

DAYBOOKS
OF CRITICAL READING AND WRITING
GRADES 2-9

correlated to

Hawaii Content & Performance
Language Arts Standards III



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Daybook of Critical Reading and Writing, Grade 2 © 2003
correlated to
Hawaii Content & Performance Standards III
Grade 2

Reading Strand – Grade 2

Standard 1: CONVENTIONS AND SKILLS:
Use knowledge of the conventions of language and texts to construct meaning for a range of literary and informational texts for a variety of purposes.

Hawaii Benchmarks, Grade 2	Daybook of Critical Reading and Writing, Grade 2
LA.2.1.1 Use advanced phonic elements (e.g., diphthongs, digraphs), special vowel spelling, and word endings when reading	Teacher’s Guide: 109, 189
LA.2.1.2 Use structural clues to read compound words, contractions, possessives, and inflectional endings	Teacher’s Guide: 98, 101, 109, 132, 155, 161, 172, 175, 201
LA.2.1.3 Apply syllabication and knowledge of word structure to recognize two- and three-syllable words	Opportunity exists Teacher’s Guide: 89, 115, 121, 155, 169
LA.2.1.5 Use new grade-appropriate vocabulary introduced in stories and informational texts	Opportunity exists with each reading selection Student Book: 8-10, 14-16, 20-22, 24-26, 30-31, 34-36, 38-39, 42-45, 47-51, 53-56, 60-61, 63-64, 66-67, 72-74, 77-79, 82-84, 88-93, 96-97, 100-103 Teacher’s Guide: 78, 81, 86; opportunity also exists with each reading selection: 78, 81, 86, 89, 92, 95, 98, 101, 106, 109, 112, 115, 118, 121, 126, 129, 132, 135, 138, 141, 146, 149, 152, 155, 158, 161, 166, 169, 172, 175, 178, 181, 186, 189, 192, 195, 198, 201

Hawaii Benchmarks, Grade 2	Daybook of Critical Reading and Writing, Grade 2
LA.2.1.7 Read aloud a grade-appropriate text with fluency and expression	<p>Opportunity exists with each reading selection Student Book: 8-10, 14-16, 20-22, 24-26, 30-31, 34-36, 38-39, 42-45, 47-51, 53-56, 60-61, 63-64, 66-67, 72-74, 77-79, 82-84, 88-93, 96-97, 100-103</p> <p>Opportunity exists with each reading selection Teacher's Guide: 78-79, 86-87, 92-93, 98-99, 106-107, 112-113, 118-119, 126-127, 132-133, 138-139, 146-147, 152-153, 158-159, 166-167, 172-173, 178-179, 186-187, 192-193, 198-199</p>
LA.2.1.8 Locate information in a variety of grade-appropriate resources	<p>Student Book: 17, 27, 37, 39; opportunity also exists 75, 85</p> <p>Teacher's Guide: 87, 110, 122 ; opportunity also exists 106-107, 112-113, 116, 166, 170, 178-179, 182</p>

Standard 2: READING COMPREHENSION:
Use reading strategies to construct meaning from a variety of texts.

Hawaii Benchmarks, Grade 2	Daybook of Critical Reading and Writing, Grade 2
LA.2.2.1 Use title, table of contents, and chapter headings to locate information in informational texts	<p>Opportunity may exist Student Book: 3-6</p> <p>Teacher's Guide: 106, 118, 172, ; opportunity may exist 78, 92, 132, 152, 172, 186</p>
LA.2.2.2 Make, confirm, and modify predictions about a text	<p>Student Book: 9, 12</p> <p>Teacher's Guide: 78, 98, 99, 112, 118, 152, 166, 186</p>
LA.2.2.3 Use previous experience and prior knowledge to make connections with subjects and ideas encountered in texts	<p>Student Book: 18, 19, 63-64, 88, 96-99</p> <p>Teacher's Guide: 88, 91, 92, 192, 160, 192-194</p>

**Standard 3: LITERARY RESPONSE AND ANALYSIS:
Respond to literary texts from a range of
stances: personal, interpretive, critical**

Hawaii Benchmarks, Grade 2	Daybook of Critical Reading and Writing, Grade 2
LA.2.3.1 Identify author's message or underlying theme in fiction	Student Book: 100, 104; exploring main idea in nonfiction 30, 34, 38, 40, 72 Teacher's Guide: 198; exploring main idea in nonfiction 106, 112, 118, 166
LA.2.3.2 Identify the story elements of character, plot, and setting	Student Book: 14, 20, 24, 42, 50 Teacher's Guide: 92-94, 86-88, 98-100, 126, 138
LA.2.3.3 Identify basic characteristics of familiar genres (e.g., stories, poems, textbook)	Student Book: 13, 29, 53, 59, 71, 77, 82 Teacher's Guide: 84, 86-87, 144, 146, 152, 158, 159, 166, 186; opportunity also exists 138
LA.2.3.4 State a personal opinion about a fictional selection	Student Book: 51, 52, 89-99 Teacher's Guide: 87, 150, 153, 156, 162, 194, 196

Writing Strand – Grade 2

**Standard 4: CONVENTIONS AND SKILLS:
Use the writing process and conventions of
language and research to construct meaning
and communicate effectively for a variety of
purposes and audiences using a range of forms.**

Hawaii Benchmarks, Grade 2	Daybook of Critical Reading and Writing, Grade 2
LA.2.4.1 Write in a variety of grade-appropriate formats for a variety of purposes and audiences, such as: <ul style="list-style-type: none"> • brief narratives with logical sequencing and some detail • simple explanations of an event or circumstance 	Student Book: 19, 23, 28, 33, 37, 40, 46, 52, 57, 65, 70, 76, 80-81, 86, 95, 98-99, 105 Teacher's Guide: 88, 94, 100, 102, 108, 114, 120, 134, 148, 154, 160, 168, 174, 176, 180, 188, 194, 200

Hawaii Benchmarks, Grade 2	Daybook of Critical Reading and Writing, Grade 2
<p>LA.2.4.2 Form and use the following grammatical constructions correctly when editing writing:</p> <ul style="list-style-type: none"> • correct word order when constructing complete sentences • declarative, interrogative, and exclamatory sentences • plural forms of regular nouns • adjectives 	<p>Opportunity exists with each writing piece Student Book: 19, 23, 28, 33, 37, 40, 46, 52, 57, 65, 70, 76, 80-81, 86, 95, 98-99, 105</p> <p>Teacher’s Guide: 88, 91, 94, 97, 103, 108, 111, 114, 120, 134, 177, 180, 188, 194</p>
<p>LA.2.4.3 Spell grade-appropriate high-frequency words and words with basic short-vowel, long-vowel, and consonant-blend patterns</p>	<p>Opportunity exists with each writing piece Student Book: 19, 23, 28, 33, 37, 40, 46, 52, 57, 65, 70, 76, 80-81, 86, 95, 98-99, 105</p> <p>Opportunity exists Teacher’s Guide: 101, 121, 123, 128, 134, 137, 148, 154, 168, 180, 183, 203</p>
<p>LA.2.4.4 Edit writing to correct capitalization:</p> <ul style="list-style-type: none"> • proper nouns • words at the beginning of sentences • days of the week • months of the year 	<p>Opportunity exists with each writing piece Student Book: 19, 23, 28, 33, 37, 40, 46, 52, 57, 65, 70, 76, 80-81, 86, 95, 98-99, 105</p> <p>Teacher’s Guide: 88, 91, 94, 97, 100, 103, 108, 114, 128, 134, 137, 143, 163, 174</p>
<p>LA.2.4.5 Edit writing to correct use of following punctuation:</p> <ul style="list-style-type: none"> • apostrophes in common contractions, including don't, isn't , and can't • question marks and exclamation points 	<p>Opportunity exists with each writing piece Student Book: 19, 23, 28, 33, 37, 40, 46, 52, 57, 65, 70, 76, 80-81, 86, 95, 98-99, 105</p> <p>Teacher’s Guide: 81, 88, 94, 97, 108, 111, 114, 128, 134, 137, 163, 168, 171, 174, 175, 194</p>
<p>LA.2.4.6 Print legibly and space letters, words, and sentences appropriately</p>	<p>Student Book: 19, 23, 28, 33, 37, 40, 46, 52, 57, 65, 70, 76, 80-81, 86, 95, 98-99, 105</p> <p>Teacher’s Guide: 82, 83, 90, 91, 97, 102, 103, 111, 116, 117, 123, 131, 137, 150, 151, 157, 162, 163, 171, 177, 182, 183, 190, 191, 196, 197, 203</p>

Standard 5: RHETORIC:
Use rhetorical devices to craft writing
appropriate to audience and purpose.

Hawaii Benchmarks, Grade 2	Daybook of Critical Reading and Writing, Grade 2
LA.2.5.1 Choose and maintain a focus in a single piece of writing	<p>Opportunity exists with each writing piece Student Book: 19, 23, 28, 33, 37, 40, 46, 52, 57, 65, 70, 76, 80-81, 86, 95, 98-99, 105</p> <p>Opportunity exists with each writing piece Teacher's Guide: 80, 88, 94, 100, 108, 114, 120, 128, 134, 140, 148, 154, 160, 168, 174, 180, 188, 194, 200</p>
LA.2.5.2 Add details from personal experience to elaborate upon and amplify ideas	<p>Student Book: 18-19, 65, 68-69, 70, 94-95; opportunity also exists 52</p> <p>Teacher's Guide: 88, 134, 154, 160, 188, 194</p>
LA.2.5.3 Use a beginning, middle, and ending in a piece of writing	<p>Student Book: 28; opportunity also exists 27, 46, 105</p> <p>Teacher's Guide: 100, 200</p>
LA.2.5.4 Use specific nouns and adjectives to describe people, places, things, or events	<p>Student Book: 18-19, 52, 65, 68-70; opportunity also exists with each writing piece 19, 23, 28, 33, 37, 40, 46, 52, 57, 65, 70, 76, 80-81, 86, 95, 98-99, 105</p> <p>Teacher's Guide: 88, 94, 96, 151, 157, 160, 174, 196, 200</p>
LA.2.5.5 Add or replace phrases and parts of sentences to make meaning clearer or more logical	<p>Opportunity exists with each writing piece Student Book: 19, 23, 28, 33, 37, 40, 46, 57, 65, 70, 76, 80-81, 86, 95, 98-99, 105, especially p 52</p> <p>Teacher's Guide: 128, 131, 134, 196</p>

Oral Communication Strand – Grade 2

**Standard 6: CONVENTIONS AND SKILLS:
Apply knowledge of verbal and nonverbal
language to communicate effectively in various
situations: interpersonal, group, and public:
for a variety of purposes.**

Hawaii Benchmarks, Grade 2	Daybook of Critical Reading and Writing, Grade 2
LA.2.6.1 Use oral language to obtain information, complete a task, and share ideas with others	Teacher’s Guide: 87-88, 93-94, 99-100, 107-108, 113-114, 119-120, 127-128, 133-134, 139-140, 147-148, 153-154, 159-160, 167-168, 173-174, 179-180, 187-188, 193-194, 199-200
LA.2.6.2 Give an oral presentation to share information with peers	Opportunity may exist with writing pieces Student Book: 19, 23, 28, 33, 37, 40, 46, 52, 57, 65, 70, 76, 80-81, 86, 95, 98-99, 105
LA.2.6.3 Express ideas through drama activities (e.g., role playing, skits, puppetry, choral reading, story telling)	Opportunity may exist with sharing writing pieces and/or reading selections aloud: Student Book: 8-10, 14-16, 19, 20-22, 23, 24-26, 28, 30-31, 33, 34-36, 37, 38-39, 40, 42-45, 46, 47-51, 52, 53-56, 57, 60-61, 63-64, 65, 66-67, 70, 72-74, 76, 77-79, 80-81, 82-84, 86, 88-93, 95, 96-97, 98-99, 100-103, 105
LA.2.6.4 Use appropriate social conventions in various large and small group situations	Opportunity may exist with sharing writing pieces and/or reading selections aloud: Student Book: 8-10, 14-16, 19, 20-22, 23, 24-26, 28, 30-31, 33, 34-36, 37, 38-39, 40, 42-45, 46, 47-51, 52, 53-56, 57, 60-61, 63-64, 65, 66-67, 70, 72-74, 76, 77-79, 80-81, 82-84, 86, 88-93, 95, 96-97, 98-99, 100-103, 105 Teacher’s Guide: 87-88, 93-94, 99-100, 107-108, 113-114, 119-120, 127-128, 133-134, 139-140, 147-148, 153-154, 159-160, 167-168, 173-174, 179-180, 187-188, 193-194, 199-200
LA.2.6.5 Give feedback to a speaker to promote mutual understanding	Opportunity exists Teacher’s Guide: 87-88, 93-94, 99-100, 107-108, 113-114, 119-120, 127-128, 133-134, 139-140, 147-148, 153-154, 159-160, 167-168, 173-174, 179-180, 187-188, 193-194, 199-200

Hawaii Benchmarks, Grade 2	Daybook of Critical Reading and Writing, Grade 2
LA.2.6.6 Adjust pacing, volume, and intonation appropriate to content and purpose	<p>Opportunity may exist with sharing writing pieces and/or reading selections aloud: Student Book: 8-10, 14-16, 19, 20-22, 23, 24-26, 28, 30-31, 33, 34-36, 37, 38-39, 40, 42-45, 46, 47-51, 52, 53-56, 57, 60-61, 63-64, 65, 66-67, 70, 72-74, 76, 77-79, 80-81, 82-84, 86, 88-93, 95, 96-97, 98-99, 100-103, 105</p> <p>Teacher’s Guide: 87-88, 93-94, 99-100, 107-108, 113-114, 119-120, 127-128, 133-134, 139-140, 147-148, 153-154, 159-160, 167-168, 173-174, 179-180, 187-188, 193-194, 199-200</p>
LA.2.6.7 Use simple gestures and eye contact to complement and enhance verbal messages	<p>Opportunity may exist with sharing writing pieces and/or reading selections aloud: Student Book: 8-10, 14-16, 19, 20-22, 23, 24-26, 28, 30-31, 33, 34-36, 37, 38-39, 40, 42-45, 46, 47-51, 52, 53-56, 57, 60-61, 63-64, 65, 66-67, 70, 72-74, 76, 77-79, 80-81, 82-84, 86, 88-93, 95, 96-97, 98-99, 100-103, 105</p> <p>Teacher’s Guide: 87-88, 93-94, 99-100, 107-108, 113-114, 119-120, 127-128, 133-134, 139-140, 147-148, 153-154, 159-160, 167-168, 173-174, 179-180, 187-188, 193-194, 199-200</p>

Standard 7: RHETORIC:
Adapt messages appropriately to address audience, purpose, and situation.

Hawaii Benchmarks, Grade 2	Daybook of Critical Reading and Writing, Grade 2
LA.2.7.1 Add details and information to support ideas when speaking	<p>Opportunity may exist Teacher’s Guide: 87-88, 93-94, 99-100, 107-108, 113-114, 119-120, 127-128, 133-134, 139-140, 147-148, 153-154, 159-160, 167-168, 173-174, 179-180, 187-188, 193-194, 199-200</p>
LA.2.7.2 Organize ideas in a simple organization pattern or logical sequence so listeners can understand them	<p>Opportunity exists Teacher’s Guide: 87-88, 93-94, 99-100, 107-108, 113-114, 119-120, 127-128, 133-134, 139-140, 147-148, 153-154, 159-160, 167-168, 173-174, 179-180, 187-188, 193-194, 199-200</p>
LA.2.7.3 Use clear and specific vocabulary to convey the intended message	<p>Opportunity exist Teacher’s Guide: 87-88, 93-94, 99-100, 107-108, 113-114, 119-120, 127-128, 133-134, 139-140, 147-148, 153-154, 159-160, 167-168, 173-174, 179-180, 187-188, 193-194, 199-200</p>

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Grade 3

Expression Strand – Grade 3

Standard 1: CONVENTIONS AND SKILLS:
Use knowledge of the conventions of language and texts to construct meaning for a range of literary and informational texts for a variety of purposes.

Hawaii Benchmarks, Grade 3	Daybook of Critical Reading and Writing, Grade 3
LA.3.1.1 Use knowledge of sounds and letters to decode regular multi-syllabic words	<p>Opportunity exists with each reading selection Student Book: 8-13, 16-17, 20-21, 25-26, 29-30, 34-36, 39, 43-44, 47-48, 54-55, 57-58, 60, 64-66, 70-73, 76-77, 81-83, 87, 92-93, 96-98, 102-103, 107-108, 114-115, 119-120, 124-126, 130-131</p> <p>Opportunity exists with each reading selection Teacher’s Guide: 8-13, 16-17, 20-21, 25-26, 29-30, 34-36, 39, 43-44, 47-48, 54-55, 57-58, 60, 64-66, 70-73, 76-77, 81-83, 87, 92-93, 96-98, 102-103, 107-108, 114-115, 119-120, 124-126, 130-131</p>
LA.3.1.2 Use common word parts and structures to read new words	<p>Opportunity exists Teacher’s Guide: 16, 20, 25, 29, 34, 39, 43, 47, 54, 57, 60, 64, 70, 76, 81, 87, 92, 96, 102, 107, 114, 119, 124, 130</p>
LA.3.1.3 Use new grade-appropriate vocabulary, including homophones and homographs, introduced in stories, informational texts, word study, and reading	<p>Opportunity exists with each reading selection Student Book: 8-13, 16-17, 20-21, 25-26, 29-30, 34-36, 39, 43-44, 47-48, 54-55, 57-58, 60, 64-66, 70-73, 76-77, 81-83, 87, 92-93, 96-98, 102-103, 107-108, 114-115, 119-120, 124-126, 130-131</p> <p>Teacher’s Guide: 16, 20, 25, 29, 34, 39, 43, 47, 54, 57, 60, 64, 70, 76, 81, 87, 92, 96, 102, 107, 114, 119, 124, 130</p>
LA.3.1.4 Use hierarchies (e.g., specific to concrete, formal and informal) and categories (e.g., parts of speech, comparative and superlative forms, words with multiple meanings) to read increasingly complex words	<p>Teacher’s Guide: 34, 39, 57, 124</p>

Hawaii Benchmarks, Grade 3	Daybook of Critical Reading and Writing, Grade 3
LA.3.1.5 Read grade-appropriate narrative and informational text aloud with fluency and accuracy	<p>Opportunity exists with each reading selection Student Book: 8-13, 16-17, 20-21, 25-26, 29-30, 34-36, 39, 43-44, 47-48, 54-55, 57-58, 60, 64-66, 70-73, 76-77, 81-83, 87, 92-93, 96-98, 102-103, 107-108, 114-115, 119-120, 124-126, 130-131</p> <p>Teacher's Guide: 90; opportunity also exists with each reading selection 8-13, 16-17, 20-21, 25-26, 29-30, 34-36, 39, 43-44, 47-48, 54-55, 57-58, 60, 64-66, 70-73, 76-77, 81-83, 87, 92-93, 96-98, 102-103, 107-108, 114-115, 119-120, 124-126, 130-131</p>
LA.3.1.6 Locate information in a variety of grade-appropriate sources	Student Book: 22, 27, 48-49, 56, 84

Standard 2: READING COMPREHENSION:
Use reading strategies to construct meaning from a variety of texts.

