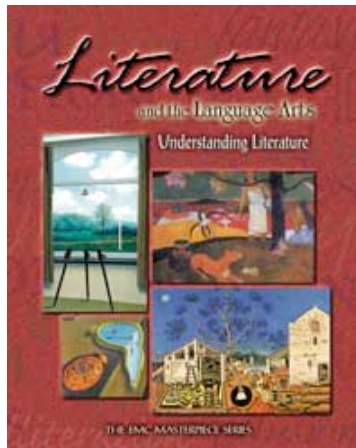


Correlation
of
***The EMC Masterpiece Series,
Literature and the Language Arts
Understanding Literature***
Grade 10, 2nd edition



to the
Maryland
English/Language Arts Grade-level Standards

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Grade 10

Goal 1 Reading, Reviewing and Responding to Texts

The student will demonstrate the ability to respond to a text by employing personal experiences and critical analysis.

Expectation

1.1 The student will use effective strategies before, during, and after reading, viewing, and listening to self-selected and assigned materials.

Indicator

1.1.1 The student will use pre-reading strategies appropriate to both the text and purpose for reading by surveying the text, accessing prior knowledge, formulating questions, setting purpose(s), and making predictions.

Assessment limits:

- Recognizing the implications of text features
PE/TE: See examples on pages 4-5, 74-77, 160-163, 240-241, 362-363, and 462-464.
- Linking appropriate experiences and prior knowledge about the topic, author, or type of material to the text
PE/TE: See examples on pages 95, 217, 357-358, 458-459, and 516-517.
- Identifying an appropriate purpose for reading the text
PE/TE: See examples on pages 6, 23, 33, 45, and 96.
- Identifying questions a reader would expect to be answered by reading the text
PE/TE: See examples on pages 10, 16, 23, 32, 45, 54,...
- Identifying topics of discussion that may enhance a reader's understanding of a text
PE/TE: See examples on pages 7, 14, 20, 29, 43, 52,...

Indicator

1.1.2 The student will use during-reading strategies appropriate to both the text and purpose for reading by visualizing, making connections, and using fix-up strategies such as re-reading, questioning, and summarizing.

Assessment limits:

- Using visual aids
PE/TE: See examples on pages 6, 54, 75, 84, 88, 117,...
- Making connections between ideas within the text
PE/TE: See examples on pages 8, 14, 21, 30, 43, 52,...
- Making connections between ideas within the text and relevant prior knowledge
PE/TE: See examples on pages 7, 11, 17, 24, 33, 46,...
- Identifying the organizational pattern of the text
PE/TE: See examples on pages 16, 21, 405, 415, 465, 473, 499, 506, 833, and 841.

- Focusing on similarities or differences in organizational patterns, text/author's purpose, and relevant prior knowledge within or across texts
PE/TE: See examples on pages 16, 21, 362, 395, 403, 405, 415, 425, 431, 465, 473, 475, 480, 482, 486, 488, 497, 499, 506, 588, 596, 824, 831, 833, 841, 843, and 850.
- Identifying the meaning of above-grade-level words as they are used in context
PE/TE: See examples on pages 153-155, 794, and 1015.
- Identifying the appropriate meaning of multiple-meaning words as they are used in context
PE/TE: See examples on pages 78, 81, 153-155, 182, 440, 444, 562, and 794.
- Identifying the meaning of phrases as they are used in context
PE/TE: See examples on pages 153-155, 182, 562, and 794.
- Predicting the development of ideas that might logically be included in the text
PE/TE: See examples on pages 7, 11, 13, 18, 19, 20,...

Indicator

1.1.3 The student will use after-reading strategies appropriate to both the text and purpose for reading by summarizing, comparing, contrasting, synthesizing, drawing conclusions, and validating the purpose for reading.

Assessment limits:

- Summarizing, comparing, contrasting, and synthesizing significant ideas in a text
PE/TE: See examples on pages 8, 14, 21, 30, 43, 52,...
- Summarizing or synthesizing significant ideas across texts and drawing conclusions based on the information in more than one text
PE/TE: See examples on pages 70-71, 156-157, 236-237, 358, 458, 516-517, 606, 706-707, 780-781, 858, 912-913, and 1004-1005.
- Drawing conclusions based upon information from the text
PE/TE: See examples on pages 8, 14, 21, 30, 43, 52,...
- Confirming the usefulness or purpose for reading the text
PE/TE: See examples on pages 6, 23, 32, 45, 96, and 962.
- Predicting the development, topics, or ideas that might logically be included if the text were extended
PE/TE: See examples on pages 364, 382, 386, 1089, and 1092.

Indicator

1.1.4 The student will apply reading strategies when comparing, making connections, and drawing conclusions about non-print text.

