

Wisconsin Performance Standards		<i>Houghton Mifflin English</i> © 2001
A. READING / LITERATURE		
<p>Content Standard Students in Wisconsin will read and respond to a wide range of writing to build an understanding of written materials, of themselves, and of others.</p> <p>Rationale Reading is a complex, interactive process that continues to be a primary means of acquiring and using information. Society regards reading as essential to daily living. Because reading is fundamental to the mastery of other school subjects, students at all levels must learn to understand what they read. They must know and use various strategies—ways of unlocking the meaning of words and larger blocks of text—to become successful readers.</p> <p>Students should be challenged to read literature and other materials that reflect and stimulate their interests and intellectual abilities. They should read a wide variety of materials, including fiction, nonfiction, poetry, drama, and other written works that reveal the richness and diversity of our heritage, afford opportunities to acquire new information, refine perspectives, respond to the needs and demands of society and the workplace, and provide for personal fulfillment.</p>		
<p>Performance Standards By the end of grade eight, students will:</p>		
A.8.1 Use effective reading strategies to achieve their purposes in reading.		
<ul style="list-style-type: none"> • Use knowledge of sentence and word structure, word origins, visual images, and context clues to understand unfamiliar words and clarify passages of text 	5	<p><i>At 5–8, for a variety of strategies and word recognition skills, see:</i> Sentences and Sentence Structure, SB: 32–33, 34–35, 51, 55, 56, 87, 180; TE: 32–33, 34–35, 51, 55, 56, 87, 180 Compound/Complex Sentences, SB: 46–47, 48–49, 62; WP: 15–16, 17–18; RW: 8–9, 10 Base Words and Endings, SB: H17, H18, H70, H71 Compound Words, SB: H69 Context Clues, SB: 80, 128, 232, 266; TE: 9, 295, 320, 365, 399, 447, 481</p>
	6	<p>Sentences and Sentence Structure, SB: 32–33, 34, 67, 73, 110, 219, 339; TE: 32, 33 Compound/Complex Sentences, SB: 52–54, 57–59, 60–61, 68, 78, 81, 110, 111; WP: 15–16, 19–20, 21–22; RW: 9, 11, 12–13 Base Words and Endings, SB: H17, H18 Compound Words, SB: 545 Word Histories, SB: H19, H20 Context Clues, SB: H13, H14, H15, H16; TE: 10, 359, 397, 441, 473, 525, 552</p>
	7	<p>Sentences and Sentence Structure, SB: 40–42, 58, 60, 65, 211, 377; WP: 7–8; RW: 5 Compound/Complex Sentences, SB: 55–57, 231–232, 270, 365–367, 368–369, 371–373, 379, 381, H91, H93–H94; WP: 17–18, 92–93, 152–153, 154–155; RW: 11–12, 57, 92, 93–94 Base Words, SB: H16, H18</p> <p style="text-align: right;">(continued)</p>

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<ul style="list-style-type: none"> Use knowledge of sentence and word structure, word origins, visual images, and context clues to understand unfamiliar words and clarify passages of text (continued) 	7 (ctd.)	Compound Words, SB: 74, 77, 81, 82, 96; WP: 21–22, 23–24, 27–28; RW: 14, 15, 18 Word Histories, SB: H20 Context Clues, SB: 86, 348, H13, H14, H15, H16, H18, H19; TE: 10, 393, 433, 479, 510, 557, 584
	8	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 Compound/Complex Sentences, SB: 51–53, 54, 57–60, 61–62, 63–66, 67, 76, 79, 105, 220, 416–417, 418, 423; WP: 13–14, 15–16, 17–18, 19–20, 21–22, 172–173; RW: 8, 9, 10, 11–12, 13, 102–103 Base Words, SB: H16, H17 Compound Words, SB: 85–86, 101, 108, 423; WP: 25–26; RW: 15 Word Histories, SB: H19, H20, H23 Context Clues, SB: 99, 166, 216, 330, 379, H15, H16; TE: 10, 449, 487, 535, 570, 619, 647, H13
<ul style="list-style-type: none"> Use knowledge of the visual features of texts, such as headings and bold face print, and structures of texts, such as chronology and cause-and-effect, as aids to comprehension 	5	<i>At 5–8, for using visual features of texts as aids to comprehension, see:</i> Headings and Titles, SB: 297, 367, 449 Identifying Text Structures, SB: 317, 324, 325, 344–346, 367, 368, 388–389, 430, 470–472, 503–504; TE: 325, 344, 368, 430, 470, 503 Sequence of Events, SB: 292, 306, 332, 334; WP: 141, 148; RW: 84, 91 Cause and Effect, SB: 77, 362
	6	Headings and Titles, SB: H34 Identifying Text Structures, SB: 353, 357, 359–361, 383, 384, 390, 397–399, 420, 421, 433, 437, 438, 441–442, 463–464, 473–476, 504–505, 507, 508, 510, 511, 519, 525–527, 549, 552–554, 576–579 Sequence of Events, SB: 16, 435, 522, 555; TE: 16, 435, 522, H33 Cause and Effect, SB: 438
	7	Headings and Titles, SB: H34, H47 Identifying Text Structures, SB: 387, 391, 393–395, 418, 419, 433–434, 456, 457, 469, 475, 476, 479–480, 500, 501, 510–511, 538, 539, 540, 541, 542, 543, 551, 557–559, 581, 584–586, 607–609 Sequence of Events, SB: 16, 561, 586; TE: 561, 586 Cause and Effect, SB: 474
	8	Headings and Titles, SB: 600 Identifying Text Structures, SB: 443, 449–450, 472, 473, 487–488, 512, 513, 525, 531, 532, 535–537, 560–561, 570–571, 599, 600, 601, 602, 603, 604, 613, 619–622, 644, 647–651, 674–676 (continued)

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<ul style="list-style-type: none"> Use knowledge of the visual features of texts, such as headings and bold face print, and structures of texts, such as chronology and cause-and-effect, as aids to comprehension (continued) 	8 (ctd.)	Sequence of Events, SB: 624, 625, 627, 632, 633, 652; TE: 624, 625, 627, 632, 652; WP: 203; RW: 133 Cause and Effect, SB: 532
<ul style="list-style-type: none"> Establish purposeful reading and writing habits by using texts to find information, gain understanding of diverse viewpoints, make decisions, and enjoy the experience of reading 	5	<i>At 5–8, for establishing purposeful reading and writing habits, see:</i> Purpose for Writing, SB: 12–13, 304, 330, 374, 409, 455, 489 Reading for a Purpose, SB: 9–11, 295–297, 320–324, 365–367, 399–402, 447–449, 481–483
	6	Purpose and Audience for Writing, SB: 13, 369, 406, 450, 486; TE: 13, 369, 406, 450, 486 Reading for a Purpose, SB: 10–11, 353A, 397–400, 441–443, 473–477, 525–528, 552–555
	7	Purpose and Audience for Writing, SB: 12, 13, 404, 446–447, 448, 451, 568, 571; TE: 12, 13, 404, 446–447, 448, 451, 568, 571 Reading for a Purpose, SB: 10–11, 393–396, 433–435, 479–481, 511–512, 557–560, 584–586
	8	Purpose and 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 Reading for a Purpose, SB: 10–13, 449–451, 487–489, 535–538, 570–572, 619–623, 647–651
<ul style="list-style-type: none"> Select, summarize, paraphrase, analyze, and evaluate, orally and in writing, passages of texts chosen for specific purposes 	5	<i>At 5–8, for using selecting, summarizing, paraphrasing, analyzing, and evaluating, see:</i> Giving an Oral Summary, SB: 5, 288, 289, 295, 297, 298–303, 356, 429, 469, H31–H32; TE: 5, 288, 289, 298–299, 302, 303, 356, 429, 469, H31–H32 Written Summaries, SB: 429, 469, H31–H32; TE: 429, 469, H31–H32 Evaluating Published Models, SB: 9–11, 295–297, 320–324, 365–367, 399–402, 447–449, 481–483
	6	Giving an Oral Summary, SB: 352, 432, 518; TE: 352, 432, 518 Written Summaries, SB: 384, H32–H33, H36–H37, H41; TE: 98, 146, 384, H36–H37, H40–H41 Evaluating Published Models, SB: 10–11, 359–362, 397–400, 441–443, 473–477, 525–528, 552–555
	7	Giving an Oral Summary, SB: 386, 468, 550; TE: 386, 468, 550 Written Summaries SB: 342, 419, 540, H36–H37, H41 <div style="text-align: right;">(continued)</div>

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<ul style="list-style-type: none"> Select, summarize, paraphrase, analyze, and evaluate, orally and in writing, passages of texts chosen for specific purposes (continued) 	7 (ctd.)	Evaluating Published Models, SB: 10–11, 393–395, 433–435, 477–479, 557–560, 584–586
	8	Giving an Oral Summary, SB: 442, 480, 481, 524, 612; TE: 442, 480, 481, 524, 612 Written Summaries, SB: H36–H37; TE: H36–H37 Evaluating Published Models, SB: 10–13, 449–451, 487–489, 535–538, 570–572, 619–623, 649–651
A.8.2 Read, interpret, and critically analyze literature.		
<ul style="list-style-type: none"> Identify the defining features and structure of literary texts, such as conflict, representation of character, and point of view 	5	<i>At 5–8, for defining features and structure of literary texts, see:</i> Conflict, SB: 332, 347; WP: 150, 152; RW: 93, 95 Character, SB: 297, 324, 325, 327, 329; TE: 297, 324, 325, 327, 329
	6	Conflict, SB: 564–565, 580; WP: 181; RW: 122 Character, SB: 563, 579 Point of View (First-Person or Third-Person), SB: 567; WP: 183; RW: 134
	7	Conflict, SB: 595, 610, 611; WP: 191; RW: 130 Character, SB: 594, 609, 614; TE: 586 Point of View (First-or-Third-Person), SB: 598; TE: 598
	8	Conflict, SB: 652, 658, 662; WP: 209; RW: 139 Character, SB: 652, 654, 661, 674–679, 683 Point of View (First-or-Third-Person), SB: 573, 654, 665; WP: 211; RW: 141
<ul style="list-style-type: none"> Analyze the effect of characters, plot, setting, language, topic, style, purpose, and point of view on the overall impact of literature 	5	<i>At 5–8, for analyzing the effect of character, plot, setting, language, topic, style, purpose, and point of view, see:</i> Plot, SB: 324, 325, 327, 329; TE: 324, 325, 327, 329 Setting, SB: 288, 332, 346, 347, 352, 353; WP: 148; RW: 91 Writer’s Craft, SB: 11, 297, 324, 367, 402, 449, 483; TE: 11, 297, 324, 367, 402, 449, 483
	6	Plot, SB: 555, 556, 558, 564; TE: 555, 556, 558, 564, 565 Setting, SB: 563, 576, 579, 585 Writer’s Craft, SB: 11, 396, 435, 481, 512, 560, 586
	7	Plot, SB: 584, 586, 587, 589, 592; TE: 584, 586, 587, 589, 592 Setting, SB: 586, 587; TE: 586 Writer’s Craft, SB: 11, 396, 435, 481, 512, 560, 586

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<ul style="list-style-type: none"> Analyze the effect of characters, plot, setting, language, topic, style, purpose, and point of view on the overall impact of literature 	8	<p>Plot, SB: 652, 662, 663, 677, 683; TE: 652, 662, 663, 677, 683; WP: 209; RW: 139</p> <p>Setting, SB: 134, 652, 653, 661, 676–677; TE: 134, 652, 653, 661, 676–677</p> <p>Writer’s Craft, SB: 13, 451, 489, 538, 572, 623, 651; TE: 13, 451, 489, 538, 572, 623, 651</p>
<ul style="list-style-type: none"> Draw on a broad base of knowledge about the genres of literature, such as the structure and conventions of essays, epics, fables, myths, plays, poems, short stories, and novels, when interpreting the meaning of a literary work 	5	<p><i>At 5–8, for drawing on knowledge of the genres of literature when interpreting literary works, see:</i></p> <p>Characteristics of Literary Genre: Description, SB: 11; TE: 11; Narrative, SB: 289; TE: 289; Personal Narrative, SB: 297, 298; TE: 297, 298; Story, SB: 324, 325; TE: 324, 325; Play, SB: 346; TE: 346; Compare-Contrast Article, SB: 367, 368; TE: 367, 368; Instructions, SB: 389; TE: 389; Report, SB: 402, 403; TE: 402, 403; News Article, SB: 431; TE: 431; Opinion Essay, SB: 449, 450; TE: 449, 450; Poem, SB: 472, 475; TE: 472, 475; Persuasive Essay, SB: 483, 484; TE: 484, 485</p> <p>Reading a Description, SB: 9–11</p> <p>Reading an Essay, SB: 365–367, 447–449, 481–483</p> <p>Reading Folk Tales, SB: 320–324; TE: 320, 324</p> <p>Reading a Play, SB: 344–346, 350–351; TE: 344, 346, 350</p> <p>Reading Poetry, SB: 109, 165, 470–474; TE: 470, 472</p> <p>Reading Instructions, SB: 358–359; TE: 358, 359</p> <p>Reading a Personal Narrative, SB: 295–297, 299–301, 302–303; TE: 295, 297, 299, 301, 302, 303</p> <p>Reading a Story, SB: 320–324, 326–327, 328–329; TE: 320, 324, 325, 326, 327, 328, 329</p>
	6	<p>Characteristics of Genre: Description, SB: 11; TE: 11; Opinion Essay, SB: 362, 363; TE: 362, 363; Poetry, SB: 385–390; TE: 385, 386, 388, 390; Persuasive Essay, SB: 400, 401; TE: 400, 401; Compare-Contrast Essay, SB: 443, 444; TE: 443, 444; Instructions, SB: 464; TE: 464; Report, SB: 477, 478; TE: 477, 478; Article, SB: 507, 508; TE: 507, 508; Personal Narrative, SB: 528, 529; TE: 528, 529; Story, SB: 555, 556; TE: 555, 556; Play, SB: 576; TE: 576</p> <p>Reading Poetry, SB: 385–386, 390; TE: 385, 386, 390</p> <p>Reading Magazine Articles, SB: 395, 473–476; TE: 473, 477</p> <p>Reading Schedules, SB: H61</p> <p>Reading Technical Information, SB: 394, 463–464, 512, H30, H53–H56</p> <p>Reading a Play, SB: 576–579; TE: 576, 577, 578, 579; WP: 99</p> <p>Reading Classic Literature, SB: 552–555; TE: 525–555</p> <p style="text-align: right;">(continued)</p>

