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correlated to

**Michigan**

**English Language Arts Grade  
Level Content Expectations  
Grades 6-8**



**YOUR MICHIGAN GREAT SOURCE REPRESENTATIVES**

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**correlated to**  
**Michigan English Language Arts**  
**Grade Level Content Expectations**  
**Sixth Grade**

**READING**

**Word Study**

Grade Level Content Expectations, Sixth Grade	Write Source, Grade 6
<p><i>Students will...</i></p> <p><b>R.WS.06.01</b>            Use word structure, sentence structure, and prediction to aid in decoding and understanding the meanings of words encountered in context.</p>	<p><b>Student Handbook:</b> 562-569</p> <p><b>Teacher's Edition:</b> 28, 41</p>
<p><b>R.WS.06.02</b>            Use structural, syntactic, and semantic analysis to recognize unfamiliar words in context (e.g., origins and meanings of foreign words, words with multiple meanings, knowledge of major word chunks/rimes, syllabication).</p>	<p><b>Student Handbook:</b> 485, 562, 564-569</p> <p><b>Teacher's Edition:</b> 28</p>
<p><b>R.WS.06.03</b>            Recognize frequently encountered words automatically.</p>	<p><b>Student Handbook:</b> 562</p>
<p><b>R.WS.06.04</b>            Know the meaning of frequently encountered words in written and oral contexts (research to support specific words).</p>	<p><b>Student Handbook:</b> 562</p> <p><b>Teacher's Edition:</b> 2, 35, 41, 185, 242</p>
<p><b>R.WS.06.05</b>            Apply strategies to construct meaning and identify unknown words.</p>	<p><b>Student Handbook:</b> 374-375, 562, 563, 564-569</p> <p><b>Teacher's Edition:</b> 2, 10, 15, 16, 17, 20, 28, 35, 41, 54, 75, 77, 80, 94, 100, 109, 148, 185, 225, 238, 242, 245, 262, 307, 320, 324, 370, 382</p>
<p><b>R.WS.06.06</b>            Read fluently sixth grade level texts (increasingly demanding texts read with fluency as the year proceeds).</p>	<p><b>Student Handbook:</b> 283-286, 287-300, 323-328, 329-333</p> <p><b>Teacher's Edition:</b> 326</p>

Grade Level Content Expectations, Sixth Grade	Write Source, Grade 6
<p><b>R.WS.06.07</b> Use strategies (e.g., connotation, denotation) and authentic content-related resources to determine the meaning of words and phrases in context (e.g., regional idioms, content area vocabulary, technical terms).</p>	<p><b>Student Handbook:</b> 485, 560, 563</p> <p><b>Teacher's Edition:</b> 10, 15, 16, 28, 41, 54, 75, 77, 80, 94, 100, 109, 148, 225, 238, 242, 245, 262, 307, 320, 324, 370, 382</p>

## Narrative Text

Grade Level Content Expectations, Sixth Grade	Write Source
<p><i>Students will...</i></p> <p><b>R.NT.06.01</b> Describe how characters in classic and contemporary literature recognized for quality and literary merit form opinions about one another in ways that can be fair and unfair.</p>	<p><b>Student Handbook:</b> 343, 344-345, 350</p> <p><b>Teacher's Edition:</b> 343, 344, 347</p>
<p><b>R.NT.06.02</b> Analyze elements and style of narrative genres (e.g., folktales, fantasy, adventure, action).</p>	<p><b>Student Handbook:</b> 93, 94, 97, 98, 99-100, 108, 132, 135, 136-137, 140, 526</p> <p><b>Teacher's Edition:</b> 93, 96, 97, 99, 135, 136, 139</p>
<p><b>R.NT.06.03</b> Analyze the role of dialogue, plot, characters, themes, major and minor characters, and climax.</p>	<p><b>Student Handbook:</b> 343, 344-345, 346, 350, 351-352</p> <p><b>Teacher's Edition:</b> 103, 139</p>
<p><b>R.NT.06.04</b> Analyze how authors use dialogue, imagery, and understatement to develop plot.</p>	<p><b>Student Handbook:</b> 347, 351, 558-559</p> <p><b>Teacher's Edition:</b> 99, 110, 119</p>

## Informational Text

Grade Level Content Expectations, Sixth Grade	Write Source, Grade 6
<p><i>Students will...</i></p> <p><b>R.IT.06.01</b> Analyze elements and style of informational genre (e.g., research report, how-to articles, essays).</p>	<p><b>Student Handbook:</b> 157, 158, 161, 162, 163-164, 196, 199, 200-201, 205, 208, 210, 212, 381, 382-385, 406-409, 410, 528</p> <p><b>Teacher's Edition:</b> 157, 158, 163, 196, 384</p>
<p><b>R.IT.06.02</b> Analyze organizational patterns.</p>	<p><b>Student Handbook:</b> 37-39, 158, 162, 163-164, 170, 172-176, 200-201, 203, 208, 210, 212, 382-385, 406-409, 410, 528</p> <p><b>Teacher's Edition:</b> 156A, 158, 163, 196, 384</p>

Grade Level Content Expectations, Sixth Grade	Write Source, Grade 6
<p><b>R.IT.06.03</b> Explain how authors use text features to enhance the understanding of central, key, and supporting ideas (e.g., footnotes, bibliographies, introductions, summaries, conclusions, appendices).</p>	<p><b>Student Handbook:</b> 371, 372, 374-375, 445 <b>Teacher's Edition:</b> 172, 384</p>

## C o m p r e h e n s i o n

Grade Level Content Expectations, Sixth Grade	Write Source, Grade 6
<p><i>Students will...</i></p> <p><b>R.CM.06.01</b> Connect personal knowledge, experience, and understanding of the world to themes and perspectives in the text.</p>	<p><b>Student Handbook:</b> 323-328, 434 <b>Teacher's Edition:</b> 323, 324, 326</p>
<p><b>R.CM.06.02</b> Read, retell and summarize grade level appropriate narrative and informational texts of grade level appropriate informational text.</p>	<p><b>Student Handbook:</b> 283-286, 330-331, 332-333, 377-380, 445-448, 555 <b>Teacher's Edition:</b> 284, 330, 332, 333, 377, 378, 379, 380</p>
<p><b>R.CM.06.03</b> State global themes, universal truths, and principles within and across texts to create a deeper understanding.</p>	<p><b>Student Handbook:</b> 352, 561</p>
<p><b>R.CM.06.04</b> Apply significant knowledge from what has been read in grade level appropriate science and social studies texts.</p>	<p><b>Student Handbook:</b> 84-85, 88-89, 144-145, 148-149, 206-207, 210-211, 268-269, 272-273, 330-331, 332-333, 436, 438 <b>Teacher's Edition:</b> 85, 89, 206, 211, 269, 272, 273, 330, 331, 332, 436, 438</p>

## M e t a c o g n i t i o n

Grade Level Content Expectations, Sixth Grade	Write Source, Grade 6
<p><i>Students will...</i></p> <p><b>R.MT.06.01</b> Independently self-monitor comprehension when reading or listening to text by automatically using and discussing the strategies used by mature readers to increase comprehension and engage in interpretative discussions (e.g., predicting, constructing mental images representing ideas in text, questioning, rereading or listening again if uncertain about meaning, inferring, summarizing).</p>	<p><b>Student Handbook:</b> 284, 288, 289-290, 332-333, 377-380, 434, 439-440, 441-448 <b>Teacher's Edition:</b> 284, 289, 332, 377, 434</p>

Grade Level Content Expectations, Sixth Grade	Write Source, Grade 6
<p><b>R.MT.06.02</b> Plan, monitor, regulate, and evaluate skills, strategies, and processes for their own reading comprehension by applying appropriate metacognitive skills (e.g. SQ3R, pattern guides, process of reading guides).</p>	<p><b>Student Handbook:</b> 434-435, 445-448</p> <p><b>Teacher's Edition:</b> 434, 435, 446</p>

