

DAYBOOKS OF CRITICAL
READING AND WRITING
Grades 2-12

correlated to

Arkansas

**English Language Arts
Curriculum Framework**



EDUCATION GROUP

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correlated to
Arkansas English Language Arts
Curriculum Framework
Grade 2

Strand: Oral and Visual Communications

Standard 1: Speaking

Students shall demonstrate effective oral communication skills to express ideas and to present information.

Student Learning Expectations	Daybook of Critical Reading and Writing, 2
Speaking Vocabulary OV.1.2.1 Use words that reflect a growing range of interests and knowledge	Student Book: 38-39, 47-52, 53-58
Speaking to share understanding of information OV.1.2.7 Support spoken ideas and opinions with examples and evidence	Student Book: 7
OV.1.2.8 Give three-step and four-step directions	Student Book: 77-81
OV.1.2.9 Participate in formal and informal discussions about a variety of topics including school events	Student Book: 88-95, 96-99
Speaking for literary response and expression OV.1.2.10 Tell and retell stories incorporating the use of descriptive language and elements of a story	Student Book: 38-40, 72-76
Speaking for critical analysis and evaluation OV.1.2.12 Ask and answer questions	Student Book: 7, 10, 12, 17, 22, 24-27, 57, 60-64, 66, 69, 72-76, 80-81, 85, 87, 88-95, 96-99, 100-105

Standard 2: Listening

Students shall demonstrate effective listening skills in formal and informal settings to facilitate communication.

Student Learning Expectations	Daybook of Critical Reading and Writing, 2
Listening for information and understanding OV.2.2.1 Demonstrate active listening behaviors (i.e., asking relevant questions)	Student Book: 10
OV.2.2.2 Listen and identify details that support the topic	Student Book: 10

Strand: Writing

Standard 4: Process

Students shall employ a wide range of strategies as they write and use different writing process elements appropriately.

Student Learning Expectations	Daybook of Critical Reading and Writing, 2
Prewriting W.4.2.1 Contribute to a writer's notebook (i.e., interesting words or phrases, books or experiences that spark an interest, etc.)	Student Book: 7, 8, 12, 14-19, 24-28, 66-70, 72-76, 88-95, 96-99
W.4.2.2 Use prewriting strategies to organize ideas	Student Book: 18, 22, 32, 36, 39, 68-69, 75, 85
Drafting W.4.2.4 Organize writing appropriately (i.e., sequence, main idea and detail, cause and effect, etc.)	Student Book: 30-33, 34-37, 77-81, 100-105
W.4.2.5 Create well-developed paragraphs that include introduction, details and conclusion	Student Book: 28, 37, 46, 105
W.4.2.6 Include relevant information in writing	Student Book: 19, 28, 37, 40, 86, 95, 105

Standard 5: Purposes, Topics, Forms and Audiences

Students shall demonstrate competency in writing for a variety of purposes, topics and audiences employing a wide range of forms.

Student Learning Expectations	Daybook of Critical Reading and Writing, 2
Purpose and Audiences W.5.2.1 Write for other people (i.e., parents, relatives, friends, teachers, and authors)	Student Book: 52
W.5.2.2 Match purpose for writing to the appropriate audience	Student Book: 52, 86
Topics and Forms W.5.2.5 Write an informational paragraph, including a topic sentence, details, and conclusions	Student Book: 76, 86
W.5.2.6 Write a <i>narrative</i> that presents a logical sequence of events and describes the setting, character, and events in detail	Student Book: 14
W.5.2.7 Write thank you notes, friendly letters (identifying the five parts), and invitations	Student Book: 52
W.5.2.9 Write simple <i>quatrains</i> and shape poetry	Student Book: 65, 70
W.5.2.11 Write text variations (i.e., change setting, characters, or ending, etc.)	Student Book: 105
W.5.2.12 Write connections between text and self	Student Book: 19, 28, 88, 95, 96-98
W.5.2.13 Write in a personal journal	Student Book: 7-12, 13-28, 29-40, 41-58, 59-70, 71-86, 87-106
W.5.2.14 Write independently on self-selected topics	Student Book: 28, 52, 65, 70, 95

Standard 6: Conventions

Students shall apply knowledge of Standard English conventions in written work.

Student Learning Expectations	Daybook of Critical Reading and Writing, 2
Sentence Formation W.6.2.1 Use a variety of simple sentences	Student Book: 17, 19, 22, 27-28, 32-33, 36-37, 40, 46, 52, 57, 63, 65, 70, 75, 76, 80-81, 86, 94-95, 96-99, 100-106

Standard 7: Craftsmanship

Students shall develop personal style and voice as they approach the craftsmanship of writing.

Student Learning Expectations	Daybook of Critical Reading and Writing, 2
Purposefully shaping and controlling language W.7.2.1 Develop a beginning, middle, and end to a story	Student Book: 24-28, 77-81
W.7.2.3 Compose a text following the structure of a poem, story, or informational (<i>expository</i>) text	Student Book: 65

Strand: Reading

Standard 9: Comprehension

Students shall apply a variety of strategies to read and comprehend printed material.

Student Learning Expectations	Daybook of Critical Reading and Writing, 2
Use prior knowledge to make meaning R.9.2.1 Activate prior knowledge by using features of text and/or knowledge of the author	Student Book: 7, 9, 10, 47-52, 7, 88-95, 96-99, 100-106
Using connections to make meaning R.9.2.2 Make connections from different parts of the same text	Student Book: 20-22, 24-26
Using visualizations to make meaning R.9.2.3 Form mental pictures from text read independently, including sequence of a process	Student Book: 11, 66
Using questioning and monitoring to make meaning R.9.2.4 Discuss how, why, and what-if questions about texts	Student Book: 7, 12, 24-27
R.9.2.5 Locate information within the text to answer literal and inferential questions	Student Book: 10, 14-19, 24-27, 30-32, 34-36, 38-40, 42-45, 53-57, 60, 63-64, 66, 69, 72-76, 77-81, 87-95, 96-99, 100-105
Using inferences to make meaning R.9.2.7 Read to confirm or change predictions	Student Book: 9, 24-28, 42-46, 88-95
R.9.2.8 Make and explain inferences from text, such as cause and effect relationships	Student Book: 7, 9, 12, 53-58, 88-95

Student Learning Expectations	Daybook of Critical Reading and Writing, 2
Determining importance to make meaning R.9.2.9 Determine a text's main idea and how those ideas are supported with details	Student Book: 30-33, 34-37
Summarizing and synthesizing for meaning R.9.2.10 Describe the cause and effect of specific events within a text	Student Book: 9, 12, 53-58, 88-95
R.9.2.11 Present a logical interpretation of a book	Student Book: 38-40, 77-81
R.9.2.12 Summarize major points of a text	Student Book: 8, 14-19, 24-28, 30-33, 34-37, 77-81, 82-86

Standard 10: Variety of Texts

Students shall read, examine, and respond to a wide range of texts for a variety of purposes.

Student Learning Expectations	Daybook of Critical Reading and Writing, 2
Exhibit behaviors and habits of an active reader R.10.2.2 Distinguish different forms of text and their functions	Student Book: 13-28, 29-40, 59-70, 71-86
R.10.2.3 Demonstrate knowledge of the content and theme of the works of a single author	Student Book: 42-46, 47-52, 53-58, 104
R.10.2.4 Read multiple books in the same genre but by different authors	Student Book: 8, 20-21, 24-26, 30-31, 34-36, 38-39, 42-45, 47-51, 53-56, 60-61, 63-65, 66-67, 72-74, 77-79, 82-84, 88-93, 96-97, 100-103
R.10.2.5 Respond to a wide variety of texts by contributing to a reading journal which demonstrates appropriate comprehension skills, including written responses, reading log, interest list, and reading goals	Student Book: 7-12, 13-28, 29-40, 41-58, 59-70, 71-86, 87-106
R.10.2.7 Use graphic organizers, including story maps, semantic or attribute maps, and Venn diagrams to make meaning of the reading selection	Student Book: 39, 46, 57, 68, 80-81, 85, 94
Reading a variety of informational materials for enjoyment and critical analysis R.10.2.8 Read a variety of information texts, including descriptive formats	Student Book: 72-76, 77-81, 82-86
R.10.2.9 Recognize <i>expository</i> text structures which are descriptive	Student Book: 72-76, 77-81

Student Learning Expectations	Daybook of Critical Reading and Writing, 2
<p>Reading a variety of literature for enjoyment and critical analysis</p> <p>R.10.2.11 Read a variety of stories, including fairy tales and folk tales</p>	<p>Student Book: 14-16, 20-22, 24-26, 42-45, 47-51, 53-56, 88-93, 96-97, 100-103</p>
<p>Reading a variety of poetry for enjoyment and critical analysis</p> <p>R.10.2.14 Read a variety of poetry, including <i>quatrains</i> and shape poems</p>	<p>Student Book: 60-61, 63-64, 66-67</p>
<p>R.10.2.15 Discuss poetry to determine meaning</p>	<p>Student Book: 60</p>
<p>Reading a variety of practical materials for enjoyment and critical analysis</p> <p>R.10.2.17 Read functional and instructional messages in the classroom environment, including labels, announcements, instructions and invitations, to accomplish tasks</p>	<p>Student Book: 82-86</p>
<p>R.10.2.18 Use pictures and charts to enhance reading</p>	<p>Student Book: 11, 23, 68-69</p>

Standard 11: Vocabulary, Word Study, and Fluency

Students shall acquire and apply skills in vocabulary development and word analysis to be able to read fluently.

Student Learning Expectations	Daybook of Critical Reading and Writing, 2
<p>Word Study and vocabulary</p> <p>R.11.2.7 Learn new words from reading and discuss the meanings of words</p>	<p>Student Book: 47, 51, 88</p>
<p>R.11.2.8 Experiment with language, including trying new words and using them in speaking, reading, and writing</p>	<p>Student Book: 69, 70</p>
<p>Accuracy of reading</p> <p>R.11.2.10 Self-monitor to make sense of the reading</p>	<p>Student Book: 4-16, 20-22, 24-26, 42-45, 47-51, 53-56, 88-93, 96-97, 100-103</p>
<p>Reading with fluency and expression</p> <p>R.11.2.12 Read familiar grade level texts using appropriate rhythm, pace, phrasing, punctuation, and intonation</p>	<p>Student Book: 4-16, 20-22, 24-26, 42-45, 47-51, 53-56, 88-93, 96-97, 100-103</p>

Strand: Inquiring/Researching

Standard 12: Research/Inquiry Process

Students shall engage in inquiry and research to address questions, to make judgments about credibility, and to communicate findings in ways that suit the purpose and audience.

Student Learning Expectations	Daybook of Critical Reading and Writing, 2
Accessing information IR.12.2.4 Access information from such sources as charts, maps, graphs, and directions	Student Book: 82-86
IR.12.2.5 Locate information from a variety of print, non-print, and technological resources (dictionaries, magazines, pictures, informational texts, people, and technology/Internet)	Student Book: 2-76, 77-81, 82-86
Interpreting Information IR.12.2.6 Use such graphic organizers as webbing and mapping to organize information	Student Book: 39, 46, 57, 68, 80-81, 85, 94

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Grade 3

Strand: Oral and Visual Communications

Standard 1: Speaking

Students shall demonstrate effective oral communication skills to express ideas and to present information.

Student Learning Expectations	Daybook of Critical Reading and Writing, 3
Speaking Behaviors OV.1.3.6 Adapt spoken language to the audience, purpose and occasion (i.e., volume, pitch, and rate)	Student Book: 122, 136, 137
OV.1.3.7 Communicate ideas sequentially or organized around major points of information	Student Book: 96-99
Speaking to share understanding of information OV.1.3.8 Support spoken ideas and opinions with examples, evidence, and elaboration	Student Book: 16-20 ,23, 99, 111, 116, 117, 122, 136, 137
OV.1.3.9 Give multiple step directions and explanation as needed	Student Book: 28, 35, 40, 43, 44, 47, 73, 79, 93, 103, 130
OV.1.3.10 Participate in formal and informal discussions about a variety of topics including community events	Student Book: 136, 137
Speaking for literary response and expression OV.1.3.12 Tell and retell stories in an informal storytelling format using descriptive language, story elements, and <i>voice</i> to create interest and mood	Student Book: 20, 122
OV.1.3.13 Participate in a variety of speaking activities, including book talks	Student Book: 122, 136, 137
Speaking for critical analysis and evaluation OV.1.3.14 Express opinions and solve problems	Student Book: 136, 137

Student Learning Expectations	Daybook of Critical Reading and Writing, 3
OV.1.3.15 Accept contributions of teacher or group to establish goals to improve speaking performance	Student Book: 122, 136, 137

S t a n d a r d 2 : L i s t e n i n g

Students shall demonstrate effective listening skills in formal and informal settings to facilitate communication.

Student Learning Expectations	Daybook of Critical Reading and Writing, 3
Listening for information and understanding OV.2.3.1 Demonstrate active listening behaviors (i.e., appropriate feedback and contributions relevant information)	Student Book: 46-48, 136, 137
OV.2.3.2 Listen and summarize information	Student Book: 46-48, 92-95, 136, 137
OV.2.3.3 Listen to acquire new vocabulary	Student Book: 46-48, 136, 137
Listening and responding to literature OV.2.3.5 Listen and respond to literature, including identifying the craftsmanship of the author	Student Book: 63-69, 76-81, 129-137
Listening for critical analysis and evaluation OV.2.3.6 Identify the purpose and content of verbal communication and nonverbal cues	Student Book: 32-36, 52-56, 58-63, 107-112, 118-122, 133-137

S t a n d a r d 3 : M e d i a L i t e r a c y

Students shall demonstrate knowledge and understanding of media as a mode of communication.

Student Learning Expectations	Daybook of Critical Reading and Writing, 3
Utilizing media for information and understanding OV.3.3.1 Gather and use information from various types of media	Student Book: 11, 16-25, 70-74, 87-90, 100-106
Utilizing media for personal response and expression OV.3.3.2 Respond to media in a variety of ways (i.e., art, writing, and plays)	Student Book: 10-14, 16-18, 21-22, 26-27, 32-34, 37, 38, 42, 46, 49, 52, 53, 58-60, 63-65, , 70, 71, 76-79, , 82, 83, 88, 89, 92, 93, 96, 97, 100-103, 108, 109, 113-115, 118-120, 124, 125, 129, 130, 133, 134
Utilizing media for critical analysis and evaluation OV.3.3.3 Compare and contrast literature from two media sources <i>presentations</i>	Student Book: 54, 80

Strand : Writing

Standard 4 : Process

Students shall employ a wide range of strategies as they write and use different writing process elements appropriately.

Student Learning Expectations	Daybook of Critical Reading and Writing, 3
<p>Prewriting</p> <p>W.4.3.1 Use a variety of planning strategies/organizers</p>	<p>Student Book: 9-14, 16-20, 25, 29, 30, 39, 40, 47, 50, 61, 67-69, 73, 80, 81, 84, 85, 87, 94, 98, 104-106, 111, 126</p>
<p>W.4.3.2 Focus on a central idea</p>	<p>Student Book: 21-25, 82-86</p>
<p>W.4.3.3 Identify the audience</p>	<p>Student Book: 32-36, 58-74, 76-81, 129- 132</p>
<p>W.4.3.4 Select appropriate resources for personal and informational writing</p>	<p>Student Book: 24-25, 29, 30, 40, 43, 47, 50, 67-69, 80, 81, 87, 98, 100-106, 135</p>
<p>Drafting</p> <p>W.4.3.6 Develop drafts by sorting information into categories as paragraphs</p>	<p>Student Book: 23-25, 28-30, 35, 36, 43, 44, 47, 48, 50, 51, 61, 62, 73, 74, 84-86, 94, 95, 98, 99, 111, 112, 116, 117, 121, 122, 131, 132</p>
<p>W.4.3.7 Create well-developed introductory and concluding paragraphs</p>	<p>Student Book: 20, 25, 30, 36, 51, 56, 62, 74, 86, 90, 95, 99, 112, 117, 122, 128, 132, 137</p>
<p>W.4.3.8 Include descriptive details that elaborate the central idea</p>	<p>Student Book: 21-25, 43, 44, 51, 63-65, 67-69, 82-86, 92-95, 129-132, 135-137</p>
<p>Revising</p> <p>W.4.3.9 Revise writing for organization, precise vocabulary, and purposefully selected information from peer responses and teacher conference</p>	<p>Student Book: 10, 14, 37, 39, 49, 52, 53, 58, 63, 67, 68, 69, 70, 73, 74, 82, 86, 87, 88, 92, 94, 95, 96, 100, 108, 110, 111, 112, 113, 115, 117, 118, 122, 124, 126, 128, 129, 131, 132, 133, 135, 136, 137</p>
<p>W.4.3.10 Utilize a revision checklist developed by the class to independently revise writing</p>	<p>Student Book: 84, 85, 98, 111</p>
<p>Publishing</p> <p>W.4.3.13 Prepare pieces for publication (i.e., illustrations, rewriting or typing/word processing, page break, charts, and diagrams, etc.)</p>	<p>Student Book: 20, 24, 25, 29, 30, 36, 41, 44, 48, 51, 62, 66, 69, 72, 73, 74, 81, 85, 86, 90, 94, 95, 98, 99, 110, 111, 112, 115, 117, 121, 122, 127, 128 ,132, 135, 137</p>
<p>W.4.3.14 Polish approximately ten pieces throughout the year (i.e., letters, stories, poems, and reports, etc.)</p>	<p>Student Book: 20, 24, 25, 29, 30, 36, 41, 44, 48, 51, 62, 66, 69, 72, 73, 74, 81, 85, 86, 90, 94, 95, 98, 99, 110, 111, 112, 115, 117, 121, 122, 127, 128 ,132, 135, 137</p>
<p>W.4.3.16 Select pieces for a writing <i>portfolio</i> that demonstrate success in writing in a variety of genres</p>	<p>Student Book: 20, 24, 25, 29, 30, 36, 41, 44, 48, 51, 62, 66, 69, 72, 73, 74, 81, 85, 86, 90, 94, 95, 98, 99, 110, 111, 112, 115, 117, 121, 122, 127, 128 ,132, 135, 137</p>

Standard 5: Purposes, Topics, Forms and Audiences

Students shall demonstrate competency in writing for a variety of purposes, topics and audiences employing a wide range of forms.

Student Learning Expectations	Daybook of Critical Reading and Writing, 3
Purpose and Audiences W.5.3.1 Write for a specific purpose and audience	Student Book: 20, 25, 36, 48, 51, 56, 62, 69, 74, 81, 84, 85, 86, 90, 94, 95, 99, 111, 112, 117, 122, 128, 132, 135, 137
W.5.3.2 Write to persuade, inform, entertain, and describe	Student Book: 20, 25, 36, 48, 51, 56, 62, 69, 74, 81, 84, 85, 86, 90, 94, 95, 99, 111, 112, 117, 122, 128, 132, 135, 137
Topics and Forms W.5.3.3 Write daily	Student Book: 20, 25, 36, 48, 51, 56, 62, 69, 74, 81, 84, 85, 86, 90, 94, 95, 99, 111, 112, 117, 122, 128, 132, 135, 137
W.5.3.4 Write informational pieces with at least two paragraphs	Student Book: 25, 36, 44, 51, 62, 73, 74, 86, 90, 95, 99, 112, 117, 122, 128, 132, 135, 137
W.5.3.5 Respond to literature with specific reference to the text	Student Book: 10, 11, 12, 13, 14, 16, 17, 18, 21, 22, 26, 27, 32, 33, 34, 37, 38, 42, 46, 49, 52, 53, 58, 59, 60, 63, 64, 65, 70, 71, 76, 77, 78, 79, 82, 83, 88, 89, 92, 93, 96, 97, 100, 101, 102, 103, 108, 109, 114, 115, 118, 119, 120, 124, 125, 129, 130, 133, 134
W.5.3.6 Write descriptive narratives	Student Book: 20, 24, 25, 29, 30, 36, 41, 44, 48, 51, 62, 66, 69, 72, 73, 74, 81, 85, 86, 90, 94, 95, 98, 99, 110, 111, 112, 115, 117, 121, 122, 127, 128, 132, 135, 137
W.5.3.9 Explain connections between text and world	Student Book: 69, 73
W.5.3.10 Write on demand to a specified prompt within a given time frame	Student Book: 20, 24, 25, 29, 30, 36, 41, 44, 48, 51, 62, 66, 69, 72, 73, 74, 81, 85, 86, 90, 94, 95, 98, 99, 110, 111, 112, 115, 117, 121, 122, 127, 128, 132, 135, 137

Standard 6: Conventions

Students shall apply knowledge of Standard English conventions in written work.

Student Learning Expectations	Daybook of Critical Reading and Writing, 3
Sentence Formation W.6.3.1 Use a variety of simple and compound sentences	Student Book: 17, 18, 20, 22, 23, 24, 25, 27, 28, 29, 30, 35, 36, 37, 39, 40, 43, 44, 46, 47, 48, 50, 51, 54, 55, 56, 60, 61, 62, 67, 68, 69, 71, 73, 74, 79, 80, 81, 83, 84, 85, 86, 87, 89, 90, 93, 94, 95, 98, 99, 103, 104, 105, 111, 112, 116, 117, 121, 122, 128, 130, 131, 132, 135, 136, 137

Standard 7: Craftsmanship

Students shall develop personal style and voice as they approach the craftsmanship of writing.

Student Learning Expectations	Daybook of Critical Reading and Writing, 3
<p>Purposefully shaping and controlling language</p> <p>W.7.3.1 Use <i>organizational structure</i> that is useful to the reader</p>	<p>Student Book: 23, 28, 39, 40, 43, 47, 50, 54, 55, 61, 67, 68, 69, 80, 81, 84, 85, 87, 94, 98, 104, 105, 106, 111, 121, 126</p>
<p>W.7.3.2 Include relevant information and elaboration on the topic</p>	<p>Student Book: 17, 18, 19, 20, 23, 24, 25, 28, 29, 30, 35, 36, 39, 40, 43, 44, 47, 48, 50, 51, 54, 55, 56, 60, 61, 62, 67, 68, 69, 73, 74, 80, 81, 83, 84, 85, 86, 87, 89, 90, 93, 94, 95, 98, 99, 104, 105, 111, 112, 116, 117, 121, 122, 128, 130, 131, 132, 135, 136, 137</p>
<p>W.7.3.3 Arrange steps in a logical sequence</p>	<p>Student Book: 96-99</p>
<p>W.7.3.5 Make word choices to accurately convey the message</p>	<p>Student Book: 49-51, 52-56</p>
<p>W.7.3.6 Apply new vocabulary and concepts from reading to writing</p>	<p>Student Book: 52-56</p>
<p>W.7.3.8 Respond to the writing of others by giving specific feedback on the clarity, coherence, and logical order</p>	<p>Student Book: 96-99</p>

Strand: Reading

Standard 9: Comprehension

Students shall apply a variety of strategies to read and comprehend printed material.

