

<b>Reading</b> <b>Content Standard 1.0:</b> <i>Students know and use word analysis skills and strategies to comprehend new words encountered in text.</i>		
I/S 1.12.3 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. 528, 574, 779, 1032, 1033
I/S 1.12.4 Discern subtle differences between closely related words (e.g., thin and slender); use references as necessary.	Word Patterns and Meaning	p. 1031, 1032
I/S 1.12.5 Apply knowledge of syntax and literary <b>allusions</b> to acquire an understanding of new words and to comprehend text.	Context, Syntax, and Literary Allusion	p. 159, 161, 243, 251, 275, 339, 343, 500, 506, 535, 537, 624, 627, 891, 895, 953, 856, 1030, 1031, 1132, 1157
<b>Reading</b> <b>Content Standard 2.0:</b> <i>Students use reading process skills and strategies to build comprehension.</i>		
I/L 2.12.1 Refine pre-reading strategies such as accessing prior knowledge, predicting, previewing, and setting a purpose to ensure comprehension.	Pre-Reading Strategies	p. 1024-1029
I/L 2.12.2 Use specific repair strategies such as summarizing, clarifying ambiguities, and consulting other sources.	During Reading –Repairing Comprehension	p. 1024-1029
I/L 2.12.3 Plan, monitor, and assess the strategies used to ensure comprehension of a variety of texts.	During Reading –Strategies	p. 1024-1029

<b>Reading</b> <b>Content Standard 3.0:</b> <i>Students read to comprehend, interpret, and evaluate literature from a variety of authors, cultures, and times.</i>		
E/L 3.12.1 Analyze character, plots, setting, themes, and points of view in any given piece of literature.	Literary Elements	p. 6, 10, 28, 30, 40, 46, 50, 96, 100, 102, 109, 137, 224, 242, 277, 281, 330, 332, 489, 494, 508, 512, 539, 546, 549, 560, 585, 625, 630, 641, 646, 652, 656, 658, 664, 695, 699, 705, 707, 721, 729, 730, 743, 796, 806, 902, 906, 1136, 1150-1151, 1157
E/L 3.12.2 Make inferences supported by the text regarding characters, plots, settings, and themes.	Inferences and Predictions	p. 6, 10, 28, 30, 40, 46, 50, 96, 100, 102, 109, 137, 224, 242, 277, 281, 330, 332, 489, 494, 508, 512, 539, 546, 549, 560, 585, 625, 630, 641, 646, 652, 656, 658, 664, 695, 699, 705, 707, 721, 729, 730, 743, 796, 806, 902, 906, 1025, 1136, 1150-1151, 1157
I/L 3.12.3 Analyze viewpoints and messages in relation to the historical and cultural context of recognized works of British, American, or world literature.	Historical/ Cultural Context	p. 80-87, 92, 96, 102, 110, 114, 140-147, 153, 159, 163, 171, 192-197, 199, 206, 211, 217, 229, 251, 277, 286, 318-322, 330, 334, 339, 344-345, 350, 354, 366, 379, 404-409, 432, 434, 448, 454, 476-482
E/S 3.12.4 Use textual evidence to analyze the theme or meaning of a selection.	Theme	p. 6, 10, 30, 50, 137, 277, 281, 330, 332, 489, 494, 625, 630, 652, 656, 658, 664, 730, 743, 1157
I/S 3.12.5 Analyze and evaluate ways authors use imagery, figures of speech, and sound to elicit reader response.	Stylistic Devices	p. 17, 18, 19, 20, 21, 159, 161, 163, 169, 211, 214, 249, 251, 275, 284, 339, 343, 366, 377, 500, 506, 523, 527, 532, 533, 585, 591, 624, 627, 632, 634, 648, 650, 879, 881, 891, 895, 953, 856, 1132, 1137, 1143, 1149, 1153
W/L 3.12.6 Analyze how <b>irony</b> , tone, mood, style, <b>syntax</b> , and sound of language are used for <b>rhetorical</b> and <b>aesthetic</b> purposes.	Author's Use of Stylistic Devices to Achieve Purpose	p. 29, 61, 64, 96, 100, 147, 151, 286, 297, 324, 328, 350, 352, 377, 380, 381, 382, 383, 454, 484, 487, 530, 531, 535, 537, 562, 570, 632, 634, 641, 646, 695, 699, 771, 773, 830, 842, 891, 894, 915, 921, 958, 962, 1054-1055, 1145, 1146, 1147, 1156, 1157, 1158