## Critical Standards

Grade Level Content Expectations, Sixth Grade	Write Source, Grade 6
<p><i>Students will...</i></p> <p><b>R.CS.06.01</b> Compare the appropriateness of shared, individual, and expert standards based on purpose, context, and audience in order to assess their own work and work of others.</p>	<p><b>Student Handbook:</b> 45-56, 114-123, 126-127, 130-131, 240-249, 252-253, 256-257, 302-311, 314-315, 318-319</p> <p><b>Teacher's Edition:</b> 45, 49, 55, 114, 116, 118, 119, 124, 240, 241, 256, 302, 309, 318</p>

## Reading Attitude

Grade Level Content Expectations, Sixth Grade	Write Source, Grade 6
<p><i>Students will...</i></p> <p><b>R.AT.06.01</b> Be enthusiastic about reading and do substantial reading on their own.</p>	<p><b>Student Handbook:</b> 6, 287, 291-292, 323, 326</p> <p><b>Teacher's Edition:</b> 6, 287</p>

## WRITING

### Writing Genres

Grade Level Content Expectations, Sixth Grade	Write Source, Grade 6
<p><i>Students will...</i></p> <p><b>W.GN.06.01</b> Write a cohesive narrative piece (e.g., personal narrative, adventure, tall tale, folk tale, fantasy) that includes elements of characterization for major and minor characters, internal and/or external conflict, and address issues of plot, theme, and imagery.</p>	<p><b>Student Handbook:</b> 93-96, 97-134, 135-142, 143-155, 343-350</p> <p><b>Teacher's Edition:</b> 92A, 93-96, 97-134, 135-142, 143-155, 342A, 343-350</p>
<p><b>W.GN.06.02</b> Write an essay (e.g., personal, persuasive, or comparative) for authentic audiences that includes organizational patterns that support key ideas.</p>	<p><b>Student Handbook:</b> 75-82, 97-134, 135-142, 152-154, 161-198, 199-204, 208-209, 210-211, 214-216, 223-260, 261-266, 272-273, 278-280, 287-322, 336-341, 540</p> <p><b>Teacher's Edition:</b> 75-82, 97-134, 135-142, 152-154, 161-198, 199-204, 208-209, 210-211, 214-216, 223-260, 261-266, 272-273, 278-280, 287-322, 336-341</p>

Grade Level Content Expectations, Sixth Grade	Write Source, Grade 6
<p><b>W.GN.06.03</b> Formulate research questions using multiple resources and perspectives that allow them to organize, analyze, and explore problems and pose solutions that culminate in a presented, final project.</p>	<p><b>Student Handbook:</b> 386-388 <b>Teacher's Edition:</b> 387</p>

## Writing Process

Grade Level Content Expectations, Sixth Grade	Write Source, Grade 6
<p><i>Students will...</i></p> <p><b>W.PR.06.01</b> Set a purpose, consider audience, and replicate authors' styles and patterns when writing narrative or informational text.</p>	<p><b>Student Handbook:</b> 93-96, 97-112, 135-140, 143-155, 157-160, 161-176, 199-204, 205-217, 283-286, 287-300, 330-341, 343-348, 526-528, 530-533, 534-537, 540 <b>Teacher's Edition:</b> 93-96, 97-112, 135-140, 143-155, 157-160, 161-176, 199-204, 205-217, 283-286, 287-300, 330-341, 343-348</p>
<p><b>W.PR.06.02</b> Apply a variety of pre-writing strategies for both narrative (e.g., graphic organizers such as story maps or webs designed to develop a plot that includes major and minor characters, builds climax, and uses dialogue to enhance a theme) and informational text (e.g., problem/solution, and sequence).</p>	<p><b>Student Handbook:</b> 8, 13, 73, 78-79, 95, 101-106, 138-139, 155, 159, 165-170, 202-203, 217, 221, 227-232, 264, 281, 285, 291-294, 326, 346-347, 355-356, 386-393, 412, 544, 548-549 <b>Teacher's Edition:</b> 8, 13, 73, 78, 79, 95, 101-106, 138, 139, 159, 165-170, 202-203, 221, 227-232, 264, 285, 291-294, 326, 346-347, 355-356, 386-393, 412</p>
<p><b>W.PR.06.03</b> Review and revise their drafts with audience and purpose in mind regarding consistent voice and genre characteristics.</p>	<p><b>Student Handbook:</b> 9, 16-21, 50-51, 74, 96, 113-124, 141, 155, 160, 177-188, 204, 217, 222, 239-250, 266, 281, 286, 301-312, 328, 348, 357, 380, 401-402 <b>Teacher's Edition:</b> 9, 16-21, 50-51, 74, 96, 113-124, 141, 160, 177-188, 204, 222, 239-250, 266, 286, 301-312, 328, 348, 357, 380, 401-402</p>
<p><b>W.PR.06.04</b> Write for a specific purpose by using multiple paragraphs, sentence variety, and voice to meet the needs of an audience (e.g. word choice, level of formality, example).</p>	<p><b>Student Handbook:</b> 20, 34, 41, 42-43, 75-82, 97-134, 135-142, 161-198, 199-204, 223-260, 261-266, 287-322, 323-328, 381-410 <b>Teacher's Edition:</b> 20, 41, 42-43, 75-82, 97-134, 135-142, 161-198, 199-204, 223-260, 261-266, 287-322, 323-328, 381-410</p>
<p><b>W.PR.06.05</b> Edit their writing using proofreaders' checklists both individually and in peer editing groups.</p>	<p><b>Student Handbook:</b> 22, 44, 128, 192, 254, 316, 404 <b>Teacher's Edition:</b> 22, 44, 128, 192, 254, 316, 404</p>

## Personal Style

Grade Level Content Expectations, Sixth Grade	Write Source, Grade 6
<p><i>Students will...</i></p> <p><b>W.PS.06.01</b> Exhibit individual style to enhance the written message (e.g., in narrative text: personification, humor, element of surprise; in informational text: emotional appeal, strong opinion, credible support).</p>	<p><b>Student Handbook:</b> 12, 16, 27, 34, 40, 72, 77, 82, 94, 98, 100, 105, 118-119, 124, 130-131, 133, 137, 141, 153, 158, 162, 164, 169, 182-183, 188, 194-195, 201, 204, 215, 220, 221, 223, 224, 225-226, 227, 228, 230-231, 236, 232, 234, 236-237, 238, 240-241, 244-245, 250, 256-257, 259, 263, 264, 266, 274-275, 279, 284, 288, 290, 293, 306-307, 312, 318-319, 321, 325, 328, 339, 345, 348, 354, 357, 360, 378, 380, 385, 402, 410, 415, 554, 559, 561</p> <p><b>Teacher's Edition:</b> 12, 40, 105, 118-119, 137, 164, 169, 182-183, 201, 215, 220, 221, 223, 225-226, 228, 230-231, 232, 234, 236, 238, 240-241, 244-245, 258, 263, 264, 274-275, 279, 284, 290, 293, 306-307, 339, 345, 348, 354, 360, 378, 385</p>

## Grammar and Usage

Grade Level Content Expectations, Sixth Grade	Write Source, Grade 6
<p><i>In the context of their writing, students will...</i></p> <p><b>W.GR.06.01</b> Use style conventions (e.g., MLA) and a variety of grammatical structures in their writing including indefinite and predicate pronouns, transitive and intransitive verbs, adjective and adverb phrases, adjective and adverb subordinate clauses, comparative adverbs and adjectives, superlatives, conjunctions, compound sentences, appositives, independent and dependent clauses, introductory phrases, periods, commas, quotation marks, and the uses of underlining and italics for specific purposes.</p>	<p><b>Student Handbook:</b> 22-23, 41, 42-43, 59, 120, 122-123, 141, 181, 184-185, 186-187, 248-249, 252-253, 308-309, 310-311, 314, 469-498, 499-522, , 690-701, 702-749</p> <p><b>Teacher's Edition:</b> 22-23, 42, 120, 122, 181, 184-185, 186-187, 248-249, 252-253, 308-309, 310-311, 314</p>

## Spelling

Grade Level Content Expectations, Sixth Grade	Write Source, Grade 6
<p><i>Students will...</i></p> <p><b>W.SP.06.01</b> Spell frequently misspelled words correctly (e.g., their, there, they're) in the context of their own writing.</p>	<p><b>Student Handbook:</b> 374-375, 642-651</p> <p><b>Teacher's Edition:</b> 251, 259, 315, 349</p>