Hawaii Benchmarks, Grade 3	Daybook of Critical Reading and Writing, Grade 3
LA.3.2.1 Describe how the organizational structures of informational and literary texts reflect their different purposes	<p>Opportunity exists Student Book: 50-51, 54, 60, 68, 114</p> <p>Opportunity exists Teacher's Guide: 29, 70-75</p>
LA.3.2.2 Confirm or revise predictions after locating evidence in the text	<p>Student Book: 92-93, 96-99</p> <p>Teacher's Guide: 12, 33, 60, 95, 96</p>
LA.3.2.3 Identify the main idea or problem and solution in a text	<p>Student Book: 53, 55, 56, 58, 59, 62, 68, 122, 130, 133, 135</p> <p>Teacher's Guide: 84, 100, 122, 135</p>

**Standard 3: LITERARY RESPONSE AND ANALYSIS:
Respond to literary texts from a range of
stances: personal, interpretive, critical**

Hawaii Benchmarks, Grade 3	Daybook of Critical Reading and Writing, Grade 3
LA.3.3.1 Explain main ideas or events that develop the author's message or underlying theme	Student Book: 53, 55, 59, 68, 100, 122, 130 Teacher's Guide: 10, 84, 100, 122, 135
LA.3.3.2 Compare characters, settings, and plots of two or more stories	Opportunity exists Student Book: 23, 32, 68, 90 Teacher's Guide: 107, 112
LA.3.3.3 Explain the difference between figurative and literal language	Opportunity exists Student Book: 41, 61 Teacher's Guide: 61, 83
LA.3.3.4 State and support a personal opinion about a text	Student Book: 28, 45, 89 Teacher's Guide: 63, 89

Writing Strand – Grade 3

**Standard 4: CONVENTIONS AND SKILLS:
Use the writing process and conventions of
language and research to construct meaning
and communicate effectively for a variety of
purposes and audiences using a range of forms.**

Hawaii Benchmarks, Grade 3	Daybook of Critical Reading and Writing, Grade 3
LA.3.4.1 Write in a variety of grade-appropriate formats for a variety of purposes and audiences, such as: <ul style="list-style-type: none"> • stories with a beginning, middle, and end and poems with sensory details • short reports on content area topics • pieces related to completing tasks • friendly letters • responses to literature • pieces to reflect on learning and to solve problems 	Student Book: 19, 23-24, 27-28, 30, 32, 37-38, 41-42, 45-46, 51, 52, 56, 58-59, 61-63, 66-67, 74-75, 78-79, 80, 85-86, 88-89, 95, 101, 105-106, 110-111, 112, 117, 118, 122-125, 127-129, 133-134, 135-136 Teacher's Guide: 19, 23-24, 27-28, 30, 32, 37-38, 41-42, 45-46, 51, 52, 56, 58-59, 61-63, 66-67, 74-75, 78-79, 80, 85-86, 88-89, 95, 101, 105-106, 110-111, 112, 117, 118, 122-125, 127-129, 133-134, 135-136, 141-146

Hawaii Benchmarks, Grade 3	Daybook of Critical Reading and Writing, Grade 3
<p>LA.3.4.2 Form and use the following grammatical constructions correctly when editing writing:</p> <ul style="list-style-type: none"> • imperative sentences • past, present, and future verb tenses • subject-verb agreement with single-word subject • plural forms of irregular nouns • adverbs 	<p>Opportunity exists with each writing piece Student Book: 19, 23-24, 27-28, 30, 32, 37-38, 41-42, 45-46, 51, 52, 56, 58-59, 61-63, 66-67, 74-75, 78-79, 80, 85-86, 88-89, 95, 101, 105-106, 110-111, 112, 117, 118, 122-125, 127-129, 133-134, 135-136</p> <p>Teacher’s Guide: 141-146; opportunity also exists with each writing piece Teacher’s Guide: 19, 23-24, 27-28, 30, 32, 37-38, 41-42, 45-46, 51, 52, 56, 58-59, 61-63, 66-67, 74-75, 78-79, 80, 85-86, 88-89, 95, 101, 105-106, 110-111, 112, 117, 118, 122-125, 127-129, 133-134, 135-136</p>
<p>LA.3.4.3 Spell grade-appropriate high-frequency words; irregular plurals; common homophones; and words that have blends, contractions, and orthographic patterns</p>	<p>Opportunity exists with each writing piece Student Book: 19, 23-24, 27-28, 30, 32, 37-38, 41-42, 45-46, 51, 52, 56, 58-59, 61-63, 66-67, 74-75, 78-79, 80, 85-86, 88-89, 95, 101, 105-106, 110-111, 112, 117, 118, 122-125, 127-129, 133-134, 135-136</p> <p>Teacher’s Guide: 141-146; opportunity also exists with each writing piece Teacher’s Guide: 19, 23-24, 27-28, 30, 32, 37-38, 41-42, 45-46, 51, 52, 56, 58-59, 61-63, 66-67, 74-75, 78-79, 80, 85-86, 88-89, 95, 101, 105-106, 110-111, 112, 117, 118, 122-125, 127-129, 133-134, 135-136</p>
<p>LA.3.4.4 Edit writing to correct use of following punctuation:</p> <ul style="list-style-type: none"> • commas in letters, dates, addresses, and items in a simple series • apostrophes in contractions and singular possessives • quotation marks and commas or end marks in direct quotations and dialogue 	<p>Opportunity exists with each writing piece Student Book: 19, 23-24, 27-28, 30, 32, 37-38, 41-42, 45-46, 51, 52, 56, 58-59, 61-63, 66-67, 74-75, 78-79, 80, 85-86, 88-89, 95, 101, 105-106, 110-111, 112, 117, 118, 122-125, 127-129, 133-134, 135-136</p> <p>Teacher’s Guide: 141-146; opportunity also exists with each writing piece Teacher’s Guide: 19, 23-24, 27-28, 30, 32, 37-38, 41-42, 45-46, 51, 52, 56, 58-59, 61-63, 66-67, 74-75, 78-79, 80, 85-86, 88-89, 95, 101, 105-106, 110-111, 112, 117, 118, 122-125, 127-129, 133-134, 135-136</p>
<p>LA.3.4.5 Edit writing to correct capitalization:</p> <ul style="list-style-type: none"> • geographical names • special events • titles and initials of people 	<p>Opportunity exists with each writing piece Student Book: 19, 23-24, 27-28, 30, 32, 37-38, 41-42, 45-46, 51, 52, 56, 58-59, 61-63, 66-67, 74-75, 78-79, 80, 85-86, 88-89, 95, 101, 105-106, 110-111, 112, 117, 118, 122-125, 127-129, 133-134, 135-136</p> <p>Teacher’s Guide: 141-146; opportunity also exists with each writing piece Teacher’s Guide: 19, 23-24, 27-28, 30, 32, 37-38, 41-42, 45-46, 51, 52, 56, 58-59, 61-63, 66-67, 74-75, 78-79, 80, 85-86, 88-89, 95, 101, 105-106, 110-111, 112, 117, 118, 122-125, 127-129, 133-134, 135-136</p>

Hawaii Benchmarks, Grade 3	Daybook of Critical Reading and Writing, Grade 3
LA.3.4.6 Write legibly, adhering to margins and correct spacing between letters in a word and words in a sentence	<p>Student Book: 19, 23-24, 27-28, 30, 32, 37-38, 41-42, 45-46, 51, 52, 56, 58-59, 61-63, 66-67, 74-75, 78-79, 80, 85-86, 88-89, 95, 101, 105-106, 110-111, 112, 117, 118, 122-125, 127-129, 133-134, 135-136</p> <p>Teacher’s Guide: 19, 23-24, 27-28, 30, 32, 37-38, 41-42, 45-46, 51, 52, 56, 58-59, 61-63, 66-67, 74-75, 78-79, 80, 85-86, 88-89, 95, 101, 105-106, 110-111, 112, 117, 118, 122-125, 127-129, 133-134, 135-136, 141-146</p>
LA.3.4.7 Differentiate between own information and information from other sources	<p>Student Book: 18-19, 23; opportunity also exists 27, 45, 93-95, 99, 104</p>

Standard 5: RHETORIC:
Use rhetorical devices to craft writing appropriate to audience and purpose.

Hawaii Benchmarks, Grade 3	Daybook of Critical Reading and Writing, Grade 3
LA.3.5.1 Add details, descriptions, and information from different sources to elaborate meaning	<p>Opportunity exists Student Book: 19, 32, 52, 63, 75, 95, 129</p> <p>Teacher’s Guide: 24, 42, 46, 52, 75</p>
LA.3.5.2 Organize information by introducing it, elaborating on it, and drawing a conclusion about it	<p>Student Book: 19, 28, 32, 41-42, 45, 46, 51, 63, 79, 80, 86, 95, 106, 117, 118, 123, 129</p> <p>Teacher’s Guide: 19, 28, 32, 41-42, 45, 46, 51, 63, 79, 80, 86, 95, 106, 117, 118, 123, 129, 136, 141-146</p>
LA.3.5.3 Group related ideas into paragraphs	<p>Student Book: 19, 28, 32, 41-42, 45, 51, 63, 79, 80, 86, 95, 106, 117, 129</p> <p>Teacher’s Guide: 19, 28, 32, 41-42, 45, 46, 51, 63, 79, 80, 86, 95, 106, 117, 118, 123, 129, 136, 141-146</p>
LA.3.5.4 Use specific verbs and adverbs to describe people, places, things, or events	<p>Opportunity exists with each writing piece</p> <p>Student Book: 19, 23, 27-28, 30, 32, 37, 41-42, 45-46, 51, 52, 56, 58-59, 61-63, 66-67, 74-75, 78-79, 80, 85-86, 88-89, 95, 101, 105-106, 110-111, 112, 117, 118, 122-125, 127-129, 133-134, 135-136, especially 23, 38</p> <p>Opportunity exists with each writing piece</p> <p>Teacher’s Guide: 19, 23, 27-28, 30, 32, 37, 41-42, 45-46, 51, 52, 56, 58-59, 61-63, 66-67, 74-75, 78-79, 80, 85-86, 88-89, 95, 101, 105-106, 110-111, 112, 117, 118, 122-125, 127-129, 133-134, 135-136, especially 23, 38, 141-146</p>

Hawaii Benchmarks, Grade 3	Daybook of Critical Reading and Writing, Grade 3
LA.3.5.5 Write with increased sentence variety by using compound subjects, questions, or dialogue	<p>Opportunity exists with each writing piece Student Book: 19, 23-24, 27-28, 30, 32, 37-38, 41-42, 45-46, 51, 52, 56, 58-59, 61-63, 66-67, 74-75, 78-79, 80, 85-86, 88-89, 95, 101, 105-106, 110-111, 112, 117, 118, 122-125, 127-129, 133-134, 135-136</p> <p>Opportunity exists with each writing piece Teacher's Guide: 19, 23-24, 27-28, 30, 32, 37-38, 41-42, 45-46, 51, 52, 56, 58-59, 61-63, 66-67, 74-75, 78-79, 80, 85-86, 88-89, 95, 101, 105-106, 110-111, 112, 117, 118, 122-125, 127-129, 133-134, 135-136, 141-146</p>

Oral Communication Strand – Grade 3

**Standard 6: CONVENTIONS AND SKILLS:
Apply knowledge of verbal and nonverbal language to communicate effectively in various situations: interpersonal, group, and public: for a variety of purposes.**

Hawaii Benchmarks, Grade 3	Daybook of Critical Reading and Writing, Grade 3
LA.3.6.1 Use oral language to obtain information, complete a task, and share ideas and personal opinions with others	<p>Student Book: 45, 52, 79, 90, 94, 101, 112</p> <p>Teacher's Guide: 8, 9, 12, 16, 20-21, 22, 29, 33, 39, 41, 43, 46, 50-51, 56, 63, 64, 68, 73, 75, 79, 96, 102, 104, 107, 109, 112, 114, 124, 130-131</p>
LA.3.6.2 Give a planned speech to share information with peers	<p>These two writing pieces may be adaptable to a planned speech: Student Book: 63, 75</p> <p>Teacher's Guide: 24, 42, 46, 59, 75, 95, 118</p>
LA.3.6.3 Give verbal and nonverbal feedback to a speaker to promote mutual understanding	<p>Student Book: 45, 52, 79, 90, 94, 101, 112</p> <p>Teacher's Guide: 24, 42, 46, 59, 75</p>
LA.3.6.5 Vary expression, level, pacing, and intonation according to content and purpose	<p>Opportunity exists Student Book: 8-13, 16-17, 20-21, 25-26, 29-30, 34-36, 39, 43-44, 45, 47-48, 52, 54-55, 57-58, 60, 64-66, 70-73, 76-77, 79, 81-83, 87, 90, 92-93, 96-98, 101, 102-103, 107-108, 112, 114-115, 119-120, 124-126, 130-131</p> <p>Teacher's Guide: 8, 9, 12, 16, 20-21, 22, 24, 29, 33, 39, 41, 42, 43, 46, 56, 59, 63, 64, 68, 73, 75, 79, 90, 95, 102, 104, 107, 109, 112, 114, 118, 124, 126, 130-131; opportunity also exists 10-13, 17, 25-26, 30, 34-36, 44, 45, 47-48, 52, 54-55, 57-58, 60, 65-66, 70-72, 76-77, 81-83, 87, 92-93, 96-98, 101, 103, 108, 115, 119-120, 125</p>

Hawaii Benchmarks, Grade 3	Daybook of Critical Reading and Writing, Grade 3
LA.3.6.6 Use simple gestures, eye contact, and other nonverbal language to complement and enhance verbal messages	<p>Opportunity exists with reading selections and partner work Student Book: 8-13, 16-17, 20-21, 25-26, 29-30, 34-36, 39, 43-44, 45, 47-48, 52, 54-55, 57-58, 60, 64-66, 70-73, 76-77, 79, 81-83, 87, 90, 92-93, 96-98, 101, 102-103, 107-108, 112, 114-115, 119-120, 124-126, 130-131</p> <p>Teacher's Guide: 24, 42, 46, 59, 63, 75, 79, 90, 95, 118, 126; opportunity also exists 8-13, 16-17, 20-21, 22, 25-26, 29-30, 33, 34-36, 39, 41, 43-44, 45, 47-48, 52, 54-55, 56, 57-58, 60, 64-66, 70-73, 76-77, 79, 81-83, 87, 90, 92-93, 96-98, 101, 102-103, 107-108, 112, 114-115, 119-120, 124-126, 130-131</p>
LA.3.6.7 Adjust dialect (e.g., standard English, Hawaiian Creole, colloquialisms) to grade-appropriate audience, purpose, and situation	<p>Student Book: 45, 52, 79, 90, 94, 101, 112</p> <p>Teacher's Guide: 8, 9, 12, 16, 20-21, 22, 24, 29, 33, 39, 41, 42, 43, 45, 46, 50-51, 52, 56, 59, 63, 64, 68, 73, 75, 79, 90, 94, 95, 101, 102, 104, 107, 109, 111, 112, 114, 118, 124, 130-131</p>

Standard 7: RHETORIC:
Adapt messages appropriately to address audience, purpose, and situation.

Hawaii Benchmarks, Grade 3	Daybook of Critical Reading and Writing, Grade 3
LA.3.7.1 Add concrete details and specific facts to support and develop ideas when speaking	<p>Student Book: 45, 52, 79, 90, 94, 101, 112</p> <p>Teacher's Guide: 16, 22, 24, 42, 46, 59, 73, 75, 79, 95, 118</p>
LA.3.7.2 Group similar ideas around major points when speaking	<p>Student Book: 45, 52, 79, 90, 94, 101, 112</p> <p>Teacher's Guide: 16, 22, 24, 42, 46, 59, 73, 75, 79, 95, 118</p>



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correlated to
Hawaii Content & Performance Standards III
Grade 4

Reading Strand – Grade 4

Standard 1: CONVENTIONS AND SKILLS:
Use knowledge of the conventions of language and texts to construct meaning for a range of literary and informational texts for a variety of purposes.

