

DAYBOOKS  
OF CRITICAL READING AND WRITING  
GRADES 2-9  
correlated to  
Kansas Reading Standards



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# Daybook of Critical Reading and Writing © 2003 correlated to Kansas Reading Standards Second Grade

**S t a n d a r d 1 : R e a d i n g**  
**R e a d i n g : T h e s t u d e n t r e a d s a n d c o m p r e h e n d s**  
**t e x t a c r o s s t h e c u r r i c u l u m .**

## Benchmark 1: The student uses skills in alphabetics to construct meaning.

Knowledge Base Indicators	Daybook, Grade Two
The student... 1. manipulates onsets and rimes in spoken syllables. (Phonological Awareness)	<b>Student Book:</b> 60-62  <b>Teacher’s Edition:</b> 146-152
The student... 2. uses knowledge of developmentally appropriate decoding skills (e.g., consonant-vowel combinations, blends, digraphs, word families) when reading unknown words.	The opportunity to practice this objective is available throughout the text.
3. categorizes onsets and rimes in spoken syllables. (Phonological Awareness)	The opportunity to practice this objective is available on the following pages: <b>Student Book:</b> 60-62  <b>Teacher’s Edition:</b> 146-152

## Benchmark 2: The student reads fluently.

Knowledge Base Indicators	Daybook, Grade Two
<p>The student...</p> <p>1. uses knowledge of conventions (e.g., question marks, exclamation points, commas, apostrophes) to read fluently at instructional or independent reading levels.</p>	<p>The opportunity to practice this objective is available throughout the text.</p>
<p>2. reads expressively with appropriate pace, phrasing, intonation, and rhythm of speech.</p>	<p>The opportunity to practice this objective is available throughout the text.</p>
<p>3. uses knowledge of sentence structure to read fluently at instructional or independent reading levels.</p>	<p>The opportunity to practice this objective is available throughout the text.</p>
<p>4. uses a variety of word-recognition strategies (e.g., practicing words in isolation, practicing reading words in text) to read fluently.</p>	<p>The opportunity to practice this objective is available throughout the text.</p>
<p>5. begins to adjust reading rate to support comprehension when reading narrative and expository texts.</p>	<p>The opportunity to practice this objective is available throughout the text.</p>

## Benchmark 3: The student expands vocabulary.

Knowledge Base Indicators	Daybook, Grade Two
<p>2. determines the meaning of unknown words or phrases using picture clues and context clues from sentences and paragraphs.</p>	<p><b>Student Book:</b> 7-12, 24-28, 47-52, 77-81</p> <p><b>Teacher's Edition:</b> 78-80, 98-103, 132-137, 172-183</p> <p>The opportunity to practice this objective is also available throughout the text.</p>
<p>5. determines meaning of words through knowledge of word structure (e.g., base words compound nouns, contractions, inflectional endings).</p>	<p>The opportunity to practice this objective is available throughout the text.</p>

**Benchmark 4: The student comprehends a variety of texts  
(narrative, expository, technical, and persuasive).**

Knowledge Base Indicators	Daybook, Grade Two
<p>The student...</p> <p>1. recognizes the differences between narrative, expository, technical and persuasive texts.</p>	<p>The opportunity to practice this objective is available throughout the text.</p>
<p>3. uses pictures, content, and prior knowledge to make predictions.</p>	<p><b>Student Book:</b> 7-12, 20-23, 30-33, 38-40, 47-52, 63-65, 77-81, 88-95</p> <p><b>Teacher’s Edition:</b> 78, 92, 106, 118, 132, 152, 172, 186</p>
<p>4. generates and responds logically to literal, inferential, and critical thinking questions before, during, and after reading the text.</p>	<p><b>Student Book:</b> 7-12, 14-19, 20-23, 24-28, 30-40, 42-58, 60-70, 72-86, 88-95, 96-106</p> <p><b>Teacher’s Edition:</b> 76-83, 84-103, 104-123, 124-143, 144-163, 164-183, 184-203</p>
<p>5. uses illustrations, text, and prior knowledge to make inferences and draw conclusions.</p>	<p><b>Student Book:</b> 30-33, 34-37</p> <p><b>Teacher’s Edition:</b> 106-111, 112-116</p>
<p>6. identifies text structure (e.g., sequence, problem-solution, comparison-contrast, description, cause-effect).</p>	<p><b>Student Book:</b> 53-58, 63-65, 66-70, 77-81, 88-95</p> <p><b>Teacher’s Edition:</b> 138-143, 152-157, 158-163, 172-177, 186-191</p>
<p>7. sequences events according to basic story structure of beginning, middle, and end.</p>	<p><b>Student Book:</b> 77-81</p> <p><b>Teacher’s Edition:</b> 172-177</p>
<p>9. identifies cause-effect relationships in narrative and expository texts.</p>	<p>The opportunity to practice this objective is available on the following pages:</p> <p><b>Student Book:</b> 14-19, 20-23, 24-28, 53-58</p> <p><b>Teacher’s Edition:</b> 86-91, 92-97, 98-103, 138-143</p>
<p>10. retells or determines important events and main ideas from narrative and expository texts.</p>	<p><b>Student Book:</b> 34-37, 38-40, 77-81</p> <p><b>Teacher’s Edition:</b> 106-111, 112-117, 118-123, 172-177</p>
<p>11. identifies the topic, main idea, and supporting details in appropriate-level texts.</p>	<p><b>Student Book:</b> 30-36, 37-40</p> <p><b>Teacher’s Edition:</b> 106-111, 112-117, 118-123</p>

**STANDARD 2: Literature**  
**Literature: The student responds to a variety of text.**

**Benchmark 1: The student uses literary concepts to interpret and respond to text.**

<b>Knowledge Base Indicators</b>	<b>Daybook, Grade Two</b>
The student... 1. identifies and describes characters(s) in literature.	<b>Student Book:</b> 4-46 <b>Teacher's Edition:</b> 126-131
2. identifies and describes the setting	<b>Student Book:</b> 20-23 <b>Teacher's Edition:</b> 92-97
3. retells the plot of a story.	<b>Student Book:</b> 24-28, 38-40, 53-58 <b>Teacher's Edition:</b> 98-103, 118-123, 138-143

**Benchmark 2: The student understands the significance of literature and its contributions to various cultures.**

<b>Knowledge Base Indicators</b>	<b>Daybook, Grade Two</b>
The student... 3. makes connections between specific aspects of literature from a variety of cultures and personal experiences.	<b>Student Book:</b> 96-99 <b>Teacher's Edition:</b> 192-197



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# Daybook of Critical Reading and Writing © 2008 correlated to Kansas Reading Standards Third Grade

**S t a n d a r d 1 : R e a d i n g**  
**R e a d i n g : T h e s t u d e n t r e a d s a n d c o m p r e h e n d s**  
**t e x t a c r o s s t h e c u r r i c u l u m .**

## Benchmark 1: The student uses skills in alphabets to construct meaning.

Knowledge Base Indicators	Daybook, Grade Three
The student... 1. uses decoding skills that include knowledge of phonics and structural analysis when reading unknown words.	The opportunity to practice this objective is available throughout the text.

## Benchmark 2: The student reads fluently.

Knowledge Base Indicators	Daybook, Grade Three
The student... 1. uses knowledge of conventions (e.g., question marks, exclamation points, commas, apostrophes, italics, graphics, hyphens) to read fluently at instructional or independent reading levels.	The opportunity to practice this objective is available throughout the text.
2. reads expressively with appropriate pace, phrasing, intonation, and rhythm of speech.	The opportunity to practice this objective is available throughout the text.
3. uses knowledge of sentence structure to read fluently at instructional or independent reading levels.	The opportunity to practice this objective is available throughout the text.
4. uses a variety of word-recognition strategies (e.g., practicing words in isolation, practicing reading words in text) to read fluently.	The opportunity to practice this objective is available throughout the text.
5. adjusts reading rate to support comprehension when reading narrative, expository, and technical texts.	The opportunity to practice this objective is available throughout the text.