## Handwriting

Grade Level Content Expectations, Sixth Grade	Write Source, Grade 6
<p><i>Students will...</i></p> <p><b>W.HW.06.01</b> Write legibly in their compositions.</p>	<p><b>Student Handbook:</b> 24, 59, 129, 193, 255, 317, 405</p> <p><b>Teacher's Edition:</b> 24</p>

## Writing Attitude

Grade Level Content Expectations, Sixth Grade	Write Source, Grade 6
<p><i>Students will...</i></p> <p><b>W.AT.06.01</b> Be enthusiastic about writing.</p>	<p><b>Student Handbook:</b> 1-3, 6, 431-434, 544-545</p> <p><b>Teacher's Edition:</b> 1-3, 6, 431-434</p>

## SPEAKING

### Conventions

Grade Level Content Expectations, Sixth Grade	Write Source, Grade 6
<p><i>Students will...</i></p> <p><b>S.CN.06.01</b> Ask and respond to questions and remarks to engage the audience when presenting texts.</p>	<p><b>Student Handbook:</b> 421, 424, 430</p> <p><b>Teacher's Edition:</b> 421</p>
<p><b>S.CN.06.02</b> Use rhyme, rhythm, cadence, and word play for effect when presenting.</p>	<p><b>Student Handbook:</b> 424, 428-430</p> <p><b>Teacher's Edition:</b> 424</p>
<p><b>S.CN.06.03</b> Present their work in standard American English if it is their first language (students whose second language is English will present their work in their developing version of standard American English).</p>	<p><b>Student Handbook:</b> 423-430</p> <p><b>Teacher's Edition:</b> 429</p>

## D i s c o u r s e

Grade Level Content Expectations, Sixth Grade	Write Source, Grade 6
<p><i>Students will...</i></p> <p><b>S.DS.06.01</b> Engage in interactive, extended discourse to socially construct meaning (e.g., book clubs, literature circles, partnerships, or other conversation protocols).</p>	<p><b>Student Handbook:</b> 29-32, 420-422</p> <p><b>Teacher's Edition:</b> 29-32, 420-422</p>
<p><b>S.DS.06.02</b> Discuss multiple text types in order to compare/contrast ideas, form, and style to evaluate quality and to identify personally with a universal theme.</p>	<p><b>Student Handbook:</b> 29-32, 420-422</p> <p><b>Teacher's Edition:</b> 29-32, 420-422</p>
<p><b>S.DS.06.03</b> Discuss their written narratives that include a variety of literary and plot devices (e.g., established context plot, point of view, sensory details, dialogue, suspense).</p>	<p><b>Student Handbook:</b> 29-32, 130-131</p> <p><b>Teacher's Edition:</b> 80, 95, 96, 117, 128</p>
<p><b>S.DS.06.04</b> Plan a focused and coherent oral presentation using an informational text pattern (e.g., problem/solution sequence), select a focus question to address, and organize the message to ensure that it matches the intent and the audience to which it will be delivered.</p>	<p><b>Student Handbook:</b> 423-430, 548-549</p> <p><b>Teacher's Edition:</b> 423-430</p>

## L I S T E N I N G & V I E W I N G

### C o n v e n t i o n s

Grade Level Content Expectations, Sixth Grade	Write Source, Grade 6
<p><i>Students will...</i></p> <p><b>L.CN.06.01</b> Respond to, evaluate, and analyze speeches and presentations delivered by peers.</p>	<p><b>Student Handbook:</b> 417-421</p> <p><b>Teacher's Edition:</b> 417-421</p>
<p><b>L.CN.06.02</b> Demonstrate the appropriate social skills of audience behavior (e.g., eye contact, quiet and still, attentive, supportive) during speeches and presentations.</p>	<p><b>Student Handbook:</b> 417-422</p> <p><b>Teacher's Edition:</b> 417-422</p>

## Response

Grade Level Content Expectations, Sixth Grade	Write Source, Grade 6
<p><i>Students will...</i></p> <p><b>L.RP.06.01</b> Summarize, take notes on key points, and ask clarifying questions.</p>	<p><b>Student Handbook:</b> 377-380, 421, 442-444</p> <p><b>Teacher's Edition:</b> 377-380, 442-444</p>
<p><b>L.RP.06.02</b> Respond thoughtfully to both classic and contemporary texts recognized for quality and literary merit.</p>	<p><b>Student Handbook:</b> 283-286, 287-322</p> <p><b>Teacher's Edition:</b> 283-286, 287-322</p>
<p><b>L.RP.06.03</b> Identify a speaker's affective communications expressed through tone, mood, and emotional cues.</p>	<p><b>Student Handbook:</b> 418-421</p> <p><b>Teacher's Edition:</b> 418</p>
<p><b>L.RP.06.04</b> Relate a speaker's verbal communications (e.g., tone of voice) to the nonverbal message communication (e.g., eye contact, posture, gestures).</p>	<p><b>Student Handbook:</b> 418, 419, 421</p> <p><b>Teacher's Edition:</b> 418</p>
<p><b>L.RP.06.05</b> Respond to multiple texts when listened to or viewed by speaking, illustrating, and/or writing in order to compare/contrast similarities and differences in idea, form, and style to evaluate quality and to identify personal and universal themes.</p>	<p><b>Student Handbook:</b> 30-32, 283-286, 287-300</p> <p><b>Teacher's Edition:</b> 30-32, 283-286, 287-300</p>
<p><b>L.RP.06.07</b> Identify persuasive and propaganda techniques used in television, and identify false and misleading information.</p>	<p><b>Student Handbook:</b> 240-241</p> <p><b>Teacher's Edition:</b> 240-241</p>



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**Michigan English Language Arts**  
**Grade Level Content Expectations**  
**Seventh Grade**

**READING**

**Word Study**

Grade Level Content Expectations, Seventh Grade	Write Source, Grade 7
<p><i>Students will...</i></p> <p><b>R.WS.07.01</b>            Use word structure, sentence structure, and prediction to aid in decoding and understanding the meanings of words encountered in context.</p>	<p><b>Student Handbook:</b> 562-569</p> <p><b>Teacher's Edition:</b> 28, 41</p>
<p><b>R.WS.07.02</b>            Use structural, syntactic, and semantic analysis to recognize unfamiliar words in context (e.g., idioms, analogies, metaphors, similes, knowledge of roots and affixes, major word chunks/rimes, syllabication).</p>	<p><b>Student Handbook:</b> 562, 564-569</p> <p><b>Teacher's Edition:</b> 10, 16, 28, 40, 41, 72, 80, 99, 100, 110, 120, 132, 140, 185, 200, 246, 249, 258, 268, 289, 320, 345, 383, 384</p>
<p><b>R.WS.07.03</b>            Recognize frequently encountered words automatically ("automatically" should be defined in the glossary).</p>	<p><b>Student Handbook:</b> 562</p>
<p><b>R.WS.07.04</b>            Know the meaning of frequently encountered words in written and oral contexts (research to support specific words).</p>	<p><b>Student Handbook:</b> 562</p> <p><b>Teacher's Edition:</b> 41, 120, 185</p>
<p><b>R.WS.07.05</b>            Apply strategies to construct meaning and identify unknown words.</p>	<p><b>Student Handbook:</b> 374-375, 562-563, 564-569</p> <p><b>Teacher's Edition:</b> 10, 16, 28, 40, 41, 72, 80, 99, 100, 110, 120, 132, 140, 185, 200, 246, 249, 258, 268, 289, 320, 345, 383, 384</p>
<p><b>R.WS.07.06</b>            Read fluently seventh grade level texts (increasingly demanding texts read with fluency as the year proceeds).</p>	<p><b>Student Handbook:</b> 283-286, 287-322, 329-335, 336-341</p> <p><b>Teacher's Edition:</b> 326</p>

Grade Level Content Expectations, Seventh Grade	Write Source, Grade 7
<p><b>R.WS.07.07</b> Use strategies and authentic content-related resources to determine the meaning of words and phrases in context (e.g., literary terms, cross-cultural words and phrases, mathematical expressions, scientific procedures).</p>	<p><b>Student Handbook:</b> 485, 560-561, 562-563</p> <p><b>Teacher’s Edition:</b> 10, 16, 28, 40, 41, 72, 80, 99, 100, 110, 120, 132, 140, 185, 200, 246, 249, 258, 268, 289, 320, 345, 383, 384</p>

