

READING & WRITING  
SOURCEBOOKS  
**Grades 2-12**  
correlated to  
**Arkansas**  
**English Language Arts**  
**Curriculum Framework**

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# READING & WRITING SOURCEBOOKS

## Grades 2-12

correlated to

### Arkansas English Language Arts Curriculum Framework

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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	Reading & Writing Sourcebook, 2
<b>Speaking Vocabulary</b>  OV.1.2.1 Use words that reflect a growing range of interests and knowledge	<b>Student Book:</b> 12, 22, 32, 46, 56, 112, 123, 144, 157
OV.1.2.2 Use synonyms and antonyms appropriately in speech	<b>Student Book:</b> 117
<b>Speaking to share understanding of information</b>  OV.1.2.8 Give three-step and four-step directions	<b>Student Book:</b> 12, 22, 32, 46, 112, 144
<b>Speaking for literary response and expression</b>  OV.1.2.10 Tell and retell stories incorporating the use of descriptive language and elements of a story	<b>Student Book:</b> 38-45, 62-64, 96-97, 106-111, 128-131, 138-143
<b>Speaking for critical analysis and evaluation</b>  OV.1.2.12 Ask and answer questions	<b>Student Book:</b> 22, 26, 32, 46, 52, 78, 79, 90, 96, 100, 112, 122, 123, 127, 138, 139, 141, 144, 150

**Standard 2: Listening**

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

Student Learning Expectations	Reading & Writing Sourcebook, 2
<b>Listening for information and understanding</b>  OV.2.2.1 Demonstrate active listening behaviors (i.e., asking relevant questions)	<b>Student Book:</b> 12, 22, 32, 46, 56, 78, 79, 90, 100, 105, 112, 122, 123, 127, 137, 144,

<b>Student Learning Expectations</b>	<b>Reading &amp; Writing Sourcebook, 2</b>
OV.2.2.2 Listen and identify details that support the topic	<b>Student Book:</b> 12, 22, 32, 46, 56, 78, 79, 90, 100, 105, 112, 122, 123, 127, 137, 144

**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.**

<b>Student Learning Expectations</b>	<b>Reading &amp; Writing Sourcebook, 2</b>
<b>Prewriting</b>  W.4.2.1 Contribute to a writer’s notebook (i.e., interesting words or phrases, books or experiences that spark an interest, etc.)	<b>Student Book:</b> 102, 114, 124
W.4.2.2 Use prewriting strategies to organize ideas	<b>Student Book:</b> 14, 24, 34, 48, 58, 70, 80, 92, 102, 114, 124, 134, 146
<b>Drafting</b>  W.4.2.4 Organize writing appropriately (i.e., sequence, main idea and detail, cause and effect, etc.)	<b>Student Book:</b> 92, 102, 114, 124, 134, 146
W.4.2.5 Create well-developed paragraphs that include introduction, details and conclusion	<b>Student Book:</b> 80, 92, 124
W.4.2.6 Include relevant information in writing	<b>Student Book:</b> 14, 24, 34, 48, 58, 70, 80, 92, 102, 114, 124, 134, 146
<b>Revising</b>  W.4.2.8 Elaborate message independently	<b>Student Book:</b> 14, 24, 34, 48, 58, 70, 80, 92, 102, 114, 124, 134, 146
<b>Editing</b>  W.4.2.12 Edit for complete sentences, spelling of appropriate words, <i>usage</i> , punctuation, and capitalization	<b>Student Book:</b> 13, 27, 32, 46, 47, 56, 68, 78, 90, 100, 105, 112, 113, 122, 127, 132, 137, 144, 149, 157
W.4.2.13 Utilize available resources to edit personal writing (i.e., editing checklist, simple thesaurus, dictionary, etc.)	<b>Student Book:</b> 27, 105
<b>Publishing</b>  W.4.2.15 Polish approximately ten pieces throughout the year (i.e., friendly letters, invitations, poems, stories, and songs, etc.)	<b>Student Book:</b> 114, 146, 159

## 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	Reading & Writing Sourcebook, 2
<b>Purpose and Audiences</b>  W.5.2.1 Write for other people (i.e., parents, relatives, friends, teachers, and authors)	<b>Student Book:</b> 114, 159
<b>Topics and Forms</b>  W.5.2.5 Write an informational paragraph, including a topic sentence, details, and conclusions	<b>Student Book:</b> 80, 92, 124, 134
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	<b>Student Book:</b> 92, 124, 134
W.5.2.7 Write thank you notes, friendly letters (identifying the five parts), and invitations	<b>Student Book:</b> 114, 159
W.5.2.9 Write simple <i>quatrains</i> and shape poetry	<b>Student Book:</b> 146
W.5.2.12 Write connections between text and self	<b>Student Book:</b> 5, 114, 136, 146
W.5.2.13 Write in a personal journal	<b>Student Book:</b> 8-11, 18-21, 28-31, 38-45, 52-55, 62-67, 74-77, 84-89, 96-99, 106-111, 118-121, 128-131, 138-143, 150-156

## Standard 6: Conventions

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

Student Learning Expectations	Reading & Writing Sourcebook, 2
<b>Sentence Formation</b>  W.6.2.1 Use a variety of simple sentences	<b>Student Book:</b> 5, 14, 24, 34, 48, 58, 70
W.6.2.2 Vary <i>sentence patterns</i> and lengths	<b>Student Book:</b> 5, 14, 24, 34, 48, 58, 70
<b>Usage</b>  W.6.2.6 Use and punctuate declarative, interrogative, imperative, and exclamatory sentences	<b>Student Book:</b> 5, 14, 24, 34, 48, 58, 70

<b>Student Learning Expectations</b>	<b>Reading &amp; Writing Sourcebook, 2</b>
<b>Spelling</b> W.6.2.7 Use phonetic strategies and common visual patterns to spell unfamiliar words	<b>Student Book:</b> 13, 32, 46, 47, 56, 68, 78, 90, 100, 105, 112, 113, 122, 127, 132, 137, 144, 149, 157
W.6.2.8 Spell a growing number of high frequency words correctly	<b>Student Book:</b> 13, 32, 46, 47, 56, 68, 78, 90, 100, 105, 112, 113, 122, 127, 132, 137, 144, 149, 157
W.6.2.9 Use knowledge of prefixes and common inflectional endings to spell new words	<b>Student Book:</b> 73, 83, 91, 95, 113, 133
<b>Capitalization</b> W.6.2.10 Capitalize the beginning of sentence	<b>Student Book:</b> 5, 14, 24, 34, 48, 58, 70
<b>Punctuation</b> W.6.2.12 Use question marks	<b>Student Book:</b> 18-21
W.6.2.13 Use apostrophes for contractions and singular possessives	<b>Student Book:</b> 37, 145

## **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.**

<b>Student Learning Expectations</b>	<b>Reading &amp; Writing Sourcebook, 2</b>
<b>Purposefully shaping and controlling language</b> W.7.2.1 Develop a beginning, middle, and end to a story	<b>Student Book:</b> 92, 134
W.7.2.3 Compose a text following the structure of a poem, story, or informational ( <i>expository</i> ) text	<b>Student Book:</b> 102, 124, 134, 146
W.7.2.5 Apply new vocabulary and concepts into writing	<b>Student Book:</b> 14, 24, 34, 48, 58, 70, 80, 92, 102, 114, 124, 134, 146

## Strand: Reading

### Standard 9: Comprehension

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

Student Learning Expectations	Reading & Writing Sourcebook, 2
<p><b>Use prior knowledge to make meaning</b></p> <p>R.9.2.1 Activate prior knowledge by using features of text and/or knowledge of the author</p>	<p><b>Student Book:</b> 31, 34, 35, 36, 136</p>
<p><b>Using connections to make meaning</b></p> <p>R.9.2.2 Make connections from different parts of the same text</p>	<p><b>Student Book:</b> 6-11, 16-21, 38-45</p>
<p><b>Using visualizations to make meaning</b></p> <p>R.9.2.3 Form mental pictures from text read independently, including sequence of a process</p>	<p><b>Student Book:</b> 38-45, 106, 136</p>
<p><b>Using questioning and monitoring to make meaning</b></p> <p>R.9.2.4 Discuss how, why, and what-if questions about texts</p>	<p><b>Student Book:</b> 18-21, 82-83, 118-121</p>
<p>R.9.2.5 Locate information within the text to answer literal and inferential questions</p>	<p><b>Student Book:</b> 6, 8-11, 16, 18, 26, 36, 43-45, 80, 94, 104-111, 118-121, 126-131, 136, 138-143, 147-148</p>
<p><b>Using inferences to make meaning</b></p> <p>R.9.2.7 Read to confirm or change predictions</p>	<p><b>Student Book:</b> 43, 104, 110, 126</p>
<p>R.9.2.8 Make and explain inferences from text, such as cause and effect relationships</p>	<p><b>Student Book:</b> 38-45</p>
<p><b>Determining importance to make meaning</b></p> <p>R.9.2.9 Determine a text's main idea and how those ideas are supported with details</p>	<p><b>Student Book:</b> 62-67, 74-77, 94, 96-99, 118-121, 124, 126, 128-131</p>
<p><b>Summarizing and synthesizing for meaning</b></p> <p>R.9.2.10 Describe the cause and effect of specific events within a text</p>	<p><b>Student Book:</b> 38-45</p>
<p>R.9.2.11 Present a logical interpretation of a book</p>	<p><b>Student Book:</b> 16, 50, 92, 94, 102, 134</p>
<p>R.9.2.12 Summarize major points of a text</p>	<p><b>Student Book:</b> 16, 50, 92, 94, 102, 134</p>

## 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	Reading & Writing Sourcebook, 2
<p><b>Exhibit behaviors and habits of an active reader</b></p> <p>R.10.2.1 Read daily</p>	<p><b>Student Book:</b> 8-11, 18-21, 28-31, 38-45, 52-55, 62-67, 74-77, 84-89, 96-99, 106-111, 118-121, 128-131, 138-143, 150-156</p>
<p>R.10.2.2 Distinguish different forms of text and their functions</p>	<p><b>Student Book:</b> 8-11, 18-21, 28-31, 38-45, 52-55, 62-67, 74-77, 84-89, 96-99, 106-111, 118-121, 128-131, 138-143, 150-156</p>
<p>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</p>	<p><b>Student Book:</b> 8-11, 18-21, 28-31, 38-45, 52-55, 62-67, 74-77, 84-89, 96-99, 106-111, 118-121, 128-131, 138-143, 150-156</p>
<p>R.10.2.7 Use graphic organizers, including story maps, semantic or attribute maps, and Venn diagrams to make meaning of the reading selection</p>	<p><b>Student Book:</b> 14, 26, 34, 36, 49, 59, 71, 102, 103, 125, 134, 136, 146, 147</p>
<p><b>Reading a variety of informational materials for enjoyment and critical analysis</b></p> <p>R.10.2.8 Read a variety of information texts, including descriptive formats</p>	<p><b>Student Book:</b> 8-11, 18-21, 28-31, 52-55, 62-67, 74-77, 118-121</p>
<p>R.10.2.9 Recognize <i>expository</i> text structures which are descriptive</p>	<p><b>Student Book:</b> 118-121</p>
<p>R.10.2.10 Use headings to locate specific information when reading</p>	<p><b>Student Book:</b> 6, 16, 50, 94, 148</p>
<p><b>Reading a variety of literature for enjoyment and critical analysis</b></p> <p>R.10.2.11 Read a variety of stories, including fairy tales and folk tales</p>	<p><b>Student Book:</b> 8-11, 18-21, 28-31, 38-45, 52-55, 62-67, 74-77, 84-89, 96-99, 106-111, 118-121, 128-131, 138-143, 150-156</p>
<p><b>Reading a variety of poetry for enjoyment and critical analysis</b></p> <p>R.10.2.14 Read a variety of poetry, including <i>quatrains</i> and shape poems</p>	<p><b>Student Book:</b> 138-143</p>
<p>R.10.2.15 Discuss poetry to determine meaning</p>	<p><b>Student Book:</b> 138-143</p>
<p><b>Reading a variety of practical materials for enjoyment and critical analysis</b></p> <p>R.10.2.18 Use pictures and charts to enhance reading</p>	<p><b>Student Book:</b> 6, 22, 32, 73, 82, 93, 103, 104-106, 115, 125</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	Reading & Writing Sourcebook, 2
<p><b>Meaning-based word recognition</b></p> <p>R.11.2.2 Use knowledge of personal pronouns, simple abbreviations, antonyms, synonyms, and root words to read with meaning</p>	<p><b>Student Book:</b> 117</p>
<p>R.11.2.3 Self-monitor reading and self-correct</p>	<p><b>Student Book:</b> 17, 27, 33, 47, 51, 57, 69, 73, 91, 133, 149</p>
<p><b>Spelling-sound word recognition (phonics)</b></p> <p>R.11.2.4 Decode words using, blends, <i>digraphs</i>, common long vowel patterns, diphthongs, r-controlled vowel patterns, prefixes, suffixes, and root words in continuous text</p>	<p><b>Student Book:</b> 13, 32, 46, 47, 56, 68, 78, 90, 100, 105, 112, 113, 122, 127, 132, 137, 144, 149, 157</p>
<p><b>Word Study and vocabulary</b></p> <p>R.11.2.6 Sort nouns by features, function, and categories</p>	<p><b>Student Book:</b> 25</p>
<p><b>Word Study and vocabulary</b></p> <p>R.11.2.7 Learn new words from reading and discuss the meanings of words</p>	<p><b>Student Book:</b> 13, 32, 46, 47, 56, 68, 78, 90, 100, 105, 112, 113, 122, 127, 132, 137, 144, 149, 157</p>
<p>R.11.2.8 Experiment with language, including trying new words and using them in speaking, reading, and writing</p>	<p><b>Student Book:</b> 13, 32, 46, 47, 56, 68, 78, 90, 100, 105, 112, 113, 122, 127, 132, 137, 144, 149, 157</p>
<p><b>Reading with fluency and expression</b></p> <p>R.11.2.12 Read familiar grade level texts using appropriate rhythm, pace, phrasing, punctuation, and intonation</p>	<p><b>Student Book:</b> 8-11, 18-21, 28-31, 38-45, 52-55, 62-67, 74-77, 84-89, 96-99, 106-111, 118-121, 128-131, 138-143, 150-156</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	Reading & Writing Sourcebook, 2
<b>Accessing information</b> IR.12.2.1 Generate questions about topics of personal interest	<b>Student Book:</b> 36, 58, 71-72, 80, 114, 115, 120-121
IR.12.2.3 Use title page, table of contents, glossary, and index to locate information	<b>Student Book:</b> 6, 16, 50, 94, 148
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)	<b>Student Book:</b> 50, 148
<b>Interpreting Information</b> IR.12.2.6 Use such graphic organizers as webbing and mapping to organize information	<b>Student Book:</b> 14, 26, 34, 36, 49, 59, 71, 102, 103, 125, 134, 136, 146, 147



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**Arkansas English Language Arts**  
**Curriculum Framework**  
**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	Reading & Writing Sourcebook, 3
<b>Speaking Behaviors</b>  OV.1.3.7 Communicate ideas sequentially or organized around major points of information	<b>Student Book: 23</b>
<b>Speaking to share understanding of information</b>  OV.1.3.8 Support spoken ideas and opinions with examples, evidence, and elaboration	<b>Student Book: 18</b>
OV.1.3.9 Give multiple step directions and explanation as needed	<b>Student Book: 136</b>
OV.1.3.11 Provide supportive verbal and nonverbal cues to participants in a discussion to encourage an exchange of ideas and opinions	<b>Student Book: 102</b>
<b>Speaking for literary response and expression</b>  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	<b>Student Book: 14, 15, 160, 162</b>

## **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.**

<b>Student Learning Expectations</b>	<b>Reading &amp; Writing Sourcebook, 3</b>
<b>Listening for information and understanding</b> OV.2.3.1 Demonstrate active listening behaviors (i.e., appropriate feedback and contributions relevant information)	<b>Student Book:</b> 102

## **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.**

<b>Student Learning Expectations</b>	<b>Reading &amp; Writing Sourcebook, 3</b>
<b>Utilizing media for personal response and expression</b> OV.3.3.2 Respond to media in a variety of ways (i.e., art, writing, and plays)	<b>Student Book:</b> 66-67

## **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.**

<b>Student Learning Expectations</b>	<b>Reading &amp; Writing Sourcebook, 3</b>
<b>Prewriting</b> W.4.3.1 Use a variety of planning strategies/organizers	<b>Student Book:</b> 18, 28, 37-38, 48, 58, 66, 74, 86, 97-98, 112, 122, 132, 144, 154, 164, 172
W.4.3.2 Focus on a central idea	<b>Student Book:</b> 33-40, 43-46, 48-50, 53-56, 58-60, 63-68, 71-76, 91-95, 98-100, 117-120, 122-124
<b>Drafting</b> W.4.3.6 Develop drafts by sorting information into categories as paragraphs	<b>Student Book:</b> 37-40, 49-50, 59-60, 75-76, 99-100, 123-124, 173-174
W.4.3.8 Include descriptive details that elaborate the central idea	<b>Student Book:</b> 18-19, 22, 27-28, 37, 42, 48, 52, 59-60, 62, 70, 90, 96, 97, 102, 116, 122, 132
<b>Revising</b> W.4.3.10 Utilize a revision checklist developed by the class to independently revise writing	<b>Student Book:</b> 20, 30, 40, 50, 60, 68, 76, 88, 100, 114, 124, 134, 146, 156, 166, 174

<b>Student Learning Expectations</b>	<b>Reading &amp; Writing Sourcebook, 3</b>
<b>Editing</b> W.4.3.11 Edit for spelling of appropriate words, <i>usage</i> , punctuation, capitalization, and sentence structure	<b>Student Book:</b> 20, 30, 40, 50, 60, 68, 76, 88, 100, 124, 134, 174
W.4.3.12 Utilize available resources to edit personal writing (i.e., editing checklist, thesaurus, dictionary, available technology, etc.)	<b>Student Book:</b> 20, 30, 40, 50, 60, 68, 76, 88, 100, 124, 174
<b>Publishing</b> W.4.3.14 Polish approximately ten pieces throughout the year (i.e., letters, stories, poems, and reports, etc.)	<b>Student Book:</b> 18, 29-30, 133-134, 155-156

**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.**

<b>Student Learning Expectations</b>	<b>Reading &amp; Writing Sourcebook, 3</b>
<b>Purpose and Audiences</b> W.5.3.1 Write for a specific purpose and audience	<b>Student Book:</b> 18-20, 66-68, 133-134
W.5.3.2 Write to persuade, inform, entertain, and describe	<b>Student Book:</b> 19-20, 29-30, 39-40, 49-50, 59-60, 67-68, 75-76, 87-88, 99-100, 113-114, 123-124, 133-134, 145-146, 155-156, 165-166, 173-174
<b>Topics and Forms</b> W.5.3.3 Write daily	<b>Student Book:</b> 19-20, 29-30, 39-40, 49-50, 59-60, 67-68, 75-76, 87-88, 99-100, 113-114, 123-124, 133-134, 145-146, 155-156, 165-166, 173-174
W.5.3.4 Write informational pieces with at least two paragraphs	<b>Student Book:</b> 67-68
W.5.3.5 Respond to literature with specific reference to the text	<b>Student Book:</b> 18, 86, 97, 112-114, 122-124, 126-130, 132-134, 144-146, 149-152, 165, 172-174
W.5.3.6 Write descriptive narratives	<b>Student Book:</b> 49-50, 122-124, 172-174
W.5.3.7 Write an original fable and tall tale	<b>Student Book:</b> 165-166
W.5.3.9 Explain connections between text and world	<b>Student Book:</b> 9, 48-50, 86-88, 103-110, 111, 112, 113-114, 149-152, 153, 154, 168, 172-174
W.5.3.10 Write on demand to a specified prompt within a given time frame	<b>Student Book:</b> 19-20, 29-30, 39-40, 49-50, 59-60, 67-68, 75-76, 87-88, 99-100, 113-114, 123-124, 133-134, 145-146, 155-156, 165-166, 173-174

## Standard 6: Conventions

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

Student Learning Expectations	Reading & Writing Sourcebook, 3
<p><b>Sentence Formation</b></p> <p>W.6.3.1 Use a variety of simple and compound sentences</p>	<p><b>Student Book:</b> 18-20, 37-38, 39-40, 48, 49-50, 52, 58, 59-60, 62, 66, 67-68, 70, 75-76, 86, 87-88, 90, 98, 99-100, 102, 113-114, 116, 123-124, 126, 132, 133-134, 136, 145-146, 155-156, 158, 164, 165-166, 173-174</p>
<p><b>Spelling</b></p> <p>W.6.3.9 Use less common visual patterns to spell unfamiliar words</p>	<p><b>Student Book:</b> 30, 124</p>
<p>W.6.3.11 Use knowledge of suffixes to correctly spell words</p>	<p><b>Student Book:</b> 17, 73, 85, 171</p>
<p>W.6.3.12 Use inflectional ending patterns (i.e., consonant doubling, dropping <i>e</i>, changing <i>y</i> to <i>i</i>)</p>	<p><b>Student Book:</b> 57, 111</p>
<p><b>Capitalization</b></p> <p>W.6.3.14 Use capital letters for emphasis</p>	<p><b>Student Book:</b> 40, 60, 100</p>
<p>W.6.3.15 Capitalize titles and abbreviations</p>	<p><b>Student Book:</b> 60, 100, 172-174</p>
<p><b>Punctuation</b></p> <p>W.6.3.16 Use commas in a series and greeting and closing of a letter</p>	<p><b>Student Book:</b> 18, 20, 133-134</p>
<p>W.6.3.18 Use sentence meaning to determine correct ending punctuation</p>	<p><b>Student Book:</b> 68</p>

## Standard 7: Craftsmanship

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

Student Learning Expectations	Reading & Writing Sourcebook, 3
<p><b>Purposefully shaping and controlling language</b></p> <p>W.7.3.1 Use <i>organizational structure</i> that is useful to the reader</p>	<p><b>Student Book:</b> 18, 28, 37-38, 48, 58, 66, 74, 86, 97-98, 112, 122, 132, 144, 154, 164, 172</p>
<p>W.7.3.2 Include relevant information and elaboration on the topic</p>	<p><b>Student Book:</b> 67-68</p>
<p>W.7.3.3 Arrange steps in a logical sequence</p>	<p><b>Student Book:</b> 18, 58, 74, 116, 122-123, 144-145, 158</p>
<p>W.7.3.7 Use a checklist to monitor expectations in writing</p>	<p><b>Student Book:</b> 30, 40, 50, 60, 68, 76, 88, 100, 114, 124, 134, 146, 156, 166, 174</p>

## Strand: Reading

### Standard 9: Comprehension

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

Student Learning Expectations	Reading & Writing Sourcebook, 3
<p><b>Use prior knowledge to make meaning</b></p> <p>R.9.3.1 Activate prior knowledge by previewing and using text structure</p>	<p><b>Student Book:</b> 11, 12, 21, 22, 31, 32, 41, 42, 51, 52, 61, 62, 69, 70, 77, 78, 89, 90, 101, 102, 115, 116, 125, 126, 135, 136, 147, 148, 157, 158, 167, 168</p>
<p>R.9.3.2 Use prior knowledge to determine a purpose for reading</p>	<p><b>Student Book:</b> 11, 12, 21, 22, 31, 32, 41, 42, 51, 52, 61, 62, 69, 70, 77, 78, 89, 90, 101, 102, 115, 116, 125, 126, 135, 136, 147, 148, 157, 158, 167, 168</p>
<p><b>Using connections to make meaning</b></p> <p>R.9.3.3 Make connections from text to world during reading</p>	<p><b>Student Book:</b> 9, 79-84, 103-110, 149-152</p>
<p><b>Using visualizations to make meaning</b></p> <p>R.9.3.4 Form mental pictures to organize and visualize the content of the text</p>	<p><b>Student Book:</b> 6, 22, 42-43, 137, 169</p>
<p><b>Using questioning and monitoring to make meaning</b></p> <p>R.9.3.5 Generate questions and check the text for answers</p>	<p><b>Student Book:</b> 7, 11, 12, 13, 20, 21, 22, 30, 31, 32, 40, 41, 42, 50, 51, 52, 60, 61, 62, 65, 68, 69, 70-71, 74, 76, 77, 78, 86, 88, 89, 90, 100, 102, 114, 115, 116, 118-120, 124, 125, 126-127, 132, 135, 136, 146, 147, 148, 157, 158, 159-162, 164, 166, 167, 168</p>
<p>R.9.3.7 Ask questions and support answers by connecting prior knowledge with literal and inferential information found in the text</p>	<p><b>Student Book:</b> 7, 9, 102</p>
<p><b>Using inferences to make meaning</b></p> <p>R.9.3.9 Draw inferences, such as conclusions or generalizations, and support them with text evidence and/or personal experiences</p>	<p><b>Student Book:</b> 86-87, 149-152, 168</p>
<p><b>Determining importance to make meaning</b></p> <p>R.9.3.10 Organize information and events logically</p>	<p><b>Student Book:</b> 74, 116, 144-145, 158</p>
<p>R.9.3.11 Determine the purpose for reading</p>	<p><b>Student Book:</b> 12, 22, 32, 42, 52, 62, 78, 90, 116, 126, 136, 147, 158, 168</p>
<p><b>Summarizing and synthesizing for meaning</b></p> <p>R.9.3.12 Summarize a story</p>	<p><b>Student Book:</b> 68, 76, 88, 114, 146, 166, 174</p>
<p>R.9.3.13 Summarize major points found in nonfiction materials</p>	<p><b>Student Book:</b> 38-40, 58-60, 66-68, 74-76, 88, 98-100, 123, 132</p>