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<ul style="list-style-type: none"> Draw on a broad base of knowledge about the genres of literature, such as the structure and conventions of essays, epics, fables, myths, plays, poems, short stories, and novels, when interpreting the meaning of a literary work (continued) 	6 (ctd.)	<p>Reading a Folktale, SB: 552–555, 582; TE: 552, 555, 582</p> <p>Reading Short Stories, SB: 10–11, 557–558, 554–561; TE: 10, 11, 557, 558, 559, 561</p> <p>Reading a Personal Narrative, SB: 525–528, 530–532, 533–535; TE: 525, 528, 530, 531, 532, 533, 534, 535</p> <p>Reading Tables, SB: H28</p>
	7	<p>Characteristics of Genre: Description, SB: 11; TE: 11; Opinion Essay, SB: 396, 397; TE: 396, 397; Poetry, SB: 421, 424; TE: 421, 424; Persuasive Essay, SB: 435, 436; TE: 435, 436; Compare-Contrast Essay, SB: 481, 482; TE: 481, 482; Instructions, SB: 501; TE: 501; Report, SB: 512, 513; TE: 512, 513; News Article, SB: 539; TE: 539; Personal Narrative, SB: 560, 561; TE: 560, 561; Story, SB: 586, 587; TE: 586, 587; Play, SB: 347, 607–611; TE: 325, 607, 608, 609</p> <p>Reading Poetry, SB: 420–424; TE: 420, 421, 424</p> <p>Reading Classic Literature, SB: 420–421</p> <p>Reading a Report, SB: 512, 513</p> <p>Reading a Biographical Dictionary, TE: 25</p> <p>Reading Magazine Articles, SB: 521; TE: 521</p> <p>Reading Manuals, TE: 148</p> <p>Reading Tables, SB: H29, H50</p> <p>Reading Diagrams, SB: H30</p> <p>Reading a Personal Narrative, SB: 557–560; TE: 557, 560</p> <p>Reading a Short Story, SB: 10–11, 551A–551B, 584–586; TE: 10, 11, 550, 584</p>
	8	<p>Characteristics of Genre: Description, SB: 13; TE: 13; Opinion Essay, SB: 451, 452; TE: 451, 452; Persuasive Essay, SB: 489, 490; TE: 489, 490; Compare-Contrast Essay, SB: 539, 540; TE: 539, 540; Poetry, SB: 474–479; TE: 474, 475, 477, 479; Instructions, SB: 560; TE: 560; Report, SB: 572, 573; TE: 572, 573; News Article, SB: 599, 600; TE: 599, 600; Personal Narrative, SB: 623, 624; TE: 623, 624; Story, SB: 651, 652; TE: 651, 652; Play, SB: 676; TE: 676</p> <p>Reading Poetry, SB: 128, 474–479; TE: 128, 474–479</p> <p>Reading a Description, SB: 10–13; TE: 10–13</p> <p>Reading a Compare/Contrast Selection, SB: 535–538; TE: 535–538</p> <p>Reading a Play, SB: 674–676; TE: 674, 676</p> <p>Reading Magazine Articles, SB: 570–572</p> <p>Reading a Cartoon, SB: 1, 3, 4, 8, 25, 514</p> <p>Reading Diagrams, SB: 461, 471, 547, 593–594, 631, 633, 663</p>

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<ul style="list-style-type: none"> Draw on a broad base of knowledge about the genres of literature, such as the structure and conventions of essays, epics, fables, myths, plays, poems, short stories, and novels, when interpreting the meaning of a literary work (continued) 	8 (ctd.)	Reading a Short Story, SB: 10–13, 647–651, 653–655, 656–659; TE: 10, 13, 647, 651 Reading How-To Directions, SB: 560–561; TE: 560, 561 Reading a News Story, SB: 599–600; TE: 599, 600 Reading a Personal Narrative, SB: 613, 614, 615, 616, 619–623, 625–626, 627–629; TE: 619, 623
<ul style="list-style-type: none"> Develop criteria to evaluate literary merit and explain critical opinions about a text, either informally in conversation or formally in a well-organized speech or essay 	5	<i>At 5–8, for evaluating a text in conversation, speech, or essay, see:</i> Responding to Literature, SB: 11, 296, 324, 367, 449, 472, 483 Writing a Book Report, SB: 468–469; TE: 468–469 Writing a Review, SB: 43, 161, 183, 253
	6	Responding to Literature, SB: 11, 362, 400, 443, 477, 528, 555; TE: 11, 362, 400, 443, 477, 528, 555 Writing a Book Report, SB: 383–384; TE: 383–384 Writing a Review, SB: 89, 146, 321
	7	Responding to Literature, SB: 11, 396, 435, 481, 512, 560, 586; TE: 11, 396, 435, 481, 512, 560, 586 Writing a Book Report, SB: 418, 419 Writing a Review, SB: 119, 132, 203, 342
	8	Responding to Literature, SB: 13, 451, 489, 538, 572, 623, 651; TE: 13, 451, 489, 538, 572, 623, 651 Writing a Book Report, SB: 472–473 Writing a Review, SB: 36, 357
A.8.3 Read and discuss literary and nonliterary texts in order to understand human experience.		
<ul style="list-style-type: none"> Provide interpretive responses, orally and in writing, to literary and nonliterary texts representing the diversity of American cultural heritage and cultures of the world 	5	<i>At 5–8, for interpreting American and world literary and nonliterary texts, see:</i> Responding to Literature, SB: 11, 296, 324, 367, 449, 472, 483 Asian Culture, SB: 288, 485, 486, 487–488; TE: 288–289A, 485, 486, 487, 488 Mexican Culture, SB: 320–324; TE: 320, 324 Kiowa-Comanche Heritage, SB: 342; TE: 342 African-American Heritage, SB: 369–371, 372–373, 399–402, 447–449; TE: 369, 371, 372, 373, 399, 402, 447, 449 Hispanic/Spanish Culture, SB: 481–483; TE: 481, 483
	6	Responding to Literature, SB: 11, 362, 400, 443, 477, 528, 555; TE: 11, 362, 400, 443, 477, 528, 555 Asian-American, SB: 10–11; TE: 10–11 <div style="text-align: right;">(continued)</div>

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<ul style="list-style-type: none"> • Provide interpretive responses, orally and in writing, to literary and nonliterary texts representing the diversity of American cultural heritage and cultures of the world 	6 (ctd.)	Hispanic/Spanish-American, SB: 402–403, 404–405, 445–446, 447–449, 525–528 White Culture, SB: 473–477, 530–532, 533–535 Iraqi Culture, SB: 552–555
	7	Responding to Literature, SB: 11, 396, 435, 481, 512, 560, 586; TE: 11, 396, 435, 481, 512, 560, 586 Cultural Connections, TE: 558 Asian Culture, SB: 10–11 African–American Culture, SB: 557–560 British Culture, SB: 584–586; TE: 10–11, 393–396, 510–512, 557–560, 584–586
	8	Responding to Literature, SB: 13, 451, 489, 538, 572, 623, 651; TE: 13, 451, 489, 538, 572, 623, 651 Cultural Connections, TE: 450 Hispanic/Latino Culture, SB: 10–13; TE: 10–13 African–American Culture, SB: 449–450; TE: 449–451, 524–525A White Culture, SB: 535–538, 647–651; TE: 535–538, 647–651 Armenian Culture, SB: 619–623; TE: 619–623
<ul style="list-style-type: none"> • Identify common historical, social, and cultural themes and issues in literary works and selected passages 	5	<i>At 5–8, for identifying common historical, social, and cultural themes and issues, see:</i> Literature of Historical Eras, TE: 320, 344, 441A, 447 Reading about Social Studies, SB: 404–405, 406–408, 447–449, 451–452, 453–454 Asian Culture, SB: 288, 485, 486, 487–488; TE: 288–289A, 485, 486, 487, 488 Mexican Culture, SB: 320–324; TE: 320, 324 Kiowa–Comanche Heritage, SB: 342; TE: 342 African-American Heritage, SB: 369–371, 372–373, 399–402, 447–449; TE: 369, 371, 372, 373, 399, 402, 447, 449 Hispanic/Spanish Culture, SB: 481–483; TE: 481, 483
	6	Reading about Social Studies, SB: 10–11, 359–361, 473–477 Asian-American, SB: 10–11; TE: 10–11 Hispanic/Spanish-American, SB: 402–403, 404–405, 445–446, 447–449, 525–528 White Culture, SB: 473–477, 530–532, 533–535 Iraqi Culture, SB: 552–555 Cuban, SB: 524–527 African, SB: 582–583 Native American Culture, SB: 582, 393; WP: 18

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<ul style="list-style-type: none"> Identify common historical, social, and cultural themes and issues in literary works and selected passages (continued) 	7	<p>Historical Influences on Literature, SB: 393–396, 510–512, 557–560; TE: 393–396, 510–512, 557–560</p> <p>Reading about Social Studies, SB: 10–11, 393–396, 398–403, 510–512, 557–560; TE: 10, 11, 393, 396, 398,</p> <p>Asian Culture, SB: 10–11</p> <p>African–American Culture, SB: 557–560</p> <p>British Culture, SB: 584–586; TE: 10–11, 393–396, 510–512, 557–560, 584–586</p>
	8	<p>Reading about Social Studies, SB: 443, 444, 446, 449–451, 472, 526, 528, 574–575, 576–578</p> <p>Hispanic/Latino Culture, SB: 10–13; TE: 10–13</p> <p>African–American Culture, SB: 449–450; TE: 449–451, 524–525A</p> <p>White Culture, SB: 535–538, 647–651; TE: 535–538, 647–651</p> <p>Armenian Culture, SB: 619–623; TE: 619–623</p>
<ul style="list-style-type: none"> Draw on a broad base of knowledge about the themes, ideas, and insights found in classical literature while reading, interpreting, and reflecting on contemporary texts 	5	<p><i>At 5–8, for drawing on classical literature while reading contemporary texts, see:</i></p> <p>Reading Classic Literature, SB: 320–323; TE: 320–323</p>
	6	<p>Reading Classic Literature, SB: 552–555; TE: 525–555</p>
	7	<p>Reading Classic Literature, SB: 420–421; TE: 420–421</p>
	8	<p>Reading Classic Literature, SB: 449–450, 647–650; TE: 449–450, 647–650</p>
<ul style="list-style-type: none"> Evaluate the themes and main ideas of a work considering its audience and purpose 	5	<p><i>At 5–8, for evaluating themes, main ideas, audience, and purpose see:</i></p> <p>Main Ideas, Supporting Details, SB: 297, 298, 402, 403, 449; TE: 297, 298, 402, 403, 449</p>
	6	<p>Main Idea, Supporting Details, SB: 362, 363, 443, 444, 477, 478, 528, 529; TE: 362, 363, 443, 444, 477, 478, 528, 529</p>
	7	<p>Main Idea, Supporting Details, SB: 387, 388, 469, 492, 527–529, 551; TE: 387, 388, 469, 492, 527–529, 551</p>
	8	<p>Main Idea, Supporting Details, SB: 14, 15, 443, 444, 445, 447, 452, 453–457, 458, 496–501, 539, 545–547, 579, 585, 587, 630</p>

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A.8.4 Read to acquire information.		
<ul style="list-style-type: none"> Interpret and use technical resources such as charts, tables, travel schedules, timelines, and manuals 	5	<i>At 5–8, for interpreting and using technical resources, see:</i> Charts, SB: 14–15, 347, 378, 390, 410, 411, 423, 424, 429, 431, 473, 489, H53, H54, H55 Tables/Logs, SB: H25; WP: 26 Schedules, SB: 105 Time Lines, SB: 423, H56 Manuals, WP: 67
	6	Charts, SB: 17, 500, 512, 537, 562, H60 Tables, SB: H28 Schedules, SB: H61 Time Lines, SB: H63
	7	Charts, SB: 17, 422, 570, 572, H50; WP: 185; RW: 124 Tables, SB: H29, H50 Time Lines, SB: H63 Manuals, TE: 148
	8	Charts, SB: 497, 510, 580, 593, 595, 600, 602, 630, 633, 660, 663, 677 Tables, SB: H29 Time Lines, SB: H63
<ul style="list-style-type: none"> Compare, contrast, and evaluate the relative accuracy and usefulness of information from different sources 	5	<i>At 5–8, for comparing, contrasting, and evaluating information, see:</i> Evaluating Information, SB: 413, 436–437, 492; WP: 172; RW: 115 Comparing Media Information, SB: 396–397
	6	Evaluating Information, SB: 364, 424–427, 488–489, 490–491; TE: 490, 491 Compare and Contrast Multiple Sources, SB: 512–513; TE: 512, 513 Comparing Media Information, SB: 393, 469–471, 514–515, 584–585
	7	Evaluating Information, SB: 458, 459, 460–463, 521–522, 523, 524, 546–547; TE: 458, 459, 460–463, 521–522, 546–547; WP: 178; RW: 117 Comparing Media Information, SB: 506–508, 614–615
	8	Evaluate Information, SB: 6–7; 483–485, 516–519, 566–568, 605–607, 608–609, 682–683, H26–H28, H42–H43, H44–H45, H51–H52 Evaluating Media Information, SB: 608–609; TE: 608–609 Comparing Media Information, SB: 566–568, 682–683
<ul style="list-style-type: none"> Identify and explain information, main ideas, and organization found in a variety of informational passages 	5	<i>At 5–8, for information, main ideas, and organization in informational passages, see:</i> Analyzing Informational Passages, SB: 367, 402; TE: 367, 402

