

# READER'S HANDBOOK

## Grades 3-12

correlated to

## Arkansas

# English Language Arts Curriculum Framework



EDUCATION GROUP



A Houghton Mifflin Company

**YOUR ARKANSAS GREAT SOURCE REPRESENTATIVES**

**DEBRA & JIM SIMPSON**

800-289-4490, option 4

# READER'S HANDBOOK

## Grades 3-12

correlated to

## Arkansas English Language Arts

## Curriculum Framework

### Table of Contents

Grade 3 .....	pages 1-7
Grade 4 .....	pages 8-15
Grade 5 .....	pages 16-24
Grade 6 .....	pages 25-34
Grade 7.....	pages 35-44
Grade 8 .....	pages 45-54
Grade 9 .....	pages 55-65
Grade 10 .....	pages 66-77
Grade 11 .....	pages 78-88
Grade 12 .....	pages 89-99



**Reader's Handbook © 2004**  
**correlated to**  
**Arkansas English Language Arts**  
**Curriculum Framework**  
**Grade 3**

**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 2 : L i s t e n i n g**

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

Student Learning Expectations	Reader's Handbook, 3
<b>Listening for information and understanding</b>  OV.2.3.2 Listen and summarize information	<b>Student Handbook:</b> 146, 153, 275, 281, 398-399,
OV.2.3.3 Listen to acquire new vocabulary	<b>Student Handbook:</b> 93

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

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

Student Learning Expectations	Reader's Handbook, 3
<b>Utilizing media for information and understanding</b>  OV.3.3.1 Gather and use information from various types of media	<b>Student Handbook:</b> 141-205
<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 Handbook:</b> 163, 165, 169, 171, 178, 179, 180, 187

## 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	Reader's Handbook, 3
<b>Prewriting</b> W.4.3.1 Use a variety of planning strategies/organizers	<b>Student Handbook: 31</b>
W.4.3.2 Focus on a central idea	<b>Student Handbook: 377, 378, 380, 381</b>
W.4.3.5 Use available technology to collect information for writing	<b>Student Handbook: 141-205</b>
<b>Drafting</b> W.4.3.6 Develop drafts by sorting information into categories as paragraphs	<b>Student Handbook: 381</b>
W.4.3.7 Create well-developed introductory and concluding paragraphs	<b>Student Handbook: 380</b>
W.4.3.8 Include descriptive details that elaborate the central idea	<b>Student Handbook: 379, 380</b>
<b>Revising</b> W.4.3.9 Revise writing for organization, precise vocabulary, and purposefully selected information from peer responses and teacher conference	<b>Student Handbook: 31</b>
W.4.3.10 Utilize a revision checklist developed by the class to independently revise writing	<b>Student Handbook: 382</b>
<b>Editing</b> W.4.3.11 Edit for spelling of appropriate words, <i>usage</i> , punctuation, capitalization, and sentence structure	<b>Student Handbook: 31</b>

## Standard 6: Conventions

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

Student Learning Expectations	Reader's Handbook, 3
<b>Spelling</b> W.6.3.9 Use less common visual patterns to spell unfamiliar words	<b>Student Handbook:</b> 78, 80, 433-437
W.6.3.10 Use correct spelling for high frequency words, including irregular plurals	<b>Student Handbook:</b> 435
W.6.3.11 Use knowledge of suffixes to correctly spell words	<b>Student Handbook:</b> 83-84
W.6.3.12 Use inflectional ending patterns (i.e., consonant doubling, dropping <i>e</i> , changing <i>y</i> to <i>i</i> )	<b>Student Handbook:</b> 435-437
W.6.3.13 Spell commonly used <i>homophones</i> correctly in context	<b>Student Handbook:</b> 82, 86-87, 94
<b>Formatting</b> W.6.3.20 Indent to show paragraphs	<b>Student Handbook:</b> 113, 381

## Standard 7: Craftsmanship

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

Student Learning Expectations	Reader's Handbook, 3
<b>Purposefully shaping and controlling language</b> W.7.3.1 Use <i>organizational structure</i> that is useful to the reader	<b>Student Handbook:</b> 379, 380
W.7.3.2 Include relevant information and elaboration on the topic	<b>Student Handbook:</b> 379, 380
W.7.3.3 Arrange steps in a logical sequence	<b>Student Handbook:</b> 379, 380
W.7.3.4 Use transition words	<b>Student Handbook:</b> 380
W.7.3.5 Make word choices to accurately convey the message	<b>Student Handbook:</b> 380
W.7.3.7 Use a checklist to monitor expectations in writing	<b>Student Handbook:</b> 381

## Strand: Reading

### Standard 9: Comprehension

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

Student Learning Expectations	Reader's Handbook, 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>	<b>Student Handbook:</b> 48-49
<p>R.9.3.2 Use prior knowledge to determine a purpose for reading</p>	<b>Student Handbook:</b> 34, 37
<p><b>Using connections to make meaning</b></p> <p>R.9.3.3 Make connections from text to world during reading</p>	<b>Student Handbook:</b> 50-51
<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>	<b>Student Handbook:</b> 28-29
<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>	<b>Student Handbook:</b> 253, 257, 367,
<p>R.9.3.6 Question the author's purpose</p>	<b>Student Handbook:</b> 127
<p>R.9.3.7 Ask questions and support answers by connecting prior knowledge with literal and inferential information found in the text</p>	<b>Student Handbook:</b> 50-51
<p><b>Using inferences to make meaning</b></p> <p>R.9.3.8 Discuss why an author may have selected particular words or phrases</p>	<b>Student Handbook:</b> 48-49, 71, 357
<p>R.9.3.9 Draw inferences, such as conclusions or generalizations, and support them with text evidence and/or personal experiences</p>	<b>Student Handbook:</b> 48-49, 71, 357
<p><b>Determining importance to make meaning</b></p> <p>R.9.3.10 Organize information and events logically</p>	<b>Student Handbook:</b> 121, 123, 126, 128, 131, 135, 137, 138-139, 146, 149, 152, 153, 162, 165, 275, 276, 281, 286, 293
<p>R.9.3.11 Determine the purpose for reading</p>	<b>Student Handbook:</b> 26-29, 37

<b>Student Learning Expectations</b>	<b>Reader's Handbook, 3</b>
<b>Summarizing and synthesizing for meaning</b> R.9.3.12 Summarize a story	<b>Student Handbook:</b> 398-399
R.9.3.13 Summarize major points found in nonfiction materials	<b>Student Handbook:</b> 146, 153, 169, 171, 173, 178, 399
R.9.3.14 Follow directions encountered in functional texts	<b>Student Handbook:</b> 248

## **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>Reader's Handbook, 3</b>
<b>Exhibit behaviors and habits of an active reader</b> R.10.3.1 Read daily	<b>Student Handbook:</b> 65
R.10.3.2 Demonstrate knowledge of the content, <i>style</i> , and theme of the works of a single author	<b>Student Handbook:</b> 318, 347
R.10.3.3 Discuss authors, stories, and other texts and make recommendations to classmates and teachers	<b>Student Handbook:</b> 43, 281, 293
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	<b>Student Handbook:</b> 41, 63
R.10.3.5 Self-select materials on independent reading level based on personal interest, knowledge of authors, and different types of text	<b>Student Handbook:</b> 34
R.10.3.6 Use graphic organizers including character webs and K-W-L charts to make meaning of the reading selection	<b>Student Handbook:</b> 214, 215, 220, 414
R.10.3.7 Utilize the appropriate areas of the library/media center to select reading materials	<b>Student Handbook:</b> 34
<b>Reading a variety of informational materials for enjoyment and critical analysis</b> R.10.3.8 Read a variety of information texts, including sequential formats	<b>Student Handbook:</b> 141-205
R.10.3.9 Recognize <i>expository</i> text structures which are sequential	<b>Student Handbook:</b> 124, 128

<b>Student Learning Expectations</b>	<b>Reader's Handbook, 3</b>
R.10.3.10 Describe in own words new information gained from texts and relate it to prior knowledge	<b>Student Handbook:</b> 150, 163
<b>Reading a variety of literature for enjoyment and critical analysis</b>  R.10.3.11 Read a variety of stories, including tall tales and fables	<b>Student Handbook:</b> 270-281, 282-293, 294-305
R.10.3.14 Identify language and <i>literary devices</i> , including mood	<b>Student Handbook:</b> 327, 331, 332, 333, 336, 337, 344
<b>Reading a variety of poetry for enjoyment and critical analysis</b>  R.10.3.15 Read a variety of poetry, including <i>diamantes</i> and <i>cinquains</i>	<b>Student Handbook:</b> 294-305, 340
R.10.3.16 Discuss poetry to determine meaning	<b>Student Handbook:</b> 298
R.10.3.17 Analyze poetry to identify the characteristics of <i>cinquains</i>	<b>Student Handbook:</b> 300
<b>Reading a variety of practical materials for enjoyment and critical analysis</b>  R.10.3.18 Read a variety of functional/ <i>practical texts</i> , including menus, recipes, and maps	<b>Student Handbook:</b> 198, 265
R.10.3.19 Use functional print, including recipes, menus, and maps, to accomplish tasks	<b>Student Handbook:</b> 198, 265
R.10.3.20 Use a dictionary, index, thesaurus, encyclopedia, and online reference materials to enhance reading	<b>Student Handbook:</b> 91, 95-97, 194, 174-180, 204, 205

**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>Reader's Handbook, 3</b>
<b>Meaning-based word recognition</b>  R.11.3.1 Use context clues to determine the precise meaning of new words	<b>Student Handbook:</b> 98-104
R.11.3.2 Use knowledge of irregular plurals, verb tenses, <i>homonyms</i> , <i>homographs</i> , <i>homophones</i> , prefixes, and suffixes to read with meaning	<b>Student Handbook:</b> 82, 86-87, 94

<b>Student Learning Expectations</b>	<b>Reader's Handbook, 3</b>
<b>Spelling-sound word recognition (phonics)</b> R.11.3.6 Decode words using variant vowel patterns	<b>Student Handbook:</b> 76-77, 78, 428, 429
R.11.3.7 Decode multi-syllabic words using simple syllable patterns	<b>Student Handbook:</b> 78, 79, 80
<b>Word Study and vocabulary</b> R.11.3.9 Categorize words as nouns, action verbs, synonyms, and antonyms during discussions about words	<b>Student Handbook:</b> 94, 98-100, 106-107
<b>Reading with fluency and expression</b> R.11.3.12 Read familiar grade level texts using appropriate rhythm, pace, phrasing, punctuation, and intonation	<b>Student Handbook:</b> 69, 71

**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>Reader's Handbook, 3</b>
<b>Accessing information</b> IR.12.3.1 Generate questions about important and interesting topics	<b>Student Handbook:</b> 143, 155, 167, 175, 181
IR.12.3.3 Use <i>text features</i> of nonfiction (e.g., heading, subheading, bold print, italics, etc.) to locate information	<b>Student Handbook:</b> 143, 155, 167
IR.12.3.5 Consult multiple resources, including print (e.g., dictionaries, encyclopedia, atlases, reference books, thesauri, etc.), technology, and experts to address questions	<b>Student Handbook:</b> 91, 95-97, 194, 174-180, 204, 205
<b>Interpreting Information</b> IR.12.3.6 Compile information into various formats	<b>Student Handbook:</b> 146, 149, 152, 158, 160, 162, 165
IR.12.3.7 Organize information to draw a conclusion	<b>Student Handbook:</b> 46-54, 121, 126, 128, 135, 216-217, 425



**Reader's Handbook © 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	Reader's Handbook, 4
<b>Speaking Vocabulary</b> OV.1.4.1 Use subject-related information and vocabulary	<b>Student Handbook:</b> 495-496, 497, 498-499, 500-503, 510
<b>Speaking to share understanding of information</b> OV.1.4.8 Participate in formal and informal discussions about a variety of topics including state and/or national events	<b>Student Handbook:</b> 156, 266
OV.1.4.11 Participate in a variety of speaking activities, including book reports	<b>Student Handbook:</b> 156, 266
<b>Speaking for critical analysis and evaluation</b> OV.1.4.12 Ask and answer relevant questions and make contributions in small or large group discussions	<b>Student Handbook:</b> 156, 266

**Standard 2: Listening**

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

Student Learning Expectations	Reader's Handbook, 4
<b>Listening for information and understanding</b> OV.2.4.1 Demonstrate active listening behaviors (i.e., beginning note taking)	<b>Student Handbook:</b> 526-527, 547
OV.2.4.2 Listen and evaluate information	<b>Student Handbook:</b> 138, 173, 531

<b>Student Learning Expectations</b>	<b>Reader's Handbook, 4</b>
OV.2.4.3 Listen to understand, organize, and remember directions for doing tasks and assignments	<b>Student Handbook:</b> 459, 464
<b>Listening and responding to literature</b> OV.2.4.4 Listen and respond to literature, including inferring underlying themes or messages	<b>Student Handbook:</b> 36, 136, 137, 252, 447-448, 523, 550

### **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>Reader's Handbook, 4</b>
<b>Utilizing media for information and understanding</b> OV.3.4.1 Distinguish the purpose of various types of media presentations, including persuasive presentations	<b>Student Handbook:</b> 49, 167-174, 196, 463

### **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>Reader's Handbook, 4</b>
<b>Prewriting</b> W.4.4.1 Organize writing to convey a central idea	<b>Student Handbook:</b> 25, 460, 462, 463
W.4.4.2 Focus on one aspect of a topic	<b>Student Handbook:</b> 460, 462, 463
W.4.4.3 Select relevant information from a variety of sources	<b>Student Handbook:</b> 187-188, 190, 194, 276
W.4.4.4 Use available technology to collect information for writing	<b>Student Handbook:</b> 390-398
<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 Handbook:</b> 25
W.4.4.6 Create an introduction that hooks the reader	<b>Student Handbook:</b> 463
W.4.4.7 Write several related paragraphs on the same topic	<b>Student Handbook:</b> 459

<b>Student Learning Expectations</b>	<b>Reader's Handbook, 4</b>
W.4.4.8 Develop strong closure	<b>Student Handbook:</b> 460, 463
W.4.4.9 Draft information collected during reading and/or research into writing	<b>Student Handbook:</b> 25
<b>Revising</b>  W.4.4.10 Revise writing to utilize elements of <i>style</i> , including word choice and sentence variation	<b>Student Handbook:</b> 25
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 Handbook:</b> 25, 458, 459, 464
W.4.4.12 Select a revision checklist to independently revise writing	<b>Student Handbook:</b> 464
<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 Handbook:</b> 25, 458, 459, 464

**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>Reader's Handbook, 4</b>
<b>Purpose and Audiences</b>  W.5.4.2 Write to define, clarify, develop ideas, and express creativity	<b>Student Handbook:</b> 460, 463, 464
W.5.4.3 Record reactions to personal and school related experiences	<b>Student Handbook:</b> 463
<b>Topics and Forms</b>  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 Handbook:</b> 49, 460, 461-462, 463
W.5.4.7 Write <i>free verse</i> and <i>limericks</i>	<b>Student Handbook:</b> 333

<b>Student Learning Expectations</b>	<b>Reader's Handbook, 4</b>
W.5.4.9 Write summaries based on the main idea of a reading selection and its most significant details	<b>Student Handbook:</b> 33, 148, 461-462, 536-537
W.5.4.10 Write on demand to a specified prompt within a given time frame	<b>Student Handbook:</b> 457-464

## **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>Reader's Handbook, 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 Handbook:</b> 25
<b>Spelling</b>  W.6.4.10 Demonstrate use of conventional spelling by spelling most words correctly	<b>Student Handbook:</b> 25, 508
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 Handbook:</b> 508
W.6.4.12 Use knowledge of syllables and affixes to spell words correctly	<b>Student Handbook:</b> 505, 506, 560-561
<b>Formatting</b>  W.6.4.21 Indicate paragraphs using indention or block style	<b>Student Handbook:</b> 464

## **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>Reader's Handbook, 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 Handbook:</b> 463
W.7.4.2 Use logical sequence	<b>Student Handbook:</b> 25, 457, 460, 463
W.7.4.4 Describe characters and setting	<b>Student Handbook:</b> 242-248, 249-253, 286, 292, 349, 385

## Strand: Reading

### Standard 9: Comprehension

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

Student Learning Expectations	Reader's Handbook, 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 Handbook:</b> 36-39, 40-41</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 Handbook:</b> 31, 40, 70, 84, 97, 140, 153, 221, 237, 306, 363, 400, 452</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 Handbook:</b> 24, 40, 251-252, 542-543</p>
<p>R.9.4.4 Revise mental pictures based on new information from the text</p>	<p><b>Student Handbook:</b> 32, 71, 85, 98, 141, 154, 165, 222, 238, 307, 364, 401, 453</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 Handbook:</b> 40, 135, 153, 169, 253</p>
<p>R.9.4.6 Use additional resources to support answers to questions formulated before, during, and after reading</p>	<p><b>Student Handbook:</b> 19, 22, 32, 40-41, 71, 85, 141, 154, 165, 222, 238, 307, 364, 401, 453, 544-559</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 Handbook:</b> 36, 136-137, 252, 523, 550</p>
<p>R.9.4.8 Describe how the author's purpose determines the choice of language and information in a text</p>	<p><b>Student Handbook:</b> 158, 285, 365, 169, 170, 171, 530-531</p>
<p>R.9.4.9 Use inferences to expand understanding of context knowledge</p>	<p><b>Student Handbook:</b> 36, 136-137, 447-448, 523</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 Handbook:</b> 30, 40-41, 64, 222, 522-523</p>
<p>R.9.4.11 Read a text for a variety of purposes</p>	<p><b>Student Handbook:</b> 22-23, 28-55</p>

<b>Student Learning Expectations</b>	<b>Reader's Handbook, 4</b>
<b>Summarizing and synthesizing for meaning</b> R.9.4.12 Summarize content of selection, identifying important ideas and providing details for each important idea	<b>Student Handbook:</b> 33, 148, 170, 235, 360, 526, 556, 536-537