## 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	Reading & Writing Sourcebook, 3
<p><b>Exhibit behaviors and habits of an active reader</b></p> <p>R.10.3.1 Read daily</p>	<p><b>Student Book:</b> 13-16, 23-26, 33-35, 43-46, 53-56, 63-64, 71-72, 79-84, 91-95, 103-110, 117-119, 127-130, 137-142, 149-152, 159-162, 169-170</p>
<p>R.10.3.3 Discuss authors, stories, and other texts and make recommendations to classmates and teachers</p>	<p><b>Student Book:</b> 20, 100, 102, 126, 136, 146, 158</p>
<p>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</p>	<p><b>Student Book:</b> 13-16, 23-26, 33-35, 43-46, 53-56, 63-64, 71-72, 79-84, 91-95, 103-110, 117-119, 127-130, 137-142, 149-152, 159-162, 169-170</p>
<p>R.10.3.6 Use graphic organizers including character webs and K-W-L charts to make meaning of the reading selection</p>	<p><b>Student Book:</b> 12, 22, 42, 48, 58, 62, 86, 90, 97, 112, 122, 132, 154, 168, 172</p>
<p><b>Reading a variety of informational materials for enjoyment and critical analysis</b></p> <p>R.10.3.8 Read a variety of information texts, including sequential formats</p>	<p><b>Student Book:</b> 63-64</p>
<p>R.10.3.9 Recognize <i>expository</i> text structures which are sequential</p>	<p><b>Student Book:</b> 53-56, 71-72, 91-94</p>
<p>R.10.3.10 Describe in own words new information gained from texts and relate it to prior knowledge</p>	<p><b>Student Book:</b> 13-16, 23-26, 33-35, 43-46, 53-56, 63-64, 71-72, 79-84, 91-95, 103-110, 117-119, 127-130, 137-142, 149-152, 159-162, 169-170</p>
<p><b>Reading a variety of literature for enjoyment and critical analysis</b></p> <p>R.10.3.11 Read a variety of stories, including tall tales and fables</p>	<p><b>Student Book:</b> 13-16, 23-26, 33-35, 43-46, 53-56, 63-64, 71-72, 79-84, 91-95, 103-110, 117-119, 127-130, 137-142, 149-152, 159-162, 169-170</p>
<p>R.10.3.12 Identify and compare the story elements of tall tales and fables</p>	<p><b>Student Book:</b> 158, 164</p>
<p>R.10.3.13 Create own tall tale and/or fable</p>	<p><b>Student Book:</b> 165-166</p>
<p><b>Reading a variety of poetry for enjoyment and critical analysis</b></p> <p>R.10.3.15 Read a variety of poetry, including <i>diamantes</i> and <i>cinquains</i></p>	<p><b>Student Book:</b> 23-26, 149-152</p>
<p>R.10.3.16 Discuss poetry to determine meaning</p>	<p><b>Student Book:</b> 23-26, 149-152</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	Reading & Writing Sourcebook, 3
<p><b>Meaning-based word recognition</b></p> <p>R.11.3.2 Use knowledge of irregular plurals, verb tenses, <i>homonyms, homographs, homophones</i>, prefixes, and suffixes to read with meaning</p>	<p><b>Student Book:</b> 17, 73, 85, 131, 163, 171</p>
<p><b>Spelling-sound word recognition (phonics)</b></p> <p>R.11.3.6 Decode words using variant vowel patterns</p>	<p><b>Student Book:</b> 17, 27, 36, 47, 57, 65, 73, 85, 96, 111, 121, 131, 143, 153, 163, 171</p>
<p>R.11.3.7 Decode multi-syllabic words using simple syllable patterns</p>	<p><b>Student Book:</b> 65, 96, 143</p>
<p><b>Sight word recognition</b></p> <p>R.11.3.8 Continue to develop sight word vocabulary, including reading, words with irregularly spelled suffixes (i.e. -<i>ous, -ion, -ive</i>)</p>	<p><b>Student Book:</b> 17, 27, 36, 47, 57, 65, 73, 85, 96, 111, 121, 131, 143, 153, 163, 171</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	Reading & Writing Sourcebook, 3
<p><b>Accessing information</b></p> <p>IR.12.3.1 Generate questions about important and interesting topics</p>	<p><b>Student Book:</b> 7, 11, 12, 13, 20, 21, 22, 30, 31, 32, 40, 41, 42, 50, 51, 52, 60, 61, 62, 65, 68, 69, 70-71, 74, 76, 77, 78, 86, 88, 89, 90, 100, 102, 114, 115, 116, 118-120, 124, 125, 126-127, 132, 135, 136, 146, 147, 148, 157, 158, 159-162, 164, 166, 167, 168</p>



**Reading & Writing Sourcebook © 2002**  
**correlated to**  
**Arkansas English Language Arts**  
**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	Reading & Writing Sourcebook, 4
<b>Speaking for literary response and expression</b>  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	<b>Student Book:</b> 100, 101, 102, 125, 172, 174, 178

**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	Reading & Writing Sourcebook, 4
<b>Prewriting</b>  W.4.4.1 Organize writing to convey a central idea	<b>Student Book:</b> 17, 30, 43, 54, 63, 64, 74, 84, 94, 104, 115, 127, 137, 147, 165, 180, 189
W.4.4.2 Focus on one aspect of a topic	<b>Student Book:</b> 43, 84, 127, 149
<b>Drafting</b>  W.4.4.5 Develop drafts by categorizing ideas, organizing them into paragraphs, and blending paragraphs into larger units of text	<b>Student Book:</b> 17-19, 30-32, 43-46, 54-56, 63-66, 74-76, 84-86, 94-96, 104-106, 115-118, 127-130, 137-140, 147-150, 165-168, 180-182, 189-191
W.4.4.6 Create an introduction that hooks the reader	<b>Student Book:</b> 43, 65, 74, 84, 104, 117, 149, 181
W.4.4.7 Write several related paragraphs on the same topic	<b>Student Book:</b> 127, 149

<b>Student Learning Expectations</b>	<b>Reading &amp; Writing Sourcebook, 4</b>
W.4.4.8 Develop strong closure	<b>Student Book:</b> 31, 44, 54, 64, 75, 85, 105, 129, 149, 181
W.4.4.9 Draft information collected during reading and/or research into writing	<b>Student Book:</b> 30, 43-44, 54, 64, 74-75, 84-85, 94-95, 104-105, 115-117, 127-129, 137-139, 147-149, 165-167, 180-181
<b>Revising</b> W.4.4.10 Revise writing to utilize elements of <i>style</i> , including word choice and sentence variation	<b>Student Book:</b> 65, 85, 95, 105, 117, 129, 139, 149, 167, 181, 190
W.4.4.11 Revise drafts for coherence, <i>style</i> , content and logical support of ideas based on peer responses and teacher conferences	<b>Student Book:</b> 65, 85, 95, 105, 117, 129, 139, 149, 167, 181, 190
W.4.4.12 Select a revision checklist to independently revise writing	<b>Student Book:</b> 65, 85, 95, 105, 117, 129, 139, 149, 167, 181, 190
<b>Editing</b> W.4.4.13 Edit for spelling of appropriate words, <i>usage</i> , punctuation, capitalization, and sentence structure without the aid of a checklist	<b>Student Book:</b> 20, 32, 46, 56, 66, 76, 86, 96, 106, 118, 130, 140, 150, 168, 182, 191
<b>Publishing</b> W.4.4.14 Polish approximately ten pieces throughout the year (i.e., longer compositions, more descriptive passages, etc.)	<b>Student Book:</b> 129-130, 181-182

## **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.**

<b>Student Learning Expectations</b>	<b>Reading &amp; Writing Sourcebook, 4</b>
<b>Purpose and Audiences</b> W.5.4.1 Write for a general audience (i.e., newspaper and website, etc.)	<b>Student Book:</b> 9-20, 31-32, 45-46, 55-56, 65-66, 75-76, 85-86, 95-96, 105-106, 117-118, 129-130, 139-140, 149-150, 167-168, 181-182, 190-191
W.5.4.2 Write to define, clarify, develop ideas, and express creativity	<b>Student Book:</b> 9-20, 31-32, 45-46, 55-56, 65-66, 75-76, 85-86, 95-96, 105-106, 117-118, 129-130, 139-140, 149-150, 167-168, 181-182, 190-191
W.5.4.3 Record reactions to personal and school related experiences	<b>Student Book:</b> 31-32, 149-150

<b>Student Learning Expectations</b>	<b>Reading &amp; Writing Sourcebook, 4</b>
<b>Topics and Forms</b> W.5.4.4 Write daily	<b>Student Book:</b> 19-20, 31-32, 45-46, 55-56, 65-66, 75-76, 85-86, 95-96, 105-106, 117-118, 129-130, 139-140, 149-150, 167-168, 181-182, 190-191
W.5.4.5 Write informational text of at least three paragraphs on one topic using three sources of information	<b>Student Book:</b> 55-56, 85-86, 105-106, 149-150
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	<b>Student Book:</b> 43-45, 65-66, 75-76, 85-86, 105, 117-118, 129-130, 149, 166, 167, 181-182, 191
W.5.4.7 Write <i>free verse</i> and <i>limericks</i>	<b>Student Book:</b> 190-191
W.5.4.9 Write summaries based on the main idea of a reading selection and its most significant details	<b>Student Book:</b> 35, 69, 79, 99, 143
W.5.4.10 Write on demand to a specified prompt within a given time frame	<b>Student Book:</b> 19-20, 31-32, 45-46, 55-56, 65-66, 75-76, 85-86, 95-96, 105-106, 117-118, 129-130, 139-140, 149-150, 167-168, 181-182, 190-191

## Standard 6: Conventions

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

<b>Student Learning Expectations</b>	<b>Reading &amp; Writing Sourcebook, 4</b>
<b>Sentence Formation</b> W.6.4.1 Use a variety of simple, compound, and complex sentences (i.e., completeness and standard word order, etc.)	<b>Student Book:</b> 106, 118
W.6.4.3 Create sentences with compound subjects, verbs, and objects	<b>Student Book:</b> 106
<b>Usage</b> W.6.4.5 Employ standard English usage in writing, including subject-verb agreement, pronoun referents, and parts of speech	<b>Student Book:</b> 106, 118
<b>Spelling</b> W.6.4.10 Demonstrate use of conventional spelling by spelling most words correctly	<b>Student Book:</b> 32, 76, 86, 93, 182, 188
W.6.4.11 Use syllable juncture patterns to write multi-syllabic words (i.e., dropping final <i>e</i> , doubling consonants, and open and closed <i>syllables</i> )	<b>Student Book:</b> 29, 146

<b>Student Learning Expectations</b>	<b>Reading &amp; Writing Sourcebook, 4</b>
W.6.4.12 Use knowledge of syllables and affixes to spell words correctly	<b>Student Book:</b> 16, 53, 62, 83, 103, 114, 126, 136, 164, 179
<b>Capitalization</b>  W.6.4.13 Demonstrate accurate use of capital letters	<b>Student Book:</b> 20, 118, 140, 150
<b>Punctuation</b>  W.6.4.15 Use apostrophe with plural possessives	<b>Student Book:</b> 182, 191
W.6.4.18 Use a comma before a conjunction in a compound sentence	<b>Student Book:</b> 96

## ***Standard 7: Craftsmanship***

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

<b>Student Learning Expectations</b>	<b>Reading &amp; Writing Sourcebook, 4</b>
<b>Purposefully shaping and controlling language</b>  W.7.4.1 Engage the reader by developing a lead and a sense of closure	<b>Student Book:</b> 30-31, 43-44, 55, 64, 74-75, 84, 104-105, 129, 148
W.7.4.2 Use logical sequence	<b>Student Book:</b> 30, 64, 74-75, 115, 148
W.7.4.3 Use such descriptive language as action verbs, specific nouns, vivid adjectives, and adverbs to add interest to writing	<b>Student Book:</b> 129-130
W.7.4.4 Describe characters and setting	<b>Student Book:</b> 29, 68, 128, 154, 157, 164, 165, 166, 179
W.7.4.5 Use diagrams, charts, or illustrations appropriate to the text	<b>Student Book:</b> 49, 59, 121, 148, 185
W.7.4.6 Use purposeful vocabulary	<b>Student Book:</b> 16, 29, 62, 83, 103, 114, 126, 136, 146, 164

## 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	Reading & Writing Sourcebook, 4
<p><b>Use prior knowledge to make meaning</b></p> <p>R.9.4.1 Organize prior knowledge and new information to make meaning of the text</p>	<p><b>Student Book:</b> 68, 83, 134, 137, 154, 156, 157, 162, 165, 166</p>
<p><b>Using connections to make meaning</b></p> <p>R.9.4.2 Make connections that demonstrate a deeper understanding of text related to self, text, and/or world</p>	<p><b>Student Book:</b> 9, 23, 29, 69, 73, 78, 153, 171</p>
<p><b>Using visualizations to make meaning</b></p> <p>R.9.4.3 Form mental pictures reflecting vivid details and personal connections with the text</p>	<p><b>Student Book:</b> 29, 35, 49, 53, 59, 62, 133</p>
<p>R.9.4.4 Revise mental pictures based on new information from the text</p>	<p><b>Student Book:</b> 29, 35, 49, 53, 62</p>
<p><b>Using questioning and monitoring to make meaning</b></p> <p>R.9.4.5 Generate questions that reflect active engagement in the text</p>	<p><b>Student Book:</b> 7, 13, 15, 16, 54, 58, 89, 93, 104</p>
<p><b>Using inferences to make meaning</b></p> <p>R.9.4.7 Infer the purpose of the text to expand comprehension</p>	<p><b>Student Book:</b> 98, 120, 132, 152</p>
<p>R.9.4.9 Use inferences to expand understanding of context knowledge</p>	<p><b>Student Book:</b> 98, 120, 132, 152</p>
<p><b>Determining importance to make meaning</b></p> <p>R.9.4.10 Sort relevant and irrelevant information based on the purpose of reading</p>	<p><b>Student Book:</b> 54</p>
<p>R.9.4.11 Read a text for a variety of purposes</p>	<p><b>Student Book:</b> 12, 22, 34, 48, 58, 68, 78, 88, 98, 108, 120, 132, 142, 152, 170, 184</p>
<p><b>Summarizing and synthesizing for meaning</b></p> <p>R.9.4.12 Summarize content of selection, identifying important ideas and providing details for each important idea</p>	<p><b>Student Book:</b> 35, 69, 79, 99, 143</p>

## 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	Reading & Writing Sourcebook, 4
<p><b>Exhibit behaviors and habits of an active reader</b></p> <p>R.10.4.1 Read daily</p>	<p><b>Student Book:</b> 3-15, 23-28, 35-41, 49-52, 59-61, 69-72, 79-82, 89-92, 99-102, 109-113, 121-125, 133-135, 143-145, 153-163, 171-178, 185-187</p>
<p>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</p>	<p><b>Student Book:</b> 13-15, 23-28, 35-41, 49-52, 59-61, 69-72, 79-82, 89-92, 99-102, 109-113, 121-125, 133-135, 143-145, 153-163, 171-178, 185-187</p>
<p>R.10.4.6 Use graphic organizers, including main idea/detail maps and outlines to make meaning of the reading selection</p>	<p><b>Student Book:</b> 30, 48, 64, 68, 74, 84, 94, 104, 115-116, 127, 128, 137, 147, 148, 165, 180, 184</p>
<p><b>Reading a variety of informational materials for enjoyment and critical analysis</b></p> <p>R.10.4.8 Read a variety of information texts, including comparative formats</p>	<p><b>Student Book:</b> 49-52</p>
<p>R.10.4.9 Recognize <i>expository</i> text structures which are comparative</p>	<p><b>Student Book:</b> 49-52, 59-61, 85, 105</p>
<p><b>Reading a variety of literature for enjoyment and critical analysis</b></p> <p>R.10.4.11 Read a variety of stories, including mysteries and realistic fiction</p>	<p><b>Student Book:</b> 3-15, 23-28, 35-41, 49-52, 59-61, 69-72, 79-82, 89-92, 99-102, 109-113, 121-125, 133-135, 143-145, 153-163, 171-178, 185-187</p>
<p><b>Reading a variety of poetry for enjoyment and critical analysis</b></p> <p>R.10.4.15 Read a variety of poetry, including simple <i>free verse</i> and <i>limericks</i></p>	<p><b>Student Book:</b> 133-135, 185-187</p>
<p>R.10.4.16 Discuss poetry to determine meaning</p>	<p><b>Student Book:</b> 133-135, 185-187</p>
<p><b>Reading a variety of practical materials for enjoyment and critical analysis</b></p> <p>R.10.4.18 Read a variety of functional/<i>practical texts</i>, including brochures, newspaper, and magazine articles</p>	<p><b>Student Book:</b> 49-52</p>
<p>R.10.4.19 Use functional texts, including brochures, newspaper, articles and magazines, to accomplish tasks</p>	<p><b>Student Book:</b> 49-52</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.**

<b>Student Learning Expectations</b>	<b>Reading &amp; Writing Sourcebook, 4</b>
<b>Meaning-based word recognition</b> R.11.4.3 Explain words with multiple meanings	<b>Student Book:</b> 73
<b>Spelling-sound word recognition (phonics)</b> R.11.4.5 Refine strategies to decode multi-syllabic words	<b>Student Book:</b> 16, 29, 62, 83, 103, 114, 126, 136, 146, 164
R.11.4.6 Decode multi-syllabic words using more advanced syllable patterns	<b>Student Book:</b> 16, 29, 62, 83, 103, 114, 126, 136, 146, 164
R.11.4.7 Use related words to determine the spelling of unaccented syllables	<b>Student Book:</b> 93, 164, 188
<b>Sight word recognition</b> R.11.4.8 Add content words to sight vocabulary	<b>Student Book:</b> 16, 29, 62, 83, 93, 103, 114, 126, 136, 146, 164, 188

## **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.**

<b>Student Learning Expectations</b>	<b>Reading &amp; Writing Sourcebook, 4</b>
<b>Accessing information</b> IR.12.4.1 Formulate questions about a specific topic	<b>Student Book:</b> 13, 15, 16, 54, 58, 89, 104
<b>Interpreting Information</b> IR.12.4.6 Make generalizations and draw conclusions based on the research of the topic	<b>Student Book:</b> 35, 69, 79, 99, 143
IR.12.4.7 Develop notes, learning logs, etc. to identify and support main ideas from text	<b>Student Book:</b> 30, 44, 54, 64, 74, 84, 94, 104, 115, 127, 137, 147, 165, 180



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**Curriculum Framework**  
**Grade 5**

**S t r a n d : O r a l a n d V i s u a l C o m m u n i c a t i o n s**

**S t a n d a r d 1 : S p e a k i n g**

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

Student Learning Expectations	Reading & Writing Sourcebook, 5
<b>Speaking Behaviors</b>  OV.1.5.3 Use appropriate oral communication for various purposes and audiences	<b>Student Book:</b> 14, 38, 50-51, 57, 84, 132, 144, 168, 196
OV.1.5.5 Use correct pronunciation to communicate ideas and information	<b>Student Book:</b> 44, 56

**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	Reading & Writing Sourcebook, 5
<b>Prewriting</b>  W.4.5.1 Generate ideas using such strategies as reading, discussing, <i>focused free-writing</i> , observing, and brainstorming	<b>Student Book:</b> 14, 38, 50, 84, 132, 144, 168, 196
W.4.5.2 Organize ideas by using such graphic organizers as webbing, mapping, and formal outlining with main topics	<b>Student Book:</b> 20, 33, 45, 50, 58, 62, 68, 80, 84, 90, 91, 92, 104, 114, 128, 139, 140, 144, 152, 162, 163, 177, 178, 190, 191, 196, 203, 204
W.4.5.3 Demonstrate an awareness of purpose and audience with emphasis on <i>expository</i> and letter writing	<b>Student Book:</b> 33-36, 69, 115-117, 127, 129-130

Student Learning Expectations	Reading & Writing Sourcebook, 5
<p><b>Drafting</b></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"> <li>• Central idea</li> <li>• Explanation</li> <li>• Elaboration</li> <li>• Unity</li> <li>• Purpose and audience</li> </ul>	<p><b>Student Book:</b> 68, 127, 128</p>
<p>W.4.5.6 Organize <i>expository</i> paragraphs that include a topic sentence, supporting details, and a concluding sentence</p>	<p><b>Student Book:</b> 68, 127, 128</p>
<p>W.4.5.7 Create an effective lead sentence for each paragraph by using such features as questions or exclamations</p>	<p><b>Student Book:</b> 69, 127, 129</p>
<p><b>Revising</b></p> <p>W.4.5.8 Revise content for</p> <ul style="list-style-type: none"> <li>• Central idea</li> <li>• Organization (e.g., beginning, middle, and end; sequencing ideas; major points of information, etc.)</li> <li>• Unity</li> <li>• Elaboration</li> <li>• Clarity</li> </ul>	<p><b>Student Book:</b> 47-48, 69-70, 81-82, 129-130, 141-142, 153-154, 164-165, 179-180, 205-206</p>
<p>W.4.5.9 Revise <i>style</i> for</p> <ul style="list-style-type: none"> <li>• Sentence variety</li> <li>• Tone</li> <li>• Voice</li> <li>• Selected vocabulary</li> <li>• Selected information</li> </ul>	<p><b>Student Book:</b> 105-106</p>
<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>	<p><b>Student Book:</b> 22, 36, 48, 60, 70, 82, 94, 106, 117, 130, 142, 154, 165, 180, 193, 206</p>

Student Learning Expectations	Reading & Writing Sourcebook, 5
<p><b>Editing</b></p> <p>W.4.5.11 Edit individually or in groups for appropriate grade-level conventions, within the following features:</p> <ul style="list-style-type: none"> <li>• <i>Sentence formation</i></li> <li>• Completeness</li> <li>• Absence of fused sentences</li> <li>• Expansion through standard coordination and modifiers</li> <li>• <i>Embedding</i> through standard subordination and modifiers</li> <li>• Standard word order</li> <li>• <i>Usage</i></li> <li>• Standard inflections</li> <li>• Agreement</li> <li>• Word meaning</li> <li>• Conventions</li> <li>• <i>Mechanics</i></li> <li>• Capitalization</li> <li>• Punctuation</li> <li>• Formatting</li> <li>• Spelling</li> </ul>	<p><b>Student Book:</b> 22, 36, 70, 106, 142, 165, 193</p>
<p><b>Publishing</b></p> <p>W.4.5.13 Maintain a writing <i>portfolio</i> that exhibits growth in meeting goals and expectations</p>	<p><b>Student Book:</b> 21-22, 35-36, 47-48, 59-60, 69-70, 81-82, 93-94, 105-106, 116-117, 129-130, 141-142, 153-154, 164-165, 179-180, 193-194, 205-206</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	Reading & Writing Sourcebook, 5
<p><b>Purposes and Audiences</b></p> <p>W.5.5.1 Write to describe, to inform, to entertain, to explain, and to persuade</p>	<p><b>Student Book:</b> 21, 35, 69, 81, 93, 105, 116, 129, 179</p>
<p><b>Topics and Forms</b></p> <p>W.5.5.3 Create <i>expository</i>, narrative, descriptive, and persuasive writings</p>	<p><b>Student Book:</b> 47, 127-128, 129, 141</p>
<p>W.5.5.4 Write poems using a variety of techniques/devices, with emphasis on writing patterned and rhymed poetry</p>	<p><b>Student Book:</b> 59</p>
<p>W.5.5.5 Write research reports using summarizing and paraphrasing</p>	<p><b>Student Book:</b> 192, 205</p>