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	6	Analyzing Informational Passages, SB: 443, 477; TE: 443, 477
	7	Analyzing Informational Passages, SB: 481, 512; TE: 481, 512
	8	Analyzing Informational Passages, SB: 538, 572; TE: 538, 572
<ul style="list-style-type: none"> Distinguish between the facts found in documents, narratives, charts, maps, tables, and other sources and the generalizations and interpretations that are drawn from them 	5	<i>At 5–8, for distinguishing between facts and generalizations and interpretations, see:</i> Using Multiple Sources, SB: 412–413; TE: 412, 413; WP: 160; RW: 103
	6	Using Multiple Sources, SB: 512–513; TE: 512, 513
	7	Using Multiple Sources, SB: 521–522, 523, 524, 546–547; TE: 521, 522, 523, 524, 546, 547 Making Generalizations, SB: 387–391, 404–415, 419, 539; WP: 157–163; RW: 96–102
	8	Using Multiple Sources, SB: 581–582, 583–584, 608–609; TE: 581–582, 583–584, 608–609 Making Generalizations, SB: 517
B. WRITING		
<p>Content Standard Students in Wisconsin will write clearly and effectively to share information and knowledge to influence and persuade, to create and entertain.</p> <p>Rationale Written communication skills are central to learning. Whether in academic life, in the workplace, or in personal life, they offer a powerful advantage in a world in which people must constantly learn new information. To become confident and effective writers, students need to learn how to write for various purposes and audiences. They need to try different approaches and to reconsider what they have written through revision and editing. To ensure that their writing is understood and well-received, students need a working knowledge of language as well as grammatical structures, diction and usage, punctuation, spelling, layout, and presentation. This knowledge is also invaluable for discussing, critiquing, revising, and editing written communication in almost any form.</p>		
<p>Performance Standards By the end of grade eight, students will:</p>		
<p>B.8.1 Create or produce writing to communicate with different audiences for a variety of purposes.</p>		
<ul style="list-style-type: none"> Write a coherent and complete expository piece, with sufficient detail to fulfill its purpose, sufficient evidence to support its assertions, language appropriate for its intended audience, and organization achieved through 	5	<i>At 5–8, for writing a coherent and complete expository piece, see:</i> Expository Writing, SB: 39, 77, 105, 117, 119, 125, 127, 157, 197, 217, 259, 357–363, 368, 369–373, 374–385, 386, 387, 388–393, 399–402, 403, 404–408, 409–426, 427, 428–429, 430–431, 432–433

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<p>clear coordination and subordination of ideas</p>	6	<p>Expository Writing, SB: 43, 49, 119, 134, 155, 196, 198, 235, 259, 420–421, 433–439, 441–461, 463–468, 473–502, 504–506, 507–509; TE: 43, 49, 119, 134, 155, 196, 198, 235, 259, 420–421, 433–439, 441, 443, 444–461, 463–468, 473, 477–479, 481, 482, 484–502; WP: 40–41, 50–51, 64–65, 79–80, 81–82, 94–95, 112–113, 164–168; RW: 25, 30, 38, 47, 48, 56, 67, 105–109, 110–114</p>
	7	<p>Expository Writing, SB: 42, 50, 72, 116, 119, 131, 146, 149, 227, 229, 246, 254, 305, 329, 342, 456, 467, 487–497, 517–536; WP: 43, 178–183; RW: 117–122</p>
	8	<p>Expository Writing, SB: 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; WP: 2, 103, 152, 191–195, 196–201; RW: 121–125, 126–131</p>
<ul style="list-style-type: none"> • Write a persuasive piece (such as a letter to a specific person or a script promoting a particular product) that includes a clear position, a discernible tone, and a coherent argument with reliable evidence 	5	<p><i>At 5–8, for writing persuasive pieces, see:</i> Persuasive Writing, SB: 43, 49, 65, 113, 115, 161, 183, 199, 229, 231, 253, 255, 263, 481–483, 484, 485–488, 489–500, 501, 502, 503–504; WP: 171, 172, 173, 174, 175, 176, 177; RW: 114, 115, 116, 117, 118, 119, 120</p>
<ul style="list-style-type: none"> • Write a persuasive piece (such as a letter to a specific person or a script promoting a particular product) that includes a clear position, a discernible tone, and a coherent argument with reliable evidence (continued) 	6	<p>Persuasive Writing, SB: 40, 46, 86, 122, 182, 238, 253, 276, 321, 397–418; TE: 40, 46, 86, 122, 182, 238, 253, 276, 321, 397, 400–418; WP: 25–26, 42–43, 69–70, 96–97, 108–109, 114–115, 137–138, 156–162; RW: 15, 26, 41, 57, 65, 68, 82, 97–103</p>
	7	<p>Persuasive Writing, SB: 39, 42, 47, 116, 146, 223, 227, 282, 335, 441–453, 456–465; WP: 91, 164–171; RW: 103–110</p>
	8	<p>Persuasive Writing, SB: 45, 87, 146, 199, 238, 250, 277, 305, 322, 366, 378, 487–511, 512–513; TE: 487, 489–491, 493, 495–511, 512–513; WP: 182–189; RW: 112–119</p>
<ul style="list-style-type: none"> • Write a narrative based on experience that uses descriptive language and detail effectively, presents a sequence of events, and reveals a theme 	5	<p><i>At 5–8, for writing a narrative, see:</i> Narrative Writing, SB: 37, 41, 103, 107, 109, 121, 185, 189, 219, 227, 247, 251, 265, 289–293, 295–297, 298, 299–303, 304–314, 315, 316, 317–318, 320–324, 325, 325–329, 330–341, 342, 343, 344–349; TE: 289–293, 295, 297, 298, 299, 303, 304–314, 320, 324–326, 328–329, 330–341, 344, 346, 347–349; WP: 140, 141, 142, 143, 144, 145; RW: 83, 84, 85, 86, 87, 88</p>

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	6	Narrative Writing, SB: 138, 149, 152, 193, 243, 248, 286, 329, 519–523, 525–547, 549–550, 552–574, 576–581; TE: 138, 149, 152, 193, 243, 248, 286, 329, 519–523, 525, 527–530, 532–547, 549–550, 552, 555–559, 561–574, 576–581; WP: 52–53, 60–61, 62–63, 77–78, 100–101, 106–107, 122–123, 143–144; RW: 31, 36, 37, 46, 59, 63–64, 73, 86
	7	Narrative Writing, SB: 34, 78, 109, 116, 123, 135, 138, 141, 183, 189, 197, 200, 237, 243, 287, 290, 292, 301, 308, 332, 364, 551–555, 568–578, 581–582, 587, 593–604, 607–611, 612–615; WP: 55, 57, 70, 80, 123, 138, 185–190, 191–195; RW: 124–129, 130–134
	8	Narrative Writing, SB: 48, 53, 56, 66, 84, 143, 193, 317, 349, 415, 619–643, 644–645, 647–673, 674–679; WP: 203–208, 209–213; RW: 133–138, 139–143
<ul style="list-style-type: none"> • Write clear and pertinent responses to verbal or visual material that communicate, explain, and interpret the reading or viewing experience to a specific audience 	5	<i>At 5–8, for writing clear and pertinent responses, see:</i> Responding to Literature, SB: 11, 296, 324, 367, 449, 472, 483
<ul style="list-style-type: none"> • Write clear and pertinent responses to verbal or visual material that communicate, explain, and interpret the reading or viewing experience to a specific audience 	6	Responding to Literature, SB: 11, 362, 400, 443, 477, 528, 555; TE: 11, 362, 400, 443, 477, 528, 555
	7	Responding to Literature, SB: 11, 396, 435, 481, 512, 560, 586; TE: 11, 396, 435, 481, 512, 560, 586
	8	Responding to Literature, SB: 13, 451, 489, 538, 572, 623, 651; TE: 13, 451, 489, 538, 572, 623, 651
<ul style="list-style-type: none"> • Write creative fiction that includes major and minor characters, a coherent plot, effective imagery, descriptive language, and concrete detail 	5	<i>At 5–8, for a variety of creative fiction writing skills, see:</i> Writing a Story, SB: 37, 103, 107, 219, 265, 320–324, 325, 326–329, 330–341, 342, 343; TE: 252; WP: 103, 147–153; RW: 90–96 Writing a Play, SB: 75, 123, 344–349 Developing Characters, SB: 331, 333, 347; WP: 147, 149; RW: 90, 92 Developing Plot, SB: 324, 325, 332, 334, 347, 353; TE: 324, 325; WP: 148; RW: 91 Developing Setting, SB: 288, 332, 346, 347, 352, 353; WP: 148; RW: 91 Writing Dialogue, SB: 298, 301, 303, 310, 325, 327, 329, 333

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	6	Writing a Story, SB: 329, 552–574; WP: 181–185; RW: 122–126 Writing a Play, SB: 576–581 Developing Characters, SB: 34, 563–566, 576, 579, 580; WP: 181; RW: 122 Developing Plot, SB: 546–565, 580 Developing Setting, SB: 563, 576, 579, 585 Writing Dialogue, SB: 152, 256, 286
	7	Writing a Story, SB: 78, 332, 593–604; TE: 38, 115, 331; WP: 191–195; RW: 130–134 Writing a Play, SB: 607–611 Developing Characters, SB: 594, 597 Developing Plot, SB: 595–596, 614; WP: 191; RW: 130 Developing Setting, SB: 594, 609, 614; TE: 594, 609 Writing Dialogue, SB: 241–243, 584, 587, 597, 609, 610, 611; WP: 100–101, 192; RW: 62, 131
	8	Writing a Story, SB: 56, 660–671, 672, 673; WP: 209–213; RW: 139–143 Writing a Play, SB: 674–679; TE: 674–679 Developing Characters, SB: 652, 654, 661; TE: 652, 654, 661 Developing Plot, SB: 652, 662, 663, 677, 683; TE: 652, 662, 663, 677, 683; WP: 209; RW: 139 (continued)
<ul style="list-style-type: none"> • Write creative fiction that includes major and minor characters, a coherent plot, effective imagery, descriptive language, and concrete detail (continued) 	8 (ctd.)	Developing Setting, SB: 134, 652, 653, 661, 676–677; TE: 134, 652, 653, 661, 676–677 Writing Dialogue, SB: 53, 143, 259, 413; WP: 104–105; RW: 63
<ul style="list-style-type: none"> • Write in a variety of situations (during an exam in a computer lab) and adapt strategies, such as revision, technology, and the use of reference materials, to the situation 	5	<i>At 5–8, for adapting strategies, such as revision, technology, and the use of reference materials while writing in a variety of situations, see:</i> Taking Tests, SB: 53–54, 84–85, 133–135, 168–169, 204–206, 236–237, 270–271, 316, 343, 387, 467, 502
	6	Taking Tests, SB: 70–72, 108–109, 164–165, 217–218, 304–306, 337–338, 462, 548, 575, H38–H41
	7	Taking Tests, SB: 60–62, 90–92, 161–162, 208–210, 265–266, 273–275, 314–315, 352–354, 373–375, 417, 455, 499, 580, 606, H38–H39
	8	Taking Tests, SB: 70–71, 103–104, 171–172, 221–224, 282–284, 334–336, 383–385, 421–422, 471, 511, 559, 643, 673, H38–H41

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<ul style="list-style-type: none"> Use a variety of writing technologies including pen and paper as well as computers 	5	<i>At 5–8, for writing using a variety of technologies, see:</i> Using a Computer in Writing, SB: 349, H41–H44 Tech Tips, SB: 13, 26, 313, 340, 349, 375, 384, 385, 423, 425, 456, 459, 495; TE: 15, 19, 21, 25, 27, 304, 305, 313, 314, 318, 330, 340, 341, 348, 374, 376, 385, 391, 409, 425, 426, 429, 431, 455, 456, 464, 465, 469, 474, 475, 489, 499, 504
	6	Using a Computer in Writing, SB: 580, H46–H56 Tech Tips, SB: 13, 26, 416, 457, 459, 490, 500, 543, 545, 570, 580; TE: 19, 21, 27, 369, 379, 380, 416, 417, 420, 459, 460, 467, 468, 487, 492, 501, 502, 504, 509, 510, 537, 545, 546, 549, 572, 573, 581
	7	Using a Computer in Writing, SB: 410, 452, 494, 531, 610, H47–H50 Tech Tips, SB: 13, 26, 410, 452, 492, 494, 496, 531, 534, 575, 577, 603, 610; TE: 19, 21, 25, 27, 414, 415, 418, 423, 441, 452, 453, 456, 487, 496, 497, 504, 519, 536, 538, 540, 542, 569, 577, 578, 581, 593, 603, 611
	8	Using a Computer in Writing, SB: 606, 608, 678, H47–H50 Tech Tips, SB: 15, 28, 464, 508, 551, 552, 554, 556, 583, 591, 595, 638, 668, 678; TE: 21, 23, (continued)
<ul style="list-style-type: none"> Use a variety of writing technologies including pen and paper as well as computers (continued) 	8 (ctd.)	Tech Tips, TE: (continued) 27, 29, 458, 468, 469, 473, 477, 508, 509, 512, 556, 557, 564, 565, 579, 595, 596, 597, 599, 601, 631, 640, 641, 644, 670, 671, 674, 678
<ul style="list-style-type: none"> Write for a variety of readers, including peers, teachers, and other adults, adapting content, style, and structure to audience and situation 	5	<i>At 5–8, for writing for a variety of readers and adapting content, style, and structure to audience and situation, see:</i> Purpose and Audience for Writing, SB: 12–13, 304, 330, 374, 409, 455, 489; TE: 12–13, 304, 330, 374, 409, 455, 489
	6	Purpose and Audience for Writing, SB: 13, 369, 406, 450, 486; TE: 13, 369, 406, 450, 486
	7	Purpose and Audience for Writing, SB: 12, 13, 404, 446–447, 448, 451, 568, 571; TE: 12, 13, 404, 446–447, 448, 451, 568, 571
	8	Purpose and 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
B.8.2 Plan, revise, edit, and publish clear and effective writing.		