## Narrative Text

Grade Level Content Expectations, Seventh Grade	Write Source, Grade 7
<p><i>Students will...</i></p> <p><b>R.NT.07.01</b> Identify and discuss how the tensions among characters, communities, themes, and issues in classic and contemporary literature recognized for quality and literary merit are related to their own experiences.</p>	<p><b>Student Handbook:</b> 343, 344-345, 346, 350, 351, 352</p> <p><b>Teacher’s Edition:</b> 343, 344, 346, 351, 352</p>
<p><b>R.NT.07.02</b> Analyze elements and style of narrative genres (e.g., mystery, poetry, memoir, drama, myths, legends).</p>	<p><b>Student Handbook:</b> 93, 94, 97, 98, 99-100, 108, 132, 135, 136-137, 140, 324, 326, 327, 353, 354, 356, 358, 359, 360-361, 526</p> <p><b>Teacher’s Edition:</b> 93, 97, 99, 100, 108, 132, 135, 140, 324, 326, 327, 353, 354, 356, 358, 359, 360</p>
<p><b>R.NT.07.03</b> Analyze the role of antagonists, protagonists, internal and external conflicts, and abstract themes.</p>	<p><b>Student Handbook:</b> 343, 344-345, 346, 350, 351, 352</p> <p><b>Teacher’s Edition:</b> 343, 344, 346, 351, 352</p>
<p><b>R.NT.07.04</b> Analyze author’s craft (e.g., theme, antagonists, protagonists, over and understatement, exaggeration).</p>	<p><b>Student Handbook:</b> 343, 344-345, 346, 350, 351, 352, 558, 559</p> <p><b>Teacher’s Edition:</b> 343, 344, 346, 351, 352</p>

## Informational Text

Grade Level Content Expectations, Seventh Grade	Write Source, Grade 7
<p><i>Students will...</i></p> <p><b>R.IT.07.01</b> Analyze elements and style of informational genre (e.g., persuasive essay, research report, brochure, personal correspondence, autobiography/biography).</p>	<p><b>Student Handbook:</b> 157, 158, 161, 162, 163-164, 170, 199, 200-201, 205, 206, 219, 220, 223, 224, 225-226, 261, 262-263, 381-386, 528, 529</p> <p><b>Teacher’s Edition:</b> 157, 158, 161, 163-164, 199, 200, 205, 206, 219, 220, 223, 225, 261, 384, 385</p>
<p><b>R.IT.07.02</b> Analyze organizational patterns (e.g., compare/contrast, cause and effect, sequence).</p>	<p><b>Student Handbook:</b> 38-39, 161, 162, 163-164, 170, 199, 200-201, 202, 203, 303, 446, 534-537, 548-549, 551</p> <p><b>Teacher’s Edition:</b> 38, 161, 163, 170, 199, 200, 202, 203, 303, 446</p>

Grade Level Content Expectations, Seventh Grade	Write Source, Grade 7
<p><b>R.IT.07.03</b> Explain how authors use writer’s craft and text features to enhance the understanding of central, key, and supporting ideas (e.g., metaphors, similes, captions, diagrams, appendices).</p>	<p><b>Student Handbook:</b> 79, 360, 371, 558, 559, 574-575 <b>Teacher’s Edition:</b> 79, 360, 371</p>

**C o m p r e h e n s i o n**

Grade Level Content Expectations, Seventh Grade	Write Source, Grade 7
<p><i>Students will...</i></p> <p><b>R.CM.07.01</b> Connect personal knowledge, experience, and understanding of the world to themes and perspectives in the text.</p>	<p><b>Student Handbook:</b> 146-147, 287, 288, 299-300, 434, 435-438 <b>Teacher’s Edition:</b> 146, 147, 288, 289, 300, 438</p>
<p><b>R.CM.07.02</b> Read, retell, and summarize grade level appropriate narrative and informational texts.</p>	<p><b>Student Handbook:</b> 287-322, 332-333, 377-380, 555 <b>Teacher’s Edition:</b> 287, 305, 332, 333, 377</p>
<p><b>R.CM.07.03</b> State global themes, universal truths, and principles within and across texts to create a deeper understanding.</p>	<p><b>Student Handbook:</b> 287-300, 302-305, 352, 561 <b>Teacher’s Edition:</b> 287, 288, 300</p>
<p><b>R.CM.07.04</b> Apply significant knowledge from what has been read in grade level appropriate science and social studies texts.</p>	<p><b>Student Handbook:</b> 84-85, 88-89, 144-145, 148-149, 206-207, 210-211, 268-269, 272-273, 330-331, 332-333, 436, 438 <b>Teacher’s Edition:</b> 85, 89, 206, 269, 272, 330, 331, 332, 436, 438</p>

## Metacognition

Grade Level Content Expectations, Seventh Grade	Write Source, Grade 7
<p><i>Students will...</i></p> <p><b>R.MT.07.01</b> Independently self-monitor comprehension when reading or listening to text by automatically using and discussing the strategies used by mature readers to increase comprehension and engage in interpretative discussions (e.g., predicting, constructing mental images representing ideas in text questioning, rereading or listening again if uncertain about meaning, inferring, summarizing).</p>	<p><b>Student Handbook:</b> 284, 288, 289-290, 332-333, 377-380, 434-438, 439-440, 441-444, 445-448</p> <p><b>Teacher's Edition:</b> 284, 289, 332, 377, 434</p>
<p><b>R.MT.07.02</b> Plan, monitor, regulate, and evaluate skills, strategies, and processes for their own reading comprehension by applying appropriate metacognitive skills (e.g., SQP3R, pattern guides).</p>	<p><b>Student Handbook:</b> 434-435, 445-448</p> <p><b>Teacher's Edition:</b> 434, 435, 446, 447, 448</p>

## Critical Standards

Grade Level Content Expectations, Seventh Grade	Write Source, Grade 7
<p><i>Students will...</i></p> <p><b>R.CS.07.01</b> Analyze the appropriateness of shared, individual, and expert standards based on purpose, context, and audience in order to assess their own work and work of others.</p>	<p><b>Student Handbook:</b> 45-56, 114-123, 126-127, 130-131, 133, 134, 142, 178-187, 190-191, 192, 194-195, 197, 198, 240-249, 250, 252-253, 254, 256-257, 259, 260, 302-311, 312, 314-315, 316, 318-319, 321, 322</p> <p><b>Teacher's Edition:</b> 46, 47, 48, 49, 52, 53, 55, 114, 116, 123, 126, 127, 128, 130, 133, 134, 142, 178, 188, 192, 187, 190-191, 194, 197, 198, 240, 250, 254, 256, 259, 260, 302, 304, 312, 316, 318, 321, 322</p>

## Reading Attitude

Grade Level Content Expectations, Seventh Grade	Write Source, Grade 7
<p><i>Students will...</i></p> <p><b>R.AT.07.01</b> Be enthusiastic about reading and do substantial reading on their own.</p>	<p><b>Student Handbook:</b> 291-292, 434</p> <p><b>Teacher's Edition:</b> 291</p>

# WRITING

## Writing Genres

Grade Level Content Expectations, Seventh Grade	Write Source, Grade 7
<p><i>Students will...</i></p> <p><b>W.GN.07.01</b> Write a cohesive narrative piece that includes appropriate conventions to the genre (e.g., memoir, drama, legend, mystery, poetry, myth) and employ literary and plot devices (e.g., internal and/or external conflicts, antagonists/protagonists, personification).</p>	<p><b>Student Handbook:</b> 93-96, 97-134, 135-142, 144-145, 146-147, 148-149, 150-151, 152-154, 155, 343-350, 351-352</p> <p><b>Teacher's Edition:</b> 93-96, 97-130, 132-134, 135-142, 144-145, 146-147, 148-149, 150-151, 152-154, 155, 343-350, 351-352</p>
<p><b>W.GN.07.02</b> Write a research report (e.g., I-search, website, traditional) for an authentic audience that includes appropriate organizational patterns (e.g., problem statement and solution, position statement and supporting evidence, compare and contrast), descriptive language, and text features.</p>	<p><b>Student Handbook:</b> 63-64, 381-410</p> <p><b>Teacher's Edition:</b> 63-64, 381-410</p>
<p><b>W.GN.07.03</b> Formulate research questions using multiple resources, perspectives, and arguments/counterarguments to develop a thesis statement that culminates in a presented, final project.</p>	<p><b>Student Handbook:</b> 388-389, 394, 396-409</p> <p><b>Teacher's Edition:</b> 388-389, 394, 396-409</p>

