #4, 641, 645 #1-#2 <i>Reading Strategy</i> 57 <i>What You'll Read</i> 750 <i>Write With Style</i> 68</p> <p>Teacher Edition: DI 67, 353, 543, 815; F 641; RP 158; T 186-187, 332, 336-337, 540-541, 642, 646-647, 814-815; WP 68</p>

STANDARDS	PAGE REFERENCES
<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>Student Edition: <i>Keep a Reader Response Journal</i> 741 <i>Respond Through Writing</i> 241, 852 <i>Respond and Think Critically</i> 38, 90, 164, 246 378, 383, 515, 563, 668, 870, 874 <i>Speaking, Listening, and Viewing Workshop</i> 440 <i>Write a Review</i> 443 <i>Writing</i> 221 <i>Writing Workshop</i> 434-439 <i>You're the Critic</i> 239, 850</p> <p>Teacher Edition: DI 137, 889; RP 358, 852; T 137, 241, 434, 443; WP 48, 62, 106, 250</p>
<p>A.8.3 Read and discuss literary and nonliterary texts in order to understand human experience.</p>	
<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>Student Edition: <i>After You Read</i> 6 #2, 12 #2, 27 #4, 85 #3, 158 #2, 176 #2, 197 #2, 308 #3, 323 #3, 400 #3, #4, 502 #3, 604 #2, 712 #2, 812 #3 <i>Reading Skill</i> 166, 177 #3 <i>Respond and Think Critically</i> 90 #2 <i>Respond Through Writing</i> 416 <i>Write to Compare</i> 581, 729</p> <p>Teacher Edition: BYR 166; DI 29, 53, 889; RP 168; T 168-173; WP 6, 416; WTC 581</p>
<p>Identify common historical, social, and cultural themes and issues in literary works and selected passages</p>	<p>Student Edition: <i>After You Read</i> 12 #6, 27 #6, 158 #5, 531 #6, 850 #4, #6 <i>Big Question</i> 127, 417, 433, 581 <i>Comparing Literature</i> 581 <i>Literary Element</i> 86 #1-#2, 154, 571 <i>Reading Skill</i> 571 <i>Theme</i> 83, 84, 155, 157 <i>Write to Compare</i> 127, 581</p> <p>Teacher Edition: AYR 86, 127, 581; BYR 571; DI 177; RP 114, 580, 712; T 84, 155, 157, 572, 574, 575; W 127</p>

STANDARDS	PAGE REFERENCES
<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>Student Edition: <i>After You Read</i> 850 #4 <i>Comparing Literature</i> 107,127, 417, 433, 571, 581, 879 <i>Literary Element</i> 127 #1-#3, 433 #1-#2, 581 #1-#3, 879 #1-#3 <i>Reading Skill</i> 876 <i>Respond and Think Critically</i> 870 #4, #6 <i>Write to Compare</i> 127, 433, 581, 879</p> <p>Teacher Edition: DI 433; RP 852; T 107-108, 110-116, 118-119, 121-124, 126, 876-878; W 127</p>
<p>Evaluate the themes and main ideas of a work considering its audience and purpose</p>	<p>Student Edition: <i>After You Read</i> 85 #5, 158 #5 <i>Analyze Theme</i> 386 <i>Literary Element</i> 82, 86 #1-#2, 98, #1-#3, 154, 581 #1-#3 <i>Reading Skill</i> 385, 388 #5, 817 <i>Theme</i> 83, 84, 155, 157 <i>Try It</i> 385 <i>Write to Compare</i> 581</p> <p>Teacher Edition: DI 385, 817; BYR 82; RP 78, 638, 712, 836; T 83, 155, 157, 386; WP 388</p>
<p>A.8.4 Read to acquire information.</p>	
<p>Interpret and use technical resources such as charts, tables, travel schedules, timelines, and manuals</p>	<p>Student Edition: 534-537 <i>After You Read</i> 207 #1-#5, 538 #1-#6 <i>Reading Skills</i> 184 #4, 533 <i>Reading Strategy</i> 202-203 <i>Writing Workshop</i> 731 R11, R13 <i>Reading Skill</i> 184 #4</p> <p>Teacher Edition: BYR 533; DI 203, 205-206, 523; RP 206, 534; T 202-203, 205</p>