<b>Student Learning Expectations</b>	<b>Reading &amp; Writing Sourcebook, 5</b>
W.5.5.6 Write to reflect ideas/interpretations of multicultural and universal themes and concepts	<b>Student Book:</b> 21-22, 35-36, 47-48, 81-82, 105-106, 129-130, 141-142, 153-154
W.5.5.7 Write with and without prompts for a sustained period of time	<b>Student Book:</b> 21-22, 35-36, 47-48, 59-60, 69-70, 81-82, 93-94, 105-106, 116-117, 129-130, 141-142, 153-154, 164-165, 179-180, 193-194, 205-206
W.5.5.8 Write in response to literature	<b>Student Book:</b> 22, 36, 48, 60, 70, 82, 94, 106, 117, 130, 142, 154, 165, 180, 193, 206
W.5.5.9 Write on demand with or without prompt within a given time frame	<b>Student Book:</b> 1-22, 35-36, 47-48, 59-60, 69-70, 81-82, 93-94, 105-106, 116-117, 129-130, 141-142, 153-154, 164-165, 179-180, 193-194, 205-206

## **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.**

<b>Student Learning Expectations</b>	<b>Reading &amp; Writing Sourcebook, 5</b>
<b>Sentence Formation</b>	<b>Student Book:</b> 117, 130
W.6.5.1 Use a variety of simple and compound sentences of varied lengths	
W.6.5.2 Use different <i>kinds of sentences</i> <ul style="list-style-type: none"> <li>• Declarative</li> <li>• Interrogative</li> <li>• Imperative</li> <li>• Exclamatory</li> </ul>	<b>Student Book:</b> 15, 97, 106, 145
W.6.5.5 Identify and correct fragments and run-ons	<b>Student Book:</b> 117, 130
W.6.5.6 Define and identify the parts of speech to construct effective sentences <ul style="list-style-type: none"> <li>• Common and proper nouns</li> <li>• Pronouns to avoid repetition</li> <li>• Active and linking verbs</li> <li>• Adjectives to modify nouns and pronouns</li> <li>• Adverbs to modify verbs, adjectives, and other adverbs</li> <li>• Conjunctions to join</li> <li>• Interjections for excitement</li> <li>• Prepositions to indicate relationships</li> </ul>	<b>Student Book:</b> 193

<b>Student Learning Expectations</b>	<b>Reading &amp; Writing Sourcebook, 5</b>
<p><b>Usage</b></p> <p>W.6.5.7 Apply conventions of grammar with emphasis on the following:</p> <ul style="list-style-type: none"> <li>• Subject-verb agreement</li> <li>• Parts of Speech</li> <li>• Parts of a sentence</li> <li>• Conjunction in simple verb tenses</li> <li>• Possessive pronouns</li> </ul>	<b>Student Book:</b> 130, 193
<p><b>Spelling</b></p> <p>W.6.5.8 Spell words by applying the correct spelling of roots, bases, and affixes</p>	<b>Student Book:</b> 67, 90, 103, 113, 138, 189, 202
<p><b>Capitalization</b></p> <p>W.6.5.10 Apply conventional rules of capitalization in writing</p>	<b>Student Book:</b> 22, 36, 142, 165
<p><b>Punctuation</b></p> <p>W.6.5.11 Apply conventional rules of punctuation in writing with emphasis on</p> <ul style="list-style-type: none"> <li>• End marks</li> <li>• Quotation marks</li> <li>• Comma in a series</li> <li>• Comma in compound sentences</li> <li>• Comma in complex sentence</li> <li>• Comma in direct address</li> </ul>	<b>Student Book:</b> 60, 193

## **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.**

<b>Student Learning Expectations</b>	<b>Reading &amp; Writing Sourcebook, 5</b>
<p><b>Purposefully shaping and controlling language</b></p> <p>W.7.5.1 Use figurative language purposefully, such as simile and metaphor, to shape and control language</p>	<b>Student Book:</b> 57, 81
<p>W.7.5.2 Use a variety of <i>sentence types</i> and lengths (see Conventions Standard 6)</p>	<b>Student Book:</b> 117, 130
<p>W.7.5.4 Use purposeful vocabulary for emphasis or elaboration</p>	<b>Student Book:</b> 80, 81
<p>W.7.5.5 Create a strong lead and conclusion</p>	<b>Student Book:</b> 69-70, 179-180, 205-206
<p>W.7.5.6 Use logical sequence</p>	<b>Student Book:</b> 21-22, 35-36, 47-48, 69-70, 81-82, 129-130, 141-142, 205-206

<b>Student Learning Expectations</b>	<b>Reading &amp; Writing Sourcebook, 5</b>
W.7.5.7 Use writer’s checklist or scoring guides/ <i>rubrics</i> to improve written work	<b>Student Book:</b> 22, 36, 48, 60, 70, 82, 94, 106, 117, 130, 142, 154, 165, 180, 193, 206
W.7.5.8 Self-evaluate writing using checklists or scoring guides/ <i>rubrics</i>	<b>Student Book:</b> 22, 36, 48, 60, 70, 82, 94, 106, 117, 130, 142, 154, 165, 180, 193, 206

**Strand : Reading**

**Standard 9 : Comprehension**

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

<b>Student Learning Expectations</b>	<b>Reading &amp; Writing Sourcebook, 5</b>
<b>Prior Knowledge</b> R.9.5.1 Use previewing, activating prior knowledge, predicting content of text, formulation questions, and establishing purposes for reading	<b>Student Book:</b> 24, 72, 96, 108, 113, 120, 126, 132, 156, 168
<b>Making Connections</b> R.9.5.2 Describe the interrelationships between text and other content areas	<b>Student Book:</b> 9, 51, 73, 109, 157
<b>Using questioning and monitoring</b> R.9.5.3 Generate questions to establish purposes for reading	<b>Student Book:</b> 5, 7, 15, 19, 90, 97, 145, 197, 202
R.9.5.4 Generate questions relevant to text and topics	<b>Student Book:</b> 5, 7, 15, 19, 90, 97, 145, 197, 202
R.9.5.5 Monitor comprehension in relation to questions generated	<b>Student Book:</b> 5, 7, 15, 19, 90, 97, 145, 197, 202
<b>Using inferences and interpretations</b> R.9.5.6 Connect own background knowledge and personal experience to make inferences and to respond to new information presented in text	<b>Student Book:</b> 5, 9, 50, 51-55, 56, 73-78, 79, 104, 109-112, 157-160, 161
R.9.5.7 Make inferences supported by a character’s thoughts, words and actions, or the narrator’s description	<b>Student Book:</b> 17, 18, 139, 169, 176, 184, 190
R.9.5.8 Analyze literary elements of character, plot, and setting	<b>Student Book:</b> 25, 32, 139, 162, 176, 184, 190
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	<b>Student Book:</b> 139, 157-160, 162, 176, 184, 190

<b>Student Learning Expectations</b>	<b>Reading &amp; Writing Sourcebook, 5</b>
R.9.5.10 Distinguish among facts and inferences supported by evidence and opinions in text	<b>Student Book:</b> 39, 66
<b>Determining Importance</b>  R.9.5.11 Use such comprehension strategies as establishing purpose, inferring,, and summarizing, to determine essential information	<b>Student Book:</b> 192, 205
R.9.5.12 Identify main ideas and supporting evidence in short reading passages	<b>Student Book:</b> 68, 204, 205-206
R.9.5.13 Use the <i>text features</i> to locate and recall information, with emphasis on fonts/effects and illustrations/photographs	<b>Student Book:</b> 25, 39, 51, 63, 169, 183
R.9.5.14 Use knowledge of text structure(s) to enhance understanding with emphasis on sequence and description	<b>Student Book:</b> 25-31, 73-78, 169-175
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	<b>Student Book:</b> 20, 33, 45, 50, 58, 62, 68, 80, 84, 90, 91, 92, 104, 114, 128, 139, 140, 144, 152, 162, 163, 177, 178, 190, 191, 196, 203, 204
R.9.5.16 Scan materials to locate specific information	<b>Student Book:</b> 72, 96
R.9.5.17 Skim materials to develop a general overview	<b>Student Book:</b> 72, 96
<b>Summarizing and Synthesizing</b>  R.9.5.18 Retell stories with detail	<b>Student Book:</b> 17, 18, 68, 75, 77, 78, 122-124, 147-150
R.9.5.19 Summarize information including main idea and significant supporting details	<b>Student Book:</b> 68, 191, 192, 204-206
<b>Evaluating</b>  R.9.5.20 Evaluate a character’s decision/action	<b>Student Book:</b> 139, 190, 191
R.9.5.21 Evaluate personal, social, and political issues as presented in text	<b>Student Book:</b> 48, 106, 139, 160

## 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	Reading & Writing Sourcebook, 5
<p><b>Exhibits behaviors and habits of an active reader</b></p> <p>R.10.5.1 Read for a substantial amount of time daily, including assigned and self-selected materials at independent and instructional levels</p>	<p><b>Student Book:</b> 7, 8, 9-10, 15-18, 25-31, 39-43, 51-55, 63-66, 73-78, 85-89, 97-102, 109-112, 121-125, 133-137, 145-150, 157-160, 169-175, 183-188, 197-201</p>
<p>R.10.5.2 Read texts that reflect contributions of different cultural groups</p>	<p><b>Student Book:</b> 15-18, 73-78, 85-89, 97-102, 109-112, 133-137, 145-150, 157-160</p>
<p>R.10.5.3 Vary reading strategies according to text and purpose</p>	<p><b>Student Book:</b> 7, 8, 9-10, 15-18, 25-31, 39-43, 51-55, 63-66, 73-78, 85-89, 97-102, 109-112, 121-125, 133-137, 145-150, 157-160, 169-175, 183-188, 197-201</p>
<p><b>Reading a variety of informational materials for enjoyment, critical analysis, and evaluation</b></p> <p>R.10.5.4 Read a variety of informational text, including textbooks, newspapers, magazines, and other instructional materials</p>	<p><b>Student Book:</b> 85-89</p>
<p>R.10.5.5 Identify cause/effect and problem/solution relationships</p>	<p><b>Student Book:</b> 186, 188</p>
<p>R.10.5.6 Skim materials to locate specific information</p>	<p><b>Student Book:</b> 72, 96</p>
<p>R.10.5.7 Scan materials to develop a general overview</p>	<p><b>Student Book:</b> 72, 96</p>
<p>R.10.5.8 Locate information to support opinions, predictions, and conclusions</p>	<p><b>Student Book:</b> 14, 24, 96, 108, 113, 132, 156, 168</p>
<p>R.10.5.9 Use knowledge of text structure to locate information and aid comprehension</p>	<p><b>Student Book:</b> 25-31, 73-78, 169-175</p>
<p><b>Reading a variety of literature for enjoyment, critical analysis and evaluation</b></p> <p>R.10.5.10 Read a variety of literature, including historical fiction, biography, and realistic fiction</p>	<p><b>Student Book:</b> 97-102</p>
<p><b>Reading a variety of poetry for enjoyment, critical analysis and evaluation</b></p> <p>R.10.5.11 Read a variety of poetry, with emphasis on rhymed and patterned</p>	<p><b>Student Book:</b> 51-52, 53-55</p>
<p>R.10.5.12 Describe the characteristics of rhymed and patterned poetry</p>	<p><b>Student Book:</b> 51-55</p>

<b>Student Learning Expectations</b>	<b>Reading &amp; Writing Sourcebook, 5</b>
<p><b>Reading a variety of practical materials for enjoyment, critical analysis and evaluation</b></p> <p>R.10.5.14 Use graphic organizers to analyze information</p>	<p><b>Student Book:</b> 20, 33, 45, 50, 58, 62, 68, 80, 84, 90, 91, 92, 104, 114, 128, 139, 140, 144, 152, 162, 163, 177, 178, 190, 191, 196, 203, 204</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.**

<b>Student Learning Expectations</b>	<b>Reading &amp; Writing Sourcebook, 5</b>
<p><b>Word recognition</b></p> <p>R.11.5.1 Automatically decode words to ensure focus on comprehension</p>	<p><b>Student Book:</b> 19, 32, 44, 56, 67, 79, 90, 103, 113, 126, 138, 151, 161, 176, 189, 202</p>
<p>R.11.5.3 Add content words to sight vocabulary</p>	<p><b>Student Book:</b> 6, 7, 8, 9, 10, 15, 16, 25, 26, 27, 28, 29, 30, 40, 43, 51, 52, 54, 55, 63, 64, 65, 66, 73, 74m 85, 86, 88, 89, 97, 99, 101, 109, 110, 111, 112, 121, 123, 124, 133, 134, 135, 136, 145, 146, 147, 148, 149, 157, 159, 160, 169, 171, 172, 174, 183, 185, 186, 187, 188, 197, 198, 199</p>
<p><b>Word Study and Vocabulary</b></p> <p>R.11.5.4 Use knowledge of root words and affixes and word relationships to determine meaning</p>	<p><b>Student Book:</b> 67, 90, 103, 113, 138, 189, 202</p>
<p>R.11.5.8 Identify figurative language such as idioms, similes and metaphors</p>	<p><b>Student Book:</b> 6, 57, 63</p>
<p>R.11.5.9 Use word origins including common roots and word parts from Greek and Latin to analyze the meaning and determine pronunciation and derivations of complex words</p>	<p><b>Student Book:</b> 67, 90, 103, 113, 138, 189, 202</p>
<p>R.11.5.10 Use context clues to select appropriate dictionary definition</p>	<p><b>Student Book:</b> 90</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.

<b>Student Learning Expectations</b>	<b>Reading &amp; Writing Sourcebook, 5</b>
<b>Accessing information</b> IR.12.5.4 Gather information from a source appropriate to purpose and topic	<b>Student Book:</b> 15-18, 63-66, 85-89, 145-150, 197-201
<b>Interpreting Information</b> IR.12.5.6 Develop notes to identify support, and paraphrase main ideas from text	<b>Student Book:</b> 68, 197-206

**Reading & Writing Sourcebook © 2001**  
**correlated to**  
**Arkansas English Language Arts**  
**Curriculum Framework**  
**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	Reading & Writing Sourcebook, 6
<b>Speaking Vocabulary</b>  OV.1.6.1 Develop vocabulary from content area texts and personal reading	<b>Student Book:</b> 14, 15, 16, 17, 24, 25, 33, 34, 35, 41, 42, 43, 44, 45, 51, 52, 53, 59, 60, 61, 63, 64, 69, 70, 71, 76, 77, 78, 79, 85, 86, 87, 93, 94, 95, 96, 97, 103, 104, 105, 106, 107, 108, 112, 113, 114, 115, 116, 117, 123, 124, 125, 126, 132, 133, 134, 135, 136, 137, 143, 144, 146, 147, 148, 153, 154, 155, 156, 157, 164, 171, 172, 173, 174, 175, 184, 185, 186, 191, 192, 193, 194, 195, 196, 203, 204, 206, 207, 208, 214, 215, 216, 218, 225, 226, 227, 228, 232, 233, 234, 235
OV.1.6.2 Use standard English in classroom discussion	<b>Student Book:</b> 50, 109, 170
<b>Speaking Behaviors</b>  OV.1.6.3 Use appropriate oral communication for various purposes and audiences	<b>Student Book:</b> 50, 109, 170
<b>Speaking to share understanding and information</b>  OV.1.6.6 Contribute appropriately to class discussion	<b>Student Book:</b> 21, 50, 109, 170

**Standard 2: Listening**

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

Student Learning Expectations	Reading & Writing Sourcebook, 6
<b>Listening for information and understanding</b>  OV.2.6.2 Establish purpose for listening	<b>Student Book:</b> 21, 59, 60, 122, 220
OV.2.6.3 Listen attentively for main ideas and details	<b>Student Book:</b> 21, 59, 60, 85, 98, 122, 123, 220

## 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	Reading & Writing Sourcebook, 6
<p><b>Prewriting</b></p> <p>W.4.6.1 Generate ideas using such strategies as reading, discussing, <i>focused free-writing</i>, observing, brainstorming, and reading logs</p>	<p><b>Student Book:</b> 109, 170</p>
<p>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</p>	<p><b>Student Book:</b> 9, 18, 19, 24, 27, 28, 32, 36, 37, 40, 42, 43, 44, 45, 46, 47, 52, 53, 54, 55, 62, 63, 66, 67, 73, 77, 78, 79, 80, 84, 86, 89, 92, 95, 96, 97, 98, 102, 104, 105, 106, 108, 109, 113, 114, 116, 118, 128, 133, 135, 137, 138, 142, 149, 158, 164, 167, 177, 178, 182, 189, 190, 192, 194, 195, 196, 197, 202, 204, 208, 210, 217, 224, 229, 236</p>
<p>W.4.6.3 Demonstrate an awareness of purpose and audience for all modes of written <i>discourse</i></p>	<p><b>Student Book:</b> 19, 27-28, 36-37, 46, 55, 65, 72, 80, 89, 98, 109, 118, 128, 138, 149, 158, 167, 177-178, 187, 197-198, 210, 220, 229, 236</p>
<p>W.4.6.4 Use available technology to access information by using a card catalog and the Internet</p>	<p><b>Student Book:</b> 149</p>
<p><b>Drafting</b></p> <p>W.4.6.5 Use prewriting to draft <i>expository</i> paragraphs with emphasis on the following:</p> <ul style="list-style-type: none"> <li>• Central idea</li> <li>• Explanation</li> <li>• Elaboration</li> <li>• Unity</li> <li>• Purpose and audience</li> </ul>	<p><b>Student Book:</b> 19, 36-37, 66, 67, 101, 119, 149</p>
<p>W.4.6.6 Organize paragraphs that include a topic sentence, supporting details, and a concluding sentence</p>	<p><b>Student Book:</b> 19, 36-37, 47-48, 66, 67, 73, 89, 98, 99, 101, 108, 119, 128, 139-140, 148, 167, 208</p>
<p>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.</p>	<p><b>Student Book:</b> 20, 36-37, 108, 119, 129, 139, 168</p>

Student Learning Expectations	Reading & Writing Sourcebook, 6
<p><b>Revising</b></p> <p>W.4.6.8 Revise content for</p> <ul style="list-style-type: none"> <li>• Central idea</li> <li>• Organization (e.g., beginning, middle, and end; sequencing ideas; major points of information, etc.)</li> <li>• Unity</li> <li>• Elaboration</li> <li>• Clarity</li> </ul>	<p><b>Student Book:</b> 20, 29, 38, 47, 56, 66, 73, 81, 90, 99, 110, 119, 129, 139, 150, 159, 168, 179, 188, 199, 211, 221, 230, 237</p>
<p>W.4.6.9 Revise <i>style</i> for</p> <ul style="list-style-type: none"> <li>• Sentence variety</li> <li>• Tone</li> <li>• Voice</li> <li>• Selected vocabulary</li> <li>• Selected information</li> </ul>	<p><b>Student Book:</b> 68, 109, 169</p>
<p>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.)</p>	<p><b>Student Book:</b> 20, 29, 38, 47, 56, 66, 73, 81, 90, 99, 110, 119, 129, 139, 150, 159, 168, 179, 188, 199, 211, 221, 230, 237</p>
<p><b>Editing</b></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"> <li>• <i>Sentence formation</i></li> <li>• Completeness</li> <li>• Absence of fused sentences</li> <li>• Expansion through standard coordination and modifiers</li> <li>• <i>Embedding</i> through standard subordination and modifiers</li> <li>• Standard word order</li> <li>• <i>Usage</i></li> <li>• Standard inflections</li> <li>• Agreement</li> <li>• Word meaning</li> <li>• Conventions</li> <li>• <i>Mechanics</i></li> <li>• Capitalization</li> <li>• Punctuation</li> <li>• Formatting</li> <li>• Spelling</li> </ul>	<p><b>Student Book:</b> 20, 38, 56, 66, 73, 81, 119, 129, 139, 150, 159, 168, 188, 211, 228, 237</p>
<p><b>Publishing</b></p> <p>W.4.6.13 Maintain a writing <i>portfolio</i> that exhibits growth in meeting goals and expectations</p>	<p><b>Student Book:</b> 20, 29, 38, 47, 56, 66, 73, 81, 90, 99, 110, 119, 129, 139, 150, 159, 168, 179, 188, 199, 211, 221, 230, 237</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	Reading & Writing Sourcebook, 6
<p><b>Purposes and Audiences</b></p> <p>W.5.6.1 Write to describe, to inform, to entertain, to explain, and to persuade</p>	<p><b>Student Book:</b> 20, 29, 38, 47, 56, 66, 73, 81, 90, 99, 110, 119, 129, 139, 150, 159, 168, 179, 188, 199, 211, 221, 230, 237</p>
<p>W.5.6.2 Select the form of writing that addresses the intended audience</p>	<p><b>Student Book:</b> 20, 29, 38, 47, 56, 66, 73, 81, 90, 99, 110, 119, 129, 139, 150, 159, 168, 179, 188, 199, 211, 221, 230, 237</p>
<p><b>Topics and Forms</b></p> <p>W.5.6.3 Create <i>expository</i>, narrative, descriptive, and persuasive writings</p>	<p><b>Student Book:</b> 29, 30, 68, 90-91, 102, 109, 150, 188, 199, 211-212</p>
<p>W.5.6.5 Write research reports using a variety of sources, summarizing, and paraphrasing</p>	<p><b>Student Book:</b> 150, 159</p>
<p>W.5.6.6 Write to reflect ideas/interpretations of multicultural and universal themes and concepts</p>	<p><b>Student Book:</b> 20, 29, 38, 47, 56, 66, 73, 81, 90, 99, 110, 119, 129, 139, 150, 159, 168, 179, 188, 199, 211, 221, 230, 237</p>
<p>W.5.6.7 Write with and without prompts for a sustained period of time</p>	<p><b>Student Book:</b> 20, 29, 38, 47, 56, 66, 73, 81, 90, 99, 110, 119, 129, 139, 150, 159, 168, 179, 188, 199, 211, 221, 230, 237</p>
<p>W.5.6.8 Write in response to literature that demonstrate understanding or interpretation</p>	<p><b>Student Book:</b> 47-48</p>
<p>W.5.6.9 Write on demand with or without prompt within a given time frame</p>	<p><b>Student Book:</b> 20, 29, 38, 47, 56, 66, 73, 81, 90, 99, 110, 119, 129, 139, 150, 159, 168, 179, 188, 199, 211, 221, 230, 237</p>

## Standard 6: Conventions

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

Student Learning Expectations	Reading & Writing Sourcebook, 6
<p><b>Sentence Formation</b></p> <p>W.6.6.1 Use a variety of simple and compound sentences of varied lengths</p>	<p><b>Student Book:</b> 20</p>

Student Learning Expectations	Reading & Writing Sourcebook, 6
<p>W.6.6.2 Use different <i>kinds of sentences</i></p> <ul style="list-style-type: none"> <li>• Declarative</li> <li>• Interrogative</li> <li>• Imperative</li> <li>• Exclamatory</li> </ul>	<p><b>Student Book:</b> 20</p>
<p>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></p>	<p><b>Student Book:</b> 68, 109, 169</p>
<p>W.6.6.4 Define, identify, and use natural and inverted sentence order for emphasis and variety</p>	<p><b>Student Book:</b> 20, 29, 38, 47, 56, 66, 73, 81, 90, 99, 110, 119, 129, 139, 150, 159, 168, 179, 188, 199, 211, 221, 230, 237</p>
<p>W.6.6.5 Identify and correct fragments and run-ons</p>	<p><b>Student Book:</b> 29, 47</p>
<p>W.6.6.6 Use knowledge of the parts of speech to construct effective sentences</p> <ul style="list-style-type: none"> <li>• Common and proper nouns</li> <li>• Pronouns to avoid repetition</li> <li>• Active and linking verbs</li> <li>• Adjectives to modify nouns and pronouns</li> <li>• Adverbs to modify verbs, adjectives, and other adverbs</li> <li>• Coordinate conjunctions to join</li> <li>• Interjections for excitement</li> <li>• Prepositions to indicate relationships</li> </ul>	<p><b>Student Book:</b> 20, 38, 75, 90, 99, 130, 149, 179, 199, 218, 221, 230</p>
<p><b>Usage</b></p> <p>W.6.6.7 Apply conventions of grammar with emphasis on the following:</p> <ul style="list-style-type: none"> <li>• Subject-verb agreement</li> <li>• Parts of Speech</li> <li>• Parts of a sentence</li> <li>• Conjunction in perfect verb tenses</li> <li>• Possessive, nominative, and objective pronouns</li> </ul>	<p><b>Student Book:</b> 90, 99, 149, 179, 218, 221</p>
<p><b>Capitalization</b></p> <p>W.6.6.10 Apply conventional rules of capitalization in writing</p>	<p><b>Student Book:</b> 20, 66, 73, 81, 129, 139</p>

