



**WRITE SOURCE 2000 ©1999**  
**Correlated To**  
**TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS)**  
**English Language Arts**  
**Grade 8**

**( 8.1 ) LISTENING/SPEAKING/PURPOSES**

The student listens actively and purposefully in a variety of settings.

| Standard   | Write Source 2000   |
|--|---|
| The student is expected to:  |   |
| (A) determine the purposes for listening such as to gain information, to solve problems, or to enjoy and appreciate; | <b>Listening Skills</b> 370<br><b>Role of the Listener</b> 76 |
| (B) eliminate barriers to effective listening;   | <b>Listening Skills</b> 370<br><b>Role of the Listener</b> 76 |
| (C) understand the major ideas and supporting evidence in spoken messages; and                                       | <b>Listening Skills</b> 370<br><b>Role of the Listener</b> 76 |
| (D) listen to learn by taking notes, organizing, and summarizing spoken ideas.                                       | <b>Note taking Lectures</b> 362-363                           |

**( 8.2 ) LISTENING/SPEAKING/CRITICAL LISTENING**

The student listens critically to analyze and evaluate a speaker's message(s).

| Standard  | Write Source 2000  |
|---|--|
| The student is expected to:   |  |
| (A) interpret speakers' messages (both verbal and nonverbal), purposes, and perspectives;     | <b>Listening Skills</b> 370<br><b>Role of the Listener</b> 76  |
| (B) analyze a speaker's persuasive techniques and credibility;                                | <b>Listening Skills</b> 370<br><b>Role of the Listener</b> 76<br><b>Using Logic to Persuade</b> 292-293  |
| (C) distinguish between the speaker's opinion and verifiable fact;                            | <b>Listening Skills</b> 370<br><b>Role of the Listener</b> 76<br><b>Using Logic to Persuade</b> 292-293<br><b>Avoid Fuzzy Thinking</b> 294-295 |
| (D) monitor his/her own understanding of the spoken message and seek clarification as needed; | <b>Listening Skills</b> 370<br><b>Role of the Listener</b> 76  |
| (E) compare his/her own perception of a spoken message with the perception of others; and     | <b>Listening Skills</b> 370<br><b>Role of the Listener</b> 76  |
| (F) evaluate a spoken message in terms of its content, credibility, and delivery.             | <b>Listening Skills</b> 370<br><b>Role of the Listener</b> 76<br><b>Using Logic to Persuade</b> 292-293  |

### **(8.3) LISTENING/SPEAKING/APPRECIATION**

The student listens to enjoy and appreciate spoken language.

|  |   |
|--|---|
| Standard   | <b>Write Source 2000</b>                                      |
| The student is expected to:                                |   |
| (A) analyze the use of aesthetic language for its effects. | <b>Listening Skills 370</b><br><b>Role of the Listener 76</b> |

### **(8.4) LISTENING/SPEAKING/CULTURE**

The student listens and speaks to gain and share knowledge of his/her own culture, the culture of others, and the common elements of cultures.

|  |  |
|--|--|
| Standard   | <b>Write Source 2000</b>   |
| The student is expected to:  |  |
| (A) connect his/her own experiences, information, insights, and ideas with the experiences of others through speaking and listening; | <b>Listening Skills 370</b><br><b>Role of the Listener 76</b>  |
| (B) compare oral traditions across regions and cultures; and   | <b>Understanding Literature 341-345</b><br><b>English from Around the World 461</b>                  |
| (C) identify how language use such as labels and sayings reflects regions and cultures.  | <b>Foreign Words 460</b><br><b>English from Around the World 461</b><br><b>Language Families 462</b> |

### **(8.5) LISTENING/SPEAKING/AUDIENCES**

The student speaks clearly and appropriately to different audiences for different purposes and occasions.

|  |   |
|--|---|
| Standard   | <b>Write Source 2000</b>  |
| The student is expected to:  |   |
| (A) adapt spoken language such as word choice, diction, and usage to the audience, purpose, and occasion;                                    | <b>Diction 142</b><br><b>Levels of Diction 340</b>  |
| (B) demonstrate effective communications skills that reflect such demands as interviewing, reporting, requesting, and providing information; | <b>Interviewing 55, 170, 263</b><br><b>Preparing a Speech 347-354</b>                           |
| (C) present dramatic interpretations of experiences, stories, poems, or plays to communicate;  | <b>Reading and Appreciating Poetry 196-197</b>  |
| (D) generate criteria to evaluate his/her own oral presentations and the presentations of others;  | <b>Preparing a Speech 347-354</b>   |
| (E) use effective rate, volume, pitch, and tone for the audience and setting; and  | <b>Preparing a Speech 347-354</b>   |
| (F) clarify and support spoken ideas with evidence, elaborations, and examples.  | <b>Preparing a Speech 347-354</b><br><b>Discussion Group 345</b><br><b>Group Skills 369-372</b> |

