

**STANDARDS MAP – Basic Programs 1 and 2
 English–Language Arts Content Standards
 Grade Eight**

Grade	Standard #	Standard	Publisher Citations		Meets Standards		FOR IMAP/CRP USE ONLY
			Primary Citations	Supporting Citations	Y	N	IMAP/CRP NOTES
DOMAIN		READING					
STRAND		1.0 WORD ANALYSIS, FLUENCY, and SYSTEMATIC VOCABULARY DEVELOPMENT					
SUBSTRAND		Vocabulary and Concept Development					
8	1.1	Analyze idioms, analogies, metaphors, and similes to infer the literal and figurative meanings of phrases.	Literary Analysis: Figurative Language, 671 Comparing Types of Description: Analogy, 772 Vocabulary Workshop: Idiom, 790–791; figurative language, 1166–1167 Writing: critical analysis (idioms, analogies, similes, metaphors), 1061	Literary Analysis: 677, 679, 685, 687 Comparing Types of Description: (literal and figurative meaning): 775, 777, 778, 779 Literary Analysis: oral tradition (idioms), 1039 Literary Analysis: Metaphor and simile as components of Author’s Style, 157, 161, 169, 177			
8	1.2	Understand the most important points in the history of English language and use common word origins to determine the historical influences on English word meanings.	Vocabulary Workshop: Word Origins, 448–449; Borrowed and Foreign Words, 996–997	Vocabulary: Word Study boxes (pre- and post-selection), Word Origins: 26, 39, 40, 51, and throughout book in main pairing selections Using Dictionary and Thesaurus, 218			
8	1.3	Use word meanings within the appropriate context and show ability to verify those meanings by definition, restatement, example, comparison, or contrast.	Vocabulary Workshop: Words with Multiple Meanings, 624–625 Reading Skill: Using	Vocabulary Workshop: Practice, 449 Reading Skill: Using Context Clues, 655, 659,			

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			Context Clues, 651, 671	665, 667, 679, 687 Test Practice: context clues, 690–691 After you read: Vocabulary Practice and Word Study: 39, 51			
STRAND		2.0 READING COMPREHENSION (Focus on Informational Materials)					
SUBSTRAND		Structural Features of Informational Materials					
8	2.1	Compare and contrast the features and elements of consumer materials to gain meaning from documents (e.g., warranties, contracts, product information, instruction manuals).	Informational Text: Consumer Documents, 82–84; Advertisements, 408–412; Compare and contrast features of consumer materials, 692–696; Public documents and applications, 830–834; book review and book features: structural patterns, 1064–1068 Warranty, 769; Instruction Manual, 767	Comparing Informational texts, 85, 413, 697, 835, 1069			
8	2.2	Analyze text that uses proposition and support patterns.	Reading Skill: Fact and Opinion, 555, 573 Writing: Evaluation of Persuasive Arguments, 571 Informational Text: Analyze Proposition and Support, 592–597	Reading Skill (after you read): Fact and Opinion, 563, 569, 579, 587			
SUBSTRAND		Comprehension and Analysis of Grade-Level-Appropriate Text					
8	2.3	Find similarities and differences between texts in the treatment, scope, or organization of ideas.	Informational Texts: Analyze Treatment, Scope, and Organization of Ideas, 528–533 Evaluate Treatment, Scope, and Organization	Comparing Informational Texts: Main ideas, 189 Compare and Contrast Features and elements, 830–835			

