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**Level Eight**  
**correlated to**  
**Milwaukee English Language Arts**  
**Grade Eight**

Milwaukee English Language Arts	<i>Houghton Mifflin English © 2001</i>
<b>B. WRITING</b>	
By the end of Grade 8, students will:	
<b>B.8.1. Create or produce writing to communicate with different audiences for a variety of purposes.</b>	
<ul style="list-style-type: none"> <li>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.</li> </ul>	<p><b>Expository Writing, SB:</b> 36, 121, 139, 240, 265, 326, 360, 363, 370, 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</p> <p><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</p>
<ul style="list-style-type: none"> <li>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.</li> </ul>	<p><b>Persuasive Writing, SB:</b> 45, 87, 146, 199, 238, 250, 277, 305, 322, 366, 378, 487–511, 512–513; <b>TE:</b> 487, 489–491, 493, 495–511, 512–513; <b>WP:</b> 182–189; <b>RW:</b> 112–119</p> <p><b>Writing Advertisements, SB:</b> 45, 134, 146, 238, 277, 311, 322, 378</p> <p><b>Newspaper (Letter to Editor), SB:</b> 42, 278, 305; <b>WP:</b> 121</p>
<ul style="list-style-type: none"> <li>Write a narrative based on experience that uses descriptive language and detail effectively, presents a sequence of events, and reveals a theme.</li> </ul>	<p><b>Narrative Writing, SB:</b> 56, 66, 84, 143, 193, 317, 349, 415, 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>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</p>
<ul style="list-style-type: none"> <li>Write creative fiction that includes major and minor characters, a coherent plot, effective imagery, descriptive language, and concrete detail.</li> </ul>	<p><b>Writing a Mystery Story, SB:</b> 193;</p> <p><b>Writing a Play, SB:</b> 53, 143, 259, 278, 404, 415, 674–679; <b>TE:</b> 674–679</p> <p><b>Story Writing, SB:</b> 56, 660–671, 672, 673; <b>TE:</b> 660–671, 672, 673; <b>WP:</b> 209–213; <b>RW:</b> 139–143</p>
<ul style="list-style-type: none"> <li>Write clear and pertinent responses to verbal or visual material that communicate, explain, and interpret the reading or viewing experience to a specific audience</li> </ul>	<p><b>Writing to Respond to Visual or Verbal Material, SB:</b> 33, 36, 81, 111, 114, 124, 131, 134, 146, 149, 189, 203, 235, 238, 247, 277, 297, 305, 311, 329, 345, 352, 357, 395, 443–447, 448, 449–451, 452–469, 470–471, 472–473; <b>TE:</b> 33, 36, 81, 111, 114, 124, 131, 134, 146, 149, 189, 203, 235, 238, 247, 277, 297, 305, 311, 329, 345, 352, 357, 395, 443–447, 448, 449–451, 452–469, 470–471, 472–473</p>

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<ul style="list-style-type: none"> <li>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.</li> </ul>	<b>Taking Tests, SB:</b> 70–71, 103–104, 171–172, 221–224, 282–284, 334–336, 383–385, 421–422, 471, 511, 559, 643, 673, H38–H41 <b>Using Reference Materials, SB:</b> 581, 582, 583, H28; <b>TE:</b> 581, 582, 583, H28
<ul style="list-style-type: none"> <li>Use a variety of writing technologies including pen and paper as well as computers.</li> </ul>	<b>Using a Computer in Writing, SB:</b> 606, 608, 678, H47–H50; <b>TE:</b> 606, 608, 678, H47
<ul style="list-style-type: none"> <li>Write for a variety of readers, including peers, teachers, and other adults, adapting content, style, and structure to audience and situation.</li> </ul>	<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
<ul style="list-style-type: none"> <li>Use figurative language to enhance writing.</li> </ul>	<b>Using Figurative Language in Writing, SB:</b> 474–475, 477, H13; <b>TE:</b> 474–475, 477, H13