**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>Reader's Handbook, 4</b>
<b>Exhibit behaviors and habits of an active reader</b> R.10.4.1 Read daily	<b>Student Handbook:</b> 22, 42
R.10.4.2 Compare and contrast fiction and nonfiction	<b>Student Handbook:</b> 195-209, 283-295
R.10.4.3 Analyze and compare the distinguishing features of familiar genres	<b>Student Handbook:</b> 288
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	<b>Student Handbook:</b> 14, 174, 224, 315, 322, 366, 400
R.10.4.5 Self-select materials on independent reading level based on personal interest, knowledge of authors, different types of text, and estimation of text difficulty	<b>Student Handbook:</b> 28, 275
R.10.4.6 Use graphic organizers, including main idea/detail maps and outlines to make meaning of the reading selection	<b>Student Handbook:</b> 217, 238, 524, 540, 541
R.10.4.7 Evaluate texts for appropriateness to reading tasks	<b>Student Handbook:</b> 39
<b>Reading a variety of informational materials for enjoyment and critical analysis</b> R.10.4.8 Read a variety of information texts, including comparative formats	<b>Student Handbook:</b> 38, 55, 199, 276
R.10.4.9 Recognize <i>expository</i> text structures which are comparative	<b>Student Handbook:</b> 49, 157, 164
R.10.4.10 Read critically to compare information from two or more sources	<b>Student Handbook:</b> 38, 55, 199, 276

<b>Student Learning Expectations</b>	<b>Reader's Handbook, 4</b>
<b>Reading a variety of literature for enjoyment and critical analysis</b>  R.10.4.11 Read a variety of stories, including mysteries and realistic fiction	<b>Student Handbook:</b> 225
R.10.4.14 Identify language and <i>literary devices</i> , including <i>tone</i>	<b>Student Handbook:</b> 330, 332, 335, 336, 337, 338, 339, 342, 345
<b>Reading a variety of poetry for enjoyment and critical analysis</b>  R.10.4.15 Read a variety of poetry, including simple <i>free verse</i> and <i>limericks</i>	<b>Student Handbook:</b> 297-345, 333
R.10.4.16 Discuss poetry to determine meaning	<b>Student Handbook:</b> 317-322
<b>Reading a variety of practical materials for enjoyment and critical analysis</b>  R.10.4.18 Read a variety of functional/ <i>practical texts</i> , including brochures, newspaper, and magazine articles	<b>Student Handbook:</b> 135, 141, 144-156
R.10.4.19 Use functional texts, including brochures, newspaper, articles and magazines, to accomplish tasks	<b>Student Handbook:</b> 128-143, 144-156

**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>Reader's Handbook, 4</b>
<b>Meaning-based word recognition</b>  R.11.4.1 Use context clues to determine the precise meaning of new words	<b>Student Handbook:</b> 495-496, 497, 500-503, 510
R.11.4.3 Explain words with multiple meanings	<b>Student Handbook:</b> 516
R.11.4.4 Identify figurative language in reading	<b>Student Handbook:</b> 312-314, 330, 336, 338, 339, 342
<b>Spelling-sound word recognition (phonics)</b>  R.11.4.5 Refine strategies to decode multi-syllabic words	<b>Student Handbook:</b> 560-565
R.11.4.6 Decode multi-syllabic words using more advanced syllable patterns	<b>Student Handbook:</b> 560-565

<b>Student Learning Expectations</b>	<b>Reader's Handbook, 4</b>
<b>Word study and vocabulary</b>  R.11.4.9 Use word-reference materials, including the glossary, dictionary, and thesaurus, to make meaning of unknown words	<b>Student Handbook:</b> 116, 117, 508-509

**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>Reader's Handbook, 4</b>
<b>Accessing information</b>  IR.12.4.1 Formulate questions about a specific topic	<b>Student Handbook:</b> 186
IR.12.4.2 Locate information in reference materials by using organizational features	<b>Student Handbook:</b> 187
IR.12.4.3 Use guide words to locate words in dictionaries and topics in encyclopedias	<b>Student Handbook:</b> 508-509
IR.12.4.4 Collect information about an assigned or self-selected topic using resources of the media center, including Internet, print, and media	<b>Student Handbook:</b> 276
<b>Interpreting Information</b>  IR.12.4.5 Use text formats and organizing tools as an aid in constructing meaning	<b>Student Handbook:</b> 38, 54, 55, 180-183, 197, 198, 199, 434-435, 524-525
IR.12.4.6 Make generalizations and draw conclusions based on the research of the topic	<b>Student Handbook:</b> 37, 137, 282, 481-482
IR.12.4.7 Develop notes, learning logs, etc. to identify and support main ideas from text	<b>Student Handbook:</b> 526-527



**Reader's Handbook © 2002**  
**correlated to**  
**Arkansas English Language Arts**  
**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	Reader's Handbook, 5
<b>Speaking Vocabulary</b> OV.1.5.1 Develop vocabulary from content area texts	<b>Student Handbook:</b> 495-496, 497, 498-499, 500-503, 510
<b>Speaking for literary response and expression</b> OV.1.5.9 Participate in a variety of speaking activities, including dramatic readings of poetry or prose	<b>Student Handbook:</b> 156, 266

**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 communications.

Student Learning Expectations	Reader's Handbook, 5
<b>Listening for information and understanding</b> OV.2.5.3 Listen attentively for main ideas	<b>Student Handbook:</b> 138, 173, 531

## 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	Reader's Handbook, 5
<p><b>Prewriting</b></p> <p>W.4.5.1 Generate ideas using such strategies as reading, discussing, <i>focused free-writing</i>, observing, and brainstorming</p>	<p><b>Student Handbook: 25</b></p>
<p>W.4.5.2 Organize ideas by using such graphic organizers as webbing, mapping, and formal outlining with main topics</p>	<p><b>Student Handbook: 217, 238, 524, 529, 540, 541</b></p>
<p>W.4.5.3 Demonstrate an awareness of purpose and audience with emphasis on <i>expository</i> and letter writing</p>	<p><b>Student Handbook: 49, 157, 164</b></p>
<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 Handbook: 25</b></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 Handbook: 49</b></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 Handbook: 151, 205</b></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 Handbook: 25, 458, 459, 464</b></p>

Student Learning Expectations	Reader's Handbook, 5
W.4.5.9 Revise <i>style</i> for <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>	<b>Student Handbook:</b> 25, 458, 459, 464
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.)	<b>Student Handbook:</b> 25, 508-509, 464
<b>Editing</b>  W.4.5.11 Edit individually or in groups for appropriate grade-level conventions, within the following features: <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>	<b>Student Handbook:</b> 25

**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	Reader's Handbook, 5
<b>Purposes and Audiences</b>  W.5.5.1 Write to describe, to inform, to entertain, to explain, and to persuade	<b>Student Handbook:</b> 167-174

<b>Student Learning Expectations</b>	<b>Reader's Handbook, 5</b>
<b>Topics and Forms</b> W.5.5.3 Create <i>expository</i> , narrative, descriptive, and persuasive writings	<b>Student Handbook:</b> 49, 157, 167-174
W.5.5.7 Write with and without prompts for a sustained period of time	<b>Student Handbook:</b> 457-464
W.5.5.8 Write in response to literature	<b>Student Handbook:</b> 461-462
W.5.5.9 Write on demand with or without prompt within a given time frame	<b>Student Handbook:</b> 457-464

## **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>Reader's Handbook, 5</b>
<b>Sentence Formation</b> W.6.5.1 Use a variety of simple and compound sentences of varied lengths	<b>Student Handbook:</b> 25
<b>Usage</b> W.6.5.7 Apply conventions of grammar with emphasis on the following: <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 Handbook:</b> 25
<b>Spelling</b> W.6.5.8 Spell words by applying the correct spelling of roots, bases, and affixes	<b>Student Handbook:</b> 560-565
<b>Punctuation</b> W.6.5.11 Apply conventional rules of punctuation in writing with emphasis on <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 Handbook:</b> 255

## Standard 7: Craftsmanship

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

Student Learning Expectations	Reader's Handbook, 5
<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>	<p><b>Student Handbook:</b> 313, 336, 342</p>
<p>W.7.5.2 Use a variety of <i>sentence types</i> and lengths (see Conventions Standard 6)</p>	<p><b>Student Handbook:</b> 25</p>
<p>W.7.5.3 Use transition words</p>	<p><b>Student Handbook:</b> 25</p>
<p>W.7.5.4 Use purposeful vocabulary for emphasis or elaboration</p>	<p><b>Student Handbook:</b> 25</p>
<p>W.7.5.5 Create a strong lead and conclusion</p>	<p><b>Student Handbook:</b> 463</p>
<p>W.7.5.6 Use logical sequence</p>	<p><b>Student Handbook:</b> 25, 457, 460, 463</p>
<p>W.7.5.7 Use writer's checklist or scoring guides/<i>rubrics</i> to improve written work</p>	<p><b>Student Handbook:</b></p>

## Strand: Reading

### Standard 9: Comprehension

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

Student Learning Expectations	Reader's Handbook, 5
<p><b>Prior Knowledge</b></p> <p>R.9.5.1 Use previewing, activating prior knowledge, predicting content of text, formulation questions, and establishing purposes for reading</p>	<p><b>Student Handbook:</b> 23, 29, 59, 75, 89, 102, 122, 129, 145, 213-216, 226, 299-300, 350, 392-394, 439-443</p>
<p><b>Making Connections</b></p> <p>R.9.5.2 Describe the interrelationships between text and other content areas</p>	<p><b>Student Handbook:</b> 37, 137, 282, 481-482</p>
<p><b>Using questioning and monitoring</b></p> <p>R.9.5.3 Generate questions to establish purposes for reading</p>	<p><b>Student Handbook:</b> 28, 40, 59, 75, 89, 129, 145, 213, 226, 349, 391, 413-415, 439</p>
<p>R.9.5.4 Generate questions relevant to text and topics</p>	<p><b>Student Handbook:</b> 40, 135, 153, 169, 253</p>

<b>Student Learning Expectations</b>	<b>Reader's Handbook, 5</b>
R.9.5.5 Monitor comprehension in relation to questions generated	<b>Student Handbook:</b> 28, 40, 59, 75, 89, 129, 145, 213, 226, 349, 391, 413-415, 439
<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 Handbook:</b> 36, 136, 137, 252, 447-448, 523
R.9.5.7 Make inferences supported by a character's thoughts, words and actions, or the narrator's description	<b>Student Handbook:</b> 36, 136-137, 447-448, 523
R.9.5.8 Analyze literary elements of character, plot, and setting	<b>Student Handbook:</b> 213, 230, 234-235, 242-248, 249-253, 258, 260-266, 277, 278, 286, 290, 292, 349, 376-378, 384, 385
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 Handbook:</b> 271
R.9.5.10 Distinguish among facts and inferences supported by evidence and opinions in text	<b>Student Handbook:</b> 36, 203, 252, 523
<b>Determining Importance</b>  R.9.5.11 Use such comprehension strategies as establishing purpose, inferring, and summarizing, to determine essential information	<b>Student Handbook:</b> 33, 536-537, 550
R.9.5.12 Identify main ideas and supporting evidence in short reading passages	<b>Student Handbook:</b> 43, 45-48, 162, 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 Handbook:</b> 116, 119, 151, 197, 429, 432
R.9.5.14 Use knowledge of text structure(s) to enhance understanding with emphasis on sequence and description	<b>Student Handbook:</b> 33, 148, 170, 235, 360, 526, 556, 536-537
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 Handbook:</b> 51, 217, 238, 434-435, 455, 524, 539, 540, 541, 557
R.9.5.16 Scan materials to locate specific information	<b>Student Handbook:</b> 534-535
R.9.5.17 Skim materials to develop a general overview	<b>Student Handbook:</b> 110, 191-193, 402-403, 534-535

<b>Student Learning Expectations</b>	<b>Reader's Handbook, 5</b>
<b>Summarizing and Synthesizing</b> R.9.5.18 Retell stories with detail	<b>Student Handbook:</b>
<b>Summarizing and Synthesizing</b> R.9.5.19 Summarize information including main idea and significant supporting details	<b>Student Handbook:</b> 33, 536-537
<b>Evaluating</b> R.9.5.20 Evaluate a character's decision/action	<b>Student Handbook:</b> 271-272
R.9.5.21 Evaluate personal, social, and political issues as presented in text	<b>Student Handbook:</b> 173

## **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>Reader's Handbook, 5</b>
<b>Exhibits behaviors and habits of an active reader</b> R.10.5.1 Read for a substantial amount of time daily, including assigned and self-selected materials at independent and instructional levels	<b>Student Handbook:</b> 22, 42
R.10.5.3 Vary reading strategies according to text and purpose	<b>Student Handbook:</b> 58-73, 74-87, 88-100, 128-143, 144-156, 212-224, 225-241, 298-309, 348-366, 390-493, 438-456
<b>Reading a variety of informational materials for enjoyment, critical analysis, and evaluation</b> R.10.5.4 Read a variety of informational text, including textbooks, newspapers, magazines, and other instructional materials	<b>Student Handbook:</b> 23, 56-125, 128-143, 144-156, 390-403, 412-424
R.10.5.5 Identify cause/effect and problem/solution relationships	<b>Student Handbook:</b> 54, 180-183, 197, 524-525
R.10.5.6 Skim materials to locate specific information	<b>Student Handbook:</b> 110, 191-193, 534-535
R.10.5.7 Scan materials to develop a general overview	<b>Student Handbook:</b> 110, 191-193, 534-535
R.10.5.8 Locate information to support opinions, predictions, and conclusions	<b>Student Handbook:</b> 161, 171
R.10.5.9 Use knowledge of text structure to locate information and aid comprehension	<b>Student Handbook:</b> 116, 118, 124, 151

<b>Student Learning Expectations</b>	<b>Reader's Handbook, 5</b>
<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>	<b>Student Handbook:</b> 175-184
<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>	<b>Student Handbook:</b> 304, 324, 326, 340,
<p>R.10.5.12 Describe the characteristics of rhymed and patterned poetry</p>	<b>Student Handbook:</b> 310-316
<p><b>Reading a variety of practical materials for enjoyment, critical analysis and evaluation</b></p> <p>R.10.5.13 Read and utilize functional/<i>practical texts</i>, including catalogs, schedules, and diagrams</p>	<b>Student Handbook:</b> 193, 412-425
<p>R.10.5.14 Use graphic organizers to analyze information</p>	<b>Student Handbook:</b> 217, 238, 524, 540, 541

**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>Reader's Handbook, 5</b>
<p><b>Word recognition</b></p> <p>R.11.5.1 Automatically decode words to ensure focus on comprehension</p>	<b>Student Handbook:</b> 494-510
<p>R.11.5.3 Add content words to sight vocabulary</p>	<b>Student Handbook:</b> 500-503
<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>	<b>Student Handbook:</b> 504, 563-565
<p>R.11.5.5 Use context to determine meaning of multiple meaning words</p>	<b>Student Handbook:</b> 500-503, 516
<p>R.11.5.6 Use resources to determine meaning of technical and specialized vocabulary</p>	<b>Student Handbook:</b> 508-509

<b>Student Learning Expectations</b>	<b>Reader's Handbook, 5</b>
R.11.5.7 Determine useful and relevant words	<b>Student Handbook:</b> 511-519
R.11.5.8 Identify figurative language such as idioms, similes and metaphors	<b>Student Handbook:</b> 313, 334, 336, 342
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	<b>Student Handbook:</b> 504, 563-565
R.11.5.10 Use context clues to select appropriate dictionary definition	<b>Student Handbook:</b> 496, 502, 508-509

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

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

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

<b>Student Learning Expectations</b>	<b>Reader's Handbook, 5</b>
<b>Accessing information</b>	<b>Student Handbook:</b> 186
IR.12.5.1 Generate questions to select a specific topic for research	
IR.12.5.2 Use reference features (e.g., table of contents, indices, and glossaries, etc.) and <i>text features</i> (e.g., format, graphics, sequence, diagrams, table of contents, etc.) to access information	<b>Student Handbook:</b> 116, 117, 120, 124, 187, 412-424
IR.12.5.3 Use print and electronic sources, including the card catalog, to locate information	<b>Student Handbook:</b> 390-404, 405-409
IR.12.5.4 Gather information from a source appropriate to purpose and topic	<b>Student Handbook:</b> 185-194
<b>Interpreting Information</b>	<b>Student Handbook:</b> 410-435
IR.12.5.5 Explain information presented in graphic sources	
IR.12.5.6 Develop notes to identify support, and paraphrase main ideas from text	<b>Student Handbook:</b> 29, 33, 81, 461-462, 526-527, 529, 552, 553
IR.12.5.7 Create a formal topic outline of main topics	<b>Student Handbook:</b> 151, 163, 463, 550, 551
IR.12.5.8 Use research to create an oral, written, or visual <i>presentation/product</i>	<b>Student Handbook:</b> 185-194



**Reader's Handbook © 2002**  
**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	Reader's Handbook, 6
<b>Speaking Vocabulary</b>  OV.1.6.1 Develop vocabulary from content area texts and personal reading	<b>Student Handbook: 608-634</b>
OV.1.6.2 Use standard English in classroom discussion	<b>Student Handbook: 314, 419, 428, 429</b>
<b>Speaking Behaviors</b>  OV.1.6.3 Use appropriate oral communication for various purposes and audiences	<b>Student Handbook: 314, 419, 428, 429, 487</b>
OV.1.6.5 Use correct pronunciation and inflection to communicate ideas and information.	<b>Student Handbook: 443, 445, 488</b>
<b>Speaking to share understanding and information</b>  OV.1.6.6 Contribute appropriately to class discussion	<b>Student Handbook: 314, 419, 428, 429, 487</b>
<b>Speaking for literary response and expression</b>  OV.1.6.9 Participate in a variety of speaking activities, including reading poems, skits, and plays	<b>Student Handbook: 443, 445, 488</b>

## Standard 2: Listening

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

Student Learning Expectations	Reader's Handbook, 6
<b>Listening for information and understanding</b> OV.2.6.2 Establish purpose for listening	<b>Student Handbook: 613</b>