Student Learning Expectations	Daybook of Critical Reading and Writing, 3
<p>Use prior knowledge to make meaning</p> <p>R.9.3.1 Activate prior knowledge by previewing and using text structure</p>	<p>Student Book: 9, 10, 16-18, 87</p>
<p>R.9.3.2 Use prior knowledge to determine a purpose for reading</p>	<p>Student Book: 16, 21, 26, 87, 92</p>
<p>Using connections to make meaning</p> <p>R.9.3.3 Make connections from text to world during reading</p>	<p>Student Book: 35, 70-74, 87-90</p>
<p>Using visualizations to make meaning</p> <p>R.9.3.4 Form mental pictures to organize and visualize the content of the text</p>	<p>Student Book: 13</p>

Student Learning Expectations	Daybook of Critical Reading and Writing, 3
Using questioning and monitoring to make meaning R.9.3.5 Generate questions and check the text for answers	Student Book: 12, 13, 16, 21, 26, 32, 37, 42, 46, 49, 52, 58, 63, 70, 76, 82, 87, 92, 96, 100, 108, 113, 118, 124, 129, 133
R.9.3.6 Question the author's purpose	Student Book: 76-81, 129-132
R.9.3.7 Ask questions and support answers by connecting prior knowledge with literal and inferential information found in the text	Student Book: 9, 12, 14, 15, 42, 58, 76, 87-88
Using inferences to make meaning R.9.3.8 Discuss why an author may have selected particular words or phrases	Student Book: 49, 50, 108, 133
R.9.3.9 Draw inferences, such as conclusions or generalizations, and support them with text evidence and/or personal experiences	Student Book: 40, 87-90
Determining importance to make meaning R.9.3.10 Organize information and events logically	Student Book: 96-99
R.9.3.11 Determine the purpose for reading	Student Book: 129-132
Summarizing and synthesizing for meaning R.9.3.12 Summarize a story	Student Book: 92-95
R.9.3.13 Summarize major points found in nonfiction materials	Student Book: 92-95

Standard 10: Variety of Texts

Students shall read, examine, and respond to a wide range of texts for a variety of purposes.

Student Learning Expectations	Daybook of Critical Reading and Writing, 3
Exhibit behaviors and habits of an active reader R.10.3.2 Demonstrate knowledge of the content, <i>style</i> , and theme of the works of a single author	Student Book: 63-69, 133-137
R.10.3.3 Discuss authors, stories, and other texts and make recommendations to classmates and teachers	Student Book: 63-69, 76-81, 129-132, 133-137
R.10.3.4 Respond to a wide variety of texts by contributing to a reading journal which demonstrates appropriate comprehension skills, including written responses, reading log, interest list, and reading goals	Student Book: 36, 128

Student Learning Expectations	Daybook of Critical Reading and Writing, 3
R.10.3.6 Use graphic organizers including character webs and K-W-L charts to make meaning of the reading selection	Student Book: 32-36, 58-62, 124-128
Reading a variety of informational materials for enjoyment and critical analysis R.10.3.8 Read a variety of information texts, including sequential formats	Student Book: 96-99
R.10.3.9 Recognize <i>expository</i> text structures which are sequential	Student Book: 96-99
R.10.3.10 Describe in own words new information gained from texts and relate it to prior knowledge	Student Book: 12, 14, 15, 42, 58, 76, 87-88
Reading a variety of literature for enjoyment and critical analysis R.10.3.11 Read a variety of stories, including tall tales and fables	Student Book: 10-13, 14, 16-18, 21-22, 26-27, 32-34, 37-38, 42, 49, 52-53, 58-59, 63-65, 70-71, 76-79, 82-83, 88-89, 92-93, 96-97, 100-103, 108-109, 113-115, 118-120, 124-125, 129-130, 133-134
R.10.3.14 Identify language and <i>literary devices</i> , including mood	Student Book: 107-122
Reading a variety of poetry for enjoyment and critical analysis R.10.3.15 Read a variety of poetry, including <i>diamantes</i> and <i>cinquains</i>	Student Book: 46-48
R.10.3.16 Discuss poetry to determine meaning	Student Book: 46-48, 49-56
R.10.3.17 Analyze poetry to identify the characteristics of <i>cinquains</i>	Student Book: 46-48, 49-50
Reading a variety of practical materials for enjoyment and critical analysis R.10.3.18 Read a variety of functional/ <i>practical texts</i> , including menus, recipes, and maps	Student Book: 91-106
R.10.3.19 Use functional print, including recipes, menus, and maps, to accomplish tasks	Student Book: 100-106

Standard 11: Vocabulary, Word Study, and Fluency

Students shall acquire and apply skills in vocabulary development and word analysis to be able to read fluently.

Student Learning Expectations	Daybook of Critical Reading and Writing, 3
Meaning-based word recognition R.11.3.1 Use context clues to determine the precise meaning of new words	Student Book: 52-56
Reading with fluency and expression R.11.3.12 Read familiar grade level texts using appropriate rhythm, pace, phrasing, punctuation, and intonation	Student Book: 10-13, 14, 16-18, 21-22, 26-27, 32-34, 37-38, 42, 49, 52-53, 58-59, 63-65, 70-71, 76-79, 82-83, 88-89, 92-93, 96-97, 100-103, 108-109, 113-115, 118-120, 124-125, 129-130, 133-134

Strand: Inquiring/Researching

Standard 12: Research/Inquiry Process

Students shall engage in inquiry and research to address questions, to make judgments about credibility, and to communicate findings in ways that suit the purpose and audience.

Student Learning Expectations	Daybook of Critical Reading and Writing, 3
Accessing information IR.12.3.1 Generate questions about important and interesting topics	Student Book: 12, 13, 16, 21, 26, 32, 37, 42, 46, 49, 52, 58, 63, 70, 76, 82, 87, 92, 96, 100, 108, 113, 118, 124, 129, 133
IR.12.3.5 Consult multiple resources, including print (e.g., dictionaries, encyclopedia, atlases, reference books, thesauri, etc.), technology, and experts to address questions	Student Book: 92-93, 100-103
Interpreting Information IR.12.3.6 Compile information into various formats	Student Book: 94, 104-105, 106
IR.12.3.7 Organize information to draw a conclusion	Student Book: 92-95



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Curriculum Framework
Grade 4

Strand: Oral and Visual Communications

Standard 1: Speaking

Students shall demonstrate effective oral communication skills to express ideas and to present information.

Student Learning Expectations	Daybook of Critical Reading and Writing, 4
Speaking Vocabulary OV.1.4.1 Use subject-related information and vocabulary	Student Book: 89
OV.1.4.2 Adjust language and vocabulary to fit an audience, topic, or purpose	Student Book: 131
Speaking Behaviors OV.1.4.5 Adapt spoken language, including word choice	Student Book: 99-103
OV.1.4.6 Communicate ideas and information with clarity	Student Book: 89
Speaking to share understanding of information OV.1.4.9 Encourage others to participate in discussions (i.e., avoid monopolizing the conversation and raise pertinent questions)	Student Book: 7, 11
Speaking for literary response and expression OV.1.4.10 Tell and retell stories in a formal storytelling format using descriptive language, story elements, and voice to create interest and mood	Student Book: 45, 46-49, 67-70

S t r a n d : W r i t i n g

S t a n d a r d 4 : P r o c e s s

Students shall employ a wide range of strategies as they write and use different writing process elements appropriately.

Student Learning Expectations	Daybook of Critical Reading and Writing, 4
Prewriting W.4.4.1 Organize writing to convey a central idea	Student Book: 18, 37, 48, 53, 58, 125-126, 129, 130,
W.4.4.2 Focus on one aspect of a topic	Student Book: 130-131, 138, 147
Drafting W.4.4.5 Develop drafts by categorizing ideas, organizing them into paragraphs, and blending paragraphs into larger units of text	Student Book: 19, 93
W.4.4.6 Create an introduction that hooks the reader	Student Book: 126, 131, 138
W.4.4.9 Draft information collected during reading and/or research into writing	Student Book: 88-89
Revising W.4.4.10 Revise writing to utilize elements of <i>style</i> , including word choice and sentence variation	Student Book: 99-103
Publishing W.4.4.14 Polish approximately ten pieces throughout the year (i.e., longer compositions, more descriptive passages, etc.)	Student Book: 70

S t a n d a r d 5 : P u r p o s e s , T o p i c s , F o r m s a n d A u d i e n c e s

Students shall demonstrate competency in writing for a variety of purposes, topics and audiences employing a wide range of forms.

Student Learning Expectations	Daybook of Critical Reading and Writing, 4
Purpose and Audiences W.5.4.1 Write for a general audience (i.e., newspaper and website, etc.)	Student Book: 19, 23, 28, 34, 38, 49, 70, 131, 138, 165, 169

Student Learning Expectations	Daybook of Critical Reading and Writing, 4
W.5.4.2 Write to define, clarify, develop ideas, and express creativity	Student Book: 19, 38, 49, 66, 70, 80, 84, 93, 126, 131, 156, 165, 169
W.5.4.3 Record reactions to personal and school related experiences	Student Book: 19, 23, 49
Topics and Forms W.5.4.5 Write informational text of at least three paragraphs on one topic using three sources of information	Student Book: 138
W.5.4.6 Write complex narrative, descriptive, expository, and persuasive compositions that have topic sentences, concrete sensory supporting details, a context to allow the reader to imagine the event, and a logical conclusion	Student Book: 49, 69-70, 125, 126, 127-131, 157-160
W.5.4.7 Write <i>free verse</i> and <i>limericks</i>	Student Book: 142, 148
W.5.4.8 Write mysteries and realistic fiction	Student Book: 111-116
W.5.4.9 Write summaries based on the main idea of a reading selection and its most significant details	Student Book: 15-19, 129
W.5.4.10 Write on demand to a specified prompt within a given time frame	Student Book: 19, 23, 28, 34, 38, 49, 70, 131, 138, 165, 169

S t a n d a r d 6 : C o n v e n t i o n s

Students shall apply knowledge of Standard English conventions in written work.

Student Learning Expectations	Daybook of Critical Reading and Writing, 4
Formatting W.6.4.21 Indicate paragraphs using indentation or block style	Student Book: 19

S t a n d a r d 7 : C r a f t s m a n s h i p

Students shall develop personal style and voice as they approach the craftsmanship of writing.

Student Learning Expectations	Daybook of Critical Reading and Writing, 4
Purposefully shaping and controlling language W.7.4.1 Engage the reader by developing a lead and a sense of closure	Student Book: 81-84
W.7.4.2 Use logical sequence	Student Book: 81-84

Student Learning Expectations	Daybook of Critical Reading and Writing, 4
W.7.4.3 Use such descriptive language as action verbs, specific nouns, vivid adjectives, and adverbs to add interest to writing	Student Book: 45-49, 67-70
W.7.4.4 Describe characters and setting	Student Book: 20-22, 29, 35-38, 104-105, 117-122, 132-135, 166-169, 171-172
W.7.4.5 Use diagrams, charts, or illustrations appropriate to the text	Student Book: 94-98
W.7.4.6 Use purposeful vocabulary	Student Book: 67-70

S t r a n d : R e a d i n g

S t a n d a r d 9 : C o m p r e h e n s i o n

Students shall apply a variety of strategies to read and comprehend printed material.

Student Learning Expectations	Daybook of Critical Reading and Writing, 4
Use prior knowledge to make meaning R.9.4.1 Organize prior knowledge and new information to make meaning of the text	Student Book: 81-84
Using connections to make meaning R.9.4.2 Make connections that demonstrate a deeper understanding of text related to self, text, and/or world	Student Book: 123-126
Using visualizations to make meaning R.9.4.3 Form mental pictures reflecting vivid details and personal connections with the text	Student Book: 123-126
R.9.4.4 Revise mental pictures based on new information from the text	Student Book: 123-126
Using questioning and monitoring to make meaning R.9.4.5 Generate questions that reflect active engagement in the text	Student Book: 15
Using inferences to make meaning R.9.4.7 Infer the purpose of the text to expand comprehension	Student Book: 20-23
R.9.4.8 Describe how the author's purpose determines the choice of language and information in a text	Student Book: 59-84, 111-126, 161-172

Student Learning Expectations	Daybook of Critical Reading and Writing, 4
R.9.4.9 Use inferences to expand understanding of context knowledge	Student Book: 20-23, 149-152
Determining importance to make meaning R.9.4.11 Read a text for a variety of purposes	Student Book: 7-13, 15-28, 29-44, 45-58, 59-70, 71-84, 85-98, 99-110, 111-126, 127-138, 139-148, 149-160, 161-172
Summarizing and synthesizing for meaning R.9.4.12 Summarize content of selection, identifying important ideas and providing details for each important idea	Student Book: 90-93

S t a n d a r d 1 0 : V a r i e t y o f T e x t s

Students shall read, examine, and respond to a wide range of texts for a variety of purposes.

Student Learning Expectations	Daybook of Critical Reading and Writing, 4
Exhibit behaviors and habits of an active reader R.10.4.2 Compare and contrast fiction and nonfiction	Student Book: 29, 85
R.10.4.4 Respond to a wide variety of texts by contributing to a reading journal which demonstrates appropriate comprehension skills, including written responses, reading log, interest list, and reading goals	Student Book: 8-13, 16-17, 20-21, 24-26, 30-33, 35-36, 39-42, 46-47, 50, 51, 54-57, 60-62, 64-65, 67-69, 72-74, 77-78, 81-82, 86-87, 90-91, 94-96, 100-102, 104-105, 108, 112-114, 117-120, 123-125, 128, 132-134, 136-137, 140-141, 143-144, 146, 150-151, 153-154, 157-158, 162-164, 166-167, 170-171
R.10.4.5 Self-select materials on independent reading level based on personal interest, knowledge of authors, different types of text, and estimation of text difficulty	Student Book: 59-84, 111-126, 161-172
R.10.4.6 Use graphic organizers, including main idea/detail maps and outlines to make meaning of the reading selection	Student Book: 15-19, 22, 43, 58, 79, 109, 121, 125, 129, 130, 141, 152, 159, 168
R.10.4.7 Evaluate texts for appropriateness to reading tasks	Student Book: 8-13, 16-17, 20-21, 24-26, 30-33, 35-36, 39-42, 46-47, 50, 51, 54-57, 60-62, 64-65, 67-69, 72-74, 77-78, 81-82, 86-87, 90-91, 94-96, 100-102, 104-105, 108, 112-114, 117-120, 123-125, 128, 132-134, 136-137, 140-141, 143-144, 146, 150-151, 153-154, 157-158, 162-164, 166-167, 170-171
Reading a variety of informational materials for enjoyment and critical analysis R.10.4.8 Read a variety of information texts, including comparative formats	Student Book: 85-98

Student Learning Expectations	Daybook of Critical Reading and Writing, 4
Reading a variety of literature for enjoyment and critical analysis R.10.4.11 Read a variety of stories, including mysteries and realistic fiction	Student Book: 15-28, 29-44, 45-58, 59-70, 71-84, 99-110, 111-126, 127-138, 149-160, 161-172
R.10.4.12 Identify and compare the story elements of mysteries and realistic fiction	Student Book: 111-116
R.10.4.13 Create own mystery and/or realistic fiction	Student Book: 111-116
R.10.4.14 Identify language and <i>literary devices</i> , including <i>tone</i>	Student Book: 99-103, 104-107
Reading a variety of poetry for enjoyment and critical analysis R.10.4.15 Read a variety of poetry, including simple <i>free verse</i> and <i>limericks</i>	Student Book: 108, 139-142, 143-148
R.10.4.16 Discuss poetry to determine meaning	Student Book: 108, 139-142, 143-148
R.10.4.17 Analyze poetry to identify the characteristics of <i>diamantes</i>	Student Book: 139-142, 143-148
Reading a variety of practical materials for enjoyment and critical analysis R.10.4.18 Read a variety of functional/ <i>practical texts</i> , including brochures, newspaper, and magazine articles	Student Book: 85-98
R.10.4.19 Use functional texts, including brochures, newspaper, articles and magazines, to accomplish tasks	Student Book: 85-98

S t a n d a r d 1 1 : V o c a b u l a r y , W o r d S t u d y , a n d F l u e n c y

Students shall acquire and apply skills in vocabulary development and word analysis to be able to read fluently.

Student Learning Expectations	Daybook of Critical Reading and Writing, 4
Meaning-based word recognition R.11.4.1 Use context clues to determine the precise meaning of new words	Student Book: 149, 150-152

Student Learning Expectations	Daybook of Critical Reading and Writing, 4
Reading with fluency and expression R.11.4.13 Read familiar grade level texts using appropriate rhythm, pace, phrasing, punctuation, and intonation	Student Book: 5-28, 29-44, 45-58, 59-70, 71-84, 99-110, 111-126, 127-138, 149-160, 161-172

Strand: Inquiring / Researching

Standard 12: Research / Inquiry Process

Students shall engage in inquiry and research to address questions, to make judgments about credibility, and to communicate findings in ways that suit the purpose and audience.

Student Learning Expectations	Daybook of Critical Reading and Writing, 4
Accessing information IR.12.4.1 Formulate questions about a specific topic	Student Book: 11, 15-19
IR.12.4.2 Locate information in reference materials by using organizational features	Student Book: 86-89, 94-98
IR.12.4.3 Use guide words to locate words in dictionaries and topics in encyclopedias	Student Book: 85
IR.12.4.4 Collect information about an assigned or self-selected topic using resources of the media center, including Internet, print, and media	Student Book: 86-88, 130
Interpreting Information IR.12.4.5 Use text formats and organizing tools as an aid in constructing meaning	Student Book: 86-88
IR.12.4.6 Make generalizations and draw conclusions based on the research of the topic	Student Book: 88, 130, 132-135
IR.12.4.7 Develop notes, learning logs, etc. to identify and support main ideas from text	Student Book: 15-19, 88, 129



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Grade 5

Strand: Oral and Visual Communications

Standard 3: Media Literacy

Students shall demonstrate knowledge and understanding of media as a mode of communication.

Student Learning Expectations	Daybook of Critical Reading and Writing, 5
Utilizing media for critical analysis and evaluation OV.3.5.2 Differentiate between fact and opinion in media	Student Book: 155, 156-160, 161-164

Strand: Writing

Standard 4: Process

Students shall employ a wide range of strategies as they write and use different writing process elements appropriately.

Student Learning Expectations	Daybook of Critical Reading and Writing, 5
Prewriting W.4.5.1 Generate ideas using such strategies as reading, discussing, <i>focused free-writing</i> , observing, and brainstorming	Student Book: 69
W.4.5.2 Organize ideas by using such graphic organizers as webbing, mapping, and formal outlining with main topics	Student Book: 28, 39, 43, 50, 57, 81, 84, 93, 106, 116, 124, 125, 141, 148, 178
W.4.5.3 Demonstrate an awareness of purpose and audience with emphasis on <i>expository</i> and letter writing	Student Book: 66

Student Learning Expectations	Daybook of Critical Reading and Writing, 5
<p>Drafting</p> <p>W.4.5.5 Use prewriting to draft <i>expository</i> paragraphs within an essay with emphasis on the following:</p> <ul style="list-style-type: none"> • Central idea • Explanation • Elaboration • Unity • Purpose and audience 	Student Book: 29, 80-81, 89
<p>W.4.5.6 Organize <i>expository</i> paragraphs that include a topic sentence, supporting details, and a concluding sentence</p>	Student Book: 29, 80-81, 89
<p>Revising</p> <p>W.4.5.8 Revise content for</p> <ul style="list-style-type: none"> • Central idea • Organization (e.g., beginning, middle, and end; sequencing ideas; major points of information, etc.) • Unity • Elaboration • Clarity 	Student Book: 111
<p>W.4.5.9 Revise <i>style</i> for</p> <ul style="list-style-type: none"> • Sentence variety • Tone • Voice • Selected vocabulary • Selected information 	Student Book: 47, 48-51, 74-78, 113, 120-122, 138-140, 155
<p>W.4.5.10 Revise writing using various tools/methods, such as peer and/or teacher collaboration, a revision checklist, <i>rubric</i>, and/or reference materials (e.g., dictionary, thesaurus, etc.)</p>	Student Book: 154

Standard 5: Purpose, Topics, Forms and Audiences

Students shall demonstrate competency in writing for a variety of purposes, topics, and audiences employing a wide range of forms.

Student Learning Expectations	Daybook of Critical Reading and Writing, 5
<p>Purposes and Audiences</p> <p>W.5.5.1 Write to describe, to inform, to entertain, to explain, and to persuade</p>	Student Book: 32, 36, 40, 44, 46, 54, 58, 62, 73, 78, 94, 102, 1067, 112, 122, 126, 131, 137, 140, 160, 164, 168, 172, 179, 182, 186, 191, 195, 198, 202

Student Learning Expectations	Daybook of Critical Reading and Writing, 5
W.5.5.2 Select the form of writing that addresses the intended audience	Student Book: 36, 40, 44, 46, 54, 58, 62, 73, 78, 94, 102, 1067, 112, 122, 126, 131, 137, 140, 160, 164, 168, 172, 179, 182, 186, 191, 195, 198, 202
Topics and Forms W.5.5.3 Create <i>expository</i> , narrative, descriptive, and persuasive writings	Student Book: 111-112, 126172
W.5.5.4 Write poems using a variety of techniques/devices, with emphasis on writing patterned and rhymed poetry	Student Book: 179, 186
W.5.5.6 Write to reflect ideas/interpretations of multicultural and universal themes and concepts	Student Book: 45-46
W.5.5.7 Write with and without prompts for a sustained period of time	Student Book: 36, 40, 44, 46, 54, 58, 62, 73, 78, 94, 102, 1067, 112, 122, 126, 131, 137, 140, 160, 164, 168, 172, 179, 182, 186, 191, 195, 198, 202
W.5.5.8 Write in response to literature	Student Book: 64-65, 67-68, 70-71, 74-76

S t a n d a r d 6 : C o n v e n t i o n s

Students shall apply knowledge of Standard English conventions in written work.

Student Learning Expectations	Daybook of Critical Reading and Writing, 5
Sentence Formation W.6.5.6 Define and identify the parts of speech to construct effective sentences <ul style="list-style-type: none"> • Common and proper nouns • Pronouns to avoid repetition • Active and linking verbs • Adjectives to modify nouns and pronouns • Adverbs to modify verbs, adjectives, and other adverbs • Conjunctions to join • Interjections for excitement • Prepositions to indicate relationships 	Student Book: 48-49

S t a n d a r d 7 : C r a f t s m a n s h i p

Students shall develop personal style and voice as they approach the craftsmanship of writing.

