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correlated to

Sioux City, Iowa

Language Arts Standards and

Benchmarks

Grades 6-12



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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	Write Source Grade 6 © 2005
<p>CI 1 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"> 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>Teacher's Edition: 70a-b, 71-74, 75-82, 93-96, 97-100, 101-134, 135-142, 155, 156a-b, 157-160, 161-198, 217</p>
<p>CI 2 The student will explore expressive materials that are read, heard, and/or viewed by:</p> <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. 	<p>Teacher's Edition: Opportunity Exists 70a-b, 71-74, 75-82, 93-96, 97-100, 101-134, 135-142, 155, 156a-b, 157-160, 161-198, 217</p>

Sioux City Benchmarks	Write Source Grade 6 © 2005
CI 3 The student will interact appropriately in group settings by: <ol 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. 	Teacher's Edition: 417-422
CI 4 The student will reflect on learning experiences by: <ol 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. 	Teacher's Edition: 431-443 Opportunity Exists 70a-b, 71-74, 75-82, 92a-b, 93-96, 97-134, 135-142

Concept 2:

Informative Communication

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

Sioux City Benchmarks	Write Source Grade 6 © 2005
CI 1 The student will explore informational materials that are read, heard, and/or viewed by: <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. 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. 	Teacher's Edition: 83-91, 143-154, 205-216, 267-280, 363-376
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: <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. 	Teacher's Edition: 363-376, 388

Concept 3

Persuasive Communication

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

Sioux City Benchmarks	Write Source Grade 6 © 2005
<p>CI 1 The student will explore persuasive works that are read, heard, and/or viewed by:</p> <ol style="list-style-type: none">monitoring comprehension and applying <i>fix-up strategies</i>.making connections text-to-text, text-to-self and text-to-world.making inferences during and after.determining the importance and accuracy of information.synthesizing information within and across text and other media.questioning and responding to public documents (such as, but not limited to, editorials and school and community issues).comparing and/or contrasting information.summarizing the author's purpose and stance.distinguishing between fact and opinion.	<p>Teacher's Edition: 218a-b, 219-222, 223-260, 261-266, 268-269, 270-271, 272-273, 274-275, 278-280, 281</p>
<p>CI 2 The student will explore the problem solution process by:</p> <ol style="list-style-type: none">studying examples (in literature and other text) that present obvious problems and clear solutions, with stated reasons supporting the solutions.preparing individual and/or group essays and presentations that focus on the diagnosis of a problem and possible solutions.	<p>Teacher's Edition: Opportunity Exists 157-160, 161-198, 200-204, 206-207, 208-209, 210-211, 212-213</p>
<p>CI 3 The student will study arguments that persuade by:</p> <ol style="list-style-type: none">exploring examples that demonstrate sound judgments, audience awareness, clear idea/theme, and the use of relevant and coherent reasons for support.preparing individual and/or group essays and presentations that use persuasive techniques.	<p>Teacher's Edition: Opportunity Exists 218a-b, 219-222, 223-260, 261-266, 268-269, 270-271, 272-273, 274-275, 278-280, 281</p>

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	Write Source Grade 6 © 2005
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. 	Teacher's Edition: 283-286, 287-322, 330-331, 332-333, 336-341 Opportunity Exists 323-328
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. 	Teacher's Edition: Opportunity Exists 283-286, 287-322, 323-328, 330-331, 332-333, 336-341
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. 	Teacher's Edition: Opportunity Exists 283-286, 287-322, 323-328

Concept 5

Literary Genre

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

Sioux City Benchmarks	Write Source Grade 6 © 2005
CI 1 The student will increase fluency, comprehension, and insight through a meaningful and comprehensive literacy program by: <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. 	Teacher's Edition: 283-286, 287-322, 323-328, 330-331, 332-333, 336-341, 417-422

Sioux City Benchmarks	Write Source Grade 6 © 2005
(continued) CI 1 The student will increase fluency, comprehension, and insight through a meaningful and comprehensive literacy program by: <ul style="list-style-type: none"> 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. 	Teacher's Edition: 283-286, 287-322, 323-328, 330-331, 332-333, 336-341, 417-422
CI 2 The student will study the characteristics of literary genres (fiction, nonfiction, drama, and poetry) through: <ul 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). 	Teacher's Edition: Opportunity Exists 283-286, 287-322, 323-328, 336-341, 344-345, 350-352, 354, 358-359, 360-361

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	Write Source Grade 6 © 2005
CI 1 The student will demonstrate an understanding of conventional written and spoken expression by: <ul 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. 	Teacher's Edition: 22-23, 44, 82, 125-131, 132, 189-191, 251-254, 313-316, 349, 357, 403-404, 470-473, 474-478, 480-485, 486-489, 490-493, 494-495, 496-498, 500-507, 508, 512-514, 515-518, 519-520, 521-522, 558, 560, 564-568, 570-571

Sioux City Benchmarks	Write Source Grade 6 © 2005
<p>(continued)</p> <p>CI 1 The student will demonstrate an understanding of conventional written and spoken expression by:</p> <ul style="list-style-type: none"> 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>Teacher's Edition: 22-23, 44, 82, 125-131, 132, 189-191, 251-254, 313-316, 349, 357, 403-404, 470-473, 474-478, 480-485, 486-489, 490-493, 494-495, 496-498, 500-507, 508, 512-514, 515-518, 519-520, 521-522, 558, 560, 564-568, 570-571</p>
<p>CI 2 The student will identify and edit errors in spoken and written English by:</p> <ul 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>Teacher's Edition: 22-23, 44, 82, 125-131, 132, 189-191, 251-254, 313-316, 349, 357, 403-404, 558, 579-615, 618-644</p>



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correlated to

**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	Write Source Grade 7 © 2005
<p>CI 1 The student will narrate (write or tell) an expressive account (fictional or nonfictional) which:</p> <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. 	<p>Student Edition: 4a-b, 5-10, 11-28, 33-44, 57-64, 92a-b, 93-155, 156a-b, 157-217, 417-429, 470-473, 474-479, 480-485, 486-489, 490-493, 494-495, 496-498, 500-510, 511-522, 530-541</p>
<p>CI 2 The student will respond to expressive materials that are read, heard, and/or viewed by:</p> <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. 	<p>Student Edition: “Opportunity Exists” 92a-b, 93-155, 156a-b, 157-217, 417-429</p>

Sioux City Benchmarks	Write Source Grade 7 © 2005
CI 3 The student will interact appropriately in group settings by: <ul 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. 	Student Edition: 417-422, 423-429
CI 4 The student will reflect on learning experiences by: <ul 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. 	Student Edition: 65-69, 70a-b, 71-82, 431-439

Concept 2:

Informative Communication

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

Sioux City Benchmarks	Write Source Grade 7 © 2005
CI 1 The student will respond to informative materials that are read, heard, and/or viewed by: <ul 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. 	Student Edition: 363-376, 377-380, 381-410, 417-422, 431-439, 441-448

Sioux City Benchmarks	Write Source Grade 7 © 2005
<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: 363-376, 377-380, 381-410, 411-415, 417-422, 431-439, 441-448</p>

Concept 3

Persuasive Communication

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

Sioux City Benchmarks	Write Source Grade 7 © 2005
<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” 218a-b, 219-222, 223-260, 261-266</p>