**Benchmark 3: The student expands vocabulary.**

<b>Knowledge Base Indicators</b>	<b>Daybook, Grade Three</b>
2. determines the meaning of unknown words or phrases using context clues (e.g., definitions, restatements, examples, descriptions) from sentences or paragraphs.	The opportunity to practice this objective is available throughout the text.
5. determines meaning of words through knowledge of word structure (e.g., compound nouns, contractions, root words, prefixes, suffixes).	The opportunity to practice this objective is available throughout the text.
6. identifies the difference between literal and figurative language when reading similes, metaphors, and idioms.	<b>Student Book: 83</b> <b>Teacher's Edition: 83</b>

**Benchmark 4: The student comprehends a variety of texts  
(narrative, expository, technical, and persuasive).**

<b>Knowledge Base Indicators</b>	<b>Daybook, Grade Three</b>
The student... 1. recognizes the differences between narrative, expository, technical and persuasive texts.	The opportunity to practice this objective is available throughout the text.
2. understands the purpose of text features (e.g., title, graphs and charts, table of contents, pictures/illustrations, boldface type, italics, glossary, index) and uses such features to locate information in and to gain meaning from appropriate-level texts.	<b>Student Book: 70-75</b> <b>Teacher's Edition: 70-75</b>
3. uses prior knowledge and content to make, revise, and confirm predictions.	<b>Student Book: 101</b> <b>Teacher's Edition: 101</b>  The opportunity to practice this objective is also available throughout the text.

Knowledge Base Indicators	Daybook, Grade Three
<p>4. generates and responds logically to literal, inferential, and critical thinking questions before, during, and after reading the text.</p>	<p><b>Student Book:</b> 33-52</p> <p><b>Teacher’s Edition:</b> 33-52</p> <p>The opportunity to practice this objective is available on the following pages:</p> <p><b>Student Book:</b> 15-32, 53-68, 69-90, 91-112, 113-136</p> <p><b>Teacher’s Edition:</b> 15-32, 53-68, 69-90, 91-112, 113-136</p>
<p>5. uses information from the text to make inferences and draw conclusions.</p>	<p><b>Student Book:</b> 12, 91-112</p> <p><b>Teacher’s Edition:</b> 12, 91-112</p>
<p>6. identifies text structure (e.g., sequence, problem-solution, comparison-contrast, description, cause-effect).</p>	<p><b>Student Book:</b> 37</p> <p><b>Teacher’s Edition:</b> 37</p>
<p>7. sequences events and information in logical order.</p>	<p><b>Student Book:</b> 22, 108, 114-118</p> <p><b>Teacher’s Edition:</b> 22, 108, 114-118</p>
<p>9. links causes and effects in appropriate-level narrative and expository texts.</p>	<p><b>Student Book:</b> 34-38</p> <p><b>Teacher’s Edition:</b> 34-38</p>
<p>10. retells main ideas or events as well as supporting details in narrative and expository texts.</p>	<p><b>Student Book:</b> 69-75, 76-80, 81-90</p> <p><b>Teacher’s Edition:</b> 69-75, 76-80, 81-90</p>
<p>12. explains the author’s purpose (e.g., to persuade, to entertain, to inform).</p>	<p><b>Student Book:</b> 122</p> <p><b>Teacher’s Edition:</b> 122</p> <p>The opportunity to practice this objective is also available throughout the text.</p>
<p>13. establishes a purpose for reading or listening (e.g., to be informed, to follow directions, to be entertained).</p>	<p>All lessons contain a “Before Reading” section which contains the Reading Strategy/Purpose for reading.</p>

**STANDARD 2: Literature**  
**Literature: The student responds to a variety of text.**

**Benchmark 1: The student uses literary concepts to interpret and respond to text.**

Knowledge Base Indicators	Daybook, Grade Three
The student... 1. identifies and describes characters' physical traits, basic personality traits, and actions.	<b>Student Book:</b> 114-118 <b>Teacher's Edition:</b> 114--118
2. identifies and describes the setting (e.g., environment, time of day or year, historical period, situation, place) of the story or literary text.	<b>Student Book:</b> 114-118 <b>Teacher's Edition:</b> 114-118
3. identifies plot sequence	<b>Student Book:</b> 107-112, 114-118 <b>Teacher's Edition:</b> 107-112, 114-118  The opportunity to practice this objective is also available on the following pages: <b>Student Book:</b> 34-38, 43-46, 47-52, 64-68, 83-86, 102-106  <b>Teacher's Edition:</b> 34-38, 43-46, 47-52, 64-68, 83-86, 102-106

**Benchmark 2: The student understands the significance of literature and its contributions to human understanding and culture.**

Knowledge Base Indicators	Daybook, Grade Three
The student... 3. makes connections between specific aspects of literature from a variety of cultures and personal experiences.	<b>Student Book:</b> 15, 16-19, 20-24, 25-28, 29-32 <b>Teacher's Edition:</b> 15, 16-19, 20-24, 25-28, 29-32



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# Daybook of Critical Reading and Writing © 2008 correlated to Kansas Reading Standards Fourth Grade

**Standard 1: Reading**  
**Reading: The student reads and comprehends text across the curriculum.**

**Benchmark 1: The student uses skills in alphabets to construct meaning from text.**

Knowledge Base Indicators	Daybook, Grade Four
The student... 1. uses decoding skills that include knowledge of structural analysis automatically when reading.	The opportunity to practice this objective is available throughout the text.

**Benchmark 2: The student reads fluently.**

Knowledge Base Indicators	Daybook, Grade Four
The student... 1. uses knowledge of conventions (e.g., question marks, exclamation points, commas, apostrophes, colons, semi-colons, dashes) to read fluently at instructional or independent reading levels.	The opportunity to practice this objective is available throughout the text.
2. reads expressively with appropriate pace, phrasing, intonation, and rhythm of speech.	The opportunity to practice this objective is available throughout the text.
3. uses knowledge of sentence structure to read fluently at instructional or independent reading levels.	The opportunity to practice this objective is available throughout the text.
4. uses a variety of word-recognition strategies (e.g., practicing words in isolation, practicing reading words in text, orthographic patterns) to read fluently.	The opportunity to practice this objective is available throughout the text.
5. adjusts reading rate to support comprehension when reading narrative, expository, technical, and persuasive texts.	The opportunity to practice this objective is available throughout the text.

**Benchmark 3: The student expands vocabulary.**

<b>Knowledge Base Indicators</b>	<b>Daybook, Grade Four</b>
1. determines the meaning of words or phrases by using context clues (e.g., definitions, restatements, examples, descriptions) from sentences or paragraphs.	The opportunity to practice this objective is available throughout the text.
4. determines meaning of words through knowledge of word structure (e.g., compound nouns, contractions, root words, prefixes, suffixes).	The opportunity to practice this objective is available throughout the text.

**Benchmark 4: The student comprehends a variety of texts  
(narrative, expository, technical, and persuasive).**

<b>Knowledge Base Indicators</b>	<b>Daybook, Grade Four</b>
The student... 2. understands the purpose of text features (e.g., title, graphs/charts and maps, tables of contents, pictures/illustrations, boldface type, italics, glossary, index, headings, subheadings, topic and summary sentences, captions) and uses such features to locate information in and to gain meaning from appropriate-level texts.	<b>Student Book:</b> 72-75 <b>Teacher's Edition:</b> 72-75
3. uses prior knowledge and content to make, revise, and confirm predictions.	<b>Student Book:</b> 119-123, 124-131, 144-147, <b>Teacher's Edition:</b> 119-123, 124-131, 144-147 The opportunity to practice this objective is also available throughout the text.
4. generates and responds logically to literal, inferential, and critical thinking questions before, during, and after reading the text.	<b>Student Book:</b> 15-38, 39-64, 65-92, 93-118, 119-142, 143-167 <b>Teacher's Edition:</b> 15-38, 39-64, 65-92, 93-118, 119-142, 143-167
5. uses information from the text to make inferences and draw conclusions.	<b>Student Book:</b> 119-142 <b>Teacher's Edition:</b> 119-142
6. identifies text structure (e.g., sequence, problem-solution, comparison-contrast, description, cause-effect).	<b>Student Book:</b> 76-79 <b>Teacher's Edition:</b> 76-79