## Standard 3: Media Literacy

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

Student Learning Expectations	Reader's Handbook, 6
<b>Utilizing media for information and understanding</b> OV.3.6.1 View a variety of media (e.g., posters, film clips, periodicals, charts, cartoons, graphs, statistics, etc.) to enhance and show understanding of a specific topic	<b>Student Handbook: 157, 488, 536-561, 599-604</b>
<b>Utilizing media for critical analysis and evaluation</b> OV.3.6.2 Use appropriate criteria to evaluate media for bias	<b>Student Handbook: 263, 287, 288, 525</b>
<b>Utilizing a variety of resources to produce visuals that communicate through print and non-print media</b> OV.3.6.3 Create <i>visual aids</i> that convey information	<b>Student Handbook: 599</b>

## 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	Reader's Handbook, 6
<b>Prewriting</b> W.4.6.1 Generate ideas using such strategies as reading, discussing, <i>focused free-writing</i> , observing, brainstorming, and reading logs	<b>Student Handbook: 28</b>
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	<b>Student Handbook: 54, 81, 94, 178, 179, 582, 648, 649, 662-663, 666-684</b>

Student Learning Expectations	Reader's Handbook, 6
W.4.6.3 Demonstrate an awareness of purpose and audience for all modes of written <i>discourse</i>	<b>Student Handbook:</b> 32, 34, 67, 101, 118, 173, 205, 219, 235, 266, 316, 409, 473, 515, 538, 565
W.4.6.4 Use available technology to access information by using a card catalog and the Internet	<b>Student Handbook:</b> 512-535
<b>Drafting</b>  W.4.6.5 Use prewriting to draft <i>expository</i> paragraphs with emphasis on the following: <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>	<b>Student Handbook:</b> 28
W.4.6.6 Organize <i>expository</i> paragraphs that include a topic sentence, supporting details, and a concluding sentence	<b>Student Handbook:</b> 55, 56-63, 583
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	<b>Student Handbook:</b> 220, 229, 283
<b>Revising</b>  W.4.6.8 Revise content for <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>	<b>Student Handbook:</b> 28, 583
W.4.6.9 Revise <i>style</i> for <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>	<b>Student Handbook:</b> 28, 334, 403, 468, 469, 583
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.)	<b>Student Handbook:</b> 28, 626-629, 630

<b>Student Learning Expectations</b>	<b>Reader's Handbook, 6</b>
<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 Handbook: 28, 583</b></p>
<p><b>Publishing</b></p> <p>W.4.6.14 Publish/share according to purpose and audience</p>	<p><b>Student Handbook: 28</b></p>

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

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

<b>Student Learning Expectations</b>	<b>Reader's Handbook, 6</b>
<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 Handbook: 247-255, 265-272</b></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 Handbook: 55, 172, 181, 256, 274, 457</b></p>
<p>W.5.6.4 Write poems using a variety of techniques/devices, with emphasis on narrative, including ballads</p>	<p><b>Student Handbook: 446-469</b></p>
<p>W.5.6.5 Write research reports using a variety of sources, summarizing, and paraphrasing</p>	<p><b>Student Handbook: 650-651, 658-659</b></p>

<b>Student Learning Expectations</b>	<b>Reader's Handbook, 6</b>
W.5.6.6 Write to reflect ideas/interpretations of multicultural and universal themes and concepts	<b>Student Handbook:</b> 381
W.5.6.7 Write with and without prompts for a sustained period of time	<b>Student Handbook:</b> 580-583
W.5.6.8 Write in response to literature that demonstrate understanding or interpretation	<b>Student Handbook:</b> 217, 233, 246, 314, 420, 428, 429, 436, 444, 445, 487
W.5.6.9 Write on demand with or without prompt within a given time frame	<b>Student Handbook:</b> 580-583

### **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>Reader's Handbook, 6</b>
<b>Spelling</b>  W.6.6.8 Apply correct spelling to commonly misspelled words	<b>Student Handbook:</b> 627

### **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>Reader's Handbook, 6</b>
<b>Purposefully shaping and controlling language</b>  W.7.6.1 Use figurative language purposefully, such as onomatopoeia, to shape and control language to affect readers	<b>Student Handbook:</b> 426, 427, 434, 435, 447, 450, 458, 459, 464
W.7.6.3 Use word or sentence repetition for effect	<b>Student Handbook:</b> 460, 619
W.7.6.5 Use purposeful vocabulary with emphasis on developing <i>style</i>	<b>Student Handbook:</b> 334, 403
W.7.6.6 Create a strong lead and conclusion	<b>Student Handbook:</b> 220, 229, 283

## 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	Reader's Handbook, 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 Handbook:</b> 32-33, 44, 45, 67-72, 85-91, 101-107, 118-123, 132-137, 166-167, 173-178, 185, 189-192, 205-209, 219-223, 234-240, 257-260, 265-269, 294-305, 316-321, 340-341, 351-354, 361-362, 369-370, 377, 384, 409-412, 422-423, 431-432, 439-440, 473-476, 489-490, 495, 515-519, 538-540, 565-571</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 Handbook:</b> 35, 45, 78, 96, 113, 128, 183, 200, 214, 230, 243, 254, 310, 335, 418, 444, 485, 523, 544, 576</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 Handbook:</b> 29, 67, 79, 85, 97, 101, 114, 129, 173, 185, 186, 189, 201, 205, 215, 231, 235, 244, 304, 311, 316, 336, 348, 349, 374, 391, 409, 419, 473, 486, 515, 520, 524, 538, 545, 565, 576, 577</p>
<p>R.9.6.4 Generate and revise questions relevant to text and topics</p>	<p><b>Student Handbook:</b> 67, 79, 85, 97, 101, 114, 129, 173, 185, 186, 189, 201, 205, 215, 231, 235, 244, 304, 311, 316, 336, 348, 349, 374, 391, 409, 419, 473, 486, 515, 520, 524, 538, 545, 565, 576, 577</p>
<p>R.9.6.5 Monitor comprehension in relation to questions generated</p>	<p><b>Student Handbook:</b> 29, 67, 79, 85, 97, 101, 114, 129, 173, 185, 186, 189, 201, 205, 215, 231, 235, 244, 304, 311, 316, 336, 348, 349, 374, 391, 409, 419, 473, 486, 515, 520, 524, 538, 545, 565, 576, 577</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 Handbook:</b> 35, 40, 45, 52, 78, 96, 113, 128, 183, 200, 214, 230, 243, 254, 285, 308, 310, 335, 347, 356, 418, 444, 485, 523, 544, 576, 653, 672</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 Handbook:</b> 40, 41, 52, 212, 214, 308, 323, 324, 325, 326, 340, 341, 342, 343, 344, 345, 346, 347, 348, 349, 350, 356, 387, 392, 393, 653, 663, 668, 672</p>
<p>R.9.6.8 Analyze literary elements of character, plot, and setting</p>	<p><b>Student Handbook:</b> 340-350, 351-359, 368-375, 392-393, 398-399, 402, 504, 507-508, 509</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 Handbook:</b> 278, 340, 341, 342, 343, 344, 345, 346, 347, 348, 349, 350, 383, 384, 385, 386, 387, 388</p>
<p>R.9.6.10 Distinguish among facts and inferences supported by evidence and opinions in text</p>	<p><b>Student Handbook:</b> 40, 52, 214, 281, 285, 308, 347, 653, 672</p>

<b>Student Learning Expectations</b>	<b>Reader's Handbook, 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>	<p><b>Student Handbook:</b> 40, 41, 52, 214, 285, 308, 347, 356, 387, 546, 653, 672</p>
<p>R.9.6.12 Identify main ideas and supporting evidence in short reading passages</p>	<p><b>Student Handbook:</b> 50-54, 60, 61, 179, 240, 249, 262, 284, 285, 289, 290</p>
<p>R.9.6.13 Use the <i>text features</i> to locate and recall information, with emphasis on cue words and phrases</p>	<p><b>Student Handbook:</b> 156, 157, 158, 160, 161, 162, 163-164, 165, 166-167, 168, 169</p>
<p>R.9.6.14 Use knowledge of text structure(s) to enhance understanding with emphasis on cause/effect and compare/contrast</p>	<p><b>Student Handbook:</b> 59, 77, 82, 94-95, 111-112, 126-127, 181-182, 192, 196-199, 213, 216, 229, 242-243, 275, 278, 309, 332-334, 383-388, 416-417, 644, 645, 662, 667</p>
<p>R.9.6.15 Classify and organize text information by determining sub-topics of information</p>	<p><b>Student Handbook:</b> 80, 81, 94, 178, 180, 481, 648, 649, 675</p>
<p>R.9.6.16 Use skimming and scanning to locate specific information to develop a general overview</p>	<p><b>Student Handbook:</b> 114-115, 116, 656-657</p>
<p>R.9.6.17 Analyze information from the text, based on purpose and/or level of importance</p>	<p><b>Student Handbook:</b> 272, 657</p>
<p><b>Summarizing and Synthesizing</b></p> <p>R.9.6.18 Summarize the content of a text</p>	<p><b>Student Handbook:</b> 76, 186, 217, 232, 233, 331, 358, 378, 476, 482, 526, 646, 658, 659, 680</p>
<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>	<p><b>Student Handbook:</b> 368, 369, 370, 371, 372, 373, 374, 375, 398, 399, 508</p>
<p>R.9.6.20 Evaluate personal, social, and political issues as presented in text</p>	<p><b>Student Handbook:</b> 42, 247, 248, 249, 250, 251, 252, 253, 254, 255, 291</p>

## **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>Reader's Handbook, 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>	<p><b>Student Handbook:</b> 32, 46</p>

<b>Student Learning Expectations</b>	<b>Reader's Handbook, 6</b>
R.10.6.2 Read texts that reflect contributions of different cultural groups	<b>Student Handbook:</b> 59, 206-207, 210-211, 619
R.10.6.3 Vary reading strategies according to text and purpose	<b>Student Handbook:</b> 34-35, 74-78, 92-96, 108-113, 124-128, 138-140, 146-149, 178-183, 193-200, 210-214, 223-230, 241-243, 249-253, 261-262, 270, 306-310, 322-335, 342-348, 354-357, 363-366, 371-373, 378-379, 385-387, 413-418, 424-428, 433-436, 441-443, 477-485, 491-492, 496-500, 520-523, 541--544, 572-576
<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 Handbook:</b> 64-169, 218-233, 234-246
R.10.6.5 Compare/contrast information from multiple sources	<b>Student Handbook:</b> 42, 62, 278, 383, 384, 385, 386, 387, 388, 524, 525, 526
R.10.6.6 Use skimming and scanning to locate specific information or to develop a general overview	<b>Student Handbook:</b> 114-115, 116, 525, 571, 599, 656-657
R.10.6.7 Select informational sources appropriate for a given purpose	<b>Student Handbook:</b> 525, 533, 534-535
R.10.6.8 Organize and synthesize information for use in written and oral <i>presentation</i>	<b>Student Handbook:</b> 660-661
R.10.6.9 Understand and analyze the differences in structure of various informational text	<b>Student Handbook:</b> 77, 94-95, 111-112, 126-127, 229, 242-243
<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 Handbook:</b> 204-217, 294-314, 315-339
<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 Handbook:</b> 408-421
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 Handbook:</b> 430-438, 439-445, 456, 460, 461, 462, 463, 465-466

<b>Student Learning Expectations</b>	<b>Reader's Handbook, 6</b>
<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 Handbook:</b> 265-272
R.10.6.14 Analyze message through pictures, images, and photographs	<b>Student Handbook:</b> 165, 307, 359, 371, 421, 557
R.10.6.15 Analyze selections through text, images, and photographs for a given purpose	<b>Student Handbook:</b> 35-36

**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>Reader's Handbook, 6</b>
<b>Word recognition</b>  R.11.6.1 Automatically decode words to ensure focus on comprehension	<b>Student Handbook:</b> 585, 621-623, 624-625
R.11.6.2 Continue to develop and maintain an adequate body of sight words	<b>Student Handbook:</b> 612-613
R.11.6.3 Add content words to sight vocabulary	<b>Student Handbook:</b> 612-613
<b>Word Study and Vocabulary</b>  R.11.6.4 Use knowledge of root words and affixes and word relationships to determine meaning	<b>Student Handbook:</b> 585, 621-623, 624-625, 685-692
R.11.6.5 Use context to determine meaning of multiple meaning words	<b>Student Handbook:</b> 586, 615-620, 639
R.11.6.6 Use resources to determine meaning of technical and specialized vocabulary	<b>Student Handbook:</b> 626-630, 631-639
R.11.6.7 Determine useful and relevant words	<b>Student Handbook:</b> 630, 631, 632
R.11.6.8 Explain the meaning of figurative language such as idioms, similes and metaphors	<b>Student Handbook:</b> 426-427, 434-435, 447, 450, 455, 458, 459, 464
R.11.6.9 Identify word origins, derivations and inflections and foreign words	<b>Student Handbook:</b> 629, 689-692

<b>Student Learning Expectations</b>	<b>Reader's Handbook, 6</b>
R.11.6.10 Use context clues to select appropriate dictionary definition	<b>Student Handbook:</b> 615-620, 639
<b>Reading with fluency</b>  R.11.6.12 Read grade level text orally with accuracy and expression	<b>Student Handbook:</b> 443, 445, 488

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

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

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

<b>Student Learning Expectations</b>	<b>Reader's Handbook, 6</b>
<b>Accessing information</b>  IR.12.6.1 Generate questions to explore and select a specific topic for research	<b>Student Handbook:</b> 514-517
IR.12.6.2 Use reference features (e.g., bibliographies, etc.) and <i>text features</i> (e.g., appendix, preface, index, glossary, etc.) to access information	<b>Student Handbook:</b> 155-169
IR.12.6.3 Use print and electronic sources, including computer databases, to locate information	<b>Student Handbook:</b> 218-233, 234-246, 265-272, 512-535
IR.12.6.4 Gather information from more than one source appropriate to purpose and topic	<b>Student Handbook:</b> 218-233, 234-246, 265-272, 512-535
<b>Interpreting Information</b>  IR.12.6.5 Interpret information from graphic sources	<b>Student Handbook:</b> 537-546
IR.12.6.6 Develop notes that include main ideas, summaries, and paraphrasing from one or more sources	<b>Student Handbook:</b> 50-54, 60, 61, 75, 108-109, 179, 209, 232-233, 284-285, 331, 358, 378, 420, 484, 521, 526, 547, 646-647, 650-651, 669, 680
IR.12.6.7 Create a formal topic outline of main and sub-topics	<b>Student Handbook:</b> 81, 94, 649



**Reader's Handbook © 2002**  
**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	Reader's Handbook, 7
<b>Speaking Vocabulary</b>  OV.1.7.1 Use vocabulary from content area texts and personal reading	<b>Student Handbook: 608-634</b>
OV.1.7.2 Use standard English in classroom discussion and <i>presentation</i>	<b>Student Handbook: 314, 419, 428, 429</b>
<b>Speaking Behaviors</b>  OV.1.7.3 Speak for and to various purposes and audiences	<b>Student Handbook: 314, 419, 428, 429, 487</b>
OV.1.7.5 Use correct pronunciation and inflection/modulation to communicate ideas and information	<b>Student Handbook: 443, 445, 488</b>
<b>Speaking to share understanding and information</b>  OV.1.7.6 Contribute appropriately to class discussion	<b>Student Handbook: 232, 314, 419, 428, 429, 487</b>
<b>Speaking for literary response and expression</b>  OV.1.7.9 Participate in a variety of speaking activities, including oral interpretations of poems, stories and monologues	<b>Student Handbook: 443, 445, 488</b>

## Standard 2: Listening

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

Student Learning Expectations	Reader's Handbook, 7
<b>Listening for information and understanding</b> OV.2.7.2 Establish purpose for listening	<b>Student Handbook:</b> 613

## Standard 3: Media Literacy

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

Student Learning Expectations	Reader's Handbook, 7
<b>Utilizing media for information and understanding</b> OV.3.7.1 View a variety of visually presented materials for understanding of a specific topic	<b>Student Handbook:</b> 157, 488, 536-561, 599-604
<b>Utilizing media for critical analysis and evaluation</b> OV.3.7.2 Use appropriate criteria to evaluate media for bias and propaganda	<b>Student Handbook:</b> 263, 287, 288, 525

## 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	Reader's Handbook, 7
<b>Prewriting</b> 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	<b>Student Handbook:</b> 28, 115, 130, 232, 246, 314, 419, 420-421, 425, 428, 429, 487, 493, 501, 609-611, 631
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	<b>Student Handbook:</b> 50, 81, 94, 212, 313, 326, 344, 387, 549, 558, 633,648, 649, 662-663, 666-684
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	<b>Student Handbook:</b> 32, 34, 67, 101, 118, 172, 173, 181, 182, 205, 219, 235, 266, 274, 316, 409, 473, 515, 538, 565

Student Learning Expectations	Reader's Handbook, 7
W.4.7.4 Use available technology to access information by using a card catalog and multiple Internet sources	<b>Student Handbook:</b> 512-535
<b>Drafting</b>  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	<b>Student Handbook:</b> 28, 55, 172, 181, 309, 369, 400, 484, 507
W.4.7.6 Create a draft for <i>narrative</i> writing that includes dialogue	<b>Student Handbook:</b> 55, 172, 181, 457
W.4.7.7 Create an effective lead paragraph by using dialogue or a description of a character or setting	<b>Student Handbook:</b> 220, 229, 283
<b>Revising</b>  W.4.7.8 Revise content for <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>	<b>Student Handbook:</b> 28, 583
W.4.7.9 Revise <i>style</i> for <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>	<b>Student Handbook:</b> 28, 334, 403, 468, 469, 583
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.)	<b>Student Handbook:</b> 28, 626-629, 630

<b>Student Learning Expectations</b>	<b>Reader's Handbook, 7</b>
<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 Handbook: 28, 583</b></p>
<p><b>Publishing</b></p> <p>W.4.7.14 Publish/share according to purpose and audience</p>	<p><b>Student Handbook: 28</b></p>

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

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

<b>Student Learning Expectations</b>	<b>Reader's Handbook, 7</b>
<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 Handbook: 247-255, 265-272</b></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 Handbook: 55, 172, 181, 256, 274, 457</b></p>
<p>W.5.7.4 Write poems using a variety of techniques/devices, with emphasis on lyric poetry</p>	<p><b>Student Handbook: 446-449</b></p>
<p>W.5.7.5 Write research reports and document sources, summarizing, and paraphrasing</p>	<p><b>Student Handbook: 650-651, 658-659</b></p>

