

ACCESS ENGLISH © 2005

correlated to

Wisconsin's

**Model Academic Standards for
English Language Arts
Grade 8**



EDUCATION GROUP
A Houghton Mifflin Company

YOUR WISCONSIN GREAT SOURCE REPRESENTATIVE

JANICE BRATEL
800-289-4490, option 4
Janice_Bratel@hmco.com



ACCESS English © 2005

correlated to

**Wisconsin’s Model Academic Standards for
English Language Arts
Grade 8**

Standard A: Reading/Literature

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.

Performance Standards, Grade 8	ACCESS English
<p>By the end of grade eight, students will:</p> <p>A.8.1 Use effective reading strategies to achieve their purposes in reading.</p> <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>Student Book: 68-69, 79, 315, 347</p> <p>Teacher’s Edition: 68-69, 79, 315, 347</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>Student Book: 29, 96-101, 139, 141, 149-155, 156, 158, 166-167, 194-195, 196, 268-269, 309-311, 313, 314-315</p> <p>Teacher’s Edition: 29, 96-101, 139, 141, 149-155, 156, 158, 166-167, 194-195, 196, 268-269, 309-311, 313, 314-315</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>Student Book: 22, 24-33, 36-45, 48-57, 58, 59, 78, 134, 136-145, 190, 192-201, 216-225, 226, 252, 306, 320-329</p> <p>Teacher’s Edition: 22, 24-33, 36-45, 48-57, 58, 59, 78, 134, 136-145, 190, 192-201, 216-225, 226, 252, 306, 320-329</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>Student Book: 30, 46, 126, 151, 155, 158, 197-198, 199-201, 214, 220-221</p> <p>Teacher’s Edition: 30, 46, 126, 151, 155, 158, 197-198, 199-201, 214, 220-221</p>

Performance Standards, Grade 8	ACCESS English
<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>Student Book: 88, 99, 126, 129, 138, 256-257, 258, 260-261, 280-281, 283, 285</p> <p>Teacher’s Edition: 88, 99, 126, 129, 138, 256-257, 258, 260-261, 280-281, 283, 285</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>Student Book: 17, 22, 56, 57, 58, 73, 78, 79, 85, 88, 112, 126, 134, 252, 258, 259, 260-261, 262-263, 264, 280-281, 282, 283, 284, 285, 300, 306</p> <p>Teacher’s Edition: 17, 22, 56, 57, 58, 73, 78, 79, 85, 88, 112, 126, 134, 252, 258, 259, 260-261, 262-263, 264, 280-281, 282, 283, 284, 285, 300, 306</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>Student Book: 134, 138-139, 256</p> <p>Teacher’s Edition: 134, 138-139, 256</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>Student Book: 134, 256</p> <p>Teacher’s Edition: 134, 256</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>Student Book: 22, 58, 78, 79, 90, 127, 134, 145, 190, 191, 252, 306, 307, 318</p> <p>Teacher’s Edition: 22, 58, 78, 79, 90, 127, 134, 145, 190, 191, 252, 306, 307, 318</p>
<ul style="list-style-type: none"> Identify common historical, social, and cultural themes and issues in literary works and selected passages 	<p>Student Book: 17, 18-21, 22, 252, 262-263, 303, 304-305, 306-307</p> <p>Teacher’s Edition: 17, 18-21, 22, 252, 262-263, 303, 304-305, 306-307</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>Student Book: 240, 241, 262-263, 302</p> <p>Teacher’s Edition: 61, 231, 240, 241, 262-263, 302</p>

Performance Standards, Grade 8	ACCESS English
<ul style="list-style-type: none"> Evaluate the themes and main ideas of a work considering its audience and purpose 	<p>Student Book: 241, 252, 262-263, 302-303</p> <p>Teacher’s Edition: 241, 252, 262-263, 302-303</p>
<p>A.8.4 Read to acquire information.</p> <ul style="list-style-type: none"> Interpret and use technical resources such as charts, tables, travel schedules, timelines, and manuals 	<p>Student Book: 149-155, 158, 159, 310-311, 314-315, 317</p> <p>Teacher’s Edition: 149-155, 158, 159, 310-311, 314-315, 317</p>
<ul style="list-style-type: none"> Compare, contrast, and evaluate the relative accuracy and usefulness of information from different sources 	<p>Student Book: 156-157, 218-219, 220-225, 226, 341</p> <p>Teacher’s Edition: 156-157, 218-219, 220-225, 226, 341</p>
<ul style="list-style-type: none"> Identify and explain information, main ideas, and organization found in a variety of informational passages 	<p>Student Book: 46, 93-101, 139, 141, 142-143, 158, 166-167, 170, 197-198, 199-201, 202, 268-269, 318</p> <p>Teacher’s Edition: 46, 93-101, 139, 141, 142-143, 158, 166-167, 170, 197-198, 199-201, 202, 268-269, 318</p>
<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 	<p>Student Book: 140-145, 146, 149-155, 158, 185, 300, 322</p> <p>Teacher’s Edition: 140-145, 146, 149-155, 158, 185, 300, 322</p>