Assessment limits:

- Recognizing the implications of non-print text such as photographs, posters, art reproductions, cartoons, and stills from film or stage productions
PE/TE: See examples on pages 162, 462-464, 465-470, and 1011.
- Identifying an appropriate purpose for viewing non-print text
PE/TE: See examples on pages 462-464 and 465-470.
- Confirming the usefulness or purpose for viewing a non-print text
PE/TE: See examples on pages 462-464 and 465-470.
- Evaluating non-print text as it relates to a print text

PE/TE: See examples on pages 462-464 and 465-470.

- Focusing on similarities and/or differences in purpose and effect across texts
PE/TE: See examples on pages 462-464 and 465-470.
- Summarizing, comparing, drawing conclusions about, and synthesizing significant ideas between print and non-print text
PE/TE: See examples on pages 462-464 and 465-470.

Indicator

1.1.5 The student will identify specific structural elements of particular literary forms: poetry, short story, novel, drama, essay, biography, autobiography, journalistic writing, and film.

PE/TE: See examples on pages 4, 74, 160, 240, 362, and 462.

Expectation

1.2 The student will construct, examine, and extend meaning of traditional and contemporary works recognized as having significant literary merit.

Indicator

1.2.1 The student will consider the contributions of plot, character, setting, conflict, and point of view when constructing the meaning of a text.

Assessment limit: Determining the significance of the following as each contributes to the meaning of a text

- plot sequence of events (including foreshadowing and flashback), cause-and-effect relationships, and events that are exposition, climax or turning point, resolution (Students will not be asked to label events.)
PE/TE: See examples on pages 23, 30, 140, 163, 171, 179, 181, 198, 206, 232, 281, 288, 308, 309, 324, 363, 482, 486, 538, 549, 588, 596, 669, 691, 785, 789, 863, 884, 897, 900, 904, 953, 978, and 992.
- characters' defining traits, motivations, and developments throughout the text
PE/TE: See examples on pages 162, 183, 198, 206, 208, 216, 242, 265, 311, 334, 528, 536, 563, 578, 611, 613, 720, 727, 734, 738, 764, 766, 768, 827, and 884.
- details that provide clues to the setting, the mood created by the setting, and the role the setting plays in the text
PE/TE: See examples on pages 162, 164, 169, 224, 229, 809, 822, 917, 924, 958, and 963.
- conflicts that motivate characters and those that serve to advance the plot
PE/TE: See examples on pages 163, 167, 171, 181, 183, 188, 815, 817, 936, and 956.
- the perspective of the author or speaker as well as the effects of first or third person narration and multiple narrators within and across text(s)
PE/TE: See examples on pages 128, 164, 169, 190, 363, 395, 588, 596, 669, 711, 713-714, 785, 789, 936, 956, 978, and 992.

Indicator

1.2.2 The student will determine how the speaker, organization, sentence structure, word choice, tone, rhythm, and imagery reveal an author's purpose.

Assessment limit: Identifying and/or explaining the significance of the following as each contributes to the author's purpose

- a particular speaker in a text

PE/TE: See examples on pages 711 and 713-714.

- the arrangement of ideas in a particular way
PE/TE: See examples on pages 22, 61, 95, 100, and 133.
- the arrangement of words or phrases
PE/TE: See examples on pages 216, 222, 229, 714, and 727.
- words that convey author's purpose
PE/TE: See examples on pages 213, 344, 394, 404, 424, 432, 494, 624, and 657.
- syntax, words, and syllables that create rhythm to reveal the meaning of the text
PE/TE: See examples on pages 76, 77, 92, and 94.
- implied meaning or particular image associated with a particular word or phrase
PE/TE: See examples on pages 78, 81, 83, 116, 118, 290, 433, 438, 884, and 904.

Indicator

1.2.3 The student will explain the effectiveness of stylistic elements in a text that communicate an author's purpose.

Assessment limit: Identifying and/or explaining the effect and/or effectiveness of the following as each contributes to the author's purpose

- repetition
PE/TE: See examples on pages 85, 88, 92, 94, 128, 132, 134, 144, 250, 288, 307, 523, 526, 662, 667, 735, 770, and 772.
- exaggeration
PE/TE: See example on page 1129.
- parallelism
PE/TE: See examples on pages 134, 144, and 1133.
- allusion
PE/TE: See examples on pages 120, 126, 269, 386, 393, and 892.
- analogy
PE/TE: See examples on pages 887 and 1120.
- figurative language
PE/TE: See example on page 1128.
- transitions
PE/TE: See example on page 724.
- choice of details
PE/TE: See examples on pages 385, 487, 527, 597, and 1012.
- syntax
PE/TE: See example on page 1139.
- organizational patterns
PE/TE: See examples on pages 16, 21, 363, 365, 384, 405, 415, 417, 423, 425, 431, 465, 473, 482, 486, 499, 506, 588, 596, 615, 623, 642, 648, 833, and 841.
- structural features

PE/TE: See examples on pages 16, 21, 363, 365, 384, 405, 415, 417, 423, 425, 431, 465, 473, 482, 486, 499, 506, 588, 596, 615, 623, 642, 648, 833, and 841.