Student Learning Expectations	Reading & Writing Sourcebook, 6
<p><b>Punctuation</b></p> <p>W.6.6.11 Apply conventional rules of punctuation in writing with emphasis on</p> <ul style="list-style-type: none"> <li>• End marks</li> <li>• Quotation marks</li> <li>• Comma in a series</li> <li>• Comma in compound sentences</li> <li>• Comma in complex sentence</li> <li>• Comma in direct address</li> </ul>	<p><b>Student Book:</b> 20, 56, 81, 119, 159, 168, 188, 192, 211, 237</p>

## Standard 7: Craftsmanship

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

Student Learning Expectations	Reading & Writing Sourcebook, 6
<p><b>Purposefully shaping and controlling language</b></p> <p>W.7.6.1 Use figurative language purposefully, such as onomatopoeia, to shape and control language to affect readers</p>	<p><b>Student Book:</b> 197</p>
<p>W.7.6.2 Use a variety of <i>sentence types</i> and lengths (see Conventions Standard 6)</p>	<p><b>Student Book:</b> 20,</p>
<p>W.7.6.5 Use purposeful vocabulary with emphasis on developing <i>style</i></p>	<p><b>Student Book:</b> 66, 68, 84, 109, 169</p>
<p>W.7.6.6 Create a strong lead and conclusion</p>	<p><b>Student Book:</b> 38, 56, 73, 139, 158</p>
<p>W.7.6.7 Narrow the time focus of a piece of writing</p>	<p><b>Student Book:</b> 19, 177, 220</p>
<p>W.7.6.8 Use writer's checklist or scoring guides/<i>rubrics</i> to improve written work</p>	<p><b>Student Book:</b> 20, 29, 38, 47, 56, 66, 73, 81, 90, 99, 110, 119, 129, 139, 150, 159, 168, 179, 188, 199, 211, 221, 230, 237</p>
<p>W.7.6.9 Self-evaluate writing using checklists or scoring guides/<i>rubrics</i></p>	<p><b>Student Book:</b> 20, 29, 38, 47, 56, 66, 73, 81, 90, 99, 110, 119, 129, 139, 150, 159, 168, 179, 188, 199, 211, 221, 230, 237</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	Reading & Writing Sourcebook, 6
<p><b>Prior Knowledge</b></p> <p>R.9.6.1 Use previewing, activating prior knowledge, predicting content of text, formulation questions, and establishing purposes for reading</p>	<p><b>Student Book:</b> 8, 9, 41, 51, 60, 61, 62, 68, 69, 75, 79, 84, 93, 110, 122, 131, 142, 152, 170, 171, 172, 176, 193, 211, 215, 230, 231, 233</p>
<p><b>Making Connections</b></p> <p>R.9.6.2 Analyze the interrelationships of text and world issues/events by applying connection strategies</p>	<p><b>Student Book:</b> 8, 9, 22, 37, 76, 79, 189, 232, 236</p>
<p><b>Using questioning and monitoring</b></p> <p>R.9.6.3 Generate and revise questions to establish purposes for reading</p>	<p><b>Student Book:</b> 8, 9, 41, 79, 84, 111, 152, 176, 212</p>
<p>R.9.6.4 Generate and revise questions relevant to text and topics</p>	<p><b>Student Book:</b> 8, 9, 12, 41, 79, 84, 111, 152, 168, 176, 212</p>
<p>R.9.6.5 Monitor comprehension in relation to questions generated</p>	<p><b>Student Book:</b> 8, 9, 41, 79, 84, 111, 152, 176, 212</p>
<p><b>Using inferences and interpretations</b></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><b>Student Book:</b> 8, 9, 30, 40, 68, 69, 72, 76, 105, 110, 194</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><b>Student Book:</b> 13, 14, 15, 17, 22, 24, 27, 28, 51, 52, 55, 56, 57, 59, 77, 80, 84, 86, 105, 112, 113, 118, 119, 122, 129, 130, 131, 132, 133, 135, 136, 138, 143, 164, 182, 183, 197, 198, 204, 229</p>
<p>R.9.6.8 Analyze literary elements of character, plot, and setting</p>	<p><b>Student Book:</b> 13, 14, 15, 17, 22, 24, 27, 28, 51, 52, 56, 57, 59, 77, 80, 84, 86, 105, 112, 113, 118, 119, 122, 129, 130, 131, 132, 133, 135, 136, 143, 164, 182, 183, 197, 198, 204, 229</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><b>Student Book:</b> 13, 14, 17, 51, 52, 56, 57, 80, 84, 86, 105, 109, 112, 118, 119, 122, 129, 130, 131, 132, 133, 136, 143, 164, 182, 183, 197, 198, 229</p>
<p>R.9.6.10 Distinguish among facts and inferences supported by evidence and opinions in text</p>	<p><b>Student Book:</b> 187, 200, 201, 236</p>

<b>Student Learning Expectations</b>	<b>Reading &amp; Writing Sourcebook, 6</b>
<p><b>Determining Importance</b></p> <p>R.9.6.11 Use text information and background knowledge to draw conclusions and to make inferences (e.g., theme, etc.)</p>	<b>Student Book:</b> 132
<p>R.9.6.12 Identify main ideas and supporting evidence in short reading passages</p>	<b>Student Book:</b> 20, 79, 82
<p>R.9.6.13 Use the <i>text features</i> to locate and recall information, with emphasis on cue words and phrases</p>	<b>Student Book:</b> 149
<p>R.9.6.14 Use knowledge of text structure(s) to enhance understanding with emphasis on cause/effect and compare/contrast</p>	<b>Student Book:</b> 99, 109
<p>R.9.6.15 Classify and organize text information by determining sub-topics of information</p>	<b>Student Book:</b> 62, 63, 66
<p>R.9.6.16 Use skimming and scanning to locate specific information to develop a general overview</p>	<b>Student Book:</b> 32, 50, 122, 131, 190
<p>R.9.6.17 Analyze information from the text, based on purpose and/or level of importance</p>	<b>Student Book:</b> 37, 149
<p><b>Summarizing and Synthesizing</b></p> <p>R.9.6.18 Summarize the content of a text</p>	<b>Student Book:</b> 35, 47-48, 55, 78, 148, 159-160, 176, 216, 217
<p><b>Evaluating</b></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>	<b>Student Book:</b> 37, 71, 139
<p>R.9.6.20 Evaluate personal, social, and political issues as presented in text</p>	<b>Student Book:</b> 109, 187, 210, 220, 229

## **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.**

<b>Student Learning Expectations</b>	<b>Reading &amp; Writing Sourcebook, 6</b>
<p><b>Exhibits behaviors and habits of an active reader</b></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>	<b>Student Book:</b> 8, 10, 13-18, 23-26, 33-35, 41-45, 51-54, 59-64, 69-71, 76-79, 85-87, 93-97, 103-108, 112-117, 123-127, 132-137, 143-148, 153-157, 163-166, 171-176, 183-186, 191-196, 203-208, 214-219, 225-228, 232-235

Student Learning Expectations	Reading & Writing Sourcebook, 6
R.10.6.2 Read texts that reflect contributions of different cultural groups	<b>Student Book:</b> 13-18, 23-26, 85-87, 93-97, 123-127, 132-137, 163-166, 171-176, 203-208, 214-219
R.10.6.3 Vary reading strategies according to text and purpose	<b>Student Book:</b> 8, 10, 13-18, 23-26, 33-35, 41-45, 51-54, 59-64, 69-71, 76-79, 85-87, 93-97, 103-108, 112-117, 123-127, 132-137, 143-148, 153-157, 163-166, 171-176, 183-186, 191-196, 203-208, 214-219, 225-228, 232-235
<b>Reading a variety of informational materials for enjoyment, critical analysis, and evaluation</b>  R.10.6.4 Read a variety of informational text, including textbooks, newspapers, magazines, and other instructional materials	<b>Student Book:</b> 33-35, 149
R.10.6.5 Compare/contrast information from multiple sources	<b>Student Book:</b> 149
R.10.6.6 Use skimming and scanning to locate specific information or to develop a general overview	<b>Student Book:</b> 32, 50, 122, 131, 190
R.10.6.7 Select informational sources appropriate for a given purpose	<b>Student Book:</b> 149
R.10.6.8 Organize and synthesize information for use in written and oral <i>presentation</i>	<b>Student Book:</b> 37, 67, 149
R.10.6.9 Understand and analyze the differences in structure of various informational text	<b>Student Book:</b> 149
<b>Reading a variety of literature for enjoyment, critical analysis and evaluation</b>  R.10.6.10 Read a variety of literature, including historical fiction, autobiography, and realistic fiction	<b>Student Book:</b> 105-107, 171-176
<b>Reading a variety of poetry for enjoyment, critical analysis and evaluation</b>  R.10.6.11 Read a variety of poetry, with emphasis on narrative, including ballads	<b>Student Book:</b> 8, 10
R.10.6.12 Explain how form, including rhyme, rhythm, repetitions, line structure, and punctuation, conveys the mood and meaning of a poem	<b>Student Book:</b> 8, 10
<b>Reading a variety of practical materials for enjoyment, critical analysis and evaluation</b>  R.10.6.13 Read and utilize functional/ <i>practical texts</i> , including advertisements, slogans, brochures, and timelines	<b>Student Book:</b> 33-35, 41-45, 85-87, 93-97, 143-148, 153-157, 203-208, 214-219

<b>Student Learning Expectations</b>	<b>Reading &amp; Writing Sourcebook, 6</b>
R.10.6.14 Analyze message through pictures, images, and photographs	<b>Student Book:</b> 9, 13, 68, 70, 103, 122, 123, 131, 142, 163, 213
R.10.6.15 Analyze selections through text, images, and photographs for a given purpose	<b>Student Book:</b> 70

## **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.**

<b>Student Learning Expectations</b>	<b>Reading &amp; Writing Sourcebook, 6</b>
<b>Word recognition</b> R.11.6.2 Continue to develop and maintain an adequate body of sight words	<b>Student Book:</b> 14, 15, 16, 17, 24, 25, 33, 34, 35, 41, 42, 43, 44, 45, 51, 52, 53, 59, 60, 61, 63, 64, 69, 70, 71, 76, 77, 78, 79, 85, 86, 87, 93, 94, 95, 96, 97, 103, 104, 105, 106, 107, 108, 112, 113, 114, 115, 116, 117, 123, 124, 125, 126, 132, 133, 134, 135, 136, 137, 143, 144, 146, 147, 148, 153, 154, 155, 156, 157, 164, 171, 172, 173, 174, 175, 184, 185, 186, 191, 192, 193, 194, 195, 196, 203, 204, 206, 207, 208, 214, 215, 216, 218, 225, 226, 227, 228, 232, 233, 234, 235
R.11.6.3 Add content words to sight vocabulary	<b>Student Book:</b> 84, 131
<b>Word Study and Vocabulary</b> R.11.6.7 Determine useful and relevant words	<b>Student Book:</b> 14, 15, 16, 17, 24, 25, 33, 34, 35, 41, 42, 43, 44, 45, 51, 52, 53, 59, 60, 61, 63, 64, 69, 70, 71, 76, 77, 78, 79, 85, 86, 87, 93, 94, 95, 96, 97, 103, 104, 105, 106, 107, 108, 112, 113, 114, 115, 116, 117, 123, 124, 125, 126, 132, 133, 134, 135, 136, 137, 143, 144, 146, 147, 148, 153, 154, 155, 156, 157, 164, 171, 172, 173, 174, 175, 184, 185, 186, 191, 192, 193, 194, 195, 196, 203, 204, 206, 207, 208, 214, 215, 216, 218, 225, 226, 227, 228, 232, 233, 234, 235
R.11.6.8 Explain the meaning of figurative language such as idioms, similes and metaphors	<b>Student Book:</b> 197

## **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.**

<b>Student Learning Expectations</b>	<b>Reading &amp; Writing Sourcebook, 6</b>
<b>Accessing information</b> IR.12.6.1 Generate questions to explore and select a specific topic for research	<b>Student Book:</b> 84, 149, 157-158, 168, 176, 212

Student Learning Expectations	Reading & Writing Sourcebook, 6
IR.12.6.3 Use print and electronic sources, including computer databases, to locate information	<b>Student Book:</b> 149
IR.12.6.4 Gather information from more than one source appropriate to purpose and topic	<b>Student Book:</b> 149
<b>Interpreting Information</b>  IR.12.6.6 Develop notes that include main ideas, summaries, and paraphrasing from one or more sources	<b>Student Book:</b> 20, 37, 82, 149
IR.12.6.8 Use research to create one or more oral, written, or visual <i>presentation</i> /products	<b>Student Book:</b> 159

**Reading & Writing Sourcebook © 2001**  
**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	Reading & Writing Sourcebook, 7
<b>Speaking Vocabulary</b>  OV.1.7.1 Use vocabulary from content area texts and personal reading	<b>Student Book:</b> 8, 13, 14, 15, 16, 17, 22, 23, 24, 25, 26, 27, 28, 33, 34, 35, 36, 41, 42, 43, 44, 45, 46, 51, 52, 53, 55, 60, 61, 62, 63, 64, 65, 66, 71, 72, 76, 77, 78, 85, 86, 87, 89, 94, 95, 96, 97, 98, 99, 100, 105, 106, 107, 111, 112, 113, 114, 115, 116, 117, 118, 123, 124, 127, 128, 133, 134, 135, 136, 137, 138, 143, 144, 146, 147, 152, 153, 154, 155, 163, 164, 165, 166, 167, 171, 172, 173, 174, 175, 181, 182, 183, 184, 185, 186, 188, 194, 195, 196, 197, 198, 199, 205, 206, 207, 212, 213, 214, 215, 221, 222, 223, 224, 225, 226, 232, 233, 234, 235
OV.1.7.2 Use standard English in classroom discussion and <i>presentation</i>	<b>Student Book:</b> 75, 104
<b>Speaking to share understanding and information</b>  OV.1.7.6 Contribute appropriately to class discussion	<b>Student Book:</b> 75, 104

**Standard 2: Listening**

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

Student Learning Expectations	Reading & Writing Sourcebook, 7
<b>Listening for information and understanding</b>  OV.2.7.2 Establish purpose for listening	<b>Student Book:</b> 21, 59, 122
OV.2.7.3 Listen attentively for main ideas, details, and organization	<b>Student Book:</b> 21, 59, 122
OV.2.7.4 Demonstrate attentive listening skills to respond to and interpret speaker's message	<b>Student Book:</b> 59

## 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	Reading & Writing Sourcebook, 7
<p><b>Prewriting</b></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><b>Student Book:</b> 18, 29, 37, 47, 56, 67, 73, 80, 90, 101, 108, 119, 129, 139, 148, 157-158, 168, 177, 189-190, 200-201, 208, 217, 227, 236</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><b>Student Book:</b> 18, 21, 24, 27, 28, 29, 32, 37, 40, 47, 50, 56, 62, 63, 66, 67, 70, 73, 75, 86, 88, 89, 90, 101, 108, 119, 129, 148, 158, 168, 177, 189, 190, 195, 197, 199, 201, 204, 208, 217, 227</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><b>Student Book:</b> 29, 67, 148, 149</p>
<p>W.4.7.4 Use available technology to access information by using a card catalog and multiple Internet sources</p>	<p><b>Student Book:</b> 32</p>
<p><b>Drafting</b></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><b>Student Book:</b> 18, 148</p>
<p>W.4.7.6 Create a draft for <i>narrative</i> writing that includes dialogue</p>	<p><b>Student Book:</b> 29</p>
<p>W.4.7.7 Create an effective lead paragraph by using dialogue or a description of a character or setting</p>	<p><b>Student Book:</b> 13, 191, 228</p>
<p><b>Revising</b></p> <p>W.4.7.8 Revise content for</p> <ul style="list-style-type: none"> <li>• Central idea</li> <li>• Organization</li> <li>• Unity</li> <li>• Elaboration (e.g., explanation, examples, description, etc.)</li> <li>• Clarity</li> </ul>	<p><b>Student Book:</b> 19, 30, 38, 57, 68, 74, 81, 91, 102, 108, 120, 130, 140, 149, 159, 192, 202, 218, 228, 237</p>

Student Learning Expectations	Reading & Writing Sourcebook, 7
<p>W.4.7.9 Revise <i>style</i> for</p> <ul style="list-style-type: none"> <li>• Sentence variety</li> <li>• Tone</li> <li>• Voice</li> <li>• Selected vocabulary</li> <li>• Selected information</li> </ul>	<p><b>Student Book:</b> 19, 30, 38, 57, 68, 74, 81, 91, 102, 108, 120, 130, 140, 149, 159, 192, 202, 218, 228, 237</p>
<p>W.4.7.10 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>	<p><b>Student Book:</b> 19, 30, 38, 57, 68, 74, 81, 91, 102, 108, 120, 130, 140, 149, 159, 192, 202, 218, 228, 237</p>
<p><b>Editing</b></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"> <li>• <i>Sentence formation</i></li> <li>• Completeness</li> <li>• Absence of fused sentences</li> <li>• Expansion through standard coordination and modifiers</li> <li>• <i>Embedding</i> through standard subordination and modifiers</li> <li>• Standard word order</li> <li>• <i>Usage</i></li> <li>• Standard inflections</li> <li>• Agreement</li> <li>• Word meaning</li> <li>• Conventions</li> <li>• <i>Mechanics</i></li> <li>• Capitalization</li> <li>• Punctuation</li> <li>• Formatting</li> <li>• Spelling</li> </ul>	<p><b>Student Book:</b> 19, 38, 48, 57, 68, 74, 81, 104, 109, 120, 130, 140, 149, 159, 192, 202, 228, 237</p>
<p><b>Publishing</b></p> <p>W.4.7.13 Maintain a writing <i>portfolio</i> that exhibits growth in meeting goals and expectations</p>	<p><b>Student Book:</b> 19, 30, 38, 57, 68, 74, 81, 91, 102, 108, 120, 130, 140, 149, 159, 192, 202, 218, 228, 237</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	Reading & Writing Sourcebook, 7
<p><b>Purposes and Audiences</b></p> <p>W.5.7.1 Write to develop narrative, <i>expository</i>, descriptive, and persuasive pieces</p>	<p><b>Student Book:</b> 30, 68, 148, 149</p>
<p>W.5.7.2 Select the form of writing that addresses the intended audience</p>	<p><b>Student Book:</b> 19, 30, 38, 57, 68, 74, 81, 91, 102, 108, 120, 130, 140, 149, 159, 192, 202, 218, 228, 237</p>
<p><b>Topics and Forms</b></p> <p>W.5.7.3 Create <i>expository</i>, narrative, descriptive, and persuasive writings</p>	<p><b>Student Book:</b> 19, 30, 38, 57, 68, 74, 81, 91, 102, 108, 120, 130, 140, 149, 159, 192, 202, 218, 228, 237</p>
<p>W.5.7.4 Write poems using a variety of techniques/devices, with emphasis on lyric poetry</p>	<p><b>Student Book:</b> 74</p>
<p>W.5.7.5 Write research reports and document sources, summarizing, and paraphrasing</p>	<p><b>Student Book:</b> 158</p>
<p>W.5.7.6 Write to reflect ideas/interpretations of multicultural and universal themes and concepts</p>	<p><b>Student Book:</b> 120</p>
<p>W.5.7.7 Write with and without prompts for a sustained period of time</p>	<p><b>Student Book:</b> 19, 30, 38, 57, 68, 74, 81, 91, 102, 108, 120, 130, 140, 149, 159, 192, 202, 218, 228, 237</p>
<p>W.5.7.8 Write response to literature that demonstrate understanding or interpretation</p>	<p><b>Student Book:</b> 236</p>
<p>W.5.7.9 Write on demand with or without prompt within a given time frame</p>	<p><b>Student Book:</b> 19, 30, 38, 57, 68, 74, 81, 91, 102, 108, 120, 130, 140, 149, 159, 192, 202, 218, 228, 237</p>

## Standard 6: Conventions

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

Student Learning Expectations	Reading & Writing Sourcebook, 7
<p><b>Sentence Formation</b></p> <p>W.6.7.1 Vary sentence structure by using simple, compound, and complex sentences, and different <i>kinds of sentences</i></p> <ul style="list-style-type: none"> <li>• Declarative</li> <li>• Interrogative</li> <li>• Imperative</li> <li>• Exclamatory</li> </ul>	<p><b>Student Book: 19</b></p>
<p>W.6.7.2 Write effective sentences by <i>embedding</i> clauses, prepositional and appositive phrases, and all compound elements</p>	<p><b>Student Book: 178</b></p>
<p>W.6.7.4 Correct fragments, run-ons, comma splices, and fused sentences</p>	<p><b>Student Book: 30, 48, 57, 159, 192</b></p>
<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"> <li>• Precise nouns</li> <li>• Pronouns</li> <li>• Demonstrative</li> <li>• Compound personal</li> <li>• Reflexive</li> <li>• Intensive</li> <li>• Personal</li> <li>• Interrogative</li> <li>• Relative</li> <li>• Indefinite</li> <li>• Active and linking verbs</li> <li>• Adjectives</li> <li>• Possessive</li> <li>• Article</li> <li>• Interrogative</li> <li>• Numeral</li> <li>• Demonstrative</li> <li>• Indefinite</li> <li>• Descriptive</li> <li>• Adverbs</li> <li>• Manner</li> <li>• Time</li> <li>• Place</li> <li>• Degree</li> <li>• Negative</li> </ul>	<p><b>Student Book: 19, 68, 74, 91, 130, 149, 169, 209, 218</b></p>

Student Learning Expectations	Reading & Writing Sourcebook, 7
<p>W.6.7.5 (continued) Analyze personal and peer <i>sentence formation</i> for effective use of the parts of speech</p> <ul style="list-style-type: none"> <li>• Interrogative</li> <li>• Conjunctions</li> <li>• Coordinate</li> <li>• Correlative</li> <li>• Subordinate</li> <li>• Interjections for excitement</li> <li>• Prepositions to indicate relationships</li> </ul>	<p><b>Student Book:</b> 19, 68, 74, 91, 130, 149, 169, 209, 218</p>
<p><b>Usage</b></p> <p>W.6.7.6 Apply conventions of grammar with emphasis on the following:</p> <ul style="list-style-type: none"> <li>• Agreement</li> <li>• Subject-verb</li> <li>• Pronoun and antecedent</li> <li>• Parts of speech</li> <li>• Parts of a sentence and <i>sentence patterns</i></li> <li>• S-V</li> <li>• S-V-DO</li> <li>• S-V-IO-DO</li> <li>• S-LV-PN</li> <li>• S-LV-PA</li> <li>• Conjugation in progressive verb forms</li> <li>• Prepositional phrases as modifiers</li> <li>• Dependent clauses</li> </ul>	<p><b>Student Book:</b> 19, 30, 68, 74, 91, 102, 169, 209, 218</p>
<p><b>Capitalization</b></p> <p>W.6.7.8 Apply conventional rules of capitalization in writing</p>	<p><b>Student Book:</b> 19, 38, 74, 81, 120, 228</p>
<p><b>Punctuation</b></p> <p>W.6.7.9 Apply conventional rules for all end marks and commas in writing</p>	<p><b>Student Book:</b> 19, 38, 48, 57, 109, 130, 159, 237</p>
<p>W.6.7.10 Use semi-colons and colons in compound and compound-complex sentences</p>	<p><b>Student Book:</b> 68</p>

