

Macmillan/McGraw-Hill

Treasures

2007

Grade 6

Correlated with

**Wisconsin
Performance/Content Standards
English Language Arts**

By the End of Grade 8

**Macmillan/McGraw-Hill
800-789-2665**

Standard A: Reading/Literature Performance Standards Grade 8

Content Standard English Language Arts Standard A (Reading/Literature)

Content Standard: Students in Wisconsin will read and respond to a wide range of writing to build an understanding of written materials, of themselves, and of others.

Rationale

Reading is a complex, interactive process that continues to be a primary means of acquiring and using information. Society regards reading as essential to daily living. Because reading is fundamental to the mastery of other school subjects, students at all levels must learn to understand what they read. They must know and use various strategies--ways of unlocking the meaning of words and larger blocks of text--to become successful readers.

Students should be challenged to read literature and other materials that reflect and stimulate their interests and intellectual abilities. They should read a wide variety of materials, including fiction, nonfiction, poetry, drama, and other written works that reveal the richness and diversity of our heritage, afford opportunities to acquire new information, refine perspectives, respond to the needs and demands of society and the workplace, and provide for personal fulfillment.

By the end of **grade eight**, students will:

A.8.1 Use effective reading strategies to achieve their purposes in reading.

<ul style="list-style-type: none"> Use knowledge of sentence and word structure, word origins, visual images, and context clues to understand unfamiliar words and clarify passages of text 	<p>pp. 19, 39C-39F, 43, 65C-65F, 69, 77C-77F,, 77D, 77O, 77R, 81, 86, 101C, 101C-101F, 101O, 101R, 101T, 105, 108, 123C-123F, 131, 142, 151C-151F, 155, 177C-177F, 181, 189C-189F, 189O, 189R, 193, 217C-217F, 221, 241C-241F, 249, 273C-273F, 277, 291, 297, 301C-301F, 305, 308, 313C-313F, 313O, 313R, 324, 335C-335F, 339, 343, 359C-359F, 367, 373, 383, 387C-387F, 387O, 397, 413C-413F, 425C-425F, 429, 449C-449F, 472, 475C-475F, 503C-503F, 507, 513, 529C-529F, 529D, 529O, 529R, 533, 541C-541F, 541O, 541R, 567C-567F, 571, 577, 591C-591F, 591O, 591R, 599, 610, 621C-621F, 621O, 621R, 629, 642, 649, 645C-645F, 649, 657C-657F, 657O, 657R, 661, 669, 683C-683F, 683O, 683R, 705, 709C-709F</p>
<ul style="list-style-type: none"> 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>pp. 36-37, 60-63, 96-99, 148-149, 172-173, 268-271, 296-299, 305A, 306, 307, 313M, 356-357, 382-385, 472-473, 498-501, 562-565, 616-619, 640-643, 704-707</p>
<ul style="list-style-type: none"> 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>pp. 17, 20-33, 36-37, 41, 44-57, 60-63, 67, 70-73, 82-93, 103, 106-117, 129, 132-145, 148-149, 156-169, 172-175, 179, 182-185, 194-209, 219, 222-235, 250-265, 268-271, 278-293, 296-299, 306-309, 315, 318-329, 337, 340-353, 356-357, 365, 368-379, 382-385, 392-405, 418-421, 427, 430-443, 451, 454-469, 472-473, 481, 484-495, 498-501, 508-523, 534-537, 543, 546-559, 562-565, 569, 572-585, 600-613, 616-619, 626-637, 640-643, 650-653, 659, 662-677, 688-701, 704-709</p>

