

**ACCESS ENGLISH © 2005**

correlated to

**Kentucky**

**Combined Curriculum for  
Grades 6-8**

**(Academic Expectations, Program of Studies,  
and Core Content for Assessment)**



EDUCATION GROUP



A Houghton Mifflin Company

**YOUR KENTUCKY GREAT SOURCE REPRESENTATIVE**

**MAXINE ELLIOTT**  
800-289-4490, option 4  
Maxine\_Elliott@hmco.com

**ACCESS English © 2005**  
correlated to  
**Kentucky Combined Curriculum for Grades 6-8**  
(Academic Expectations, Program of Studies, and Core Content for Assessment)

**TABLE OF CONTENTS**

**Grade 6..... Pages 1-33**

**Grade 7..... Pages 34-68**

**Grade 8..... Pages 69-100**





# ACCESS English © 2005

correlated to

## Kentucky Combined Curriculum for Grade 6

(Academic Expectations, Program of Studies, and Core Content for Assessment)

### Inquiry

#### ELA Inquiry 6 11

Combined Curriculum, Grade 6	ACCESS English
<p><b>Academic Expectations</b>  <b>1.1</b> Students use reference tools such as dictionaries, almanacs, encyclopedias, and computer reference programs and research tools.</p>	<p><b>Student Book:</b> 156-157, 216-227  <b>Teacher's Edition:</b> 156, 157, 216, 218, 220, 225</p>
<p><b>Program of Studies</b>  <b>ELA-6-I-1</b> Students will develop questions to obtain ideas and information for authentic tasks (additional supporting Academic Expectation 6.3).</p>	<p><b>Student Book:</b> 156, 219, 220  <b>Teacher's Edition:</b> 156, 219, 220, 308, 314, 319</p>

#### ELA Inquiry 6 12

Combined Curriculum, Grade 6	ACCESS English
<p><b>Academic Expectations</b>  <b>1.1</b> Students use reference tools such as dictionaries, almanacs, encyclopedias, and computer reference programs and research tools.</p>	<p><b>Student Book:</b> 156-157, 216-227  <b>Teacher's Edition:</b> 156, 157, 216, 218, 220, 225</p>
<p><b>Program of Studies</b>  <b>ELA-6-I-2</b> Students will identify different types of resources to accomplish a variety of tasks.</p>	<p><b>Student Book:</b> 41, 156-157, 218-219, 220, 225, 226, 341  <b>Teacher's Edition:</b> 41, 155, 156, 218, 219, 220, 225, 341</p>

## ELA Inquiry 6 13

Combined Curriculum, Grade 6	ACCESS English
<p><b><u>Academic Expectations</u></b>  <b>1.1</b> Students use reference tools such as dictionaries, almanacs, encyclopedias, and computer reference programs and research tools.</p>	<p><b>Student Book:</b> 156-157, 216-227  <b>Teacher’s Edition:</b> 156, 157, 216, 218, 220, 225</p>
<p><b><u>Program of Studies</u></b>  <b>ELA-6-I-3</b> Students will explore and use research tools to gather information and ideas for authentic tasks.</p>	<p><b>Student Book:</b> 156-157, 218-219, 225, 341  <b>Teacher’s Edition:</b> 155, 156, 218, 219, 225, 341</p>

## Speaking/Listening/Observing

### ELA SLO 6 45

Combined Curriculum, Grade 6	ACCESS English
<p><b><u>Academic Expectations</u></b>  <b>1.3</b> Students make sense of the various things they observe.</p>	<p><b>Student Book:</b> 97, 100, 114, 202, 253  <b>Teacher’s Edition:</b> 97, 98, 99, 100, 101, 102, 114, 202, 253</p>
<p><b><u>Academic Expectations</u></b>  <b>1.4</b> Students make sense of the various messages to which they listen</p>	<p><b>Student Book:</b> 103, 147, 159, 277, 303, 307, 325  <b>Teacher’s Edition:</b> 147, 159, 277</p>
<p><b><u>Academic Expectations</u></b>  <b>1.12</b> Students speak using appropriate forms, conventions, and styles to communicate ideas and information to different audiences for different purposes.</p>	<p><b>Student Book:</b> 17, 22, 35, 78, 79, 127, 134, 147, 171, 185, 190, 303, 306, 342, 354, 355  <b>Teacher’s Edition:</b> 17, 22, 35, 78, 79, 127, 147, 171, 185, 190, 306, 342, 354, 355</p>
<p><b><u>Program of Studies</u></b>  <b>ELA-6-SLO-1</b> Students will interpret meaning from verbal/nonverbal cues by applying appropriate listening and observing strategies.</p>	<p><b>Student Book:</b> 103, 147, 159, 277  <b>Teacher’s Edition:</b> 103, 147, 159, 277</p>

**ELA SLO 6 4 6**

Combined Curriculum, Grade 6	ACCESS English
<p><b><u>Academic Expectations</u></b>  <b>1.3</b> Students make sense of the various things they observe.</p>	<p><b>Student Book:</b> 97, 100, 114, 202, 253  <b>Teacher’s Edition:</b> 97, 98, 99, 100, 101, 102, 114, 202, 253</p>
<p><b><u>Academic Expectations</u></b>  <b>1.4</b> Students make sense of the various messages to which they listen</p>	<p><b>Student Book:</b> 103, 147, 159, 277, 303, 307, 325  <b>Teacher’s Edition:</b> 147, 159, 277</p>
<p><b><u>Academic Expectations</u></b>  <b>1.12</b> Students speak using appropriate forms, conventions, and styles to communicate ideas and information to different audiences for different purposes.</p>	<p><b>Student Book:</b> 17, 22, 35, 78, 79, 127, 134, 147, 171, 185, 190, 303, 306, 342, 354, 355  <b>Teacher’s Edition:</b> 17, 22, 35, 78, 79, 127, 147, 171, 185, 190, 306, 342, 354, 355</p>
<p><b><u>Program of Studies</u></b>  <b>ELA-6-SLO-2</b> Students will convey meaning through appropriate delivery techniques (e.g., correct and appropriate language, nonverbal cues, visual aids, volume, rate, and tone).</p>	<p><b>Student Book:</b> 23, 47, 59, 79, 115, 135, 147, 171, 185, 191, 303, 343  <b>Teacher’s Edition:</b> 23, 47, 59, 79, 115, 135, 147, 171, 185, 191, 343</p>

**ELA SLO 6 4 7**

Combined Curriculum, Grade 6	ACCESS English
<p><b><u>Academic Expectations</u></b>  <b>1.3</b> Students make sense of the various things they observe.</p>	<p><b>Student Book:</b> 97, 100, 114, 202, 253  <b>Teacher’s Edition:</b> 97, 98, 99, 100, 101, 102, 114, 202, 253</p>
<p><b><u>Academic Expectations</u></b>  <b>1.4</b> Students make sense of the various messages to which they listen</p>	<p><b>Student Book:</b> 103, 147, 159, 277, 303, 307, 325  <b>Teacher’s Edition:</b> 147, 159, 277</p>
<p><b><u>Academic Expectations</u></b>  <b>1.12</b> Students speak using appropriate forms, conventions, and styles to communicate ideas and information to different audiences for different purposes.</p>	<p><b>Student Book:</b> 17, 22, 35, 78, 79, 127, 134, 147, 171, 185, 190, 303, 306, 342, 354, 355  <b>Teacher’s Edition:</b> 17, 22, 35, 78, 79, 127, 147, 171, 185, 190, 306, 342, 354, 355</p>
<p><b><u>Program of Studies</u></b>  <b>ELA-6-SLO-3</b> Students will apply organizational skills to prepare and deliver oral messages with and without technology (additional supporting Academic Expectation 5.3).</p>	<p><b>Student Book:</b> 127, 185  <b>Teacher’s Edition:</b> 185</p>