Standard B: Writing

Students in Wisconsin will write clearly and effectively to share information and knowledge, to influence and persuade, to create and entertain.

Performance Standards, Grade 8	ACCESS English
<p>By the end of grade eight, students will:</p> <p>B.8.1 Create or produce writing to communicate with different audiences for a variety of purposes.</p> <ul style="list-style-type: none"> 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 	<p>Student Book: 160-169, 170, 216-225</p> <p>Teacher's Edition: 160-169, 170, 216-225</p>
<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>Student Book: 320-329, 330</p> <p>Teacher's Edition: 320-329, 330</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>Student Book: 266-275, 276, 278-287, 288</p> <p>Teacher's Edition: 266-275, 276, 278-287, 288</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>Student Book: 27, 50-51, 52-57, 58, 59, 78, 90, 102, 143, 145, 146, 158, 257, 262-263, 300</p> <p>Teacher's Edition: 27, 50-51, 52-57, 58, 59, 78, 90, 102, 143, 145, 146, 158, 257, 262-263, 300</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>Student Book: 278-287, 288</p> <p>Teacher's Edition: 278-287, 288</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>Student Book: 212-213, 329</p> <p>Teacher's Edition: 212-213, 329</p>
<ul style="list-style-type: none"> Use a variety of writing technologies including pen and paper as well as computers 	<p>Student Book: 38, 329</p> <p>Teacher's Edition: 38, 329</p>

Performance Standards, Grade 8	ACCESS English
<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>Student Book: 39, 40, 336-342</p> <p>Teacher’s Edition: 39, 40, 336-342</p>
<p>B.8.2 Plan, revise, edit, and publish clear and effective writing.</p> <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 	<p>Student Book: 42-45, 169, 222-224, 272-275, 286-287</p> <p>Teacher’s Edition: 42-45, 169, 222-224, 272-275, 286-287</p>
<ul style="list-style-type: none"> Identify questions and strategies for improving drafts in writing conferences with a teacher 	<p>Student Book: 38, 43, 175, 224, 274-275, 287</p> <p>Teacher’s Edition: 38, 43, 175, 224, 274-275, 287</p>
<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 	<p>Student Book: 212-213, 342</p> <p>Teacher’s Edition: 212-213, 342</p>
<p>B.8.3 Understand the function of various forms, structures, and punctuation marks of standard American English and use them appropriately in communications.</p> <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 	<p>Student Book: 62, 65, 159, 203, 227, 296-297, 298, 345-349, 352</p> <p>Teacher’s Edition: 62, 65, 159, 203, 227, 296-297, 298, 345-349, 352</p>
<ul style="list-style-type: none"> Use correct tenses to indicate the relative order of events 	<p>Student Book: 180-183, 232-237, 238, 239</p> <p>Teacher’s Edition: 180-183, 232-237, 238, 239</p>
<ul style="list-style-type: none"> Understand and employ principles of agreement, including subject-verb, pronoun-noun, and preposition-pronoun 	<p>Student Book: 147, 178-179, 289, 348-351</p> <p>Teacher’s Edition: 147, 178-179, 289, 348-351</p>
<ul style="list-style-type: none"> Punctuate compound, complex, and compound-complex sentences correctly 	<p>Student Book: 64-69</p> <p>Teacher’s Edition: 64-69</p>

Performance Standards, Grade 8	ACCESS English
<ul style="list-style-type: none"> Employ the conventions of capitalization 	Student Book: 47, 61, 65, 118-119, 334-335, 336 Teacher's Edition: 47, 61, 65, 118-119, 334-335, 336
<ul style="list-style-type: none"> Spell frequently used words correctly and use effective strategies for spelling unfamiliar words 	Student Book: 28, 39, 59, 66, 183, 221, 301, 340 Teacher's Edition: 28, 39, 59, 66, 183, 221, 301, 340