STANDARDS	PAGE REFERENCES
<p>Compare, contrast, and evaluate the relative accuracy and usefulness of information from different sources</p>	<p>Student Edition: <i>After You Read</i> 523 #1-#6, 538 #1-#6 <i>Analyze Evidence</i> 181-182 <i>Before You Read</i> 199 <i>Reading Skill</i> 179, 517 <i>Respond and Think Critically</i> 164 #4</p> <p>Teacher Edition: BYR 517, 533; RP 148, 160, 180, 184, 520, 534, 536; T 181-182, 200-201, 519-520, 534-537</p>
<p>Identify and explain information, main ideas, and organization found in a variety of informational passages</p>	<p>Student Edition: <i>After You Read</i> 152 #1-#4, 183 #1-#6 <i>Genre Focus</i> 186-187 <i>Respond and Think Critically</i> 164 #1-#6, 874 #1-#6 <i>Respond Through Writing</i> 185 <i>Writing</i> 152</p> <p>Teacher Edition: DI 151, 185, 187; RP 162, 164, 186, 872; T 148-151, 160-163, 179, 871-873</p>
<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>	<p>Student Edition: <i>After You Read</i> 152 #1-#4, 183 #1-#6 <i>Connect to Science</i> 183 <i>Literary Elements</i> 184 #1-#3 <i>Reading Skill</i> 179, 184 #4 <i>Reading Strategy</i> 202-203 <i>Respond and Think Critically</i> 164 #3, 874 #5</p> <p>Teacher Edition: BYR 517, 533; DI 183, 203, 205-206, 523, 873; RP 180, 184; T 179, 873</p>
<p>English Language Arts - Standard B- Performance Standards Grade 8</p>	
<p>B.8.1 Create or produce writing to communicate with different audiences for a variety of purposes.</p>	
<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>Student Edition: <i>Respond Through Writing</i> 241, 365, 416, 492 <i>Writing</i> 152, 666 <i>Writing Product</i> 143, 303, 747 <i>Writing Workshop</i> 880-882, 884-885</p> <p>Teacher Edition: A 143, 303, 747; AYR 241, 365, 416, 492; DI 365, 881; T 880-885; W 152, 666; WP 106, 250, 416, 754</p>

STANDARDS	PAGE REFERENCES
<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>Student Edition: <i>Listening and Speaking</i> 467 <i>Respond Through Writing</i> 525, 852 <i>Speaking, Listening, and Viewing Workshop</i> 887 <i>Try It</i> 459 <i>Write to Compare</i> 879 <i>Writing</i> 34, 319 <i>Writing Product</i> 449, 597 <i>Writing Tip</i> 879 <i>Writing Workshop</i> 582-584, 586-587</p> <p>Teacher Edition: A 449, 597; AYR 525, 852; BYR 459; DI 467, 473, 887; LEP 472; RP 852; T 582-586; W 34; WP 464, 584, 586; WW 587</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>Student Edition: <i>Apply Good Writing Traits</i> 130 <i>Respond Through Writing</i> 622, 660 <i>Revising Tip</i> 132 <i>Speaking, Listening, and Viewing Workshop</i> 887 <i>Write with Style</i> 353, 560 <i>Writing</i> 368, 688 <i>Writing Workshop</i> 130-133 <i>Writing Plan</i> 128 <i>Writing Tip</i> 130</p> <p>Teacher Edition: DI 133, 887; RP 660, 688; T 128-133; VP 661; W 368, 560; WP 130, 132, 374, 498, 546, 610, 616, 622</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>Student Edition: <i>Daily Life and Culture</i> 27 <i>Examine Media</i> 658 <i>Respond Through Writing</i> 54, 185, 241, 492 <i>Speaking, Listening, and Viewing Workshop</i> 739 <i>Word Bank</i> 241 <i>Writing</i> 152 <i>Writing Product</i> 143 <i>Writing Tip</i> 207</p> <p>Teacher Edition: A 54, 185, 241, 492 ; AYR 152, 207; DI 185, 739; T 739; VP 54</p>

STANDARDS	PAGE REFERENCES
Write creative fiction that includes major and minor characters, a coherent plot, effective imagery, descriptive language, and concrete detail	<p>Student Edition: <i>Apply Good Writing Traits</i> 130 <i>Respond Through Writing</i> 99 <i>Revising Tip</i> 132 <i>Write with Style</i> 265 <i>Writing</i> 554 <i>Writing Plan</i> 128 <i>Writing Tip</i> 130 <i>Writing Workshop</i> 130-133</p> <p>Teacher Edition: AYR 99, 265; DI 99, 241; T 128-133; W 554; WP 130, 132</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>Student Edition: R18-R19 <i>Prewriting Tip</i> 288 <i>Research and Report</i> 177, 198, 346, 532, 713 <i>Respond Through Writing</i> 241, 365, 416, 492 <i>Writing</i> 666 <i>Writing Plan</i> 288 <i>Writing Product</i> 143, 303, 449, 597, 747, 895 <i>Writing Tip</i> 207</p> <p>Teacher Edition: A 143, 303, 449, 597, 747, 895; AYR 29, 207; RP 180; T 288</p>
Use a variety of writing technologies including pen and paper as well as computers	<p>Student Edition: <i>Log On – Literature On Line</i> 129, 368, 583, 737, 881, 885 <i>Presenting Tip</i> 133, 293, 737, 885 <i>Writing</i> 538 <i>Writing and Research</i> 129, 133, 289, 435, 583, 731, 881 <i>Writing Handbook</i> R14-R15, R18-R19 <i>Writing Workshop</i> 439</p> <p>Teacher Edition: AYR 525; DI 291; WP 540</p>