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			of Ideas, 1134–1141 Comparing Types of Organization, 534 Writing to Compare Types of Organization, 547				
8	2.4	Compare the original text to a summary to determine whether the summary accurately captures the main ideas, includes critical details, and conveys the underlying meaning.	Reading Skill: Compare Summaries to an Original Text, 308–311 Reading Skill: summarize, 1023, 1035,1039	Timed writing: write a summary, 189 Research and Technology: write a summary, 383 Test Practice: Nonfiction summary, 1063			
8	2.5	Understand and explain the use of a complex mechanical device by following technical directions.	Information Text: Analyze technical directions, 766–771	How-to Essay: 548–553			
8	2.6	Use information from a variety of consumer, workplace, and public documents to explain a situation or decision and to solve a problem.	Information Text: Use information to solve a problem, 82–85; Public Document, Contract, Application, 830–835	Information Text: consumer document, 766-771 Consumer Documents, 692–697			
SUBSTRAND		Expository Critique					
8	2.7	Evaluate the unity, coherence, logic, internal consistency, and structural patterns of text.	Comparing Types of Organization, 534 Writing to Compare Types of Organization, 547 Reading Skill: Analyze Proposition and Support, 592; Timed Writing: 597	Learning about types of nonfiction: text organization, 464 Reading Skill: Main Idea (consistency and support of), 501 Writing: Evaluation of Persuasive Arguments, 571			

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			Informational text: evaluate unity and coherence, 962–967; book review and book features: structural patterns, 1064–1069				
STRAND		3.0 LITERARY RESPONSE and ANALYSIS					
SUBSTRAND		Structural Features of Literature					
8	3.1	Determine and articulate the relationship between the purposes and characteristics of different forms of poetry (e.g., ballad, lyric, couplet, epic, elegy, ode, sonnet).	Unit Opener: Poetry (includes elements and structures of poetry as well as purposes: 638-643 Literary Analysis: Sound Devices, 651; Figurative Language, 670; Forms of Poetry, Lyric and Narrative, 715; Literary Analysis: Imagery, 741 Ballad, 1045–1048; Couplet, 641; Epic, 1078–1082; Elegy, 777–778; Ode, 685–686; Sonnet, 735–736	Literary Analysis: Sound Devices 659; 667; Literary and Fig Lang: 679; 687; Forms of Poetry, 719, 721, 724, 725, 731, 734, 737 Literary Analysis: Imagery, 753, 761 Comparing types of description, 772 Writing to compare description, 779 Writing: Lyric or narrative poem, 739; Review of three poems, 763			
SUBSTRAND		Narrative Analysis of Grade-Level-Appropriate Text					
8	3.2	Evaluate the structural elements of the plot (e.g., subplots, parallel episodes, climax), the plot's development, and the way in which conflicts are (or are not) addressed and resolved.	Literary Analysis: Plot: 25; Conflict and Resolution: 55 Comparing Narrative Structure: 86 Climax: 25 Dialogue (Relationship to plot and subplot): 849	Lit Analysis: Plot, Climax: 29, 32, 37, 39, 44, 47, 48, 50, 51 Lit Analysis: Conflict and Resolution: 61, 63, 68, 73, 74, 77 Elements of fiction: 6			

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			Elements of Short Stories: 234-235	After You Read: Narrative structure, 103 Dialogue, plot, and subplot, 879, 893, 905, 909, 913				
8	3.3	Compare and contrast motivations and reactions of literary characters from different historical eras confronting similar situations or conflicts.	Comparing Characters of Different Eras, 190 Writing to Compare Characters, 207 Comparing heroic characters, 1070 Writing to compare heroic characters, 1083	Comparing characters of different historical eras, 194, 195, 196, 198, 201, 202, 203, 206, 207 Comparing Types of Narrative: fictional and nonfiction narratives on Arctic life, 312, 325				
8	3.4	Analyze the relevance of the setting (e.g., place, time, customs) to the mood, tone, and meaning of the text.	Literary Analysis: Mood, 111; Setting, 245; Setting and Character, 815; Cultural context, 1091 Comparing Poetry and Prose (setting and mood), 698 Elements of Short Stories: 234	Literary Analysis: Mood and Setting, 119, 148, 153 Literary Analysis: Setting, 248, 251, 254, 256, 257, 260, 261, 266, 267, 269, 270, 273 Literary Analysis: Narrative Essay—setting, 475, 483, 488, 491, 497 Literary Analysis (after you read): Setting and Character, 825 Literary Analysis: Character Motivation (impact of settings on), 917, 957				
8	3.5	Identify and analyze recurring themes (e.g., good versus evil) across traditional and contemporary works.	Elements of Short Stories: 234	Universal theme, 236 Literary Analysis:				