<ul style="list-style-type: none"> Select, summarize, paraphrase, analyze, and evaluate, orally and in writing, passages of texts chosen for specific purposes 	<p>pp. 19A-19B, 20-33, 39M, 43A-43B, 44-57, 65M, 85, 88, 193A, 194, 196, 197, 202, 206, 209, 213, 217M, 221A, 222, 225, 229, 231, 235, 241M, 249A-249, 250-265, 273M, 305A-305B, 306-309, 313M, 367A-367B, 368-379, 387M, 391A-391B, 392-405, 413M, 453A-453B, 454-469, 475M, 483A-483B, 484-495, 503M, 512, 533A-533B, 534-537, 541M, 545A-545B, 546-559, 567M, 687A, 688, 690, 693, 699, 701, 709M</p>
<p>A.8.2 Read, interpret, and critically analyze literature.</p>	
<ul style="list-style-type: none"> Identify the defining features and structure of literary texts, such as conflict, representation of character, and point of view 	<p>pp. 19A-19B, 20, 23, 24, 27, 29, 30, 33, 34, 35, 35B, 39M, 39N, 39O, 39P, 39Q, 39R, 39S, 39T, 43A-43B, 44, 46, 50, 51, 53, 55, 57, 59, 65M, 65N, 65O, 65P, 65Q, 65R, 65S, 65T, 95B, 134, 136, 137, 142, 167, 206, 249A-249B, 250, 253, 254, 257, 259, 260, 264, 265, 267, 273M, 273N, 273O, 273P, 273Q, 273R, 273S, 273T, 287, 350, 352, 380, 439, 466, 467, 511, 520, 575, 603, 614, 631, 691</p>
<ul style="list-style-type: none"> Analyze the effect of characters, plot, setting, language, topic, style, purpose, and point of view on the overall impact of literature 	<p>pp. 19A-19B, 20, 23, 24, 27, 29, 30, 33, 34, 35, 35B, 39M, 39N, 39O, 39P, 39Q, 39R, 39S, 39T, 43A-43B, 44, 46, 50, 51, 53, 55, 57, 59, 65M, 65N, 65O, 65P, 65Q, 65R, 65S, 65T, 95B, 134, 136, 137, 142, 167, 206, 249A-249B, 250, 253, 254, 257, 259, 260, 264, 265, 267, 273M, 273N, 273O, 273P, 273Q, 273R, 273S, 273T, 287, 350, 352, 380, 511, 520, 575, 614, 631, 691</p>
<ul style="list-style-type: none"> 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>pp. 16, 17, 40, 41, 66, 67, 78, 79, 102, 103, 128, 129, 152, 153, 178, 179, 190, 191, 218, 219, 246, 247, 274, 275, 302, 303, 314, 315, 336, 337, 364, 365, 388, 389, 414, 415, 426, 427, 450, 451, 480, 481, 504, 505, 530, 531, 542, 543, 568, 569, 596, 597, 622, 623, 646, 647, 658, 659, 684, 685</p>
<ul style="list-style-type: none"> 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>pp. 17, 33, 39N, 39Q, 39S, 41, 57, 65M, 65N, 65Q, 65S, 67, 73, 77M, 77N, 77Q, 77S, 79, 93, 101M, 101N, 101Q, 101S, 103, 117, 123M, 123N, 123Q, 123S, 129, 145, 151M, 151N, 151Q, 151S, 153, 169, 177M, 177N, 177Q, 177S, 179, 185, 189M, 189N, 189Q, 189S, 191, 209, 217M, 217N, 217Q, 217S, 219, 235, 241M, 241N, 241Q, 241S, 247, 265, 273M, 273N, 273Q, 273S, 275, 293, 301M, 301N, 301Q, 301S, 303, 309, 313M, 313N, 313Q, 313S, 315, 329, 335M, 335N, 335Q, 335S, 337, 353, 359M, 359N, 359Q, 359S, 365, 379, 387M, 387N, 387Q, 387S, 389, 405, 413M, 413N,</p>

<ul style="list-style-type: none"> 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 (continued) 	<p>413Q, 413S, 415, 421, 425M, 425N, 425Q, 425S, 427, 443, 449M, 449N, 449Q, 449S, 451, 469, 475M, 475N, 475Q, 475S, 481, 495, 503M, 503N, 503Q, 503S, 505, 523, 529M, 529N, 529Q, 529S, 531, 537, 541M, 541N, 541Q, 541S, 543, 559, 567M, 567N, 567Q, 567S, 569, 585, 591M, 591N, 591Q, 591S, 597, 613, 621M, 621N, 621Q, 621S, 623, 637, 645M, 645N, 645Q, 645S, 647, 653, 657M, 657N, 657Q, 657S, 659, 677, 683M, 683N, 683Q, 683S, 685, 701, 709M, 709N, 709Q, 709S</p>
<p>A.8.3 Read and discuss literary and nonliterary texts in order to understand human experience.</p>	
<ul style="list-style-type: none"> 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>pp. 17, 33, 39N, 39Q, 39S, 41, 57, 65M, 65N, 65Q, 65S, 67, 73, 77M, 77N, 77Q, 77S, 79, 93, 101M, 101N, 101Q, 101S, 103, 117, 123M, 123N, 123Q, 123S, 129, 145, 151M, 151N, 151Q, 151S, 153, 169, 177M, 177N, 177Q, 177S, 179, 185, 189M, 189N, 189Q, 189S, 191, 209, 217M, 217N, 217Q, 217S, 219, 235, 241M, 241N, 241Q, 241S, 247, 265, 273M, 273N, 273Q, 273S, 275, 293, 301M, 301N, 301Q, 301S, 303, 309, 313M, 313N, 313Q, 313S, 315, 329, 335M, 335N, 335Q, 335S, 337, 353, 359M, 359N, 359Q, 359S, 365, 379, 387M, 387N, 387Q, 387S, 389, 405, 413M, 413N, 413Q, 413S, 415, 421, 425M, 425N, 425Q, 425S, 427, 443, 449M, 449N, 449Q, 449S, 451, 469, 475M, 475N, 475Q, 475S, 481, 495, 503M, 503N, 503Q, 503S, 505, 523, 529M, 529N, 529Q, 529S, 531, 537, 541M, 541N, 541Q, 541S, 543, 559, 567M, 567N, 567Q, 567S, 569, 585, 591M, 591N, 591Q, 591S, 597, 613, 621M, 621N, 621Q, 621S, 623, 637, 645M, 645N, 645Q, 645S, 647, 653, 657M, 657N, 657Q, 657S, 659, 677, 683M, 683N, 683Q, 683S, 685, 701, 709M, 709N, 709Q, 709S</p>
<ul style="list-style-type: none"> Identify common historical, social, and cultural themes and issues in literary works and selected passages 	<p>pp. 92, 162, 168, 589, 687, 687A-687B, 688, 691, 692, 695, 697, 698, 699, 700, 701, 703, 709M, 709N, 709O, 709P, 709Q, 709R, 709S, 709T</p>
<ul style="list-style-type: none"> 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>pp. 92, 162, 168, 589, 687, 687A-687B, 688, 691, 692, 695, 697, 698, 699, 700, 701, 703, 709M, 709N, 709O, 709P, 709Q, 709R, 709S, 709T</p>
<ul style="list-style-type: none"> Evaluate the themes and main ideas of a work considering its audience and purpose 	<p>pp. 69A-69B, 70, 72, 73, 73A, 77M, 77N, 77O, 77P, 77Q, 77R, 77S, 77T, 92, 105, 105A-105B, 106, 108, 109, 111, 112, 114, 116, 117, 119, 119B, 123M, 123N, 123O, 123P, 123Q, 123R, 123S,</p>