Indicator

1.2.4 The student will identify and/or explain connections between and among themes and/or styles of two or more texts.

Assessment limits:

- Analyzing the similarities or differences in styles (e.g., formal, informal, conversational, scholarly, journalistic, poetic) of two or more texts
PE/TE: See examples on pages 386, 393, 662, 667, 745, 753, 824, 831, and 970.
- Analyzing the similarities or differences in themes of two or more texts
PE/TE: See examples on pages 71, 157, 237, 358, 458, 517, 606, 707, 781, 858, 874, 912-913, and 1004-1005.
- Analyzing the ways in which different texts illustrate a similar theme
PE/TE: See examples on pages 71, 157, 237, 358, 458, 517, 606, 707, 781, 858, 874, 912-913, and 1004-1005.

Indicator

1.2.5 The student will extend or further develop meaning by explaining the implications of the text for the reader or contemporary society.

Assessment limits:

- Identifying and/or explaining ideas and issues of a text or across texts that may have implications for readers or contemporary society
PE/TE: See examples on pages 14, 32, 77, 109, 157, 237, 358, 384, 458, 606, 707, 781, 858, and 912-915.
- Extending ideas found in a text or across texts by connecting them to ideas that have personal or societal relevance
PE/TE: See examples on pages 14, 32, 77, 109, 157, 237, 358, 364-365, 384-385, 386, 393-394, 395, 403, 425, 431-432, 433, 438-439, 458, 606, 707, 781, 833, 841-842, 858, and 912-915.

Indicator

1.2.6 The student will extend or further develop meaning by comparing texts presented in different media.

PE/TE: See examples on pages 53, 182, 396-402, 404, 427-430, 476-479, 504-505, 658, 744, 790, and 794.

Expectation

1.3 The student will explain and give evidence to support perceptions about print and non-print works.

Indicator

1.3.1 The student will explain how language and textual devices create meaning.

PE/TE: See examples on pages 78, 81, 440, 444, 611, and 759.

Indicator

1.3.2 The student will interpret a work by using a critical approach (e.g., reader response, historical, cultural, biographical, structural) that is supported with textual references.

PE/TE: See examples on pages 95, 217, 474, 587 and also Respond to the Selection on pages 7, 14, 20, 29, 43, 52,...

Indicator

1.3.3 The student will identify features of language that create tone and voice.

Assessment limits:

- Analyzing the effects of certain words and phrases on the tone or voice of a text or across texts

PE/TE: See examples on pages 78, 81, 440, 444, 611, 759, and 928.

- Identifying similarities or differences in the overall tone created by language choices throughout a text or across texts

PE/TE: See examples on pages 83, 116, 118, 693, 697, 740, 743, 745, 753, 809, 820, and 928.

Indicator

1.3.4 The student will explain how devices such as staging, lighting, blocking, special effects, graphics, language, and other techniques unique to a non-print medium are used to create meaning and evoke response.

PE/TE: See examples on pages 241 and 1138.

Indicator

1.3.5 The student will explain how common and universal experiences serve as the source of literary themes that cross time and cultures.

Assessment limits:

- Identifying the experiences, emotions, issues and ideas in a text or across texts that give rise to universal literary themes

PE/TE: See examples on pages 71, 157, 237, 358, 458, 517, 606, 707, 781, 858, and 1004-1005.

- Considering the influence, effect, or impact of historical, cultural, or biographical information on a text (will not be dependent on student's prior knowledge)

PE/TE: See examples on pages 71, 157, 237, 362, 458, 517, 606, 642, 648, 650, 660, 707, 781, 833, 841, and 858.

Indicator

1.3.6 The student will assess the literary merit of a text.

PE/TE: See examples on pages 44, 114, 223, 474, 624, and 808.

Goal 2 Composing in a Variety of Modes

The student will demonstrate the ability to compose in a variety of modes by developing content, employing specific forms, and selecting language appropriate for a particular audience and purpose.

Expectation

2.1 The student will compose oral, written, and visual presentations that inform, persuade, and express personal ideas.

Indicator

2.1.1 The student will compose to inform by using appropriate types of prose.

Assessment limits:

- Composing to explain an idea or examine a topic

PE/TE: See examples on pages 62, 149, 207, 223, 231, 348, 394, 448, 507, 510, 537, 550, 598, 699, 774, 852, 906, and 994.

- using description to support the writing purpose

PE/TE: See examples on pages 9, 95, 170, 230, 344, 385, 416, 474, 587, 649, 698, 925, and 977.