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			Universal theme in the story, 1014 Reviewing themes in American stories, 1021 Comparing literary works: heroism theme, 1070; similar theme, 1142 Writing to Compare American ideas of a hero, 1083 Writing to compare approaches to theme, 1155	theme, 385 Lit Analysis: theme (after you read), 393, 403				
8	3.6	Identify significant literary devices (e.g., metaphor, symbolism, dialect, irony) that define a writer's style and use those elements to interpret the work.	Literary Analysis: Author's Style, 157; Sound Devices, 651; Figurative Language, 671 Dialect, 1030 Comparing Symbols, 414 Irony, 236 Comparing Imagery, 741 Vocabulary workshop: Figurative language, 1166–1167	Lit Analysis: Use of literary devices in author's style (After You Read), 169, 177 After you read: 659, 667, 753, 761 Lit Analysis: Figurative Language (Metaphor, Simile, Personification), 161, 677, 679, 685, 687 Lit Analysis: Symbols, 417, 418, 419, 420, 421, 422, 423, 424, 427, 429, 430, 431, 432, 435, 436; Comparing Symbols (After You Read), 437 Irony, (Critical Thinking); 243, (as component of O. Henry's style), 41				

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				Allusions, 171, 1079 Dialect, 1035, 1039 (as part of Hurston's style), 1031 Writing: critical analysis (of literary devices and idioms), 1061			
SUBSTRAND		Literary Criticism					
8	3.7	Analyze a work of literature, showing how it reflects the heritage, traditions, attitudes, and beliefs of its author. (Biographical approach)	Literary Analysis: Mythology and cultural heritage/ tradition, 1023; Author's Influences, 1111 Literary Analysis: Cultural Context, 1091, Literary Analysis: Biography and Autobiography, 501 Comparing Literary Works, 598–613	Research and Technology: Poet's Profile, 763 After you read: 1107 Author's Attitudes/ Beliefs, 169, 177, 511, 516, 519, 521, 522, 523 Literary Analysis, Author's Influences, 1113, 1115, 1119, 1121, 1124, 1129 Literary Analysis, Mythology, 1029, 1035 Penguin author intros: 4–5, 8, 14, 232–233, 462–463, 466, 638–639, 644, 804–805, 808, 1010–1011, 1014			
DOMAIN		WRITING					
STRAND		1.0 WRITING STRATEGIES					
SUBSTRAND		Organization and Focus					
8	1.1	Create compositions that establish a controlling impression, have a coherent thesis, and end with a clear and well-supported conclusion.	Writing: Personal Essay, 405 Writing Workshop: Editorial, 615; Problem–and–Solution Essay,	Writing Workshop: Exposition: Response to Literature: Critical Review, 326–331 Comparison–and–Contrast Essay, 780–			

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			710; Exposition: Cause-and-Effect Essay, 1157; Exposition: Research Report, 985, 988	787; Writing: Personal Narrative (intro, body, conclusion), 155; Creating a controlling impression: Description of a Person, 104-109; Reflective essay, 525; Newspaper article, 1131				
8	1.2	Establish coherence within and among paragraphs through effective transitions, parallel structures, and similar writing techniques.	Writing Workshop: Drafting Strategies: Use Parallel Structure, 782; Exposition: point by point organization, 782; Exposition: transitions, 1087, 1160 Writing Workshop: Revising Strategies: Evaluating Unity, 106; check for unity, 988	Writing: Biographical Sketch, 499 Writing Workshop: Drafting Strategies: Order events, 210 Writing Workshop: Drafting Strategies: Use consistent point of view, 210 Writing: Parallel Wording, Speech, 589				
8	1.3	Support theses or conclusions with analogies, paraphrases, quotations, opinions from authorities, comparisons, and similar devices.	Research and Technology: Summary of an Article, 383 Multimedia Presentation with quotations and other research sources, 525 Writing Workshop: Research Report, Using sources, 983-985, 988 Using quotations, comparisons, anecdotes, examples and analogies as support, 618	Research and Technology: Poet's Profile, 763 Writing: Review, 763; Critical analysis, 1061 Writing Workshop: Editorial, 615				

