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### Level Eight

correlated to

# Tennessee Learning Expectations, Accomplishments, and Performance Indicators

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<b>Writing</b>	
<b>Content Standard: 2.0</b> The student will develop the structural and creative skills of the writing process necessary to produce written language that can be read, presented to, and interpreted by various audiences.	
<b>Learning Expectations:</b>	
<b>2.01 Engage in prewriting using a variety of strategies.</b>	<b>Prewriting Activities, SB:</b> 15, 16, 17, 458, 496–501, 545–549, 579–586, 630–633, 660–663; <b>WP:</b> 182–185, 191, 196–197, 203; <b>RW:</b> 112–115, 121, 126–127, 133
<b>2.02 Write for a variety of audiences and purposes.</b>	<b>Purpose and Audience for Writing, SB:</b> 14, 458, 496, 545, 579, 630, 660, 682, H7–H9; <b>TE:</b> 14, 458, 496, 545, 579, 630, 660, 682, H7–H9
<b>2.03 Compose drafts of written works.</b>	<b>Drafting, SB:</b> 20–21, 463–464, 502–504, 550–552, 587–589, 634–636, 664–666; <b>TE:</b> 20–21, 463–464, 502–504, 550–552, 587–589, 634–636, 664–666; <b>WP:</b> 178–179, 186–187, 192–193, 198–199, 204–206, 210–211; <b>RW:</b> 108–109, 116–117, 122–123, 128–129, 134–136, 140–141
<b>2.04 Show evidence of and determine appropriate revisions within the draft.</b>	<b>Revising, SB:</b> 22–23, 466–467, 501–507, 554–555, 638–639, 668–669; <b>TE:</b> 22–23, 466–467, 501–507, 554–555, 638–639, 668–669; <b>WP:</b> 181, 185, 186, 187, 188, 189, 195, 208, 213; <b>RW:</b> 111, 115, 116, 117, 118, 119, 125, 138, 143
<b>2.05 Include editing before the completion of finished work.</b>	<b>Proofreading, SB:</b> 26–27, 468, 508, 556, 596, 640, 670; <b>TE:</b> 26, 27, 468, 508, 556, 596, 640, 670
<b>2.06 Evaluate own and others' writing.</b>	<b>Evaluating Compositions, SB:</b> 465, 505, 553, 590, 637, 667; <b>WP:</b> 180, 188, 194, 200, 207, 212; <b>RW:</b> 110, 118, 124, 130, 137, 142
<b>2.07 Experience numerous publishing opportunities.</b>	<b>Publishing, SB:</b> 14, 28–29, 469, 478, 509, 557, 565, 641, 660, 671; <b>TE:</b> 14, 28–29, 469, 478, 509, 557, 565, 641, 660, 671 <b>Desktop Publishing, TE:</b> 29, 469, 509, 557, 565, 597, 641, 671

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<p><b>2.08 Write in the expository mode.</b></p>	<p><b>Expository Writing, SB:</b> 36, 121, 139, 165, 240, 255, 262, 265, 314, 326, 360, 363, 370, 407, 535–559, 560–565, 570–598, 599, 600, 601–602, 603–604; <b>WP:</b> 2, 103, 152, 191–195, 196–201; <b>RW:</b> 121–125, 126–131</p>
<p><b>2.09 Write frequently across all content areas.</b></p>	<p><b>Writing About Art, SB:</b> 470, 598, 672  <b>Writing about Health, SB:</b> 510, 598  <b>Writing about Math, SB:</b> 510, 598  <b>Writing about Music, SB:</b> 598  <b>Writing about Science, SB:</b> 598, 642  <b>Writing about Social Studies, SB:</b> 558, 598, 642</p>
<p><b>2.10 Write expressively in order to develop an effective writing style.</b></p>	<p><b>Expressive Writing, SB:</b> 36, 39, 42, 53, 67, 93, 117, 128, 158, 244, 274, 301, 305, 349, 401, 415, 452, 458, 472, 473, 474–479, 660; <b>WP:</b> 121, 138</p>
<p><b>2.11 Write in response to literature.</b></p>	<p><b>Personal Response to Literature, SB:</b> 13, 451, 489, 538, 572, 623, 651; <b>TE:</b> 13, 451, 489, 538, 572, 623, 651</p>
<p><b>2.12 Write in a variety of modes and genres.</b></p>	<p><b>Writing to Entertain, SB:</b> 149, 674–679  <b>Writing to Explain, SB:</b> 209, 215, 278, 326, 360, 545–559; <b>WP:</b> 191–195; <b>RW:</b> 121–125  <b>Expressive Writing, SB:</b> 36, 39, 42, 53, 67, 93, 117, 128, 158, 244, 274, 301, 305, 349, 401, 415, 452, 458, 472, 473, 474–479, 660; <b>WP:</b> 121, 138  <b>Writing to Influence, SB:</b> 45, 442, 443, 444, 445, 449–451, 496, 512–513  <b>Writing to Inform, SB:</b> 36, 39, 114, 139, 165, 240, 262, 265, 278, 314, 363, 370, 380, 407, 579; <b>WP:</b> 167  <b>Writing to Narrate, SB:</b> 36, 66, 84, 143, 193, 317, 630, 660  <b>Recording Ideas and Reflections, SB:</b> 28, 469, 509, 557, 597, 641, 671, H58  <b>Writing to Solve a Problem, SB:</b> 601–602  <b>Writing a Personal Narrative, SB:</b> 56, 66, 84, 143, 193, 317, 613–617, 618–645; <b>TE:</b> 613–617, 618–619, 623–641, 642, 643–645; <b>WP:</b> 202–208; <b>RW:</b> 132–138  <b>Writing a Compare-Contrast Essay, SB:</b> 535–559; <b>TE:</b> 535–559; <b>WP:</b> 191–195; <b>RW:</b> 121–125  <b>Writing Expository Paragraphs, SB:</b> 525–533  <b>Writing Instructions, SB:</b> 139, 165, 326, 360, 363, 370, 380, 560–565  <b>Writing a Story, SB:</b> 56, 84, 193, 660–671, 672, 673; <b>WP:</b> 209–213; <b>RW:</b> 139–143  <b>Writing a Friendly Letter, SB:</b> 66, 96, 124, 135, 163, 255, 290, 301, 398, 644–645; <b>WP:</b> 102–103; <b>RW:</b> 62  <b>Writing a Business Letter, SB:</b> 167, 250, 278, 290, 512–513; <b>TE:</b> 512, 513  <b>Writing a Persuasive Paragraph, SB:</b> 161, 238, 250, 305, 322, 490, 496–501; <b>WP:</b> 182–189; <b>RW:</b> 112–119</p>
<p><b>2.13 Locate and analyze information to prepare written works and presentations.</b></p>	<p><b>Finding Information, SB:</b> 581–582, 583, 584, H28  <b>Analyzing Information, SB:</b> 582; <b>WP:</b> 196; <b>RW:</b> 126  <b>Evaluate Information, SB:</b> 6–7; 483–485, 516–519, 566–568, 605–607, 608–609, 682–683, H26–H28, H42–H43, H44–H45, H51–H52</p>

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<b>Writing Accomplishments</b>	
<b>8.2.01 Engage in prewriting using a variety of strategies.</b>	
a. Continue to generate, focus, and organize ideas through brainstorming, literary models, and classroom discussions.	<b>Brainstorming in Prewriting, SB:</b> 16, 459, 560; <b>WP:</b> 175; <b>RW:</b> 105 <b>Discussing Prewriting, SB:</b> 15, 458, 460, 496–497, 500–501, 545, 579, 580, 586, 630, 632, 660, 662, 663
b. Use print and non-print materials along with prior knowledge, content area knowledge, and personal experiences to provide background for writing.	<b>Reading Published Models, SB:</b> 10–13, 449–451, 487–489, 535–538, 570–572, 619–623, 649–651 <b>Reading Student Models, SB:</b> 53–457, 491–495, 540–544, 574–578, 625–629, 653–659
c. Continue to develop writing by using appropriate organizational strategies, including outlining and other graphic organizers, to produce a prewriting plan that leads to writing.	<b>Outlines, SB:</b> 549, 585–587, H34; <b>TE:</b> 549, 585–587, H34; <b>WP:</b> 191, 197, 198; <b>RW:</b> 121, 127, 128 <b>Using Graphic Organizers in Prewriting, SB:</b> 459, 461, 471, 496–497, 547, 580, 631, 660; <b>WP:</b> 175, 182; <b>RW:</b> 105, 112
d. Select, limit, and refine a topic.	<b>Choosing a Topic, SB:</b> 14, 15, 452, 458, 490, 496–501, 545–547, 630; <b>WP:</b> 182–185; <b>RW:</b> 112–115 <b>Keeping to a Topic, SB:</b> 452, 496–501; <b>WP:</b> 182–185; <b>RW:</b> 112–115 <b>Narrowing a Topic, SB:</b> 458, 579, 586, 631; <b>WP:</b> 197; <b>RW:</b> 127
e. Determine appropriate audience (e.g., informal and formal audiences).	<b>Purpose and Audience for Writing, SB:</b> 14, 458, 496, 545, 579, 630, 660, 682, H7–H9; <b>TE:</b> 14, 458, 496, 545, 579, 630, 660, 682, H7–H9
f. Analyze purposes for writing (e.g., to inform, to describe, to explain, to persuade).	<b>Purpose for Compare and Contrast Writing, SB:</b> 154, 203, 259, 329, 357, 411, 539; <b>WP:</b> 135 <b>Purpose for Descriptive Writing, SB:</b> 124, 134, 163, 247, 272, 352, 398, 404; <b>WP:</b> 97, 140 <b>Purpose for Writing to Entertain, SB:</b> 149, 674–679 <b>Purpose for Writing to Explain, SB:</b> 209, 215, 278, 326, 360, 545–559; <b>WP:</b> 191–195; <b>RW:</b> 121–125 <b>Purpose for Expressive Writing, SB:</b> 36, 39, 42, 53, 67, 93, 117, 128, 158, 244, 274, 301, 305, 349, 401, 415, 452, 458, 472, 473, 474–479, 660; <b>WP:</b> 121, 138 <b>Purpose for Writing to Influence, SB:</b> 45, 442, 443, 444, 445, 449–451, 496, 512–513 <b>Purpose for Writing to Inform, SB:</b> 36, 39, 114, 139, 165, 240, 262, 265, 278, 314, 363, 370, 380, 407, 579; <b>WP:</b> 167 <b>Purpose for Writing to Narrate, SB:</b> 36, 66, 84, 143, 193, 317, 630, 660 <b>Purpose for Persuasive Writing, SB:</b> 45, 87, 146, 161, 167, 199, 238, 250, 276, 305, 366, 378, 452, 490, 491–495, 496–509; <b>WP:</b> 182–189; <b>RW:</b> 112–119 <b>Purpose for Recording Ideas and Reflections, SB:</b> 28, 469, 509, 557, 597, 641, 671, H58 <b>Purpose for Writing to Solve a Problem, SB:</b> 601–602
<b>8.2.02 Write for a variety of audiences and purposes.</b>	
a. Determine the intended audience (e.g., private or public, informal or formal).	<b>Adapting Writing to Audience and Situation, SB:</b> 14, 458, 496, 498, 545, 555, 565, 579, 630, 660, H60; <b>TE:</b> 458, 496, 498, 545, 555, 565, 579, 630, 660