Sioux City Benchmarks	Write Source Grade 7 © 2005
<p>CI 2 The student will explore and analyze the problem-solution process by:</p> <ol style="list-style-type: none"> a. studying problems and solutions within various texts and situations. b. utilizing the problem-solution process within various contexts/situations. c. constructing essays/presentations that respond to a given problem by proposing a solution that includes relevant details. d. recognizing and/or creating an organizing structure appropriate to purpose, audience, and context. 	<p>Student Edition: 156a-b, 157-160, 161-198, 199-204</p>
<p>CI 3 The student will study and create arguments that persuade by:</p> <ol style="list-style-type: none"> a. understanding the importance of establishing a firm judgment. b. justifying the judgment with logical, relevant reasons, clear examples, and supporting details. c. creating an organizing structure appropriate to purpose, audience, and context. 	<p>Student Edition: “Opportunity Exists” 218a-b, 219-222, 223-260, 261-266</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	Write Source Grade 7 © 2005
<p>CI 1 The student will analyze the purpose of the author or creator by:</p> <ol style="list-style-type: none"> a. monitoring comprehension. b. examining and evaluating any bias, apparent or hidden messages, emotional factors, and/or propaganda techniques. c. understanding the effects of author’s craft on the reader/viewer/listener. 	<p>Student Edition: 282a-b, 283-286, 287-322, 323-328</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"> a. using knowledge of language structure and literary or media techniques. b. drawing conclusions based on relevant evidence, reasons, and information. c. considering the impact of those conclusions. 	<p>Student Edition: “Opportunity Exists” 417-422, 431-439, 449-458, 556-557, 558-567</p>

Sioux City Benchmarks	Write Source Grade 7 © 2005
<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: 261-266 “Opportunity Exists” 218a-b, 219-222, 223-260, 267-281</p>

Concept 5

Literary Genre

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

Sioux City Benchmarks	Write Source Grade 7 © 2005
<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: “Opportunity Exists” 282a-b, 283-286, 287-322, 323-328</p>

Sioux City Benchmarks	Write Source Grade 7 © 2005
<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"> reading a variety of text (e.g. mysteries, novels, science fiction, historical documents, newspapers, skits, lyric poems). analyzing what genre-specific characteristics have on the meaning of the work. analyzing how the author’s choice and use of a genre shapes the meaning of the literary work. analyzing what impact literary elements have on the meaning of the text, such as the influence of setting on the problem and its resolution. identifying and analyzing text structures (descriptive, sequence, cause and effect, compare and contrast, and problem-solution). identifying and analyzing text features (e.g. layout, captions, headings). 	<p>Student Edition: “Opportunity Exists” 282a-b, 283-286, 287-322, 323-328</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	Write Source Grade 7 © 2005
<p>CI 1 The student will model an understanding of conventional written and spoken expression by:</p> <ol style="list-style-type: none"> using a variety of sentences correctly, punctuating them properly, and avoiding fragments and run-ons. using subject-verb agreement and verb tense that are appropriate for the meaning of the sentence. applying the parts of speech to clarify language usage. using pronouns correctly, including clear antecedents and correct case. using phrases and clauses correctly, including proper punctuation (e.g. prepositional phrases, appositives, dependent and independent clauses). 	<p>Student Edition: 470-498, 500-522, 558-569, 570-573, 579-617, 618-641, 702-749</p>

Sioux City Benchmarks	Write Source Grade 7 © 2005
<p>(continued)</p> <p>CI 1 The student will model an understanding of conventional written and spoken expression by:</p> <ul style="list-style-type: none"> 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: 470-498, 500-522, 558-569, 570-573, 579-617, 618-641, 702-749</p>
<p>CI 2 The student will continue to identify and edit errors in spoken and written English by:</p> <ul style="list-style-type: none"> a. using common spelling rules, applying common spelling patterns, and developing and mastering an individualized list of words that are commonly misspelled. b. mastering proofreading symbols for editing. c. producing final drafts/presentations that demonstrate accurate spelling and the correct use of punctuation, capitalization, and format. d. listening to and monitoring self to correct errors. 	<p>Student Edition: 579-617, 618-641, 642-651</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	Write Source Grade 8 © 2005
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” 70a-b, 71-74, 75-82, 423-429
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: “Opportunity Exists” 92a-b, 93-96, 97-134, 135-142, 156a-b, 157-160, 161-198, 199-204

Sioux City Benchmarks	Write Source Grade 8 © 2005
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: 417-422, 423-429
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: 65-69, 70a-b, 71-82, 431-439

Concept 2:

Informative Communication

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

Sioux City Benchmarks	Write Source Grade 8 © 2005
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: 363-374, 375-378, 379-410, 417-422, 431-439, 441-448

Sioux City Benchmarks	Write Source Grade 8 © 2005
<p>CI 2 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> <ol style="list-style-type: none"> a. determining purpose, audience, and context. b. understanding the focus. c. recognizing and/or choosing a relevant topic. d. recognizing and/or selecting presentational format (e.g., video, essay, interactive technology) appropriate to audience. e. evaluating information for insignificant details, inconsistencies, relevant facts, and organization. f. researching and organizing information to achieve purpose. g. using notes and/or memory aids to structure information. h. supporting ideas with examples, definitions, analogies, and direct references to primary and secondary sources. i. noting and/or citing sources used. j. recognizing the use of and/or employing graphics such as charts, diagrams, and graphs to enhance the communication of information. 	<p>Student Edition: 363-374, 375-378, 379-410, 411-415, 417-422, 431-439, 441-448</p>

Concept 3

Persuasive Communication

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

Sioux City Benchmarks	Write Source Grade 8 © 2005
<p>CI 1 The student will explore and evaluate persuasive works that are read, heard and/or viewed by:</p> <ol 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. 	<p>Student Edition: “Opportunity Exists” 218a-b, 219-222, 223-260, 261-266</p>

Sioux City Benchmarks	Write Source Grade 8 © 2005
<p>(continued)</p> <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"> 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. 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: “Opportunity Exists” 218a-b, 219-222, 223-260, 261-266</p>
<p>CI 2 The student will continue to explore and analyze the use of the problem-solution process by:</p> <ul style="list-style-type: none"> a. evaluating problems and solutions within various texts and situations. b. utilizing the problem-solution process within various contexts/situations. c. constructing essays/presentations that respond to a given problem by proposing a solution that includes relevant details. d. recognizing and/or creating an organizing structure appropriate to purpose, audience, and context. 	<p>Student Edition: 156a-b, 157-160, 161-198, 199-204</p>

Sioux City Benchmarks	Write Source Grade 8 © 2005
<p>CI 3 The student will evaluate and create arguments that persuade by:</p> <ol style="list-style-type: none"> a. understanding the importance of the engagement of audience by establishing a context, creating a persona, and otherwise developing interest. b. noting and/or developing a controlling idea that makes a clear and knowledgeable judgment. c. arranging details, reasons, and examples effectively and persuasively. d. anticipating and addressing reader/listener concerns and counterarguments. e. recognizing and/or creating an organizing structure appropriate to purpose, audience, and context. 	<p>Student Edition: 218a-b, 219-222, 223-260, 261-266</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	Write Source Grade 8 © 2005
<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"> a. monitoring comprehension. b. evaluating any bias, apparent or hidden messages, emotional factors, and/or propaganda techniques. c. evaluating the effects of author’s craft on the reader/viewer/listener. 	<p>Student Edition: “Opportunity Exists” 282a-b, 283-286, 287-322, 323-328</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"> a. using knowledge of language structure and literary or media techniques. b. drawing conclusions based on relevant evidence, reasons, and information. c. considering the impact of those conclusions. 	<p>Student Edition: “Opportunity Exists” 417-422, 431-439, 449-458, 556-557, 558-567</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: 261-266 “Opportunity Exists” 218a-b, 219-222, 223-260, 267-281</p>

