

Reading		
Content Standard 1.0: <i>Students know and use word analysis skills and strategies to comprehend new words encountered in text.</i>		
1.6.3 Determine how the function of a word (part of speech) changes when a suffix (e.g., -ness, -tion, -able, -ous, -ly) is added.	Word Attack	p. 871-872, 909-910
1.6.4 Apply knowledge of common foreign words and phrases to increase comprehension.	Word Patterns and Meaning	p. 870-872
1.6.5 Identify and define commonly used idioms to increase comprehension.	Context, Syntax, and Literary Allusion	p. 870, 893, 938
Reading		
Content Standard 2.0: <i>Students use reading process skills and strategies to build comprehension.</i>		
2.6.1 Develop and plan for reading that includes the determination of purpose, appropriate rate for fiction vs. nonfiction, and related graphic organizers.	Pre-Reading Strategies	p. 5, 14, 19, 25-27, 31, 33, 46, 69, 79, 91, 104, 866-870
2.6.2 Confirm and deny predictions while reading.	During Reading –Repairing Comprehension	p. 6-14, 20-23, 27-29, 34-42, 47-54, 80-84, 92-100, 105-127
2.6.3 Identify and explain the relationships between main ideas and supporting details in text.	During Reading –Strategies	p. 6-14, 20-23, 27-29, 34-42, 47-54, 80-84, 92-100, 105-127
2.6.4 Summarize information from several sources.	After Reading –Extending Comprehension	p. 6-14, 20-23, 27-29, 34-42, 47-54, 80-84, 92-100, 105-127
2.6.5 Adjust reading rate to suit the structure of content area texts.	Adjusting Reading Rate	p. 6-14, 20-23, 27-29, 34-42, 47-54, 80-84, 92-100, 105-127

Reading		
Content Standard 3.0: <i>Students read to comprehend, interpret, and evaluate literature from a variety of authors, cultures, and times.</i>		
3.6.1 Analyze the influence of setting on characters and on how the problem or conflict is resolved.	Literary Elements	p. 16, 162, 261, 339, 409, 513, 535, 536, 580, 715, 940, 944
3.6.2 Make logical predictions about characters' action and plot development based on evidence from the text.	Inferences and Predictions	p. 6-14, 20-23, 27-29, 34-42, 47-54, 80-84, 92-100, 105-127
3.6.3 Compare works of literature from the same historical period written by authors from different cultural, generational, and gender perspectives.	Historical/ Cultural Context	p. 61, 141, 217, 319, 437, 501, 597, 682, 800, 855
3.6.4 Compare a variety of themes generated by a single topic .	Theme	p. 58, 305, 513, 595, 945
3.6.5 Recognize the effect and appropriateness of the rhythm and sounds used by an author in a selection.	Stylistic Devices	p. 608-691
3.6.6 Describe how an author creates mood by choosing words with specific connotations .	Author's Use of Stylistic Devices to Achieve Purpose	p. 178, 182, 183, 642, 675, 942
3.6.7 Compare how several literary forms address the same topic.	Genres	p. 154, 164, 175, 179, 186, 202, 206, 211, 213, 217

Reading		
Content Standard 4.0: <i>Students read to comprehend, interpret, and evaluate informational texts for specific purposes.</i>		
4.6.1 Identify and use the text features of newspapers, magazines, and editorials to gain meaning.	Text Features	p. 794-799, 926-927, 928
4.6.2 Find similarities and differences among texts in the treatment, scope, or organization of ideas.	Rhetorical Strategies	p. 43, 504, 803, 881-882
4.6.3 Evaluate information from the differentiate between primary and secondary sources.	Location of Information	p. 925-928
4.6.4 Verify information from one source by consulting other sources.	Evaluation of Logic	p. 925-928
4.6.5 Evaluate how authors' ideas and purposes shape the content of texts, such as advertisements and public documents.	Effects of Author's Purpose and Content	p. 307, 317-318, 488, 491, 659, 738, 791, 874, 938
4.6.6 Read and follow multi-step directions to complete a complex task.	Directions	p. 934

Writing		
Context Standard 5.0: <i>Students write a variety of texts that inform, persuade, describe, evaluate, or tell a story and are appropriate to purpose and audience.</i>		
5.6.1 Write informative papers that develop a clear topic with appropriate facts, details, and examples from a variety of sources and have a distinct beginning, middle, and ending.	Information	p. 78, 162, 177, 435, 726, 801-810, 818, 874, 883-884
5.6.2 Extract and reformat information into workplace communications, such as lists and memos.	Personal/ Business	p. 25, 31, 102, 177, 200, 248, 410, 469, 478, 500, 548, 581, 628, 681, 715, 747, 792, 799, 835, 935-936, 937
5.6.3 Write narratives or short stories that include relevant and meaningful dialogue.	Narration	p. 354, 660, 828
5.6.4 Write responses to literary selections that demonstrate an understanding of character motivation and development.	Literary Analysis	p. 58, 139, 215, 317, 368, 434, 499, 595, 680, 725, 798, 853, 938
5.6.5 Write summaries of non-fiction text such as magazine or newspaper articles.	Summary	p. 59, 140, 216, 318, 369, 435, 500, 596, 681, 726, 799, 854
5.6.6 Write short expository texts that propose a solution to a problem and offer simple persuasive evidence in support of the solution.	Persuasion	p. 142-147, 738, 799, 874