<ul style="list-style-type: none"> Evaluate the themes and main ideas of a work considering its audience and purpose (continued) 	123T, 162, 168, 185A, 308, 309A, 589, 687, 687A-687B, 688, 691, 692, 695, 697, 698, 699, 700, 701, 703, 709M, 709N, 709O, 709P, 709Q, 709R, 709S, 709T
A.8.4 Read to acquire information.	
<ul style="list-style-type: none"> Interpret and use technical resources such as charts, tables, travel schedules, timelines, and manuals 	pp. 36-37, 60-63, 96-99, 148-149, 172-173, 268-271, 296-299, 356-357, 382-385, 472-473, 498-501, 562-565, 616-619, 640-643, 704-707
<ul style="list-style-type: none"> Compare, contrast, and evaluate the relative accuracy and usefulness of information from different sources 	pp. 37, 63, 99, 121, 149, 175, 215, 239, 271, 299, 333, 357, 385, 411, 447, 473, 501, 527, 565, 589, 619, 643, 681, 707
<ul style="list-style-type: none"> Identify and explain information, main ideas, and organization found in a variety of informational passages 	pp. 69A-69B, 70, 72, 73, 73A, 77M, 77N, 77O, 77P, 77Q, 77R, 77S, 77T, 105, 105A-105B, 106, 108, 109, 111, 112, 114, 116, 117, 119, 119B, 123M, 123N, 123O, 123P, 123Q, 123R, 123S, 123T, 185A, 308, 309A
<ul style="list-style-type: none"> Distinguish between the facts found in documents, narratives, charts, maps, tables and other sources and the generalizations and interpretations that are drawn from them 	pp. 36-37, 60-63, 96-99, 148-149, 172-173, 268-271, 296-299, 356-357, 382-385, 472-473, 498-501, 562-565, 616-619, 640-643, 704-707
Standard B: Writing Performance Standards Grade 8	
Content Standard English Language Arts Standard B (Writing)	
Content Standard: Students in Wisconsin will write clearly and effectively to share information and knowledge, to influence and persuade, to create and entertain.	
Rationale Written communication skills are central to learning. Whether in academic life, in the workplace, or in personal life, they offer a powerful advantage in a world in which people must constantly learn new information. To become confident and effective writers, students need to learn how to write for various purposes and audiences. They need to try different approaches and to reconsider what they have written through revision and editing. To ensure that their writing is understood and well-received, students need a working knowledge of language as well as grammatical structures, diction and usage, punctuation, spelling, layout, and presentation. This knowledge is also invaluable for discussing, critiquing, revising, and editing written communication in almost any form.	
By the end of grade eight , students will:	
B.8.1 Create or produce writing to communicate with different audiences for a variety of purposes.	
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	pp. 77A-77B, 189A-189B, 313A-313B, 413A-413B, 425A-425B, 448-449, 449A-449B, 479A-479H, 541A-541B, 657A-657B

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Correlated with

Wisconsin Performance/Content Standards English Language Arts, By the End of Grade 8

<ul style="list-style-type: none"> 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>pp. 150-151, 151A-151B, 240-241, 241A-241B, 245A-245H, 709F</p>
<ul style="list-style-type: none"> Write a narrative based on experience that uses descriptive language and detail effectively, presents a sequence of events, and reveals a theme 	<p>pp. 38-39, 39A-39B, 127A-127H, 566-567, 567A-567B, 763A-763H</p>
<ul style="list-style-type: none"> 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>pp. 38-39, 64-65, 76-77, 100-101, 122-123, 150-151, 176-177, 188-189, 216-217, 240-241, 272-273, 300-301, 312-313, 334-335, 358-359, 386-387, 412-413, 424-425, 448-449, 474-475, 502-503, 528-529, 540-541, 566-567, 590-591, 620-621, 644-645, 656-657, 682-683, 708-709</p>
<ul style="list-style-type: none"> Write creative fiction that includes major and minor characters, a coherent plot, effective imagery, descriptive language, and concrete detail 	<p>pp. 65F, 358-359, 359A-359B, 359F, 363A-363H, 425F, 645F, 709F</p>
<ul style="list-style-type: none"> 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>pp. 39A-39B, 65A-65B, 76-77, 77A-77B, 101A-101B, 123A-123B, 127, 127A-127H, 151A-151B, 177A-177B, 188-189, 189A-189B, 217A-217B, 241A-241B, 245, 245A-245H, 273A-273B, 301A-301B, 312-313, 313A-313B, 335A-335B, 359A-359B, 363, 363A-363H, 387A-387B, 413A-413B, 424-425, 425A-425B, 449A-449B, 475A-475B, 479, 479A-479H, 503A-503B, 529A-529B, 540-541, 541A-541B, 567A-567B, 575A-575H, 591A-591B, 595, 621A-621B, 645A-645B, 656-657, 657A-657B, 683A-683B, 709A-709B, 713, 713A-713H</p>
<ul style="list-style-type: none"> Use a variety of writing technologies including pen and paper as well as computers 	<p>pp. 39B, 65B, 77B, 101B, 123B, 127E, 151B, 177B, 189B, 217B, 241B, 245E, 273B, 301B, 313B, 335B, 359B, 363E, 387B, 413B, 425B, 449B, 475B, 479E, 503B, 529B, 541B, 567B, 591B, 595E, 621B, 645B, 657B, 683B, 709B, 713E</p>
<ul style="list-style-type: none"> Write for a variety of readers, including peers, teachers, and other adults, adapting content, style, and structure to audience and situation 	<p>pp. 39A, 65A, 77A, 101A, 123A, 127B, 151A, 177A, 189A, 217A, 241A, 245B, 273A, 301A, 313A, 335A, 359A, 363B, 387A, 413A, 425A, 449A, 475A, 479B, 503A, 529A, 541A, 567A, 591A, 595B, 621A, 645A, 657A, 683A, 709A, 713B</p>

