

DAYBOOKS OF CRITICAL READING  
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correlated to

Sioux City, Iowa  
Language Arts Standards and  
Benchmarks  
Grades 6-9



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**Daybook of Critical Reading and Writing © 2007**  
**correlated to**  
**Sioux City, Iowa Language Arts Standards and Benchmarks**  
**GRADE 6**

**S1.0 The student will construct meaning from a wide range of texts and create multiple forms of communication.**

**Concept 1**

**Expressive Communication**

**B1.01 The student will use language to express individual perspectives drawn from personal or related experience.**

Sioux City Benchmarks	Daybook of Critical Reading and Writing, Grade 6
<p><b>CI 1</b> The student will narrate (write or tell) an expressive account (e.g., autobiographies, journals, friendly letters, fictional accounts) which:</p> <ul style="list-style-type: none"> <li>a. uses a coherent organizing structure appropriate to purpose, audience, and context.</li> <li>b. tells a story or establishes the significance of an event or events.</li> <li>c. uses remembered feelings and specific details.</li> <li>d. uses a range of appropriate communication techniques (e.g., dialogue, suspense, movement, gestures, expressions).</li> </ul>	<p><b>Teacher’s Edition:</b> 17, 24, 28, 35, 46, 48, 56, 68, 70, 88, 92, 95, 97, 114, 150, 159, 194, 197, 203, 206, 217-219, 228, 229, 238</p>
<p><b>CI 2</b> The student will explore expressive materials that are read, heard, and/or viewed by:</p> <ul style="list-style-type: none"> <li>a. monitoring comprehension and applying fix-up strategies.</li> <li>b. visualizing.</li> <li>c. making connections text-to-text, text-to-self and text-to-world.</li> <li>d. making inferences during and after.</li> <li>e. determining the main idea and/or significance of events.</li> <li>f. making and adjusting predictions.</li> <li>g. synthesizing information within and across text and other media.</li> <li>h. asking questions of themselves, the authors they encounter, and the information they process.</li> </ul>	<p><b>Teacher’s Edition:</b></p> <ul style="list-style-type: none"> <li>a. 10-12, 13-15, 20, 26-28, 29-32, 42-43, 44-45, 47-48, 49-52, 53-54, 72, 75, 77, 79, 81, 86-87, 89-91, 93-94, 96-97, 102-105, 108-109, 120, 123-124, 148-150, 151-152, 153-154, 156-157, 158-159, 160-161, 176, 177, 179, 182, 188, 189, 192-193, 195-196, 198-199, 201-203, 208-210, 214</li> <li>b. 21, 42, 77, 91, 177, 180, 202</li> <li>c. 13-16, 56, 148-150, 151-152, 153-155, 156-159, 160-162, 202</li> <li>d. 29-32, 177-178, 179, 209</li> <li>e. 50, 52, 53, 91, 92, 120, 203</li> <li>f. 26-28, 102, 209</li> <li>g. opportunity exists throughout expressive reading selections, 10-12, 13-15, 20, 26-28, 29-32, 42-43, 44-45, 47-48, 49-52, 53-54, 72, 75, 77, 79, 81, 86-87, 89-91, 93-94, 96-97, 102-105, 108-109, 120, 123-124, 148-150, 151-152, 153-154, 156-157, 158-159, 160-161, 176, 177, 179, 182, 188, 189, 192-193, 195-196, 198-199, 201-203, 208-210, 214</li> <li>h. 10-12, 120, 153-155, opportunity exists 179, 189</li> </ul>

Sioux City Benchmarks	Daybook of Critical Reading and Writing, Grade 6
<p><b>CI 3</b> The student will interact appropriately in group settings by:</p> <ul style="list-style-type: none"> <li>a. listening attentively.</li> <li>b. contributing relevant comments connecting personal experiences to content.</li> <li>c. monitoring understanding of the discussion and seeking clarification as needed.</li> </ul>	<p><b>Teacher’s Edition:</b> opportunity exists throughout text to participate in group discussions and thus develop points a and c. Connections are specifically explored on pages 13-16, 39, 56, 121-122, 148-152, 153-155, 156, 157, 160-162, 202</p>
<p><b>CI 4</b> The student will reflect on learning experiences by:</p> <ul style="list-style-type: none"> <li>a. describing learning growth and changes in personal perspective.</li> <li>b. determining how personal circumstances and background shape interaction with text.</li> <li>c. generating a learning log or journal.</li> <li>d. maintaining an annotated list of works read/viewed.</li> </ul>	<p><b>Teacher’s Edition:</b></p> <ul style="list-style-type: none"> <li>a. opportunity exists 39-40, 110, 116, 155, 220</li> <li>b. 122, 125; opportunity also exists 152</li> </ul>

## Concept 2

### Informative Communication

#### **B1.02 The student will explore and analyze information from a variety of sources.**

Sioux City Benchmarks	Daybook of Critical Reading and Writing, Grade 6
<p><b>CI 1</b> The student will explore informational materials that are read, heard, and/or viewed by:</p> <ul style="list-style-type: none"> <li>a. monitoring comprehension and applying fix-up strategies.</li> <li>b. making connections text-to-text, text-to-self and text-to-world.</li> <li>c. making inferences during and after.</li> <li>d. determining the importance and accuracy of information.</li> <li>e. making and adjusting predictions.</li> <li>f. restating and summarizing information.</li> <li>g. synthesizing information within and across text and other media.</li> <li>h. asking questions of themselves, the authors they encounter, and the information they process.</li> <li>i. comparing and/or contrasting information.</li> </ul>	<p><b>Teacher’s Edition:</b></p> <ul style="list-style-type: none"> <li>a. 18-19, 22-23, 24, 33-34, 36-37, 58-59, 60-61, 67-68, 69, 70, 99-100, 121-122, 128-129, 132, 135, 137, 138-139, 140, 143, 145, 164-165, 166-167, 171, 173, 204-205</li> <li>b. 39-40, 121-122</li> <li>c. 65; opportunity also exists 33-34, 36-37</li> <li>d. 138-141, 167-168; opportunity also exists 64-66, 67-68, 164-165, 172</li> <li>e. not addressed</li> <li>f. 19, 37, 58-59, 63, 68, 119, 136, 139</li> <li>g. 141; opportunity exists with all informational reading selections 18-19, 22-23, 24, 33-34, 36-37, 58-59, 60-61, 67-68, 69, 70, 99-100, 121-122, 128-129, 132, 135, 137, 138-139, 140, 143, 145, 164-165, 166-167, 171, 173, 204-205</li> <li>h. 100, 118-119; opportunity also exists 22-24, 64-65, 128-129, 205</li> <li>i. 19, 69-70; opportunity also exists 126-127</li> </ul>

Sioux City Benchmarks	Daybook of Critical Reading and Writing, Grade 6
<p><b>CI 2</b> The student will use multiple sources of print and other forms of information in developing and presenting informative materials (such as brochures, newsletters, or power point presentations) through:</p> <ol style="list-style-type: none"> <li>exploring a variety of sources from which information may be attained (e.g. books, Internet, electronic databases, CD-ROM).</li> <li>distinguishing between primary and secondary sources.</li> <li>analyzing the effects of the presentation and/or the accuracy of information.</li> </ol>	<p><b>Teacher’s Guide:</b> opportunity exists 40, 66, 125, 137, 141, 144-145, 146, 152, 203, 211</p>

**Concept 3**

**Persuasive Communication**

**B1.03 The student will recognize and examine the use of persuasion.**

Sioux City Benchmarks	Daybook of Critical Reading and Writing, Grade 6
<p><b>CI 1</b> The student will explore persuasive works that are read, heard, and/or viewed by:</p> <ol style="list-style-type: none"> <li>monitoring comprehension and applying fix-up strategies.</li> <li>making connections text-to-text, text-to-self and text-to-world.</li> <li>making inferences during and after.</li> <li>determining the importance and accuracy of information.</li> <li>synthesizing information within and across text and other media.</li> <li>questioning and responding to public documents (such as, but not limited to, editorials and school and community issues).</li> <li>comparing and/or contrasting information.</li> <li>summarizing the author’s purpose and stance.</li> <li>distinguishing between fact and opinion.</li> </ol>	<p><b>Teacher’s Edition:</b></p> <ol style="list-style-type: none"> <li>118-120, 121-122, 123-124, 128-129, 164-165, 166-167, 171, 173</li> <li>121-122; opportunity also exists 118, 119, 120, 165</li> <li>opportunity exists 125</li> <li>opportunity exists 167-168</li> <li>opportunity exists with each persuasive work 118-120, 121-122, 123-124, 128-129, 164-165, 166-167, 171, 173</li> <li>not addressed</li> <li>172</li> <li>119, 120, 122, 125, 165, 171, 173</li> <li>165</li> </ol>
<p><b>CI 2</b> The student will explore the problem solution process by:</p> <ol style="list-style-type: none"> <li>studying examples (in literature and other text) that present obvious problems and clear solutions, with stated reasons supporting the solutions.</li> <li>preparing individual and/or group essays and presentations that focus on the diagnosis of a problem and possible solutions.</li> </ol>	<p><b>Teacher’s Edition:</b></p> <ol style="list-style-type: none"> <li>166-167, 166-168, 173; opportunity exists 118-119, 123-124</li> <li>169-170, 172, 230, 231, 236; opportunity also exists 168, 169, 129, 130</li> </ol>