Knowledge Base Indicators	Daybook, Grade Four
<p>7. compares and contrasts information (e.g., topics, characters' traits, problem-solution, cause-effect relationships) in one or more appropriate-level texts(s) and identifies compare/contrast signal words.</p>	<p><b>Student Book:</b> 40-43, 52-56, 61-64, 124-127</p> <p><b>Teacher's Edition:</b> 40-43, 52-56, 61-64, 124-127</p>
<p>9. retells main ideas or events as well as supporting details in appropriate-level narrative, expository, and technical texts.</p>	<p><b>Student Book:</b> 89-93, 144-147, 150</p> <p><b>Teacher's Edition:</b> 89-93, 144-147, 150</p>
<p>12. identifies the author's purpose (e.g., to persuade, to entertain, to inform).</p>	<p><b>Student Book:</b> 29, 64</p> <p><b>Teacher's Edition:</b> 29, 64</p> <p>The opportunity to practice this objective is also available throughout the text.</p>
<p>13. establishes a purpose for reading or listening (e.g., to be informed, to follow directions, to be entertained).</p>	<p><b>Student Book:</b> 16, 19, 22, 27, 31, 35, 40, 44, 47, 52, 61, 66, 72, 76, 80, 84, 89, 94, 98, 104, 108, 112, 116, 120, 124, 128, 132, 136, 138, 144, 148, 152, 156, 159, 163</p> <p><b>Teacher's Edition:</b> 16, 19, 22, 27, 31, 35, 40, 44, 47, 52, 61, 66, 72, 76, 80, 84, 89, 94, 98, 104, 108, 112, 116, 120, 124, 128, 132, 136, 138, 144, 148, 152, 156, 159, 163</p> <p>Note: All lessons contain a "Before Reading" section which contains the Reading Strategy/Purpose for reading.</p>

**STANDARD 2: Literature**  
**Literature: The student responds to a variety of text.**

**Benchmark 1: The student uses literary concepts to interpret and respond to text.**

<b>Knowledge Base Indicators</b>	<b>Daybook, Grade Four</b>
<p>The student...</p> <p>1. identifies and describes characters' physical traits, personality traits, and feelings, and explains reasons for characters' actions and the consequences of those actions.</p>	<p><b>Student Book:</b> 40-43, 52-56, 66-71</p> <p><b>Teacher's Edition:</b> 40-43, 52-56, 66-71</p>
<p>2. identifies and describes the setting (e.g., environment, time of day or year, historical period, situation, place) of the story or literary text.</p>	<p><b>Student Book:</b> 161</p> <p><b>Teacher's Edition:</b> 161</p>
<p>3. identifies or describes the major conflict in a story and how it is resolved.</p>	<p><b>Student Book:</b> 57-60</p> <p><b>Teacher's Edition:</b> 57-60</p>

**Benchmark 2: The student understands the significance of literature and its contributions to human understanding and culture.**

<b>Knowledge Base Indicators</b>	<b>Daybook, Grade Four</b>
<p>The student...</p> <p>1. describes aspects of history and culture found in works of literature.</p>	<p>The opportunity to practice this objective is available on the following pages:</p> <p><b>Student Book:</b> 19-21, 22, 44-45, 47-49, 156-158</p> <p><b>Teacher's Edition:</b> 19-21, 22, 44-45, 47, 49, 156-158</p>
<p>2. makes connections between specific aspects of literature from a variety of cultures and personal experiences.</p>	<p><b>Student Book:</b> 15-38</p> <p><b>Teacher's Edition:</b> 15-38</p>



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# Daybook of Critical Reading and Writing © 2008 correlated to Kansas Reading Standards Fifth Grade

**Standard 1: Reading**  
**Reading: The student reads and comprehends text across the curriculum.**

## Benchmark 2: The student reads fluently.

Knowledge Base Indicators	Daybook, Grade Five
The student... 1. uses knowledge of conventions (e.g., question marks, exclamation points, commas, apostrophes, asterisks, ampersands) and text features to read fluently at instructional or independent reading levels.	The opportunity to practice this objective is available throughout the text.
2. reads expressively with appropriate pace, phrasing, intonation, and rhythm of speech.	The opportunity to practice this objective is available throughout the text.
3. uses knowledge of sentence structure to read fluently at instructional or independent reading levels.	The opportunity to practice this objective is available throughout the text.
4. uses a variety of word-recognition strategies (e.g., practicing words in isolation, practicing reading words in text, orthographic patterns) to read fluently.	The opportunity to practice this objective is available throughout the text.
5. adjusts reading rate to support comprehension when reading narrative, expository, technical, and persuasive texts.	The opportunity to practice this objective is available throughout the text.

**Benchmark 3: The student expands vocabulary.**

<b>Knowledge Base Indicators</b>	<b>Daybook, Grade Five</b>
1. determines the meaning of words or phrases by using context clues (e.g., definitions, restatements, examples, descriptions) from sentences or paragraphs.	The opportunity to practice this objective is available throughout the text.
4. determines meaning of words through knowledge of word structure (e.g., contractions, root words, prefixes, suffixes).	The opportunity to practice this objective is available throughout the text.
5. determines the meaning of figurative language by interpreting similes, metaphors, idioms, hyperbole, onomatopoeia, and personification.	The opportunity to practice this objective is available on the following pages: <b>Student Book:</b> 32-35, 72, 112-115, 193-195 <b>Teacher's Edition:</b> 32-35, 72, 112-115, 193-195

**Benchmark 4: The student comprehends a variety of texts  
(narrative, expository, technical, and persuasive).**

<b>Knowledge Base Indicators</b>	<b>Daybook, Grade Five</b>
The student... 2. understands the purpose of text features (e.g., title, graphs/charts and maps, tables of contents, pictures/illustrations, boldface type, italics, glossary, index, headings, subheadings, topic and summary sentences, captions) and uses such features to locate information in and to gain meaning from appropriate-level texts.	<b>Student Book:</b> 98-102 <b>Teacher's Edition:</b> 98-102
3. uses prior knowledge and content to make, revise, and confirm predictions.	<b>Student Book:</b> 152-154 <b>Teacher's Edition:</b> 152-154 The opportunity to practice this objective is also available throughout the text.
4. generates and responds logically to literal, inferential, and critical thinking questions before, during, and after reading the text.	<b>Student Book:</b> 15-46, 47-78, 79-110, 111-142, 143-176, 177-207 <b>Teacher's Edition:</b> 15-46, 47-78, 79-110, 111-142, 143-176, 177-207
5. uses information from the text to make inferences and draw conclusions.	<b>Student Book:</b> 116-118, 143-177, 186 <b>Teacher's Edition:</b> 116-118, 143-177, 186

Knowledge Base Indicators	Daybook, Grade Five
6. identifies text structure (e.g., sequence, problem-solution, comparison-contrast, description, cause-effect).	<p><b>Student Book:</b> 25-27, 98-103, 189-192</p> <p><b>Teacher’s Edition:</b> 25-27, 98-103, 189-192</p>
7. compares and contrasts information (e.g., topics, characters’ traits, problem-solution, cause-effect relationships) in one or more appropriate-level texts(s) and identifies compare/contrast signal words.	<p><b>Student Book:</b> 16-19, 20-24, 25-27, 39-43, 70-73, 106, 124, 151, 191</p> <p><b>Teacher’s Edition:</b> 16-19, 20-24, 25-27, 39-43, 70-73, 106, 124, 151, 191</p>
8. links causes and effects in appropriate-level narrative, expository, and technical texts, and identifies signal words related to cause-effect relationships.	<p>The opportunity to practice this objective is available on the following pages:  <b>Student Book:</b> 189-192</p> <p><b>Teacher’s Edition:</b> 189-192</p>
9. retells main ideas or events as well as supporting details in appropriate-level narrative, expository, and technical texts.	<p><b>Student Book:</b> 60-62, 80-83, 84-86, 87-89, 138-141, 199-202</p> <p><b>Teacher’s Edition:</b> 60-62, 80-83, 84-86, 87-89, 138-141, 199-202</p>
10. identifies topic, main idea(s), supporting details, and theme(s) in appropriate-level texts.	<p><b>Student Book:</b> 76-78, 80-83, 84-86, 110, 142, 174, 180-183, 207</p> <p><b>Teacher’s Edition:</b> 76-78, 80-83, 84-86, 110, 142, 174, 180-183, 207</p>
12. identifies the author’s purpose (e.g., to persuade, to entertain, to inform).	<p><b>Student Book:</b> 47-51, 52-55</p> <p><b>Teacher’s Edition:</b> 47-51, 52-55</p> <p>The opportunity to practice this objective is also available throughout the text.</p>
13. establishes a purpose for reading or listening (e.g., to be informed, to follow directions, to be entertained).	<p><b>Student Book:</b> 48-51, 80-83</p> <p><b>Teacher’s Edition:</b> 48-51, 80-83</p> <p>Note:  All lessons contain a “Before Reading” section which contains the Reading Strategy/Purpose for reading.  <b>Student Book:</b> 16, 20, 25, 28, 32, 36, 39, 44, 48, 52, 56, 60, 63, 70, 74, 76, 80, 84, 87, 90, 94, 98, 103, 107, 112, 116, 120, 123, 127, 131, 134, 138, 144, 148, 152, 155, 160, 164, 167, 171, 176, 180, 184, 189, 193, 196, 199, 203</p> <p><b>Teacher’s Edition:</b> 16, 20, 25, 28, 32, 36, 39, 44, 48, 52, 56, 60, 63, 70, 74, 76, 80, 84, 87, 90, 94, 98, 103, 107, 112, 116, 120, 123, 127, 131, 134, 138, 144, 148, 152, 155, 160, 164, 167, 171, 176, 180, 184, 189, 193, 196, 199, 203</p>