<b>Student Learning Expectations</b>	<b>Reader's Handbook, 7</b>
W.5.7.6 Write to reflect ideas/interpretations of multicultural and universal themes and concepts	<b>Student Handbook:</b> 381
W.5.7.7 Write with and without prompts for a sustained period of time	<b>Student Handbook:</b> 580-583
W.5.7.8 Write response to literature that demonstrate understanding or interpretation	<b>Student Handbook:</b> 217, 233, 246, 314, 420, 428-429, 436, 444-445, 487
W.5.7.9 Write on demand with or without prompt within a given time frame	<b>Student Handbook:</b> 580-583

### **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>Reader's Handbook, 7</b>
<b>Spelling</b>  W.6.7.7 Spell words correctly in all writing	<b>Student Handbook:</b> 627

### **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>Reader's Handbook, 7</b>
<b>Purposefully shaping and controlling language</b>  W.7.7.1 Use figurative language purposefully, such as personification and hyperbole, to shape and control language to affect readers	<b>Student Handbook:</b> 426, 427, 434, 447, 450, 455, 458, 459
W.7.7.3 Use word or sentence repetition for effect	<b>Student Handbook:</b> 460, 619
W.7.7.5 Use purposeful vocabulary with emphasis on developing <i>voice</i>	<b>Student Handbook:</b> 468, 469
W.7.7.6 Create an effective lead and conclusion	<b>Student Handbook:</b> 220, 229, 283
W.7.7.8 Vary the placement of topic sentences	<b>Student Handbook:</b> 289, 290
W.7.7.9 Use dialogue effectively	<b>Student Handbook:</b> 360-367
W.7.7.12 Self-evaluate writing	<b>Student Handbook:</b> 28, 583

## Strand: Reading

### Standard 9: Comprehension

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

Student Learning Expectations	Reader's Handbook, 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 Handbook:</b> 32-33, 44, 45, 67-72, 85-91, 101-107, 118-123, 132-137, 166-167, 173-178, 185, 189-192, 205-209, 219-223, 234-240, 257-260, 265-269, 294-305, 316-321, 340-341, 351-354, 361-362, 369-370, 377, 384, 409-412, 422-423, 431-432, 439-440, 473-476, 489-490, 495, 515-519, 538-540, 565-571</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 Handbook:</b> 35, 40, 45, 52, 78, 96, 113, 128, 183, 200, 214, 230, 243, 254, 310, 335, 418, 444, 485, 523, 544, 576, 653</p>
<p><b>Using questioning and monitoring</b></p> <p>R.9.7.3 Prioritize questions formulated and purposes established for reading</p>	<p><b>Student Handbook:</b> 67, 79, 85, 97, 101, 114, 129, 173, 185, 186, 189, 201, 205, 215, 231, 235, 244, 245, 304, 311, 312, 313, 316, 336, 348, 349, 374, 391, 409, 419, 473, 486, 515, 520, 524, 538, 545, 546, 565, 576, 577</p>
<p>R.9.7.4 Generate and prioritize questions related to universal themes to interpret meaning</p>	<p><b>Student Handbook:</b> 44, 45, 377, 378, 379, 380, 381, 489, 490</p>
<p>R.9.7.5 Monitor reading strategies, including rereading, using resources and questions, and modify them when understanding breakdowns</p>	<p><b>Student Handbook:</b> 36, 67, 79, 85, 97, 101, 114, 129, 173, 185, 186, 189, 201, 205, 215, 231, 235, 244, 304, 311, 316, 336, 348, 349, 374, 391, 409, 419, 473, 486, 515, 520, 524, 538, 545, 565, 576, 577</p>
<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>	<p><b>Student Handbook:</b> 35, 40, 45, 52, 78, 96, 113, 128, 183, 200, 214, 230, 243, 254, 310, 335, 418, 444, 485, 523, 544, 576, 653</p>
<p>R.9.7.7 Infer a character's impact on plot development</p>	<p><b>Student Handbook:</b> 40, 52, 340-350, 368-375, 653</p>
<p>R.9.7.8 Infer mood of text</p>	<p><b>Student Handbook:</b> 40, 52, 366, 397, 417, 456, 653</p>
<p>R.9.7.9 Analyze literary elements of fiction with emphasis on plot development, including conflict, rising action, climax, falling action, and resolution</p>	<p><b>Student Handbook:</b> 309, 331, 332, 368-375, 398-399, 400, 484, 507-508</p>
<p>R.9.7.10 Compare and contrast points of view, such as first person, limited, and omniscient third person, and explain the effect on the overall theme of a literary work</p>	<p><b>Student Handbook:</b> 313, 323, 368, 376-382, 400-401, 405</p>
<p>R.9.7.11 Distinguish among stated fact, reasoned judgment, and opinion in text</p>	<p><b>Student Handbook:</b> 40, 52, 214, 281, 285, 308, 347, 653, 672</p>

<b>Student Learning Expectations</b>	<b>Reader's Handbook, 7</b>
<p><b>Determining Importance</b></p> <p>R.9.7.12 Identify main ideas and supporting evidence in short stories and novels</p>	<p><b>Student Handbook:</b> 50-54, 60, 61, 179, 240, 249, 262, 284, 285, 289, 290</p>
<p>R.9.7.13 Use the <i>text features</i> to locate and recall information, with emphasis on graphics</p>	<p><b>Student Handbook:</b> 156, 157, 158, 160, 161, 162, 163-164, 165, 166-167, 168, 169</p>
<p>R.9.7.14 Use knowledge of text structure(s) to enhance understanding with emphasis on problem/solution</p>	<p><b>Student Handbook:</b> 59, 77, 82, 94-95, 111-112, 126-127, 147-149, 181-182, 192, 196-199, 213, 216, 229, 242-243, 275, 278, 286, 309, 332-334, 383-388, 416-417, 644, 645, 662, 667</p>
<p>R.9.7.15 Organize information, including simple outlining</p>	<p><b>Student Handbook:</b> 80-81, 94, 177-178, 180, 648-649, 675</p>
<p>R.9.7.16 Use skimming, scanning, note-taking, outlining, and questioning as study strategies</p>	<p><b>Student Handbook:</b> 67, 81, 94, 98, 109, 114-115, 116, 140, 229, 269, 283, 571, 646, 647, 648, 649, 656-657, 679</p>
<p><b>Summarizing and Synthesizing</b></p> <p>R.9.7.17 Summarize the content of multiple chapters of a text</p>	<p><b>Student Handbook:</b> 76, 186, 217, 232, 233, 331, 358, 378, 476, 482, 526, 646, 658, 659, 680</p>
<p><b>Evaluating</b></p> <p>R.9.7.18 Evaluate the accuracy and appropriateness of the evidence used by the author to support claims and assertions</p>	<p><b>Student Handbook:</b> 42, 62, 240, 241, 245, 247-255, 260, 261-264, 524-526</p>
<p>R.9.7.19 Evaluate personal, social, and political issues as presented in text</p>	<p><b>Student Handbook:</b> 240, 241, 243, 244-245, 247-255, 260, 261-264</p>

## 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>Reader's Handbook, 7</b>
<p><b>Exhibits behaviors and habits of an active reader</b></p> <p>R.10.7.1 Read for a substantial amount of time daily, including assigned and self-selected materials at independent and instructional levels</p>	<p><b>Student Handbook:</b> 32, 46</p>
<p>R.10.7.2 Read texts that reflect contributions of different cultural groups</p>	<p><b>Student Handbook:</b> 59, 206-207, 210-211, 619</p>
<p>R.10.7.3 Vary reading strategies according to text and purpose</p>	<p><b>Student Handbook:</b> 34-35, 74-78, 92-96, 108-113, 124-128, 138-140, 146-149, 178-183, 193-200, 210-214, 223-230, 241-243, 249-253, 261-262, 270, 306-310, 322-335, 342-348, 354-357, 363-366, 371-373, 378-379, 385-387, 413-418, 424-428, 433-436, 441-443, 477-485, 491-492, 496-500, 520-523, 541-544, 572-576</p>

Student Learning Expectations	Reader's Handbook, 7
<p><b>Reading a variety of informational materials for enjoyment, critical analysis, and evaluation</b></p> <p>R.10.7.4 Understand how word choice and language structure convey an author's viewpoint</p>	<p><b>Student Handbook:</b> 184, 185, 231, 240, 241, 242-243, 244, 245, 254, 255, 291, 403</p>
<p>R.10.7.5 Use skimming, scanning, note taking, outlining, and questioning as study strategies</p>	<p><b>Student Handbook:</b> 67, 81, 94, 98, 109, 114-115, 116, 140, 229, 269, 283, 571, 599, 646, 647, 648, 649, 656-657, 679</p>
<p>R.10.7.6 Organize and synthesize information for use in written and oral <i>presentation</i></p>	<p><b>Student Handbook:</b> 660-661</p>
<p><b>Reading a variety of literature for enjoyment, critical analysis and evaluation</b></p> <p>R.10.7.7 Read a variety of literature, including short stories, science fiction, legends, and myths</p>	<p><b>Student Handbook:</b> 294-314</p>
<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>	<p><b>Student Handbook:</b> 406-469</p>
<p>R.10.7.9 Identify the use of poetic devices, including comparison, <i>alliteration</i>, repetition, onomatopoeia, and rhyme</p>	<p><b>Student Handbook:</b> 442-443, 447, 448, 449, 450, 451, 452, 453, 454, 455, 456, 457, 458, 459, 460, 461, 462, 463, 464, 465-466, 467, 468-469</p>
<p>R.10.7.10 Examine the effect of imagery on the mood or meaning of the poem</p>	<p><b>Student Handbook:</b> 427-429, 430-438, 453, 456</p>
<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>	<p><b>Student Handbook:</b> 265-272</p>
<p>R.10.7.12 Analyze advertisements for bias and propaganda</p>	<p><b>Student Handbook:</b> 263, 287-288</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	Reader's Handbook, 7
<p><b>Word recognition</b></p> <p>R.11.7.1 Automatically decode words to ensure focus on comprehension</p>	<p><b>Student Handbook:</b> 585, 621-623, 624-625</p>
<p>R.11.7.2 Continue to develop and maintain an adequate body of sight words</p>	<p><b>Student Handbook:</b> 612-613</p>
<p>R.11.7.3 Add content words to sight vocabulary</p>	<p><b>Student Handbook:</b> 612-613</p>
<p><b>Word Study and Vocabulary</b></p> <p>R.11.7.4 Use knowledge of root words and affixes and word relationships to determine meaning</p>	<p><b>Student Handbook:</b> 585, 621-623, 624-625, 685-692</p>
<p>R.11.7.5 Use context to determine meaning of multiple meaning words</p>	<p><b>Student Handbook:</b> 586, 615-620, 639</p>
<p>R.11.7.6 Use resources to determine meaning of technical and specialized vocabulary</p>	<p><b>Student Handbook:</b> 626-630, 631-639</p>
<p>R.11.7.7 Determine useful and relevant words</p>	<p><b>Student Handbook:</b> 630, 631, 632</p>
<p>R.11.7.8 Identify and explain idioms and comparisons such as analogies, metaphors and similes to infer the literal and figurative meanings of phrases</p>	<p><b>Student Handbook:</b> 426-427, 434-435, 447, 450, 455, 458, 459, 464</p>
<p>R.11.7.9 Use knowledge of Greek and Latin word parts and roots to determine the meaning of subject related vocabulary</p>	<p><b>Student Handbook:</b> 629, 689-692</p>
<p>R.11.7.10 Use context to determine meaning of multiple meaning words</p>	<p><b>Student Handbook:</b> 615-620, 639</p>
<p><b>Reading with fluency</b></p> <p>R.11.7.12 Read grade level text orally with accuracy and expression</p>	<p><b>Student Handbook:</b> 443, 445, 488</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	Reader's Handbook, 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 Handbook:</b> 514-517</p>
<p>IR.12.7.2 Use reference features (e.g., endnotes, etc.) and <i>text features</i> (e.g., endnotes, footnotes, bibliography, etc.) to access information</p>	<p><b>Student Handbook:</b> 155-169</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 Handbook:</b> 218-233, 234-246, 265-272, 512-535</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 Handbook:</b> 218-233, 234-246, 265-272, 512-535</p>
<p>IR.12.7.5 Evaluate sources to select those most reliable and appropriate to purpose and topic</p>	<p><b>Student Handbook:</b> 525, 533, 534, 535</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 Handbook:</b> 41, 545, 546, 653</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 Handbook:</b> 50-54, 60, 61, 75, 108-109, 179, 209, 232-233, 284-285, 331, 358, 378, 420, 484, 521, 526, 547, 646-647, 650-651, 669, 680</p>
<p>IR.12.7.8 Create a formal topic outline of main topic, sub-topics, and details</p>	<p><b>Student Handbook:</b> 81, 94, 649</p>



**Reader's Handbook © 2002**  
**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	Reader's Handbook, 8
<b>Speaking Vocabulary</b> OV.1.8.1 Use vocabulary from content area texts and reading/literature	<b>Student Handbook:</b> 608-634
OV.1.8.2 Use standard English in classroom discussion and <i>presentation</i>	<b>Student Handbook:</b> 314, 419, 428, 429
<b>Speaking Behaviors</b> OV.1.8.3 Speak for and to various purposes and audiences	<b>Student Handbook:</b> 314, 419, 428, 429, 487
OV.1.8.5 Use correct pronunciation and inflection/modulation to communicate ideas and information	<b>Student Handbook:</b> 443, 445, 488
<b>Speaking to share understanding and information</b> OV.1.8.6 Contribute appropriately to class discussion	<b>Student Handbook:</b> 232, 314, 419, 428, 429, 487
OV.1.8.8 Report results of interviews, research, etc.	<b>Student Handbook:</b> 232
<b>Speaking for literary response and expression</b> OV.1.8.9 Participate in a variety of speaking activities taken from literature or research	<b>Student Handbook:</b> 443, 445, 488

## Standard 2: Listening

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

Student Learning Expectations	Reader's Handbook, 8
<b>Listening for information and understanding</b> OV.2.8.2 Establish purpose for listening	<b>Student Handbook:</b> 613

## Standard 3: Media Literacy

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

Student Learning Expectations	Reader's Handbook, 8
<b>Utilizing media for information and understanding</b> OV.3.8.1 View a variety of visually presented materials for understanding of a specific topic	<b>Student Handbook:</b> 157, 488, 536-561, 599-604
<b>Utilizing media for critical analysis and evaluation</b> OV.3.8.2 Evaluate a media source for bias, propaganda, and censorship	<b>Student Handbook:</b> 263, 287, 288, 525

## 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	Reader's Handbook, 8
<b>Prewriting</b> 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	<b>Student Handbook:</b> 28, 75-76, 116, 232-233, 282, 331, 358, 378, 484, 526, 547, 646-647, 669, 680
W.4.8.2 Organize ideas by using such graphic organizers as charts/graphs, and formal outlining with main topics, sub-topics, and details	<b>Student Handbook:</b> 15, 81, 94, 549, 554, 558, 648, 649, 666-684
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	<b>Student Handbook:</b> 32, 34, 67, 101, 118, 172, 173, 181, 182, 205, 219, 235, 266, 274, 316, 409, 473, 515, 538, 565

Student Learning Expectations	Reader's Handbook, 8
W.4.8.4 Use available technology to access information and to document interviews	<b>Student Handbook:</b> 512-535
<b>Drafting</b>  W.4.8.5 Create a draft with emphasis on persuasive and <i>expository</i> organization	<b>Student Handbook:</b> 28, 55, 172, 181, 182, 247-255, 274, 309, 369, 400, 484, 507
W.4.8.6 Create an effective lead paragraph by using quotes, description, or questions with the last sentence as a thesis statement	<b>Student Handbook:</b> 220, 229, 283
<b>Revising</b>  W.4.8.7 Revise content for <ul style="list-style-type: none"> <li>• Central idea</li> <li>• Organization</li> <li>• Unity</li> <li>• Elaboration</li> <li>• Clarity</li> </ul>	<b>Student Handbook:</b> 28, 583
W.4.8.8 Revise <i>style</i> for <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>	<b>Student Handbook:</b> 28, 334, 403, 468, 469, 583
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.)	<b>Student Handbook:</b> 28, 626-629, 630

<b>Student Learning Expectations</b>	<b>Reader's Handbook, 8</b>
<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 Handbook: 28, 583</b></p>
<p><b>Publishing</b></p> <p>W.4.8.13 Publish/share according to purpose and audience</p>	<p><b>Student Handbook: 28</b></p>

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

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

<b>Student Learning Expectations</b>	<b>Reader's Handbook, 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 Handbook: 247-255, 265-272</b></p>
<p><b>Topics and Forms</b></p> <p>W.5.8.3 Create <i>expository</i>, narrative, descriptive, and persuasive writings</p>	<p><b>Student Handbook: 55, 172, 181, 256, 274, 457</b></p>
<p>W.5.8.4 Write poems using a variety of techniques/devices, with emphasis on <i>free verse</i></p>	<p><b>Student Handbook: 446-449</b></p>
<p>W.5.8.5 Write research reports that include a thesis and use a variety of sources</p>	<p><b>Student Handbook: 650-651, 658-659</b></p>

<b>Student Learning Expectations</b>	<b>Reader's Handbook, 8</b>
W.5.8.6 Write to reflect ideas/interpretations of multicultural and universal themes and concepts	<b>Student Handbook:</b> 381
W.5.8.7 Write with and without prompts for a sustained period of time	<b>Student Handbook:</b> 580-583
W.5.8.8 Write responses to literature that demonstrate understanding or interpretation	<b>Student Handbook:</b> 217, 233, 246, 314, 420, 428-429, 436, 444-445, 487
W.5.8.9 Write on demand with or without prompt within a given time frame	<b>Student Handbook:</b> 580-583

### **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>Reader's Handbook, 8</b>
<b>Spelling</b>  W.6.8.7 Spell words correctly in all writing	<b>Student Handbook:</b> 627