Student Learning Expectations	Daybook of Critical Reading and Writing, 5
Purposefully shaping and controlling language W.7.5.1 Use figurative language purposefully, such as simile and metaphor, to shape and control language	Student Book: 47, 52-54

Student Learning Expectations	Daybook of Critical Reading and Writing, 5
W.7.5.6 Use logical sequence	Student Book: 98

S t r a n d : R e a d i n g

S t a n d a r d 9 : C o m p r e h e n s i o n

Students shall apply a variety of strategies to read and comprehend printed material.

Student Learning Expectations	Daybook of Critical Reading and Writing, 5
Prior Knowledge R.9.5.1 Use previewing, activating prior knowledge, predicting content of text, formulation questions, and establishing purposes for reading	Student Book: 7, 9, 12-16, 17, 18-21, 64-65, 79, 86-89, 127, 128-131
Using questioning and monitoring R.9.5.3 Generate questions to establish purposes for reading	Student Book: 17, 79, 86-89, 128-130
R.9.5.4 Generate questions relevant to text and topics	Student Book: 17, 79, 86-89, 128-130
R.9.5.5 Monitor comprehension in relation to questions generated	Student Book: 17, 79, 86-89, 128-130
Using inferences and interpretations R.9.5.6 Connect own background knowledge and personal experience to make inferences and to respond to new information presented in text	Student Book: 23-26, 30-32, 79, 90-94
R.9.5.7 Make inferences supported by a character's thoughts, words and actions, or the narrator's description	Student Book: 23-26, 40, 64-65, 79, 90-94, 113, 127, 132-134, 135-137, 187, 188-191, 192-195
R.9.5.8 Analyze literary elements of character, plot, and setting	Student Book: 33, 34-36, 37-40, 41-44, 64-65, 127, 132-134, 187, 188-191, 192-195
R.9.5.9 Compare/contrast the actions, motives and appearance of characters in a work of fiction and discuss the importance of the contrasts to the plot	Student Book: 39, 64-65, 188-191, 192-195
R.9.5.10 Distinguish among facts and inferences supported by evidence and opinions in text	Student Book: 79, 90-94, 108-112, 155, 156-160, 161-164
Determining Importance R.9.5.11 Use such comprehension strategies as establishing purpose, inferring, and summarizing, to determine essential information	Student Book: 29, 43, 79, 80-81, 99-102, 151

Student Learning Expectations	Daybook of Critical Reading and Writing, 5
R.9.5.12 Identify main ideas and supporting evidence in short reading passages	Student Book: 27-29, 79, 80-81
R.9.5.13 Use the <i>text features</i> to locate and recall information, with emphasis on fonts/effects and illustrations/photographs	Student Book: 142-143, 145-147
R.9.5.14 Use knowledge of text structure(s) to enhance understanding with emphasis on sequence and description	Student Book: 96-98, 113
R.9.5.15 Classify and organize text information by level of importance in a variety of ways, including timelines and graphic organizers, to support and explain ideas	Student Book: 28, 39, 43, 50, 57, 81, 84, 93, 106, 116, 124, 125, 141, 148, 178
R.9.5.16 Scan materials to locate specific information	Student Book: 141, 142-144
R.9.5.17 Skim materials to develop a general overview	Student Book: 141, 142-144
Summarizing and Synthesizing R.9.5.18 Retell stories with detail	Student Book: 29, 79
R.9.5.19 Summarize information including main idea and significant supporting details	Student Book: 29, 43, 79, 80-81, 99-102, 151
Evaluating R.9.5.20 Evaluate a character's decision/action	Student Book: 40, 64-65, 187, 188-191, 192-195
R.9.5.21 Evaluate personal, social, and political issues as presented in text	Student Book: 79, 90-94, 108-112, 155, 156-160, 161-164

S t a n d a r d 1 0 : V a r i e t y o f T e x t s

Students shall read, examine, and respond to a wide range of texts for a variety of purposes.

Student Learning Expectations	Daybook of Critical Reading and Writing, 5
Exhibits behaviors and habits of an active reader R.10.5.2 Read texts that reflect contributions of different cultural groups	Student Book: 90-92, 108-110

Student Learning Expectations	Daybook of Critical Reading and Writing, 5
R.10.5.3 Vary reading strategies according to text and purpose	Student Book: 8-16, 18-21, 23-25, 27-28, 30-31, 34-35, 37-38, 41-43, 48-49, 52, 55-56, 59-61, 64-65, 67-68, 70-71, 74-76, 80, 82-83, 87-88, 90-92, 96-97, 99-100, 103-105, 108-110, 114-116, 118, 120-121, 123-124, 128-130, 132-133, 135-136, 138-139, 142-143, 145-147, 149-150, 152-153, 156-158, 161-163, 165-166, 169-170, 174-175, 177, 180-181, 183-184, 188-189, 192-194, 196-197, 199-201
Reading a variety of informational materials for enjoyment, critical analysis, and evaluation R.10.5.4 Read a variety of informational text, including textbooks, newspapers, magazines, and other instructional materials	Student Book: 67-69
R.10.5.5 Identify cause/effect and problem/solution relationships	Student Book: 103-107
R.10.5.6 Skim materials to locate specific information	Student Book: 141, 142-144
R.10.5.7 Scan materials to develop a general overview	Student Book: 141, 142-144
R.10.5.8 Locate information to support opinions, predictions, and conclusions	Student Book: 21
R.10.5.9 Use knowledge of text structure to locate information and aid comprehension	Student Book: 142-143, 145-147, 149-150, 165-166
Reading a variety of literature for enjoyment, critical analysis and evaluation R.10.5.10 Read a variety of literature, including historical fiction, biography, and realistic fiction	Student Book: 7-16, 17-32, 33-46, 47-62, 63-78, 79-94, 95-112, 113-126, 127-140, 141-154, 155-172, 173-186, 187-202
Reading a variety of poetry for enjoyment, critical analysis and evaluation R.10.5.11 Read a variety of poetry, with emphasis on rhymed and patterned	Student Book: 174, 177, 180, 181
R.10.5.12 Describe the characteristics of rhymed and patterned poetry	Student Book: 183-186
Reading a variety of practical materials for enjoyment, critical analysis and evaluation R.10.5.14 Use graphic organizers to analyze information	Student Book: 28, 39, 43, 50, 57, 81, 84, 93, 106, 116, 124, 125, 141, 148, 178

Standard 11: Vocabulary, Word Study, and Fluency

Students shall acquire and apply skills in vocabulary development and word analysis to be able to read fluently.

Student Learning Expectations	Daybook of Critical Reading and Writing, 5
<p>Reading a variety of practical materials for enjoyment, critical analysis and evaluation</p> <p>R.11.5.5 Use context to determine meaning of multiple meaning words</p>	<p>Student Book: 141, 152-154</p>
<p>R.11.5.8 Identify figurative language such as idioms, similes and metaphors</p>	<p>Student Book: 47, 52-54</p>
<p>R.11.5.10 Use context clues to select appropriate dictionary definition</p>	<p>Student Book: 154</p>

Strand: Inquiring / Researching

Standard 12: Research / Inquiry Process

Students shall engage in inquiry and research to address questions, to make judgments about credibility, and to communicate findings in ways that suit the purpose and audience.

Student Learning Expectations	Daybook of Critical Reading and Writing, 5
<p>Accessing information</p> <p>IR.12.5.1 Generate questions to select a specific topic for research</p>	<p>Student Book: 79, 86-89</p>
<p>IR.12.5.2 Use reference features (e.g., table of contents, indices, and glossaries, etc.) and <i>text features</i> (e.g., format, graphics, sequence, diagrams, table of contents, etc.) to access information</p>	<p>Student Book: 96-98</p>
<p>IR.12.5.4 Gather information from a source appropriate to purpose and topic</p>	<p>Student Book: 89</p>
<p>Interpreting Information</p> <p>IR.12.5.6 Develop notes to identify support, and paraphrase main ideas from text</p>	<p>Student Book: 79, 80-81, 141, 149-151</p>
<p>IR.12.5.7 Create a formal topic outline of main topics</p>	<p>Student Book: 89</p>



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Grade 6

Strand: Oral and Visual Communications

Standard 1: Speaking

Students shall demonstrate effective oral communication skills to express ideas and to present information.

Student Learning Expectations	Daybook of Critical Reading and Writing, 6
Speaking Vocabulary OV.1.6.1 Develop vocabulary from content area texts and personal reading	Student Book: 13, 123-125, 126-128
OV.1.6.2 Use standard English in classroom discussion	Student Book: 13, 82, 186
Speaking Behaviors OV.1.6.3 Use appropriate oral communication for various purposes and audiences	Student Book: 186, 221
OV.1.6.5 Use correct pronunciation and inflection to communicate ideas and information	Student Book: 186, 200, 206
Speaking to share understanding and information OV.1.6.6 Contribute appropriately to class discussion	Student Book: 13, 82, 168, 186
Speaking for literary response and expression OV.1.6.9 Participate in a variety of speaking activities, including reading poems, skits, and plays	Student Book: 181-182, 186, 206

Standard 2: Listening

Students shall demonstrate effective listening skills in formal and informal settings to facilitate communications.

Student Learning Expectations	Daybook of Critical Reading and Writing, 6
Listening for information and understanding OV.2.6.2 Establish purpose for listening	Student Book: 206
OV.2.6.3 Listen attentively for main ideas and details	Student Book: 221
OV.2.6.4 Demonstrate attentive listening skills to respond to speaker's message	Student Book: 206

Standard 3: Media Literacy

Students shall demonstrate knowledge and understanding of media as a mode of communication.

Student Learning Expectations	Daybook of Critical Reading and Writing, 6
Utilizing media for information and understanding OV.3.6.1 View a variety of media (e.g., posters, film clips, periodicals, charts, cartoons, graphs, statistics, etc.) to enhance and show understanding of a specific topic	Student Book: 122, 141-142, 175, 209, 212
Utilizing media for critical analysis and evaluation OV.3.6.2 Use appropriate criteria to evaluate media for bias	Student Book: 195-196, 221

Strand: Writing

Standard 4: Process

Students shall employ a wide range of strategies as they write and use different writing process elements appropriately.

Student Learning Expectations	Daybook of Critical Reading and Writing, 6
Prewriting W.4.6.1 Generate ideas using such strategies as reading, discussing, <i>focused free-writing</i> , observing, brainstorming, and reading logs	Student Book: 13, 24, 82
W.4.6.2 Organize ideas by using such graphic organizers as webbing, mapping charts/graphs, and formal outlining with main topics and sub-topics	Student Book: 18, 34, 52, 58, 65, 67, 71, 75, 78, 82, 90, 91, 94, 97, 102, 108, 116, 117, 125, 128, 133, 137, 145, 146, 147, 149, 153, 163, 175, 191, 194, 197, 199, 2090, 212, 215, 217

Student Learning Expectations	Daybook of Critical Reading and Writing, 6
W.4.6.3 Demonstrate an awareness of purpose and audience for all modes of written <i>discourse</i>	Student Book: 24, 62, 221
Drafting W.4.6.5 Use prewriting to draft <i>expository</i> paragraphs with emphasis on the following: <ul style="list-style-type: none"> • Central idea • Explanation • Elaboration • Unity • Purpose and audience 	Student Book: 149, 221
W.4.6.6 Organize <i>expository</i> paragraphs that include a topic sentence, supporting details, and a concluding sentence	Student Book: 90-92, 146-147, 149, 221
W.4.6.7 Create an effective lead sentence for each paragraph by using such features as a factual statement or an unusual statement about the topic	Student Book: 90, 221
Revising W.4.6.8 Revise content for <ul style="list-style-type: none"> • Central idea • Organization (e.g., beginning, middle, and end; sequencing ideas; major points of information, etc.) • Unity • Elaboration • Clarity 	Student Book: 92, 97
W.4.6.9 Revise <i>style</i> for <ul style="list-style-type: none"> • Sentence variety • Tone • Voice • Selected vocabulary • Selected information 	Student Book: 170, 206, 223
W.4.6.10 Revise writing using various tools/methods, such as peer and/or teacher collaboration, a revision checklist, <i>rubric</i> , and/or reference materials (e.g., dictionary, thesaurus, etc.)	Student Book: 125

Student Learning Expectations	Daybook of Critical Reading and Writing, 6
<p>Editing</p> <p>W.4.6.11 Edit individually or in groups for appropriate grade-level conventions, within the following features:</p> <ul style="list-style-type: none"> • <i>Sentence formation</i> • Completeness • Absence of fused sentences • Expansion through standard coordination and modifiers • <i>Embedding</i> through standard subordination and modifiers • Standard word order • <i>Usage</i> • Standard inflections • Agreement • Word meaning • Conventions • <i>Mechanics</i> • Capitalization • Punctuation • Formatting • Spelling 	<p>Student Book: 125, 170, 206</p>
<p>Publishing</p> <p>W.4.6.13 Maintain a writing <i>portfolio</i> that exhibits growth in meeting goals and expectations</p>	<p>Student Book: 19, 24, 32, 38, 53, 54, 59, 62, 68, 72, 80, 83, 86, 89, 92, 97, 98, 104, 105, 112, 138, 150, 154, 158, 161, 164, 170, 180, 186, 202, 206</p>
<p>W.4.6.14 Publish/share according to purpose and audience</p>	<p>Student Book: 221</p>

Standard 5: Purpose, Topics, Forms and Audiences

Students shall demonstrate competency in writing for a variety of purposes, topics, and audiences employing a wide range of forms.

Student Learning Expectations	Daybook of Critical Reading and Writing, 6
<p>Purposes and Audiences</p> <p>W.5.6.1 Write to describe, to inform, to entertain, to explain, and to persuade</p>	<p>Student Book: 19, 24, 32, 38, 53, 54, 59, 62, 68, 72, 80, 83, 86, 89, 92, 97, 98, 104, 105, 112, 138, 150, 154, 158, 161, 164, 170, 180, 186, 202, 206</p>
<p>W.5.6.2 Select the form of writing that addresses the intended audience</p>	<p>Student Book: 19, 24, 32, 38, 53, 54, 59, 62, 68, 72, 80, 83, 86, 89, 92, 97, 98, 104, 105, 112, 138, 150, 154, 158, 161, 164, 170, 180, 186, 202, 206, 221</p>
<p>Topics and Forms</p> <p>W.5.6.3 Create <i>expository</i>, narrative, descriptive, and persuasive writings</p>	<p>Student Book: 19, 24, 32, 38, 53, 54, 59, 62, 68, 72, 80, 83, 86, 89, 92, 97, 98, 104, 105, 112, 138, 150, 154, 158, 161, 164, 170, 180, 186, 202, 206</p>

Student Learning Expectations	Daybook of Critical Reading and Writing, 6
W.5.6.4 Write poems using a variety of techniques/devices, with emphasis on narrative, including ballads	Student Book: 83, 179-180, 183
W.5.6.5 Write research reports using a variety of sources, summarizing, and paraphrasing	Student Book: 129, 139-140, 201
W.5.6.6 Write to reflect ideas/interpretations of multicultural and universal themes and concepts	Student Book: 89, 92, 94, 98, 223
W.5.6.7 Write with and without prompts for a sustained period of time	Student Book: 19, 24, 32, 38, 53, 54, 59, 62, 68, 72, 80, 83, 86, 89, 92, 97, 98, 104, 105, 112, 138, 150, 154, 158, 161, 164, 170, 180, 186, 202, 206
W.5.6.8 Write in response to literature that demonstrate understanding or interpretation	Student Book: 150, 175, 182, 194, 202, 206, 209
W.5.6.9 Write on demand with or without prompt within a given time frame	Student Book: 13, 17, 24, 28, 32, 35, 41, 46, 53, 59, 62, 68, 72, 80, 83, 86, 92, 98, 104, 111, 112, 120, 138, 150, 154, 158, 164, 170, 180, 186, 194, 202, 206, 218
W.5.6.10 Write across the curriculum	Student Book: 150, 154

S t a n d a r d 6 : C o n v e n t i o n s

Students shall apply knowledge of Standard English conventions in written work.

Student Learning Expectations	Daybook of Critical Reading and Writing, 6
Sentence Formation	Student Book: 125, 169, 170, 206
W.6.6.1 Use a variety of simple and compound sentences of varied lengths	
W.6.6.2 Use different <i>kinds of sentences</i> <ul style="list-style-type: none"> • Declarative • Interrogative • Imperative • Exclamatory 	Student Book: 125, 169, 170, 206
W.6.6.3 Use compound sentence elements (e.g., subjects, predicates, complements, and complete sentences, etc.) to combine sentences for more effective writing <i>style</i>	Student Book: 125, 170, 206
W.6.6.4 Define, identify, and use natural and inverted sentence order for emphasis and variety	Student Book: 125, 170, 206
W.6.6.5 Identify and correct fragments and run-ons	Student Book: 165-167, 168, 170

Student Learning Expectations	Daybook of Critical Reading and Writing, 6
<p>W.6.6.6 Use knowledge of the parts of speech to construct effective sentences</p> <ul style="list-style-type: none"> • Common and proper nouns • Pronouns to avoid repetition • Active and linking verbs • Adjectives to modify nouns and pronouns • Adverbs to modify verbs, adjectives, and other adverbs • Coordinate conjunctions to join • Interjections for excitement • Prepositions to indicate relationships 	<p>Student Book: 125, 206</p>
<p>Usage</p> <p>W.6.6.7 Apply conventions of grammar with emphasis on the following:</p> <ul style="list-style-type: none"> • Subject-verb agreement • Parts of Speech • Parts of a sentence • Conjunction in perfect verb tenses • Possessive, nominative, and objective pronouns 	<p>Student Book: 206</p>

S t a n d a r d 7 : C r a f t s m a n s h i p

Students shall develop personal style and voice as they approach the craftsmanship of writing.

Student Learning Expectations	Daybook of Critical Reading and Writing, 6
<p>Purposefully shaping and controlling language</p> <p>W.7.6.1 Use figurative language purposefully, such as onomatopoeia, to shape and control language to affect readers</p>	<p>Student Book: 179, 180, 221, 222</p>
<p>W.7.6.2 Use a variety of <i>sentence types</i> and lengths (see Conventions Standard 6)</p>	<p>Student Book: 169, 170, 206</p>
<p>W.7.6.5 Use purposeful vocabulary with emphasis on developing <i>style</i></p>	<p>Student Book: 165-168</p>

S t r a n d : R e a d i n g

S t a n d a r d 9 : C o m p r e h e n s i o n

Students shall apply a variety of strategies to read and comprehend printed material.

Student Learning Expectations	Daybook of Critical Reading and Writing, 6
<p>Prior Knowledge</p> <p>R.9.6.1 Use previewing, activating prior knowledge, predicting content of text, formulation questions, and establishing purposes for reading</p>	<p>Student Book: 9, 10, 25, 26- 28, 32, 116-117, 118, 121, 129-133, 174, 178, 222</p>
<p>Making Connections</p> <p>R.9.6.2 Analyze the interrelationships of text and world issues/events by applying connection strategies</p>	<p>Student Book: 89, 91, 97, 98</p>
<p>Using questioning and monitoring</p> <p>R.9.6.3 Generate and revise questions to establish purposes for reading</p>	<p>Student Book: 118, 120, 121, 130-131, 133, 174, 175</p>
<p>R.9.6.4 Generate and revise questions relevant to text and topics</p>	<p>Student Book: 9, 10, 118, 120, 174, 175, 178, 190</p>
<p>R.9.6.5 Monitor comprehension in relation to questions generated</p>	<p>Student Book: 120, 175, 178, 211</p>
<p>Using inferences and interpretations</p> <p>R.9.6.6 Connect own background knowledge and personal experience to make inferences and to respond to new information presented in text</p>	<p>Student Book: 14, 16, 17, 32, 38, 53-54, 89, 99, 100-101, 102, 103-104, 105, 213-214, 218, 222</p>
<p>R.9.6.7 Make inferences and draw conclusions about characters' traits and actions based on plot, setting, motives, and responses to other characters</p>	<p>Student Book: 29, 39, 42-44, 47, 55, 56-57, 60-61, 63-64, 65, 66-67, 69-70, 71-72, 155-158, 204-205, 207-208, 210-211, 222</p>
<p>R.9.6.8 Analyze literary elements of character, plot, and setting</p>	<p>Student Book: 26, 39, 40-41, 47, 48-52, 55, 56-57, 66-67, 71-72, 112, 207-208, 209, 210-211, 213-214</p>
<p>R.9.6.9 Compare the actions, motives and appearance of characters in a work of fiction and discuss the importance of the contrasts to the plot or theme</p>	<p>Student Book: 13, 39, 42-44, 53, 66-67, 69-70, 100-101, 104, 207-208, 210-211, 213-214</p>
<p>R.9.6.10 Distinguish among facts and inferences supported by evidence and opinions in text</p>	<p>Student Book: 25, 53, 66-67, 95, 109, 111, 198-199, 221, 222</p>

Student Learning Expectations	Daybook of Critical Reading and Writing, 6
<p>Determining Importance</p> <p>R.9.6.11 Use text information and background knowledge to draw conclusions and to make inferences (e.g., theme, etc.)</p>	Student Book: 39, 53, 144-145, 155-158
<p>R.9.6.12 Identify main ideas and supporting evidence in short reading passages</p>	Student Book: 33, 34, 88-89, 90-92, 134, 144-145, 146-147, 222
<p>R.9.6.13 Use the <i>text features</i> to locate and recall information, with emphasis on cue words and phrases</p>	Student Book: 130-132
<p>R.9.6.14 Use knowledge of text structure(s) to enhance understanding with emphasis on cause/effect and compare/contrast</p>	Student Book: 151-154, 221
<p>R.9.6.16 Use skimming and scanning to locate specific information to develop a general overview</p>	Student Book: 130-132
<p>R.9.6.17 Analyze information from the text, based on purpose and/or level of importance</p>	Student Book: 36-37
<p>Summarizing and Synthesizing</p> <p>R.9.6.18 Summarize the content of a text</p>	Student Book: 223
<p>Evaluating</p> <p>R.9.6.19 Identify events that advance the plot of a literary work and evaluate how those events relate to past, present, or future actions</p>	Student Book: 222
<p>R.9.6.20 Evaluate personal, social, and political issues as presented in text</p>	Student Book: 88-89, 93-94, 96-98

Standard 10: Variety of Texts

Students shall read, examine, and respond to a wide range of texts for a variety of purposes.

