

READER'S HANDBOOK © 2002/2003

correlated to

Sioux City, Iowa

Language Arts Standards and

Benchmarks

Grades 6-9



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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	Reader's Handbook Grade 6 © 2002
<p>CI 1 The student will narrate (write or tell) an expressive account (e.g., autobiographies, journals, friendly letters, fictional accounts) which:</p> <ol style="list-style-type: none"> a. uses a coherent organizing structure appropriate to purpose, audience, and context. b. tells a story or establishes the significance of an event or events. c. uses remembered feelings and specific details. d. uses a range of appropriate communication techniques (e.g., dialogue, suspense, movement, gestures, expressions). 	<p>Student Edition: Opportunity Exists 51, 53, 54, 60-61, 115, 196-199, 204-217, 229, 242, 246, 262, 266, 289-290, 214, 360-367, 420-421, 425, 493, 501, 609-611, 615-620, 631</p>
<p>CI 2 The student will explore expressive materials that are read, heard, and/or viewed by:</p> <ol style="list-style-type: none"> a. monitoring comprehension and applying fix-up strategies. b. visualizing. c. making connections text-to-text, text-to-self and text-to-world. d. making inferences during and after. e. determining the main idea and/or significance of events. f. making and adjusting predictions. g. synthesizing information within and across text and other media. h. asking questions of themselves, the authors they encounter, and the information they process. 	<p>Student Edition: 35, 40, 43-45, 50-54, 60-61, 179, 185, 240, 284-285, 312-313, 413, 642-643, 644-645, 646-647, 648-649, 652-653, 654-655, 660-661, 664-665</p>

Sioux City Benchmarks	Reader's Handbook Grade 6 © 2002
<p>CI 3 The student will interact appropriately in group settings by:</p> <ul style="list-style-type: none"> a. listening attentively. b. contributing relevant comments connecting personal experiences to content. c. monitoring understanding of the discussion and seeking clarification as needed. 	<p>Student Edition: 122, 428-429 Opportunity exists 43-45, 154, 413, 642-643, 654-655, 660-661</p>
<p>CI 4 The student will reflect on learning experiences by:</p> <ul style="list-style-type: none"> a. describing learning growth and changes in personal <i>perspective</i>. b. determining how personal circumstances and background shape interaction with text. c. generating a learning log or journal. d. maintaining an annotated list of works read/viewed. 	<p>Student Edition: Opportunity exists 115, 130, 246, 314, 420-421, 425, 493, 501, 609-611, 631, 664-665</p>

Concept 2:

Informative Communication

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

Sioux City Benchmarks	Reader's Handbook Grade 6 © 2002
<p>CI 1 The student will explore informational materials that are read, heard, and/or viewed by:</p> <ul style="list-style-type: none"> a. monitoring comprehension and applying <i>fix-up strategies</i>. b. making connections text-to-text, text-to-self and text-to-world. c. making inferences during and after. d. determining the importance and accuracy of information. e. making and adjusting predictions. f. restating and summarizing information. g. synthesizing information within and across text and other media. h. asking questions of themselves, the authors they encounter, and the information they process. i. comparing and/or contrasting information. 	<p>Student Edition: 265-272</p>

Sioux City Benchmarks	Reader's Handbook Grade 6 © 2002
<p>CI 2 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"> a. exploring a variety of sources from which information may be attained (e.g. books, Internet, electronic databases, CD-ROM). b. distinguishing between primary and secondary sources. c. analyzing the effects of the presentation and/or the accuracy of information. 	<p>Student Edition: 188-203, 204-217, 265-272, 280, 281, 282, 534-555</p>

Concept 3

Persuasive Communication

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

Sioux City Benchmarks	Reader's Handbook Grade 6 © 2002
<p>CI 1 The student will explore persuasive works that are read, heard, and/or viewed by:</p> <ol style="list-style-type: none"> a. monitoring comprehension and applying <i>fix-up strategies</i>. b. making connections text-to-text, text-to-self and text-to-world. c. making inferences during and after. d. determining the importance and accuracy of information. e. synthesizing information within and across text and other media. f. questioning and responding to public documents (such as, but not limited to, editorials and school and community issues). g. comparing and/or contrasting information. h. summarizing the author's purpose and stance. i. distinguishing between fact and opinion. 	<p>Student Edition: 185, 240, 247-255, 256, 274, 280, 281, 282, 391, 652-653, 660-661</p>
<p>CI 2 The student will explore the problem solution process by:</p> <ol style="list-style-type: none"> a. studying examples (in literature and other text) that present obvious problems and clear solutions, with stated reasons supporting the solutions. b. preparing individual and/or group essays and presentations that focus on the diagnosis of a problem and possible solutions. 	<p>Student Edition: 174-176, 190-191, 193-195, 206-207, 210-211, 221, 224-227, 236-239, 250-252, 258-259, 286</p>