## ELA SLO 6 4 8

Combined Curriculum, Grade 6	ACCESS English
<p><b><u>Academic Expectations</u></b>  <b>1.3</b> Students make sense of the various things they observe.</p>	<p><b>Student Book:</b> 97, 100, 114, 202, 253  <b>Teacher’s Edition:</b> 97, 98, 99, 100, 101, 102, 114, 202, 253</p>
<p><b><u>Academic Expectations</u></b>  <b>1.4</b> Students make sense of the various messages to which they listen</p>	<p><b>Student Book:</b> 103, 147, 159, 277, 303, 307, 325  <b>Teacher’s Edition:</b> 147, 159, 277</p>
<p><b><u>Academic Expectations</u></b>  <b>1.12</b> Students speak using appropriate forms, conventions, and styles to communicate ideas and information to different audiences for different purposes.</p>	<p><b>Student Book:</b> 17, 22, 35, 78, 79, 127, 134, 147, 171, 185, 190, 303, 306, 342, 354, 355  <b>Teacher’s Edition:</b> 17, 22, 35, 78, 79, 127, 147, 171, 185, 190, 306, 342, 354, 355</p>
<p><b><u>Program of Studies</u></b>  <b>ELA-6-SLO-4</b> Students will apply listening, speaking, and observing skills to conduct authentic inquiry tasks and to create products (additional supporting Academic Expectation 5.1).</p>	<p><b>Student Book:</b> 103, 127, 147, 159, 185, 277  <b>Teacher’s Edition:</b> 127, 147, 159, 185, 277</p>

## Technology as Communication

### ELA TECH 6 7 6

Combined Curriculum, Grade 6	ACCESS English
<p><b><u>Academic Expectations</u></b>  <b>1.16</b> Students use computers and other kinds of technology to collect, organize, and communicate information and ideas.</p>	<p><b>Student Book:</b> 156-157, 225, 329, 341  <b>Teacher’s Edition:</b> 156, 157, 225, 329, 341</p>
<p><b><u>Program of Studies</u></b>  <b>ELA-6-T-1</b> Students will use technology to access ideas and information for authentic tasks.</p>	<p><b>Student Book:</b> 156-157, 218-219, 225, 341  <b>Teacher’s Edition:</b> 156, 157, 218, 219, 225, 341</p>

### ELA TECH 6 7 7

Combined Curriculum, Grade 6	ACCESS English
<p><b><u>Academic Expectations</u></b>  <b>1.16</b> Students use computers and other kinds of technology to collect, organize, and communicate information and ideas.</p>	<p><b>Student Book:</b> 156-157, 225, 329, 341  <b>Teacher’s Edition:</b> 156, 157, 225, 329, 341</p>

Combined Curriculum, Grade 6	ACCESS English
<p><b>Program of Studies</b>  <b>ELA-6-T-2</b> Students will explore technology as a means of communication.</p>	<p><b>Student Book:</b> 156, 329, 338, 341  <b>Teacher’s Edition:</b> 156, 329, 338, 341</p>

## Reading

### ELA Reading 6 113

Combined Curriculum, Grade 6	ACCESS English
<p><b>Academic Expectations</b>  <b>1.2</b> Students make sense of the variety of materials they read.</p>	<p><b>Student Book:</b> 18, 27, 30, 32, 46, 48-59, 78, 87-89, 129, 136-145, 149, 151, 155, 156, 158, 184-191, 192-201, 204-214, 219, 220-221, 226, 257, 265, 308-317, 320-327  <b>Teacher’s Edition:</b> 18, 19, 21, 27, 30, 32, 48, 49, 50, 52, 54, 56, 57, 58, 59, 78, 87, 88, 89, 129, 136, 137, 138, 139, 140, 141, 142, 146, 149, 155, 156, 158, 184, 185, 186, 187, 188, 189, 190, 191, 192, 193, 194, 195, 196, 197, 198, 199, 200, 201, 204, 205, 206, 208, 209, 210, 211, 212, 219, 226, 227, 257, 264, 308, 309, 310, 311, 312, 313, 314, 315, 316, 317, 321, 322, 323, 326, 327</p>
<p><b>Program of Studies</b>  <b>ELA-6-R-1</b> Students will identify meaning of a variety of reading materials, making connections to students' lives, to real world issues, and/or to current events.</p>	<p><b>Student Book:</b> 18, 27, 32, 78, 87-89, 145, 149, 151, 185, 190, 197, 205, 206, 211, 257, 265  <b>Teacher’s Edition:</b> 18, 27, 32, 78, 87, 88, 89, 145, 149, 151, 190, 197, 205, 206, 211, 257</p>
<p><b>Core Content for Assessment</b>  <b>RD-M-x.0.10</b> Connect information from a passage to students' lives and/or real world issues.</p>	<p><b>Student Book:</b> 18, 27, 32, 54, 149, 151, 185, 190, 197, 206  <b>Teacher’s Edition:</b> 18, 27, 32, 54, 149, 151, 185</p>

## ELA Reading 6 114

Combined Curriculum, Grade 6	ACCESS English
<p><b><u>Academic Expectations</u></b>  <b>1.2</b> Students make sense of the variety of materials they read.</p>	<p><b>Student Book:</b> 18, 27, 30, 32, 46, 48-59, 78, 87-89, 129, 136-145, 149, 151, 155, 156, 158, 184-191, 192-201, 204-214, 219, 220-221, 226, 257, 265, 308-317, 320-327</p> <p><b>Teacher’s Edition:</b> 18, 19, 21, 27, 30, 32, 48, 49, 50, 52, 54, 56, 57, 58, 59, 78, 87, 88, 89, 129, 136, 137, 138, 139, 140, 141, 142, 146, 149, 155, 156, 158, 184, 185, 186, 187, 188, 189, 190, 191, 192, 193, 194, 195, 196, 197, 198, 199, 200, 201, 204, 205, 206, 208, 209, 210, 211, 212, 219, 226, 227, 257, 264, 308, 309, 310, 311, 312, 313, 314, 315, 316, 317, 321, 322, 323, 326, 327</p>
<p><b><u>Program of Studies</u></b>  <b>ELA-6-R-2</b> Students will understand characteristics and elements of different literary genres (e.g., novels, essays, short stories, poetry, drama).</p>	<p><b>Student Book:</b> 17-22, 128-133, 134, 136-145, 160-163, 184-191, 242-251, 256, 320-327</p> <p><b>Teacher’s Edition:</b> 18, 19, 20, 21, 22, 128, 129, 130, 131, 132, 133, 134, 136, 137, 138, 139, 140, 141, 142, 143, 160, 161, 162, 163, 184, 185, 186, 187, 188, 189, 190, 191, 242, 243, 244, 245, 246, 247, 248, 249, 250, 251, 256, 257, 320, 321, 322, 323, 324, 325, 326, 327</p>
<p><b><u>Core Content for Assessment</u></b>  <b>RD-M-1.0.12</b> Identify characteristics of short stories, novels, poetry, and plays.</p>	<p><b>Student Book:</b> 17, 22, 134, 241, 255, 258-261, 262-263, 264</p> <p><b>Teacher’s Edition:</b> 22, 134, 241, 255, 258, 259, 260, 261, 262, 263, 264</p>
<p><b><u>Core Content for Assessment</u></b>  <b>RD-M-1.0.13</b> Describe literary elements (e.g., characterization, setting, plot, theme, point of view) in a passage.</p>	<p><b>Student Book:</b> 88, 241, 255, 258-261, 262-263, 264, 280-281, 282-285</p> <p><b>Teacher’s Edition:</b> 88, 241, 255, 258, 259, 260, 261, 262, 263, 264, 280, 281, 282, 283, 284, 285</p>
<p><b><u>Core Content for Assessment</u></b>  <b>RD-M-1.0.14</b> Analyze the relationship between events in a story and a character’s behavior.</p>	<p><b>Student Book:</b> 256-257, 262, 283, 285</p> <p><b>Teacher’s Edition:</b> 256, 257, 263, 283, 285</p>
<p><b><u>Core Content for Assessment</u></b>  <b>RD-M-1.0.15</b> Explain how a conflict in a passage is resolved.</p>	<p><b>Student Book:</b> 256-257, 282-283</p> <p><b>Teacher’s Edition:</b> 256, 282, 283</p>
<p><b><u>Core Content for Assessment</u></b>  <b>RD-M-1.0.16</b> Identify literary devices such as foreshadowing, imagery, and figurative language (e.g., similes, metaphors, personification, hyperbole).</p>	<p><b>Student Book:</b> 17, 22, 57, 112, 252</p> <p><b>Teacher’s Edition:</b> 17, 22, 57, 112, 252</p>