Writing		
Content Standard 6.0: <i>Students write with a clear focus and logical development, evaluating, revising, and editing for organization, style, tone, and word choice.</i>		
6.6.1 Generate ideas for writing by responding to visual stimuli such as objects or photographs.	Prewriting	p. 62-63, 143, 218-219, 321, 372-373, 438-441, 503, 599, 683-685, 729, 802-803, 857, 873-882
6.6.2 Use organizing techniques appropriate to the purpose for writing.	Organizing	p. 881-882
6.6.3 Write paragraphs and compositions with clear transitions between ideas.	Drafting	p. 64-65, 143-144, 218-219, 322-324, 374, 441, 505, 601, 685, 731, 805, 859, 873-884
6.6.4 Revise compositions to improve organization and consistency of ideas and to meet the criteria of a rubric .	Revising	p. 65-67, 145-146, 221, 324-326, 375, 443, 506, 686-687, 732, 808, 862, 873, 885-886
6.6.5 Edit for use of standard English.	Editing	p. 65-67, 145-146, 221, 324-326, 375, 443, 506, 686-687, 732, 808, 862, 873, 885-886
6.6.6 Produce writing with a voice that shows awareness of an intended audience and purpose.	Recognizing Audience	p. 63, 143, 218, 321-322, 372-373, 439, 503, 599, 683, 729, 802, 857, 874
6.6.7 Share final drafts with a designated audience.	Sharing	p. 67, 146, 223, 326, 376, 444, 507, 688, 733, 862, 873, 888

Writing		
Content Standard 7.0: <i>Students write using standard English grammar, usage, punctuation, capitalization, and spelling.</i>		
7.6.1 Use correct verb tense consistently in writing.	Grammar/ Usage	p. 102, 901-902
7.6.2 Identify and correct fragments and run-on sentences in writing.	Sentence Structure	p. 64-65, 89, 262, 354, 435, 440-441, 581, 681, 859-861, 893-898
7.6.3 Use semi-colons to correct run-on sentences, use colons in business letters, and use apostrophes in contractions and possessives.	Punctuation	p. 78, 324-326, 399, 410, 503-505, 729-732, 906, 907
7.6.4 Use rules of capitalization.	Capitalization	p. 209, 675, 715, 908-909
7.6.5 Spell frequently misspelled words correctly (e.g., their/they're/there and you're/your).	Spelling	p. 487, 909-910
Listening and Speaking		
Content Standard 8.0: <i>Students listen to and evaluate oral communications for content, style, speaker's purpose, and audience appropriateness.</i>		
8.6.1 Identify the tone, mood, and emotion conveyed in both verbal and nonverbal communication.	Message	p. 911-912
8.6.2 Identify effective speaking techniques and develop criteria for evaluating oral presentations.	Content	p. 913-918
8.6.3 Recognize that language usage varies in formal and informal settings.	Language	p. 913-918
8.6.4 Follow multi-step oral directions to complete a task.	Following Directions	p. 934

Listening and Speaking		
Content Standard 9.0: <i>Students speak using organization, style, tone, voice, and media aids appropriate to audience and purpose.</i>		
9.6.1 Use specific and varied vocabulary and apply standard English to communicate ideas.	Vocabulary Choice	p. 117, 306
9.6.2 Develop and deliver presentations that include media aids appropriate to audience and purpose.	Public Speaking Techniques	p. 913-918
9.6.3 Organize and deliver a “how to” speech in a logical sequence and incorporate media aids as needed for enhancement.	Types of Speeches	p. 162, 469, 559, 916-918
9.6.4 Read aloud or recite literary, dramatic, and original works.	Interpretive Speech	p. 916-918
9.6.5 Give organized multi-step directions to complete a task.	Giving directions	p. 103, 934-935
Listening and Speaking		
Content Standard 10.0: <i>Students participate in discussions to offer information, clarify ideas, and support a position.</i>		
10.6.1 Demonstrate active listening skills by participating in conversations and group discussions.	Conversations and Group Discussions	p. 103, 341, 912-914
10.6.2 Ask and answer questions to generate possible solutions to a problem.	Examination of Evidence	p. 914-916
10.6.3 Develop criteria for evaluating effective group participation.	Group Protocol	p. 914-915
10.6.4 Evaluate the logic and effectiveness of a speaker’s argument(s).	Evaluation	p. 912-918

Research		
Content Standard 11.0: <i>Formulate research questions, use a variety of sources to obtain information, weigh the evidence, draw valid conclusions, and present findings.</i>		
11.6.1 Formulate a plan for research to answer a focused question.	Choosing a Research Topic	p. 919
11.6.2 Distinguish between information from primary and secondary sources.	Locating Information	p. 924-928
11.6.3 Document research sources in order to prevent plagiarism.	Documenting Sources	p. 928-931, 522, 536, 804-806
11.6.4 Record information using note-taking and organizational formats.	Recording Information	p. 45, 59, 78, 90, 103, 133, 200, 248, 262, 290, 306, 318, 349, 355, 361, 369, 399, 410, 469, 478, 487, 522, 536, 560, 596, 628, 655, 660, 747, 804-806, 828, 924-931, 928-931
11.6.5 Present research findings using written text or media.	Presenting Research Findings	p. 45, 59, 78, 90, 103, 133, 200, 248, 262, 290, 306, 318, 349, 355, 361, 369, 399, 410, 469, 478, 487, 522, 536, 560, 596, 628, 655, 660, 747, 828, 924-931