Sioux City Benchmarks	Reader's Handbook Grade 6 © 2002
CI 3 The student will study arguments that persuade by: <ol style="list-style-type: none"> a. exploring examples that demonstrate sound judgments, audience awareness, clear idea/theme, and the use of relevant and coherent reasons for support. b. preparing individual and/or group essays and presentations that use persuasive techniques. 	Student Edition: 55, 247-255, 256, 263, 274

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	Reader's Handbook Grade 6 © 2002
CI 1 The student will determine the purpose of the author or creator by: <ol style="list-style-type: none"> a. monitoring comprehension. b. Identifying and exploring any bias, apparent or hidden messages, emotional factors, and/or propaganda techniques. 	Student Edition: 173, 185, 189, 205, 219, 235, 240, 263, 266, 287-288, 295, 316, 391, 409, 473, 515, 652-653
CI 2 The student will analyze the communication and apply appropriate criteria to evaluate the quality by: <ol style="list-style-type: none"> a. using knowledge of language structure and literary or media techniques. b. drawing conclusions based on relevant information. c. considering the impact of those conclusions. 	Student Edition: 422-429, 495-501, 644-645, 660-661, 664-665
CI 3 The student will recognize the stance of a critic by: <ol style="list-style-type: none"> a. considering alternative points of view or reasons. b. identifying a critical response/review of a work/topic. 	Student Edition: Opportunity exists 428-429

Concept 5

Literary Genre

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

Sioux City Benchmarks	Reader's Handbook Grade 6 © 2002
<p>CI 1 The student will increase fluency, comprehension, and insight through a meaningful and comprehensive literacy program by:</p> <ol style="list-style-type: none"> a. reading self-selected literature and other materials of individual interest. b. reading literature and other materials selected by the teacher. c. discussing literature in teacher-student conferences and small group discussions. d. taking an active role in whole class discussions. e. discussing and analyzing the effects on texts of such literacy devices as figurative language, dialogue, flashback and sarcasm. f. interpreting text by explaining elements such as plot, theme, point of view, characterization, mood, and style. g. investigating examples of distortion and stereotypes. h. recognizing underlying messages in order to identify theme(s) within and across works. i. extending understanding by creating products for different purposes, different audiences and within various contexts. j. exploring relationships between and among characters, ideas, concepts and/or experiences. 	<p>Student Edition: 313, 323-326, 331-332, 333, 334, 340-350, 354-355, 357, 360-367, 368-375, 376-382, 390, 392-393, 397, 398, 399, 400-401, 403, 405, 417, 426-427, 434, 447, 450, 455, 456, 458, 459, 481, 484, 489-493, 498-500, 505, 507-508, 511</p>
<p>CI 2 The student will study the characteristics of literary genres (fiction, nonfiction, drama, and poetry) through:</p> <ol style="list-style-type: none"> a. reading a variety of text (e.g. novels, autobiographies, myths, essays, magazines, plays, pattern poems, blank verse). b. interpreting what impact genre-specific characteristics have on the meaning of the work. c. exploring how the author's choice and use of genre shapes the meaning of the literary work. d. exploring what impact literary elements have on the meaning of text such as the influence of setting or the problem and its resolution. e. identifying and analyzing text structures (descriptive, sequence, cause and effect, compare and contrast, and problem-solution). f. identifying and analyzing text features (e.g. layout, captions, headings). 	<p>Student Edition: 49, 192, 196, 216, 270, 274-291, 383-388, 390-405, 447-468, 503-511, 552-553</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	Reader's Handbook Grade 6 © 2002
<p>CI 1 The student will demonstrate an understanding of conventional written and spoken expression by:</p> <ol style="list-style-type: none"> a. using a variety of sentence types correctly, punctuating them properly, and avoiding fragments and run-ons. b. using appropriate subject-verb agreement and verb tense that are appropriate for the meaning of the sentence. c. demonstrating the different roles of the parts of speech in sentence construction. d. using pronouns correctly, including clear antecedents and correct case. e. using phrases and clauses correctly (e.g., prepositional phrases, appositives, dependent and independent clauses). 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. g. extending vocabulary knowledge by learning and using new words. h. exploring the role and use of dialects and of standard English to appreciate appropriate usage in different contexts. i. developing an awareness of language conventions and usage during oral presentations. 	<p>Student Edition: 608-630, 631-639, 685-692</p>
<p>CI 2 The student will identify and edit errors in spoken and written English by:</p> <ol style="list-style-type: none"> a. reviewing and using common spelling rules, applying common spelling patterns, and developing and mastering an individualized list of words that are commonly misspelled. b. applying proofreading symbols for editing. c. producing final drafts that demonstrate accurate spelling and the correct use of punctuation and capitalization. d. developing an awareness of errors in everyday speech. 	<p>Student Edition: Opportunity exists 642-643, 654-655, 664-665</p>