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<ul style="list-style-type: none"> Produce multiple drafts, including finished pieces, that demonstrate the capacity to generate, focus, and organize ideas and to revise the language, organization, and content of successive drafts in order to fulfill a specific purpose for communicating with a specific audience 	5	<p><i>At 5–8, for producing multiple drafts, see:</i></p> <p>Prewriting, SB: 12–17, 304–306, 330–332, 374–378, 390, 409–416, 455–458, 489–493; TE: 12, 13, 14, 15, 16, 17, 304, 305, 306, 330, 331, 332, 374, 375, 376, 378, 390, 409, 410, 411, 412, 413, 414, 415, 416, 455, 456, 457, 458, 489, 490, 491, 492, 493; WP: 141, 147, 148; RW: 84, 90, 91</p> <p>Drafting, SB: 18–19, 307–309, 334–336, 379–380, 391, 417–419, 459–460, 494–496; TE: 18, 19, 307, 308, 309, 334, 335, 336, 379, 380, 391, 417, 418, 419, 459, 460, 494, 495, 496; WP: 142–144, 150, 151, 156–157, 161–162, 168, 174–175; RW: 85–87, 93–94, 99–100, 104–105, 111, 117, 118</p> <p>Proofreading, SB: 24–25, 313, 340, 384, 393, 425, 464, 499; TE: 24, 25, 313, 340, 384, 393, 425, 464, 499</p> <p>Revising, SB: 20–23, 311–312, 338–339, 382–383, 391, 421–424, 462–463, 497–498; WP: 153, 159, 164, 170, 177; RW: 96, 102, 107, 113, 120</p> <p>Publishing, SB: 26–27, 314, 341, 385, 393, 426, 465, 500</p>
	6	<p>Prewriting, SB: 12–17, 369–373, 406–410, 450–453, 486–492, 536–538, 562, 565; TE: 12, 13, 14, 15, 16, 17, 369, 370, 371, 372, 373, 406, 407, 408, 409, 410, 450–453, 486–492, 536, 537, 538; (continued)</p>
<ul style="list-style-type: none"> Produce multiple drafts, including finished pieces, that demonstrate the capacity to generate, focus, and organize ideas and to revise the language, organization, and content of successive drafts in order to fulfill a specific purpose for communicating with a specific audience (continued) 	6 (ctd.)	<p>Prewriting, (continued) WP: 149–151, 156–158, 164, 169, 175, 181; RW: 90–92, 97–99, 105, 110, 116, 122</p> <p>Drafting, SB: 18–19, 374–375, 411–412, 454–455, 493–495, 539–541, 566–568; TE: 18, 19, 374, 375, 411, 412, 454, 455, 493, 494, 495, 539, 540, 541, 566, 567, 568; WP: 152, 153, 159, 160, 165–166, 170–171, 176–178, 182–183; RW: 93, 94, 100, 101, 106–107, 111–112, 117–119, 123–124</p> <p>Proofreading, SB: 24–25, 379, 389, 416, 459, 501, 545, 572; TE: 24, 25, 379, 389, 416, 459, 501, 545, 572</p> <p>Revising, SB: 20–23, 377–378, 414–415, 457–458, 497–500, 543–544, 570–571; TE: 20, 21, 22, 23, 377, 378, 414, 415, 457, 458, 497, 500, 543, 544, 570, 571; WP: 155, 162, 168, 173, 180, 185; RW: 96, 103, 109, 114, 121, 126</p> <p>Publishing, SB: 26–27, 380, 389, 417, 460, 468, 502, 546, 573</p>

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	7	<p>Prewriting, SB: 9, 12–15, 404–408, 441–445, 485–488, 489–490, 568–570, 593–596, H47; WP: 157–159, 164–167, 173, 185, 191; RW: 96–98, 103–106, 112, 124, 130</p> <p>Drafting, SB: 18–19, 409, 410, 489–490, 571–573, 598–599, H47; WP: 160, 161, 174, 175, 186–190, 192, 193; RW: 99, 100, 113, 114, 125–129, 131, 132</p> <p>Proofreading, SB: 9, 24–25, 414, 423, 452, 494, 505, 577, 603, H48; TE: 9, 24, 25, 414, 423, 452, 494, 505, 577, 603</p> <p>Revising, SB: 9, 20–23, 401–403, 411–413, 449–451, 483–484, 493–495, 504, 575–576, 590–592, 600–602, H48; TE: 9, 20–23, 401–403, 411–413, 449–451, 483–484, 493–495, 504, 575–576, 590–592, 600–602; WP: 162–163, 170–171, 176–177, 189–190, 194–195; RW: 101–102, 109–110, 115–116, 128–129, 133–134</p> <p>Publishing, SB: 9, 423, 505, 568, 578, 593, 604, 611</p>
	8	<p>Prewriting, SB: 15–19, 458–462, 496–501, 545–549, 579–585, 630–633, 660–663; TE: 15–19, 458–462, 496–501, 545–549, 579–585, 630–633, 660–663; WP: 175, 176, 177, 182, 183, 184, 185, 191, 196, 203, 209; RW: 105, 106, 107, 112, 113, 114, 115, 121, 126, 127, 133, 139</p> <p>Drafting, SB: 20–21, 463–464, 502–504, 550–552, 587–589, 634–636, 664–666; TE: 20–21, 463–464, 502–504, 550–552, 587–589, 634–636, 664–666; WP: 178–179, 186–187, 192–193, 198–199, 204–206, 210–211; RW: 108–109, 116–117, 122–123, 128–129, 134–136, 140–141</p> <p style="text-align: right;">(continued)</p>
<ul style="list-style-type: none"> • Produce multiple drafts, including finished pieces, that demonstrate the capacity to generate, focus, and organize ideas and to revise the language, organization, and content of successive drafts in order to fulfill a specific purpose for communicating with a specific audience (continued) 	8 (ctd.)	<p>Proofreading, SB: 26–27, 468, 508, 556, 596, 640, 670; TE: 26, 27, 468, 508, 556, 596, 640, 670</p> <p>Revising, SB: 22–23, 466–467, 501–507, 554–555, 638–639, 668–669; TE: 22–23, 466–467, 501–507, 554–555, 638–639, 668–669; WP: 181, 185, 186, 187, 188, 189, 195, 208, 213; RW: 111, 115, 116, 117, 118, 119, 125, 138, 143</p> <p>Publishing, SB: 28–29, 469, 509, 557, 597, 641, 671</p>
<ul style="list-style-type: none"> • Identify questions and strategies for improving drafts in writing conferences with a teacher 	5	<p><i>At 5–8, for identifying questions and strategies for improving drafts, see:</i></p> <p>Writing Conference, SB: 22–23, 311, 338, 382, 421, 462, 497</p>
	6	<p>Writing Conference, SB: 22–23, 377, 414, 457, 497, 543, 570</p>
	7	<p>Writing Conference, SB: 22–23, 412, 450, 494, 531, 575, 601</p>
	8	<p>Writing Conference, SB: 24–25, 466, 506, 554, 591, 638, 668</p>

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<ul style="list-style-type: none"> Given a writing assignment to be completed in a limited amount of time, produce a well developed, well organized, and effective response in correct English and an appropriate voice 	5	<i>At 5–8, for producing a well developed, well organized, and effective response in a limited amount of time, see:</i> Writing Prompts, SB: 315–316, 342–343, 386–387, 427, 466–467, 501–502
	6	Writing Prompts, SB: 381–382, 418–419, 461–462, 503, 547–548, 574–575
	7	Writing Prompts, SB: 416–417, 454–455, 498–499, 537, 579–580, 605–606
	8	Writing Prompts, SB: 470–471, 510–511, 558–559, 598, 642–643, 672–673
B.8.3 Understand the function of various forms, structures, and punctuation marks of standard American English and use them appropriately in written communications.		
<ul style="list-style-type: none"> Understand the function of words, phrases, and clauses in a sentence and use them effectively, including coordinate and subordinate conjunctions, relative pronouns, and comparative adjectives 	5	<i>At 5–8, for understanding and using parts of speech effectively, see:</i> Coordinating Conjunctions, SB: 44–45, 46–47, 51–52, 61, 68, 85, 87, 110, 170, 186–187; WP: 13–14, 15–16, 50, 88; RW: 7, 8–9, 29, 51 Subordinating Conjunctions, SB: 191, 209; WP: 93; RW: 55 Comparing with Adjectives, SB: 158–159, 160–161, 166–167, 173, 176–177, 274; TE: 151B, 158, 159, 160, 161; WP: 75–76, 77–78; RW: 44–45
	6	Coordinating Conjunctions, SB: 57–59, 60–61, 68, 77–79, 80, 110, 268 Subordinating Conjunctions, SB: 57–59, 60–61, 68, 80–81, 246–248, 293–294; WP: 104–105, 128–129; RW: 62, 76–77 Comparing with Adjectives, SB: 188–190, 191–193, 214, 222, 225–226, 340, 459, H75; TE: 179B, 188, 189, 190, 191, 192, 193; WP: 75–76, 77–78; RW: 45, 46
<ul style="list-style-type: none"> Understand the function of words, phrases, and clauses in a sentence and use them effectively, including coordinate and subordinate conjunctions, relative pronouns, and comparative adjectives (continued) 	7	Coordinating Conjunctions, SB: 43, 48–50, 59, 67, 93, 211; WP: 13–14; RW: 9 Subordinating Conjunctions, SB: 56, 362, 363; RW: 11 Comparing with Adjectives SB: 186–189; TE: 179B, 186, 187, 188, 189; WP: 73–74; RW: 46

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	8	<p>Coordinating Conjunctions, SB: 54–55, 64, 67, 78, 105, 225; TE: 54, 55; WP: 15, 16, 21, 22; RW: 9, 13</p> <p>Subordinating Conjunctions, SB: 57–59, 61–62, 64, 67, 69, 79, 225, 408–411, 416, 418, 429; WP: 17–18, 19–20, 21–22, 168–169, 172–173; RW: 10, 11–12, 13, 100, 102–103</p> <p>Relative Pronouns, SB: 399–401, 412–415, 416–417, 419–420; TE: 399–401, 412–415, 416–417, 419–420; WP: 162–163, 170–171, 172–173; RW: 97, 101, 102–103</p> <p>Comparing with Adjectives, SB: 196–199, 206, 219, 228, 229, 230, 425; WP: 77–78; RW: 47</p>
<ul style="list-style-type: none"> Use correct tenses to indicate the relative order of events 	5	<p>At 5–8, for using correct tenses, see: Using the Right Verb Tense, SB: 111; TE: 111; WP: 51; RW: 30</p>
	6	<p>Using the Right Verb Tense, SB: 142–143; WP: 56–57; RW: 33–34</p>
	7	<p>Using the Right Verb Tense, SB: 127–128; WP: 48–49; RW: 30–31</p>
	8	<p>Using the Right Verb Tense, SB: 131, 134, 143; WP: 46–47, 48–49, 54–55; RW: 28, 29, 33</p>
<ul style="list-style-type: none"> Understand and employ principles of agreement, including subject-verb, pronoun-noun, and preposition-pronoun 	5	<p>At 5–8, for employing principles of agreement, see: Subject-Verb Agreement, SB: 112–115; TE: 95B, 112, 113, 114, 115; WP: 52–53, 54–55; RW: 31, 32</p> <p>Subject Pronouns, SB: 216–217, 220–221, 224–225, 234, 236, 238–239, 269, 275, 499; TE: 215B, 216, 217, 220, 221; WP: 102–103, 106–107, 110, 111; RW: 60, 62, 64, 65</p> <p style="text-align: right;">(continued)</p>
<ul style="list-style-type: none"> Understand and employ principles of agreement, including subject-verb, pronoun-noun, and preposition-pronoun (continued) 	5 (ctd.)	<p>Object Pronouns, SB: 218–219, 220–221, 234, 236, 239, 262–263, 269, 275, 282; TE: 215B, 218, 219, 220, 221; WP: 104–105, 106–107, 135–136; RW: 61, 62, 80</p> <p>Possessive Pronouns, SB: 222–223, 234, 236, 241, 275, 464; TE: 215B, 222, 223; WP: 108–109; RW: 63</p> <p>Prepositions, SB: 256–257, 258–259, 260–261, 264–265, 267, 268–269, 275, 280–281, 283; WP: 129–130, 131–132, 133–134, 137–138; RW: 76, 77, 78–79, 81</p>

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	6	<p>Subject-Verb Agreement, SB: 144–149, 162, 174–175, 221; WP: 58–59, 60–61; TE: 117B, 144, 145, 146, 147, 148, 149; RW: 35–36</p> <p>Subject Pronouns, SB: 279–281, 285–286, 287–289, 290–292, 295–296, 301–302, 308, 310–311, 312, 341; WP: 118–119, 122–123, 124–125, 126–127, 130–131; RW: 71, 73, 74, 75, 78</p> <p>Object Pronouns, SB: 279–281, 290–292, 295–296, 301–302, 308, 311, 341; WP: 118–119, 126–127, 130–131; RW: 71, 75, 78</p> <p>Possessive Pronouns, SB: 282–284, 290–291, 301–302, 309, 341, 345; WP: 120–121, 126–127; RW: 72, 75</p> <p>Prepositions, SB: 316–318, 327–329, 330–332, 335–336, 342–343, 346–347; WP: 135–136, 143–144, 145–146; RW: 81, 86, 87</p>
	7	<p>Subject-Verb Agreement, SB: 144–146, 159, 175, 213, 376, 414, 577, H78; TE: 99B, 144, 145, 146; WP: 60–61; RW: 38</p> <p>Subject Pronouns, SB: 288–290, 311, 318, 378, 436, 452, H76–H77; WP: 120–121; RW: 74</p> <p>Object Pronouns, SB: 288–289, 311, 318, 330, 331, 356, 378, 452, H76–H77; WP: 120–121, 137–138; RW: 74, 83</p> <p>Possessive Pronouns, SB: 293–295, 312, 320, 378; TE: 279B, 293, 294, 295; WP: 124–125; RW: 76</p> <p>Prepositions, SB: 326, 327, 328, 345–346, 355, 360; WP: 135–136, 147–148; RW: 82, 89</p>
	8	<p>Subject-Verb Agreement, SB: 152–154, 155–158, 159–161, 169, 184, 185, 186, 508; TE: 111B, 152, 153, 154, 155, 156, 157, 158, 159, 160, 161; WP: 62–63, 64–65, 66, 67; RW: 38, 39, 40</p> <p>Subject Pronouns, SB: 40–42, 43–45, 308–311, 331; WP: 5–6, 7–8, 124–125; RW: 3, 4, 75</p> <p>Object Pronouns, SB: 308–311, 331, 427; TE: 308, 309, 310, 311; WP: 124, 125; RW: 75</p> <p>Possessive Pronouns, SB: 272–273, 298–301, 331, 332, 333, 337; TE: 297B, 298, 299, 300, 301; (continued)</p>
<ul style="list-style-type: none"> Understand and employ principles of agreement, including subject-verb, pronoun-noun, and preposition-pronoun (continued) 	8 (ctd.)	<p>Possessive Pronouns, (continued) WP: 114–115, 118–119; RW: 69, 71</p> <p>Prepositions, SB: 346–349, 353–354, 355–357, 381, 382, 386, 387, 388; WP: 137–138, 141–142, 143–144; RW: 82, 84–85, 86</p>
<ul style="list-style-type: none"> Punctuate compound, complex and compound-complex sentences correctly 	5	<p><i>At 5–8, for a variety of punctuation skills, see:</i></p> <p>Commas in Compound Sentences, SB: 46–47, 110, 186–187; TE: 46, 47, 110, 179B, 186, 187; WP: 15–16, 50–51, 88–89; RW: 8–9, 29–30, 51–52</p> <p>Compound/Complex Sentences, SB: 46–47, 48–49, 62; WP: 15–16, 17–18; RW: 8–9, 10</p> <p>Combining Sentences with Commas, SB: 186–187, 190–191; WP: 88–89, 92–93; RW: 51–52, 54–55</p>