## Writing Process

Grade Level Content Expectations, Seventh Grade	Write Source, Grade 7
<p><i>Students will...</i></p> <p><b>W.PR.07.01</b> Set a purpose, consider audience, and replicate authors' styles and patterns when writing narrative or informational text.</p>	<p><b>Student Handbook:</b> 93-96, 97-112, 135-140, 157-160, 161-176, 199-204, 283-286, 287-300, 323-328, 343-350, 381-404, 540, 548-549, 551</p> <p><b>Teacher's Edition:</b> 93-96, 97-112, 135-140, 157-160, 161-176, 199-204, 283-286, 287-300, 323-328, 343-350, 381-404</p>
<p><b>W.PR.07.02</b> Apply a variety of pre-writing strategies for narrative (e.g., story maps that are designed to depict roles of antagonist and protagonist, internal and external conflict) and informational text (e.g., position statement and supporting evidence, problem statement and solution, compare/contrast).</p>	<p><b>Student Handbook:</b> 7, 8, 13, 73, 78-79, 95, 101-106, 138-139, 155, 221, 227-232, 264-265, 285, 291-294, 326-327, 346-347, 355-356, 379, 387-395, 530, 544-545, 548-549</p> <p><b>Teacher's Edition:</b> 8, 13, 73, 78-79, 95, 101-106, 138-139, 221, 227-232, 264-265, 285, 291-294, 326-327, 346-347, 355-356, 379, 387-395, 412</p>

Grade Level Content Expectations, Seventh Grade	Write Source, Grade 7
<p><b>W.PR.07.03</b> Revise their writing to reflect different perspectives for multiple purposes.</p>	<p><b>Student Handbook:</b> 7, 9, 16-21, 50-51, 74, 82, 96, 113-124, 141, 160, 177-188, 204, 222, 239-250, 286, 301-312, 328, 348, 357, 380, 405-406, 413, 530</p> <p><b>Teacher's Edition:</b> 9, 16-21, 50, 74, 82, 96, 113-124, 141, 160, 177-188, 204, 222, 239-250, 286, 301-312, 328, 348, 357, 380, 405-406, 413</p>
<p><b>W.PR.07.04</b> Select and use titles, leads, and endings to achieve a specific purpose for specific audiences (revise writing to ensure that content, structure, elements of style and voice, literary devices, and textual features are consistent).</p>	<p><b>Student Handbook:</b> 7, 9, 16-21, 50-51, 74, 82, 96, 113-124, 141, 160, 177-188, 204, 222, 239-250, 286, 301-312, 328, 348, 357, 380, 405-406, 413, 530</p> <p><b>Teacher's Edition:</b> 9, 16-21, 50, 74, 82, 96, 113-124, 141, 160, 177-188, 204, 222, 239-250, 286, 301-312, 328, 348, 357, 380, 405-406, 413</p>
<p><b>W.PR.07.05</b> Edit their writing using proofreaders' checklists both individually and in peer editing groups.</p>	<p><b>Student Handbook:</b> 22, 128, 142, 192, 254, 286, 316</p> <p><b>Teacher's Edition:</b> 22, 128, 142, 192, 254, 286, 316</p>

## P e r s o n a l S t y l e

Grade Level Content Expectations, Seventh Grade	Write Source, Grade 7
<p><i>Students will...</i></p> <p><b>W.PS.07.01</b> Exhibit individual style to enhance the written message (e.g., in narrative text: personification, humor, element of surprise; in informational text: emotional appeal, strong opinion, credible support).</p>	<p><b>Student Handbook:</b> 12, 16, 34, 40, 98, 100, 105, 118-119, 124, 130-131, 137, 141, 158, 162, 164, 170, 182-183, 194-195, 201, 224, 226, 231, 244-245, 250, 256-257, 263, 284, 288, 290, 293, 306-307, 312, 318-319, 348, 354, 357, 378, 380, 386, 410, 415, 541</p> <p><b>Teacher's Edition:</b> 40, 98, 99, 100, 105, 118, 137, 158, 164, 170, 182-183, 201, 225, 226, 231, 244-245, 263, 284, 288, 290, 293, 306-307, 354, 378, 386</p>

## G r a m m a r a n d U s a g e

Grade Level Content Expectations, Seventh Grade	Write Source, Grade 7
<p><i>In the context of their writing, students will...</i></p> <p><b>W.GR.07.01</b> Use style conventions (e.g., MLA) and a variety of grammatical structures in their writing including participial phrases, adverbial subordinate clauses, superlative adjectives and adverbs, present/past/future, continuous verb tenses, parentheses, singular and plural possessive forms, and indefinite pronouns.</p>	<p><b>Student Handbook:</b> 42-43, 44, 60-62, 121, 122, 186-187, 190, 246-247, 248-249, 310-311, 314, 393, 397, 403-404, 409, 469-498, 499-522, 690-701, 702-749</p> <p><b>Teacher's Edition:</b> 42-43, 60-62, 121, 122, 186-187, 190, 248-249, 310-311, 314, 393, 397, 403-404, 409</p>

## S p e l l i n g

Grade Level Content Expectations, Seventh Grade	Write Source, Grade 7
<p><i>Students will...</i></p> <p><b>W.SP.07.01</b> Correctly spell the derivatives of bases and affixes in the context of their own writing.</p>	<p><b>Student Handbook:</b> 630, 632, 642, 645-651</p> <p><b>Teacher's Edition:</b> 9, 313</p>

## H a n d w r i t i n g

Grade Level Content Expectations, Seventh Grade	Write Source, Grade 7
<p><i>Students' handwriting will...</i></p> <p><b>W.HW.07.01</b> Be legible in their compositions.</p>	<p><b>Student Handbook:</b> 24, 59, 129, 193, 255, 317, 409</p> <p><b>Teacher's Edition:</b> 24</p>

## W r i t i n g   A t t i t u d e

Grade Level Content Expectations, Seventh Grade	Write Source, Grade 7
<p><i>Students will...</i></p> <p><b>W.AT.07.01</b> Be enthusiastic about writing.</p>	<p><b>Student Handbook:</b> 1-3, 6, 301, 306-307, 432-434, 544-545</p> <p><b>Teacher's Edition:</b> 1, 6, 432</p>

## S P E A K I N G

### C o n v e n t i o n s

Grade Level Content Expectations, Seventh Grade	Write Source, Grade 7
<p><i>Students will...</i></p> <p><b>S.CN.07.01</b> Use specialized language related to a topic and select words carefully to achieve precise meaning when presenting.</p>	<p><b>Student Handbook:</b> 422, 493</p>
<p><b>S.CN.07.02</b> Use slang, dialect, and colloquial language suitably to create interest and drama when presenting.</p>	<p><b>Student Handbook:</b> 558-559</p>

Grade Level Content Expectations, Seventh Grade	Write Source, Grade 7
<p><b>S.CN.07.03</b> Present their work in standard American English if it is their first language (students whose second language is English will present their work in their developing version of standard American English).</p>	<p><b>Student Handbook:</b> 426-430</p>

