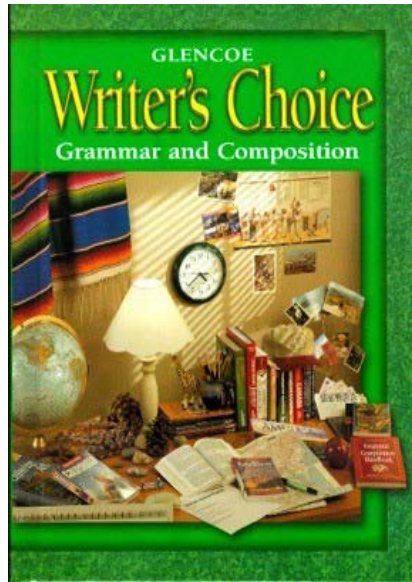


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Writer's Choice 8 ©2001

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correlated to

**Tennessee Language Arts Standards,
Learning Expectations
And
Student Performance Indicators
Grade 8**



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Reading, writing, speaking, and listening are complementary processes. *Writer's Choice* encourages total language growth through reading, writing, responding, and reflecting. The program is divided into three parts: "Composition," "Grammar, Usage, and Mechanics," and "Resources and Skills." Part one, "Composition," covers Personal Writing, Descriptive Writing, Narrative Writing, Expository Writing, Persuasive Writing, and Business and Technical Writing.

Each lesson in the Teacher's Wraparound Edition has four parts: **Focus**, **Teach**, **Assess**, and **Close**. **Focus** clearly sets the objectives with writing, thinking, listening, and speaking skills, as well as a **Motivating Activity** for the lesson. **Teach** provides varied strategies for customizing the lesson and addressing the needs of all levels of learners. **Assess** presents **Writing Activities Evaluation Rubrics** to help you critique and assess student writing. **Close** gives tips for reviewing, applying, and extending the lesson. *Writer's Choice: Grammar and Composition* helps students manage the complexity of language and writing tasks by providing complete instruction in the writing process. **Writing Activities** have realistic writing prompts with a real world context. The **Troubleshooter** helps students solve nine of the most common grammar, usage, and mechanics errors. *Writer's Choice* provides a broad array of student-friendly invitations and instruction for frequent writing. Every composition lesson includes a journal activity, and ends with a full page of writing activities. **Writing in the Real World** provides a variety of writing activities based on media connections, literature, and content areas. Glencoe/McGraw-Hill *Writer's Choice* also addresses the importance of cooperative learning. Writing activities often include a choice of a cooperative learning activity, with clear, step-by-step guidance. Teacher's Wraparound Editions include additional cooperative activities, such as **Pairs Check**, **Round Robin**, and **Think-Pair-Share**.

Writer's Choice embodies the interdependence of all the language processes. Literature is integrated into composition through literature selections and models. Grammar is integrated into composition through the **Troubleshooter** and **Grammar Links**. Composition is integrated into grammar through writing applications, and literature is integrated into grammar through selections in **Grammar Reviews**. This program also encourages the exchange of different perceptions and viewpoints by offering **Student Model** writing selections by real student writers, **Readers Respond** sections that share real student responses to literature, and **Peer Editing** components in each writing assignment.

Part two of the *Writer's Choice* program, "Grammar, Usage, and Mechanics," provides extensive practice in grammar and usage. *Writer's Choice* connects grammar and usage to students' own writing by providing **Grammar Links** in the composition units to further the integration of grammar and writing. At the end of each grammar unit, there is a review that integrates grammar, writing, and literature. Clear, manageable, two-page lessons that help students learn to talk and think about the vehicle of language.

Writer's Choice takes every opportunity to develop computer-proficient writers. The composition lessons suggest ways to use a computer to solve particular writing problems. **Technology Tips** in the Teacher's Wraparound Edition provide useful on-the-spot ideas for helping students write with computers. The **Electronic Resources**

unit provides instruction and practice for using a variety of technological resources to develop research, communication, and word processing skills. The **Word Processing** ancillary provides additional instruction that will familiarize students with word processing and allow them to practice using technology to write. The *Writer's Choice* Web site also provides writing prompts and other online support for student writers.

Assessment

Glencoe/McGraw-Hill *Writer's Choice: Grammar and Composition* offers both students and teachers multiple measures and mechanisms for assessment. The **Writing Process in Action** assignments encourage peer response and editing. There are rubrics available for student as well as teacher evaluation, which provide specific suggestions for giving students feedback. There is also an array of tests that accompany this program. Tests include both objective form and holistic forms; and the composition test includes criteria for the students' self-evaluation. **Pretests** and **Mastery Tests** cover Grammar, Usage, Mechanics, and Resources, which are available in both print form and as **Testmaker** software. Another mode of assessment is the students' writing portfolio. *Writer's Choice* helps students establish, maintain, and assess portfolios. In each **Unit Review** there are reflection and portfolio activities that provide an opportunity for students to analyze their pieces of writing and choose an appropriate selection for their portfolio. This creates an opportunity for students to use higher order thinking skills when choosing a piece of writing that matches the characteristics outlined. In the Teacher's Wraparound Edition, **Assess** presents **Writing Activities Evaluation Rubrics** to help critique and assess student writing.