STANDARDS	PAGE REFERENCES
Write for a variety of readers, including peers, teachers, and other adults, adapting content, style, and structure to audience and situation	<p>Student Edition: <i>Prewriting Tip</i> 582 <i>Respond Through Writing</i> 99, 185, 241, 365, 416, 492, 525, 622, 660 <i>Speaking, Listening, and Viewing Workshop</i> 135, 441 <i>Writing</i> 34 <i>Writing Tip</i> 207 <i>Writing Workshop</i> 288-289, 434, 582-584, 587, 730-733, 880</p> <p>Teacher Edition: AYR 207; T 135; W 34; WP 416, 498</p>
B.8.2 Plan, revise, edit, and publish clear and effective writing.	
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>Student Edition: <i>Respond Through Writing</i> 29, 99, 185, 241, 365, 416, 492, 525, 622, 660 <i>Writing Workshop</i> 128-133, 288-289, 434, 582-584, 587, 730-733, 880</p> <p>Teacher Edition: AYR 29, 99, 185, 207, 241, 365, 416, 492, 525, 622, 660; T 128-133, 135, 582-586, 739, 880-885</p>
Identify questions and strategies for improving drafts in writing conferences with a teacher	<p>Student Edition: <i>Analyze a Student Model</i> 131, 291, 437, 585, 734-735, 883</p> <p>Teacher Edition: DI 291; T 131, 291, 437, 585, 734-735, 883</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>Student Edition: <i>Writing Product</i> 143, 303, 449, 597, 747, 895</p> <p>Teacher Edition: A 143, 303, 449, 597, 747, 895</p>

STANDARDS	PAGE REFERENCES
<p>B.8.3 Understand the function of various forms, structures, and punctuation marks of standard American English and use them appropriately in communications.</p>	
<p>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>	<p>Student Edition: <i>Grammar Glossary</i> R20-R26 <i>Grammar Link</i> 68, 86, 198, 388, 401, 409, 508, 532, 688 <i>Grammar Tip</i> 365, 492, 885 <i>Grammar Workshop</i> 80-81 <i>Helpful Hint</i> 80 <i>Language Handbook</i> R27-R28, R30 Teacher Edition: DI 81, 409; GL 86, 409, 532; GP 60, 96, 460, 506, 794; T 81</p>
<p>Use correct tenses to indicate the relative order of events</p>	<p>Student Edition: <i>Footnote</i> 370 #5 <i>Grammar Glossary</i> R26-R27 <i>Grammar Link</i> 106, 177, 265, 353 <i>Grammar Tip</i> 54 <i>Language Handbook</i> R26-R27, R29-R30 Teacher Edition: GL 106, 353; GP 60</p>
<p>Understand and employ principles of agreement, including subject-verb, pronoun-noun, and preposition-pronoun</p>	<p>Student Edition: <i>Grammar Link</i> 86, 198, 346, 509 <i>Language Handbook</i> R28, R30 Teacher Edition: GL 86, 346, 509; GP 290</p>
<p>Punctuate compound, complex, and compound-complex sentences correctly</p>	<p>Student Edition: <i>Grammar Link</i> 688, 713, 813, 885 <i>Grammar Tip</i> 365, 416, 492, 622, 885 <i>Grammar Workshop</i> 80-81 <i>Language Handbook</i> R25, R27-R28 Teacher Edition: GL 688, 713, 813; GP 80, 240; T 80; WP 80</p>