### **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>Reader's Handbook, 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 Handbook:</b> 426, 427, 434, 447, 450, 455, 458, 459
W.7.8.3 Use repetition for effect	<b>Student Handbook:</b> 460, 619
W.7.8.5 Use purposeful vocabulary with emphasis on developing <i>tone</i>	<b>Student Handbook:</b> 468, 469
W.7.8.6 Create an effective lead and conclusion	<b>Student Handbook:</b> 220, 229, 283
W.7.8.7 Use flashback/time transitions	<b>Student Handbook:</b> 372, 481
W.7.8.8 Use dialogue effectively	<b>Student Handbook:</b> 360-367
W.7.8.9 Use anecdotes and quotes	<b>Student Handbook:</b> 361, 362

<b>Student Learning Expectations</b>	<b>Reader's Handbook, 8</b>
W.7.8.11 Self-evaluate writing	<b>Student Handbook:</b> 28, 583

## 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.**

<b>Student Learning Expectations</b>	<b>Reader's Handbook, 8</b>
<b>Prior Knowledge</b> R.9.8.1 Use previewing, activating prior knowledge, predicting content of text, formulation questions, and establishing purposes for reading	<b>Student Handbook:</b> 332-33, 44, 45, 67-72, 85-91, 101-107, 118-123, 132-137, 166-167, 173-178, 185, 189-192, 205-209, 219-223, 234-240, 257-260, 265-269, 294-305, 316-321, 340-341, 351-354, 361-362, 369-370, 377, 384, 409-412, 422-423, 431-432, 439-440, 473-476, 489-490, 495, 515-519, 538-540, 565-571
<b>Making Connections</b> R.9.8.2 Evaluate the interrelations of text and world issues/events by applying connection strategies	<b>Student Handbook:</b> 35, 40, 45, 52, 78, 96, 113, 128, 183, 200, 214, 230, 243, 254, 310, 335, 418, 444, 485, 523, 544, 576, 653
R.9.8.3 Connect, compare, and contrast ideas, themes, and issues across texts	<b>Student Handbook:</b> 368, 376-377, 378-382, 405, 493
<b>Using questioning and monitoring</b> R.9.8.4 Defend questions formulated and purposes established for reading	<b>Student Handbook:</b> 67, 79, 85, 97, 101, 114, 129, 173, 185, 186, 189, 201, 205, 215, 231, 235, 244, 245, 304, 311, 312, 313, 316, 336, 348, 349, 374, 391, 409, 419, 473, 486, 515, 520, 524, 538, 545, 546, 565, 576, 577
R.9.8.5 Generate and define questions related to universal themes to interpret meaning	<b>Student Handbook:</b> 44, 45, 377, 378, 379, 380, 381, 489, 490
R.9.8.6 Monitor reading strategies, including rereading, using resources, and questions, and modify them when understanding breakdowns	<b>Student Handbook:</b> 36, 67, 79, 85, 97, 101, 114, 129, 173, 185, 186, 189, 201, 205, 215, 231, 235, 244, 304, 311, 316, 336, 348, 349, 374, 391, 409, 419, 473, 486, 515, 520, 524, 538, 545, 565, 576, 577
<b>Using inferences and interpretations</b> R.9.8.7 Connect own background knowledge and personal experience to make inferences and to respond to new information presented in text	<b>Student Handbook:</b> 35, 40, 45, 52, 78, 96, 113, 128, 183, 200, 214, 230, 243, 254, 310, 335, 418, 444, 485, 523, 544, 576, 653
R.9.8.8 Infer a character's role in development of plot and theme	<b>Student Handbook:</b> 40, 52, 340, 341, 342, 343, 344, 345, 346, 347, 348, 349, 350, 368, 369, 370, 371, 372, 373, 374, 375, 653
R.9.8.9 Infer mood and theme of text	<b>Student Handbook:</b> 40, 52, 366, 368, 376, 377, 378, 379, 380, 381, 382, 397, 405, 417, 456, 653
R.9.8.10 Use literary elements and historical context to infer author's intent	<b>Student Handbook:</b> 40, 52, 266, 390, 391, 392-393, 394-395, 396, 397, 398, 400, 402, 403, 404, 405, 653, 672

<b>Student Learning Expectations</b>	<b>Reader's Handbook, 8</b>
R.9.8.11 Analyze the literary elements of plot, subplot, and climax, and explain the way in which conflicts are resolved or unresolved	<b>Student Handbook:</b> 309, 331, 332, 368, 369, 370, 371-375, 398-399, 400-401, 484, 507-508
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 Handbook:</b> 313, 323, 368, 376-382, 400-401, 405
R.9.8.13 Distinguish among stated fact, reasoned judgment, and opinion in text	<b>Student Handbook:</b> 40, 52, 214, 281, 285, 308, 347, 653, 672
<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 Handbook:</b> 56, 60, 61
R.9.8.15 Identify main ideas and supporting evidence in short stories and novels	<b>Student Handbook:</b> 50-54, 60, 61, 179, 240, 249, 262, 284, 285, 289, 290
R.9.8.16 Use the <i>text features</i> to locate and recall information, with emphasis on text organizers	<b>Student Handbook:</b> 156, 157, 158, 160, 161, 162, 163-164, 165, 166-167, 168, 169
R.9.8.17 Determine text structure(s) to enhance understanding	<b>Student Handbook:</b> 59, 77, 82, 94-95, 111-112, 126-127, 147-149, 181-182, 192, 196-199, 213, 216, 229, 242-243, 275, 278, 286, 309, 332-334, 383-388, 416-417, 644, 645, 662, 667
R.9.8.18 Organize information, including simple outlining	<b>Student Handbook:</b> 80-81, 94, 177-178, 180, 648-649, 675
R.9.8.19 Use skimming, scanning, note-taking, outlining, and questioning as study strategies	<b>Student Handbook:</b> 67, 81, 94, 98, 109, 114-115, 116, 140, 229, 269, 283, 571, 646, 647, 648, 649, 656-657, 679
<b>Summarizing and Synthesizing</b>  R.9.8.20 Synthesize information from multiple texts and provide evidence to support	<b>Student Handbook:</b> 53, 179, 249, 262, 289, 290, 660, 661
<b>Evaluating</b>  R.9.8.21 Evaluate conflicts, motivations, points of view, and changes that affect the plot or theme	<b>Student Handbook:</b> 42, 313, 323, 368-375, 376-382, 398-399, 400-401, 405, 508, 655
R.9.8.22 Evaluate personal, social, and political issues as presented in text	<b>Student Handbook:</b> 240, 241, 243, 244-245, 247-255, 260, 261-264

## 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	Reader's Handbook, 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 Handbook:</b> 32, 46</p>
<p>R.10.8.2 Read texts that reflect contributions of different cultural groups</p>	<p><b>Student Handbook:</b> 59, 206-207, 210-211, 619</p>
<p>R.10.8.3 Vary reading strategies according to text and purpose</p>	<p><b>Student Handbook:</b> 34-35, 74-78, 92-96, 108-113, 124-128, 138-140, 146-149, 178-183, 193-200, 210-214, 223-230, 241-243, 249-253, 261-262, 270, 306-310, 322-335, 342-348, 354-357, 363-366, 371-373, 378-379, 385-387, 413-418, 424-428, 433-436, 441-443, 477-485, 491-492, 496-500, 520-523, 541-544, 572-576</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 Handbook:</b> 42, 184, 185, 231, 240, 241, 242-243-245, 254-255, 291, 403, 655</p>
<p>R.10.8.5 Use skimming, scanning, note taking, outlining, and questioning as study strategies</p>	<p><b>Student Handbook:</b> 67, 81, 94, 98, 109, 114-115, 116, 140, 229, 269, 283, 571, 599, 646, 647, 648, 649, 656-657, 679</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 Handbook:</b> 172-187, 472-488</p>
<p>R.10.8.7 Evaluate the credibility of the narrator</p>	<p><b>Student Handbook:</b> 42, 655</p>
<p>R.10.8.8 Identify the basic parts of drama</p>	<p><b>Student Handbook:</b> 484, 503, 504, 505, 506, 507-508, 509, 510, 511</p>
<p>R.10.8.9 Describe how stage directions help the reader understand a play</p>	<p><b>Student Handbook:</b> 497, 510</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 Handbook:</b> 406-469</p>
<p>R.10.8.11 Interpret poetry, noting distinctive poetic devices</p>	<p><b>Student Handbook:</b> 442-443, 447, 448, 449, 450, 451, 452, 453, 454, 455, 456, 457, 458, 459, 460, 461, 462, 463, 464, 465-466, 467, 468-469</p>

<b>Student Learning Expectations</b>	<b>Reader's Handbook, 8</b>
<p><b>Reading a variety of practical materials for enjoyment, critical analysis and evaluation</b></p> <p>R.10.8.12 Read and utilize functional/<i>practical texts</i>, including manuals, memos, job applications, and career guides</p>	<b>Student Handbook:</b> 265-272
<p>R.10.8.13 Analyze newspaper articles and editorials for bias and propaganda</p>	<b>Student Handbook:</b> 218-233, 247-255

**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>Reader's Handbook, 8</b>
<p><b>Word recognition</b></p> <p>R.11.8.1 Automatically decode words to ensure focus on comprehension</p>	<b>Student Handbook:</b> 585, 621-623, 624-625
<p>R.11.8.2 Continue to develop and maintain an adequate body of sight words</p>	<b>Student Handbook:</b> 612-613
<p>R.11.8.3 Add content words to sight vocabulary</p>	<b>Student Handbook:</b> 612-613
<p><b>Word Study and Vocabulary</b></p> <p>R.11.8.4 Use knowledge of root words and affixes and word relationships to determine meaning</p>	<b>Student Handbook:</b> 585, 621-623, 624-625, 685-692
<p>R.11.8.5 Use context to determine meaning of multiple meaning words</p>	<b>Student Handbook:</b> 586, 615-620, 639
<p>R.11.8.6 Use resources to determine meaning of technical and specialized vocabulary</p>	<b>Student Handbook:</b> 626-630, 631-639
<p>R.11.8.7 Determine useful and relevant words</p>	<b>Student Handbook:</b> 630, 631, 632
<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>	<b>Student Handbook:</b> 426-427, 434-435, 447, 450, 455, 458, 459, 464, 586-587, 636-639
<p>R.11.8.9 Identify how words from other cultures have been incorporated into English vocabulary usage</p>	<b>Student Handbook:</b> 629, 689-692

<b>Student Learning Expectations</b>	<b>Reader's Handbook, 8</b>
R.11.8.10 Use context, structure, denotations and connotations to determine meaning of words and phrases	<b>Student Handbook:</b> 279, 425-426, 433-434, 615-620
<b>Reading with fluency</b>  R.11.8.12 Read grade level text orally with accuracy and expression	<b>Student Handbook:</b> 443, 445, 488

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

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

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

<b>Student Learning Expectations</b>	<b>Reader's Handbook, 8</b>
<b>Accessing information</b>  IR.12.8.1 Formulate original questions to explain and select a topic for research	<b>Student Handbook:</b> 514-517
IR.12.8.2 Use appropriate reference features and <i>text features</i> to access information effectively	<b>Student Handbook:</b> 155-169
IR.12.8.3 Use print and electronic sources independently to locate information	<b>Student Handbook:</b> 218-233, 234-246, 265-272, 512-535
IR.12.8.4 Gather information from more than one type of source (e.g., interviews, Internet, lab notes, etc.)	<b>Student Handbook:</b> 108, 512-535, 647, 669
IR.12.8.5 Self-select credible sources appropriate to purpose and topic	<b>Student Handbook:</b> 525, 533, 534-535
<b>Interpreting Information</b>  IR.12.8.6 Create visual graphs to interpret information	<b>Student Handbook:</b> 15, 159, 549, 554, 603-604
IR.12.8.7 Use notes to narrow a topic to develop a thesis statement	<b>Student Handbook:</b> 333, 381, 492, 673, 681
IR.12.8.8 Create a formal topic outline of thesis, main topic, sub-topics, and details	<b>Student Handbook:</b> 53, 81, 94, 179, 249, 262, 289-290, 648-649, 675

**Reader's Handbook © 2002**  
**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	Reader's Handbook, 9
<p><b>Speaking to share understanding and information</b></p> <p>OV.1.9.1 Adjust oral language to audience and appropriately apply the rules of standard English</p>	<p><b>Student Handbook:</b> 35, 234, 236, 239, 240, 245</p>
<p>OV.1.9.2 Prepare and participate in structured discussions, such as panel discussions</p>	<p><b>Student Handbook:</b> 179, 286</p>
<p><b>Speaking for literary response, expression and analysis</b></p> <p>OV.1.9.4 Participate in a variety of such speaking activities as scenes from a play, oral book reports, monologues, memorization of lines, character analysis, and literary reviews</p>	<p><b>Student Handbook:</b> 224, 235, 418, 420, 468</p>

**Standard 2: Listening**

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

Student Learning Expectations	Reader's Handbook, 9
<p><b>Listening for information, interpretation, critical analysis, and evaluation</b></p> <p>OV.2.9.1 Analyze how the conventions of English affect oral expressions</p>	<p><b>Student Handbook:</b> 35</p>

<b>Student Learning Expectations</b>	<b>Reader's Handbook, 9</b>
OV.2.9.2 Establish a purpose for listening and identify relevant information	<b>Student Handbook:</b> 244-245
OV.2.9.3 Identify barriers to listening and generate methods to overcome them	<b>Student Handbook:</b> 244-245
OV.2.9.4 Demonstrate attentive, reflective, and critical listening skills to respond to and interpret speaker's message	<b>Student Handbook:</b> 244-245

### **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>Reader's Handbook, 9</b>
<b>Analyzing media</b> OV.3.9.1 Compare the advantages and disadvantages of various types of media	<b>Student Handbook:</b> 312, 468
OV.3.9.2 Articulate personal response to such media as editorials, news stories, and advertisements	<b>Student Handbook:</b> 176-177, 189
<b>Evaluating media credibility</b> OV.3.9.3 Identify and evaluate a media source for bias and <i>point of view</i>	<b>Student Handbook:</b> 232-233

### **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.**

<b>Student Learning Expectations</b>	<b>Reader's Handbook, 9</b>
<b>Prewriting</b> W.4.9.1 Generate, gather, and organize ideas for writing	<b>Student Handbook:</b> 33, 627
W.4.9.2 Plan and organize writing to address a specific audience and purpose with emphasis on narration	<b>Student Handbook:</b> 33, 626, 629

Student Learning Expectations	Reader's Handbook, 9
<p><b>Drafting</b></p> <p>W.4.9.3 Communicate clearly the purpose of the writing</p>	<p><b>Student Handbook:</b> 33, 34, 627, 628</p>
<p>W.4.9.4 Write clear and varied sentences</p>	<p><b>Student Handbook:</b> 624, 631</p>
<p>W.4.9.5 Elaborate ideas clearly and accurately through word choice, vivid description, and selected information</p>	<p><b>Student Handbook:</b> 33, 34, 627</p>
<p>W.4.9.6 Adapt content vocabulary, <i>voice</i>, and <i>tone</i> to audience, purpose, and situation</p>	<p><b>Student Handbook:</b> 307, 385, 396, 405, 443, 496-497, 659-676</p>
<p>W.4.9.7 Arrange paragraphs into a logical progression with appropriate transition</p>	<p><b>Student Handbook:</b> 60-69, 629, 631</p>
<p><b>Revising</b></p> <p>W.4.9.8 Revise content of writing for central idea, elaboration, unity, and organization</p>	<p><b>Student Handbook:</b> 34, 629-631</p>
<p>W.4.9.9 Revise <i>style</i> of writing for selected vocabulary, selected information, sentence variety, <i>tone</i> and <i>voice</i></p>	<p><b>Student Handbook:</b> 34, 307, 382, 412, 492-493</p>
<p>W.4.9.10 Revise <i>sentence formation</i> in writing for completeness, coordination, subordination, standard word order, and absence of fused sentence</p>	<p><b>Student Handbook:</b> 34, 307, 624, 631</p>
<p><b>Editing</b></p> <p>W.4.9.11 Apply grammatical conventions to edit for standard inflections, agreement, word meaning and conventions</p>	<p><b>Student Handbook:</b> 34, 624, 631</p>
<p>W.4.9.12 Apply grammatical conventions for capitalization, punctuation, formatting, and spelling</p>	<p><b>Student Handbook:</b> 34, 624, 631</p>
<p><b>Publishing</b></p> <p>W.4.9.15 Use available technology for all aspects of the <i>writing process</i></p>	<p><b>Student Handbook:</b> 35</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	Reader's Handbook, 9
<p><b>Purposes and Audiences</b></p> <p>W.5.9.1 Adjust levels of formality, <i>style</i>, and <i>tone</i> when composing for different audiences</p>	<p><b>Student Handbook: 35</b></p>
<p><b>Topics and Forms</b></p> <p>W.5.9.2 Write biographies or autobiographies 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 Handbook: 204-205</b></p>
<p>W.5.9.3 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> </ul>	<p><b>Student Handbook: 59, 154, 163, 175, 180, 188, 204-205, 222, 224, 240-241</b></p>
<p>W.5.9.4 Write using <i>rhetorical strategies</i> with special emphasis on definition, narration, description, exemplification, and compare/contrast</p>	<p><b>Student Handbook: 48, 59, 60, 65, 126, 260, 372, 380, 671</b></p>
<p>W.5.9.5 Write a variety of letters including letter of apology 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> </ul>	<p><b>Student Handbook: 180</b></p>
<p>W.5.9.6 Write poems using a range of poetic techniques, forms, and figurative language, emphasizing narrative poetry</p>	<p><b>Student Handbook: 399, 407, 422</b></p>
<p>W.5.9.7 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 with evidence from text</li> </ul>	<p><b>Student Handbook: 224, 287</b></p>

<b>Student Learning Expectations</b>	<b>Reader's Handbook, 9</b>
W.5.9.8 Write on demand to a specified prompt within a given time frame	<b>Student Handbook:</b> 624-631