<b>B.8.2. Plan, revise, edit, and publish clear and effective writing.</b>	
<ul style="list-style-type: none"> <li>Produce multiple drafts, including finished pieces, that demonstrate the capacity to generate, focus, and organize ideas and to revise the language, organization, and content of successive drafts in order to fulfill a specific purpose for communicating with a specific audience.</li> </ul>	<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>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>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>Proofreading, SB:</b> 26–27, 468, 508, 556, 596, 640, 670; <b>TE:</b> 26, 27, 468, 508, 556, 596, 640, 670
<ul style="list-style-type: none"> <li>Identify questions and strategies for improving drafts in writing conferences with a teacher.</li> </ul>	<b>Writing Conferences, SB:</b> 24–25, 466, 506, 554, 591, 638, 668; <b>TE:</b> 24–25, 466, 506, 554, 591, 638, 668
<ul style="list-style-type: none"> <li>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.</li> </ul>	<b>Taking Tests, SB:</b> 70–71, 103–104, 171–172, 221–224, 282–284, 334–336, 383–385, 421–422, 471, 511, 559, 643, 673, H38–H41; <b>TE:</b> 70–71, 103–104, 171–172, 221–224, 282, 284, 334–336, 383–385, 421–422, 471, 511, 559, 643, 673, H38, H39, H40–H41
<b>B.8.3. Understand the function of various forms, structures, and punctuation marks of standard American English and use them appropriately in written communications.</b>	

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<ul style="list-style-type: none"> <li>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</li> </ul>	<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>Subordinating Conjunctions, SB:</b> 57–59, 61–62, 64, 67, 69, 79, 225, 408–411, 416, 418, 429; <b>TE:</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>Relative Pronoun, SB:</b> 399–401, 412–415, 416–417, 419–420; <b>TE:</b> 399–401, 412–415, 416–417, 419–420; <b>WP:</b> 162–163, 170–171, 172–173; <b>RW:</b> 97, 101, 102–103</p> <p style="text-align: right;">(continued)</p>
<ul style="list-style-type: none"> <li>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. (continued)</li> </ul>	<p><b>Comparative Adjectives, SB:</b> 196–199, 206, 219, 228, 229, 230, 425; <b>WP:</b> 77–78; <b>RW:</b> 47</p>
<ul style="list-style-type: none"> <li>Use correct tenses to indicate the relative order of events.</li> </ul>	<p><b>Using Correct Tense, SB:</b> 131, 134, 143; <b>TE:</b> 131, 134, 143; <b>WP:</b> 46–47, 48–49, 54–55; <b>RW:</b> 28, 29, 33</p>
<b>B.8.4. Analyze literary and nonliterary texts.</b>	
<ul style="list-style-type: none"> <li>Contrast and compare works of literature by the same and different authors.</li> </ul>	<p><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</p>
<ul style="list-style-type: none"> <li>Contrast and compare characters within a story.</li> </ul>	<p><b>Compare and Contrast Story Characters, SB:</b> 451, 623, 661, 677, 683; <b>TE:</b> 451, 623, 661, 677, 683</p>
<ul style="list-style-type: none"> <li>Discuss alternative endings.</li> </ul>	<p><b>Alternative Endings, SB:</b> 446, 626, 636</p>
<ul style="list-style-type: none"> <li>Discuss theme, plot, setting, major and minor characters.</li> </ul>	<p><b>Plot, SB:</b> 652, 662, 663, 677, 683; <b>TE:</b> 652, 662, 663, 677, 683; <b>WP:</b> 209; <b>RW:</b> 139</p> <p><b>Setting, SB:</b> 134, 652, 653, 661, 676–677; <b>TE:</b> 134, 652, 653, 661, 676–677</p> <p><b>Character, SB:</b> 652, 654, 661, 674–679, 683</p>