STANDARDS	PAGE REFERENCES
Employ the conventions of capitalization	<p>Student Edition: <i>Grammar Focus</i> 293 <i>Grammar Link</i> 335, 503 <i>Grammar Tip</i> 29 <i>Language Handbook</i> R32 <i>Mechanics</i> R36</p> <p>Teacher Edition: GL 335, 503; GP 84</p>
Spell frequently used words correctly and use effective strategies for spelling unfamiliar words	<p>Student Edition: <i>Grammar Tip</i> 293, 737 <i>Language Handbook</i> R32-R35 <i>Spelling</i> R43-R45 <i>Spelling Link</i> 158, 221, 228, 323, 328, 368, 638</p> <p>Teacher Edition: DI 885; T 368; WP 684</p>
English Language Arts, Standard C: Oral Language Performance Standards - Grade 8	
C.8.1 Orally communicate information, opinions, and ideas effectively to different audiences for a variety of purposes.	
Share brief impromptu remarks about topics of interest to oneself and others	<p>Student Edition: <i>Try It</i> 290 <i>View the Art</i> 363, 557, 620</p> <p>Teacher Edition: LSP 26; RP 136, 168; T 15, 160-164, 421-422, 460, 496, 557, 727, 760</p>
Speaking from notes or an outline, relate an experience in descriptive detail, with a sense of timing and decorum appropriate to the occasion	<p>Student Edition: <i>Presentation Checklist</i> 294 <i>Speaking, Listening, and Viewing Handbook</i> R46 <i>Speaking, Listening, and Viewing Workshop</i> 134-135, 294, 440, 588-589 <i>Write With Style</i> 509</p> <p>Teacher Edition: DI 135, 589; LSP 134, 294, 440, 588, 720, 738; T 134-135, 294, 440, 588-589</p>

STANDARDS	PAGE REFERENCES
Perform expressive oral readings of prose, poetry, and drama	<p>Student Edition: <i>Listening and Speaking</i> 86, 388, 813 <i>Speaking, Listening, and Viewing Workshop</i> 134-135 <i>Vocabulary</i> 516</p> <p>Teacher Edition: AYR 86, 388, 813; DI 135; LSP 42, 64, 92, 134, 158, 214, 224, 232, 234, 254, 318, 322, 326, 362, 508, 556, 578; T 134-135</p>
Prepare and conduct interviews	<p>Student Edition: <i>Write an Interview</i> 172, 297, 378, 441</p> <p>Teacher Edition: DI 209, 525; LSP 364; T 297, 441; WP 50, 172, 800, 826</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>Student Edition: <i>Group Activity</i> 441 <i>Listening and Speaking</i> 467 <i>Research and Report</i> 198 <i>Speaking, Listening, and Viewing Handbook</i> R46 <i>Speaking, Listening, and Viewing Workshop</i> 294, 440, 588-589 <i>Presentation Checklist</i> 294, 440 <i>Speech Checklist</i> 588 <i>Write With Style</i> 509</p> <p>Teacher Edition: DI 135, 589; GA 441; LSP 214, 294, 588; RP 160, 524, 734; T 135, 294, 440, 589; WP 198</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>Student Edition: <i>Listening and Speaking</i> 467, 503 <i>Presentation Checklist</i> 294, 440 <i>Speaking, Listening, and Viewing Handbook</i> R46 <i>Speaking, Listening, and Viewing Workshop</i> 133-134, 294, 588-589</p> <p>Teacher Edition: DI 135; LSP 64, 134, 214, 224, 294, 322, 440, 454, 530, 578, 588; T 134-135, 588-589</p>
Observe the appropriate etiquette when expressing thanks and receiving praise	<p>The following references can be expanded on in classroom discussion to meet this objective.</p> <p>Teacher Edition: LSP 578, 728; T 294</p>

STANDARDS	PAGE REFERENCES
C.8.2 Listen to and comprehend oral communications.	
<p>Summarize and explain the information conveyed in an oral communication, accounting for the key ideas, structure, and relationship of parts to the whole</p>	<p>Student Edition: <i>After You Read</i> 34 #1-#6, 508 #1-#6 <i>Comparing Literature</i> 581 <i>Listening to Learn</i> 133, 588 <i>Listen to Understand</i> 440 <i>Speaking, Listening, and Viewing Workshop</i> 886 Teacher Edition: AYR 34, 508-509, 581; DI 51, 507; T 506-507</p>
<p>Distinguish among purposes for listening, such as gaining information or being entertained, and take notes as appropriate</p>	<p>Student Edition: <i>Connect to the Speech</i> 30, 504 <i>Build Background</i> 30, 504 <i>Listening Effectively</i> R47 <i>Listening to Appreciate</i> 134 <i>Listening to Learn</i> 588 <i>Listen to Understand</i> 440 <i>Set Purposes for Reading</i> 31, 505 <i>Speaking, Listening, and Viewing Workshop</i> 886 Teacher Edition: BYR 31, 505; LSP 254, 886; T 573</p>
<p>Recall significant details and sequence accurately</p>	<p>Student Edition: <i>After You Read</i> 34 #1-#6, 508 #1-#6 <i>Literary Element</i> 509 #1-#2, 581 #1-#3 <i>Listening Effectively</i> R47 <i>Listening to Appreciate</i> 134 <i>Listening to Learn</i> 588 <i>Listen to Understand</i> 440 <i>Reading Strategy</i> 509 #3-#4 <i>Speaking, Listening, and Viewing Workshop</i> 886 <i>Try It</i> 505 Teacher Edition: AYR 34, 508-509, 581; BYR 31, 505</p>