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Sioux City, Iowa Language Arts Standards and Benchmarks
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	Reader's Handbook Grade 7 © 2002
CI 1 The student will narrate (write or tell) an expressive account (fictional or nonfictional) which: <ul style="list-style-type: none"> a. demonstrates a coherent organizing structure appropriate to purpose, audience, and context. b. engages the reader/listener through personal perspectives. c. establishes the significance of events. 	Student Edition: "Opportunity exists" 28-29, 274, 275, 278, 280, 281, 282, 286, 287, 294-339
CI 2 The student will respond to expressive materials that are read, heard, and/or viewed by: <ul style="list-style-type: none"> a. monitoring comprehension and applying fix-up strategies. b. visualizing. c. making connections text-to-text, text-to-self and text-to-world. d. making inferences during and after. e. determining the main idea and/or significance of events. f. making and adjusting predictions. g. synthesizing information within and across text and other media. h. asking questions of themselves, the authors they encounter, and the information they process. 	Student Edition: 26-27, 40, 41, 42, 50-54, 284-285, 391 "Opportunity exists" 172-187, 188-203, 204-217, 218-233, 234-246, 247-255, 256-264, 265-272, 294-214, 315-339, 514-526

Sioux City Benchmarks	Reader's Handbook Grade 7 © 2002
<p>CI 3 The student will interact appropriately in group settings by:</p> <ol style="list-style-type: none"> a. responding to comments and questions. b. offering personal opinions confidently without dominating. c. giving valid reasons that support opinions. d. requesting and respecting another person's opinion. 	<p>Student Edition: "Opportunity exists" 183-187, 200-203, 214-217, 230-233, 243-246, 254-255, 263-264, 310-314, 335-339, 419-421, 485-488</p>
<p>CI 4 The student will reflect on learning experiences by:</p> <ol style="list-style-type: none"> a. analyzing learning growth and changes in personal perspective. b. interpreting how personal circumstances and background shape interaction with text. c. generating a learning log or journal. d. maintaining an annotated list of works read/viewed. 	<p>Student Edition: 35-36, 669, 671</p>

Concept 2:

Informative Communication

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

Sioux City Benchmarks	Reader's Handbook Grade 7 © 2002
<p>CI 1 The student will respond to informative materials that are read, heard, and/or viewed by:</p> <ol style="list-style-type: none"> a. monitoring comprehension and applying fix-up strategies. b. making connections text-to-text, text-to-self and text-to-world. a. making inferences during and after. b. determining the importance and accuracy of information. c. making and adjusting predictions. d. restating and summarizing information. e. synthesizing information within and across text and other media. f. asking questions of themselves, the authors they encounter, and the information they process. g. comparing and/or contrasting information. 	<p>Student Edition: 132-142, 1431-54, 247-255, 256-264, 265-272, 274, 275, 278, 280, 281, 282, 287, 291, 533, 534, 549-561</p> <p>"Opportunity exists" 66-83, 84-99, 100-116, 117-131, 218-233, 234-246, 514-526, 538-547</p>

Sioux City Benchmarks	Reader's Handbook Grade 7 © 2002
<p>CI 2 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> <ol style="list-style-type: none"> a. identifying and using appropriate primary and secondary sources. b. comparing, contrasting, and evaluating information from different sources about the same topic. c. evaluating information for insignificant details, inconsistencies, relevant facts, and organization. 	<p>Student Edition: 66-83, 84-99, 100-116, 117-131, 132-142, 143-154, 218-233, 234-246, 247-255, 256-264, 265-272, 274, 275, 278, 280, 281, 282, 287, 291, 514-526, 533, 534, 538-547, 549-561,</p>

Concept 3

Persuasive Communication

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

Sioux City Benchmarks	Reader's Handbook Grade 7 © 2002
<p>CI 1 The student will explore and analyze persuasive works that are read, heard and/or viewed by:</p> <ol style="list-style-type: none"> a. monitoring comprehension and applying fix-up strategies. b. making connections text-to-text, text-to-self and text-to-world. c. making inferences. d. determining the importance and accuracy of information. e. synthesizing information within and across text and other media. f. comparing and/or contrasting information. g. summarizing the author's purpose and stance. h. distinguishing between fact and opinion. i. identifying the arguments and positions stated or implied and the evidence used to support them. j. recognizing bias, emotional factors, and/or semantic slanting. k. examining the effectiveness of style, tone, and use of language. l. examining the importance and impact of establishing a position or point-of-view. m. making connections between works, self and related topics. n. questioning and responding to public documents (such as, but not limited to, editorials, reviews, local/state/national policies/issues). 	<p>Student Edition: "Opportunity exists" 172-187, 188-203, 204-217, 218-233, 234-246, 247-255, 256-264, 265-272, 274, 275, 278, 280, 281, 282, 287, 291</p>

