



**Glencoe**

# Literature

**COURSE 5**  
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STANDARDS	PAGE REFERENCES
<b>English Language Arts - Standard A - Performance Standards Grade 8</b>	
A.8.1 Use effective reading strategies to achieve their purposes in reading.	
Use knowledge of sentence and word structure, word origins, visual images, and context clues to understand unfamiliar words and clarify passages of text	<b>Student Edition:</b> 52-53, 967, 979, 1114 <i>Vocabulary</i> 369 <i>Vocabulary Practice</i> 16, 257, 575 <b>Teacher Edition:</b> AL 967, 979; AdL 1101
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	<b>Student Edition:</b> <i>Analyze Cause-and-Effect Relationships</i> 306 <i>Analyze Text Structures</i> 385 <i>Reading Preview</i> 1158 <i>Reading Strategy</i> 18, 173, 177, 383, 739, 759 <b>Teacher Edition:</b> EL 1145

STANDARDS	PAGE REFERENCES
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	<b>Student Edition:</b> 258-265, 268-269, 448-455, 458-459, 632-639, 642-643, 874-881, 884-885, 992-1001, 1006-1007
Select, summarize, paraphrase, analyze, and evaluate, orally and in writing, passages of texts chosen for specific purposes	<b>Student Edition:</b> 51, 415, 610 #5 & #6, 841 #3 & #4 <i>Reading Preview</i> 1145 <i>Reading Strategy</i> 287, 302, 560, 562, 588
<b>A.8.2 Read, interpret, and critically analyze literature.</b>	
Identify the defining features and structure of literary texts, such as conflict, representation of character, and point of view	<b>Student Edition:</b> 3, 9, 86-87, 184-185, 652 <i>Compare Narrators</i> 198 <i>Literary Element</i> 34, 50, 663, 783, 838, 841
Analyze the effect of characters, plot, setting, language, topic, style, purpose, and point of view on the overall impact of literature	<b>Student Edition:</b> 3, 9, 86-87, 184-185, 652 <i>Compare Narrators</i> 198 <i>Literary Element</i> 34, 50, 663, 783, 838, 841
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	<b>Student Edition:</b> 2-3, 4-5, 278-279, 280-281, 468-469, 470-471, 652-653, 654-655, 894-895, 896-899, 1016-1017, 1018-1019
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	<b>Student Edition:</b> 4-5, 258-265, 280-281, 470-471, 654-655, 896-899, 1018-1019, 1126-1127
<b>A.8.3 Read and discuss literary and nonliterary texts in order to understand human experience.</b>	
Provide interpretive responses, orally and in writing, to literary and nonliterary texts representing the diversity of American cultural heritage and cultures of the world	<b>Student Edition:</b> 441 #4 & #8 <i>Compare Author's Cultures</i> 217 <i>Quickwrite</i> 626 <b>Teacher Edition:</b> SP 990, 1066; WP 204, 210
Identify common historical, social, and cultural themes and issues in literary works and selected passages	<b>Student Edition:</b> 199, 416, 619, 908, 1058 <i>Primary Visual Artifact</i> 398 <i>Set a Purpose for Reading</i> 395 <b>Teacher Edition:</b> RP 624, 896

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><b>Student Edition:</b>            217, 430, 631, 896-897, 991, 1069  <i>Allusion</i> 405, 407  <i>Compare the Big Idea</i> 416  <b>Teacher Edition:</b>            RP 214, 1060</p>
<p>Evaluate the themes and main ideas of a work considering its audience and purpose</p>	<p><b>Student Edition:</b>            86-87, 1039  <i>Compare Author's Purpose</i> 617  <i>Compare Narrator</i> 217  <i>Literary Element</i> 329, 338, 352, 1041  <i>Moral</i> 1042  <i>Reading Strategy</i> 402</p>
<p><b>A.8.4 Read to acquire information.</b></p>	
<p>Interpret and use technical resources such as charts, tables, travel schedules, timelines, and manuals</p>	<p><b>Student Edition:</b>            816, R26  <i>Apply Description</i> 62  <i>Apply Irony</i> 835  <i>Reading Strategy</i> 28, 74, 305, 600  <i>Visual Literacy</i> 242</p>
<p>Compare, contrast, and evaluate the relative accuracy and usefulness of information from different sources</p>	<p><b>Student Edition:</b>            R31  <i>Prewrite</i> 876, 993  <i>Research and Read</i> 451  <i>The Right Topic</i> 876  <b>Teacher Edition:</b>            AL 451; T 451</p>
<p>Identify and explain information, main ideas, and organization found in a variety of informational passages</p>	<p><b>Student Edition:</b>            320, 326 #8 &amp; #9  <i>Daily Life and Culture</i> 318  <i>Literary Element</i> 301  <i>Primary Visual Artifact</i> 398  <i>Primary Source Quotation</i> 349  <i>Reading Strategy</i> 389  <i>Research Report</i> 339  <b>Teacher Edition:</b>            RP 306</p>