STANDARDS	PAGE REFERENCES
Follow a speaker's argument and represent it in notes	<p>Student Edition: <i>After You Read</i> 34 #1-#6, 508 #1-#6 <i>Comparing Literature</i> 581 <i>Literary Element</i> 509 #1-#2 <i>Listening Effectively</i> R47 <i>Listening to Appreciate</i> 134 <i>Listening to Learn</i> 588 <i>Listen to Understand</i> 440 <i>Reading Strategy</i> 509 #3-#4 <i>Speaking, Listening, and Viewing Workshop</i> 886</p> <p>Teacher Edition: AYR 34, 508-509; BYR 505; SSP 886</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>Student Edition: <i>After You Read</i> 34 #3, #6, 508 #5 <i>Literary Element</i> 509 #1-#2 <i>Listening Effectively</i> R47 <i>Listening to Appreciate</i> 133 <i>Listening to Learn</i> 588 <i>Reading Strategy</i> 509 #3-#4 <i>Try It</i> 517</p> <p>Teacher Edition: BYR 505; LSP 886; RP 734; T 506-507</p>
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>Student Edition: <i>Active Listening and Note-Taking Checklist</i> 886 <i>Group Activity</i> 295, 589 <i>Listening and Speaking</i> 546 <i>Listening Effectively</i> R47 <i>Listening to Appreciate</i> 134 <i>Listening to Learn</i> 294, 588, 738 <i>Listen to Understand</i> 440 <i>Listening to Understand</i> 440 <i>Speaking, Listening, and Viewing Workshop</i> 886</p> <p>Teacher Edition: DI 51, 105, 291; LSP 26, 294, 562, 736, 886; T 886</p>

STANDARDS	PAGE REFERENCES
Explain and advance opinions by citing evidence and referring to sources	<p>Student Edition: <i>Daily Life and Culture</i> 490 <i>Group Activity</i> 441 <i>Listening and Speaking</i> 546</p> <p>Teacher Edition: DI 291; GA 441; LSP 14, 26, 454, 562, 736, 782; RP 168, 496, 524, 734</p>
Evaluate the stated ideas and opinions of others, seeking clarification through questions	<p>Student Edition: <i>Listening and Speaking</i> 546 <i>Listening Effectively</i> R47 <i>Listen to Appreciate</i> 134 <i>Listening to Learn</i> 588 <i>Listen to Understand</i> 440 <i>Speaking, Listening, and Viewing Workshop</i> 886</p> <p>Teacher Edition: LSP 454, 562, 846</p>
Invite ideas and opinions of others into the discussion, responding clearly and tactfully to questions and comments	<p>Student Edition: <i>Listening and Speaking</i> 546 <i>Listening Effectively</i> R47 <i>Listen to Appreciate</i> 134 <i>Listening to Learn</i> 588 <i>Listen to Understand</i> 440</p> <p>Teacher Edition: DI 291; LSP 26, 294, 454, 578, 720, 728, 740, 884</p>
Accept and use helpful criticism	<p>Student Edition: <i>Active listening and Note-Taking Checklist</i> 886 <i>Speaking, Listening, and Viewing Workshop</i> 886-887</p> <p>Teacher Edition: DI 291; LSP 294, 578, 720, 728, 736, 740, 760, 786, 884; SL 335</p>
Establish and maintain an open mind when listening to others' ideas and opinions	<p>Student Edition: <i>Listening and Speaking</i> 546 <i>Listening Effectively</i> R47 <i>Speaking, Listening, and Viewing Workshop</i> 886</p> <p>Teacher Edition: LSP 26, 562, 728, 740, 884</p>

STANDARDS	PAGE REFERENCES
Summarize the main points of a discussion, orally and in writing, specifying areas of agreement and disagreement and paraphrasing contributions	<p>Student Edition: <i>Group Activity</i> 295 <i>Listening and Speaking</i> 546 <i>Listening to Learn</i> 133, 588 <i>Listen to Understand</i> 440</p> <p>Teacher Edition: LSP 14, 26, 46, 92, 214, 382, 454, 562, 782; RP 168, 532, 572; T 295</p>
Display and maintain facial expressions, body language, and other response cues that indicate respect for the speaker and attention to the discussion	<p>Student Edition: <i>Speaking, Listening, and Viewing Workshop</i> 133-134, 588-589, 886</p> <p>Teacher Edition: LSP 26, 133; T 886</p>
Attend to the content of discussion rather than the speaker	<p>Student Edition: <i>Listening and Speaking</i> 546 <i>Listening Effectively</i> R47 <i>Speaking, Listening, and Viewing Workshop</i> 133-134, 588-589, 886</p> <p>Teacher Edition: LSP 26, 294, 562</p>
Participate in discussion without dominating	<p>Student Edition: <i>Listening and Speaking</i> 546 <i>Listening Effectively</i> R47 <i>Speaking, Listening, and Viewing Workshop</i> 133-134, 588-589, 886</p> <p>Teacher Edition: LSP 26, 886, 888</p>
Distinguish between supported and unsupported statements	<p>Student Edition: <i>Listening and Speaking</i> 546 <i>Speaking, Listening, and Viewing Workshop</i> 133-134, 588-589, 886</p> <p>Teacher Edition: LSP 26, 454</p>