Concept 5

Literary Genre

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

Sioux City Benchmarks	Write Source Grade 8 © 2005
<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 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.l. analyzing and evaluating the relationships between and among characters, ideas, concepts, and/or experiences.	<p>Student Edition: “Opportunity Exists” 282a-b, 283-286, 287-322, 323-328</p>

Sioux City Benchmarks	Write Source Grade 8 © 2005
<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"> reading a variety of text (e.g. young adult novels, short stories, biographies, plays, free verse, narrative poems). evaluating what impact genre specific characteristics have on the meaning of the text. evaluating how the author’s choice and use of a genre shapes the meaning of the literary work. evaluating what impact literary elements have on the meaning of the text. identifying and analyzing text structures (descriptive, sequence, cause and effect, compare and contrast, and problem-solution). identifying and analyzing text features (e.g. layout, captions, headings). 	<p>Student Edition: “Opportunity Exists” 282a-b, 283-286, 287-322, 323-328</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	Write Source Grade 8 © 2005
<p>CI 1 The student will model an understanding of conventional written and spoken expression by:</p> <ol style="list-style-type: none"> using a variety of sentence types, punctuating them properly, and avoiding fragments and run-ons. using subject-verb agreement and verb tense that are appropriate for the meaning of the sentence. applying the parts of speech to clarify language usage. using pronouns correctly, including clear antecedents and correct case. using phrases and clauses correctly, including proper punctuation (e.g. prepositional phrases, appositives, dependent and independent clauses). 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. 	<p>Student Edition: 472-498, 500-522, 558-569, 570-573, 579-617, 618-641, 702-749</p>

Sioux City Benchmarks	Write Source Grade 8 © 2005
<p>(continued)</p> <p>CI 1 The student will model an understanding of conventional written and spoken expression by:</p> <ul style="list-style-type: none"> f. extending vocabulary knowledge by learning and using new words. g. evaluating the use and power of dialects in standard/nonstandard English usage. h. applying language conventions and usage during oral presentations. i. applying language that is precise, engaging, and well suited to topic and audience. j. using figurative language and speech patterns. 	<p>Student Edition: 472-498, 500-522, 558-569, 570-573, 579-617, 618-641, 702-749</p>
<p>CI 2 The student will continue to identify and edit errors in spoken and written English by:</p> <ul style="list-style-type: none"> a. using correct spelling of words appropriate in difficulty for eighth graders and refining mastery of an individualized list of commonly misspelled words. b. producing final drafts/presentations that demonstrate accurate spelling and the correct use of punctuation, capitalization, and format. c. self correcting errors in everyday speech. d. independently practicing formal oral presentations. 	<p>Student Edition: 417-422, 423-429, 579-617, 618-641, 642-651</p>



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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	Write Source Grade 9 © 2007
CI 1 The student will create a narrative that elaborates upon a past episode from the student’s current perspective which: <ul 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). 	Teacher’s Edition: 74-79, 88a-b, 90-94, 95-100, 101-106, 107-118, 119-122, 123, 124-125, 126-128, 129-131, 132-136, 551-564 Opportunity Exists 3, 4-5, 6a-6b, 9-12, 14-31, 32, 34-38, 40-41, 42-43, 44-45, 46-47, 48-49, 50-51, 52-53, 54
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: <ul style="list-style-type: none"> a. the student's personal reaction to the anchor text and independent reading. b. personal and cultural influences. 	Teacher’s Edition: Opportunity Exists 55-60, 74-79, 124-125, 126-128

Sioux City Benchmarks	Write Source Grade 9 © 2007
<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>Teacher's Edition: 474-482 Opportunity Exists 126-127, 256-260</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	Write Source Grade 9 © 2007
<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>Teacher's Edition: 324a-b, 344-354, 364-372, 373-381, 385-388, 389-392, 394-401, 410-415, 420-430, 434-441, 446-451, 456-460, 464, 465, 466, 484-490</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>Teacher's Edition: 342a-b, 344-354, 355-363, 364-372, 373-381, 385-388, 389-392, 394-401, 402-403, 410-415, 420-430, 434-441, 446-451, 456-460, 464, 465, 466</p>

Sioux City Benchmarks	Write Source Grade 9 © 2007
<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>Teacher’s Edition: Opportunity Exists 343-354, 404a-b, 406-416, 417-430, 431-442, 443-452, 453-461, 463-466, 467-472, 473-482</p>

Concept 3

Persuasive Communication

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

Sioux City Benchmarks	Write Source Grade 9 © 2007
<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>Teacher’s Edition: 200a-b, 201-206, 207-235, 236-238, 239-246, 567 Opportunity Exists 247-253</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>Teacher’s Edition: 200a-b, 201-206, 207-235, 236-238, 239-246, 247-253, 567</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>Teacher’s Edition: 200a-b, 201-206, 207-235, 236-238, 239-246, 247-253, 344-354, 567</p>

Sioux City Benchmarks	Write Source Grade 9 © 2007
<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>Teacher's Edition: 344-354, 567 Opportunity Exists 201-206, 207-235, 236-238, 239-246, 247-253</p>

Concept 4

Critical Communication

B1.04 The student will critique communication.

Sioux City Benchmarks	Write Source Grade 9 © 2007
<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>Teacher's Edition: 55-60, 61-69, 70-72, 124-125, 126, 180-181, 182, 234-235, 236, 290-291, 292, 401</p>

Concept 5

Literary Genre

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

Sioux City Benchmarks	Write Source Grade 9 © 2007
<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>Teacher's Edition: Opportunity Exists 254a-b, 256-258, 261-291, 292-293, 294, 296-310, 322</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>Teacher's Edition: Opportunity Exists 55-60, 61-69, 70-72, 124-125, 126, 180-181, 182, 234-235, 236, 290-291, 292, 401</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	Write Source Grade 9 © 2007
<p>CI 1 The student will demonstrate an understanding of conventional written and spoken expression that:</p> <ul 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>Teacher’s Edition: 26-27, 40, 52-53, 119-122, 176-178, 230-232, 286-288, 331, 389-391 Opportunity Exists 605-645, 648-671</p>
<p>CI 2 The student will discern and correct errors in spoken and written English by:</p> <ul 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>Teacher’s Edition: 26-27, 40, 52-53, 119-122, 176-178, 230-232, 286-288, 331, 389-391 Opportunity Exists 605-645, 648-671, 738-763</p>



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**Sioux City, Iowa Language Arts Standards and Benchmarks
GRADE 10**

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	Write Source Grade 10 © 2007
<p>CI 1 The student will create a narrative that elaborates upon a past episode from the student’s current perspective.</p> <ul 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). 	<p>Student Edition: 6a-b, 7-12, 13-32, 39-54, 55-60, 61-72, 88a-b, 89-128, 129-136</p>
<p>CI 2 The student will respond reflectively (through small group discussion, class discussion, journal entry, essay, letter, dialogue) to written and visual texts by:</p> <ul style="list-style-type: none"> a. relating personal knowledge to textual information or class discussion. b. showing an awareness of one's own culture as well as the cultures of others. c. demonstrating an understanding of media's impact on personal responses and cultural analyses. 	<p>Student Edition: 6a-b, 7-12, 13-32, 39-54, 55-60, 61-72, 137-143, 193-199, 247-254, 255-294, 420-430, 456-457</p>

Sioux City Benchmarks	Write Source Grade 10 © 2007
<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"> 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” 254a-b, 255-272, 463-466, 473-481</p>

Concept 2:

Informative Communication

B1.02 The student will evaluate problems, examine cause/effect relationships, and answer research questions to inform an audience.