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SUBSTRAND		Research and Technology					
8	1.4	Plan and conduct multi-step information searches by using computer networks and modems.	Research and Technology: Research Report, 155; Researched brochure with key word search, 179; Research letter using key word search, 1109	Research the Author, 473; Multimedia Presentation, 525 Writing Workshop: Research Report, 983			
8	1.5	Achieve an effective balance between researched information and original ideas.	Research and Technology: Brochure, 179; Mini–Anthology, 689; Poet’s Profile, 763 Writing workshop: Research report, 982–993; Research: Multimedia Presentation, 1084–1089	Debate, 827 Letter about Dust Bowl or immigrant experience, 1109			
SUBSTRAND		Evaluation and Revision					
8	1.6	Revise writing for word choice; appropriate organization; consistent point of view; and transitions between paragraphs, passages, and ideas.	Revising Strategies, 106, 212, 844, 1160 Word choice focus, 327 Transitions, 499, 1087 Consistent point of view, 210 Organization, 549, 782, 440	Writing: Lyric or Narrative Poem, 739 Revising Strategies, 442, 550, 618, 784, 988 Choosing colorful words using a thesaurus, 275			
STRAND		2.0 WRITING APPLICATIONS (GENRES and THEIR CHARACTERISTICS)					
8	2.1	Write biographies, autobiographies, short stories, or narratives: a. Relate a clear, coherent incident, event, or situation by using well-chosen details. b. Reveal the significance of, or the writer’s attitude about, the subject. c. Employ narrative and descriptive	Writing: Personal Narrative, 155; Biographical Sketch, 499; Myth, 1037 Writing Workshop: Autobiographical Essay,	Writing: New Ending, 53 Writing: Dialogue, 383 Listening and Speaking: Radio Broadcast script, 53			

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		strategies (e.g., relevant dialogue, specific action, physical description, background description, comparison or contrast of characters).	208–215; Short Story, 438–445					
8	2.2	Write responses to literature: a. Exhibit careful reading and insight in their interpretations. b. Connect the student’s own responses to the writer’s techniques and to specific textual references. c. Draw supported inferences about the effects of a literary work on its audience. d. Support judgments through references to the text, other works, other authors, or to personal knowledge.	Writing Workshop: Response to Literature: Critical Review, 326–331 Writing: Character Profile, 305; Response, 589; Review, 763; critical analysis, 1061	Writing: Description, 275; Writing to compare: narrative structure, 103; characters, 207; narratives, 325; tone, 613; poetry and prose, 707; description, 779; an adaptation, 841; heroic characters, 1083; approaches to theme, 1155				
8	2.3	Write research reports: a. Define a thesis. b. Record important ideas, concepts, and direct quotations from significant information sources and paraphrase and summarize all perspectives on the topic, as appropriate. c. Use a variety of primary and secondary sources and distinguish the nature and value of each. d. Organize and display information on charts, maps, and graphs.	Research and Technology: Bulletin board display using research, 959 Writing workshop: research report, 982–993; Research: Multimedia Presentation, 1084–1089	Research and Technology: Research the author–talk show, 23; Multimedia Presentation, 525; Poet’s Profile, 763; debate, 827; Research Report, 155 Writing: Research Proposal, 1109				
8	2.4	Write persuasive compositions: a. Include a well-defined thesis (i.e., one that makes a clear and knowledgeable judgment). b. Present detailed evidence, examples, and reasoning to support arguments, differentiating between facts and opinions. c. Provide details, reasons, and examples, arranging them effectively by anticipating and answering reader concerns and counterarguments.	Writing Workshop: Persuasion: Editorial, 614–621; Problem–and–Solution Essay, 708–713 Writing: Public Service Announcement, 827; Script for Advertisement, 959	Timed Writing: Advertisement, 413 Writing: Persuasive Speech, 1131				
8	2.5	Write documents related to career development, including simple	Writing: Public Service Announcement, 827	Writing: Business letter to Don Anselmo, 79				