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CORRELATED TO

**TENNESSEE LANGUAGE ARTS,
CURRICULUM STANDARDS
GRADE 8**

OBJECTIVES	PAGE REFERENCES
Content Standard: 1.0	
The student will develop the reading and listening skills necessary for word recognition, comprehension, interpretation, analysis, evaluation, and appreciation of print and non-print text.	
Learning Expectations:	
1.01 Continue to develop oral language and listening skills.	SE: 11, 19, 61, 69, 117, 159, 171, 183, 205, 209, 213, 217, 221, 225, 229, 237, 273 TWE: 11, 19, 61, 69, 117, 159, 171, 183, 205, 209, 213, 217, 221, 225, 229, 237, 273
1.02 Develop an understanding of the concepts of print.	SE: 32–37, 90–94, 142–147, 188–193, 250–257, 302–305 TWE: 32–37, 90–94, 142–147, 188–193, 250–257, 302–305
1.03 Expand reading skills through phonemic awareness.	SE: 32–37, 90–94, 142–147, 188–193, 250–257, 302–305, 657–660 TWE: 32–37, 90–94, 142–147, 188–193, 250–257, 302–305, 657–660
1.04 Use decoding strategies to read unfamiliar words.	SE: 668–669, 671–674 TWE: 668–669, 671–674 Vocabulary and Spelling Strategies and Practice
1.05 Read to develop fluency, expression, accuracy, and confidence.	SE: 32–37, 90–94, 142–147, 188–193, 250–257, 302–305 TWE: 32–37, 90–94, 142–147, 188–193, 250–257, 302–305

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OBJECTIVES	PAGE REFERENCES
1.06 Expand reading vocabulary.	SE: 32–37, 90–94, 142–147, 188–193, 250–257, 302–305, 664–666, 668–669, 671–674, 676–677, 679–680 TWE: 32–37, 90–94, 142–147, 188–193, 250–257, 302–305, 664–666, 668–669, 671–674, 676–677, 679–680
1.07 Employ pre-reading strategies to facilitate comprehension.	SE: 32, 90, 142, 188, 250, 302 TWE: 32, 90, 142, 188, 250, 302
1.08 Use active comprehension strategies to derive meaning while reading and to check for understanding after reading.	SE: 32–38, 90–95, 142–148, 188–194, 250–258, 302–306 TWE: 32–38, 90–95, 142–148, 188–194, 250–258, 302–306
1.09 Refine study skills and develop methods of research to enhance learning.	SE: 226–228, 695–696, 697–698, 699–700, 701–702, 703–705, 706–708, 709–712, 713–714, 798–802, 803–806 TWE: 226–228, 695–696, 697–698, 699–700, 701–702, 703–705, 706–708, 709–712, 713–714, 798–802, 803–806
1.10 Develop skills to facilitate reading in the content areas.	The opportunity to address this objective is available. See the following: SE: 32–37, 90–94, 142–147, 188–193, 250–257, 302–305, 695–696, 697–698, 703–705, 709–712 TWE: 32–37, 90–94, 142–147, 188–193, 250–257, 302–305, 695–696, 697–698, 703–705, 709–712

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OBJECTIVES	PAGE REFERENCES
1.11 Read independently for a variety of purposes.	SE: 32–37, 90–94, 142–147, 188–193, 250–257, 302–305 TWE: 32–37, 90–94, 142–147, 188–193, 250–257, 302–305 <i>InTIME</i> magazine
1.12 Experience and explore the elements of various literary and media genres.	SE: 32–37, 90–94, 142–147, 188–193, 250–257, 302–305, 780–785, 786–789 TWE: 32–37, 90–94, 142–147, 188–193, 250–257, 302–305, 780–785, 786–789
1.13 Develop and sustain a motivation for reading.	SE: 32–37, 90–94, 142–147, 188–193, 250–257, 302–305 TWE: 32–37, 90–94, 142–147, 188–193, 250–257, 302–305
Eighth Grade Benchmarks (Reading) Performance Indicators State As documented through state assessment –	
At Level 1, the student is able to	
8.1.spi.1. appropriate questions during the reading of text.	SE: 32–37, 90–94, 142–147, 188–193, 250–257, 302–305 TWE: 32–37, 90–94, 142–147, 188–193, 250–257, 302–305
8.1.spi.2. choose the correct meaning/usage of multi-meaning words by replacing the word in context with an appropriate synonym or antonym.	SE: 676, 677, 679, 681 TWE: 676, 677, 679, 681

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OBJECTIVES	PAGE REFERENCES
8.1.spi.3. locate information using available text features (e.g., maps, charts, graphics, indexes, glossaries, tables of contents, and appendices).	SE: 649–652, 657–660, 661–662, 695–696, 709–712 TWE: 649–652, 657–660, 661–662, 695–696, 709–712 <i>InTIME</i> 11, 17-19 <i>InTIME</i> Teacher's Guide 5, 6, 11, 13
8.1.spi.4. identify on a graphic organizer the points at which various plot elements occur.	SE: 161, 185 TWE: 161, 185
8.1.spi.5. identify an appropriate title to reinforce the main idea of a passage or paragraph.	The opportunity to address this objective is available. See the following: SE: 176–178, 179, 234–236, TWE: 176–178, 179, 234–236 <i>InTIME</i> 15 <i>InTIME</i> Teacher's Guide 6
8.1.spi. 6. determine cause-effect relationships in context.	SE: 72, 204, 218–221 TWE: 72, 204, 218–221 <i>InTIME</i> 25 <i>InTIME</i> Teacher's Guide 7
8.1.spi. 7. determine inferences from selected passages.	SE: 32–37, 90–94, 142–147, 188–193, 250–257, 302–305 TWE: 32–37, 90–94, 142–147, 188–193, 250–257, 302–305