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b. Identify the mode, the usage level, and conventions for appropriate sharing of information with the selected audience.	<b>Read Own Writing Aloud, SB:</b> 28, 39, 42, 45, 48, 53, 56, 60, 66, 93, 96, 117, 121, 128, 134, 143, 146, 149, 154, 163, 193, 199, 203, 209, 212, 215, 238, 240, 244, 250, 259, 265, 271, 274, 277, 301, 305, 311, 322, 329, 349, 352, 357, 360, 363, 366, 370, 375, 378, 401, 404, 411, 469, 478, 509, 557, 597
c. Continue to write competently in the narrative and descriptive modes.	<b>Writing a Narrative Paragraph, SB:</b> 66, 84, 193, 317 <b>Writing a Personal Narrative, SB:</b> 630–641, 642, 643; <b>WP:</b> 203–208; <b>RW:</b> 133–138 <b>Writing to Describe, SB:</b> 19–29, 39, 42, 60, 96, 124, 134, 163, 247, 271, 311, 352, 398, 404
d. Write in the expository mode.	<b>Writing Expository Paragraphs, SB:</b> 525–533 <b>Purpose for Writing to Explain, SB:</b> 209, 215, 278, 326, 360, 545–559; <b>WP:</b> 191–195; <b>RW:</b> 121–125
e. Continue to write in response to expository prompts.	<b>Expository Prompts, SB:</b> 139, 165, 360, 370
f. Use the techniques of persuasive writing.	<b>Persuasive Writing, SB:</b> 45, 87, 146, 199, 238, 250, 277, 305, 322, 366, 378, 496–511; <b>WP:</b> 182–189; <b>RW:</b> 112–119
g. Write personal reflections to situations, experiences, and events for self and others.	<b>Recording Ideas and Reflections, SB:</b> 28, 469, 509, 557, 597, 641, 671, H58
h. Continue to produce original works of creative and imaginative writings.	<b>Creative Writing, SB:</b> 53, 56, 67, 84, 93, 128, 143, 349, 404, 415; <b>WP:</b> 16, 24, 138
i. Continue to write to acquire knowledge (e.g., express, organize, and clarify thinking, take notes, synthesize information, enhance communication).	<b>Note Taking, SB:</b> 24, 583–584, H32–H24 <b>Synthesize Information, SB:</b> 6–7; 483–485, 516–519, 566–568, 605–607, 608–609, 682–683, H26–H28, H42–H43, H44–H45, H51–H52 <b>Transfer Learning in Writing, SB:</b> 601–602; <b>TE:</b> 601, 602
<b>8.2.03 Compose drafts of written works.</b>	
a. Continue to use prewriting plan to guide the first draft.	<b>Writing a First Draft, SB:</b> 21, 463–464, 504–505, 549–550, 587–589, 634–636, 664–666; <b>WP:</b> 178–179, 187, 191–192, 198–199, 204–206, 210–211; <b>RW:</b> 108–109, 117, 128–129, 134–136, 140–141
b. Continue to write and think freely while drafting.	<b>Freewriting, SB:</b> 16
c. Evaluate the selection of mode based on purpose (i.e., descriptive, narrative, expository, and persuasive).	<b>Purpose and Audience for Writing, SB:</b> 14, 458, 496, 545, 579, 630, 660, 682, H7–H9
d. Determine appropriate thesis statement.	<b>The Topic Sentence, SB:</b> 526–527
e. Present and support sufficient knowledge of topic to reflect background and understanding.	<b>Supporting a Written Essay, SB:</b> 459, 497; <b>TE:</b> 459, 497; <b>WP:</b> 175, 182; <b>RW:</b> 105, 112
f. Compose the draft with an introduction to engage the audience interest, body paragraphs, and a strong conclusion that extends the thesis.	<b>Writing Introductions, SB:</b> 451, 452, 453–457, 464, 473, 491–495, 496–502, 537, 542, 550–551, 561, 589; <b>WP:</b> 179, 182–186, 192, 199; <b>RW:</b> 109, 112–116, 122, 129 <b>Organizing Ideas into a Paragraph, SB:</b> 20, 36, 39, 42, 117, 161, 452, 443–447, 453–457, 462, 501, 525–533, 539, 548–549, 587, 588, 613–617; <b>WP:</b> 177, 185, 191, 198; <b>RW:</b> 107, 115, 121, 128 (continued)

**Essential Materials**

SB: Student Book

TE: Teacher's Edition

**Free Materials**

WP: Workbook Plus

RW: Reteaching Workbook

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f. Compose the draft with an introduction to engage the audience interest, body paragraphs, and a strong conclusion that extends the thesis. (continued)	<b>Writing Conclusions, SB:</b> 444, 446, 447, 452, 453–457, 464, 490, 491–495, 502–505, 525, 530, 533, 539, 549, 551, 589, 600; <b>WP:</b> 179, 186, 192, 199; <b>RW:</b> 109, 116, 122, 129
g. Use precise language including active verbs, vivid words, colorful modifiers, figurative language, imagery, and experiment with incorporating allusion.	<b>Using Exact Words, SB:</b> 453–457, 463, 467; <b>TE:</b> 453–457, 463, 467; <b>WP:</b> 181; <b>RW:</b> 111 <b>Vivid Verbs, SB:</b> 452 <b>Figurative Language, SB:</b> 474–475, H13 <b>Imagery, SB:</b> 451; <b>TE:</b> 475, 476, 477
h. Continue to develop sentences that are clear, varied, and appropriate to the audience.	<b>Sentence Fluency, SB:</b> 49–50, 61–62, 89, 97–98, 99, 135–136, 194–195, 204–205, 306–307, 353–354, 371, 372, 416–417, 467, 507, 555, 592, 639, 669; <b>TE:</b> 49, 50, 61, 62, 89, 97, 98, 99, 135, 136, 194, 195, 204, 205, 306, 307, 353, 354, 371, 372, 416, 417, 467, 507, 555, 592, 639, 669; <b>WP:</b> 11–12, 19–20, 27–28, 33–34, 35, 50–51, 75–76, 81–82, 122–123, 141–142, 153–154, 172–173, 181, 189, 195, 201, 208, 213; <b>RW:</b> 6–7, 11–12, 16–17, 20–21, 22, 30–31, 45–46, 49–50, 73–74, 84–85, 91–92, 102–103, 111, 119, 125, 131, 138, 143
<b>8.2.04 Show evidence of and determine appropriate revisions within the written draft.</b>	
a. Revise writing to focus on purpose and audience.	<b>Purpose and Audience for Writing, SB:</b> 14, 458, 496, 545, 579, 630, 660, 682, H7–H9
b. Evaluate and determine if word choices are appropriate for the target audience.	<b>Revising Drafts for Word Choice, SB:</b> 22, 23, 56, 99, 166, 216, 330, 467, 507, 555, 639, 669; <b>WP:</b> 15–16, 35, 72, 89, 136, 181, 189, 195, 208, 213; <b>RW:</b> 9, 22, 43, 54, 81, 111, 119, 125, 138, 143
c. Evaluate and revise writing to focus on fluency of thought and coherence (e.g., sentences and paragraphs flow smoothly together, evidence of syntactic variety/varied sentence structures).	<b>Revising Drafts for Coherence, SB:</b> 22, 23, 61,–62, 379, 380; <b>WP:</b> 19–20; <b>RW:</b> 11–12 <b>Revising Drafts for Sentence Fluency, SB:</b> 23, 49–50, 61–62, 89, 97–98, 99, 135–136, 150–151, 306–307, 353–354, 371–372, 416–417, 467, 507, 555, 628, 639, 669; <b>WP:</b> 11–12, 19–20, 27–28, 33–34, 50–51, 60–61, 122–123, 141–142, 153–154, 172–173, 189, 195, 208, 213; <b>RW:</b> 6–7, 11–12, 16–17, 20–21, 30–31, 36–37, 73–74, 84–85, 91–92, 102–103, 119, 125, 138, 143
d. Evaluate and determine the effectiveness of the organization of the written draft (e.g., chronological order or sequence maintained, creative introduction, appropriate thesis, supportive statements, and effective transitions).	<b>Organizing Ideas into a Paragraph, SB:</b> 20, 36, 39, 42, 117, 161, 452, 443–447, 453–457, 462, 501, 525–533, 539, 548–549, 587, 588, 613–617; <b>WP:</b> 177, 185, 191, 198; <b>RW:</b> 107, 115, 121, 128 <b>Writing with Sequence, SB:</b> 18, 380, 624, 625, 627, 632, 633, 652; <b>TE:</b> 18, 380, 624, 625, 627, 632, 633, 652
e. Evaluate and revise writing to insure consistent development of ideas (e.g., appropriate and logical reasoning, key ideas covered, evidence of support for ideas, examples used, supportive statistics).	<b>Revising Drafts for Coherence, SB:</b> 22, 23, 61,–62, 379, 380; <b>WP:</b> 19–20; <b>RW:</b> 11–12
f. Analyze writing for clarity of thought.	<b>Clear Antecedents, SB:</b> 303–304, 332; <b>TE:</b> 303, 304, 332; <b>WP:</b> 121 <b>Writing Clearly in a Business Letters, SB:</b> 512–513; <b>TE:</b> 512, 513

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<b>8.2.05 Include editing before the completion of finished work.</b>	
<b>a. Continue to edit for elements of language.</b>	<b>Proofreading Grammar and Usage, SB:</b> 53, 56, 69, 93, 96, 124, 128, 131, 154, 158, 161, 165, 170, 199, 203, 209, 212, 215, 220, 301, 305, 311, 314, 317, 322, 326, 329, 333, 349, 357, 370, 382, 404, 415, 420; <b>WP:</b> 15, 29, 31, 42, 44, 46, 62, 64, 66, 68, 77, 83, 85, 118, 120, 124, 134, 143, 147, 151, 164, 166, 170
<b>b. Continue to proofread using prior knowledge and experience, reference materials, and technology.</b>	<b>Proofreading with a Dictionary, SB:</b> 26, 478, 513, 645 <b>Technology for Spelling, TE:</b> 27, 468, 508, 556, 596, 640, 670
<b>c. Continue to create readable documents.</b>	<b>Creating Readable Documents, TE:</b> 14, 28–29, 469, 478, 509, 557, 565, 641, 660, 671
<b>d. Use appropriate proofreading symbols.</b>	<b>Proofreading Symbols, SB:</b> 26–27, 468, 508, 556, 596, 640, 670
<b>8.2.06 Evaluate own and others' writing.</b>	
<b>a. Continue to develop and use a rubric for evaluation.</b>	<b>Rubrics, SB:</b> 465, 505, 553, 590, 637, 667; <b>WP:</b> 180, 188, 194, 200, 207, 212; <b>RW:</b> 110, 118, 124, 130, 137, 142
<b>b. Continue to make appropriate suggestions for improvement, using the Tennessee state assessment rubric.</b>	Use of the state assessment rubric is at the teacher's direction and discretion.
<b>c. Continue to recognize the strengths, errors, and challenges in peers' writing and make appropriate comments of praise and suggestions for improvement.</b>	<b>Respond to Others' Writing SB:</b> 36, 39, 42, 45, 56, 60, 66, 84, 87, 93, 124, 128, 134, 143, 146, 149, 158, 161, 163, 193, 212, 238, 240, 244, 247, 250, 255, 262, 265, 271, 274, 276, 301, 305, 311, 314, 317, 322, 326, 329, 349, 352, 357, 360, 366, 370, 375, 378, 380, 398, 401, 404, 407, 411, 415, 447, 506, 545, 552, 554, 638
<b>d. Continue to evaluate improvements made in own and others' work.</b>	<b>Holding a Writing Conference, SB:</b> 24–25, 466, 506, 554, 591, 638, 698; <b>TE:</b> 24, 25, 466, 506, 554, 591, 638, 698
<b>8.2.07 Experience numerous publishing opportunities.</b>	
<b>a. Publish a final draft.</b>	<b>Publishing, SB:</b> 14, 28–29, 469, 478, 509, 557, 565, 641, 660, 671
<b>b. Use multiple sources of technology to prepare and present work and to add photographs, graphs, tables, and/or illustrations to support the focus of work.</b>	<b>Desktop Publishing, TE:</b> 29, 469, 509, 557, 565, 597, 641, 671 <b>Creating a Multimedia Composition, SB:</b> 593–595, 605–607, H29–H31, H53–H56 <b>Inserting Graphs and Charts into Texts, SB:</b> 595, H66–H67
<b>c. Identify opportunities for publication (e.g., local and national contests, Internet websites, newspaper/periodicals).</b>	<b>Opportunities for Publication, SB:</b> 14, 28–29, 469, 478, 509, 557, 565, 641, 660, 671; <b>TE:</b> 14, 28–29, 469, 478, 509, 557, 565, 641, 660, 671
<b>8.2.08 Write in the expository mode.</b>	
<b>a. Continue to write in response to expository prompts, including frequent opportunities for timed writing.</b>	<b>Expository Prompts, SB:</b> 36, 121, 139, 165, 240, 255, 262, 265, 314, 326, 360, 363, 370, 407, 535–559, 560–565