- using personal ideas to support the writing purpose
PE/TE: See examples on pages 63-64, 150, 232, 349, 449, 512, 599, 775, 853, 907, and 996.
- Composing to meet the criteria of the ECR rubric
PE/TE: See examples on pages 62, 149, 207, 223, 231, 348, 394, 448, 507, 510, 537, 550, 598, 699, 774, 852, 906, and 994.
- fulfilling the writing purpose as stated in the prompt
PE/TE: See examples on pages 64-65, 151, 232, 350, 449-450, 512, 599, 775, 854, 907, and 995-996.
- including relevant and complete support of ideas
PE/TE: See examples on pages 64-65, 151, 232, 350, 449-450, 512, 599, 775, 854, 907, and 995-996.
- organizing appropriately for the writing purpose
PE/TE: See examples on pages 64, 151-152, 351, 450, 513, 600, 701, 776, 855, 908, and 996.
- using language carefully and correctly
PE/TE: See examples on pages 65, 66, 152, 153, 233, 234, 351, 353, 451, 453, 514, 515, 600-601, 603, 777, 778, 855, 856, 909, 910, 997, and 998.
- demonstrating attention to audience understanding and interest
PE/TE: See examples on pages 150-151, 232, 350, 449, 512, 775, 853, 907, and 996.
- having no errors in usage or conventions that interfere with meaning
PE/TE: See examples on pages 153, 234, 353, 435, 515, 603, 778, 856, 910, and 998.

Indicator

2.1.2 The student will compose to describe, using prose and/or poetic forms.

PE/TE: See examples on pages 82, 100, 105, 119, 132, 480, 537, 579, 714, 744, 964, and 993.

Indicator

2.1.3 The student will compose to express personal ideas, using prose and/or poetic forms.

PE/TE: See examples on pages 82, 100, 105, 119, 132, 480, 537, 579, 714, 744, 964, and 993.

Indicator

2.1.4 The student will compose persuasive texts that support, modify, or refute a position and include effective rhetorical strategies.

Assessment limits:

- Composing to state and support, refute, or modify a position
PE/TE: See examples on pages 44, 348-356, 385, 448-456, 510-515, 598-604, 852-856, 905, and 977.
- using description to support the writing purpose
PE/TE: See examples on pages 351-352, 451, 600-601, and 855.
- using personal ideas to support the writing purpose

PE/TE: See examples on pages 349, 449, 599, and 853.

- Composing to meet the criteria of the ECR rubric
PE/TE: See examples on pages 44, 348-356, 385, 448-456, 510-515, 598-604, 852-856, 905, and 977.
- fulfilling the writing purpose as stated in the prompt
PE/TE: See examples on pages 350-351, 449-450, 599, and 854.
- including relevant and complete support of ideas
PE/TE: See examples on pages 350-351, 449-450, 599, and 854.
- organizing appropriately for the writing purpose
PE/TE: See examples on pages 351, 450, 600, and 855.
- demonstrating attention to audience understanding and interest
PE/TE: See examples on pages 350, 449, 599, and 853-854.
- having no errors in usage or conventions that interfere with meaning
PE/TE: See examples on pages 353, 453, 603, and 856.

Expectation

2.2 The student will compose texts using the prewriting, drafting, revising, and editing strategies of effective writers and speakers.

Indicator

2.2.1 The student will use a variety of prewriting strategies to generate and develop ideas.

Assessment limits:

- Identifying an appropriate prewriting strategy for a specific purpose or topic
PE/TE: See examples on pages 64-67, 151-152, 232, 349-351, 449-450, 512-513, 599, 700, 775-776, 853-854, 907-908, and 995-996.
- Identifying relevant sources of information
PE/TE: See examples on pages 87, 514, 700, 703-705, 739, and 1016.

Indicator

2.2.2 The student will select and organize ideas for specific audiences and purposes.

Assessment limits:

- Selecting a logical sequence of ideas or sentences
PE/TE: See examples on pages 65, 152, 233, 351, 451, 514, 600-601, 777, 855, 909, and 997.
- Determining an appropriate organizational structure emphasizing purpose and/or audience
PE/TE: See examples on pages 63-64, 150-151, 232, 349-350, 449, 512, 599, 775, 853, 907, and 996.
- Selecting or deleting information to suit a given purpose or audience
PE/TE: See examples on pages 153, 234, 353, 435, 515, 603, 778, 856, 910, and 998.
- Identifying the logical placement of a sentence or paragraph within a text
PE/TE: See examples on pages 66-69, 149-155, 231-235, 352-356, 451-456, 511-515, 601-604, 699-705, 774-779, 852-856, 909-910, and 997-1002.