Student Learning Expectations	Daybook of Critical Reading and Writing, 6
<p>Exhibits behaviors and habits of an active reader</p> <p>R.10.6.1 Read for a substantial amount of time daily, including assigned and self-selected materials at independent and instructional levels</p>	Student Book: 10-12, 14-15, 20-21, 22-23, 26-31, 33-34, 36, 40, 42-43, 45-46, 48-51, 56-57, 60-61, 63-64, 66-67, 69-70, 74, 76-77, 79, 84, 88, 93, 96, 100-101, 103-104, 106-107, 109-111, 113-114, 118-119, 123-124, 126-127, 130-132, 134, 136-137, 139, 141, 144, 148, 151-152, 155-157, 160, 162, 165-167, 171, 174, 176-177, 178-179, 181-182, 184-185, 189, 192-193, 195-196, 200-201, 204-205, 207-208, 210-211, 213-214, 216-217

Student Learning Expectations	Daybook of Critical Reading and Writing, 6
<p>R.10.6.2 Read texts that reflect contributions of different cultural groups</p>	<p>Student Book: 10-12, 14-15, 20-21, 22-23, 26-31, 33-34, 36, 40, 42-43, 45-46, 48-51, 56-57, 60-61, 63-64, 66-67, 69-70, 74, 76-77, 79, 84, 88, 93, 96, 100-101, 103-104, 106-107, 109-111, 113-114, 118-119, 123-124, 126-127, 130-132, 134, 136-137, 139, 141, 144, 148, 151-152, 155-157, 160, 162, 165-167, 171, 174, 176-177, 178-179, 181-182, 184-185, 189, 192-193, 195-196, 200-201, 204-205, 207-208, 210-211, 213-214, 216-217</p>
<p>R.10.6.3 Vary reading strategies according to text and purpose</p>	<p>Student Book: 10-12, 14-15, 20-21, 22-23, 26-31, 33-34, 36, 40, 42-43, 45-46, 48-51, 56-57, 60-61, 63-64, 66-67, 69-70, 74, 76-77, 79, 84, 88, 93, 96, 100-101, 103-104, 106-107, 109-111, 113-114, 118-119, 123-124, 126-127, 130-132, 134, 136-137, 139, 141, 144, 148, 151-152, 155-157, 160, 162, 165-167, 171, 174, 176-177, 178-179, 181-182, 184-185, 189, 192-193, 195-196, 200-201, 204-205, 207-208, 210-211, 213-214, 216-217</p>
<p>Reading a variety of informational materials for enjoyment, critical analysis, and evaluation</p> <p>R.10.6.4 Read a variety of informational text, including textbooks, newspapers, magazines, and other instructional materials</p>	<p>Student Book: 130-132, 134, 136-137, 139, 141</p>
<p>R.10.6.5 Compare/contrast information from multiple sources</p>	<p>Student Book: 23</p>
<p>R.10.6.6 Use skimming and scanning to locate specific information or to develop a general overview</p>	<p>Student Book: 130-132</p>
<p>R.10.6.8 Organize and synthesize information for use in written and oral <i>presentation</i></p>	<p>Student Book: 18, 19, 34, 52, 58, 65, 67, 71, 75, 78, 82, 90, 91, 94, 97, 102, 108, 116, 117, 125, 128, 133, 137, 145, 146, 147, 149, 153, 163, 175, 191, 194, 197, 199, 2090, 212, 215, 217</p>
<p>R.10.6.9 Understand and analyze the differences in structure of various informational text</p>	<p>Student Book: 223</p>
<p>Reading a variety of literature for enjoyment, critical analysis and evaluation</p> <p>R.10.6.10 Read a variety of literature, including historical fiction, autobiography, and realistic fiction</p>	<p>Student Book: 22, 109-111, 216-217, 221</p>
<p>Reading a variety of poetry for enjoyment, critical analysis and evaluation</p> <p>R.10.6.11 Read a variety of poetry, with emphasis on narrative, including ballads</p>	<p>Student Book: 36, 74, 76-77, 79, 81, 84, 160, 162, 171, 174, 176-177, 178-179, 181-182, 184-185</p>
<p>R.10.6.12 Explain how form, including rhyme, rhythm, repetitions, line structure, and punctuation, conveys the mood and meaning of a poem</p>	<p>Student Book: 159-161, 171-172, 181-183, 184-186m 222</p>

Student Learning Expectations	Daybook of Critical Reading and Writing, 6
<p>Reading a variety of practical materials for enjoyment, critical analysis and evaluation</p> <p>R.10.6.14 Analyze message through pictures, images, and photographs</p>	<p>Student Book: 130, 162-164, 165-167, 172, 173, 176-177, 178</p>
<p>R.10.6.15 Analyze selections through text, images, and photographs for a given purpose</p>	<p>Student Book: 162-164, 165-167, 172, 173, 176-177,</p>

S t a n d a r d 1 1 : V o c a b u l a r y , W o r d S t u d y , a n d F l u e n c y

Students shall acquire and apply skills in vocabulary development and word analysis to be able to read fluently.

Student Learning Expectations	Daybook of Critical Reading and Writing, 6
<p>Word recognition</p> <p>R.11.6.1 Automatically decode words to ensure focus on comprehension</p>	<p>Student Book: 23-124, 125, 126, 221</p>
<p>Word Study and Vocabulary</p> <p>R.11.6.4 Use knowledge of root words and affixes and word relationships to determine meaning</p>	<p>Student Book: 126-127</p>
<p>R.11.6.5 Use context to determine meaning of multiple meaning words</p>	<p>Student Book: 123-124, 125, 126, 221</p>
<p>R.11.6.7 Determine useful and relevant words</p>	<p>Student Book: 160, 188</p>
<p>R.11.6.8 Explain the meaning of figurative language such as idioms, similes and metaphors</p>	<p>Student Book: 73, 74-75, 76-77, 78, 165-167, 178, 221, 223</p>
<p>R.11.6.9 Identify word origins, derivations and inflections and foreign words</p>	<p>Student Book: 126-127</p>
<p>R.11.6.10 Use context clues to select appropriate dictionary definition</p>	<p>Student Book: 123, 188</p>

Strand: Inquiring/Researching

Standard 12: Research/Inquiry Process

Students shall engage in inquiry and research to address questions, to make judgments about credibility, and to communicate findings in ways that suit the purpose and audience.

Student Learning Expectations	Daybook of Critical Reading and Writing, 6
Accessing information IR.12.6.1 Generate questions to explore and select a specific topic for research	Student Book: 174, 178
Interpreting Information IR.12.6.6 Develop notes that include main ideas, summaries, and paraphrasing from one or more sources	Student Book: 88, 129, 136-138, 139-140, 144-145, 146-147, 200-201

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correlated to

Arkansas English Language Arts

Curriculum Framework

Grade 7

Strand: Oral and Visual Communications

Standard 1: Speaking

Students shall demonstrate effective oral communication skills to express ideas and to present information.

Student Learning Expectations	Daybook of Critical Reading and Writing, 7
Speaking Vocabulary OV.1.7.1 Use vocabulary from content area texts and personal reading	Student Book: 31, 32, 36, 40, 43, 45, 48, 51, 54, 58, 62, 65, 70, 73, 75, 77, 84, 87, 92, 98, 102, 105, 108, 114, 118, 130, 133, 140, 142, 145, 146, 162, 168, 172, 176, 183, 185, 190, 193, 195, 200
OV.1.7.2 Use standard English in classroom discussion and <i>presentation</i>	Student Book: 12, 74
Speaking Behaviors OV.1.7.3 Speak for and to various purposes and audiences	Student Book: 95-96
Speaking to share understanding and information OV.1.7.6 Contribute appropriately to class discussion	Student Book: 12, 74
OV.1.7.7 Deliver oral <i>presentations</i> using standard English, appropriate vocabulary, examples and/or analogies	Student Book: 12, 31, 32, 36, 40, 43, 45, 48, 51, 54, 58, 62, 65, 70, 73, 74, 75, 77, 84, 87, 92, 98, 102, 105, 108, 114, 118, 130, 133, 140, 142, 145, 146, 162, 168, 172, 176, 183, 185, 190, 193, 195, 200
OV.1.7.8 Use a variety of <i>visual aids</i> in oral <i>presentations</i> across the curriculum	Student Book: 36, 41, 48, 50, 61, 68, 74, 82, 104, 107, 127, 132, 144, 171, 193, 197, 199, 207, 217, 218
Speaking for literary response and expression OV.1.7.9 Participate in a variety of speaking activities, including oral interpretations of poems, stories and monologues	Student Book: 53-68, 175-188

Standard 2: Listening

Students shall demonstrate effective listening skills in formal and informal settings to facilitate communications.

Student Learning Expectations	Daybook of Critical Reading and Writing, 7
Listening for information and understanding OV.2.7.1 Demonstrate effective listening skills by exhibiting appropriate body language	Student Book: 184
OV.2.7.2 Establish purpose for listening	Student Book: 10, 35, 43, 45, 46, 60, 81, 84, 91, 95, 116, 117, 136, 162, 166, 167, 184, 198
OV.2.7.3 Listen attentively for main ideas, details, and organization	Student Book: 27-38, 129-144
OV.2.7.4 Demonstrate attentive listening skills to respond to and interpret speaker's message	Student Book: 10, 35, 43, 45, 46, 60, 81, 84, 91, 95, 116, 117, 136, 162, 166, 167, 184, 198

Standard 3: Media Literacy

Students shall demonstrate knowledge and understanding of media as a mode of communication.

Student Learning Expectations	Daybook of Critical Reading and Writing, 7
Utilizing media for information and understanding OV.3.7.1 View a variety of visually presented materials for understanding of a specific topic	Student Book: 36, 41, 48, 50, 61, 68, 74, 82, 104, 107, 127, 132, 144, 171, 193, 197, 199, 207, 217, 218
Utilizing a variety of resources to produce visuals that communicate through print and non-print media OV.3.7.3 Design <i>presentations</i> that incorporate media visuals	Student Book: 36, 41, 48, 50, 61, 68, 74, 82, 104, 107, 127, 132, 144, 171, 193, 197, 199, 207, 217, 218

S t r a n d : W r i t i n g

S t a n d a r d 4 : P r o c e s s

Students shall employ a wide range of strategies as they write and use different writing process elements appropriately.

Student Learning Expectations	Daybook of Critical Reading and Writing, 7
<p>Prewriting</p> <p>W.4.7.1 Generate ideas by selecting and applying appropriate prewriting strategies which shall include reading, discussing, observing, brainstorming, <i>focused and unfocused free-writing</i>, and reading/learning logs</p>	<p>Student Book: 10-14, 13-14, 16-18, 20-21, 24-25, 28-29, 32-33, 36, 40, 43-44, 45-46, 48-49, 54-56, 58-59, 62-63, 70, 73, 75, 77-80, 84-85, 89-90, 92-93, 98-100, 102-103, 108, 111, 114-116, 118-120, 122-123, 125, 130-131, 133-134, 136-138, 142-143, 146-147, 150-151, 153, 155-156, 158-159, 162-163, 166, 168-171, 172, 176, 178, 180-181, 183, 185-186, 190-191, 195-196, 198-199, 200-201, 204-205, 206-207, 208-210, 212-214, 216-217</p>
<p>W.4.7.2 Organize ideas by using such graphic organizers as webbing, mapping charts/graphs, Venn diagrams, and formal outlining with main topics and sub-topics</p>	<p>Student Book: 18, 22, 26, 34, 42, 50, 51, 52, 57, 61, 67, 71, 76, 86, 88, 91, 93, 94, 95, 96, 104, 107, 109, 112, 116, 121, 124, 127, 132, 139, 141, 144, 149, 152, 160, 164, 167, 171, 173, 177, 187, 193, 197, 211, 217</p>
<p>W.4.7.3 Determine a focus and an <i>organizational structure</i> based on purpose, audience, length, and required format for <i>expository</i>, narrative, and descriptive writing</p>	<p>Student Book: 95-96, 171</p>
<p>Drafting</p> <p>W.4.7.5 Create a draft for <i>expository</i> writing with emphasis on organization by paragraphs – introduction, main points with elaboration, and conclusion</p>	<p>Student Book: 141, 144</p>
<p>Revising</p> <p>W.4.7.8 Revise content for</p> <ul style="list-style-type: none"> • Central idea • Organization • Unity • Elaboration (e.g., explanation, examples, description, etc.) • Clarity 	<p>Student Book: 32, 47</p>
<p>W.4.7.9 Revise <i>style</i> for</p> <ul style="list-style-type: none"> • Sentence variety • Tone • Voice • Selected vocabulary • Selected information 	<p>Student Book: 31, 32, 36, 40, 43, 45, 48, 51, 54, 58, 62, 65, 70, 73, 75, 77, 84, 87, 92, 98, 102, 105, 108, 114, 118, 130, 133, 140, 142, 145, 146, 162, 168, 172, 176, 183, 185, 190, 193, 195, 200</p>

Student Learning Expectations	Daybook of Critical Reading and Writing, 7
<p>Editing</p> <p>W.4.7.11 Edit individually or in groups for appropriate grade-level conventions, within the following features:</p> <ul style="list-style-type: none"> • <i>Sentence formation</i> • Completeness • Absence of fused sentences • Expansion through standard coordination and modifiers • <i>Embedding</i> through standard subordination and modifiers • Standard word order • <i>Usage</i> • Standard inflections • Agreement • Word meaning • Conventions • <i>Mechanics</i> • Capitalization • Punctuation • Formatting • Spelling 	<p>Student Book: 34</p>
<p>Publishing</p> <p>W.4.7.13 Maintain a writing <i>portfolio</i> that exhibits growth in meeting goals and expectations</p>	<p>Student Book: 15, 23, 31, 37, 38, 52, 60, 82, 96, 101, 106, 110, 117, 126, 128, 148, 154, 156, 157, 165, 174, 179, 182, 188, 191, 196, 207</p>
<p>W.4.7.14 Publish/share according to purpose and audience</p>	<p>Student Book: 95-96</p>

Standard 5: Purpose, Topics, Forms and Audiences

Students shall demonstrate competency in writing for a variety of purposes, topics, and audiences employing a wide range of forms.

Student Learning Expectations	Daybook of Critical Reading and Writing, 7
<p>Purposes and Audiences</p> <p>W.5.7.1 Write to develop narrative, <i>expository</i>, descriptive, and persuasive pieces</p>	<p>Student Book: 15, 23, 31, 37, 38, 52, 60, 82, 96, 101, 106, 110, 117, 126, 128, 148, 154, 156, 157, 165, 174, 179, 182, 188, 191, 196, 207</p>
<p>W.5.7.2 Select the form of writing that addresses the intended audience</p>	<p>Student Book: 95-96</p>
<p>Topics and Forms</p> <p>W.5.7.3 Create <i>expository</i>, narrative, descriptive, and persuasive writings</p>	<p>Student Book: 15, 23, 31, 37, 38, 52, 60, 82, 96, 101, 106, 110, 117, 126, 128, 148, 154, 156, 157, 165, 174, 179, 182, 188, 191, 196, 207</p>

Student Learning Expectations	Daybook of Critical Reading and Writing, 7
W.5.7.4 Write poems using a variety of techniques/devices, with emphasis on lyric poetry	Student Book: 72, 173, 182, 184, 188
W.5.7.6 Write to reflect ideas/interpretations of multicultural and universal themes and concepts	Student Book: 15, 23, 31, 32, 37, 38, 52, 60, 82, 96, 101, 106, 110, 117, 126, 128, 148, 154, 156, 157, 165, 174, 179, 182, 188, 191, 196, 207
W.5.7.7 Write with and without prompts for a sustained period of time	Student Book: 15, 23, 31, 37, 38, 52, 60, 82, 96, 101, 106, 110, 117, 126, 128, 148, 154, 156, 157, 165, 174, 179, 182, 188, 191, 196, 207
W.5.7.8 Write response to literature that demonstrate understanding or interpretation	Student Book: 10-14, 13-14, 16-18, 20-21, 24-25, 28-29, 32-33, 36, 40, 43-44, 45-46, 48-49, 54-56, 58-59, 62-63, 70, 73, 75, 77-80, 84-85, 89-90, 92-93, 98-100, 102-103, 108, 111, 114-116, 118-120, 122-123, 125, 130-131, 133-134, 136-138, 142-143, 146-147, 150-151, 153, 155-156, 158-159, 162-163, 166, 168-171, 172, 176, 178, 180-181, 183, 185-186, 190-191, 195-196, 198-199, 200-201, 204-205, 206-207, 208-210, 212-214, 216-217
W.5.7.9 Write on demand with or without prompt within a given time frame	Student Book: 15, 23, 31, 37, 38, 52, 60, 82, 96, 101, 106, 110, 117, 126, 128, 148, 154, 156, 157, 165, 174, 179, 182, 188, 191, 196, 207
W.5.7.10 Write across the curriculum	Student Book: 15, 23, 31, 37, 38, 52, 60, 82, 96, 101, 106, 110, 117, 126, 128, 148, 154, 156, 157, 165, 174, 179, 182, 188, 191, 196, 207

S t a n d a r d 6 : C o n v e n t i o n s

Students shall apply knowledge of Standard English conventions in written work.

Student Learning Expectations	Daybook of Critical Reading and Writing, 7
Sentence Formation W.6.7.1 Vary sentence structure by using simple, compound, and complex sentences, and different <i>kinds of sentences</i> <ul style="list-style-type: none"> • Declarative • Interrogative • Imperative • Exclamatory 	Student Book: 34

Student Learning Expectations	Daybook of Critical Reading and Writing, 7
<p>W.6.7.5 Analyze personal and peer <i>sentence formation</i> for effective use of the parts of speech</p> <ul style="list-style-type: none"> • Precise nouns • Pronouns • Demonstrative • Compound personal • Reflexive • Intensive • Personal • Interrogative • Relative • Indefinite • Active and linking verbs • Adjectives • Possessive • Article • Interrogative • Numeral • Demonstrative • Indefinite • Descriptive • Adverbs • Manner • Time • Place • Degree • Negative • Interrogative • Conjunctions • Coordinate • Correlative • Subordinate • Interjections for excitement • Prepositions to indicate relationships 	<p>Student Book: 34</p>

Student Learning Expectations	Daybook of Critical Reading and Writing, 7
<p>Usage</p> <p>W.6.7.6 Apply conventions of grammar with emphasis on the following:</p> <ul style="list-style-type: none"> • Agreement • Subject-verb • Pronoun and antecedent • Parts of speech • Parts of a sentence and <i>sentence patterns</i> • S-V • S-V-DO • S-V-IO-DO • S-LV-PN • S-LV-PA • Conjugation in progressive verb forms • Prepositional phrases as modifiers • Dependent clauses 	<p>Student Book: 34</p>

S t a n d a r d 7 : C r a f t s m a n s h i p

Students shall develop personal style and voice as they approach the craftsmanship of writing.

Student Learning Expectations	Daybook of Critical Reading and Writing, 7
<p>Purposefully shaping and controlling language</p> <p>W.7.7.1 Use figurative language purposefully, such as personification and hyperbole, to shape and control language to affect readers</p>	<p>Student Book: 69, 70, 71, 164</p>
<p>W.7.7.2 Use a variety of <i>sentence types</i> and lengths (see Conventions Standard 6)</p>	<p>Student Book: 34</p>
<p>W.7.7.5 Use purposeful vocabulary with emphasis on developing <i>voice</i></p>	<p>Student Book: 31, 32, 36, 40, 43, 45, 48, 51, 54, 58, 62, 65, 70, 73, 75, 77, 84, 87, 92, 98, 102, 105, 108, 114, 118, 130, 133, 140, 142, 145, 146, 162, 168, 172, 176, 183, 185, 190, 193, 195, 200</p>
<p>W.7.7.6 Create an effective lead and conclusion</p>	<p>Student Book: 141, 144</p>

S t r a n d : R e a d i n g

S t a n d a r d 9 : C o m p r e h e n s i o n

Students shall apply a variety of strategies to read and comprehend printed material.

Student Learning Expectations	Daybook of Critical Reading and Writing, 7
<p>Prior Knowledge</p> <p>R.9.7.1 Use previewing, activating prior knowledge, content of text, formulation questions, and establishing purposes for reading</p>	<p>Student Book: 28-30</p>
<p>Making Connections</p> <p>R.9.7.2 Infer the interrelations of text and world issues/events by applying connection strategies</p>	<p>Student Book: 15, 140</p>
<p>Using questioning and monitoring</p> <p>R.9.7.4 Generate and prioritize questions related to universal themes to interpret meaning</p>	<p>Student Book: 32</p>
<p>R.9.7.5 Monitor reading strategies, including rereading, using resources and questions, and modify them when understanding breakdowns</p>	<p>Student Book: 10, 13, 16, 20, 24, 28, 32, 36, 40, 43, 45, 48, 54, 58, 62, 70, 73, 75, 77, 84, 89, 92, 98, 102, 108, 111, 114, 118, 122, 125, 130, 133, 136, 142, 146, 150, 153, 155, 158, 162, 166, 168, 172, 176, 178, 180, 183, 185, 190, 195, 198, 200, 204, 206, 208, 212, 216</p>
<p>Using inferences and interpretations</p> <p>R.9.7.6 Connect own background knowledge and personal experience to make inferences and to respond to new information presented in text</p>	<p>Student Book: 15, 31, 179</p>
<p>R.9.7.7 Infer a character's impact on plot development</p>	<p>Student Book: 13, 51, 168</p>
<p>R.9.7.8 Infer mood of text</p>	<p>Student Book: 40, 42</p>
<p>R.9.7.9 Analyze literary elements of fiction with emphasis on plot development, including conflict, rising action, climax, falling action, and resolution</p>	<p>Student Book: 48, 50, 146, 148, 149, 150, 152, 157, 160</p>
<p>R.9.7.10 Compare and contrast points of view, such as first person, limited, and omniscient third person, and explain the effect on the overall theme of a literary work</p>	<p>Student Book: 32, 45, 47, 51, 52</p>
<p>R.9.7.11 Distinguish among stated fact, reasoned judgment, and opinion in text</p>	<p>Student Book: 84, 189, 193</p>

Student Learning Expectations	Daybook of Critical Reading and Writing, 7
<p>Determining Importance</p> <p>R.9.7.12 Identify main ideas and supporting evidence in short stories and novels</p>	Student Book: 27-38, 129-144
<p>R.9.7.13 Use the <i>text features</i> to locate and recall information, with emphasis on graphics</p>	Student Book: 171, 172, 173, 174
<p>R.9.7.14 Use knowledge of text structure(s) to enhance understanding with emphasis on problem/solution</p>	Student Book: 171, 172, 173, 174
<p>R.9.7.15 Organize information, including simple outlining</p>	Student Book: 18, 22, 26, 34, 42, 50, 51, 52, 57, 61, 67, 71, 76, 86, 88, 91, 93, 94, 95, 96, 104, 107, 109, 112, 116, 121, 124, 127, 132, 139, 141, 144, 149, 152, 160, 164, 167, 171, 173, 177, 187, 193, 197, 211, 217
<p>R.9.7.16 Use skimming, scanning, note-taking, outlining, and questioning as study strategies</p>	Student Book: 26, 50, 51
<p>Summarizing and Synthesizing</p> <p>R.9.7.17 Summarize the content of multiple chapters of a text</p>	Student Book: 50
<p>Evaluating</p> <p>R.9.7.18 Evaluate the accuracy and appropriateness of the evidence used by the author to support claims and assertions</p>	Student Book: 85, 91, 93, 94
<p>R.9.7.19 Evaluate personal, social, and political issues as presented in text</p>	Student Book: 85, 86, 91, 93, 94

Standard 10: Variety of Texts

Students shall read, examine, and respond to a wide range of texts for a variety of purposes.