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b. Continue to write frequently in the expository mode.	<b>Expository Writing, SB:</b> 36, 121, 139, 165, 240, 255, 262, 265, 314, 326, 360, 363, 370, 407, 535–559, 560–565, 570–598, 599, 600, 601–602, 603–604; <b>WP:</b> 2, 103, 152, 191–195, 196–201; <b>RW:</b> 121–125, 126–131
c. State a well-developed, relevant thesis.	<b>Topics for Expository Writing, SB:</b> 560–565
d. Support thesis with elaboration, using supporting details, supporting examples and/or anecdotes.	<b>Elaboration in Expository Writing, SB:</b> 553–559, 564, 590–592; <b>WP:</b> 194–195, 200–201; <b>RW:</b> 124–125, 130–131
e. Analyze and select the most appropriate organizational format for an expository essay.	<b>Organizing Expository Writing, SB:</b> 548–549, 562, 585–586; <b>WP:</b> 191, 197; <b>RW:</b> 121, 127
f. Continue to use models of expository writing to enhance the writing process and further understanding of the expository mode.	<b>Expository Models, SB:</b> 535–537, 540–541, 542–544
g. Analyze and select an appropriate title that creatively and accurately reflects the topic.	<b>Title for Expository Writing, SB:</b> 557, 597
h. Analyze writing for audience engaging introductory paragraphs and for strong and clinching concluding paragraphs.	<b>Writing Introductions, SB:</b> 451, 453–457, 464, 473, 491–495, 496–502, 550–551, 561, 589; <b>WP:</b> 179, 182–186, 192, 199; <b>RW:</b> 109, 112–116, 122, 129 <b>Writing Conclusions, SB:</b> 444, 446, 447, 452, 453–457, 464, 490, 491–495, 502–505, 525, 530, 533, 539, 549, 551, 589, 600; <b>WP:</b> 179, 186, 192, 199; <b>RW:</b> 109, 116, 122, 129
i. Continue to support and/or illustrate key ideas clearly.	<b>Supporting a Written Essay, SB:</b> 459, 497; <b>TE:</b> 459, 497; <b>WP:</b> 175, 182; <b>RW:</b> 105, 112
j. Incorporate varied expository structures (e.g., problem/solution, compare/contrast).	<b>Writing to Solve a Problem, SB:</b> 601–602 <b>Writing a Compare-Contrast Essay, SB:</b> 535–559; <b>TE:</b> 535–559; <b>WP:</b> 191–195; <b>RW:</b> 121–125
k. Continue to apply the Tennessee state assessment rubric to an expository essay.	Use of the state assessment rubric is at the teacher’s direction and discretion.
l. Continue to demonstrate facility in the use of language.	<b>Language and Expository Writing, SB:</b> 528, 553, 547, 548, 600
<b>8.2.09 Write frequently across all content areas.</b>	
a. Continue to produce a variety of creative works utilizing knowledge from the content areas (e.g., journals, magazines, poems, letters to the editor, dialogues between famous people, WebPages).	<b>Writing a Journal Entry, SB:</b> 93, 131, 161, 212, 244, 274, 401 <b>Writing Poetry, SB:</b> 128, 474–479; <b>TE:</b> 128, 474–479 <b>Writing a Letter to Editor, SB:</b> 42, 305; <b>WP:</b> 121 <b>Writing Dialogue, SB:</b> 53, 143, 259, 413; <b>WP:</b> 104–105; <b>RW:</b> 63 <b>Writing a Web Site Text, SB:</b> 262
b. Continue to produce a variety of technical works utilizing knowledge from the content areas (e.g., explanations of projects and problems, science experiment projects, demonstrations, editorials, documents).	<b>Editorial Writing, SB:</b> 37 <b>Writing about Science, SB:</b> 598, 642
c. Continue to research topics and organize gathered information from the content areas into presentable documents.	<b>Analyze and Gather Information, SB:</b> 582; <b>WP:</b> 196; <b>RW:</b> 126 <b>Organizing and Writing a Report, SB:</b> 570–572, 573, 574–578, 579–597, 598; <b>WP:</b> 196–201; <b>RW:</b> 126–131

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<b>d. Continue to compose and respond to original questions and/or problems from all content areas.</b>	<b>Writing About Art, SB:</b> 470, 598, 672 <b>Writing about Health, SB:</b> 510, 598 <b>Writing about Math, SB:</b> 510, 598 <b>Writing about Science, SB:</b> 598, 642 <b>Writing about Social Studies, SB:</b> 558, 598, 642
<b>e. Continue to respond expressively and creatively to the arts, incorporating the arts into all content areas.</b>	<b>Reading about Music, SB:</b> 10–13, 445 <b>Writing About Art, SB:</b> 470, 598, 672 <b>Writing about Music, SB:</b> 598
<b>f. Continue to react and respond to content area information in creative ways (e.g., create graphic, non-print essays; write poems, create works of art).</b>	<b>Reading about Science, SB:</b> 525, 530, 535–539, 570–572 <b>Reading about Social Studies, SB:</b> 443, 444, 446, 449–451, 472, 526, 528, 574–575, 576–578 <b>Reading about Music, SB:</b> 10–13, 445
<b>g. Enrich writing with information gathered from the various content areas (e.g., support literature with social studies ideas, math principles with art compositions).</b>	<b>Writing About Art, SB:</b> 470, 598, 672 <b>Writing about Math, SB:</b> 510, 598 <b>Writing about Music, SB:</b> 598 <b>Writing about Science, SB:</b> 598, 642 <b>Writing about Social Studies, SB:</b> 558, 598, 642
<b>8.2.10 Write expressively in order to develop an effective writing style.</b>	
<b>a. Continue to view, read, and/or listen to examples of various writing styles.</b>	<b>Reading Magazine Articles, SB:</b> 570–572 <b>Reading a Cartoon, SB:</b> 1, 3, 4, 8, 25, 514 <b>Reading Fiction, SB:</b> 647–651, 674–676 <b>Reading a Short Story, SB:</b> 10–13, 647–651, 653–655, 656–659; <b>TE:</b> 10, 13, 647, 651 <b>Reading a Play, SB:</b> 674–676; <b>TE:</b> 674, 676 <b>Reading Poetry, SB:</b> 474–475; <b>TE:</b> 474–475 <b>Reading How-To Directions, SB:</b> 560–561; <b>TE:</b> 560, 561 <b>Reading Nonfiction, SB:</b> 449–451, 487–489, 535–537, 570–571, 576–577; <b>TE:</b> 449, 451, 487, 489, 535, 570, 576 <b>Listening to Interpret, SB:</b> 524 <b>Listening to a Narrative, SB:</b> 612 <b>Listening to an Opinion, SB:</b> 442, 443, 447, 458, 506, 520–521, 524 <b>Listening to Understand Ideas, SB:</b> 39, 442, 447, 458, 466, 480–481, 506, 524, 554, 591, 612, 638, 668
<b>b. Demonstrate the use of vivid words (e.g., action verbs, figurative language, imagery, and explore using allusions).</b>	<b>Vivid Verbs, SB:</b> 452 <b>Using Figurative Language in Writing, SB:</b> 474–475, 477, H13; <b>TE:</b> 474–475, 477, H13 <b>Imagery, SB:</b> 451; <b>TE:</b> 475, 476, 477
<b>c. Analyze the use of sensory details, concrete examples, and anecdotes within works.</b>	<b>Sensory Words, SB:</b> 17 <b>Giving Examples, SB:</b> 497
<b>d. Continue to use a variety of sentence structures.</b>	<b>Use Sentence Structure, SB:</b> 34–36, 67, 72, 78, 105, 239; <b>TE:</b> 34–36, 67, 78, 72, 105, 239; <b>WP:</b> 1, 2, 92, 93; <b>RW:</b> 1, 56
<b>e. Analyze the effects of varied sentence structures.</b>	<b>Sentences and Sentence Structure, SB:</b> 34–36, 67, 72, 78, 105, 239; <b>TE:</b> 34–36, 67, 78, 72, 105, 239; <b>WP:</b> 1, 2, 92, 93; <b>RW:</b> 1, 56
<b>f. Select appropriate transitional devices.</b>	<b>Transitional Words and Phrases, SB:</b> 20, 446, 447, 452, 453–457, 462, 532, 539, 548, 573, 588; <b>WP:</b> 191, 198; <b>RW:</b> 121, 128

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g. Continue to select appropriate transitional devices to enhance organization and unity of work.	<b>Transitional Words and Phrases, SB:</b> 20, 446, 447, 452, 453–457, 462, 532, 539, 548, 573, 588; <b>WP:</b> 191, 198; <b>RW:</b> 121, 128
h. Explore tone as a way to develop a unique and consistent voice in original works.	<b>Language Tone, SB:</b> 490, 504, 656; <b>WP:</b> 187; <b>RW:</b> 117 <b>Writing with Voice, SB:</b> 147–149, 150–151, 169, 183, 463, 504, 624, 635, 666, 680; <b>WP:</b> 58–59, 60–61, 178, 187, 205, 211; <b>RW:</b> 35, 36–37, 108, 117, 135, 141
<b>8.2.11 Write in response to literature.</b>	
a. Continue to express ideas or opinions through creative responses to a variety of literary forms and genres.	<b>Creative Writing, SB:</b> 53, 56, 67, 84, 93, 128, 143, 349, 404, 415; <b>WP:</b> 16, 24, 138 <b>Personal Response to Literature, SB:</b> 13, 451, 489, 538, 572, 623, 651
b. Analyze through writing an understanding of the elements of literature (e.g., plot, conflicts, setting, and characters).	<b>Plot, Conflict, Setting, Characters, SB:</b> 647, 651, 654, 659, 662, 663; <b>TE:</b> 647, 651, 654, 659, 662, 663
c. Express ideas or opinions creatively through responses to a variety of literary forms.	<b>Creative Writing, SB:</b> 53, 56, 67, 84, 93, 128, 143, 349, 404, 415; <b>WP:</b> 16, 24, 138 <b>Personal Response to Literature, SB:</b> 13, 451, 489, 538, 572, 623, 651
d. Continue to compare and contrast plots, conflicts, themes, and characters, from a variety of literary selections and genres.	<b>Compare and Contrast Literary Works, SB:</b> 451, 534–538, 539–541, 542–544, 545–553, 554–558; <b>TE:</b> 451, 534–538, 539–541, 542–544, 545–553, 554–550 <b>Compare and Contrast Story Characters, SB:</b> 451, 623, 661, 677, 683; <b>TE:</b> 451, 623, 661, 677, 683
e. Write and develop creative, imaginative, and original responses to literature to enhance and to extend the literary experience (e.g., songs, dances, art, stories, puns, limericks, design materials).	<b>Personal Response to Literature, SB:</b> 13, 451, 489, 538, 572, 623, 651; <b>TE:</b> 13, 451, 489, 538, 572, 623, 651
<b>8.2.12 Write in a variety of forms and genres.</b>	
a. Write works of fiction in the descriptive or narrative modes (e.g., stories, scripts).	<b>Writing a Description, SB:</b> 19, 36, 39, 42, 56, 60, 96, 124, 131, 134, 163, 247, 271, 311, 352, 380, 398, 404, 449–451, 452, 453–454, 473, 490, 491–495, 496–501, 505, 639; <b>WP:</b> 182–185; <b>RW:</b> 112–115 <b>Writing a Personal Narrative, SB:</b> 630–641, 642, 643; <b>WP:</b> 203–208; <b>RW:</b> 133–138 <b>Writing a Story, SB:</b> 56, 84, 193, 660–671, 672, 673; <b>WP:</b> 209–213; <b>RW:</b> 139–143 <b>Writing Notes for a Script, SB:</b> 404
b. Write poetry (e.g., haiku, bio-poem, limericks, ballads).	<b>Writing Poetry, SB:</b> 128, 474–479; <b>TE:</b> 128, 474–479 <b>Write a Haiku, SB:</b> 380
c. Write biographical/autobiographical sketches, using specific actions, significant details, relevant dialogue, and anecdotes supported by citation of source information.	<b>Autobiographical Writing, SB:</b> 624, 630–643; <b>WP:</b> 203–208; <b>RW:</b> 133–138
d. Continue to write friendly and business letters.	<b>Writing a Friendly Letter, SB:</b> 135, 163, 255, 290, 301, 398, 644–645; <b>WP:</b> 102–103; <b>RW:</b> 62 <b>Writing a Business Letter, SB:</b> 167, 250, 278, 290, 512–513; <b>TE:</b> 512, 513