**STANDARD 2: Literature**  
**Literature: The student responds to a variety of text.**

**Benchmark 1: The student uses literary concepts to interpret and respond to text.**

<b>Knowledge Base Indicators</b>	<b>Daybook, Grade Five</b>
<p>The student...</p> <p>1. identifies and describes characters' physical traits, personality traits, and feelings, and explains reasons for characters' actions and the consequences of those actions.</p>	<p><b>Student Book:</b> 25-27, 74-75, 90-93, 155-159, 184-188, 199-202</p> <p><b>Teacher's Edition:</b> 25-27, 74-75, 90-93, 155-159, 184-188, 199-202</p>
<p>2. identifies and describes the setting (e.g., environment, time of day or year, historical period, situation, place) and explains the importance of the setting to the story or literary text.</p>	<p>The opportunity to practice this objective is available on the following pages:  <b>Student Book:</b> 116-119  <b>Teacher's Edition:</b> 116-119</p>
<p>3. identifies or describes the major conflict in a story and major events related to the conflict (e.g., problem or conflict, climax, resolution).</p>	<p><b>Student Book:</b> 152-154, 180-183, 189-192  <b>Teacher's Edition:</b> 152-154, 180-183, 189-192</p>
<p>4. understands that theme refers to the main idea (implied or stated), meaning of a selection, and includes the author's ideas about the subject.</p>	<p><b>Student Book:</b> 76-78, 80-83, 110, 142, 174, 180-183  <b>Teacher's Edition:</b> 76-78, 80-83, 110, 142, 174, 180-183</p>

**Benchmark 2: The student understands the significance of literature and its contributions to human understanding and culture.**

<b>Knowledge Base Indicators</b>	<b>Daybook, Grade Five</b>
<p>The student...</p> <p>1. understands the effects history and culture may have on works of literature.</p>	<p>The opportunity to practice this objective is available on the following pages:  <b>Student Book:</b> 138-142, 160-163  <b>Teacher's Edition:</b> 138-142, 160-163</p>
<p>3. makes connections between specific aspects of literature from a variety of cultures and personal experiences.</p>	<p><b>Student Book:</b> 15-46  <b>Teacher's Edition:</b> 15-46</p>



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# Daybook of Critical Reading and Writing © 2007 correlated to Kansas Reading Standards Sixth Grade

**S t a n d a r d 1 : R e a d i n g**  
**R e a d i n g : T h e s t u d e n t r e a d s a n d c o m p r e h e n d s**  
**t e x t a c r o s s t h e c u r r i c u l u m .**

## Benchmark 2: The student reads fluently.

Knowledge Base Indicators	Daybook, Grade Six
The student... 1. uses knowledge of conventions and text features to read fluently at instructional or independent reading levels.	The opportunity to practice this objective is available throughout the text.
2. reads expressively with appropriate pace, phrasing, intonation, and rhythm of speech.	The opportunity to practice this objective is available throughout the text.
3. uses knowledge of complex sentence structure to read fluently at instructional or independent reading levels.	The opportunity to practice this objective is available throughout the text.
4. uses a variety of word-recognition strategies (e.g., orthographic patterns, reading and writing text) to read fluently.	The opportunity to practice this objective is available throughout the text.
5. adjusts reading rate to support comprehension when reading narrative, expository, technical, and persuasive texts.	The opportunity to practice this objective is available throughout the text.

### Benchmark 3: The student expands vocabulary.

Knowledge Base Indicators	Daybook, Grade Six
1. determines the meaning of words or phrases by using context clues (e.g., definitions, restatements, examples, descriptions, comparison-contrast, clue words) from sentences or paragraphs.	The opportunity to practice this objective is available throughout the text.
3. understands and uses the references available in the classroom, school, and public libraries (e.g., dictionaries, thesauri, atlases, encyclopedias, internet) that are appropriate to the task.	The opportunity to practice this objective is available on the following pages: <b>Teacher's Edition:</b> 40, 66, 141, 144, 203, 211
4. determines meaning of words through knowledge of word structure (e.g., root words, prefixes, suffixes).	The opportunity to practice this objective is available throughout the text.
5. determines the meaning of figurative language by interpreting similes, metaphors, idioms, hyperbole, onomatopoeia, and personification.	The opportunity to practice this objective is available on the following pages: <b>Student Book:</b> 71-84, 175-190  <b>Teacher's Edition:</b> 71-84, 175-190

### Benchmark 4: The student comprehends a variety of texts (narrative, expository, technical, and persuasive).

Knowledge Base Indicators	Daybook, Grade Six
2. understands the purpose of text features (e.g., title, graphs/ charts and maps, table of contents, pictures/ illustrations, boldface type, italics, glossary, index, headings, subheadings, topic and summary sentences, captions, sidebars, underlining, numbered or bulleted lists) and uses such features to locate information in and to gain meaning from appropriate-level texts.	<b>Student Book:</b> 131-146  <b>Teacher's Edition:</b> 131-146
3. uses prior knowledge, content, and text type features to make, revise, and confirm predictions.	<b>Student Book:</b> 26-28, 102-107  <b>Teacher's Edition:</b> 26-28, 102-107 The opportunity to practice this objective is also available throughout the text.
4. generates and responds logically to literal, inferential, and critical thinking questions before, during, and after reading the text.	<b>Student Book:</b> 10-24, 25-40, 41-56, 57-70, 71-84, 86-100, 101-116, 117-130, 131-146, 147-162, 163-174, 175-190, 191-206, 207-220  <b>Teacher's Edition:</b> 10-24, 25-40, 41-56, 57-70, 71-84, 86-100, 101-116, 117-130, 131-146, 147-162, 163-174, 175-190, 191-206, 207-220

Knowledge Base Indicators	Daybook, Grade Six
5. uses information from the text to make inferences and draw conclusions.	<p><b>Student Book:</b> 29-32, 65, 177, 179-181</p> <p><b>Teacher’s Edition:</b> 29-32, 65, 177, 179-181</p>
6. identifies how text structure (e.g., sequence, problem-solution, comparison-contrast, description, and cause-effect) helps support comprehension of text.	<p>The opportunity to practice this objective is available on the following pages:</p> <p><b>Student Book:</b> 20-21, 58-59, 60-61</p> <p><b>Teacher’s Edition:</b> 20-21, 58-59, 60-61</p>
7. compares and contrasts varying aspects (e.g., characters’ traits and motives, themes, problem-solution, cause-effect relationships, ideas and concepts, procedures, viewpoints) in one or more appropriate-level texts.	<p><b>Teacher’s Edition:</b> 39, 97, 104, 111, 113, 182, 183, 197</p>
8. links causes and effects in appropriate-level narrative, expository, and technical texts, and identifies signal words related to cause-effect relationships.	<p><b>Student Book:</b> 60-63</p> <p><b>Teacher’s Edition:</b> 60-63</p>
9. uses paraphrasing and organizational skills to summarize information (e.g., stated and implied main ideas, main events, and important details) from appropriate-level narrative, expository, persuasive, and technical texts in logical order.	<p><b>Student Book:</b> 53-56, 118-120, 135-141</p> <p><b>Teacher’s Edition:</b> 21, 42, 53-56, 77, 91, 118-120, 132, 135-141, 177, 180, 202</p>
10. identifies topic, main idea(s), supporting details, and theme(s) in appropriate-level texts.	<p><b>Student Book:</b> 33-35, 53-56, 135-136</p> <p><b>Teacher’s Edition:</b> 33-35, 53-56, 135-136</p>
12. identifies the author’s purpose (e.g., to persuade, to entertain, to inform).	<p><b>Student Book:</b> 36-38</p> <p><b>Teacher’s Edition:</b> 36-38</p> <p>The opportunity to practice this objective is also available throughout the text.</p>
13. establishes a purpose for reading or listening (e.g., to be informed, to follow directions, to be entertained).	<p>Note: All lessons contain a “Before Reading” section which contains the Reading Strategy/Purpose for reading.</p> <p><b>Teacher’s Edition:</b> 10, 13, 17, 20, 22, 26, 29, 33, 36, 39, 42, 44, 47, 49, 53, 58, 60, 64, 67, 69, 72, 75, 77, 79, 81, 86, 89, 93, 96, 99, 102, 108, 111, 114, 118, 123, 126, 128, 132, 135, 138, 142, 144, 148, 151, 153, 156, 160, 164, 166, 169, 171, 173, 176, 179, 182, 185, 188, 192, 195, 198, 201, 204, 208, 212, 214, 217, 219</p>