<ul style="list-style-type: none"> <li>Critique characters' motives.</li> </ul>	<p><b>Character's Motives, SB:</b> 623, 651, 652, 661, 662–663, 664, 676, 677, 678; <b>TE:</b> 623, 651, 652, 661, 662, 663, 664, 676, 677, 678</p>
<ul style="list-style-type: none"> <li>Discuss and analyze the actions of minor characters.</li> </ul>	<p><b>Analyzing Characters' Actions, SB:</b> 623, 661, 662–663, 664, 676, 677, 678; <b>TE:</b> 623, 661, 662, 663, 664, 676, 677, 678</p>
<ul style="list-style-type: none"> <li>Evaluate and discuss literary elements such as setting, plot, major and minor characters, narration style.</li> </ul>	<p><b>Discussing Literary Elements, SB:</b> 653–659, 660–664, 665–666; <b>TE:</b> 653–659, 660–664, 665–666</p>
<b>C. ORAL LANGUAGE</b>	
By the end of Grade 8, students will:	

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<b>C.8.1. Orally communicate information, opinions, and ideas effectively to different audiences for a variety of purposes.</b>	
<ul style="list-style-type: none"> <li>Share brief impromptu remarks about topics of interest to oneself and others.</li> </ul>	<b>Having Oral Discussions, SB:</b> 1, 2, 3, 4, 5, 554, 580–582, H9; <b>TE:</b> 1, 2, 3, 4, 5, 545, 580
<ul style="list-style-type: none"> <li>Speaking from notes or an outline, relate an experience in descriptive detail, with a sense of timing and decorum appropriate to the occasion.</li> </ul>	<b>Oral Presentations, SB:</b> 605–607 <b>Speech Writing, SB:</b> 199, H7–H9; <b>TE:</b> 199, H7–H9 <b>Speaking from Notes, SB:</b> 24, 606, 607; <b>TE:</b> 606, 607 <b>Speaking from an Outline, SB:</b> 606, 607
<ul style="list-style-type: none"> <li>Perform expressive oral readings of prose, poetry, and drama.</li> </ul>	<b>Dramatic Interpretation, SB:</b> 53, 143, 674–679, 680–681, H8, H9
<ul style="list-style-type: none"> <li>Prepare and conduct interviews.</li> </ul>	<b>Interviews, SB:</b> 39, 48, 158, H12; <b>TE:</b> 39, 48, 158, H12
<ul style="list-style-type: none"> <li>Present a coherent, comprehensive persuasive 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.</li> </ul>	<b>Persuasive Essay, SB:</b> 487–511; <b>TE:</b> 487, 489–511; <b>WP:</b> 182–189; <b>RW:</b> 112–119
<ul style="list-style-type: none"> <li>Differentiate between formal and informal contexts and employ an appropriate style of speaking, adjusting language, gestures, rate, and volume according to audience and purpose.</li> </ul>	<b>Formal Language, SB:</b> 1, 32, 504, 513, 521; <b>WP:</b> 187 <b>Informal Language, SB:</b> 1, 32, 504, 521; <b>WP:</b> 187; <b>RW:</b> 117 <b>Choose and Adapt Speaking for Audience, SB:</b> 482, 557, H7; <b>TE:</b> H7 <b>Using Correct Rate/Volume/Pitch/Tone, SB:</b> 557, H7–H9; <b>TE:</b> 557, H7–H9 <b>Using Gestures and Props, SB:</b> 680–681, H10–H11; <b>TE:</b> 680, 681, H10–H11
<ul style="list-style-type: none"> <li>Observe the appropriate etiquette when expressing thanks and receiving praise.</li> </ul>	<b>Speaking Politely, SB:</b> 5, 24, 25; <b>TE:</b> 24
<ul style="list-style-type: none"> <li>Interpret and respond thoughtfully to various artistic, cultural, and everyday situations, showing an awareness of diverse dialects, languages, and home cultures.</li> </ul>	<b>Hispanic/Latino Culture, SB:</b> 10–13; <b>TE:</b> 10–13; <b>African–American Culture, SB:</b> 449–450, 479; <b>TE:</b> 449–451, 524–525A; <b>Environmental Activist Culture, SB:</b> 487–489; <b>TE:</b> 487–489; <b>White Culture, SB:</b> 535–538, 647–651; <b>TE:</b> 535–538, 647–651; <b>Armenian Culture, SB:</b> 619–623; <b>TE:</b> 619–623 <b>Regional and Cultural, SB:</b> H21; <b>TE:</b> 681
<b>C.8.2. Listen to and comprehend oral communications.</b>	