## Standard 7: Craftsmanship

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

Student Learning Expectations	Reading & Writing Sourcebook, 7
<p><b>Purposefully shaping and controlling language</b></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><b>Student Book:</b> 74</p>
<p>W.7.7.2 Use a variety of <i>sentence types</i> and lengths (see Conventions Standard 6)</p>	<p><b>Student Book:</b> 19, 169</p>
<p>W.7.7.5 Use purposeful vocabulary with emphasis on developing <i>voice</i></p>	<p><b>Student Book:</b> 148, 169</p>
<p>W.7.7.6 Create an effective lead and conclusion</p>	<p><b>Student Book:</b> 81, 91, 109, 120, 149, 237</p>
<p>W.7.7.7 Narrow the time focus of a piece of writing</p>	<p><b>Student Book:</b> 18, 168</p>
<p>W.7.7.8 Vary the placement of topic sentences</p>	<p><b>Student Book:</b> 57</p>
<p>W.7.7.9 Use dialogue effectively</p>	<p><b>Student Book:</b> 102</p>
<p>W.7.7.11 Use writer's checklist or scoring guides/<i>rubrics</i> to improve written work</p>	<p><b>Student Book:</b> 19, 30, 38, 57, 68, 74, 81, 91, 102, 108, 120, 130, 140, 149, 159, 192, 202, 218, 228, 237</p>
<p>W.7.7.12 Self-evaluate writing</p>	<p><b>Student Book:</b> 19, 30, 38, 57, 68, 74, 81, 91, 102, 108, 120, 130, 140, 149, 159, 192, 202, 218, 228, 237</p>

## Strand: Reading

### Standard 9: Comprehension

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

Student Learning Expectations	Reading & Writing Sourcebook, 7
<p><b>Prior Knowledge</b></p> <p>R.9.7.1 Use previewing, activating prior knowledge, predicting content of text, formulation questions, and establishing purposes for reading</p>	<p><b>Student Book:</b> 8, 9, 21, 32, 41, 42, 43, 45, 50, 51, 52, 59, 70, 75, 77, 79, 84, 93, 104, 110, 122, 125, 126, 127, 128, 131, 142, 151, 170, 171, 172, 193, 211, 212, 213, 215, 220, 230, 231, 233</p>
<p><b>Making Connections</b></p> <p>R.9.7.2 Infer the interrelations of text and world issues/events by applying connection strategies</p>	<p><b>Student Book:</b> 8, 9, 75, 76, 194</p>

<b>Student Learning Expectations</b>	<b>Reading &amp; Writing Sourcebook, 7</b>
<p><b>Using questioning and monitoring</b></p> <p>R.9.7.3 Prioritize questions formulated and purposes established for reading</p>	<b>Student Book:</b> 8, 9, 41, 53, 70, 79, 111, 176
<p>R.9.7.4 Generate and prioritize questions related to universal themes to interpret meaning</p>	<b>Student Book:</b> 8, 9, 41, 53, 70, 79, 111, 119, 139
<p>R.9.7.5 Monitor reading strategies, including rereading, using resources and questions, and modify them when understanding breakdowns</p>	<b>Student Book:</b> 8, 9, 41, 53, 70, 79, 111, 152
<p><b>Using inferences and interpretations</b></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>	<b>Student Book:</b> 8, 9, 40, 70, 75, 76, 108, 168, 177, 194
<p>R.9.7.7 Infer a character’s impact on plot development</p>	<b>Student Book:</b> 13, 21, 50, 56, 59, 80, 84, 86, 112, 122, 129, 131, 132, 189, 190
<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>	<b>Student Book:</b> 89, 184
<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>	<b>Student Book:</b> 108, 109, 139
<p>R.9.7.11 Distinguish among stated fact, reasoned judgment, and opinion in text</p>	<b>Student Book:</b> 200-201, 236
<p><b>Determining Importance</b></p> <p>R.9.7.12 Identify main ideas and supporting evidence in short stories and novels</p>	<b>Student Book:</b> 82, 202
<p>R.9.7.13 Use the <i>text features</i> to locate and recall information, with emphasis on graphics</p>	<b>Student Book:</b> 142, 211
<p>R.9.7.14 Use knowledge of text structure(s) to enhance understanding with emphasis on problem/solution</p>	<b>Student Book:</b> 27, 28, 29, 73, 80, 88, 94, 116, 117, 184, 190
<p>R.9.7.15 Organize information, including simple outlining</p>	<b>Student Book:</b> 18, 21, 24, 27, 28, 29, 32, 37, 40, 47, 50, 56, 62, 63, 66, 67, 70, 73, 75, 86, 88, 89, 90, 101, 108, 119, 129, 148, 158, 168, 177, 189, 190, 195, 197, 199, 201, 204, 208, 217, 227
<p>R.9.7.16 Use skimming, scanning, note-taking, outlining, and questioning as study strategies</p>	<b>Student Book:</b> 8, 9, 41, 50, 53, 70, 111, 152

<b>Student Learning Expectations</b>	<b>Reading &amp; Writing Sourcebook, 7</b>
<b>Summarizing and Synthesizing</b> R.9.7.17 Summarize the content of multiple chapters of a text	<b>Student Book:</b> 48, 55, 78, 175, 216, 217
<b>Evaluating</b> R.9.7.18 Evaluate the accuracy and appropriateness of the evidence used by the author to support claims and assertions	<b>Student Book:</b> 200-201
R.9.7.19 Evaluate personal, social, and political issues as presented in text	<b>Student Book:</b> 75, 80, 81, 168, 200-201, 202-203

## **Standard 10: Variety of Texts**

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

<b>Student Learning Expectations</b>	<b>Reading &amp; Writing Sourcebook, 7</b>
<b>Exhibits behaviors and habits of an active reader</b> R.10.7.1 Read for a substantial amount of time daily, including assigned and self-selected materials at independent and instructional levels	<b>Student Book:</b> 8, 10, 13-17, 22-28, 33-36, 41-46, 51-55, 60-66, 71-72, 76-79, 85-89, 94-100, 105-107, 111-118, 123-128, 132-138, 143-147, 152-156, 163-167, 171-176, 181-188, 194-199, 205-207, 212-216, 221-226, 231-235
R.10.7.2 Read texts that reflect contributions of different cultural groups	<b>Student Book:</b> 13-17, 22-28, 105-107, 111-118, 123-128, 132-138, 163-167, 171-176, 181-188, 194-199, 205-207, 212-216, 221-226, 231-235
R.10.7.3 Vary reading strategies according to text and purpose	<b>Student Book:</b> 8, 10, 13-17, 22-28, 33-36, 41-46, 51-55, 60-66, 71-72, 76-79, 85-89, 94-100, 105-107, 111-118, 123-128, 132-138, 143-147, 152-156, 163-167, 171-176, 181-188, 194-199, 205-207, 212-216, 221-226, 231-235
<b>Reading a variety of informational materials for enjoyment, critical analysis, and evaluation</b> R.10.7.4 Understand how word choice and language structure convey an author's viewpoint	<b>Student Book:</b> 68, 84, 104, 109, 169
R.10.7.5 Use skimming, scanning, note taking, outlining, and questioning as study strategies	<b>Student Book:</b> 8, 9, 41, 50, 53, 70, 79, 111, 152, 176
R.10.7.6 Organize and synthesize information for use in written and oral <i>presentation</i>	<b>Student Book:</b> 18, 21, 24, 27, 28, 29, 32, 37, 40, 47, 50, 56, 62, 63, 66, 67, 70, 73, 75, 86, 88, 89, 90, 101, 108, 119, 129, 148, 158, 168, 177, 189, 190, 195, 197, 199, 201, 204, 208, 217, 227
<b>Reading a variety of literature for enjoyment, critical analysis and evaluation</b> R.10.7.7 Read a variety of literature, including short stories, science fiction, legends, and myths	<b>Student Book:</b> 8, 10, 13-17, 22-28, 33-36, 41-46, 51-55, 60-66, 71-72, 76-79, 85-89, 94-100, 105-107, 111-118, 123-128, 132-138, 143-147, 152-156, 163-167, 171-176, 181-188, 194-199, 205-207, 212-216, 221-226, 231-235

<b>Student Learning Expectations</b>	<b>Reading &amp; Writing Sourcebook, 7</b>
<p><b>Reading a variety of poetry for enjoyment, critical analysis and evaluation</b></p> <p>R.10.7.8 Read a variety of poetry, with emphasis on lyric poetry</p>	<b>Student Book: 74</b>
<p>R.10.7.9 Identify the use of poetic devices, including comparison, <i>alliteration</i>, repetition, onomatopoeia, and rhyme</p>	<b>Student Book: 74</b>
<p>R.10.7.10 Examine the effect of imagery on the mood or meaning of the poem</p>	<b>Student Book: 74</b>
<p><b>Reading a variety of practical materials for enjoyment, critical analysis and evaluation</b></p> <p>R.10.7.11 Read and utilize functional/<i>practical texts</i>, including forms, reports, cover letters, letterheads, and business letters</p>	<b>Student Book: 38, 209-210</b>

**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.**

<b>Student Learning Expectations</b>	<b>Reading &amp; Writing Sourcebook, 7</b>
<p><b>Word recognition</b></p> <p>R.11.7.2 Continue to develop and maintain an adequate body of sight words</p>	<b>Student Book: 8, 13, 14, 15, 16, 17, 22, 23, 24, 25, 26, 27, 28, 33, 34, 35, 36, 41, 42, 43, 44, 45, 46, 51, 52, 53, 55, 60, 61, 62, 63, 64, 65, 66, 71, 72, 76, 77, 78, 85, 86, 87, 89, 94, 95, 96, 97, 98, 99, 100, 105, 106, 107, 111, 112, 113, 114, 115, 116, 117, 118, 123, 124, 127, 128, 133, 134, 135, 136, 137, 138, 143, 144, 146, 147, 152, 153, 154, 155, 163, 164, 165, 166, 167, 171, 172, 173, 174, 175, 181, 182, 183, 184, 185, 186, 188, 194, 195, 196, 197, 198, 199, 205, 206, 207, 212, 213, 214, 215, 221, 222, 223, 224, 225, 226, 232, 233, 234, 235</b>
<p><b>Word Study and Vocabulary</b></p> <p>R.11.7.7 Determine useful and relevant words</p>	<b>Student Book: 68</b>

## 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	Reading & Writing Sourcebook, 7
<p><b>Accessing information</b></p> <p>IR.12.7.1 Formulate original questions to select a topic for research</p>	<p><b>Student Book:</b> 8, 9, 157</p>
<p>IR.12.7.3 Use print and electronic sources, such as card catalogs and computer databases, to locate information</p>	<p><b>Student Book:</b> 32</p>
<p>IR.12.7.4 Gather information from more than one type of source (e.g., periodicals, books, learning logs, etc.)</p>	<p><b>Student Book:</b> 32</p>
<p>IR.12.7.5 Evaluate sources to select those most reliable and appropriate to purpose and topic</p>	<p><b>Student Book:</b> 32</p>
<p><b>Interpreting Information</b></p> <p>IR.12.7.6 Use information presented in graphic sources to draw conclusions</p>	<p><b>Student Book:</b> 142, 211</p>
<p>IR.12.7.7 Develop notes that include main topics, details, summaries, and paraphrasing from multiple types of sources</p>	<p><b>Student Book:</b> 33-36, 37, 47, 56, 101, 108, 129, 143-147</p>
<p>IR.12.7.8 Create a formal topic outline of main topic, sub-topics, and details</p>	<p><b>Student Book:</b> 37, 101, 108</p>
<p>IR.12.7.9 Use research to create one or more oral, written, or visual <i>presentation/products</i></p>	<p><b>Student Book:</b> 157</p>



**Reading & Writing Sourcebook © 2001**  
**correlated to**  
**Arkansas English Language Arts**  
**Curriculum Framework**  
**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	Reading & Writing Sourcebook, 8
<b>Speaking Vocabulary</b>  OV.1.8.1 Use vocabulary from content area texts and reading/literature	<b>Student Book:</b> 8, 10, 13, 14, 15, 16, 22, 23, 24, 25, 26, 27, 28, 353, 36, 37, 38, 39, 44, 45, 46, 53, 54, 55, 56, 57, 62, 63, 64, 65, 712, 72, 77, 78, 79, 85, 86, 87, 88, 89, 90, 95, 96, 97, 98, 99, 100, 105, 106, 107, 108, 109, 110, 111, 112, 113, 119, 120, 121, 122, 123, 124, 125, 126, 127, 128, 133, 138, 141, 142, 147, 148, 149, 150, 151, 152, 157, 158, 159, 160, 165, 166, 167, 168, 174, 175, 176, 177, 178, 179, 185, 186, 187, 188, 189, 190, 191, 192, 197, 198, 203, 212, 213, 214, 215, 216, 221, 222, 223, 225, 230, 231, 234
OV.1.8.2 Use standard English in classroom discussion and <i>presentation</i>	<b>Student Book:</b> 21, 70, 118, 156, 184
<b>Speaking to share understanding and information</b>  OV.1.8.6 Contribute appropriately to class discussion	<b>Student Book:</b> 21, 70, 118, 156, 184

**Standard 2: Listening**

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

Student Learning Expectations	Reading & Writing Sourcebook, 8
<b>Listening for information and understanding</b>  OV.2.8.2 Establish purpose for listening	<b>Student Book:</b> 21, 70, 118, 156, 184
OV.2.8.3 Listen attentively to summarize	<b>Student Book:</b> 21, 70, 118, 156, 184

## 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	Reading & Writing Sourcebook, 8
<p><b>Prewriting</b></p> <p>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</p>	<p><b>Student Book:</b> 19, 30, 40, 48, 58, 66, 74, 80, 91, 101, 114-115, 129, 135, 143, 153, 161, 169-170, 180, 193, 199, 207-208, 217, 226, 236</p>
<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><b>Student Book:</b> 17, 18, 24, 26, 29, 40, 43, 48, 52, 58, 66, 74, 91, 97, 100, 101, 104, 114, 115, 120, 121, 123, 125, 128, 129, 135, 137, 143, 153, 169, 170, 193, 196, 199, 207, 208, 211, 214, 215, 216, 217, 226, 235, 236</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><b>Student Book:</b> 161, 217</p>
<p><b>Drafting</b></p> <p>W.4.8.5 Create a draft with emphasis on persuasive and <i>expository</i> organization</p>	<p><b>Student Book:</b> 129, 130, 193, 194</p>
<p>W.4.8.6 Create an effective lead paragraph by using quotes, description, or questions with the last sentence as a thesis statement</p>	<p><b>Student Book:</b> 19</p>
<p><b>Revising</b></p> <p>W.4.8.7 Revise content for</p> <ul style="list-style-type: none"> <li>• Central idea</li> <li>• Organization</li> <li>• Unity</li> <li>• Elaboration</li> <li>• Clarity</li> </ul>	<p><b>Student Book:</b> 237</p>
<p>W.4.8.8 Revise <i>style</i> for</p> <ul style="list-style-type: none"> <li>• Sentence variety</li> <li>• <i>Tone</i> (e.g., sense of audience, etc.)</li> <li>• <i>Voice</i> (e.g., specificity, vividness, rhythm of piece, writer’s attitude and presence, etc.)</li> <li>• Selected vocabulary</li> <li>• Selected information</li> </ul>	<p><b>Student Book:</b> 19, 31, 68, 117, 144, 172, 210, 237</p>

<b>Student Learning Expectations</b>	<b>Reading &amp; Writing Sourcebook, 8</b>
<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><b>Student Book:</b> 19, 31, 42, 49, 59, 67, 81, 102, 116, 136, 144, 162, 182, 209, 227, 237</p>
<p><b>Editing</b></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"> <li>• <i>Sentence formation</i></li> <li>• Completeness</li> <li>• Absence of fused sentences</li> <li>• Expansion through standard coordination and modifiers</li> <li>• <i>Embedding</i> through standard subordination and modifiers</li> <li>• Standard word order</li> <li>• <i>Usage</i></li> <li>• Standard inflections</li> <li>• Agreement</li> <li>• Word meaning</li> <li>• Conventions</li> <li>• <i>Mechanics</i></li> <li>• Capitalization</li> <li>• Punctuation</li> <li>• Formatting</li> <li>• Spelling</li> </ul>	<p><b>Student Book:</b> 19, 42, 59, 66, 67, 75, 116, 130, 154, 171, 182, 194</p>
<p><b>Publishing</b></p> <p>W.4.8.12 Maintain a writing <i>portfolio</i> that exhibits growth in meeting goals and expectations</p>	<p><b>Student Book:</b> 19, 31, 41-42, 49, 59, 67, 75, 81, 92-93, 102, 116, 130, 136, 144, 154-155, 162, 171-172, 181-182, 194-195, 200, 209-210, 218, 227, 237</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.

<b>Student Learning Expectations</b>	<b>Reading &amp; Writing Sourcebook, 8</b>
<p><b>Purposes and Audiences</b></p> <p>W.5.8.1 Develop multiple works in a variety of modes of <i>discourse</i></p>	<p><b>Student Book:</b> 19, 31, 41-42, 49, 59, 67, 75, 81, 92-93, 102, 116, 130, 136, 144, 154-155, 162, 171-172, 181-182, 194-195, 200, 209-210, 218, 227, 237</p>
<p>W.5.8.2 Select the form of writing that addresses the intended audience</p>	<p><b>Student Book:</b> 19, 31, 41-42, 49, 59, 67, 75, 81, 92-93, 102, 116, 130, 136, 144, 154-155, 162, 171-172, 181-182, 194-195, 200, 209-210, 218, 227, 237</p>

<b>Student Learning Expectations</b>	<b>Reading &amp; Writing Sourcebook, 8</b>
<b>Topics and Forms</b> W.5.8.3 Create <i>expository</i> , narrative, descriptive, and persuasive writings	<b>Student Book:</b> 19, 31, 41-42, 49, 59, 67, 75, 81, 92-93, 102, 116, 130, 136, 144, 154-155, 162, 171-172, 181-182, 194-195, 200, 209-210, 218, 227, 237
W.5.8.4 Write poems using a variety of techniques/devices, with emphasis on <i>free verse</i>	<b>Student Book:</b> 200
W.5.8.6 Write to reflect ideas/interpretations of multicultural and universal themes and concepts	<b>Student Book:</b> 162
W.5.8.7 Write with and without prompts for a sustained period of time	<b>Student Book:</b> 19, 31, 41-42, 49, 59, 67, 75, 81, 92-93, 102, 116, 130, 136, 144, 154-155, 162, 171-172, 181-182, 194-195, 200, 209-210, 218, 227, 237
W.5.8.8 Write response to literature that demonstrate understanding or interpretation	<b>Student Book:</b> 20, 32, 42, 50, 60, 68, 75, 82, 93, 102, 117, 130, 136, 144, 155, 162, 172, 182, 195, 200, 210, 218, 228, 238
W.5.8.9 Write on demand with or without prompt within a given time frame	<b>Student Book:</b> 19, 31, 41-42, 49, 59, 67, 75, 81, 92-93, 102, 116, 130, 136, 144, 154-155, 162, 171-172, 181-182, 194-195, 200, 209-210, 218, 227, 237

## **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.**

<b>Student Learning Expectations</b>	<b>Reading &amp; Writing Sourcebook, 8</b>
<b>Sentence Formation</b> 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"> <li>• Declarative</li> <li>• Interrogative</li> <li>• Imperative</li> <li>• Exclamatory</li> </ul>	<b>Student Book:</b> 19, 75, 172
W.6.8.2 Write more effective sentences by using all compound elements and by <i>embedding</i> clauses and prepositional, appositive, and verbal phrases	<b>Student Book:</b> 93
W.6.8.3 Use clauses and phrases, including verbal, to invert sentence order for emphasis and variety	<b>Student Book:</b> 182
W.6.8.4 Correct fragments, run-ons, comma splices, and fused sentences	<b>Student Book:</b> 31, 49, 194

Student Learning Expectations	Reading & Writing Sourcebook, 8
<p>W.6.8.5 Evaluate personal, peer, or literature-based <i>sentence formation</i> for effective use of the parts of speech</p> <ul style="list-style-type: none"> <li>• Precise nouns</li> <li>• Pronouns to avoid repetition</li> <li>• Verbs</li> <li>• Transitive active</li> <li>• Transitive passive</li> <li>• Intransitive linking</li> <li>• Intransitive complete</li> <li>• Adjectives to modify nouns and pronouns</li> <li>• Adverbs to modify verbs, adjectives, and other adverbs</li> <li>• Conjunctions</li> <li>• Coordinate</li> <li>• Correlative</li> <li>• Subordinate</li> <li>• Interjections for excitement</li> <li>• Prepositions to indicate relationships</li> </ul>	<p><b>Student Book:</b> 31, 59, 75, 81, 93, 144, 154, 162, 194, 200, 209, 218</p>
<p><b>Usage</b></p> <p>W.6.8.6 Apply conventions of grammar with emphasis on the following:</p> <ul style="list-style-type: none"> <li>• Subject-verb agreement</li> <li>• Parts of speech</li> <li>• Pronoun and antecedent agreement</li> <li>• Parts of a sentence and <i>sentence patterns</i></li> <li>• S-V</li> <li>• S-V-DO</li> <li>• S-V-IO-DO</li> <li>• S-LV-PN</li> <li>• S-LV-PA</li> <li>• Conjugation in regular, progressive, and emphatic verb forms</li> <li>• Verbals</li> </ul>	<p><b>Student Book:</b> 31, 59, 93, 144</p>
<p><b>Spelling</b></p> <p>W.6.8.7 Spell words correctly in all writing</p>	<p><b>Student Book:</b> 218</p>
<p><b>Capitalization</b></p> <p>W.6.8.8 Apply conventional rules of capitalization in writing</p>	<p><b>Student Book:</b> 19, 42, 59, 171</p>
<p><b>Punctuation</b></p> <p>W.6.8.9 Apply conventional rules of punctuation in writing</p>	<p><b>Student Book:</b> 66, 67, 130, 154, 182, 194</p>

<b>Student Learning Expectations</b>	<b>Reading &amp; Writing Sourcebook, 8</b>
W.6.8.10 Edit own and peer papers with emphasis on <ul style="list-style-type: none"> <li>• All end marks</li> <li>• Commas</li> <li>• Dash</li> <li>• Hyphen</li> <li>• Quotation marks</li> <li>• Double</li> <li>• Single</li> <li>• Parentheses</li> <li>• Semicolons</li> <li>• Colons</li> </ul>	<b>Student Book:</b> 42, 67, 75, 130, 154, 182

## **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.**

<b>Student Learning Expectations</b>	<b>Reading &amp; Writing Sourcebook, 8</b>
<b>Purposefully shaping and controlling language</b>  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	<b>Student Book:</b> 132, 135, 199, 200
W.7.8.2 Use a variety of <i>sentence types</i> and lengths (see Conventions Standard 6)	<b>Student Book:</b> 19, 172
W.7.8.5 Use purposeful vocabulary with emphasis on developing <i>tone</i>	<b>Student Book:</b> 68, 132, 135, 136, 199, 200, 210, 220
W.7.8.6 Create an effective lead and conclusion	<b>Student Book:</b> 18, 19, 48, 49, 116, 180
W.7.8.8 Use dialogue effectively	<b>Student Book:</b> 66, 67
W.7.8.10 Use scoring guides or <i>rubrics</i> to improve all aspects of written projects	<b>Student Book:</b> 19, 31, 42, 49, 59, 67, 81, 102, 116, 136, 144, 162, 182, 209, 227, 237
W.7.8.11 Self-evaluate writing	<b>Student Book:</b> 19, 31, 42, 49, 59, 67, 81, 102, 116, 136, 144, 162, 182, 209, 227, 237