Hawaii Benchmarks, Grade 4	Daybook of Critical Reading and Writing, Grade 4
LA.4.1.1 Use new grade-appropriate vocabulary, including homophones and homographs, learned through reading and word study, including root words, affixes, and word origins	<p>Opportunity exists with each reading selection</p> <p>Student Book: 8-13, 16, 19-20, 22-23, 27-28, 31-32, 35-36, 40-41, 44-45, 47-49, 52-54, 57-58, 61-62, 66-69, 72-73, 76-77, 80-81, 84-87, 89-90, 94-96, 98-101, 104-106, 108-110, 112-113, 116-117, 120-122, 124-126, 128-129, 132-133, 136-137, 138-140, 144-145, 148-149, 152-153, 156-157, 159-161, 163-165</p> <p>Teacher’s Guide: 16, 19, 22, 27, 31, 35, 40-41, 44, 47, 52, 57, 61, 66, 72, 76, 80, 84, 89, 94, 98, 104, 108, 112, 116, 120, 124, 128, 132, 136, 138, 144, 148, 152, 156, 159, 163</p>
LA.4.1.2 Use print and online resources to clarify meaning and usage	<p>Teacher’s Guide: 16, 19, 21, 22, 27, 31, 35, 40, 44, 47, 52, 57, 61, 66, 72, 76, 70, 84, 89, 94, 98, 104, 108, 112, 116, 120, 124, 128, 132, 136, 138, 144, 148, 152, 156, 159, 163</p>

Standard 2: READING COMPREHENSION:
Use reading strategies to construct meaning
from a variety of texts.

Hawaii Benchmarks, Grade 4	Daybook of Critical Reading and Writing, Grade 4
LA.4.2.1 Describe how common graphic structures (e.g., typeface, headings, illustrations) organize information in texts	Student Book: 72-73 Teacher's Guide: 72-73
LA.4.2.2 Use organizational patterns (e.g., sequential, cause and effect) to access and understand information	Student Book: 117, 146, 150, 157, 166; opportunity also exists 69-71 Teacher's Guide: 21, 50, 103, 117, 146, 147, 150, 152-153, 159, 157, 162, 166; opportunity also exists 69-71, 100
LA.4.2.3 Describe and use text structures common to many texts (e.g., index, glossary, bibliography)	Student Book: 29, 72-73, 76-77 Teacher's Guide: 29, 72-73, 76-77
LA.4.2.4 Distinguish fact from opinion and cause from effect when reading informational texts	Student Book: 80-83, 158; opportunity also exists 54-55, 87-88, 134-135, 157 Teacher's Guide: 80-83, 114, 158; opportunity also exists 54-55, 87-88, 134-135, 157
LA.4.2.5 Summarize main points found in informational texts	Student Book: 74-75, 76-79, 82, 87-88, 90, 115, 134, 157; opportunity also exists 10, 13, 65 Teacher's Guide: 10, 13, 45, 46, 74-75, 76-79, 82, 87-88, 91, 115; opportunity exists 35, 44, 65

**Standard 3: LITERARY RESPONSE AND ANALYSIS:
Respond to literary texts from a range of
stances: personal, interpretive, critical**

Hawaii Benchmarks, Grade 4	Daybook of Critical Reading and Writing, Grade 4
LA.4.3.1 Explain the problem or conflict in a story and how it is resolved	Student Book: 55, 59-60, 71, 76, 79, 110-111 Teacher's Guide: 55, 58-60, 71, 76, 79, 110-111, 140, 151
LA.4.3.2 Explain how a theme is used across various genres and texts	Each unit has a theme which is explored throughout the unit and further studied at the ends of units: Student Book: 38, 92, 118, 167 Teacher's Guide: 38, 64, 92, 118, 142, 167
LA.4.3.3 Explain how the author's choice of language and use of literary elements contribute to the author's purpose and the effectiveness of the text	Student Book: 27, 39 Teacher's Guide: 17, 23, 27, 29, 32, 45, 104-105, 146
LA.4.3.4 Describe the comparisons made by similes and metaphors	Teacher's Guide: 17; opportunity also exists 89
LA.4.3.5 Analyze similarities and differences between the actions, motives, and appearance of a character in a narrative text and self or people in own life	Student Book: 8, 16-17, 19-20, 21, 23-26, 30, 31, 32, 37, 55, 60, 71, 102, 117, 123, 137, 142, 151, 158, 167 Teacher's Guide: 8, 16-17, 19-20, 22, 23, 26, 27, 28, 30, 31, 32, 37, 42, 49, 55, 60, 71, 102, 106, 111, 117, 123, 130, 137, 140, 142, 145, 151, 158, 161, 162, 167

Writing Strand – Grade 4

Standard 4: CONVENTIONS AND SKILLS: Use the writing process and conventions of language and research to construct meaning and communicate effectively for a variety of purposes and audiences using a range of forms.

Hawaii Benchmarks, Grade 4	Daybook of Critical Reading and Writing, Grade 4
<p>LA.4.4.1 Write in a variety of grade-appropriate formats for a variety of purposes and audiences, such as:</p> <ul style="list-style-type: none"> • narratives that follow a plot and describe a setting and characters • poems that provide insight into why the topic is memorable • responses to literature • reports that focus on a central question and incorporate summaries from research • accounts based on personal experience that have a clear focus and supporting details • pieces to reflect on learning and to solve problems 	<p>Student Book: 17-18, 20-21, 23-25, 26, 29-30, 32-33, 37, 43, 45-46, 50-51, 54-56, 59-60, 63-64, 70-71, 74-75, 78-79, 82-83, 86-89, 91-92, 96-97, 101-103, 106-107, 110-111, 114-115, 117-118, 122-123, 126-127, 130-131, 134-135, 142, 146-167, 150-151, 154-155, 157-158, 162, 167</p> <p>Teacher’s Guide: 17-18, 20-21, 24-26, 29-30, 32-33, 34, 37, 38, 43, 45-46, 50-51, 54-56, 59-60, 63-64, 70-71, 74-75, 82-83, 86-89, 96-97, 101-103, 106-107, 110-111, 114-115, 117-118, 122-123, 126-127, 130-131, 134-145, 142, 146-147, 150-151, 154-155, 157-158, 162, 167, 172-178</p>
<p>LA.4.4.2 Form and use the following grammatical constructions correctly when editing writing:</p> <ul style="list-style-type: none"> • compound sentences • dialogue • forms of common irregular nouns and verbs • subject-verb agreement with compound subjects • plural possessives • transitional words 	<p>Student Book: 18, 21, 24-25, 30, 50, 56, 79, 89, 97, 103, 107, 123, 130-131, 135</p> <p>Teacher’s Guide: 18, 21, 24-25, 26, 30, 34, 50, 56, 75, 79, 89, 97, 103, 107, 123, 130-131, 135, 137, 173-178</p>
<p>LA.4.4.3 Spell grade-appropriate words that have a variety of spelling patterns</p>	<p>Opportunity exists with each writing piece</p> <p>Student Book: 17-18, 20-21, 23-25, 26, 29-30, 32-33, 37, 43, 45-46, 50-51, 54-56, 59-60, 63-64, 70-71, 74-75, 78-79, 82-83, 86-89, 91-92, 96-97, 101-103, 106-107, 110-111, 114-115, 117-118, 122-123, 126-127, 130-131, 134-135, 142, 146-167, 150-151, 154-155, 157-158, 162, 167</p> <p>Teacher’s Guide: 17-18, 20-21, 24-26, 29-30, 32-33, 34, 37, 38, 43, 45-46, 50-51, 54-56, 59-60, 63-64, 70-71, 74-75, 82-83, 86-89, 96-97, 101-103, 106-107, 110-111, 114-115, 117-118, 122-123, 126-127, 130-131, 134-145, 142, 146-147, 150-151, 154-155, 157-158, 162, 167, 172-178</p>

Hawaii Benchmarks, Grade 4	Daybook of Critical Reading and Writing, Grade 4
<p>LA.4.4.4 Edit writing to correct use of following punctuation:</p> <ul style="list-style-type: none"> • commas in a series of multi-word items, in compound sentences, and after introductory phrases • apostrophes in contractions with pronouns • underlining/italics or quotation marks, as appropriate, to indicate titles 	<p>Student Book: 18, 21, 24-25, 30, 50, 56, 79, 89, 97, 103, 107, 123, 130-131, 135</p> <p>Teacher’s Guide: 17-18, 202-21, 24-26, 29-30, 32-33, 34, 37, 38, 43, 45-46, 50-51, 54-56, 59-60, 63-64, 70-71, 74-75, 82-83, 86-89, 96-97, 101-103, 106-107, 110-111, 114-115, 117-118, 122-123, 126-127, 130-131, 134-145, 142, 146-147, 150-151, 154-155, 157-158, 162, 167, 172-178</p>
<p>LA.4.4.5 Edit writing to correct capitalization:</p> <ul style="list-style-type: none"> • first and important words in a title • historical periods • special events 	<p>Student Book: 18, 21, 24-25, 30, 50, 56, 79, 89, 97, 103, 107, 123, 130-131, 135</p> <p>Teacher’s Guide: 17-18, 202-21, 24-26, 29-30, 32-33, 34, 37, 38, 43, 45-46, 50-51, 54-56, 59-60, 63-64, 70-71, 74-75, 82-83, 86-89, 96-97, 101-103, 106-107, 110-111, 114-115, 117-118, 122-123, 126-127, 130-131, 134-145, 142, 146-147, 150-151, 154-155, 157-158, 162, 167, 172-178</p>
<p>LA.4.4.6 Write legibly and fluently in print or cursive</p>	<p>Student Book: 17-18, 20-21, 23-25, 26, 29-30, 32-33, 37, 43, 45-46, 50-51, 54-56, 59-60, 63-64, 70-71, 74-75, 78-79, 82-83, 86-89, 91-92, 96-97, 101-103, 106-107, 110-111, 114-115, 117-118, 122-123, 126-127, 130-131, 134-135, 142, 146-167, 150-151, 154-155, 157-158, 162, 167</p> <p>Teacher’s Guide: 17-18, 202-21, 24-26, 29-30, 32-33, 34, 37, 38, 43, 45-46, 50-51, 54-56, 59-60, 63-64, 70-71, 74-75, 82-83, 86-89, 96-97, 101-103, 106-107, 110-111, 114-115, 117-118, 122-123, 126-127, 130-131, 134-145, 142, 146-147, 150-151, 154-155, 157-158, 162, 167, 172-178</p>

Standard 5: RHETORIC:
Use rhetorical devices to craft writing appropriate to audience and purpose.

Hawaii Benchmarks, Grade 4	Daybook of Critical Reading and Writing, Grade 4
<p>LA.4.5.1 Use appropriate facts and interesting details that develop the intended meaning and anticipate the needs of the audience</p>	<p>Opportunity exists Student Book: 18, 21, 24-25, 30, 50, 56, 79, 89, 97, 103, 107, 123, 130-131, 135</p> <p>Opportunity exists Teacher’s Guide: 18, 21, 24-25, 26, 30, 34, 50, 56, 75, 79, 89, 97, 103, 107, 123, 130-131, 135, 137, 173-178</p>

Hawaii Benchmarks, Grade 4	Daybook of Critical Reading and Writing, Grade 4
LA.4.5.2 Use paragraphs and transitions to organize related information and move the reader from one idea to the next	Opportunity exists Student Book: 18, 21, 24-25, 30, 50, 56, 79, 89, 97, 103, 107, 123, 130-131, 135 Opportunity exists Teacher's Guide: 18, 21, 24-25, 26, 30, 34, 50, 56, 75, 79, 89, 97, 103, 107, 123, 130-131, 135, 137, 173-178
LA.4.5.3 Use figurative language to emphasize meaning	Opportunity exists Student Book: 18, 21, 24-25, 30, 50, 56, 79, 89, 97, 103, 107, 123, 130-131, 135 Opportunity exists Teacher's Guide: 18, 21, 24-25, 26, 30, 34, 50, 56, 75, 79, 89, 97, 103, 107, 123, 130-131, 135, 137, 173-178
LA.4.5.4 Use a variety of simple and compound sentence structures for fluency and to support meaning	Opportunity exists Student Book: 18, 21, 24-25, 30, 50, 56, 79, 89, 97, 103, 107, 123, 130-131, 135 Opportunity exists Teacher's Guide: 18, 21, 24-25, 26, 30, 34, 50, 56, 75, 79, 89, 97, 103, 107, 123, 130-131, 135, 137, 173-178
LA.4.5.5 Convey enthusiasm for the topic	Opportunity exists Student Book: 18, 21, 24-25, 30, 50, 56, 79, 89, 97, 103, 107, 123, 130-131, 135 Opportunity exists Teacher's Guide: 18, 21, 24-25, 26, 30, 34, 50, 56, 75, 79, 89, 97, 103, 107, 123, 130-131, 135, 137, 173-178

O r a l C o m m u n i c a t i o n S t r a n d – G r a d e 4

**S t a n d a r d 6 : C O N V E N T I O N S A N D S K I L L S :
A p p l y k n o w l e d g e o f v e r b a l a n d n o n v e r b a l
l a n g u a g e t o c o m m u n i c a t e e f f e c t i v e l y i n v a r i o u s
s i t u a t i o n s : i n t e r p e r s o n a l , g r o u p , a n d p u b l i c :
f o r a v a r i e t y o f p u r p o s e s .**

Hawaii Benchmarks, Grade 4	Daybook of Critical Reading and Writing, Grade 4
LA.4.6.1 Participate in grade-appropriate oral group activities	Student Book: 46, 51, 70, 74, 88, 97, 142, 156, 167 Teacher's Guide: 8, 20, 21, 22, 25, 30, 31, 34, 37, 38, 40, 43, 46, 47, 49, 51, 52, 56, 57, 58, 59, 61, 62, 66, 70, 71, 72-74, 78-79, 88, 92, 95, 96, 100, 102, 107, 110, 111, 114, 118, 119, 126, 128, 140, 142, 146, 149, 151, 153, 154, 158, 156, 159, 163, 167
LA.4.6.2 Give short, informal presentations to inform or persuade	Teacher's Guide: 25, 30, 43, 59, 71, 74, 83, 92, 111, 114, 151

Hawaii Benchmarks, Grade 4	Daybook of Critical Reading and Writing, Grade 4
LA.4.6.3 Use visual structures and summarize key ideas when listening to oral messages in order to improve comprehension	Teacher’s Guide: 30; opportunity exists 97, 151
LA.4.6.4 Distinguish between supporting facts and opinions in oral messages	Opportunity exists Student Book: 88 Opportunity exists Teacher’s Guide: 83, 88, 92
LA.4.6.5 Vary expression, pacing, pitch, and intonation according to content and purpose	Student Book: 46, 88, 142 Teacher’s Guide: 8, 19, 20, 21, 22, 25, 30, 31, 34, 37, 38, 40, 43, 46, 47, 51, 52, 56, 57, 58, 59, 61, 66, 71, 72-74, 83, 88, 92, 111, 114, 118, 119, 126, 140, 142, 151, 154, 155, 156, 167
LA.4.6.6 Use gestures, facial expressions, and consistent eye contact to engage listeners and enhance the spoken word	Student Book: 51, 88 Teacher’s Guide: 8, 25, 30, 34, 43, 49, 51, 56, 58, 59, 72-74, 88, 114, 151, 154, 155
LA.4.6.7 Monitor feedback from listeners to check for understanding	Student Book: 88 Teacher’s Guide: 25, 30, 58, 59, 88
LA.4.6.8 Adjust dialect (e.g., standard English, Hawaiian Creole, colloquialisms) to grade-appropriate audience, purpose, and situation	Student Book: 46, 51, 70, 74, 88, 97, 142 Teacher’s Guide: 8, 19, 20, 21, 22, 25, 30, 31, 34, 37, 38, 40, 43, 46, 47, 49, 52, 53, 56, 57, 59, 61, 66, 70, 71, 72-74, 78, 79, 88, 92, 95, 96, 97, 100, 102, 110, 111, 114, 118, 119, 126, 140, 142, 146, 151, 153, 154, 155, 156, 167

Standard 7: RHETORIC:
Adapt messages appropriately to address audience, purpose, and situation.

Hawaii Benchmarks, Grade 4	Daybook of Critical Reading and Writing, Grade 4
LA.4.7.1 Use prior knowledge, input from others, and text resources to develop ideas for speaking	Student Book: 88 Teacher’s Guide: 30, 59, 71, 74, 79, 83, 88, 151
LA.4.7.2 Add details to support meaning	Student Book: 88 Teacher’s Guide: 30, 49, 56, 59, 71, 79, 88, 151
LA.4.7.3 Organize a speech to emphasize important points and relate them to one another	Student Book: 88 Teacher’s Guide: 30, 74, 88, 151
LA.4.7.4 Select words and phrases that clarify the message when speaking	Student Book: 88 Teacher’s Guide: 30, 49, 56, 71, 74, 79, 88, 151



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 correlated to
Hawaii Content & Performance Standards III
Grade 5

Reading Strand – Grade 5

Standard 1: CONVENTIONS AND SKILLS:
 Use knowledge of the conventions of language and texts to construct meaning for a range of literary and informational texts for a variety of purposes.