Sioux City Benchmarks	Reader's Handbook Grade 7 © 2002
<p>CI 2 The student will explore and analyze the problem-solution process by:</p> <ol style="list-style-type: none"> studying problems and solutions within various texts and situations. utilizing the problem-solution process within various contexts/situations. constructing essays/presentations that respond to a given problem by proposing a solution that includes relevant details. recognizing and/or creating an organizing structure appropriate to purpose, audience, and context. 	<p>Student Edition: 40-42, 286 “Opportunity exists” 66-83, 84-99, 100-116, 117-131, 172-187, 188-203, 204-217, 218-233, 234-246, 247-255, 256-264, 265-272</p>
<p>CI 3 The student will study and create arguments that persuade by:</p> <ol style="list-style-type: none"> understanding the importance of establishing a firm judgment. justifying the judgment with logical, relevant reasons, clear examples, and supporting details. creating an organizing structure appropriate to purpose, audience, and context. 	<p>Student Edition: 247-255, 274, 275, 277, 278, 279, 280, 21, 284-285, 286, 287, 289-290, 291 “Opportunity exists” 172-187, 188-203, 204-217, 218-233, 234-246, 256-264, 265-272</p>

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	Reader's Handbook Grade 7 © 2002
<p>CI 1 The student will analyze the purpose of the author or creator by:</p> <ol style="list-style-type: none"> monitoring comprehension. examining and evaluating any bias, apparent or hidden messages, emotional factors, and/or propaganda techniques. understanding the effects of author's craft on the reader/viewer/listener. 	<p>Student Edition: 280, 287-288, 391</p>
<p>CI 2 The student will analyze, develop, and apply (with assistance) appropriate criteria to evaluate the quality of the communication by:</p> <ol style="list-style-type: none"> using knowledge of language structure and literary or media techniques. drawing conclusions based on relevant evidence, reasons, and information. considering the impact of those conclusions. 	<p>Student Edition: 42, 183-187, 200-203, 214-217, 230-233, 243-246, 254-255, 263-264, 271-272</p>

Sioux City Benchmarks	Reader's Handbook Grade 7 © 2002
<p>CI 3 The student will recognize and develop the stance of a critic by:</p> <ul style="list-style-type: none"> a. considering and presenting alternative points of view or reasons. b. creating a critical response/review of a work/topic. 	<p>Student Edition: “Opportunity exists” 42, 183-187, 200-203, 214-217, 230-233, 243-246, 254-255, 263-264, 271-272</p>

Concept 5

Literary Genre

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

Sioux City Benchmarks	Reader's Handbook Grade 7 © 2002
<p>CI 1 The student will increase fluency, comprehension, and insight through a meaningful and comprehensive literacy program by:</p> <ul style="list-style-type: none"> a. reading self-selected literature and other materials of individual interest. b. reading literature and other materials selected by the teacher. c. assuming an active role in teacher-student conferences. d. engaging in small group discussions. e. taking an active role in whole class discussions. f. analyzing the effects on texts of such literary devices as figurative language, dialogue, flashback, allusion and irony. g. analyzing examples of distortion and stereotypes. h. analyzing the effects of such elements as plot, theme, point of view, characterization, mood, and style. i. analyzing themes and central ideas in literature and other texts in relation to personal issues/experiences. j. extending understanding by creating products for different purposes, different audiences and within various contexts. k. analyzing the connections of relationships between and among characters, ideas, concepts, and/or experiences. 	<p>Student Edition: 172-187, 188-203, 204-217, 218-233, 234-246, 294-314, 315-339, 391, 392, 398-399, 400-401, 403, 404, 405, 448, 450, 456, 459, 472-488, 504, 507-508, 514-526</p>

Sioux City Benchmarks	Reader's Handbook Grade 7 © 2002
<p>CI 2 The student will study the characteristics of literary genres (fiction, nonfiction, drama, and poetry) through:</p> <ol style="list-style-type: none"> a. reading a variety of text (e.g. mysteries, novels, science fiction, historical documents, newspapers, skits, lyric poems). b. analyzing what genre-specific characteristics have on the meaning of the work. c. analyzing how the author's choice and use of a genre shapes the meaning of the literary work. 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. e. identifying and analyzing text structures (descriptive, sequence, cause and effect, compare and contrast, and problem-solution). f. identifying and analyzing text features (e.g. layout, captions, headings). 	<p>Student Edition: 172-187, 188-203, 204-217, 218-233, 234-246, 275, 278, 286, 294-314, 315-339, 391, 396, 402, 472-488, 514-526</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	Reader's Handbook Grade 7 © 2002
<p>CI 1 The student will model an understanding of conventional written and spoken expression by:</p> <ol style="list-style-type: none"> a. using a variety of sentences correctly, punctuating them properly, and avoiding fragments and run-ons. b. using subject-verb agreement and verb tense that are appropriate for the meaning of the sentence. c. applying the parts of speech to clarify language usage. d. using pronouns correctly, including clear antecedents and correct case. e. using phrases and clauses correctly, including proper punctuation (e.g. prepositional phrases, appositives, dependent and independent clauses). 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. g. extending vocabulary knowledge by learning and using new words. h. determining when and where dialects and standard/nonstandard English usage are appropriate. i. applying language conventions and usage during oral presentations. j. choosing language that is precise, engaging, and well suited to topic and audience. k. experiment with figurative language and speech patterns. 	<p>Student Edition: 608, 609-612, 624-625, 626-629, 630, 685-692</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	Reader's Handbook Grade 8 © 2002
CI 1 The student will narrate a personal account which: <ul style="list-style-type: none"> e. creates a coherent organizing structure appropriate to purpose, audience, and context. f. establishes a point of view and narrows focus. g. uses remembered feelings. h. selects details that best develop the topic. i. connects self to society. 	Student Edition: "Opportunity Exists" 28-29, 274, 275, 278, 280, 281, 282, 287, 291, 294-339
CI 2 The student will analyze expressive materials that are read, heard, and/or viewed by: <ul style="list-style-type: none"> a. monitoring comprehension and applying fix-up strategies. b. visualizing. c. making connections text-to-text, text-to-self and text-to-world. d. making inferences during and after. e. determining the main idea and/or significance of events. f. making and adjusting predictions. g. synthesizing information within and across text and other media. h. asking questions of themselves, the authors they encounter, and the information they process. 	Student Edition: 26-27, 40, 41, 42, 50-54, 284-285, 391 "Opportunity Exists" 172-187, 188-203, 204-217, 218-233, 234-246, 247-255, 256-264, 265-272, 294-314, 315-339, 514-526