Sioux City Benchmarks	Write Source Grade 10 © 2007
<p>CI 1 The student will create responses that examine a cause/effect relationship among events by:</p> <ol style="list-style-type: none"> a. effectively summarizing situations. b. showing a clear, logical connection among events. c. logically organizing connections by transitioning between points. d. developing appropriate strategies such as graphics, essays, and multimedia presentations to illustrate points. e. identifying appropriate research skills (such as paraphrasing, summary, and citing sources). 	<p>Student Edition: 6a-b, 7-12, 13-32, 39-54, 55-60, 61-72, 144a-b, 145-184, 193-199, 342a-b, 343-354, 355-392, 393-403</p>
<p>CI 2 The student will pose questions prompted by texts and research answers by:</p> <ol style="list-style-type: none"> a. accessing cultural information or explanations from print and other media sources. b. prioritizing and organizing information to construct a complete and reasonable explanation. 	<p>Student Edition: 342a-b, 343-354, 355-392, 393-403, 410-416, 420-430, 434-442, 446-452, 456-461</p>

Sioux City Benchmarks	Write Source Grade 10 © 2007
<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> <ul style="list-style-type: none"> g. monitoring the adequacy of understanding and repairing faulty comprehension. h. making connections text-to-text, text-to-self and text-to-world. i. asking questions of themselves, the authors they encounter, and the information they process. j. making inferences during and after reading. k. distinguishing important from less important ideas in the text. a. synthesizing information within and across text and other media. 	<p>Student Edition: “Opportunity exists” 129-136, 137-143, 342a-b, 343-354, 483-490</p>

Concept 3

Persuasive Communication

B1.03 The student will defend a position on an issue.

Sioux City Benchmarks	Write Source Grade 10 © 2007
<p>CI 1 The student will examine controversial issues by:</p> <ul style="list-style-type: none"> a. sharing and evaluating initial personal response. b. researching and summarizing printed data. c. developing a framework in which to discuss the issue (creating a context). d. compiling personal responses and researched data to organize the argument. e. presenting data in such forms as a graphic, an essay, a speech, or a video. 	<p>Student Edition: 6a-b, 7-12, 13-32, 39-54, 55-60, 61-72, 200a-b, 201-235, 236-238, 239-246, 247-253, 343-354, 393-403</p>
<p>CI 2 The student produce editorials or responses to editorials for a neutral audience by providing:</p> <ul style="list-style-type: none"> a. a clearly stated position or proposed solution. b. relevant, reliable support. 	<p>Student Edition: 6a-b, 7-12, 13-32, 39-54, 55-60, 61-72, 239-246, 247-253</p>

Sioux City Benchmarks	Write Source Grade 10 © 2007
<p>CI 3 The student will respond to issues in literature in such a way that:</p> <ol style="list-style-type: none"> requires gathering of information to prove a particular point. effectively uses reason and evidence to prove a given point. emphasizes culturally significant events. 	<p>Student Edition: 254a-b, 255-294, 295-311, 342a-b, 343-354, 393-403</p>
<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"> 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: Student Edition: "Opportunity Exists" 200a-b, 201-235, 239-246, 247-253</p>

Concept 4

Critical Communication

B1.04 The student will critically interpret and evaluate experiences, literature, language, and ideas.

Sioux City Benchmarks	Write Source Grade 10 © 2007
<p>CI 1 The student will interpret a real-world event in a way that:</p> <ol style="list-style-type: none"> makes generalizations about the event supported by specific references. reflects on observation and shows how the event affected the current viewpoint. distinguishes fact from fiction and recognizes personal bias. 	<p>Student Edition: 129-136, 304-310, 473-481, 483-490</p>
<p>CI 2 The student will analyze thematic connections among literary works by:</p> <ol style="list-style-type: none"> showing an understanding of cultural context. using specific references from texts to show how a theme is universal. examining how literary elements impact theme. 	<p>Student Edition: 254a-b, 255-294, 295-311, 473-481, 483-490</p>

Sioux City Benchmarks	Write Source Grade 10 © 2007
CI 3 The student will analyze the ideas of others by identifying the ways in which writers: <ol style="list-style-type: none"> a. introduce and develop a main idea. b. choose and incorporate significant, supporting, relevant details. c. relate the structure/organization to the ideas. d. use effective word choice as a basis for coherence. e. achieve a sense of completeness and closure. 	Student Edition: 6a-b, 7-12, 13-32, 39-54, 254a-b, 255-294
CI 4 The student will evaluate the information, explanations, or ideas of others by: <ol style="list-style-type: none"> a. identifying clear, reasonable criteria for evaluation. b. applying those criteria using reasoning and substantiation. 	Student Edition: 55-60, 463-466, 467-472

Concept 5

Literary Genre

B1.05 The student will demonstrate understanding of selected literature through interpretation and analysis.

Sioux City Benchmarks	Write Source Grade 10 © 2007
CI 1 The student will read and analyze various literary works by: <ol style="list-style-type: none"> a. building on prior knowledge of the characteristics of literary genres and exploring how those characteristics apply to literature of world cultures. b. analyzing literary devices and explaining their effect on literary works. c. analyzing the importance of tone, mood, diction and style. d. analyzing characters, themes, and settings in literature. e. making comparisons and connections between historical and contemporary issues. f. understanding the importance of cultural and historical impact on literary texts. g. analyzing organizational structures (cause effect, problem solution, compare contrast, description, sequence). h. analyzing organizational features (e.g. layout, headings, captions). i. analyzing personal, social, historical or cultural influences, contexts, or biases. 	Student Edition: 254a-b, 255-294, 295-311, 463-466, 467-472, 473-481, 483-490

Sioux City Benchmarks	Write Source Grade 10 © 2007
CI 1 The student will read and analyze various literary works by: <ul style="list-style-type: none"> 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. 	Student Edition: 254a-b, 255-294, 295-311, 463-466, 467-472, 473-481, 483-490
CI 2 The student will demonstrate increasing comprehension and ability to respond personally to texts by: <ul style="list-style-type: none"> a. selecting and exploring a wide range of works which relate to an issue, author, or theme of literature. b. documenting the reading of student-chosen works. 	Student Edition: 55-60, 254a-b, 255-294, 295-311, 463-466, 467-472, 473-481, 483-490

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	Write Source Grade 10 © 2007
CI 1 The student will demonstrate an understanding of conventional written and spoken expression by: <ul style="list-style-type: none"> a. employing varying sentence syntax (e.g., inversion, introductory phrases) and sentence structures (e.g., simple, compound, complex, compound-complex). b. analyzing authors' choice of words, sentence structure, and use of language. c. using vocabulary strategies such as context clues, resources, and structural analysis (Greek and Latin derivatives, roots and affixes, analogies, idioms, denotation, connotation). d. ts, prefixes, etc.) to determine meaning of words and phrases. e. examining textual and classroom language for elements such as idioms, denotation, and connotation to apply effectively in own writing/speaking. f. using correct form/format for essays, business letters, research papers, bibliographies. g. using language effectively to create mood and tone. 	Student Edition: "Opportunity Exists" 533-548, 605-760