B.8.2 Plan, revise, edit, and publish clear and effective writing.	
<ul style="list-style-type: none"> 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 	pp. 39A, 65A, 101A, 123A, 127C, 151A, 177A, 217A, 241A, 245C, 273A, 301A, 335A, 359A, 363C, 387A, 413A, 449A, 475A, 479C, 503A, 529A, 567A, 591A, 595C, 621A, 645A, 683A, 709A, 713C
<ul style="list-style-type: none"> Identify questions and strategies for improving drafts in writing conferences with a teacher 	pp. 127E, 245E, 363E, 479E, 595E, 713E
<ul style="list-style-type: none"> 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 	pp. 39B, 65B, 77B, 101B, 123B, 127E, 151B, 177B, 189B, 217B, 241B, 245E, 273B, 301B, 313B, 335B, 359B, 363E, 387B, 413B, 425B, 449B, 475B, 479E, 503B, 529B, 541B, 567B, 591B, 595E, 621B, 645B, 657B, 683B, 709B, 713E
B.8.3 Understand the function of various forms, structures, and punctuation marks of standard American English and use them appropriately in communications.	
<ul style="list-style-type: none"> 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 	pp. 39I-39J, 77I-77J, 101I-101J, 123I-123J, 709I
<ul style="list-style-type: none"> Use correct tenses to indicate the relative order of events 	pp. 301I-301J, 313I-313J, 335I-335J, 359I-359J
<ul style="list-style-type: none"> Understand and employ principles of agreement, including subject-verb, pronoun-noun, and preposition-pronoun 	pp. 273J, 387I-387J, 475I-475J
<ul style="list-style-type: none"> Punctuate compound, complex, and compound-complex sentences correctly 	pp. 39I-39J, 77I-77J
<ul style="list-style-type: none"> Employ the conventions of capitalization 	pp. 39I-39J, 64-65, 65A-65B, 65J, 150-151, 151A-151B, 151I, 151J, 335J, 503J
<ul style="list-style-type: none"> Spell frequently used words correctly and use effective strategies for spelling unfamiliar words 	pp. 39G-39H, 65G-65H, 77G-77H, 101G-101H, 123G-123H, 151G-151H, 177G-177H, 189G-189H, 217G-217H, 241G-241H, 273G-273H, 301G-301H, 313G-313H, 335G-335H, 359G-359H, 387G-387H, 413G-413H, 425G-425H, 449G-449H, 475G-475H, 503G-503H, 529G-529H, 567G-567H, 591G-591H, 621G-621H, 645G-645H, 657G-657H, 683G-683H, 709G-709H

Standard C: Oral Language Performance Standards Grade 8

Content Standard English Language Arts Standard C (Oral Language)

Content Standard: Students in Wisconsin will listen to understand and will speak clearly and effectively for diverse purposes.

Rationale

The spoken word, essential to our individual and social development, remains a central means of communication. Whether in informal interactions or more formal settings, speakers are required to communicate clearly in a manner that befits the occasion.

Listening is the most used and least understood of all communication skills. We spend approximately 45 percent of all communication time and as much as 57 percent of school instruction time listening. The ability to listen and to follow instructions is highly prized in the workplace.

By the end of **grade eight**, students will:

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

pp. 34, 39M, 39N, 39O, 39Q, 58, 65M, 65N, 65O, 65Q, 77M, 77N, 77O, 77Q, 94, 101M, 101N, 101O, 101Q, 118, 123M, 123N, 123O, 123Q, 146, 151M, 151N, 151O, 151Q, 170, 177M, 177N, 177O, 177Q, 189M, 189N, 189O, 189Q, 210, 217M, 217N, 217O, 217Q, 236, 241M, 241N, 241O, 241Q, 266, 273M, 273N, 273O, 273Q, 294, 301M, 301N, 301O, 301Q, 313M, 313N, 313O, 313Q, 330, 335M, 335N, 335O, 335Q, 354, 359M, 359N, 359O, 359Q, 380, 387M, 387N, 387O, 387Q, 406, 413M, 413N, 413O, 413Q, 425M, 425N, 425O, 425Q, 444, 449M, 449N, 449O, 449Q, 470, 475M, 475N, 475O, 475Q, 496, 503M, 503N, 503O, 503Q, 524, 529M, 529N, 529O, 529Q, 541M, 541N, 541O, 541Q, 560, 567M, 567N, 567O, 567Q, 586, 591M, 591N, 591O, 591Q, 614, 621M, 621N, 621O, 621Q, 638, 645M, 645N, 645O, 645Q, 657M, 657N, 657O, 657Q, 678, 683M, 683N, 683O, 683Q, 702, 709M, 709N, 709O, 709Q