Sioux City Benchmarks	Daybook of Critical Reading and Writing, Grade 6
<p><b>CI 3</b> The student will study arguments that persuade by:</p> <ul style="list-style-type: none"> <li>a. exploring examples that demonstrate sound judgments, audience awareness, clear idea/theme, and the use of relevant and coherent reasons for support.</li> <li>b. preparing individual and/or group essays and presentations that use persuasive techniques.</li> </ul>	<p><b>Teacher's Edition:</b></p> <ul style="list-style-type: none"> <li>a. 164-165, 166-167, 171, 173</li> <li>b. 66, 127, 129, 130, 165, 168, 170, 172, 174, 227, 230, 231, 236</li> </ul>

## Concept 4

### Critical Communication

**B1.04 The student will use critical thinking skills and create criteria to evaluate print and other media.**

Sioux City Benchmarks	Daybook of Critical Reading and Writing, Grade 6
<p><b>CI 1</b> The student will determine the purpose of the author or creator by:</p> <ul style="list-style-type: none"> <li>a. monitoring comprehension.</li> <li>b. Identifying and exploring any bias, apparent or hidden messages, emotional factors, and/or propaganda techniques.</li> </ul>	<p><b>Teacher's Edition:</b> 36-38, 64, 66, 122, 164-165, 173</p>
<p><b>CI 2</b> The student will analyze the communication and apply appropriate criteria to evaluate the quality by:</p> <ul style="list-style-type: none"> <li>a. using knowledge of language structure and literary or media techniques.</li> <li>b. drawing conclusions based on relevant information.</li> <li>c. considering the impact of those conclusions.</li> </ul>	<p><b>Teacher's Edition:</b></p> <ul style="list-style-type: none"> <li>a. 126-127; opportunity also exists 20-21, 76, 79, 82, 192-194, 214-215</li> <li>b. 30, 94, 95, 126-127, 132, 215; opportunity also exists 29-32, 46, 55, 125</li> <li>c. not addressed</li> </ul>
<p><b>CI 3</b> The student will recognize the stance of a critic by:</p> <ul style="list-style-type: none"> <li>a. considering alternative points of view or reasons.</li> <li>b. identifying a critical response/review of a work/topic.</li> </ul>	<p><b>Teacher's Edition:</b></p> <ul style="list-style-type: none"> <li>a. 37, 48, 68, 123-125, 166-168, 171-172, 173; opportunity also exists 19, 47, 129, 212, 213</li> <li>b. opportunity exists 173-174</li> </ul>

## Concept 5

### Literary Genre

**B1.05 The student will respond to various literary genres using interpretive and evaluative processes.**

Sioux City Benchmarks	Daybook of Critical Reading and Writing, Grade 6
<p><b>CI 1</b> The student will increase fluency, comprehension, and insight through a meaningful and comprehensive literacy program by:</p> <ol style="list-style-type: none"> <li>a. reading self-selected literature and other materials of individual interest.</li> <li>b. reading literature and other materials selected by the teacher.</li> <li>c. discussing literature in teacher-student conferences and small group discussions.</li> <li>d. taking an active role in whole class discussions.</li> <li>e. discussing and analyzing the effects on texts of such literacy devices as figurative language, dialogue, flashback and sarcasm.</li> <li>f. interpreting text by explaining elements such as plot, theme, point of view, characterization, mood, and style.</li> <li>g. investigating examples of distortion and stereotypes.</li> <li>h. recognizing underlying messages in order to identify theme(s) within and across works.</li> <li>i. extending understanding by creating products for different purposes, different audiences and within various contexts.</li> <li>j. exploring relationships between and among characters, ideas, concepts and/or experiences.</li> </ol>	<p><b>Teacher’s Edition:</b> The elements of this standard are addressed throughout the text in reading selections, response notes, and accompanying written response materials.</p> <ol style="list-style-type: none"> <li>a. not covered</li> <li>b. Reading selections throughout text</li> <li>c. 15, 21, 23, 37, 50, 65, 73, 82, 106, 122, 125, 129, 143, 150, 152, 167, 178, 180, 189, 193, 196, 203, 211</li> <li>d. opportunity exists 15, 21, 23, 37, 50, 65, 73, 82, 106, 122, 125, 129, 143, 150, 152, 167, 178, 180, 189, 193, 196, 203, 211</li> <li>e. 72, 73, 75, 77, 158, 182-184, 188-189, 199, 215; opportunity also exists 176-178, 179-181</li> <li>f. 28, 30, 47-48, 49-52, 53-56, 87, 94, 126, 143, 158, 164-165, 192-194, 195-196, 198, 205</li> <li>g. not addressed</li> <li>h. 53-56; opportunity also exists 99-100</li> <li>i. opportunity exists throughout text, especially 12, 14, 17, 21, 23, 28, 35, 48, 63, 70, 76, 88, 92, 97, 100, 114, 129, 130, 141, 159, 170, 219-219, 227-238</li> <li>j. opportunity exists throughout reading selections in text</li> </ol>
<p><b>CI 2</b> The student will study the characteristics of literary genres (fiction, nonfiction, drama, and poetry) through:</p> <ol style="list-style-type: none"> <li>a. reading a variety of text (e.g. novels, autobiographies, myths, essays, magazines, plays, pattern poems, blank verse).</li> <li>b. interpreting what impact genre-specific characteristics have on the meaning of the work.</li> <li>c. exploring how the author’s choice and use of genre shapes the meaning of the literary work.</li> <li>d. exploring what impact literary elements have on the meaning of text such as the influence of setting or the problem and its resolution.</li> <li>e. identifying and analyzing text structures (descriptive, sequence, cause and effect, compare and contrast, and problem-solution).</li> <li>f. identifying and analyzing text features (e.g. layout, captions, headings).</li> </ol>	<p><b>Teacher’s Edition:</b></p> <ol style="list-style-type: none"> <li>a. Reading Selections throughout provide exposure to a wide variety of genres.</li> <li>b. 206; opportunity exists 205</li> <li>c. not addressed</li> <li>d. 42-43; opportunity also exists 198-200, 201-203, 204-205</li> <li>e. 20, 39, 60-64, 97, 104, 111, 113, 182, 183, 197</li> <li>f. not addressed</li> </ol>

**S2.0 The student will apply knowledge of language structure and language conventions to create, critique, and discuss print and other media.**