### **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>Reader's Handbook, 9</b>
<b>Sentence Formation</b>  W.6.9.2 Use parallel structures	<b>Student Handbook:</b> 244
<b>Usage</b>  W.6.9.5 Distinguish between active and passive voice	<b>Student Handbook:</b> 496-497
<b>Spelling</b>  W.6.9.8 Apply conventional spelling to all pieces	<b>Student Handbook:</b> 677
<b>Capitalization</b>  W.6.9.9 Apply conventional rules of capitalization in writing	<b>Student Handbook:</b> 94

### **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>Reader's Handbook, 9</b>
<b>Purposefully shaping and controlling language</b>  W.7.9.1 Use figurative language effectively with emphasis on simile and personification	<b>Student Handbook:</b> 244, 307, 404, 427, 429, 433, 436, 440
W.7.9.2 Use a variety of sentence structures, types, and lengths to contribute to <i>fluency</i> and interest	<b>Student Handbook:</b> 307
W.7.9.3 Consider purpose, speaker, audience, and form when completing assignments emphasizing narration	<b>Student Handbook:</b> 33, 626, 629

<b>Student Learning Expectations</b>	<b>Reader's Handbook, 9</b>
W.7.9.4 Demonstrate organization, unity, and coherence by using direct transitions and sequencing	<b>Student Handbook:</b> 60-69
W.7.9.6 Use concrete <i>information</i> for elaboration	<b>Student Handbook:</b> 161-162, 262
W.7.9.7 Use precise word choices that convey specific meaning	<b>Student Handbook:</b> 307
W.7.9.8 Personalize writing to convey <i>voice</i> in formal and informal pieces	<b>Student Handbook:</b> 496-497

## 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>Reader's Handbook, 9</b>
<b>Literal and inferential understanding</b>  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	<b>Student Handbook:</b> 34, 41, 84, 97, 108-109, 164, 176-177, 189, 206, 222, 281-282, 308, 397, 464-465
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	<b>Student Handbook:</b> 48, 59, 60-69, 154, 168-180, 225-234, 251, 305-306, 307, 345-350, 375, 382, 384, 385, 389, 396, 405, 412, 443, 475, 492-493, 509, 725
R.9.9.3 Differentiate among strategies to aid comprehension, including skimming, scanning, note taking, outlining, questioning, creating graphic organizers, and annotating	<b>Student Handbook:</b> 51, 80-82, 94, 95, 98, 110, 116, 122-123, 125-128, 130, 145, 147, 159, 162, 166, 191, 203, 208, 215, 219, 260, 525-526, 575-577, 593-594, 605-611, 707-708, 718-719, 720-721, 722-723, 724-725, 728-729, 734-735, 738-757
R.9.9.5 Draw inferences from a sentence or a paragraph (including conclusions, generalization, and predictions) and support them with text evidence	<b>Student Handbook:</b> 15, 46, 47, 56, 58, 126, 177, 202, 221, 325, 328, 340, 473, 672, 746
R.9.9.6 Recognize the role of bias for both author and reader in the comprehension of a text	<b>Student Handbook:</b> 251, 252, 257, 520, 526, 706, 752

<b>Student Learning Expectations</b>	<b>Reader's Handbook, 9</b>
R.9.9.7 Recognize how signal/transition words and phrases denote shifts that contribute to the meaning of the text	<b>Student Handbook:</b> 316
<b>Summary and generalization</b> R.9.9.8 Summarize and paraphrase structures in informational and literary texts, including relationships among concepts and details	<b>Student Handbook:</b> 53, 58, 126, 160-161, 190-191, 259, 262, 413, 452, 545, 730-731
<b>Analysis and evaluation</b> R.9.9.9 Discriminate between fact/opinion and fiction/nonfiction	<b>Student Handbook:</b> 154, 225-234, 241-243, 250, 252, 266
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 Handbook:</b> 154, 163, 175, 178, 188, 204-205, 222
R.9.9.11 Recognize and define various points of view (e.g., omniscient narrator, third-person limited)	<b>Student Handbook:</b> 225, 226, 229, 230, 231, 232, 233, 234, 295, 379-380
R.9.9.12 Define fallacies and identify fallacies in a text	<b>Student Handbook:</b> 232, 233
R.9.9.13 Identify and discuss a position using concepts gained from reading (e.g., debate, discussion, position paper, etc.)	<b>Student Handbook:</b> 229-230, 231-232, 234
R.9.9.14 Identify and categorize figures of speech and <i>sound devices</i> , including simile, metaphor, personification, hyperbole, oxymoron, and pun	<b>Student Handbook:</b> 244, 404, 433, 440

## **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.**

<b>Student Learning Expectations</b>	<b>Reader's Handbook, 9</b>
<b>Practical Texts</b> R.10.9.1 Read across the curriculum a variety of such <i>practical texts</i> as advertisements, warranties, manuals, handbooks, agendas, labels, warnings and directions	<b>Student Handbook:</b> 571-580, 581-587, 588-595

Student Learning Expectations	Reader's Handbook, 9
R.10.9.2 Evaluate clarity and accuracy of information in <i>practical texts</i>	<b>Student Handbook:</b> 27, 28, 34, 40, 48, 126, 160-171, 172, 173, 174, 175, 176, 251, 513-527, 541-553, 571-580, 581-587, 588-595, 599-616, 725
<b>Poetry</b> R.10.9.3 Read a variety of narrative poetry, including ballad and epic	<b>Student Handbook:</b> 404, 405, 418, 419, 420, 430, 433, 434, 435, 436, 437, 438, 442, 443
R.10.9.4 Define and identify poetic conventions and structures, including line, stanza, imagery, rhythm, rhyme, and <i>sound devices</i>	<b>Student Handbook:</b> 405, 415-422, 430, 438, 439, 441
R.10.9.5 Identify the characteristics of <i>narrative</i> poetry	<b>Student Handbook:</b> 389
R.10.9.6 Read traditional and contemporary works of poets from many cultures	<b>Student Handbook:</b> 389-399
R.10.9.7 Identify the concept of <i>persona</i>	<b>Student Handbook:</b> 377
R.10.9.8 Identify techniques poets use to evoke emotion in a reader	<b>Student Handbook:</b> 405, 414, 434
R.10.9.9 Explain how word choice in a poem creates <i>tone</i> and <i>voice</i>	<b>Student Handbook:</b> 405, 443
R.10.9.10 Paraphrase and interpret to find the meaning of selected poems, emphasizing the line	<b>Student Handbook:</b> 408-414
<b>Drama</b> R.10.9.11 Read a variety of dramatic selections, including an Elizabethan tragedy	<b>Student Handbook:</b> 302, 321-329, 352, 353, 354, 356, 357, 368, 372, 499-509
R.10.9.12 Identify the two basic parts of drama: staging and scripting	<b>Student Handbook:</b> 469, 471, 499, 503, 507

Student Learning Expectations	Reader's Handbook, 9
R.10.9.13 Define and identify examples of dramatic conventions, including soliloquy, aside, monologue, dialogue, and character types	<b>Student Handbook:</b> 452, 459-460, 472-476, 494, 501, 503, 504, 505
R.10.9.14 Compare and contrast the elements of character, setting, and plot in drama	<b>Student Handbook:</b> 302, 321-329, 352, 353, 354, 356, 357, 368, 372, 499-509
R.10.9.15 Describe how stage directions help the reader understand the setting, mood, characters, plot, and theme	<b>Student Handbook:</b> 469, 471, 503, 507
<b>Literary and Content Prose</b>  R.10.9.17 Read a variety of literary and <i>content prose</i>	<b>Student Handbook:</b> 155-167, 168-180, 181-192, 193-209, 210-224, 225-234, 235-245, 267-287, 288-312
R.10.9.18 Recognize the influence of historical context on the form, style, and point of view of a written work	<b>Student Handbook:</b> 193, 210, 251, 269, 288
R.10.9.19 Identify the characteristics that distinguish literary forms from different cultures	<b>Student Handbook:</b> 266, 375
R.10.9.20 Identify and define literary terms	<b>Student Handbook:</b> 246-263, 366-385
R.10.9.21 Explain the relationship between the author's style and literary effect	<b>Student Handbook:</b> 307, 382
R.10.9.22 Identify literary elements in a work	<b>Student Handbook:</b> 246-263, 366-385
R.10.9.23 Explain the use of verbal irony, dramatic irony, and situational irony	<b>Student Handbook:</b> 256, 376

## **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>Reader's Handbook, 9</b>
<b>Word study and vocabulary</b>  R.11.9.1 Expand vocabulary through reading, listening, and discussing	<b>Student Handbook: 659-676</b>
R.11.9.2 Use roots, prefixes, and suffixes to define words	<b>Student Handbook: 673-674, 675, 676, 677-681, 758-765</b>
R.11.9.3 Use reference materials including glossary, dictionary, thesaurus, and available technology to determine precise meaning and usage of words	<b>Student Handbook: 139, 402, 677-681, 682-684, 703</b>
R.11.9.4 Distinguish between connotation and denotation	<b>Student Handbook: 253, 403, 411, 683-684</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 sort the purpose and audience.**

<b>Student Learning Expectations</b>	<b>Reader's Handbook, 9</b>
<b>Accessing information</b>  R.12.9.1 Generate open-ended questions to select a topic	<b>Student Handbook: 515, 519, 520, 692, 700</b>
R.12.9.2 Establish a focus for research and design a research plan to answer a specific question	<b>Student Handbook: 514-515, 518- 519, 692-693</b>
R.12.9.3 Determine the purpose of using different research tools to access multiple sources	<b>Student Handbook: 514, 518-519, 533-534, 535-537, 695-705, 706</b>
R.12.9.4 Use a variety of electronic sources to access information	<b>Student Handbook: 512, 513-527, 695, 696, 697</b>

Student Learning Expectations	Reader's Handbook, 9
<p><b>Evaluating credibility and identifying relevant information</b></p> <p>R.12.9.5 Recognize ways to assess the credibility of authors and reliability of sources (e.g., author credentials, author biases, copyright dates, etc.)</p>	<p><b>Student Handbook:</b> 520, 525-526, 697</p>
<p>R.12.9.6 Recognize ways to verify the accuracy and usefulness of information</p>	<p><b>Student Handbook:</b> 520, 525-526, 697</p>
<p>R.12.9.7 Distinguish between <i>primary</i> and <i>secondary sources</i></p>	<p><b>Student Handbook:</b> 695, 696</p>
<p>R.12.9.8 Define plagiarism and cite quoted sources to avoid plagiarism</p>	<p><b>Student Handbook:</b> 522</p>
<p>R.12.9.9 Differentiate among paraphrasing, summarizing and plagiarizing</p>	<p><b>Student Handbook:</b> 126, 190-191, 398-399, 476, 497, 522, 545-546, 549, 709, 722-723, 723, 730-731, 749</p>
<p><b>Interpreting and presenting information</b></p> <p>R.12.9.10 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> </ul>	<p><b>Student Handbook:</b> 710-712</p>
<p>R.12.9.11 Summarize, paraphrase, and/or quote relevant information</p>	<p><b>Student Handbook:</b> 126, 190-191, 398-399, 476, 497, 545-546, 549, 709, 722-723, 723, 730-731, 749</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 Handbook:</b> 155-167, 224, 418, 420, 468</p>



**Reader's Handbook © 2002**  
**correlated to**  
**Arkansas English Language Arts**  
**Curriculum Framework**  
**Grade 10**

**Strand: Oral and Visual Communications**

**Standard 1: Speaking**

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

Student Learning Expectations	Reader's Handbook, 10
<p><b>Speaking to share understanding and information</b></p> <p>OV.1.10.1 Adjust oral language to audience and appropriately apply the rules of standard English</p>	<p><b>Student Handbook:</b> 35, 234, 236, 239, 240, 245</p>
<p>OV.1.10.2 Prepare and participate in structured discussions, such as panel discussions</p>	<p><b>Student Handbook:</b> 179, 286</p>
<p><b>Speaking for literary response, expression and analysis</b></p> <p>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</p>	<p><b>Student Handbook:</b> 224, 235, 418, 420, 468</p>

**Standard 2: Listening**

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

Student Learning Expectations	Reader's Handbook, 10
<p><b>Listening for information, interpretation, critical analysis, and evaluation</b></p> <p>OV.2.10.2 Identify barriers to listening and generate methods to overcome them</p>	<p><b>Student Handbook:</b> 244-245</p>

<b>Student Learning Expectations</b>	<b>Reader's Handbook, 10</b>
OV.2.10.4 Demonstrate attentive, reflective, and critical listening skills to respond to and interpret speaker's message	<b>Student Handbook:</b> 244-245

### **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>Reader's Handbook, 10</b>
<b>Analyzing media</b>  OV.3.10.1 Identify features and techniques used by specific media (print and electronic) to inform, such as <i>infographics</i> , sequencing, headlining, and placement	<b>Student Handbook:</b> 169, 170, 175, 182, 183, 188, 523
OV.3.10.2 Demonstrate an understanding of features and techniques used by media for specific effect	<b>Student Handbook:</b> 246-265, 554-567
<b>Evaluating media credibility</b>  OV.3.10.3 Identify and evaluate propaganda, <i>disinformation</i> , and censorship within a given medium	<b>Student Handbook:</b> 232-233

### **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.**

<b>Student Learning Expectations</b>	<b>Reader's Handbook, 10</b>
<b>Prewriting</b>  W.4.10.1 Apply appropriate prewriting strategies to address purpose and audience with emphasis on description	<b>Student Handbook:</b> 32, 627
<b>Drafting</b>  W.4.10.2 Communicate clearly the purpose of the writing	<b>Student Handbook:</b> 33, 627
W.4.10.3 Write clear and varied sentences	<b>Student Handbook:</b> 624, 631

Student Learning Expectations	Reader's Handbook, 10
W.4.10.4 Elaborate ideas clearly and accurately through word choice, vivid description, and selected information	<b>Student Handbook:</b> 33, 34, 627
W.4.10.5 Adapt content vocabulary, <i>voice</i> and <i>tone</i> to audience, purpose, and situation	<b>Student Handbook:</b> 307, 385, 396, 405, 443, 496-497, 659-676
W.4.10.6 Arrange paragraphs into a logical progression with appropriate transition	<b>Student Handbook:</b> 60-69, 629, 631
<b>Revising</b>  W.4.10.7 Revise content of writing for central idea, elaboration, unity, and organization	<b>Student Handbook:</b> 34, 629-631
W.4.10.8 Revise <i>style</i> of writing for selected vocabulary, selected information, sentence variety, <i>tone</i> , and <i>voice</i>	<b>Student Handbook:</b> 34, 307, 382, 412, 492-493
W.4.10.9 Revise <i>sentence formation</i> in writing for completeness, coordination, subordination, standard word order, and absence of fused sentence	<b>Student Handbook:</b> 34, 307, 624, 631
<b>Editing</b>  W.4.10.10 Apply grammatical conventions to edit for standard inflections, agreement, word meaning and conventions	<b>Student Handbook:</b> 34, 624, 631
W.4.10.11 Apply grammatical conventions for capitalization, punctuation, formatting, and spelling	<b>Student Handbook:</b> 34, 624, 631
<b>Publishing</b>  W.4.10.14 Use available technology for all aspects of the <i>writing process</i>	<b>Student Handbook:</b> 35

## 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	Reader's Handbook, 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 Handbook:</b> 35</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 Handbook:</b> 267, 287</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 Handbook:</b> 59, 154, 163, 175, 180, 188, 204-205, 222, 224, 240-241</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 Handbook:</b> 48, 59, 60, 65, 126, 260, 372, 380, 671</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 Handbook:</b> 180</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 Handbook:</b> 399, 407, 422</p>

<b>Student Learning Expectations</b>	<b>Reader's Handbook, 10</b>
<p>W.5.10.7 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 with evidence from the text</li> <li>• demonstrate awareness of the author's use of stylistic devices</li> </ul>	<b>Student Handbook:</b> 224, 287
<p>W.5.10.8 Write on demand to a specified prompt within a given time frame</p>	<b>Student Handbook:</b> 624-631

## **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>Reader's Handbook, 10</b>
<p><b>Usage</b></p> <p>W.6.10.2 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>• Pronoun case</li> <li>• Objective complements</li> </ul>	<b>Student Handbook:</b> 671
<p>W.6.10.3 Demonstrate appropriate use of active and passive voice</p>	<b>Student Handbook:</b> 496-497
<p><b>Spelling</b></p> <p>W.6.10.4 Apply conventional spelling to all pieces</p>	<b>Student Handbook:</b> 677
<p><b>Capitalization</b></p> <p>W.6.10.5 Apply conventional rules of capitalization in writing</p>	<b>Student Handbook:</b> 94

## Standard 7: Craftsmanship

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

Student Learning Expectations	Reader's Handbook, 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 Handbook:</b> 244, 307, 404, 427, 429, 433, 436, 440</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 Handbook:</b> 307</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 Handbook:</b> 33, 626, 629</p>
<p>W.7.10.4 Demonstrate organization, unity, and coherence by using embedded transitions and sequencing</p>	<p><b>Student Handbook:</b> 60-69</p>
<p>W.7.10.6 Distinguish between and use <i>concrete</i> and <i>commentary information</i> for elaboration</p>	<p><b>Student Handbook:</b> 161-162, 262</p>
<p>W.7.10.7 Use precise word choices that convey specific meaning</p>	<p><b>Student Handbook:</b> 307</p>
<p>W.7.10.8 Personalize writing to convey <i>voice</i> in formal and informal pieces</p>	<p><b>Student Handbook:</b> 496-497</p>

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

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

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

Student Learning Expectations	Reader's Handbook, 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 Handbook:</b> 34, 41, 84, 97, 108-109, 164, 176-177, 189, 206, 222, 281-282, 308, 397, 464-465</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 Handbook:</b> 48, 59, 60-69, 154, 168-180, 225-234, 251, 305-306, 307, 345-350, 375, 382, 384, 385, 389, 396, 405, 412, 443, 475, 492-493, 509, 725</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 Handbook:</b> 51, 80-82, 94, 95, 98, 110, 116, 122-123, 125-128, 130, 145, 147, 159, 162, 166, 191, 203, 208, 215, 219, 260, 525-526, 575-577, 593-594, 605-611, 707-708, 718-719, 720-721, 722-723, 724-725, 728-729, 734-735, 738-757</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 Handbook:</b> 15, 46, 47, 56, 58, 126, 177, 202, 221, 325, 328, 340, 473, 672, 746</p>
<p>R.9.10.6 Identify bias in a variety of texts</p>	<p><b>Student Handbook:</b> 51, 252, 257, 520, 526, 706, 752</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 Handbook:</b> 53, 58, 126, 160-161, 190-191, 259, 262, 413, 452, 545, 730-731</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 Handbook:</b> 232-233, 244, 252</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 Handbook:</b> 225, 226, 229, 230, 231, 232, 233, 234, 295, 379-380</p>