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e. Write, share, and evaluate reflective pieces used to clarify thinking and to determine understanding.	<b>Recording Ideas and Reflections, SB:</b> 28, 469, 509, 557, 597, 641, 671, H58
f. Write and recognize works of non-fiction.	<b>Writing Expository Paragraphs, SB:</b> 525–533 <b>Writing a Research Report, SB:</b> 579–597, 598; <b>TE:</b> 579–597; <b>WP:</b> 196, 197, 198, 199, 200, 201; <b>RW:</b> 126, 127, 128, 129, 130, 131 <b>Reading Nonfiction, SB:</b> 449–451, 487–489, 535–537, 570–571, 576–577
g. Write personal essays.	<b>Writing a Personal Essay, SB:</b> 449–471; <b>TE:</b> 449, 450; <b>WP:</b> 175–181; <b>RW:</b> 105–111
h. Write text related to career development (e.g., job applications, business letters).	<b>Writing Forms and Applications, SB:</b> 603, 604; <b>TE:</b> 603, 604 <b>Writing a Business Letter, SB:</b> 167, 250, 278, 290, 512–513; <b>TE:</b> 512, 513
i. Compose focused, concise, and accurate technical writing to instruct another in a multi-step process.	<b>Writing Instructions, SB:</b> 139, 165, 326, 360, 363, 370, 380, 560–565
j. Analyze and assemble gathered information into a research paper or document.	<b>Analyze and Gather Information, SB:</b> 582; <b>WP:</b> 196; <b>RW:</b> 126 <b>Organizing a Report, SB:</b> 570–572, 573, 574–578, 579–597, 598; <b>WP:</b> 196–201; <b>RW:</b> 126–131 <b>Writing a Research Report, SB:</b> 579–597, 598; <b>TE:</b> 579–597; <b>WP:</b> 196, 197, 198, 199, 200, 201; <b>RW:</b> 126, 127, 128, 129, 130, 131
k. Write a persuasive paper with a clearly focused argument and relevant supporting details.	<b>Writing a Persuasive Paragraph, SB:</b> 161, 238, 250, 305, 322, 490, 496–501; <b>WP:</b> 182–189; <b>RW:</b> 112–119 <b>Supporting Persuasive Writing, SB:</b> 443, 444–446, 447, 497; <b>WP:</b> 182; <b>RW:</b> 112
<b>8.2.13 Locate and analyze information to prepare written presentations or reports.</b>	
a. Continue to use dictionaries, thesauruses and other word referenced materials.	<b>Using a Dictionary, SB:</b> 26, 468, 508, 556, 596, 640, 670, H22–H23; <b>TE:</b> 26, 27, 468, 508, 556, 596, 640, 670 <b>Using a Thesaurus, SB:</b> 467, 507, H28, H96
b. Continue to utilize resources available in the media center.	<b>Library, SB:</b> 581, H25–H28; <b>WP:</b> 196; <b>RW:</b> 126
c. Use interviews, surveys, polls, graphs, and illustrations in writing and presenting as support for research.	<b>Conducting Interviews, SB:</b> 39, 48, 158, H12; <b>TE:</b> 39, 48, 158, H12 <b>Graphs, SB:</b> 67, 100, 418, 593, 595 <b>Illustrations, SB:</b> 566–567
d. Continue to use computer technology to find information, to create reports and presentations, and to support research.	<b>Electronic and Card Catalog, SB:</b> 581, H26–H27; <b>TE:</b> 581 <b>Using a Computer in Writing, SB:</b> 606, 608, 678, H47–H50 <b>Using Electronic Search Engines, SB:</b> 581, H51–H52; <b>TE:</b> 581, H51
e. Continue to use examples and details collected from all available and reliable resources.	<b>Synthesize Information, SB:</b> 6–7; 483–485, 516–519, 566–568, 605–607, 608–609, 682–683, H26–H28, H42–H43, H44–H45, H51–H52

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f. Give credit for both quoted and paraphrased information in a bibliography.	Citing Sources, SB: 578, 584, 590; TE: 578, 584, 590
g. Evaluate Website sources for reliability.	Evaluate Website Reliability, SB: 581–582, 608–609, H51–H52
<b>Eighth Grade Benchmarks/Indicators /Writing</b>	
*These performance indicators will be assessed by the Tennessee Writing Assessment.	
Performance Indicators State: As documented through state assessment –	
<i>At Level 1, the student is able to</i>	
8.2.spi.1. complete a graphic organizer (i.e., clustering, listing, mapping, webbing) with information from notes for a writing selection.	Using Graphic Organizers in Prewriting, SB: 459, 461, 471, 496–497, 547, 580, 631, 660; WP: 175, 182; RW: 105, 112
8.2.spi.2. select appropriate time-order or transitional words/phrases to enhance the flow of a writing sample.	Transitional Words, SB: 20, 446, 452, 462, 493, 501, 532, 539, 549, 573, 588; TE: 20, 446, 452, 462, 493, 501, 532, 539, 549, 573, 588; WP: 177, 191, 198; RW: 107, 121, 128
8.2.spi.3. identify the purpose for writing (i.e., to inform, to describe, to explain, to persuade).	Writing to Inform, SB: 36, 39, 114, 139, 165, 240, 262, 265, 278, 314, 363, 370, 380, 407, 579; WP: 167 Writing to Describe, SB: 124, 134, 163, 247, 272, 352, 398, 404; WP: 97, 140 Writing to Explain, SB: 209, 215, 278, 326, 360, 545–559; WP: 191–195; RW: 121–125 Writing to Influence, SB: 45, 442, 443, 444, 445, 449–451, 496, 512–513
8.2.spi.4. identify the targeted audience for a selected passage.	Audience for Writing, SB: 14, 458, 496, 545, 579, 630, 660, 682, H7–H9; TE: 14, 458, 496, 545, 579, 630, 660, 682, H7–H9
8.2.spi.5. rearrange multi-paragraphed work in a logical and coherent order.	Revising Drafts by Rearranging, SB: 50, 61–62; WP: 11–12, 19–20; RW: 6–7, 11–12 Revising Drafts for Coherence, SB: 22, 23, 61,–62, 379, 380; WP: 19–20; RW: 11–12
8.2.spi.6. identify sentences irrelevant to a paragraph's theme or flow.	Revising Drafts by Deleting, SB: 61–62 Deleting Extraneous Sentences, SB: 21, 23, 466, 491; TE: 21, 23, 466, 491
*8.2.spi.7. select, limit, and refine a topic.	Choosing a Topic, SB: 14, 15, 452, 458, 490, 496–501, 545–547, 630; TE: 14, 15, 452, 458, 490, 496–501, 545–547, 630; WP: 182–185; RW: 112–115 Narrowing a Topic, SB: 458, 579, 586, 631; WP: 197; RW: 127
*8.2.spi.8. write well-organized and coherently developed paragraphs.	Paragraph Writing, SB: 443–447, 525–533, 613–617
*8.2.spi.9. reorganize paragraphs into well-organized and coherently developed essays.	Writing a Personal Essay, SB: 449–471; TE: 449, 450; WP: 175–181; RW: 105–111 Writing a Compare-Contrast Essay, SB: 535–559; TE: 535–559; WP: 191–195; RW: 121–125 Writing a Persuasive Essay, SB: 496–509, 510, 511; TE: 487, 489–511; WP: 182–189; RW: 112–119

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<p><b>*8.2.spi.10.</b> integrate all steps of the writing process: prewriting, drafting, revising, editing, and publishing.</p>	<p><b>Prewriting, SB:</b> 15–19, 458–462, 496–501, 545–549, 579–585, 630–633, 660–663; <b>TE:</b> 15–19, 458–462, 496–501, 545–549, 579–585, 630–633, 660–663; <b>WP:</b> 175, 176, 177, 182, 183, 184, 185, 191, 196, 203, 209; <b>RW:</b> 105, 106, 107, 112, 113, 114, 115, 121, 126, 127, 133, 139</p> <p><b>Drafting, SB:</b> 20–21, 463–464, 502–504, 550–552, 587–589, 634–636, 664–666; <b>WP:</b> 178–179, 186–187, 192–193, 198–199, 204–206, 210–211; <b>RW:</b> 108–109, 116–117, 122–123, 128–129, 134–136, 140–141</p> <p><b>Revising, SB:</b> 22–23, 466–467, 501–507, 554–555, 638–639, 668–669; <b>TE:</b> 22–23, 466–467, 501–507, 554–555, 638–639, 668–669; <b>WP:</b> 181, 185, 186, 187, 188, 189, 195, 208, 213; <b>RW:</b> 111, 115, 116, 117, 118, 119, 125, 138, 143</p> <p><b>Proofreading, SB:</b> 26–27, 468, 508, 556, 596, 640, 670; <b>TE:</b> 26, 27, 468, 508, 556, 596, 640, 670</p> <p><b>Publishing, SB:</b> 14, 28–29, 469, 478, 509, 557, 565, 641, 660, 671; <b>TE:</b> 14, 28–29, 469, 478, 509, 557, 565, 641, 660, 671</p>
<i>At Level 2, the student is able to</i>	
<p><b>8.2.spi.11.</b> identify levels of reliability among resources (e.g., eyewitness account, newspaper account, supermarket tabloid account, Internet source).</p>	<p><b>Evaluating Resources, SB:</b> 581–582, 583, 584</p> <p><b>Evaluate Information, SB:</b> 6–7; 483–485, 516–519, 566–568, 605–607, 608–609, 682–683, H26–H28, H42–H43, H44–H45, H51–H52</p> <p><b>Examining Information for Accuracy/ Identifying Errors/ Verifying Information, SB:</b> 6–7, 483–485, 516–519, 566–568, 582, 605–607, 608–609, 682–683, H26–H28, H42–H43, H44–H45, H51–H52; <b>WP:</b> 196; <b>RW:</b> 126</p>
<p><b>8.2.spi.12.</b> identify individual written selections as technical, narrative, persuasive, and/or descriptive in mode.</p>	<p><b>Identify Narrative Writing, SB:</b> 619–643, 644–645, 647–673, 674–679; <b>WP:</b> 203–208, 209–213; <b>RW:</b> 133–138, 139–143</p> <p><b>Identify Descriptive Writing, SB:</b> 124, 134, 163, 247, 272, 352, 398, 404; <b>WP:</b> 97, 140</p> <p><b>Identify Persuasive Writing, SB:</b> 45, 442, 443, 444, 445, 449–451, 496, 512–513</p>
<p><b>8.2.spi.13.</b> select an appropriate thesis statement for a writing sample.</p>	<p><b>Main Idea of a Paragraph, SB:</b> 20, 443, 444, 447, 452, 453–457, 539, 552; <b>WP:</b> 193; <b>RW:</b> 123</p>
<p><b>8.2.spi.14.</b> select the most appropriate title for a selection.</p>	<p><b>Writing Titles, SB:</b> 241–243, 260–262, 457; <b>WP:</b> 94–95, 106–107; <b>RW:</b> 57, 64</p>
<p><b>8.2.spi.15.</b> select illustrations, explanations, anecdotes, descriptions, and/or facts in a paragraph.</p>	<p><b>Giving Examples, SB:</b> 497</p> <p><b>Using Details in Writing, SB:</b> 380, 446, 447, 452, 453–457, 458–471, 490, 496–501, 505, 529, 546–547, 592, 624, 625, 654, 656; <b>WP:</b> 175–181, 182–185, 188, 201; <b>RW:</b> 105–111, 112–115, 118, 131</p>
<p><b>8.2.spi.16.</b> choose the supporting sentence that best fits the context and flow of ideas in a paragraph.</p>	<p><b>Writing a Topic Sentence, SB:</b> 20, 525, 526–527, 530, 532, 533, 552, 573, 579, 587, 588; <b>TE:</b> 20, 525, 526–527, 530, 532, 533, 552, 573, 579, 587, 588; <b>WP:</b> 193, 198; <b>RW:</b> 123, 128</p> <p><b>Writing Supporting Sentences, SB:</b> 443, 445, 447, 452, 453, 459, 491, 493, 497, 525, 528, 575, 613, 615</p>