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		business letters and job applications: a. Present information purposefully and succinctly and meet the needs of the intended audience. b. Follow the conventional format for the type of documents (e.g., letter of inquiry, memorandum).	Timed writing: essay for school newspaper about volunteering/job application, 835 Writing workshop: Business Letter, 842–847	Informational Text: 830–834			
8	2.6	Write technical documents: a. Identify the sequence of activities needed to design a system, operate a tool, or explain the bylaws of an organization. b. Include all the factors and variables that need to be considered. c. Use formatting techniques (e.g., headings, differing fonts) to aid comprehension.	Writing Workshop: Exposition: How-to Essay, 548–553 Timed writing: Answering machine directions, 771	Timed writing: detailed directions, 85 Informational Text: 766–770			
DOMAIN		WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS					
STRAND		1.0 WRITTEN and ORAL ENGLISH LANGUAGE CONVENTIONS					
SUBSTRAND		Sentence Structure					
8	1.1	Use correct and varied sentence types and sentence openings to present a lively and effective personal style.	Revising Strategies: Check for Sentence Variety, 212; revising to vary sentence patterns, 785; combine sentences, 845; combining sentences, 989; revising sentences, 1161 Integrated Language Skills: Sentence structure, 1036	Communications Workshop: Deliver Narrative Presentation: Appropriate sentences, 998 Integrated Language Skills: Revising sentences with conjunctions, 619 sentence variety, 1087			
8	1.2	Identify and use parallelism, including similar grammatical forms, in all written discourse to present items in a series and items juxtaposed for emphasis.	Listening and Speaking: Speech, 589 Writer's Workshop: Drafting: 616 Writer's Workshop: Revising: 784	Writing Workshop: Juxtaposition, 781; Items in a series, 787			

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			Writing Workshop: Use Parallel Structure, 782				
8	1.3	Use subordination, coordination, apposition, and other devices to indicate clearly the relationship between ideas.	Integrated Language Skills: Coordinating, Correlative, and Subordinating Conjunctions, 570, 619 Writer's Toolbox: Appositives, 785 Clauses (including subordinate), 958; Revising sentences using subordinate clauses, 989	Integrated Language Skills: Grammar: Subject Complements, 668; Direct and Indirect Objects, 688; Participial Phrases, 826; Writing Workshop: Using appositives for clarity, 1086, in oral multimedia presentation, 1160 Communications Workshop: Using correlatives and subordinate clauses in oral presentations, 998 Phrases, Clauses, and Sentences, R40–R41			
SUBSTRAND		Grammar					
8	1.4	Edit written manuscripts to ensure that correct grammar is used.	Editing and Proofreading, 109, 445, 621 Revising for Pronoun-Antecedent agreement: 213 Revising for Subject-Verb agreement: 443	Writer's Toolbox: Integrating Grammar Skills, 329, 551, 914 Editing and Proofreading, 215, 1089 Glossary of Common Usage: R42			
SUBSTRAND		Punctuation and Capitalization					
8	1.5	Use correct punctuation and capitalization.	Integrated Language Skills: Grammar: Common and Proper Nouns, 52; Commas, 1060; Semicolons and colons, 1108;	Editing and Proofreading: Capitalization of Proper Adjectives, 553; Commas, colons, and semicolons, 787;			