## ELA Reading 6 123

Combined Curriculum, Grade 6	ACCESS English
<p><b>Academic Expectations</b>  <b>1.2</b> Students make sense of the variety of materials they read.</p>	<p><b>Student Book:</b> 18, 27, 30, 32, 46, 48-59, 78, 87-89, 129, 136-145, 149, 151, 155, 156, 158, 184-191, 192-201, 204-214, 219, 220-221, 226, 257, 265, 308-317, 320-327</p> <p><b>Teacher’s Edition:</b> 18, 19, 21, 27, 30, 32, 48, 49, 50, 52, 54, 56, 57, 58, 59, 78, 87, 88, 89, 129, 136, 137, 138, 139, 140, 141, 142, 146, 149, 155, 156, 158, 184, 185, 186, 187, 188, 189, 190, 191, 192, 193, 194, 195, 196, 197, 198, 199, 200, 201, 204, 205, 206, 208, 209, 210, 211, 212, 219, 226, 227, 257, 264, 308, 309, 310, 311, 312, 313, 314, 315, 316, 317, 321, 322, 323, 326, 327</p>
<p><b>Program of Studies</b>  <b>ELA-6-R-3</b> Students will respond to transactive reading materials (informational, practical/workplace, and persuasive), supporting ideas through summarizing and through identifying main ideas, details, and examples.</p>	<p><b>Student Book:</b> 30, 46, 80-89, 105-109, 143, 149, 151, 155, 158, 161-163, 197-198, 199-201, 220, 326-327</p> <p><b>Teacher’s Edition:</b> 30, 46, 81, 82, 83, 84, 85, 86, 87, 88, 89, 149, 158, 197, 201, 326, 327</p>
<p><b>Core Content for Assessment</b>  <b>RD-M-x.0.1</b> Identify an author’s purpose in literary, informational, persuasive, and practical/workplace materials.</p>	<p><b>Student Book:</b> 160-164, 303, 307, 309-310, 312, 321, 324-325</p> <p><b>Teacher’s Edition:</b> 162, 303, 307, 312, 321, 324, 325</p>
<p><b>Core Content for Assessment</b>  <b>RD-M-2.0.13</b> Identify supporting details and explain their importance in a passage.</p>	<p><b>Student Book:</b> 81, 86-89, 90, 109-110, 112-113, 272-273, 321-323, 326</p> <p><b>Teacher’s Edition:</b> 81, 86, 87, 88, 89, 90, 109, 110, 112, 113, 272, 273, 321, 323, 326</p>
<p><b>Core Content for Assessment</b>  <b>RD-M-2.0.14</b> Summarize information from a passage.</p>	<p><b>Student Book:</b> 30, 46, 143, 149, 151, 155, 158, 197-198, 199-201, 220</p> <p><b>Teacher’s Edition:</b> 30, 46, 47, 143, 149, 151, 155, 158, 197, 198, 199, 200, 201, 220</p>
<p><b>Core Content for Assessment</b>  <b>RD-M-3.0.15</b> Identify the argument and supporting evidence.</p>	<p><b>Student Book:</b> 320-327</p> <p><b>Teacher’s Edition:</b> 320, 321, 322, 323, 324, 325, 326, 327</p>
<p><b>Core Content for Assessment</b>  <b>RD-M-4.0.12</b> Identify the sequence of activities needed to carry out a procedure.</p>	<p><b>Student Book:</b> 34, 316-317</p> <p><b>Teacher’s Edition:</b> 34, 312, 313, 314, 315, 316, 317</p>

## ELA Reading 6 130

Combined Curriculum, Grade 6	ACCESS English
<p><b><u>Academic Expectations</u></b>  <b>1.2</b> Students make sense of the variety of materials they read.</p>	<p><b>Student Book:</b> 18, 27, 30, 32, 46, 48-59, 78, 87-89, 129, 136-145, 149, 151, 155, 156, 158, 184-191, 192-201, 204-214, 219, 220-221, 226, 257, 265, 308-317, 320-327</p> <p><b>Teacher’s Edition:</b> 18, 19, 21, 27, 30, 32, 48, 49, 50, 52, 54, 56, 57, 58, 59, 78, 87, 88, 89, 129, 136, 137, 138, 139, 140, 141, 142, 146, 149, 155, 156, 158, 184, 185, 186, 187, 188, 189, 190, 191, 192, 193, 194, 195, 196, 197, 198, 199, 200, 201, 204, 205, 206, 208, 209, 210, 211, 212, 219, 226, 227, 257, 264, 308, 309, 310, 311, 312, 313, 314, 315, 316, 317, 321, 322, 323, 326, 327</p>
<p><b><u>Program of Studies</u></b>  <b>ELA-6-R-4</b> Students will interpret text features (e.g., layout, boldface print, bullets, diagrams) of transactive reading materials to understand passages and complete authentic tasks.</p>	<p><b>Student Book:</b> 29, 149-155, 193-196</p> <p><b>Teacher’s Edition:</b> 29, 149, 150, 152, 153, 154, 194, 196</p>
<p><b><u>Core Content for Assessment</u></b>  <b>RD-M-2.0.11</b> Use text features (e.g., lists, charts, graphs, tables of contents, indexes, glossaries, captions, diagrams, headings) to understand a passage.</p>	<p><b>Student Book:</b> 194-195, 196, 309-317</p> <p><b>Teacher’s Edition:</b> 194, 195, 196, 309, 310, 311, 313, 314, 315, 316, 317</p>
<p><b><u>Core Content for Assessment</u></b>  <b>RD-M-4.0.13</b> Explain how organizational patterns and/or text features (e.g., pictures, charts, graphs, format) relate to the content of a practical/workplace passage.</p>	<p><b>Student Book:</b> 98-101, 310-317</p> <p><b>Teacher’s Edition:</b> 101, 310, 312, 313, 314, 315, 316, 317</p>

## ELA Reading 6 134

Combined Curriculum, Grade 6	ACCESS English
<p><b><u>Academic Expectations</u></b>  <b>1.2</b> Students make sense of the variety of materials they read.</p>	<p><b>Student Book:</b> 18, 27, 30, 32, 46, 48-59, 78, 87-89, 129, 136-145, 149, 151, 155, 156, 158, 184-191, 192-201, 204-214, 219, 220-221, 226, 257, 265, 308-317, 320-327</p> <p><b>Teacher’s Edition:</b> 18, 19, 21, 27, 30, 32, 48, 49, 50, 52, 54, 56, 57, 58, 59, 78, 87, 88, 89, 129, 136, 137, 138, 139, 140, 141, 142, 146, 149, 155, 156, 158, 184, 185, 186, 187, 188, 189, 190, 191, 192, 193, 194, 195, 196, 197, 198, 199, 200, 201, 204, 205, 206, 208, 209, 210, 211, 212, 219, 226, 227, 257, 264, 308, 309, 310, 311, 312, 313, 314, 315, 316, 317, 321, 322, 323, 326, 327</p>

Combined Curriculum, Grade 6	ACCESS English
<p><b>Program of Studies</b>  <b>ELA-6-R-5</b> Students will identify and apply logical sequence in reading materials to complete tasks or procedures.</p>	<p><b>Student Book:</b> 24-33, 34, 50-57, 96-101</p> <p><b>Teacher’s Edition:</b> 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 50, 51, 52, 53, 54, 55, 56, 57, 96, 98, 99, 100, 101</p>
<p><b>Core Content for Assessment</b>  <b>RD-M-2.0.12</b> Apply knowledge of organizational patterns (e.g., cause and effect, comparison, contrast, sequence) to understand a passage.</p>	<p><b>Student Book:</b> 93-101, 102, 139-141, 142-143, 161-163, 170</p> <p><b>Teacher’s Edition:</b> 93, 94, 95, 96, 97, 98, 99, 100, 101, 102, 139, 140, 141, 143, 161, 163, 170</p>
<p><b>Core Content for Assessment</b>  <b>RD-M-3.0.13</b> Apply knowledge of organizational patterns (e.g., cause and effect, comparison, contrast, sequence) to understand a passage.</p>	<p><b>Student Book:</b> 93-101, 102, 139-141, 142-143, 161-163, 170</p> <p><b>Teacher’s Edition:</b> 93, 94, 95, 96, 97, 98, 99, 100, 101, 102, 139, 140, 141, 143, 161, 163, 170</p>
<p><b>Core Content for Assessment</b>  <b>RD-M-4.0.12</b> Identify the sequence of activities needed to carry out a procedure.</p>	<p><b>Student Book:</b> 34, 316-317</p> <p><b>Teacher’s Edition:</b> 34, 312, 313, 314, 315, 316, 317</p>
<p><b>Core Content for Assessment</b>  <b>RD-M-4.0.13</b> Explain how organizational patterns and/or text features (e.g., pictures, charts, graphs, format) relate to the content of a practical/workplace passage.</p>	<p><b>Student Book:</b> 98-101, 310-317</p> <p><b>Teacher’s Edition:</b> 101, 310, 312, 313, 314, 315, 316, 317</p>