Hawaii Benchmarks, Grade 5	Daybook of Critical Reading and Writing, Grade 5
LA.5.1.1 Use new grade-appropriate vocabulary learned through reading print and online resources and word study, including meanings of roots, affixes, word origins	Opportunity with each reading selection Student Book: 16-17, 20-23, 25-26, 28-29, 32-33, 36-37, 39-41, 42, 44, 48-50, 52-54, 56-58, 60-61, 63-67, 70-72, 74-75, 76-77, 80-82, 84-85, 87-88, 90-91, 94-95, 98-100, 103-105, 107-109, 112, 116-118, 120-121, 123-124, 127-129, 131-132, 134-135, 138-140, 144-146, 148-150, 152-154, 155-157, 160-162, 167-169, 171-172, 176-177, 180-182, 184-186, 189-191, 193, 194, 196-197, 199-200 Opportunity with each reading selection Teacher’s Guide: 16-17, 20-23, 25-26, 28-29, 32-33, 36-37, 39-41, 42, 44, 48-50, 52-54, 56-58, 60-61, 63-67, 70-72, 74-75, 76-77, 80-82, 84-85, 87-88, 90-91, 94-95, 98-100, 103-105, 107-109, 112, 116-118, 120-121, 123-124, 127-129, 131-132, 134-135, 138-140, 144-146, 148-150, 152-154, 155-157, 160-162, 167-169, 171-172, 176-177, 180-182, 184-186, 189-191, 193, 194, 196-197, 199-200
LA.5.1.2 Use a variety of grade-appropriate print and online resources to research a topic	Teacher’s Guide: 27, 38, 51, 55, 62, 69, 83, 89, 102, 110, 119, 122, 130, 133, 154, 163, 166, 183, 192, 202

**Standard 2: READING COMPREHENSION:
Use reading strategies to construct meaning
from a variety of texts.**

Hawaii Benchmarks, Grade 5	Daybook of Critical Reading and Writing, Grade 5
LA.5.2.1 Use organizational patterns (e.g., compare and contrast, proposition and support) to access information	<p>Student Book: 48-51, 52-54, 56-59, 60-62, 63-67, 75, 98-101, 189-192</p> <p>Teacher’s Guide: 48-51, 52-54, 56-59, 60-62, 63-67, 70, 75, 98-101, 128, 156, 182, 189-192, 204</p>
LA.5.2.2 Make inferences and draw conclusions about grade-appropriate texts	<p>Student Book: 10, 12, 20, 38, 45, 54, 58-59, 92, 101, 105, 118, 144-147, 148-151, 152-154, 155-158, 160-163, 164-166, 167-170, 171, 173, 187, 195</p> <p>Teacher’s Guide: 10, 12, 30, 38, 45, 51, 53, 54, 58-59, 81, 92, 96, 101, 105, 118, 125, 144-147, 148-151, 152-158, 160-163, 167-170, 186-187, 195, 197</p>
LA.5.2.3 Distinguish between explicit and implied information	<p>Opportunity exists Student Book: 182</p> <p>Opportunity exists Teacher’s Guide: 17, 81, 182</p>

**Standard 3: LITERARY RESPONSE AND ANALYSIS:
Respond to literary texts from a range of
stances: personal, interpretive, critical**

Hawaii Benchmarks, Grade 5	Daybook of Critical Reading and Writing, Grade 5
LA.5.3.1 Cite specific information or ideas in the text that support and develop the author's message or theme	<p>Student Book: 10, 13, 52, 62, 67-68, 76-78, 81, 83, 84-86, 109, 170, 179, 180-183, 188, 202, 205</p> <p>Teacher’s Guide: 10, 13, 26, 40, 43, 52, 60, 62, 67-68, 76-78, 81, 83, 84-86, 88, 109, 139, 140, 170, 179, 180-183, 188, 202, 205</p>
LA.5.3.2 Explain the relationship between plot events and how they build to the resolution of the selection's primary conflict	<p>Student Book: 131, 178-179, 182, 188</p> <p>Teacher’s Guide: 131, 180, 181, 182, 188</p>
LA.5.3.3 Explain how characters evolve over the course of a work	<p>Student Book: 42; opportunity also exists 17</p> <p>Teacher’s Guide: 43; opportunity also exists 87-88, 176-177, 180-182</p>

Hawaii Benchmarks, Grade 5	Daybook of Critical Reading and Writing, Grade 5
<p>LA.5.3.4 Compare a literary element (e.g., characters, setting, plot) as it occurs in two or more texts and explain how effectively it is realized in each text</p>	<p>Student Book: 24, 39-41, 70-73, 112, 114-115, 152</p> <p>Teacher’s Guide: 24, 39-41, 59, 70-73, 106, 112, 114-115, 142, 181</p>
<p>LA.5.3.5 Describe how the author's choice of words or use of imagery contributes to overall quality and reader's enjoyment</p>	<p>Student Book: 11, 112-114, 120, 123-125, 130, 134-135, 193-195, 201</p> <p>Teacher’s Guide: 11, 22, 33, 41, 54, 64, 70, 91, 103, 112-115, 116, 120, 123-125, 128, 130, 134-135, 146-157, 157, 181, 193-195, 200, 201</p>
<p>LA.5.3.6 Identify the meaning of common idioms (e.g., from the frying pan into the fire, cat got your tongue, raining cats and dogs) found in a text</p>	<p>Student Book: 23</p> <p>Teacher’s Guide: 23</p>
<p>LA.5.3.7 Describe similarities and differences between characters and themes in literary texts and personal or real world experiences</p>	<p>Student Book: 8, 15-18, 21, 23, 25, 27, 28, 30-31, 32-35, 36-37, 44, 45, 51, 55, 68, 83, 93, 118, 122, 137, 141, 151, 159, 173, 188</p> <p>Teacher’s Guide: 8, 15-18, 20, 21, 23, 25-27, 28, 30-31, 32-35, 36-37, 44, 45, 46, 49, 51, 55, 58, 61, 66, 68, 70, 75, 83, 93, 104, 113, 118, 122, 124, 132, 137, 141, 151, 159, 171, 172, 178, 188</p>

Writing Strand – Grade 5

Standard 4: CONVENTIONS AND SKILLS: Use the writing process and conventions of language and research to construct meaning and communicate effectively for a variety of purposes and audiences using a range of forms.

Hawaii Benchmarks, Grade 5	Daybook of Critical Reading and Writing, Grade 5
<p>LA.5.4.1 Write in a variety of grade-appropriate formats for a variety of purposes and audiences, such as:</p> <ul style="list-style-type: none"> • narratives that include plot, setting, characters, and a conflict • poems that use figurative language to convey a theme or impression • reports incorporating a framing question and including research from two or more sources • responses to literature • pieces related to completing tasks • notes summarizing what they have read or heard • pieces to reflect on learning and to solve problems 	<p>Student Book: 18, 27, 30-31, 34-35, 38, 43, 44, 46, 51, 55, 58-59, 62, 67-69, 73, 78, 83, 86, 89, 93, 97, 101-102, 105-106, 109-110, 115, 118-119, 121-122, 125-126, 129-130, 132-133, 136, 137, 141, 142, 147, 151, 154, 159, 163, 166, 173, 174, 178-179, 182-183, 188, 192, 195, 198, 202, 205-207</p> <p>Teacher’s Guide: 18, 24, 27, 30-31, 34-35, 38, 43, 44, 46, 51, 55, 58-59, 62, 67-69, 73, 78, 83, 89, 93, 97, 101-102, 105-106, 109-110, 115, 118-119, 121-122, 125-126, 129-130, 132-133, 136, 137, 141, 142, 147, 151, 154, 159, 163, 166, 170, 173, 174, 178, 179, 182, 183, 188, 192, 195, 198, 202, 205-207, 212-217</p>
<p>LA.5.4.2 Form and use the following grammatical constructions correctly when editing writing:</p> <ul style="list-style-type: none"> • complex sentences • introductory phrases and subordinate clauses • noun-pronoun agreement with intervening words or phrases • appositives • relative clauses 	<p>Opportunity exists with each writing piece Student Book: 18, 27, 34, 35, 43, 44, 69, 73, 89, 97, 106, 119, 129, 133, 137, 206</p> <p>Opportunity exists with each writing piece Teacher’s Guide: 18, 24, 27, 43, 38, 43, 44, 59, 69, 73, 86, 89, 97, 106, 110, 119, 129, 133, 137, 159, 163, 170, 174, 206, 212-217</p>
<p>LA.5.4.3 Recognize and correct run-on sentences and fragments</p>	<p>Opportunity exists with each writing piece Student Book: 18, 27, 34, 35, 43, 44, 69, 73, 89, 97, 106, 119, 129, 133, 137, 206</p> <p>Opportunity exists with each writing piece Teacher’s Guide: 18, 24, 27, 43, 38, 43, 44, 59, 69, 73, 86, 89, 97, 106, 110, 119, 129, 133, 137, 159, 163, 170, 174, 206, 212-217</p>
<p>LA.5.4.4 Use a variety of strategies and resources to spell grade-appropriate words</p>	<p>Opportunity exists with each writing piece Student Book: 18, 27, 34, 35, 43, 44, 69, 73, 89, 97, 106, 119, 129, 133, 137, 206</p> <p>Opportunity exists with each writing piece Teacher’s Guide: 18, 24, 27, 43, 38, 43, 44, 59, 69, 73, 86, 89, 97, 106, 110, 119, 129, 133, 137, 159, 163, 170, 174, 206, 212-217</p>

Hawaii Benchmarks, Grade 5	Daybook of Critical Reading and Writing, Grade 5
<p>LA.5.4.5 Edit writing to correct use of following punctuation:</p> <ul style="list-style-type: none"> • parentheses • commas with relative clauses • commas with appositives, if needed 	<p>Opportunity exists with each writing piece Student Book: 18, 27, 34, 35, 43, 44, 69, 73, 89, 97, 106, 119, 129, 133, 137, 206</p> <p>Opportunity exists with each writing piece Teacher’s Guide: 18, 24, 27, 43, 38, 43, 44, 59, 69, 73, 86, 89, 97, 106, 110, 119, 129, 133, 137, 159, 163, 170, 174, 206, 212-217</p>
<p>LA.5.4.6 Write bibliographical entries for periodicals</p>	<p>Opportunity exists Student Book: 69</p> <p>Opportunity exists Teacher’s Guide: 19, 27, 62, 69, 89, 119, 133, 166, 174</p>

Standard 5: RHETORIC:
Use rhetorical devices to craft writing appropriate to audience and purpose.

Hawaii Benchmarks, Grade 5	Daybook of Critical Reading and Writing, Grade 5
<p>LA.5.5.1 Use information from appropriate sources: self, peers, and a variety of grade-appropriate sources</p>	<p>Opportunity exists with each writing piece Student Book: 18, 27, 34, 35, 43, 44, 69, 73, 89, 97, 106, 119, 129, 133, 137, 206</p> <p>Opportunity exists with each writing piece Teacher’s Guide: 18, 24, 27, 43, 38, 43, 44, 59, 69, 73, 86, 89, 97, 106, 110, 119, 129, 133, 137, 159, 163, 170, 174, 206, 212-217</p>
<p>LA.5.5.2 Use significant details and relevant information to develop meaning</p>	<p>Opportunity exists with each writing piece Student Book: 18, 27, 34, 35, 43, 44, 69, 73, 89, 97, 106, 119, 129, 133, 137, 206</p> <p>Opportunity exists with each writing piece Teacher’s Guide: 18, 24, 27, 43, 38, 43, 44, 59, 69, 73, 86, 89, 97, 106, 110, 119, 129, 133, 137, 159, 163, 170, 174, 206, 212-217</p>
<p>LA.5.5.3 Organize writing to exclude extraneous details and inconsistencies</p>	<p>Opportunity exists with each writing piece Student Book: 18, 27, 34, 35, 43, 44, 69, 73, 89, 97, 106, 119, 129, 133, 137, 206</p> <p>Opportunity exists with each writing piece Teacher’s Guide: 18, 24, 27, 43, 38, 43, 44, 59, 69, 73, 86, 89, 97, 106, 110, 119, 129, 133, 137, 159, 163, 170, 174, 206, 212-217</p>

Hawaii Benchmarks, Grade 5	Daybook of Critical Reading and Writing, Grade 5
<p>LA.5.5.4 Use transitional words or phrases between sentences and paragraphs to guide the reader and give the writing cohesiveness</p>	<p>Opportunity exists with each writing piece Student Book: 18, 27, 34, 35, 43, 44, 69, 73, 89, 97, 106, 119, 129, 133, 137, 206</p> <p>Opportunity exists with each writing piece Teacher’s Guide: 18, 24, 27, 43, 38, 43, 44, 59, 69, 73, 86, 89, 97, 106, 110, 119, 129, 133, 137, 159, 163, 170, 174, 206, 212-217</p>
<p>LA.5.5.5 Use clear and precise vocabulary to support meaning</p>	<p>Opportunity exists with each writing piece Student Book: 18, 27, 34, 35, 43, 44, 69, 73, 89, 97, 106, 119, 129, 133, 137, 206</p> <p>Opportunity exists with each writing piece Teacher’s Guide: 18, 24, 27, 43, 38, 43, 44, 59, 69, 73, 86, 89, 97, 106, 110, 119, 129, 133, 137, 159, 163, 170, 174, 206, 212-217</p>
<p>LA.5.5.6 Improve clarity by combining sentences, varying sentences, or rearranging text</p>	<p>Opportunity exists with each writing piece Student Book: 18, 27, 34, 35, 43, 44, 69, 73, 89, 97, 106, 119, 129, 133, 137, 206</p> <p>Opportunity exists with each writing piece Teacher’s Guide: 18, 24, 27, 43, 38, 43, 44, 59, 69, 73, 86, 89, 97, 106, 110, 119, 129, 133, 137, 159, 163, 170, 174, 206, 212-217</p>
<p>LA.5.5.7 Adjust voice to suit the purpose and form of writing (e.g., funny story, report, serious poem)</p>	<p>Opportunity exists with each writing piece Student Book: 18, 27, 34, 35, 43, 44, 69, 73, 89, 97, 106, 119, 129, 133, 137, 206</p> <p>Opportunity exists with each writing piece Teacher’s Guide: 18, 24, 27, 43, 38, 43, 44, 59, 69, 73, 86, 89, 97, 106, 110, 119, 129, 133, 137, 159, 163, 170, 174, 206, 212-217</p>

Oral Communication Strand – Grade 5

**Standard 6: CONVENTIONS AND SKILLS:
Apply knowledge of verbal and nonverbal
language to communicate effectively in various
situations: interpersonal, group, and public:
for a variety of purposes.**

Hawaii Benchmarks, Grade 5	Daybook of Critical Reading and Writing, Grade 5
LA.5.6.1 Use speaking and listening skills to fill a prescribed role in group activities	Student Book: 88 Teacher’s Guide: 10, 23, 29, 50, 54, 56, 68, 86, 89, 95, 102, 108, 113, 115, 119, 122, 124, 129, 142, 154, 166, 169, 173, 181, 183, 188, 192, 198
LA.5.6.2 Give informal presentations or reports to inform	Teacher’s Guide: 19, 23, 27, 54, 62, 86, 102, 115, 119, 133, 183, 202
LA.5.6.3 Recall oral messages by noting key ideas and relating them to the speaker's purpose	Student Book: 69, 109 Teacher’s Guide: 54, 69, 119, 122, 142, 166, 198
LA.5.6.4 Form an opinion or draw a conclusion about key points in oral messages	Opportunity exists Student Book: 69 Teacher’s Guide: 10, 54, 69, 86, 102, 108-109, 115, 119, 133, 166, 198; opportunity also exists 89, 122
LA.5.6.5 Vary pitch and stress to emphasize intended meaning	Student Book: 69 Teacher’s Guide: 10, 19, 27, 54, 62, 69, 78, 79, 86, 89, 95, 102, 108, 115, 119, 122, 129, 133, 142, 154, 166, 181, 183, 188
LA.5.6.6 Use gestures, facial expressions, and eye contact to enhance the spoken word	Student Book: 69 Teacher’s Guide: 10, 19, 27, 54, 62, 69, 86, 89, 102, 105, 115, 119, 122, 133, 142, 154, 166, 181, 183, 188
LA.5.6.7 Adjust dialect (e.g., standard English, Hawaiian Creole, colloquialisms) to grade-appropriate audience, purpose, and situation	Student Book: 69 Teacher’s Guide: 7, 10, 19, 23, 27, 56, 62, 69, 78, 79, 86, 89, 90, 102, 119, 122, 133, 142, 154, 166, 181, 183, 198

Standard 7: RHETORIC:
Adapt messages appropriately to address audience, purpose, and situation.

Hawaii Benchmarks, Grade 5	Daybook of Critical Reading and Writing, Grade 5
LA.5.7.1 Combine ideas from prior knowledge, input from others, and text resources to elaborate on and support ideas	<p>Student Book: 69</p> <p>Teacher’s Guide: 7, 19, 27, 62, 69, 89, 119, 122, 133, 154, 166, 183</p>
LA.5.7.2 Include an introduction, transitions, and a conclusion to organize speaking	<p>Student Book: 69</p> <p>Teacher’s Guide: 69, 89, 133</p>
LA.5.7.3 Select words and construct sentences to clarify message when speaking	<p>Student Book: 69</p> <p>Teacher’s Guide: 19, 27, 69, 89, 133, 154</p>



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 correlated to
Hawaii Content & Performance Standards III
Grade 6

Reading Strand – Grade 6

Standard 1: CONVENTIONS AND SKILLS:
 Use knowledge of the conventions of language and texts to construct meaning for a range of literary and informational texts for a variety of purposes.