**Concept 1**

**Grammar and Language Usage**

**B2.01 The student will apply conventions of grammar and language usage.**

Sioux City Benchmarks	Daybook of Critical Reading and Writing, Grade 6
<p><b>CI 1</b> The student will demonstrate an understanding of conventional written and spoken expression by:</p> <ul style="list-style-type: none"> <li>a. using a variety of sentence types correctly, punctuating them properly, and avoiding fragments and run-ons.</li> <li>b. using appropriate subject-verb agreement and verb tense that are appropriate for the meaning of the sentence.</li> <li>c. demonstrating the different roles of the parts of speech in sentence construction.</li> <li>d. using pronouns correctly, including clear antecedents and correct case.</li> <li>e. using phrases and clauses correctly (e.g., prepositional phrases, appositives, dependent and independent clauses).</li> <li>f. determining the meaning of unfamiliar vocabulary words by using context clues, a dictionary, a glossary, a thesaurus, and/or structural analysis (roots, prefixes, suffixes) of words.</li> <li>g. extending vocabulary knowledge by learning and using new words.</li> <li>h. exploring the role and use of dialects and of standard English to appreciate appropriate usage in different contexts.</li> <li>i. developing an awareness of language conventions and usage during oral presentations.</li> </ul>	<p><b>Teacher’s Edition:</b></p> <ul style="list-style-type: none"> <li>a. 114, 219, 229-238</li> <li>b. opportunity exists 17, 82, 83, 84, 114-115, 184, 186-187, 190, 219, 229-238</li> <li>c. opportunity exists 17, 82, 83, 84, 114-115, 184, 186-187, 190, 219, 229-238</li> <li>d. not addressed</li> <li>e. not addressed</li> <li>f. 22, 26, 44, 67, 69, 93, 96, 119, 132, 135, 144, 151, 156, 165, 171</li> <li>g. 10, 13, 17, 20, 29, 33, 36, 42, 79, 86, 123, 128, 132, 135, 138, 142, 148, 153, 166, 173, 182, 195, 198, 204</li> <li>h. not addressed</li> <li>i. not addressed</li> </ul>
<p><b>CI 2</b> The student will identify and edit errors in spoken and written English by:</p> <ul style="list-style-type: none"> <li>a. reviewing and using common spelling rules, applying common spelling patterns, and developing and mastering an individualized list of words that are commonly misspelled.</li> <li>b. applying proofreading symbols for editing.</li> <li>c. producing final drafts that demonstrate accurate spelling and the correct use of punctuation and capitalization.</li> <li>d. developing an awareness of errors in everyday speech.</li> </ul>	<p><b>Teacher’s Edition:</b></p> <ul style="list-style-type: none"> <li>a. opportunity exists throughout text, particularly 84, 114, 186, 190, 219, 229-238</li> <li>b. opportunity exists 84, 114-115, 186, 190, 219, 229-238</li> <li>c. 114-115, 186, 219, 229-238; opportunity also exists 84, 190</li> </ul>



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**GRADE 7**

**S1.0 The student will construct meaning from a wide range of texts and create multiple forms of communication.**

**Concept 1**

**Expressive Communication**

**B1.01 The student will use language to express individual perspectives in response to personal, social, cultural, and historical issues.**

Sioux City Benchmarks	Daybook of Critical Reading and Writing, Grade 7
<p><b>CI 1</b> The student will narrate (write or tell) an expressive account (fictional or nonfictional) which:</p> <ul style="list-style-type: none"> <li>a. demonstrates a coherent organizing structure appropriate to purpose, audience, and context.</li> <li>b. engages the reader/listener through personal perspectives.</li> <li>c. establishes the significance of events.</li> </ul>	<p><b>Teacher’s Edition:</b> 1737-38, 51-52, 99, 115-116, 131-132, 143-144, 158-159, 174, 186-189, 207-208, 218-220, 221-222, 229, 231, 234, 235, 237, 238, 239, 240</p>
<p><b>CI 2</b> The student will respond to expressive materials that are read, heard, and/or viewed by:</p> <ul style="list-style-type: none"> <li>a. monitoring comprehension and applying fix-up strategies.</li> <li>b. visualizing.</li> <li>c. making connections text-to-text, text-to-self and text-to-world.</li> <li>d. making inferences during and after.</li> <li>e. determining the main idea and/or significance of events.</li> <li>f. making and adjusting predictions.</li> <li>g. synthesizing information within and across text and other media.</li> <li>h. asking questions of themselves, the authors they encounter, and the information they process.</li> </ul>	<p><b>Teacher’s Edition:</b></p> <ul style="list-style-type: none"> <li>a. Unit 2 (especially pgs. 25-38), 233; opportunity also exists throughout text with each expressive reading selection</li> <li>b. 34-36, 40, 50, 180, 223, 224</li> <li>c. 13-15, 43, 47, 98, 102-105, 121-123, Unit 10 (ps. 147-162), 210-212</li> <li>d. 87, 134-136, 177</li> <li>e. 32-33, 48-50, 57, 99, 135</li> <li>f. 13, 14, 26-31, 224</li> <li>g. 38, 52, 63, 131, 171, 181</li> <li>h. 29-31, 120, 121, 223, 224</li> </ul>
<p><b>CI 3</b> The student will interact appropriately in group settings by:</p> <ul style="list-style-type: none"> <li>a. responding to comments and questions.</li> <li>b. offering personal opinions confidently without dominating.</li> <li>c. giving valid reasons that support opinions.</li> <li>d. requesting and respecting another person’s opinion.</li> </ul>	<p><b>Teacher’s Edition:</b> Opportunity exists throughout text to participate in class and group discussions . Unit 11, “The Art of Persuasion” particularly addresses this standard as students explore multiple perspectives on environmental issues and are then asked to write persuasive responses.</p>

Sioux City Benchmarks	Daybook of Critical Reading and Writing, Grade 7
<p><b>CI 4</b> The student will reflect on learning experiences by:</p> <ul style="list-style-type: none"> <li>a. analyzing learning growth and changes in personal perspective.</li> <li>b. interpreting how personal circumstances and background shape interaction with text.</li> <li>c. generating a learning log or journal.</li> <li>d. maintaining an annotated list of works read/viewed.</li> </ul>	<p><b>Teacher's Edition:</b></p> <ul style="list-style-type: none"> <li>a. 71, 116, 222; opportunity also exist 50, 52, 128, 166, 171, 176</li> <li>b. Opportunity exists 13-15, 98, 102-105, 121-123</li> </ul>

## Concept 2

### Informative Communication

#### B1.02 The student will synthesize and use information from a variety of sources.

Sioux City Benchmarks	Daybook of Critical Reading and Writing, Grade 7
<p><b>CI 1</b> The student will respond to informative materials that are read, heard, and/or viewed by:</p> <ul style="list-style-type: none"> <li>a. monitoring comprehension and applying fix-up strategies.</li> <li>b. making connections text-to-text, text-to-self and text-to-world.</li> <li>c. making inferences during and after.</li> <li>d. determining the importance and accuracy of information.</li> <li>e. making and adjusting predictions.</li> <li>f. restating and summarizing information.</li> <li>g. synthesizing information within and across text and other media.</li> <li>h. asking questions of themselves, the authors they encounter, and the information they process.</li> </ul>	<p><b>Teacher's Edition:</b></p> <ul style="list-style-type: none"> <li>a. 32-33, 233; opportunity also exists throughout text with each informative reading selection</li> <li>b. 98, 147-153, 160-162</li> <li>c. 67, 177</li> <li>d. 55, 58, 62, 161; opportunity also exists 163-176</li> <li>e. 224</li> <li>f. 32-33, 57, 99</li> <li>g. 38, 52, 63, 92, 99-100, 131, 171, 181</li> <li>h. 150, 223, 224</li> </ul>
<p><b>CI 2</b> The student will use multiple sources of print and different forms of information in developing and presenting informative materials (such as brochures, newsletters, and power point presentations) through:</p> <ul style="list-style-type: none"> <li>a. identifying and using appropriate primary and secondary sources.</li> <li>b. comparing, contrasting, and evaluating information from different sources about the same topic.</li> <li>c. evaluating information for insignificant details, inconsistencies, relevant facts, and organization.</li> </ul>	<p><b>Teacher's Guide:</b> Opportunity exists 31, 36, 41, 68, 81, 98, 150, 150, 162, 171, 176, 199</p>