## ELA Reading 6 136

Combined Curriculum, Grade 6	ACCESS English
<p><b>Academic Expectations</b>  <b>1.2</b> Students make sense of the variety of materials they read.</p>	<p><b>Student Book:</b> 18, 27, 30, 32, 46, 48-59, 78, 87-89, 129, 136-145, 149, 151, 155, 156, 158, 184-191, 192-201, 204-214, 219, 220-221, 226, 257, 265, 308-317, 320-327</p> <p><b>Teacher’s Edition:</b> 18, 19, 21, 27, 30, 32, 48, 49, 50, 52, 54, 56, 57, 58, 59, 78, 87, 88, 89, 129, 136, 137, 138, 139, 140, 141, 142, 146, 149, 155, 156, 158, 184, 185, 186, 187, 188, 189, 190, 191, 192, 193, 194, 195, 196, 197, 198, 199, 200, 201, 204, 205, 206, 208, 209, 210, 211, 212, 219, 226, 227, 257, 264, 308, 309, 310, 311, 312, 313, 314, 315, 316, 317, 321, 322, 323, 326, 327</p>
<p><b>Program of Studies</b>  <b>ELA-6-R-6</b> Students will employ reading strategies (e.g., skimming, scanning) to locate and apply information in varied print and nonprint (e.g., computers, electronic media, interviews) sources for inquiry projects and other authentic tasks.</p>	<p><b>Student Book:</b> 52-57, 151, 154-155, 156-157, 206, 218-219, 220-221, 226, 310, 311, 319</p> <p><b>Teacher’s Edition:</b> 52, 151, 154, 206, 218, 226, 310, 311</p>

Combined Curriculum, Grade 6	ACCESS English
<p><b>Core Content for Assessment</b>  <b>RD-M-x.0.6</b> Scan to find key information.</p>	<p><b>Student Book:</b> 85, 206, 310, 311, 319  <b>Teacher’s Edition:</b> 206, 310, 311</p>
<p><b>Core Content for Assessment</b>  <b>RD-M-x.0.7</b> Skim to get the general meaning of a passage.</p>	<p><b>Student Book:</b> 29, 195, 206, 310, 311, 319  <b>Teacher’s Edition:</b> 29, 195, 206, 310, 311</p>
<p><b>Core Content for Assessment</b>  <b>RD-M-4.0.11</b> Locate and apply information for a specific purpose (e.g., following directions, completing a task).</p>	<p><b>Student Book:</b> 312-317  <b>Teacher’s Edition:</b> 312, 313, 314, 315, 316, 317</p>

**ELA Reading 6 140**

Combined Curriculum, Grade 6	ACCESS English
<p><b>Academic Expectations</b>  <b>1.2</b> Students make sense of the variety of materials they read.</p>	<p><b>Student Book:</b> 18, 27, 30, 32, 46, 48-59, 78, 87-89, 129, 136-145, 149, 151, 155, 156, 158, 184-191, 192-201, 204-214, 219, 220-221, 226, 257, 265, 308-317, 320-327  <b>Teacher’s Edition:</b> 18, 19, 21, 27, 30, 32, 48, 49, 50, 52, 54, 56, 57, 58, 59, 78, 87, 88, 89, 129, 136, 137, 138, 139, 140, 141, 142, 146, 149, 155, 156, 158, 184, 185, 186, 187, 188, 189, 190, 191, 192, 193, 194, 195, 196, 197, 198, 199, 200, 201, 204, 205, 206, 208, 209, 210, 211, 212, 219, 226, 227, 257, 264, 308, 309, 310, 311, 312, 313, 314, 315, 316, 317, 321, 322, 323, 326, 327</p>
<p><b>Program of Studies</b>  <b>ELA-6-R-7</b> Students will select and read materials for enjoyment.</p>	<p><b>Student Book:</b> 28, 29  <b>Teacher’s Edition:</b> 29, 131, 147, 199, 277, 301, 306</p>

## ELA Reading 6 141

Combined Curriculum, Grade 6	ACCESS English
<p><b><u>Academic Expectations</u></b>  <b>1.2</b> Students make sense of the variety of materials they read.</p>	<p><b>Student Book:</b> 18, 27, 30, 32, 46, 48-59, 78, 87-89, 129, 136-145, 149, 151, 155, 156, 158, 184-191, 192-201, 204-214, 219, 220-221, 226, 257, 265, 308-317, 320-327</p> <p><b>Teacher’s Edition:</b> 18, 19, 21, 27, 30, 32, 48, 49, 50, 52, 54, 56, 57, 58, 59, 78, 87, 88, 89, 129, 136, 137, 138, 139, 140, 141, 142, 146, 149, 155, 156, 158, 184, 185, 186, 187, 188, 189, 190, 191, 192, 193, 194, 195, 196, 197, 198, 199, 200, 201, 204, 205, 206, 208, 209, 210, 211, 212, 219, 226, 227, 257, 264, 308, 309, 310, 311, 312, 313, 314, 315, 316, 317, 321, 322, 323, 326, 327</p>
<p><b><u>Program of Studies</u></b>  <b>ELA-6-R-8</b> Students will use vocabulary and comprehension strategies, as well as technology, to understand text.</p>	<p><b>Student Book:</b> 28-33, 48-57, 78, 134, 142-143, 190, 196-201, 252-253, 347</p> <p><b>Teacher’s Edition:</b> 28, 29, 30, 31, 32, 33, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 78, 134, 142, 143, 190, 196, 197, 198, 199, 200, 201, 252, 253, 347</p>
<p><b><u>Core Content for Assessment</u></b>  <b>RD-M-x.0.2</b> Use knowledge of synonyms, antonyms, and homonyms to comprehend a passage.</p>	<p><b>Student Book:</b> 28, 66, 221, 340</p> <p><b>Teacher’s Edition:</b> 28, 66, 221, 340</p>
<p><b><u>Core Content for Assessment</u></b>  <b>RD-M-x.0.3</b> Identify words that have multiple meanings and select the appropriate meaning for the context.</p>	<p><b>Student Book:</b> 45, 122, 209, 234, 295, 327</p> <p><b>Teacher’s Edition:</b> 45, 122, 209, 234, 295, 327</p>
<p><b><u>Core Content for Assessment</u></b>  <b>RD-M-x.0.4</b> Know the meanings of common prefixes and suffixes to comprehend unfamiliar words.</p>	<p><b>Student Book:</b> 232, 234, 235, 236, 237, 295, 298, 299, 301</p> <p><b>Teacher’s Edition:</b> 232, 234, 235, 236, 237, 238, 295, 298, 299, 301, 305</p>
<p><b><u>Core Content for Assessment</u></b>  <b>RD-M-x.0.5</b> Formulate questions to guide reading.</p>	<p><b>Student Book:</b> 142, 151, 156, 196, 198, 219, 220-221, 226, 317</p> <p><b>Teacher’s Edition:</b> 142, 156, 196, 198, 219, 220, 221, 226, 317</p>
<p><b><u>Core Content for Assessment</u></b>  <b>RD-M-x.0.8</b> Make predictions, draw conclusions, and make generalizations about what is read.</p>	<p><b>Student Book:</b> 49, 50, 56, 83, 88, 91, 129, 145, 207, 215</p> <p><b>Teacher’s Edition:</b> 49, 50, 56, 83, 88, 129, 145, 207, 215</p>