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OBJECTIVES	PAGE REFERENCES
8.1.spi. 8. recognize a reasonable prediction of future events of a passage.	SE: 32–37, 90–94, 142–147, 188–193, 250–257, 302–305 TWE: 32–37, 90–94, 142–147, 188–193, 250–257, 302–305 <i>InTIME</i> 11, 28 <i>InTIME</i> Teacher's Guide 1, 5, 8
8.1.spi. 9. select information using keywords and headings.	SE: 695–696, 697–698 TWE: 695–696, 697–698 <i>InTIME</i> 11 <i>InTIME</i> Teacher's Guide 5
At Level 2, the student is able to	
8.1.spi.10. recognize and use grade appropriate and/or content specific vocabulary.	SE: 32–37, 90–94, 142–147, 188–193, 250–257, 302–305, 664–666, 667, 668–670, 671–674 TWE: 32–37, 90–94, 142–147, 188–193, 250–257, 302–305, 664–666, 667, 668–670, 671–674 Vocabulary and Spelling Strategies and Practice
8.1.spi.11. determine an author's purpose for writing or a student's purpose for reading.	SE: 32, 90, 142, 188, 250, 302 TWE: 32, 90, 142, 188, 250, 302
8.1.spi.12. identify an implied theme from a selection or related selections.	SE: 32–38, 90–95, 142–148, 188–194, 250–258, 302–306 TWE: 32–38, 90–95, 142–148, 188–194, 250–258, 302–306

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OBJECTIVES	PAGE REFERENCES
8.1.spi.13. use text features (e.g., sidebars, footnotes, and endnotes) to determine meaning.	SE: 34, 36, 142, 143, 144, 147, 190, 191, 192, 193, 252, 253, 254, 255 TWE: 34, 36, 142, 143, 144, 147, 190, 191, 192, 193, 252, 253, 254, 255 <i>InTIME</i> 11, 17–19 <i>InTIME</i> Teacher's Guide 5, 6, 11
8.1.spi.14. distinguish among different genres (e.g., poetry, drama, letters, ads, historical fiction, biographies, autobiographies, and essays) and their distinguishing characteristics.	SE: 4–7, 32–38, 42–45, 90–95, 110–113, 142–148, 152–155, 188–194, 198–201, 242–244, 250–258, 302–306 TWE: 4–7, 32–38, 42–45, 90–95, 110–113, 142–148, 152–155, 188–194, 198–201, 242–244, 250–258, 302–306
8.1.spi.15. identify examples within context of similes, metaphors, alliteration, onomatopoeia, personification, and hyperbole.	SE: 91, 110–113, 114–116, 118–120, 122–124, 130–132, 287 TWE: 91, 110–113, 114–116, 118–120, 122–124, 130–132, 287
8.1.spi.16. choose a logical word or phrase to complete an analogy, using scrambled words and homophones in addition to previously learned analogies.	SE: 680, 724 TWE: 680, 724
8.1.spi.17. recognize and identify the techniques of propaganda (i.e., bandwagon, loaded words, and testimonials).	SE: 286–288, 786–789 TWE: 286–288, 786–789
8.1.spi.18. recognize author's point of view (e.g., first person or third person, limited/ omniscient).	SE: 94, 164–167, 265 TWE: 94, 164–167, 265
8.1.spi.19. determine how a story changes if the point of view is changed.	SE: 164–167 TWE: 164–167

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OBJECTIVES	PAGE REFERENCES
8.1.spi.20. recognize commonly used foreign phrases (e.g., bonjour, hasta la vista, bon voyage, mi casa es su casa, e pluribus unum, c'est la vie).	SE: 664–666 TWE: 664–666
8.1.spi.21. identify examples of sound devices within context (e.g. rhyme, alliteration, assonance, slant rhyme, repetition, internal rhyme).	SE: 242–245 TWE: 242–245
8.1.spi.22. recognize and identify words within context that reveal particular time periods and cultures.	SE: 152–155, 675 TWE: 152–155, 675
At Level 3, the student is able to	
8.1.spi.23. determine the influence of culture and ethnicity on the themes and issues of literary texts.	SE: 32-38, 147, 591 TWE: 36, 32-38, 147, 148, 591
8.1.spi.24. identify how the author reveals character (e.g., physical characteristics, dialogue, what others say about him, what he does).	SE: 32–37, 90–94, 142–147, 169, 188–193, 250–257, 302–305 TWE: 32–37, 90–94, 142–147, 169, 188–193, 250–257, 302–305
8.1.spi.25. recognize literary elements that shape meaning within context (e.g., symbolism, foreshadowing, flashback, irony, mood and tone).	SE: 32–37, 90–94, 188–193, 473, 619 TWE: 32–37, 145, 142–147, 191, 188–193, 473, 619
8.1.spi.26. identify instances of bias and stereotyping in print and non-print contexts.	SE: 274–276, 288, 756–757 TWE: 274–276, 288, 756–757
8.1.spi.27. recognize the effect of stressed and unstressed syllables to aid in identifying the meaning of multiple meaning words.	SE: 563–564, 565–566 TWE: 563–564, 565–566 Vocabulary and Spelling Strategies and Practice: 31 Thinking and Study Skills: 25