## Concept 3

### Persuasive Communication

#### B1.03 The student will refine the understanding and use of persuasion.

Sioux City Benchmarks	Daybook of Critical Reading and Writing, Grade 7
<p><b>CI 1</b> The student will explore and analyze persuasive works that are read, heard and/or viewed by:</p> <ul style="list-style-type: none"> <li>a. monitoring comprehension and applying fix-up strategies.</li> <li>b. making connections text-to-text, text-to-self and text-to-world.</li> <li>c. making inferences.</li> <li>d. determining the importance and accuracy of information.</li> <li>e. synthesizing information within and across text and other media.</li> <li>f. comparing and/or contrasting information.</li> <li>g. summarizing the author’s purpose and stance.</li> <li>h. distinguishing between fact and opinion.</li> <li>i. identifying the arguments and positions stated or implied and the evidence used to support them.</li> <li>j. recognizing bias, emotional factors, and/or semantic slanting.</li> <li>k. examining the effectiveness of style, tone, and use of language.</li> <li>l. examining the importance and impact of establishing a position or point-of-view.</li> <li>m. making connections between works, self and related topics.</li> <li>n. questioning and responding to public documents (such as, but not limited to, editorials, reviews, local/state/national policies/issues).</li> </ul>	<p><b>Teacher’s Edition:</b> Persuasive works are presented on pages 163-176. While the opportunity to address this standard exists throughout these pages, specific references are listed below.</p> <ul style="list-style-type: none"> <li>b. 172-174</li> <li>d. 167-168</li> <li>e. 175-176</li> <li>f. 171</li> <li>i. 166, 168</li> <li>m. 172-174, 175-176</li> </ul>
<p><b>CI 2</b> The student will explore and analyze the problem-solution process by:</p> <ul style="list-style-type: none"> <li>a. studying problems and solutions within various texts and situations.</li> <li>b. utilizing the problem-solution process within various contexts/situations.</li> <li>c. constructing essays/presentations that respond to a given problem by proposing a solution that includes relevant details.</li> <li>d. recognizing and/or creating an organizing structure appropriate to purpose, audience, and context.</li> </ul>	<p><b>Teacher’s Edition:</b></p> <ul style="list-style-type: none"> <li>a. 164-166, 168</li> <li>b. opportunity exists 164-166, 168</li> <li>c. 166, 168, 171, 176, 233, 236</li> <li>d. 37, 166, 168, 171, 176, 233, 236</li> </ul>
<p><b>CI 3</b> The student will study and create arguments that persuade by:</p> <ul style="list-style-type: none"> <li>a. understanding the importance of establishing a firm judgment.</li> <li>b. justifying the judgment with logical, relevant reasons, clear examples, and supporting details.</li> <li>c. creating an organizing structure appropriate to purpose, audience, and context.</li> </ul>	<p><b>Teacher’s Edition:</b></p> <ul style="list-style-type: none"> <li>a. opportunity exists 164-166, 167-168, 169-171, 172-174, 175-176</li> <li>b. 37, 166, 168, 171, 176, 233, 236</li> <li>c. 166, 169, 171, 176, 233, 236</li> </ul>

## Concept 4

### Critical Communication

**B1.04 The student will refine critical thinking skills and create criteria to evaluate print and other media materials.**

Sioux City Benchmarks	Daybook of Critical Reading and Writing, Grade 7
<p><b>CI 1</b> The student will analyze the purpose of the author or creator by:</p> <ul style="list-style-type: none"><li>a. monitoring comprehension.</li><li>b. examining and evaluating any bias, apparent or hidden messages, emotional factors, and/or propaganda techniques.</li><li>c. understanding the effects of author’s craft on the reader/viewer/listener.</li></ul>	<p><b>Teacher’s Edition:</b></p> <ul style="list-style-type: none"><li>a. Opportunity exists throughout the text with each reading selection.</li><li>b. Opportunity may exist 164-166, 167-168, 169-171, 172-174, 175-176</li><li>c. 19-21, 69-84, 129-130, 140-142, 213-214</li></ul>
<p><b>CI 2</b> The student will analyze, develop, and apply (with assistance) appropriate criteria to evaluate the quality of the communication by:</p> <ul style="list-style-type: none"><li>a. using knowledge of language structure and literary or media techniques.</li><li>b. drawing conclusions based on relevant evidence, reasons, and information.</li><li>c. considering the impact of those conclusions.</li></ul>	<p><b>Teacher’s Edition:</b></p> <ul style="list-style-type: none"><li>a. 114-116; opportunity also exists 69-84</li><li>b. 37, 114-116, 166, 168, 171, 176, 233, 236</li><li>c. Opportunity exists 114-116, 166, 168, 171, 176, 233, 236</li></ul>
<p><b>CI 3</b> The student will recognize and develop the stance of a critic by:</p> <ul style="list-style-type: none"><li>a. considering and presenting alternative points of view or reasons.</li><li>b. creating a critical response/review of a work/topic.</li></ul>	<p><b>Teacher’s Edition:</b></p> <ul style="list-style-type: none"><li>a. 169-171</li><li>b. 37, 166, 168, 171, 176, 233, 234, 236, 240</li></ul>

## Concept 5

### Literary Genre

**B1.05 The student will respond to various literary genres using interpretive and evaluative processes.**

Sioux City Benchmarks	Daybook of Critical Reading and Writing, Grade 7
<p><b>CI 1</b> The student will increase fluency, comprehension, and insight through a meaningful and comprehensive literacy program by:</p> <ul style="list-style-type: none"> <li>a. reading self-selected literature and other materials of individual interest.</li> <li>b. reading literature and other materials selected by the teacher.</li> <li>c. assuming an active role in teacher-student conferences.</li> <li>d. engaging in small group discussions.</li> <li>e. taking an active role in whole class discussions.</li> <li>f. analyzing the effects on texts of such literary devices as figurative language, dialogue, flashback, allusion and irony.</li> <li>g. analyzing examples of distortion and stereotypes.</li> <li>h. analyzing the effects of such elements as plot, theme, point of view, characterization, mood, and style.</li> <li>i. analyzing themes and central ideas in literature and other texts in relation to personal issues/experiences.</li> <li>j. extending understanding by creating products for different purposes, different audiences and within various contexts.</li> <li>k. analyzing the connections of relationships between and among characters, ideas, concepts, and/or experiences.</li> </ul>	<p><b>Teacher’s Edition:</b> The opportunity exists to address the elements of this standard throughout the text in reading selections, response notes, and accompanying written response materials.</p> <ul style="list-style-type: none"> <li>h. 48-50, 51-53, 42-44, 45-47, 91, 96, 205, 213</li> <li>i. 51-52, 96</li> <li>i. especially ps. 31, 36, 41, 68, 81, 98, 150, 162, 171, 176, 199</li> </ul>
<p><b>CI 2</b> The student will study the characteristics of literary genres (fiction, nonfiction, drama, and poetry) through:</p> <ul style="list-style-type: none"> <li>a. reading a variety of text (e.g. mysteries, novels, science fiction, historical documents, newspapers, skits, lyric poems).</li> <li>b. analyzing what genre-specific characteristics have on the meaning of the work.</li> <li>c. analyzing how the author’s choice and use of a genre shapes the meaning of the literary work.</li> <li>d. analyzing what impact literary elements have on the meaning of the text, such as the influence of setting on the problem and its resolution.</li> <li>e. identifying and analyzing text structures (descriptive, sequence, cause and effect, compare and contrast, and problem-solution).</li> <li>f. identifying and analyzing text features (e.g. layout, captions, headings).</li> </ul>	<p><b>Teacher’s Edition:</b></p> <ul style="list-style-type: none"> <li>a. A variety of reading selections in various genres is presented throughout the text.</li> <li>b. 200-203; opportunity also exists throughout the text, but especially ps 137-139</li> <li>c. Opportunity exists throughout the text, but especially ps. 200-203</li> <li>d. This benchmark is addressed throughout the text, but especially Unit 3 (ps. 39-52)</li> <li>e. 164-166</li> <li>f. 140-142</li> </ul>

**S2.0 The student will apply knowledge of language structure and language conventions to create, critique, and discuss print and other media.**

**Concept 1**

**Grammar and Language Usage**

**B2.01 The student will apply conventions of grammar and language usage.**

Sioux City Benchmarks	Daybook of Critical Reading and Writing, Grade 7
<p><b>CI 1</b> The student will model an understanding of conventional written and spoken expression by:</p> <ul style="list-style-type: none"> <li>a. using a variety of sentences correctly, punctuating them properly, and avoiding fragments and run-ons.</li> <li>b. using subject-verb agreement and verb tense that are appropriate for the meaning of the sentence.</li> <li>c. applying the parts of speech to clarify language usage.</li> <li>d. using pronouns correctly, including clear antecedents and correct case.</li> <li>e. using phrases and clauses correctly, including proper punctuation (e.g. prepositional phrases, appositives, dependent and independent clauses).</li> <li>f. determining the meaning of unfamiliar vocabulary words using context clues, a dictionary, a glossary, a thesaurus, and/or structural analysis (roots, prefixes, suffixes) of words.</li> <li>g. extending vocabulary knowledge by learning and using new words.</li> <li>h. determining when and where dialects and standard/nonstandard English usage are appropriate.</li> <li>i. applying language conventions and usage during oral presentations.</li> <li>j. choosing language that is precise, engaging, and well suited to topic and audience.</li> <li>k. experiment with figurative language and speech patterns.</li> </ul>	<p><b>Teacher’s Edition:</b>                      Opportunity exists with each writing piece and writing activity, but especially pages 37-38, 51-52, 99-100, 114-117, 131-132, 142-144, 162, 168, 171, 176, 186-189, 190-191, 203, 218-220, 221-222, 229-240.</p>
<p><b>CI 2</b> The student will continue to identify and edit errors in spoken and written English by:</p> <ul style="list-style-type: none"> <li>a. using common spelling rules, applying common spelling patterns, and developing and mastering an individualized list of words that are commonly misspelled.</li> <li>b. mastering proofreading symbols for editing.</li> <li>c. producing final drafts/presentations that demonstrate accurate spelling and the correct use of punctuation, capitalization, and format.</li> <li>d. listening to and monitoring self to correct errors.</li> </ul>	<p><b>Teacher’s Edition:</b>                      Opportunity exists with each writing piece and writing activity, but especially pages 37-38, 51-52, 99-100, 114-117, 131-132, 142-144, 162, 168, 171, 176, 186-189, 190-191, 203, 218-220, 221-222, 229-240.</p>