## Strand : Reading

### Standard 9 : Comprehension

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

Student Learning Expectations	Reading & Writing Sourcebook, 8
<p><b>Prior Knowledge</b></p> <p>R.9.8.1 Use previewing, activating prior knowledge, predicting content of text, formulation questions, and establishing purposes for reading</p>	<p><b>Student Book:</b> 8, 9, 21, 22, 45, 53, 70, 78, 84, 85, 87, 88, 89, 106, 108, 110, 112, 113, 118, 119, 132, 146, 147, 166, 167, 168, 174, 177, 185, 202, 204, 206, 212, 229, 230, 231,</p>
<p><b>Making Connections</b></p> <p>R.9.8.2 Evaluate the interrelations of text and world issues/events by applying connection strategies</p>	<p><b>Student Book:</b> 8, 9</p>
<p><b>Using questioning and monitoring</b></p> <p>R.9.8.4 Defend questions formulated and purposes established for reading</p>	<p><b>Student Book:</b> 146, 147, 185</p>
<p>R.9.8.5 Generate and define questions related to universal themes to interpret meaning</p>	<p><b>Student Book:</b> 12, 47, 79, 146, 147, 185</p>
<p>R.9.8.6 Monitor reading strategies, including rereading, using resources, and questions, and modify them when understanding breakdowns</p>	<p><b>Student Book:</b> 8, 9, 47, 53, 79, 93, 146, 147, 179, 185, 212, 232</p>
<p><b>Using inferences and interpretations</b></p> <p>R.9.8.7 Connect own background knowledge and personal experience to make inferences and to respond to new information presented in text</p>	<p><b>Student Book:</b> 8, 9, 30, 44, 70, 138, 143, 146, 169, 197, 198, 229</p>
<p>R.9.8.8 Infer a character's role in development of plot and theme</p>	<p><b>Student Book:</b> 12, 30, 58, 66, 91, 94, 95, 105, 114, 115, 164, 165, 169, 203, 207</p>
<p>R.9.8.9 Infer mood and theme of text</p>	<p><b>Student Book:</b> 12, 226</p>
<p>R.9.8.10 Use literary elements and historical context to infer author's intent</p>	<p><b>Student Book:</b> 82</p>
<p>R.9.8.11 Analyze the literary elements of plot, subplot, and climax, and explain the way in which conflicts are resolved or unresolved</p>	<p><b>Student Book:</b> 12, 30, 58, 66, 91, 94, 95, 105, 114, 115, 164, 165, 169, 203, 207</p>

Student Learning Expectations	Reading & Writing Sourcebook, 8
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	<b>Student Book:</b> 12
R.9.8.13 Distinguish among stated fact, reasoned judgment, and opinion in text	<b>Student Book:</b> 80, 129, 130, 193, 194
<b>Determining Importance</b>  R.9.8.14 Classify and organize information from more than one text, based on purpose and/or level of importance	<b>Student Book:</b> 17, 18, 24, 26, 29, 40, 43, 48, 52, 58, 66, 74, 91, 97, 100, 101, 104, 114, 115, 120, 121, 123, 125, 128, 129, 135, 137, 143, 153, 169, 170, 193, 196, 199, 207, 208, 211, 214, 215, 216, 217, 226, 235, 236
<b>Determining Importance</b> R.9.8.15 Identify main ideas and supporting evidence in short stories and novels	<b>Student Book:</b> 20, 62, 153, 154
R.9.8.16 Use the <i>text features</i> to locate and recall information, with emphasis on text organizers	<b>Student Book:</b> 17, 18, 24, 26, 29, 40, 43, 48, 52, 58, 66, 74, 91, 97, 100, 101, 104, 114, 115, 120, 121, 123, 125, 128, 129, 135, 137, 143, 153, 169, 170, 193, 196, 199, 207, 208, 211, 214, 215, 216, 217, 226, 235, 236
R.9.8.17 Determine text structure(s) to enhance understanding	<b>Student Book:</b> 17, 18, 24, 26, 29, 40, 43, 48, 52, 58, 66, 74, 91, 97, 100, 101, 104, 114, 115, 120, 121, 123, 125, 128, 129, 135, 137, 143, 153, 169, 170, 193, 196, 199, 207, 208, 211, 214, 215, 216, 217, 226, 235, 236
R.9.8.18 Organize information, including simple outlining	<b>Student Book:</b> 17, 18, 24, 26, 29, 40, 43, 48, 52, 58, 66, 74, 91, 97, 100, 101, 104, 114, 115, 120, 121, 123, 125, 128, 129, 135, 137, 143, 153, 169, 170, 193, 196, 199, 207, 208, 211, 214, 215, 216, 217, 226, 235, 236
R.9.8.19 Use skimming, scanning, note-taking, outlining, and questioning as study strategies	<b>Student Book:</b> 8, 9, 12, 34, 47, 53, 79, 84, 146, 147, 173, 179, 185, 212, 232
<b>Summarizing and Synthesizing</b>  R.9.8.20 Synthesize information from multiple texts and provide evidence to support	<b>Student Book:</b> 47, 62, 79, 176,
<b>Evaluating</b>  R.9.8.21 Evaluate conflicts, motivations, points of view, and changes that affect the plot or theme	<b>Student Book:</b> 29, 65, 128, 129, 161
R.9.8.22 Evaluate personal, social, and political issues as presented in text	<b>Student Book:</b> 30, 31, 146

## 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	Reading & Writing Sourcebook, 8
<p><b>Exhibits behaviors and habits of an active reader</b></p> <p>R.10.8.1 Read for a substantial amount of time daily, including assigned and self-selected materials at independent and instructional levels</p>	<p><b>Student Book:</b> 8, 10, 13-16, 22-28, 35-39, 44-47, 53-57, 62-65, 71-73, 77-79, 84-90, 95-99, 105-113, 119-128, 132-134, 138-142, 147-152, 157-160, 165-168, 174-179, 185-192, 197-198, 203-206, 212-216, 221-225, 230-235</p>
<p>R.10.8.2 Read texts that reflect contributions of different cultural groups</p>	<p><b>Student Book:</b> 22-28, 53-57, 62-65, 147-152, 157-160</p>
<p>R.10.8.3 Vary reading strategies according to text and purpose</p>	<p><b>Student Book:</b> 8, 10, 13-16, 22-28, 35-39, 44-47, 53-57, 62-65, 71-73, 77-79, 84-90, 95-99, 105-113, 119-128, 132-134, 138-142, 147-152, 157-160, 165-168, 174-179, 185-192, 197-198, 203-206, 212-216, 221-225, 230-235</p>
<p><b>Reading a variety of informational materials for enjoyment, critical analysis, and evaluation</b></p> <p>R.10.8.4 Examine the author’s credibility, use of text structure, word choice, and viewpoint to evaluate message</p>	<p><b>Student Book:</b> 61, 132, 136, 210, 220</p>
<p>R.10.8.5 Use skimming, scanning, note taking, outlining, and questioning as study strategies</p>	<p><b>Student Book:</b> 8, 9, 12, 34, 47, 53, 79, 84, 146, 147, 173, 179, 185, 212, 232</p>
<p><b>Reading a variety of literature for enjoyment, critical analysis and evaluation</b></p> <p>R.10.8.6 Read a variety of literature, including essays and plays</p>	<p><b>Student Book:</b> 8, 10, 13-16, 22-28, 35-39, 44-47, 53-57, 62-65, 71-73, 77-79, 84-90, 95-99, 105-113, 119-128, 132-134, 138-142, 147-152, 157-160, 165-168, 174-179, 185-192, 197-198, 203-206, 212-216, 221-225, 230-235</p>
<p>R.10.8.7 Evaluate the credibility of the narrator</p>	<p><b>Student Book:</b> 77-79, 80</p>
<p><b>Reading a variety of poetry for enjoyment, critical analysis and evaluation</b></p> <p>R.10.8.10 Read a variety of poetry, with emphasis on <i>free verse</i></p>	<p><b>Student Book:</b> 8, 10, 132, 133-134, 197-198</p>
<p>R.10.8.11 Interpret poetry, noting distinctive poetic devices</p>	<p><b>Student Book:</b> 8, 10, 197-198</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	Reading & Writing Sourcebook, 8
<p><b>Word recognition</b></p> <p>R.11.8.2 Continue to develop and maintain an adequate body of sight words</p>	<p><b>Student Book:</b> 8, 10, 13, 14, 15, 16, 22, 23, 24, 25, 26, 27, 28, 353, 36, 37, 38, 39, 44, 45, 46, 53, 54, 55, 56, 57, 62, 63, 64, 65, 712, 72, 77, 78, 79, 85, 86, 87, 88, 89, 90, 95, 96, 97, 98, 99, 100, 105, 106, 107, 108, 109, 110, 111, 112, 113, 119, 120, 121, 122, 123, 124, 125, 126, 127, 128, 133, 138, 141, 142, 147, 148, 149, 150, 151, 152, 157, 158, 159, 160, 165, 166, 167, 168, 174, 175, 176, 177, 178, 179, 185, 186, 187, 188, 189, 190, 191, 192, 197, 198, 203, 212, 213, 214, 215, 216, 221, 222, 223, 225, 230, 231, 234</p>
<p>R.11.8.3 Add content words to sight vocabulary</p>	<p><b>Student Book:</b> 8, 10, 13, 14, 15, 16, 22, 23, 24, 25, 26, 27, 28, 353, 36, 37, 38, 39, 44, 45, 46, 53, 54, 55, 56, 57, 62, 63, 64, 65, 712, 72, 77, 78, 79, 85, 86, 87, 88, 89, 90, 95, 96, 97, 98, 99, 100, 105, 106, 107, 108, 109, 110, 111, 112, 113, 119, 120, 121, 122, 123, 124, 125, 126, 127, 128, 133, 138, 141, 142, 147, 148, 149, 150, 151, 152, 157, 158, 159, 160, 165, 166, 167, 168, 174, 175, 176, 177, 178, 179, 185, 186, 187, 188, 189, 190, 191, 192, 197, 198, 203, 212, 213, 214, 215, 216, 221, 222, 223, 225, 230, 231, 234</p>
<p><b>Word Study and Vocabulary</b></p> <p>R.11.8.7 Determine useful and relevant words</p>	<p><b>Student Book:</b> 8, 10, 13, 14, 15, 16, 22, 23, 24, 25, 26, 27, 28, 353, 36, 37, 38, 39, 44, 45, 46, 53, 54, 55, 56, 57, 62, 63, 64, 65, 712, 72, 77, 78, 79, 85, 86, 87, 88, 89, 90, 95, 96, 97, 98, 99, 100, 105, 106, 107, 108, 109, 110, 111, 112, 113, 119, 120, 121, 122, 123, 124, 125, 126, 127, 128, 133, 138, 141, 142, 147, 148, 149, 150, 151, 152, 157, 158, 159, 160, 165, 166, 167, 168, 174, 175, 176, 177, 178, 179, 185, 186, 187, 188, 189, 190, 191, 192, 197, 198, 203, 212, 213, 214, 215, 216, 221, 222, 223, 225, 230, 231, 234</p>
<p>R.11.8.8 Identify and explain similes, metaphors, personification, hyperbole's and analogies to infer the literal and figurative meanings of phrases</p>	<p><b>Student Book:</b> 132, 135, 199, 200</p>
<p>R.11.8.10 Use context, structure, denotations and connotations to determine meaning of words and phrases</p>	<p><b>Student Book:</b> 132, 135, 199, 200</p>
<p><b>Reading with fluency</b></p> <p>R.11.8.12 Read grade level text orally with accuracy and expression</p>	<p><b>Student Book:</b> 21, 156</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	Reading & Writing Sourcebook, 8
<b>Accessing information</b> IR.12.8.3 Use print and electronic sources independently to locate information	<b>Student Book:</b> 17, 18, 24, 26, 29, 40, 43, 48, 52, 58, 66, 74, 91, 97, 100, 101, 104, 114, 115, 120, 121, 123, 125, 128, 129, 135, 137, 143, 153, 161, 169, 170, 193, 196, 199, 207, 208, 211, 214, 215, 216, 217, 226, 235, 236



**Reading & Writing Sourcebook © 2000**  
**correlated to**  
**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	Reading & Writing Sourcebook, 9
<b>Speaking to share understanding and information</b>  OV.1.9.2 Prepare and participate in structured discussions, such as panel discussions	<b>Student Book: 30</b>

**Standard 2: Listening**

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

Student Learning Expectations	Reading & Writing Sourcebook, 9
<b>Listening for information, interpretation, critical analysis, and evaluation</b>  OV.2.9.4 Demonstrate attentive, reflective, and critical listening skills to respond to and interpret speaker's message	<b>Student Book: 57-58</b>

**Strand: Writing**

**Standard 4: Process**

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

Student Learning Expectations	Reading & Writing Sourcebook, 9
<b>Prewriting</b>  W.4.9.1 Generate, gather, and organize ideas for writing	<b>Student Book: 18, 39, 75, 77, 82, 108, 116, 123, 133, 216</b>
W.4.9.2 Plan and organize writing to address a specific audience and purpose with emphasis on narration	<b>Student Book: 39, 40</b>

<b>Student Learning Expectations</b>	<b>Reading &amp; Writing Sourcebook, 9</b>
<b>Drafting</b> W.4.9.3 Communicate clearly the purpose of the writing	<b>Student Book:</b> 47, 96
W.4.9.4 Write clear and varied sentences	<b>Student Book:</b> 63
W.4.9.5 Elaborate ideas clearly and accurately through word choice, vivid description, and selected information	<b>Student Book:</b> 56, 63
W.4.9.7 Arrange paragraphs into a logical progression with appropriate transition	<b>Student Book:</b> 167
<b>Revising</b> W.4.9.8 Revise content of writing for central idea, elaboration, unity, and organization	<b>Student Book:</b> 167
W.4.9.10 Revise <i>sentence formation</i> in writing for completeness, coordination, subordination, standard word order, and absence of fused sentence	<b>Student Book:</b> 31

**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.**

<b>Student Learning Expectations</b>	<b>Reading &amp; Writing Sourcebook, 9</b>
<b>Topics and Forms</b> W.5.9.2 Write biographies or autobiographies that <ul style="list-style-type: none"> <li>• communicate the significance of the events and characters</li> <li>• specify scenes and incidents in specific places</li> <li>• describe using sensory details</li> <li>• pace time and mood</li> <li>• maintain consistency in <i>point of view</i></li> </ul>	<b>Student Book:</b> 168-169
W.5.9.3 Write <i>expository</i> compositions, including analytical essays and research reports that <ul style="list-style-type: none"> <li>• assemble and convey evidence in support of the thesis</li> </ul>	<b>Student Book:</b> 124
W.5.9.4 Write using <i>rhetorical strategies</i> with special emphasis on definition, narration, description, exemplification, and compare/contrast	<b>Student Book:</b> 158-159

<b>Student Learning Expectations</b>	<b>Reading &amp; Writing Sourcebook, 9</b>
W.5.9.7 Write responses to literature that <ul style="list-style-type: none"> <li>articulate the significant ideas of literary works</li> <li>support important ideas with evidence from text</li> </ul>	<b>Student Book:</b> 183
W.5.9.8 Write on demand to a specified prompt within a given time frame	<b>Student Book:</b> 19, 31-32, 40, 48, 56, 63, 72, 83-84, 97, 109, 117-118, 124, 134, 143, 152, 159, 169, 175-176, 185, 195, 204, 217, 226-227, 237-238
W.5.9.9 Write across the curriculum	<b>Student Book:</b> 40, 48, 143, 159, 204, 217

## **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.**

<b>Student Learning Expectations</b>	<b>Reading &amp; Writing Sourcebook, 9</b>
<b>Usage</b>  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	<b>Student Book:</b> 31, 56, 109, 134, 204
W.6.9.6 Maintain consistent verbal tense within a writing product	<b>Student Book:</b> 97
W.6.9.7 Select appropriate pronouns when writing	<b>Student Book:</b> 217
<b>Capitalization</b>  W.6.9.9 Apply conventional rules of capitalization in writing	<b>Student Book:</b> 48, 73, 83, 152, 185
<b>Punctuation</b>  W.6.9.10 Use commas and semicolons to distinguish and divide main and subordinate clauses	<b>Student Book:</b> 19, 124, 159, 169, 175, 227, 238
W.6.9.12 Use punctuation correctly and recognize its effect on sentence structure	<b>Student Book:</b> 143, 195

## Standard 7: Craftsmanship

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

Student Learning Expectations	Reading & Writing Sourcebook, 9
<p><b>Purposefully shaping and controlling language</b></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><b>Student Book:</b> 19</p>
<p>W.7.9.4 Demonstrate organization, unity, and coherence by using direct transitions and sequencing</p>	<p><b>Student Book:</b> 47, 56, 83, 124, 159, 185, 226, 237</p>
<p>W.7.9.6 Use concrete <i>information</i> for elaboration</p>	<p><b>Student Book:</b> 39, 40, 48</p>
<p>W.7.9.7 Use precise word choices that convey specific meaning</p>	<p><b>Student Book:</b> 134</p>

## Strand: Reading

## Standard 9: Comprehension

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

Student Learning Expectations	Reading & Writing Sourcebook, 9
<p><b>Literal and inferential understanding</b></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><b>Student Book:</b> 73, 119, 123, 137, 178, 198</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><b>Student Book:</b> 21-32, 178-186, 187-196</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><b>Student Book:</b> 34, 35, 66, 74, 87, 96, 100, 106, 108, 116, 120, 133, 141, 147, 154, 167, 171, 187</p>
<p>R.9.9.5 Draw inferences from a sentence or a paragraph (including conclusions, generalization, and predictions) and support them with text evidence</p>	<p><b>Student Book:</b> 112, 126, 162</p>
<p><b>Summary and generalization</b></p> <p>R.9.9.8 Summarize and paraphrase structures in informational and literary texts, including relationships among concepts and details</p>	<p><b>Student Book:</b> 108, 116, 151-152, 174, 236</p>

<b>Student Learning Expectations</b>	<b>Reading &amp; Writing Sourcebook, 9</b>
<b>Analysis and evaluation</b> R.9.9.9 Discriminate between fact/opinion and fiction/nonfiction	<b>Student Book:</b> 183
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	<b>Student Book:</b> 75
R.9.9.13 Identify and discuss a position using concepts gained from reading (e.g., debate, discussion, position paper, etc.)	<b>Student Book:</b> 21, 30

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

<b>Student Learning Expectations</b>	<b>Reading &amp; Writing Sourcebook, 9</b>
<b>Poetry</b> R.10.9.3 Read a variety of narrative poetry, including ballad and epic	<b>Student Book:</b> 67, 69
R.10.9.4 Define and identify poetic conventions and structures, including line, stanza, imagery, rhythm, rhyme, and <i>sound devices</i>	<b>Student Book:</b> 66-70
R.10.9.9 Explain how word choice in a poem creates <i>tone</i> and <i>voice</i>	<b>Student Book:</b> 71
<b>Literary and Content Prose</b> R.10.9.17 Read a variety of literary and <i>content prose</i>	<b>Student Book:</b> 35-38, 43-46, 50-54, 57-61, 113-116, 120-122, 147-150, 154-157, 162-166, 172-173, 199-202, 207-215, 220-224, 229-235
R.10.9.20 Identify and define literary terms	<b>Student Book:</b> 39, 55, 109, 117, 123, 147, 151, 168-169
R.10.9.22 Identify literary elements in a work	<b>Student Book:</b> 9, 55, 109, 117, 123, 147, 151, 168-169

## 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	Reading & Writing Sourcebook, 9
<p><b>Word study and vocabulary</b></p> <p>R.11.9.1 Expand vocabulary through reading, listening, and discussing</p>	<p><b>Student Book:</b> 13, 14, 15, 16, 17, 22, 23, 24, 25, 26, 27, 28, 35, 36, 37, 38, 43, 44, 45, 46, 50, 52, 53, 54, 57, 58, 59, 60, 61, 67, 74, 75, 76, 77, 78, 80, 86, 87, 88, 89, 90, 91, 92, 94, 95, 100, 101, 102, 103, 104, 105, 107, 113, 114, 115, 120, 121, 122, 127, 128, 129, 130, 131, 132, 137, 138, 139, 140, 141, 147, 148, 149, 150, 154, 155, 156, 157, 163, 164, 166, 172, 173, 179, 180, 181, 182, 188, 189, 190, 191, 192, 199, 200, 201, 202, 207, 208, 209, 210, 211, 212, 213, 214, 215, 221, 222, 223, 229, 230, 231, 232, 233, 234, 235</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 sort the purpose and audience.

Student Learning Expectations	Reading & Writing Sourcebook, 9
<p><b>Interpreting and presenting information</b></p> <p>R.12.9.11 Summarize, paraphrase, and/or quote relevant information</p>	<p><b>Student Book:</b> 108, 116, 151-152, 174, 236</p>
<p>R.12.9.12 Create research products such as</p> <ul style="list-style-type: none"> <li>• Oral <i>presentation</i></li> <li>• Reports</li> <li>• Essays</li> </ul>	<p><b>Student Book:</b> 226</p>



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**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	Reading & Writing Sourcebook, 10
<b>Speaking to share understanding and information</b>  OV.1.10.1 Adjust oral language to audience and appropriately apply the rules of standard English	<b>Student Book: 162</b>
<b>Speaking for literary response, expression and analysis</b>  OV.1.10.4 Participate in a variety of such speaking activities as scenes from a play, oral book reports, monologues, memorization of lines, character analysis, literary reviews and excerpts from famous speeches	<b>Student Book: 162</b>

**Standard 2: Listening**

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

Student Learning Expectations	Reading & Writing Sourcebook, 10
<b>Listening for information, interpretation, critical analysis, and evaluation</b>  OV.2.10.1 Interpret oral readings from literary and informational texts	<b>Student Book: 20, 74, 162</b>
OV.2.10.4 Demonstrate attentive, reflective, and critical listening skills to respond to and interpret speaker's message	<b>Student Book: 20, 74, 162</b>

## Strand : Writing

### Standard 4 : Process

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

Student Learning Expectations	Reading & Writing Sourcebook, 10
<p><b>Prewriting</b></p> <p>W.4.10.1 Apply appropriate prewriting strategies to address purpose and audience with emphasis on description</p>	<p><b>Student Book:</b> 30, 31, 38, 48, 61, 70, 79, 85, 91, 112, 121, 130-131, 140, 149, 158, 166-167, 175-176, 185, 193-194, 204-205, 215-216, 226, 235-236</p>
<p><b>Drafting</b></p> <p>W.4.10.2 Communicate clearly the purpose of the writing</p>	<p><b>Student Book:</b> 61, 80, 92, 113, 150, 159, 177, 185, 217, 237</p>
<p>W.4.10.3 Write clear and varied sentences</p>	<p><b>Student Book:</b> 62, 103, 177, 206</p>
<p>W.4.10.4 Elaborate ideas clearly and accurately through word choice, vivid description, and selected information</p>	<p><b>Student Book:</b> 132, 167, 185, 206-207, 217, 227</p>
<p>W.4.10.5 Adapt content vocabulary, <i>voice</i> and <i>tone</i> to audience, purpose, and situation</p>	<p><b>Student Book:</b> 122, 167, 206-207</p>
<p>W.4.10.6 Arrange paragraphs into a logical progression with appropriate transition</p>	<p><b>Student Book:</b> 141, 150, 195-196</p>
<p><b>Revising</b></p> <p>W.4.10.7 Revise content of writing for central idea, elaboration, unity, and organization</p>	<p><b>Student Book:</b> 62, 80, 92, 113, 132, 141, 150, 206, 217</p>
<p>W.4.10.8 Revise <i>style</i> of writing for selected vocabulary, selected information, sentence variety, <i>tone</i>, and <i>voice</i></p>	<p><b>Student Book:</b> 71, 86, 122, 159, 168, 186, 185-186, 206, 217, 227</p>
<p>W.4.10.9 Revise <i>sentence formation</i> in writing for completeness, coordination, subordination, standard word order, and absence of fused sentence</p>	<p><b>Student Book:</b> 62, 103, 122, 132, 168, 177, 206</p>
<p><b>Editing</b></p> <p>W.4.10.10 Apply grammatical conventions to edit for standard inflections, agreement, word meaning and conventions</p>	<p><b>Student Book:</b> 39, 62, 80, 86, 103, 122, 132, 168, 177, 196, 206</p>
<p>W.4.10.11 Apply grammatical conventions for capitalization, punctuation, formatting, and spelling</p>	<p><b>Student Book:</b> 18, 31, 49, 71, 92, 113, 141, 150, 159, 186, 217, 227</p>