Indicator

2.2.3 The student will revise and edit texts for clarity, completeness, and effectiveness.

Assessment limits:

- Completing or expanding ideas
PE/TE: See examples on pages 66, 153, 234, 353, 453, 515, 603, 702, 778, 856, 910, and 998.
- logical coordination of ideas
PE/TE: See examples on pages 66, 153, 234, 353, 453, 515, 603, 702, 778, 856, 910, and 998.
- subordination to replace excessive coordination
PE/TE: See examples on pages 481, 1063, 1064, 1066.
- logical or succinct subordination
PE/TE: See examples on pages 481, 1063, 1064, 1066.
- subordination to show space or time, cause or effect, condition, or concession
PE/TE: See examples on pages 481, 1063, 1064, 1066.
- sequence of ideas in a sentence for effectiveness and emphasis
PE/TE: See examples on pages 1000-1001.
- conciseness (eliminating redundancy, superfluous words and phrases, and awkward constructions)
PE/TE: See examples on pages 66, 153, 234, 353, 453, 515, 603, 702, 778, 856, 910, and 998.
- Attending to audience
PE/TE: See examples on pages 150-151, 232, 350, 449, 512, 599, 775, 853, 907, and 996.
- elaboration or support sentences
PE/TE: See examples on pages 66, 153, 234, 353, 453, 515, 603, 702, 778, 856, 910, and 998.
- transitional devices between sentences and paragraphs
PE/TE: See example on page 724 .
- coherence (focusing on a central idea)
PE/TE: See examples on pages 217, 424, 728, 935, and 1028.
- clear connectors
PE/TE: See examples on pages 668 and 769.
- word choice
PE/TE: See examples on pages 153, 234, 353, 435, 515, 603, 778, 856, 910, and 998.
- inverted word order for effectiveness
PE/TE: See examples on pages 153, 234, 353, 435, 515, 603, 778, 856, 910, and 998.
- Controlling language structures
PE/TE: See examples on pages 82, 217, 587, 661, 668, 769, 935, and 1000-1001.
- clear placement of modifiers
PE/TE: See examples on pages 119, 344, 692, 733, 823, 1041, 1055-1056, and 1061-1062.

- shifts in person, number, and tone
PE/TE: See examples on pages 234-235 and 1052-1053.
- misplaced and dangling modifiers
PE/TE: See example on page 1055.

Indicator

2.2.4 The student will rehearse oral texts for effective application of diction, intonation, and rhetorical strategies, such as introductions, sequence, illustrations, and conclusions.

PE/TE: See examples on pages 9, 31, 71, 82, 87, 119, 127, 145, 170, 230, 308, 455, 527, 719, 728, 733, 794, 808, and 1087.

Indicator

2.2.5 The student will use suitable traditional and electronic resources to refine presentations and edit texts for effective and appropriate use of language and conventions.

Assessment limit: Using resources to select and use appropriate language

- avoiding the use of trite expressions and clichés
PE/TE: See examples on pages 452-453, 778-779, 1017, and 1038.
- using smooth and informative transitions
PE/TE: See example on page 724.
- arranging parallel elements appropriately and effectively
PE/TE: See examples on pages 9, 31, 71, 82, 87, 119, 127, 145, 170, 230, 308, 455, 527, 719, 728, 733, 794, 808, and 1087.
- selecting appropriate use of active or passive voice
PE/TE: See example on page 1074.
- selecting an appropriate word for a given purpose
PE/TE: See examples on pages 153, 234, 353, 435, 515, 603, 778, 856, 910, and 998.

Indicator

2.2.6 The student will prepare the final product for presentation to an audience.

PE/TE: See examples on pages 150-151, 232, 350, 449, 512, 599, 775, 853, 907, and 996.

Expectation

2.3 The student will locate, retrieve, and use information from various sources to accomplish a purpose.

Indicator

2.3.1 The student will identify sources of information on a self-selected and/or given topic and assess their appropriateness to accomplish a purpose.

Assessment limit: Determining the appropriateness of a resource to accomplish a purpose

- dictionary
PE/TE: See examples on pages 507, 1015, and 1097.
- thesaurus
PE/TE: See example on page 1097.
- encyclopedia
PE/TE: See examples on pages 507 and 1098.

- magazines
PE/TE: See examples on pages 1099-1100.
- newspapers
PE/TE: See examples on pages 385, 462, 641, and 1099-1101.
- fiction and nonfiction books
PE/TE: See examples on pages 14, 21, 30, 43, 362-363, 1010 and 1132.
- card catalogue (traditional and electronic)
PE/TE:
- on-line websites and electronic resources
PE/TE: See examples on pages 91, 100, 105, 133, 223, 325, 385, 416, 462, 498, 507, 527, 624, 744, 763, 925, 1012-1015, 1098-1099, 1131, 1104, and 1162-1163.

Indicator

2.3.2 The student will use various information retrieval sources (traditional and electronic) to obtain information on a self-selected and/or given topic. Electronic sources include automated catalogs, CD ROM products, and on-line services like Internet, World Wide Web, and others.

PE/TE: See examples on pages 91, 100, 105, 133, 223, 325, 385, 416, 462, 498, 507, 527, 624, 744, 763, 925, 1012-1015, 1098-1099, 1131, 1104, and 1162-1163.