## (8.6) READING/WORD IDENTIFICATION

The student uses a variety of word recognition strategies.

| Standard  | Write Source 2000                                  |
|---|--|
| The student is expected to:   |  |
| (A) apply knowledge of letter-sound correspondences, language structure, and context to recognize words;                        | <b>Context Clues</b> 324                           |
| (B) use structural analysis to identify words, including knowledge of Greek and Latin roots and prefixes/suffixes; and          | <b>Using Prefixes, Suffixes, and Roots</b> 329-339 |
| (C) locate the meanings, pronunciations, and derivations of unfamiliar words using dictionaries, glossaries, and other sources. | <b>Using Dictionary</b> 326<br><b>Glossary</b> 281 |

## (8.7) READING/FLUENCY

The student reads with fluency and understanding in texts at appropriate difficulty levels.

| Standard   | Write Source 2000                              |
|--|--|
| The student is expected to:  |  |
| (A) read regularly in independent-level materials (texts in which approximately no more than 1 in 20 words are difficult).   | <b>Study-Reading Skills</b> 307-322            |
| (B) read regularly in instructional-level materials that are challenging but manageable (texts in which no more than approximately 1 in 10 words is difficult for the reader); | <b>Study-Reading Skills</b> 307-322            |
| (C) adjust reading rate based on purposes for reading;   | <b>Adjusting Your Reading Rate</b> 322         |
| (D) read aloud in selected texts in ways that both reflect understanding of the text and engage the listeners; and   | <b>Reading and Appreciating Poetry</b> 196-197 |
| (E) read silently with increasing ease for longer periods.   | <b>Study-Reading Skills</b> 307-322            |

## (8.8) READING/VARIETY OF TEXTS

The student reads widely for different purposes in varied sources.

| Standard   | Write Source 2000  |
|--|--|
| The student is expected to:  |  |
| (A) read classic and contemporary works;   | <b>Study-Reading Skills</b> 307-322  |
| (B) select varied sources such as plays, anthologies, novels, textbooks, poetry, newspapers, manuals, and electronic texts when reading for information or pleasure; | <b>Study-Reading Skills</b> 307-322  |
| (C) read for varied purposes such as to be informed, to be entertained, to appreciate the writer's craft, and to discover models for his/her own writing; and        | <b>Study-Reading Skills</b> 307-322  |
| (D) read to take action such as to complete forms, to make informed recommendations, and write a response.   | <b>Study-Reading Skills</b> 307-322<br><b>Writing about Literature</b> 175-181 |

## (8.9) READING/VOCABULARY DEVELOPMENT

The student acquires an extensive vocabulary through reading and systematic word study.

| Standard  | Write Source 2000   |
|---|---|
| The student is expected to:   |   |
| (A) develop vocabulary by listening to selections read aloud;   | <b>Listening Skills</b> 370<br><b>Role of the Listener</b> 76   |
| (B) draw on experiences to bring meanings to words in context such as interpreting idioms, multiple-meaning words, and analogies;                             | <b>Improving Your Vocabulary</b> 323-328  |
| (C) use multiple reference aids, including a thesaurus, a synonym finder, a dictionary, and software, to clarify meanings and usage;                          | <b>Referring to a Thesaurus</b> 325<br><b>Checking a Dictionary</b> 326-327<br><b>Keeping a Personal Dictionary</b> 328 |
| (D) determine meanings of derivatives by applying knowledge of the meanings of root words such as like, pay, or happy and affixes such as dis-, pre-, or un-; | <b>Using Prefixes, Suffixes, and Roots</b> 329-340  |
| (E) study word meanings systematically such as across curricular content areas and through current events;  | <b>Improving Your Vocabulary</b> 323-340  |
| (F) distinguish denotative and connotative meanings; and  | <b>Guidelines for Logical Thinking</b> 296  |
| (G) use word origins as an aid to understanding historical influences on English word meanings.   | <b>English from Around the World</b> 461<br><b>Language Families</b> 462  |