STANDARDS	PAGE REFERENCES
Distinguish between the facts found in documents, narratives, charts, maps, tables and other sources and the generalizations and interpretations that are drawn from them	<b>Student Edition:</b> R26
<b>English Language Arts - Standard B- Performance Standards Grade 8</b>	
<b>B.8.1 Create or produce writing to communicate with different audiences for a variety of purposes.</b>	
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	<b>Student Edition:</b> 259-265, 448-455, 992-1001 <b>Teacher Edition:</b> AL 990; EL 261, 455; RP 450, 996; WP 262
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	<b>Student Edition:</b> 553, R31-R37, R60-R63 <i>A Working Thesis</i> 261 <i>Develop a Thesis</i> 994 <i>Opinion/Thesis Statement</i> 875, 878 <i>Prewrite</i> 261 <i>Thesis</i> 262 <i>Thesis Statement</i> 995 <b>Teacher Edition:</b> T 261
Write a narrative based on experience that uses descriptive language and detail effectively, presents a sequence of events, and reveals a theme	<b>Student Edition:</b> 171, 448-455, 633-639 <b>Teacher Edition:</b> AL 449, 633; EL 455, 635; LEP 454; RP 450
Write clear and pertinent responses to verbal or visual material that communicate, explain, and interpret the reading or viewing experience to a specific audience	<b>Student Edition:</b> <i>Evaluate a Speech</i> 883 <i>Evaluate Checklist</i> 1005 <i>Presentation Tip</i> 267 <i>Rehearse</i> 267, 640, 1127 <b>Teacher Edition:</b> T 1005
Write creative fiction that includes major and minor characters, a coherent plot, effective imagery, descriptive language, and concrete detail	<b>Student Edition:</b> 351 <i>Apply Repetition</i> 447 <i>Internet Connection</i> 121, 438 <i>Performance</i> 257 <i>Writing</i> 177, 211, 429

STANDARDS	PAGE REFERENCES
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	<b>Student Edition:</b> <i>Essay</i> 275, 891, 1008 <i>Practice</i> 509 <i>Revise</i> 143, 836, 924, 1057 <b>Teacher Edition:</b> AL 1013
Use a variety of writing technologies including pen and paper as well as computers	<b>Student Edition:</b> R30 <i>Present</i> 639, 881 <i>Present/Publish</i> 265, 455, 1001 <i>Prewrite</i> 451, 635
Write for a variety of readers, including peers, teachers, and other adults, adapting content, style, and structure to audience and situation	<b>Student Edition:</b> 171, 456-457, 1002-1003, 1126-1127 <i>Activities</i> 472 <i>Speaking and Listening</i> 515, 546 <b>Teacher Edition:</b> AL 171; EL 517; SP 456
<b>B.8.2 Plan, revise, edit, and publish clear and effective writing.</b>	
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	<b>Student Edition:</b> <i>Draft</i> 51, 84, 141, 171, 244, 262, 320, 351, 390, 400, 452-453, 491, 503, 540, 553, 606, 636-637, 708, 816, 878-879, 978, 1039, 1115, 1122-1123 <i>Grammar Tip</i> 51, 351, 491, 606 <b>Teacher Edition:</b> WP 262, 708
Identify questions and strategies for improving drafts in writing conferences with a teacher	<b>Student Edition:</b> <i>Revise</i> 51, 84, 141, 171, 244, 264, 320, 351, 390, 400, 454, 491, 503, 540, 606, 638, 708, 816, 978, 1039, 1115, 1124 <b>Teacher Edition:</b> WP 244
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	<b>Student Edition:</b> 51, 84, 141, 244, 320, 351, 390, 400, 451-454, 491, 503, 540, 553, 606, 635-638, 708, 816, 878-880, 978, 1038, 1115, 1122-1125