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**Sioux City, Iowa Language Arts Standards and Benchmarks**  
**GRADE 8**

**S1.0 The student will construct meaning from a wide range of texts and create multiple forms of communication.**

**Concept 1**

**Expressive Communication**

**B1.01 The student will use language to express individual perspectives through analysis of personal, social, cultural, and historical issues.**

Sioux City Benchmarks	Daybook of Critical Reading and Writing, Grade 8
<p><b>CI 1</b> The student will narrate a personal account which:</p> <ul style="list-style-type: none"> <li>a. creates a coherent organizing structure appropriate to purpose, audience, and context.</li> <li>b. establishes a point of view and narrows focus.</li> <li>c. uses remembered feelings.</li> <li>d. selects details that best develop the topic.</li> <li>e. connects self to society.</li> </ul>	<p><b>Teacher’s Edition:</b> 15, 68, 76, 84, 129, 151, 196, 211, 232, 241</p>
<p><b>CI 2</b> The student will analyze expressive materials that are read, heard, and/or viewed by:</p> <ul style="list-style-type: none"> <li>a. monitoring comprehension and applying fix-up strategies.</li> <li>b. visualizing.</li> <li>c. making connections text-to-text, text-to-self and text-to-world.</li> <li>d. making inferences during and after.</li> <li>e. determining the main idea and/or significance of events.</li> <li>f. making and adjusting predictions.</li> <li>g. synthesizing information within and across text and other media.</li> <li>h. asking questions of themselves, the authors they encounter, and the information they process.</li> </ul>	<p><b>Teacher’s Edition:</b></p> <ul style="list-style-type: none"> <li>a. This benchmark is addressed throughout text in reading selections.</li> <li>b. 13, 29-30, 103, 152-154, 226</li> <li>c. 13-15, 39-48, 89-90, 105-109, 145-157, 210-211, 216</li> <li>d. 46-48</li> <li>e. 45, 47, 112, 200-202</li> <li>f. not covered</li> <li>g. 76, 87, 88, 91-93, 98-100, 199</li> <li>h. 90, 140-141</li> </ul>
<p><b>CI 3</b> The student will interact appropriately in group settings by:</p> <ul style="list-style-type: none"> <li>a. sharing personal reactions to questions raised.</li> <li>b. giving reasons and citing examples from text in support of expressed opinions.</li> <li>c. clarifying, illustrating, or expanding on a response.</li> </ul>	<p><b>Teacher’s Edition:</b> Opportunity exists throughout text to participate in class and group discussions and address this benchmark.</p>

Sioux City Benchmarks	Daybook of Critical Reading and Writing, Grade 8
<p><b>CI 4</b> The student will reflect on learning experiences by:</p> <ul style="list-style-type: none"> <li>a. evaluating how personal perspectives are influenced by society, cultural differences, and historical issues.</li> <li>b. evaluating personal circumstances and background that shape interaction with text.</li> <li>c. generating a learning log or journal.</li> </ul> <p>maintaining an annotated list of works read/viewed.</p>	<p><b>Teacher's Edition:</b></p> <ul style="list-style-type: none"> <li>a. Opportunity exists 150-151, 166-167, 168-171, 206-208</li> <li>b. Opportunity exists 13-15, 34-36, 89-90, 105-109, 119-121, 210-211</li> <li>c. 160</li> </ul>

**Concept 2**

**Informative Communication**

**B1.02 The student will use and evaluate information from a variety of resources.**

Sioux City Benchmarks	Daybook of Critical Reading and Writing, Grade 8
<p><b>CI 1</b> The student will analyze and evaluate informational materials that are read, heard, and/or viewed by:</p> <ul style="list-style-type: none"> <li>a. monitoring comprehension and applying fix-up strategies.</li> <li>b. making connections text-to-text, text-to-self and text-to-world.</li> <li>c. making inferences during and after.</li> <li>d. determining the importance and accuracy of information.</li> <li>e. making and adjusting predictions.</li> <li>f. restating and summarizing information.</li> <li>g. synthesizing information within and across text and other media.</li> <li>h. asking questions of themselves, the authors they encounter, and the information they process.</li> <li>i. comparing and/or contrasting information.</li> </ul>	<p><b>Teacher's Edition:</b></p> <ul style="list-style-type: none"> <li>a. This benchmark is addressed throughout text in reading selections.</li> <li>b. 26, 34-36, 49-50, 51-52, 119-121, 260-208</li> <li>c. 16, 129, 132-134, 158-160, 195</li> <li>d. 23, 37-38, 43-45, 57, 118, 160</li> <li>e. not covered</li> <li>f. 50, 55, 61, 118</li> <li>g. 36, 52, 62, 164-165</li> <li>h. 31-33, 116</li> <li>i. 18, 56, 61, 67, 81-82, 83, 130, 208</li> </ul>
<p><b>CI 2</b> The student will use multiple informative sources of print and other media to explore and create research products in both written and presentational forms by:</p> <ul style="list-style-type: none"> <li>a. determining purpose, audience, and context.</li> <li>b. understanding the focus.</li> <li>c. recognizing and/or choosing a relevant topic.</li> <li>d. recognizing and/or selecting presentational format (e.g., video, essay, interactive technology) appropriate to audience.</li> <li>e. evaluating information for insignificant details, inconsistencies, relevant facts, and organization.</li> <li>f. researching and organizing information to achieve purpose.</li> <li>g. using notes and/or memory aids to structure information.</li> <li>h. supporting ideas with examples, definitions, analogies, and direct references to primary and secondary sources.</li> <li>i. noting and/or citing sources used.</li> <li>j. recognizing the use of and/or employing graphics such as charts, diagrams, and graphs to enhance the communication of information.</li> </ul>	<p><b>Teacher's Guide:</b> Research projects are proposed on the following pages, presenting the opportunity to achieve the elements in this benchmark: 23, 42, 52, 56, 65, 68, 118, 121, 124, 151, 163, 176, 215, 220.</p>