## (8.10) READING/COMPREHENSION

The student comprehends selections using a variety of strategies.

| Standard   | Write Source 2000  |
|--|--|
| The student is expected to:  |  |
| (A) use his/her own knowledge and experience to comprehend;  | <b>KWL</b> 321   |
| (B) establish and adjust purposes for reading such as reading to find out, to understand, to interpret, to enjoy, and to solve problems;   | <b>Study-Reading Skills</b> 307<br><b>Understanding Literature</b> 341   |
| (C) monitor his/her own comprehension and make modifications when understanding breaks down such as by rereading a portion aloud, using reference aids, searching for clues, and asking questions; | <b>Study-Reading Strategies</b><br><b>Think and Read</b> 320<br><b>KWL</b> 321<br><b>Adjusting Your Reading Rate</b> 322 |
| (D) describe mental images that text descriptions evoke;   | <b>Study-Reading Strategies</b> 320  |
| (E) use the text's structure or progression of ideas such as cause and effect or chronology to locate and recall information;  | <b>Study-Reading Skills</b> 307<br><b>Cause and Effect</b> 316-318<br><b>Chronological Order</b> 314-315                 |
| (F) determine a text's main (or major) ideas and how those ideas are supported with details;   | <b>Main Idea/Supporting Details</b> 310  |
| (G) paraphrase and summarize text to recall, inform, or organize ideas;  | <b>Paraphrasing</b> 216<br><b>Summarize</b> 377  |
| (H) draw inferences such as conclusions or generalizations and support them with text evidence and experience;   | <b>Study-Reading Skills</b> 307  |
| (I) find similarities and differences across texts such as in treatment, scope, or organization;   | <b>Comparison/Contrast</b> 312-313   |

| Standard   | Write Source 2000   |
|--|---|
| The student is expected to:  |   |
| (J) distinguish fact and opinion in various texts;   | <b>Know the Difference Between Fact and Opinion</b><br>292-293                                  |
| (K) answer different types and levels of questions such as open-ended, literal, and interpretative as well as test-like questions such as multiple choice, true-false, and short answer; | <b>Taking Tests</b> 373-380   |
| (L) represent text information in different ways such as in outline, timeline, or graphic organizer; and   | <b>Web</b> 309<br><b>Table Organizer</b> 311<br><b>Venn Diagram</b> 313<br><b>Time Line</b> 315 |
| (M) use study strategies to learn and recall important ideas from texts such as preview, question, reread, and record.   | <b>Study-Reading Skills</b> 307-322   |

### **(8.11) READING/LITERARY RESPONSE**

The student expresses and supports responses to various types of texts.

| Standard   | Write Source 2000   |
|--|---|
| The student is expected to:  |   |
| (A) offer observations, make connections, react, speculate, interpret, and raise questions in response to texts; | <b>Discussing Literature: A Book Group</b> 345                            |
| (B) interpret text ideas through such varied means as journal writing, discussion, enactment, and media;         | <b>Discussing Literature: A Book Group</b> 345                            |
| (C) support responses by referring to relevant aspects of text and his/her own experiences; and                  | <b>Discussing Literature: A Book Group</b> 345                            |
| (D) connect, compare, and contrast ideas, themes, and issues across text.  | <b>Venn Diagram</b> 313<br><b>Discussing Literature: A Book Group</b> 345 |

### **(8.12) READING/TEXT STRUCTURE / LITERARY CONCEPTS**

The student analyzes the characteristics of various types of texts (genres).

| Standard  | Write Source 2000                              |
|---|--|
| The student is expected to:   |  |
| (A) identify the purposes of different types of texts such as to inform, influence, express, or entertain;  | <b>Types of Literature</b> 342                 |
| (B) recognize the distinguishing features of genres, including biography, historical fiction, informational texts, and poetry;  | <b>Types of Literature</b> 342                 |
| (C) compare communication in different forms such as contrasting a dramatic performance with a print version of the same story or comparing story variants;           | <b>Discussing Literature: A Book Group</b> 345 |
| (D) understand and identify literary terms such as playwright, theater, stage, act, dialogue, dialect, analogy, and scene across a variety of literary forms (texts); | <b>Elements of Fiction</b> 343-344             |