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OBJECTIVES	PAGE REFERENCES
Performance Indicators Teacher	
As documented through state assessment –	
At Level 1, the student is able to	
8.1.tpi.1. decode unknown grade level words utilizing previously learned strategies to verify the word's meaning within the context of the selection.	SE: 668–669, 671–674 TWE: 668–669, 671–674 Vocabulary and Spelling Strategies and Practice: 13-20
8.1.tpi.2. recognize various literary genres (e.g., short stories, novels, plays, legends, poetry, biographies, and non-fiction).	SE: 4, 32–37, 42-43, 90–94, 142–147, 188–193, 250–257, 302–305 TWE: 32–37, 90–94, 142–147, 188–193, 250–257, 302–305
8.1.tpi.3. express reactions and personal opinions to a selection or relate the selection to a personal experience.	SE: 24-27, 38, 95, 135–137, 148, 181, 182, 194, 243, 148, 181, 182, 194, 243, 258, 294–295, 306 TWE: 24-27, 38, 95, 135–137, 148, 181, 182, 194, 243, 258, 294–295, 306
8.1.tpi.4. organize prior knowledge using a variety of strategies while reading (e.g., pausing, reading ahead, rereading, identifying miscues, and consulting other sources).	SE: 32–37, 90–94, 142–147, 188–193, 250–257, 302–305, 698, 703 TWE: 32–37, 90–94, 142–147, 188–193, 250–257, 302–305, 698, 703
8.1.tpi.5. preview the text to establish a purpose for reading, to activate prior knowledge, and to facilitate the reading process.	SE: 32, 90, 142, 188, 250, 302, 703 TWE: 32, 90, 142, 188, 250, 302, 703
8.1.tpi.6. participate in creative responses to text (e.g., debates, dramatization, speeches).	SE: 125, 167, 171, 175, 183, 245 TWE: 38, 125, 148, 167, 171, 183, 245
At Level 2, the student is able to	

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OBJECTIVES	PAGE REFERENCES
8.1.tpi.7. develop an awareness of literature that reflects a diverse society.	SE: 32–37, 90–94, 142–147, 188–193, 250–257, 302–305 TWE: 32–37, 90–94, 142–147, 188–193, 250–257, 302–305
8.1.tpi.8. read fluently basic grade appropriate selections.	SE: 32–37, 90–94, 142–147, 188–193, 250–257, 302–305 TWE: 32–37, 90–94, 142–147, 188–193, 250–257, 302–305
8.1.tpi.9. create and deliver an organized oral presentation using multiple sources of information from any content area utilizing visual aids for contextual support.	SE: 277, 352–355, 769–771 TWE: 187, 277, 352–355, 769–771
8.1.tpi.10. summarize, paraphrase, and evaluate selected passages.	SE: 228, 294–297, 699–700 TWE: 228, 294–297, 699–700 Thinking and Study Skills: 18
8.1.tpi.11. develop and enhance vocabulary by reading from a wide variety of texts and literary genres.	SE: 4, 32–37, 42, 90–94, 110, 142–147, 152, 188–193, 198, 250–257, 262, 302–305 TWE: 4, 32–37, 42, 90–94, 110, 142–147, 152, 188–193, 198, 250–257, 262, 302–305 Vocabulary and Spelling Strategies and Practice: 1–12
8.1.tpi.12. make inferences and recognize unstated assumptions.	SE: 32–37, 90–94, 142–147, 188–193, 250–257, 302–305 TWE: 32–37, 90–94, 142–147, 188–193, 250–257, 302–305 Thinking and Study Skills: 15

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OBJECTIVES	PAGE REFERENCES
8.1.tpi.13. make connections among the various literary genres, themes, and print and non-print texts with personal, historical, and cultural experiences.	SE: 39, 96, 149, 195, 259, 307 TWE: 38, 39, 95, 96, 148, 149, 194, 195, 258, 259, 306, 307
8.1.tpi.14. demonstrate how time periods and cultures affect plots/characters in literature.	SE: 32–37, 90–94, 142–147, 188–193 TWE: 32–37, 90–94, 142–147, 188–193
8.1.tpi.15. recognize recurring themes in literature.	SE: 32–37, 90–94, 142–147, 188–193, 250–257, 302–305 TWE: 36, 32–37, 90–94, 142–147, 188–193, 250–257, 302–305
8.1.tpi.16. distinguish between primary and secondary sources.	SE: 157, 181, 185, 228, 229 TWE: 157, 181, 185, 228, 229 Research Paper and Report Writing: 9
8.1.tpi.17. identify instances of flashback and foreshadowing.	SE: 160–162 TWE: 160–162
At Level 3, the student is able to	
8.1.tpi.18. define and apply internal (subjective) and external (objective) criteria in making critical evaluation of given statements.	SE: 268, 269, 270–272, 273, 274–276, 277, 278–280, 286–288, 289 TWE: 268, 269, 270–272, 273, 274–276, 277, 278–280, 286–288, 289
8.1.tpi.19. create an example of allusion.	SE: 134–137, 813 TWE: 134–137, 813
8.1.tpi.20. differentiate between internal and external conflict in a given passage.	SE: 32–38, 90–95, 142–148, 188–194, 302–306 TWE: 32–38, 90–95, 142–148, 188–194, 302–306

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OBJECTIVES	PAGE REFERENCES
8.1.tpi.21. determine the significance/meaning of a symbol in a print or non-print selection.	SE: 302–306, 820 TWE: 302–306, 820
8.1.tpi.22. analyze literary elements.	SE: 32–37, 90–94, 142–147, 188–193, 250–257, 302–305 TWE: 32–37, 90–94, 142–147, 188–193, 250–257, 302–305
8.1.tpi.23. evaluate reading selections and media sources to determine their applications to and effect on daily life.	SE: 38, 39, 95, 96, 148, 149, 194, 195, 258, 259, 306, 307 TWE: 38, 39, 95, 96, 148, 149, 194, 195, 258, 259, 306, 307
8.1.tpi.24. explore and distinguish between primary and secondary source documents.	SE: 157, 181, 185, 228, 229 TWE: 157, 181, 185, 228, 229 Research Paper and Report Writing: 9