**STANDARD 2: Literature**  
**Literature: The student responds to a variety of text.**

**Benchmark 1: The student uses literary concepts to interpret and respond to text.**

<b>Knowledge Base Indicators</b>	<b>Daybook, Grade Six</b>
<p>The student...</p> <p>1. describes different aspects of major and minor characters (e.g., their physical traits, personality traits, feelings, actions, motives) and explains how those aspects influence characters' interactions with other characters and elements of the plot, including resolution of the major conflict.</p>	<p><b>Student Book:</b> 44-46, 49-52, 53-56, 195-197, 198-200</p> <p><b>Teacher's Edition:</b> 44-46, 49-52, 53-56, 195-197, 198-200</p>
<p>2. identifies and describes the setting (e.g., environment, time of day or year, historical period, situation, place) and explains the importance of the setting to the story or literary text.</p>	<p>The opportunity to practice this objective is available on the following pages:  <b>Student Book:</b> 42-43</p> <p><b>Teacher's Edition:</b> 42-43</p>
<p>3. identifies major and minor events related to the conflict in a story (e.g., problem or conflict, climax, resolution) and explains how one event gives rise to another.</p>	<p><b>Student Book:</b> 49-52, 58-59, 89-92</p> <p><b>Teacher's Edition:</b> 49-52, 58-59, 89-92</p>
<p>4. understands that theme refers to the main idea (implied or stated), meaning of a selection, and includes the author's ideas about the subject.</p>	<p><b>Student Book:</b> 53-56, 164-165</p> <p><b>Teacher's Edition:</b> 53-56, 164-165</p>

**Benchmark 2: The student understands the significance of literature and its contributions to human understanding and culture.**

<b>Knowledge Base Indicators</b>	<b>Daybook, Grade Six</b>
<p>The student...</p> <p>1. understands the effects history and cultures may have on works of literature.</p>	<p>The opportunity to practice this objective is available on the following pages:  <b>Student Book:</b> 53-56, 58-59, 102-105</p> <p><b>Teacher's Edition:</b> 53-56, 58-59, 102-105</p>
<p>2. compares and contrasts various languages, traditions, and cultures found in literature.</p>	<p>The opportunity to practice this objective is available on the following pages:  <b>Student Book:</b> 53-56, 102-107</p> <p><b>Teacher's Edition:</b> 53-56, 102-107</p>
<p>3. makes connections between specific aspects of literature from a variety of cultures and personal experiences.</p>	<p><b>Student Book:</b> 13-16, 39-40, 147-162</p> <p><b>Teacher's Edition:</b> 13-16, 39-40, 147-162</p>



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correlated to  
Kansas Reading Standards  
Seventh Grade**

**S t a n d a r d 1 : R e a d i n g  
R e a d i n g : T h e s t u d e n t r e a d s a n d c o m p r e h e n d s  
t e x t a c r o s s t h e c u r r i c u l u m .**

**Benchmark 2: The student reads fluently.**

Knowledge Base Indicators	Daybook, Grade Seven
The student... 1. uses knowledge of conventions and text features to read fluently at instructional or independent reading levels.	The opportunity to practice this objective is available throughout the text.
2. reads expressively with appropriate pace, phrasing, intonation, and rhythm of speech.	The opportunity to practice this objective is available throughout the text.
3. uses knowledge of complex sentence structure to read fluently at instructional or independent reading levels.	The opportunity to practice this objective is available throughout the text.
4. uses a variety of word-recognition strategies (e.g., orthographic patterns, reading and writing text) to read fluently.	The opportunity to practice this objective is available throughout the text.
5. adjusts reading rate to support comprehension when reading narrative, expository, technical, and persuasive texts.	The opportunity to practice this objective is available throughout the text.

**Benchmark 3: The student expands vocabulary.**

<b>Knowledge Base Indicators</b>	<b>Daybook, Grade Seven</b>
1. determines meaning of words or phrases using context clues (e.g., definitions, restatements, examples, descriptions, comparison-contrast, and clue words) from sentences or paragraphs.	The opportunity to practice this objective is available throughout the text.
2. locates and uses references materials available in the classroom, school, and public libraries (e.g., dictionaries, thesauri, atlases, encyclopedias, internet) that are appropriate to the task.	The opportunity to practice this objective is available on the following pages: <b>Teacher’s Edition:</b> 36, 41, 98, 150, 171, 176, 185, 199
3. determines meaning of words through structural analysis, using knowledge of Greek, Latin, and Anglo-Saxon roots, prefixes, and suffixes to understand complex words, including words in science, mathematics, and social studies.	The opportunity to practice this objective is available throughout the text.
4. identifies and determines the meaning of figurative language, similes, metaphors, analogies, hyperbole, onomatopoeia, personification, and idioms.	The opportunity to practice this objective is available on the following pages: <b>Student Book:</b> 70-84  <b>Teacher’s Edition:</b> 70-84

**Benchmark 4: The student comprehends a variety of texts  
(narrative, expository, technical, and persuasive).**

<b>Knowledge Base Indicators</b>	<b>Daybook, Grade Seven</b>
2. understands the purpose of text features (e.g., title, graphs/ charts and maps, table of contents, pictures/ illustrations, boldface type, italics, glossary, index, headings, subheadings, topic and summary sentences, captions, sidebars, underlining, numbered or bulleted lists) and uses such features to locate information in and to gain meaning from appropriate-level texts.	The opportunity to practice this objective is available on the following pages: <b>Student Book:</b> 151-153, 158-159, 160-162  <b>Teacher’s Edition:</b> 151-153, 158-159, 160-162
3. uses prior knowledge, content, and text type features to make, revise, and confirm predictions.	<b>Student Book:</b> 13-15, 26-28  <b>Teacher’s Edition:</b> 13-15, 26-28 The opportunity to practice this objective is also available throughout the text.