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	6	<p>Commas in Compound Sentences, SB: 52–54, 71–72, 79, 269, H70–H71</p> <p>Compound/Complex Sentences, SB: 52–54, 57–59, 60–61, 68, 78, 81, 110, 111; WP: 15–16, 19–20, 21–22; RW: 9, 11, 12–13</p> <p>Combining Sentences with Commas, SB: 244–245, 249–250, H70–H71; WP: 102, 103, 106–107; RW: 60–61, 63–64</p>
	7	<p>Commas in Compound Sentences, SB: 55, 397, 414, H70</p> <p>Commas in Complex and Compound-Complex Sentences, SB: 369; WP: 154–155; RW: 93–94</p> <p>Compound/Complex Sentences, SB: 55–57, 231–232, 270, 365–367, 368–369, 371–373, 379, 381, H91, H93–H94; WP: 17–18, 92–93, 152–153, 154–155; RW: 11–12, 57, 92, 93–94</p>
	8	<p>Commas in Compound Sentences, SB: 51, 61, 62, 77; TE: 51; WP: 13–14; RW: 8</p> <p>Compound/Complex Sentences, SB: 51–53, 54, 57–60, 61–62, 63–66, 67, 76, 79, 105, 220, 416–417, 418, 423; WP: 13–14, 15–16, 17–18, 19–20, 21–22, 172–173; RW: 8, 9, 10, 11–12, 13, 102–103</p>
<ul style="list-style-type: none"> Employ the conventions of capitalization 	5	<p><i>At 5–8, for employing the conventions of capitalization, see:</i></p> <p>Capitalization, SB: 32, 57, 66–67, 84, 86, 90, 162–163, 168–169, 178, 180–181, 182–183, 194–195, 196–197, 198–199, 200, 201, 202, 203, 204–205, 206, 207, 208, 212, 213, 214, 274, 425; WP: 21–22, 79–80, 82–83, 84–85, 96–97, 98–99, 100–101; RW: 12, 46, 48, 49, 57, 58, 59</p>
	6	<p>Capitalization, SB: 32, 87–89, 106, 111, 194–196, 214, 227, 236–238, 251–253, 254–256, 257–259, 261, 262, 266, 270, 271, 272, H64, H68–H69; TE: 83B, 87, 88, 89, 106, 179B, 194, 195, (continued)</p>
<ul style="list-style-type: none"> Employ the conventions of capitalization (continued) 	6 (ctd.)	<p>Capitalization, SB: (continued) 196, 233B, 236, 237, 238, 251, 252, 253, 254, 257, 258; WP: 27–28, 79–80, 96–97, 108–109, 110–111, 112–113; RW: 16, 47, 57, 65, 66, 67</p>
	7	<p>Capitalization, SB: 181–183, 215, 216, 222, 223, 224–227, 241–243, 244, 245, 246, 252–254, 262, 263, 268, 272, 274, 276, 377, 452, H34, H64–H65, H68–H69; TE: 179B, 181, 182, 221B, 224, 225, 241, 252; WP: 69–70, 86–87, 88–89, 100–101, 108–109; RW: 34, 54, 55, 62, 67</p>

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	8	Capitalization, SB: 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; TE: 81B, 82, 83, 84, 189B, 191, 192, 193, 235B, 239, 240, 241, 242, 243, 244, 256, 257, 258, 259, 260, 261, 262, 268, 269, 270, 271, 345B; WP: 23–24, 92–93, 94–95, 106–107, 112–113; RW: 14, 44, 56, 57, 64, 68
<ul style="list-style-type: none"> • Spell frequently used words correctly and use effective strategies for spelling unfamiliar words 	5	<i>At 5–8, for spelling frequently used words correctly and using effective strategies for spelling unfamiliar words, see:</i> Spelling Conventions, SB: 70–71, 72–73, 106–107, 118–119, 120–121, H67–H71; WP: 25–26, 27–28, 46–47, 58–59, 60–61; RW: 15, 16, 27, 34, 35
	6	Spelling Conventions, SB: 92–95, 114, 132–141, 218, 379, 416, 459, 501, 545, 572, H80–H85; WP: 31–32, 48–55; RW: 19, 29–32
	7	Spelling Conventions, SB: 76–78, 89, 94, 97, 107, 212, 377, 423, 452, 577, 603, H80–H85; WP: 23–24, 36–37; RW: 15, 24
	8	Spelling Conventions, SB: 90–93, 109, 118–121, 175, 468, 508, 556, 596, 640, 670, H80–H85; WP: 29–30, 40–41; RW: 18, 25
C. ORAL LANGUAGE		
<p>Content Standard Students in Wisconsin will listen to understand and will speak clearly and effectively for diverse purposes.</p> <p>Rationale The spoken word, essential to our individual and social development, remains a central means of communication. Whether in informal interactions or more formal settings, speakers are required to communicate clearly in a manner that befits the occasion.</p> <p>Listening is the most used and least understood of all communication skills. We spend approximately 45 percent of all communication time and as much as 57 percent of school instruction time listening. The ability to listen and to follow instructions is highly prized in the workplace.</p>		
<p>Performance Standards By the end of grade eight, students will:</p>		
<p>C.8.1 Orally communicate information, opinions, and ideas effectively to different audiences for a variety of purposes.</p>		
<ul style="list-style-type: none"> • Share brief impromptu remarks about topics of interest to oneself and others 	5	<i>At 5–8, for sharing brief impromptu remarks, see:</i> Holding a Conversation, SB: 1, 3–4; TE: 1, 3, 4
	6	Holding a Conversation, SB: 1, 3–4; TE: 1, 3, 4
	7	Holding a Conversation, SB: 1, 3–4; TE: 1, 3, 4
	8	Holding a Conversation, SB: 1, 3–4; TE: 1, 3, 4

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<ul style="list-style-type: none"> • Speaking from notes or an outline, relate an experience in descriptive detail, with a sense of timing and decorum appropriate to the occasion 	5	<i>At 5–8, for speaking from notes or an outline, see:</i> Speaking from Notes and Outlines, SB: H5–H6 Giving a Talk/Speech, SB: H5–H6 Making Oral Presentations, SB: 434–435, H47–H49
	6	Speaking from Notes and Outlines, SB: 392, H7 Giving a Talk/Speech, SB: 5, 428–429, 512–513, H7–H9; TE: 5, 428–429, 512–513, H7–H9 Making Oral Presentations, SB: 512–513; TE: 512–513
	7	Speaking from Notes and Outlines, SB: 427, H7 Giving a Talk/Speech, SB: 5, 426–427, 514, 515, 544–545, H7–H9; TE: 5, 426, 427, 514, 515, 544, 545, H7–H9 Making Oral Presentations, SB: 415, 497, 536, 544–545, 578, H53–H56
	8	Speaking from Notes and Outlines, SB: 481, H7 Giving a Talk/Speech, SB: 48, 199, 605–607, H7–H9 Making Oral Presentations, SB: 605–607, H53–H55
<ul style="list-style-type: none"> • Perform expressive oral readings of prose, poetry, and drama 	5	<i>At 5–8, for performing expressive oral readings, see:</i> Oral Reading, SB: 350–351, 476–477 Reading Poetry, SB: 109, 165, 470–474; TE: 470, 472 Dramatic Interpretation, SB: 348, 350–351, H7 Dramatizing, SB: 349, 350–351, 394, 477; TE: 349, 350–351, 394, 477 Reading a Play, SB: 350–351
	6	Oral Reading, SB: 22, 377, 414, 457, 497, 543, 570 Reading Poetry, SB: 385–386, 390; TE: 385, 386, 390 Dramatic Interpretation, SB: 576–579, 581, 582–583; TE: 576–579, 581, 582–583 Dramatizing, SB: 582–583; TE: 582–583 Reading a Play, SB: 576–579; TE: 576, 577, 578, 579
	7	Oral Reading, SB: 1–2, 612–613; TE: 420 Reading Poetry, SB: 420–424; TE: 420, 421, 424 Dramatic Interpretation, SB: 604, 611, 612–613; TE: 604, 612, 613 Dramatizing, SB: 611, 612–613; TE: 611, 612–613 Reading a Play, SB: 347, 607–611; TE: 325, 607, 608, 609
	8	Oral Reading, SB: 158, 161, 317, 326 Reading Poetry, SB: 474–475; TE: 474–475 Dramatizing, SB: 680–681; TE: 680–681 Dramatic Interpretation, SB: 53, 143, 674–679, 680–681, H8, H9 Reading a Play, SB: 674–676; TE: 674, 676

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<ul style="list-style-type: none"> • Prepare and conduct interviews 	5	<i>At 5–8, for preparing and conducting interviews, see: Writing an Interview, SB: 157, 189 Conducting Interviews, SB: 157, 189, 412, H9–H10; TE: 138</i>
	6	Writing an Interview, WP: 127 Conducting Interviews, SB: 488–489, 504, 509, H11–H12; TE: 472, 488, 489, H21, H12; WP: 169; RW: 110
	7	Writing an Interview, TE: 57, 256; WP: 91, 97, 310 Conducting Interviews, SB: 298, 521, H12; TE: 298, H12
	8	Writing an Interview, SB: 48, 158, 580 Conducting Interviews, SB: 39, 48, 158, H12; TE: 39, 48, 158, H12
<p>Present a coherent, comprehensive report on differing viewpoints on an issue, evaluating the content of the material presented, and organizing the presentation in a manner appropriate to the audience</p>	6	<i>At 6–8, for presenting a report in a manner appropriate to the audience, see: Debating, SB: 428–429; TE: 428–429</i>
	7	Debating, SB: 464–465; TE: 464, 465
	8	Debating, SB: 520–521; TE: 520–521
<ul style="list-style-type: none"> • Differentiate between formal and informal contexts and employ an appropriate style of speaking, adjusting language, gestures, rate, and volume according to audience and purpose 	5	<i>At 5–8, for employing an appropriate style of speaking according to audience and purpose, see: Choose and Adapt Speaking for Audience, SB: 350–351, 476–477</i> Using Gestures, SB: 350–351, 385, 394, 435, H7–H8 Using Correct Rate/Volume/Pitch/Tone when Speaking, SB: 350–351, 394, 435, 476–477, H6–H7; TE: 350–351, 394, 435, 476–477, H6–H7
	6	Choose and Adapt Speaking for Audience, SB: 5, 512–513; TE: 5, 512–513 Using Gestures, SB: 7, 392, 582–583, H4, H10–H11 Using Correct Rate/Volume/Pitch/Tone when Speaking, SB: 5, 392, 583, H7, H8, H9, H10; TE: 5, 392, 583, H7, H8, H9, H10
	7	Choose and Adapt Speaking for Audience, SB: 465, 568, 593, 604, 612, H4, H7 Using Gestures, SB: 7, 613, H4, H7–H9, H10–H11 Using Correct Rate/Volume/Pitch/Tone when Speaking, SB: 427, 612–613, H7
	8	Choose and Adapt Speaking for Audience, SB: 482, 557, H7; TE: H7 Using Gestures, SB: 509, 681, H9, H10–H11 Using Correct Rate/Volume/Pitch/Tone when Speaking, SB: 557, H7–H9; TE: 557, H7–H9

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<ul style="list-style-type: none"> Observe the appropriate etiquette when expressing thanks and receiving praise 	5	<i>At 5–8, for observing appropriate etiquette, see: Speaking Politely, SB: 5, 22, 477; TE: 5, 22, 477</i>
	6	Speaking Politely, SB: 5, 22, 392, 429; TE: 5, 22, 392, 429
	7	Speaking Politely, SB: 5, 22, 427, 465; TE: 5, 22, 427, 465
	8	Speaking Politely, SB: 5, 24, 25, 481, 521; TE: 5, 24, 25, 481, 521
C.8.2 Listen to and comprehend oral communications.		
<ul style="list-style-type: none"> Summarize and explain the information conveyed in an oral communication, accounting for the key ideas, structure, and relationship of parts to the whole 	5	<i>At 5–8, for summarizing and explaining the information in an oral communication, see: Summarizing Orally, SB: 5, 288, 289, 295, 297, 298–303, 356, 429, 469, H31–H32; TE: 5, 288, 289, 298–299, 302, 303, 356, 429, 469, H31–H32</i>
	6	Summarizing Orally, SB: 5, 391, 428; TE: 352, 391, 428, 432, 518
	7	Summarizing Orally, SB: 4, 5, 426, 464; TE: 5, 386, 468, 550
	8	Summarizing Orally, SB: 4, 5, 442, 480, 481, 524, 612; TE: 442, 480, 481, 524, 612
<ul style="list-style-type: none"> Distinguish among purposes for listening, such as gaining information or being entertained, and take notes as appropriate 	5	<i>At 5–8, for distinguishing among purposes for listening and take notes as appropriate, see: Listening and Taking Notes, SB: 288, 356, 440, H29 Listening for Information, SB: 2, 356, 395; TE: 356–357A Listening for Pleasure/Enjoyment, SB: 2, 288, 311, 350–351; TE: 288–289A, 350, 351</i>
	6	Listening and Taking Notes, SB: 352, 432, 518, H33; TE: 352, 432, 518, H33 Listening for Information, SB: 132, 432, 488–489, H4; TE: 132, 432, 433A, 441, 445, 447, 488, 489, H4, H33 Listening for Pleasure/Enjoyment, SB: 2, 385–386, 390, 518, 525–527, 552–554
	7	Listening and Taking Notes, SB: 386, 468, 550, H33; TE: H33 Listening for Information, SB: 1–2, 426, 427, 465, 468, 550; TE: 468–468A, 479, 514, 516 Listening for Pleasure/Enjoyment, SB: 1–2, 468, 550, 557; TE: 550–551A, 557, 584