Combined Curriculum, Grade 6	ACCESS English
<p><b>Core Content for Assessment</b>  <b>RD-M-1.0.11</b> Explain the meaning of a passage taken from texts appropriate for middle-level students.</p>	<p><b>Student Book:</b> 21, 22, 75, 77, 78, 131, 133, 134, 142, 187, 189, 190, 243, 245, 247, 249, 252, 306</p> <p><b>Teacher’s Edition:</b> 21, 22, 75, 77, 78, 131, 133, 134, 142, 187, 189, 190, 243, 245, 247, 249, 252, 306</p>
<p><b>Core Content for Assessment</b>  <b>RD-M-2.0.11</b> Use text features (e.g., lists, charts, graphs, tables of contents, indexes, glossaries, captions, diagrams, headings) to understand a passage.</p>	<p><b>Student Book:</b> 194-195, 196, 309-317</p> <p><b>Teacher’s Edition:</b> 194, 195, 196, 309, 310, 311, 313, 314, 315, 316, 317</p>
<p><b>Core Content for Assessment</b>  <b>RD-M-3.0.13</b> Apply knowledge of organizational patterns (e.g., cause and effect, comparison, contrast, sequence) to understand a passage.</p>	<p><b>Student Book:</b> 93-101, 102, 139-141, 142-143, 161-163, 170</p> <p><b>Teacher’s Edition:</b> 93, 94, 95, 96, 97, 98, 99, 100, 101, 102, 139, 140, 141, 143, 161, 163, 170</p>
<p><b>Core Content for Assessment</b>  <b>RD-M-4.0.14</b> Interpret the meaning of specialized vocabulary.</p>	<p><b>Student Book:</b> 315, 378</p> <p><b>Teacher’s Edition:</b> 315</p>

## Writing

### ELA Writing 6 4 2

Combined Curriculum, Grade 6	ACCESS English
<p><b>Academic Expectations</b>  <b>1.1</b> Students use reference tools such as dictionaries, almanacs, encyclopedias, and computer reference programs and research tools such as interviews and surveys to find the information they need to meet specific demands, explore interests, or solve specific problems.</p>	<p><b>Student Book:</b> 156-157, 216-227</p> <p><b>Teacher’s Edition:</b> 156, 157, 216, 218, 220, 225</p>
<p><b>Academic Expectations</b>  <b>1.2</b> Students make sense of the variety of materials they read.</p>	<p><b>Student Book:</b> 18, 27, 30, 32, 46, 48-59, 78, 87-89, 129, 136-145, 149, 151, 155, 156, 158, 184-191, 192-201, 204-214, 219, 220-221, 226, 257, 265, 308-317, 320-327</p> <p><b>Teacher’s Edition:</b> 18, 19, 21, 27, 30, 32, 48, 49, 50, 52, 54, 56, 57, 58, 59, 78, 87, 88, 89, 129, 136, 137, 138, 139, 140, 141, 142, 146, 149, 155, 156, 158, 184, 185, 186, 187, 188, 189, 190, 191, 192, 193, 194, 195, 196, 197, 198, 199, 200, 201, 204, 205, 206, 208, 209, 210, 211, 212, 219, 226, 227, 257, 264, 308, 309, 310, 311, 312, 313, 314, 315, 316, 317, 321, 322, 323, 326, 327</p>

<b>Combined Curriculum, Grade 6</b>	<b>ACCESS English</b>
<p><b><u>Academic Expectations</u></b>  <b>1.3</b> Students make sense of the various things they observe.</p>	<p><b>Student Book:</b> 97, 100, 114, 202, 253</p> <p><b>Teacher’s Edition:</b> 97, 98, 99, 100, 101, 102, 114, 202, 253</p>
<p><b><u>Academic Expectations</u></b>  <b>1.4</b> Students make sense of the various messages to which they listen</p>	<p><b>Student Book:</b> 103, 147, 159, 277, 303, 307, 325</p> <p><b>Teacher’s Edition:</b> 147, 159, 277</p>
<p><b><u>Academic Expectations</u></b>  <b>1.11</b> Students write using appropriate forms, conventions, and styles to communicate ideas and information to different audiences for different purposes.</p>	<p><b>Student Book:</b> 17, 23, 27, 30, 31, 33, 36-47, 49-50, 52-53, 58, 110, 135, 141, 143, 145, 167, 175, 220-225, 227, 231, 266-277, 286-287, 329, 332-343</p> <p><b>Teacher’s Edition:</b> 17, 27, 36, 37, 38, 40, 41, 42, 43, 44, 46, 58, 110, 111, 112, 113, 114, 135, 141, 143, 145, 167, 169, 175, 220, 221, 222, 223, 224, 227, 231, 266, 267, 268, 269, 270, 271, 272, 273, 274, 275, 276, 277, 278, 280, 281, 282, 283, 284, 285, 286, 287, 328, 329, 332, 334, 335, 336, 337, 338, 339, 340, 341</p>
<p><b><u>Program of Studies</u></b>  <b>ELA-6-W-1</b> Students will respond to reading, listening, observing, and inquiry through applying writing-to-learn strategies in situations such as graphic organizers, notetaking, journals, and logs and writing-to-demonstrate-learning strategies in situations such as graphic organizers, open-response questions, and summaries.</p>	<p><b>Student Book:</b> 17, 27, 30, 31, 33, 46, 49-50, 51, 52-53, 58, 101, 102, 141, 143, 145, 158, 166, 170, 197, 202, 212-213, 214, 226, 241, 260, 261, 263, 264, 268-269, 270, 275, 276, 318, 354</p> <p><b>Teacher’s Edition:</b> 17, 27, 30, 31, 33, 37, 38, 41, 46, 50, 51, 52, 53, 58, 101, 102, 141, 143, 145, 158, 166, 170, 197, 202, 212, 213, 214, 226, 241, 263, 264, 268, 270, 275, 276, 318, 354</p>

**ELA Writing 6 43**

<b>Combined Curriculum, Grade 6</b>	<b>ACCESS English</b>
<p><b><u>Academic Expectations</u></b>  <b>1.11</b> Students write using appropriate forms, conventions, and styles to communicate ideas and information to different audiences for different purposes.</p>	<p><b>Student Book:</b> 17, 23, 27, 30, 31, 33, 36-47, 49-50, 52-53, 58, 110, 135, 141, 143, 145, 167, 175, 220-225, 227, 231, 266-277, 286-287, 329, 332-343</p> <p><b>Teacher’s Edition:</b> 17, 27, 36, 37, 38, 40, 41, 42, 43, 44, 46, 58, 110, 111, 112, 113, 114, 135, 141, 143, 145, 167, 169, 175, 220, 221, 222, 223, 224, 227, 231, 266, 267, 268, 269, 270, 271, 272, 273, 274, 275, 276, 277, 278, 280, 281, 282, 283, 284, 285, 286, 287, 328, 329, 332, 334, 335, 336, 337, 338, 339, 340, 341</p>
<p><b><u>Program of Studies</u></b>  <b>ELA-6-W-2</b> Students will use information from technology and other resources to produce writing that develops and supports independent ideas and contains source citations.</p>	<p><b>Student Book:</b> 150-157, 216-227, 329, 341</p> <p><b>Teacher’s Edition:</b> 150, 151, 152, 153, 154, 155, 156, 157, 216, 217, 218, 219, 220, 221, 222, 223, 224, 225, 226, 227, 329, 341</p>

Combined Curriculum, Grade 6	ACCESS English
<p><b>Core Content for Assessment</b></p> <p><b>WR-M-1 WRITING CRITERIA (Assessed in all types of writing)</b></p> <p><b>Purpose/Audience</b> The writer establishes and maintains a focused purpose to communicate with an audience by narrowing the topic to establish a focus, analyzing and addressing the needs of the intended audience, adhering to the characteristics (e.g., format, organization) of the form, employing a suitable tone, allowing voice to emerge when appropriate.</p> <p><b>Idea Development</b> The writer develops and supports main ideas and deepens the audience's understanding by using logical, justified, and suitable explanation, relevant elaboration, related connections and reflections, idea development strategies (e.g., bulleted lists, anecdotes, examples, graphics) appropriate for the form.</p> <p><b>Organization</b> The writer creates unity and coherence to accomplish the focused purpose by engaging the audience and establishing a context for reading, placing ideas and support in a meaningful order, guiding the reader through the piece with transitions and transitional elements, providing effective closure.</p> <p><b>Sentences</b> The writer creates effective sentences that are varied in structure and length, complete and correct.</p> <p><b>Language</b> The writer demonstrates effective word choice (strong verbs and nouns, concrete and/or sensory details, and language appropriate to the content, purpose, and intended audience), concise use of language, correct usage/grammar</p> <p><b>Correctness</b> The writer demonstrates correct spelling, correct punctuation, correct capitalization, appropriate documentation (e.g., citing authors or titles within the text, listing sources) of ideas and information from outside sources.</p>	<p><b>Student Book:</b> 39-45, 46, 47, 59, 60-69, 70-71, 73, 96-101, 103, 108-114, 118-119, 120, 121-122, 126, 146, 147, 154, 164-169, 170, 171, 172-183, 212-213, 214, 219, 220-225, 228-239, 261, 269, 271-272, 274, 275, 276, 282, 287, 288, 293, 301, 306, 326-330, 331, 333-337, 339-341, 342, 343</p> <p><b>Teacher's Edition:</b> 39, 40, 41, 42, 45, 47, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 73, 96, 97, 98, 99, 100, 101, 103, 109, 108, 110, 111, 112, 113, 114, 118, 119, 120, 121, 122, 126, 147, 154, 164, 165, 166, 167, 168, 169, 171, 172, 173, 174, 175, 176, 177, 178, 179, 180, 181, 182, 183, 218, 219, 221, 223, 225, 228, 229, 230, 231, 232, 233, 234, 235, 236, 237, 238, 239, 261, 269, 271, 272, 274, 287, 293, 301, 328, 329, 334, 343</p>