- Speaking from notes or an outline, relate an experience in descriptive detail, with a sense of timing and decorum appropriate to the occasion

pp. 16H-16I, 39A, 39B, 65A, 65B, 77A, 77B, 101A, 101B, 123A, 123B, 127K-127L, 128H-128I, 151A, 151B, 177A, 177B, 189A, 189B, 217A, 217B, 241A, 241B, 245K-245L, 246H-246I, 273A, 273B, 301A, 301B, 313A, 313B, 335A, 335B, 359A, 359B, 363K-363L, 364H-364I, 387A, 387B, 413A, 413B, 425A, 425B, 449A, 449B, 475A, 475B, 479K-479L, 480H-480I, 503A, 503B, 529A, 529B, 541A, 541B, 567A, 567B, 591A, 591B, 595K-595L, 596H-596I, 621A, 621B, 645A, 645B, 657A, 657B, 683A, 683B, 709A, 709B, 713K-713L

<ul style="list-style-type: none"> Perform expressive oral readings of prose, poetry, and drama 	pp. 37, 39A, 39B, 595K, 713K
<ul style="list-style-type: none"> Prepare and conduct interviews 	pp. 37, 296-299, 301F, 364H
<ul style="list-style-type: none"> 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 	pp. 150-151, 151A-151B, 240-241, 241A-241B, 245A-245H, 709F
<ul style="list-style-type: none"> Differentiate between formal and informal contexts and employ an appropriate style of speaking, adjusting language, gestures, rate, and volume according to audience and purpose 	pp. 16H-16I, 39A, 65A, 77A, 101A, 123A, 127B, 127E, 127K-127L, 128H-128I, 151A, 177A, 189A, 217A, 241A, 245B, 245E, 245K-245L, 246H-246I, 273A, 301A, 313A, 335A, 359A, 363B, 363B, 363K-363L, 364H-364I, 387A, 413A, 425A, 449A, 475A, 479B, 479E, 479K-479L, 480H-480I, 503A, 529A, 541A, 567A, 591A, 595B, 595E, 595K-595L, 596H-596I, 621A, 645A, 657A, 683A, 709A, 713B, 717E, 713K-713L
<ul style="list-style-type: none"> Observe the appropriate etiquette when expressing thanks and receiving praise 	pp. 246I, 479K, 480I, 596I, 713L
C.8.2 Listen to and comprehend oral communications.	
<ul style="list-style-type: none"> Summarize and explain the information conveyed in an oral communication, accounting for the key ideas, structure, and relationship of parts to the whole 	pp. 35, 59, 95, 119, 147, 171, 211, 237, 267, 295, 331, 355, 381, 407, 445, 471, 497, 525, 561, 587, 615, 639, 679, 703
<ul style="list-style-type: none"> Distinguish among purposes for listening, such as gaining information or being entertained, and take notes as appropriate 	pp. 17, 41, 53, 67, 78, 79, 102, 103, 129, 153, 179, 191, 219, 247, 275, 303, 314, 315, 336, 337, 365, 389, 415, 427, 451, 481, 505, 531, 543, 569, 597, 623, 647, 659, 685
<ul style="list-style-type: none"> Recall significant details and sequence accurately 	pp. 39A-39B, 127E, 621A-621B
<ul style="list-style-type: none"> Follow a speaker's argument and represent it in notes 	pp. 151A-151B, 241A-241B, 245E, 709F
<ul style="list-style-type: none"> 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 	pp. 151A-151B, 177A, 241A-241B, 245E, 480I, 541N, 709F