Standard C: Oral Language

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

Performance Standards, Grade 8	ACCESS English
<p>By the end of grade eight, students will:</p> <p>C.8.1 Orally communicate information, opinions, and ideas effectively to different audiences for a variety of purposes.</p> <ul style="list-style-type: none"> Share brief impromptu remarks about topics of interest to oneself and others 	Student Book: 202, 264, 330, 342 Teacher's Edition: 202, 264, 330, 342
<ul style="list-style-type: none"> Speaking from notes or an outline, relate an experience in descriptive detail, with a sense of timing and decorum appropriate to the occasion 	Student Book: 276, 288 Teacher's Edition: 276, 288
<ul style="list-style-type: none"> Perform expressive oral readings of prose, poetry, and drama 	Student Book: 23, 47, 59, 91, 103, 115, 147, 253, 343 Teacher's Edition: 23, 47, 59, 91, 103, 115, 147, 253, 343
<ul style="list-style-type: none"> Prepare and conduct interviews 	Student Book: 127 Teacher's Edition: 127
<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 	Student Book: 330, 354 Teacher's Edition: 330, 354
<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 	Student Book: 35, 190-191, 289 Teacher's Edition: 35, 190-191, 289

Performance Standards, Grade 8	ACCESS English
<p>C.8.2 Listen to and comprehend oral communications.</p> <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 	<p>Student Book: 146, 159, 226, 303, 304-307</p> <p>Teacher's Edition: 146, 159, 226, 303, 304-307</p>
<ul style="list-style-type: none"> Distinguish among purposes for listening, such as gaining information or being entertained, and take notes as appropriate 	<p>Student Book: 159, 277</p> <p>Teacher's Edition: 159, 277</p>
<ul style="list-style-type: none"> Recall significant details and sequence accurately 	<p>Student Book: 146, 202</p> <p>Teacher's Edition: 146, 202</p>
<ul style="list-style-type: none"> Follow a speaker's argument and represent it in notes 	<p>Student Book: 326-327</p> <p>Teacher's Edition: 326-327</p>
<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 	<p>Student Book: 214, 306, 322-323, 326-327</p> <p>Teacher's Edition: 214, 306, 322-323, 326-327</p>
<p>C.8.3 Participate effectively in discussion.</p> <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 	<p>Student Book: 17, 22, 79, 134, 135, 191, 203, 226, 241, 306, 342, 354</p> <p>Teacher's Edition: 17, 22, 79, 134, 135, 191, 203, 226, 241, 306, 342, 354</p>
<ul style="list-style-type: none"> Explain and advance opinions by citing evidence and referring to sources 	<p>Student Book: 22, 134, 190, 252, 253, 306, 307</p> <p>Teacher's Edition: 22, 134, 190, 252, 253, 306, 307</p>
<ul style="list-style-type: none"> Evaluate the stated ideas and opinions of others, seeking clarification through questions 	<p>Student Book: 191, 277, 307</p> <p>Teacher's Edition: 191, 277, 307</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>Student Book: 277, 307, 354</p> <p>Teacher's Edition: 277, 307, 354</p>

Performance Standards, Grade 8	ACCESS English
<ul style="list-style-type: none"> Accept and use helpful criticism 	<p>Student Book: 227</p> <p>Teacher's Edition: 277</p>
<ul style="list-style-type: none"> Establish and maintain an open mind when listening to others' ideas and opinions 	<p>Student Book: 227, 307, 354</p> <p>Teacher's Edition: 227, 307, 354</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>Student Book: 202, 226, 354</p> <p>Teacher's Edition: 202, 226, 354</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 	<p>Teacher's Edition: 121</p>
<ul style="list-style-type: none"> Attend to the content of discussion rather than the speaker 	<p>Student Book: 17, 22, 79, 134, 135, 190, 191, 203, 226, 241, 306, 342, 354</p> <p>Teacher's Edition: 17, 22, 79, 134, 135, 190, 191, 203, 226, 241, 306, 342, 354</p>
<ul style="list-style-type: none"> Participate in discussion without dominating 	<p>Student Book: 17, 22, 79, 134, 135, 190, 191, 203, 226, 241, 306, 342, 354</p> <p>Teacher's Edition: 17, 22, 79, 134, 135, 190, 191, 203, 226, 241, 306, 342, 354</p>
<ul style="list-style-type: none"> Distinguish between supported and unsupported statements 	<p>Student Book: 55, 185, 322, 323</p> <p>Teacher's Edition: 55, 185, 322, 323</p>