## ELA Writing 6 44

Combined Curriculum, Grade 6	ACCESS English
<p><b>Academic Expectations</b></p> <p><b>1.1</b> Students use reference tools such as dictionaries, almanacs, encyclopedias, and computer reference programs and research tools such as interviews and surveys to find the information they need to meet specific demands, explore interests, or solve specific problems.</p>	<p><b>Student Book:</b> 156-157, 216-227</p> <p><b>Teacher's Edition:</b> 156, 157, 216, 218, 220, 225</p>

Combined Curriculum, Grade 6	ACCESS English
<p><b><u>Academic Expectations</u></b>  <b>1.2</b> Students make sense of the variety of materials they read.</p>	<p><b>Student Book:</b> 18, 27, 30, 32, 46, 48-59, 78, 87-89, 129, 136-145, 149, 151, 155, 156, 158, 184-191, 192-201, 204-214, 219, 220-221, 226, 257, 265, 308-317, 320-327</p> <p><b>Teacher’s Edition:</b> 18, 19, 21, 27, 30, 32, 48, 49, 50, 52, 54, 56, 57, 58, 59, 78, 87, 88, 89, 129, 136, 137, 138, 139, 140, 141, 142, 146, 149, 155, 156, 158, 184, 185, 186, 187, 188, 189, 190, 191, 192, 193, 194, 195, 196, 197, 198, 199, 200, 201, 204, 205, 206, 208, 209, 210, 211, 212, 219, 226, 227, 257, 264, 308, 309, 310, 311, 312, 313, 314, 315, 316, 317, 321, 322, 323, 326, 327</p>
<p><b><u>Academic Expectations</u></b>  <b>1.3</b> Students make sense of the various things they observe.</p>	<p><b>Student Book:</b> 97, 100, 114, 202, 253</p> <p><b>Teacher’s Edition:</b> 97, 98, 99, 100, 101, 102, 114, 202, 253</p>
<p><b><u>Academic Expectations</u></b>  <b>1.4</b> Students make sense of the various messages to which they listen</p>	<p><b>Student Book:</b> 103, 147, 159, 277, 303, 307, 325</p> <p><b>Teacher’s Edition:</b> 147, 159, 277</p>
<p><b><u>Academic Expectations</u></b>  <b>1.11</b> Students write using appropriate forms, conventions, and styles to communicate ideas and information to different audiences for different purposes.</p>	<p><b>Student Book:</b> 17, 23, 27, 30, 31, 33, 36-47, 49-50, 52-53, 58, 110, 135, 141, 143, 145, 167, 175, 220-225, 227, 231, 266-277, 286-287, 329, 332-343</p> <p><b>Teacher’s Edition:</b> 17, 27, 36, 37, 38, 40, 41, 42, 43, 44, 46, 58, 110, 111, 112, 113, 114, 135, 141, 143, 145, 167, 169, 175, 220, 221, 222, 223, 224, 227, 231, 266, 267, 268, 269, 270, 271, 272, 273, 274, 275, 276, 277, 278, 280, 281, 282, 283, 284, 285, 286, 287, 328, 329, 332, 334, 335, 336, 337, 338, 339, 340, 341</p>
<p><b><u>Academic Expectations</u></b>  <b>6.3</b> Students expand their understanding of existing knowledge by making connections with new knowledge, skills, and experiences.</p>	<p><b>Student Book:</b> 18, 27, 32, 78, 87-89, 145, 149, 151, 185, 190, 197, 205, 206, 211, 257, 265</p> <p><b>Teacher’s Edition:</b> 18, 27, 32, 78, 79, 87, 88, 89, 145, 149, 151, 185, 190, 197, 205, 211, 257, 265</p>
<p><b><u>Program of Studies</u></b>  <b>ELA-6-W-3</b> Students will write transactive pieces (writing produced for authentic purposes and audiences beyond completing an assignment to demonstrate learning) based on personal experience, reading, listening, observing, and/or inquiry (additional supporting Academic Expectation 6.3).</p>	<p><b>Student Book:</b> 328-329, 330, 332-343</p> <p><b>Teacher’s Edition:</b> 328, 329, 330, 332, 333, 334, 335, 336, 337, 338, 339, 340, 341, 342, 343</p>

Combined Curriculum, Grade 6	ACCESS English
<p><b><u>Core Content for Assessment</u></b>  <b>WR-M-1.4 Transactive Writing</b>  <i>Transactive writing</i> is informative/persuasive writing that presents ideas and information for authentic audiences to accomplish realistic purposes like those students will encounter in their lives. In transactive writing, students will write in a variety of forms such as the following: letters, speeches, editorials, articles in magazines, academic journals, newspapers, proposals, brochures, other kinds of practical/workplace writing. Characteristics of transactive writing may include: text and language features of the selected form, information to engage/orient the reader to clarify and justify purposes, ideas which communicate the specific purpose for the intended audience, explanation and support to help the reader understand the author's purpose, well-organized idea development and support (e.g., facts, examples, reasons, comparisons, anecdotes, descriptive detail, charts, diagrams, photos/pictures) to accomplish a specific purpose, effective conclusions.</p>	<p><b>Student Book:</b> 328-329, 330, 332-343</p> <p><b>Teacher's Edition:</b> 328, 329, 330, 332, 333, 334, 335, 336, 337, 338, 339, 340, 341, 342, 343</p>

## ELA Writing 6 45

Combined Curriculum, Grade 6	ACCESS English
<p><b><u>Academic Expectations</u></b>  <b>1.11</b> Students write using appropriate forms, conventions, and styles to communicate ideas and information to different audiences for different purposes.</p>	<p><b>Student Book:</b> 17, 23, 27, 30, 31, 33, 36-47, 49-50, 52-53, 58, 110, 135, 141, 143, 145, 167, 175, 220-225, 227, 231, 266-277, 286-287, 329, 332-343</p> <p><b>Teacher's Edition:</b> 17, 27, 36, 37, 38, 40, 41, 42, 43, 44, 46, 58, 110, 111, 112, 113, 114, 135, 141, 143, 145, 167, 169, 175, 220, 221, 222, 223, 224, 227, 231, 266, 267, 268, 269, 270, 271, 272, 273, 274, 275, 276, 277, 278, 280, 281, 282, 283, 284, 285, 286, 287, 328, 329, 332, 334, 335, 336, 337, 338, 339, 340, 341</p>
<p><b><u>Academic Expectations</u></b>  <b>5.2</b> Students use creative thinking skills to develop or invent novel, constructive ideas or products.</p>	<p><b>Student Book:</b> 23, 47, 79, 115, 135, 159, 171, 185, 191, 239, 253, 343</p> <p><b>Teacher's Edition:</b> 23, 47, 79, 115, 135, 159, 171, 185, 191, 253</p>
<p><b><u>Program of Studies</u></b>  <b>ELA-6-W-4</b> Students will write literary pieces which draw on an understanding of ideas and techniques from a variety of literary genres (additional supporting Academic Expectation 5.2).</p>	<p><b>Student Book:</b> 23, 104-114, 135, 160-170, 278-287, 328-330</p> <p><b>Teacher's Edition:</b> 104, 105, 106, 107, 108, 109, 110, 111, 112, 113, 114, 135, 160, 161, 162, 163, 164, 165, 166, 167, 168, 169, 170, 278, 279, 280, 281, 282, 283, 284, 285, 286, 328, 329, 330</p>