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			Capitalization, 1130 Editing and Proofreading: focus on Punctuating Dialogue, 215	Punctuation and Capitalization, R43			
SUBSTRAND		Spelling					
8	1.6	Use correct spelling conventions.	Integrated Language Skills: Spelling plural words, 78, 847 Editing and Proofreading: Check Commonly Misspelled Words, 109; Spell Tricky or Difficult Words Correctly, 331; Spelling Plurals, 847	Revising: correct spellings of comparative and superlative forms, 551 Focus on Spelling Homophones, 713 Editing and Proofreading: spelling homophones, 713			
DOMAIN		LISTENING AND SPEAKING					
STRAND		1.0 LISTENING and SPEAKING STRATEGIES					
SUBSTRAND		Comprehension					
8	1.1	Analyze oral interpretations of literature, including language choice and delivery, and the effect of the interpretations on the listener.	Listening and Speaking: Evaluation Form for a Poetry Recitation, 739; Storytelling Workshop with peer analysis, 1061 Communications Workshop: Evaluating an Oral Presentation, 626	Listening and Speaking: Role Play, 79; Skit, 499			
8	1.2	Paraphrase a speaker's purpose and point of view and ask relevant questions concerning the speaker's content, delivery, and purpose.	Communications Workshop: Effective Listening and Note-Taking, 220; Conducting Interviews, 450; Evaluating an Oral Presentation, 626 Evaluating Media Messages, 792	Writing Workshop: Publishing and Presenting: Organize a Forum, 621 Listening and Speaking: Evaluation Form for a Poetry Recitation, 739 Talk about it: interview,			

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				995	Y	N	
SUBSTRAND		Organization and Delivery of Oral Communication					
8	1.3	Organize information to achieve particular purposes by matching the message, vocabulary, voice modulation, expression, and tone to the audience and purpose.	Research and Technology: Oral Report, 275; Multimedia Presentation, 525 Listening and Speaking: Radio broadcast, 53; Skit, 499 Listening and Speaking: Evaluation Form for a Poetry Recitation, 739; Storytelling Workshop, 1061	Oral Presentation, 1037 Communications Workshops: Delivering a Narrative Presentation, 998; Delivering a Persuasive Speech, 1168			
8	1.4	Prepare a speech outline based upon a chosen pattern or organization, which generally includes an introduction; transitions, previews, and summaries; a logically developed body; and an effective conclusion.	Listening and Speaking: Speech, 589; Persuasive speech, 1131 Writing Workshop: Multimedia Report: Drafting Outline, 1086 Communications Workshop: Delivering a Persuasive Speech Using Multimedia, 1168	Talk about it: outline a speech, 447; outline for an oral presentation, 623			
8	1.5	Use precise language, action verbs, sensory details, appropriate and colorful modifiers, and the active rather than the passive voice in ways that enliven oral presentations.	Listening and Speaking: Radio Broadcast, 53 Communications Workshop: Deliver Narrative Presentation: word choice, 998 Drafting: Sensory details: 106 Drafting: Vivid details: 210 Using the Right Words: 327 Active and passive	Writing Workshop: Publishing and Presenting: Oral presentation with title that grabs audience, 1089 Research and Technology: Oral Report (match message and vocabulary for audience), 275 Listening and Speaking: Skit (choose correct vocabulary), 499;			