## D i s c o u r s e

Grade Level Content Expectations, Seventh Grade	Write Source, Grade 7
<p><i>Students will...</i></p> <p><b>S.DS.07.01</b> Engage in interactive, extended discourse to socially construct meaning (e.g., book clubs, literature circles, partnerships, or other conversation protocols).</p>	<p><b>Student Handbook:</b> 29-32, 420-422</p> <p><b>Teacher's Edition:</b> 29-32, 54, 67, 182, 288, 299, 327</p>
<p><b>S.DS.07.02</b> Discuss multiple text types in order to anticipate and answer questions, offer opinions and solutions, and to identify personally with a universal theme.</p>	<p><b>Student Handbook:</b> 29-32, 420-422</p> <p><b>Teacher's Edition:</b> 284, 288</p>
<p><b>S.DS.07.03</b> Discuss their written narratives with a variety of literary and plot devices (e.g., clearly described setting, sequenced events, complex major and minor characters, dialogue, suspense, specific narrative actions such as gestures, movements, and expressions).</p>	<p><b>Student Handbook:</b> 29-32</p> <p><b>Teacher's Edition:</b> 96, 101, 108, 114, 125, 128, 138, 149</p>
<p><b>S.DS.07.04</b> Plan and deliver a focused, coherent informational presentation that incorporates persuasive, non-verbal techniques (e.g., modulation of voice, inflection, tempo, enunciation, eye contact), is organized by a specific text pattern (e.g., theory and evidence, persuasion, sequence), and provides supporting details, explanations, and descriptions supportive of the focus of the presentation and the backgrounds/interests of the audience.</p>	<p><b>Student Handbook:</b> 423-430</p> <p><b>Teacher's Edition:</b> 423-430</p>

# LISTENING & VIEWING

## C o n v e n t i o n s

Grade Level Content Expectations, Seventh Grade	Write Source, Grade 7
<p><i>Students will...</i></p> <p><b>L.CN.07.01</b> Distinguish facts from opinions and question their validity during speeches and presentations delivered by peers.</p>	<p><b>Student Handbook:</b> 231</p> <p><b>Teacher's Edition:</b> 231</p>
<p><b>L.CN.07.02</b> Demonstrate the appropriate social skills of audience behavior (e.g., eye contact, quiet and still, attentive, supportive) during speeches and presentations.</p>	<p><b>Student Handbook:</b> 417-421</p> <p><b>Teacher's Edition:</b> 419</p>

## R e s p o n s e

Grade Level Content Expectations, Seventh Grade	Write Source, Grade 7
<p><i>Students will...</i></p> <p><b>L.RP.07.01</b> Identify, state, and react to a speaker's point of view and bias.</p>	<p><b>Student Handbook:</b> 418-421</p> <p><b>Teacher's Edition:</b> 421</p>
<p><b>L.RP.07.02</b> Respond thoughtfully to both classic and contemporary texts recognized for quality and literary merit.</p>	<p><b>Student Handbook:</b> 283-286, 287-300</p> <p><b>Teacher's Edition:</b> 283-286, 287-300</p>
<p><b>L.RP.07.03</b> Identify a speaker's attitude toward a subject.</p>	<p><b>Student Handbook:</b> 418-421</p> <p><b>Teacher's Edition:</b> 421</p>
<p><b>L.RP.07.04</b> Ask probing questions of speakers, focusing on claims and conclusions presented.</p>	<p><b>Student Handbook:</b> 419, 421</p> <p><b>Teacher's Edition:</b> 421</p>
<p><b>L.RP.07.05</b> Respond to multiple texts when listened to or viewed by speaking, illustrating, and/or writing in order to anticipate and answer questions, to determine personal and universal themes, and to offer opinions or solutions.</p>	<p><b>Student Handbook:</b> 29-32, 283-286, 287-300</p> <p><b>Teacher's Edition:</b> 288</p>

Grade Level Content Expectations, Seventh Grade	Write Source, Grade 7
<p><b>L.RP.07.07</b>  Identify persuasive and propaganda techniques and analyze the effect on the view of images, text, and sound in the electronic media (e.g., television, movies), and they will determine if the techniques used achieved their intended effects.</p>	<p><b>Student Handbook:</b> 231, 246  <b>Teacher's Edition:</b> 231, 246</p>



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**correlated to**  
**Michigan English Language Arts**  
**Grade Level Content Expectations**  
**Eighth Grade**

**READING**

**Word Study**

Grade Level Content Expectations, Eighth Grade	Write Source, Grade 8
<p><i>Students will...</i></p> <p><b>R.WS.08.01</b>            Use word structure, sentence structure, and prediction to aid in decoding and understanding the meanings of words encountered in context.</p>	<p><b>Student Handbook:</b> 562-563, 564-569</p> <p><b>Teacher's Edition:</b> 293, 346</p>
<p><b>R.WS.08.02</b>            Use structural, syntactic, and semantic analysis to recognize unfamiliar words in context (e.g., idioms, analogies, metaphors, and similes to infer, history of the English language, common word origins, syllabication).</p>	<p><b>Student Handbook:</b> 360-361, 558-559, 562-563, 564-569</p> <p><b>Teacher's Edition:</b> 50, 56, 97, 132, 144, 152, 221, 222, 243, 244, 247, 289, 293, 336, 346, 349, 352, 360, 380</p>
<p><b>R.WS.08.03</b>            Recognize frequently encountered words automatically ("automatically" should be defined in the glossary).</p>	<p><b>Student Handbook:</b> 562</p> <p><b>Teacher's Edition:</b> 77</p>
<p><b>R.WS.08.04</b>            Know the meaning of frequently encountered words in written and oral contexts (research to support specific words).</p>	<p><b>Student Handbook:</b> 562</p> <p><b>Teacher's Edition:</b> 77</p>
<p><b>R.WS.08.05</b>            Apply strategies to construct meaning and identify unknown words.</p>	<p><b>Student Handbook:</b> 372-373, 562-563</p> <p><b>Teacher's Edition:</b> 97, 263</p>
<p><b>R.WS.08.06</b>            Read fluently eighth grade level texts (increasingly demanding texts read with fluency as the year proceeds).</p>	<p><b>Student Handbook:</b> 283-286, 287-322, 323-328, 332-333, 336-341</p> <p><b>Teacher's Edition:</b> 285</p>

Grade Level Content Expectations, Eighth Grade	Write Source, Grade 8
<p><b>R.WS.08.07</b> Use strategies (e.g., prior knowledge, text features, structures) and authentic content-related resources to determine the meaning of words and phrases in context (e.g., historical terms, content area vocabulary, literary terms).</p>	<p><b>Student Handbook:</b> 86, 351-352, 360-361, 558-559, 560-561, 562</p> <p><b>Teacher's Edition:</b> 56, 86, 97, 158, 222, 224, 244, 352</p>

## Narrative Text

Grade Level Content Expectations, Eighth Grade	Write Source, Grade 8
<p><i>Students will...</i></p> <p><b>R.NT.08.02</b> Analyze elements and style of narrative genres (e.g., historical fiction, science fiction, realistic fiction).</p>	<p><b>Student Handbook:</b> 93, 94, 97, 98, 99-100, 135, 136-137, 143, 526</p> <p><b>Teacher's Edition:</b> 93, 97, 99, 135, 136, 143</p>
<p><b>R.NT.08.03</b> Analyze the role of rising and falling actions, minor characters in relation to conflict, and credibility of the narrator.</p>	<p><b>Student Handbook:</b> 344-345, 346, 350, 351</p> <p><b>Teacher's Edition:</b> 344, 345, 346, 350, 351, 352</p>
<p><b>R.NT.08.04</b> Analyze how authors use symbolism, imagery, and consistency to develop credible narrators, rising and falling actions and minor characters.</p>	<p><b>Student Handbook:</b> 344-345, 346, 350, 351, 559</p> <p><b>Teacher's Edition:</b> 345, 346, 351, 352</p>