## Concept 3

### Persuasive Communication

**B1.03 The student will continue to refine the understanding and use of persuasion.**

Sioux City Benchmarks	Daybook of Critical Reading and Writing, Grade 8
<p><b>CI 1</b> The student will explore and evaluate persuasive works that are read, heard and/or viewed by:</p> <ul style="list-style-type: none"> <li>a. identifying the social context of the argument.</li> <li>b. comparing the argument and counter-argument presented.</li> <li>c. responding to public documents (such as, but not limited to, editorials, reviews, local/state/national policies/issues including those with a historical context).</li> <li>d. monitoring comprehension and applying fix-up strategies.</li> <li>e. making connections text-to-text, text-to-self and text-to-world.</li> <li>f. making inferences.</li> <li>g. determining the importance and accuracy of information.</li> <li>h. synthesizing information within and across text and other media.</li> <li>i. comparing and/or contrasting information.</li> <li>j. summarizing the author’s purpose and stance.</li> <li>k. distinguishing between fact and opinion.</li> <li>l. identifying the arguments and positions stated or implied and the evidence used to support them.</li> <li>m. recognizing bias, emotional factors, and/or semantic slanting.</li> <li>n. examining the effectiveness of style, tone, and use of language.</li> <li>o. examining the importance and impact of establishing a position or point-of-view.</li> <li>p. making connections between works, self and related topics.</li> </ul>	<p><b>Teacher’s Edition:</b> Persuasive works are presented on the following pages: 116-118, 119-121, 122-124, 125-127, Unit 11 (ps. 161-176).</p> <ul style="list-style-type: none"> <li>a. 164; opportunity also exists 166, 168-171</li> <li>b. not covered</li> <li>c. not covered</li> <li>d. 116-127, 161-176</li> <li>e. 116-118, 119-121, 174</li> <li>f. not covered</li> <li>g. opportunity exists 116-127</li> <li>h. not covered</li> <li>i. 174</li> <li>j. 120, 123, 167</li> <li>k. not covered</li> <li>l. 162-165</li> <li>m. opportunity exists 161-176</li> <li>n. 125-127, 166-167, 168-171</li> <li>o. 122-124, 164</li> <li>p. 118, 171</li> </ul>
<p><b>CI 2</b> The student will continue to explore and analyze the use of the problem-solution process by:</p> <ul style="list-style-type: none"> <li>a. evaluating problems and solutions within various texts and situations.</li> <li>b. utilizing the problem-solution process within various contexts/situations.</li> <li>c. constructing essays/presentations that respond to a given problem by proposing a solution that includes relevant details.</li> <li>d. recognizing and/or creating an organizing structure appropriate to purpose, audience, and context.</li> </ul>	<p><b>Teacher’s Edition:</b></p> <ul style="list-style-type: none"> <li>a. not covered</li> <li>b. not covered</li> <li>c. 165, 175-176, 234, 237, 238, 240</li> <li>d. 120-121, 165, 234, 237, 238, 240</li> </ul>

Sioux City Benchmarks	Daybook of Critical Reading and Writing, Grade 8
<p><b>CI 3</b> The student will evaluate and create arguments that persuade by:</p> <ul style="list-style-type: none"> <li>a. understanding the importance of the engagement of audience by establishing a context, creating a persona, and otherwise developing interest.</li> <li>b. noting and/or developing a controlling idea that makes a clear and knowledgeable judgment.</li> <li>c. arranging details, reasons, and examples effectively and persuasively.</li> <li>d. anticipating and addressing reader/listener concerns and counterarguments.</li> <li>e. recognizing and/or creating an organizing structure appropriate to purpose, audience, and context.</li> </ul>	<p><b>Teacher’s Edition:</b> Students write persuasively on pages 52, 165, 175-176, 234, 237, 238, 240.</p>

**Concept 4**

**Critical Communication**

**B1.04 The student will continue to refine critical thinking skills and create criteria to evaluate print and other forms of communication.**

Sioux City Benchmarks	Daybook of Critical Reading and Writing, Grade 8
<p><b>CI 1</b> The student will analyze the purpose of the author or creator and the impact of that purpose by:</p> <ul style="list-style-type: none"> <li>a. monitoring comprehension.</li> <li>b. evaluating any bias, apparent or hidden messages, emotional factors, and/or propaganda techniques.</li> <li>c. evaluating the effects of author’s craft on the reader/viewer/listener.</li> </ul>	<p><b>Teacher’s Edition:</b></p> <ul style="list-style-type: none"> <li>a. opportunity exists 120, 123</li> <li>b. The opportunity exists while studying persuasion and argument, especially Unit 11 (ps. 161-176).</li> <li>c. 125-127; opportunity also exists while studying persuasion and argument, especially Unit 11 (ps. 161-176).</li> </ul>
<p><b>CI 2</b> The student will analyze, develop, and apply (with assistance) appropriate criteria to evaluate the quality of the communication by:</p> <ul style="list-style-type: none"> <li>a. using knowledge of language structure and literary or media techniques.</li> <li>b. drawing conclusions based on relevant evidence, reasons, and information.</li> <li>c. considering the impact of those conclusions.</li> </ul>	<p><b>Teacher’s Edition:</b> Opportunity may exist 38, 71, 125-127, 172, 174</p>
<p><b>CI 3</b> The student will develop and defend the stance of a critic by:</p> <ul style="list-style-type: none"> <li>a. considering alternative points of view or reasons.</li> <li>b. constructing a critical response/review of a work/topic.</li> </ul>	<p><b>Teacher’s Edition:</b></p> <ul style="list-style-type: none"> <li>a. Opportunity exists 122-124</li> <li>b. Opportunity exists 120-121</li> </ul>

## Concept 5

### Literary Genre

**B1.05 The student will respond to various literary genres using interpretive and evaluative processes.**

Sioux City Benchmarks	Daybook of Critical Reading and Writing, Grade 8
<p><b>CI 1</b> The student will increase fluency, comprehension, and insight through a meaningful and comprehensive literacy program by:</p> <ul style="list-style-type: none"> <li>a. reading self-selected literature and other materials of individual interest.</li> <li>b. reading literature and other materials selected by the teacher.</li> <li>c. assuming an active role in teacher-student reading conferences.</li> <li>d. leading small group discussions.</li> <li>e. taking an active role in whole class discussions.</li> <li>f. analyzing the effects on texts of such literary devices as figurative language, dialogue, flashback, allusion and irony.</li> <li>g. analyzing the effects of such elements as plot, theme, characterization, mood, style and tone.</li> <li>h. analyzing examples of distortion and stereotypes.</li> <li>i. discussing the effects of such literary devices as figurative language, dialogue, flashback, allusion, irony, and symbolism.</li> <li>j. analyzing and evaluating themes and central ideas in literature and other texts in relation to personal issues/experiences.</li> <li>k. extending understanding by creating products for different purposes, different audiences and within various contexts.</li> <li>l. analyzing and evaluating the relationships between and among characters, ideas, concepts, and/or experiences.</li> </ul>	<p><b>Teacher’s Edition:</b> The elements of this standard are addressed throughout the text in a wide variety of reading selections presented in a different genres, response notes, and accompanying written response materials. Elements a-e are not directly addressed, but are embedded within the text.</p> <ul style="list-style-type: none"> <li>f. opportunity exists 48, 65, 70, 72-73, 87, 87, 91-93, 123-124, 152-154, 157, 169, 170, 172</li> <li>g. 74, 83, 107, 127, 155-160, 166-167, 168-171, 197-199, 200-202, 218</li> <li>h. opportunity exists 104</li> <li>i. 48,65, 70, 72-73, 87, 91-93, 123-124, 152-154, 157, 169, 170, 172</li> <li>j. 145-160, 197-199</li> <li>k. This benchmark is embedded within writing activities in text.</li> <li>l. Opportunity exists throughout text.</li> </ul>
<p><b>CI 2</b> The student will study the characteristics of literary genres (fiction, nonfiction, drama, and poetry) through:</p> <ul style="list-style-type: none"> <li>a. reading a variety of text (e.g. young adult novels, short stories, biographies, plays, free verse, narrative poems).</li> <li>b. evaluating what impact genre specific characteristics have on the meaning of the text.</li> <li>c. evaluating how the author’s choice and use of a genre shapes the meaning of the literary work.</li> <li>d. evaluating what impact literary elements have on the meaning of the text.</li> <li>e. identifying and analyzing text structures (descriptive, sequence, cause and effect, compare and contrast, and problem-solution).</li> <li>f. identifying and analyzing text features (e.g. layout, captions, headings).</li> </ul>	<p><b>Teacher’s Edition:</b> This is addressed throughout the text as a variety of genres are presented in the reading selections. Genres are specifically discussed on pages 125, 136, 138, 200, 204, 206.</p>

**S2.0 The student will apply knowledge of language structure and language conventions to create, critique, and discuss print and other media.**