<b>Student Learning Expectations</b>	<b>Reader's Handbook, 10</b>
R.9.10.10 Examine author's purpose in choosing a <i>point of view</i> (e.g., humor, suspense, satire, etc.)	<b>Student Handbook:</b> 225, 226, 229, 230, 231, 232, 233, 234, 295, 379-380
R.9.10.11 Examine fallacies to determine purpose	<b>Student Handbook:</b> 232, 233
R.9.10.12 Investigate and interpret a position using concepts gained from reading	<b>Student Handbook:</b> 229-230, 231-232, 234
R.9.10.13 Identify and categorize figures of speech and <i>sound devices</i> , including extended metaphor, personification, hyperbole, understatement, oxymoron, paradox, and pun	<b>Student Handbook:</b> 244, 404, 433, 440

## Standard 10: Variety of Texts

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

<b>Student Learning Expectations</b>	<b>Reader's Handbook, 10</b>
<b>Practical Texts</b>  R.10.10.1 Read across the curriculum a variety of such <i>practical texts</i> as advertisements, warranties, manuals, job and career descriptions, and applications	<b>Student Handbook:</b> 571-580, 581-587, 588-595
R.10.10.2 Evaluate clarity and accuracy of information in <i>practical texts</i>	<b>Student Handbook:</b> 27, 28, 34, 40, 48, 126, 160-171, 172, 173, 174, 175, 176, 251, 513-527, 541-553, 571-580, 581-587, 588-595, 599-616, 725
<b>Poetry</b>  R.10.10.3 Read a variety of lyric poetry, including odes and sonnets	<b>Student Handbook:</b> 404, 405, 418, 419, 420, 430, 433, 434, 435, 436, 437, 438, 442, 443
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 Handbook:</b> 405, 415-422, 430, 438, 439, 441
R.10.10.5 Identify the characteristics of lyric poetry	<b>Student Handbook:</b> 389, 432
R.10.10.6 Compare and contrast traditional and contemporary works of poets from many cultures	<b>Student Handbook:</b> 389-399

Student Learning Expectations	Reader's Handbook, 10
R.10.10.7 Examine the author's possible use of <i>persona</i>	<b>Student Handbook:</b> 377
R.10.10.8 Compare and contrast techniques poets use to evoke emotion in a reader	<b>Student Handbook:</b> 405, 414, 434
R.10.10.9 Identify examples of words that contribute to <i>tone</i> and <i>voice</i>	<b>Student Handbook:</b> 405, 443
R.10.10.10 Paraphrase and interpret to find the meaning of selected poems, emphasizing the stanza	<b>Student Handbook:</b> 408-414
<b>Drama</b> R.10.10.11 Read a variety of dramatic selections, including a classical tragedy	<b>Student Handbook:</b> 302, 321-329, 352, 353, 354, 356, 357, 368, 372, 499-509
R.10.10.12 Compare and contrast character development in a play to characterizations in other literary forms	<b>Student Handbook:</b> 480-481
R.10.10.13 Read and discuss an author's use of dramatic conventions	<b>Student Handbook:</b> 452, 459-460, 472-476, 494, 501, 503, 504-505
R.10.10.14 Identify the functions of dialogue, scene designs, soliloquies, asides, and character foils in dramatic literature	<b>Student Handbook:</b> 452, 459-460, 472-476, 494, 501, 503, 504, 505
R.10.10.15 Explain the use of asides, soliloquies, and monologues in the development of a single character	<b>Student Handbook:</b> 504, 505
R.10.10.18 Explain the relationship between the expressed purposes and the characteristics of different forms of dramatic literature	<b>Student Handbook:</b> 446
<b>Literary and Content Prose</b> R.10.10.19 Read a variety of literary and <i>content prose</i>	<b>Student Handbook:</b> 155-167, 168-180, 181-192, 193-209, 210-224, 225-234, 235-245, 267-287, 288-312

<b>Student Learning Expectations</b>	<b>Reader's Handbook, 10</b>
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 Handbook:</b> 93, 210, 251, 269, 288
R.10.10.21 Explain similarities and differences of techniques and literary forms represented in the literature of different cultures	<b>Student Handbook:</b> 266, 375
R.10.10.22 Use literary terms to discuss a work	<b>Student Handbook:</b> 246-263, 366-385
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 Handbook:</b> 82, 307, 385, 396, 405, 412, 430, 443, 492-493
R10.10.24 Identify and explain literary elements in a work	<b>Student Handbook:</b> 246-263, 366-385
R10.10.25 Analyze the use of irony in a text	<b>Student Handbook:</b> 256, 376

## **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>Reader's Handbook, 10</b>
<b>Word study and vocabulary</b> R.11.10.1 Expand vocabulary through reading, listening, and discussing	<b>Student Handbook:</b> 659-676
R.11.10.2 Use Greek and Latin roots, prefixes, and suffixes to determine meanings	<b>Student Handbook:</b> 673-674, 675, 676, 677-681, 758-765
R.11.10.3 Use reference materials including glossary, dictionary, thesaurus, and available technology to apply precise meaning and usage of words	<b>Student Handbook:</b> 139, 402, 677-681, 682-684, 703
R.11.10.4 Recognize the connotative power of words	<b>Student Handbook:</b> 253, 403, 411, 683-684

**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	Reader's Handbook, 10
<p><b>Accessing information</b></p> <p>R.12.10.1 Generate open-ended questions to explore and select a topic</p>	<p><b>Student Handbook:</b> 515, 519, 520, 692, 700</p>
<p>R.12.10.2 Establish a focus for research and design a research plan to answer a set of questions</p>	<p><b>Student Handbook:</b> 514-515, 518- 519, 692-693</p>
<p>R.12.10.3 Utilize a variety of research tools to access multiple sources</p>	<p><b>Student Handbook:</b> 514, 518-519, 533-534, 535-537, 695-705, 706</p>
<p>R.12.10.4 Use key words to search a database to find specific information</p>	<p><b>Student Handbook:</b> 515-516, 533-534</p>
<p><b>Evaluating credibility and identifying relevant information</b></p> <p>R.12.10.5 Determine the credibility of authors and reliability of sources (e.g., author credentials, author biases, copyright dates, etc.)</p>	<p><b>Student Handbook:</b> 520, 525-526, 697</p>
<p>R.12.10.6 Use criteria to compare ways to verify the accuracy and usefulness of information</p>	<p><b>Student Handbook:</b> 520, 525-526, 697</p>
<p>R.12.10.7 Skim sources to evaluate their usefulness and accuracy</p>	<p><b>Student Handbook:</b> 525-526, 575-577, 728-729</p>
<p>R.12.10.8 Apply research skills to collect a variety of <i>primary</i> and/or <i>secondary</i> sources</p>	<p><b>Student Handbook:</b> 695, 696</p>
<p>R.12.10.9 Paraphrase and/or summarize information to avoid plagiarism</p>	<p><b>Student Handbook:</b> 522</p>

Student Learning Expectations	Reader's Handbook, 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 Handbook:</b> 710-712</p>
<p>R.12.10.11 Summarize, paraphrase, and/or quote relevant information</p>	<p><b>Student Handbook:</b> 126, 190-191, 398-399, 476, 497, 545-546, 549, 709, 722-723, 723, 730-731, 749</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 Handbook:</b> 155-167, 224, 418, 420, 468</p>



**Reader's Handbook © 2002**  
**correlated to**  
**Arkansas English Language Arts**  
**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	Reader's Handbook, 11
<p><b>Speaking to share understanding and information</b></p> <p>OV.1.11.1 Prepare and participate in structured discussions, such as <i>Socratic discussions</i></p>	<p><b>Student Handbook: 179, 286</b></p>
<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 Handbook: 224, 235, 418, 420, 468</b></p>

**Standard 2: Listening**

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

Student Learning Expectations	Reader's Handbook, 11
<p><b>Listening for information, interpretation, critical analysis, and evaluation</b></p> <p>OV.2.11.3 Identify barriers to listening and generate methods to overcome them</p>	<p><b>Student Handbook: 244-245</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 Handbook: 244-245</b></p>

### Standard 3 : Media Literacy

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

Student Learning Expectations	Reader's Handbook, 11
<p><b>Evaluating media credibility</b></p> <p>OV.3.11.2 Use appropriate criteria to evaluate media with emphasis on prejudice, censorship, and <i>disinformation</i></p>	<p><b>Student Handbook: 232-233</b></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	Reader's Handbook, 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 Handbook: 32, 627</b></p>
<p><b>Drafting</b></p> <p>W.4.11.2 Communicate clearly the purpose of the writing</p>	<p><b>Student Handbook: 33, 627</b></p>
<p>W.4.11.3 Write clear and varied sentences</p>	<p><b>Student Handbook: 624, 631</b></p>
<p>W.4.11.4 Elaborate ideas clearly and accurately through word choice, vivid description, and selected information</p>	<p><b>Student Handbook: 33, 34, 627</b></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 Handbook: 307, 385, 396, 405, 443, 496-497, 659-676</b></p>
<p>W.4.11.6 Arrange paragraphs into a logical progression with appropriate transition</p>	<p><b>Student Handbook: 60-69, 629, 631</b></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 Handbook: 34, 629-631</b></p>

<b>Student Learning Expectations</b>	<b>Reader's Handbook, 11</b>
W.4.11.8 Revise <i>style</i> of writing for selected vocabulary, selected information, sentence variety, <i>tone</i> , and <i>voice</i>	<b>Student Handbook:</b> 34, 307, 382, 412, 492-493
W.4.11.9 Revise <i>sentence formation</i> in writing for completeness, coordination, subordination, standard word order, and absence of fused sentence	<b>Student Handbook:</b> 34, 307, 624, 631
W.4.11.10 Evaluate how well questions of purpose, audience and genre have been addressed	<b>Student Handbook:</b> 156, 160, 169, 173, 181-182, 186-187, 194, 200, 211, 216-221, 268, 278-280, 289, 294, 375, 390, 393
<b>Editing</b>  W.4.11.11 Apply grammatical conventions to edit for standard inflections, agreement, word meaning, and conventions	<b>Student Handbook:</b> 34, 624, 631
W.4.11.12 Apply grammatical conventions for capitalization, punctuation, formatting, and spelling	<b>Student Handbook:</b> 34, 624, 631
<b>Publishing</b>  W.4.11.15 Use available technology for all aspects of the <i>writing process</i>	<b>Student Handbook:</b> 35

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

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

<b>Student Learning Expectations</b>	<b>Reader's Handbook, 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 Handbook:</b> 35

Student Learning Expectations	Reader's Handbook, 11
<p><b>Topics and Forms</b></p> <p>W.5.11.2 Write <i>expository</i> compositions, including analytical essays and research reports, that</p> <ul style="list-style-type: none"> <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 Handbook:</b> 59, 154, 163, 175, 180, 188, 204-205, 222, 224, 240-241</p>
<p>W.5.11.3 Write using <i>rhetorical strategies</i> with special emphasis on compare/contrast, argumentation/persuasion, cause/effect, and classification</p>	<p><b>Student Handbook:</b> 48, 59, 60, 65, 126, 260, 372, 380, 671</p>
<p>W.5.11.4 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 Handbook:</b> 225-234</p>
<p>W.5.11.5 Write a variety of letters, including letters of employment and letters of request, that</p> <ul style="list-style-type: none"> <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 Handbook:</b> 180</p>
<p>W.5.11.6 Write poems using a range of poetic techniques, forms, and figurative language, emphasizing <i>free verse</i> poetry</p>	<p><b>Student Handbook:</b> 399, 407, 422</p>
<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>	<p><b>Student Handbook:</b> 224, 287</p>

<b>Student Learning Expectations</b>	<b>Reader's Handbook, 11</b>
W.5.11.8 Write on demand to a specified prompt within a given time frame	<b>Student Handbook:</b> 624-631

## **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>Reader's Handbook, 11</b>
<b>Usage</b>  W.6.11.2 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>• Active and passive voice</li> <li>• Indicative and subjunctive mood</li> </ul>	<b>Student Handbook:</b> 671
<b>Spelling</b>  W.6.11.3 Apply conventional spelling to all pieces	<b>Student Handbook:</b> 677
<b>Capitalization</b>  W.6.11.4 Apply conventional rules of capitalization in writing	<b>Student Handbook:</b> 94

## **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>Reader's Handbook, 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 Handbook:</b> 244, 307, 404, 427, 429, 433, 436, 440
W.7.11.2 Use a variety of sentence structures, types, and lengths to contribute to <i>fluency</i> and interest	<b>Student Handbook:</b> 307
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 Handbook:</b> 33, 626, 629

<b>Student Learning Expectations</b>	<b>Reader's Handbook, 11</b>
W.7.11.4 Demonstrate organization, unity, and coherence by using implied transitions and sequencing	<b>Student Handbook:</b> 60-69
W.7.11.6 Combine <i>concrete</i> and <i>commentary information</i> for elaboration	<b>Student Handbook:</b> 161-162, 262
W.7.11.7 Use precise word choices that convey specific meaning	<b>Student Handbook:</b> 307
W.7.11.8 Personalize writing to convey <i>voice</i> in formal and informal pieces	<b>Student Handbook:</b> 496-497
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 Handbook:</b> 295, 296-298, 307, 332-344, 368-369, 379-380, 382
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 Handbook:</b> 34

## 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>Reader's Handbook, 11</b>
<b>Literal and inferential understanding</b> R.9.11.1 Connect own background knowledge to recognize and analyze personal biases brought to a text	<b>Student Handbook:</b> 34, 41, 84, 97, 108-109, 164, 176-177, 189, 206, 222, 281-282, 308, 397, 464-465
R.9.11.2 Analyze <i>style</i> and diction to determine author's purpose	<b>Student Handbook:</b> 251, 725
R.9.11.3 Develop and use appropriate strategies to support active reading and engagement	<b>Student Handbook:</b> 49-52, 166

Student Learning Expectations	Reader's Handbook, 11
<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 Handbook:</b> 15, 46, 47, 56, 58, 126, 177, 202, 221, 325, 328, 340, 473, 672, 746</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 Handbook:</b> 53, 58, 126, 160-161, 190-191, 259, 262, 413, 452, 545, 730-731</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 Handbook:</b> 247, 305-306, 340-342, 345-350, 370-371, 384, 425, 475, 509</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>, theme, and purpose)</p>	<p><b>Student Handbook:</b> 225, 226, 229, 230, 231, 232, 233, 234, 295, 379-380</p>
<p>R.9.11.9 Challenge or defend author's use of fallacies</p>	<p><b>Student Handbook:</b> 232, 233</p>
<p>R.9.11.10 Analyze and defend a position using concepts gained from reading</p>	<p><b>Student Handbook:</b> 229-230, 231-232, 234</p>
<p>R.9.11.11 Analyze and compare the author's use of figures of speech and <i>sound devices</i></p>	<p><b>Student Handbook:</b> 244, 404, 433, 440</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 Handbook:</b> 60-69, 163, 175, 188, 204-205, 222, 280-281, 304-307, 395-396</p>
<p>R.9.11.13 Analyze authors' use of <i>archetypes</i> (universal modes or patterns) drawn from myth and tradition in literature, film, political speeches, and religious writings</p>	<p><b>Student Handbook:</b> 304, 307</p>

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

Student Learning Expectations	Reader's Handbook, 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 Handbook:</b> 571-580, 581-587, 588-595</p>
<p>R.10.11.2 Evaluate clarity and accuracy of information in <i>practical texts</i></p>	<p><b>Student Handbook:</b> 27, 28, 34, 40, 48, 126, 160-171, 172, 173, 174, 175, 176, 251, 513-527, 541-553, 571-580, 581-587, 588-595, 599-616, 725</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 Handbook:</b> 404, 405, 418, 419, 420, 430, 433, 434, 435, 436, 437, 438, 442, 443</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 Handbook:</b> 405, 415-422, 430, 438, 439, 441</p>
<p>R.10.11.5 Analyze and compare characteristics of <i>free verse</i></p>	<p><b>Student Handbook:</b> 395, 428</p>
<p>R.10.11.6 Analyze traditional and contemporary works of poets from many cultures</p>	<p><b>Student Handbook:</b> 389-399</p>
<p>R.10.11.7 Analyze the author's possible use of <i>persona</i></p>	<p><b>Student Handbook:</b> 377</p>
<p>R.10.11.8 Analyze techniques poets use to evoke emotion in a reader</p>	<p><b>Student Handbook:</b> 405, 414, 434</p>
<p>R.10.11.9 Analyze word choice, <i>tone</i>, and <i>voice</i></p>	<p><b>Student Handbook:</b> 405, 443</p>
<p>R.10.11.10 Paraphrase and interpret to find the meaning of selected poems, emphasizing the complete selection</p>	<p><b>Student Handbook:</b> 408-414</p>