STANDARDS	PAGE REFERENCES
English Language Arts, Standard D: Language Performance Standards - Grade 8	
D.8.1 Develop their vocabulary and ability to use words, phrases, idioms, and various grammatical structures as a means of improving communication.	
Consult dictionaries, thesauruses, handbooks, and grammar texts when choosing words, phrases, and expressions for use in oral and written presentations	<p>Student Edition: <i>Academic Vocabulary</i> 28, 105, 176 <i>Academic Word List</i> R59-R62 <i>Glossary</i> R50-R58 <i>Language Handbook</i> R20-R45 <i>Tip</i> 402, 661 <i>Vocabulary Workshop</i> 661, 875 <i>Word Bank</i> 660 <i>Write With Style</i> 509</p> <p>Teacher Edition: AYR 509; DI 417, 611, 662, 875, 885; T 661; VP 372, 661</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>Student Edition: 256, 257, 259, 260, 262, 263, 312, 314, 315, 316, 317, 318, 543, 544 <i>After You Read</i> 319 #5 <i>Analyze Cultural Context</i> 168, 169, 171, 172 <i>Assessment</i> 299 #3, #5 <i>Genre Focus</i> 336 <i>Literary Element</i> 57, 68 #1, 265 #1-#2, #4, 401 # 2-#4, 477, 659 #3 <i>Reading Skill</i> 311</p> <p>Teacher Edition: DI 57, 59, 60, 62, 64, 65, 131, 479, 575; LE 57, 477, 481; LSP 248, 578; RSk 311; T 61, 256, 493; VP 508</p>

STANDARDS	PAGE REFERENCES
<p>Choose words purposefully and evaluate the use of words in communications designed to inform, explain, and persuade</p>	<p>Student Edition: <i>Apply Good Writing Traits</i> 130, 436 <i>Drafting Tip</i> 882 <i>Grammar Tip</i> 587 <i>Respond Through Writing</i> 416, 492, 525, 660 <i>Revising Plan</i> 438, 586 <i>Revising Tip</i> 586, 884 <i>Word Bank</i> 660 <i>Write With Style</i> 509 <i>Writing Tip</i> 130, 433, 436</p> <p>Teacher Edition: AYR 416, 439, 492, 525; DI 185, 493, 587; GP 214, 436; LSP 248, 294; T 130, 436, 736, VP 661, 882; WP 130, 416, 438, 610</p>
<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>Student Edition: <i>After You Read</i> 620 #5 <i>Reading Skill</i> 607, 621 #5, #6 <i>Try It</i> 290, 607 <i>Vocabulary Workshop</i> 493 <i>Writing Tip</i> 207</p> <p>Teacher Edition: AYR 621; BYR 607; DI 169, 380, 575, 577, 606, 609, 619; GP 290; RP 206, 608, 614; T 170, 172, 608, 611-615, 617-618; TN 32; VP 402, 608; WP 610</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>Student Edition: <i>Apply Good Writing Traits</i> 436 <i>Drafting Tip</i> 882 <i>Grammar Tip</i> 587 <i>Revising Plan</i> 438, 586 <i>Revising Tip</i> 586, 884 <i>Write With Style</i> 509 <i>Writing Tip</i> 130, 207, 286, 433, 436 <i>Writing Workshop</i> 584-585</p> <p>Teacher Edition: AYR 416, 439, 492, 525; DI 185, 207, 379, 493, 587; GP 214, 436; LSP 248, 294; T 130, 436, 736; VP 661, 882; WP 130, 416, 438, 610</p>