## Informational Text

Grade Level Content Expectations, Eighth Grade	Write Source, Grade 8
<p><i>Students will...</i></p> <p><b>R.IT.08.01</b> Analyze elements and style of informational genre (e.g., comparative essays, newspaper writing, technical writing, persuasive essays).</p>	<p><b>Student Handbook:</b> 157, 158, 161, 162, 163-164, 196, 199, 200-201, 205, 206, 208, 210, 219, 220, 223, 224, 225-226, 261, 262-263, 267, 268, 270, 272, 528</p> <p><b>Teacher's Edition:</b> 157, 158, 161, 163, 196, 199, 200, 201, 219, 220, 225, 261, 263, 268</p>
<p><b>R.IT.08.02</b> Analyze organizational patterns (e.g., theory, evidence, sequence).</p>	<p><b>Student Handbook:</b> 157, 158, 161, 162, 163-164, 196, 199, 200-201, 205, 206, 208, 210, 219, 220, 223, 224, 225-226, 261, 262-263, 267, 268, 270, 272, 528</p> <p><b>Teacher's Edition:</b> 157, 158, 161, 163, 196, 199, 201, 207, 210, 220, 225, 262</p>
<p><b>R.IT.08.03</b> Explain how authors use text features to enhance the understanding of central, key, and supporting ideas (e.g., illustrations, author's pages, prefaces, marginal notes).</p>	<p><b>Student Handbook:</b> 369</p> <p><b>Teacher's Edition:</b> 207, 369</p>

## C o m p r e h e n s i o n

Grade Level Content Expectations, Eighth Grade	Write Source, Grade 8
<p><i>Students will...</i></p> <p><b>R.CM.08.01</b> Connect personal knowledge, experience, and understanding of the world to themes and perspectives in the text.</p>	<p><b>Student Handbook:</b> 323, 324-325, 434</p> <p><b>Teacher's Edition:</b> 325</p>
<p><b>R.CM.08.02</b> Read, retell, and summarize grade level appropriate narrative and informational texts.</p>	<p><b>Student Handbook:</b> 332-333, 375-378, 440</p> <p><b>Teacher's Edition:</b> 332, 333, 375, 376</p>
<p><b>R.CM.08.03</b> State global themes, universal truths, and principles within and across texts to create a deeper understanding.</p>	<p><b>Student Handbook:</b> 284, 287-322</p> <p><b>Teacher's Edition:</b> 285, 292</p>
<p><b>R.CM.08.04</b> Apply significant knowledge from what has been read in grade level appropriate science and social studies texts.</p>	<p><b>Student Handbook:</b> 84-85, 88-89, 144-145, 148-149, 206-207, 210-211, 268-269, 272-273, 330-331, 332-333, 436, 438</p> <p><b>Teacher's Edition:</b> 84, 144, 145, 206, 273, 332, 333</p>

## M e t a c o g n i t i o n

Grade Level Content Expectations, Eighth Grade	Write Source, Grade 8
<p><i>Students will...</i></p> <p><b>R.MT.08.01</b> Independently self-monitor comprehension when reading or listening to text by automatically using and discussing the strategies used by mature readers to increase comprehension and engage in interpretative discussions (e.g., predicting, constructing mental images representing ideas in text questioning, rereading or listening again if uncertain about meaning, inferring, summarizing).</p>	<p><b>Student Handbook:</b> 332-333, 375-378, 434-438, 439-440, 445-448</p> <p><b>Teacher's Edition:</b> 333, 377, 445-448</p>
<p><b>R.MT.08.02</b> Plan, monitor, regulate, and evaluate skills, strategies, and processes for their own reading comprehension by applying appropriate metacognitive skills.</p>	<p><b>Student Handbook:</b> 434, 440, 445-448, 548-549</p> <p><b>Teacher's Edition:</b> 445-448</p>

## Critical Standards

Grade Level Content Expectations, Eighth Grade	Write Source, Grade 8
<p><i>Students will...</i></p> <p><b>R.CS.08.01</b> Evaluate the appropriateness of shared, individual, and expert standards based on purpose, context, and audience in order to assess their own work and work of others.</p>	<p><b>Student Handbook:</b> 29-32, 45-56, 114-123, 126-127, 130-131, 178-187, 190-191, 194-195, 240-249, 252-253, 256-257, 302-311, 314-315, 318-319</p> <p><b>Teacher's Edition:</b> 29-32, 45-56, 114-123, 126-127, 130-131, 178-187, 190-191, 194-195, 240-249, 252-253, 256-257, 302-311, 314-315, 318-319</p>

## Reading Attitude

Grade Level Content Expectations, Eighth Grade	Write Source, Grade 8
<p><i>Students will...</i></p> <p><b>R.AT.08.01</b> Students will be enthusiastic about reading and do substantial reading on their own.</p>	<p><b>Student Handbook:</b> 283-286, 287-322, 323-328, 332-333, 434</p> <p><b>Teacher's Edition:</b> 285</p>

## WRITING

### Writing Genres

Grade Level Content Expectations, Eighth Grade	Write Source, Grade 8
<p><i>Students will...</i></p> <p><b>W.GN.08.01</b> Write a cohesive, narrative piece that includes appropriate conventions to the genre (e.g., historical fiction, science fiction, realistic fiction) and employ literary and plot devices (e.g., narrator credibility, rising and falling actions, and/or conflict, transitional language, and imagery).</p>	<p><b>Student Handbook:</b> 93-96, 97-134, 135-142, 143-155, 343-352</p> <p><b>Teacher's Edition:</b> 93-96, 97-134, 135-142, 143-155, 343-352</p>
<p><b>W.GN.08.02</b> Write an historical expository piece (e.g., journal, biography, simulated memoir) that includes appropriate organization, illustrations, marginal notes, and/or annotations.</p>	<p><b>Student Handbook:</b> 84-85, 135-142, 206-207, 379-404</p> <p><b>Teacher's Edition:</b> 84-85, 135-142, 206-207, 379-404</p>
<p><b>W.GN.08.03</b> Formulate research questions that demonstrate critical evaluation of multiple resources and perspectives and arguments/counterarguments that culminate in a presented, final project.</p>	<p><b>Student Handbook:</b> 386-404</p> <p><b>Teacher's Edition:</b> 389</p>

## Writing Process

Grade Level Content Expectations, Eighth Grade	Write Source, Grade 8
<p><i>Students will...</i></p> <p><b>W.PR.08.01</b> Set a purpose, consider audience, and replicate authors' styles and patterns when writing narrative or informational text.</p>	<p><b>Student Handbook:</b> 93-96, 97-112, 135-140, 143-149, 152-155, 157-160, 161-176, 199-204, 205-209, 214-217, 283-286, 287-300, 323-328</p> <p><b>Teacher's Edition:</b> 93-96, 97-112, 135-140, 143-149, 152-155, 157-160, 161-176, 199-204, 205-209, 214-217, 283-286, 287-300, 323-328</p>
<p><b>W.PR.08.02</b> Apply a variety of pre-writing strategies for narrative text (e.g., story maps designed to depict rising and falling actions, roles of minor characters, credibility of narrator) and informational text (e.g., compare/contrast, cause and effect, sequential text patterns).</p>	<p><b>Student Handbook:</b> 7, 8, 13, 95, 101-106, 138-139, 155, 159, 165-170, 202-203, 285, 291-294, 326, 346-347, 544-545, 548-549, 550</p> <p><b>Teacher's Edition:</b> 13, 95, 101-106, 138-139, 159, 165-170, 202-203, 285, 291-294, 326, 346-347</p>
<p><b>W.PR.08.03</b> Experiment with various ways of sequencing information (e.g., ordering arguments, sequencing ideas chronologically or by importance).</p>	<p><b>Student Handbook:</b> 12, 13, 80-82, 98, 108-112, 116-117, 139-141, 162, 168, 172-176, 180-181, 194-195, 203, 204, 224, 229, 232, 234-238, 242-243, 250, 256-257, 266, 288, 294, 296-300, 304-305, 312, 318-319, 348, 349, 410, 548-549, 551</p> <p><b>Teacher's Edition:</b> 80-82, 105, 108-112, 116-117, 139-141, 168, 172-176, 180-181, 203, 204, 229, 232, 234-238, 242-243, 294, 296-300, 304-305, 348</p>
<p><b>W.PR.08.04</b> Review and revise their compositions for coherence and consistency regarding word choice, cause and effect, and style, and they will read their own work from another reader's perspective in the interest of clarity.</p>	<p><b>Student Handbook:</b> 9, 16-21, 50-51, 74, 82, 113-124, 141, 160, 177-188, 222, 239-250, 266, 302-312, 328, 349, 357, 378, 405-406</p> <p><b>Teacher's Edition:</b> 9, 16-21, 50-51, 74, 82, 113-124, 141, 160, 177-188, 222, 239-250, 266, 302-312, 328, 349, 357, 378, 405-406</p>
<p><b>W.PR.08.05</b> Edit their writing using proofreaders' checklists both individually and in peer editing group.</p>	<p><b>Student Handbook:</b> 22, 55, 128, 142, 192, 254, 316</p> <p><b>Teacher's Edition:</b> 9, 128, 142, 192, 254, 316, 378</p>