Student Learning Expectations	Reading & Writing Sourcebook, 10
<p><b>Publishing</b></p> <p>W.4.10.13 Maintain a writing <i>portfolio</i> that exhibits growth and reflection in the progress of meeting goals and expectations</p>	<p><b>Student Book:</b> 18, 31, 39, 49, 62, 71, 80, 92-93, 103-104, 113, 122, 132, 141-142, 150, 159, 168, 177-178, 186-187, 195-196, 206-207, 217, 227, 237-238</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	Reading & Writing Sourcebook, 10
<p><b>Purposes and Audiences</b></p> <p>W.5.10.1 Adjust levels of formality, <i>style</i>, and <i>tone</i> when composing for different audiences</p>	<p><b>Student Book:</b> 18, 31, 39, 49, 62, 71, 80, 92-93, 103-104, 113, 122, 132, 141-142, 150, 159, 168, 177-178, 186-187, 195-196, 206-207, 217, 227, 237-238</p>
<p><b>Topics and Forms</b></p> <p>W.5.10.2 Write short stories that</p> <ul style="list-style-type: none"> <li>• communicate the significance of the events and characters</li> <li>• specify scenes and incidents in specific places</li> <li>• describe using sensory details</li> <li>• pace time and mood</li> <li>• maintain consistency in <i>point of view</i></li> </ul>	<p><b>Student Book:</b> 31, 92-93, 103-104, 177-178, 206-207, 237-238</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"> <li>• assemble and convey evidence in support of the thesis</li> <li>• make distinctions between the relative value and significance of data, facts, and ideas</li> </ul>	<p><b>Student Book:</b> 18, 132, 141-142, 159, 186-187, 217, 227</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><b>Student Book:</b> 122, 168, 186-187, 195-196, 227</p>
<p>W.5.10.5 Write a variety of letters, including letters of complaint, that</p> <ul style="list-style-type: none"> <li>• follow a conventional format</li> <li>• address the intended audience</li> <li>• provide clear, purposeful information</li> <li>• use appropriate vocabulary, <i>tone</i>, and <i>style</i></li> </ul>	<p><b>Student Book:</b> 49</p>
<p>W.5.10.6 Write poems using a range of poetic techniques, forms, and figurative language, emphasizing lyric poetry</p>	<p><b>Student Book:</b> 86</p>

<b>Student Learning Expectations</b>	<b>Reading &amp; Writing Sourcebook, 10</b>
W.5.10.7 Write responses to literature that <ul style="list-style-type: none"> <li>• articulate the significant ideas of literary works</li> <li>• support important ideas and viewpoints with evidence from the text</li> <li>• demonstrate awareness of the author’s use of stylistic devices</li> </ul>	<b>Student Book:</b> 19, 32, 40, 50, 63, 72, 80, 81, 86, 93, 104, 133, 142, 150, 151, 160, 169, 178, 187, 196, 207, 217, 218, 227, 238
W.5.10.8 Write on demand to a specified prompt within a given time frame	<b>Student Book:</b> 18, 31, 39, 49, 62, 71, 80, 92-93, 103-104, 113, 122, 132, 141-142, 150, 159, 168, 177-178, 186-187, 195-196, 206-207, 217, 227, 237-238
W.5.10.9 Write across the curriculum	<b>Student Book:</b> 18, 31, 39, 49, 62, 71, 80, 92-93, 103-104, 113, 122, 132, 141-142, 150, 159, 168, 177-178, 186-187, 195-196, 206-207, 217, 227, 237-238

## Standard 6: Conventions

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

<b>Student Learning Expectations</b>	<b>Reading &amp; Writing Sourcebook, 10</b>
<b>Sentence Formation</b>  W.6.10.1 Use verbals and verbal phrases to achieve sentence conciseness and variety	<b>Student Book:</b> 80, 86, 122, 132
<b>Usage</b>  W.6.10.2 Apply <i>usage</i> rules appropriately in all formal writing <ul style="list-style-type: none"> <li>• Subject verb agreement</li> <li>• Pronoun agreement</li> <li>• Misplaced modifiers</li> <li>• Pronoun case</li> <li>• Objective complements</li> </ul>	<b>Student Book:</b> 39, 62, 103, 132, 168, 177, 206
W.6.10.3 Demonstrate appropriate use of active and passive voice	<b>Student Book:</b> 122, 168
<b>Spelling</b>  W.6.10.4 Apply conventional spelling to all pieces	<b>Student Book:</b> 18, 31, 39, 49, 62, 71, 80, 92-93, 103-104, 113, 122, 132, 141-142, 150, 159, 168, 177-178, 186-187, 195-196, 206-207, 217, 227, 237-238
<b>Capitalization</b>  W.6.10.5 Apply conventional rules of capitalization in writing	<b>Student Book:</b> 18, 113, 196, 237
<b>Punctuation</b>  W.6.10.6 Apply the punctuation rules appropriately in writing	<b>Student Book:</b> 31, 49, 71, 92, 141, 150, 159, 186, 196, 217, 227

## Standard 7: Craftsmanship

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

Student Learning Expectations	Reading & Writing Sourcebook, 10
<p><b>Purposefully shaping and controlling language</b></p> <p>W.7.10.1 Use figurative language effectively with emphasis on metaphor and symbolism</p>	<p><b>Student Book:</b> 31, 86, 168, 206</p>
<p>W.7.10.2 Use a variety of sentence structures, types, and lengths to contribute to <i>fluency</i> and interest</p>	<p><b>Student Book:</b> 18, 31, 39, 49, 62, 71, 80, 92-93, 103-104, 113, 122, 132, 141-142, 150, 159, 168, 177-178, 186-187, 195-196, 206-207, 217, 227, 237-238</p>
<p>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</p>	<p><b>Student Book:</b> 18, 31, 39, 49, 62, 71, 80, 92-93, 103-104, 113, 122, 132, 141-142, 150, 159, 168, 177-178, 186-187, 195-196, 206-207, 217, 227, 237-238</p>
<p>W.7.10.4 Demonstrate organization, unity, and coherence by using embedded transitions and sequencing</p>	<p><b>Student Book:</b> 62, 80, 92-93, 113, 132, 141, 150, 177-178, 195-196, 217</p>
<p>W.7.10.5 Use extension and elaboration to develop an idea emphasizing the use of participial phrases</p>	<p><b>Student Book:</b> 39, 159, 186-187, 217, 227</p>
<p>W.7.10.6 Distinguish between and use <i>concrete</i> and <i>commentary information</i> for elaboration</p>	<p><b>Student Book:</b> 141, 159, 186-187</p>
<p>W.7.10.7 Use precise word choices that convey specific meaning</p>	<p><b>Student Book:</b> 31, 168, 186-187</p>
<p>W.7.10.8 Personalize writing to convey <i>voice</i> in formal and informal pieces</p>	<p><b>Student Book:</b> 122, 168</p>
<p>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</p>	<p><b>Student Book:</b> 19, 32, 40, 50, 63, 72, 80, 81, 86, 93, 104, 133, 142, 150, 151, 160, 169, 178, 187, 196, 207, 217, 218, 227, 238</p>

## Strand: Reading

### Standard 9: Comprehension

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

Student Learning Expectations	Reading & Writing Sourcebook, 10
<p><b>Literal and inferential understanding</b></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><b>Student Book:</b> 12, 166-167, 170</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><b>Student Book:</b> 13-16, 21-29, 35-38, 42-47, 52, 53-59, 65-69, 74-78, 83, 84, 88-91, 95-99, 107-111, 115-120, 125-129, 135-139, 135-139, 144-148, 153-157, 163-165, 171-174, 181-184, 189-192, 199-203, 209-214, 221-225, 229-234</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><b>Student Book:</b> 13-16, 21-29, 35-38, 42-47, 53-59, 65-69, 74-78, 83, 84, 88-91, 95-99, 107-111, 115-120, 125-129, 135-139, 135-139, 144-148, 153-157, 163-165, 171-174, 181-184, 188, 189-192, 199-203, 209-214, 221-225, 229-234</p>
<p>R.9.10.4 Research how works of a given period reflect author's background, historical events, and cultural influences</p>	<p><b>Student Book:</b> 140</p>
<p>R.9.10.5 Draw inferences from a passage (including conclusions, generalizations, and predictions) and support them with text evidence</p>	<p><b>Student Book:</b> 91</p>
<p><b>Summary and generalization</b></p> <p>R.9.10.7 Summarize and paraphrase structures in informational and literary texts, including relationships among concepts and details</p>	<p><b>Student Book:</b> 47, 193, 225, 226</p>
<p><b>Analysis and evaluation</b></p> <p>R.9.10.8 Evaluate deceptive and/or faulty arguments in persuasive texts</p>	<p><b>Student Book:</b> 17</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><b>Student Book:</b> 124</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><b>Student Book:</b> 124</p>
<p>R.9.10.12 Investigate and interpret a position using concepts gained from reading</p>	<p><b>Student Book:</b> 185</p>

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

Student Learning Expectations	Reading & Writing Sourcebook, 10
<b>Poetry</b> R.10.10.3 Read a variety of lyric poetry, including odes and sonnets	<b>Student Book:</b> 83, 84
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>	<b>Student Book:</b> 83, 84
R.10.10.5 Identify the characteristics of lyric poetry	<b>Student Book:</b> 83, 84
R.10.10.8 Compare and contrast techniques poets use to evoke emotion in a reader	<b>Student Book:</b> 83, 84
R.10.10.9 Identify examples of words that contribute to <i>tone</i> and <i>voice</i>	<b>Student Book:</b> 83, 84
R.10.10.10 Paraphrase and interpret to find the meaning of selected poems, emphasizing the stanza	<b>Student Book:</b> 83, 84
<b>Literary and Content Prose</b> R.10.10.19 Read a variety of literary and <i>content prose</i>	<b>Student Book:</b> 13-16, 21-29, 35-38, 42-47, 53-59, 65-69, 74-78, 88-91, 95-99, 107-111, 115-120, 125-129, 135-139, 135-139, 144-148, 153-157, 163-165, 171-174, 181-184, 188, 189-192, 199-203, 209-214, 221-225, 229-234
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	<b>Student Book:</b> 64, 74, 75
R.10.10.21 Explain similarities and differences of techniques and literary forms represented in the literature of different cultures	<b>Student Book:</b> 64, 124
R.10.10.22 Use literary terms to discuss a work	<b>Student Book:</b> 94-102, 215, 226
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	<b>Student Book:</b> 20, 21, 29, 74, 75, 171
R10.10.24 Identify and explain literary elements in a work	<b>Student Book:</b> 120

## 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	Reading & Writing Sourcebook, 10
<b>Word study and vocabulary</b> R.11.10.1 Expand vocabulary through reading, listening, and discussing	<b>Student Book:</b> 13-16, 21-29, 35-38, 42-47, 52, 53-59, 60, 65-69, 74-78, 83, 84, 88-91, 95-99, 107-111, 115-120, 125-129, 135-139, 135-139, 144-148, 153-157, 163-165, 171-174, 181-184, 189-192, 199-203, 209-214, 221-225, 229-234
R.11.10.2 Use Greek and Latin roots, prefixes, and suffixes to determine meanings	<b>Student Book:</b> 229
R.11.10.4 Recognize the connotative power of words	<b>Student Book:</b> 89-90, 170

## 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	Reading & Writing Sourcebook, 10
<b>Accessing information</b> R.12.10.1 Generate open-ended questions to explore and select a topic	<b>Student Book:</b> 140
R.12.10.2 Establish a focus for research and design a research plan to answer a set of questions	<b>Student Book:</b> 140
R.12.10.3 Utilize a variety of research tools to access multiple sources	<b>Student Book:</b> 140
R.12.10.4 Use key words to search a database to find specific information	<b>Student Book:</b> 140
<b>Evaluating credibility and identifying relevant information</b> R.12.10.8 Apply research skills to collect a variety of <i>primary</i> and/or <i>secondary</i> sources	<b>Student Book:</b> 140
R.12.10.9 Paraphrase and/or summarize information to avoid plagiarism	<b>Student Book:</b> 140

Student Learning Expectations	Reading & Writing Sourcebook, 10
<p><b>Interpreting and presenting information</b></p> <p>R.12.10.10 Organize information and use a style manual such as MLA or APA to create</p> <ul style="list-style-type: none"> <li>• Note cards</li> <li>• Formal outline</li> <li>• Works cited page or resource sheet</li> <li>• Thesis statement</li> <li>• Parenthetical citations within text</li> </ul>	<p><b>Student Book: 140</b></p>
<p>R.12.10.11 Summarize, paraphrase, and/or quote relevant information</p>	<p><b>Student Book: 140</b></p>
<p>R.12.10.12 Create research products such as</p> <ul style="list-style-type: none"> <li>• Oral <i>presentation</i></li> <li>• Reports</li> <li>• Essays</li> </ul>	<p><b>Student Book: 141</b></p>



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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	Reading & Writing Sourcebook, 11
<p><b>Speaking for literary response, expression and analysis</b></p> <p>OV.1.11.3            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</p>	<p><b>Student Book: 132-137</b></p>

**Standard 2: Listening**

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

Student Learning Expectations	Reading & Writing Sourcebook, 11
<p><b>Listening for information, interpretation, critical analysis, and evaluation</b></p> <p>OV.2.11.1            Demonstrate critical, empathetic, and reflective listening to interpret, respond to, and evaluate speakers' messages</p>	<p><b>Student Book: 168, 200</b></p>
<p>OV.2.11.4            Critique the clarity, accuracy, relevance, organization of evidence, and effectiveness of delivery of a <i>presentation</i></p>	<p><b>Student Book: 132-137, 200</b></p>
<p>OV.2.11.5            Demonstrate attentive, reflective, and critical listening skills to respond to, interpret, and evaluate speaker's message</p>	<p><b>Student Book: 132-137, 200</b></p>

## 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	Reading & Writing Sourcebook, 11
<p><b>Prewriting</b></p> <p>W.4.11.1 Apply appropriate prewriting strategies to address purpose and audience with emphasis on exposition</p>	<p><b>Student Book:</b> 17-18, 26-27, 37-38, 46-47, 58-59, 66-67, 79, 88, 97, 109-110, 120, 128, 138, 146, 156, 164, 173, 180-181, 193-194, 200, 211, 220, 228, 235-236</p>
<p><b>Drafting</b></p> <p>W.4.11.2 Communicate clearly the purpose of the writing</p>	<p><b>Student Book:</b> 19, 28, 39, 48-49, 60, 68-69, 80-81, 89, 98-99, 111-112, 121, 129-130, 139, 147, 157, 165, 174, 183, 195, 201, 212, 221, 229, 237-238</p>
<p>W.4.11.3 Write clear and varied sentences</p>	<p><b>Student Book:</b> 19, 39, 60, 70, 122, 166, 230</p>
<p>W.4.11.4 Elaborate ideas clearly and accurately through word choice, vivid description, and selected information</p>	<p><b>Student Book:</b> 52, 58-60, 120, 156, 169-172, 174</p>
<p>W.4.11.5 Adapt content vocabulary, <i>voice</i> and <i>tone</i> to audience, purpose, and situation</p>	<p><b>Student Book:</b> 60, 68-69</p>
<p>W.4.11.6 Arrange paragraphs into a logical progression with appropriate transition</p>	<p><b>Student Book:</b> 39, 48-49, 60, 68-69, 121</p>
<p><b>Revising</b></p> <p>W.4.11.7 Revise content of writing for central idea, elaboration, unity, and organization</p>	<p><b>Student Book:</b> 19, 28, 39, 48-49, 60, 68-69, 80-81, 89, 98-99, 111-112, 121, 129-130, 139, 147, 157, 165, 174, 183, 195, 201, 212, 221, 229, 237-238</p>
<p>W.4.11.8 Revise <i>style</i> of writing for selected vocabulary, selected information, sentence variety, <i>tone</i>, and <i>voice</i></p>	<p><b>Student Book:</b> 19, 39, 60, 70, 122, 166, 230</p>
<p>W.4.11.9 Revise <i>sentence formation</i> in writing for completeness, coordination, subordination, standard word order, and absence of fused sentence</p>	<p><b>Student Book:</b> 19, 60</p>
<p>W.4.11.10 Evaluate how well questions of purpose, audience and genre have been addressed</p>	<p><b>Student Book:</b> 19, 28, 39, 48-49, 60, 68-69, 80-81, 89, 98-99, 111-112, 121, 129-130, 139, 147, 157, 165, 174, 183, 195, 201, 212, 221, 229, 237-238</p>
<p><b>Editing</b></p> <p>W.4.11.11 Apply grammatical conventions to edit for standard inflections, agreement, word meaning, and conventions</p>	<p><b>Student Book:</b> 19, 39, 49, 60, 70, 122, 166, 230</p>

<b>Student Learning Expectations</b>	<b>Reading &amp; Writing Sourcebook, 11</b>
W.4.11.12 Apply grammatical conventions for capitalization, punctuation, formatting, and spelling	<b>Student Book:</b> 28, 49, 69, 80, 89, 121, 147, 157, 174, 183, 195, 201
<b>Publishing</b> W.4.11.13 Refine selected pieces frequently to publish for intended audiences and purposes	<b>Student Book:</b> 19, 28, 39, 48, 60, 68, 80, 89, 98, 111, 121, 129, 139, 147, 157, 165, 174, 183, 195, 201, 212, 221, 229, 237
W.4.11.14 Maintain a writing <i>portfolio</i> that exhibits growth and reflection in the progress of meeting goals and expectations	<b>Student Book:</b> 19, 28, 39, 48, 60, 68, 80, 89, 98, 111, 121, 129, 139, 147, 157, 165, 174, 183, 195, 201, 212, 221, 229, 237

## 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.**

<b>Student Learning Expectations</b>	<b>Reading &amp; Writing Sourcebook, 11</b>
<b>Purposes and Audiences</b> 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	<b>Student Book:</b> 19, 28, 39, 48-49, 60, 68-69, 80-81, 89, 98-99, 111-112, 121, 129-130, 139, 147, 157, 165, 174, 183, 195, 201, 212, 221, 229, 237-238
<b>Topics and Forms</b> W.5.11.2 Write <i>expository</i> compositions, including analytical essays and research reports, that <ul style="list-style-type: none"> <li>• assemble and convey evidence in support of the thesis</li> <li>• make distinctions between the relative value and significance of data, facts, and ideas</li> <li>• employ <i>visual aids</i> when appropriate</li> </ul>	<b>Student Book:</b> 27, 28, 68-69, 237-238
W.5.11.3 Write using <i>rhetorical strategies</i> with special emphasis on compare/contrast, argumentation/persuasion, cause/effect, and classification	<b>Student Book:</b> 111-112, 220
W.5.11.4 Write persuasive compositions that <ul style="list-style-type: none"> <li>• structure ideas and arguments</li> <li>• clarify and defend positions with precise and relevant evidence</li> <li>• use specific <i>rhetorical devices</i> to support assertions</li> <li>• address readers' concerns, counterclaims, biases, and expectations</li> </ul>	<b>Student Book:</b> 138, 139

<b>Student Learning Expectations</b>	<b>Reading &amp; Writing Sourcebook, 11</b>
<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"> <li>• follow a conventional format</li> <li>• address the intended audience</li> <li>• provide clear, purposeful information</li> <li>• use appropriate vocabulary, <i>tone</i>, and <i>style</i></li> </ul>	<b>Student Book:</b> 89, 157, 195
<p>W.5.11.6 Write poems using a range of poetic techniques, forms, and figurative language, emphasizing <i>free verse</i> poetry</p>	<b>Student Book:</b> 174
<p>W.5.11.7 Write responses to literature that</p> <ul style="list-style-type: none"> <li>• articulate the significant ideas of literary works</li> <li>• support important ideas and viewpoints</li> <li>• analyze the author’s use of stylistic devices</li> <li>• determine the impact of ambiguities, nuances, and complexities using evidence from the text</li> </ul>	<b>Student Book:</b> 20, 28, 40, 50, 61, 70, 81, 90, 99, 112, 122, 130, 140, 148, 158, 166, 175, 184, 196, 202, 213, 222, 230, 238
<p>W.5.11.8 Write on demand to a specified prompt within a given time frame</p>	<b>Student Book:</b> 19, 28, 39, 48-49, 60, 68-69, 80-81, 89, 98-99, 111-112, 121, 129-130, 139, 147, 157, 165, 174, 183, 195, 201, 212, 221, 229, 237-238
<p>W.5.11.9 Write across the curriculum</p>	<b>Student Book:</b> 19, 28, 39, 48-49, 60, 68-69, 80-81, 89, 98-99, 111-112, 121, 129-130, 139, 147, 157, 165, 174, 183, 195, 201, 212, 221, 229, 237-238

## **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.**

<b>Student Learning Expectations</b>	<b>Reading &amp; Writing Sourcebook, 11</b>
<p><b>Sentence Formation</b></p> <p>W.6.11.1 Use a variety of sentence structures, types, and lengths for effect in writing</p>	<b>Student Book:</b> 19, 60
<p><b>Usage</b></p> <p>W.6.11.2 Apply <i>usage</i> rules appropriately in all formal writing</p> <ul style="list-style-type: none"> <li>• Subject verb agreement</li> <li>• Pronoun agreement</li> <li>• Misplaced modifiers</li> <li>• Active and passive voice</li> <li>• Indicative and subjunctive mood</li> </ul>	<b>Student Book:</b> 98, 212, 221
<p><b>Capitalization</b></p> <p>W.6.11.4 Apply conventional rules of capitalization in writing</p>	<b>Student Book:</b> 80, 89, 174, 201

<b>Student Learning Expectations</b>	<b>Reading &amp; Writing Sourcebook, 11</b>
<b>Punctuation</b> W.6.11.5 Apply the punctuation rules appropriately in writing	<b>Student Book:</b> 28, 49, 69, 121, 147, 157, 183, 195

**Standard 7: Craftsmanship**

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

<b>Student Learning Expectations</b>	<b>Reading &amp; Writing Sourcebook, 11</b>
<b>Purposefully shaping and controlling language</b> W.7.11.1 Use figurative language effectively with emphasis on metaphor and symbolism	<b>Student Book:</b> 174
W.7.11.2 Use a variety of sentence structures, types, and lengths to contribute to <i>fluency</i> and interest	<b>Student Book:</b> 19, 60,
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	<b>Student Book:</b> 27, 28, 68-69
W.7.11.4 Demonstrate organization, unity, and coherence by using implied transitions and sequencing	<b>Student Book:</b> 19, 28, 39, 48-49, 60, 68-69, 80-81, 89, 98-99, 111-112, 121, 129-130, 139, 147, 157, 165, 174, 183, 195, 201, 212, 221, 229, 237-238
W.7.11.6 Combine <i>concrete</i> and <i>commentary information</i> for elaboration	<b>Student Book:</b> 19, 39, 80, 98, 111, 129, 139, 147, 165,
W.7.11.7 Use precise word choices that convey specific meaning	<b>Student Book:</b> 49, 98, 111, 165
W.7.11.8 Personalize writing to convey <i>voice</i> in formal and informal pieces	<b>Student Book:</b> 19, 28, 39, 48-49, 60, 68-69, 80-81, 89, 98-99, 111-112, 121, 129-130, 139, 147, 157, 165, 174, 183, 195, 201, 212, 221, 229, 237-238
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	<b>Student Book:</b> 21, 26, 27, 70, 122, 166
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	<b>Student Book:</b> 19, 60, 70, 122, 166

## Strand: Reading

### Standard 9: Comprehension

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

Student Learning Expectations	Reading & Writing Sourcebook, 11
<p><b>Literal and inferential understanding</b></p> <p>R.9.11.1 Connect own background knowledge to recognize and analyze personal biases brought to a text</p>	<p><b>Student Book:</b> 22-26, 37, 57, 100</p>
<p>R.9.11.2 Analyze <i>style</i> and diction to determine author's purpose</p>	<p><b>Student Book:</b> 19, 39, 60, 70, 88, 122, 166, 230</p>
<p>R.9.11.3 Develop and use appropriate strategies to support active reading and engagement</p>	<p><b>Student Book:</b> 13-16, 22-26, 30-37, 42-50, 52-57, 62-66, 73-79, 83-88, 92-96, 101-109, 114-122, 123-128, 133-138, 142-146, 150-156, 160-163, 169-173, 176-184, 187-193, 198-202, 205-213, 215-220, 222, 224-227, 231-235</p>
<p>R.9.11.4 Analyze how works of a given period reflect author's background, historical events, and cultural influences</p>	<p><b>Student Book:</b> 22-26</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><b>Student Book:</b> 26, 37, 66, 88</p>
<p><b>Summary and generalization</b></p> <p>R.9.11.6 Summarize and paraphrase structures in informational and literary texts, including relationships among concepts and details</p>	<p><b>Student Book:</b> 47, 48-49, 66, 108, 211, 212, 227</p>
<p><b>Analysis and evaluation</b></p> <p>R.9.11.7 Compare and contrast aspects of texts, including themes, conflicts, and allusions, both within and across texts</p>	<p><b>Student Book:</b> 111, 220</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>them</i>, and <i>purpose</i>)</p>	<p><b>Student Book:</b> 31-37</p>
<p>R.9.11.10 Analyze and defend a position using concepts gained from reading</p>	<p><b>Student Book:</b> 26, 37</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><b>Student Book:</b> 37, 128</p>