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OBJECTIVES	PAGE REFERENCES
Writing Content Standard: 2.0 The student will develop the structural and creative skills of the writing process necessary to produce written language that can be read, presented to, and interpreted by various audiences.	
Learning Expectations:	
2.01 Engage in prewriting using a variety of strategies.	SE: 29, 46, 50–52, 54–56, 58–60, 87, 139, 185, 247, 299 TWE: 29, 46, 50–52, 54–56, 58–60, 87, 139, 185, 247, 299
2.02 Write for a variety of audiences and purposes.	SE: 11, 15, 19, 23, 27, 49, 53, 57, 61, 65, 69, 73, 77, 81, 85, 117, 121, 125, 129, 133, 159, 163, 167, 171, 175, 179, 183, 205, 209, 213, 217, 225, 229, 233, 237, 241, 245, 269, 273, 277, 281, 285, 289, 293, 297 TWE: 11, 15, 19, 23, 27, 49, 53, 57, 61, 65, 69, 73, 77, 81, 85, 117, 121, 125, 129, 133, 159, 163, 167, 171, 175, 179, 183, 205, 209, 213, 217, 225, 229, 233, 237, 241, 245, 269, 273, 277, 281, 285, 289, 293, 297
2.03 Compose drafts of written works.	SE: 29–30, 46–47, 62–65, 87–88, 139, 185–186, 247–248, 299–300 TWE: 29–30, 46–47, 62–65, 87–88, 139, 185–186, 247–248, 299–300
2.04 Show evidence of and determine appropriate revisions within the written draft.	SE: 30–31, 47, 66–69, 70–73, 74–77, 88, 140, 186, 248, 300 TWE: 30–31, 47, 66–69, 70–73, 74–77, 88, 140, 186, 248, 300
2.05 Include editing before the completion of finished work.	SE: 31, 47, 78–81, 89, 141, 187, 249, 301 TWE: 31, 47, 78–81, 89, 141, 187, 249, 301

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OBJECTIVES	PAGE REFERENCES
2.06 Evaluate own and others' writing.	SE: 7, 45, 113, 155, 201, 265 TWE: 7, 45, 113, 155, 201, 265
2.07 Experience numerous publishing opportunities.	SE: 31, 47, 82–85, 89, 141, 187, 249, 301 TWE: 31, 47, 82–85, 89, 141, 187, 249, 301
2.08 Write in the expository mode.	SE: 202–205, 206–209, 210–213, 214–217, 218–221, 222–225, 226–229, 230–233, 234–237, 238–241, 242–245 TWE: 202–205, 206–209, 210–213, 214–217, 218–221, 222–225, 226–229, 230–233, 234–237, 238–241, 242–245
2.09 Write frequently across all content areas.	SE: 11, 19, 49, 65, 73, 117, 129, 159, 163, 175, 183, 225, 245, 269, 273, 289 TWE: 11, 19, 49, 65, 73, 117, 129, 159, 163, 175, 183, 225, 245, 269, 273, 289
2.10 Write expressively in order to develop an effective writing style.	SE: 8–11, 12–15, 16–19, 20–23, 24–27, 28–31 TWE: 8–11, 12–15, 16–19, 20–23, 24–27, 28–31
2.11 Write in response to literature.	SE: 38, 95, 148, 194, 258, 306 TWE: 38, 95, 148, 194, 258, 306
2.12 Write in a variety of modes and genres.	SE: 28–31, 86–89, 138–141, 184–187, 246–249, 298–301 TWE: 28–31, 86–89, 138–141, 184–187, 246–249, 298–301

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OBJECTIVES	PAGE REFERENCES
2.13 Locate and analyze information to prepare written works and presentations.	SE: 202–205, 206–209, 210–213, 214–217, 218–221, 222–225, 226–229, 230–233, 234–237, 238–241, 242–245, 246–249 TWE: 202–205, 206–209, 210–213, 214–217, 218–221, 222–225, 226–229, 230–233, 234–237, 238–241, 242–245, 246–249
Eighth Grade Benchmarks Writing Performance Indicators State As documented through state assessment	
At Level 1, the student is able to	
8.2.spi.1. complete a graphic organizer (i.e., clustering, listing, mapping, webbing) with information from notes for a writing selection.	SE: 17, 55, 211, 213, 245, 709–712 TWE: 17, 55, 211, 213, 245, 709–712
8.2.spi.2. select appropriate time-order or transitional words/phrases to enhance the flow of a writing sample.	SE: 30, 60, 72, 73, 126–128, 129, 140, 160–162, 163, 216 TWE: 30, 60, 72, 73, 126–128, 129, 140, 160–162, 163, 216
8.2.spi.3. identify the purpose for writing (i.e., to inform, to describe, to explain, to persuade).	SE: 11, 19, 28, 49, 52, 86, 138, 246, 298 TWE: 11, 19, 28, 49, 52, 86, 138, 246, 298
8.2.spi.4. identify the targeted audience for a selected passage.	SE: 11, 23, 28, 53, 86, 138, 246, 298 TWE: 11, 23, 28, 53, 86, 138, 246, 298
8.2.spi.5. rearrange multi-paragraphed work in a logical and coherent order.	SE: 48, 67, 88 TWE: 48, 67, 88
8.2.spi.6. identify sentences irrelevant to a paragraph's theme or flow.	SE: 186 TWE: 186