Sioux City Benchmarks	Reader's Handbook Grade 8 © 2002
CI 3 The student will interact appropriately in group settings by: <ol style="list-style-type: none"> a. sharing personal reactions to questions raised. b. giving reasons and citing examples from text in support of expressed opinions. c. clarifying, illustrating, or expanding on a response. 	Student Edition: "Opportunity Exists" 183-187, 200-203, 24-217, 230-233, 243-246, 254-255, 263-264, 310-314, 335-339, 419-421, 485-488
CI 4 The student will reflect on learning experiences by: <ol style="list-style-type: none"> a. evaluating how personal perspectives are influenced by society, cultural differences, and historical issues. b. evaluating personal circumstances and background that shape interaction with text. c. generating a learning log or journal. d. maintaining an annotated list of works read/viewed. 	Student Edition: 35-36, 669, 671

Concept 2:

Informative Communication

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

Sioux City Benchmarks	Reader's Handbook Grade 8 © 2002
CI 1 The student will analyze and evaluate informational materials that are read, heard, and/or viewed by: <ol style="list-style-type: none"> a. monitoring comprehension and applying fix-up strategies. b. making connections text-to-text, text-to-self and text-to-world. c. making inferences during and after. d. determining the importance and accuracy of information. e. making and adjusting predictions. f. restating and summarizing information. g. synthesizing information within and across text and other media. h. asking questions of themselves, the authors they encounter, and the information they process. i. comparing and/or contrasting information. 	Student Edition: 132-142, 143-154, 247-255, 256-264, 265-272, 274, 275, 278, 280, 281, 282, 291, 533, 534, 549-561 "Opportunity Exists" 66-83, 84-99, 100-116, 117-131, 218-233, 234-246, 514-526, 538-547

Concept 3

Persuasive Communication

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

Sioux City Benchmarks	Reader's Handbook Grade 8 © 2002
<p>CI 1 The student will explore and evaluate persuasive works that are read, heard and/or viewed by:</p> <ul style="list-style-type: none">a. identifying the social context of the argument.b. comparing the argument and counter-argument presented.c. responding to public documents (such as, but not limited to, editorials, reviews, local/state/national policies/issues including those with a historical context).d. monitoring comprehension and applying fix-up strategies.e. making connections text-to-text, text-to-self and text-to-world.f. making inferences.g. determining the importance and accuracy of information.h. synthesizing information within and across text and other media.i. comparing and/or contrasting information.j. summarizing the author's purpose and stance.k. distinguishing between fact and opinion.l. identifying the arguments and positions stated or implied and the evidence used to support them.<ul style="list-style-type: none">a. recognizing bias, emotional factors, and/or semantic slanting.b. examining the effectiveness of style, tone, and use of language.c. examining the importance and impact of establishing a position or point-of-view.d. making connections between works, self and related topics.	<p>Student Edition: 218-233, 234-246, 247-255, 256-264, 265-272, 274, 275, 278, 280, 281, 282, 287, 291 "Opportunity Exists" 172-187, 188-203, 204-217</p>