Standard D: Language

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

Performance Standards, Grade 8	ACCESS English
<p>By the end of grade eight, students will:</p> <p>D.8.1 Develop their vocabulary and ability to use words, phrases, idioms, and various grammatical structures as a means of improving communication.</p> <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 	<p>Student Book: 195, 347, 356-371</p> <p>Teacher's Edition: 195, 347, 356-371</p>
<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 	<p>Student Book: 17, 18-21, 22, 57, 73, 78, 79, 85, 112, 306, 322</p> <p>Teacher's Edition: 17, 18-21, 22, 57, 73, 78, 79, 85, 112, 306, 322</p>
<ul style="list-style-type: none"> Choose words purposefully and evaluate the use of words in communications designed to inform, explain, and persuade 	<p>Student Book: 57, 73, 78, 79, 112, 275, 306, 322</p> <p>Teacher's Edition: 57, 73, 78, 79, 112, 275, 306, 322</p>
<p>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.</p> <ul style="list-style-type: none"> Describe how American English is used in various public and private contexts, such as school, home, and work 	<p>Student Book: 265, 312-317, 322-323</p> <p>Teacher's Edition: 65, 312-317, 322-323</p>
<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 	<p>Student Book: 269, 277, 336-341, 342</p> <p>Teacher's Edition: 269, 277, 336-341, 342</p>
<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 	<p>Student Book: 39, 315, 316-317</p> <p>Teacher's Edition: 39, 315, 316-317</p>

Standard E: Media and Technology

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.

Performance Standards, Grade 8	ACCESS English
<p>By the end of grade eight, students will:</p> <p>E.8.1 Use computers to acquire, organize, analyze, and communicate information.</p> <ul style="list-style-type: none"> • Demonstrate efficient word-processing skills 	<p>Student Book: 329</p> <p>Teacher's Edition: 329</p>
<ul style="list-style-type: none"> • Construct and use simple databases 	<p>Student Book: 156, 225, 341</p> <p>Teacher's Edition: 156, 225, 341</p>
<ul style="list-style-type: none"> • Use manuals and on-screen help in connection with computer applications 	<p>Student Book: 156, 225, 329, 341</p> <p>Teacher's Edition: 156, 225, 329, 341</p>
<ul style="list-style-type: none"> • Collect information from various on-line sources, such as web pages, news groups, and list servers 	<p>Student Book: 150-151, 156-157, 225</p> <p>Teacher's Edition: 150-151, 156-157, 225</p>
<p>E.8.2 Make informed judgments about media and products.</p> <ul style="list-style-type: none"> • Recognize common structural features found in print and broadcast advertising 	<p>Student Book: 313, 322-323</p> <p>Teacher's Edition: 313, 322-323</p>
<ul style="list-style-type: none"> • Identify and explain the use of stereotypes and biases evident in various media 	<p>Student Book: 322-323</p> <p>Teacher's Edition: 322-323</p>
<ul style="list-style-type: none"> • Compare the effect of particular symbols and images seen in various media 	<p>Student Book: 22, 262</p> <p>Teacher's Edition: 22, 262</p>

Standard F: Research and Inquiry

Students in Wisconsin will locate, use, and communicate information from a variety of print and nonprint materials.

Performance Standards, Grade 8	ACCESS English
<p>By the end of grade eight, students will:</p> <p>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.</p> <ul style="list-style-type: none"> • Formulate research questions and focus investigation on relevant and accessible sources of information 	<p>Student Book: 156-157, 219-221</p> <p>Teacher's Edition: 156-157, 219-221</p>
<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 	<p>Student Book: 41, 156-157, 217-221, 225, 226, 341</p> <p>Teacher's Edition: 41, 156-157, 217-221, 225, 226, 341</p>
<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 	<p>Student Book: 127</p> <p>Teacher's Edition: 127</p>
<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 	<p>Student Book: 157, 220-221, 226, 341</p> <p>Teacher's Edition: 157, 220-221, 226, 341</p>
<ul style="list-style-type: none"> • Review and evaluate the usefulness of information gathered in an investigation 	<p>Student Book: 157, 220, 341</p> <p>Teacher's Edition: 157, 220, 341</p>
<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 	<p>Student Book: 224-225, 226, 328-329, 354</p> <p>Teacher's Edition: 224-225, 226, 328-329, 354</p>



TOLL FREE: 800-289-4490

VISIT OUR WEB SITE: WWW.GREATSOURCE.COM