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	8	<p>Listening and Taking Notes, SB: 442, 524, 612, H33; TE: 442, 524, 612, H33</p> <p>Listening for Information, SB: 442, 524</p> <p>Listening for Pleasure/Enjoyment, SB: 2, 612, 619–622; TE: 2, 612–613A, 619</p>
<ul style="list-style-type: none"> Recall significant details and sequence accurately 	5	<p><i>At 5–8, for recalling details and sequencing accurately, see:</i></p> <p>Listening for Details, SB: 288, 311, 338, 356, 382, 421, 440, 462, 497</p> <p>Listening for Sequence of Events, SB: 288, 289A–289B, 298, 359, 395; TE: 288, 359, 395</p>
<ul style="list-style-type: none"> Recall significant details and sequence accurately (continued) 	6	<p>Listening for Details, SB: 352, 377, 413, 457, 497, 518, 543, 570</p> <p>Listening for Sequence of Events, SB: 518; TE: 518–519A</p>
	7	<p>Listening for Details, SB: 386, 412, 450, 468, 495, 531, 575, 601, H4, H33</p> <p>Listening for Sequence of Events, SB: 550; TE: 550–551B</p>
	8	<p>Listening for Details, SB: 442, 466, 506, 554, 591, 638, 668; TE: 442, 466, 506, 554, 591, 638, 668</p> <p>Listening for Sequence of Events, SB: 612, 619–622, 647–651; TE: 612–613A</p>
<ul style="list-style-type: none"> Follow a speaker’s argument and represent it in notes 	5	<p><i>At 5–8, for following speaker’s argument, see:</i></p> <p>Persuasive Tactics, SB: 505–506; TE: 505–506</p> <p>Taking Notes From a Lecture or Speech, SB: 288, 356, 440, H29</p>
	6	<p>Listening for Persuasive Tactics, SB: 422–423; TE: 422, 423</p> <p>Taking Notes From a Lecture or Speech, SB: 352, 432, 518, H33; TE: 352, 432, 518, H33</p>
	7	<p>Listening for Persuasive Tactics, SB: 458–459; TE: 458–459</p> <p>Taking Notes from a Lecture or Speech, SB: 386, 468, H33; TE: H33</p>
	8	<p>Listening for Persuasive Tactics, SB: 514–515; TE: 514, 515</p> <p>Taking Notes from a Lecture or Speech, SB: 442, 524, 612, H33; TE: 442, 524, 612, H33</p>
<ul style="list-style-type: none"> Evaluate the reliability of information in a communication, using criteria based on prior knowledge of the speaker, the topic, and the context and on analysis of logic, evidence, propaganda devices, and language 	5	<p><i>At 5–8, for evaluating the reliability of information in a communication using a variety of criteria, see:</i></p> <p>Listening for Fact and Opinion, SB: 356, 440, 441A, 462, 477, 497, 506; TE: 356, 440, 441A, 462, 477, 497, 506</p> <p>Listening for Persuasive Tactics, SB: 505–506; TE: 505, 506</p>

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	6	Listening for Fact and Opinion, SB: 352, 363, 370, 391–392, 423–424, H7; TE: 352, 363, 370, 391–392, 423–424, H7 Recognizing Propaganda, SB: 426; TE: 426 Listening for Persuasive Tactics, SB: 422–423; TE: 422, 423
	7	Listening for Fact and Opinion, SB: 426, 427, 428, 459, 465, 468; TE: 426, 427, 428, 459, 465, 468 (continued)
<ul style="list-style-type: none"> Evaluate the reliability of information in a communication, using criteria based on prior knowledge of the speaker, the topic, and the context and on analysis of logic, evidence, propaganda devices, and language (continued) 	7 (ctd.)	Listening for Persuasive Tactics, SB: 458–459; TE: 458–459 Recognizing Propaganda, SB: 431, 462, 507
	8	Listening for Persuasive Tactics, SB: 514–515, 520–521; TE: 514–515, 520–521 Recognizing Propaganda, SB: 518 Listening for Fact and Opinion, SB: 442, 443, 444, 445, 446, 447, 449–451, 452, 453–457, 458–471, 496–501, 583, 607; TE: 442, 443, 444, 445, 446, 447, 449, 451, 452, 453, 457
C.8.3 Participate effectively in discussion.		
<ul style="list-style-type: none"> Participate in discussion by listening attentively, demonstrating respect for the opinions of others, and responding responsibly and courteously to the remarks of others 	5	<i>At 5–8, for participating in discussion, see:</i> Panel Discussions, SB: 476–477; TE: 476, 477 Discussing Literature, SB: 11, 297, 301, 303, 324, 327, 329, 367, 371, 373, 402, 405, 408, 449, 452, 454, 483, 486, 488; TE: 9, 11, 295, 297, 299, 301, 303, 320, 326, 327, 328, 329, 365, 367, 369, 371, 372, 373, 399, 402, 404, 405, 408, 447, 449, 451, 453, 454, 481, 483, 485, 487, 488 Reflect on Ideas and Opinions of Others, SB: 2, 3–4, 505–506; TE: 2, 3–4, 505–506
	6	Panel Discussion, SB: 391–392; TE: 391–392 Discussing Literature, TE: 10, 11, 359, 362, 397, 400, 441, 443, 473, 477, 525, 528, 552, 555 Reflect on Ideas and Opinions of Others, SB: 2, 3–4, H5–H6; TE: 2, 3, 4, H5, H6
	7	Panel Discussion, SB: 426–427; TE: 426, 427 Discussing Literature, TE: 10, 11, 393, 396, 433, 435, 479, 481, 510, 512, 557, 560, 584, 586 Reflect on Ideas and Opinions of Others, SB: 2, 3–4, H5–H6; TE: 2, 3, 4, H5, H6
	8	Panel Discussion, SB: 426–427 Discussing Literature, TE: 10, 11, 393, 396, 433, 435, 479, 481, 510, 512, 557, 560, 584, 586 Reflect on Ideas and Opinions of Others, SB: 2, 3–4, H5–H6; TE: 2, 3, 4, H5, H6

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<ul style="list-style-type: none"> • Explain and advance opinions by citing evidence and referring to sources 	5	At 5–8, for explaining and advancing opinions, see: Giving an Opinion, SB: 476–477; TE: 476, 477
	6	Giving Opinions, SB: 380, 384, 391–392; TE: 380, 384, 391, 392
	7	Giving Opinions, SB: 415, 419, 426–428; TE: 415, 426, 427, 428
<ul style="list-style-type: none"> • Explain and advance opinions by citing evidence and referring to sources (continued) 	8	Giving Opinions, SB: 469, 480–482; TE: 469, 480, 481, 482
<ul style="list-style-type: none"> • Evaluate the stated ideas and opinions of others, seeking clarification through questions 	5	At 5–8, for evaluating the stated ideas and opinions others through questioning, see: Evaluating/Clarifying Ideas in a Discussion, SB: 3–4, 5, 476–477; TE: 3, 4, 5, 476, 477
	6	Evaluating/Clarifying Ideas in a Discussion, SB: 3–4, 5, 391–392; TE: 3, 4, 5, 391, 392
	7	Evaluating/Clarifying Ideas in a Discussion, SB: 3–4, 5, 426–427; TE: 3, 4, 5, 426, 427
	8	Evaluating/Clarifying Ideas in a Discussion, SB: 3–4, 5, 480–481; TE: 3, 4, 5, 480, 481
<ul style="list-style-type: none"> • Invite ideas and opinions of others into the discussion, responding clearly and tactfully to questions and comments 	5	At 5–8, for inviting ideas and opinions of others and responding to questions and comments, see: Reflect on Ideas and Opinions of Others, SB: 2, 3–4, 505–506; TE: 2, 3–4, 505–506
	6	Reflect on Ideas and Opinions of Others, SB: 3–4, 5, 391–392; TE: 3, 4, 5, 391, 392
	7	Reflect on Ideas and Opinions of Others, SB: 3–4, 5, 426–427; TE: 3–4, 5, 426, 427
	8	Reflect on Ideas and Opinions of Others, SB: 3–4, 5, 480–481; TE: 3–4, 5, 480, 481
<ul style="list-style-type: none"> • Accept and use helpful criticism 	5	At 5–8, for accepting helpful criticism, see: Accept and Use Criticism, SB: 3–4, 5, 505–506; TE: 3, 4, 5, 505, 506
	6	Accept and Use Criticism, SB: 3–4, 5, 391–392; TE: 3, 4, 5, 391, 392
	7	Accept and Use Criticism, SB: 3–4, 5, 426–427; TE: 3, 4, 5, 426, 427
	8	Accept and Use Criticism, SB: 466, 506, 554, 638, H5, H6; TE: 466, 506, 554, 638, H5, H6

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<ul style="list-style-type: none"> Establish and maintain an open mind when listening to others' ideas and opinions 	5	<i>At 5–8, for maintaining an open mind, see:</i> Establish and Maintain an Open Mind, SB: 3–4, 5, 505–506; TE: 3, 4, 5, 505, 506
	6	Establish and Maintain an Open Mind, SB: 3–4, 5, 391–392; TE: 3, 4, 5, 391, 392
<ul style="list-style-type: none"> Establish and maintain an open mind when listening to others' ideas and opinions (continued) 	7	Establish and Maintain an Open Mind, SB: 3–4, 5, 426–427; TE: 3, 4, 5, 426, 427
	8	Establish and Maintain an Open Mind, SB: 3–4, 5, 480–481; TE: 3, 4, 5, 480, 481
<ul style="list-style-type: none"> Summarize the main points of a discussion, orally and in writing, specifying areas of agreement and disagreement and paraphrasing contributions 	5	<i>At 5–8, for summarizing main points of a discussion, orally and in writing, specifying areas of agreement and disagreement, and paraphrasing contributions, see:</i> Summarizing a Discussion, SB: 3–4, 5, 505–506; TE: 3, 4, 5, 505, 506
	6	Summarizing a Discussion, SB: 3–4, 5, 391–392; TE: 3, 4, 5, 391, 392
	7	Summarizing a Discussion, SB: 3–4, 5, 426–427; TE: 3, 4, 5, 426, 427
	8	Summarizing a Discussion, SB: 3–4, 5, 480–481; TE: 3, 4, 5, 480, 481
<ul style="list-style-type: none"> Display and maintain facial expressions, body language, and other response cues that indicate respect for the speaker and attention to the discussion 	5	<i>At 5–8, for displaying and maintaining facial expressions, body language, and other response cues, see:</i> Posture and Body Language, SB: 3, 4 Nonverbal Cues, SB: 6, 350–351, 385, 394, 435, H7–H8
	6	Facial Expressions, SB: 380, 583 Using Posture/Body Language, SB: 380, 583, H4, H7, H10–H11; TE: 380, 583, H4, H7, H10 Verbal vs. Nonverbal Cues, SB: 7, H10–H11; TE: 7, H10–H11
	7	Facial Expressions, SB: 3, 427, 428, 613, H10–H11; TE: 3, 427, 428, 613, H10, H11 Posture and Body Language, SB: 465, H8, H9, H10, H11 Nonverbal Cues, SB: 7, 426–428, 544–545, 613, H4, H7, H8, H10–H11, H33

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	8	Facial Expressions, SB: 2, 481, 521, 681, H10, H11; TE: 2, 481, 521, 681, H10 Showing Respect Through Body Language, SB: 5, 6, 7, 481, 482, H10–H11; TE: 5, 6, 7, 481, 482, H10, H11 Nonverbal Cues, SB: 469, 509, 680–681, H9, H10–H11
<ul style="list-style-type: none"> Attend to the content of discussion rather than the speaker 	5	<i>At 5–8, for attending to the content of discussion, see:</i> Listening Attentively, SB: 5, 22, 288, 356, 395, 440, 477, 505–506; TE: 5, 22, 288, 356, 395, 440, 477, 505–506
	6	Listening Attentively, SB: 1–5, 352, 422–423, 429, 432, 518, H4; TE: 1–5, 352, 422, 423, 429, 432, 518, H4
	7	Listening Attentively, SB: 1–5, 22, 426–427, H4; TE: 1, 2, 3, 4, 5, 426, 427, H4
	8	Listening Attentively, SB: 1–5, 386, 426–428, 458–459, 464–465, 468, 544–545, 550, H4; TE: 1–5, 386, 426–428, 458–459, 464–465, 468, 544–545, 550, H4
<ul style="list-style-type: none"> Participate in discussion without dominating 	5	<i>At 5–8, for participating in discussion, see:</i> Taking Turns, SB: 3, 5, 477; TE: 3, 5, 477
	6	Taking Turns, SB: 3, 5, 391, 392; TE: 3, 5, 391, 392
	7	Taking Turns, SB: 3, 5, H6
	8	Taking Turns, SB: 3, 4, 5, H5, H6; TE: 3, 4, 5, H5
<ul style="list-style-type: none"> Distinguish between supported and unsupported statements 	5	<i>At 5–8, for distinguishing between supported and unsupported statements, see:</i> Listening for Supported/Unsupported Statements, SB: 477, 506; TE: 477, 506
	6	Listening for Supported/Unsupported Statements, SB: 392, 423; TE: 392, 423
	7	Listening for Supported/Unsupported Statements, SB: 427, 465; TE: 427, 465
	8	Listening for Supported/Unsupported Statements, SB: 481, 482, 515; TE: 481, 482, 515