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<b>*8.2.spi.17.</b> write well-developed, organized and coherent essays in response to expository prompts.	<b>Writing a Compare-Contrast Essay, SB:</b> 535–559; <b>TE:</b> 535–559; <b>WP:</b> 191–195; <b>RW:</b> 121–125
<b>*8.2.spi.18.</b> support key ideas with explanations, illustrations, anecdotes and descriptions, and facts.	<b>Supporting Ideas with Explanations, Examples, and Facts, SB:</b> 443, 445, 447, 452, 453, 459, 491, 493, 497, 525, 528, 575, 613, 615; <b>TE:</b> 443, 445, 447, 452, 453, 459, 491, 493, 497, 525, 528, 575, 613, 615
<b>*8.2.spi.19.</b> revise and edit writings for the elements of language.	<b>Proofreading Writing, SB:</b> 26–27, 468, 508, 556, 596, 640, 670; <b>TE:</b> 26, 27, 468, 508, 556, 596, 640, 670
<b>*8.2.spi.20.</b> choose vivid words, active voice verbs, figurative language, imagery, colorful modifiers, and sensory details to enhance writings.	<b>Writing Titles, SB:</b> 241–243, 260–262, 457; <b>WP:</b> 94–95, 106–107; <b>RW:</b> 57, 64
<b>*8.2.spi.21.</b> compose clear and correctly punctuated complex sentences to enrich syntactic variety.	<b>Compound/Complex Sentence, SB:</b> 51–53, 54, 57–60, 61–62, 63–66, 67, 76, 79, 105, 220, 416–417, 418, 423; <b>WP:</b> 13–14, 15–16, 17–18, 19–20, 21–22, 172–173; <b>RW:</b> 8, 9, 10, 11–12, 13, 102–103
<i>At Level 3, the student is able to</i>	
<b>8.2.spi.22.</b> select vivid words to strengthen a description (adjective or adverb) within a writing sample or a passage.	<b>Using Exact Words, SB:</b> 453–457, 463, 467; <b>TE:</b> 453–457, 463, 467; <b>WP:</b> 181; <b>RW:</b> 111 <b>Vivid Verbs, SB:</b> 452 <b>Figurative Language, SB:</b> 474–475, H13; <b>TE:</b> 474–475, H13 <b>Imagery, SB:</b> 451; <b>TE:</b> 475, 476, 477
<b>Performance Indicators Teacher:</b> As documented through teacher observation	
<i>At Level 1, the student is able to</i>	
<b>8.2.tpi.1.</b> write with a sense of audience and purpose.	<b>Purpose and Audience for Writing, SB:</b> 14, 458, 496, 545, 579, 630, 660, 682, H7–H9; <b>TE:</b> 14, 458, 496, 545, 579, 630, 660, 682, H7–H9
<b>8.2.tpi.2.</b> produce a final, revised draft suitable for sharing.	<b>Make a Neat Final Copy, SB:</b> 29, 469, 509, 557, 597, 641, 671
<b>8.2.tpi.3.</b> use the steps of the writing process.	<b>Prewriting, SB:</b> 15–19, 458–462, 496–501, 545–549, 579–585, 630–633, 660–663; <b>TE:</b> 15–19, 458–462, 496–501, 545–549, 579–585, 630–633, 660–663; <b>WP:</b> 175, 176, 177, 182, 183, 184, 185, 191, 196, 203, 209; <b>RW:</b> 105, 106, 107, 112, 113, 114, 115, 121, 126, 127, 133, 139 <b>Drafting, SB:</b> 20–21, 463–464, 502–504, 550–552, 587–589, 634–636, 664–666; <b>WP:</b> 178–179, 186–187, 192–193, 198–199, 204–206, 210–211; <b>RW:</b> 108–109, 116–117, 122–123, 128–129, 134–136, 140–141 <b>Revising, SB:</b> 22–23, 466–467, 501–507, 554–555, 638–639, 668–669; <b>WP:</b> 181, 185, 186, 187, 188, 189, 195, 208, 213; <b>RW:</b> 111, 115, 116, 117, 118, 119, 125, 138, 143 <b>Proofreading, SB:</b> 26–27, 468, 508, 556, 596, 640, 670; <b>TE:</b> 26, 27, 468, 508, 556, 596, 640, 670 <b>Publishing, SB:</b> 14, 28–29, 469, 478, 509, 557, 565, 641, 660, 671; <b>TE:</b> 14, 28–29, 469, 478, 509, 557, 565, 641, 660, 671

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<b>8.2.tpi.4.</b> respond routinely and competently to narrative and descriptive prompts.	<b>Writing a Personal Narrative, SB:</b> 56, 66, 84, 143, 193, 317, 613–617, 618–645; <b>WP:</b> 202–208; <b>RW:</b> 132–138 <b>Descriptive Writing, SB:</b> 10–13, 15–17, 19, 21, 23, 25, 27, 29, 39, 42, 60, 96, 124, 134, 154, 163, 209, 247, 271, 311, 352, 398, 404, 411; <b>WP:</b> 63, 97
<b>8.2.tpi.5.</b> generate, focus, and organize ideas through brainstorming, graphic organizers, literary models, and class discussions.	<b>Brainstorming in Prewriting, SB:</b> 16, 459, 560; <b>WP:</b> 175; <b>RW:</b> 105 <b>Using Graphic Organizers in Prewriting, SB:</b> 459, 461, 471, 496–497, 547, 580, 631, 660; <b>WP:</b> 175, 182; <b>RW:</b> 105, 112 <b>Discussing Prewriting, SB:</b> 15, 458, 460, 496–497, 500–501, 545, 579, 580, 586, 630, 632, 660, 662, 663
<b>8.2.tpi.6.</b> evaluate writing through the use of the Tennessee Writing Assessment rubric and/or teacher and student created rubrics.	<b>Rubrics, SB:</b> 465, 505, 553, 590, 637, 667; <b>WP:</b> 180, 188, 194, 200, 207, 212; <b>RW:</b> 110, 118, 124, 130, 137, 142
<b>8.2.tpi.7.</b> write frequently across the content areas gathering ideas and information from the various disciplines to enrich writing.	<b>Writing About Art, SB:</b> 470, 598, 672 <b>Writing about Health, SB:</b> 510, 598 <b>Writing about Math, SB:</b> 510, 598 <b>Writing about Music, SB:</b> 598 <b>Writing about Science, SB:</b> 598, 642 <b>Writing about Social Studies, SB:</b> 558, 598, 642
<b>8.2.tpi.8.</b> write frequently from timed expository prompts.	<b>Expository Writing, SB:</b> 36, 121, 139, 165, 240, 255, 262, 265, 314, 326, 360, 363, 370, 407, 535–559, 560–565, 570–598, 599, 600, 601–602, 603–604;; <b>TE:</b> 535, 537, 538–539, 560–565, 570, 572–574, 576–578, 579–598, 599, 600, 601–602, 603–604; <b>WP:</b> 2, 103, 152, 191–195, 196–201; <b>RW:</b> 121–125, 126–131
<i>At Level 2, the student is able to</i>	
<b>8.2.tpi.9.</b> write in a variety of literary (e.g., prose, poetry, drama), informational (e.g., technical writing, commercials), and expressive (e.g., responses to literature, journals, diaries) modes.	<b>Writing Poetry, SB:</b> 128, 474–479; <b>TE:</b> 128, 474–479 <b>Writing Plays, SB:</b> 53, 143, 259, 278, 404, 415, 673–679; <b>TE:</b> 674–679 <b>Writing Advertisements, SB:</b> 45, 134, 146, 238, 277, 311, 322, 378 <b>Personal Response to Literature, SB:</b> 13, 451, 489, 538, 572, 623, 651; <b>TE:</b> 13, 451, 489, 538, 572, 623, 651 <b>Writing a Journal Entry, SB:</b> 93, 131, 161, 212, 244, 274, 401
<b>8.2.tpi.10.</b> write to express creativity; to share ideas and opinions; to reflect on situations, experiences, and/or events; to clarify thinking; and to acquire knowledge.	<b>Creative Writing, SB:</b> 53, 56, 67, 84, 93, 128, 143, 349, 404, 415; <b>WP:</b> 16, 24, 138 <b>Purpose for Recording Ideas and Reflections, SB:</b> 28, 469, 509, 557, 597, 641, 671, H58 <b>Writing an Opinion Essay, SB:</b> 449–471; <b>WP:</b> 175–181; <b>RW:</b> 105–111
<b>8.2.tpi.11.</b> write a research report using multiple sources.	<b>Make a Neat Final Copy, SB:</b> 29, 469, 509, 557, 597, 641, 671
<b>8.2.tpi.12.</b> use the techniques of persuasive writing.	<b>Proofreading with a Dictionary, SB:</b> 26, 478, 513, 645

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8.2.tpi.13. incorporate varied expository structures (e.g., compare and contrast, process analysis, and problem solving).	<b>Writing a Compare-Contrast Essay, SB:</b> 535–559; <b>TE:</b> 535–559; <b>WP:</b> 191–195; <b>RW:</b> 121–125 <b>Writing Instructions, SB:</b> 139, 165, 326, 360, 363, 370, 380, 560–565 <b>Writing to Solve a Problem, SB:</b> 601–602; <b>TE:</b> 601–602
8.2.tpi.14. conduct self-evaluation through review of own writing.	<b>Student Models, SB:</b> 53–457, 491–495, 540–544, 574–578, 625–629, 653–659 <b>Published Models, SB:</b> 10–13, 449–451, 487–489, 535–538, 570–572, 619–623, 649–651
8.2.tpi.15. write in response to literature.	<b>Personal Response to Literature, SB:</b> 13, 451, 489, 538, 572, 623, 651; <b>TE:</b> 13, 451, 489, 538, 572, 623, 651
8.2.tpi.16. write frequently in the expository mode.	<b>Expository Writing, SB:</b> 36, 121, 139, 165, 240, 255, 262, 265, 314, 326, 360, 363, 370, 407, 535–559, 560–565, 570–598, 599, 600, 601–602, 603–604; <b>WP:</b> 2, 103, 152, 191–195, 196–201; <b>RW:</b> 121–125, 126–131
8.2.tpi.17. use appropriate proofreading symbols.	<b>Proofreading Symbols, SB:</b> 26–27, 468, 508, 556, 596, 640, 670
<i>At Level 3, the student is able to</i>	
8.2.tpi.18. experiment with allusion in writing to support, explain, and/or to illustrate key ideas.	The concept of allusion may be incorporated into the special focus on writing poetry. See pp. 474–478.
8.2.tpi.19. use multiple sources of technology to prepare and present works, and to add photographs, graphs, tables, and/or illustrations to support the focus of the writing.	<b>Technology in Media Projects, SB:</b> H53–H54, H55–H56 <b>Creating a Multimedia Composition, SB:</b> 593–595, 605–607, H29–H31, H53–H56; <b>TE:</b> 593–595, 605–607, H29, H53
8.2.tpi.20. react and respond to content area information in creative ways (e.g., create graphic representations, non-print essays, compose poems, create works of art).	<b>Connect Reading to Related Content Areas, SB:</b> 470, 510, 558, 598, 642, 672
8.2.tpi.21. explore the techniques of persuasive writing.	<b>Identify Persuasive Techniques, SB:</b> 45, 87, 88, 146, 238, 250, 276, 305, 322, 366, 378, 417, 491–495, 496–509, 514–519, 524; <b>TE:</b> 238, 491, 493, 495, 496–509, 514519, 524; <b>WP:</b> 182–189; <b>RW:</b> 112–115 <b>Writing a Persuasive Essay, SB:</b> 496–509, 510, 511; <b>TE:</b> 487, 489–511; <b>WP:</b> 182–189; <b>RW:</b> 112–119
8.2.tpi.22. write career related materials, including business and job applications.	<b>Writing a Business Letter, SB:</b> 167, 250, 278, 290, 512–513; <b>TE:</b> 512, 513 <b>Writing Forms and Applications, SB:</b> 603, 604; <b>TE:</b> 603, 604
8.2.tpi.23. explore tone as a way to develop a unique and consistent voice in original writings.	<b>Language Tone, SB:</b> 490, 504, 656; <b>WP:</b> 187; <b>RW:</b> 117 <b>Writing with Voice, SB:</b> 147–149, 150–151, 169, 183, 463, 504, 624, 635, 666, 680; <b>WP:</b> 58–59, 60–61, 178, 187, 205, 211; <b>RW:</b> 35, 36–37, 108, 117, 135, 141