<ul style="list-style-type: none"> <li>Summarize and explain the information conveyed in an oral communication, accounting for the key ideas, structure and relationship of parts to the whole.</li> </ul>	<b>Summarizing Orally, SB:</b> 442, 480, 481, 524, 612; <b>TE:</b> 442, 480, 481, 524, 612

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<ul style="list-style-type: none"> <li>Distinguish among purposes for listening, such as gaining information or being entertained, and take notes as appropriate.</li> </ul>	<p><b>Listening for Information, SB:</b> 2, 487–488, 524, 535–537; <b>TE:</b> 2, 487, 488, 524–525A, 553, 540, 542, 570–571, 574, 576</p> <p><b>Listening for Pleasure/Enjoyment, SB:</b> 2, 612, 619–622; <b>TE:</b> 2, 612–613A, 619</p> <p><b>Listening and Taking Notes, SB:</b> 442, 524, 612, H33; <b>TE:</b> 442, 524, 612, H33</p>
<ul style="list-style-type: none"> <li>Recall significant details and sequence accurately.</li> </ul>	<p><b>Listening for Details, SB:</b> 442, 466, 506, 554, 591, 638, 668; <b>TE:</b> 442, 466, 506, 554, 591, 638, 668</p> <p><b>Listening to Directions, SB:</b> 560–561; <b>TE:</b> 560, 561</p> <p><b>Recalling Details, SB:</b> 12</p>
<ul style="list-style-type: none"> <li>Follow a speaker’s argument and represent it in notes.</li> </ul>	<p><b>Listening for Persuasive Tactics, SB:</b> 514–515, 520–521; <b>TE:</b> 514–515, 520–521</p>
<ul style="list-style-type: none"> <li>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.</li> </ul>	<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>Prior Knowledge for Listening, TE:</b> 442, 524, 612, H4, H10</p> <p><b>Responding to a Speaker, SB:</b> 36, 39, 42, 45, 60, 84, 87, 93, 96, 134, 143, 146, 154, 163, 238, 240, 247, 250, 262, 265, 301, 317, 349, 352, 357, 360, 366, 378, 380, 398, 401, 404, 407, 411, 415, 447, 458, 481, 506, 520–521</p> <p><b>Propaganda, SB:</b> 518</p> <p><b>Recognizing Bias, SB:</b> 442, 443, 444, 445</p>
<b>C.8.3. Participate effectively in discussion.</b>	
<ul style="list-style-type: none"> <li>Participate in discussion by listening attentively, demonstrating respect for the opinions of others, and responding responsibly and courteously to the remarks of others.</li> </ul>	<p><b>Discussions, SB:</b> 480–482; <b>TE:</b> 480–482</p> <p><b>Listening to an Opinion, SB:</b> 5, 442, 520, 521; <b>TE:</b> 5, 442, 520, 521</p>
<ul style="list-style-type: none"> <li>Explain and advance opinions by citing evidence and referring to sources.</li> </ul>	<p><b>Guidelines for Being a Panelist, SB:</b> 481; <b>TE:</b> 481</p>
<ul style="list-style-type: none"> <li>Evaluate the stated ideas and opinions of others seeking clarification through questions.</li> </ul>	<p><b>Seeking Clarification Through Questions, SB:</b> 480, H12, H40–H41</p>
<ul style="list-style-type: none"> <li>Invite ideas and opinions of others into the discussion, responding clearly and tactfully to questions and comments.</li> </ul>	<p><b>Having Discussions, SB:</b> 3, 4, 5, 466, 506, 520–521, 554, 605–607, 638, H5–H6</p> <p><b>Speaking to Clarify Messages, SB:</b> 1–7, 24–25, 442, 466, 506, 554, 591, 612, 638, 668</p>
<ul style="list-style-type: none"> <li>Accept and use helpful criticism.</li> </ul>	<p><b>Accepting Constructive Criticism, SB:</b> 466, 506, 554, 638, H5, H6; <b>TE:</b> 466, 506, 554, 638, H5, H6</p>
<ul style="list-style-type: none"> <li>Establish and maintain an open mind when listening to others’ ideas and opinions.</li> </ul>	<p><b>Being a Good Listener and Speaker, SB:</b> 2, 3, 4, 5, 238, 466, 480, 481, 506, H5–H6; <b>TE:</b> 2, 3, 5, 238, 466, 480, 481, 482, H5–H6</p>

