

Reading		
Content Standard 1.0: <i>Students know and use word analysis skills and strategies to comprehend new words encountered in text.</i>		
1.8.3 Apply knowledge of Anglo-Saxon-, Greek-, and Latin-derived roots and affixes to determine the meaning of unknown vocabulary across the curriculum.	Word Attack	p. 634, 900
1.8.4 Apply knowledge of word origins, roots, structures, and context clues, as well as use dictionaries and glossaries, to comprehend new words in text.	Word Patterns and Meaning	p. 634, 899-900
1.8.5 Analyze idioms, analogies, metaphors, and similes to infer literal and figurative meaning.	Context, Syntax, and Literary Allusion	p. 35, 43, 198, 255, 578, 585, 601, 643, 647, 673, 679, 793, 982, 988, 992
Reading		
Content Standard 2.0: <i>Students use reading process skills and strategies to build comprehension.</i>		
2.8.1 Apply and analyze the use of appropriate pre-reading strategies that enhance comprehension, such as accessing prior knowledge, predicting, previewing, and setting a purpose.	Pre-Reading Strategies	p. 5, 12, 35, 57, 69, 79, 86, 92, 104, 123, 137, 894-899
2.8.2 Choose reading strategies and self-correct to enhance comprehension.	During Reading –Repairing Comprehension	p. 6-9, 13-27, 36-42, 58-65, 70-75, 80-83, 87-89, 93-100, 105-108, 124-130, 138-147
2.8.3 Apply and analyze a variety of skills and strategies such as locating essential information, verifying predictions, drawing conclusions, and making inferences to aid comprehension.	During Reading –Strategies	p. 6-9, 13-27, 36-42, 58-65, 70-75, 80-83, 87-89, 93-100, 105-108, 124-130, 138-147
2.8.4 Use outlines, maps, and graphic organizers to aid comprehension.	After Reading –Extending Comprehension	p. 10, 27-28, 33, 43, 66, 76, 84, 90, 101, 109, 131, 135, 147

Reading (continued)		
Content Standard 2.0: <i>Students use reading process skills and strategies to build comprehension.</i>		
2.8.5 Adjust reading rate to match purpose, task, and text difficulty.	Adjusting Reading Rate	p. 6-9, 13-27, 36-42, 58-65, 70-75, 80-83, 87-89, 93-100, 105-108, 124-130, 138-147
Reading		
Content Standard 3.0: <i>Students read to comprehend, interpret, and evaluate literature from a variety of authors, cultures, and times.</i>		
3.8.1 Evaluate story elements such as character, conflict, plot, subplot, parallel episodes, and climax to determine their importance to a story.	Literary Elements	p. 12, 33, 57, 66, 403, 408, 492, 466, 502, 503, 512, 656, 659, 805, 816, 983-984, 986, 987-990
3.8.2 Make inferences and predictions supported by the text regarding the motives of characters and consequences of action.	Inferences and Predictions	p. 6-9, 13-27, 36-42, 58-65, 70-75, 80-83, 87-89, 93-100, 105-108, 124-130, 138-147
3.8.3 Explain an author's viewpoint and message in relation to the historical and cultural context of the author or work.	Historical/ Cultural Context	p. 60, 67, 74, 83, 86, 127, 137, 145, 186, 188, 200, 236, 264
3.8.4 Distinguish theme from topic, identify possible themes, and pinpoint recurring themes in several selections, citing textual evidence to support claims.	Theme	p. 5, 35, 52-53, 90, 118-119, 159, 180, 246-247, 301-302, 467, 490-491, 773, 992
3.8.5 Analyze ways authors use of imagery, figurative language, and sound to elicit reader response.	Stylistic Devices	p. 12, 33, 35, 43, 578, 584, 588, 629, 635, 638, 656, 662, 986
3.8.6 Compare stylistic elements among texts to determine effects of author choices.	Author's Use of Stylistic Devices to Achieve Purpose	p. 6-9, 13-27, 36-42, 58-65, 70-75, 80-83, 87-89, 93-100, 105-108, 124-130, 138-147

Reading (continued)		
Content Standard 3.0: <i>Students read to comprehend, interpret, and evaluate literature from a variety of authors, cultures, and times.</i>		
3.8.7 Compare characteristics and elements of various literary forms, including short stories, poetry, essays, plays, speeches, and novels.	Genres	p. 364, 464, 576, 692, 774, 836
Reading		
Content Standard 4.0: <i>Students read to comprehend, interpret, and evaluate informational texts for specific purposes.</i>		
4.8.1 and 4.8.2 Use knowledge of text features and common expository structures such as cause/effect and comparison/contrast to comprehend text.	Text Features & Rhetorical Strategies	p. 912, 915
4.8.3 Locate, interpret, organize, and synthesize information from texts to answer specific questions and support ideas.	Location of information	p. 896-899
4.8.4 Identify and assess the validity, accuracy, and adequacy of evidence that supports an author's ideas.	Evaluation of Logic	p. 896-899
4.8.5 Summarize authors' ideas and information in texts, including advertisements and public documents.	Effects of Author's Purpose and Context	p. 903
4.8.6 Read and follow multi-step directions to complete a complex task.	Directions	p. 975