STANDARDS	PAGE REFERENCES
Evaluate how audience and context affect the selection and use of words and phrases, including technical terms, slang, and jargon	<p>Student Edition: <i>Analyze Cultural Context</i> 167, 168, 172, 630-632 <i>Grammar Link</i> 177 <i>Reading Skill</i> 167 <i>Respond and Think Critically</i> 378 #2, 633 #5 <i>Try It</i> 208, 290 <i>Writing Tip</i> 207, 436</p> <p>Teacher Edition: DI 31, 169, 207, 371, 375, 401, 575, 631; LSP 846; RP 32; T 167-168, 177, 574-580; TN 32; VP 174, 278, 402, 508; WP 574</p>
English Language Arts, Standard E: Media & Technology Performance Standards - Grade 8	
E.8.1 Use computers to acquire, organize, analyze, and communicate information.	
Demonstrate efficient word-processing skills	<p>Student Edition: <i>Log-On Literature Online</i> 129, 133, 289, 293, 435, 583, 731, 737, 881, 885 <i>Present</i> 293, 737, 885 <i>Presenting Tip</i> 293, 737, 885 <i>Writing Handbook</i> R17-R18</p> <p>Teacher Edition: DI 291, 885</p>
Construct and use simple databases	<p>Student Edition: <i>Writing Handbook</i> R19</p>
Use manuals and on-screen help in connection with computer applications	<p>Student Edition: <i>Log On – Literature On Line</i> 129, 293, 881, 885 <i>Writing Handbook</i> R18</p>
Perform basic computer operations on various platforms	<p>Student Edition: <i>Present</i> 737, 885 <i>Presenting Tip</i> 737, 885 <i>Research and Report</i> 198, 401, 532 <i>Writing Handbook</i> R14, R18-R19</p> <p>Teacher Edition: CS T37; RP 524, 734, 858; SSP 756</p>

STANDARDS	PAGE REFERENCES
Collect information from various on-line sources, such as web pages, news groups, and listservs	<p>Student Edition: <i>Group Activity</i> 589, 887 <i>Plan and Conduct Your Research</i> 731 <i>Prewriting Tip</i> 288 <i>Research and Report</i> 177, 198, 346, 401, 532, 713 <i>Respond Through Writing</i> 365</p> <p>Teacher Edition: AYR 713; CS T37; RP 280, 524, 734, 858; SSP 756; T 887; WP 198</p>
E.8.2 Make informed judgments about media and products.	
Recognize common structural features found in print and broadcast advertising	<p>Student Edition: <i>Examine Media</i> 414, 658 <i>Media Workshop</i> 208, 475 <i>Preview the Article</i> 87, 159, 380, 561, 630, 871 <i>Reading Skill</i> 871 <i>Reading Strategy</i> 561 <i>Respond and Think Critically</i> 874 #5 <i>Try It</i> 208</p> <p>Teacher Edition: AYR 414, 658; DI 475, 887; RP 208, 872; T 87, 159, 380, 382, 475, 561, 871-873</p>
Identify and explain the use of stereotypes and biases evident in various media	<p>Student Edition: <i>Media Workshop</i> 475, 658 <i>Reading Skill</i> 242 <i>Reading Strategy</i> 561 <i>Respond and Think Critically</i> 246 #5, 563 #5 <i>Try It</i> 475</p> <p>Teacher Edition: AYR 658; DI 475; T 242-243475, 561-562; WP 246</p>

STANDARDS	PAGE REFERENCES
Compare the effect of particular symbols and images seen in various media	<p>Student Edition: <i>Comparing Literature</i> 277-284 <i>Examine Media</i> 414, 658 <i>Media Workshop</i> 208, 475 <i>Respond and Think Critically</i> 633 #4 <i>Try It</i> 208, 475 <i>View the Photograph</i> 382, 631</p> <p>Teacher Edition: AYR 414, 658; DI 243, 475; RP 208; T 88, 90, 160-163, 277-284, 382, 475, 631</p>
Develop criteria for selecting or avoiding specific broadcast programs and periodicals	<p>Student Edition: <i>Media Workshop</i> 208, 229, 475 <i>Reading Strategy</i> 561 <i>Try It</i> 208, 229, 475</p> <p>Teacher Edition: DI 229, 475; RP 208; T 475</p>
E.8.3 Create media products appropriate to audience and purpose.	
Write informational articles that target audiences of a variety of publications	<p>Student Edition: <i>Respond Through Writing</i> 241, 365, 416, 492 <i>Writing</i> 152, 666 <i>Writing Product</i> 143, 303, 747 <i>Writing Tip</i> 207 <i>Writing Workshop</i> 730-737, 880-885</p> <p>Teacher Edition: A 143, 303, 747; AYR 241, 365, 416, 492; DI 365, 881, 885; T 880-885; W 152, 666; WP 106, 250, 416, 754</p>
Use desktop publishing to produce products such as brochures and newsletters designed for particular organizations and audiences	<p>Student Edition: <i>Group Activity</i> 887 <i>Present</i> 885 <i>Presenting Tip</i> 885 <i>Research and Report</i> 401 <i>Writing Workshop</i> 730-737</p> <p>Teacher Edition: DI 885; T 887</p>