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D. LANGUAGE		
<p>Content Standard Students in Wisconsin will apply their knowledge of the nature, grammar, and variations of American English.</p> <p>Rationale The essential basis of English language arts is language. Language exists in many variations, and the ability to use it well is frequently a source of power, respect, and financial success. However, if students are unaware of how language works, they may be unable to use it effectively.</p>		
<p>Performance Standards By the end of grade eight, students will:</p>		
D.8.1 Develop their vocabulary of words, phrases, and idioms and various grammatical structures as a means of improving communication.		
<ul style="list-style-type: none"> Consult dictionaries, thesauruses, and grammar texts when choosing words, phrases, and expressions for use in oral and written presentations 	5	<p><i>At 5–8, for using resources for use in oral and written presentations, see:</i> Using a Dictionary, SB: H20–H22; TE: H20, H21, H22 Using a Thesaurus, SB: 80, 128, 312, 339, 383, 463, 498, H81–H102; TE: 80, 128, 312, 339, 383, 463, 498 Student Handbook, SB: H4–H102; TE: H4–H102</p>
	6	<p>Using a Dictionary, SB: H22–H24; TE: H22–H24 Using a Thesaurus, SB: 21, 159, 378, 415, 458, 498, 544, 571, H96–H117; TE: 21, 159, H96 Student Handbook, SB: H4–H117; TE: H4–H117</p>
	7	<p>Using a Dictionary, SB: 508, H22, H23, H28; TE: 508, H22, H23, H28 Using a Thesaurus, SB: 413, 451, 495, 532, 576, 602, H14, H28, H98–H117 Student Handbook, SB: H4–H117; TE: H4–H117</p>
	8	<p>Using a Dictionary, SB: 26, 478, 513, 645, H22, H23; TE: 26, 478, 513, 645, H22, H23 Using a Thesaurus, SB: 467, 507, H28, H96; TE: 467, 507, H28, H96 Student Handbook, SB: H4–H117; TE: H4–H117</p>
<ul style="list-style-type: none"> Explain how writers and speakers choose words and use figurative language such as similes, metaphors, personification, hyperbole, and allusion to achieve specific effects 	5	<p><i>At 5–8, for using appropriate figures of speech to achieve specific effects, see:</i> Figurative Language, SB: 312, H11; TE: 312, H11 Simile, SB: 312, H11; TE: 312, H11 Metaphor, SB: 312, H11</p>
	6	<p>Figurative Language, SB: 544; TE: 544 Simile, SB: 544, H13 Metaphor, SB: 544, H13</p>

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<ul style="list-style-type: none"> Explain how writers and speakers choose words and use figurative language such as similes, metaphors, personification, hyperbole, and allusion to achieve specific effects 	7	Figurative Language, SB: 157, 420–422, 423, 424, 425, H13; TE: 420–422, 423, 424, H13 Simile, SB: H13 Metaphor, SB: 420–421, H13 Personification, SB: 157, 420, 421
	8	Figurative Language, SB: 474, 475, 477, H13; TE: 474, 475, H13 Simile, SB: 477, H13 Metaphor, SB: 477, H13 Personification, SB: 477
<ul style="list-style-type: none"> Choose words purposefully and evaluate the use of words in communications designed to inform, explain, and persuade 	5	<i>At 5–8, for choosing words purposefully, see:</i> Word Choice for Speaking, SB: 351, 394, 477, H9, H10; TE: 350, 351, 394, 477, H9, H10 Revising Drafts for Word Choice, SB: 21, 80, 128, 154–155, 164, 266, 312, 339, 422, 463, 498; WP: 35, 68, 71, 72, 81, 139, 146, 153, 164, 170, 177; RW: 21, 39, 41, 42, 47, 82, 89, 96, 107, 113, 120
	6	Word Choice for Speaking, SB: 2, 392, 429, 583; TE: 1, 2, 392, 429, 583 Revising Drafts for Word Choice, SB: 183, 212, 378, 415, 458, 498, 544, 571; WP: 71, 72, 85, 86, 155, 162, 168, 173, 180; RW: 42, 43, 50, 51, 96, 103, 109, 114, 121
	7	Word Choice for Speaking, SB: 465, 568, 604, 612, H4, H7; TE: 465, 568, 604, 612, H4, H7 Revising Drafts for Word Choice, SB: 156, 201–202, 204, 348, 413, 451, 457, 493, 575, 576, 592, 602; WP: 68, 83–84, 190; RW: 42, 52, 129
	8	Word Choice for Speaking, SB: 1, 32, 504, 513, 521, H7; TE: 1, 32, 504, 513, 521, H7 Revising Drafts for Word Choice, SB: 22, 23, 56, 99, 166, 216, 330, 467, 507, 555, 639, 669; WP: 15–16, 35, 72, 89, 136, 181, 189, 195, 208, 213; RW: 9, 22, 43, 54, 81, 111, 119, 125, 138, 143
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.		
<ul style="list-style-type: none"> Describe how American English is used in various public and private contexts, such as school, home, and work 	5	<i>At 5–8, for describing how American English is used in various public and private contexts, see:</i> Language in Public and Private Contexts, SB: 435, H5, H6, H9; TE: 1, 3, 4, 435, H5, H6, H9
	6	Language in Public and Private Contexts, SB: 1, 3, 4, 5, 22, 429, H5; TE: 1, 3, 4, 5, 22, 570, H5
<ul style="list-style-type: none"> Describe how American English is used in various public and private contexts, such as school, home, and work 	7	Language in Public and Private Contexts, SB: 30, 428, 613, H7, H12; TE: 1, 30, 428, 613, H7, H12

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	8	Language in Public and Private Contexts, SB: 32, 481, 482, 680, H5, H7, H12; TE: 1, 32, 481, 680, H5, H7, H12
<ul style="list-style-type: none"> • Make appropriate choices when speaking and writing, such as formal or informal language, considering the purpose and context of the communication 	5	<i>At 5–8, for making appropriate choices when speaking and writing, see:</i> Formal Language, SB: 30, 504, H5; TE: 1, 30, 504, H5 Informal Language, SB: 30, 317–318, H5; TE: 1, 30, 317, 318, H5
	6	Formal Language, SB: 30, 412, 421, 429, 566; TE: 30, 412, 566; WP: 160; RW: 101 Informal Language, SB: 30, 412, 566; TE: 562; WP: 160; RW: 101
	7	Formal Language, SB: 30, 457, 465; TE: 30, 457, 465 Informal Language, SB: 1, 30, 348, 419; TE: 1, 30, 348, 419; WP: 149; RW: 90
	8	Formal Language, SB: 1, 32, 504, 513, 521; WP: 187 Informal Language, SB: 1, 32, 504, 521; WP: 187; RW: 117
<ul style="list-style-type: none"> • Evaluate how audience and context affect the selection and use of words and phrases, including technical terms, slang, and jargon 	5	<i>At 5–8, for evaluating how audience and context effect the selection and use of words and phrases, see:</i> Slang, TE: 1 Regional and Cultural Vocabulary, SB: H19; TE: H19 Idioms, SB: H12
	6	Slang, TE: 429 Regional and Cultural Vocabulary, SB: H21; TE: H21 Idioms, SB: 333; WP: 147; RW: 88
	7	Regional and Cultural Vocabulary, SB: H21; TE: H21 Idioms, SB: 348; TE: 307; WP: 149; RW: 90
	8	Slang, SB: 521; TE: 1, 521 Regional and Cultural Vocabulary, SB: H21; TE: H21 Idioms, SB: 379; WP: 159; RW: 95

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E. MEDIA AND TECHNOLOGY		
<p>Content Standard Students in Wisconsin will use media and technology critically and creatively to obtain, organize, prepare and share information; to influence and persuade; and to entertain and be entertained.</p> <p>Rationale In a technological world in which thought is increasingly dominated by media, such as newspapers, magazines, radio, television, movies, computer software, and electronic networks, students need to understand the impact of media on daily life. To use media effectively students must be able to evaluate information and match the information with the appropriate medium for a specific audience. In order to do this, they must recognize how communication changes from one medium to another.</p>		
<p>Performance Standards By the end of Grade Eight, students will:</p>		
E.8.1 Use computers to acquire, organize, analyze, and communicate information.		
<ul style="list-style-type: none"> Demonstrate efficient word-processing skills 	5	<p><i>At 5–8, for demonstrating efficient work-processing skills, see:</i> Using a Computer in Writing, SB: 349, H41–H44 Tech Tips for Writing, SB: 13, 26, 313, 340, 375, 384, 385, 423, 456, 459, 464, 465, 495; TE: 15, 19, 21, 25, 304, 305, 313, 314, 330, 341, 374, 385, 425, 426, 455</p>
	6	<p>Using Computers in Writing, SB: 580, H46–H56 Tech Tips for Writing, SB: 13, 416, 457, 459, 490, 543, 570, 580; TE: 19, 21, 25, 27, 369, 379, 380, 416, 417, 420, 459, 460, 467, 468, 487, 492, 501, 504, 509, 510, 536, 537, 545, 546, 562, 572, 573, 581</p>
	7	<p>Using a Computer in Writing, SB: 410, 452, 494, 531, 610, H47–H50 Tech Tips for Writing, SB: 13, 26, 410, 452, 492, 494, 496, 575, 577, 603, 610; TE: 19, 21, 25, 27, 404, 414, 415, 418, 423, 441, 452, 453, 456, 487, 496, 497, 504, 519, 536, 538, 540, 542, 568, 569, 577, 581, 593, 603, 611</p>
	8	<p>Using a Computer in Writing, SB: 606, 608, 678, H47–H50 Tech Tips for Writing, SB: 15, 28, 464, 508, 554, 556, 583, 591, 595, 638, 668, 678, H51; TE: 21, 23, 27, 29, 458, 468, 469, 473, 496, 508, 509, 512, 545, 551, 556, 557, 564, 579, 595,, 596, 597, 601, 603, 630, 631, 640,, 641, 644, 660, 670, 671, 674, 678</p>
<ul style="list-style-type: none"> Construct and use simple databases 	5–8	Constructing and using simple databases on a computer could be incorporated into data collection experiences.
<ul style="list-style-type: none"> Use manuals and on-screen help in connection with computer applications 	5–8	<p><i>At 5–8, for using manuals and on-screen help see the following applications:</i> <i>Easy Book Deluxe.</i> <i>Media Weaver.</i> <i>Type to Learn.</i></p>

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<ul style="list-style-type: none"> • Perform basic computer operations on various platforms 	5-8	<p>At 5–8, for performing basic computer operations on various platforms, see the following applications: <i>Type to Learn</i> for Windows and Macintosh. <i>Easy Book Deluxe CD-ROM</i> for Windows and Macintosh. <i>Media Weaver</i> for Windows and Macintosh.</p>
<ul style="list-style-type: none"> • Collect information from various on-line sources, such as web pages, news groups, and listservs 	5	<p>At 5–8, for collecting information from various on-line sources, see: Using the Internet SB: 17, 27, 51, 82–83, 87, 130–131, 166, 170, 201, 203, 234–235, 268, 272, 288, 303, 310, 315–316, 329, 332, 337, 342, 373, 376, 381, 384, 408, 410, 413, 420, 425, 427, 447, 454, 456–457, 461, 466, 468, 481, 488, 491, 496, 502, H45–H46 www.eduplace.com</p>
	6	<p>Using the Internet, SB: 17, 27, 69, 106–107, 110, 161, 214, 219, 261, 336, 339, 370, 376, 379, 382, 383, 405, 408, 413, 418–419, 432, 449, 456, 459, 485, 487, 489, 501, 513, 525, 535, 537, 538, 542, 545, 547, 548, 569, 572, 575, H51–H52 www.eduplace.com</p>
	7	<p>Using the Internet, SB: 10, 17, 59, 88, 93, 158, 206, 211, 262, 263, 351, 371, 376, 403, 405, 406 411, 414, 418, 419, 420, 421, 422, 423, 424, 425, 440, 447, 449, 452, 454–455, 484, 486, 491, 494, 496, 497, 500, 501, 502, 503, 504, 505, 581, 582, 583, 590, 592, 593, 600, 603, 605, 606, 607, 608, 609, 610, 611, H51–H52 www.eduplace.com</p>
	8	<p>Using the Internet, SB: 449, 457, 461, 465, 468, 471, 495, 497, 505, 508, 510, 511, 544, 547, 550, 553, 556, 558, 578, 581, 582, 590, 596, 598, 608, 629, 631, 632, 637, 640, 659, 663, 667, 670, H51–H52 www.eduplace.com</p>
E.8.2 Make informed judgments about media and products		
<ul style="list-style-type: none"> • Recognize common structural features found in print and broadcast advertising 	5	<p>At 5–8, for recognizing common structural features in print and broadcast advertising, see: Structural Features of Advertising, SB: 507–509; TE: 507, 508, 509</p>
	6	<p>Structural Features of Advertising, SB: 425–426; TE: 425, 426</p>
	7	<p>Structural Features of Advertising, SB: 460–463; TE: 460, 461, 462, 463</p>
	8	<p>Structural Features of Advertising, SB: 516–519; TE: 516, 517, 518, 519</p>

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<ul style="list-style-type: none"> Identify and explain the use of stereotypes and biases evident in various media 	5	<i>At 5–8, for identifying and explaining the use of stereotypes and biases, see:</i> Viewing Media, SB: 436–437, 478–479; TE: 436–437, 478–479 Bias, SB: 449; TE: 449
	6	Viewing Media, SB: 393–395, 424–427, 469–471; TE: 393–395, 424–427, 469–471 Points of View in Media, SB: 393–395; TE: 393, 394, 395
	7	Viewing Media, SB: 429–431, 460–463, 546–547; TE: 429–431, 460, 546–547 Bias, SB: 458–459, 547 Stereotypes, SB: 429,
	8	Viewing Media, SB: 484–485, 517, 518, H51–H52; TE: 484–485, 517, 518, H51–H52 Bias, SB: 442, 443, 444, 445 Stereotypes, SB: 518
<ul style="list-style-type: none"> Compare the effect of particular symbols and images seen in various media 	5	<i>At 5–8, for comparing the effect of particular symbols and images seen in various media, see:</i> Symbols and Images in the Media, SB: 436–437, 478–479, 507–509
	6	Symbols and Images in the Media, SB: 7, 424–427, 469–471, 514–515
	7	Symbols and Images in the Media, SB: 7, 460–463, 508, 546–547; TE: 7, 508
	8	Symbols and Images in the Media, SB: 7, 380, 483–485, 516–519; TE: 7, 380, 483, 484, 485, 516, 517, 518, 519
<ul style="list-style-type: none"> Develop criteria for selecting or avoiding specific broadcast programs and periodicals 	5	<i>At 5–8, for developing criteria for selecting or avoiding specific broadcasts, see:</i> Criteria for Selecting Programs/Periodicals, SB: 6, 437, 509; TE: 6, 437, 509
	6	Criteria for Selecting Programs/Periodicals, SB: 7, 427, 514–515; TE: 7, 427, 514, 515
	7	Criteria for Selecting Programs/Periodicals, SB: 7, 463, 546–547; TE: 7, 463, 546, 547
	8	Criteria for Selecting Programs/Periodicals, SB: 7, 485, 519, 567, 683; TE: 7, 485, 519, 567, 683
E.8.3 Create products appropriate to audience and purpose.		
<ul style="list-style-type: none"> Write informational articles that target audiences of a variety of publications 	5	<i>At 5–8, for writing informational articles, see:</i> Writing a News Report, SB: 33, 223, 430–431; WP: 87 Writing a Magazine Article, SB: 229