Student Learning Expectations	Daybook of Critical Reading and Writing, 7
<p>Exhibits behaviors and habits of an active reader</p> <p>R.10.7.1 Read for a substantial amount of time daily, including assigned and self-selected materials at independent and instructional levels</p>	Student Book: 10-14, 13-14, 16-18, 20-21, 24-25, 28-29, 32-33, 36, 40, 43-44, 45-46, 48-49, 54-56, 58-59, 62-63, 70, 73, 75, 77-80, 84-85, 89-90, 92-93, 98-100, 102-103, 108, 111, 114-116, 118-120, 122-123, 125, 130-131, 133-134, 136-138, 142-143, 146-147, 150-151, 153, 155-156, 158-159, 162-163, 166, 168-171, 172, 176, 178, 180-181, 183, 185-186, 190-191, 195-196, 198-199, 200-201, 204-205, 206-207, 208-210, 212-214, 216-217

Student Learning Expectations	Daybook of Critical Reading and Writing, 7
<p>R.10.7.2 Read texts that reflect contributions of different cultural groups</p>	<p>Student Book: 10-14, 13-14, 16-18, 20-21, 24-25, 28-29, 32-33, 36, 40, 43-44, 45-46, 48-49, 54-56, 58-59, 62-63, 70, 73, 75, 77-80, 84-85, 89-90, 92-93, 98-100, 102-103, 108, 111, 114-116, 118-120, 122-123, 125, 130-131, 133-134, 136-138, 142-143, 146-147, 150-151, 153, 155-156, 158-159, 162-163, 166, 168-171, 172, 176, 178, 180-181, 183, 185-186, 190-191, 195-196, 198-199, 200-201, 204-205, 206-207, 208-210, 212-214, 216-217</p>
<p>R.10.7.3 Vary reading strategies according to text and purpose</p>	<p>Student Book: 10-14, 13-14, 16-18, 20-21, 24-25, 28-29, 32-33, 36, 40, 43-44, 45-46, 48-49, 54-56, 58-59, 62-63, 70, 73, 75, 77-80, 84-85, 89-90, 92-93, 98-100, 102-103, 108, 111, 114-116, 118-120, 122-123, 125, 130-131, 133-134, 136-138, 142-143, 146-147, 150-151, 153, 155-156, 158-159, 162-163, 166, 168-171, 172, 176, 178, 180-181, 183, 185-186, 190-191, 195-196, 198-199, 200-201, 204-205, 206-207, 208-210, 212-214, 216-217</p>
<p>Reading a variety of informational materials for enjoyment, critical analysis, and evaluation</p> <p>R.10.7.4 Understand how word choice and language structure convey an author’s viewpoint</p>	<p>Student Book: 84</p>
<p>R.10.7.5 Use skimming, scanning, note taking, outlining, and questioning as study strategies</p>	<p>Student Book: 26, 50, 51</p>
<p>R.10.7.6 Organize and synthesize information for use in written and oral <i>presentation</i></p>	<p>Student Book: 18, 22, 26, 34, 42, 50, 51, 52, 57, 61, 67, 71, 76, 86, 88, 91, 93, 94, 95, 96, 104, 107, 109, 112, 116, 121, 124, 127, 132, 139, 141, 144, 149, 152, 160, 164, 167, 171, 173, 177, 187, 193, 197, 211, 217</p>
<p>Reading a variety of literature for enjoyment, critical analysis and evaluation</p> <p>R.10.7.7 Read a variety of literature, including short stories, science fiction, legends, and myths</p>	<p>Student Book: 153</p>
<p>Reading a variety of poetry for enjoyment, critical analysis and evaluation</p> <p>R.10.7.8 Read a variety of poetry, with emphasis on lyric poetry</p>	<p>Student Book: 65, 70, 73, 75, 166, 172, 176, 178, 180-181, 183, 185-186</p>
<p>R.10.7.9 Identify the use of poetic devices, including comparison, <i>alliteration</i>, repetition, onomatopoeia, and rhyme</p>	<p>Student Book: 180, 181, 183, 184</p>
<p>R.10.7.10 Examine the effect of imagery on the mood or meaning of the poem</p>	<p>Student Book: 69, 70, 71, 72, 73, 74, 176</p>

Standard 11: Vocabulary, Word Study, and Fluency

Students shall acquire and apply skills in vocabulary development and word analysis to be able to read fluently.

Student Learning Expectations	Daybook of Critical Reading and Writing, 7
Word recognition R.11.7.1 Automatically decode words to ensure focus on comprehension	Student Book: 31, 32, 36, 40, 43, 45, 48, 51, 54, 58, 62, 65, 70, 73, 75, 77, 84, 87, 92, 98, 102, 105, 108, 114, 118, 130, 133, 140, 142, 145, 146, 162, 168, 172, 176, 183, 185, 190, 193, 195, 200
R.11.7.2 Continue to develop and maintain an adequate body of sight words	Student Book: 31, 32, 36, 40, 43, 45, 48, 51, 54, 58, 62, 65, 70, 73, 75, 77, 84, 87, 92, 98, 102, 105, 108, 114, 118, 130, 133, 140, 142, 145, 146, 162, 168, 172, 176, 183, 185, 190, 193, 195, 200
R.11.7.3 Add content words to sight vocabulary	Student Book: 31, 32, 36, 40, 43, 45, 48, 51, 54, 58, 62, 65, 70, 73, 75, 77, 84, 87, 92, 98, 102, 105, 108, 114, 118, 130, 133, 140, 142, 145, 146, 162, 168, 172, 176, 183, 185, 190, 193, 195, 200
Word Study and Vocabulary R.11.7.7 Determine useful and relevant words	Student Book: 107
R.11.7.8 Identify and explain idioms and comparisons such as analogies, metaphors and similes to infer the literal and figurative meanings of phrases	Student Book: 75, 76, 77, 80
R.11.7.10 Use context to determine meaning of multiple meaning words	Student Book: 31, 32, 36, 40, 43, 45, 48, 51, 54, 58, 62, 65, 70, 73, 75, 77, 84, 87, 92, 98, 102, 105, 108, 114, 118, 130, 133, 140, 142, 145, 146, 162, 168, 172, 176, 183, 185, 190, 193, 195, 200

Strand: Inquiring/Researching

Standard 12: Research/Inquiry Process

Students shall engage in inquiry and research to address questions, to make judgments about credibility, and to communicate findings in ways that suit the purpose and audience.

Student Learning Expectations	Daybook of Critical Reading and Writing, 7
Interpreting Information IR.12.7.7 Develop notes that include main topics, summaries, and paraphrasing from multiple types of sources	Student Book: 27-38, 129-144
IR.12.7.8 Create a formal topic outline of main topic, sub-topics, and details	Student Book: 39-52, 97-112, 129-144, 203-218

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Grade 8

Strand: Oral and Visual Communications

Standard 1: Speaking

Students shall demonstrate effective oral communication skills to express ideas and to present information.

Student Learning Expectations	Daybook of Critical Reading and Writing, 8
Speaking Vocabulary OV.1.8.1 Use vocabulary from content area texts and reading/literature	Student Book: 15, 37, 75-77, 163, 165
OV.1.8.2 Use standard English in classroom discussion and <i>presentation</i>	Student Book: 214
Speaking Behaviors OV.1.8.3 Speak for and to various purposes and audiences	Student Book: 202
Speaking for literary response and expression OV.1.8.9 Participate in a variety of speaking activities taken from literature or research	Student Book: 202

Strand: Writing

Standard 4: Process

Students shall employ a wide range of strategies as they write and use different writing process elements appropriately.

Student Learning Expectations	Daybook of Critical Reading and Writing, 8
Prewriting W.4.8.1 Self select and apply an appropriate prewriting strategy for a variety of writing purposes across the curriculum, with emphasis on interviewing, note-taking, and gathering data	Student Book: 16, 21, 31, 35, 42, 45, 67, 68, 76, 77, 85, 91, 98, 100, 105, 108, 110, 122, 140, 144, 146, 155, 159, 164, 165, 169, 174, 179, 181, 195

Student Learning Expectations	Daybook of Critical Reading and Writing, 8
<p>W.4.8.2 Organize ideas by using such graphic organizers as charts/graphs, and formal outlining with main topics, sub-topics, and details</p>	<p>Student Book: 16, 21, 31, 35, 42, 45, 67, 68, 76, 77, 85, 91, 98, 100, 105, 108, 110, 122, 140, 144, 146, 155, 159, 164, 165, 169, 174, 179, 181, 195</p>
<p>W.4.8.3 Select a focus and an <i>organizational structure</i> based on purpose, audience, length, and required format for <i>expository</i>, narrative, descriptive, and persuasive writing</p>	<p>Student Book: 19, 22, 28, 34, 36, 46, 48, 52, 53, 54, 62, 72, 77, 81, 82, 86, 92, 99, 101, 102, 115, 116, 120, 132, 153, 154, 166, 180, 189, 200, 206, 218</p>
<p>Drafting W.4.8.5 Create a draft with emphasis on persuasive and <i>expository</i> organization</p>	<p>Student Book: 189, 190, 195, 196, 197, 200, 202</p>
<p>Revising W.4.8.7 Revise content for</p> <ul style="list-style-type: none"> • Central idea • Organization • Unity • Elaboration • Clarity 	<p>Student Book: 196</p>
<p>W.4.8.8 Revise <i>style</i> for</p> <ul style="list-style-type: none"> • Sentence variety • <i>Tone</i> (e.g., sense of audience, etc.) • <i>Voice</i> (e.g., specificity, vividness, rhythm of piece, writer’s attitude and presence, etc.) • Selected vocabulary • Selected information 	<p>Student Book: 45, 76, 107-108, 165, 196</p>
<p>W.4.8.9 Revise writing using various tools/methods, such as peer and/or teacher collaboration, a revision checklist <i>rubric</i>, and/or reference materials (e.g., dictionary, thesaurus, etc.)</p>	<p>Student Book: 196</p>

Student Learning Expectations	Daybook of Critical Reading and Writing, 8
<p>Editing</p> <p>W.4.8.10 Edit individually or in groups for appropriate grade-level conventions, within the following features:</p> <ul style="list-style-type: none"> • <i>Sentence formation</i> • Completeness • Absence of fused sentences • Expansion through standard coordination and modifiers • <i>Embedding</i> through standard subordination and modifiers • Standard word order • <i>Usage</i> • Standard inflections • Agreement • Word meaning • Conventions • <i>Mechanics</i> • Capitalization • Punctuation • Formatting • Spelling 	<p>Student Book: 16, 37, 163, 165</p>
<p>Publishing</p> <p>W.4.8.12 Maintain a writing <i>portfolio</i> that exhibits growth in meeting goals and expectations</p>	<p>Student Book: 19, 22, 28, 34, 36, 46, 48, 52, 53, 54, 62, 72, 77, 81, 82, 86, 92, 99, 101, 102, 115, 116, 120, 132, 153, 154, 166, 180, 189, 200, 206, 218</p>

Standard 5: Purpose, Topics, Forms and Audiences

Students shall demonstrate competency in writing for a variety of purposes, topics, and audiences employing a wide range of forms.

Student Learning Expectations	Daybook of Critical Reading and Writing, 8
<p>Purposes and Audiences</p> <p>W.5.8.1 Develop multiple works in a variety of modes of <i>discourse</i></p>	<p>Student Book: 19, 22, 28, 34, 36, 46, 48, 52, 53, 54, 62, 72, 77, 81, 82, 86, 92, 99, 101, 102, 115, 116, 120, 132, 153, 154, 166, 180, 189, 200, 206, 218</p>
<p>W.5.8.2 Select the form of writing that addresses the intended audience</p>	<p>Student Book: 19, 22, 28, 34, 36, 46, 48, 52, 53, 54, 62, 72, 77, 81, 82, 86, 92, 99, 101, 102, 115, 116, 120, 132, 153, 154, 166, 180, 189, 200, 206, 218</p>
<p>Topics and Forms</p> <p>W.5.8.3 Create <i>expository</i>, narrative, descriptive, and persuasive writings</p>	<p>Student Book: 19, 22, 28, 34, 36, 46, 48, 52, 53, 54, 62, 72, 77, 81, 82, 86, 92, 99, 101, 102, 115, 116, 120, 132, 153, 154, 166, 180, 189, 200, 206, 218</p>
<p>W.5.8.4 Write poems using a variety of techniques/devices, with emphasis on <i>free verse</i></p>	<p>Student Book: 72, 77</p>

Student Learning Expectations	Daybook of Critical Reading and Writing, 8
W.5.8.6 Write to reflect ideas/interpretations of multicultural and universal themes and concepts	Student Book: 19, 22, 28, 34, 36, 46, 48, 52, 53, 54, 62, 72, 77, 81, 82, 86, 92, 99, 101, 102, 115, 116, 120, 132, 153, 154, 166, 180, 189, 200, 206, 218
W.5.8.7 Write with and without prompts for a sustained period of time	Student Book: 19, 22, 28, 34, 36, 46, 48, 52, 53, 54, 62, 72, 77, 81, 82, 86, 92, 99, 101, 102, 115, 116, 120, 132, 153, 154, 166, 180, 189, 200, 206, 218
W.5.8.8 Write response to literature that demonstrate understanding or interpretation	Student Book: 17-19, 20-21, 24-30, 32-33, 37, 40-41, 43-45, 49-50, 56, 60-61, 63-65, 70, 73, 75, 78-81, 83-86, 88-89, 93-94, 96-98, 104-105, 107, 109, 112, 114-115, 118-119, 126-131, 138-139, 148-149, 151-153, 156-158, 162-163, 167-168, 171, 176, 178, 181, 185, 188, 191-194, 198-199, 204-205, 207-209, 210-212, 213-214, 217
W.5.8.9 Write on demand with or without prompt within a given time frame	Student Book: 19, 22, 28, 34, 36, 46, 48, 52, 53, 54, 62, 72, 77, 81, 82, 86, 92, 99, 101, 102, 115, 116, 120, 132, 153, 154, 166, 180, 189, 200, 206, 218
W.5.8.10 Write across the curriculum	Student Book: 19, 22, 28, 34, 36, 46, 48, 52, 53, 54, 62, 72, 77, 81, 82, 86, 92, 99, 101, 102, 115, 116, 120, 132, 153, 154, 166, 180, 189, 200, 206, 218

S t a n d a r d 6 : C o n v e n t i o n s

Students shall apply knowledge of Standard English conventions in written work.

Student Learning Expectations	Daybook of Critical Reading and Writing, 8
Sentence Formation W.6.8.1 Vary sentence structure by using simple, compound, complex, and compound-complex sentences and different <i>kinds of sentences</i> <ul style="list-style-type: none"> • Declarative • Interrogative • Imperative • Exclamatory 	Student Book: 165

S t a n d a r d 7 : C r a f t s m a n s h i p

Students shall develop personal style and voice as they approach the craftsmanship of writing.

Student Learning Expectations	Daybook of Critical Reading and Writing, 8
Purposefully shaping and controlling language W.7.8.1 Use figurative language purposefully, such as <i>alliteration</i> and <i>assonance</i> , to shape and control language to affect readers	Student Book: 15, 75-77
W.7.8.2 Use a variety of <i>sentence types</i> and lengths (see Conventions Standard 6)	Student Book: 165

Student Learning Expectations	Daybook of Critical Reading and Writing, 8
W.7.8.5 Use purposeful vocabulary with emphasis on developing <i>tone</i>	Student Book: 45, 76, 107-108, 165, 196
W.7.8.6 Create an effective lead and conclusion	Student Book: 62

S t r a n d : R e a d i n g

S t a n d a r d 9 : C o m p r e h e n s i o n

Students shall apply a variety of strategies to read and comprehend printed material.

Student Learning Expectations	Daybook of Critical Reading and Writing, 8
Prior Knowledge R.9.8.1 Use previewing, activating prior knowledge, predicting content of text, formulation questions, and establishing purposes for reading	Student Book: 10, 11, 13, 15, 17, 24, 30, 32, 37, 40, 43, 49, 54, 58, 60, 63, 70, 73, 75, 78, 83, 88, 93, 96, 104, 107, 112, 114, 118, 121, 124, 126, 129, 133, 136, 138, 141, 145, 148, 151, 156, 162, 167, 171, 176, 178, 181, 183, 185, 188, 191, 198, 204, 207, 210, 213, 216, 217
Making Connections R.9.8.2 Evaluate the interrelations of text and world issues/events by applying connection strategies	Student Book: 133-136, 138-140, 141-143, 144-146
R.9.8.3 Connect, compare, and contrast ideas, themes, and issues across texts	Student Book: 13-14, 24-31, 39-42, 55-57, 63-66, 88-90, 93-95, 96-98, 103-108, 112-115, 118-119, 121-125, 126-132, 133-137, 138-140, 141-143, 144-146, 147-150, 151-153, 155-158, 161-165, 167-169, 176-177, 178-179, 181-182, 183, 185, 188-, 191-194, 198-199, 204-205, 207-209, 210-212, 213-214
Using questioning and monitoring R.9.8.4 Defend questions formulated and purposes established for reading	Student Book: 12, 118-119, 123-125, 137
R.9.8.5 Generate and define questions related to universal themes to interpret meaning	Student Book: 12, 24, 47, 55-56, 117-118, 137, 162, 167, 173, 176
R.9.8.6 Monitor reading strategies, including rereading, using resources, and questions, and modify them when understanding breakdowns	Student Book: 12, 23-24, 47, 55-56, 117-118, 137, 162, 167, 173, 176
Using inferences and interpretations R.9.8.7 Connect own background knowledge and personal experience to make inferences and to respond to new information presented in text	Student Book: 13-14, 20-21, 29-31, 37-38, 156-159

Student Learning Expectations	Daybook of Critical Reading and Writing, 8
R.9.8.8 Infer a character's role in development of plot and theme	Student Book: 17-19, 20-21, 24-30, 40-41, 43-45, 49-50, 60-61, 63-66, 78-81, 83-85, 104-105, 107, 112-113, 114-115, 126-131, 138-139, 148-149, 151-153, 156-159, 167-168
R.9.8.9 Infer mood and theme of text	Student Book: 17-19, 29-31, 40-42, 43-45, 55-67, 78-81, 83-86, 109, 156-159
R.9.8.10 Use literary elements and historical context to infer author's intent	Student Book: 17-19, 20-21, 24-30, 32-33, 37, 40-41, 43-45, 49-50, 56, 60-61, 63-65, 70, 73, 75, 78-81, 83-86, 88-89, 93-94, 96-98, 104-105, 107, 109, 112, 114-115, 118-119, 126-131, 138-139, 148-149, 151-153, 156-158, 162-163, 167-168, 171, 176, 178, 181, 185, 188, 191-194, 198-199, 204-205, 207-209, 210-212, 213-214, 217
R.9.8.11 Analyze the literary elements of plot, subplot, and climax, and explain the way in which conflicts are resolved or unresolved	Student Book: 43-45, 40-41, 49-51, 60-61, 63-65, 78-81, 83-85, 104-105, 107, 126-131, 138-139, 148-149, 151-153, 156-158, 167-168, 204-205, 207-209, 210, 212, 213-214
R.9.8.12 Compare and contrast points of view, such as first person, limited, and omniscient third person, and explain the effect on the overall theme of a literary work	Student Book: 47
R.9.8.13 Distinguish among stated fact, reasoned judgment, and opinion in text	Student Book: 88-89, 93-94, 96-98
Determining Importance R.9.8.14 Classify and organize information from more than one text, based on purpose and/or level of importance	Student Book: 16, 21, 31, 35, 42, 45, 67, 68, 76, 77, 85, 91, 98, 100, 105, 108, 110, 122, 140, 144, 146, 155, 159, 164, 165, 169, 174, 179, 181, 195
R.9.8.15 Identify main ideas and supporting evidence in short stories and novels	Student Book: 144, 156-160
R.9.8.16 Use the <i>text features</i> to locate and recall information, with emphasis on text organizers	Student Book: 16, 21, 31, 35, 42, 45, 67, 68, 76, 77, 85, 91, 98, 100, 105, 108, 110, 122, 140, 144, 146, 155, 159, 164, 165, 169, 174, 179, 181, 195
R.9.8.17 Determine text structure(s) to enhance understanding	Student Book: 16, 21, 31, 35, 42, 45, 67, 68, 76, 77, 85, 91, 98, 100, 105, 108, 110, 122, 140, 144, 146, 155, 159, 164, 165, 169, 174, 179, 181, 195
R.9.8.18 Organize information, including simple outlining	Student Book: 16, 21, 31, 35, 42, 45, 67, 68, 76, 77, 85, 91, 98, 100, 105, 108, 110, 122, 140, 144, 146, 155, 159, 164, 165, 169, 174, 179, 181, 19
R.9.8.19 Use skimming, scanning, note-taking, outlining, and questioning as study strategies	Student Book: 12, 34, 47, 109, 118-119, 134, 136-137, 138-139
Summarizing and Synthesizing R.9.8.20 Synthesize information from multiple texts and provide evidence to support	Student Book: 16, 21, 31, 35, 42, 45, 67, 68, 76, 77, 85, 91, 98, 100, 105, 108, 110, 122, 140, 144, 146, 155, 159, 164, 165, 169, 174, 179, 181, 195

Student Learning Expectations	Daybook of Critical Reading and Writing, 8
Evaluating R.9.8.21 Evaluate conflicts, motivations, points of view, and changes that affect the plot or theme	Student Book: 35, 55-58, 60-62, 148-149
R.9.8.22 Evaluate personal, social, and political issues as presented in text	Student Book: 10, 11, 13, 15-16, 17-19, 20-21, 24-30, 32-33, 40-41, 43-45, 49-50, 56, 63-65, 78-85, 88-89, 93-95, 96-98, 104-105, 107, 109, 112, 114-115, 118-119, 121, 126-131, 134, 136, 138-139, 141, 145, 148-149, 151-153, 156-158, 162-163, 167-168, 176, 178, 185, 188, 191-194, 198-199, 204-205, 207-209, 210-211, 213-214, 216, 217

Standard 10: Variety of Texts

Students shall read, examine, and respond to a wide range of texts for a variety of purposes.