| Standard  | Write Source 2000  |
|---|--|
| The student is expected to:   |  |
| (F) analyze characters, including their traits, motivations, conflicts, points of view, relationships, and changes they undergo;                  | <b>Character</b> 188, 190-191<br><b>Elements of Fiction</b> 343-344                  |
| (G) recognize and analyze story plot, setting, and problem resolution;  | <b>Elements of Fiction</b> 343-344   |
| (H) describe how the author's perspective or point of view affects the text;  | <b>Elements of Fiction</b> 343-344   |
| (I) analyze ways authors organize and present ideas such as through cause/effect, compare/contrast, inductively, deductively, or chronologically; | <b>Discussing Literature: A Book Group</b> 345<br><b>Elements of Fiction</b> 343-344 |
| (J) recognize and interpret literary devices such as flashback, foreshadowing, and symbolism; and   | <b>Discussing Literature: A Book Group</b> 345<br><b>Elements of Fiction</b> 343-344 |
| (K) recognize how style, tone, and mood contribute to the effect of the text.   | <b>Discussing Literature: A Book Group</b> 345<br><b>Elements of Fiction</b> 343-344 |

### **(8.13) READING/INQUIRY/RESEARCH**

The student inquires and conducts research using a variety of sources.

| Standard  | Write Source 2000   |
|---|---|
| The student is expected to:   |   |
| (A) form and revise questions for investigations, including questions arising from readings, assignments, and units of study;             | <b>Writing Personal Research Reports</b> 217-222<br><b>Writing Research Papers</b> 223-235<br><b>Searching for Information</b> 260-281  |
| (B) use text organizers, including headings, graphic features, and tables of contents, to locate and organize information;                | <b>Searching for Information</b> 260-281<br><b>Parts of Books</b> 281   |
| (C) use multiple sources, including electronic texts, experts, and print resources, to locate information relevant to research questions; | <b>Searching for Information</b> 260-281  |
| (D) interpret and use graphic sources of information such as maps, graphs, timelines, or tables to address research questions;            | <b>Searching for Information</b> 260-281<br><b>Graphs</b> 56, 302, 303<br><b>Maps</b> 491, 492, 493-506<br><b>Timeline</b> 515-525  |
| (E) summarize record and organize information from multiple sources by taking notes, outlining ideas, and making charts;                  | <b>Writing Personal Research Reports</b> 217-222<br><b>Writing Research Papers</b> 223-235<br><b>Searching for Information</b> 260-281<br><b>Note Taking</b> 309, 311, 313, 315, 317, 319, 321, 364<br><b>Summarize</b> 143, 213-216, 377 |
| (F) produce research projects and reports in effective formats for various audiences;   | <b>Writing Personal Research Reports</b> 217-222<br><b>Writing Research Papers</b> 223-235  |
| (G) draw conclusions from information gathered from multiple sources;   | <b>Searching for Information</b> 260-281  |
| (H) use compiled information and knowledge to raise additional, unanswered questions; and   | <b>Writing Personal Research Reports</b> 217-222<br><b>Writing Research Papers</b> 223-235<br><b>Searching for Information</b> 260-281  |
| (I) present organized statements, reports, and speeches using visuals or media to support meaning.  | <b>Writing Observation Reports</b> 209-212<br><b>Writing Summaries</b> 213-216<br><b>Writing Personal Research Reports</b> 217-222<br><b>Writing Research Papers</b> 223-235<br><b>Preparing a Speech</b> 347-354                         |

### (8.14) READING/CULTURE

The student reads to increase knowledge of his/her own culture, the culture of others, and the common elements of cultures.

| Standard   | Write Source 2000                       |
|--|---|
| The student is expected to:  |   |
| (A) compare text events with his/her own and other readers' experiences;                   | <b>Writing About Literature</b> 175-181 |
| (B) determine distinctive and common characteristics of cultures through wide reading; and | <b>Writing About Literature</b> 175-181 |

### (8.15) WRITING/PURPOSES

The student writes for a variety of audiences and purposes and in a variety of forms.