Hawaii Benchmarks, Grade 6	Daybook of Critical Reading and Writing, Grade 6
LA.6.1.1 Use grade-appropriate vocabulary, including content area vocabulary, learned through reading and word study, including structural analysis of word parts	<p>Opportunity exists with each reading selection Student Book: 10-12, 13-15, 17-19, 20, 22-24, 26-28, 29-32, 33-34, 36-37, 42-43, 44-45, 47-48, 49-52, 53-54, 58-59, 60-61, 67-68, 69-70, 72, 75, 77, 79, 81, 86-87, 89-91, 93-94, 96-97, 99-100, 102-105, 108-109, 118, 121-122, 123-124, 128-129, 132, 135, 137, 138-139, 140, 143, 145, 148-150, 151-152, 153-154, 156-157, 158-159, 160-161, 164-165, 166-167, 171, 173, 176, 177, 179, 182, 188, 189, 192-193, 195-196, 198-199, 201-203, 204-205, 208-210, 214</p> <p>Opportunity exists with each reading selection Teacher’s Guide: 10-12, 13-15, 17-19, 20, 22-24, 26-28, 29-32, 33-34, 36-37, 42-43, 44-45, 47-48, 49-52, 53-54, 58-59, 60-61, 67-68, 69-70, 72, 75, 77, 79, 81, 86-87, 89-91, 93-94, 96-97, 99-100, 102-105, 108-109, 118, 121-122, 123-124, 128-129, 132, 135, 137, 138-139, 140, 143, 145, 148-150, 151-152, 153-154, 156-157, 158-159, 160-161, 164-165, 166-167, 171, 173, 176, 177, 179, 182, 188, 189, 192-193, 195-196, 198-199, 201-203, 204-205, 208-210, 214</p>
LA.6.1.2 Use grade-appropriate online and print sources to research a topic	Teacher’s Guide: 40, 125, 137, 141, 144-145, 146, 152, 203, 211

**Standard 2: READING COMPREHENSION:
Use reading strategies to construct meaning
from a variety of texts.**

Hawaii Benchmarks, Grade 6	Daybook of Critical Reading and Writing, Grade 6
LA.6.2.1 Compare structures of texts and apply those that are most appropriate for a given purpose	Student Book: 98, 111, 182, 183, 184 Teacher's Guide: 39, 97, 104, 111, 113, 182, 183, 184, 197
LA.6.2.2 Use knowledge of organizational structures (e.g., logical, classification) to construct meaning from texts	Student Book: 59, 60-62, 80, 91-92; opportunity also exists 72, 75, 77, 79, 81, 203 Teacher's Guide: 58-59, 60-62, 80, 91-92, 139, 203; opportunity also exists 72, 75, 77, 79, 81
LA.6.2.3 Draw and support conclusions about information or ideas in a text	Student Book: 29-32, 38, 55, 56, 65, 95, 200 Teacher's Guide: 29-32, 38, 55, 56, 65, 95, 200
LA.6.2.4 Identify evidence used to support an argument	Student Book: 120, 123, 125, 126-127, 128-129, 163, 166-168, 172, 173-174 Teacher's Guide: 37, 120, 123, 125, 126-127, 128-129, 163, 166-168, 170, 171-172, 174

**Standard 3: LITERARY RESPONSE AND ANALYSIS:
Respond to literary texts from a range of
stances: personal, interpretive, critical**

Hawaii Benchmarks, Grade 6	Daybook of Critical Reading and Writing, Grade 6
LA.6.3.1 Analyze plot, setting, characterization, or conflict to interpret theme in a literary text	Student Book: 42-43, 46, 49-52, 53-55, 111, 136, 159, 162 Teacher's Guide: 42-43, 46, 49-52, 53-55, 111, 112, 136, 159, 162
LA.6.3.2 Explain how an author's background is reflected in literature, including the use of language	Student Book: 22-24, 64-66, 67-68, 69-70, 85, 86-88, 89-92, 93-95, 96-97, 99-100, 128-129, 164-165, 208-211 Teacher's Guide: 22-24, 46, 64-66, 67-68, 69-70, 85, 86-88, 89-92, 93-95, 96-97, 99-100, 123, 124, 128-129, 164-165, 208-211

Hawaii Benchmarks, Grade 6	Daybook of Critical Reading and Writing, Grade 6
LA.6.3.3 Identify and give examples of stylistic elements (e.g., rhyme scheme, rhythm, alliteration)	Student Book: 73-77, 192-194, 214-215; opportunity also exists Unit 12, p 175-190 Teacher's Guide: 72-77, 192-194, 197, 205, 214-215; opportunity also exists Unit 12, p 175-190
LA.6.3.4 Explain how personification and hyperbole enhance the meaning of the text	Opportunity exists Teacher's Guide: 103
LA.6.3.5 Explain how the author's description of setting and characters and his/her development of plot connect to self	Student Book: 41, 42-43, 44-46, 48, 49-52, 53-56, 105, 109, 121-122, 148-150, 152, 155, 157, 161, 193 Teacher's Guide: 39-40, 41, 42-43, 44-46, 48, 49-52, 53-56, 105, 109, 121-122, 148-150, 152, 155, 157, 161, 193

Writing Strand – Grade 6

Standard 4: CONVENTIONS AND SKILLS:
Use the writing process and conventions of language and research to construct meaning and communicate effectively for a variety of purposes and audiences using a range of forms.

Hawaii Benchmarks, Grade 6	Daybook of Critical Reading and Writing, Grade 6
LA.6.4.1 Write in a variety of grade-appropriate formats for a variety of purposes and audiences, such as: <ul style="list-style-type: none"> • narratives that establish a point of view and experiment with a range of devices (i.e., dialogue, suspense, flashback) • poems that experiment with poetic devices (figurative language, graphic elements) to convey a theme or impression • reports with a narrowed focus that allows for thorough treatment • business letters • responses to literature • functional pieces that complete a task or fulfill a civic responsibility • pieces to reflect on learning and to solve problems 	Student Book: 12, 14, 16, 23, 24, 28, 32, 35, 39, 40, 48, 52, 56, 63, 66, 68, 70, 74, 77, 78, 79, 80, 82-83, 84, 88, 92, 95, 97, 98, 100, 105-107, 110, 111-113, 114-115, 116, 119, 120, 122, 125, 126-127, 129-130, 136, 139, 141, 143, 146, 150, 152, 155, 159, 161-162, 165, 167-168, 169-170, 172, 173-174, 177, 182-184, 185-187, 190, 193, 194, 196-197, 199-200, 202-203, 205-206, 211, 212-213, 215-216, 217-218, 219, 220 Teacher's Guide: 12, 14, 16, 19, 23, 24, 28, 32, 35, 39, 40, 46, 48, 52, 53, 54, 56, 63, 66, 68, 70, 74, 76, 77, 78, 79, 80, 82-83, 84, 88, 92, 95, 97, 98, 100, 105-107, 110, 111-113, 114-115, 116, 119, 120, 122, 125, 126-127, 129-130, 136, 139, 141, 143, 146, 150, 152, 154, 155, 159, 161-162, 165, 167-168, 169-170, 172, 172-174, 177, 178, 182-184, 185-187, 190, 193, 194, 196-197, 199-200, 202-203, 205-206, 211, 212-213, 215-216, 217-218, 219, 220, 227-238

Hawaii Benchmarks, Grade 6	Daybook of Critical Reading and Writing, Grade 6
<p>LA.6.4.2 Form and use the following grammatical constructions correctly when editing writing:</p> <ul style="list-style-type: none"> • consistent verb tense across paragraphs • comparative and superlative forms of adjectives • coordinating and subordinating conjunctions • prepositional phrases • compound sentence joined by semicolon rather than conjunction and comma • subject-verb agreement with intervening phrase 	<p>Opportunity exists Student Book: 17, 23, 24, 28, 35, 39, 40, 48, 52, 56, 63, 78, 70, 74, 78, 80, 83, 84, 88, 92, 95, 97, 98, 100, 114-115, 129, 150, 168, 169-170, 172, 173-174, 194, 219</p> <p>Opportunity exists Teacher’s Guide: 19, 23, 24, 28, 32, 35, 39, 40, 46, 48, 52, 53, 56, 63, 68, 70, 74, 76, 78, 80, 83, 84, 88, 92, 95, 97, 98, 100, 114-115, 125, 129, 150, 154, 159, 165, 168, 169-170, 172, 173-174, 187, 194, 203, 206, 219, 220, 227-238</p>
<p>LA.6.4.3 Edit writing to correct punctuation:</p> <ul style="list-style-type: none"> • commas in direct address • colon after salutation • hyphens in written numbers • italics or underlining for emphasis • semicolons to join related independent clauses 	<p>Opportunity exists Student Book: 17, 23, 24, 28, 35, 39, 40, 48, 52, 56, 63, 78, 70, 74, 78, 80, 83, 84, 88, 92, 95, 97, 98, 100, 114-115, 129, 150, 168, 169-170, 172, 173-174, 194, 219</p> <p>Opportunity exists Teacher’s Guide: 19, 23, 24, 28, 31, 32, 35, 39, 40, 46, 48, 52, 53, 56, 63, 68, 70, 74, 76, 78, 80, 83, 84, 88, 92, 95, 97, 98, 100, 114-115, 125, 129, 150, 154, 159, 165, 168, 169-170, 172, 173-174, 187, 194, 203, 206, 219, 220, 227-238</p>
<p>LA.6.4.4 Use a variety of strategies and resources to spell grade-appropriate words</p>	<p>Opportunity exists Student Book: 17, 23, 24, 28, 35, 39, 40, 48, 52, 56, 63, 78, 70, 74, 78, 80, 83, 84, 88, 92, 95, 97, 98, 100, 114-115, 129, 150, 168, 169-170, 172, 173-174, 194, 219</p> <p>Opportunity exists Teacher’s Guide: 19, 23, 24, 28, 32, 35, 39, 40, 46, 48, 52, 53, 56, 63, 68, 70, 74, 76, 78, 80, 83, 84, 88, 92, 95, 97, 98, 100, 114-115, 125, 129, 150, 154, 159, 165, 168, 169-170, 172, 173-174, 187, 194, 203, 206, 219, 220, 227-238</p>
<p>LA.6.4.5 Incorporate information from references by quoting, paraphrasing, and/or summarizing</p>	<p>Teacher’s Guide: 229-233, 146</p>
<p>LA.6.4.6 Describe the reasons for citing sources (e.g., giving credit to original source, providing information for readers to follow up on an idea)</p>	<p>Opportunity exists Teacher’s Guide: 146</p>
<p>LA.6.4.7 Cite various grade-appropriate sources using a consistent format when reporting information</p>	<p>Opportunity exists Teacher’s Guide: 146</p>

Standard 5: RHETORIC:
Use rhetorical devices to craft writing
appropriate to audience and purpose.

Hawaii Benchmarks, Grade 6	Daybook of Critical Reading and Writing, Grade 6
LA.6.5.1 Select appropriate details, examples, reasons, and/or facts to support an insight, message, or thesis	<p>Opportunity exists Student Book: 17, 23, 24, 28, 35, 39, 40, 48, 52, 56, 63, 78, 70, 74, 78, 80, 83, 84, 88, 92, 95, 97, 98, 100, 114-115, 129, 150, 168, 169-170, 172, 173-174, 194, 219</p> <p>Teacher’s Guide: 227-238; opportunity exists Teacher’s Guide: 19, 23, 24, 28, 32, 35, 39, 40, 46, 48, 52, 53, 56, 63, 68, 70, 74, 76, 78, 80, 83, 84, 88, 92, 95, 97, 98, 100, 114-115, 125, 129, 150, 154, 159, 165, 168, 169-170, 172, 173-174, 187, 194, 203, 206, 219, 220</p>
LA.6.5.2 Use an organizational structure (e.g., chronological, comparison and contrast, spatial order, climactic order, order of importance) to support meaning	<p>Opportunity exists Student Book: 17, 23, 24, 28, 35, 39, 40, 48, 52, 56, 63, 78, 70, 74, 78, 80, 83, 84, 88, 92, 95, 97, 98, 100, 114-115, 129, 150, 168, 169-170, 172, 173-174, 194, 219</p> <p>Teacher’s Guide: 227-238; opportunity exists Teacher’s Guide: 19, 23, 24, 28, 32, 35, 39, 40, 46, 48, 52, 53, 56, 63, 68, 70, 74, 76, 78, 80, 83, 84, 88, 92, 95, 97, 98, 100, 114-115, 125, 129, 150, 154, 159, 165, 168, 169-170, 172, 173-174, 187, 194, 203, 206, 219, 220</p>
LA.6.5.3 Select words and phrases to establish the desired tone	<p>Opportunity exists Student Book: 17, 23, 24, 28, 35, 39, 40, 48, 52, 56, 63, 78, 70, 74, 78, 80, 83, 84, 88, 92, 95, 97, 98, 100, 114-115, 129, 150, 168, 169-170, 172, 173-174, 194, 219</p> <p>Teacher’s Guide: 227-238; opportunity exists Teacher’s Guide: 19, 23, 24, 28, 32, 35, 39, 40, 46, 48, 52, 53, 56, 63, 68, 70, 74, 76, 78, 80, 83, 84, 88, 92, 95, 97, 98, 100, 114-115, 125, 129, 150, 154, 159, 165, 168, 169-170, 172, 173-174, 187, 194, 203, 206, 219, 220</p>
LA.6.5.4 Vary sentence structure and grammatical forms (e.g., forms of adjectives, prepositional phrases, compound sentences) to improve clarity	<p>Opportunity exists Student Book: 17, 23, 24, 28, 35, 39, 40, 48, 52, 56, 63, 78, 70, 74, 78, 80, 83, 84, 88, 92, 95, 97, 98, 100, 114-115, 129, 150, 168, 169-170, 172, 173-174, 194, 219</p> <p>Teacher’s Guide: 227-238; opportunity also exists Teacher’s Guide: 19, 23, 24, 28, 32, 35, 39, 40, 46, 48, 52, 53, 56, 63, 68, 70, 74, 76, 78, 80, 83, 84, 88, 92, 95, 97, 98, 100, 114-115, 125, 129, 150, 154, 159, 165, 168, 169-170, 172, 173-174, 187, 194, 203, 206, 219, 220</p>

Hawaii Benchmarks, Grade 6	Daybook of Critical Reading and Writing, Grade 6
LA.6.5.5 Adjust voice to suit the audience and situation (e.g., informal note to a peer, business letter to organization, research report)	Opportunity exists Student Book: 17, 23, 24, 28, 35, 39, 40, 48, 52, 56, 63, 78, 70, 74, 78, 80, 83, 84, 88, 92, 95, 97, 98, 100, 114-115, 129, 150, 168, 169-170, 172, 173-174, 194, 219 Teacher's Guide: 46, 68, 69, 127, 227-238; opportunity also exists Teacher's Guide: 19, 23, 24, 28, 32, 35, 39, 40, 48, 52, 53, 56, 63, 70, 74, 76, 78, 80, 83, 84, 88, 92, 95, 97, 98, 100, 114-115, 125, 129, 150, 154, 159, 165, 168, 169-170, 172, 173-174, 187, 194, 203, 206, 219, 220

O r a l C o m m u n i c a t i o n S t r a n d – G r a d e 6

**S t a n d a r d 6 : C O N V E N T I O N S A N D S K I L L S :
A p p l y k n o w l e d g e o f v e r b a l a n d n o n v e r b a l
l a n g u a g e t o c o m m u n i c a t e e f f e c t i v e l y i n v a r i o u s
s i t u a t i o n s : i n t e r p e r s o n a l , g r o u p , a n d p u b l i c :
f o r a v a r i e t y o f p u r p o s e s .**

Hawaii Benchmarks, Grade 6	Daybook of Critical Reading and Writing, Grade 6
LA.6.6.1 Explain how appropriate participation affects the productivity of group activities	Opportunity exists Teacher's Guide: 95, 106, 120, 137, 196
LA.6.6.2 Use language that facilitates open communication (e.g., phrasing comments in a positive way, using descriptive language to communicate a point)	Student Book: 12, 16, 21, 37, 106, 112, 114, 145, 189, 194 Teacher's Guide: 11, 15, 21, 22, 30, 33, 37, 40, 53, 79, 82, 95, 106, 110, 112, 114, 120, 122, 126, 129, 130, 134, 137, 143, 145, 146, 152, 167, 174, 177, 178, 179, 180, 184, 194, 197, 200, 211, 212
LA.6.6.3 Give short prepared oral presentations to inform and persuade	Student Book: 73, 76 Teacher's Guide: 37, 73, 75, 79, 80, 130, 137, 174
LA.6.6.4 Use appropriate listening strategies (e.g., listening attentively, taking notes, asking questions) to learn from an oral presentation	Student Book: 21 Teacher's Guide: 21, 22, 82, 106, 110, 120, 130, 174

Hawaii Benchmarks, Grade 6	Daybook of Critical Reading and Writing, Grade 6
LA.6.6.5 Find out needed information by asking thoughtful questions	<p>Student Book: 112; opportunity also exists Student Book: 12, 16, 21, 37, 106, 114, 145, 189, 194</p> <p>Teacher’s Guide: 82, 106, 112, 211; opportunity also exists Teacher’s Guide: 11, 15, 21, 22, 30, 33, 37, 40, 53, 79, 95, 110, 114, 120, 122, 126, 129, 130, 134, 137, 143, 145, 146, 152, 167, 174, 177, 178, 179, 180, 184, 194, 197, 200, 212</p>
LA.6.6.6 Adjust volume, pacing, pitch, tone, and voice to support the content of the message	<p>Student Book: 21, 73, 76, 194</p> <p>Teacher’s Guide: 21, 22, 27, 73, 75, 79, 80, 82, 98, 106, 110, 114, 120, 130, 137, 146, 174, 177, 180, 184, 194, 197, 200, 213</p>
LA.6.6.7 Use emphasis and repetition to highlight important points	<p>Teacher’s Guide: 37, 130, 174</p>
LA.6.6.8 Adjust dialect (e.g., standard English, Hawaiian Creole, colloquialisms) to grade-appropriate audience, purpose, and situation	<p>Student Book: 12, 16, 21, 37, 106, 112, 114, 145, 189, 194</p> <p>Teacher’s Guide: 11, 15, 21, 22, 30, 33, 37, 40, 53, 79, 82, 95, 106, 110, 112, 114, 120, 122, 126, 129, 130, 134, 137, 143, 145, 146, 152, 167, 174, 177, 178, 179, 180, 184, 194, 197, 200, 211, 212</p>

Standard 7: RHETORIC:
Adapt messages appropriately to address audience, purpose, and situation.

Hawaii Benchmarks, Grade 6	Daybook of Critical Reading and Writing, Grade 6
LA.6.7.1 Use relevant evidence and examples to support content	<p>Teacher’s Guide: 27, 37, 130, 174</p>
LA.6.7.2 Use appropriate verbal and nonverbal language for various purposes and audiences	<p>Student Book: 73, 76; opportunity also exists Student Book: 12, 16, 21, 37, 106, 112, 114, 145, 189, 194</p> <p>Teacher’s Guide: 77, 75, 79, 80, 98, 120, 130, 146, 174, 177, 180, 197, 200, 213; opportunity also exists Teacher’s Guide: 11, 15, 21, 22, 30, 33, 37, 40, 53, 82, 95, 106, 110, 112, 114, 122, 126, 129, 134, 137, 143, 145, 152, 167, 178, 179, 184, 194, 211, 212</p>



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 correlated to
Hawaii Content & Performance Standards III
Grade 7

Reading Strand – Grade 7

Standard 1: CONVENTIONS AND SKILLS:
 Use knowledge of the conventions of language and texts to construct meaning for a range of literary and informational texts for a variety of purposes.