<b>Reading</b> <b>Content Standard 3.0 (continued)</b>		
W/L 3.12.7 Analyze the effects of an author's choice of literary form.	Genres	p. 4, 6, 12, 19, 22, 27, 31, 41, 44, 52, 56, 74-75
<b>Reading</b> <b>Content Standard 4.0:</b> <i>Students read to comprehend, interpret, and evaluate informational texts for specific purposes.</i>		
W/L 4.12.1 and 4.12.2 Analyze text features and rhetorical strategies of different types of primary source documents (e.g., policy statements, speeches, debates, diaries, platforms) and identify how authors use the features to achieve their purposes.	Text Features	p. 18, 52, 153, 157, 400, 435, 1140, 1153
E/S 4.12.3 Locate, organize, interpret, and synthesize information in multiple primary and secondary sources to support ideas and positions.	Location of information	p. 1107-1119
E/L 4.12.4 Critique the power, logic, reasonableness, and audience appeal of arguments advanced in texts.	Evaluation of Logic	p. 350, 352, 448, 452
I/L 4.12.5 Analyze how historical and cultural contexts influence the content and validity of informational texts.	Effects of Author's Purpose and Context	p. 80-87, 92, 96, 102, 110, 114, 140-147, 153, 159, 163, 171, 192-197, 199, 206, 211, 217, 229, 251, 277, 286, 318-322, 330, 334, 339, 344-345, 350, 354, 366, 379, 404-409, 432, 434, 448, 454, 476-482
E/S 4.12.6 Read and apply multi-step directions to perform complex procedures and tasks.	Directions	p. 1123-1124

<b>Writing</b> <b>Context Standard 5.0:</b> <i>Students write a variety of texts that inform, persuade, describe, evaluate, or tell a story and are appropriate to purpose and audience.</i>		
I/L 5.12.1 Write a research paper that develops a <b>thesis</b> , contains information selected from at least ten sources, and conforms to a style manual.	Information	p. 928-937
I/L 5.12.2 Produce subject-specific technical writing, such as instructions for a shop project or field reports for science.	Personal/ Business	p. 285, 364, 447, 693, 795
I/L 5.12.3 Write <b>reflective texts</b> that draw comparisons between specific incidents and broader themes.	Narration	p. 54, 73, 127-135, 187, 313, 463, 607, 753, 855, 934, 1019, 1034, 1035, 1052
I/L 5.12.4 Write responses to literature that analyze and critique the use of imagery, language, themes, stylistic devices, and tone.	Literary Analysis	p. 55, 63, 122, 174, 297, 430, 452, 487, 1041
E/L 5.12.5 Write summaries or <b>abstracts</b> that distill large amounts of information into clear, concise <b>prose</b> .	Summary	p. 50, 123, 210, 418
I/L 5.12.6 Write persuasive texts that evaluate, interpret, or speculate using specific rhetorical devices to support assertions; clarify and defend positions with precise and relevant evidence.	Persuasion	p. 54, 179-187, 453, 1035

<b>Writing</b>		
<b>Content Standard 6.0:</b> <i>Students write with a clear focus and logical development, evaluating, revising, and editing for organization, style, tone, and word choice.</i>		
I/L 6.12.1 Generate ideas for writing by selecting appropriate pre-writing strategies with attention to audience, purpose, and personal style.	Prewriting	p. 66-69, 128-129, 180-181, 309-310, 391-393, 465-466, 602-605, 673-675, 748-751, 852-854, 930-932, 1015-1017, 1034-1045
I/L 6.12.2 Organize ideas in compositions by selecting and applying structures such as comparison/contrast or cause/effect, which enhance the central idea, theme, or purpose.	Organizing	p. 68-69, 751-752, 1042, 1044
I/L 6.12.3 Write compositions that present complex ideas in a sustained and compelling manner.	Drafting	p. 69, 130-131, 181-182, 310-311, 393, 467, 605, 675-677, 751, 854-855, 933, 1017-1018, 1034, 1045-1047
I/L 6.12.4 Revise writing to improve word choice, organization, and point of view, using given criteria such as rubrics or feedback from others.	Revising	p. 70, 133, 186, 312, 396, 471, 606-607, 679, 752, 857, 934, 1018, 1034, 1048-1051
I/L 6.12.5 Edit for use of standard English.	Editing	p. 70, 133, 186, 312, 396, 471, 606-607, 679, 752, 857, 934, 1018, 1034, 1048-1051
I/L 6.12.7 Share final drafts with a designated audience.	Sharing	p. 73, 134, 187, 313, 399, 471, 607, 679, 752, 857, 934, 1019, 1034, 1051-1052