**Concept 1**

**Grammar and Language Usage**

**B2.01 The student will apply conventions of grammar and language usage.**

Sioux City Benchmarks	Daybook of Critical Reading and Writing, Grade 8
<p><b>CI 1</b> The student will model an understanding of conventional written and spoken expression by:</p> <ul style="list-style-type: none"> <li>a. using a variety of sentence types, punctuating them properly, and avoiding fragments and run-ons.</li> <li>b. using subject-verb agreement and verb tense that are appropriate for the meaning of the sentence.</li> <li>c. applying the parts of speech to clarify language usage.</li> <li>d. using pronouns correctly, including clear antecedents and correct case.</li> <li>e. using phrases and clauses correctly, including proper punctuation (e.g. prepositional phrases, appositives, dependent and independent clauses).</li> <li>f. determining the meaning of unfamiliar vocabulary words using context clues, a dictionary, a glossary, a thesaurus, and/or structural analysis (roots, prefixes, suffixes) of words.</li> <li>g. extending vocabulary knowledge by learning and using new words.</li> <li>h. evaluating the use and power of dialects in standard/nonstandard English usage.</li> <li>i. applying language conventions and usage during oral presentations.</li> <li>j. applying language that is precise, engaging, and well suited to topic and audience.</li> <li>k. using figurative language and speech patterns.</li> </ul>	<p><b>Teacher’s Edition:</b> The opportunity to address the elements in this standard exists throughout the text in written responses and writing pieces, but especially within lessons focuses on writing (ps. 83-84, 95-97, 112, 113-1134, 140-141, 173-174, 175-176,184-185, 221-222, 223-224) and in writing prompts (231-242).</p>
<p><b>CI 2</b> The student will continue to identify and edit errors in spoken and written English by:</p> <ul style="list-style-type: none"> <li>a. using correct spelling of words appropriate in difficulty for eighth graders and refining mastery of an individualized list of commonly misspelled words.</li> <li>b. producing final drafts/presentations that demonstrate accurate spelling and the correct use of punctuation, capitalization, and format.</li> <li>c. self correcting errors in everyday speech. independently practicing formal oral presentations.</li> </ul>	<p><b>Teacher’s Edition:</b> The opportunity to address the elements in this standard exists throughout the text in written responses and writing pieces, but especially within lessons focuses on writing (ps. 83-84, 95-97, 112, 113-1134, 140-141, 173-174, 175-176,184-185, 221-222, 223-224) and in writing prompts (231-242).</p>



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**Sioux City, Iowa Language Arts Standards and Benchmarks**  
**GRADE 9 (ENGLISH I)**

**S1.0 The student will construct meaning from a wide range of texts and create multiple forms of communication.**

**Concept 1**

**Expressive Communication**

**B1.01 The student will demonstrate reflection and insight to print and other media through personal expression.**

Sioux City Benchmarks	Daybook of Critical Reading and Writing, Grade 9
<p><b>CI 1</b> The student will create a narrative that elaborates upon a past episode from the student’s current perspective which:</p> <ul style="list-style-type: none"> <li>a. uses a coherent organizing structure appropriate to purpose, audience, and context.</li> <li>b. tells a story or establishes the significance of an event or events.</li> <li>c. uses past feelings and specific details.</li> <li>d. uses a range of appropriate strategies (e.g., dialogue, suspense, gestures, expressions).</li> </ul>	<p><b>Teacher’s Edition:</b> 24, 42, 48, 54, 62, 98, 119, 123, 127, 130, 144, 152, 158, 161, 164, 170, 172, 207-208, 242, 247, 249, 252, 262, 263, 175; opportunity exists 18-19, 185, 200</p>
<p><b>CI 2</b> The student will respond reflectively (individually and in groups) to a variety of expressive texts (e.g., memoirs, vignettes, narratives, diaries, monologues, personal responses) in a way that represents:</p> <ul style="list-style-type: none"> <li>a. the student's personal reaction to the anchor text and independent reading.</li> <li>b. personal and cultural influences.</li> </ul>	<p><b>Teacher’s Edition:</b></p> <ul style="list-style-type: none"> <li>a. 12, 13-14, 79, 80, 86, 121, 232, 240; opportunity exists 77, 110, 205</li> <li>b. opportunity may exist 142, 205</li> </ul>

Sioux City Benchmarks	Daybook of Critical Reading and Writing, Grade 9
<p><b>CI 3</b> The student will demonstrate the ability to read, to listen, and to view a variety of increasingly complex expressive print and other media appropriate to the student’s instructional level by:</p> <ul style="list-style-type: none"> <li>a. monitoring the adequacy of understanding and repairing faulty comprehension.</li> <li>b. making connections text-to-text, text-to-self and text-to-world.</li> <li>c. asking questions of themselves, the authors they encounter, and the information they process.</li> <li>d. making inferences during and after reading.</li> <li>e. distinguishing important from less important ideas in the text.</li> <li>f. synthesizing information within and across text and other media.</li> </ul>	<p><b>Teacher’s Edition:</b></p> <ul style="list-style-type: none"> <li>a. 15-16, 26, 34, 56-58, 60-61, 66, 68, 72, 75-76, 78, 79, 81, 83-84, 88-89, 91-92, 94-96, 102-104, 106-107, 109, 111, 112-113, 114-115, 119, 122-124, 128-129, 130, 151, 153-154, 156-157, 159-161, 173-174, 180-181, 183, 186, 187, 189-190, 192, 196, 198-199, 201-202, 209, 212-215, 216-219, 220-222, 224-225, 227-228</li> <li>b. 35, 75-76, 81, 83, 86, 88, 91, 94, 96, 105, 113, 122-125, 129, 150-151, 155, 156, 158, 175, 180, 198-200, 216,</li> <li>c. 16, 34-35, 56, 72-73, 81, 83, 105, 180</li> <li>d. 59, 180, 201, 202; opportunity exists 26-27, 110</li> <li>e. 26-27, 78-80, 85-86, 163</li> <li>f. opportunity exists with throughout text in expressive reading selections 15-16, 26, 34, 56-58, 60-61, 66, 68, 72, 75-76, 78, 79, 81, 83-84, 88-89, 91-92, 94-96, 102-104, 106-107, 109, 111, 112-113, 114-115, 119, 122-124, 128-129, 130, 151, 153-154, 156-157, 159-161, 173-174, 180-181, 183, 186, 187, 189-190, 192, 196, 198-199, 201-202, 209, 212-215, 216-219, 220-222, 224-225, 227-228</li> </ul>

**Concept 2:**

**Informative Communication**

**B1.02 The student will explain meaning, describe processes, and answer research questions to inform an audience.**

Sioux City Benchmarks	Daybook of Critical Reading and Writing, Grade 9
<p><b>CI 1</b> The student will provide explanations by:</p> <ul style="list-style-type: none"> <li>a. clearly stating the subject to be defined.</li> <li>b. classifying the terms and identifying distinguishing characteristics.</li> <li>c. organizing ideas and details effectively.</li> <li>d. using description, comparison, figurative language, and other appropriate strategies purposefully to elaborate ideas</li> <li>e. demonstrating a clear sense of audience and purpose.</li> </ul>	<p><b>Teacher’s Edition:</b></p> <ul style="list-style-type: none"> <li>a. 27, 45, 51, 59, 82, 93, 100, 115, 125, 132, 139, 155, 197, 210, 228, 261, 265, 270, 271, 272, 273</li> <li>b. 45, 51, 59, 82, 93, 100, 139, 155</li> <li>c. 27, 45, 51, 59, 82, 93, 100, 115, 125, 132, 139, 155, 197, 210, 228, 261, 265, 270, 271, 272, 273</li> <li>d. 27, 45, 51, 59, 82, 115, 125, 139, 155, 197, 210, 228, 261, 265, 270, 271, 272, 273</li> <li>e. 27, 93, 100, 139, 210, 228, 261, 272; opportunity also exists 51, 132, 265, 270, 271, 273</li> </ul>

Sioux City Benchmarks	Daybook of Critical Reading and Writing, Grade 9
<p><b>CI 2</b> The student will form and refine a question for investigation, using a topic of personal choice, and answer that question by:</p> <ol style="list-style-type: none"> <li>deciding upon and using appropriate methods such as interviews with experts, observations, finding print and non-print sources, and using interactive technology or media.</li> <li>prioritizing and organizing the information.</li> <li>incorporating effective media and technology to inform or explain.</li> <li>reporting (in written and/or presentational form) the research in an appropriate form for a specified audience.</li> <li>identifying appropriate research skills (such as paraphrasing, summarizing, and citing sources).</li> </ol>	<p><b>Teacher’s Edition:</b></p> <ol style="list-style-type: none"> <li>65, 110, 121, 127, 130, 132, 219, 234; opportunity also exists 45, 164, 172</li> <li>110, 121, 127, 130, 132, 219, 234; opportunity also exists 45, 65, 164, 172</li> <li>65, 121, 127, 130, 132, 219, 234</li> <li>132, 172; opportunity also exists 45, 65, 110, 121, 127, 130, 164, 219, 234</li> <li>opportunity may exist 45, 65, 110, 121, 127, 130, 132, 164, 172, 219, 234</li> </ol>
<p><b>CI 3</b> The student will demonstrate the ability to read, to listen, and to view a variety of increasingly complex informative print and other media appropriate to the student’s instructional level by:</p> <ol style="list-style-type: none"> <li>monitoring the adequacy of understanding and repairing faulty comprehension.</li> <li>making connections text-to-text, text-to-self and text-to-world.</li> <li>asking questions of themselves, the authors they encounter, and the information they process.</li> <li>making inferences during and after reading.</li> <li>distinguishing important from less important ideas in the text.</li> <li>synthesizing information within and across text and other media.</li> </ol>	<p><b>Teacher’s Edition:</b></p> <ol style="list-style-type: none"> <li>10, 11, 22, 23, 28-30, 40-41, 43-45, 46-48, 49-50, 63-65, 99, 120-121, 126, 131-132, 142-144, 145-146, 162, 166-167, 169-170, 171-172, 203-204, 230-232, 235-237, 239-240</li> <li>22, 40-42, 43-45, 46-48, 49-50, 131, 203, 230, 239; opportunity also exists 120-121</li> <li>10-11, 23, 29, 142, 146, 230; opportunity also exists 12-121</li> <li>opportunity exists 99-100, 168, 205</li> <li>28-31, 65, 166-168, 169, 230, 235</li> <li>opportunity exists throughout informative reading selections in text 10, 11, 22, 23, 28-30, 40-41, 43-45, 46-48, 49-50, 63-65, 99, 120-121, 126, 131-132, 142-144, 145-146, 162, 166-167, 169-170, 171-172, 203-204, 230-232, 235, 239-240</li> </ol>