Knowledge Base Indicators	Daybook, Grade Seven
<p>4. generates and responds logically to literal, inferential, and critical thinking questions before, during, and after reading the text.</p>	<p><b>Student Book:</b> 9-24, 25-36, 39-50, 53-68, 69-84, 85-100, 101-115, 117-130, 133-146, 147-157, 160-176, 177-185, 190-192, 193-206, 209-212, 215-217</p> <p><b>Teacher’s Edition:</b> 9-24, 25-36, 39-50, 53-68, 69-84, 85-100, 101-115, 117-130, 133-146, 147-157, 160-176, 177-185, 190-192, 193-206, 209-212, 215-217</p>
<p>5. uses information from the text to make inferences and draw conclusions.</p>	<p><b>Student Book:</b> 54-57, 134-136</p> <p><b>Teacher’s Edition:</b> 54-57, 134-136</p>
<p>7. compares and contrasts varying aspects (e.g., characters’ traits and motives, themes, problem-solution, cause-effect relationships, ideas and concepts, procedures, viewpoints, authors’ purpose) in one or more appropriate-level texts.</p>	<p><b>Student Book:</b> 45-47, 58-61, 112-115, 145-146, 151-153</p> <p><b>Teacher’s Edition:</b> 45-47, 58-61, 112-115, 145-146, 151-153</p>
<p>9. uses paraphrasing and organizational skills to summarize information (e.g., stated and implied main ideas, main events, and important details) from appropriate-level narrative, expository, persuasive, and technical texts in logical order.</p>	<p><b>Student Book:</b> 32-33, 169-171, 172-174</p> <p><b>Teacher’s Edition:</b> 32-33, 169-171, 172-174</p>
<p>10. identifies topic, main idea(s), supporting details, and theme(s) in text across the content areas and from a variety of sources in appropriate-level texts.</p>	<p><b>Student Book:</b> 96-98</p> <p><b>Teacher’s Edition:</b> 96-98</p> <p>The opportunity to practice this objective is also available on the following pages:</p> <p><b>Student Book:</b> 148-153, 164-166, 167-168, 169-171, 172-174, 175-176</p> <p><b>Teacher’s Edition:</b> 148-153, 164-166, 167-168, 169-171, 172-174, 175-176</p>
<p>12. explains the relationship between elements of an author’s style in a text (e.g., word choice, sentence structure) and his or her purpose for writing the text.</p>	<p><b>Student Book:</b> 85-100, 163-176, 193-208</p> <p><b>Teacher’s Edition:</b> 85-100, 163-176, 193-208</p> <p>The opportunity to practice this objective is also available throughout the text.</p>

Knowledge Base Indicators	Daybook, Grade Seven
<p>13. establishes purposes for both assigned and self-selected reading (e.g., to be informed, to follow directions, to be entertained, to solve problems).</p>	<p>Note: All lessons contain a “Before Reading” section which contains the Reading Strategy/Purpose for reading.</p> <p><b>Teacher’s Edition:</b> 10, 16, 22, 26, 32, 34, 37, 40, 45, 48, 54, 58, 62, 65, 70, 75, 77, 80, 86, 90, 93, 96, 99, 102, 106, 109, 112, 116, 118, 124, 129, 131, 134, 137, 140, 143, 148, 151, 154, 158, 160, 164, 167, 169, 172, 175, 178, 182, 184, 186, 190, 194, 197, 200, 204, 207, 210, 213, 215, 218, 221</p>
<p>14. identifies the author’s position in persuasive text and describes techniques the author uses to support that position (e.g., bandwagon approach, glittering generalities, testimonials, citing statistics, other techniques that appeal to reason or emotion).</p>	<p><b>Student Book:</b> 164-176</p> <p><b>Teacher’s Book:</b> 164-176</p>

**STANDARD 2: Literature**  
**Literature: The student responds to a variety of text.**

**Benchmark 1: The student uses literary concepts to interpret and respond to text.**

Knowledge Base Indicators	Daybook, Grade Seven
<p>The student...</p> <p>1. describes different aspects of major and minor characters (e.g., their physical traits, personality traits, feelings, actions, motives) and explains how those aspects influence characters’ interactions with other characters and elements of the plot, including resolution of the major conflict.</p>	<p><b>Student Book:</b> 45-47, 204-206</p> <p><b>Teacher’s Edition:</b> 45-47, 204-206</p> <p>The opportunity to practice this objective is also available on the following pages: <b>Student Book:</b> 10-12, 13-15, 16-18, 26-31, 40-50, 80-84, 86-89, 93-95, 102-105, 112-115, 118-120, 134-139, 154-157, 194-203</p> <p><b>Teacher’s Edition:</b> 10-12, 13-15, 16-18, 26-31, 40-50, 80-84, 86-89, 93-95, 102-105, 112-115, 118-120, 134-139, 154-157, 194-203</p>
<p>2. identifies and describes the setting (e.g., environment, time of day or year, historical period, situation, place) and explains the importance of the setting to the story or literary text.</p>	<p><b>Student Book:</b> 40-41</p> <p><b>Teacher’s Edition:</b> 40-41</p>
<p>3. identifies major and minor events of the plot (e.g., problem or conflict, climax, resolution, rising action, falling action, subplots, parallel episodes) and explains how these elements relate to one another.</p>	<p><b>Student Book:</b> 48-50</p> <p><b>Teacher’s Edition:</b> 48-50</p>

<b>Knowledge Base Indicators</b>	<b>Daybook, Grade Seven</b>
4. recognizes aspects of theme (e.g., moral, lesson, meaning, message, author’s ideas about the subject) and recurring themes across works (e.g., bravery, loneliness, loyalty, friendship).	<b>Student Book:</b> 51-52, 96-98 <b>Teacher’s Edition:</b> 51-52, 96-98
5. identifies literary devices (e.g., foreshadowing, flashback, figurative language, irony, metaphor, tone/mood, symbolism).	<b>Student Book:</b> 77-79 <b>Teacher’s Edition:</b> 77-79

**Benchmark 2: The student understands the significance of literature and its contributions to human understanding and culture.**

<b>Knowledge Base Indicators</b>	<b>Daybook, Grade Seven</b>
The student... 1. identifies common structures and stylistic elements in literature, folklore, and myths from a variety of cultures.	The opportunity to practice this objective is available on the following pages: <b>Student Book:</b> 86-89 <b>Teacher’s Edition:</b> 86-89
2. compares and contrasts customs and ideas within literature representing a variety of cultures.	The opportunity to practice this objective is available on the following pages: <b>Student Book:</b> 26-28, 29-31, 40-41, 86-89, 96-98 <b>Teacher’s Edition:</b> 26-28, 29-31, 40-41, 86-89, 96-98



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**Daybook of Critical Reading and Writing © 2007  
correlated to  
Kansas Reading Standards  
Eighth Grade**

**S t a n d a r d 1 : R e a d i n g  
R e a d i n g : T h e s t u d e n t r e a d s a n d c o m p r e h e n d s  
t e x t a c r o s s t h e c u r r i c u l u m .**

**Benchmark 2: The student reads fluently.**

Knowledge Base Indicators	Daybook, Grade Eight
The student... 1. uses knowledge of conventions and text features to read fluently at instructional or independent reading levels.	The opportunity to practice this objective is available throughout the text.
2. reads expressively with appropriate pace, phrasing, intonation, and rhythm of speech.	The opportunity to practice this objective is available throughout the text.
3. uses knowledge of complex sentence structure to read fluently at instructional or independent reading levels.	The opportunity to practice this objective is available throughout the text.
4. uses a variety of word-recognition strategies (e.g., orthographic patterns, reading and writing text) to read fluently.	The opportunity to practice this objective is available throughout the text.
5. adjusts reading rate to support comprehension when reading narrative, expository, technical, and persuasive texts.	The opportunity to practice this objective is available throughout the text.

### Benchmark 3: The student expands vocabulary.

Knowledge Base Indicators	Daybook, Grade Eight
1. determines meaning of words or phrases using context clues (e.g., definitions, restatements, examples, descriptions, comparison-contrast, and clue words, cause-effect) from sentences or paragraphs.	The opportunity to practice this objective is available throughout the text.
2. locates and uses references materials available in the classroom, school, and public libraries (e.g., dictionaries, thesauri, atlases, encyclopedias, internet) that are appropriate to the task.	The opportunity to practice this objective is available on the following pages: <b>Teacher’s Edition:</b> 42, 56, 62, 65, 68, 114, 118, 121, 124, 163, 215, 220
3. determines meaning of words through structural analysis, using knowledge of Greek, Latin, and Anglo-Saxon roots, prefixes, and suffixes to understand complex words, including words in science, mathematics, and social studies.	The opportunity to practice this objective is available throughout the text.
4. identifies and determines the meaning of figurative language, similes, metaphors, analogies, hyperbole, onomatopoeia, personification, and idioms, imagery, and symbolism.	The opportunity to practice this objective is available on the following pages: <b>Student Book:</b> 10-15, 19-21, 86-94, 98-100, 110-111, 178-181, 186-192  <b>Teacher’s Edition:</b> 10-15, 19-21, 86-94, 98-100, 110-111, 178-181, 186-192