Student Learning Expectations	Daybook of Critical Reading and Writing, 8
Exhibits behaviors and habits of an active reader R.10.8.1 Read for a substantial amount of time daily, including assigned and self-selected materials at independent and instructional levels	Student Book: 10, 11, 13, 15, 17-18, 24-28, 30-31, 32-33, 37, 40-41, 43-45, 49-50, 54, 58, 60-61, 63-65, 70, 73, 75, 78-81, 83-85, 88-89, 93-94, 96-97, 104-105, 107, 112-113, 114-115, 118-119, 121, 124, 126-128, 129-131, 133, 136, 138-139, 141, 145, 148-149, 151-153, 156-158, 162-163, 167-168, 171, 176, 178, 181, 183, 185, 188, 191-194, 198-199, 204-205, 207-209, 210-212, 213-214, 216, 217
R.10.8.2 Read texts that reflect contributions of different cultural groups	Student Book: 17-19, 40-41, 56, 88-89, 138-139, 156-158, 171, 183
R.10.8.3 Vary reading strategies according to text and purpose	Student Book: 10, 11, 13, 15, 17-18, 24-28, 30-31, 32-33, 37, 40-41, 43-45, 49-50, 54, 58, 60-61, 63-65, 70, 73, 75, 78-81, 83-85, 88-89, 93-94, 96-97, 104-105, 107, 112-113, 114-115, 118-119, 121, 124, 126-128, 129-131, 133, 136, 138-139, 141, 145, 148-149, 151-153, 156-158, 162-163, 167-168, 171, 176, 178, 181, 183, 185, 188, 191-194, 198-199, 204-205, 207-209, 210-212, 213-214, 216, 217
Reading a variety of informational materials for enjoyment, critical analysis, and evaluation R.10.8.4 Examine the author's credibility, use of text structure, word choice, and viewpoint to evaluate message	Student Book: 16, 35, 37, 163, 164, 188-190
R.10.8.5 Use skimming, scanning, note taking, outlining, and questioning as study strategies	Student Book: 12, 34, 47, 118-119, 134, 136-137, 138-139
Reading a variety of literature for enjoyment, critical analysis and evaluation R.10.8.6 Read a variety of literature, including essays and plays	Student Book: 10, 11, 13, 15, 17-18, 24-28, 30-31, 32-33, 37, 40-41, 43-45, 49-50, 54, 58, 60-61, 63-65, 70, 73, 75, 78-81, 83-85, 88-89, 93-94, 96-97, 104-105, 107, 112-113, 114-115, 118-119, 121, 124, 126-128, 129-131, 133, 136, 138-139, 141, 145, 148-149, 151-153, 156-158, 162-163, 167-168, 171, 176, 178, 181, 183, 185, 188, 191-194, 198-199, 204-205, 207-209, 210-212, 213-214, 216, 217

Student Learning Expectations	Daybook of Critical Reading and Writing, 8
R.10.8.7 Evaluate the credibility of the narrator	Student Book: 25
Reading a variety of try for enjoyment, critical analysis and evaluation R.10.8.10 Read a variety of poetry, with emphasis on <i>free verse</i>	Student Book: 10-11, 13, 15, 37, 70, 73, 75, 109, 121, 170-172, 175-176, 178, 181-182, 183, 185
R.10.8.11 Interpret poetry, noting distinctive poetic devices	Student Book: 37, 170-172, 175-176, 178, 181-182, 183, 185

**S t a n d a r d 1 1 : V o c a b u l a r y , W o r d S t u d y , a n d
F l u e n c y**

Students shall acquire and apply skills in vocabulary development and word analysis to be able to read fluently.

Student Learning Expectations	Daybook of Critical Reading and Writing, 8
Word recognition R.11.8.1 Automatically decode words to ensure focus on comprehension	Student Book: 163
R.11.8.3 Add content words to sight vocabulary	Student Book: 163
Word Study and Vocabulary R.11.8.5 Use context to determine meaning of multiple meaning words	Student Book: 163
R.11.8.7 Determine useful and relevant words	Student Book: 16, 37, 163
R.11.8.8 Identify and explain similes, metaphors, personification, hyperbole's and analogies to infer the literal and figurative meanings of phrases	Student Book: 15, 70, 73, 74
R.11.8.10 Use context, structure, denotations and connotations to determine meaning of words and phrases	Student Book: 16, 37, 163

Strand: Inquiring/Researching

Standard 12: Research/Inquiry Process

Students shall engage in inquiry and research to address questions, to make judgments about credibility, and to communicate findings in ways that suit the purpose and audience.

Student Learning Expectations	Daybook of Critical Reading and Writing, 8
Interpreting Information IR.12.8.6 Create visual graphs to interpret information	Student Book: 31, 34, 42, 51, 58, 74, 76, 85, 140, 142-143, 144, 146
IR.12.8.7 Use notes to narrow a topic to develop a thesis statement	Student Book: 88, 90
IR.12.8.8 Create a formal topic outline of thesis, main topic, sub-topics, and details	Student Book: 88, 90, 91
IR.12.8.9 Use research to create one or more oral, written, or visual <i>presentation</i> /products	Student Book: 92



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Arkansas English Language Arts
Curriculum Framework
Grade 9

Strand: Oral and Visual Communications

Standard 1: Speaking

Students shall demonstrate effective oral communication skills to express ideas and to present information.

Student Learning Expectations	Daybook of Critical Reading and Writing, 9
Speaking to share understanding and information OV.1.9.1 Adjust oral language to audience and appropriately apply the rules of standard English	Student Book: 216, 221
OV.1.9.2 Prepare and participate in structured discussions, such as panel discussions	Student Book: 25, 29, 34, 38, 57, 173
Speaking for literary response, expression and analysis OV.1.9.4 Participate in a variety of such speaking activities as scenes from a play, oral book reports, monologues, memorization of lines, character analysis, and literary reviews	Student Book: 58, 62, 146, 223

Standard 2: Listening

Students shall demonstrate effective listening skills in formal and informal settings.

Student Learning Expectations	Daybook of Critical Reading and Writing, 9
Listening for information, interpretation, critical analysis, and evaluation OV.2.9.1 Analyze how the conventions of English affect oral expressions	Student Book: 62
OV.2.9.2 Establish a purpose for listening and identify relevant information	Student Book: 62

Standard 3: Media Literacy

Students shall demonstrate knowledge and understanding of media as a mode of communication.

Student Learning Expectations	Daybook of Critical Reading and Writing, 9
<p>Analyzing media</p> <p>OV.3.9.2 Articulate personal response to such media as editorials, news stories, and advertisements</p>	<p>Student Book: 158</p>
<p>Evaluating media credibility</p> <p>OV.3.9.3 Identify and evaluate a media source for bias and <i>point of view</i></p>	<p>Student Book: 14</p>

Strand: Writing

Standard 4: Process

Students shall employ a wide range of strategies as they write, using the writing process appropriately.

Student Learning Expectations	Daybook of Critical Reading and Writing, 9
<p>Prewriting</p> <p>W.4.9.1 Generate, gather, and organize ideas for writing</p>	<p>Student Book: 10, 13, 16, 17, 20, 32, 33, 38, 40, 44, 56, 60, 64, 66, 81, 82, 86, 92, 108, 115, 122, 130, 131, 139, 145, 149, 151, 156, 165, 166, 167, 172, 175, 185, 186, 188, 190, 197, 199, 207, 209, 213, 217</p>
<p>W.4.9.2 Plan and organize writing to address a specific audience and purpose with emphasis on narration</p>	<p>Student Book: 68, 221</p>
<p>Drafting</p> <p>W.4.9.3 Communicate clearly the purpose of the writing</p>	<p>Student Book: 50, 127</p>
<p>W.4.9.4 Write clear and varied sentences</p>	<p>Student Book: 50, 108, 109</p>
<p>W.4.9.5 Elaborate ideas clearly and accurately through word choice, vivid description, and selected information</p>	<p>Student Book: 50, 63, 77, 81, 82, 83, 84, 85, 87, 221</p>
<p>W.4.9.6 Adapt content vocabulary, <i>voice</i>, and <i>tone</i> to audience, purpose, and situation</p>	<p>Student Book: 50, 84, 85, 121, 129, 221, 223</p>
<p>W.4.9.7 Arrange paragraphs into a logical progression with appropriate transition</p>	<p>Student Book: 50</p>
<p>Revising</p> <p>W.4.9.9 Revise <i>style</i> of writing for selected vocabulary, selected information, sentence variety, <i>tone</i> and <i>voice</i></p>	<p>Student Book: 83, 84, 108, 121, 223</p>

Student Learning Expectations	Daybook of Critical Reading and Writing, 9
W.4.9.10 Revise <i>sentence formation</i> in writing for completeness, coordination, subordination, standard word order, and absence of fused sentence	Student Book: 108
Publishing W.4.9.14 Maintain a writing <i>portfolio</i> that exhibits growth and reflection in the progress of meeting goals and expectations	Student Book: 15, 18, 29, 45, 48, 49, 64, 67, 69, 72, 76, 78, 85, 88, 95, 102, 109, 113, 116, 120, 125, 132, 137, 140, 150, 152, 156, 159, 166, 171, 176, 178, 181, 184, 191, 195, 200, 210, 213, 216, 218

Standard 5: Purposes, Topics, Forms, and Audiences

Students shall demonstrate competency in writing for a variety of purposes, topics and audiences employing a wide range of forms.

Student Learning Expectations	Daybook of Critical Reading and Writing, 9
Purposes and Audiences W.5.9.1 Adjust levels of formality, <i>style</i> , and <i>tone</i> when composing for different audiences	Student Book: 121, 221
Topics and Forms W.5.9.2 Write biographies or autobiographies that <ul style="list-style-type: none"> • communicate the significance of the events and characters • specify scenes and incidents in specific places • describe using sensory details • pace time and mood • maintain consistency in <i>point of view</i> 	Student Book: 39, 40, 82, 125, 168, 221
W.5.9.3 Write <i>expository</i> compositions, including analytical essays and research reports that <ul style="list-style-type: none"> • assemble and convey evidence in support of the thesis 	Student Book: 125, 221
W.5.9.4 Write using <i>rhetorical strategies</i> with special emphasis on definition, narration, description, exemplification, and compare/contrast	Student Book: 125, 221
W.5.9.5 Write a variety of letters including letter of apology that <ul style="list-style-type: none"> • follow a conventional format • address the intended audience • provide clear, purposeful information 	Student Book: 116, 128, 159, 218, 221
W.5.9.6 Write poems using a range of poetic techniques, forms, and figurative language, emphasizing narrative poetry	Student Book: 64, 85, 96, 97, 180-181, 184, 195, 200, 202, 221, 222

Student Learning Expectations	Daybook of Critical Reading and Writing, 9
<p>W.5.9.7 Write responses to literature that</p> <ul style="list-style-type: none"> • articulate the significant ideas of literary works • support important ideas with evidence from text 	Student Book: 15, 53, 88, 95, 120, 126, 132, 150, 156, 176, 191
<p>W.5.9.8 Write on demand to a specified prompt within a given time frame</p>	Student Book: 15, 18, 29, 45, 48, 49, 64, 67, 69, 72, 76, 78, 85, 88, 95, 102, 109, 113, 116, 120, 125, 132, 137, 140, 150, 152, 156, 159, 166, 171, 176, 178, 181, 184, 191, 195, 200, 210, 213, 216, 218

S t a n d a r d 6 : C o n v e n t i o n s

Students shall apply knowledge of Standard English conventions in written work.

Student Learning Expectations	Daybook of Critical Reading and Writing, 9
<p>Sentence Formation</p> <p>W.6.9.1 Use knowledge of types of clauses (main, subordinate)</p>	Student Book: 204
<p>W.6.9.2 Use parallel structures</p>	Student Book: 204
<p>W.6.9.3 Use knowledge of types of verbals (gerunds, infinitives, participles)</p>	Student Book: 89, 204
<p>Usage</p> <p>W.6.9.4 Apply rules for the parts of a sentence, including subject/verb, direct/indirect object, predicate nominative/predicate adjective, objective complement, and pronoun case</p>	Student Book: 89, 185, 186, 203
<p>W.6.9.5 Distinguish between active and passive voice</p>	Student Book: 89, 223
<p>W.6.9.6 Maintain consistent verbal tense within a writing product</p>	Student Book: 89
<p>W.6.9.7 Select appropriate pronouns when writing</p>	Student Book: 185, 186

Standard 7: Craftsmanship

Students shall develop personal style and voice as they approach the craftsmanship of writing.

Student Learning Expectations	Daybook of Critical Reading and Writing, 9
<p>Purposefully shaping and controlling language</p> <p>W.7.9.1 Use figurative language effectively with emphasis on simile and personification</p>	<p>Student Book: 94, 188, 221, 222, 223</p>
<p>W.7.9.2 Use a variety of sentence structures, types, and lengths to contribute to <i>fluency</i> and interest</p>	<p>Student Book: 109</p>
<p>W.7.9.3 Consider purpose, speaker, audience, and form when completing assignments emphasizing narration</p>	<p>Student Book: 127, 221</p>
<p>W.7.9.6 Use concrete <i>information</i> for elaboration</p>	<p>Student Book: 15, 18, 29, 45, 48, 49, 64, 67, 69, 72, 76, 78, 85, 88, 95, 102, 109, 113, 116, 120, 125, 132, 137, 140, 150, 152, 156, 159, 166, 171, 176, 178, 181, 184, 191, 195, 200, 210, 213, 216, 218</p>
<p>W.7.9.7 Use precise word choices that convey specific meaning</p>	<p>Student Book: 82, 84, 85, 87, 90, 91, 92</p>
<p>W.7.9.8 Personalize writing to convey <i>voice</i> in formal and informal pieces</p>	<p>Student Book: 50, 84, 85, 121, 129, 223</p>

Strand: Reading

Standard 9: Comprehension

Students shall apply a variety of strategies to read and comprehend printed materials.

Student Learning Expectations	Daybook of Critical Reading and Writing, 9
<p>Literal and inferential understanding</p> <p>R.9.9.1 Connect own background knowledge, including personal experience and perspectives shaped by age, gender, class, or national origin, to determine the author's purpose</p>	<p>Student Book: 9, 13, 14, 25, 26, 38, 39, 43, 45, 48, 115, 127, 138, 176</p>
<p>R.9.9.2 Identify specific ways an author accomplishes purpose, including organization, <i>narrative</i> and persuasive techniques, <i>style</i>, literary forms or genre, portrayal of themes, <i>tone</i>, and intended audiences</p>	<p>Student Book: 16, 68, 69, 121, 166, 167, 218, 221, 222, 223</p>
<p>R.9.9.3 Differentiate among strategies to aid comprehension, including skimming, scanning, note taking, outlining, questioning, creating graphic organizers, and annotating</p>	<p>Student Book: 10, 13, 16, 17, 20, 32, 33, 38, 40, 44, 56, 60, 64, 66, 81, 82, 86, 92, 108, 115, 122, 130, 131, 139, 145, 149, 151, 156, 165, 166, 167, 172, 175, 185, 186, 188, 190, 197, 199, 207, 209, 213, 217</p>

Student Learning Expectations	Daybook of Critical Reading and Writing, 9
R.9.9.4 Recognize how works of a given period reflect author's background, historical events, and cultural influences	Student Book: 19, 46
R.9.9.5 Draw inferences from a sentence or a paragraph (including conclusions, generalization, and predictions) and support them with text evidence	Student Book: 27, 29, 33, 34, 117, 119, 123, 124, 126
R.9.9.7 Recognize how signal/transition words and phrases denote shifts that contribute to the meaning of the text	Student Book: 16
Summary and generalization R.9.9.8 Summarize and paraphrase structures in informational and literary texts, including relationships among concepts and details	Student Book: 48, 54, 67, 105, 167, 178, 191, 221
Analysis and evaluation R.9.9.9 Discriminate between fact/opinion and fiction/nonfiction	Student Book: 102
R.9.9.10 Analyze the structure and format of information and literary documents and explain how authors use the features to achieve their purpose	Student Book: 13, 16, 17, 20, 32, 33, 38, 40, 44, 56, 60, 64, 66, 81, 82, 86, 92, 108, 115, 122, 130, 131, 139, 145, 149, 151, 156, 165, 166, 167, 172, 175, 185, 186, 188, 190, 197, 199, 207, 209, 213, 217
R.9.9.11 Recognize and define various points of view (e.g., omniscient narrator, third-person limited)	Student Book: 133
R.9.9.13 Identify and discuss a position using concepts gained from reading (e.g., debate, discussion, position paper, etc.)	Student Book: 25, 29, 34, 38, 57, 173
R.9.9.14 Identify and categorize figures of speech and <i>sound devices</i> , including simile, metaphor, personification, hyperbole, oxymoron, and pun	Student Book: 93, 94, 95, 98, 188, 222

Standard 10: Variety of Texts

Students shall read, examine, and respond to a wide range of texts.

Student Learning Expectations	Daybook of Critical Reading and Writing, 9
Poetry R.10.9.3 Read a variety of narrative poetry, including ballad and epic	Student Book: 10, 11, 14, 17, 61-62, 80, 93
R.10.9.4 Define and identify poetic conventions and structures, including line, stanza, imagery, rhythm, rhyme, and <i>sound devices</i>	Student Book: 198, 199, 203, 222, 223

Student Learning Expectations	Daybook of Critical Reading and Writing, 9
R.10.9.5 Identify the characteristics of <i>narrative</i> poetry	Student Book: 10, 11, 14, 17, 61-62, 80, 93, 222
R.10.9.6 Read traditional and contemporary works of poets from many cultures	Student Book: 10, 11, 61-62
R.10.9.8 Identify techniques poets use to evoke emotion in a reader	Student Book: 52, 82, 84, 85, 99, 165
R.10.9.9 Explain how word choice in a poem creates <i>tone</i> and <i>voice</i>	Student Book: 16, 52, 63, 64, 80, 81, 82, 84, 85, 88, 89, 92, 93, 94, 99, 100, 101, 102, 127, 164-165, 170, 171, 173, 177, 180, 182, 185, 187, 189, 194, 197, 201, 203, 223
R.10.9.10 Paraphrase and interpret to find the meaning of selected poems, emphasizing the line	Student Book: 12, 14, 15, 53, 90, 95, 101, 127, 165-166
Drama R.10.9.13 Define and identify examples of dramatic conventions, including soliloquy, aside, monologue, dialogue, and character types	Student Book: 58, 156, 221, 222
R.10.9.14 Compare and contrast the elements of character, setting, and plot in drama	Student Book: 21, 70, 72, 112, 122, 131, 221, 222
R.10.9.15 Describe how stage directions help the reader understand the setting, mood, characters, plot, and theme	Student Book: 39, 126, 131, 223
Literary and Content Prose R.10.9.17 Read a variety of literary and <i>content prose</i>	Student Book: 20, 22-24, 27-29, 30-32, 36-37, 41-43, 46-47, 54-55, 58-59, 67, 68, 70-71, 74-75, 77-78, 86-87, 98, 104-105, 110-111, 114-115, 118-119, 121-122, 123-124, 130-131, 133-135, 139, 142-144, 147-149, 153-155, 158, 160-161, 162-163, 206, 208-209, 212-213, 214-215
R.10.9.18 Recognize the influence of historical context on the form, style, and point of view of a written work	Student Book: 9, 121, 152, 204, 218, 222, 223
R.10.9.19 Identify the characteristics that distinguish literary forms from different cultures	Student Book: 99, 206-207, 208-210, 211-213
R.10.9.20 Identify and define literary terms	Student Book: 221-223
R.10.9.21 Explain the relationship between the author's style and literary effect	Student Book: 16, 218
R.10.9.22 Identify literary elements in a work	Student Book: 221-223

Standard 11: Vocabulary, Word Study, and Fluency

Students shall acquire and apply skills in vocabulary development and word analysis to be able to read fluently.

Student Learning Expectations	Daybook of Critical Reading and Writing, 9
Word study and vocabulary R.11.9.1 Expand vocabulary through reading, listening, and discussing	Student Book: 25, 29, 34, 38, 57
R.11.9.2 Use roots, prefixes, and suffixes to define words	Student Book: 81
R.11.9.3 Use reference materials including glossary, dictionary, thesaurus, and available technology to determine precise meaning and usage of words	Student Book: 16
R.11.9.4 Distinguish between connotation and denotation	Student Book: 16

Strand: Inquiring / Researching

Standard 12: Research / Inquiry Process

Students shall engage in inquiry and research to address questions, to make judgments about credibility, and to communicate findings in ways that sort the purpose and audience.

Student Learning Expectations	Daybook of Critical Reading and Writing, 9
Accessing information R.12.9.1 Generate open-ended questions to select a topic	Student Book: 49
Evaluating credibility and identifying relevant information R.12.9.5 Recognize ways to assess the credibility of authors and reliability of sources (e.g., author credentials, author biases, copyright dates, etc.)	Student Book: 19
Interpreting and presenting information R.12.9.12 Create research products such as <ul style="list-style-type: none"> • Oral <i>presentation</i> • Reports • Essays 	Student Book: 221

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correlated to

Arkansas English Language Arts

Curriculum Framework

Grade 10

Strand: Oral and Visual Communications

Standard 1: Speaking

Students shall demonstrate effective oral communication skills to express ideas and to present information.

Student Learning Expectations	Daybook of Critical Reading and Writing, 10
<p>Speaking to share understanding and information</p> <p>OV.1.10.2 Prepare and participate in structured discussions, such as panel discussions</p>	<p>Student Book: 87, 135, 154, 162</p>

Standard 2: Listening

Students shall demonstrate effective listening skills in formal and informal settings.

Student Learning Expectations	Daybook of Critical Reading and Writing, 10
<p>Listening for information, interpretation, critical analysis, and evaluation</p> <p>OV.2.10.4 Demonstrate attentive, reflective, and critical listening skills to respond to and interpret speaker's message</p>	<p>Student Book: 11</p>

Strand: Writing

Standard 4: Process

Students shall employ a wide range of strategies as they write, using the writing process appropriately.