C.8.3 Participate effectively in discussion.	
<ul style="list-style-type: none"> Participate in discussion by listening attentively, demonstrating respect for the opinions of others, and responding responsibly and courteously to the remarks of others 	pp. 34, 39M, 39N, 39O, 39Q, 58, 65M, 65N, 65O, 65Q, 77M, 77N, 77O, 77Q, 94, 101M, 101N, 101O, 101Q, 118, 123M, 123N, 123O, 123Q, 146, 151M, 151N, 151O, 151Q, 170, 177M, 177N, 177O, 177Q, 189M, 189N, 189O, 189Q, 210, 217M, 217N, 217O, 217Q, 236, 241M, 241N, 241O, 241Q, 266, 273M, 273N, 273O, 273Q, 294, 301M, 301N, 301O, 301Q, 313M, 313N, 313O, 313Q, 330, 335M, 335N, 335O, 335Q, 354, 359M, 359N, 359O, 359Q, 380, 387M, 387N, 387O, 387Q, 406, 413M, 413N, 413O, 413Q, 425M, 425N, 425O, 425Q, 444, 449M, 449N, 449O, 449Q, 470, 475M, 475N, 475O, 475Q, 496, 503M, 503N, 503O, 503Q, 524, 529M, 529N, 529O, 529Q, 541M, 541N, 541O, 541Q, 560, 567M, 567N, 567O, 567Q, 586, 591M, 591N, 591O, 591Q, 614, 621M, 621N, 621O, 621Q, 638, 645M, 645N, 645O, 645Q, 657M, 657N, 657O, 657Q, 678, 683M, 683N, 683O, 683Q, 702, 709M, 709N, 709O, 709Q
<ul style="list-style-type: none"> Explain and advance opinions by citing evidence and referring to sources 	pp. 34, 39M, 39N, 39O, 39Q, 58, 65M, 65N, 65O, 65Q, 77M, 77N, 77O, 77Q, 94, 101M, 101N, 101O, 101Q, 118, 123M, 123N, 123O, 123Q, 146, 151M, 151N, 151O, 151Q, 170, 177M, 177N, 177O, 177Q, 189M, 189N, 189O, 189Q, 210, 217M, 217N, 217O, 217Q, 236, 241M, 241N, 241O, 241Q, 266, 273M, 273N, 273O, 273Q, 294, 301M, 301N, 301O, 301Q, 313M, 313N, 313O, 313Q, 330, 335M, 335N, 335O, 335Q, 354, 359M, 359N, 359O, 359Q, 380, 387M, 387N, 387O, 387Q, 406, 413M, 413N, 413O, 413Q, 425M, 425N, 425O, 425Q, 444, 449M, 449N, 449O, 449Q, 470, 475M, 475N, 475O, 475Q, 496, 503M, 503N, 503O, 503Q, 524, 529M, 529N, 529O, 529Q, 541M, 541N, 541O, 541Q, 560, 567M, 567N, 567O, 567Q, 586, 591M, 591N, 591O, 591Q, 614, 621M, 621N, 621O, 621Q, 638, 645M, 645N, 645O, 645Q, 657M, 657N, 657O, 657Q, 678, 683M, 683N, 683O, 683Q, 702, 709M, 709N, 709O, 709Q
<ul style="list-style-type: none"> Evaluate the stated ideas and opinions of others, seeking clarification through questions 	pp. 34, 39M, 39N, 39O, 39Q, 58, 65M, 65N, 65O, 65Q, 77M, 77N, 77O, 77Q, 94, 101M, 101N, 101O, 101Q, 118, 123M, 123N, 123O, 123Q, 146, 151M, 151N, 151O, 151Q, 170, 177M, 177N, 177O, 177Q, 189M, 189N, 189O, 189Q, 210, 217M, 217N, 217O, 217Q, 236, 241M, 241N,

<ul style="list-style-type: none"> Evaluate the stated ideas and opinions of others, seeking clarification through questions (continued) 	<p>241O, 241Q, 266, 273M, 273N, 273O, 273Q, 294, 301M, 301N, 301O, 301Q, 313M, 313N, 313O, 313Q, 330, 335M, 335N, 335O, 335Q, 354, 359M, 359N, 359O, 359Q, 380, 387M, 387N, 387O, 387Q, 406, 413M, 413N, 413O, 413Q, 425M, 425N, 425O, 425Q, 444, 449M, 449N, 449O, 449Q, 470, 475M, 475N, 475O, 475Q, 496, 503M, 503N, 503O, 503Q, 524, 529M, 529N, 529O, 529Q, 541M, 541N, 541O, 541Q, 560, 567M, 567N, 567O, 567Q, 586, 591M, 591N, 591O, 591Q, 614, 621M, 621N, 621O, 621Q, 638, 645M, 645N, 645O, 645Q, 657M, 657N, 657O, 657Q, 678, 683M, 683N, 683O, 683Q, 702, 709M, 709N, 709O, 709Q</p>
<ul style="list-style-type: none"> Invite ideas and opinions of others into the discussion, responding clearly and tactfully to questions and comments 	<p>pp. 34, 39M, 39N, 39O, 39Q, 58, 65M, 65N, 65O, 65Q, 77M, 77N, 77O, 77Q, 94, 101M, 101N, 101O, 101Q, 118, 123M, 123N, 123O, 123Q, 146, 151M, 151N, 151O, 151Q, 170, 177M, 177N, 177O, 177Q, 189M, 189N, 189O, 189Q, 210, 217M, 217N, 217O, 217Q, 236, 241M, 241N, 241O, 241Q, 266, 273M, 273N, 273O, 273Q, 294, 301M, 301N, 301O, 301Q, 313M, 313N, 313O, 313Q, 330, 335M, 335N, 335O, 335Q, 354, 359M, 359N, 359O, 359Q, 380, 387M, 387N, 387O, 387Q, 406, 413M, 413N, 413O, 413Q, 425M, 425N, 425O, 425Q, 444, 449M, 449N, 449O, 449Q, 470, 475M, 475N, 475O, 475Q, 496, 503M, 503N, 503O, 503Q, 524, 529M, 529N, 529O, 529Q, 541M, 541N, 541O, 541Q, 560, 567M, 567N, 567O, 567Q, 586, 591M, 591N, 591O, 591Q, 614, 621M, 621N, 621O, 621Q, 638, 645M, 645N, 645O, 645Q, 657M, 657N, 657O, 657Q, 678, 683M, 683N, 683O, 683Q, 702, 709M, 709N, 709O, 709Q</p>
<ul style="list-style-type: none"> Accept and use helpful criticism 	<p>pp. 246I, 479K, 480I, 596I, 713L</p>
<ul style="list-style-type: none"> Establish and maintain an open mind when listening to others' ideas and opinions 	<p>pp. 246I, 479K, 480I, 596I, 713L</p>
<ul style="list-style-type: none"> Summarize the main points of a discussion, orally and in writing, specifying areas of agreement and disagreement and paraphrasing contributions 	<p>pp. 35, 59, 95, 119, 147, 171, 211, 237, 267, 295, 331, 355, 381, 407, 445, 471, 497, 525, 561, 587, 615, 639, 679, 703</p>