### Benchmark 4: The student comprehends a variety of texts (narrative, expository, technical, and persuasive).

Knowledge Base Indicators	Daybook, Grade Eight
3. uses prior knowledge, content, and text type features to make, revise, and confirm predictions.	<b>Student Book:</b> 13-15, 49-50, 105-109, 119-121  <b>Teacher’s Edition:</b> 13-5, 49-50, 105-109, 119-121 The opportunity to practice this objective is also available throughout the text.
4. generates and responds logically to literal, inferential, and critical thinking questions before, during, and after reading the text.	<b>Student Book:</b> 9-24, 25-38, 39-52, 53-68, 69-82, 85-100, 101-111, 115-130, 131-139, 142-144, 145-160, 161-172, 177-183, 186-192, 193-208, 209-220  <b>Teacher’s Edition:</b> 9-24, 25-38, 39-52, 53-68, 69-82, 85-100, 101-111, 115-130, 131-139, 142-144, 145-160, 161-172, 177-183, 186-192, 193-208, 209-220

Knowledge Base Indicators	Daybook, Grade Eight
5. uses information from the text to make inferences and draw conclusions.	<p><b>Student Book:</b> 16-18, 46-48, 128-130, 132-134</p> <p><b>Teacher’s Edition:</b> 16-18, 46-48, 128-130, 132-134</p>
6. analyzes how text structure (e.g., sequence, problem-solution, comparison-contrast, description, cause-effect) helps support comprehension of text.	<p><b>Student Book:</b> 10-12, 16-18, 63, 83, 98, 111, 200-202</p> <p><b>Teacher’s Edition:</b> 10-12, 16-18, 63, 83, 98, 111, 200-202</p>
7. compares and contrasts varying aspects (e.g., characters’ traits and motives, themes, problem-solution, cause-effect relationships, ideas and concepts, procedures, viewpoints, authors’ purpose) in one or more appropriate-level texts.	<p><b>Student Book:</b> 10-12, 16-18, 79-81, 83-84, 98-100, 110-111</p> <p><b>Teacher’s Edition:</b> 10-12, 16-18, 79-81, 83-84, 98-100, 110-111</p>
9. uses paraphrasing and organizational skills to summarize information (e.g., stated and implied main ideas, main events, and important details) from appropriate-level narrative, expository, persuasive, and technical texts in logical order.	<p><b>Student Book:</b> 29-30, 43-45, 57-59, 102-104, 116-118, 119-120, 135-136</p> <p><b>Teacher’s Edition:</b> 29-30, 43-45, 57-59, 102-104, 116-118, 119-120, 135-136</p>
10. identifies topic, main idea(s), supporting details, and theme(s) in text across the content areas and from a variety of sources in appropriate-level texts.	<p><b>Student Book:</b> 145-160, 197-199</p> <p><b>Teacher’s Edition:</b> 145-160, 197-199</p>
12. explains the relationship between an author’s use of literary devices in a text (e.g., foreshadowing, flashback, irony, symbolism, tone, mood) and his or her purpose for writing the text.	<p><b>Student Book:</b> 79-82, 83-84, 89-94, 98-100, 105-109, 166-167</p> <p><b>Teacher’s Edition:</b> 79-82, 83-84, 89-94, 98-100, 105-109, 166-167</p> <p>The opportunity to practice this objective is also available throughout the text.</p>
13. establishes purposes for both assigned and self-selected reading (e.g., to be informed, to follow directions, to be entertained, to solve problems).	<p>Note: All lessons contain a “Before Reading” section which contains the Reading Strategy/Purpose for reading.</p> <p><b>Teacher’s Edition:</b> 10, 13, 16, 19, 22, 26, 29, 31, 34, 37, 40, 43, 46, 49, 51, 54, 57, 60, 63, 66, 70, 74, 77, 79, 83, 86, 89, 91, 95, 98, 102, 105, 110, 112, 116, 119, 122, 128, 132, 135, 137, 140, 142, 146, 152, 155, 158, 162, 166, 168, 173, 175, 178, 182, 184, 186, 190, 194, 197, 200, 203, 206, 210, 212, 216, 221, 223</p>

Knowledge Base Indicators	Daybook, Grade Eight
<p>14. identifies the author’s position in persuasive text and describes techniques the author uses to support that position (e.g., bandwagon approach, glittering generalities, testimonials, citing statistics, other techniques that appeal to reason or emotion).</p>	<p><b>Student Book:</b> 162-165 <b>Teacher’s Book:</b> 162-165</p>

**STANDARD 2: Literature**  
**Literature: The student responds to a variety of text.**

**Benchmark 1: The student uses literary concepts to interpret and respond to text.**

Knowledge Base Indicators	Daybook, Grade Eight
<p>The student...</p> <p>1. describes different aspects of characters (e.g., their physical traits, personality traits, feelings, actions, motives) and analyzes how major characters are developed (e.g., through their thoughts, words, speech patterns, actions) and how they change over time.</p>	<p><b>Student Book:</b> 40-42, 43-45, 200-202, 216-220 <b>Teacher’s Edition:</b> 40-42, 43-45, 200-202, 216-220 The opportunity to practice this objective is also available on the following pages: <b>Student Book:</b> 66-68, 102-109, 145-157, 197-199 <b>Teacher’s Edition:</b> 66-68, 102-109, 145-157, 197-199</p>
<p>2. identifies and describes the setting (e.g., environment, time of day or year, historical period, situation, place) and analyzes connections between the setting and other story elements (e.g., character, plot).</p>	<p>The opportunity to practice this objective is available on the following pages: <b>Student Book:</b> 40-41, 43-45, 46-48, 49-50, 66-68, 102-104, 105-109, 146-157, 197-202 <b>Teacher’s Edition:</b> 40-41, 43-45, 46-48, 49-50, 66-68, 102-104, 105-109, 146-157, 197-202</p>
<p>3. identifies major and minor events of the plot (e.g., problem or conflict, climax, resolution, rising action, falling action, subplots, parallel episodes) and explains how these elements relate to one another.</p>	<p><b>Student Book:</b> 40-42, 200-202 <b>Teacher’s Edition:</b> 40-42, 200-202</p>
<p>4. recognizes aspects of theme (e.g., moral, lesson, meaning, message, author’s ideas about the subject) and recurring themes across works (e.g., bravery, loneliness, loyalty, friendship).</p>	<p><b>Student Book:</b> 145-160, 197-199 <b>Teacher’s Edition:</b> 145-160, 197-199</p>



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# Daybook of Critical Reading and Writing © 2008 correlated to Kansas Reading Standards Ninth Grade

**Standard 1: Reading**  
**Reading: The student reads and comprehends text across the curriculum.**

### Benchmark 2: The student reads fluently.

Knowledge Base Indicators	Daybook, Grade Nine
The student... 1. adjusts reading rate to support comprehension when reading narrative, expository, technical, and persuasive texts.	The opportunity to practice this objective is available throughout the text.

### Benchmark 3: The student expands vocabulary.

Knowledge Base Indicators	Daybook, Grade Nine
1. determines meaning of words or phrases using context clues (e.g., definitions, restatements, examples, descriptions, comparison-contrast, and clue words, cause-effect) from sentences or paragraphs.	The opportunity to practice this objective is available throughout the text.
2. locates and uses references materials available in the classroom, school, and public libraries (e.g., dictionaries, thesauri, atlases, encyclopedias, internet) that are appropriate to the task.	The opportunity to practice this objective is available on the following pages: <b>Teacher's Edition:</b> 27, 31, 65, 69-70, 121, 127, 130, 136, 172, 185, 219, 234, 238
3. determines meaning of words through structural analysis, using knowledge of Greek, Latin, and Anglo-Saxon roots, prefixes, and suffixes to understand complex words, including words in science, mathematics, and social studies.	The opportunity to practice this objective is available throughout the text.