STANDARDS	PAGE REFERENCES
<p><b>B.8.3 Understand the function of various forms, structures, and punctuation marks of standard American English and use them appropriately in communications.</b></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><b>Student Edition:</b> 142-143, 303, 509, 924, 1116 <i>Focus Lesson</i> 639 <i>Grammar Tip</i> 491, 606 <b>Teacher Edition:</b> EL 143, 303, 509; GP 924</p>
<p>Use correct tenses to indicate the relative order of events</p>	<p><b>Student Edition:</b> R50-R51 <i>Focus Lesson</i> 455 <i>Grammar Tip</i> 51</p>
<p>Understand and employ principles of agreement, including subject-verb, pronoun-noun, and preposition-pronoun</p>	<p><b>Student Edition:</b> 142-143, 303, 509 <i>Tip</i> 303, 509 <b>Teacher Edition:</b> EL 509</p>
<p>Punctuate compound, complex, and compound-complex sentences correctly</p>	<p><b>Student Edition:</b> 142-143, 836, 1116 <i>Connectors</i> 1116 <i>Grammar Tip</i> 390, 540, 553, 816, 1115 <i>Test-Taking Tip</i> 143 <b>Teacher Edition:</b> GP 1116</p>
<p>Employ the conventions of capitalization</p>	<p><b>Student Edition:</b> <i>Edit and Proofread</i> 51, 84, 141, 171, 244, 262, 320, 351, 390, 400, 454, 491, 503, 540, 553, 606, 638, 708, 816, 880, 978, 1115, 1124</p>
<p>Spell frequently used words correctly and use effective strategies for spelling unfamiliar words</p>	<p><b>Student Edition:</b> R57-R59 <i>Edit and Proofread</i> 51, 84, 141, 171, 244, 262, 320, 351, 390, 400, 454, 491, 503, 540, 553, 606, 638, 708, 816, 880, 978, 1115, 1124</p>

STANDARDS	PAGE REFERENCES
<b>English Language Arts, Standard C: Oral Language Performance Standards - Grade 8</b>	
<b>C.8.1 Orally communicate information, opinions, and ideas effectively to different audiences for a variety of purposes.</b>	
Share brief impromptu remarks about topics of interest to oneself and others	<b>Student Edition:</b> <i>Activity</i> 585, 587, 898, 1020 <i>Discussion Starter</i> 214, 425, 630, 866, 990 <b>Teacher Edition:</b> LSP 104; RP 214; SP 74
Speaking from notes or an outline, relate an experience in descriptive detail, with a sense of timing and decorum appropriate to the occasion	<b>Student Edition:</b> 640-641, 882-883 <i>Compare Author's Viewpoints</i> 430 <i>Literary Criticism</i> 16 <i>Literature Groups</i> 102 <i>Oral Research Report</i> 27 <i>Research Report</i> 339 <i>Speech</i> 581, 1056 <b>Teacher Edition:</b> SP 80; WP 1002
Perform expressive oral readings of prose, poetry, and drama	<b>Student Edition:</b> 456-457, 1126-1127 <i>Activities</i> 472, 656 <i>Performance</i> 257, 966 <i>Oral Interpretation</i> 515, 546 <b>Teacher Edition:</b> EL 1127; LSP 236, 666, 918; SP 456, 742, 794, 852, 990, 1066, 1078, 1104
Prepare and conduct interviews	<b>Student Edition:</b> <i>Interview</i> 936
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	<b>Student Edition:</b> 640-641, 882-883 <i>Compare Author's Viewpoints</i> 430 <i>Literary Criticism</i> 16 <i>Literature Groups</i> 102 <i>Oral Research Report</i> 27 <i>Research Report</i> 339 <i>Speech</i> 581, 1056 <b>Teacher Edition:</b> LSP 538; SP 790, 948; WP 1002