| Standard   | Write Source 2000   |
|--|---|
| The student is expected to:  |   |
| (A) write to express, discover, record, develop, reflect on ideas, and to problem solve;   | <b>Journal Writing</b> 145-148<br><b>Writing Friendly Letters</b> 149-152<br><b>Autobiographical Writing</b> 153-159<br><b>Writing in the Workplace</b> 237-240<br><b>Writing Business Letters</b> 241-250<br><b>Special Forms of Workplace Writing</b> 251-259   |
| (C) write to inform such as to explain, describe, report, and narrate;   | <b>Writing Expository Essays</b> 107-114<br><b>Autobiographical Writing</b> 153-159<br><b>Writing News Stories</b> 167-174<br><b>Biographical Writing</b> 161-166<br><b>Writing About Literature</b> 175-181<br><b>Writing Observation Reports</b> 209-212<br><b>Writing Summaries</b> 213-216<br><b>Writing Personal Research Reports</b> 217-222<br><b>Writing Research Papers</b> 223-235<br><b>Writing in the Workplace</b> 237-240<br><b>Writing Business Letters</b> 241-250<br><b>Special Forms of Workplace Writing</b> 251-259 |
| (D) write to entertain such as to compose humorous poems or short stories;   | <b>Writing Stories</b> 183-192<br><b>Writing Poetry</b> 193-207   |
| (E) select and use voice and style appropriate to audience and purpose;  | <b>Writing with Style</b> 129-136<br><b>Audience</b> 141  |
| (F) choose the appropriate form for his/her own purpose for writing, including journals, letters, editorials, reviews, poems, memoirs, narratives, and instructions; | <b>Purpose</b> 143<br><b>Journal</b> 48, 145-148<br><b>Letters</b> 149-152, 241-250   |
| (G) use literary devices effectively such as suspense, dialogue, and figurative language; and  | <b>Elements of Fiction</b> 343-344<br><b>Figures of Speech</b> 138-140, 194-195, 202-203  |
| (H) produce cohesive and coherent written texts by organizing ideas, using effective transitions, and choosing precise wording.                                      | <b>Writing with Style</b> 129-136<br><b>Writing Techniques and Terms</b> 137<br><b>Using the Right Word</b> 419-433   |

## (8.16) WRITING/PENMANSHIP/CAPITALIZATION/ PUNCTUATION/SPELLING

The student composes original texts, applying the conventions of written language such as capitalization, punctuation, penmanship, and spelling to communicate clearly.

| Standard   | Write Source 2000  |
|--|--|
| The student is expected to:  |  |
| (A) write legibly by selecting cursive or manuscript as appropriate;   | <b>Cursive Alphabet</b> 464  |
| (B) capitalize and punctuate correctly to clarify and enhance meaning such as capitalizing titles, using hyphens, semicolons, colons, possessives, and sentence punctuation; | <b>Marking Punctuation</b> 387-403<br><b>Capitalization</b> 404-407                                      |
| (C) spell derivatives correctly by applying the spellings of bases and affixes;  | <b>Using Prefixes, Suffixes, and Roots</b> 329-339<br><b>Improving Spelling</b> 411-418                  |
| (D) spell frequently misspelled words correctly such as their, they're, and there;   | <b>Improving Spelling</b> 411-418<br><b>Using the Right Word</b> 419                                     |
| (E) use resources to find correct spellings;   | <b>Improving Spelling</b> 411-418  |
| (F) spell accurately in final drafts; and  | <b>Improving Spelling</b> 411-418  |
| (G) understand the influence of other languages and cultures on the spelling of English words.   | <b>Foreign Words</b> 460<br><b>English from Around the World</b> 461<br><b>Language Families</b> 462-463 |

## (8.17) WRITING/GRAMMAR/USAGE

The student applies standard grammar and usage to communicate clearly and effectively in writing.

| Standard   | Write Source 2000   |
|--|---|
| The student is expected to:  |   |
| (A) write in complete sentences, varying the types such as compound and complex sentences, and use appropriately punctuated independent and dependent clauses; | <b>Composing Sentences</b> 85-92<br><b>Combining Sentences</b> 93-96<br><b>Building Paragraphs</b> 97-106 |
| (B) use conjunctions to connect ideas meaningfully;  | <b>Conjunction</b> 456-458  |
| (C) employ standard English usage in writing for audiences, including subject-verb agreement, pronoun referents, and parts of speech;                          | <b>Subject-Verb Agreement</b> 88-89<br><b>Pronoun Reference</b> 90<br><b>Parts of Speech</b> 439-458      |
| (D) use adjectives (comparatives and superlative forms) and adverbs appropriately to make writing vivid or precise;  | <b>Adjective</b> 451-452<br><b>Adverb</b> 454   |
| (E) use prepositional phrases to elaborate written ideas;  | <b>Preposition</b> 455  |
| (F) use verb tenses appropriately and consistently such as present, past, future, perfect, and progressive;  | <b>Verb</b> 446-450   |
| (G) write with increasing accuracy when using apostrophes in contractions such as doesn't and possessives such as Texas's; and                                 | <b>Apostrophe</b> 402.1-403.4   |
| (H) write with increasing accuracy when using pronoun case such as "She stepped between them and us."  | <b>Pronoun</b> 441-445  |