<b>Knowledge Base Indicators</b>	<b>Daybook, Grade Nine</b>
4. identifies, interprets, and analyzes the use of figurative language, including similes, metaphors, analogies, hyperbole, onomatopoeia, personification, idioms, imagery, and symbolism.	The opportunity to practice this objective is available on the following pages: <b>Student Book:</b> 81-82,189-191, 206-208 <b>Teacher’s Edition:</b> 81-82,189-191, 206-208

**Benchmark 4: The student comprehends a variety of texts  
(narrative, expository, technical, and persuasive).**

<b>Knowledge Base Indicators</b>	<b>Daybook, Grade Nine</b>
2. understands the purpose of text features (e.g., title, graphs/charts and maps, table of contents, pictures/illustrations, boldface type, italics, glossary, index, headings, subheadings, topic and summary sentences, captions, sidebars, underlining numbered or bulleted lists, footnotes, annotations) and uses such features to locate information in and to gain meaning from appropriate-level texts.	<b>Student Book:</b> 134-136, 137-139, 140-144, 145-146 <b>Teacher’s Edition:</b> 134-136, 137-139, 140-144, 145-146
3. uses prior knowledge, content, and text type features to make, revise, and confirm predictions.	<b>Student Book:</b> 13-14, 39-54, 75-77, 109-110, 122-125, 216-219 <b>Teacher’s Edition:</b> 13-14, 39-54, 75-77, 109-110, 122-125, 216-219 The opportunity to practice this objective is also available throughout the text.
4. generates and responds logically to literal, inferential, and critical thinking questions before, during, and after reading the text.	<b>Student Book:</b> 9-24, 25-38, 39-54, 55-70, 71-86, 87-100, 101-116, 117-132, 133-148, 149-164, 165-178, 179-194, 195-210, 211-228, 229-242, 243-254 <b>Teacher’s Edition:</b> 9-24, 25-38, 39-54, 55-70, 71-86, 87-100, 101-116, 117-132, 133-148, 149-164, 165-178, 179-194, 195-210, 211-228, 229-242, 243-254
5. uses information from the text to make inferences and draw conclusions.	<b>Student Book:</b> 34-35, 56-59, 102-105, 109-110, 114-116, 201-205 <b>Teacher’s Edition:</b> 34-35, 56-59, 102-105, 109-110, 114-116, 201-205

Knowledge Base Indicators	Daybook, Grade Nine
<p>6. analyzes and evaluates how authors use text structure (e.g., sequence, problem-solution, comparison-contrast, description, cause-effect) to help achieve their purposes.</p>	<p>The opportunity to address this objective is available on the following pages:  <b>Student Book:</b> 9-24, 25-38, 39-54, 55-70, 71-86, 87-100, 101-116, 117-132, 133-148, 149-164, 165-178, 179-194, 195-210, 211-228, 229-242, 243-254   <b>Teacher’s Edition:</b> 9-24, 25-38, 39-54, 55-70, 71-86, 87-100, 101-116, 117-132, 133-148, 149-164, 165-178, 179-194, 195-210, 211-228, 229-242, 243-254</p>
<p>7. compares and contrasts varying aspects (e.g., characters’ traits and motives, themes, problem-solution, cause-effect relationships, ideas and concepts, procedures, viewpoints, authors’ purposes, persuasive techniques, use of literary devices, thoroughness of supporting evidence) in one or more appropriate-level texts.</p>	<p><b>Student Book:</b> 20-22, 153-157, 177-178, 250-251, 252-254   <b>Teacher’s Edition:</b> 20-22, 153-157, 177-178, 250-251, 252-254</p>
<p>9. uses paraphrasing and organizational skills to summarize information (e.g., stated and implied main ideas, main events, important details, underlying meaning) from appropriate-level narrative, expository, technical, and persuasive texts in logical or sequential order, clearly preserving the author’s intent.</p>	<p><b>Student Book:</b> 28-31, 32-33, 34-35, 36-37, 84-86, 212-215   <b>Teacher’s Edition:</b> 28-31, 32-33, 34-35, 36-37, 84-86, 212-215</p>
<p>10. identifies the topic, main idea(s), supporting details, and theme(s) in text across the content areas and from a variety of sources in appropriate-level texts.</p>	<p><b>Student Book:</b> 150-152   <b>Teacher’s Edition:</b> 150-152</p>
<p>12. analyzes and evaluates how an author’s style (e.g., word choice, sentence structure) and use of literary devices (e.g., foreshadowing, flashback, irony, symbolism, tone, mood, satire, imagery, point of view, allusion, overstatement, paradox) work together to achieve his or her purpose for writing text.</p>	<p><b>Student Book:</b> 88-100, 195-210   <b>Teacher’s Edition:</b> 88-100, 195-210  The opportunity to practice this objective is also available throughout the text.</p>
<p>13. establishes purposes for both assigned and self-selected reading (e.g., to be informed, to follow directions, to be entertained, to solve problems).</p>	<p>Note:  All lessons contain an “Into the Lesson” section which contains the Reading Strategy/Purpose for reading.   <b>Teacher’s Edition:</b> 10, 13, 15, 20, 22, 26, 28, 32, 34, 36, 40, 43, 46, 49, 52, 56, 60, 63, 66, 69, 72, 75, 78, 81, 83, 88, 91, 94, 97, 99, 102, 106, 109, 111, 114, 118, 122, 126, 128, 131, 134, 137, 140, 145, 147, 150, 153, 156, 159, 162, 166, 169, 171, 173, 177, 180, 183, 186, 189, 192, 196, 198, 201, 206, 209, 212, 216, 220, 223, 226, 230, 233, 235, 239, 241, 244, 246, 248, 250, 252</p>

**STANDARD 2: Literature**  
**Literature: The student responds to a variety of text.**

**Benchmark 1: The student uses literary concepts to interpret and respond to text.**

<b>Knowledge Base Indicators</b>	<b>Daybook, Grade Nine</b>
<p>The student...</p> <p>1. identifies and describes different types of characters (e.g., protagonist, antagonist, round, flat, static, dynamic) and analyzes the development of characters.</p>	<p><b>Student Book:</b> 192-194</p> <p><b>Teacher’s Edition:</b> 192-194            The opportunity to practice this objective is also available on the following pages:  <b>Student Book:</b> 56-62, 88-90, 91-96, 150-158, 212-228</p> <p><b>Teacher’s Edition:</b> 56-62, 88-90, 91-96, 150-158, 212-228</p>
<p>2. analyzes the historical, social, and cultural contextual aspects of the setting and their influence on characters and events in the story or literary text.</p>	<p>The opportunity to practice this objective is available on the following pages:  <b>Student Book:</b> 56-62, 88-90, 91-96, 150-158, 192-194, 212-228</p> <p><b>Teacher’s Edition:</b> 56-62, 88-90, 91-96, 150-158, 192-194, 212-228</p>
<p>3. analyzes and evaluates how the author uses various plot elements (e.g., problem or conflict, climax, resolution, rising action, falling action, subplots, parallel episodes) to advance the plot and make connections between events.</p>	<p>The opportunity to practice this objective is available on the following pages:  <b>Student Book:</b> 56-59, 88-90, 153-155, 156-158, 212-228</p> <p><b>Teacher’s Edition:</b> 56-59, 88-90, 153-155, 156-158, 212-228</p>
<p>4. analyzes themes, tone, and the author’s point-of-view across a variety of literary works and genres using textual evidence and considering audience and purpose.</p>	<p><b>Student Book:</b> 150-152, 153-155, 156-158, 180-182</p> <p><b>Teacher’s Edition:</b> 150-152, 153-155, 156-158, 180-182</p>
<p>5. identifies, analyzes, and evaluates the use of literary devices (foreshadowing, flashback, irony, figurative language, imagery, symbolism, satire, allusion, paradox, dialogue, point of view, overstatement) in a text.</p>	<p><b>Student Book:</b> 81-82, 189-191, 206-208, 209-210</p> <p><b>Teacher’s Edition:</b> 81-82, 189-191, 206-208, 209-210</p>

**Benchmark 2: The student understands the significance of literature and its contributions to various cultures.**

<b>Knowledge Base Indicators</b>	<b>Daybook, Grade Nine</b>
<p>The student...</p> <p>1. recognizes ways that literature from different cultures presents similar themes differently across genres.</p>	<p>The opportunity to practice this objective is available on the following pages:  <b>Student Book:</b> 118-125, 140-144  <b>Teacher's Edition:</b> 118-125, 140-144</p>
<p>2. compares and contrasts works of literature that deal with similar topics and problems.</p>	<p>The opportunity to practice this objective is available on the following pages:  <b>Student Book:</b> 49-51, 153-155, 156-158  <b>Teacher's Edition:</b> 49-51, 153-155, 156-158</p>
<p>3. evaluates distinctive and shared characteristics of cultures through a variety of texts.</p>	<p>The opportunity to practice this objective is available on the following pages:  <b>Student Book:</b> 118-124, 140-144  <b>Teacher's Edition:</b> 118-124, 140-144</p>



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