STANDARDS	PAGE REFERENCES
Differentiate between formal and informal contexts and employ an appropriate style of speaking, adjusting language, gestures, rate, and volume according to audience and purpose	<b>Student Edition:</b> <i>Techniques for...</i> 266, 456, 883, 1005, 1126 <i>Verbal Techniques</i> 641 <b>Teacher Edition:</b> LP 686; SP 24, 456, 1004
Observe the appropriate etiquette when expressing thanks and receiving praise	<b>Student Edition:</b> <i>Techniques for...</i> 266, 456, 883, 1005, 1126 <i>Verbal Techniques</i> 641 <b>Teacher Edition:</b> SP 456, 1004
<b>C.8.2 Listen to and comprehend oral communications.</b>	
Summarize and explain the information conveyed in an oral communication, accounting for the key ideas, structure, and relationship of parts to the whole	<b>Student Edition:</b> <i>Speaking and Listening</i> 102, 374 <b>Teacher Edition:</b> T 267, 457, 641, 883, 1005, 1127
Distinguish among purposes for listening, such as gaining information or being entertained, and take notes as appropriate	<b>Student Edition:</b> <i>Activities</i> 898, 1020 <b>Teacher Edition:</b> EL 1127
Recall significant details and sequence accurately	<b>Student Edition:</b> <i>Activities</i> 898, 1020 <i>Remind Listeners...</i> 457 <i>Speaking Frames</i> 457
Follow a speaker's argument and represent it in notes	<b>Student Edition:</b> <i>Watch a Public Speaker</i> 883 <b>Teacher Edition:</b> T 267, 457, 641, 883, 1005, 1127
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	<b>Student Edition:</b> <i>Evaluate a Speech</i> 883 <i>Techniques for Delivering a Persuasive Speech</i> 883 <b>Teacher Edition:</b> LP 278; LSP 1080; SLP 1036; SP 400, 882; T 883, 1005

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C.8.3 Participate effectively in discussion.	
<p>Participate in discussion by listening attentively, demonstrating respect for the opinions of others, and responding responsibly and courteously to the remarks of others</p>	<p><b>Student Edition:</b>  <i>Activity</i> 585, 587, 898, 1020  <i>Compare Author’s Viewpoints</i> 631  <i>Compare Cultural Beliefs</i> 991  <i>Compare Cultures</i> 873  <i>Compare Description</i> 1069  <i>Compare Narrator</i> 217  <i>Compare Persuasive Appeal</i> 430  <i>Speaking and Listening</i> 102, 374</p>
<p>Explain and advance opinions by citing evidence and referring to sources</p>	<p><b>Student Edition:</b>  <i>Activity</i> 585, 587, 898, 1020  <i>Compare Author’s Viewpoints</i> 631  <i>Compare Cultural Beliefs</i> 991  <i>Compare Cultures</i> 873  <i>Compare Description</i> 1069  <i>Compare Narrator</i> 217  <i>Compare Persuasive Appeal</i> 430  <i>Discussion Starter</i> 214, 425, 630, 866, 990  <i>Speaking and Listening</i> 102, 374</p>
<p>Evaluate the stated ideas and opinions of others, seeking clarification through questions</p>	<p><b>Student Edition:</b>  <i>Activity</i> 585, 587, 898, 1020  <i>Compare Author’s Viewpoints</i> 631  <i>Compare Cultural Beliefs</i> 991  <i>Compare Cultures</i> 873  <i>Compare Description</i> 1069  <i>Compare Narrator</i> 217  <i>Compare Persuasive Appeal</i> 430  <i>Speaking and Listening</i> 102, 374</p> <p><b>Teacher Edition:</b>  LSP 118; SLP 810, 1034</p>