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<ul style="list-style-type: none"> <li>Summarize the main points of a discussion, orally and in writing, specifying areas of agreement and disagreement and paraphrasing contributions.</li> </ul>	<b>Summarizing, SB:</b> 36, 39, 67, 473, H36–H37, H40–H41; <b>TE:</b> 36, 39, 67, 473, H36–H37, H40–H41 <b>Summarizing Orally, SB:</b> 442, 480, 481, 524, 612; <b>TE:</b> 442, 480, 481, 524, 612
<ul style="list-style-type: none"> <li>Display and maintain facial expressions, body language, and other response cues that indicate respect for the speaker and attention to the discussion.</li> </ul>	<b>Showing Respect Through Body Language , SB:</b> 5, 6, 7, 481, 482, H10–H11; <b>TE:</b> 5, 6, 7, 481, 482, H10, H11
<ul style="list-style-type: none"> <li>Attend to the content of discussion rather than the speaker.</li> </ul>	<b>Listening to Content of a Discussion, SB:</b> 2, 3, 4, 5, 442, 480, 481, 514, 515; <b>TE:</b> 2, 3, 4, 5, 442, 480, 481, 514, 515
<ul style="list-style-type: none"> <li>Participate in discussion without dominating.</li> </ul>	<b>Taking Turns, SB:</b> 3, 4, 5, H5, H6; <b>TE:</b> 3, 4, 5, H5
<ul style="list-style-type: none"> <li>Distinguish between supported and unsupported statements.</li> </ul>	<b>Distinguish Between Spoken Opinion and Fact, SB:</b> 442, 443, 444, 445, 447, 449, 451, 452, 453–457, 458, 471, 481, 496–509, 583; <b>TE:</b> 442, 443, 444, 445, 447, 449, 451, 452, 453, 457, 458, 471, 496–509, 583
<b>D. LANGUAGE</b>	
By the end of Grade 8, students will:	
<b>D.8.1. Develop their vocabulary and ability to use words, phrases, and idioms, and various grammatical structures as a means of improving communication.</b>	
<ul style="list-style-type: none"> <li>Consult dictionaries, thesauruses, handbooks, and grammar texts when choosing words, phrases, and expressions for use in oral and written presentations.</li> </ul>	<b>Using Dictionary Definitions, SB:</b> H23 <b>Using Dictionary Entry Words, SB:</b> H22 <b>Using a Thesaurus, SB:</b> 467, 507, H28, H96; <b>TE:</b> 467, 507, H28, H96
<ul style="list-style-type: none"> <li>Explain how writers and speakers choose words and use figurative language such as similes, metaphors, personification, hyperbole, and allusion to achieve specific effects.</li> </ul>	<b>Figurative Language, SB:</b> 474, 475, 477, H13; <b>TE:</b> 474, 475, H13
<ul style="list-style-type: none"> <li>Choose words purposefully and evaluate the use of words in communications designed to inform, explain, and persuade.</li> </ul>	<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
<ul style="list-style-type: none"> <li>Apply the rules of written and spoken standard English.</li> </ul>	<b>Grammar Conventions, SB:</b> 34–80, 82–110, 190–234, 298–344, 346–394, 396–437; <b>WP:</b> 1–22, 23–35, 73–89, 118–136, 137–159, 160–173; <b>RW:</b> 1–13, 14–22, 44–54, 71–81, 82–95, 96–103 <b>Mechanics Conventions, SB:</b> 34–36, 51–53, 82–84, 94–96, 236–296, 405–407, H64–H59; <b>WP:</b> 1–2, 13–14, 23–24, 31–32, 90–117, 166–167; <b>RW:</b> 1, 8, 14, 19, 55–70, 99
<b>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.</b>	

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<ul style="list-style-type: none"> <li>Describe how American English is used in various public and private contexts such as school, home, and work.</li> </ul>	<b>Usage Conventions, SB:</b> 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; <b>WP:</b> 15–16, 21–22, 42–47, 62–71, 77–89, 118–136, 143–144, 147–148, 151–152, 164–165, 170–171; <b>RW:</b> 9, 13, 26–28, 38–42, 47–54, 71–81, 86, 88, 90, 98, 101