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OBJECTIVES	PAGE REFERENCES
*8.2.spi.7. select, limit, and refine a topic.	SE: 54–57, 157, 226–227, 228 TWE: 54–57, 157, 226–227, 228
*8.2.spi.8. write well-organized and coherently developed paragraphs.	SE: 29–30, 46–47, 62–65, 87–88, 139, 185–186, 247–248, 299–300 TWE: 29–30, 46–47, 62–65, 87–88, 139, 185–186, 247–248, 299–300
*8.2.spi.9. reorganize paragraphs into well-organized and coherently developed essays.	SE: 30–31, 47, 66–69, 70–73, 74–77, 88, 140, 186, 248, 300 TWE: 30–31, 47, 66–69, 70–73, 74–77, 88, 140, 186, 248, 300
*8.2.spi.10. integrate all steps of the writing process: prewriting, drafting, revising, editing, and publishing.	SE: 28–31, 86–89, 138–141, 184–187, 246–249, 298–301 TWE: 28–31, 86–89, 138–141, 184–187, 246–249, 298–301
At Level 2, the student is able to	
8.2.spi.11. identify levels of reliability among resources (e.g., eyewitness account, newspaper account, supermarket tabloid account, Internet source).	SE: 226–228, 229, 234–237 TWE: 226–228, 229, 234–237
8.2.spi.12. identify individual written selections as technical, narrative, persuasive, and /or descriptive in mode.	SE: 28–31, 138–141, 184–187, 298–301, 337, 340, 343, 347, 351, 355 TWE: 28–31, 138–141, 184–187, 298–301, 337, 340, 343, 347, 351, 355
8.2.spi.13. select an appropriate thesis statement for a writing sample.	SE: 203, 235, 236 TWE: 203, 235, 236
8.2.spi.14. select the most appropriate title for a selection.	SE: 141, 179 TWE: 141, 179

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OBJECTIVES	PAGE REFERENCES
8.2.spi.15. select illustrations, explanations, anecdotes, descriptions, and/or facts in a paragraph.	SE: 32–40, 90–95, 142–149, 188–195, 250–259, 302–307 TWE: 32–40, 90–95, 142–149, 188–195, 250–259, 302–307
8.2.spi.16. choose the supporting sentence that best fits the context and flow of ideas in a paragraph.	SE: 203, 235, 236 TWE: 203, 235, 236
*8.2.spi.17. write well-developed, organized and coherent essays in response to expository prompts.	SE: 205, 209, 213, 217, 221, 225, 229, 233, 237, 241, 245 TWE: 205, 209, 213, 217, 221, 225, 229, 233, 237, 241, 245
*8.2.spi.18. support key ideas with explanations, illustrations, anecdotes and descriptions, and facts.	SE: 205, 209, 213, 217, 221, 225, 229, 233, 237, 241, 245 TWE: 205, 209, 213, 217, 221, 225, 229, 233, 237, 241, 245
*8.2.spi.19. revise and edit writings for the elements of language.	SE: 30–31, 47, 70–80, 88–89, 140–141, 186–187, 248–249, 300–301 TWE: 30–31, 47, 70–80, 88–89, 140–141, 186–187, 248–249, 300–301
*8.2.spi.20. choose vivid words, active voice verbs, figurative language, imagery, colorful modifiers, and sensory details to enhance writings.	SE: 116, 118–120, 121, 174 TWE: 116, 118–120, 121, 174
*8.2.spi.21. compose clear and correctly punctuated complex sentences to enrich syntactic variety.	SE: 66–67, 76, 79, 271 TWE: 66–67, 76, 79, 271
At Level 3, the student is able to	

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OBJECTIVES	PAGE REFERENCES
8.2.spi.21. select vivid words to strengthen a description (adjective or adverb) within a writing sample or a passage.	SE: 67, 72, 116, 121, 122–124, 125, 132 TWE: 67, 72, 116, 121, 122–124, 125, 132
Performance Indicators Teacher As documented through state assessment –	
At Level 1, the student is able to	
8.2.tpi.1. write with a sense of audience and purpose.	SE: 11, 19, 23, 28, 49, 52, 53, 86, 138, 246, 298 TWE: 11, 19, 23, 28, 49, 52, 53, 86, 138, 246, 298
8.2.tpi.2. produce a final revised draft suitable for sharing.	SE: 31, 47, 82–84, 85, 89, 141, 187, 301 TWE: 31, 47, 82–84, 85, 89, 141, 187, 301
8.2.tpi.3. use the steps of the writing process.	SE: 28–31, 86–89, 138–141, 184–187, 246–249, 298–301 TWE: 28–31, 86–89, 138–141, 184–187, 246–249, 298–301
8.2.tpi.4. respond routinely and competently to narrative and descriptive prompts.	SE: 117, 121, 125, 129, 133, 137, 159, 163, 167, 171, 175, 179, 183 TWE: 117, 121, 125, 129, 133, 137, 159, 163, 167, 171, 175, 179, 183
8.2.tpi.5. generate, focus, and organize ideas through brainstorming, graphic organizers, literary models, and class discussions.	SE: 17, 54, 55, 204 TWE: 17, 54, 55, 204
8.2.tpi.6. evaluate writing through the use of the Tennessee Writing Assessment rubric and/or teacher and student created rubrics.	SE: 7, 45, 113, 155, 201, 265 TWE: 7, 45, 113, 155, 201, 265

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OBJECTIVES	PAGE REFERENCES
8.2.tpi.7. write frequently across the content areas gathering ideas and information from the various disciplines to enrich writing.	SE: 11, 19, 49, 65, 73, 117, 129, 159, 163, 175, 183, 225, 245, 269, 273, 289 TWE: 11, 19, 49, 65, 73, 117, 129, 159, 163, 175, 183, 225, 245, 269, 273, 289
8.2.tpi.8. write frequently from timed expository prompts.	SE: 205, 209, 213, 217, 221, 225, 229, 233, 237, 241, 245 TWE: 205, 209, 213, 217, 221, 225, 229, 233, 237, 241, 245
At Level 2, the student is able to	
8.2.tpi.9. write in a variety of literary (e.g., prose, poetry, drama) informational (e.g., technical writing, commercials), and expressive (e.g., responses to literature, journals, diaries) modes.	SE: 28–31, 86–89, 138–141, 184–187, 246–249, 298–301, 333–351 TWE: 28–31, 86–89, 138–141, 184–187, 246–249, 298–301, 333–351
8.2.tpi.10. write to express creativity, to share ideas and opinions; to reflect on situations, experiences, and/or events; to clarify thinking; and to acquire knowledge.	SE: 55, 67, 71, 83, 115, 119, 123, 127, 131, 135, 141, 157, 165 TWE: 55, 67, 71, 83, 115, 119, 123, 127, 131, 135, 141, 157, 165
8.2.tpi.11. write a research report using multiple sources.	SE: 226–229, 234–237, 238–241 TWE: 226–229, 234–237, 238–241
8.2.tpi.12. use the techniques of persuasive writing.	SE: 266–269, 270–273, 274–277, 278–281, 282–285, 286–289, 290–293, 294–297, 298–301 TWE: 266–269, 270–273, 274–277, 278–281, 282–285, 286–289, 290–293, 294–297, 298–301