Student Learning Expectations	Daybook of Critical Reading and Writing, 10
<p>Prewriting</p> <p>W.4.10.1 Apply appropriate prewriting strategies to address purpose and audience with emphasis on description</p>	<p>Student Book: 130</p>

Student Learning Expectations	Daybook of Critical Reading and Writing, 10
Drafting W.4.10.2 Communicate clearly the purpose of the writing	Student Book: 15, 130
W.4.10.3 Write clear and varied sentences	Student Book: 40, 59, 76, 198
W.4.10.4 Elaborate ideas clearly and accurately through word choice, vivid description, and selected information	Student Book: 54, 131, 186, 198
W.4.10.5 Adapt content vocabulary, <i>voice</i> and <i>tone</i> to audience, purpose, and situation	Student Book: 122, 126, 130, 131, 181-182, 195, 197
Revising W.4.10.7 Revise content of writing for central idea, elaboration, unity, and organization	Student Book: 35, 189
W.4.10.8 Revise <i>style</i> of writing for selected vocabulary, selected information, sentence variety, <i>tone</i> , and <i>voice</i>	Student Book: 122, 126, 131, 181-182, 195, 197, 198
W.4.10.9 Revise <i>sentence formation</i> in writing for completeness, coordination, subordination, standard word order, and absence of fused sentence	Student Book: 198
Editing W.4.10.10 Apply grammatical conventions to edit for standard inflections, agreement, word meaning and conventions	Student Book: 186
Publishing W.4.10.12 Refine selected pieces frequently to publish for intended audiences and purposes	Student Book: 130
W.4.10.13 Maintain a writing <i>portfolio</i> that exhibits growth and reflection in the progress of meeting goals and expectations	Student Book: 12, 20, 24, 29, 36, 41, 45, 47, 50, 52, 62, 64, 69, 76, 78, 82, 84, 90, 97, 100, 102, 114, 121, 130, 135, 137, 143, 144, 151, 154, 158, 166, 170, 175-176, 182, 192, 202, 208, 213, 216, 218

Standard 5: Purposes, Topics, Forms, and Audiences

Students shall demonstrate competency in writing for a variety of purposes, topics and audiences employing a wide range of forms.

Student Learning Expectations	Daybook of Critical Reading and Writing, 10
<p>Purposes and Audiences</p> <p>W.5.10.1 Adjust levels of formality, <i>style</i>, and <i>tone</i> when composing for different audiences</p>	<p>Student Book: 122, 126, 181-182, 197</p>
<p>Topics and Forms</p> <p>W.5.10.2 Write short stories that</p> <ul style="list-style-type: none"> • communicate the significance of the events and characters • specify scenes and incidents in specific places • describe using sensory details • pace time and mood • maintain consistency in <i>point of view</i> 	<p>Student Book: 24, 26, 93-94, 126, 152, 214</p>
<p>W.5.10.3 Write <i>expository</i> compositions, including analytical essays, and research reports that</p> <ul style="list-style-type: none"> • assemble and convey evidence in support of the thesis • make distinctions between the relative value and significance of data, facts, and ideas 	<p>Student Book: 189</p>
<p>W.5.10.4 Write using <i>rhetorical strategies</i> with special emphasis on exemplification, process/analysis, compare/contrast and argumentation/persuasion</p>	<p>Student Book: 15</p>
<p>W.5.10.6 Write poems using a range of poetic techniques, forms, and figurative language, emphasizing lyric poetry</p>	<p>Student Book: 52, 170</p>
<p>W.5.10.7 Write responses to literature that</p> <ul style="list-style-type: none"> • articulate the significant ideas of literary works • support important ideas and viewpoints with evidence from the text • demonstrate awareness of the author’s use of stylistic devices 	<p>Student Book: 33, 35, 36, 40, 49, 54, 76, 87</p>
<p>W.5.10.8 Write on demand to a specified prompt within a given time frame</p>	<p>Student Book: 12, 20, 24, 29, 36, 41, 45, 47, 50, 52, 62, 64, 69, 76, 78, 82, 84, 90, 97, 100, 102, 114, 121, 130, 135, 137, 143, 144, 151, 154, 158, 166, 170, 175-176, 182, 192, 202, 208, 213, 216, 218</p>

Student Learning Expectations	Daybook of Critical Reading and Writing, 10
W.5.10.9 Write across the curriculum	Student Book: 12, 20, 24, 29, 36, 41, 45, 47, 50, 52, 62, 64, 69, 76, 78, 82, 84, 90, 97, 100, 102, 114, 121, 130, 135, 137, 143, 144, 151, 154, 158, 166, 170, 175-176, 182, 192, 202, 208, 213, 216, 218

Standard 6: Conventions

Students shall apply knowledge of Standard English conventions in written work.

Student Learning Expectations	Daybook of Critical Reading and Writing, 10
Usage W.6.10.3 Demonstrate appropriate use of active and passive voice	Student Book: 131, 195

Standard 7: Craftsmanship

Students shall develop personal style and voice as they approach the craftsmanship of writing.

Student Learning Expectations	Daybook of Critical Reading and Writing, 10
Purposefully shaping and controlling language W.7.10.1 Use figurative language effectively with emphasis on metaphor and symbolism	Student Book: 16-17, 25-26, 34, 35-36, 83, 89, 199-200
W.7.10.2 Use a variety of sentence structures, types, and lengths to contribute to <i>fluency</i> and interest	Student Book: 198
W.7.10.3 Use such elements of <i>discourse</i> as purpose, speaker, audience, and form when completing narrative, <i>expository</i> , or <i>descriptive</i> writing assignments	Student Book: 130
W.7.10.7 Use precise word choices that convey specific meaning	Student Book: 186
W.7.10.8 Personalize writing to convey <i>voice</i> in formal and informal pieces	Student Book: 131, 195
W.7.10.9 Evaluate own writing and others' writing to determine how writing achieves its purpose, ask for feedback, and respond to classmates' writing	Student Book: 130

S t r a n d : R e a d i n g

S t a n d a r d 9 : C o m p r e h e n s i o n

Students shall apply a variety of strategies to read and comprehend printed materials.

Student Learning Expectations	Daybook of Critical Reading and Writing, 10
<p>Literal and inferential understanding</p> <p>R.9.10.1 Connect own background knowledge, including personal experience and perspectives shaped by age, gender, class, or national origin, to examine the author's purpose</p>	<p>Student Book: 9, 13-14, 53, 63-64, 78, 130</p>
<p>R.9.10.2 Identify specific ways an author accomplishes purpose, including organization, <i>narrative</i> and persuasive techniques, <i>style</i>, literary forms or genre, portrayal of themes, <i>tone</i>, and intended audience</p>	<p>Student Book: 14, 15, 35, 74, 79, 122, 126, 130, 181-182, 197, 217-218</p>
<p>R.9.10.3 Apply appropriate strategies to aid comprehension, including skimming, scanning, note taking, outlining, questioning, creating graphic organizers, and annotating</p>	<p>Student Book: 10-11, 13, 19, 22-23, 26, 27-28, 30-33, 39-40, 43-44, 46, 48-49, 51, 55-57, 58-59, 61, 63, 66-67, 69, 70-72, 74, 80, 85, 87, 89, 92, 95-96, 98-99, 104, 106, 111, 113, 114, 116, 121, 125, 136, 161, 163, 165, 168, 179, 198, 206, 215</p>
<p>R.9.10.4 Research how works of a given period reflect author's background, historical events, and cultural influences</p>	<p>Student Book: 15, 18-19, 49, 87</p>
<p>R.9.10.5 Draw inferences from a passage (including conclusions, generalizations, and predictions) and support them with text evidence</p>	<p>Student Book: 15, 28-29, 34, 66-67, 69, 73, 77, 118, 119, 120, 125, 167</p>
<p>Summary and generalization</p> <p>R.9.10.7 Summarize and paraphrase structures in informational and literary texts, including relationships among concepts and details</p>	<p>Student Book: 12, 29</p>
<p>Analysis and evaluation</p> <p>R.9.10.9 Analyze techniques used to convey <i>point of view</i> or impressions, including language, organization, <i>tone</i>, and context</p>	<p>Student Book: 15, 91, 122, 126, 152, 174, 175-176, 181-182, 197, 214</p>
<p>R.9.10.10 Examine author's purpose in choosing a <i>point of view</i> (e.g., humor, suspense, satire, etc.)</p>	<p>Student Book: 126, 130, 152, 174, 175-176, 214</p>
<p>R.9.10.12 Investigate and interpret a position using concepts gained from reading</p>	<p>Student Book: 53, 58-59, 60</p>

Student Learning Expectations	Daybook of Critical Reading and Writing, 10
R.9.10.13 Identify and categorize figures of speech and <i>sound devices</i> , including extended metaphor, personification, hyperbole, understatement, oxymoron, paradox, and pun	Student Book: 136, 138

Standard 10: Variety of Texts
Students shall read, examine, and respond to a wide range of texts.

Student Learning Expectations	Daybook of Critical Reading and Writing, 10
Poetry R.10.10.3 Read a variety of lyric poetry, including odes and sonnets	Student Book: 10, 11, 13, 16, 22-23, 26, 39-40, 43-4448-49, 61, 74, 80, 89, 152, 156-157, 160, 164, 167, 187, 189, 190, 191-192, 196, 199-200
R.10.10.4 Recognize and discuss an author’s use of poetic conventions of structures, including line, stanza, imagery, rhythm, rhyme, and <i>sound devices</i>	Student Book: 75, 135, 152, 154, 184, 189, 192
R.10.10.5 Identify the characteristics of lyric poetry	Student Book: 10, 11, 13, 16, 22-23, 26, 39-40, 43-4448-49, 61, 74, 80, 89, 152, 156-157, 160, 164, 167, 187, 189, 190, 191-192, 196, 199-200
R.10.10.6 Compare and contrast traditional and contemporary works of poets from many cultures	Student Book: 10, 11, 13, 16, 22-23, 26, 39-40, 43-4448-49, 61, 74, 80, 89, 152, 156-157, 160, 164, 167, 187, 189, 190, 191-192, 196, 199-200
R.10.10.8 Compare and contrast techniques poets use to evoke emotion in a reader	Student Book: 15, 76
R.10.10.9 Identify examples of words that contribute to <i>tone</i> and <i>voice</i>	Student Book: 122, 126, 131, 181-182, 194, 195, 197, 198
R.10.10.10 Paraphrase and interpret to find the meaning of selected poems, emphasizing the stanza	Student Book: 13, 20, 62, 75, 184
Literary and Content Prose R.10.10.19 Read a variety of literary and <i>content prose</i>	Student Book: 10-11, 13, 19, 22-23, 26, 27-28, 30-33, 39-40, 43-44, 46, 48-49, 51, 55-57, 58-59, 61, 63, 66-67, 69, 70-72, 74, 80, 85, 87, 89, 92, 95-96, 98-99, 104, 106, 111, 113, 114, 116, 121, 125, 136, 161, 163, 165, 168, 179, 198, 206, 215
R.10.10.20 Explain the influence of historical context on the form, <i>style</i> , and <i>point of view</i> of a written word	Student Book: 126, 152, 214
R.10.10.21 Explain similarities and differences of techniques and literary forms represented in the literature of different cultures	Student Book: 134
R.10.10.22 Use literary terms to discuss a work	Student Book: 135, 152, 154

Student Learning Expectations	Daybook of Critical Reading and Writing, 10
R.10.10.23 Recognize the impact of diction, imagery, <i>style</i> , and figurative language on <i>tone</i> , mood, and theme, using literary terminology	Student Book: 87-88, 122, 126, 181-182, 194-195, 196-198
R10.10.24 Identify and explain literary elements in a work	Student Book: 10-11, 13, 19, 22-23, 26, 27-28, 30-33, 39-40, 43-44, 46, 48-49, 51, 55-57, 58-59, 61, 63, 66-67, 69, 70-72, 74, 80, 85, 87, 89, 92, 95-96, 98-99, 104, 106, 111, 113, 114, 116, 121, 125, 136, 161, 163, 165, 168, 179, 198, 206, 215
R10.10.25 Analyze the use of irony in a text	Student Book: 177, 179

S t a n d a r d 1 1 : V o c a b u l a r y , W o r d S t u d y , a n d F l u e n c y

Students shall acquire and apply skills in vocabulary development and word analysis to be able to read fluently.

Student Learning Expectations	Daybook of Critical Reading and Writing, 10
Word study and vocabulary R.11.10.1 Expand vocabulary through reading, listening, and discussing	Student Book: 135, 152, 154
R.11.10.2 Use Greek and Latin roots, prefixes, and suffixes to determine meanings	Student Book: 185, 201
R.11.10.4 Recognize the connotative power of words	Student Book: 186

S t r a n d : I n q u i r i n g / R e s e a r c h i n g

S t a n d a r d 1 2 : R e s e a r c h / I n q u i r y P r o c e s s

Students shall engage in inquiry and research to address questions, to make judgments about credibility, and to communicate findings in ways that sort the purpose and audience.

Student Learning Expectations	Daybook of Critical Reading and Writing, 10
Evaluating credibility and identifying relevant information R.12.10.6 Use criteria to compare ways to verify the accuracy and usefulness of information	Student Book: 67
R.12.10.9 Paraphrase and/or summarize information to avoid plagiarism	Student Book: 153

Student Learning Expectations	Daybook of Critical Reading and Writing, 10
<p>Interpreting and presenting information</p> <p>R.12.10.11 Summarize, paraphrase, and/or quote relevant information</p>	<p>Student Book: 12</p>
<p>R.12.10.12 Create research products such as</p> <ul style="list-style-type: none"> • Oral <i>presentation</i> • Reports • Essays 	<p>Student Book: 29, 47, 52, 82</p>

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 correlated to
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Curriculum Framework
Grade 11

Strand: Oral and Visual Communications

Standard 1: Speaking

Students shall demonstrate effective oral communication skills to express ideas and to present information.

Student Learning Expectations	Daybook of Critical Reading and Writing, 11
Speaking to share understanding and information OV.1.11.1 Prepare and participate in structured discussions, such as <i>Socratic discussions</i>	Student Book: 12, 36, 47, 61, 129, 132, 137, 146, 149, 158, 160, 178, 181, 192, 213

Standard 2: Listening

Students shall demonstrate effective listening skills in formal and informal settings.

Student Learning Expectations	Daybook of Critical Reading and Writing, 11
Listening for information, interpretation, critical analysis, and evaluation OV.2.11.1 Demonstrate critical, empathetic, and reflective listening to interpret, respond to, and evaluate speakers' messages	Student Book: 117

Strand: Writing

Standard 4: Process

Students shall employ a wide range of strategies as they write, using the writing process appropriately.

Student Learning Expectations	Daybook of Critical Reading and Writing, 11
Prewriting W.4.11.1 Apply appropriate prewriting strategies to address purpose and audience with emphasis on exposition	Student Book: 29, 65, 183, 186, 189, 196

Student Learning Expectations	Daybook of Critical Reading and Writing, 11
Drafting W.4.11.2 Communicate clearly the purpose of the writing	Student Book: 65, 71, 186, 189, 196
W.4.11.3 Write clear and varied sentences	Student Book: 90-91, 182, 186, 189
W.4.11.4 Elaborate ideas clearly and accurately through word choice, vivid description, and selected information	Student Book: 50, 95, 108, 130, 208
W.4.11.5 Adapt content vocabulary, <i>voice</i> and <i>tone</i> to audience, purpose, and situation	Student Book: 135, 140
W.4.11.6 Arrange paragraphs into a logical progression with appropriate transition	Student Book: 214
Revising W.4.11.7 Revise content of writing for central idea, elaboration, unity, and organization	Student Book: 135, 179, 183
W.4.11.8 Revise <i>style</i> of writing for selected vocabulary, selected information, sentence variety, <i>tone</i> , and <i>voice</i>	Student Book: 30, 74, 133, 140, 181
Publishing W.4.11.14 Maintain a writing <i>portfolio</i> that exhibits growth and reflection in the progress of meeting goals and expectations	Student Book: 14, 16, 30, 50, 56, 63, 71, 75, 87, 98, 102, 108, 116, 123, 130, 133, 135, 153, 172, 179, 187, 200, 208

Standard 5: Purposes, Topics, Forms, and Audiences

Students shall demonstrate competency in writing for a variety of purposes, topics and audiences employing a wide range of forms.

Student Learning Expectations	Daybook of Critical Reading and Writing, 11
Purposes and Audiences W.5.11.1 Use effective rhetorical techniques and demonstrate understanding of purpose, speaker, audience, and form when completing expressive, persuasive, or literary writing assignments	Student Book: 14, 16, 30, 50, 56, 63, 71, 75, 87, 98, 102, 108, 116, 123, 130, 133, 135, 153, 172, 179, 187, 200, 208

Student Learning Expectations	Daybook of Critical Reading and Writing, 11
<p>Topics and Forms</p> <p>W.5.11.2 Write <i>expository</i> compositions, including analytical essays and research reports, that</p> <ul style="list-style-type: none"> • assemble and convey evidence in support of the thesis • make distinctions between the relative value and significance of data, facts, and ideas • employ <i>visual aids</i> when appropriate 	<p>Student Book: 47</p>
<p>W.5.11.3 Write using <i>rhetorical strategies</i> with special emphasis on compare/contrast, argumentation/persuasion, cause/effect, and classification</p>	<p>Student Book: 42, 47, 52, 80, 87, 161, 209</p>
<p>W.5.11.4 Write persuasive compositions that</p> <ul style="list-style-type: none"> • structure ideas and arguments • clarify and defend positions with precise and relevant evidence • use specific <i>rhetorical devices</i> to support assertions • address readers’ concerns, counterclaims, biases, and expectations 	<p>Student Book: 42, 52, 80, 87, 161, 209</p>
<p>W.5.11.5 Write a variety of letters, including letters of employment and letters of request, that</p> <ul style="list-style-type: none"> • follow a conventional format • address the intended audience • provide clear, purposeful information • use appropriate vocabulary, <i>tone</i>, and <i>style</i> 	<p>Student Book: 56, 108, 116, 123, 162</p>
<p>W.5.11.6 Write poems using a range of poetic techniques, forms, and figurative language, emphasizing <i>free verse</i> poetry</p>	<p>Student Book: 16, 65, 71, 74, 76, 176, 179, 181, 184, 189-190, 197, 200</p>
<p>W.5.11.7 Write responses to literature that</p> <ul style="list-style-type: none"> • articulate the significant ideas of literary works • support important ideas and viewpoints • analyze the author’s use of stylistic devices • determine the impact of ambiguities, nuances, and complexities using evidence from the text 	<p>Student Book: 12, 13, 15, 19, 23, 27, 29, 32, 35, 40, 46, 55, 60, 63, 68, 80, 83, 84, 85, 89, 92, 110, 118, 124, 126, 132, 143, 153, 156, 157, 159, 161, 166, 167, 169, 171, 172, 173, 175, 182, 183, 185, 187, 193, 195, 199, 207, 210</p>
<p>W.5.11.8 Write on demand to a specified prompt within a given time frame</p>	<p>Student Book: 14, 16, 30, 50, 56, 63, 71, 75, 87, 98, 102, 108, 116, 123, 130, 133, 135, 153, 172, 179, 187, 200, 208</p>
<p>W.5.11.9 Write across the curriculum</p>	<p>Student Book: 14, 16, 30, 50, 56, 63, 71, 75, 87, 98, 102, 108, 116, 123, 130, 133, 135, 153, 172, 179, 187, 200, 208</p>

Standard 6: Conventions

Students shall apply knowledge of Standard English conventions in written work.

Student Learning Expectations	Daybook of Critical Reading and Writing, 11
<p>Sentence Formation</p> <p>W.6.11.1 Use a variety of sentence structures, types, and lengths for effect in writing</p>	<p>Student Book: 90-91, 182, 186, 189</p>

Standard 7: Craftsmanship

Students shall develop personal style and voice as they approach the craftsmanship of writing.

Student Learning Expectations	Daybook of Critical Reading and Writing, 11
<p>Purposefully shaping and controlling language</p> <p>W.7.11.1 Use figurative language effectively with emphasis on metaphor and symbolism</p>	<p>Student Book: 61, 90-91, 161, 208</p>
<p>W.7.11.2 Use a variety of sentence structures, types, and lengths to contribute to <i>fluency</i> and interest</p>	<p>Student Book: 90-91, 182, 186</p>
<p>W.7.11.3 Use such elements of <i>discourse</i> as purpose, speaker, audience, and form when completing narrative, <i>expository</i>, persuasive, or <i>descriptive</i> writing assignments</p>	<p>Student Book: 14, 15, 20, 30, 133</p>
<p>W.7.11.6 Combine <i>concrete</i> and <i>commentary information</i> for elaboration</p>	<p>Student Book: 52, 87, 108,</p>
<p>W.7.11.7 Use precise word choices that convey specific meaning</p>	<p>Student Book: 17, 89, 90-91, 94-95, 167, 171</p>
<p>W.7.11.8 Personalize writing to convey <i>voice</i> in formal and informal pieces</p>	<p>Student Book: 90, 116, 95</p>
<p>W.7.11.9 Use <i>point of view</i>, characterization, <i>style</i>, and related elements for specific rhetorical (communication) and aesthetic (artistic) purposes</p>	<p>Student Book: 138-139, 140, 153</p>
<p>W.7.11.10 Evaluate own writing and others' writing to highlight the individual <i>voice</i>, improve sentence variety and <i>style</i>, and enhance subtlety of meaning of <i>tone</i> in ways that are consistent with the purpose, audience, and form of writing</p>	<p>Student Book: 23, 27, 29, 83, 117-118, 173</p>

S t r a n d : R e a d i n g

S t a n d a r d 9 : C o m p r e h e n s i o n

Students shall apply a variety of strategies to read and comprehend printed materials.