Sioux City Benchmarks	Write Source Grade 10 © 2007
CI 2 The student will edit for: <ul style="list-style-type: none">a. subject-verb agreement, tense choice, pronoun usage, clear antecedents, correct case, and complete sentences.b. appropriate and correct mechanics (commas, italics, underlining, semicolon, colon, apostrophe, quotation marks).c. parallel structure.d. clichés trite expressions.e. spelling.	Student Edition: “Opportunity Exists” 533-548, 605-760



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correlated to

**Sioux City, Iowa Language Arts Standards and Benchmarks
GRADE 11**

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	Write Source Grade 11 © 2007
<p>CI 1 The student will create a narrative that elaborates upon a past episode from the student’s current perspective.</p> <ul 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). 	<p>Student Edition: 47-50, 51-58, 59-66, 67-72, 73-80, 81-88, 89-90, 97-104, 105-112, 113-120, 121-126, 127-132, 133-135, 140a-b, 141-154</p>
<p>CI 2 The student will reflect and respond to texts in a manner that:</p> <ul style="list-style-type: none"> a. indicates an understanding of multiple perspectives. b. investigates connections between life and literature. c. recognizes how the responses of others may be different. d. articulates insightful connections between life and literature. e. considers cultural or historical significance. 	<p>Student Edition: 47-50, 51-58, 59-66, 67-72, 73-80, 81-88, 89-90, 97-104, 105-112, 113-120, 121-126, 127-132, 133-135, 140a-b, 155-161, 274a-b, 275-314, 523-526, 543-550</p>

Sioux City Benchmarks	Write Source Grade 11 © 2007
<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"> 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” 274a-b, 275-314, 523-525, 543-550</p>

Concept 2:

Informative Communication

B1.02 The learner will inform an audience by using a variety of media to research and explain insights into language and culture.

Sioux City Benchmarks	Write Source Grade 11 © 2007
<p>CI 1 The student will research and analyze ideas, events, and/or movements related to United States culture by:</p> <ol style="list-style-type: none"> a. locating facts and details for purposeful elaboration. b. organizing information to create a structure for purpose, audience, and context. c. providing accurate documentation. d. identifying appropriate research skills (such as paraphrasing, summary, and citing sources). 	<p>Student Edition: 370a-b, 371-382, 383-416, 417-424, 425-437, 527-532, 543-550</p>
<p>CI 2 The student will examine and explain how culture influences language through projects such as tracing the development of technology in a particular area such as audio or video recordings, radio, television, and film.</p>	<p>Student Edition: 370a-b, 371-382</p>

Sioux City Benchmarks	Write Source Grade 11 © 2007
<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” 274a-b, 275-314, 371-382, 451-462, 463-475, 477-486, 487-496, 497-506, 523-526</p>

Concept 3

Persuasive Communication

B1.03 The student will examine persuasion and develop informed opinions.

Sioux City Benchmarks	Write Source Grade 11 © 2007
<p>CI 1 The student will use language persuasively in addressing a particular issue by:</p> <ol style="list-style-type: none"> finding and interpreting information effectively. recognizing propaganda as a purposeful technique. establishing and defending a point of view. responding respectfully to viewpoints and biases. 	<p>Student Edition: 218a-b, 219-258, 259-266, 267-273</p>
<p>CI 2 The student will select an issue or theme and take a stance on that issue by:</p> <ol style="list-style-type: none"> reflecting the viewpoint(s) of Americans of different times and places. showing sensitivity or empathy for the culture represented. supporting the argument with specific reasons. 	<p>Student Edition: “Opportunity Exists” 218a-b, 219-258, 259-266, 267-273</p>

Sioux City Benchmarks	Write Source Grade 11 © 2007
<p>CI 3 The student will use persuasion for:</p> <ol style="list-style-type: none"> interpreting researched information effectively. establishing and defending a point of view. addressing concerns of the opposition. using logical strategies (e.g., deductive and inductive reasoning, syllogisms, analogies) and sophisticated techniques (e.g., rhetorical devices, parallelism, irony, concrete images). developing a sense of completion. 	<p>Student Edition: 218a-b, 219-258, 259-266, 267-273, 370a-b, 371-382, 417-424</p>
<p>CI 4 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" 274a-b, 275-314, 523-525, 543-550</p>

Concept 4

Critical Communication

B1.04 The student will critically analyze text to gain meaning, develop thematic connections, and synthesize ideas.

Sioux City Benchmarks	Write Source Grade 11 © 2007
<p>CI 1 The student will interpret meaning for an audience by:</p> <ol style="list-style-type: none"> examining the functions and the effects of story elements. interpreting and analyzing the effect of figures of speech and devices of sound. analyzing stylistic features such as ambiguity, contradiction, irony, parody, and satire. demonstrating how literary works reflect the culture that shaped them. 	<p>Student Edition: 274a-b, 275-314, 315-322, 323-339, 533-542</p>

Sioux City Benchmarks	Write Source Grade 11 © 2007
<p>CI 2 The student will develop thematic connections among works by:</p> <ol style="list-style-type: none"> a. connecting themes that occur across genres or works from different time periods. b. using specific references to validate connections. c. examining how elements such as mood, tone, and style impact the development of a theme. 	<p>Student Edition: “Opportunity Exists” 274a-b, 275-314, 315-322, 323-339</p>
<p>CI 3 The student will assess the power, validity, and truthfulness in the logic of arguments given in public and political documents by:</p> <ol style="list-style-type: none"> a. identifying the intent and message of the author or artist. b. recognizing how the author addresses opposing viewpoints. c. articulating a personal response to the message and method of the author or artist. d. evaluating the historical significance of the work. 	<p>Student Edition: “Opportunity Exists” 218a-b, 219-258, 259-266, 267-273</p>

Concept 5

Literary Genre

B1.05 The student will interpret and evaluate representative texts to deepen understanding of literature of the United States.

Sioux City Benchmarks	Write Source Grade 11 © 2002
<p>CI 1 The student will interpret the significance of literary movements as they have evolved through the literature of the United States by:</p> <ol style="list-style-type: none"> a. analyzing the characteristics of literary genres and how the selection of genre shapes meaning. b. relating ideas, styles, and themes within literary movements of the United States. c. understanding influences that progress through the literary movements of the United States. d. evaluating the literary merit and/or historical significance of a work from Colonial Literature, the Romantic Era, Realism, the Modern Era, and Contemporary Literature. 	<p>Student Edition: “Opportunity Exists” 274a-b, 275-314, 323-339, 463-475</p>

Sioux City Benchmarks	Write Source Grade 11 © 2002
<p>CI 2 The student will analyze the relationships among United States authors and their works by:</p> <ol style="list-style-type: none"> a. making and supporting valid responses about the text through references to other works and authors. b. comparing texts to show similarities or differences in themes, characters, or ideas. 	<p>Student Edition: “Opportunity Exists” 274a-b, 275-314, 323-339, 463-475</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	Write Source Grade 11 © 2007
<p>CI 1 The student will demonstrate an understanding of the conventions of language by:</p> <ol style="list-style-type: none"> a. decoding vocabulary using knowledge of bases and affixes. b. using vocabulary strategies such as context clues, resources, and structural analysis (roots, prefixes, Greek and Latin derivatives) to determine meaning of words and phrases. c. discerning the relationship of word meanings between pairs of words in analogies (synonyms/antonyms, connotation/denotation). d. revising writing to enhance voice and style, sentence variety, subtlety of meaning, and tone in considerations of questions being addressed, purpose, audience, and genres. e. contrasting use of language conventions of authors in different time periods of United States literature. f. analyzing the power of standard usage over nonstandard usage in formal settings such a job interviews, academic environment, or public speaking events. 	<p>Student Edition: 26-27, 89-90, 127-132, 149, 161, 193-196, 249-251, 305-308, 349, 359, 365, 412-415 “Opportunity Exists” 605-647, 648-699, 700-737</p>