### Concept 3

#### Persuasive Communication

**B1.03 The student will examine persuasion and develop informed opinions at a basic level.**

Sioux City Benchmarks	Daybook of Critical Reading and Writing, Grade 9
<p><b>CI 1</b> The student will study persuasion by:</p> <ol style="list-style-type: none"> <li>examining relevant reasons and evidence.</li> <li>noting the progression of ideas that substantiate the proposal.</li> <li>analyzing style, tone, and use of language for a particular effect.</li> <li>identifying and analyzing personal, social, historical, or cultural influences contexts, or biases.</li> <li>identifying and analyzing persuasive strategies.</li> </ol>	<p><b>Teacher’s Edition:</b></p> <ol style="list-style-type: none"> <li>opportunity may exist 166-168</li> <li>opportunity may exist 166-168</li> </ol>

Sioux City Benchmarks	Daybook of Critical Reading and Writing, Grade 9
<p><b>CI 2</b> The student will express an informed opinion that:</p> <ol style="list-style-type: none"> <li>states clearly a personal view.</li> <li>is logical and coherent.</li> <li>engages the reader's interest or curiosity.</li> </ol>	<p><b>Teacher's Edition:</b> 157, 267, 269, 274; opportunity also exists 158</p>
<p><b>CI 3</b> The student will support that informed opinion by:</p> <ol style="list-style-type: none"> <li>providing relevant and convincing reasons.</li> <li>using various types of evidence, such as experience or facts.</li> <li>using appropriate and effective language, reasons, and organizational structure for the audience and purpose.</li> <li>demonstrating awareness of the possible questions, concerns, or counterarguments of the audience.</li> </ol>	<p><b>Teacher's Edition:</b> 157, 267, 269, 274; opportunity also exists 158</p>

## Concept 4

### Literary Genre

#### B1.05 The student will demonstrate understanding of various literary genres, concepts, elements, and terms.

Sioux City Benchmarks	Daybook of Critical Reading and Writing, Grade 9
<p><b>CI 1</b> The student will read and analyze various literary works by:</p> <ol style="list-style-type: none"> <li>using effective reading strategies for preparation, engagement, reflection.</li> <li>recognizing and analyzing the characteristics of literary genres.</li> <li>interpreting literary devices.</li> <li>understanding the importance of tone, mood.</li> <li>determining a character's traits from his/her actions, speech, appearance, or what others say about him or her.</li> <li>making thematic connections among literary texts and media and contemporary issues.</li> <li>identifying and analyzing organizational structures (cause effect, problem solution, compare contrast, description, sequence).</li> <li>Identifying and analyzing organizational features (e.g. layout, headings, captions)</li> <li>identifying and analyzing personal, social, historical or cultural influences, contexts, or biases.</li> <li>analyzing and evaluating the effects of author's craft and style.</li> <li>providing textual evidence to support understanding of and reader's response to text.</li> </ol>	<p><b>Teacher's Edition:</b></p> <ol style="list-style-type: none"> <li>all reading selection present preparation, engagement, and reflection strategies</li> <li>36, 63, 64, 65, 129, 134-136, 147, 166-168, 169-170, 173, 177, 185, 230-232, 233, 244-253</li> <li>29, 81-82, 189-191, 206-207</li> <li>20, 181</li> <li>57, 58, 59, 60, 108, 170, 172, 175, 192-194, 220-222, 223</li> <li>across the flight myths of Units 7 &amp; 8, especially p 125; opportunity exists 131-132, 145-146, 151, 158</li> <li>30, 31, 33, 53, 131</li> <li>50, 131, 134-136, 137-139, 145-146, 166</li> <li>61, 166, 140-144, 202 and across the flight myths of Units 7 &amp; 8 (especially p 125, 132); opportunity also exists 23, 43, 75, and through Unit 10's fairy tale studies</li> <li>12, 20, 24, 41, 42, 50, 68, 120, 128-130, 152</li> <li>35, 47, 51, 65, 105, 115, 121, 125, 130, 132, 168, 176, 197, 210, 233, 238</li> </ol>
<p><b>CI 2</b> The student will demonstrate increasing comprehension and ability to respond personally to texts by:</p> <ol style="list-style-type: none"> <li>selecting and exploring a wide range of genres</li> <li>documenting the reading of student-chosen works</li> </ol>	<p><b>Teacher's Edition:</b></p> <ol style="list-style-type: none"> <li>a wide variety of genres are presented through the reading selections throughout the text</li> </ol>

**S2.0 The student will apply knowledge of language structure and language conventions to create, critique, and discuss print and other media.**

**Concept 1**

**Grammar and Language Usage**

**B2.01 The student will apply conventions of grammar and language usage.**

Sioux City Benchmarks	Daybook of Critical Reading and Writing, Grade 9
<p><b>CI 1</b> The student will demonstrate an understanding of conventional written and spoken expression that:</p> <ul style="list-style-type: none"> <li>a. uses varying sentence structures (e.g., simple, compound, complex, compound-complex) purposefully, correctly, and for specific effect.</li> <li>b. selects verb tense to show an appropriate sense of time.</li> <li>c. applies parts of speech to clarify and edit language.</li> <li>d. addresses clarity and style using such strategies as variety and details; appropriate and exact words; and conciseness.</li> <li>e. analyzes the place and role of dialects and standard/nonstandard English.</li> <li>f. uses vocabulary strategies such as Greek and Latin derivatives, roots and affixes, word maps, and context clues to discern the meanings of words.</li> <li>g. using correct form/format for essays.</li> </ul>	<p><b>Teacher’s Edition:</b></p> <ul style="list-style-type: none"> <li>a. opportunity exists 261, 262, 264, 265, 266, 268, 269, 270, 271, 272, 273, 274, 275</li> <li>d. 21, 37-38, 69-70, 84, 130, 152, 191, 200, 208, 245, 247, 251, 254, 261-275</li> <li>f. vocabulary sections focus on a variety of strategies to discern the meanings of words 10, 20, 22, 26, 28, 32, 34, 40, 43, 46, 56, 60, 63, 64, 66, 72, 75, 83, 88, 94, 99, 102, 104, 111, 118, 128, 134, 137, 142, 150, 153, 156, 159, 166, 169, 171, 173, 183, 184, 189, 192, 196, 198, 209, 212, 216, 220, 223, 230</li> <li>g. 51, 232, 233, 241-242, 252-253, 267, 274, 275</li> </ul>
<p><b>CI 2</b> The student will discern and correct errors in spoken and written English by:</p> <ul style="list-style-type: none"> <li>a. avoiding fragments, run-ons, and comma splices.</li> <li>b. selecting correct subject-verb agreement, consistent verb tense, and appropriate verbs.</li> <li>c. using and placing modifiers correctly.</li> <li>d. editing for spelling and mechanics (punctuation and capitalization).</li> </ul>	<p><b>Teacher’s Edition:</b> opportunity exists throughout text in writing pieces but especially 69-70, 77, 130, 148, 164, 208, 242, 245, 247, 249, 251, 254, 261-275</p>