STANDARDS	PAGE REFERENCES
Invite ideas and opinions of others into the discussion, responding clearly and tactfully to questions and comments	<p><b>Student Edition:</b>  <i>Activity</i> 585, 587, 898, 1020  <i>Compare Author’s Viewpoints</i> 631  <i>Compare Cultural Beliefs</i> 991  <i>Compare Cultures</i> 873  <i>Compare Description</i> 1069  <i>Compare Narrator</i> 217  <i>Compare Persuasive Appeal</i> 430  <i>Speaking and Listening</i> 102, 374</p>
Accept and use helpful criticism	<p><b>Student Edition:</b>  <i>Evaluate a Speech</i> 883  <i>Rehearse</i> 267, 641, 1005, 1127  <i>Research and Report</i> 16  <i>Speaking and Listening</i> 598, 1082</p> <p><b>Teacher Edition:</b>  SP 880</p>
Establish and maintain an open mind when listening to others' ideas and opinions	<p><b>Student Edition:</b>  <i>Activity</i> 585, 587, 898, 1020  <i>Compare Author’s Viewpoints</i> 631  <i>Compare Cultural Beliefs</i> 991  <i>Compare Cultures</i> 873  <i>Compare Description</i> 1069  <i>Compare Narrator</i> 217  <i>Compare Persuasive Appeal</i> 430  <i>Speaking and Listening</i> 102, 374</p>
Summarize the main points of a discussion, orally and in writing, specifying areas of agreement and disagreement and paraphrasing contributions	<p><b>Student Edition:</b>  <i>Activities</i> 898, 1020</p> <p><b>Teacher Edition:</b>  EL 1127; LP 1126; RP 542; SP 30, 166</p>
Display and maintain facial expressions, body language, and other response cues that indicate respect for the speaker and attention to the discussion	<p><b>Student Edition:</b>  <i>Activity</i> 585, 587, 898, 1020  <i>Compare Author’s Viewpoints</i> 631  <i>Compare Cultural Beliefs</i> 991  <i>Compare Cultures</i> 873  <i>Compare Description</i> 1069  <i>Compare Narrator</i> 217  <i>Compare Persuasive Appeal</i> 430  <i>Speaking and Listening</i> 102, 374</p>

STANDARDS	PAGE REFERENCES
Attend to the content of discussion rather than the speaker	<b>Student Edition:</b> <i>Activity</i> 585, 587, 898, 1020 <i>Compare Author’s Viewpoints</i> 631 <i>Compare Cultural Beliefs</i> 991 <i>Compare Cultures</i> 873 <i>Compare Description</i> 1069 <i>Compare Narrator</i> 217 <i>Compare Persuasive Appeal</i> 430 <i>Discussion Starter</i> 214, 425, 630, 866, 990 <i>Speaking and Listening</i> 102, 374
Participate in discussion without dominating	<b>Student Edition:</b> <i>Compare Author’s Purpose</i> 631 <i>Compare Description</i> 1069 <i>Compare Narrator</i> 217 <i>Compare Oral Tradition</i> 991 <i>Compare the Big Idea</i> 430, 873 <b>Teacher Edition:</b> LS 730; PR 220; SP 284, 856
Distinguish between supported and unsupported statements	<b>Student Edition:</b> <i>Evaluate a Speech</i> 883 <i>Techniques for Delivering a Persuasive Speech</i> 883 <b>Teacher Edition:</b> T 883, 1005
<b>English Language Arts, Standard D: Language Performance Standards - Grade 8</b>	
<b>D.8.1 Develop their vocabulary and ability to use words, phrases, idioms, and various grammatical structures as a means of improving communication.</b>	
Consult dictionaries, thesauruses, handbooks, and grammar texts when choosing words, phrases, and expressions for use in oral and written presentations	<b>Student Edition:</b> 72, 1117 <b>Teacher Edition:</b> T 1117; VP 72
Explain how writers and speakers choose words and use figurative language such as similes, metaphors, personification, hyperbole, and allusion to achieve specific effects	<b>Student Edition:</b> 545 #7 <i>Figurative Language</i> 533 <i>Literary Element</i> 402, 414, 535, 539, 555, 557 <i>The Language of Poetry</i> 468 <i>Write with Style</i> 558