Combined Curriculum, Grade 6	ACCESS English
<p><b><u>Core Content for Assessment</u></b>  <b>WR-M-1.3 Literary Writing</b>  <i>Literary writing</i> artfully communicates with the reader about the human condition. Literary forms in the portfolio include poems, short stories, and scripts/plays. Characteristics of literary writing may include: literary elements of the selected form (e.g., short story–plot, poem–imagery, script–stage directions), descriptive language, literary devices (e.g., simile, metaphor, flashback), effective ordering of events, impressions, and descriptions, creation of an effect (e.g., comedy, irony, suspense, horror, paradox), focus on engaging an audience</p>	<p><b>Student Book:</b> 23, 108-113, 114, 135, 270-274, 279-287, 288</p> <p><b>Teacher’s Edition:</b> 108, 109, 110, 111, 112, 113, 114, 135, 270, 271, 272, 279, 280, 282, 283, 284, 285, 286, 288</p>

**ELA Writing 6 46**

Combined Curriculum, Grade 6	ACCESS English
<p><b><u>Academic Expectations</u></b>  <b>1.11</b> Students write using appropriate forms, conventions, and styles to communicate ideas and information to different audiences for different purposes.</p>	<p><b>Student Book:</b> 17, 23, 27, 30, 31, 33, 36-47, 49-50, 52-53, 58, 110, 135, 141, 143, 145, 167, 175, 220-225, 227, 231, 266-277, 286-287, 329, 332-343</p> <p><b>Teacher’s Edition:</b> 17, 27, 36, 37, 38, 40, 41, 42, 43, 44, 46, 58, 110, 111, 112, 113, 114, 135, 141, 143, 145, 167, 169, 175, 220, 221, 222, 223, 224, 227, 231, 266, 267, 268, 269, 270, 271, 272, 273, 274, 275, 276, 277, 278, 280, 281, 282, 283, 284, 285, 286, 287, 328, 329, 332, 334, 335, 336, 337, 338, 339, 340, 341</p>
<p><b><u>Program of Studies</u></b>  <b>ELA-6-W-5</b> Students will analyze their own and others' writings for characteristics of effective writing, including awareness of audience and purpose, organization, idea development, and standards of correctness (e.g., mechanics, grammar, spelling).</p>	<p><b>Student Book:</b> 37, 43, 44, 119, 126, 146, 170, 182, 213, 214, 224, 274-275, 287, 334-335, 342, 343</p> <p><b>Teacher’s Edition:</b> 37, 43, 44, 119, 126, 146, 170, 182, 213, 214, 224, 274, 275, 287, 334, 335, 342, 343</p>

Combined Curriculum, Grade 6	ACCESS English
<p><b>Core Content for Assessment</b>  <b>WR-M-1 WRITING CRITERIA (Assessed in all types of writing)</b>  <b>Purpose/Audience</b> The writer establishes and maintains a focused purpose to communicate with an audience by narrowing the topic to establish a focus, analyzing and addressing the needs of the intended audience, adhering to the characteristics (e.g., format, organization) of the form, employing a suitable tone, allowing voice to emerge when appropriate.  <b>Idea Development</b> The writer develops and supports main ideas and deepens the audience's understanding by using logical, justified, and suitable explanation, relevant elaboration, related connections and reflections, idea development strategies (e.g., bulleted lists, anecdotes, examples, graphics) appropriate for the form.  <b>Organization</b> The writer creates unity and coherence to accomplish the focused purpose by engaging the audience and establishing a context for reading, placing ideas and support in a meaningful order, guiding the reader through the piece with transitions and transitional elements, providing effective closure.  <b>Sentences</b> The writer creates effective sentences that are varied in structure and length, complete and correct.  <b>Language</b> The writer demonstrates effective word choice (strong verbs and nouns – concrete and/or sensory details – language appropriate to the content, purpose, and intended audience), concise use of language, correct usage/grammar  <b>Correctness</b> The writer demonstrates correct spelling, correct punctuation, correct capitalization, appropriate documentation (e.g., citing authors or titles within the text, listing sources) of ideas and information from outside sources.</p>	<p><b>Student Book:</b> 39-45, 46, 47, 59, 60-69, 70-71, 73, 96-101, 103, 108-114, 118-119, 120, 121-122, 126, 146, 147, 154, 164-169, 170, 171, 172-183, 212-213, 214, 219, 220-225, 228-239, 261, 269, 271-272, 274, 275, 276, 282, 287, 288, 293, 301, 306, 326-330, 331, 333-337, 339-341, 342, 343</p> <p><b>Teacher's Edition:</b> 39, 40, 41, 42, 45, 47, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 73, 96, 97, 98, 99, 100, 101, 103, 109, 108, 110, 111, 112, 113, 114, 118, 119, 120, 121, 122, 126, 147, 154, 164, 165, 166, 167, 168, 169, 171, 172, 173, 174, 175, 176, 177, 178, 179, 180, 181, 182, 183, 218, 219, 221, 223, 225, 228, 229, 230, 231, 232, 233, 234, 235, 236, 237, 238, 239, 261, 269, 271, 272, 274, 287, 293, 301, 328, 329, 334, 343</p>

## ACADEMIC EXPECTATIONS

Academic Expectations	ACCESS English
<p><b>1.1</b> Students use reference tools such as dictionaries, almanacs, encyclopedias, and computer reference programs and research tools such as interviews and surveys to find the information they need to meet specific demands, explore interests, or solve specific problems.</p>	<p><b>Student Book:</b> 156-157, 216-227</p> <p><b>Teacher's Edition:</b> 156, 157, 216, 218, 220, 225</p>

Academic Expectations	ACCESS English
<p><b>1.2</b> Students make sense of the variety of materials they read.</p>	<p><b>Student Book:</b> 18, 27, 30, 32, 46, 48-59, 78, 87-89, 129, 136-145, 149, 151, 155, 156, 158, 184-191, 192-201, 204-214, 219, 220-221, 226, 257, 265, 308-317, 320-327</p> <p><b>Teacher’s Edition:</b> 18, 19, 21, 27, 30, 32, 48, 49, 50, 52, 54, 56, 57, 58, 59, 78, 87, 88, 89, 129, 136, 137, 138, 139, 140, 141, 142, 146, 149, 155, 156, 158, 184, 185, 186, 187, 188, 189, 190, 191, 192, 193, 194, 195, 196, 197, 198, 199, 200, 201, 204, 205, 206, 208, 209, 210, 211, 212, 219, 226, 227, 257, 264, 308, 309, 310, 311, 312, 313, 314, 315, 316, 317, 321, 322, 323, 326, 327</p>
<p><b>1.3</b> Students make sense of the various things they observe.</p>	<p><b>Student Book:</b> 97, 100, 114, 202, 253</p> <p><b>Teacher’s Edition:</b> 97, 98, 99, 100, 101, 102, 114, 202, 253</p>
<p><b>1.4</b> Students make sense of the various messages to which they listen</p>	<p><b>Student Book:</b> 103, 147, 159, 277, 303, 307, 325</p> <p><b>Teacher’s Edition:</b> 147, 159, 277</p>
<p><b>1.11</b> Students write using appropriate forms, conventions, and styles to communicate ideas and information to different audiences for different purposes.</p>	<p><b>Student Book:</b> 17, 23, 27, 30, 31, 33, 36-47, 49-50, 52-53, 58, 110, 135, 141, 143, 145, 167, 175, 220-225, 227, 231, 266-277, 286-287, 329, 332-343</p> <p><b>Teacher’s Edition:</b> 17, 27, 36, 37, 38, 40, 41, 42, 43, 44, 46, 58, 110, 111, 112, 113, 114, 135, 141, 143, 145, 167, 169, 175, 220, 221, 222, 223, 224, 227, 231, 266, 267, 268, 269, 270, 271, 272, 273, 274, 275, 276, 277, 278, 280, 281, 282, 283, 284, 285, 286, 287, 328, 329, 332, 334, 335, 336, 337, 338, 339, 340, 341</p>
<p><b>1.12</b> Students speak using appropriate forms, conventions, and styles to communicate ideas and information to different audiences for different purposes.</p>	<p><b>Student Book:</b> 17, 22, 35, 78, 79, 127, 134, 147, 171, 185, 190, 303, 306, 342, 354, 355</p> <p><b>Teacher’s Edition:</b> 17, 22, 35, 78, 79, 127, 147, 171, 185, 190, 306, 342, 354, 355</p>
<p><b>1.16</b> Students use computers and other kinds of technology to collect, organize, and communicate information and ideas.</p>	<p><b>Student Book:</b> 156-157, 225, 329, 341</p> <p><b>Teacher’s Edition:</b> 156, 157, 225, 329, 341</p>
<p><b>5.2</b> Students use creative thinking skills to develop or invent novel, constructive ideas or products.</p>	<p><b>Student Book:</b> 23, 47, 79, 115, 135, 159, 171, 185, 191, 239, 253, 343</p> <p><b>Teacher’s Edition:</b> 23, 47, 79, 115, 135, 159, 171, 185, 191, 253</p>