## ( 8.18 ) WRITING/PROCESSES

The student selects and uses writing processes for self-initiated and assigned writing.

| Standard  | Write Source 2000  |
|---|--|
| The student is expected to:   |  |
| (A) generate ideas and plans for writing by using prewriting strategies such as brainstorming, graphic organizers, notes, and logs; | <b>Prewriting: Choosing a Subject</b> 45-52<br><b>Gathering Details</b> 53-61  |
| (B) develop drafts by categorizing ideas, organizing them into para-graphs, and blending paragraphs within larger units of text;    | <b>Writing the First Draft</b> 61-66<br><b>Composing Sentences</b> 85-92<br><b>Building Paragraphs</b> 97-106  |
| (C) revise selected drafts by adding, elaborating, deleting, combining, and rearranging text;                                       | <b>Revising Your Writing</b> 67-74<br><b>Combining Sentences</b> 93-96<br><b>Writing with Style</b> 129-136  |
| (D) revise drafts for coherence, progression, and logical support of ideas;   | <b>Revising Your Writing</b> 67-74<br><b>Combining Sentences</b> 93-96<br><b>Writing with Style</b> 129-136  |
| (E) edit drafts for specific purposes such as to ensure standard usage, varied sentence structure, and appropriate word choice;     | <b>Editing and Proofreading</b> 79-83<br><b>Combining Sentences</b> 93-96<br><b>Writing with Style</b> 129-136<br><b>Proofreader's Guide</b> 387-458   |
| (F) use available technology to support aspects of creating, revising, editing, and publishing texts;                               | <b>Writing with a Computer</b> 25-30<br><b>Computers</b> 483-490   |
| (G) refine selected pieces frequently to "publish" for general and specific audiences;  | <b>Publishing</b> 5, 7, 18, 37-43<br><b>On-line Publishing</b> 42-43   |
| (H) proofread his/her own writing and that of others; and   | <b>Editing and Proofreading</b> 79-83<br><b>Group Advising</b> 75-78<br><b>Proofreader's Guide</b> 387-458   |
| (I) select and use reference materials and resources as needed for writing, revising, and editing final drafts.                     | <b>The Art of Writing</b> 128-143<br><b>Revising Your Writing</b> 67-74<br><b>Editing and Proofreading</b> 79-83<br><b>Proofreader's Guide</b> 387-458 |

## ( 8.19 ) WRITING/EVALUATION

The student evaluates his/her own writing and the writings of others.

| Standard  | Write Source 2000  |
|---|--|
| The student is expected to:   |  |
| (A) apply criteria to evaluate writing;   | <b>Revising Your Writing</b> 67-74   |
| (B) respond in constructive ways to others' writings;   | <b>Group Advising Guidelines</b> 75-76<br><b>Making Helpful Responses</b> 77<br><b>Student Response Sheet</b> 78 |
| (C) evaluate how well his/her own writing achieves its purposes;  | <b>Revising Checklist</b> 74   |
| (D) analyze published examples as models for writing; and   | <b>Modeling the Masters</b> 132-133<br><b>Traits of Effective Writing</b> 18-24                                  |
| (E) review a collection of written works to determine its strengths and weak-nesses and to set goals as a writer. | <b>Modeling the Masters</b> 132-133<br><b>Developing a Portfolio</b> 31-36                                       |

## (8.20) WRITING/INQUIRY/RESEARCH

The student uses writing as a tool for learning and research.