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8.2.tpi.24. give credit for both quoted and paraphrased information in a bibliography.	Citing Sources, SB: 578, 584, 590; TE: 578, 584, 590 Writing a Bibliography, SB: 578, 581–582, H66–H67; TE: 578, 581–582, H66–H67
8.2.tpi.25. draw conclusions from evidence within the text.	Writing Conclusions, SB: 444, 446, 447, 452, 453–457, 464, 490, 491–495, 502–505, 525, 530, 533, 539, 549, 551, 589, 600; WP: 179, 186, 192, 199; RW: 109, 116, 122, 129
<b>Elements of Language</b>	
Content Standard: 3.0 The student will use standard English conventions and proper spelling as appropriate to speaking and writing.	
Learning Expectations:	
3.01 Demonstrate knowledge of standard English usage.	Usage Conventions, SB: 54–56, 63–66, 69, 78, 80, 122–131, 152–165, 168–170, 176–178, 184, 188, 196–234, 298–344, 355–357, 361–363, 367–370, 381–382, 388, 390, 392, 402, 409, 412–415, H64–H79; WP: 15–16, 21–22, 42–47, 62–71, 77–89, 118–136, 143–144, 147–148, 151–152, 164–165, 170–171; RW: 9, 13, 26–28, 38–42, 47–54, 71–81, 86, 88, 90, 98, 101
3.02 Demonstrate knowledge of standard English mechanics.	Mechanics Conventions, SB: 34–36, 51–53, 82–84, 94–96, 236–296, 405–407, H64–H59; WP: 1–2, 13–14, 23–24, 31–32, 90–117, 166–167; RW: 1, 8, 14, 19, 55–70, 99
3.03 Demonstrate knowledge of standard English spelling.	Spelling Conventions, SB: 90–93, 96, 101, 109, 125–131, 168, 177, 178, 330, 468, 508, H80–H85; WP: 29–30, 44–45, 46–47; RW: 18, 27, 28
3.04 Demonstrate knowledge of correct sentence structure.	Sentences and Sentence Structure, SB: 34–36, 67, 72, 78, 105, 239; TE: 34–36, 67, 78, 72, 105, 239; WP: 1, 2, 92, 93; RW: 1, 56
<b>Elements of Language Accomplishments</b>	
8.3.01 Demonstrate knowledge of standard English usage.	
a. Use nouns appropriately (e.g., predicate nouns, appositives).	Nouns, SB: 82–84, 85–87, 90–93, 94–96, 101–102, 107–110; TE: 81B, 82, 83, 84, 85, 86, 87, 90, 91, 92, 93, 94, 95, 96; WP: 23–24, 25–26, 29–30, 31–32; RW: 14, 15, 18, 19
b. Use verbs appropriately (e.g., agreement with the subject in person and number, verbs that take objects, linking verbs with predicate nouns and adjectives; verb phrases; consistency in verb tense; regular and irregular verb forms; correct use of both simple and perfect tenses; proper use of active and passive voice, subjunctive mood).	Verbs, SB: 112–114, 115–117, 118–121, 122–124, 125–128, 129–131, 132–134, 137–139, 140–143, 144–146, 147–149, 152–154, 155–158, 159–161, 162–163, 164–165, 168–170, 173–188; WP: 36–37, 38–39, 40–41, 42–43, 44–45, 46–47, 48–49, 52–53, 54–55, 56–57, 58–59, 62–63, 64–65, 66–67, 68–69, 70–71; RW: 23, 24, 25, 26, 27, 28, 29, 32, 33, 34, 35, 38, 39, 40, 41, 42
c. Use pronouns appropriately (e.g., use of proper pronoun case: objective, nominative, and possessive; pronoun-antecedent agreement).	Pronouns, SB: 298–301, 302–305, 308–311, 312–314, 315–317, 318–322, 323–326, 327–329, 332–333; TE: 297B, 298, 299, 301, 302, 303, 304, 305, 308, (continued)

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c. Use pronouns appropriately (e.g., use of proper pronoun case: objective, nominative, and possessive; pronoun-antecedent agreement). (continued)	<b>Pronouns, SB:</b> (continued) 309, 310, 311 312, 313, 314, 315, 316, 317, 318, 319, 320, 321, 322, 323, 324, 325, 326, 327, 328, 329; <b>WP:</b> 118–119, 120–121, 124–125, 126–127, 128–129, 130–131, 132–133, 134–135; <b>RW:</b> 71, 72, 75, 76, 77, 78, 79, 80
d. Use adjectives appropriately (e.g., correct comparative and superlative forms, predicate adjectives, adjective phrases and clauses).	<b>Adjective Usage, SB:</b> 190–193, 194–199, 213–215, 218–220, 234; <b>TE:</b> 189B, 190–199; <b>WP:</b> 75–78, 87–88; <b>RW:</b> 45–47, 53
e. Use adverbs appropriately (e.g., correct comparative and superlative forms, adverb phrases and clauses, conjunctive adverbs).	<b>Adverb Usage, SB:</b> 200–203, 206–209, 210–212, 213–215, 220, 232–234; <b>TE:</b> 189B, 200–215; <b>WP:</b> 79–80, 83–84, 85–86, 87–88; <b>RW:</b> 48, 51, 52, 53
f. Use conjunctions appropriately (e.g., coordinating, correlative, and subordinating conjunctions to combine sentences and sentence elements).	<b>Coordinating Conjunctions, SB:</b> 54–55, 64, 67, 78, 105, 225; <b>TE:</b> 54, 55; <b>WP:</b> 15, 16, 21, 22; <b>RW:</b> 9, 13 <b>Correlative Conjunctions, SB:</b> 54–55, 78, 225; <b>WP:</b> 15–16; <b>RW:</b> 9 <b>Subordinating Conjunctions, SB:</b> 57–59, 61–62, 64, 67, 69, 79, 225, 408–411, 416, 418, 429; <b>WP:</b> 17–18, 19–20, 21–22, 168–169, 172–173; <b>RW:</b> 10, 11–12, 13, 100, 102–103
g. Use prepositions and prepositional phrases appropriately (e.g., recognize them as adjective or adverb modifiers and place properly within the sentence).	<b>Prepositions, SB:</b> 346–349, 353–354, 355–357, 381, 382, 386, 387, 388; <b>WP:</b> 137–138, 141–142, 143–144; <b>RW:</b> 82, 84–85, 86 <b>Prepositional Phrases, SB:</b> 346–349, 350–352, 353–354, 381, 382, 386, 387, 427; <b>WP:</b> 137–138, 139–140, 141–142; <b>RW:</b> 82, 83, 84–85
h. Use interjections appropriately.	<b>Interjections, SB:</b> 67, 236–238, 279, 285, 286; <b>WP:</b> 90–91; <b>RW:</b> 55
i. Recognize and correct usage errors (e.g., subject/verb agreement, pronoun case, double negatives, comparative and superlative forms, troublesome word groups {where/were, which/that/who, who/whom}).	<b>Proofreading Grammar and Usage, SB:</b> 53, 69, 93, 96, 124, 128, 131, 154, 158, 161, 165, 170, 199, 203, 209, 212, 220, 301, 305, 311, 314, 322, 326, 329, 333, 349, 357, 370, 382, 404, 415, 420; <b>WP:</b> 15, 29, 31, 42, 44, 46, 62, 64, 66, 68, 77, 83, 85, 118, 120, 124, 134, 143, 147, 151, 164, 166, 170
<b>8.3.02 Demonstrate knowledge of standard English mechanics.</b>	
a. Continue the correct use of capitalization (e.g., titles, business letters, quotations, proper nouns and adjectives).	<b>Capitalization, SB:</b> 34, 82–84, 191–193, 218, 230, 239–240, 241–244, 256, 257–259, 260–262, 268–271, 279–281, 285–287, 291, 292, 293, 294, H64–H65, H68–H69; <b>WP:</b> 23–24, 92–93, 94–95, 106–107, 112–113; <b>RW:</b> 14, 44, 56, 57, 64, 68
b. Demonstrate the correct use of commas (e.g., after introductory words, phrases, and clauses; to set off appositives and interrupters, before a coordinating conjunction joining independent clauses to form compound sentences); colons (e.g., business letters, before a long or formal quotation); semicolons (e.g., combining sentences, between items in a series already containing commas, before conjunctive adverbs); underlining and italicizing (e.g., titles, certain words, letters, figures, foreign words); quotation marks (e.g., to set off dialogue, around certain titles, correct use with end marks); hyphens; and end marks.	<b>Commas in Introductory Words, Phrases, Clauses, SB:</b> 248, 279, 288–289, 426; <b>TE:</b> 248, 249, 250; <b>WP:</b> 98, 99; <b>RW:</b> 59 <b>Commas with Appositives, SB:</b> 248–250, 279, 288–289, 426; <b>TE:</b> 235B, 248, 249, 250; <b>WP:</b> 98–99; <b>RW:</b> 59 <b>Commas in Interrupters (Parenthetical Expressions), SB:</b> 248, 279, 288–289; <b>TE:</b> 248, 249, 270; <b>WP:</b> 98, 99; <b>RW:</b> 59 <b>Commas with Conjunction in Compound Sentence, SB:</b> 51–53, 68, 77, 245–247, 279, 288; <b>TE:</b> 33B, 51, 52, 53, 235B, 245, 246, 247; <b>WP:</b> 13–15, 96–97; <b>RW:</b> 8, 58 <p style="text-align: right;">(continued)</p>

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<p>b. Demonstrate the correct use of commas (e.g., after introductory words, phrases, and clauses; to set off appositives and interrupters, before a coordinating conjunction joining independent clauses to form compound sentences); colons (e.g., business letters, before a long or formal quotation); semicolons (e.g., combining sentences, between items in a series already containing commas, before conjunctive adverbs); underlining and italicizing (e.g., titles, certain words, letters, figures, foreign words); quotation marks (e.g., to set off dialogue, around certain titles, correct use with end marks); hyphens; and end marks. (continued)</p>	<p><b>Colon in a Business Letter, SB:</b> 263–265, 280, 293, 513; <b>TE:</b> 263, 513; <b>WP:</b> 108; <b>RW:</b> 65  <b>Semicolons, SB:</b> 51, 263–265, 280, 293, 426, H72; <b>TE:</b> 51, 263, 264, 265; <b>WP:</b> 13, 14, 108, 109, 110, 111; <b>RW:</b> 8, 65, 66, 67  <b>Italics, SB:</b> 260–261, 292  <b>Quotation Marks with Dialogue, SB:</b> 256–259, 262, 278, 280, 291, 426; <b>TE:</b> 235B, 256, 257; <b>WP:</b> 104–105; <b>RW:</b> 63  <b>Quotation Marks in Published Works, SB:</b> 257–259, 280, 291; <b>TE:</b> 235B, 257, 258, 259; <b>WP:</b> 104–105; <b>RW:</b> 63  <b>Hyphens, SB:</b> 275, 281, 296; <b>WP:</b> 116–117; <b>RW:</b> 70  <b>Periods, SB:</b> 34–36, 239, 286, 294; <b>WP:</b> 1–2, 92–93; <b>RW:</b> 1, 56  <b>Question Marks, SB:</b> 34–36, 239, 286; <b>WP:</b> 1–2, 92–93; <b>RW:</b> 1, 56  <b>Exclamation Point, SB:</b> 34–36, 239, 285, 286; <b>WP:</b> 1–2, 92–93; <b>RW:</b> 1, 56</p>
<p>c. Continue to form both singular and plural possessives using apostrophes.</p>	<p><b>Apostrophe to form Possessive, SB:</b> 94–96, 102, 110, 272–274, 280, 295, H69; <b>WP:</b> 31–32, 114–115; <b>RW:</b> 19, 69</p>
<p>d. Continue to write legibly.</p>	<p><b>Make a Neat Final Copy, SB:</b> 29, 469, 509, 557, 597, 641, 671</p>
<p><b>8.3.03 Demonstrate knowledge of standard English spelling.</b></p>	
<p>a. Spell high-frequency words correctly.</p>	<p><b>Spelling Conventions, SB:</b> 90–93, 96, 101, 109, 125–131, 168, 177, 178, 330, 468, 508, H80–H85; <b>WP:</b> 29–30, 44–45, 46–47; <b>RW:</b> 18, 27, 28</p>
<p>b. Spell words correctly as appropriate to grade level.</p>	<p><b>Spelling Conventions, SB:</b> 90–93, 96, 101, 109, 125–131, 168, 177, 178, 330, 468, 508, H80–H85; <b>WP:</b> 29–30, 44–45, 46–47; <b>RW:</b> 18, 27, 28</p>
<p>c. Spell correctly words commonly used in content specific vocabulary.</p>	<p>Spelling principles taught in the text may be applied to content specific vocabulary.</p>
<p>d. Recognize incorrectly spelled words within the context of sentences or phrases.</p>	<p><b>Words Often Misspelled, SB:</b> 330; <b>WP:</b> 136; <b>RW:</b> 81</p>
<p>e. Spell correctly affixed words and use affixes as a spelling aid (e.g., happy+ness=happiness).</p>	<p><b>Spelling Words with Prefixes, SB:</b> 468, H16, H83, H84, H85; <b>TE:</b> 468  <b>Spelling Words with Suffixes, SB:</b> 508, 596, H16, H17, H82, H83, H84, H85; <b>TE:</b> 508, 596</p>
<p>f. Proofread and edit for spelling accuracy using appropriate strategies to confirm spelling and to correct errors.</p>	<p><b>Proofreading for Spelling, SB:</b> 27, 96, 101, 468, 508, 556, 596, 640, 670; <b>TE:</b> 27, 96, 101, 468, 508, 556, 596, 640, 670; <b>WP:</b> 31–32; <b>RW:</b> 19</p>
<p>g. Spell correctly commonly used foreign words and expressions.</p>	<p><b>Borrowed Words, SB:</b> H19</p>
<p>h. Determine correct spelling of words utilizing electronic and print tools (e.g., spell check, dictionaries, word walls, charts).</p>	<p><b>Spelling Guide, SB:</b> H80–H85  <b>Technology for Spelling, TE:</b> 27, 468, 508, 556, 596, 640, 670</p>
<p>i. Maintain a consciousness toward correct spelling across the content areas.</p>	<p><b>Spelling Conventions, SB:</b> 90–93, 96, 101, 109, 125–131, 168, 177, 178, 330, 468, 508, H80–H85; <b>WP:</b> 29–30, 44–45, 46–47; <b>RW:</b> 18, 27, 28</p>