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OBJECTIVES	PAGE REFERENCES
8.2.tpi.13. incorporate varied expository structures (e.g., compare and contrast, process analysis, and problem solving).	SE: 202–205, 206–209, 210–213, 214–217, 218–221, 222–225, 226–229, 230–233, 234–237, 238–241, 242–245 TWE: 202–205, 206–209, 210–213, 214–217, 218–221, 222–225, 226–229, 230–233, 234–237, 238–241, 242–245
8.2.tpi.14. conduct self-evaluation through review of own writing.	SE: 96, 149, 195, 259, 307 TWE: 96, 149, 195, 259, 307
8.2.tpi.15. write in response to literature.	SE: 38, 95, 148, 194, 258, 306 TWE: 38, 95, 148, 194, 258, 306
8.2.tpi.16. write frequently in the expository mode.	SE: 202–205, 206–209, 210–213, 214–217, 218–221, 222–225, 226–229, 230–233, 234–237, 238–241, 242–245 TWE: 202–205, 206–209, 210–213, 214–217, 218–221, 222–225, 226–229, 230–233, 234–237, 238–241, 242–245
8.2.tpi.17. use appropriate proofreading symbols.	SE: 31, 78–81, 89, 141, 187, 240, 241, 249, 301 TWE: 31, 78–81, 89, 141, 187, 240, 241, 249, 301
At Level 3, the student is able to	
8.2.tpi.18. experiment with allusion in writing to support, explain, and/or to illustrate key ideas.	SE: 23, 117, 121, 125, 129, 133, 137, 175, 213, 269 TWE: 23, 117, 121, 125, 129, 133, 137, 175, 213, 269
8.2.tpi.19. use multiple sources of technology to prepare and present works, and to add photographs, graphs, tables, and/or illustrations to support the focus of the writing.	SE: 352–355 TWE: 352–355

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OBJECTIVES	PAGE REFERENCES
8.2.tpi.20. react and respond to content area information in creative ways (e.g., create graphic representations, non-print essays, compose poems, create works of art).	SE: 19, 23, 49, 73, 117, 129, 159, 163, 175, 183, 221, 225, 245, 269, 289, 297 TWE: 19, 23, 49, 73, 117, 129, 159, 163, 175, 183, 221, 225, 245, 269, 289, 297
8.2.tpi.21. explore the techniques of persuasive writing.	SE: 266–269, 270–273, 274–277, 278–281, 282–285, 286–289, 290–293, 294–297, 298–301 TWE: 266–269, 270–273, 274–277, 278–281, 282–285, 286–289, 290–293, 294–297, 298–301
8.2.tpi.22. write career related materials, including business and job applications.	SE: 333–337, 338–340, 341–343, 344–347, 348–351, 352–355 TWE: 333–337, 338–340, 341–343, 344–347, 348–351, 352–355
8.2.tpi.23. explore tone as a way to develop a unique and consistent voice in original writings.	SE: 11, 19, 23, 27, 117, 121, 125, 133, 137, 163, 167, 175, 179 TWE: 11, 19, 23, 27, 117, 121, 125, 133, 137, 163, 167, 175, 179
8.2.tpi.24. give credit for both quoted and paraphrased information in a bibliography.	SE: 228, 240 TWE: 228, 240
8.2.tpi.25. draw conclusions from evidence within the text.	SE: 32–37, 90–94, 142–147, 188–193, 250–257, 302–305 TWE: 32–37, 90–94, 142–147, 188–193, 250–257, 302–305
Elements of Language Content Standard: 3.0 The student will use standard English conventions and proper spelling as appropriate to speaking and writing.	
Learning Expectations:	

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OBJECTIVES		PAGE REFERENCES	
3.01	Demonstrate knowledge of standard English usage.	SE:	381–392, 393–399, 401–424, 425–433, 435–448, 449–455, 456–472, 473–479, 481–494, 495–503
		TWE:	381–392, 393–399, 401–424, 425–433, 435–448, 449–455, 456–472, 473–479, 481–494, 495–503
3.02	Demonstrate knowledge of standard English mechanics.	SE:	583–590, 591–597, 599–618, 619–627
		TWE:	583–590, 591–597, 599–618, 619–627
3.03	Demonstrate knowledge of standard English spelling.	SE:	682–689, 691–693
		TWE:	682–689, 691–693
3.04	Demonstrate knowledge of correct sentence structure.	SE:	359–370, 371–378, 505–516, 517–525, 571–581
		TWE:	359–370, 371–378, 505–516, 517–525, 571–581
Eighth Grade Benchmarks (Elements of Language)			
Performance Indicators State			
As documented through state assessment –			
At Level 1, the student is able to			
8.3.spi.1.	identify the correct use of commas (i.e., compound sentences, coordinating conjunctions, introductory words, appositives, and interrupters) within context.	SE:	601–602, 603–604, 605–606, 619, 620–623, 625–627
		TWE:	601–602, 603–604, 605–606, 619, 620–623, 625–627
8.3.spi.2.	recognize usage errors occurring within context (e.g., subject/verb agreement, pronoun case, double negatives, comparative/superlative forms, troublesome words: where, were; which, that; who, who, whom) within context.	SE:	471–472, 541–550, 551–557, 559–560, 561–562, 563–564, 565–569
		TWE:	471–472, 541–550, 551–557, 559–560, 561–562, 563–564, 565–569