Student Learning Expectations	Daybook of Critical Reading and Writing, 11
<p>Literal and inferential understanding</p> <p>R.9.11.1 Connect own background knowledge to recognize and analyze personal biases brought to a text</p>	<p>Student Book: 18, 24-25</p>
<p>R.9.11.2 Analyze <i>style</i> and diction to determine author's purpose</p>	<p>Student Book: 17, 62, 78, 89, 90-91, 94, 112, 174</p>
<p>R.9.11.3 Develop and use appropriate strategies to support active reading and engagement</p>	<p>Student Book: 10, 11, 12, 13, 15, 19, 62, 190, 199</p>
<p>R.9.11.4 Analyze how works of a given period reflect author's background, historical events, and cultural influences</p>	<p>Student Book: 22-23, 28-29, 31-32, 48, 60, 94, 166</p>
<p>R.9.11.5 Draw inferences from a complete selection (including conclusions, generalizations, and predictions) and support them with text evidence</p>	<p>Student Book: 27, 29, 56, 68, 83, 85, 87, 92, 108</p>
<p>Summary and generalization</p> <p>R.9.11.6 Summarize and paraphrase structures in informational and literary texts, including relationships among concepts and details</p>	<p>Student Book: 40, 52, 55, 73, 83, 85, 110, 124, 156, 159, 172, 183, 136, 194-195</p>
<p>Analysis and evaluation</p> <p>R.9.11.7 Compare and contrast aspects of texts, including themes, conflicts, and allusions, both within and across texts</p>	<p>Student Book: 59-60, 83, 85, 87, 92, 110, 118, 122, 124, 154, 161, 164, 167, 169, 172, 175, 176, 181, 193, 203</p>
<p>R.9.11.8 Analyze <i>point of view</i> and its influence on elements of the text (e.g., <i>tone</i>, <i>theme</i>, and <i>purpose</i>)</p>	<p>Student Book: 24-25, 45-46, 68, 117, 139, 175</p>
<p>R.9.11.10 Analyze and defend a position using concepts gained from reading</p>	<p>Student Book: 32, 52, 56, 204, 210</p>
<p>R.9.11.11 Analyze and compare the author's use of figures of speech and <i>sound devices</i></p>	<p>Student Book: 94-95, 183</p>
<p>R.9.11.12 Examine the way in which clarity of meaning is affected by the patterns of organization, repetition of the main ideas, organization of language, and word choice in the text</p>	<p>Student Book: 38, 39, 89, 90-91, 92, 156-157, 167, 195</p>

Student Learning Expectations	Daybook of Critical Reading and Writing, 11
R.9.11.13 Analyze authors' use <i>archetypes</i> (universal modes or patterns) drawn from myth and tradition in literature, film, political speeches, and religious writings	Student Book: 61-62, 83, 85, 87, 160-161, 165, 166-167, 168-169, 170-171, 173-174

Standard 10: Variety of Texts
Students shall read, examine, and respond to a wide range of texts.

Student Learning Expectations	Daybook of Critical Reading and Writing, 11
Poetry	Student Book: 10, 11, 19, 59, 62, 64, 70, 72, 75, 77, 79, 82, 84, 88, 90-91, 134,156, 158, 160, 162, 163, 166, 168, 170, 173,175, 178, 182, 185, 188-189, 192, 194, 196, 198
R.10.11.3 Read a variety of poetry, including <i>free verse</i>	
R.10.11.4 Analyze an author's use of poetic conventions and structures including line, stanza, imagery, rhythm, rhyme, and <i>sound devices</i>	Student Book: 17, 79-80, 157, 158, 182, 183, 192, 195, 197, 198
R.10.11.5 Analyze and compare characteristics of <i>free verse</i>	Student Book: 17, 185
R.10.11.6 Analyze traditional and contemporary works of poets from many cultures	Student Book: 10, 11, 19, 59, 62, 64, 70, 72, 75, 77, 79, 82, 84, 88, 90-91, 134,156, 158, 160, 162, 163, 166, 168, 170, 173,175, 178, 182, 185, 188-189, 192, 194, 196, 198
R.10.11.8 Analyze techniques poets use to evoke emotion in a reader	Student Book: 61, 63, 88-89, 157, 164, 185
R.10.11.9 Analyze word choice, <i>tone</i> , and <i>voice</i>	Student Book: 17, 88-89, 90-91, 159, 167,
R.10.11.10 Paraphrase and interpret to find the meaning of selected poems, emphasizing the complete selection	Student Book: 12, 19, 60, 64, 70, 73, 75, 83, 85, 87, 92, 159, 167, 169, 172, 175, 186, 195, 199
Literary and Content Prose	Student Book: 18, 22, 24-25, 26, 28, 31-32, 34-38, 39-42, 44-45, 48-49, 51-52, 53-55, 58, 66-67, 94-95, 96-107, 112-115, 117, 119-122, 125, 128-129, 131-132, 136-137, 138-139, 142-145, 147-149, 150-152, 202-203, 205-207, 211-212
R.10.11.18 Reads a variety of literary <i>content prose</i>	
R.10.11.19 Analyze the influence of historical context on the form, <i>style</i> , and <i>point of view</i> on a written work	Student Book: 21, 24, 28, 31, 34, 37, 41, 44, 47, 51, 53
R.10.11.20 Describe literary contributions of various cultures	Student Book: 58, 158, 165, 202
R.10.11.21 Use literary terms to critique a work	Student Book: 40, 46, 63, 110, 126
R.10.11.22 Analyze the impact of diction, imagery, <i>style</i> , and figurative language on <i>tone</i> , mood, and theme using literary terminology	Student Book: 23, 35, 46, 49, 94-95, 117, 124, 125, 139, 207,

Student Learning Expectations	Daybook of Critical Reading and Writing, 11
R.10.11.23 Analyze the prominence of a literary elements in a work	Student Book: 40, 46, 63, 109-110, 146, 149
R10.11.24 Analyze the impact of irony on a text	Student Book: 62
R10.11.25 Analyze several of an author’s works that deal with a single issue	Student Book: 210-214
R.10.11.26 Evaluate the credibility of an author’s argument or defense	Student Book: 56

**S t a n d a r d 1 1 : V o c a b u l a r y , W o r d S t u d y , a n d
F l u e n c y**

Students shall acquire and apply skills in vocabulary development and word analysis to be able to read fluently.

Student Learning Expectations	Daybook of Critical Reading and Writing, 11
Word study and vocabulary	Student Book: 90, 95
R.11.11.1 Recognize and apply specialized vocabulary	
R.11.11.4 Analyze the connotative power of words	Student Book: 88-89, 167

S t r a n d : I n q u i r i n g / R e s e a r c h i n g

S t a n d a r d 1 2 : R e s e a r c h / I n q u i r y P r o c e s s

Students shall engage in inquiry and research to address questions, to make judgments about credibility, and to communicate findings in ways that sort the purpose and audience.

Student Learning Expectations	Daybook of Critical Reading and Writing, 11
Interpreting and presenting information	Student Book: 29, 73, 78, 83, 85, 87, 92, 108, 124
R.12.11.10 Summarize, paraphrase, and/or quote relevant information	



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Curriculum Framework
Grade 12

Strand: Oral and Visual Communications

Standard 1: Speaking

Students shall demonstrate effective oral communication skills to express ideas and to present information.

Student Learning Expectations	Daybook of Critical Reading and Writing, 12
Speaking to share understanding and information OV.1.12.1 Prepare and participate in such structured discussions as mock trials and other discussions or <i>presentations</i> outside the classroom	Student Book: 10, 15, 37, 77, 194, 208
Speaking for literary response, expression and analysis OV.1.12.3 Participate in a variety of such speaking activities as scenes from a play, monologues, memorization of lines, character analysis, literary reviews, excerpts from famous speeches, and comparison of genre across eras	Student Book: 12, 34, 179-180, 218, 219

Standard 2: Listening

Students shall demonstrate effective listening skills in formal and informal settings.

Student Learning Expectations	Daybook of Critical Reading and Writing, 12
Listening for information, interpretation, critical analysis, and evaluation OV.2.12.5 Critique relationships among purpose, audience, and content of <i>presentations</i>	Student Book: 123
OV.2.12.6 Demonstrate attentive, reflective, critical, and empathetic listening skills to respond to and interpret speaker's message	Student Book: 88

S t r a n d : W r i t i n g

S t a n d a r d 4 : P r o c e s s

Students shall employ a wide range of strategies as they write, using the writing process appropriately.

Student Learning Expectations	Daybook of Critical Reading and Writing, 12
<p>Prewriting</p> <p>W.4.12.1 Apply appropriate prewriting strategies to address purpose and audience with emphasis on persuasion</p>	<p>Student Book: 124, 218</p>
<p>Drafting</p> <p>W.4.12.2 Communicate clearly the purpose of the writing</p>	<p>Student Book: 124</p>
<p>W.4.12.3 Write clear and varied sentences</p>	<p>Student Book: 13</p>
<p>W.4.12.4 Elaborate ideas clearly and accurately through word choice, vivid description, and selected information</p>	<p>Student Book: 31, 67, 218</p>
<p>W.4.12.5 Adapt content vocabulary, <i>voice</i> and <i>tone</i> to audience, purpose, and situation</p>	<p>Student Book: 84, 124, 143, 185, 186, 218, 221</p>
<p>Revising</p> <p>W.4.12.7 Revise content of writing for central idea, elaboration, unity, and organization</p>	<p>Student Book: 122</p>
<p>W.4.12.8 Revise <i>style</i> of writing for selected vocabulary, selected information, sentence variety, <i>tone</i>, and <i>voice</i></p>	<p>Student Book: 143, 185, 186, 221</p>
<p>W.4.12.10 Evaluate how well questions of purpose, audience and genre have been addressed</p>	<p>Student Book: 14, 124, 218, 219</p>
<p>Editing</p> <p>W.4.12.11 Apply grammatical conventions to edit for standard inflections, agreement, word meaning, and conventions</p>	<p>Student Book: 31</p>
<p>Publishing</p> <p>W.4.12.14 Maintain a writing <i>portfolio</i> that exhibits growth and reflection in the progress of meeting goals and expectations</p>	<p>Student Book: 14, 29, 34, 42, 47, 48, 64, 67, 70, 72, 78, 80, 82, 86, 92, 95, 110, 112, 122, 129, 133, 138, 150, 158, 174, 176, 181, 186, 193, 195, 198, 201, 209, 212, 214</p>

Standard 5: Purposes, Topics, Forms, and Audiences

Students shall demonstrate competency in writing for a variety of purposes, topics and audiences employing a wide range of forms.

Student Learning Expectations	Daybook of Critical Reading and Writing, 12
<p>Purposes and Audiences</p> <p>W.5.12.1 Use elements of <i>discourse</i> effectively when completing narrative, <i>expository</i>, persuasive, or descriptive writing assignments</p>	<p>Student Book: 14, 29, 34, 42, 47, 48, 64, 67, 70, 72, 78, 80, 82, 86, 92, 95, 110, 112, 122, 129, 133, 138, 150, 158, 174, 176, 181, 186, 193, 195, 198, 201, 209, 212, 214</p>
<p>Topics and Forms</p> <p>W.5.12.2 Write <i>expository</i> compositions, including analytical essays and research reports, that</p> <ul style="list-style-type: none"> • assemble and convey evidence in support of the thesis • make distinctions between the relative value and significance of data, facts, and ideas • employ <i>visual aids</i> when appropriate 	<p>Student Book: 174, 218</p>
<p>W.5.12.3 Write using rhetorical strategies with special emphasis on compare/contrast, argumentation/persuasion, cause/effect, and classification</p>	<p>Student Book: 218</p>
<p>W.5.12.4 Write persuasive compositions that</p> <ul style="list-style-type: none"> • structure ideas and arguments • clarify and defend positions with precise and relevant evidence • use specific <i>rhetorical devices</i> to support assertions • address readers' concerns, counterclaims, biases, and expectations 	<p>Student Book: 218</p>
<p>W.5.12.5 Write a variety of letters, including cover letters and letters of recommendation, that</p> <ul style="list-style-type: none"> • follow a conventional format • address the intended audience • provide clear, purposeful information • use appropriate vocabulary, <i>tone</i>, and <i>style</i> 	<p>Student Book: 153, 221</p>
<p>W.5.12.6 Write poems using a range of poetic techniques, forms, and figurative language, emphasizing sonnets</p>	<p>Student Book: 14, 71, 78, 80, 82, 86, 92, 103, 110, 158, 189, 219</p>

Student Learning Expectations	Daybook of Critical Reading and Writing, 12
<p>W.5.12.7 Write responses to literature that</p> <ul style="list-style-type: none"> • articulate the significant ideas of literary works • support important ideas and viewpoints • analyze and evaluate the author’s use of stylistic devices • evaluate the impact of ambiguities, nuances, and complexities using evidence from the text 	Student Book: 9, 34, 112
<p>W.5.12.8 Write on demand to a specified prompt within a given time frame</p>	Student Book: 14, 29, 34, 42, 47, 48, 64, 67, 70, 72, 78, 80, 82, 86, 92, 95, 110, 112, 122, 129, 133, 138, 150, 158, 174, 176, 181, 186, 193, 195, 198, 201, 209, 212, 214
<p>W.5.12.9 Write across the curriculum</p>	Student Book: 14, 29, 34, 42, 47, 48, 64, 67, 70, 72, 78, 80, 82, 86, 92, 95, 110, 112, 122, 129, 133, 138, 150, 158, 174, 176, 181, 186, 193, 195, 198, 201, 209, 212, 214

S t a n d a r d 6 : C o n v e n t i o n s

Students shall apply knowledge of Standard English conventions in written work.

Student Learning Expectations	Daybook of Critical Reading and Writing, 12
<p>Sentence Formation</p> <p>W.6.12.1 Use a variety of sentence structures, types, and lengths for effect in writing</p>	Student Book: 13

S t a n d a r d 7 : C r a f t s m a n s h i p

Students shall develop personal style and voice as they approach the craftsmanship of writing.

Student Learning Expectations	Daybook of Critical Reading and Writing, 12
<p>Purposefully shaping and controlling language</p> <p>W.7.12.1 Use figurative language effectively with emphasis on extended metaphor</p>	Student Book: 178, 183, 219
<p>W.7.12.2 Use a variety of sentence structures, types, and lengths to contribute to <i>fluency</i> and interest</p>	Student Book: 13
<p>W.7.12.3 Use such elements of <i>discourse</i> as purpose, speaker, audience, and form when completing narrative, <i>expository</i>, persuasive, or <i>descriptive</i> writing assignments</p>	Student Book: 124, 218
<p>W.7.12.5 Use extension and multi-level elaboration to develop an idea emphasizing models from professional writing</p>	Student Book: 75-86

Student Learning Expectations	Daybook of Critical Reading and Writing, 12
W.7.12.7 Use precise word choices that convey specific meaning	Student Book: 31, 50
W.7.12.8 Personalize writing to convey <i>voice</i> in formal and informal pieces	Student Book: 221
W.7.12.9 Use <i>point of view</i> , characterization, <i>style</i> , and related elements for specific rhetorical (communication) and aesthetic (artistic) purposes	Student Book: 11, 33, 57, 112, 124, 201, 218, 220
W.7.12.10 Structure ideas and arguments in a sustained and persuasive way and support them with precise and relevant examples	Student Book: 218

S t r a n d : R e a d i n g

S t a n d a r d 9 : C o m p r e h e n s i o n

Students shall apply a variety of strategies to read and comprehend printed materials.

Student Learning Expectations	Daybook of Critical Reading and Writing, 12
Literal and inferential understanding	Student Book: 9, 13, 22, 25, 129
R.9.12.1 Connect own background knowledge to recognize and analyze personal biases brought to a text with an emphasis on gender and national origin	
R.9.12.2 Challenge or defend use of writer's diction and <i>style</i>	Student Book: 168
R.9.12.3 Evaluate and select individualized strategies to support active reading and engagement	Student Book: 10, 11, 12, 16, 18-19, 22-24, 26-27, 30-31, 36-37, 38-41, 43-45, 50, 52-54, 55-56, 57-58, 59-60, 65-66, 68-69, 71-72, 76, 79, 81, 83, 88-89, 93, 96, 98-99, 102, 104, 105, 109, 111, 114-117, 119-121, 123-124, 126-128, 131-132, 134-135, 140, 142, 144-145, 146-147, 152, 154, 156-157, 159-161, 164-166, 169-171, 172-173, 175, 178, 179-180, 182, 184, 185, 188, 190, 192, 194, 196, 200, 202-205, 206-208, 210-211, 213
R.9.12.4 Analyze and evaluate how works of a given period reflect author's background, historical events, and cultural influences	Student Book: 9, 18, 19, 38, 166, 211
R.9.12.5 Draw inferences from multiple selections and authors (including conclusions, generalizations, and predictions) and support them with text evidence	Student Book: 67, 113, 114, 115, 116, 117, 118,
Summary and generalization	Student Book: 35, 36, 37, 121
R.9.12.7 Summarize and paraphrase complex structures in informational and literary texts, including relationships among concepts and details	

Student Learning Expectations	Daybook of Critical Reading and Writing, 12
Analysis and evaluation R.9.12.9 Evaluate the effect of <i>point of view</i> on elements of text (e.g., <i>tone</i> , theme, and purpose, etc.)	Student Book: 14, 28, 29, 33, 57, 58, 89, 112, 113, 119, 121, 122, 123, 143, 185, 186, 220, 221
R.9.12.13 Analyze and evaluate the author’s use of <i>tone</i> , diction, and <i>syntax</i> such as <i>anaphora</i> and <i>inversion</i>	Student Book: 143, 168, 185, 186, 221

Standard 10: Variety of Texts

Students shall read, examine, and respond to a wide range of texts.

Student Learning Expectations	Daybook of Critical Reading and Writing, 12
Practical Texts R.10.12.1 Read across the curriculum a variety of such <i>practical texts</i> as advertisements, warranties, manuals, job and career descriptions, applications, college catalogs, financial documents and contracts	Student Book: 10, 11, 12, 16, 18-19, 22-24, 26-27, 30-31, 36-37, 38-41, 43-45, 50, 52-54, 55-56, 57-58, 59-60, 65-66, 68-69, 71-72, 76, 79, 81, 83, 88-89, 93, 96, 98-99, 102, 104, 105, 109, 111, 114-117, 119-121, 123-124, 126-128, 131-132, 134-135, 140, 142, 144-145, 146-147, 152, 154, 156-157, 159-161, 164-166, 169-171, 172-173, 175, 178, 179-180, 182, 184, 185, 188, 190, 192, 194, 196, 200, 202-205, 206-208, 210-211, 213
Poetry R.10.12.3 Read a variety of poetry, including free and formal verse and <i>narrative</i> and lyric poetry	Student Book: 11, 12, 16, 88-89, 102, 104, 106, 109, 140, 152, 154, 178, 179-180, 182, 184, 185, 188, 190, 192, 194, 196
R.10.12.4 Evaluate the effectiveness of an author’s use of poetic conventions and structures, including line, stanza, imagery, rhythm, rhyme, and <i>sound devices</i>	Student Book: 16-17, 77, 81, 90, 91, 102, 105, 106, 110, 155, 192, 215, 216, 219, 220
R.10.12.5 Analyze and compare characteristics of formal verse, including sonnets, sestinas, and villanelles	Student Book: 217, 219
R.10.12.6 Evaluate traditional and contemporary works of poets from many cultures	Student Book: 38-41, 71-72, 88-90, 206-209
R.10.12.8 Evaluate techniques poets use to evoke emotion in a reader	Student Book: 153
R.10.12.9 Evaluate the effectiveness of word choice, <i>tone</i> , and <i>voice</i>	Student Book: 16, 31, 50, 83, 103, 141, 168, 185, 186, 221
R.10.12.10 Paraphrase and interpret to find the meaning of selected poems, emphasizing multiple selections and authors	Student Book: 12, 16-17, 18, 77, 79, 81, 82, 83, 103, 105, 107, 108, 109, 110, 155, 196, 197, 198

Student Learning Expectations	Daybook of Critical Reading and Writing, 12
<p>Drama</p> <p>R.10.12.15 Compare and contrast ways in which character, scene, dialogue, and staging contribute to the theme and the dramatic effect</p>	<p>Student Book: 33, 113, 128, 221</p>
<p>Literary and Content Prose</p> <p>R.10.12.17 Read a variety of literary and <i>content prose</i></p>	<p>Student Book: 18-19, 22-24, 26-27, 30-31, 36-37, 38-41, 43-45, 50, 52-54, 55-56, 57-58, 59-60, 65-66, 68-69, 71-72, 76, 79, 81, 83, 93, 96, 98-99, 111, 114-117, 119-121, 123-124, 126-128, 131-132, 134-135, 142, 144-145, 146-147, 156-157, 159-161, 164-166, 169-171, 172-173, 175, 200, 202-205, 206-208, 210-211, 213</p>
<p>R.10.12.18 Evaluate the influence of historical context on the form, <i>style</i>, and <i>point of view</i> of a written work</p>	<p>Student Book: 33, 58, 112, 185, 220</p>
<p>R.10.12.19 Compare and contrast the literary contributions of various cultures</p>	<p>Student Book: 38-41, 71-72, 206-209</p>
<p>R.10.12.20 Evaluate an author's use of <i>literary devices</i></p>	<p>Student Book: 52</p>
<p>R.10.12.21 Evaluate the impact of diction, imagery, <i>style</i>, and figurative language on <i>tone</i>, mood, and theme using literary terminology</p>	<p>Student Book: 16-17, 30, 31, 32, 33, 50, 89, 90, 102, 106, 113, 119, 121, 122, 168, 171, 185, 186, 219, 220, 221</p>
<p>R.10.12.22 Evaluate the significance of literary elements in a work</p>	<p>Student Book: 18-19, 22-24, 26-27, 30-31, 36-37, 38-41, 43-45, 50, 52-54, 55-56, 57-58, 59-60, 65-66, 68-69, 71-72, 76, 79, 81, 83, 93, 96, 98-99, 111, 114-117, 119-121, 123-124, 126-128, 131-132, 134-135, 142, 144-145, 146-147, 156-157, 159-161, 164-166, 169-171, 172-173, 175, 200, 202-205, 206-208, 210-211, 213</p>
<p>R.10.12.23 Evaluate the impact of irony on text</p>	<p>Student Book: 73, 74, 189, 219</p>
<p>R10.12.24 Analyze several of an author's works that deal with a single issue</p>	<p>Student Book: 18</p>
<p>R10.12.25 Evaluate the credibility of an author's argument or defense</p>	<p>Student Book: 218</p>

Standard 11: Vocabulary, Word Study, and Fluency

Students shall acquire and apply skills in vocabulary development and word analysis to be able to read fluently.

Student Learning Expectations	Daybook of Critical Reading and Writing, 12
Word study and vocabulary R.11.12.1 Recognize and apply specialized vocabulary	Student Book: 50, 144
R.11.12.4 Interpret the connotative power of words	Student Book: 31, 50, 139, 140, 141

Strand: Inquiring/Researching

Standard 12: Research/Inquiry Process

Students shall engage in inquiry and research to address questions, to make judgments about credibility, and to communicate findings in ways that sort the purpose and audience.

Student Learning Expectations	Daybook of Critical Reading and Writing, 12
Accessing information R.12.12.1 Formulate original, open-ended questions to explore, narrow, and select a topic	Student Book: 10



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