Indicator

2.3.3 The student will use a systematic process for recording and documenting information.

Assessment limits:

- Assessing the advantages, disadvantages, or limitations of sources of information (e.g., comprehensiveness, honesty, reliability, bias, accuracy, availability, variety, currency, multiple points of view)
PE/TE: See examples on pages 9, 115, 308, 344, 455, 498, 714, 763, 773, 808, 832, 851, and 925.
- Identifying information to include or exclude in a reference citation when using either traditional or electronic sources of information
PE/TE: See examples on pages 87, 739, 1103-1104, 1105, and 1106.
- Determining information that should be documented
PE/TE: See examples on pages 9, 87, 115, 308, 344, 455, 498, 714, 739, 763, 773, 808, 832, 851, 925, 1103-1104, 1105, and 1106.

Indicator

2.3.4 The student will take a position and support it with documented information from an authoritative source.

PE/TE: See examples on pages 9, 115, 308, 344, 455, 498, 714, 763, 773, 808, 832, 851, and 925.

Indicator

2.3.5 The student will synthesize information from two or more sources to fulfill a self-selected or given purpose.

PE/TE: See examples on pages 22, 44, 61, 82, 95, 100, 105, 133, 145, 170, 189, 197, 223, 230, 267, 287, 325, 385, 394, 404, 416, 424, 432, 439, 445, 481, 507, 550, 562, 587, 597, 614, 624, 641, 649, 661, 668, 692, 714, 733, 739, 744, 754, 763, 769, 773, 790, 794, 823, 851, 905, 925, 935, 957, 977, and 993.

Goal 3 Controlling Language

The student will demonstrate the ability to control language by applying the conventions of Standard English in writing and speaking.

Expectation

3.1 The student will demonstrate understanding of the nature and structure of language, including grammar concepts and skills, to strengthen control of oral and written language.

Indicator

3.1.1 The student will demonstrate the advantages and limitations of speech and writing when communicating in various situations for specific audiences and purposes.

PE/TE: See examples on pages 44, 362, 385, 448-456, 905, and 977.

Indicator

3.1.2 The student will describe how intonation, pitch, volume, pause, and rate all influence meaning.

PE/TE: See examples on pages 127, 385, and 1073.

Indicator

3.1.3 The student will determine grammatical classification of words by using meaning, position, form, and function.

Assessment limit: Using the position and form to determine the function or classification of words and phrases

- subjects and objects: noun, pronoun, gerund, infinitive, appositive, simple, compound
PE/TE: See examples on pages 15, 31, 91, 105, 115, 133, 182, 597, 614, 640, 692, 739, 763, 808, 1041, 1044-1049, 1052, 1057-1058, 1063, 1064, and 1065.
- predicates: verb, verb phrase, simple, compound
PE/TE: See examples on pages 15, 87, 91, 445, 498, 790, 925, 1041, 1042-1043, 1044-1049, 1053-1054, and 1059-1061.
- modifiers: adjective (including pronouns used as adjectives), adverb, prepositional phrase, participle, infinitive, article
PE/TE: See examples on pages 119, 182, 223, 344, 692, 733, 736, 739, 823, 1041, 1048, 1055-1056, 1061-1062, 1064-1065, and 1066.
- conjunctions: coordinating, subordinating, correlative, and conjunctive adverbs
PE/TE: See examples on pages 481, 1041, 1062-1063, 1064, and 1066.

Indicator

3.1.4 The student will differentiate grammatically complete sentences from non-sentences.

Assessment limits:

- Identifying sentence fragments
PE/TE: See examples on pages 22, 230, 579, and 1049.
- Identifying run-on sentences, including fused sentences and comma splices
PE/TE: See examples on pages 527 and 1049-1050.

- Completing inappropriate sentence fragments
PE/TE: See examples on pages 22, 230, 579, and 1049.

Indicator

3.1.5 The student will incorporate subjects, predicates, and modifiers when composing original sentences.

PE/TE: See examples on pages 15, 31, 87, 91, 105, 115, 119, 133, 182, 223, 344, 445, 498, 597, 614, 640, 692, 733, 736, 739, 763, 790, 808, 823, 925, 1041, 1042-1043, 1044-1049, 1052, 1053-1054, 1055-1056, 1057-1058, 1059-1061, 1061-1062, 1063, 1064-1065, and 1066.

Indicator

3.1.6 The student will compound various sentence elements—subjects, predicates, modifiers, phrases, and clauses—to link or contrast related ideas.