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			voice (in writing), 711	Multimedia presentation (sensory details), 525; Speech (word choice/ connotation), 589			
8	1.6	Use appropriate grammar, word choice, enunciation, and pace during formal presentations.	Communications Workshop: Deliver Narrative Presentation: word choice & sentences, 998; Delivering a Narrative Presentation: connotation and denotation, 1168 Writing Workshop: Oral Multimedia Presentation, 1087, 1089	Listening and Speaking: speech, 589; Poetry recitation (enunciation and pace), 669; persuasive speech, 1131			
8	1.7	Use audience feedback (e.g., verbal and nonverbal cues): a. Reconsider and modify the organizational structure or plan. b. Rearrange words and sentences to clarify the meaning.	Listening and Speaking: Role Play, 79 Communications Workshop: Deliver Narrative Presentation: audience feedback, 998	Listening and Speaking: Multimedia Presentation, 525; Storytelling Workshop, 1061			
SUBSTRAND		Analysis and Evaluation of Oral and Media Communications					
8	1.8	Evaluate the credibility of a speaker (e.g., hidden agendas, slanted or biased material).	Communications Workshop: Evaluating Media Messages, 792; Effective Listening and Note-Taking (critical listening questions), 220 Talk about it: evaluation of truth in media, 217	Communications Workshop: evaluate oral presentation, 626			
8	1.9	Interpret and evaluate the various ways in which visual image makers (e.g., graphic artists, illustrators, news photographers) communicate	Talk about it: evaluation of truth in media, 217 Communications	Informational Texts: Advertisements, 408–413;			

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		information and affect impressions and opinions.	Workshop: Evaluating Media Messages, 792 Informational Texts: photo essay, cartoon, 1134–1141				
STRAND		2.0 SPEAKING APPLICATIONS (GENRES and THEIR CHARACTERISTICS)					
8	2.1	Deliver narrative presentations (e.g., biographical, autobiographical): a. Relate a clear, coherent incident, event, or situation by using well-chosen details. b. Reveal the significance of, and the subject's attitude about, the incident, event, or situation. c. Employ narrative and descriptive strategies (e.g., relevant dialogue, specific action, physical description, background description, comparison or contrast of characters).	Communications Workshop: Deliver Narrative Presentation, 998	Listening and Speaking: Radio Broadcast, 53; Skit, 499; Storytelling Workshop, 1061 Writing workshop: tell your story aloud, 445 Talk about it: speech on a conflict, 447			
8	2.2	Deliver oral responses to literature: a. Interpret a reading and provide insight. b. Connect the students' own responses to the writer's techniques and to specific textual references. c. Draw supported inferences about the effects of a literary work on its audience. d. Support judgments through references to the text, other works, other authors, or personal knowledge.	Listening and Speaking: Oral Response, 305; Panel Discussion, 405	Writing Workshop: publishing and presenting: book talk, 331			
8	2.3	Deliver research presentations: a. Define a thesis. b. Record important ideas, concepts, and direct quotations from significant information sources and paraphrase and summarize all relevant perspectives on the topic, as appropriate. c. Use a variety of primary and secondary sources and distinguish the nature and value of each.	Communications Workshop: Delivering a Persuasive Speech Using Multimedia, 1168 Research and Technology: Statistical Snapshot. 571; Oral presentation about myth (using sources), 1037	Research and Technology: oral report, 275; multimedia report, 525 Listening and Speaking: Researched debate, 827 Writing Workshop: Publishing and presenting: impromptu			

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		d. Organize and record information on charts, maps, and graphs.	Writing Workshop: Multimedia Report, 1084–1089 Listening and Speaking: Guided Tour, 915	speech on research, 993			
8	2.4	Deliver persuasive presentations: a. Include a well-defined thesis (i.e., one that makes a clear and knowledgeable judgment). b. Differentiate fact from opinion and support arguments with detailed evidence, examples, and reasoning. c. Anticipate and answer listener concerns and counter arguments effectively through the inclusion and arrangement of details, reasons, examples, and other elements. d. Maintain a reasonable tone.	Listening and Speaking: Debate, 827; Persuasive speech, 1131 Talk about it: persuasive speech, 1165 Communications Workshop: Delivering a Persuasive Speech Using Multimedia, 1168	Writing workshop: publishing and presenting: forum, 621			
8	2.5	Recite poems (of four to six stanzas), sections of speeches, or dramatic soliloquies, using voice modulation, tone, and gestures expressively to enhance the meaning.	Listening and Speaking: Poetry Recitation, 669, 739; Dramatic soliloquy, 915	Research the author: recite passages on audiocassette, 243			
Appendix							