STANDARDS	PAGE REFERENCES
Create video and audiotapes designed for particular audiences	Student Edition: <i>Research and Report</i> 401 <i>Speaking, Listening, and Viewing Workshop</i> 135, 441 Teacher Edition: DI 51, 135; T 135, 441
E.8.4 Demonstrate a working knowledge of media production and distribution.	
Plan a promotion or campaign that involves broadcast and print media production and distribution	Student Edition: <i>Group Activity</i> 887 Teacher Edition: DI 887; SSP 756; T 887
Analyze how messages may be affected by financial factors such as sponsorship	This objective can be met through classroom discussion and activities.
Identify advertising strategies and techniques aimed at teenagers	Student Edition: <i>Media Workshop</i> 475 <i>Try It</i> 475 Teacher Edition: CS T37; DI 475; RP 752; T 88, 89, 475; SSP 756
E.8.5 Analyze and edit media work as appropriate to audience and purpose.	
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	Student Edition: <i>Research and Report</i> 198, 401, 532 <i>Speaking, Listening, and Viewing Workshop</i> 135 <i>Writing Workshop</i> 736-737 Teacher Edition: DI 135, 885; SSP 756; T 135; WP 198
Develop criteria for comprehensive feedback on the quality of media work and use it during production	Student Edition: <i>Group Activity</i> 887 <i>Research and Report</i> 401 <i>Speaking, Listening, and Viewing Workshop</i> 135 Teacher Edition: DI 135; SSP 756; T 135; WP 198

STANDARDS	PAGE REFERENCES
English Language Arts, Standard F: Research & Inquiry Performance Standards - Grade 8	
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.	
<p>Formulate research questions and focus investigation on relevant and accessible sources of information</p>	<p>Student Edition: <i>Prewrite</i> 288, 731 <i>Prewriting Tip</i> 288 <i>Research and Report</i> 177, 198, 346, 401, 713 <i>Respond Through Writing</i> 365, 525 <i>Writing Handbook</i> R14 <i>Writing Workshop</i> 730-731</p> <p>Teacher Edition: DI 425, 523, 589; RP 280, 858, 462, 470, 654, 838, 884; SSP 756; WP 198, 346, 790</p>
<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>Student Edition: <i>Group Activity</i> 589 <i>Prewrite</i> 288, 731 <i>Prewriting Tip</i> 288 <i>Research and Report</i> 177, 198, 346, 401, 532, 713 <i>Respond Through Writing</i> 365, 525 <i>Writing Handbook</i> R14 <i>Writing Workshop</i> 730-731</p> <p>Teacher Edition: AYR 713; DI 425, 523, 589; RP 280, 858, 462, 470, 654, 838, 858, 884; SSP 756; WP 198, 346, 790</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>Student Edition: <i>Research and Report</i> 346 <i>Write an Interview</i> 172, 297, 378, 441</p> <p>Teacher Edition: DI 209, 525; LSP 364; T 297, 441; WP 50, 172, 346, 800, 826</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>Student Edition: <i>Draft</i> 289 <i>Research and Report</i> 177, 198, 346, 401, 532, 713 <i>Respond Through Writing</i> 365, 525 <i>Writing Handbook</i> R15 <i>Writing Workshop</i> 292, 731-732</p> <p>Teacher Edition: DI 51, 589; SSP 756; WP 346</p>

STANDARDS	PAGE REFERENCES
<p>Review and evaluate the usefulness of information gathered in an investigation</p>	<p>Student Edition: <i>Analyze a Student Model</i> 734-735 <i>Draft</i> 289 <i>Media Workshop</i> 229 <i>Plan and Conduct Your Research</i> 731 <i>Prewriting Tip</i> 288, 731 <i>Research and Report</i> 198, 346, 532, 713 <i>Respond Through Writing</i> 365, 525 <i>Revising Tip</i> 736 <i>Writing Tip</i> 581, 729 <i>Writing Workshop</i> 292</p> <p>Teacher Edition: AYR 713; DI 731; RP 734; RR 713; SSP 756; T 730, 731, 736; WP 296, 346</p>
<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>Student Edition: <i>Group Activity</i> 589 <i>Research and Report</i> 198, 346, 401, 532, 713 <i>Revising</i> 736 <i>Revising Tip</i> 736 <i>Writing</i> 365, 525 <i>Writing Handbook</i> R14-R17 <i>Writing Tip</i> 581, 729 <i>Writing Workshop</i> 292, 731-732, 736</p> <p>Teacher Edition: DI 51, 229, 365, 589, 731; RP 136, 734, 858; RR 713; T 731, 736; WP 198</p>