Sioux City Benchmarks	Write Source Grade 11 © 2007
<p>CI 2 The student will discern and correct errors in speaking and writing at a level appropriate to eleventh grade by:</p> <ul style="list-style-type: none"> a. reviewing and refining purposeful use of varying sentence types with correct punctuation. b. reviewing and refining correct pronoun usage, antecedents, and case. c. refining subject/verb agreement and choice of tense. d. extending effective use of phrases and clauses. e. discussing parts of speech as they relate to writing. f. editing for correct spelling and mechanics. 	<p>Student Edition: 26-27, 89-90, 127-132, 149, 161, 193-196, 249-251, 305-308, 349, 359, 365, 412-415 “Opportunity Exists” 605-647, 648-699</p>



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correlated to

**Sioux City, Iowa Language Arts Standards and Benchmarks
GRADE 12 (Global Lit)**

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 express reflections and reactions to print and non-print text as well as to personal experience.

Sioux City Benchmarks	Write Source Grade 12 © 2007
CI 1 The student will compose texts that demonstrate: <ul style="list-style-type: none"> a. complex thoughts and feelings. b. social, political, or philosophical significance. c. his or her own ideas. d. how the past is significant for the present. 	Student Edition: 7-45, 47-95, 96-139, 141-154
CI 2 The student will respond to texts in a manner that: <ul style="list-style-type: none"> a. reflects on the influence of cultural or historical perspectives. b. makes connections between the learner’s life and the text. c. examines the learner's own response in light of peers' responses. d. recognizes features of the author's use of language and how the learner relates these features to his/her own writing. 	Student Edition: 7-45, 47-95, 96-139, 275-314, 315-322, 323-339, 533-542

Sioux City Benchmarks	Write Source Grade 12 © 2007
<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"> 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” 162a-b, 163-202, 203-217, 275-314, 315-322, 323-339</p>

Concept 2:

Informative Communication

B1.02 The student will inform an audience by exploring general principals in life and literature through research and various media.

Sioux City Benchmarks	Write Source Grade 12 © 2007
<p>CI 1 The student will analyze general principles existing in life and literature by:</p> <ol style="list-style-type: none"> a. discovering and defining principles at work in personal experience and in literature. b. predicting what is existing likely to happen in the future on the basis of those principles. c. providing accurate documentation. 	<p>Student Edition: 7-45, 47-95, 96-139, 275-314, 315-322, 323-339, 533-542</p>
<p>CI 2 The student will compose texts (in print and other media) that help the audience understand a principle or theory by:</p> <ol style="list-style-type: none"> a. researching text for relevant principles that relate to themes in literature and life. b. presenting a thesis, supporting it, and considering alternative perspectives on the topic. c. adjusting the diction, tone, language, and method of presentation to the audience. d. identifying appropriate research skills (such as paraphrasing, summarizing, and citing sources). 	<p>Student Edition: 370a-b, 371-382, 383-416, 417-424, 425-438, 439-449</p>

Sioux City Benchmarks	Write Source Grade 12 © 2007
<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" 162a-b, 163-202, 203-217, 275-314, 315-322, 323-339, 543-550</p>

Concept 3

Persuasive Communication

B1.03 The student will examine and develop critical arguments based on literary analysis.

Sioux City Benchmarks	Write Source Grade 12 © 2007
<p>CI 1 The student will research and define issues of global literary merit by:</p> <ol style="list-style-type: none"> using a variety of resources such as the media center, on-line resources, interviews, and personal reflection. specifying the nature of an issue, including the various claims made and the reasoning that supports these claims. 	<p>Student Edition: 370a-b, 371-382 "Opportunity Exists" 218a-b, 219-258, 259-266, 267-273</p>
<p>CI 2 The student will organize and deliver persuasion so that an intended audience respects it by:</p> <ol style="list-style-type: none"> wording the claim clearly. specifying reasons in support of the claim that are likely to be convincing. adopting an appropriate tone and stance toward the issue. reflecting viewpoints of different times and places. using language persuasively and addressing a particular issue. 	<p>Student Edition: 218a-b, 219-258, 259-266, 267-273</p>

Sioux City Benchmarks	Write Source Grade 12 © 2007
<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"> 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" 162a-b, 163-202, 203-217, 275-314, 315-322, 323-339</p>

Concept 4

Critical Communication

B1.04 The student will analyze and critique texts from various perspectives and approaches in order to gain meaning, develop thematic connections, and synthesize ideas.

Sioux City Benchmarks	Write Source Grade 12 © 2007
<p>CI 1 The student will interpret meaning for an audience by:</p> <ol style="list-style-type: none"> a. interpreting and analyzing the effects of figures of speech and devices of sound). b. analyzing stylistic features such as ambiguity, contradiction, irony, parody, and satire. c. demonstrating how literary works reflect the culture that shaped them. 	<p>Student Edition: 274a-b, 275-314, 315-322, 323-339</p>
<p>CI 2 The student will develop critiques that judge claims and arguments by:</p> <ol style="list-style-type: none"> a. establishing and applying clear, credible criteria for evaluation. b. supporting critiques with reasons and evidence. 	<p>Student Edition: "Opportunity Exists" 218a-b, 219-258, 259-273</p>
<p>CI 3 The student will develop critiques that demonstrate:</p> <ol style="list-style-type: none"> a. an appreciation of how themes relate among texts. b. an understanding of how authors' assumptions, cultural backgrounds, and social values affect texts. c. an understanding of how more than one critical approach affects interpretation. 	<p>Student Edition: "Opportunity Exists" 218a-b, 219-258, 259-273, 274a-b, 275-314, 315-322, 323-339</p>

Concept 5

Literary Genre

B1.05 The student will deepen understanding of global literature through exploration and extended engagement.

Sioux City Benchmarks	Write Source Grade 12 © 2007
<p>CI 1 The student will explore global literature by:</p> <ol style="list-style-type: none"> a. recognizing common themes that run through works, using evidence from the texts to substantiate ideas. b. relating the cultural and historical contexts to the literature and identifying perceived ambiguities, prejudices, and complexities. c. making associations between historical and current viewpoints. d. understanding how literary movements influence writers. 	<p>Student Edition: “Opportunity Exists” 274a-b, 275-314, 315-322, 323-339</p>
<p>CI 2 The student will extend engagement with selected works of global literature by:</p> <ol style="list-style-type: none"> a. observing how the imaginative experience of literature broadens and enriches real life. b. relating style, meaning, and genre (including fiction, non-fiction, drama, and poetry). 	<p>Student Edition: “Opportunity Exists” 274a-b, 275-314, 315-322, 323-339</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 learner will apply conventions of grammar and language usage.