Hawaii Benchmarks, Grade 7	Daybook of Critical Reading and Writing, Grade 7
LA.7.1.1 Use new grade-appropriate vocabulary, including content area vocabulary, learned through word study and reading	<p>Opportunity exists with each reading selection Student Book: 10-12, 13-14, 16-18, 19-20, 22-23, 26-27, 29-31, 32, 34-35, 40, 42-43, 44, 45-46, 48-49, 54-56, 58-59, 62-63, 65, 67-68, 70, 75, 77, 80, 82, 86-88, 90-91, 93, 96-97, 99, 102-104, 107, 109-111, 112-114, 118-119, 121-123, 124-128, 129, 135, 137-138, 140-141, 145-146, 148-149, 151-152, 154-156, 160-161, 164-165, 167-168, 169-170, 172-173, 175, 179-180, 182, 184, 190, 194-195, 197-198, 200-201, 202-203, 204-205, 210-211, 215-216</p> <p>Opportunity exists with each reading selection Teacher’s Guide: 10-12, 13-14, 16-18, 19-20, 22-23, 26-27, 29-31, 32, 34-35, 40, 42-43, 44, 45-46, 48-49, 54-56, 58-59, 62-63, 65, 67-68, 70, 75, 77, 80, 82, 86-88, 90-91, 93, 96-97, 99, 102-104, 107, 109-111, 112-114, 118-119, 121-123, 124-128, 129, 135, 137-138, 140-141, 145-146, 148-149, 151-152, 154-156, 160-161, 164-165, 167-168, 169-170, 172-173, 175, 179-180, 182, 184, 190, 194-195, 197-198, 200-201, 202-203, 204-205, 210-211, 215-216</p>
LA.7.1.2 Use a variety of grade-appropriate print and online sources to research an inquiry question	<p>Opportunity exists Student Book: 166</p> <p>Teacher’s Guide: 31, 33, 36, 41, 57, 68, 81, 98, 115, 150, 162, 171, 176, 185, 195, 199, 214</p>

**Standard 2: READING COMPREHENSION:
Use reading strategies to construct meaning
from a variety of texts.**

Hawaii Benchmarks, Grade 7	Daybook of Critical Reading and Writing, Grade 7
LA.7.2.1 Use the organizational patterns and text structures of grade-appropriate texts to construct meaning	<p>Student Book: 56, 137; opportunity also exists 58-59, 134-137, 160-162, 167</p> <p>Teacher's Guide: 55, 56, 57, 97, 137, 139, 143, 164, 202-203; opportunity also exists 58-59, 134-137, 160-162, 167</p>
LA.7.2.2 Use annotation to identify questions and connections to prior knowledge while reading a variety of texts	<p>Student Book: 13, 15, 29-31, 39, 41, 47, 82-83, 89, 102-105, 118-120, 121-123, 147, 148-150, 151-153, 154-157, 172-174, 210-212</p> <p>Teacher's Guide: 13, 15, 29-31, 39, 41, 43, 46, 47, 70, 82-83, 89, 102-105, 118-120, 121-123, 147, 148-150, 151-153, 154-157, 172-174, 210-212, 216</p>
LA.7.2.3 Evaluate the adequacy and accuracy of an author's evidence in support of his or her main points or argument	<p>Student Book: 91-92, 100, 166, 167-168, 169-171, 175-176</p> <p>Teacher's Guide: 33, 91-92, 97, 100, 166, 167-168, 169-171, 175-176</p>
LA.7.2.4 Use paraphrasing and summarizing to explain a text	<p>Student Book: 32-33, 99</p> <p>Teacher's Guide: 32-33, 99, 170, 172, 174</p>

**Standard 3: LITERARY RESPONSE AND ANALYSIS:
Respond to literary texts from a range of
stances: personal, interpretive, critical**

Hawaii Benchmarks, Grade 7	Daybook of Critical Reading and Writing, Grade 7
LA.7.3.1 Analyze plot, character, theme, dialogue, description, point of view, and other conventions of fiction	<p>Student Book: 16-18, 40-41, 42-44, 45-47, 48-50, 51-52, 96-98, 124, 204-206</p> <p>Teacher's Guide: 16-18, 36, 40-41, 42-44, 45-47, 48-50, 51-52, 59, 76, 91, 96-98, 120, 124, 127, 138, 139, 157, 194, 195, 204-206</p>
LA.7.3.2 Describe how a common theme is developed in two or more texts	<p>Student Book: 51-52, 100</p> <p>Teacher's Guide: 51-52, 100</p>

Hawaii Benchmarks, Grade 7	Daybook of Critical Reading and Writing, Grade 7
LA.7.3.3 Describe how historical or cultural influences help explain a text	<p>Student Book: 22-24, 54, 86-89, 93, 201, 213-214; opportunity also exists 40-41, 57, 85</p> <p>Teacher’s Guide: 22-24, 54, 77, 81, 86, 89, 93 200-201, 213-214; opportunity also exists 31, 40-41, 57, 85, 109</p>
LA.7.3.4 Describe literary devices (e.g., sarcasm, symbolism) and stylistic elements (e.g., simile, metaphor, personification)	<p>Student Book: 140-142, 159, 186-189, 191-192, 199</p> <p>Teacher’s Guide: 49, 77, 79, 80, 124, 140-142, 146, 152, 159, 182, 186-189, 190-192, 199</p>
LA.7.3.5 Explain how the author’s style and use of language affect the reader	<p>Student Book: 19-21, 93-95, 112, 114, 129-130, 140-142; opportunity also exists 131-132, 215-217</p> <p>Teacher’s Guide: 19-21, 35, 67, 91, 93-95, 97, 112, 114, 129-130, 140-142; opportunity also exists 131-132, 156, 215-217</p>
LA.7.3.6 Use prior experience and knowledge to interpret and analyze texts	<p>Student Book: 28, 47, 82-83, 89, 102-105, 121-123, 148-150, 151-153, 154-157, 169-171</p> <p>Teacher’s Guide: 14, 28, 47, 82-83, 89, 102-105, 121-123, 148-150, 154-157, 169-171</p>

Writing Strand – Grade 7

Standard 4: CONVENTIONS AND SKILLS: Use the writing process and conventions of language and research to construct meaning and communicate effectively for a variety of purposes and audiences using a range of forms.

Hawaii Benchmarks, Grade 7	Daybook of Critical Reading and Writing, Grade 7
<p>LA.7.4.1 Write in a variety of grade-appropriate formats for a variety of purposes and audiences, such as:</p> <ul style="list-style-type: none"> • narratives with clear conflict and satisfying resolution • poems that experiment with poetic forms (i.e., limerick, ballad, free verse) • reports that incorporate research in the form of quotations, paraphrases, and summaries • persuasive letters or statements • responses to literature • functional pieces that complete a task or fulfill a civic responsibility • pieces to reflect on learning and to solve problems 	<p>Student Book: 12, 15, 18, 24, 27-28, 31, 33, 38, 41, 43, 44, 47, 52, 56-57, 60-61, 63, 64, 66, 71, 72-74, 76, 79, 83, 84, 88, 94-95, 97-98, 99-100, 105, 108, 114-115, 116, 120, 122, 126, 127, 130, 132, 138-139, 142, 144, 150, 153, 157, 159, 162, 166, 168, 171, 174, 176, 181, 183, 185, 186-189, 191, 192, 196, 199, 203, 207-208, 212, 214, 216-217, 218-221, 222</p> <p>Teacher’s Guide: 12, 15, 18, 21, 24, 27-28, 31, 33, 36, 38, 41, 43, 44, 47, 52, 56-57, 60-61, 63, 64, 66, 71, 72-74, 76, 79, 83, 84, 88, 92, 94-95, 97-98, 99-100, 105, 108, 111, 114-115, 116, 120, 122, 126, 127, 130, 132, 138-139, 142, 144, 150, 153, 157, 159, 162, 166, 168, 171, 174, 176, 181, 183, 185, 186-189, 191, 192, 196, 199, 203, 207-208, 212, 214, 216-217, 218-221, 222, 229-240</p>
<p>LA.7.4.2 Form and use the following grammatical constructions correctly when editing writing:</p> <ul style="list-style-type: none"> • numbers represented using numerals or words, whichever is appropriate • comparative and superlative forms of adverbs • compound-complex sentences 	<p>Opportunity exists Student Book: 18, 24, 33, 38, 44, 47, 52, 76, 79, 83, 84, 88, 94, 98, 99, 108, 115, 119, 120, 132, 157, 162, 174, 176, 192, 199, 203, 208, 221</p> <p>Opportunity exists Teacher’s Guide: 15, 18, 21, 24, 31, 33, 36, 38, 44, 47, 52, 61, 64, 76, 79, 83, 84, 88, 92, 94, 95, 98, 99, 105, 108, 111, 115, 116, 120, 123, 132, 153, 157, 162, 174, 176, 192, 199, 203, 208, 221, 229-240</p>
<p>LA.7.4.3 Edit writing to correct punctuation:</p> <ul style="list-style-type: none"> • commas to set off non-restrictive relative clauses • comma to set off interrupters 	<p>Opportunity exists Student Book: 18, 24, 33, 38, 44, 47, 52, 76, 79, 83, 84, 88, 94, 98, 99, 108, 115, 119, 120, 132, 157, 162, 174, 176, 192, 199, 203, 208, 221</p> <p>Opportunity exists Teacher’s Guide: 15, 18, 21, 24, 31, 33, 36, 38, 44, 47, 52, 61, 64, 76, 79, 83, 84, 88, 92, 94, 95, 98, 99, 105, 108, 111, 115, 116, 120, 123, 132, 153, 157, 162, 174, 176, 192, 199, 203, 208, 221, 229-240</p>

Hawaii Benchmarks, Grade 7	Daybook of Critical Reading and Writing, Grade 7
LA.7.4.4 Use a variety of strategies and resources to spell grade-appropriate words	<p>Opportunity exists Student Book: 18, 24, 33, 38, 44, 47, 52, 76, 79, 83, 84, 88, 94, 98, 99, 108, 115, 119, 120, 132, 157, 162, 174, 176, 192, 199, 203, 208, 221</p> <p>Opportunity exists Teacher’s Guide: 15, 18, 21, 24, 31, 33, 36, 38, 44, 47,52, 61, 64, 76, 79, 83, 84, 88, 92, 94, 95, 98, 99, 105, 108, 111, 115, 116, 120, 123, 132, 153, 157, 162, 174, 176, 192, 199, 203, 208, 221, 229-240</p>
LA.7.4.5 Cite various grade-appropriate sources using a consistent format when reporting information	Opportunity exists Teacher’s Guide: 36, 60-61, 130, 150, 157, 162, 168, 171, 185

S t a n d a r d 5 : R H E T O R I C :
U s e r h e t o r i c a l d e v i c e s t o c r a f t w r i t i n g
a p p r o p r i a t e t o a u d i e n c e a n d p u r p o s e .

Hawaii Benchmarks, Grade 7	Daybook of Critical Reading and Writing, Grade 7
LA.7.5.1 Connect selected details, examples, reasons, and/or facts to the insight, message, or thesis in a meaningful way	<p>Student Book: 115, 192; opportunity also exists 18, 24, 33, 38, 44, 47, 52, 66, 76, 79, 83, 84, 88, 94, 99, 108, 116, 132, 162, 168, 171, 176, 181, 185, 199, 203, 208, 221, 222</p> <p>Teacher’s Guide: 36, 94, 115, 229-240; opportunity also exists 15, 18, 24, 31, 33, 38, 44, 47, 52, 61, 64, 76, 79, 83, 84, 88, 94, 98, 99, 105, 108, 111, 116, 123, 132, 153, 162, 168, 171, 176, 181, 185, 199, 203, 208, 221, 222</p>
LA.7.5.2 Use an organizational structure that unites the parts of the piece of writing and gives it coherence and completeness	<p>Student Book: 115, 192; opportunity also exists 18, 24, 33, 38, 44, 47, 52, 66, 76, 79, 83, 84, 88, 94, 99, 108, 116, 132, 162, 168, 171, 176, 181, 185, 199, 203, 208, 221, 222</p> <p>Teacher’s Guide: 36, 94, 115, 229-240; opportunity also exists 15, 18, 24, 31, 33, 38, 44, 47, 52, 61, 64, 76, 79, 83, 84, 88, 94, 98, 99, 105, 108, 111, 116, 123, 132, 153, 162, 168, 171, 176, 181, 185, 199, 203, 208, 221, 222</p>

Hawaii Benchmarks, Grade 7	Daybook of Critical Reading and Writing, Grade 7
<p>LA.7.5.3 Select words and phrases to establish consistency in word usage (e.g., formal, colloquial, technical) throughout the piece of writing</p>	<p>Student Book: 115, 192; opportunity also exists 18, 24, 33, 38, 44, 47, 52, 66, 76, 79, 83, 84, 88, 94, 99, 108, 116, 132, 162, 168, 171, 176, 181, 185, 199, 203, 208, 221, 222</p> <p>Teacher’s Guide: 36, 94, 115, 229-240; opportunity also exists 15, 18, 24, 31, 33, 38, 44, 47, 52, 61, 64, 76, 79, 83, 84, 88, 94, 98, 99, 105, 108, 111, 116, 123, 132, 153, 162, 168, 171, 176, 181, 185, 199, 203, 208, 221, 222</p>
<p>LA.7.5.4 Vary sentence structures and grammatical forms (e.g., forms of adverbs, prepositional phrases, compound, and compound-complex sentences) to improve clarity</p>	<p>Student Book: 115, 192; opportunity also exists 18, 24, 33, 38, 44, 47, 52, 66, 76, 79, 83, 84, 88, 94, 99, 108, 116, 132, 162, 168, 171, 176, 181, 185, 199, 203, 208, 221, 222</p> <p>Teacher’s Guide: 36, 94, 115, 229-240; opportunity also exists 15, 18, 24, 31, 33, 38, 44, 47, 52, 61, 64, 76, 79, 83, 84, 88, 94, 98, 99, 105, 108, 111, 116, 123, 132, 153, 162, 168, 171, 176, 181, 185, 199, 203, 208, 221, 222</p>
<p>LA.7.5.5 Use words, phrases, and sentence construction to begin to establish an individual rather than a generic voice</p>	<p>Student Book: 115, 192; opportunity also exists 18, 24, 33, 38, 44, 47, 52, 66, 76, 79, 83, 84, 88, 94, 99, 108, 116, 132, 162, 168, 171, 176, 181, 185, 199, 203, 208, 221, 222</p> <p>Teacher’s Guide: 36, 94, 115, 229-240; opportunity also exists 15, 18, 24, 31, 33, 38, 44, 47, 52, 61, 64, 76, 79, 83, 84, 88, 94, 98, 99, 105, 108, 111, 116, 123, 132, 153, 162, 168, 171, 176, 181, 185, 199, 203, 208, 221, 222</p>

Oral Communication Strand – Grade 7

**Standard 6: CONVENTIONS AND SKILLS:
Apply knowledge of verbal and nonverbal
language to communicate effectively in various
situations: interpersonal, group, and public:
for a variety of purposes.**

Hawaii Benchmarks, Grade 7	Daybook of Critical Reading and Writing, Grade 7
<p>LA.7.6.1 Adjust one's role in a small group, as necessary, in order to carry out an assignment or to complete a project</p>	<p>Student Book: 12, 23, 31, 35, 41, 43, 50, 68, 74, 75, 76, 79, 108, 115, 132, 189</p> <p>Teacher’s Guide: 12, 21, 23, 27, 28, 31, 35, 38, 41, 43, 50, 56, 60, 64, 68, 73, 74, 75, 76, 78, 79, 105, 108, 115, 120, 122, 130-132, 135, 142, 143, 146, 150, 153, 157, 159, 162, 166, 171, 180, 183, 185, 189, 196, 201, 217</p>

Hawaii Benchmarks, Grade 7	Daybook of Critical Reading and Writing, Grade 7
LA.7.6.2 Give short prepared oral presentations incorporating information from research to inform and persuade	Teacher’s Guide: 24, 130, 150, 157, 185
LA.7.6.4 Use nonverbal language to communicate specific content of verbal messages (e.g., size of fish caught, swiftness of bird in flight, height of tall friend)	Opportunity exists Student Book: 23, 50, 74, 76, 79, 108, 115 Opportunity exists Teacher’s Guide: 12, 21, 23, 24, 27, 28, 31, 38, 50, 56, 60, 64, 68, 74, 76, 79, 84, 89, 105, 108, 115, 120, 130, 135, 144, 150, 157, 185
LA.7.6.5 Adjust volume, pacing, pitch, tone, and voice to the audience and situation	Student Book: 23, 50, 74, 76, 79, 108, 115 Teacher’s Guide: 12, 21, 23, 24, 27, 28, 31, 38, 50, 56, 60, 64, 68, 74, 76, 79, 84, 89, 105, 108, 115, 120, 130, 135, 144, 150, 157, 185
LA.7.6.6 Adjust dialect (e.g., standard English, Hawaiian Creole, colloquialisms) to grade-appropriate audience, purpose, and situation	Student Book: 23, 50, 74, 76, 79, 108, 115 Teacher’s Guide: 12, 21, 23, 24, 27, 28, 31, 38, 50, 56, 60, 64, 68, 74, 76, 79, 84, 89, 105, 108, 115, 120, 130, 135, 144, 150, 157, 185

Standard 7: RHETORIC:
Adapt messages appropriately to address audience, purpose, and situation.