Student Learning Expectations	Reader's Handbook, 11
<p><b>Drama</b></p> <p>R.10.11.11 Read a variety of dramatic selections, including modern drama</p>	<p><b>Student Handbook:</b> 302, 321-329, 352, 353, 354, 356, 357, 368, 372, 499-509</p>
<p>R.10.11.12 Compare drama to stage, film, or television adaptations</p>	<p><b>Student Handbook:</b> 468</p>
<p>R.10.11.13 Describe the dramatic conventions or devices used by playwrights to present ideas</p>	<p><b>Student Handbook:</b> 452, 459-460, 472-476, 494, 501, 503, 504-505</p>
<p>R.10.11.14 Analyze an author's use of dramatic conventions</p>	<p><b>Student Handbook:</b> 452, 459-460, 472-476, 494, 501, 503, 504-505</p>
<p>R.10.11.15 Compare and contrast the effects of dramatic elements of plays from various cultures</p>	<p><b>Student Handbook:</b> 485-498</p>
<p>R.10.11.16 Recognize and examine the elements of modern drama</p>	<p><b>Student Handbook:</b> 499-509</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 Handbook:</b> 155-167, 168-180, 181-192, 193-209, 210-224, 225-234, 235-245, 267-287, 288-312</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 Handbook:</b> 93, 210, 251, 269, 288</p>
<p>R.10.11.20 Describe literary contributions of various cultures</p>	<p><b>Student Handbook:</b> 266, 375</p>
<p>R.10.11.21 Use literary terms to critique a work</p>	<p><b>Student Handbook:</b> 246-263, 366-385</p>
<p>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</p>	<p><b>Student Handbook:</b> 82, 307, 385, 396, 405, 412, 430, 443, 492-493</p>
<p>R.10.11.23 Analyze the prominence of a literary elements in a work</p>	<p><b>Student Handbook:</b> 246-263, 366-385</p>
<p>R10.11.24 Analyze the impact of irony on a text</p>	<p><b>Student Handbook:</b> 256, 376</p>

<b>Student Learning Expectations</b>	<b>Reader's Handbook, 11</b>
R.10.11.26 Evaluate the credibility of an author's argument or defense	<b>Student Handbook:</b> 176-177, 179, 226, 231-232, 234, 239, 244-245, 739

**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>Reader's Handbook, 11</b>
<b>Word study and vocabulary</b>	<b>Student Handbook:</b> 714
R.11.11.1 Recognize and apply specialized vocabulary	
R.11.11.2 Analyze roots and word parts to draw inferences about meaning	<b>Student Handbook:</b> 673-674, 675, 676, 677-681, 758-765
R.11.11.3 Use reference materials including glossary, dictionary, thesaurus, and available technology to determine precise meaning and uses of words	<b>Student Handbook:</b> 139, 402, 677-681, 682-684, 703
R.11.11.4 Analyze the connotative power of words	<b>Student Handbook:</b> 253, 403, 411, 683-684

**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>Reader's Handbook, 11</b>
<b>Accessing information</b>	<b>Student Handbook:</b> 515, 519, 520, 692, 700
R.12.11.1 Formulate original, open-ended questions to explore, narrow, and select a topic	
R.12.11.2 Establish a focus for research and design a research plan to answer a specific question or defend a position	<b>Student Handbook:</b> 514-515, 518- 519, 692-693

Student Learning Expectations	Reader's Handbook, 11
R.12.11.3 Access multiple sources, using a variety of research tools, with increasing proficiency	<b>Student Handbook:</b> 514, 518-519, 533-534, 535-537, 695-705, 706
<b>Evaluating credibility and identifying relevant information</b>  R.12.11.4 Compare the credibility of authors and reliability of sources	<b>Student Handbook:</b> 520, 525-526, 697
R.12.11.5 Analyze ways to verify the accuracy and usefulness of information	<b>Student Handbook:</b> 520, 525-526, 697
R.12.11.6 Skim sources to evaluate their usefulness and accuracy	<b>Student Handbook:</b> 525-526, 575-577, 728-729
R.12.11.7 Compile and organize information from a variety of relevant <i>primary</i> and <i>secondary sources</i>	<b>Student Handbook:</b> 695, 696
R.12.11.8 Interpret the meaning and consequences of plagiarism	<b>Student Handbook:</b> 522
<b>Interpreting and presenting information</b>  R.12.11.9 Organize information and use a style manual such as MLA or APA to create <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>	<b>Student Handbook:</b> 710-712
R.12.11.10 Summarize, paraphrase, and/or quote relevant information	<b>Student Handbook:</b> 126, 190-191, 398-399, 476, 497, 545-546, 549, 709, 722-723, 723, 730-731, 749



**Reader's Handbook © 2002**  
**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	Reader's Handbook, 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 Handbook:</b> 179, 286</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 Handbook:</b> 224, 235, 418, 420, 468</p>

**Standard 2: Listening**

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

Student Learning Expectations	Reader's Handbook, 12
<p><b>Listening for information, interpretation, critical analysis, and evaluation</b></p> <p>OV.2.12.3            Identify barriers to listening and generate methods to overcome them</p>	<p><b>Student Handbook:</b> 244-245</p>
<p>OV.2.12.4            Critique the clarity, accuracy, relevance, organization of evidence, and effectiveness of delivery of a <i>presentation</i></p>	<p><b>Student Handbook:</b> 244-245</p>

<b>Student Learning Expectations</b>	<b>Reader's Handbook, 12</b>
OV.2.12.5 Critique relationships among purpose, audience, and content of <i>presentations</i>	<b>Student Handbook:</b> 244-245

### **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>Reader's Handbook, 12</b>
<b>Evaluating media credibility</b>  OV.3.12.2 Use appropriate criteria to evaluate media on public opinion, trends, and beliefs	<b>Student Handbook:</b> 232-233

### **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.**

<b>Student Learning Expectations</b>	<b>Reader's Handbook, 12</b>
<b>Prewriting</b>  W.4.12.1 Apply appropriate prewriting strategies to address purpose and audience with emphasis on persuasion	<b>Student Handbook:</b> 32, 627
<b>Drafting</b>  W.4.12.2 Communicate clearly the purpose of the writing	<b>Student Handbook:</b> 33, 627
W.4.12.3 Write clear and varied sentences	<b>Student Handbook:</b> 624, 631
W.4.12.4 Elaborate ideas clearly and accurately through word choice, vivid description, and selected information	<b>Student Handbook:</b> 33, 34, 627
W.4.12.5 Adapt content vocabulary, <i>voice</i> and <i>tone</i> to audience, purpose, and situation	<b>Student Handbook:</b> 307, 385, 396, 405, 443, 496-497, 659-676
W.4.12.6 Arrange paragraphs into a logical progression with appropriate transition	<b>Student Handbook:</b> 60-69, 629, 631

<b>Student Learning Expectations</b>	<b>Reader's Handbook, 12</b>
<p><b>Revising</b></p> <p>W.4.12.7 Revise content of writing for central idea, elaboration, unity, and organization</p>	<p><b>Student Handbook:</b> 34, 629-631</p>
<p>W.4.12.8 Revise <i>style</i> of writing for selected vocabulary, selected information, sentence variety, <i>tone</i>, and <i>voice</i></p>	<p><b>Student Handbook:</b> , 307, 382, 412, 492-493</p>
<p>W.4.12.9 Revise <i>sentence formation</i> in writing for completeness, coordination, subordination, standard word order, and absence of fused sentence</p>	<p><b>Student Handbook:</b> 34, 307, 624, 631</p>
<p>W.4.12.10 Evaluate how well questions of purpose, audience and genre have been addressed</p>	<p><b>Student Handbook:</b> 156, 160, 169, 173, 181-182, 186-187, 194, 200, 211, 216-221, 268, 278-280, 289, 294, 375, 390, 393</p>
<p><b>Editing</b></p> <p>W.4.12.11 Apply grammatical conventions to edit for standard inflections, agreement, word meaning, and conventions</p>	<p><b>Student Handbook:</b> 34, 624, 631</p>
<p>W.4.12.12 Apply grammatical conventions for capitalization, punctuation, formatting, and spelling</p>	<p><b>Student Handbook:</b> 34, 624, 631</p>
<p><b>Publishing</b></p> <p>W.4.12.15 Use available technology for all aspects of the <i>writing process</i></p>	<p><b>Student Handbook:</b> 35</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.**

<b>Student Learning Expectations</b>	<b>Reader's Handbook, 12</b>
<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 Handbook:</b> 35</p>

Student Learning Expectations	Reader's Handbook, 12
<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 Handbook:</b> 59, 154, 163, 175, 180, 188, 204-205, 222, 224, 240-241</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 Handbook:</b> 48, 59, 60, 65, 126, 260, 372, 380, 671</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 Handbook:</b> 225-234</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 Handbook:</b> 180</p>
<p>W.5.12.6 Write poems using a range of poetic techniques, forms, and figurative language, emphasizing sonnets</p>	<p><b>Student Handbook:</b> 399, 407, 422</p>
<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 Handbook:</b> 224, 287</p>

<b>Student Learning Expectations</b>	<b>Reader's Handbook, 12</b>
W.5.12.8 Write on demand to a specified prompt within a given time frame	<b>Student Handbook:</b> 624-631

### **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>Reader's Handbook, 12</b>
<b>Usage</b> W.6.12.2 Apply <i>usage</i> rules appropriately in all formal writing	<b>Student Handbook:</b> 671
<b>Spelling</b> W.6.12.3 Apply conventional spelling to all pieces	<b>Student Handbook:</b> 677
<b>Capitalization</b> W.6.12.4 Apply conventional rules of capitalization in writing	<b>Student Handbook:</b> 94

### **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>Reader's Handbook, 12</b>
<b>Purposefully shaping and controlling language</b> W.7.12.1 Use figurative language effectively with emphasis on extended metaphor	<b>Student Handbook:</b> 244, 307, 404, 427, 429, 433, 436, 440
W.7.12.2 Use a variety of sentence structures, types, and lengths to contribute to <i>fluency</i> and interest	<b>Student Handbook:</b> 307
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 Handbook:</b> 33, 626, 629
W.7.12.4 Demonstrate organization, unity, and coherence by using implied transitions and sequencing	<b>Student Handbook:</b> 60-69

<b>Student Learning Expectations</b>	<b>Reader's Handbook, 12</b>
W.7.12.6 Balance <i>concrete</i> and <i>commentary information</i> within a piece	<b>Student Handbook:</b> 161-162, 262
W.7.12.7 Use precise word choices that convey specific meaning	<b>Student Handbook:</b> 307
W.7.12.8 Personalize writing to convey <i>voice</i> in formal and informal pieces	<b>Student Handbook:</b> 496-497
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 Handbook:</b> 295, 296-298, 307, 332-344, 368-369, 379-380, 382
W.7.12.10 Structure ideas and arguments in a sustained and persuasive way and support them with precise and relevant examples	<b>Student Handbook:</b> 225-234

## 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>Reader's Handbook, 12</b>
<b>Literal and inferential understanding</b> 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	<b>Student Handbook:</b> 34, 41, 84, 97, 108-109, 164, 176-177, 189, 206, 222, 281-282, 308, 397, 464-465
R.9.12.2 Challenge or defend use of writer's diction and <i>style</i>	<b>Student Handbook:</b> 307, 382, 412, 492-493
R.9.12.3 Evaluate and select individualized strategies to support active reading and engagement	<b>Student Handbook:</b> 49-52, 166
R.9.12.5 Draw inferences from multiple selections and author's (including conclusions, generalizations, and predictions) and support them with text evidence	<b>Student Handbook:</b> 15, 46, 47, 56, 58, 126, 177, 202, 221, 325, 328, 340, 473, 672, 746
R.9.12.6 Suspend personal biases in approaching texts	<b>Student Handbook:</b> 34, 41

<b>Student Learning Expectations</b>	<b>Reader's Handbook, 12</b>
<p><b>Summary and generalization</b></p> <p>R.9.12.7 Summarize and paraphrase complex structures in informational and literary texts, including relationships among concepts and details</p>	<p><b>Student Handbook:</b> 53, 58, 126, 160-161, 190-191, 259, 262, 413, 452, 545, 730-731</p>
<p><b>Analysis and evaluation</b></p> <p>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</p>	<p><b>Student Handbook:</b> 235-245</p>
<p>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.)</p>	<p><b>Student Handbook:</b> 225, 226, 229, 230, 231, 232, 233, 234, 295, 379-380</p>
<p>R.9.12.10 Challenge or defend author's use of fallacies</p>	<p><b>Student Handbook:</b> 232, 233</p>
<p>R.9.12.11 Defend and justify a position using concepts gained from reading</p>	<p><b>Student Handbook:</b> 229-230, 231-232, 234</p>
<p>R.9.12.12 Analyze and evaluate the effects of <i>rhetorical devices</i></p>	<p><b>Student Handbook:</b> 260</p>
<p>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></p>	<p><b>Student Handbook:</b> 307, 385, 396, 405, 431, 443</p>
<p>R.9.12.14 Evaluate the credibility of information sources, including how the writer's motivation affects that credibility</p>	<p><b>Student Handbook:</b> 520, 525-526, 697</p>

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

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

<b>Student Learning Expectations</b>	<b>Reader's Handbook, 12</b>
<p><b>Practical Texts</b></p> <p>R.10.12.1 Read across the curriculum a variety of such <i>practical texts</i> as advertisements, warranties, manuals, job and career descriptions, applications, college catalogs, financial documents and contracts</p>	<p><b>Student Handbook:</b> 571-580, 581-587, 588-595</p>

Student Learning Expectations	Reader's Handbook, 12
R.10.12.2 Evaluate clarity and accuracy of information in <i>practical texts</i>	<b>Student Handbook:</b> 27, 28, 34, 40, 48, 126, 160-171, 172, 173, 174, 175, 176, 251, 513-527, 541-553, 571-580, 581-587, 588-595, 599-616, 725
<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 Handbook:</b> 404, 405, 418, 419, 420, 430, 433, 434, 435, 436, 437, 438, 442, 443
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 Handbook:</b> 404, 405, 418, 419, 420, 430, 433, 434, 435, 436, 437, 438, 442, 443
R.10.12.5 Analyze and compare characteristics of formal verse, including sonnets, sestinas, and villanelles	<b>Student Handbook:</b> 395, 428
R.10.12.6 Evaluate traditional and contemporary works of poets from many cultures	<b>Student Handbook:</b> 389-399
R.10.12.7 Evaluate the effectiveness of the author's use of <i>persona</i>	<b>Student Handbook:</b> 377
R.10.12.8 Evaluate techniques poets use to evoke emotion in a reader	<b>Student Handbook:</b> 405, 414, 434
R.10.12.9 Evaluate the effectiveness of word choice, <i>tone</i> , and <i>voice</i>	<b>Student Handbook:</b> 405, 443
R.10.12.10 Paraphrase and interpret to find the meaning of selected poems, emphasizing multiple selections and authors	<b>Student Handbook:</b> 408-414
<b>Drama</b> R.10.12.11 Read and critique dramatic selections from a variety of authors	<b>Student Handbook:</b> 302, 321-329, 352, 353, 354, 356, 357, 368, 372, 499-509
R.10.12.12 Evaluate stage, film, or television adaptations and interpretations of a drama	<b>Student Handbook:</b> 468

Student Learning Expectations	Reader's Handbook, 12
R.10.12.13 Evaluate the effectiveness of an author's use of dramatic conventions	<b>Student Handbook:</b> 452, 459-460, 472-476, 494, 501, 503, 504-505
R.10.12.14 Analyze and evaluate the most effective elements of selected plays	<b>Student Handbook:</b> 485-498
R.10.12.15 Compare and contrast ways in which character, scene, dialogue, and staging contribute to the theme and the dramatic effect	<b>Student Handbook:</b> 500, 501, 503, 507, 509
<b>Literary and Content Prose</b> R.10.12.17 Read a variety of literary and <i>content prose</i>	<b>Student Handbook:</b> 155-167, 168-180, 181-192, 193-209, 210-224, 225-234, 235-245, 267-287, 288-312
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 Handbook:</b> 93, 210, 251, 269, 288
R.10.12.20 Evaluate an author's use of <i>literary devices</i>	<b>Student Handbook:</b> 246-263, 366-385
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 Handbook:</b> 307, 385, 396, 405, 412, 430, 443, 492-493
R.10.12.22 Evaluate the significance of literary elements in a work	<b>Student Handbook:</b> 246-263, 366-385
R.10.12.23 Evaluate the impact of irony on text	<b>Student Handbook:</b> 256, 376
R10.12.25 Evaluate the credibility of an author's argument or defense	<b>Student Handbook:</b> 176-177, 179, 226, 231-232, 234, 239, 244-245, 739

## **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>Reader's Handbook, 12</b>
<b>Word study and vocabulary</b>  R.11.12.1 Recognize and apply specialized vocabulary	<b>Student Handbook: 714</b>
R.11.12.2 Analyze Greek, Latin, Anglo-Saxon and meaning and draw inferences	<b>Student Handbook: 673-674, 675, 676, 677-681, 758-765</b>
R.11.12.3 Use reference materials including glossary, dictionary, thesaurus, and available technology to facilitate and extend learning	<b>Student Handbook: 139, 402, 677-681, 682-684, 703</b>
R.11.12.4 Interpret the connotative power of words	<b>Student Handbook: 253, 403, 411, 683-684</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 sort the purpose and audience.**

<b>Student Learning Expectations</b>	<b>Reader's Handbook, 12</b>
<b>Accessing information</b>  R.12.12.1 Formulate original, open-ended questions to explore, narrow, and select a topic	<b>Student Handbook: 515, 519, 520, 692, 700</b>
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 Handbook: 514-515, 518- 519, 692-693</b>
R.12.12.3 Access multiple sources using a variety of research tools with increasing proficiency	<b>Student Handbook: 518-519, 533-534, 535-537, 695-705, 706</b>

Student Learning Expectations	Reader's Handbook, 12
<p><b>Evaluating credibility and identifying relevant information</b></p> <p>R.12.12.4 Evaluate the credibility of authors and reliability of sources</p>	<p><b>Student Handbook:</b> 520, 525-526, 697</p>
<p>R.12.12.5 Evaluate ways to verify the accuracy and usefulness of information</p>	<p><b>Student Handbook:</b> 520, 525-526, 697</p>
<p>R.12.12.6 Synthesize information from multiple <i>primary</i> and <i>secondary sources</i></p>	<p><b>Student Handbook:</b> 695, 696</p>
<p>R.12.12.7 Demonstrate awareness of plagiarism laws while editing written work and avoid plagiarism</p>	<p><b>Student Handbook:</b> 522</p>
<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 Handbook:</b> 710-712</p>
<p>R.12.12.9 Summarize, paraphrase, and/or quote relevant information</p>	<p><b>Student Handbook:</b> 126, 190-191, 398-399, 476, 497, 545-546, 549, 709, 722-723, 723, 730-731, 749</p>



---

TOLL FREE: **800-289-4490**

VISIT OUR WEB SITE: **[WWW.GREATSOURCE.COM](http://WWW.GREATSOURCE.COM)**

---