Assessment limit: Combining sentences through the use of

- logical coordination
PE/TE: See examples on pages 15, 31, 82, 87, 91, 105, 115, 119, 133, 182, 217, 223, 344, 445, 498, 587, 597, 614, 640, 661, 668, 692, 733, 736, 739, 763, 769, 790, 808, 823, 925, 935, 1041, 1042-1043, 1044-1049, 1052, 1053-1054, 1055-1056, 1057-1058, 1059-1061, 1061-1062, 1063, 1064- 1065, and 1066.
- logical and effective subordination
PE/TE: See examples on pages 15, 31, 82, 87, 91, 105, 115, 119, 133, 182, 217, 223, 344, 445, 498, 587, 597, 614, 640, 661, 668, 692, 733, 736, 739, 763, 769, 790, 808, 823, 925, 935, 1041, 1042-1043, 1044-1049, 1052, 1053-1054, 1055-1056, 1057-1058, 1059-1061, 1061-1062, 1063, 1064- 1065, and 1066.
- logical sequencing of ideas
PE/TE: See examples on pages 15, 31, 82, 87, 91, 105, 115, 119, 133, 182, 217, 223, 344, 445, 498, 587, 597, 614, 640, 661, 668, 692, 733, 736, 739, 763, 769, 790, 808, 823, 925, 935, 1041, 1042-1043, 1044-1049, 1052, 1053-1054, 1055-1056, 1057-1058, 1059-1061, 1061-1062, 1063, 1064- 1065, and 1066.

Indicator

3.1.7 The student will vary sentence types—simple, compound, complex, and compound/complex—to sustain reader or listener interest.

PE/TE: See examples on pages 82, 217, 587, 661, 668, 769, 935, 1000-1001, 1044-1048, 1049-1051, 1062, and 1066.

Indicator

3.1.8 The student will expand sentences by positioning phrases and clauses to accomplish a purpose.

Assessment limit: Expanding sentences by using correctly placed modifiers, including appositives, verbals, dependent clauses, and restrictive or nonrestrictive clauses

PE/TE: See examples on pages 119, 344, 692, 719, 733, 823, 1041, 1042, 1055-1056, 1061-1062, 1063, and 1064.

Indicator

3.1.9 The student will recognize, combine, and transform basic sentence patterns to vary sentence structure, to emphasize selected ideas, and to achieve syntactic maturity.

PE/TE: See examples on pages 15, 31, 82, 87, 91, 105, 115, 119, 133, 182, 217, 223, 344, 445, 498, 587, 597, 614, 640, 661, 668, 692, 733, 736, 739, 763, 769, 790, 808, 823, 925, 935, 1041, 1042-1043, 1044-1049, 1052, 1053-1054, 1055-1056, 1057-1058, 1059-1061, 1061-1062, 1063, 1064- 1065, and 1066.

Expectation

3.2 The student will identify how language choices in writing and speaking affect thoughts and feelings.

Indicator

3.2.1 The student will choose a level of language, formal to informal, appropriate for a specific audience, situation, or purpose.

PE/TE: See examples on pages 452-453, 698, 778-779, and 1038.

Indicator

3.2.2 The student will differentiate connotative from denotative meanings of words.

Assessment limit: Determining implied meaning(s) or image(s) associated with a particular word or phrase

PE/TE: See examples on pages 1017, 1124, and 1125.

Will not focus on the meaning of above-grade-level words

Indicator

3.2.3 The student will describe how readers or listeners might respond differently to the same words.

PE/TE: See examples on pages 851, 1073, 1079, and 1080.

Indicator

3.2.4 The student will describe regional and social language differences.

PE/TE: See examples on pages 851, 1073, 1079, and 1080.

Indicator

3.2.5 The student will describe the impact of regional and social variations of language on listener or reader response.

PE/TE: See examples on pages 851, 1073, 1079, and 1080.

Expectation

3.3 The student will use capitalization, punctuation, and correct spelling appropriately.

Indicator

3.3.1 The student will edit texts for spelling, capitalization, and punctuation.

Assessment limit: Using internalized knowledge to identify and correct errors

- spelling of commonly confused words

PE/TE: See examples on pages 234, 1035, and 1071-1072.

- end punctuation

PE/TE: See examples on pages 1044 and 1067-1069.

- commas: in a series, after introductory elements, setting off appositives and parenthetical statements, in dates and places, before coordinating conjunctions in compound sentences

PE/TE: See examples on pages 287, 424, and 1067-1068.

- semicolons between closely-related main clauses

PE/TE: See examples on pages 287, 424, and 1068.

- semicolon and comma in compound sentence with a conjunctive adverb
PE/TE:
- apostrophes
PE/TE: See examples on pages 773 and 1068.
- capitalization: proper nouns, proper adjectives, geographic places, businesses, organizations and institutions
PE/TE: See examples on pages 189, 739, 808, and 1069-1071.