Hawaii Benchmarks, Grade 7	Daybook of Critical Reading and Writing, Grade 7
LA.7.7.1 Integrate facts, information, and ideas from research with own experience to support main ideas when speaking	Opportunity exists Teacher’s Guide: 50, 89, 130, 150, 157, 185
LA.7.7.2 Organize information to create a succinct message	Teacher’s Guide: 24, 89, 130, 150, 157, 185
LA.7.7.3 Use precise vocabulary suited to topic and audience	Teacher’s Guide: 24, 38, 50, 89, 130, 150, 157, 185



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Grade 8

Reading Strand – Grade 8

Standard 1: CONVENTIONS AND SKILLS:
 Use knowledge of the conventions of language and texts to construct meaning for a range of literary and informational texts for a variety of purposes.

Hawaii Benchmarks, Grade 8	Daybook of Critical Reading and Writing, Grade 8
<p>LA.8.1.1 Use new grade-appropriate vocabulary, including content area vocabulary, learned through reading and word study</p>	<p>Opportunity exists with each reading selection Student Book: 10-11, 13, 16-18, 19-20, 22-23, 26-27, 29-30, 31-32, 35-36, 37-38, 40-41, 43-45, 46-47, 54-55, 56, 57-58, 60-61, 63-65, 66, 70-71, 74-75, 77, 79-81, 86, 87, 89, 91, 98-99, 102-104, 105-107, 108, 110-111, 116-117, 119, 122-123, 125-127, 128-129, 132, 133, 135, 136, 137-138, 142-143, 146-148, 149-150, 152-153, 155, 156, 158-159, 162-263, 166, 168-171, 179, 180, 182, 184-185, 186-187, 190-191, 194-195, 197-199, 200-201, 203-204, 206-207, 210-211, 212-214, 216-220</p> <p>Opportunity exists with each reading selection Teacher’s Guide: 10-11, 13, 16-18, 19-20, 22-23, 26-27, 29-30, 31-32, 35-36, 37-38, 40-41, 43-45, 46-47, 54-55, 56, 57-58, 60-61, 63-65, 66, 70-71, 74-75, 77, 79-81, 86, 87, 89, 91, 98-99, 102-104, 105-107, 108, 110-111, 116-117, 119, 122-123, 125-127, 128-129, 132, 133, 135, 136, 137-138, 142-143, 146-148, 149-150, 152-153, 155, 156, 158-159, 162-263, 166, 168-171, 179, 180, 182, 184-185, 186-187, 190-191, 194-195, 197-199, 200-201, 203-204, 206-207, 210-211, 212-214, 216-220</p>
<p>LA.8.1.2 Select appropriate information after evaluating the usefulness of print and online resources to investigate a theme, answer a question, or test a hypothesis</p>	<p>Teacher’s Guide: 38, 42, 52, 96; opportunity also exists 22, 56, 65, 68, 94, 124, 151, 163, 222</p>

**Standard 2: READING COMPREHENSION:
Use reading strategies to construct meaning
from a variety of texts.**

Hawaii Benchmarks, Grade 8	Daybook of Critical Reading and Writing, Grade 8
LA.8.2.1 Use the organizational patterns and text structures of grade-appropriate texts to construct meaning	Opportunity exists Student Book: 70-73, 102, 128-129, 158-159, 133-134, 135-136, 137-138, 190-191 Opportunity exists Teacher's Guide: 70-73, 102, 128-129, 133-134, 135-136, 137-138, 158-159, 190-191
LA.8.2.2 Use annotation methods to identify main ideas and important details while reading	Student Book: 31-32, 45, 47, 50, 57-58, 112, 118, 135-136, 146-148, 149-151, 155-156, 160, 197-199 Teacher's Guide: 31-32, 45, 47, 50, 57-59, 112, 118, 135-136, 146-148, 149-151, 155-156, 160, 197-199, 204
LA.8.2.3 Draw conclusions about the reliability of information in a text after considering author's credentials	Student Book: 37-38; opportunity also exists 162-164 Teacher's Guide: 37-38; opportunity also exists 162-164
LA.8.2.4 Make inferences based on explicit and implied information	Student Book: 18, 32-33, 46-48, 59, 123, 129, 132-134, 140, 207 Teacher's Guide: 16, 18, 32-33, 46-48, 59, 123, 129, 132-134, 140, 201, 207

**Standard 3: LITERARY RESPONSE AND ANALYSIS:
Respond to literary texts from a range of
stances: personal, interpretive, critical**

Hawaii Benchmarks, Grade 8	Daybook of Critical Reading and Writing, Grade 8
LA.8.3.1 Explain similarities and differences between themes from two or more texts	Student Book: 67, 157, 207; opportunity also exists 55-56, 61, 65, 111 Teacher's Guide: 42, 67, 157, 199, 207; opportunity also exists 55-56, 61, 65, 111
LA.8.3.2 Analyze a text to draw inferences about history, culture, or gender	Student Book: 132-134, 140; opportunity also exists 22-24, 50, 55-56, 151, 200-201 Teacher's Guide: 132-134, 140; opportunity also exists 22-24, 50, 55-56, 151, 200-201

Hawaii Benchmarks, Grade 8	Daybook of Critical Reading and Writing, Grade 8
LA.8.3.3 Recognize the similarities and differences between the styles of two or more writers	Student Book: 67, 79, 81-82, 83, 99-100, 111, 174; opportunity also exists 55-56, 61, 65, 74, 127 Teacher's Guide: 67, 79, 81-82, 83, 99-100, 111, 174; opportunity also exists 55-56, 61, 65, 74, 127
LA.8.3.4 Explain literary devices (e.g., satire, allusion, irony)	Student Book: 70-73, 91-93, 99-100, 152-154, 172 Teacher's Guide: 70-73, 91-93, 96, 99-100, 152-154, 169-172, 180
LA.8.3.5 Explain an opinion about an author's ideas or message by analyzing conventions of fiction (e.g., plot, character, imagery, motifs, tone, subplots, stock characters)	Student Book: 46-48, 65, 67, 123, 199; opportunity also exists 50, 55-56, 61, 83, 111 Teacher's Guide: 46-48, 65, 67, 123, 199; opportunity also exists 50, 55-56, 61, 83, 111
LA.8.3.6 Explain how previous experience can influence one's reading of a text and one's opinion of that text	Student Book: 13-15, 34-36, 120; opportunity also exists 51-52, 89, 105, 186, 196, 216 Teacher's Guide: 13-15, 34-36, 120; opportunity also exists 51-52, 89, 105, 186, 196, 216

Writing Strand – Grade 8

Standard 4: CONVENTIONS AND SKILLS:
Use the writing process and conventions of language and research to construct meaning and communicate effectively for a variety of purposes and audiences using a range of forms.

Hawaii Benchmarks, Grade 8	Daybook of Critical Reading and Writing, Grade 8
LA.8.4.1 Write in a variety of grade-appropriate formats for a variety of purposes and audiences, such as: <ul style="list-style-type: none"> • narratives that reveal the significance of the subject or situation • poems that use a range of poetic devices and forms • reports that incorporate research and distinguish the relative value of research sources • persuasive statements that anticipate and address reader's questions • responses to literature • functional pieces that complete a task or fulfill a civic responsibility • pieces to reflect on learning and to solve problems 	Student Book: 12, 15, 18, 21, 24, 27, 28, 32-33, 38, 45, 52, 55, 56, 59, 63, 65, 68, 73, 76, 78, 82, 84, 86-88, 90, 93, 94, 97, 100, 104, 109, 112-113, 114, 118, 121, 124, 129-130, 139, 141, 148, 151, 157, 160, 165, 167, 171-172, 175-176, 181, 183, 184-185, 189, 192, 197, 202, 205, 208, 211, 215, 221-224 Teacher's Guide: 12, 15, 18, 21, 24, 27, 28, 32-33, 36, 38, 45, 48, 52, 55, 56, 59, 63, 65, 67, 68, 73, 76, 78, 82, 84, 86-88, 90, 93, 94, 97, 100, 104, 109, 112-113, 114, 115-121, 124, 127, 129-130, 139, 141, 148, 151, 157, 160, 165, 167, 171-172, 175-176, 181, 183, 184-185, 189, 192, 197, 202, 205, 208, 211, 215, 221-224, 231-242

Hawaii Benchmarks, Grade 8	Daybook of Critical Reading and Writing, Grade 8
<p>LA.8.4.2 Form and use the following grammatical constructions correctly when editing writing:</p> <ul style="list-style-type: none"> • present perfect, past perfect, and future perfect tenses • subject-verb agreement with compound subjects 	<p>Student Book: 113, 223; opportunity also exists 12, 15, 21, 24, 33, 38, 52, 63, 65, 68, 76, 82, 84, 93, 100, 109, 112, 121, 165, 176, 197, 202, 215, 221-222, 224</p> <p>Teacher’s Guide: 113, 223, 231-242; opportunity also exists 12, 15, 21, 24, 33, 38, 45, 52, 63, 67, 68, 76, 82, 84, 93, 94, 100, 109, 112, 121, 124, 127, 130, 165, 176, 197, 202, 215, 221-222, 224</p>
<p>LA.8.4.3 Edit writing to correct punctuation:</p> <ul style="list-style-type: none"> • dash to interrupt thought • brackets to enclose information • semicolon to separate items in a series that contain internal commas 	<p>Student Book: 113, 223; opportunity also exists 12, 15, 21, 24, 33, 38, 52, 63, 65, 68, 76, 82, 84, 93, 100, 109, 112, 121, 165, 176, 197, 202, 215, 221-222, 224</p> <p>Teacher’s Guide: 113, 223, 231-242; opportunity also exists 12, 15, 21, 24, 33, 38, 45, 52, 63, 67, 68, 76, 82, 84, 93, 94, 100, 109, 112, 121, 124, 127, 130, 165, 176, 197, 202, 215, 221-222, 224</p>
<p>LA.8.4.4 Use a variety of strategies and resources to spell grade-appropriate words</p>	<p>Student Book: 113, 223; opportunity also exists 12, 15, 21, 24, 33, 38, 52, 63, 65, 68, 76, 82, 84, 93, 100, 109, 112, 121, 165, 176, 197, 202, 215, 221-222, 224</p> <p>Teacher’s Guide: 113, 223, 231-242; opportunity also exists 12, 15, 21, 24, 33, 38, 45, 52, 63, 67, 68, 76, 82, 84, 93, 94, 100, 109, 112, 121, 124, 127, 130, 165, 176, 197, 202, 215, 221-222, 224</p>
<p>LA.8.4.5 Cite various grade-appropriate sources using a consistent format when reporting information</p>	<p>Opportunity exists Teacher’s Guide: 22, 38, 42, 52, 56</p>

Standard 5: RHETORIC:
Use rhetorical devices to craft writing appropriate to audience and purpose.

Hawaii Benchmarks, Grade 8	Daybook of Critical Reading and Writing, Grade 8
<p>LA.8.5.1 Use relevant ideas and details in writing to show insight into people, events, new knowledge, and personal background</p>	<p>Student Book: 113, 223; opportunity also exists 12, 15, 21, 24, 33, 38, 52, 63, 65, 68, 76, 82, 84, 87-88, 93, 94, 100, 109, 112, 121, 124, 165, 176, 197, 202, 215, 221-222, 224</p> <p>Teacher’s Guide: 113, 221-222, 223, 224, 231-242; opportunity also exists 12, 15, 21, 24, 33, 38, 45, 48, 52, 63, 65, 67, 68, 76, 82, 84, 87-88, 93, 94, 100, 109, 112, 121, 124, 127, 130, 165, 176, 197, 202, 215</p>

Hawaii Benchmarks, Grade 8	Daybook of Critical Reading and Writing, Grade 8
<p>LA.8.5.2 Use an organizational structure that maintains proportion among the parts of a piece of writing and gives it coherence.</p>	<p>Student Book: 113, 223; opportunity also exists 12, 15, 21, 24, 33, 38, 52, 63, 65, 68, 76, 82, 84, 87-88, 93, 94, 100, 109, 112, 121, 124, 165, 176, 197, 202, 215, 221-222, 224</p> <p>Teacher’s Guide: 113, 221-222, 223, 224, 231-242; opportunity also exists 12, 15, 21, 24, 33, 38, 45, 48, 52, 63, 65, 67, 68, 76, 82, 84, 87-88, 93, 94, 100, 109, 112, 121, 124, 127, 130, 165, 176, 197, 202, 215</p>
<p>LA.8.5.3 Use action verbs, less obvious modifiers, and active rather than passive voice</p>	<p>Student Book: 113, 223; opportunity also exists 12, 15, 21, 24, 33, 38, 52, 63, 65, 68, 76, 82, 84, 87-88, 93, 94, 100, 109, 112, 121, 124, 165, 176, 197, 202, 215, 221-222, 224</p> <p>Teacher’s Guide: 113, 221-222, 223, 224, 231-242; opportunity also exists 12, 15, 21, 24, 33, 38, 45, 48, 52, 63, 65, 67, 68, 76, 82, 84, 87-88, 93, 94, 100, 109, 112, 121, 124, 127, 130, 165, 176, 197, 202, 215</p>
<p>LA.8.5.4 Vary sentence types (e.g., simple, compound, compound-complex) and word order within a sentence to improve clarity</p>	<p>Student Book: 113, 223; opportunity also exists 15, 24, 33, 38, 52, 63, 65, 68, 76, 82, 84, 93, 94, 100, 109, 112, 121, 124, 165, 176, 197, 202, 215, 221-222, 224</p> <p>Teacher’s Guide: 113, 223, 231-242; opportunity also exists 15, 24, 33, 38, 45, 48, 52, 63, 65, 67, 68, 76, 82, 84, 93, 94, 100, 109, 112, 121, 124, 127, 130, 165, 176, 197, 202, 215</p>
<p>LA.8.5.5 Use words, phrases, and sentence construction to create a consistent voice throughout a piece of writing</p>	<p>Student Book: 113, 223; opportunity also exists 12, 15, 21, 24, 33, 38, 52, 63, 65, 68, 76, 82, 84, 87-88, 93, 94, 100, 109, 112, 121, 124, 165, 176, 197, 202, 215, 221-222, 224</p> <p>Teacher’s Guide: 113, 221-222, 223, 224, 231-242; opportunity also exists 12, 15, 21, 24, 33, 38, 45, 48, 52, 63, 65, 67, 68, 76, 82, 84, 87-88, 93, 94, 100, 109, 112, 121, 124, 127, 130, 165, 176, 197, 202, 215</p>

Oral Communication Strand – Grade 8

**Standard 6: CONVENTIONS AND SKILLS:
Apply knowledge of verbal and nonverbal
language to communicate effectively in various
situations: interpersonal, group, and public:
for a variety of purposes.**

Hawaii Benchmarks, Grade 8	Daybook of Critical Reading and Writing, Grade 8
LA.8.6.1 Monitor the roles in a small group and adjust communication as needed to make the group effort more productive	<p>Student Book: 14, 20, 45, 47, 86, 88, 92, 99, 104, 113, 136, 151, 179, 181, 183, 185, 188, 192, 205, 223</p> <p>Teacher’s Guide: 14, 17, 20, 21, 23, 27, 33, 38, 45, 47, 52, 56, 59, 68, 73, 75, 84, 86, 88, 92, 94, 96, 99, 104, 107, 113, 120, 121, 129, 133, 136, 141, 147, 151, 154, 156, 157, 160, 167, 170, 179, 180, 181, 182, 185, 186, 188, 192, 194, 202, 205, 223, 224</p>
LA.8.6.2 Give oral presentations to inform, persuade, and/or entertain	<p>Student Book: 175-176, 179, 181, 185</p> <p>Teacher’s Guide: 21, 24, 33, 56, 88, 129, 136, 172, 175-176, 179, 181, 185, 205, 220</p>
LA.8.6.3 Conduct interviews using effective questioning, listening, and note-taking skills	<p>Teacher’s Guide: 33, 52, 118, 141, 151</p>
LA.8.6.4 Use appropriate attentive, responsive, and reflective listening behaviors according to situation	<p>Student Book: 130, 179, 175-176, 181; opportunity also exists 113, 185</p> <p>Teacher’s Guide: 21, 24, 33, 73, 88, 129, 136, 172, 175, 179, 181, 185, 205; opportunity also exists 17, 56, 113, 160</p>
LA.8.6.5 Use nonverbal language to engage an audience (e.g., moving focus of eye contact, extending a hand) and emphasize content (e.g., using hand to focus attention on particular object, nodding in response to show of hands)	<p>Student Book: 130, 179, 175-176, 181; opportunity also exists 113, 185</p> <p>Teacher’s Guide: 21, 24, 33, 73, 88, 129, 136, 172, 175, 179, 181, 185, 205; opportunity also exists 17, 56, 113, 160</p>
LA.8.6.6 Vary volume, pacing, pitch, and tone to create a distinct voice, to engage audience, and to relate the speaker’s feelings	<p>Student Book: 130, 179, 175-176, 181; opportunity also exists 113, 185</p> <p>Teacher’s Guide: 21, 24, 33, 73, 88, 129, 136, 172, 175, 179, 181, 185, 205; opportunity also exists 17, 56, 113, 160</p>

Hawaii Benchmarks, Grade 8	Daybook of Critical Reading and Writing, Grade 8
LA.8.6.7 Adjust dialect (e.g., standard English, Hawaiian Creole, colloquialisms) to grade-appropriate audience, purpose, and situation	<p>Student Book: 130, 179, 175-176, 181; opportunity also exists 113, 185</p> <p>Teacher’s Guide: 24, 33, 73, 88, 129, 136, 172, 175, 179, 181, 185, 205; opportunity also exists 17, 56, 113, 160</p>

S t a n d a r d 7 : R H E T O R I C :
A d a p t m e s s a g e s a p p r o p r i a t e l y t o a d d r e s s
a u d i e n c e , p u r p o s e , a n d s i t u a t i o n .