STANDARDS	PAGE REFERENCES
Choose words purposefully and evaluate the use of words in communications designed to inform, explain, and persuade	<b>Student Edition:</b> 266-267, 456-457, 640-641, 882-883, 1002-1003, 1126-1127 <b>Teacher Edition:</b> AL 457; EL 1127; SP 882
<b>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.</b>	
Describe how American English is used in various public and private contexts, such as school, home, and work	<b>Student Edition:</b> 266-267, 456-457, 640-641, 882-883, 1002-1003, 1126-1127, R22-R27 <b>Teacher Edition:</b> AL 457; EL 1127; SP 882
Make appropriate choices when speaking and writing, such as formal or informal language, considering the purpose and context of the communication	<b>Student Edition:</b> 266-267, 456-457, 640-641, 882-883, 1002-1003, 1126-1127, R22-R27 <b>Teacher Edition:</b> AL 457; EL 1127; SP 882
Evaluate how audience and context affect the selection and use of words and phrases, including technical terms, slang, and jargon	<b>Student Edition:</b> 266-267, 456-457, 640-641, 882-883, 1002-1003, 1126-1127, R22-R27 <b>Teacher Edition:</b> AL 457; EL 1127; SP 882
<b>English Language Arts, Standard E: Media &amp; Technology Performance Standards - Grade 8</b>	
<b>E.8.1 Use computers to acquire, organize, analyze, and communicate information.</b>	
Demonstrate efficient word-processing skills	<b>Student Edition:</b> 1002-1005 <i>Connect to Art</i> 339 <i>Create Slide or Posters</i> 267 <i>Create Visual Media</i> 457 <b>Teacher Edition:</b> T 267
Construct and use simple databases	<b>Student Edition:</b> 1002-1005 <i>Connect to Art</i> 339 <i>Create Slide or Posters</i> 267 <i>Create Visual Media</i> 457 <b>Teacher Edition:</b> T 267

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Use manuals and on-screen help in connection with computer applications	<b>Student Edition:</b> 1002-1005 <i>Connect to Art</i> 339 <i>Create Slide or Posters</i> 267 <i>Create Visual Media</i> 457 <b>Teacher Edition:</b> T 267
Perform basic computer operations on various platforms	<b>Student Edition:</b> 1002-1005 <i>Connect to Art</i> 339 <i>Create Slide or Posters</i> 267 <i>Create Visual Media</i> 457 <b>Teacher Edition:</b> T 267
Collect information from various on-line sources, such as web pages, news groups, and listservs	<b>Student Edition:</b> 582-583 <i>Connect to Art</i> 339 <i>Prewrite</i> 993 <i>Real-World Connection</i> 1002 <i>Research and Report</i> 121
<b>E.8.2 Make informed judgments about media and products.</b>	
Recognize common structural features found in print and broadcast advertising	<b>Student Edition:</b> 8-9, 86-87, 184-185, 284-285, 366-367, 474-475, 818-819, 956-957, R38
Identify and explain the use of stereotypes and biases evident in various media	<b>Student Edition:</b> R60-R63 <i>Reading Strategy</i> 395, 399 <i>Recognize Bias</i> 397
Compare the effect of particular symbols and images seen in various media	<b>Student Edition:</b> 582-587, 1002-1003 <i>Literary Element</i> 608, 610 <i>Primary Visual Artifact</i> 398 <i>Reading Strategy</i> 74, 80, 349 <b>Teacher Edition:</b> RP 586
Develop criteria for selecting or avoiding specific broadcast programs and periodicals	<b>Student Edition:</b> 268-269, 458-459, 642-643, 884-885, 1006-1007, 1128-1129, R60-R63