Sioux City Benchmarks	Reader's Handbook Grade 8 © 2002
<p>CI 2 The student will continue to explore and analyze the use of the problem-solution process by:</p> <ol style="list-style-type: none"> evaluating problems and solutions within various texts and situations. utilizing the problem-solution process within various contexts/situations. constructing essays/presentations that respond to a given problem by proposing a solution that includes relevant details. recognizing and/or creating an organizing structure appropriate to purpose, audience, and context. 	<p>Student Edition: 40-42, 286 “Opportunity Exists” 66-83, 84-99, 100-116, 117-131, 172-187, 188-203, 204-217, 218-233, 234-246, 247-255, 256-264, 265-272</p>
<p>CI 3 The student will evaluate and create arguments that persuade by:</p> <ol style="list-style-type: none"> understanding the importance of the engagement of audience by establishing a context, creating a persona, and otherwise developing interest. noting and/or developing a controlling idea that makes a clear and knowledgeable judgment. arranging details, reasons, and examples effectively and persuasively. anticipating and addressing reader/listener concerns and counterarguments. recognizing and/or creating an organizing structure appropriate to purpose, audience, and context. 	<p>Student Edition: 247-255, 274, 275, 277, 278, 279, 280, 281, 284-285, 286, 287, 289-290, 291 “Opportunity Exists” 172-187, 188-203, 204-217, 218-233, 234-246, 256-264, 265-272</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	Reader's Handbook Grade 8 © 2002
<p>CI 1 The student will analyze the purpose of the author or creator and the impact of that purpose by:</p> <ol style="list-style-type: none"> monitoring comprehension. evaluating any bias, apparent or hidden messages, emotional factors, and/or propaganda techniques. evaluating the effects of author's craft on the reader/viewer/listener. 	<p>Student Edition: 280, 287-288, 391</p>

Sioux City Benchmarks	Reader's Handbook Grade 8 © 2002
<p>CI 2 The student will analyze, develop, and apply (with assistance) appropriate criteria to evaluate the quality of the communication by:</p> <ol style="list-style-type: none"> a. using knowledge of language structure and literary or media techniques. a. drawing conclusions based on relevant evidence, reasons, and information. b. considering the impact of those conclusions. 	<p>Student Edition: 42, 183-187, 200-203, 214-217, 230-233, 243-246, 254-255, 263-264, 271-272</p>
<p>CI 3 The student will develop and defend the stance of a critic by:</p> <ol style="list-style-type: none"> a. considering alternative points of view or reasons. b. constructing a critical response/review of a work/topic. 	<p>Student Edition: 42, 183-187, 200-203, 214-217, 230-233, 243-246, 254-255, 263-264, 271-272</p>

Concept 5

Literary Genre

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

Sioux City Benchmarks	Reader's Handbook Grade 8 © 2002
<p>CI 1 The student will increase fluency, comprehension, and insight through a meaningful and comprehensive literacy program by:</p> <ol style="list-style-type: none"> a. reading self-selected literature and other materials of individual interest. b. reading literature and other materials selected by the teacher. c. assuming an active role in teacher-student reading conferences. d. leading small group discussions. e. taking an active role in whole class discussions. f. analyzing the effects on texts of such literary devices as figurative language, dialogue, flashback, allusion and irony. g. analyzing the effects of such elements as plot, theme, characterization, mood, style and tone. h. analyzing examples of distortion and stereotypes. i. discussing the effects of such literary devices as figurative language, dialogue, flashback, allusion, irony, and symbolism. j. analyzing and evaluating themes and central ideas in literature and other texts in relation to personal issues/experiences. k. extending understanding by creating products for different purposes, different audiences and within various contexts. 	<p>Student Edition: 172-187, 188-203, 204-217, 218-233, 234-246, 294-314, 315-339, 391, 392, 398-399, 400-401, 403, 404, 405, 448, 450,459, 472-488, 504, 507-508, 514-526</p>

Sioux City Benchmarks	Reader's Handbook Grade 8 © 2002
<p>(Continued)</p> <p>CI 1 The student will increase fluency, comprehension, and insight through a meaningful and comprehensive literacy program by:</p> <ol style="list-style-type: none"> <li data-bbox="331 289 740 411">1. analyzing and evaluating the relationships between and among characters, ideas, concepts, and/or experiences. 	<p>Student Edition: 172-187, 188-203, 204-217, 218-233, 234-246, 294-314, 315-339, 391, 392, 398-399, 400-401, 403, 404, 405, 448, 450,459, 472-488, 504, 507-508, 514-526</p>
<p>CI 2 The student will study the characteristics of literary genres (fiction, nonfiction, drama, and poetry) through:</p> <ol style="list-style-type: none"> <li data-bbox="331 537 792 625">a. reading a variety of text (e.g. young adult novels, short stories, biographies, plays, free verse, narrative poems). <li data-bbox="331 632 792 720">b. evaluating what impact genre specific characteristics have on the meaning of the text. <li data-bbox="331 726 792 814">c. evaluating how the author's choice and use of a genre shapes the meaning of the literary work. <li data-bbox="331 821 792 909">d. evaluating what impact literary elements have on the meaning of the text. <li data-bbox="331 915 792 1003">e. identifying and analyzing text structures (descriptive, sequence, cause and effect, compare and contrast, and problem-solution). <li data-bbox="331 1010 792 1098">f. identifying and analyzing text features (e.g. layout, captions, headings). 	<p>Student Edition: 172-187, 188-203, 204-217, 218-233, 234-246, 275, 278, 286, 294-314, 315-339, 391, 396, 402, 472-488, 514-526</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

B1.06 The student will apply conventions of grammar and language usage.