<ul style="list-style-type: none"> • Display and maintain facial expressions, body language, and other response cues that indicate respect for the speaker and attention to the discussion 	pp. 16H, 16I, 39A, 65A, 77A, 101A, 123A, 127A-127F, 127K-127L, 128H, 128I, 151A, 177A, 189A, 217A, 241A, 245A-245F, 245K-245L, 246H, 246I, 273A, 301A, 313A, 335A, 359A, 363A-363F, 363I-363J, 364H, 364I, 387A, 413A, 425A, 449A, 475A, 479A-479F, 479K-479L, 480H, 480I, 481, 503A, 529A, 541A, 543, 567A, 591A, 595A-595F, 595K-595L, 596H, 596I, 621A, 645A, 657A, 683A, 709A, 713A-713F, 713K-713L
<ul style="list-style-type: none"> • Attend to the content of discussion rather than the speaker 	pp. 246I, 479K, 480I, 596I, 713L
<ul style="list-style-type: none"> • Participate in discussion without dominating 	pp. 246I, 479K, 480I, 596I, 713L
<ul style="list-style-type: none"> • Distinguish between supported and unsupported statements 	pp. 177A, 189A, 245K, 313A, 425A, 541A, 559E, 657A, 713E

Standard D: Language Performance Standards Grade 8

Content Standard English Language Arts Standard D (Language)

Content Standard: Students in Wisconsin will apply their knowledge of the nature, grammar, and variations of American English.

Rationale

The essential basis of English language arts is language. Language exists in many variations, and the ability to use it well is frequently a source of power, respect, and financial success. However, if students are unaware of how language works, they may be unable to use it effectively.

By the end of **grade eight**, students will:

D.8.1 Develop their vocabulary and ability to use words, phrases, idioms, and various grammatical structures as a means of improving communication.

<ul style="list-style-type: none"> • Consult dictionaries, thesauruses, handbooks, and grammar texts when choosing words, phrases, and expressions for use in oral and written presentations 	pp. 19, 31, 39D, 39F, 39O, 39R, 123F, 134, 155, 162, 177D, 177O, 177R, 189F, 193, 217D, 217O, 217R, 221, 225, 241D, 241F, 241R, 283, 387F, 417, 425D, 425F, 425O, 425R, 449F, 453, 475D, 475F, 475P, 537B, 541A, 541F, 545, 549, 567D, 567F, 567O, 567R, 621F, 625, 628, 645D, 645F, 645P, 645R, 687, 693, 709D, 709O, 709R
<ul style="list-style-type: none"> • Explain how writers and speakers choose words and use figurative language such as similes, metaphors, personification, hyperbole, and allusion to achieve specific effects 	pp. 34, 58, 94, 118, 146, 170, 210, 236, 266, 294, 330, 354, 380, 406, 444, 470, 496, 524, 560, 586, 614, 638, 678, 702

<ul style="list-style-type: none"> Choose words purposefully and evaluate the use of words in communications designed to inform, explain, and persuade 	pp. 39, 77, 89, 101, 123, 127D, 142, 151, 151A-151B, 177, 189, 217, 241, 245D, 273, 284, 301, 313, 335, 359, 363D, 387, 413, 425, 449, 475, 479D, 503, 529, 541, 567, 575D, 591, 621, 645, 657, 683, 709, 713D
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.	
<ul style="list-style-type: none"> Describe how American English is used in various public and private contexts, such as school, home, and work 	pp. 258, 300-301, 359, 596I
<ul style="list-style-type: none"> Make appropriate choices when speaking and writing, such as formal or informal language, considering the purpose and context of the communication 	pp. 39A-39B, 65A-65B, 77A-77B, 101A-101B, 123A-123B, 127A-127H, 151A-151B, 177A-177B, 189A-189B, 217A-217B, 241A-241B, 245A-245H, 273A-273B, 301A-301B, 313A-313B, 335A-335B, 359A-359B, 363A-363H, 387A-387B, 413A-413B, 425A-425B, 449A-449B, 475A-475B, 479A-479H, 503A-503B, 529A-529B, 541A-541B, 567A-567B, 575A-575H, 591A-591B, 621A-621B, 645A-645B, 657A-657B, 683A-683B, 709A-709B, 713A-713H
<ul style="list-style-type: none"> Evaluate how audience and context affect the selection and use of words and phrases, including technical terms, slang, and jargon 	pp. 273A, 301A, 406
Standard E: Media & Technology Performance Standards Grade 8	
Content Standard English Language Arts Standard E (Media and Technology)	
Content Standard: Students in Wisconsin will use media and technology critically and creatively to obtain, organize, prepare and share information; to influence and persuade; and to entertain and be entertained.	
Rationale In a technological world in which thought is increasingly dominated by media, such as newspapers, magazines, radio, television, movies, computer software, and electronic networks, students need to understand the impact of media on daily life. To use media effectively students must be able to evaluate information and match the information with the appropriate medium for a specific audience. In order to do this, they must recognize how communication changes from one medium to another.	
By the end of grade eight , students will:	
E.8.1 Use computers to acquire, organize, analyze, and communicate information.	
<ul style="list-style-type: none"> Demonstrate efficient word-processing skills 	pp. 39B, 65B, 77B, 101B, 123B, 127E, 151B, 177B, 189B, 217B, 241B, 245E, 273B, 301B, 313B, 335B, 359B, 363E, 387B, 413B, 425B, 449B, 475B, 479E, 503B, 529B, 541B, 567B, 591B, 595E, 621B, 645B, 657B, 683B, 709B, 713E
<ul style="list-style-type: none"> Construct and use simple databases 	pp. 595I-595J