## Personal Style

Grade Level Content Expectations, Eighth Grade	Write Source, Grade 8
<p><i>Students will...</i></p> <p><b>W.PS.08.01</b> Exhibit individual style to enhance the written message (e.g., in narrative text: personification, humor, element of surprise; in informational text: emotional appeal, strong opinion, credible support).</p>	<p><b>Student Handbook:</b> 12, 16, 34, 40, 82, 98, 100, 106, 118-119, 124, 130-131, 137, 141, 158, 162, 164, 169, 182-183, 188, 194-195, 220, 224, 226, 244-245, 250, 256-257, 288, 290, 306-307, 312, 318-319, 325, 328, 345, 349, 354, 357, 378, 410, 415, 541</p> <p><b>Teacher's Edition:</b> 40, 82, 100, 106, 118-119, 137, 158, 164, 169, 182-183, 220, 226, 244-245, 290, 306-307, 325, 345, 354</p>

## Grammar and Usage

Grade Level Content Expectations, Eighth Grade	Write Source, Grade 8
<p><i>In the context of their writing, students will...</i></p> <p><b>W.GR.08.01</b> Use style conventions (e.g., MLA) and a variety of grammatical structures in their writing including infinitives, gerunds, participial phrases, and dashes or ellipses.</p>	<p><b>Student Handbook:</b> 41, 43, 60, 79, 123, 186, 191, 248-249, 252-253, 310, 396, 403-404, 469-498, 499-522, 570, 571, 690-701, 702-748</p> <p><b>Teacher's Edition:</b> 43, 60, 79, 123, 186, 191, 248-249, 252-253, 310, 396, 403-404</p>

## Spelling

Grade Level Content Expectations, Eighth Grade	Write Source, Grade 8
<p><i>Students will...</i></p> <p><b>W.SP.08.01</b> Students will use correct spelling conventions in the context of their own writing.</p>	<p><b>Student Handbook:</b> 630, 632, 642, 645-651</p> <p><b>Teacher's Edition:</b> 407</p>

## Handwriting

Grade Level Content Expectations, Eighth Grade	Write Source, Grade 8
<p><i>Students' handwriting will...</i></p> <p><b>W.HW.08.01</b> Be legible in their compositions.</p>	<p><b>Student Handbook:</b> 24, 129, 238, 255, 317, 409</p> <p><b>Teacher's Edition:</b> 24</p>

## Writing Attitude

Grade Level Content Expectations, Eighth Grade	Write Source, Grade 8
<p><i>Students will...</i></p> <p><b>W.AT.08.01</b> Be enthusiastic about writing.</p>	<p><b>Student Handbook:</b> 1-3, 6, 40, 431-434, 544-545</p> <p><b>Teacher's Edition:</b> 1-3, 6, 40</p>

## SPEAKING

### Conventions

Grade Level Content Expectations, Eighth Grade	Write Source, Grade 8
<p><i>Students will...</i></p> <p><b>S.CN.08.01</b> Use enunciation and stress to emphasize key ideas and concepts when presenting.</p>	<p><b>Student Handbook:</b> 419, 422, 428-430</p> <p><b>Teacher's Edition:</b> 419, 430</p>
<p><b>S.CN.08.02</b> Use body language (e.g., gestures, posture, facial expressions), tone of voice, and pace of speaking to enhance meaning and influence interpretation when presenting.</p>	<p><b>Student Handbook:</b> 428-430</p> <p><b>Teacher's Edition:</b> 428</p>
<p><b>S.CN.08.03</b> Present their work in standard American English if it is their first language (students whose second language is English will present their work in their developing version of standard American English).</p>	<p><b>Student Handbook:</b> 419-422, 423-430</p>

## Discourse

Grade Level Content Expectations, Eighth Grade	Write Source, Grade 8
<p><i>Students will...</i></p> <p><b>S.DS.08.01</b> Engage in interactive, extended discourse to socially construct meaning (e.g., book clubs, literature circles, partnerships or other conversation protocols).</p>	<p><b>Student Handbook:</b> 29-32, 420-421</p> <p><b>Teacher's Edition:</b> 220</p>
<p><b>S.DS.08.02</b> Discuss multiple text types in order to explore problems and pose solutions, take a stand on an issue and support it, and identify personally with a universal theme.</p>	<p><b>Student Handbook:</b> 29-32, 420-421</p> <p><b>Teacher's Edition:</b> 31, 220, 229, 237</p>

Grade Level Content Expectations, Eighth Grade	Write Source, Grade 8
<p><b>S.DS.08.03</b> Discuss their written narratives (e.g., biographies and autobiographies) with a variety of literary and plot devices (e.g., description of relevant situations, well-chosen details, relevant dialogue, specific action, physical description of characters).</p>	<p><b>Student Handbook:</b> 29-32 <b>Teacher’s Edition:</b> 30, 112, 123</p>
<p><b>S.DS.08.04</b> Plan (e.g., outline including introduction, points to be made, a summary, effective conclusion) and deliver an informational presentation that incorporates precise, interesting, vivid language in the active voice, is organized logically to convey the message, includes persuasive non-verbal techniques (e.g., voice modulation, expression, tone, appropriate pace), makes use of rhetorical strategies (e.g., supportive narratives, key information, vivid descriptions) to support the purpose of the presentation and to positively impact the intended audience.</p>	<p><b>Student Handbook:</b> 423-430 <b>Teacher’s Edition:</b> 220</p>

## LISTENING & VIEWING

### C o n v e n t i o n s

Grade Level Content Expectations, Eighth Grade	Write Source, Grade 8
<p><i>Students will...</i></p> <p><b>L.CN.08.01</b> Listen to and view a variety of peer speeches and presentations to analyze for key factors (e.g., main idea, significant details), fact and opinion, bias, propaganda, argumentation, or support.</p>	<p><b>Student Handbook:</b> 417-421</p>
<p><b>L.CN.08.02</b> Demonstrate the appropriate social skills of audience behavior and critically examine the verbal and non-verbal strategies in the communication process.</p>	<p><b>Student Handbook:</b> 417-422, 423-430 <b>Teacher’s Edition:</b> 418, 428</p>

### R e s p o n s e

Grade Level Content Expectations, Eighth Grade	Write Source, Grade 8
<p><i>Students will...</i></p> <p><b>L.RP.08.01</b> React to a speaker’s intent and apply a speaker’s reasoning to other situations and topics.</p>	<p><b>Student Handbook:</b> 418, 419, 421 <b>Teacher’s Edition:</b> 421</p>

Grade Level Content Expectations, Eighth Grade	Write Source, Grade 8
<p><b>L.RP.08.02</b> Respond thoughtfully to both classic and contemporary texts recognized for quality and literary merit.</p>	<p><b>Student Handbook:</b> 283-286, 287-300, 323-328 <b>Teacher’s Edition:</b> 283-286, 287-300, 323-328</p>
<p><b>L.RP.08.03</b> Paraphrase a speaker’s main ideas, purpose, and point of view, and they will ask relevant questions about the content, delivery, and purpose of the presentation.</p>	<p><b>Student Handbook:</b> 418, 419, 421</p>
<p><b>L.RP.08.05</b> Respond to multiple texts when listened to or viewed by speaking, illustrating, and/or writing in order to anticipate and answer questions, to determine personal and universal themes, and to offer opinions or solutions.</p>	<p><b>Student Handbook:</b> 29-32, 283-286, 287-300, 323-328 <b>Teacher’s Edition:</b> 9-32, 283-286, 287-300, 323-328</p>
<p><b>L.RP.08.07</b> Interpret and analyze the various ways in which visual image-makers (e.g., graphic artists, illustrators) communicate information and affect impressions and opinions.</p>	<p><b>Student Handbook:</b> 329, 330-331, 334-335 <b>Teacher’s Edition:</b> 330</p>



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