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<b>8.3.04 Demonstrate knowledge of correct sentence structure.</b>	
<b>a. Correct run-on sentences by using correct punctuation, forming separate sentences, using coordinating or subordinating clauses.</b>	<b>Commas in Run-on Sentences, SB:</b> 63–66, 69, 423; <b>WP:</b> 21–22; <b>RW:</b> 13
<b>b. Correct sentence fragments by supplying the missing sentence elements.</b>	<b>Sentence Fragments, SB:</b> 63, 65, 67, 69, 80, 106, 225, 423; <b>TE:</b> 63; <b>WP:</b> 21, 22; <b>RW:</b> 13
<b>c. Combine sentences using a variety of sentence combining strategies.</b>	<b>Combining Sentences, SB:</b> 97, 194, 204, 353, 371–372, 416–417; <b>TE:</b> 97, 194, 204, 353, 371, 372, 416, 417; <b>WP:</b> 33–34, 75–76, 81–82, 141–142, 153–154, 172–173; <b>RW:</b> 20–21, 45–46, 49–50, 84–85, 91–92, 102–103
<b>d. Identify the subject and predicate of inverted order sentences.</b>	<b>Inverted Subject Order, SB:</b> 43–45, 75, 159–161, 186, 187; <b>WP:</b> 7–8, 66–67; <b>RW:</b> 4, 40
<b>e. Use subordination, apposition, coordination, and appropriate phrases (prepositional, transitional) to indicate clear relationships within a sentence or paragraph.</b>	<b>Prepositional Phrases, SB:</b> 355–357, 381–382, 388; <b>WP:</b> 143–144; <b>RW:</b> 86 <b>Transitional Words and Phrases, SB:</b> 20, 446, 447, 452, 453–457, 462, 532, 539, 548, 573, 588; <b>WP:</b> 191, 198; <b>RW:</b> 121, 128
<b>f. Recognize and use appropriately gerund and participial phrases.</b>	<b>Participial Phrases, SB:</b> 361–363, 371, 380, 381, 382, 390, 427, 428; <b>WP:</b> 147–148, 153–154; <b>RW:</b> 88, 91–92 <b>Gerund Phrases, SB:</b> 311–312, 367–370, 380, 382, 392, 428; <b>WP:</b> 151–152; <b>RW:</b> 90
<b>g. Distinguish between clauses (independent and subordinate) and phrases (verb, adjective, adverb, appositive, prepositional, verbal).</b>	<b>Independent Clause, SB:</b> 57–60, 61–62, 69, 79, 396–398, 418, 419, 430, 431; <b>WP:</b> 17–18, 19–20, 160–161; <b>RW:</b> 10, 11–12, 96 <b>Subordinate Clause, SB:</b> 43, 57–60, 61–62, 69, 79, 105, 396–398, 418, 419, 430; <b>TE:</b> 399, 400, 401, 402, 403, 404; <b>WP:</b> 162, 163, 164, 165; <b>RW:</b> 97, 98 <b>Verb Phrases, SB:</b> 115–117, 168, 174, 175, 226, 424, 468; <b>WP:</b> 38–39; <b>RW:</b> 24 <b>Adjective Phrases, SB:</b> 350–352; <b>WP:</b> 139–140; <b>RW:</b> 83 <b>Adverb Phrases, SB:</b> 350–352; <b>WP:</b> 139–140; <b>RW:</b> 83 <b>Appositives, SB:</b> 88–89, 100, 102, 248, 249; <b>WP:</b> 27–28, 98; <b>RW:</b> 16–17, 59 <b>Prepositional Phrases, SB:</b> 346–349, 350–352, 353–354, 381, 382, 386, 387, 427; <b>WP:</b> 137–138, 139–140, 141–142; <b>RW:</b> 82, 83, 84–85 <b>Participial Phrases, SB:</b> 361–363, 371, 380, 381, 382, 390, 427, 428; <b>WP:</b> 147–148, 153–154; <b>RW:</b> 88, 91–92 <b>Gerund Phrases, SB:</b> 311–312, 367–370, 380, 382, 392, 428; <b>WP:</b> 151–152; <b>RW:</b> 90 <b>Infinitive Phrases, SB:</b> 373–375, 376–378, 380, 382, 393, 394, 428; <b>WP:</b> 155–156, 157–158; <b>RW:</b> 93, 94

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<b>Eighth Grade Benchmarks/Indicators (Elements of Language)</b>	
Performance Indicators State: As documented through state assessment –	
<i>At Level 1, the student is able to</i>	
8.3.spi.1. identify the correct use of commas (i.e., compound sentences, coordinating conjunctions, introductory words, appositives, and interrupters) within context.	<b>Commas with Conjunction in Compound Sentence, SB:</b> 51–53, 68, 77, 245–247, 279, 288; <b>WP:</b> 13–15, 96–97; <b>RW:</b> 8, 58 <b>Commas in Introductory Words, Phrases, Clauses, SB:</b> 248, 279, 288–289, 426; <b>TE:</b> 248, 249, 250; <b>WP:</b> 98, 99; <b>RW:</b> 59 <b>Commas in Interrupters (Parenthetical Expressions), SB:</b> 248, 279, 288–289; <b>TE:</b> 248, 249, 270; <b>WP:</b> 98, 99; <b>RW:</b> 59
8.3.spi.2. recognize usage errors occurring within context (e.g., subject/verb agreement, pronoun case, double negatives, comparative/superlative forms, troublesome words: where, were; which, that; who, who, whom) within context.	<b>Subject-Verb Agreement, SB:</b> 144–146, 159, 175, 213, 376, 414, 577, H78; <b>WP:</b> 60–61; <b>RW:</b> 38 <b>Pronoun Case, SB:</b> 308–311, 331, 332, 333; <b>WP:</b> 124–125; <b>RW:</b> 75 <b>Double Negatives, SB:</b> 210–212, 219, 233; <b>WP:</b> 85–86; <b>RW:</b> 52 <b>Degrees of Comparison, SB:</b> 196–199, 206–209, 220; <b>WP:</b> 77–78, 83–84; <b>RW:</b> 47, 51 <b>Pronoun in Comparisons, SB:</b> 328; <b>WP:</b> 134–135; <b>RW:</b> 80 <b>Using good and well, SB:</b> 197, 207, 213, 214, 215, 220, 228, 234, H73; <b>WP:</b> 87–88, 89; <b>RW:</b> 53 <b>who, whom Usage, SB:</b> 402–404, 419, 431; <b>WP:</b> 164–165; <b>RW:</b> 98
8.3.spi.3. identify the correct placement of prepositions and prepositional phrases within context.	<b>Prepositions and Prepositional Phrases, SB:</b> 355–357, 381–382, 388; <b>WP:</b> 143–144; <b>RW:</b> 86 <b>Prepositional Phrases as Modifiers, SB:</b> 350–352, 353, 387, 427; <b>WP:</b> 139–140, 141–142; <b>RW:</b> 83, 84–85
8.3.spi.4. select the most appropriate method to correct a run-on sentence (i.e., conjunctions, semicolons, and periods to join or separate elements) within context.	<b>Commas in Run-on Sentences, SB:</b> 63–66, 69, 423; <b>WP:</b> 21–22; <b>RW:</b> 13 <b>Conjunctions, SB:</b> 51, 54–55, 77, 105, 225, 423; <b>WP:</b> 13–14, 15–16; <b>RW:</b> 8, 9 <b>Semicolons, SB:</b> 51, 263–265, 280, 293, 426, H72; <b>TE:</b> 51, 263, 264, 265; <b>WP:</b> 13, 14, 108, 109, 110, 111; <b>RW:</b> 8, 65, 66, 67
<i>At Level 2, the student is able to</i>	
8.3.spi.5. identify the correct use of nouns (i.e., common/proper, singular/plural, possessives, direct/indirect objects, predicate noun), pronouns (i.e., reflexive, interrogative, and demonstrative), verbs (i.e., action/linking, regular/irregular, agreement, perfect tenses, and verb phrases), adjectives (i.e., common/proper, comparative and superlative forms, adjective clauses), adverbs (i.e., comparative and superlative forms), interjections and conjunctions (i.e., coordinating, correlative, and subordinating) within context.	<b>Common Nouns, SB:</b> 82–84, 101, 106–107, 225; <b>WP:</b> 23–24; <b>RW:</b> 14 <b>Proper Nouns, SB:</b> 82–84, 101, 102, 106–107, 225, 241–243, 279, 287, 426; <b>WP:</b> 23–24, 94–95; <b>RW:</b> 14, 57 <b>Singular Nouns, SB:</b> 90–93, 101, 106, 109, 155–158, 226, 425; <b>WP:</b> 29–30, 64–65; <b>RW:</b> 18, 39 <b>Plural Nouns, SB:</b> 90–93, 101, 102, 106, 109, 110, 155–158, 226, 424, 425; <b>WP:</b> 29–30, 64–65; <b>RW:</b> 18, 39 <b>Direct Objects, SB:</b> 138, 140–143, 169, 181, 227, 424; <b>WP:</b> 52–53, 54–55; <b>RW:</b> 32, 33 <b>Indirect Objects, WP:</b> 138, 140–143, 169, 424; <b>WP:</b> 52–53, 54–55; <b>RW:</b> 32, 33

(continued)