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	6	Writing a Feature Article, SB: 507–509; WP: 32 Writing a Newspaper Article, WP: 6, 24
	7	Writing a Travel Article, SB: 123 Writing a Newspaper Article, SB: 87, 261, 138, 339, 538–539; WP: 6, 61 Writing an Advice Column, SB: 232, 367 Writing a Magazine Article, WP: 51, 53
	8	Writing an Article, SB: 203 Writing a Newspaper Report, SB: 271, 363, 599–600
<ul style="list-style-type: none"> • Use desktop publishing to produce products such as brochures and newsletters designed for particular organizations and audiences 	5	<i>At 5–8, for using desktop publishing, see:</i> Desktop Publishing, SB: 423, 500; TE: 27, 314, 465, 500
	6	Desktop Publishing, TE: 27, 380, 417, 509, 573
	7	Desktop Publishing, TE: 27, 415, 418, 453, 504, 536
	8	Desktop Publishing, TE: 29, 469, 509, 557, 565, 597, 641, 671
<ul style="list-style-type: none"> • Create videotapes and audiotapes designed for particular audiences 	5	<i>At 5–8, for creating videotapes and audiotapes, see:</i> Audiotaping, SB: 26, 314, H47–H49; TE: 474 Videotaping, SB: 314, 349, H47–H49; TE: 348, 426
	6	Audiotaping, SB: 26, 460, 502, 512–513, 546, H53; TE: 460, 502, 512, 513, H53 Videotaping, SB: 512–513, 546, H53–H56; TE: 512, 513, 546, H53–H56
<ul style="list-style-type: none"> • Create videotapes and audiotapes designed for particular audiences (continued) 	7	Audiotaping, SB: 26, 423, 497, 578, 611, H53–H56; TE: 497, H53 Videotaping, SB: 505, 536, H53–H56; TE: H53
	8	Audiotaping, SB: 28, 557, 671, 679; TE: 557 Videotaping, SB: 28, 679; TE: 482, 607, 678
E.8.4 Demonstrate a working knowledge of media production and distribution.		
<ul style="list-style-type: none"> • Plan a promotion or campaign that involve broadcast and print media production and distribution 		<i>At 5–8, for planning a promotion or campaign, see:</i> Creating a Multimedia Presentation, SB: H47–H48, H49; TE: H47
	6	Creating a Multimedia Presentation, SB: 499–500, H29–H31, H53–H56; TE: 499–500, H29, H53

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	7	Creating a Multimedia Presentation, SB: 533–535, H29–H31, H53–H56; TE: 533–534, H29, H53
	8	Creating a Multimedia Composition, SB: 593–595, 605–607, H29–H31, H53–H56; TE: 593–595, 605–607, H29, H53
<ul style="list-style-type: none"> Analyze how messages may be affected by financial factors such as sponsorship 	5	<i>At 5–8, for analyzing how messages may be effected by financial factors, see:</i> Media Messages, SB: 436–437, 507–509; TE: 436, 437, 507, 509
	6	Interpreting Media, SB: 393–395, 424–427; TE: 393, 394, 395, 424, 427
	7	Messages in the Media, SB: 431, 460–463, 546–547; TE: 431, 460, 546–547
	8	Messages of the Media, SB: 484–485, 516, 519, H51–H52
<ul style="list-style-type: none"> Identify advertising strategies and techniques aimed at teenagers 	5	<i>At 5–8, for identifying advertising strategies and techniques aimed at teenagers, see:</i> Advertising Aimed at Teenagers, SB: 507–509; TE: 507, 508, 509
	6	Advertising Aimed at Teenagers, SB: 424–427; TE: 424, 425, 426, 427
	7	Advertising Aimed at Teenagers, SB: 460–463; TE: 460, 461, 462, 463
	8	Advertising Aimed at Teenagers, SB: 516–519; TE: 516, 517, 518, 519
E.8.5 Analyze and edit media work as appropriate to audience and purpose.		
<ul style="list-style-type: none"> Revise media productions by adding, deleting, and adjusting the sequence and arrangement of information, images, or other content as necessary to improve focus, clarity, or effect 	5	<i>At 5–8, for revising media productions by adding, deleting, and adjusting the sequence and arrangement of information to improve focus, clarity, or effect, see:</i> Revising Media Productions, SB: H47–H49; TE: H47
	6	Revising Media Productions, SB: H53–H56; TE: H53
	7	Revising Media Productions, SB: H53–H56; TE: H53
	8	Revising Media Productions, SB: H53–H56; TE: H53

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<ul style="list-style-type: none"> Develop criteria for comprehensive feedback on the quality of media work and use it during production 	5	At 5–8, for developing criteria on the quality of media work and use it during production, see: Feedback on Media Work, SB: H47–H49; TE: H47
	6	Feedback on Media Work, SB: H53–H56; TE: H53
	7	Feedback on Media Work, SB: H53–H56; TE: H53
	8	Feedback on Media Work, SB: H53–H56; TE: H53
F. RESEARCH AND INQUIRY		
<p>Content Standard Students in Wisconsin will locate, use and communicate information for a variety of print and nonprint materials.</p> <p>Rationale Students acquire a wide range of abilities and tools for raising questions, investigating ideas, and solving problems. Research involves posing interesting and important questions, using multiple sources of information, analyzing and relating facts and concepts, and arriving at conclusions or new understandings (adapted from the national <i>Standards for the English Language Arts</i>).</p>		
<p>Performance Standards By the end of Grade Eight, students will:</p>		
F.8.1 Conduct research and inquiry on self-selected or assigned topics, issues, or problems and use an appropriate form to communicate their findings.		
<ul style="list-style-type: none"> Formulate research questions and focus investigation on relevant and accessible sources of information 	5	At 5–8, for formulating research questions, see: Asking a Research Question, SB: 403, 409–410; TE: 409, 410
	6	Formulate Research Questions, SB: 486–487, 492, 494
	7	Planning and Researching a Report, SB: 509–537; WP: 178–183; RW: 117–122
<ul style="list-style-type: none"> Formulate research questions and focus investigation on relevant and accessible sources of information 	8	Formulate Research Questions, SB: 579, 580; TE: 579, 580
<ul style="list-style-type: none"> Use multiple sources to identify and locate information pertinent to research including encyclopedias, almanacs, dictionaries, library catalogs, indexes to periodicals, and various electronic search engines 	5	At 5–8, for using multiple sources to identify and locate information pertinent to research, see: Multiple Sources, SB: 412–413; TE: 412, 413; WP: 160; RW: 103 Using an Encyclopedia, SB: 412–413, H25; TE: 412–413, H25; WP: 160; RW: 103 Using an Almanac, SB: 412 Atlas, SB: 412, H25; TE: 412, H25 Maps, SB: 267 Newspaper, SB: 412, 436–437; TE: 412, 436, 437 Using a Dictionary, SB: H20–H22; TE: H20, H21, H22 Card Catalog, SB: 412, H24

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	6	<p>Multiple Sources, SB: 485, 488–489, 490–491; TE: 472, 488, 489, 490, 491 Using an Encyclopedia, SB: 488–489, H28; TE: 472, 488, 489 Using an Almanac, SB: H28; TE: H28 Atlas, SB: H28; TE: H28 Telephone Directory, TE: 489 Using a Dictionary, SB: H22–H24; TE: H22–H24 Using the Library, SB: H25–H27 Print and Electronic Card Catalogs, SB: H26–H27; TE: H26,</p>
	7	<p>Multiple Sources, SB: 521–522, 523, 524, 546–547; TE: 521, 522, 523, 524, 546, 547 Using an Encyclopedia, SB: 508, 521, 522, H28, H32; TE: 275, 508, 512, 522, H28, H32 Using an Almanac, SB: H28; TE: 272, 275, H28 Atlas, SB: H28; TE: H28 Using a Dictionary, SB: 508, H22, H23, H28 Using the Library, SB: H25–H28 Card Catalog, SB: H26–H27; TE: H26, H27</p>
	8	<p>Multiple Sources, SB: 573, 578, 581–582, 583–584; TE: 569, 573, 581, 582, 583, 584 Using an Encyclopedia, SB: 581, 582, H28; WP: 196; RW: 126 Using an Almanac, SB: H28; WP: 196 Atlases, SB: H28; WP: 196 Reference Books, SB: 331 Using a Dictionary, SB: H22–H23, H28; TE: H22, H23 Using the Library, SB: 581, H25–H28; WP: 196; RW: 126 Card Catalog, SB: 581, H26–H27; TE: 581 Using Electronic Search Engines, SB: 581, H51–H52; TE: 581, H51</p>
<ul style="list-style-type: none"> Conduct interviews, field studies, and experiments and use specialized resources (such as almanacs, fact books, pamphlets, and technical manuals) when appropriate to an investigation 	5	<p><i>At 5–8, for conducting interviews, field studies, and experiments using specialized resources, see:</i> Almanac, SB: 412 Writing a Manual, WP: 67 Learning Log, SB: H50</p>
	6	<p>Interviewing, SB: 488–489, 504, 509, H11–H12; TE: 472, 488, 489, H21, H12; WP: 169; RW: 110 Almanac, SB: H28; TE: H28 Learning Log, SB: H57</p>
	7	<p>Interviewing, SB: H12 Almanac, SB: H28; TE: 272, 275, H28 Reading Manuals, TE: 148 Trade Publications, TE: 148 Learning Log, SB: H57</p>

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	8	Interviewing, SB: 39, 48, 158, H12; TE: 39, 48, 158, H12 Almanac, SB: H28; WP: 196 Learning Log, SB: H57; TE: H57
<ul style="list-style-type: none"> • Compile, organize, and evaluate information, taking notes that record and summarize what has been learned and extending the investigation to other sources 	5	<i>At 5–8, for compiling, organizing, and evaluating information, see:</i> Locating Information, SB: 412–413, 428–429, H23–H25; WP: 160; RW: 103 Evaluating Information, SB: 413, 436–437, 492; WP: 172; RW: 115 Taking Notes, SB: 288, 353, 356, 414–416, 440, H28– Outlining, SB: 416–417, 418, 441; WP: 161; RW: 104
	6	Locating Information, SB: 488; WP: 169; RW: 110 Evaluating Information, SB: 364, 424–427, 488–489, 490–491; TE: 490, 491 Taking Notes, SB: 490–492, 513, H32–H33; TE: 395, 490, 513, H32, H33 Outlining, SB: 492–493, 538, H34; TE: 492–493, 538, H34; WP: 170; RW: 111
	7	Locating Information, SB: 521, 522, H25, H51 Evaluating Information, SB: 458, 459, 460–463, 521–522, 523, 524, 546–547; TE: 458, 459, 460–463, 521–522, 546–547; WP: 178; RW: 117 Taking Notes, SB: 523–524, 525–526, 527, H32–H34; TE: 523–524, 525–526, 527, H32, H33, H34 Outlining, SB: 525–526, 527–528, H34; TE: 525–526, 527–528, H34
<ul style="list-style-type: none"> • Compile, organize, and evaluate information, taking notes that record and summarize what has been learned and extending the investigation to other sources (continued) 	8	Locating Information, SB: 581–582, 583, 584, H28 Evaluate Information, SB: 6–7; 483–485, 516–519, 566–568, 605–607, 608–609, 682–683, H26–H28, H42–H43, H44–H45, H51–H52 Note Taking, SB: 24, 583–584, H32–H24 Outlining, SB: 549, 585–587, H34; TE: 549, 585–587, H34; WP: 191, 197, 198; RW: 121, 127, 128
<ul style="list-style-type: none"> • Review and evaluate the usefulness of information gathered in an investigation 	5	<i>At 5–8, for reviewing and evaluating the usefulness of information gathered in an investigation, see:</i> Evaluating Information, SB: 413, 436–437, 478–479, 492; WP: 172; RW: 115
	6	Evaluating Information, SB: 364, 424–427, 488–489, 490–491; TE: 490, 491
	7	Evaluating Information, SB: 458, 459, 460–463, 521–522, 523, 524, 546–547; TE: 458, 459, 460–463, 521–522, 546–547; WP: 178; RW: 117

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	8	Evaluating Information, SB: 6–7; 483–485, 516–519, 566–568, 582, 605–607, 608–609, 682–683, H26–H28, H42–H43, H44–H45, H51–H52; WP: 196; RW: 126
<ul style="list-style-type: none"> • Produce an organized written and oral report that presents and reflects on findings, draws sound conclusions, adheres to the conventions for preparing a manuscript, and gives proper credit to sources 	5	<i>At 5–8, for producing and organizing written and oral reports, see:</i> Writing a Research Report, SB: 45, 399–402, 403, 404–407, 409–426, 427; WP: 160–164; RW: 103–107 Present Research Findings, SB: 423–424, 426; TE: 426 Citing Sources, SB: 414–415
	6	Writing a Research Report, SB: 473–503, H22–H37; WP: 169–173; RW: 110–114 Present Research Findings, SB: 499–500, 502, 512–513; TE: 499, 500, 502, 512, 513 Citing Sources, SB: 485, 488, 489, 490, H27, H28, H51, H52; TE: 485, 488, 489, 490, H27, H28, H51
	7	Writing a Research Report, SB: 509–537, H22–H37, H66–H67; TE: 509–510, 512–514, 516–517, 518–537, H32; WP: 178–183; RW: 117–122 Present Research Finding, SB: 533–534, 536, 544–545; TE: 533–534, 536, 544–545 Citing Sources, SB: 515, 517, 518, 524; TE: 515, 517, 518, 524
<ul style="list-style-type: none"> • Produce an organized written and oral report that presents and reflects on findings, draws sound conclusions, adheres to the conventions for preparing a manuscript, and gives proper credit to sources (continued) 	8	Writing a Research Report, SB: 579–597, 598; TE: 579–597; WP: 196, 197, 198, 199, 200, 201; RW: 126, 127, 128, 129, 130, 131 Present Research Finding, SB: 597; TE: 597 Citing Sources, SB: 578, 584, 590; TE: 578, 584, 590