Sioux City Benchmarks	Write Source Grade 12 © 2007
<p>CI 1 The student will apply knowledge of literary terms, grammar, and rhetoric in order to write clearly, succinctly, and accurately by:</p> <ol style="list-style-type: none"> a. using vocabulary strategies such as context clues, resources, and structural analysis (roots, prefixes, etc.) to determine meaning of words and phrases. b. understanding how to use and apply grammatical, metaphorical, or rhetorical devices. c. recognizing how to use different language conventions (such as loose or periodic sentences, effective use of passive voice, or the importance of strong verbs). 	<p>Student Edition: 507-521, 605-647, 648-671, 672-677, 678-699, 700-737, 738-764</p>

Sioux City Benchmarks	Write Source Grade 12 © 2007
<p>CI 1 The student will apply knowledge of literary terms, grammar, and rhetoric in order to write clearly, succinctly, and accurately by:</p> <ul style="list-style-type: none"> d. revising writing to enhance voice and style, sentence variety, subtlety of meaning, and tone in considerations of questions being addressed, purpose, audience, and genres. e. contrasting use of language conventions of authors in different time periods of global literature. f. analyzing the power of standard usage over nonstandard usage in formal settings such as job interviews, academic presentations, or public speaking events. 	<p>Student Edition: 507-521, 605-647, 648-671, 672-677, 678-699, 700-737, 738-764</p>
<p>CI 2 The student will discern and correct errors in speaking and writing by:</p> <ul style="list-style-type: none"> a. reviewing and refining purposeful use of various sentence types. b. editing for correct punctuation, spelling, mechanics, and standard edited American English. c. using appropriate transitional words and phrases. 	<p>Student Edition: 605-647, 648-671, 672-677, 678-699, 700-737, 738-764</p>



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correlated to

**Sioux City, Iowa Language Arts Standards and Benchmarks
GRADE 12 (English IV)**

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 express reflections and reactions to print and non/print text as well as to personal experience.

Sioux City Benchmarks	Write Source Grade 12 © 2007
CI 1 The student will compose reflective texts that give the audience: <ul style="list-style-type: none"> a. an understanding of complex thoughts and feelings. b. a sense of significance (social, political, or philosophical implications). c. a sense of encouragement to reflect on his or her own ideas. 	Student Edition: 7-45, 47-95, 96-139, 141-154
CI 2 The student will respond to texts so that the audience will: <ul style="list-style-type: none"> e. emphasize with the voice of the text. f. make connections between the learner's life and the text g. reflect on how cultural or historical perspectives may have influenced these responses. h. examine the learner's own response in light of peers' responses i. recognize features of the author's use of language and how the learner relates these features to his/her own writing. 	Student Edition: 7-45, 47-95, 96-139, 275-314, 315-322, 323-339, 533-542

Sioux City Benchmarks	Write Source Grade 12 © 2007
<p>CI 3 The student will demonstrate the ability to read, listen to and view a variety of increasingly complex print and non-print expressive texts appropriate to grade level and course literary focus by:</p> <ol style="list-style-type: none"> a. selecting, monitoring, and modifying as necessary reading strategies appropriate to readers' purpose. b. identifying and analyzing text components (such as organizational structures, story elements, organizational features) and evaluating their impact on the text. c. providing textual evidence to support understanding of and reader's response to text. d. demonstrating comprehension of main idea and supporting details. e. summarizing key events and/or points from text. f. making inferences, predicting, and drawing conclusions based on text. g. identifying and analyzing personal, social, historical or cultural influences, contexts, or biases. h. making connections between works, self and related topics. i. analyzing and evaluating the effects of author's craft and style. j. analyzing and evaluating the connections or relationships between and among ideas, concepts, characters and/or experiences. k. identifying and analyzing elements of expressive environment found in text in light of purpose, audience, and context. 	<p>Student Edition: “Opportunity Exists” 162a-b, 163-202, 203-217, 275-314, 315-322, 323-339</p>

Concept 2:

Informative Communication

B2.01 The student will inform an audience by exploring general principles existing in life and literature.

Sioux City Benchmarks	Write Source Grade 12 © 2007
<p>CI 1 The student will locate, process, and comprehend texts that explain principles, issues, and concepts existing in the world in order to:</p> <ol style="list-style-type: none"> a. relate complex issues from a variety of critical stances. b. discern significant differences and similarities among texts that propose different ideas related to similar concepts. 	<p>Student Edition: “Opportunity Exists” 7-45, 47-95, 96-139, 275-314, 315-322, 323-339, 533-542</p>

Sioux City Benchmarks	Write Source Grade 12 © 2007
<p>CI 2 The student will analyze general principles existing in life and literature by:</p> <ol style="list-style-type: none"> a. discovering and defining principles existing in personal experience and in literature. b. predicting what is likely to happen in the future on the basis of those principles. 	<p>Student Edition: “Opportunity Exists” 275-314, 315-322, 323-339, 533-542</p>
<p>CI 3 The student will compose texts (in print and non-print media) that help the audience understand a principle or theory by:</p> <ol style="list-style-type: none"> a. researching experience for relevant principles that relate to themes in literature and life. b. presenting a thesis, supporting it, and considering alternative perspectives on the topic. c. adjusting the diction, tone, language, and method of presentation to the audience. d. identifying appropriate research skills (such as paraphrasing, summary, and citing sources). 	<p>Student Edition: 370a-b, 371-382, 383-416, 417-424, 425-438, 439-449</p>
<p>CI 4 The student will demonstrate the ability to read, listen to and view a variety of increasingly complex print and non-print informational texts appropriate to grade level and course literary focus, by:</p> <ol style="list-style-type: none"> a. selecting, monitoring, and modifying as necessary reading strategies appropriate to readers' purpose. b. identifying and analyzing text components (such as organizational structures, story elements, organizational features) and evaluating their impact on the text. c. providing textual evidence to support understanding of and reader's response to text. d. demonstrating comprehension of main idea and supporting details. e. summarizing key events and/or points from text. f. making inferences, predicting, and drawing conclusions based on text. g. identifying and analyzing personal, social, historical or cultural influences, contexts, or biases. h. making connections between works, self and related topics. i. analyzing and evaluating the effects of author's craft and style. 	<p>Student Edition: 162a-b, 163-202, 203-217, 275-314, 315-322, 323-339, 543-550</p>

Sioux City Benchmarks	Write Source Grade 12 © 2007
(continued) CI 4 The student will demonstrate the ability to read, listen to and view a variety of increasingly complex print and non-print informational texts appropriate to grade level and course literary focus, by: <ul style="list-style-type: none"> <li data-bbox="331 321 781 436">j. analyzing and evaluating the connections or relationships between and among ideas, concepts, characters and/or experiences. <li data-bbox="331 443 781 558">k. identifying and analyzing elements of informational environment found in text in light of purpose, audience, and context. 	Student Edition: 162a-b, 163-202, 203-217, 275-314, 315-322, 323-339, 543-550

Concept 3

Argumentative Communication

B1.03 The student will be prepared to enter issues of public concern as an advocate.