| Standard  | Write Source 2000   |
|---|---|
| The student is expected to:   |   |
| (A) frame questions to direct research;   | <b>Writing Research Papers</b> 223-235<br><b>Searching for Information</b> 260-281  |
| (B) organize prior knowledge about a topic in a variety of ways such as by producing a graphic organizer;                                     | <b>Writing Research Papers</b> 223-235<br><b>Graphic Organizers</b> 10, 48, 56, 57, 110, 113, 170, 198, 224, 309, 311, 313, 315, 317, 319, 321, 365 |
| (C) take notes from relevant and authoritative sources such as guest speakers, periodicals, and on-line searches;                             | <b>Writing Research Papers</b> 223-235<br><b>Note taking</b> 309, 311, 313, 315, 317, 319, 321, 364<br><b>Searching for Information</b> 260-281     |
| (D) summarize and organize ideas gained from multiple sources in useful ways such as outlines, conceptual maps, learning logs, and timelines; | <b>Learning Log</b> 148<br><b>Outline</b> 377<br><b>Timeline</b> 56, 315<br><b>Searching for Information</b> 260-281                                |
| (E) present information in various forms using available technology;  | <b>Writing with Computers</b><br><b>Computers</b> 483-490   |
| (F) evaluate his/her own research and frame new questions for further investigation; and  | <b>Writing Research Papers</b> 223-235<br><b>Searching for Information</b> 260-281  |
| (G) follow accepted formats for writing research, including documenting sources.  | <b>Writing Research Papers</b> 223-235  |

## (8.21) WRITING/CONNECTIONS

The student interacts with writers inside and outside the classroom in ways that reflect the practical uses of writing.

| Standard   | Write Source 2000   |
|--|---|
| The student is expected to:  |   |
| (A) collaborate with other writers to compose, organize, and revise various types of texts, including letters, news, records, and forms; | <b>Group Advising Skills</b> 75-78<br><b>Group Skills</b> 369-372   |
| (B) correspond with peers or others via e-mail or conventional mail; and   | <b>Workplace Writing in School</b> 239<br><b>Traits of Good Workplace Writing</b> 240<br><b>Writing Guidelines: E-Mail</b> 254-255<br><b>Letters</b> 149-152, 241-250 |
| (C) identify challenges faced by published authors and strategies they use to compose various types of text.                             | <b>Letter to an Author</b> 181<br><b>Planning Skills</b> 381-385<br>Setting Goals, Planning Your Time, Managing Stress  |

## (8.22) VIEWING/REPRESENTING/INTERPRETATION

The student understands and interprets visual images, messages, and meanings.

| Standard  | Write Source 2000  |
|---|--|
| The student is expected to:   |  |
| (A) describe how illustrators' choice of style, elements, and media help to represent or extend the text's meanings;            | <b>Viewing Skills</b> 355-360                                  |
| (B) interpret important events and ideas gathered from maps, charts, graphics, video segments, or technology presentations; and | <b>Reading Charts</b> 301-306<br><b>Viewing Skills</b> 355-360 |
| (C) use media to compare ideas and points of view.  | <b>Viewing Skills</b> 355-360                                  |

**( 8 . 2 3 ) VIEWING/REPRESENTING/ANALYSIS**

The student analyzes and critiques the significance of visual images, messages,

|   |                               |
|---|-------------------------------|
| Standard  | <b>Write Source 2000</b>      |
| The student is expected to:   |                               |
| (A) interpret and evaluate the various ways visual image makers such as illustrators, documentary filmmakers, and political cartoonists represent meanings; | <b>Viewing Skills</b> 355-360 |
| (B) compare and contrast print, visual, and electronic media such as film with written story;   | <b>Viewing Skills</b> 355-360 |
| (C) evaluate the purposes and effects of varying media such as film, print, and technology presentations; and   | <b>Viewing Skills</b> 355-360 |
| (D) evaluate how different media forms influence and inform.  | <b>Viewing Skills</b> 355-360 |

**( 8 . 2 4 ) VIEWING/REPRESENTING/PRODUCTION**

The student produces visual images, messages, and meanings that communicate

|  |                               |
|--|-------------------------------|
| Standard   | <b>Write Source 2000</b>      |
| The student is expected to:  |                               |
| (A) select, organize, or produce visuals to complement and extend meanings;  | <b>Viewing Skills</b> 355-360 |
| (B) produce communications using technology or appropriate media such as developing a class newspaper, multimedia reports, or video reports; and | <b>Viewing Skills</b> 355-360 |
| (C) assess how language, medium, and presentation contribute to the message.   | <b>Viewing Skills</b> 355-360 |

*Source: The provisions of this §110.24 adopted to be effective September 1, 1998, 22 TexReg 7549.*