Sioux City Benchmarks	Reader's Handbook Grade 8 © 2002
<p>CI 1 The student will model an understanding of conventional written and spoken expression by:</p> <ul style="list-style-type: none"> a. using a variety of sentence types, punctuating them properly, and avoiding fragments and run-ons. b. using subject-verb agreement and verb tense that are appropriate for the meaning of the sentence. c. applying the parts of speech to clarify language usage. d. using pronouns correctly, including clear antecedents and correct case. e. using phrases and clauses correctly, including proper punctuation (e.g. prepositional phrases, appositives, dependent and independent clauses). 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. g. extending vocabulary knowledge by learning and using new words. h. evaluating the use and power of dialects in standard/nonstandard English usage. i. applying language conventions and usage during oral presentations. j. applying language that is precise, engaging, and well suited to topic and audience. k. using figurative language and speech patterns. 	<p>Student Edition: 608, 609-612, 624-625, 626-629, 630, 685-692</p>



Reader's Handbook © 2003
correlated to
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	Reader's Handbook Grade 9 © 2003
CI 1 The student will create a narrative that elaborates upon a past episode from the student's current perspective which: <ol style="list-style-type: none"> a. uses a coherent organizing structure appropriate to purpose, audience, and context. b. tells a story or establishes the significance of an event or events. c. uses past feelings and specific details. d. uses a range of appropriate strategies (e.g., dialogue, suspense, gestures, expressions). 	Student Edition: Opportunity exists 38, 40, 59, 154, 156, 160, 169, 173, 194, 200, 211, 216-221, 268, 278-280, 355-357, 389, 448, 472-476, 503, 666-673
CI 2 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: <ol style="list-style-type: none"> a. the student's personal reaction to the anchor text and independent reading. b. personal and cultural influences. 	Student Edition: Opportunity exists 155-167, 210-224, 504, 505

Sioux City Benchmarks	Reader's Handbook Grade 9 © 2003
<p>CI 3 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> <ol style="list-style-type: none"> monitoring the adequacy of understanding and repairing faulty comprehension. making connections text-to-text, text-to-self and text-to-world. asking questions of themselves, the authors they encounter, and the information they process. making inferences during and after reading. distinguishing important from less important ideas in the text. synthesizing information within and across text and other media. 	<p>Student Edition: Opportunity exists 126, 155-167, 172, 179, 210-224, 504, 505, 609, 724-725, 732-733</p>

Concept 2:

Informative Communication

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

Sioux City Benchmarks	Reader's Handbook Grade 9 © 2003
<p>CI 1 The student will provide explanations by:</p> <ol style="list-style-type: none"> clearly stating the subject to be defined. classifying the terms and identifying distinguishing characteristics. organizing ideas and details effectively. using description, comparison, figurative language, and other appropriate strategies purposefully to elaborate ideas demonstrating a clear sense of audience and purpose. 	<p>Student Edition: Opportunity exists 38, 40, 48, 60, 65, 126, 156, 160, 169, 173, 181-182, 186-187, 194, 200, 211, 216-221, 244, 285-286, 289, 294, 307, 361, 362, 363, 365, 404, 429, 433, 436, 440, 448</p>
<p>CI 2 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"> deciding upon and using appropriate methods such as interviews with experts, observations, finding print and non-print sources, and using interactive technology or media. prioritizing and organizing the information. incorporating effective media and technology to inform or explain. reporting (in written and/or presentational form) the research in an appropriate form for a specified audience. identifying appropriate research skills (such as paraphrasing, summarizing, and citing sources). 	<p>Student Edition: 126, 165-166, 172, 190-191, 691-712, 722-723, 724-725, 730-731</p>

Sioux City Benchmarks	Reader's Handbook Grade 9 © 2003
<p>CI 3 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"> monitoring the adequacy of understanding and repairing faulty comprehension. making connections text-to-text, text-to-self and text-to-world. asking questions of themselves, the authors they encounter, and the information they process. making inferences during and after reading. distinguishing important from less important ideas in the text. synthesizing information within and across text and other media. 	<p>Student Edition: Opportunity exists 126, 155-167, 172, 179, 210-224, 504, 505, 609, 724-725, 732-733</p>