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OBJECTIVES	PAGE REFERENCES
8.3.spi.3. identify the correct placement of prepositions and prepositional phrases within context.	SE: 481–482 TWE: 481–482
8.3.spi.4. select the most appropriate method to correct a run-on sentence (i.e., conjunctions, semicolons, and periods to join or separate elements) within context.	SE: 312–313 TWE: 312–313

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OBJECTIVES	PAGE REFERENCES
At Level 2, the student is able to	
8.3.spi.5. identify the correct use of nouns (i.e., common/proper, singular/plural, possessives, direct/indirect objects, predicate noun), pronouns (i.e., reflexive, interrogative, and demonstrative), verbs (i.e., action/linking, regular/irregular, agreement, perfect tenses, and verb phrases), adjectives (i.e., common/proper, comparative and superlative forms, adjective clauses), adverbs (i.e., comparative and superlative forms), interjections and conjunctions (i.e., coordinating, correlative, and subordinating) within context.	SE: 381–399, 401–433, 435–455, 457–479, 487–503 TWE: 381–399, 401–433, 435–455, 457–479, 487–503
8.3.spi.6. identify within context a variety of appropriate sentence-combining techniques (i.e., comma + coordinating conjunction, use of semicolon, introductory phrases or clauses).	SE: 369–370, 629–637 TWE: 369–370, 629–637
8.3.spi.7. identify the correct use of appositives and appositive phrases and infinitives and infinitive phrases within context.	SE: 391–392, 393, 396, 531–532, 601, 631–632 TWE: 391–392, 393, 396, 531–532, 601, 631–632
8.3.spi.8. select the appropriate use of underlining/italicizing with titles, specific words, numbers, letters, and figures.	SE: 609–610 TWE: 609–610
8.3.spi.9. identify correctly or incorrectly spelled words in context.	SE: 31, 47, 82, 85, 89, 141, 187, 249, 301 TWE: 31, 47, 82, 85, 89, 141, 187, 249, 301

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OBJECTIVES	PAGE REFERENCES
At Level 3, the student is able to	
8.3.spi.10. recognize the appropriate use of gerund and participial phrases.	SE: 527–528, 601–602 TWE: 527–528, 601–602
8.3.spi.11. select the correct pronoun/antecedent agreement for personal pronouns within context.	SE: 437–438 TWE: 437–438
Performance Indicators Teacher As documented through state assessment – At Level 1, the student is able to	
8.3.tpi.1. continue to write legibly and to spell grade level words correctly.	SE: 31, 47, 82, 85, 89, 141, 187, 249, 301 TWE: 31, 47, 82, 85, 89, 141, 187, 249, 301
8.3.tpi.2. use conventional language structures in both oral and written language.	SE: 28–31, 86–89, 138–141, 184–187, 246–249, 298–301 TWE: 28–31, 86–89, 138–141, 184–187, 246–249, 298–301
8.3.tpi.3. recognize action verb and linking verb patterns.	SE: 401–402, 407–408 TWE: 401–402, 407–408
8.3.tpi.4. be aware of correct sentence structure, including the placement of words, phrases, and clauses used as modifiers.	SE: 485–486, 505–506, 509–510, 511–512, 513–514 TWE: 485–486, 505–506, 509–510, 511–512, 513–514
At Level 2, the student is able to	
8.3.tpi.5. recognize and self-correct errors in grammar, usage, and spelling.	SE: 31, 47, 82, 85, 89, 141, 187, 249, 301 TWE: 31, 47, 82, 85, 89, 141, 187, 249, 301
8.3.tpi.6. place prepositional phrases correctly within the sentence according to their functions as modifiers.	SE: 481–482, 483–484, 485–486 TWE: 481–482, 483–484, 485–486

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OBJECTIVES	PAGE REFERENCES
8.3.tpi.7. maintain a consciousness toward correct spelling across the content areas.	SE: 682–689, 691–693 TWE: 682–689, 691–693
8.3.tpi.8. proofread and edit own work regularly for capitalization, punctuation, language structure, and vocabulary.	SE: 31, 47, 82, 85, 89, 141, 187, 249, 301 TWE: 31, 47, 82, 85, 89, 141, 187, 249, 301
8.3.tpi.9. demonstrate the correct use of commas, semicolons, underlining/italicizing, and colons.	SE: 601–606, 607–608, 609–610 TWE: 601–606, 607–608, 609–610
8.3.tpi.10. use singular and plural possessive correctly.	SE: 385–386, 387–388, 394–399 TWE: 385–386, 387–388, 394–399
8.3.tpi.11. use and punctuate correctly constructed dialogue when writing.	SE: 168–171, 609–610 TWE: 168–171, 609–610
At Level 3, the student is able to	
8.3.tpi.12. recognize and use the subjunctive mood when appropriate.	SE: 28–31, 124, 125, 138–141, 184–187, 298–301, 425, 433 TWE: 28–31, 124, 125, 138–141, 184–187, 298–301, 425, 433
8.3.tpi.13. write using a consistent voice (active, passive).	SE: 419 TWE: 419
8.3.tpi.14. continue to be aware of and sensitive to variations in language among regions, ethnic groups and cultures.	SE: 664–666 TWE: 664–666
*These performance indicators will be assessed by the Tennessee Writing Assessment.	

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