Indicator

3.3.2 The student will use available resources to correct or confirm revisions and/or editorial choices.

Assessment limits:

- Using a resource for all punctuation or capitalization skills not internalized or for rules that may be in flux
PE/TE: See examples on pages 1067-1069 and 1069-1071.
- Using a resource for standard English usage
PE/TE: See examples on pages 1038-1072.
- agreement of subject and verb
PE/TE: See examples on pages 234-235 and 1052-1053.
- agreement of pronoun and antecedent
PE/TE: See examples on pages 145, 603-604, and 1055.
- clear pronoun reference
PE/TE: See examples on pages 1058-1059.
- appropriate case of nouns and pronouns
PE/TE: See examples on pages 105, 115, 133, 182, 597, 614, 640, 739, 808, 1041, 1052, 1057-1058, 1058-1059, and 1064.
- appropriate and consistent verb tenses
PE/TE: See examples on pages 754, 832, and 1059-1061.
- Using a resource to apply other common rules of language usage that are grade appropriate
PE/TE: See examples on pages 1056-1057.
- Using a resource for standard English in place of nonstandard English and slang
PE/TE: See example on page 1038.

Goal 4 Evaluating the Content, Organization, and Language Use of Texts

The student will demonstrate the ability to evaluate the content, organization, and language use of texts.

Expectation

4.1 The student will describe the effect that a given text, heard or read, has on a listener or reader.

Indicator

4.1.1 The student will state and explain a personal response to a given text.

Assessment limits:

- Explaining the effectiveness of text(s) in accomplishing a purpose
PE/TE: See examples on pages 362, 395, 403, 425, 431, 475, 480, 482, 486, 488, 497, 588, 596, 824, 831, 843, 850, and 1019.
- Explaining connections within or between texts
PE/TE: See examples on pages 95, 217, 357-358, 458-459, and 516-517.
- Selecting and explaining appropriate textual evidence that supports a personal response
PE/TE: See examples on pages 364, 384, 486, 620-622, 821, 863, 978, and 992.
- specific words and phrases
PE/TE: See examples on pages 78, 81, 440, 444, 611, 715, and 718.
- details
PE/TE: See examples on pages 182, 403, 431, 473, 480, 486, 487, 497, 596, 598-604, 623, 698, 841, 850, and 851.
- scenes
PE/TE: See example on page 241.
- images
PE/TE: See examples on pages 78, 81, 100, 116, 118, 433, 438, 714, 884, 894, 904, and 1019.
- symbols
PE/TE: See examples on pages 580, 586, 625, 639-640, 757, 791, 793, and 1139.

Expectation

4.2 The student will assess the effectiveness of choice of details, organizational pattern, word choice, syntax, use of figurative language, and rhetorical devices.

Indicator

4.2.1 The student will assess the effectiveness of diction that reveals an author's purpose.

Assessment limit: Evaluating author's choice of words, phrases, sentences, and word order

- for a particular audience or effect
PE/TE: See examples on pages 31, 105, 114, 149-155, 217, 231-232, 424, 728, and 935.
- for a given purpose
PE/TE: See examples on pages 87, 170, 182, 213, 230, 308, 344, 404, 587, 714, 719, 808, 842, 977, and 993.
- to extend meaning in a context
PE/TE: See examples on pages 22, 61, 95, 100, and 133.
- to provide emphasis
PE/TE: See examples on pages 170, 267, 439, 763, and 794.

Indicator

4.2.2 The student will explain how the specific language and expression used by the writer or speaker affects reader or listener response.

PE/TE: See examples on pages 170, 267, 344, 439, 439, 498, 763, 794, 832, and 925.

Indicator

4.2.3 The student will evaluate the use of transitions and their effectiveness in a text.

PE/TE:

Indicator

4.2.4 The student will explain how repetitions of words, phrases, structural features, and ideas affect the meaning and/or tone of a text.

PE/TE: See examples on pages 88, 92, 94, 128, 132, 134, 144, 288, 307, 523, 526, 662, 667, 770, and 772.

Expectation

4.3 The student will evaluate textual changes in a work and explain how these changes alter tone, clarify meaning, address a particular audience, or fulfill a purpose.

Indicator

4.3.1 The student will alter the tone of a text by revising its diction.

Assessment limit: Selecting appropriate revisions of words and phrases

- tone (e.g., humorous, urgent, official, authoritative, more or less critical, commanding, diplomatic, detached, resentful, sympathetic, formal, informal)

PE/TE: See examples on pages 83, 116, 118, 693, 697, 740, 743, 745, 753, 809, 822, and 928.

- purpose (inform, persuade, express personal ideas)

PE/TE: See examples on pages 213, 362, 395, 403, 425, 431, 475, 480, 482, 486, 497, 588, 596, 824, 831, 843, and 850.

- audience (e.g., peer, adult, child, official authority)

PE/TE: See examples on pages 64, 150-151, 232, 350, 449, 512, 599, 700, 775, 853-854, and 995-996.

Indicator

4.3.2 The student will justify revisions in syntax and diction from a previous draft of a text by explaining how the change affects meaning.

PE/TE: See examples on pages 488, 497, 1044, 125, and 1139.

Indicator

4.3.3 The student will alter a text to present the same content to a different audience via the same or different media.

PE/TE:

Indicator

4.3.4 The student will compare the differences in effect of two texts on a given subject.

PE/TE: See examples on pages 852-856.