Sioux City Benchmarks	Write Source Grade 12 © 2007
CI 1 The student will research and define issues of public concern by: <ul style="list-style-type: none"> <li data-bbox="331 905 781 989">a. using a variety of resources such as the media center, on-line resources, interviews, and personal reflection. <li data-bbox="331 995 781 1110">b. specifying the nature of an issue, including the various claims made and the reasoning that supports these claims. 	Student Edition: 370a-b, 371-382 “Opportunity Exists” 218a-b, 219-258, 259-266, 267-273
CI 2 The student will organize and deliver an argument so that an intended audience respects it by: <ul style="list-style-type: none"> <li data-bbox="331 1249 781 1272">a. wording the claim clearly. <li data-bbox="331 1278 781 1333">b. specifying reasons in support of the claim that are likely to be convincing. <li data-bbox="331 1339 781 1394">c. adopting an appropriate tone and stance toward the issue. 	Student Edition: 218a-b, 219-258, 259-266, 267-273

Sioux City Benchmarks	Write Source Grade 12 © 2007
<p>CI 3 The student will demonstrate the ability to read, listen to and view a variety of increasingly complex print and non-print persuasive texts appropriate to grade level and course literary focus, by:</p> <ol style="list-style-type: none"> a. selecting, monitoring, and modifying as necessary reading strategies appropriate to readers' purpose. b. identifying and analyzing text components (such as organizational structures, story elements, organizational features) and evaluating their impact on the text. c. providing textual evidence to support understanding of and reader's response to text. d. demonstrating comprehension of main idea and supporting details. e. summarizing key events and/or points from text. f. making inferences, predicting, and drawing conclusions based on text. g. identifying and analyzing personal, social, historical or cultural influences, contexts, or biases. h. making connections between works, self and related topics. i. analyzing and evaluating the effects of author's craft and style. j. analyzing and evaluating the connections or relationships between and among ideas, concepts, characters and/or experiences. k. identifying and analyzing elements of argumentative environment found in text in light of purpose, audience, and context. 	<p>Student Edition: “Opportunity Exists” 218a-b, 219-258, 259-266, 267-273, 274a-b, 275-314, 315-322, 323-339</p>

Concept 4

Critical Communication

B1.04 The student will analyze and critique texts from various perspectives and approaches.

Sioux City Benchmarks	Write Source Grade 12 © 2007
<p>CI 1 The student will develop critiques that enable an audience to judge claims and arguments by:</p> <ol style="list-style-type: none"> a. establishing and applying clear, credible criteria for evaluation. b. substantiating assessments with reasons and evidence. 	<p>Student Edition: “Opportunity Exists” 274a-b, 275-314, 315-322, 323-339</p>

Sioux City Benchmarks	Write Source Grade 12 © 2007
<p>CI 2 The student will develop critiques that give an audience:</p> <ul style="list-style-type: none"> a. an appreciation of how themes relate among texts. b. an understanding of how authors' assumptions, cultural backgrounds, and social values affect texts. c. an understanding of how more than one critical approach affects interpretation. 	<p>Student Edition: “Opportunity Exists” 218a-b, 219-258, 259-273, 274a-b, 275-314, 315-322, 323-339</p>
<p>CI 3 The student will demonstrate the ability to read, listen to and view a variety of increasingly complex print and non-print critical texts appropriate to grade level and course literary focus, by:</p> <ul style="list-style-type: none"> a. selecting, monitoring, and modifying as necessary reading strategies appropriate to readers' purpose. b. identifying and analyzing text components (such as organizational structures, story elements, organizational features) and evaluating their impact on the text. c. providing textual evidence to support understanding of and reader's response to text. d. demonstrating comprehension of main idea and supporting details. e. summarizing key events and/or points from text. f. making inferences, predicting, and drawing conclusions based on text. g. identifying and analyzing personal, social, historical or cultural influences, contexts, or biases. h. making connections between works, self and related topics. i. analyzing and evaluating the effects of author's craft and style. j. analyzing and evaluating the connections or relationships between and among ideas, concepts, characters and/or experiences. k. identifying and analyzing elements of critical environment found in text in light of purpose, audience, and context. 	<p>Student Edition: “Opportunity Exists” 274a-b, 275-314, 315-322, 323-339, 543-550</p>

Concept 5

Literary Genre

B1.05 The learner will deepen understanding literature through exploration and extended engagement.

Sioux City Benchmarks	Write Source Grade 12 © 2007
<p>CI 1 The student will explore literature by:</p> <ol style="list-style-type: none">recognizing common themes that run through works, using evidence from the texts to substantiate ideas.relating the cultural and historical contexts to the literature and identifying perceived ambiguities, prejudices, and complexities.making associations between historical and current viewpoints.understanding how literary movements influence writers.	<p>Student Edition: “Opportunity Exists” 274a-b, 275-314, 315-322, 323-339</p>
<p>CI 2 The student will extend engagement with selected works of literature by:</p> <ol style="list-style-type: none">relating style, meaning, and genre (including fiction, non-fiction, drama, and poetry).applying literary, grammatical, and rhetorical terms of literature.demonstrating in various print and non-print media the significance of works.discerning the effect of interpreting literature from various critical perspectives.	<p>Student Edition: “Opportunity Exists” 274a-b, 275-314, 315-322, 323-339</p>
<p>CI 3 The student will demonstrate the ability to read, listen to and view a variety of increasingly complex print and non-print literacy texts appropriate to grade level and course literary focus, by:</p> <ol style="list-style-type: none">selecting, monitoring, and modifying as necessary reading strategies appropriate to readers' purpose.identifying and analyzing text components (such as organizational structures, story elements, organizational features) and evaluating their impact on the text.providing textual evidence to support understanding of and reader's response to text.demonstrating comprehension of main idea and supporting details.summarizing key events and/or points from text.making inferences, predicting, and drawing conclusions based on text.	<p>Student Edition: “Opportunity Exists” 274a-b, 275-314, 315-322, 323-339</p>

Sioux City Benchmarks	Write Source Grade 12 © 2007
<p>(continued)</p> <p>CI 3 The student will demonstrate the ability to read, listen to and view a variety of increasingly complex print and non-print literacy texts appropriate to grade level and course literary focus, by:</p> <ul style="list-style-type: none"> g. identifying and analyzing personal, social, historical or cultural influences, contexts, or biases. h. making connections between works, self and related topics. i. analyzing and evaluating the effects of author's craft and style. j. analyzing and evaluating the connections or relationships between and among ideas, concepts, characters and/or experiences. k. identifying and analyzing elements of literary environment found in text in light of purpose, audience, and context. 	<p>Student Edition: “Opportunity Exists” 274a-b, 275-314, 315-322, 323-339</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	Write Source Grade 12 © 2007
<p>CI 1 The student will apply knowledge of literary terms, grammar, and rhetoric in order to write clearly, succinctly, and accurately by:</p> <ul style="list-style-type: none"> a. using vocabulary strategies such as context clues, resources, and structural analysis (Greek and Latin derivatives, roots, prefixes,) to determine meaning of words and phrases. b. understanding how to use and apply grammatical, metaphorical, or rhetorical devices. c. recognizing how to use different language conventions (such as loose or periodic sentences, effective use of passive voice, or the importance of strong verbs). d. revising writing to enhance voice and style, sentence variety, subtlety of meaning, and tone in considerations of questions being addressed, purpose, audience, and genres. 	<p>Student Edition: 507-521, 605-647, 648-671, 672-677, 678-699, 700-737, 738-764</p>

Sioux City Benchmarks	Write Source Grade 12 © 2007
<p>CI 1 The student will apply knowledge of literary terms, grammar, and rhetoric in order to write clearly, succinctly, and accurately by:</p> <ul style="list-style-type: none"> e. contrasting use of language conventions of authors in different time periods of literature. f. analyzing the power of standard usage over nonstandard usage in formal settings such a job interviews, academic presentations, or public speaking events. 	<p>Student Edition: 507-521, 605-647, 648-671, 672-677, 678-699, 700-737, 738-764</p>
<p>CI 2 The student will discern and correct errors in speaking and writing by:</p> <ul style="list-style-type: none"> a. reviewing and refining purposeful use of various sentence types. b. editing for correct punctuation, spelling, mechanics, and standard edited American English. c. using appropriate transitional words and phrases. 	<p>Student Edition: 605-647, 648-671, 672-677, 678-699, 700-737, 738-764</p>