Concept 3

Persuasive Communication

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

Sioux City Benchmarks	Reader's Handbook Grade 9 © 2003
<p>CI 1 The student will study persuasion by:</p> <ol style="list-style-type: none"> examining relevant reasons and evidence. noting the progression of ideas that substantiate the proposal. analyzing style, tone, and use of language for a particular effect. identifying and analyzing personal, social, historical, or cultural influences contexts, or biases. identifying and analyzing persuasive strategies. 	<p>Student Edition: 59, 168-180, 225-234</p>
<p>CI 2 The student will express an informed opinion that:</p> <ol style="list-style-type: none"> states clearly a personal view. is logical and coherent. engages the reader's interest or curiosity. 	<p>Student Edition: Opportunity exists 59, 168-180, 225-234</p>
<p>CI 3 The student will support that informed opinion by:</p> <ol style="list-style-type: none"> providing relevant and convincing reasons. using various types of evidence, such as experience or facts. using appropriate and effective language, reasons, and organizational structure for the audience and purpose. demonstrating awareness of the possible questions, concerns, or counterarguments of the audience. 	<p>Student Edition: Opportunity exists 59, 156, 160, 165-166, 168-180, 225-234, 692-693, 724-725</p>

Sioux City Benchmarks	Reader's Handbook Grade 9 © 2003
<p>CI 4 The student will demonstrate the ability to read, to listen, and to view a variety of increasingly complex persuasive print and other media appropriate to the student's instructional level by:</p> <ol style="list-style-type: none"> a. monitoring the adequacy of understanding and repairing faulty comprehension. b. making connections text-to-text, text-to-self and text-to-world. c. asking questions of themselves, the authors they encounter, and the information they process. d. making inferences during and after reading. e. distinguishing important from less important ideas in the text. f. synthesizing information within and across text and other media. 	<p>Student Edition: Opportunity exists 46, 59, 126, 156, 160, 165-166, 168-180, 202, 214, 221, 225-234, 692-693, 724-725, 732-733</p>

Concept 4

Critical Communication

B1.04 The student will critique communication.

Sioux City Benchmarks	Reader's Handbook Grade 9 © 2003
<p>CI 1 The student will evaluate the effectiveness of critiquing oral, written, and visual communication by:</p> <ol style="list-style-type: none"> a. examining and comparing the use of strategies in a presentation/product. b. applying a set of predetermined standards (such as rubrics). c. creating an additional set of standards and applying them to the presentation/product. 	<p>Student Edition: Opportunity exists 30-32, 33-35, 41-42</p>

Concept 5

Literary Genre

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

Sioux City Benchmarks	Reader's Handbook Grade 9 © 2003
<p>CI 1 The student will read and analyze various literary works by:</p> <ul style="list-style-type: none">a. using effective reading strategies for preparation, engagement, reflection.b. recognizing and analyzing the characteristics of literary genres.c. interpreting literary devices.d. understanding the importance of tone, mood.e. determining a character's traits from his/her actions, speech, appearance, or what others say about him or her.f. making thematic connections among literary texts and media and contemporary issues.g. identifying and analyzing organizational structures (cause effect, problem solution, compare contrast, description, sequence).h. Identifying and analyzing organizational features (e.g. layout, headings, captions)i. identifying and analyzing personal, social, historical or cultural influences, contexts, or biases.j. analyzing and evaluating the effects of author's craft and style.k. providing textual evidence to support understanding of and reader's response to text.	<p>Student Edition: 38-43, 46-48, 60, 65, 66, 159, 162, 199-200, 251, 285-286, 296-298, 307, 325-329, 332-344, 355-357, 359-365, 368-369, 385, 392-397, 410, 424, 472-473, 480-481, 585, 714-715, 716-717, 720-721, 726-727, 732-734, 740, 751</p>
<p>CI 2 The student will demonstrate increasing comprehension and ability to respond personally to texts by:</p> <ul style="list-style-type: none">a. selecting and exploring a wide range of genresb. documenting the reading of student-chosen works	<p>Student Edition: 41-42, 714-715, 716-717, 718-719, 720-721, 724-725, 726-727, 730-731, 732-733, 736-737 Opportunity exists 152-263, 264-385, 386-443, 444-509, 568-595</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	Reader's Handbook Grade 9 © 2003
<p>CI 1 The student will demonstrate an understanding of conventional written and spoken expression that:</p> <ol style="list-style-type: none"> a. uses varying sentence structures (e.g., simple, compound, complex, compound-complex) purposefully, correctly, and for specific effect. b. selects verb tense to show an appropriate sense of time. c. applies parts of speech to clarify and edit language. d. addresses clarity and style using such strategies as variety and details; appropriate and exact words; and conciseness. e. analyzes the place and role of dialects and standard/nonstandard English. f. uses vocabulary strategies such as Greek and Latin derivatives, roots and affixes, word maps, and context clues to discern the meanings of words. g. using correct form/format for essays. 	<p>Student Edition: 666-676, 677-684, 742, 743, 758-765</p>
<p>CI 2 The student will discern and correct errors in spoken and written English by:</p> <ol style="list-style-type: none"> a. avoiding fragments, run-ons, and comma splices. b. selecting correct subject-verb agreement, consistent verb tense, and appropriate verbs. c. using and placing modifiers correctly. d. editing for spelling and mechanics (punctuation and capitalization). 	<p>Student Edition: Opportunity exists 617-623, 624-631</p>