<b>Writing</b>		
<b>Content Standard 7.0:</b> <i>Students write using standard English grammar, usage, punctuation, capitalization, and spelling.</i>		
I/S 7.12.1 Apply the rules of usage, grammar, and capitalization with few significant errors; use modifiers, parallel structure, and <b>subordination</b> correctly in writing.	Grammar/ Usage	p. 1053-1085
W/L 7.12.2 Use multiple structures such as inversion, parallelism, and sentences of varying lengths for stylistic effect.	Sentence Structure	p. 1071-1080
W/L 7.12.3 Use rules of punctuation; manipulate <b>conventions</b> for emphasis in writing.	Punctuation	p. 1080-1082
I/S 7.12.4 Use rules of capitalization.	Capitalization	p. 1083-1084
I/S 7.12.5 Demonstrate conventional spelling.	Spelling	p. 1084-1085

<b>Listening and Speaking</b> <b>Content Standard 8.0:</b> <i>Students listen to and evaluate oral communications for content, style, speaker's purpose, and audience appropriateness.</i>		
E/L 8.12.1 Summarize and evaluate communications that inform, persuade, and entertain.	Message	p. 50, 123, 418, 1025
W/L 8.12.2 Create and apply criteria for evaluating content and delivery of oral and multi-media presentations.	Content	p. 436, 914, 1047-1048, 1086-1094
W/L 8.12.3 Analyze the effects of language and dialect on audience response.	Language	p. 338, 411, 417, 675-677, 823, 1055
<b>Listening and Speaking</b> <b>Content Standard 9.0:</b> <i>Students speak using organization, style, tone, voice, and media aids appropriate to audience and purpose.</i>		
I/L 9.12.1 Use specific and varied vocabulary and apply standard English to communicate ideas.	Vocabulary Choice	p. 750-752
I/L 9.12.2 Make formal oral or multi-media presentations, using vocabulary and public speaking techniques appropriate to audience and purpose.	Public Speaking Techniques	p. 158, 436, 914, 1095-1097
I/L 9.12.3 Organize and deliver planned, extemporaneous, and impromptu presentations that address a topic and engage the audience.	Types of Speeches	p. 26, 158, 488, 499, 528, 631, 882, 1095-1097

<b>Listening and Speaking (continued)</b>		
<b>Content Standard 9.0:</b> <i>Students speak using organization, style, tone, voice, and media aids appropriate to audience and purpose.</i>		
I/L 9.12.4 Read aloud or recite literary, dramatic, and original works.	Interpretive Speech	p. 26, 488, 499, 528, 631, 882,
<b>Listening and Speaking</b>		
<b>Content Standard 10.0:</b> <i>Students participate in discussions to offer information, clarify ideas, and support a position.</i>		
E/L 10.12.1 Participate in problem-solving conversations or group discussions by identifying, synthesizing, and evaluating data.	Conversations and Group Discussions	p. 40, 519, 886, 1088, 1093-1094
E/L 10.12.2 Negotiate to arrive at consensus by proposing and examining possible options.	Examination of Evidence	p. 519, 1090, 1101-1102
I/L 10.12.3 Identify and practice techniques such as setting time limits for speakers and deadlines for decision making to improve productivity of group discussions.	Group Protocol	p. 431, 495, 507, 561, 567, 774, 1093-1094, 1101-1102
E/L 10.12.4 Justify a position using logic and refuting opposing viewpoints.	Evaluation	p. 519, 657, 774, 843, 997, 1099-1100, 1101-1102, 1106



<b>Research</b>		
<b>Content Standard 11.0:</b> <i>Formulate research questions, use a variety of sources to obtain information, weigh the evidence, draw valid conclusions, and present findings.</i>		
W/L 11.12.1 Formulate cross-curricular research questions and use an appropriate research design to gather information.	Choosing a Research Topic	p. 1037-1038
E/L 11.12.2 Evaluate possible sources of information for credibility and usefulness.	Locating Information	p. 1038-1042, 1107-1114
W/L 11.12.3 Cite sources of information using a standard method of documentation.	Documenting Sources	p. 1114-1119
W/L 11.12.5 Organize and present research findings using appropriate media.	Presenting Research Findings	p. 73, 134, 187, 313, 399, 471, 607, 679, 752, 857, 934, 1019, 1034, 1051-1052