Hawaii Benchmarks, Grade 8	Daybook of Critical Reading and Writing, Grade 8
LA.8.7.1 Select most appropriate information from research, own experience, and knowledge of audience to support ideas when speaking	<p>Student Book: 130, 175-176</p> <p>Teacher’s Guide: 24, 33, 56, 129, 160, 175-176, 205</p>
LA.8.7.2 Use an organizational pattern that creates a clear message and guides the listener	<p>Student Book: 130, 175-176</p> <p>Teacher’s Guide: 129, 175-176, 205; opportunity also exists 24, 56</p>
LA.8.7.3 Use words that convey a viewpoint and fit audience and purpose	<p>Student Book: 130, 175-176</p> <p>Teacher’s Guide: 24, 33, 56, 129, 160, 175-176, 205</p>



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correlated to
Hawaii Content & Performance Standards III
Grade 9

Reading Strand – Grade 9

Standard 1: CONVENTIONS AND SKILLS:
Use knowledge of the conventions of language and texts to construct meaning for a range of literary and informational texts for a variety of purposes.

Hawaii Benchmarks, Grade 9	Daybook of Critical Reading and Writing, Grade 9
<p>LA.9.1.1 Use new grade-appropriate vocabulary, including content area vocabulary, learned through reading and word study</p>	<p>Opportunity exists with each reading selection Student Book: 10-11, 15-16, 22-23, 26, 28-30, 34, 40-41, 43-45, 46-48, 49-50, 56-58, 60-61, 63-65, 66, 68, 72, 75-76, 78-79, 81, 83-84, 88-89, 91-92, 94-96, 99, 102-104, 106-107, 109, 111-113, 114-115, 119, 120-121, 122-124, 126, 128-129, 130, 131-132, 134-136, 138-139, 140-141, 142-144, 145-146, 151, 153-154, 156-157, 159-161, 162, 166-167, 169-170, 171-172, 173-174, 180-181, 183, 186-187, 189-190, 192, 196, 198-199, 201-204, 209, 212-215, 216-219, 220-222, 224-225, 227-228, 230-232, 235-237, 239-240, 244</p> <p>Opportunity exists with each reading selection Teacher’s Guide: 10-11, 15-16, 22-23, 26, 28-30, 34, 40-41, 43-45, 46-48, 49-50, 56-58, 60-61, 63-65, 66, 68, 72, 75-76, 78-79, 81, 83-84, 88-89, 91-92, 94-96, 99, 102-104, 106-107, 109, 111-113, 114-115, 119, 120-121, 122-124, 126, 128-129, 130, 131-132, 134-136, 138-139, 140-141, 142-144, 145-146, 151, 153-154, 156-157, 159-161, 162, 166-167, 169-170, 171-172, 173-174, 180-181, 183, 186-187, 189-190, 192, 196, 198-199, 201-204, 209, 212-215, 216-219, 220-222, 224-225, 227-228, 230-232, 235-237, 239-240, 244</p>
<p>LA.9.1.2 Use a variety of strategies to gain information from print and online resources, both primary and secondary, as part of a research plan to support a thesis</p>	<p>Opportunity exists Student Book: 69</p> <p>Opportunity exists Teacher’s Guide: 69; opportunity may exist 65</p>

**Standard 2: READING COMPREHENSION:
Use reading strategies to construct meaning
from a variety of texts.**

Hawaii Benchmarks, Grade 9	Daybook of Critical Reading and Writing, Grade 9
LA.9.2.1 Use annotation methods to identify organizational patterns and to make inferences while reading	<p>Student Book: 10-11, 15-16, 22-23, 26, 28-30, 34, 40-41, 43-45, 46-48, 49-50, 56-58, 60-61, 63-65, 66, 68, 72, 75-76, 78-79, 81, 83-84, 88-89, 91-92, 94-96, 99, 102-104, 106-107, 109, 111-113, 114-115, 119, 120-121, 122-124, 126, 128-129, 130, 131-132, 134-136, 138-139, 140-141, 142-144, 145-146, 151, 153-154, 156-157, 159-161, 162, 166-167, 169-170, 171-172, 173-174, 180-181, 183, 186-187, 189-190, 192, 196, 198-199, 201-204, 209, 212-215, 216-219, 220-222, 224-225, 227-228, 230-232, 235-237, 239-240, 244</p> <p>Teacher's Guide: 10-11, 15-16, 22-23, 26, 28-30, 34, 40-41, 43-45, 46-48, 49-50, 56-58, 60-61, 63-65, 66, 68, 72, 75-76, 78-79, 81, 83-84, 88-89, 91-92, 94-96, 99, 102-104, 106-107, 109, 111-113, 114-115, 119, 120-121, 122-124, 126, 128-129, 130, 131-132, 134-136, 138-139, 140-141, 142-144, 145-146, 151, 153-154, 156-157, 159-161, 162, 166-167, 169-170, 171-172, 173-174, 180-181, 183, 186-187, 189-190, 192, 196, 198-199, 201-204, 209, 212-215, 216-219, 220-222, 224-225, 227-228, 230-232, 235-237, 239-240, 244</p>
LA.9.2.2 Analyze questions not answered by a selected text	<p>Opportunity exists Student Book: 34-35, 59, 85, 115, 121, 132, 137, 146, 168, 181, 210</p> <p>Opportunity exists Teacher's Guide: 18, 23, 27, 31, 34-35, 45, 48, 59, 65, 85, 115, 121, 132, 137, 146, 168, 181, 210</p>

**Standard 3: LITERARY RESPONSE AND ANALYSIS:
Respond to literary texts from a range of
stances: personal, interpretive, critical**

Hawaii Benchmarks, Grade 9	Daybook of Critical Reading and Writing, Grade 9
LA.9.3.1 Use textual evidence (e.g., knowledge of rhetorical and literary devices) to interpret and draw conclusions about literature	<p>Student Book: 35, 59, 65, 80, 92, 115, 125, 132, 136, 137, 139, 155, 189-191, 205, 220, 232</p> <p>Teacher's Guide: 35, 45, 59, 60, 65, 80, 92, 115, 125, 132, 136, 139, 146, 155, 189-191, 197, 205, 232</p>

Hawaii Benchmarks, Grade 9	Daybook of Critical Reading and Writing, Grade 9
LA.9.3.2 Explain how historical and cultural information enriches the interpretation of a text	Student Book: 140-144, 201-202; opportunity also exists 131-132, 136 Teacher's Guide: 45, 48, 127, 140-144, 201-202; opportunity also exists 131-132, 136
LA.9.3.3 Analyze the way literary elements and forms are used in prose and poetry	Student Book: 20-21, 81-82, 181, 183-184, 206-208, 233, 240; opportunity also exists 177, 220-222 Teacher's Guide: 20-21, 29, 30, 81-82, 181, 183-184, 206-208, 233, 240; opportunity also exists 177, 220-222
LA.9.3.4 Explain how literature can deepen and broaden personal experiences and give insight into problems or issues	Opportunity exists Student Book: 13-14, 40-42, 43-45, 51, 75-76, 196-197, 199, 216-219 Opportunity exists Teacher's Guide: 13-14, 24, 40-42, 43-45, 49, 51, 75-76, 196-197, 199, 216-219

Writing Strand – Grade 9

Standard 4: CONVENTIONS AND SKILLS:
Use the writing process and conventions of language and research to construct meaning and communicate effectively for a variety of purposes and audiences using a range of forms.

Hawaii Benchmarks, Grade 9	Daybook of Critical Reading and Writing, Grade 9
LA.9.4.1 Write in a variety of grade-appropriate formats for a variety of purposes and audiences, such as: <ul style="list-style-type: none"> • narratives or scripts with a theme and details that contribute to a mood or tone • poems using a range of poetic techniques and figurative language in a variety of forms • literary, persuasive, and personal essays • research papers that state and support a thesis • functional writing including forms, applications, and questionnaires • pieces to reflect on learning and to solve problems 	Student Book: 12, 14, 16-19, 24, 27, 7, 38, 48, 51, 54, 62, 70, 77, 79, 80, 93, 98, 100, 105, 113, 116, 119, 121, 125, 127, 130, 132, 148, 152, 155, 161, 164, 168, 170, 176, 178, 182, 185, 188, 191, 194, 200, 208, 210, 225, 227, 228, 240, 242, 245, 247, 249, 251, 254 Teacher's Guide: 12, 14, 16-19, 24, 27, 33, 38, 42, 45, 48, 51, 53-54, 59, 62, 70, 77, 79, 80, 86, 90, 93, 96, 98, 100, 105, 113, 116, 119, 121, 123, 125, 127, 129, 130, 132, 144, 148, 152, 155, 157, 158, 161, 164, 168, 170, 172, 176, 178, 182, 185, 188, 191, 194, 197, 200, 205, 208, 210, 215, 219, 222, 227, 228, 232, 236, 238, 240, 242, 245, 247, 249, 251, 259, 261-275

Hawaii Benchmarks, Grade 9	Daybook of Critical Reading and Writing, Grade 9
<p>LA.9.4.2 Form and use the following grammatical constructions correctly when editing writing:</p> <ul style="list-style-type: none"> • parallel structures in various contexts (e.g., items in a series, complements, items juxtaposed for emphasis) • subordination and coordination to indicate relationship between ideas • restrictive clauses with appropriate use of that • abbreviations used in research citation 	<p>Student Book: 21, 24, 27, 38, 48, 51, 54, 62, 70, 77, 98, 100, 105, 116, 119, 121, 125, 130, 132, 152, 164, 191, 194, 208, 242, 245, 247, 249, 251, 254</p> <p>Teacher’s Guide: 245, 247, 249, 251, 254, 261-275; opportunity also exists 21, 24, 27, 33, 38, 42, 45, 48, 51, 53-54, 59, 62, 70, 77, 86, 90, 96, 98, 100, 105, 116, 116, 121, 123, 125, 129, 130, 132, 148, 152, 155, 157, 158, 161, 164, 172, 176, 178, 185, 191, 194, 200, 205, 208, 210, 215, 219, 242</p>
<p>LA.9.4.3 Edit writing to correct punctuation:</p> <ul style="list-style-type: none"> • ellipsis • italics/underlining for foreign words 	<p>Student Book: 21, 24, 27, 38, 48, 51, 54, 62, 70, 77, 98, 100, 105, 116, 119, 121, 125, 130, 132, 152, 164, 191, 194, 208, 242, 245, 247, 249, 251, 254</p> <p>Teacher’s Guide: 245, 247, 249, 251, 254, 261-275; opportunity also exists 21, 24, 27, 33, 38, 42, 45, 48, 51, 53-54, 59, 62, 70, 77, 86, 90, 96, 98, 100, 105, 116, 116, 121, 123, 125, 129, 130, 132, 148, 152, 155, 157, 158, 161, 164, 172, 176, 178, 185, 191, 194, 200, 205, 208, 210, 215, 219, 242</p>
<p>LA.9.4.4 Use a variety of strategies and resources to spell grade-appropriate words</p>	<p>Student Book: 21, 24, 27, 38, 48, 51, 54, 62, 70, 77, 98, 100, 105, 116, 119, 121, 125, 130, 132, 152, 164, 191, 194, 208, 242, 245, 247, 249, 251, 254</p> <p>Teacher’s Guide: 245, 247, 249, 251, 254, 261-275; opportunity also exists 21, 24, 27, 33, 38, 42, 45, 48, 51, 53-54, 59, 62, 70, 77, 86, 90, 96, 98, 100, 105, 116, 116, 121, 123, 125, 129, 130, 132, 148, 152, 155, 157, 158, 161, 164, 172, 176, 178, 185, 191, 194, 200, 205, 208, 210, 215, 219, 242</p>
<p>LA.9.4.6 Use a prescribed documentation style to adhere to fair use and copyright guidelines for citing grade-appropriate sources in papers, projects, and multimedia presentations</p>	<p>Opportunity exists Student Book: 70 and throughout Unit 4, pgs 55-70</p> <p>Opportunity exists Teacher’s Guide: 70, 132, and throughout Unit 4, pgs 55-70; opportunity also may exist 65, 110, 121, 219</p>
<p>LA.9.4.7 Use quotations and citations in writing while maintaining the flow of ideas</p>	<p>Student Book: 27, 33, 74, 105, 132, 170; opportunity also exists 125</p> <p>Teacher’s Guide: 27, 33, 74, 105, 132, 170; opportunity also exists 125</p>

Standard 5: RHETORIC:
Use rhetorical devices to craft writing
appropriate to audience and purpose.

Hawaii Benchmarks, Grade 9	Daybook of Critical Reading and Writing, Grade 9
LA.9.5.1 Use accurate and useful research information in writing	<p>Opportunity exists Student Book: 70 and throughout Unit 4, pgs 55-70</p> <p>Opportunity exists Teacher’s Guide: 70, 132, and throughout Unit 4, pgs 55-70; opportunity also may exist 65, 110, 121, 219</p>
LA.9.5.2 Use a variety of structural patterns and transitional devices to organize writing	<p>Student Book: 21, 24, 27, 36-38, 48, 51, 54, 62, 70, 77, 98, 100, 105, 116, 119, 121, 125, 130, 132, 152, 164, 191, 194, 208, 242, 245, 247, 249, 251, 254</p> <p>Teacher’s Guide: 245, 247, 249, 251, 254, 261-275; opportunity also exists 21, 24, 27, 33, 36-38, 42, 45, 48, 51, 53-54, 59, 62, 70, 77, 86, 90, 96, 98, 100, 105, 116, 116, 121, 123, 125, 129, 130, 132, 148, 152, 155, 157, 158, 161, 164, 172, 176, 178, 185, 191, 194, 200, 205, 208, 210, 215, 219, 242</p>
LA.9.5.3 Use a variety of sentence structures (e.g., parallel phrasing, subordination) and grade-appropriate vocabulary to achieve efficiency, indicate emphasis, and clarify meaning	<p>Student Book: 21, 24, 27, 38, 48, 51, 54, 62, 70, 77, 98, 100, 105, 116, 119, 121, 125, 130, 132, 152, 164, 191, 194, 208, 242, 245, 247, 249, 251, 254</p> <p>Teacher’s Guide: 245, 247, 249, 251, 254, 261-275; opportunity also exists 21, 24, 27, 33, 38, 42, 45, 48, 51, 53-54, 59, 62, 70, 77, 86, 90, 96, 98, 100, 105, 116, 116, 121, 123, 125, 129, 130, 132, 148, 152, 155, 157, 158, 161, 164, 172, 176, 178, 185, 191, 194, 200, 205, 208, 210, 215, 219, 242</p>
LA.9.5.4 Use a voice and tone appropriate for the topic, purpose, and audience	<p>Student Book: 14, 19, 21, 38, 42, 48, 51, 62, 70, 77, 98, 100, 105, 116, 119, 121, 125, 130, 148, 152, 161, 168, 170, 176, 182, 191, 194, 208, 225, 227, 242, 245, 247, 249, 251, 254</p> <p>Teacher’s Guide: 14, 19, 21, 33, 38, 42, 45, 48, 51, 53-54, 59, 62, 70, 77, 86, 90, 96, 98, 100, 105, 116, 119, 121, 123, 125, 129, 130, 132, 148, 152, 155, 157, 158, 161, 164, 168, 170, 172, 176, 178, 182, 185, 188, 191, 194, 200, 205, 208, 210, 215, 219, 225, 227, 228, 242, 245, 247, 249, 251, 254, 261-275</p>

Oral Communication Strand – Grade 9

**Standard 6: CONVENTIONS AND SKILLS:
Apply knowledge of verbal and nonverbal
language to communicate effectively in various
situations: interpersonal, group, and public:
for a variety of purposes.**

Hawaii Benchmarks, Grade 9	Daybook of Critical Reading and Writing, Grade 9
LA.9.6.1 Organize and participate in a small group to accomplish a task or explore a topic	<p>Student Book: 11, 14, 19, 22, 23, 57, 73, 100, 123, 127, 136, 150, 172, 178, 191, 194, 202, 213, 215, 223, 240</p> <p>Teacher’s Guide: 11, 14, 19, 22, 23, 33, 53, 57, 62, 67, 69, 73, 99, 100, 123, 125, 135, 136, 150, 172, 178, 191, 194, 202, 213, 215, 223, 224, 227, 240</p>
LA.9.6.2 Give a planned oral presentation highlighting a main idea(s) with support (e.g., statistics, anecdotes, examples)	Opportunity may exist Teacher’s Guide: 100
LA.9.6.3 Use supportive responses to encourage a speaker	<p>Opportunity exists Student Book: 14, 19</p> <p>Opportunity exists Teacher’s Guide: 14, 19, 53, 67</p>
LA.9.6.4 Use effective rate, volume, pitch, enunciation, and tone for a given situation (e.g., formal, informal; presentational, interactive) and purpose (e.g., informative, persuasive)	<p>Student Book: 11, 14, 19, 182, 213</p> <p>Teacher’s Guide: 11, 14, 19, 62, 86, 172, 182, 213, 223-224, 227</p>
LA.9.6.5 Adjust dialect (e.g., standard English, Hawaiian Creole, colloquialisms) to grade-appropriate audience, purpose, and situation	<p>Student Book: 11, 14, 19, 182, 213</p> <p>Teacher’s Guide: 11, 14, 19, 62, 86, 172, 182, 213, 223-224, 227</p>

Standard 7: RHETORIC:
Adapt messages appropriately to address audience, purpose, and situation.

Hawaii Benchmarks, Grade 9	Daybook of Critical Reading and Writing, Grade 9
LA.9.7.1 Use credible sources to support ideas in oral messages	Opportunity may exist Teacher’s Guide: 100
LA.9.7.2 Follow a logical pattern of organization to plan a speech that informs or persuades	Opportunity may exist Teacher’s Guide: 100
LA.9.7.3 Use speaking and listening strategies to plan and organize content for a specific audience	Opportunity may exist Teacher’s Guide: 100
LA.9.7.4 Construct sentences and select words in order to emphasize important points	Opportunity may exist Teacher’s Guide: 100



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