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<b>E.8.3 Create media products appropriate to audience and purpose.</b>	
Write informational articles that target audiences of a variety of publications	<p><b>Student Edition:</b> 632-639, 874-881, 882-883, 992-1001, R25=R27, R31-R37</p> <p><b>Teacher Edition:</b> AL 879; RP 876; WP 994</p>
Use desktop publishing to produce products such as brochures and newsletters designed for particular organizations and audiences	<p>The following activities can be adapted to meet this objective.</p> <p><b>Student Edition:</b> <i>Present</i> 639, 881, 1125 <i>Present/Publish</i> 265, 455, 1001 <i>Word-Processing Tips</i> 1001, 1125</p>
Create video and audiotapes designed for particular audiences	<p><b>Student Edition:</b> 582-587, 1002-1005, 1126-1127 <i>Connect to Art</i> 339 <i>Techniques for a Multimedia Presentation</i> 1005 <i>Techniques for Dramatic Presentations</i> 1127</p>
<b>E.8.4 Demonstrate a working knowledge of media production and distribution.</b>	
Plan a promotion or campaign that involves broadcast and print media production and distribution	<p><b>Student Edition:</b> 582-587, 1002-1005, 1126-1127 <i>Connect to Art</i> 339 <i>Techniques for a Multimedia Presentation</i> 1005 <i>Techniques for Dramatic Presentations</i> 1127</p>
Analyze how messages may be affected by financial factors such as sponsorship	<p><b>Student Edition:</b> The following activities can be adapted for this grade level indicator 582-587, 1002-1005, 1126-1127 <i>Connect to Art</i> 339 <i>Techniques for a Multimedia Presentation</i> 1005 <i>Techniques for Dramatic Presentations</i> 1127</p>
Identify advertising strategies and techniques aimed at teenagers	<p><b>Student Edition:</b> 582-587, 1002-1005, 1126-1127 <i>Connect to Art</i> 339 <i>Techniques for a Multimedia Presentation</i> 1005 <i>Techniques for Dramatic Presentations</i> 1127</p>

STANDARDS	PAGE REFERENCES
<b>E.8.5 Analyze and edit media work as appropriate to audience and purpose.</b>	
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	<b>Student Edition:</b> 582-587, 1002-1005, 1126-1127 <i>Connect to Art</i> 339 <i>Techniques for a Multimedia Presentation</i> 1005 <i>Techniques for Dramatic Presentations</i> 1127
Develop criteria for comprehensive feedback on the quality of media work and use it during production	The following activities can be adapted to meet this objective. <b>Student Edition:</b> 582-587, 1002-1005, 1126-1127 <i>Connect to Art</i> 339 <i>Techniques for a Multimedia Presentation</i> 1005 <i>Techniques for Dramatic Presentations</i> 1127
<b>English Language Arts, Standard F: Research &amp; Inquiry Performance Standards - Grade 8</b>	
<b>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.</b>	
Formulate research questions and focus investigation on relevant and accessible sources of information	<b>Student Edition:</b> R31 <i>Prewrite</i> 876, 993 <i>Research and Read</i> 451 <i>The Right Topic</i> 876 <b>Teacher Edition:</b> AL 451, T451
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	<b>Student Edition:</b> R31 <i>Multiple Sources and Perspectives</i> 997 <i>Prewrite</i> 993 <i>Real-World Connection</i> 993 <i>Research and Read</i> 451 <i>Research and Report</i> 121 <b>Teacher Edition:</b> AL 451

STANDARDS	PAGE REFERENCES
<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><b>Student Edition:</b>  R31  <i>Multiple Sources and Perspectives</i> 997  <i>Prewrite</i> 993  <i>Real-World Connection</i> 993  <i>Research and Read</i> 451  <i>Research and Report</i> 121  <b>Teacher Edition:</b>  AL 451</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><b>Student Edition:</b>  R31  <i>Multiple Sources and Perspectives</i> 997  <i>Prewrite</i> 993  <i>Real-World Connection</i> 993  <i>Research and Read</i> 451  <i>Research and Report</i> 121  <b>Teacher Edition:</b>  AL 451; RP 998</p>
<p>Review and evaluate the usefulness of information gathered in an investigation</p>	<p><b>Student Edition:</b>  R31  <i>Multiple Sources and Perspectives</i> 997  <i>Prewrite</i> 993  <i>Real-World Connection</i> 993  <i>Research and Read</i> 451  <i>Research and Report</i> 121  <b>Teacher Edition:</b>  AL 451; RP 996</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><b>Student Edition:</b>  258-265, 266-267, 874-881, 882-883, 992-1001, 1002-1005, R33-R37  <i>Traits of Strong Writing</i> 264  <b>Teacher Edition:</b>  WP 994</p>