<ul style="list-style-type: none"> <li>Make appropriate choices when speaking and writing such as formal or informal language, considering the purpose and context of the communication.</li> </ul>	<b>Formal Language, SB:</b> 1, 32, 504, 513, 521; <b>TE:</b> 1, 32, 504, 513, 521; <b>WP:</b> 187 <b>Informal Language, SB:</b> 1, 32, 504, 513, 521; <b>TE:</b> 1, 32, 504, 513, 521; <b>WP:</b> 187; <b>RW:</b> 117 <b>Choose and Adapt Speaking for Purpose, SB:</b> H7; <b>TE:</b> H7
<ul style="list-style-type: none"> <li>Evaluate how audience and context affect the selection and use of words and phrases, including technical terms, slang, and jargon.</li> </ul>	<b>Adapting Language for Audience and Content, SB:</b> 1, 32, 504, 513, 521, H7; <b>TE:</b> 1, 32, 504, 513, 521, H7
<b>E. RESEARCH</b>	
By the end of Grade 8, students will:	
<b>E.8.1. Conduct research and inquiry on self-selected or assigned topics, issues, or problems and use an appropriate form to communicate their findings.</b>	
<ul style="list-style-type: none"> <li>Formulate research questions and focus investigation on relevant and accessible sources of information.</li> </ul>	<b>Formulate Research Question, SB:</b> 579, 580 <b>Evaluating Resources, SB:</b> 581–582, 583, 584
<ul style="list-style-type: none"> <li>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.</li> </ul>	<b>Using the Encyclopedia, SB:</b> 581, 582, H28; <b>WP:</b> 196; <b>RW:</b> 126 <b>Using Almanacs, SB:</b> H28; <b>WP:</b> 196 <b>Using a Dictionary with Specific Topics, SB:</b> H28 <b>Library, SB:</b> 581, H25–H28; <b>WP:</b> 196; <b>RW:</b> 126 <b>Readers' Guide to Periodical Literature, SB:</b> 581; <b>TE:</b> 581 <b>Index, SB:</b> 581; <b>TE:</b> 581, I–2 <b>Using Electronic Search Engines, SB:</b> 581, H51–H52; <b>TE:</b> 581, H51
<ul style="list-style-type: none"> <li>Use an established format (MLA, APA, Chicago styles) to cite sources.</li> </ul>	<b>Writing a Bibliography, SB:</b> 578, 581–582, H66–H67; <b>TE:</b> 578, 581–582
<ul style="list-style-type: none"> <li>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.</li> </ul>	<b>Research Reports, SB:</b> 570–572, 573, 574–578, 579–597, 598; <b>WP:</b> 196–201; <b>RW:</b> 126–131
<ul style="list-style-type: none"> <li>Use electronic sources to gather data (i.e., the Internet and online electronic library sources).</li> </ul>	<b>Electronic Communication, SB:</b> H45–H46, H48, H53–H56 <b>Using Electronic Sources For Research, SB:</b> 581, H51–H52; <b>TE:</b> 581, H512–H52
<ul style="list-style-type: none"> <li>Write a six to eight page proficient research paper. Proficiency is determined by receiving a “3” on the MPS Research Paper Rubric.</li> </ul>	<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>Rubrics for a Research Report, SB:</b> 590; <b>WP:</b> 200; <b>RW:</b> 130

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<b>E.8.2. Formulate a research hypothesis.</b>	
<ul style="list-style-type: none"> <li>• <b>Formulate a research question that will guide research.</b></li> </ul>	<b>Formulate Research Question, SB: 579, 580; TE: 579, 580</b>
<ul style="list-style-type: none"> <li>• <b>Write a one-page summary of the research project.</b></li> </ul>	<b>Writing a Summary of a Research Report, SB: H36–H37, H40–H41; TE: H36–H37, H40–H41</b>
<b>E.8.3. Support research with original graphs and charts or illustrations.</b>	
<ul style="list-style-type: none"> <li>• <b>Insert graphs and charts into texts using proper notations.</b></li> </ul>	<b>Inserting Graphs and Charts into Texts, SB: 595, H66–H67</b>
<ul style="list-style-type: none"> <li>• <b>Explain graphs and charts within the text.</b></li> </ul>	<b>Explaining Graphs and Charts, SB: 595, 597</b>