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<p><b>8.3.spi.5.</b> identify the correct use of nouns (i.e., common/proper, singular/plural, possessives, direct/indirect objects, predicate noun), pronouns (i.e., reflexive, interrogative, and demonstrative), verbs (i.e., action/linking, regular/irregular, agreement, perfect tenses, and verb phrases), adjectives (i.e., common/proper, comparative and superlative forms, adjective clauses), adverbs (i.e., comparative and superlative forms), interjections and conjunctions (i.e., coordinating, correlative, and subordinating) within context. (continued)</p>	<p><b>Predicate Nouns, SB:</b> 144–146, 169, 182, 191–192, 227, 229, 424; <b>WP:</b> 56–57, 73–74; <b>RW:</b> 34, 44</p> <p><b>Reflexive Pronouns, SB:</b> 323–326, 331, 333, 343; <b>WP:</b> 132–133; <b>RW:</b> 79</p> <p><b>Interrogative Pronouns, SB:</b> 312–314, 331, 332, 340; <b>WP:</b> 126–127; <b>RW:</b> 76</p> <p><b>Demonstrative Pronouns, SB:</b> 315–317, 332; <b>WP:</b> 128–129; <b>RW:</b> 77</p> <p><b>Action Verbs, SB:</b> 112, 167, 173, 226; <b>WP:</b> 36–37; <b>RW:</b> 23</p> <p><b>Verbs of Being (Linking), SB:</b> 112, 114, 122–124, 125, 168, 173, 176; <b>WP:</b> 36–37, 42–43; <b>RW:</b> 23, 26</p> <p><b>Regular/Irregular Verbs, SB:</b> 118, 125–131, 167, 168, 177–178, 226, 425, H79; <b>WP:</b> 40–41, 44–45, 46–47; <b>RW:</b> 25, 27, 28</p> <p><b>Subject-Verb Agreement, SB:</b> 144–146, 159, 175, 213, 376, 414, 577, H78; <b>WP:</b> 60–61; <b>RW:</b> 38</p> <p><b>Perfect Tenses, SB:</b> 120–121, 168, 175; <b>TE:</b> 111B, 120, 121; <b>WP:</b> 40–41; <b>RW:</b> 25</p> <p><b>Verb Phrases, SB:</b> 115–117, 168, 174, 175, 226, 424, 468; <b>WP:</b> 38–39; <b>RW:</b> 24</p> <p><b>Common/Proper Adjectives, SB:</b> 191–192, 241–243, 279, 287, H68; <b>WP:</b> 94, 95; <b>RW:</b> 44, 57</p> <p><b>Degrees of Comparison, SB:</b> 196–199, 206–209, 220; <b>WP:</b> 77–78, 83–84; <b>RW:</b> 47, 51</p> <p><b>Adjective Clauses, SB:</b> 399–404, 419, 428, 430, 431–432; <b>WP:</b> 162–163, 164–165; <b>RW:</b> 97, 98</p> <p><b>Superlative Adverbs, SB:</b> 206–209, 219, 232; <b>TE:</b> 206, 207, 208, 209; <b>WP:</b> 83–84; <b>RW:</b> 51</p> <p><b>Interjections, SB:</b> 67, 236–238, 279, 285, 286; <b>WP:</b> 90–91; <b>RW:</b> 55</p> <p><b>Coordinating Conjunctions, SB:</b> 54–55, 64, 67, 78, 105, 225; <b>TE:</b> 54, 55; <b>WP:</b> 15, 16, 21, 22; <b>RW:</b> 9, 13</p> <p><b>Correlative Conjunctions, SB:</b> 54–55, 78, 225; <b>WP:</b> 15–16; <b>RW:</b> 9</p> <p><b>Subordinating Conjunctions, SB:</b> 57–59, 61–62, 64, 67, 69, 79, 225, 408–411, 416, 418, 429; <b>WP:</b> 17–18, 19–20, 21–22, 168–169, 172–173; <b>RW:</b> 10, 11–12, 13, 100, 102–103</p>
<p><b>8.3.spi.6.</b> identify within context a variety of appropriate sentence-combining techniques (i.e., comma + coordinating conjunction, use of semicolon, introductory phrases or clauses).</p>	<p><b>Combining Sentences, SB:</b> 97, 194, 204, 353, 371–372, 416–417; <b>TE:</b> 97, 194, 204, 353, 371, 372, 416, 417; <b>WP:</b> 33–34, 75–76, 81–82, 141–142, 153–154, 172–173; <b>RW:</b> 20–21, 45–46, 49–50, 84–85, 91–92, 102–103</p>
<p><b>8.3.spi.7.</b> identify the correct use of appositives and appositive phrases and infinitives and infinitive phrases within context.</p>	<p><b>Appositives, SB:</b> 88–89, 100, 102, 248, 249; <b>WP:</b> 27–28, 98; <b>RW:</b> 16–17, 59</p> <p><b>Infinitives and Infinitive Phrases, SB:</b> 373–375, 376–378, 380, 382, 393, 394; <b>WP:</b> 155–156, 157–158; <b>RW:</b> 93, 94</p>
<p><b>8.3.spi.8.</b> select the appropriate use of underlining/italicizing with titles, specific words, numbers, letters, and figures.</p>	<p><b>Italics, SB:</b> 260–261, 292</p> <p><b>Titles, SB:</b> 260–262, 278, 280, 291–292, 426; <b>WP:</b> 106–107; <b>RW:</b> 64</p>
<p><b>8.3.spi.9.</b> identify correctly or incorrectly spelled words in context.</p>	<p><b>Proofreading For Spelling, SB:</b> 96, 330, 468, 508; <b>WP:</b> 31–32, 136; <b>RW:</b> 19, 81</p>

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<i>At Level 3, the student is able to</i>	
8.3.spi.10. recognize the appropriate use of gerund and participial phrases.	<b>Gerund Phrases, SB:</b> 311–312, 367–370, 380, 382, 392, 428; <b>WP:</b> 151–152; <b>RW:</b> 90 <b>Participial Phrases, SB:</b> 361–363, 371, 380, 381, 382, 390, 427, 428; <b>WP:</b> 147–148, 153–154; <b>RW:</b> 88, 91–92
8.3.spi.11. select the correct pronoun/antecedent agreement for personal pronouns within context.	<b>Pronoun Antecedents, SB:</b> 302–305, 332, 333, 338, 427, 670; <b>TE:</b> 302, 303, 304, 305; <b>WP:</b> 120–121; <b>RW:</b> 72
<b>Performance Indicators Teacher:</b> As documented through teacher observation –	
<i>At Level 1, the student is able to</i>	
8.3.tpi.1. continue to write legibly and to spell grade level words correctly.	<b>Writing Legibly, SB:</b> 14, 28–29, 469, 478, 509, 557, 565, 641, 660, 671 <b>Spelling Conventions, SB:</b> 90–93, 96, 101, 109, 125–131, 168, 177, 178, 330, 468, 508, H80–H85; <b>WP:</b> 29–30, 44–45, 46–47; <b>RW:</b> 18, 27, 28
8.3.tpi.2. use conventional language structures in both oral and written language.	<b>Sentences and Sentence Structure, SB:</b> 34–36, 67, 72, 78, 105, 239; <b>WP:</b> 1, 2, 92, 93; <b>RW:</b> 1, 56
8.3.tpi.3. recognize action verb and linking verb patterns.	<b>Action Verbs, SB:</b> 112, 167, 173, 226; <b>WP:</b> 36–37; <b>RW:</b> 23 <b>Verbs of Being (Linking), SB:</b> 112, 114, 122–124, 125, 168, 173, 176; <b>WP:</b> 36–37, 42–43; <b>RW:</b> 23, 26
8.3.tpi.4. be aware of correct sentence structure, including the placement of words, phrases, and clauses used as modifiers.	<b>Word Order, SB:</b> 561–563 <b>Misplaced Modifiers, SB:</b> 350–352, 353, 387, 427, 468; <b>WP:</b> 139–140, 141–142, <b>RW:</b> 83, 84–85
<i>At Level 2, the student is able to</i>	
8.3.tpi.5. recognize and self-correct errors in grammar, usage, and spelling.	<b>Proofreading Grammar and Usage, SB:</b> 53, 56, 69, 93, 96, 124, 128, 131, 154, 158, 161, 165, 170, 199, 203, 209, 212, 215, 220, 301, 305, 311, 314, 317, 322, 326, 329, 333, 349, 357, 370, 382, 404, 415, 420; <b>WP:</b> 15, 29, 31, 42, 44, 46, 62, 64, 66, 68, 77, 83, 85, 118, 120, 124, 134, 143, 147, 151, 164, 166, 170 <b>Proofreading For Spelling, SB:</b> 96, 330, 468, 508; <b>WP:</b> 31–32, 136; <b>RW:</b> 19, 81
8.3.tpi.6. place prepositional phrases correctly within the sentence according to their functions as modifiers.	<b>Prepositional Phrases as Modifiers, SB:</b> 350–352, 353, 387, 427; <b>WP:</b> 139–140, 141–142, <b>RW:</b> 83, 84–85
8.3.tpi.7. maintain a consciousness toward correct spelling across the content areas.	<b>Spelling Conventions, SB:</b> 90–93, 96, 101, 109, 125–131, 168, 177, 178, 330, 468, 508, H80–H85; <b>WP:</b> 29–30, 44–45, 46–47; <b>RW:</b> 18, 27, 28
8.3.tpi.8. proofread and edit own work regularly for capitalization, punctuation, language structure, and vocabulary.	<b>Proofreading Capitalization, SB:</b> 27, 102, 240, 259, 262, H68–H69; <b>TE:</b> 27, 102, 240, 259, 262, H68 <b>Proofreading Punctuation, SB:</b> 27, 53, 68–69, 101, 238, 240, 250, 255, 259, 262, 265, 271, 274, 276, 278, 281, 382, 420, 468, 508, 556, 596, 640, 670; (continued)

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8.3.tpi.8. proofread and edit own work regularly for capitalization, punctuation, language structure, and vocabulary. (continued)	<b>Proofreading Punctuation, (continued) WP:</b> 13–14, 90–91, 92–93, 98–99, 102–103, 104–105, 106–107, 108–109, 112–113, 114–115, 116–117; <b>RW:</b> 8, 55, 56, 59, 62, 63, 64, 65, 68, 69, 70 <b>Proofreading Grammar and Usage, SB:</b> 53, 56, 69, 93, 96, 124, 128, 131, 154, 158, 161, 165, 170, 199, 203, 209, 212, 215, 220, 301, 305, 311, 314, 317, 322, 326, 329, 333, 349, 357, 370, 382, 404, 415, 420; <b>WP:</b> 15, 29, 31, 42, 44, 46, 62, 64, 66, 68, 77, 83, 85, 118, 120, 124, 134, 143, 147, 151, 164, 166, 170 <b>Proofreading for Spelling, SB:</b> 27, 96, 101, 468, 508, 556, 596, 640, 670; <b>TE:</b> 27, 96, 101, 468, 508, 556, 596, 640, 670; <b>WP</b> 31–32; <b>RW:</b> 19
8.3.tpi.9. demonstrate the correct use of commas, semicolons, underlining/italicizing, and colons.	<b>Commas, SB:</b> 42, 51, 61, 62, 63–66, 69, 77, 248, 245–246, 248, 253–255, 278, 279, 280, 288–289, 290, 423, 426; <b>TE:</b> 51, 235B, 248, 249, 250, 270; <b>WP:</b> 13–14, 21–22, 96–97, 98, 99, 102–103; <b>RW:</b> 8, 13, 58, 59, 62 <b>Semicolons, SB:</b> 51, 263–265, 280, 293, 426, H72; <b>TE:</b> 51, 263, 264, 265; <b>WP:</b> 13, 14, 108, 109, 110, 111; <b>RW:</b> 8, 65, 66, 67 <b>Italics, SB:</b> 260–261, 292 <b>Colons, SB:</b> 263–265, 280, 293, 426; <b>TE:</b> 263–265, 280, 293, 426; <b>WP:</b> 108–109; <b>RW:</b> 65
8.3.tpi.10. use singular and plural possessives correctly.	<b>Possessives, SB:</b> 94–96, 97–98, 102, 106, 110, 272–274, 295, 425; <b>TE:</b> 81B, 94, 95, 96, 97, 98; <b>WP:</b> 31–32, 33–34, 114–115; <b>RW:</b> 19, 20–21, 69
8.3.tpi.11. use and punctuate correctly constructed dialogue when writing.	<b>Writing Dialogue, SB:</b> 53, 143, 259, 413; <b>WP:</b> 104–105; <b>RW:</b> 63
<i>At Level 3, the student is able to</i>	
8.3.tpi.12. recognize and use the subjunctive mood when appropriate.	The subjunctive mood of verbs may be incorporated into the unit on verbs.
8.3.tpi.13. write using a consistent voice (active, passive).	<b>Writing with Voice, SB:</b> 147–149, 150–151, 169, 183, 463, 504, 624, 635, 666, 680; <b>WP:</b> 58–59, 60–61, 178, 187, 205, 211; <b>RW:</b> 35, 36–37, 108, 117, 135, 141 <b>Active and Passive Voice, SB:</b> H78
8.3.tpi.14. continue to be aware of and sensitive to variations in language among regions, ethnic groups and cultures.	<b>Regional and Cultural Vocabulary, SB:</b> H21; <b>TE:</b> H21