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>		
5.8.1 Write informative papers that develop a topic with introductory and concluding statements and supporting ideas, examples, and details from a variety of sources.	Information	p. 296, 456, 682, 829, 903
5.8.2 Write career and workplace communications, such as business letters, resumes, or job applications and produce workplace communications such as memos, charts, and graphs.	Personal/ Business	p. 11, 44, 166, 256, 263, 479, 633, 764, 788, 827, 976-978, 903
5.8.3 Write narratives or short stories that reveal the writer's attitude toward the subject; relate a clear coherent incident, event, or situation with detail; and employ strategies such as relevant dialogue and physical description.	Narration	p. 46, 112-117, 566, 903, 914
5.8.4 Write responses to literary selections that demonstrate an understanding of the work, using supporting evidence from the texts and prior knowledge or experience.	Literary Analysis	p. 896-899
5.8.5 Write summaries that present main ideas and key supporting information.	Summary	p. 158, 166, 794

Writing (continued)		
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>		
5.8.6 Write persuasive editorials or essays that state a thesis and arrange supporting details, reasons, and examples, effectively anticipating and answering reader concerns and counter-arguments.	Persuasion	p. 158, 168-178, 240-245, 884-889, 903
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>		
6.8.1 Generate ideas for writing by using a variety of strategies such as interviewing; discussing with peers; or responding to literature, film, art and other media.	Prewriting	p. 47, 356, 902-909
6.8.2 Use organizing techniques appropriate to the purpose for writing.	Organizing	p. 909, 113, 169
6.8.3 Write coherent compositions with a controlling impression or thesis statement .	Drafting	p. 338, 480, 913-915
6.8.4 Revise writing, using given criteria, such as rubrics or feedback from others, to improve word choice, organization, and point of view.	Revising	p. 116, 174, 243, 299, 916-918
6.8.5 Edit for use of standard English.	Editing	p. 116, 174, 243, 299, 916-918
6.8.6 Produce writing with a voice that is expressive and appropriate to audience and purpose.	Recognizing Audience	p. 113, 241, 356, 567, 768, 830, 903
6.8.7 Share final drafts with a designated audience.	Sharing	p. 51, 117, 918-919

Writing		
Content Standard 7.0: <i>Students write using standard English grammar, usage, punctuation, capitalization, and spelling.</i>		
7.8.1 Apply the rules of usage and grammar such as subject/verb agreement, pronoun/ antecedent agreement, and verb tense usage in writing.	Grammar/ Usage	p. 244-245, 297-298, 931-933, 936, 939, 392, 402, 612-620, 922-924, 928, 937-939
7.8.2 Use varied sentence structure, including complex sentences, to reinforce the presentation of a personal writing style.	Sentence Structure	p. 11, 48-49, 356-357, 458-459, 595-596, 683-685, 832, 924-931, 940-943
7.8.3 Use internal and external punctuation correctly.	Punctuation	p. 347, 770-771, 943-944, 945
7.8.4 Use rules of capitalization.	Capitalization	p. 671, 945-947
7.8.5 Demonstrate conventional spelling.	Spelling	p. 947-949

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>		
8.8.1 Identify and paraphrase a speaker's main ideas and supporting evidence to draw meaning from and ask relevant questions about the content and purpose of oral presentations.	Message	p. 256, 951-956
8.8.2 Evaluate content and delivery of oral presentations using given criteria and provide constructive feedback.	Content	p. 238, 240, 953-959
8.8.3 Analyze how dialects associated with informal and formal speaking contexts are reflected in slang, jargon, and language styles.	Language	p. 900-901, 920-921
8.8.4 Follow multi-step oral directions to complete a complex task	Following Directions	975
Listening and Speaking Content Standard 9.0: <i>Students speak using organization, style, tone, voice, and media aids appropriate to audience and purpose.</i>		
9.8.1 Use specific and varied vocabulary and apply standard English to communicate ideas.	Vocabulary Choice	p. 920-929
9.8.2 Select and use vocabulary and public speaking techniques appropriate to audience and purpose.	Public Speaking Techniques	p. 950, 956-959
9.8.3 Organize and deliver impromptu and planned presentations appropriate to audience and purpose.	Types of Speeches	p. 392, 794, 956-957

Listening and Speaking Content Standard 9.0 (continued)		
9.8.4 Read aloud or recite literary, dramatic, and original works.	Interpretive Speech	p. 68, 158, 256, 957-959
9.8.5 Give clear and concise multi-step directions to complete a complex task.	Giving Directions	p. 975-976
Listening and Speaking Content Standard 10.0: <i>Students participate in discussions to offer information, clarify ideas, and support a position.</i>		
10.8.1 Participate in conversations and group discussions as active listeners who provide constructive feedback.	Conversations and Group Discussions	p. 53, 91, 119, 221, 463, 575, 691, 788, 827, 891, 950, 953-954, 980-981
10.8.2 Ask for and provide specific evidence in support of an opinion.	Examination of Evidence	p. 168-178, 954
10.8.3 Apply understanding of agreed-upon rules and individual roles and individual roles in a variety of discussion formats.	Group Protocol	p. 53, 91, 119, 221, 463, 575, 691, 788, 827, 891, 950, 953-954, 980-981
10.8.4 Express supported opinions while considering divergent viewpoints.	Evaluation	p. 294, 958-959

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>		
11.8.1 Formulate questions and develop a clear statement of purpose that lead to inquiry, investigation, and research of cross-curricular topics.	Choosing a Research Topic	p. 171-172, 903, 904-905, 913
11.8.2 Locate and select relevant information from multiple primary and secondary sources.	Locating Information	p. 11, 34, 110, 198, 222, 324, 347, 392, 433, 479, 584, 787, 816, 853, 872, 878
11.8.3 Document research sources using a given format.	Documenting Sources	p. 173-175, 969
11.8.4 Record information using a variety of note-taking and organizational strategies.	Recording Information	p. 909-913, 965, 969
11.8.5 Organize and present research findings using appropriate media.	Presenting Research Findings	p. 771, 833, 902, 918-919