## Standard 10: Variety of Texts

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

Student Learning Expectations	Reading & Writing Sourcebook, 11
<p><b>Practical Texts</b></p> <p>R.10.11.1 Read across the curriculum a variety of such <i>practical texts</i> as advertisements, warranties, manuals, job and career descriptions, applications, college catalogs and financial documents</p>	<p><b>Student Book:</b> 13-16, 22-26, 30-37, 42-50, 52-57, 62-66, 73-79, 83-88, 92-96, 101-109, 114-122, 123-128, 133-138, 142-146, 150-156, 160-163, 169-173, 176-184, 187-193, 198-202, 205-213, 215-220, 222, 224-227, 231-235</p>
<p><b>Poetry</b></p> <p>R.10.11.3 Read a variety of poetry, including <i>free verse</i></p>	<p><b>Student Book:</b> 10, 168-173, 176-180, 198-200</p>
<p>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></p>	<p><b>Student Book:</b> 168-173, 176-180, 198-200</p>
<p>R.10.11.5 Analyze and compare characteristics of <i>free verse</i></p>	<p><b>Student Book:</b> 168-173, 176-180, 198-200</p>
<p>R.10.11.6 Analyze traditional and contemporary works of poets from many cultures</p>	<p><b>Student Book:</b> 168-173, 176-180, 198-200</p>
<p>R.10.11.7 Analyze the author’s possible use of <i>persona</i></p>	<p><b>Student Book:</b> 168-173, 176-180, 198-200</p>
<p>R.10.11.8 Analyze techniques poets use to evoke emotion in a reader</p>	<p><b>Student Book:</b> 168-173, 176-180, 198-200</p>
<p>R.10.11.9 Analyze word choice, <i>tone</i>, and <i>voice</i></p>	<p><b>Student Book:</b> 168-173, 176-180, 198-200</p>
<p>R.10.11.10 Paraphrase and interpret to find the meaning of selected poems, emphasizing the complete selection</p>	<p><b>Student Book:</b> 168-173, 176-180, 198-200</p>
<p><b>Literary and Content Prose</b></p> <p>R.10.11.18 Reads a variety of literary <i>content prose</i></p>	<p><b>Student Book:</b> 13-16, 22-26, 30-37, 42-50, 52-57, 62-66, 73-79, 83-88, 92-96, 101-109, 114-122, 123-128, 133-138, 142-146, 150-156, 160-163, 187-193, 205-213, 215-220, 222, 224-227, 231-235</p>
<p>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</p>	<p><b>Student Book:</b> 133-137</p>
<p>R.10.11.20 Describe literary contributions of various cultures</p>	<p><b>Student Book:</b> 13-16, 22-26, 30-37, 42-50, 52-57, 62-66, 73-79, 83-88, 92-96, 101-109, 114-122, 123-128, 133-138, 142-146, 150-156, 160-163, 187-193, 205-213, 215-220, 222, 224-227, 231-235</p>
<p>R.10.11.21 Use literary terms to critique a work</p>	<p><b>Student Book:</b> 13-16, 22-26, 30-37, 42-50, 52-57, 62-66, 73-79, 83-88, 92-96, 101-109, 114-122, 123-128, 133-138, 142-146, 150-156, 160-163, 187-193, 205-213, 215-220, 222, 224-227, 231-235</p>

<b>Student Learning Expectations</b>	<b>Reading &amp; Writing Sourcebook, 11</b>
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	<b>Student Book:</b> 13-16, 22-26, 30-37, 42-50, 52-57, 62-66, 73-79, 83-88, 92-96, 101-109, 114-122, 123-128, 133-138, 142-146, 150-156, 160-163, 187-193, 205-213, 215-220, 222, 224-227, 231-235
R.10.11.23 Analyze the prominence of a literary elements in a work	<b>Student Book:</b> 13-16, 22-26, 30-37, 42-50, 52-57, 62-66, 73-79, 83-88, 92-96, 101-109, 114-122, 123-128, 133-138, 142-146, 150-156, 160-163, 187-193, 205-213, 215-220, 222, 224-227, 231-235
R10.11.24 Analyze the impact of irony on a text	<b>Student Book:</b> 160
R10.11.25 Analyze several of an author’s works that deal with a single issue	<b>Student Book:</b> 114-120, 123-128
R.10.11.26 Evaluate the credibility of an author’s argument or defense	<b>Student Book:</b> 132-138

**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.**

<b>Student Learning Expectations</b>	<b>Reading &amp; Writing Sourcebook, 11</b>
<b>Word study and vocabulary</b> R.11.11.1 Recognize and apply specialized vocabulary	<b>Student Book:</b> 13-16, 22-26, 30-37, 42-50, 52-57, 62-66, 73-79, 83-88, 92-96, 101-109, 114-122, 123-128, 133-138, 142-146, 150-156, 160-163, 187-193, 205-213, 215-220, 222, 224-227, 231-235
R.11.11.4 Analyze the connotative power of words	<b>Student Book:</b> 52, 58, 114, 115, 133

**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.**

<b>Student Learning Expectations</b>	<b>Reading &amp; Writing Sourcebook, 11</b>
<b>Accessing information</b> R.12.11.1 Formulate original, open-ended questions to explore, narrow, and select a topic	<b>Student Book:</b> 26, 228



**Reading & Writing Sourcebook © 2000**  
**correlated to**  
**Arkansas English Language Arts**  
**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	Reading & Writing Sourcebook, 12
<p><b>Speaking to share understanding and information</b></p> <p>OV.1.12.1 Prepare and participate in such structured discussions as mock trials and other discussions or <i>presentations</i> outside the classroom</p>	<p><b>Student Book:</b> 12, 50, 59, 80, 139, 148, 157, 177</p>
<p><b>Speaking for literary response, expression and analysis</b></p> <p>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</p>	<p><b>Student Book:</b> 50, 59, 148, 157</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	Reading & Writing Sourcebook, 12
<p><b>Prewriting</b></p> <p>W.4.12.1 Apply appropriate prewriting strategies to address purpose and audience with emphasis on persuasion</p>	<p><b>Student Book:</b> 18, 28, 36-37, 44-45, 56, 65-66, 77, 84, 94, 107-108, 116, 123-124, 135-136, 143-144, 154, 162-163, 174, 163-164, 193, 200, 207-208, 218, 227, 234-235</p>
<p><b>Drafting</b></p> <p>W.4.12.2 Communicate clearly the purpose of the writing</p>	<p><b>Student Book:</b> 19, 29, 38, 46, 57, 67, 78, 85, 95, 109, 117, 125, 137, 145, 155, 164, 175, 185, 194, 201, 209, 219, 228, 235, 236</p>
<p>W.4.12.3 Write clear and varied sentences</p>	<p><b>Student Book:</b> 19, 38, 109, 155, 165, 185, 219, 229</p>

Student Learning Expectations	Reading & Writing Sourcebook, 12
W.4.12.4 Elaborate ideas clearly and accurately through word choice, vivid description, and selected information	<b>Student Book:</b> 44, 84, 116, 117, 143, 154
W.4.12.5 Adapt content vocabulary, <i>voice</i> and <i>tone</i> to audience, purpose, and situation	<b>Student Book:</b> 19, 29, 38, 46, 57, 67, 78, 85, 95, 109, 117, 125, 137, 145, 155, 164, 175, 185, 194, 201, 209, 219, 228, 235, 236
W.4.12.6 Arrange paragraphs into a logical progression with appropriate transition	<b>Student Book:</b> 19, 29, 109
<b>Revising</b>  W.4.12.7 Revise content of writing for central idea, elaboration, unity, and organization	<b>Student Book:</b> 19, 29, 38, 46, 57, 67, 78, 85, 95, 109, 117, 125, 137, 145, 155, 164, 175, 185, 194, 201, 209, 219, 228, 235, 236
W.4.12.8 Revise <i>style</i> of writing for selected vocabulary, selected information, sentence variety, <i>tone</i> , and <i>voice</i>	<b>Student Book:</b> 19, 29, 38, 46, 57, 67, 78, 85, 95, 109, 117, 125, 137, 145, 155, 164, 175, 185, 194, 201, 209, 219, 228, 235, 236
W.4.12.9 Revise <i>sentence formation</i> in writing for completeness, coordination, subordination, standard word order, and absence of fused sentence	<b>Student Book:</b> 155, 165
W.4.12.10 Evaluate how well questions of purpose, audience and genre have been addressed	<b>Student Book:</b> 19, 29, 38, 46, 57, 67, 78, 85, 95, 109, 117, 125, 137, 145, 155, 164, 175, 185, 194, 201, 209, 219, 228, 235, 236
<b>Editing</b>  W.4.12.11 Apply grammatical conventions to edit for standard inflections, agreement, word meaning, and conventions	<b>Student Book:</b> 38, 47, 49, 96, 109, 117, 185, 219
W.4.12.12 Apply grammatical conventions for capitalization, punctuation, formatting, and spelling	<b>Student Book:</b> 19, 29, 47, 57, 67, 78, 85, 125, 137, 145, 175, 194, 201, 209, 219, 236
<b>Publishing</b>  W.4.12.14 Maintain a writing <i>portfolio</i> that exhibits growth and reflection in the progress of meeting goals and expectations	<b>Student Book:</b> 19, 29, 38, 46, 57, 67, 78, 85, 95, 109, 117, 125, 137, 145, 155, 164, 175, 185, 194, 201, 209, 219, 228, 235, 236

## 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	Reading & Writing Sourcebook, 12
<p><b>Purposes and Audiences</b></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><b>Student Book:</b> 19, 29, 38, 46, 57, 67, 78, 85, 95, 109, 117, 125, 137, 145, 155, 164, 175, 185, 194, 201, 209, 219, 228, 235, 236</p>
<p><b>Topics and Forms</b></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"> <li>• assemble and convey evidence in support of the thesis</li> <li>• make distinctions between the relative value and significance of data, facts, and ideas</li> <li>• employ <i>visual aids</i> when appropriate</li> </ul>	<p><b>Student Book:</b> 38</p>
<p>W.5.12.3 Write using rhetorical strategies with special emphasis on compare/contrast, argumentation/persuasion, cause/effect, and classification</p>	<p><b>Student Book:</b> 45, 183-186</p>
<p>W.5.12.4 Write persuasive compositions that</p> <ul style="list-style-type: none"> <li>• structure ideas and arguments</li> <li>• clarify and defend positions with precise and relevant evidence</li> <li>• use specific <i>rhetorical devices</i> to support assertions</li> <li>• address readers' concerns, counterclaims, biases, and expectations</li> </ul>	<p><b>Student Book:</b> 183-186</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"> <li>• follow a conventional format</li> <li>• address the intended audience</li> <li>• provide clear, purposeful information</li> <li>• use appropriate vocabulary, <i>tone</i>, and <i>style</i></li> </ul>	<p><b>Student Book:</b> 78, 209-210</p>
<p>W.5.12.6 Write poems using a range of poetic techniques, forms, and figurative language, emphasizing sonnets</p>	<p><b>Student Book:</b> 145</p>

<b>Student Learning Expectations</b>	<b>Reading &amp; Writing Sourcebook, 12</b>
<p>W.5.12.7 Write responses to literature that</p> <ul style="list-style-type: none"> <li>• articulate the significant ideas of literary works</li> <li>• support important ideas and viewpoints</li> <li>• analyze and evaluate the author’s use of stylistic devices</li> <li>• evaluate the impact of ambiguities, nuances, and complexities using evidence from the text</li> </ul>	<p><b>Student Book:</b> 8-10, 12-17, 20, 21-27, 30, 32-35, 39, 40-43, 48, 50-55, 58, 59-64, 68, 70-76, 79, 80-83, 84-86, 88-93, 95, 97, 98-106, 109, 110, 112-115, 117, 118, 119-122, 126, 128-134, 138, 139-142, 146, 148-153, 156, 157-161, 166, 168-173, 176, 177-182, 186, 188-192, 195, 196-199, 202, 204-206, 210, 211-217, 220, 222-226, 229, 230-233, 236, 237</p>
<p>W.5.12.8 Write on demand to a specified prompt within a given time frame</p>	<p><b>Student Book:</b> 19, 29, 38, 46, 57, 67, 78, 85, 95, 109, 117, 125, 137, 145, 155, 164, 175, 185, 194, 201, 209, 219, 228, 235, 236</p>
<p>W.5.12.9 Write across the curriculum</p>	<p><b>Student Book:</b> 19, 29, 38, 46, 57, 67, 78, 85, 95, 109, 117, 125, 137, 145, 155, 164, 175, 185, 194, 201, 209, 219, 228, 235, 236</p>

## **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.**

<b>Student Learning Expectations</b>	<b>Reading &amp; Writing Sourcebook, 12</b>
<p><b>Sentence Formation</b></p> <p>W.6.12.1 Use a variety of sentence structures, types, and lengths for effect in writing</p>	<p><b>Student Book:</b> 19, 38, 109, 155, 165, 185, 219, 229</p>
<p><b>Usage</b></p> <p>W.6.12.2 Apply <i>usage</i> rules appropriately in all formal writing</p>	<p><b>Student Book:</b> 38, 47, 49, 96, 109, 117, 185, 219</p>
<p><b>Capitalization</b></p> <p>W.6.12.4 Apply conventional rules of capitalization in writing</p>	<p><b>Student Book:</b> 19, 78, 85, 145, 236</p>
<p><b>Punctuation</b></p> <p>W.6.12.5 Apply the punctuation rules appropriately in writing</p>	<p><b>Student Book:</b> 19, 29, 47, 57, 67, 125, 137, 175, 194, 201, 209, 219, 236</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.**

<b>Student Learning Expectations</b>	<b>Reading &amp; Writing Sourcebook, 12</b>
<p><b>Purposefully shaping and controlling language</b></p> <p>W.7.12.1 Use figurative language effectively with emphasis on extended metaphor</p>	<p><b>Student Book:</b> 143, 145</p>

<b>Student Learning Expectations</b>	<b>Reading &amp; Writing Sourcebook, 12</b>
W.7.12.2 Use a variety of sentence structures, types, and lengths to contribute to <i>fluency</i> and interest	<b>Student Book:</b> 19, 38, 109, 155, 165, 185, 219, 229
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	<b>Student Book:</b> 19, 29, 38, 46, 57, 67, 78, 85, 95, 109, 117, 125, 137, 145, 155, 164, 175, 185, 194, 201, 209, 219, 228, 235, 236
W.7.12.4 Demonstrate organization, unity, and coherence by using implied transitions and sequencing	<b>Student Book:</b> 19, 29, 38, 46, 57, 67, 78, 85, 95, 109, 117, 125, 137, 145, 155, 164, 175, 185, 194, 201, 209, 219, 228, 235, 236
W.7.12.5 Use extension and multi-level elaboration to develop an idea emphasizing models from professional writing	<b>Student Book:</b> 19, 29, 38, 46, 57, 67, 78, 85, 95, 109, 117, 125, 137, 145, 155, 164, 175, 185, 194, 201, 209, 219, 228, 235, 236
W.7.12.6 Balance <i>concrete</i> and <i>commentary information</i> within a piece	<b>Student Book:</b> 219
W.7.12.7 Use precise word choices that convey specific meaning	<b>Student Book:</b> 47, 96, 101, 116, 117, 185, 229
W.7.12.8 Personalize writing to convey <i>voice</i> in formal and informal pieces	<b>Student Book:</b> 19, 29, 38, 46, 57, 67, 78, 85, 95, 109, 117, 125, 137, 145, 155, 164, 175, 185, 194, 201, 209, 219, 228, 235, 236
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	<b>Student Book:</b> 19, 29, 38, 46, 57, 67, 78, 85, 95, 109, 117, 125, 137, 145, 155, 164, 175, 185, 194, 201, 209, 219, 228, 235, 236
W.7.12.10 Structure ideas and arguments in a sustained and persuasive way and support them with precise and relevant examples	<b>Student Book:</b> 183-186
W.7.12.11 Critique professional and peer writing for consistency of <i>style</i>	<b>Student Book:</b> 118, 220

## 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.**

<b>Student Learning Expectations</b>	<b>Reading &amp; Writing Sourcebook, 12</b>
<b>Literal and inferential understanding</b>	<b>Student Book:</b> 139
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>	<b>Student Book:</b> 118, 220

<b>Student Learning Expectations</b>	<b>Reading &amp; Writing Sourcebook, 12</b>
R.9.12.3 Evaluate and select individualized strategies to support active reading and engagement	<b>Student Book:</b> 12-17, 21-27, 32-35, 40-44, 50-56, 59-65, 70-76, 80-83, 88-94, 98-107, 112-116, 119-123, 128-134, 139-143, 148-154, 157-162, 168-174, 177-183, 188-192, 196-200, 204-206, 211-218, 222-227, 230-234
R.9.12.4 Analyze and evaluate how works of a given period reflect author’s background, historical events, and cultural influences	<b>Student Book:</b> 148-153, 188-192, 196-199
R.9.12.5 Draw inferences from multiple selections and authors (including conclusions, generalizations, and predictions) and support them with text evidence	<b>Student Book:</b> 12-17, 21-27, 32-35, 40-44, 50-56, 59-65, 70-76, 80-83, 88-94, 98-107, 112-116, 119-123, 128-134, 139-143, 148-154, 157-162, 168-174, 177-183, 188-192, 196-200, 204-206, 211-218, 222-227, 230-234
<b>Summary and generalization</b>  R.9.12.7 Summarize and paraphrase complex structures in informational and literary texts, including relationships among concepts and details	<b>Student Book:</b> 95, 173
<b>Analysis and evaluation</b>  R.9.12.8 Investigate both the features and the <i>rhetorical devices</i> of different policy statements, speeches, debates, or other public documents and the ways in which authors use those features and devices	<b>Student Book:</b> 10
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.)	<b>Student Book:</b> 106, 107
R.9.12.11 Defend and justify a position using concepts gained from reading	<b>Student Book:</b> 65, 107
R.9.12.12 Analyze and evaluate the effects of <i>rhetorical devices</i>	<b>Student Book:</b> 12-17, 21-27, 32-35, 40-44, 50-56, 59-65, 70-76, 80-83, 88-94, 98-107, 112-116, 119-123, 128-134, 139-143, 148-154, 157-162, 168-174, 177-183, 188-192, 196-200, 204-206, 211-218, 222-227, 230-234
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>	<b>Student Book:</b> 12-17, 21-27, 32-35, 40-44, 50-56, 59-65, 70-76, 80-83, 88-94, 98-107, 112-116, 119-123, 128-134, 139-143, 148-154, 157-162, 168-174, 177-183, 188-192, 196-200, 204-206, 211-218, 222-227, 230-234

## Standard 10: Variety of Texts

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

<b>Student Learning Expectations</b>	<b>Reading &amp; Writing Sourcebook, 12</b>
<b>Poetry</b>  R.10.12.3 Read a variety of poetry, including free and formal verse and <i>narrative</i> and lyric poetry	<b>Student Book:</b> 139-140

Student Learning Expectations	Reading & Writing Sourcebook, 12
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>	<b>Student Book:</b> 139-143
R.10.12.5 Analyze and compare characteristics of formal verse, including sonnets, sestinas, and villanelles	<b>Student Book:</b> 139-143
R.10.12.6 Evaluate traditional and contemporary works of poets from many cultures	<b>Student Book:</b> 139-143
R.10.12.7 Evaluate the effectiveness of the author’s use of <i>persona</i>	<b>Student Book:</b> 139-1543
R.10.12.8 Evaluate techniques poets use to evoke emotion in a reader	<b>Student Book:</b> 139-143
R.10.12.9 Evaluate the effectiveness of word choice, <i>tone</i> , and <i>voice</i>	<b>Student Book:</b> 139-143
R.10.12.10 Paraphrase and interpret to find the meaning of selected poems, emphasizing multiple selections and authors	<b>Student Book:</b> 139-143
<b>Literary and Content Prose</b> R.10.12.17 Read a variety of literary and <i>content prose</i>	<b>Student Book:</b> 12-17, 21-27, 32-35, 40-44, 50-56, 59-65, 70-76, 80-83, 88-94, 98-107, 112-116, 119-123, 128-134, 148-154, 157-162, 168-174, 177-183, 188-192, 196-200, 204-206, 211-218, 222-227, 230-234
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	<b>Student Book:</b> 12-17, 149-154
R.10.12.19 Compare and contrast the literary contributions of various cultures	<b>Student Book:</b> 12-17, 21-27, 32-35, 40-44, 50-56, 59-65, 70-76, 80-83, 88-94, 98-107, 112-116, 119-123, 128-134, 148-154, 157-162, 168-174, 177-183, 188-192, 196-200, 204-206, 211-218, 222-227, 230-234
R.10.12.20 Evaluate an author’s use of <i>literary devices</i>	<b>Student Book:</b> 12-17, 21-27, 32-35, 40-44, 50-56, 59-65, 70-76, 80-83, 88-94, 98-107, 112-116, 119-123, 128-134, 148-154, 157-162, 168-174, 177-183, 188-192, 196-200, 204-206, 211-218, 222-227, 230-234
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	<b>Student Book:</b> 12-17, 21-27, 32-35, 40-44, 50-56, 59-65, 70-76, 80-83, 88-94, 98-107, 112-116, 119-123, 128-134, 148-154, 157-162, 168-174, 177-183, 188-192, 196-200, 204-206, 211-218, 222-227, 230-234
R.10.12.22 Evaluate the significance of literary elements in a work	<b>Student Book:</b> 12-17, 21-27, 32-35, 40-44, 50-56, 59-65, 70-76, 80-83, 88-94, 98-107, 112-116, 119-123, 128-134, 148-154, 157-162, 168-174, 177-183, 188-192, 196-200, 204-206, 211-218, 222-227, 230-234
R10.12.24 Analyze several of an author’s works that deal with a single issue	<b>Student Book:</b> 168-174, 177-183

<b>Student Learning Expectations</b>	<b>Reading &amp; Writing Sourcebook, 12</b>
R10.12.25 Evaluate the credibility of an author’s argument or defense	<b>Student Book:</b> 177-183

**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.**

<b>Student Learning Expectations</b>	<b>Reading &amp; Writing Sourcebook, 12</b>
<b>Word study and vocabulary</b>  R.11.12.1 Recognize and apply specialized vocabulary	<b>Student Book:</b> 44, 49, 96, 116
R.11.12.4 Interpret the connotative power of words	<b>Student Book:</b> 44, 49, 96, 116

**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.**

<b>Student Learning Expectations</b>	<b>Reading &amp; Writing Sourcebook, 12</b>
<b>Accessing information</b>  R.12.12.1 Formulate original, open-ended questions to explore, narrow, and select a topic	<b>Student Book:</b> 183
R.12.12.2 Establish a focus for research and design a research plan to defend a position or prove/disprove a hypothesis	<b>Student Book:</b> 184
R.12.12.3 Access multiple sources using a variety of research tools with increasing proficiency	<b>Student Book:</b> 184
<b>Evaluating credibility and identifying relevant information</b>  R.12.12.4 Evaluate the credibility of authors and reliability of sources	<b>Student Book:</b> 183
R.12.12.5 Evaluate ways to verify the accuracy and usefulness of information	<b>Student Book:</b> 183
R.12.12.6 Synthesize information from multiple <i>primary</i> and <i>secondary sources</i>	<b>Student Book:</b> 183

Student Learning Expectations	Reading & Writing Sourcebook, 12
<p><b>Interpreting and presenting information</b></p> <p>R.12.12.8 Organize information and use a style manual such as MLA or APA to create</p> <ul style="list-style-type: none"> <li>• Note cards or other note taking forms</li> <li>• Formal outline</li> <li>• Works cited page or resource sheet</li> <li>• Thesis statement</li> <li>• Parenthetical citations within text</li> <li>• Title page or style heading</li> </ul>	<p><b>Student Book: 183</b></p>
<p>R.12.12.9 Summarize, paraphrase, and/or quote relevant information</p>	<p><b>Student Book: 184</b></p>
<p>R.12.12.10 Create a formal research paper</p>	<p><b>Student Book: 185</b></p>



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