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Correlated with

Wisconsin Performance/Content Standards English Language Arts, By the End of Grade 8

<ul style="list-style-type: none"> • Use manuals and on-screen help in connection with computer applications 	pp. 127I-127J, 245I-245J, 363I-363J, 479I-479J, 595I-595J, 713I-713J
<ul style="list-style-type: none"> • Perform basic computer operations on various platforms 	pp. 127I-127J, 245I-245J, 363I-363J, 479I-479J, 595I-595J, 713I-713J
<ul style="list-style-type: none"> • Collect information from various on-line sources, such as web pages, news groups, and listservs 	pp. 52, 185B, 189P, 189R, 189T, 653B
E.8.2 Make informed judgments about media and products.	
<ul style="list-style-type: none"> • Recognize common structural features found in print and broadcast advertising 	pp. 144, 246I, 364I, 404, 480I, 537A, 575, 584, 587,
<ul style="list-style-type: none"> • Identify and explain the use of stereotypes and biases evident in various media 	pp. 33, 364I, 480I, 257, 272, 520
<ul style="list-style-type: none"> • Compare the effect of particular symbols and images seen in various media 	pp. 364I, 575, 675, 399, 587B, 581
<ul style="list-style-type: none"> • Develop criteria for selecting or avoiding specific broadcast programs and periodicals 	pp. 16I, 33, 37, 56, 88, 144, 208, 246I, 350, 364I, 404, 442, 480I, 548, 584, 607
E.8.3 Create media products appropriate to audience and purpose.	
<ul style="list-style-type: none"> • Write informational articles that target audiences of a variety of publications 	pp. 37, 123F, 448-449, 449A-449B, 474-475, 475A-475B, 620-621, 621A-621B
<ul style="list-style-type: none"> • Use desktop publishing to produce products such as brochures and newsletters designed for particular organizations and audiences 	pp. 37, 123F, 448-449, 449A-449B, 474-475, 475A-475B, 620-621, 621A-621B
<ul style="list-style-type: none"> • Create video and audiotapes designed for particular audiences 	pp. 127L, 245L, 363L, 479E, 595L, 713L
E.8.4 Demonstrate a working knowledge of media production and distribution.	
<ul style="list-style-type: none"> • Plan a promotion or campaign that involves broadcast and print media production and distribution 	p. 364I
<ul style="list-style-type: none"> • Analyze how messages may be affected by financial factors such as sponsorship 	p. 364I
<ul style="list-style-type: none"> • Identify advertising strategies and techniques aimed at teenagers 	p. 364I

E.8.5 Analyze and edit media work as appropriate to audience and purpose.	
<ul style="list-style-type: none"> 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 	<p>p. 480I</p> <p>Opportunities to address: pp. 246I, 363K, 364I, 479E, 479L</p>
<ul style="list-style-type: none"> Develop criteria for comprehensive feedback on the quality of media work and use it during production 	<p>p. 480I</p> <p>Opportunities to address: pp. 246I, 363K, 364I, 479E, 479L</p>
Standard F: Research & Inquiry Performance Standards Grade 8	
Content Standard English Language Arts Standard F (Research and Inquiry)	
Content Standard: Students in Wisconsin will locate, use, and communicate information from a variety of print and nonprint materials.	
Rationale Students acquire a wide range of abilities and tools for raising questions, investigating ideas, and solving problems. Research involves posing interesting and important questions, using multiple sources of information, analyzing and relating facts and concepts, and arriving at conclusions or new understandings (adapted from the national <i>Standards for the English Language Arts</i>).	
By the end of grade eight , students will:	
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.	
<ul style="list-style-type: none"> Formulate research questions and focus investigation on relevant and accessible sources of information 	pp. 16H, 16I, 77A, 128H, 128I, 189A, 246H, 246I, 313A, 364H, 364I, 425A, 480H, 480I, 541A, 596H, 596I, 657A
<ul style="list-style-type: none"> 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 	pp. 16H-16I, 77A, 128H-128I, 189A, 246H-246I, 313A, 364H-364I, 425A, 480H-480I, 541A, 596H-596I, 657A
<ul style="list-style-type: none"> Conduct interviews, field studies, and experiments and use specialized resources (such as almanacs, fact books, pamphlets, and technical manuals) when appropriate to an investigation 	pp. 16H-16I, 77A, 128H-128I, 189A, 246H-246I, 313A, 364H-364I, 425A, 480H-480I, 541A, 596H-596I, 657A
<ul style="list-style-type: none"> Compile, organize, and evaluate information, taking notes that record and summarize what has been learned and extending the investigation to other sources 	pp. 77B, 189B, 313B, 425B, 480H, 541B, 657B
<ul style="list-style-type: none"> Review and evaluate the usefulness of information gathered in an investigation 	pp. 16H, 77A, 189A, 313A, 425A, 541A, 657A

<ul style="list-style-type: none">• 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	pp. 39B, 65B, 77B, 101B, 123B, 127K-127L, 151B, 174, 177B, 189B, 217B, 241B, 245K-245L, 273B, 301B, 313B, 335B, 359B, 363K-363L, 387B, 411, 413B, 425B, 447, 449B, 473, 475B, 479K-479L, 503B, 529B, 541B, 567B, 591B, 595K-595L, 621B, 643, 645B, 657B, 681, 683B, 707, 709B, 713K-713L
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