Academic Expectations	ACCESS English
<p><b>6.3</b> Students expand their understanding of existing knowledge by making connections with new knowledge, skills, and experiences.</p>	<p><b>Student Book:</b> 18, 27, 32, 78, 87-89, 145, 149, 151, 185, 190, 197, 205, 206, 211, 257, 265</p> <p><b>Teacher’s Edition:</b> 18, 27, 32, 78, 79, 87, 88, 89, 145, 149, 151, 185, 190, 197, 205, 211, 257, 265</p>

## PROGRAM OF STUDIES

### Reading (1.2)

#### Arts and Humanities (2.24, 2.25)

**Students apply a variety of appropriate reading strategies to make sense of a variety of print and nonprint texts (literary, informational, practical/workplace, and persuasive) to reach personal goals, to understand the human experience, to create products, to accomplish authentic tasks, and to develop ideas in written/oral responses.**

Content/Process, Grade 6	ACCESS English
<p><b>Students will</b></p> <p><b>ELA-6-R-1</b></p> <ul style="list-style-type: none"> <li>• identify meaning of a variety of reading materials, making connections to students' lives, to real world issues, and/or to current events.</li> </ul>	<p><b>Student Book:</b> 18, 27, 32, 78, 87-89, 145, 149, 151, 185, 190, 197, 205, 206, 211, 257, 265</p> <p><b>Teacher’s Edition:</b> 18, 27, 32, 78, 87, 88, 89, 145, 149, 151, 190, 197, 205, 206, 211, 257</p>
<p><b>ELA-6-R-2</b></p> <ul style="list-style-type: none"> <li>• understand characteristics and elements of different literary genres (e.g., novels, essays, short stories, poetry, drama).</li> </ul>	<p><b>Student Book:</b> 17-22, 128-133, 134, 136-145, 160-163, 184-191, 242-251, 256, 320-327</p> <p><b>Teacher’s Edition:</b> 18, 19, 20, 21, 22, 128, 129, 130, 131, 132, 133, 134, 136, 137, 138, 139, 140, 141, 142, 143, 160, 161, 162, 163, 184, 185, 186, 187, 188, 189, 190, 191, 242, 243, 244, 245, 246, 247, 248, 249, 250, 251, 256, 257, 320, 321, 322, 323, 324, 325, 326, 327</p>
<p><b>ELA-6-R-3</b></p> <ul style="list-style-type: none"> <li>• respond to transactive reading materials (informational, practical/workplace, and persuasive), supporting ideas through summarizing and through identifying main ideas, details, and examples.</li> </ul>	<p><b>Student Book:</b> 30, 46, 80-89, 105-109, 143, 149, 151, 155, 158, 161-163, 197-198, 199-201, 220, 326-327</p> <p><b>Teacher’s Edition:</b> 30, 46, 81, 82, 83, 84, 85, 86, 87, 88, 89, 149, 158, 197, 201, 326, 327</p>
<p><b>ELA-6-R-4</b></p> <ul style="list-style-type: none"> <li>• interpret text features (e.g., layout, boldface print, bullets, diagrams) of transactive reading materials to understand passages and complete authentic tasks.</li> </ul>	<p><b>Student Book:</b> 29, 149-155, 193-196</p> <p><b>Teacher’s Edition:</b> 29, 149, 150, 152, 153, 154, 194, 196</p>

Content/Process, Grade 6	ACCESS English
<p><b>ELA-6-R-5</b></p> <ul style="list-style-type: none"> <li>identify and apply logical sequence in reading materials to complete tasks or procedures.</li> </ul>	<p><b>Student Book:</b> 24-33, 34, 50-57, 96-101</p> <p><b>Teacher's Edition:</b> 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 50, 51, 52, 53, 54, 55, 56, 57, 96, 98, 99, 100, 101</p>
<p><b>ELA-6-R-6</b></p> <ul style="list-style-type: none"> <li>employ reading strategies (e.g., skimming, scanning) to locate and apply information in varied print and nonprint (e.g., computers, electronic media, interviews) sources for inquiry projects and other authentic tasks.</li> </ul>	<p><b>Student Book:</b> 52-57, 151, 154-155, 156-157, 206, 218-219, 220-221, 226, 310, 311, 319</p> <p><b>Teacher's Edition:</b> 52, 151, 154, 206, 218, 226, 310, 311</p>
<p><b>ELA-6-R-7</b></p> <ul style="list-style-type: none"> <li>select and read materials for enjoyment.</li> </ul>	<p><b>Student Book:</b> 28, 29</p> <p><b>Teacher's Edition:</b> 29, 131, 147, 199, 277, 301, 306</p>
<p><b>ELA-6-R-8</b></p> <ul style="list-style-type: none"> <li>use vocabulary and comprehension strategies, as well as technology, to understand text.</li> </ul>	<p><b>Student Book:</b> 28-33, 48-57, 78, 134, 142-143, 190, 196-201, 252-253, 347</p> <p><b>Teacher's Edition:</b> 28, 29, 30, 31, 32, 33, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 78, 134, 142, 143, 190, 196, 197, 198, 199, 200, 201, 252, 253, 347</p>

## Writing (1.11)

### Arts and Humanities (2.22)

**Students use the writing process and criteria for effective writing in pieces developed over time, as well as in on-demand writing situations, to compile a collection of writings for a variety of authentic purposes and audiences and in a variety of forms, including personal, literary, transactive, and reflective pieces.**

Content/Process, Grade 6	ACCESS English
<p><b>Students will</b></p> <p><b>ELA-6-W-1</b></p> <ul style="list-style-type: none"> <li>respond to reading, listening, observing, and inquiry through applying writing-to-learn strategies in situations such as graphic organizers, notetaking, journals, and logs and writing-to-demonstrate-learning strategies in situations such as graphic organizers, open-response questions, and summaries.</li> </ul>	<p><b>Student Book:</b> 17, 27, 30, 31, 33, 46, 49-50, 51, 52-53, 58, 101, 102, 141, 143, 145, 158, 166, 170, 197, 202, 212-213, 214, 226, 241, 260, 261, 263, 264, 268-269, 270, 275, 276, 318, 354</p> <p><b>Teacher's Edition:</b> 17, 27, 30, 31, 33, 37, 38, 41, 46, 50, 51, 52, 53, 58, 101, 102, 141, 143, 145, 158, 166, 170, 197, 202, 212, 213, 214, 226, 241, 263, 264, 268, 270, 275, 276, 318, 354</p>
<p><b>ELA-6-W-2</b></p> <ul style="list-style-type: none"> <li>use information from technology and other resources to produce writing that develops and supports independent ideas and contains source citations.</li> </ul>	<p><b>Student Book:</b> 150-157, 216-227, 329, 341</p> <p><b>Teacher's Edition:</b> 150, 151, 152, 153, 154, 155, 156, 157, 216, 217, 218, 219, 220, 221, 222, 223, 224, 225, 226, 227, 329, 341</p>
<p><b>ELA-6-W-3</b></p> <ul style="list-style-type: none"> <li>write transactive pieces (writing produced for authentic purposes and audiences beyond completing an assignment to demonstrate learning) based on personal experience, reading, listening, observing, and/or inquiry (additional supporting Academic Expectation 6.3).</li> </ul>	<p><b>Student Book:</b> 328-329, 330, 332-343</p> <p><b>Teacher's Edition:</b> 328, 329, 330, 332, 333, 334, 335, 336, 337, 338, 339, 340, 341, 342, 343</p>
<p><b>ELA-6-W-4</b></p> <ul style="list-style-type: none"> <li>write literary pieces which draw on an understanding of ideas and techniques from a variety of literary genres (additional supporting Academic Expectation 5.2).</li> </ul>	<p><b>Student Book:</b> 23, 104-114, 135, 160-170, 278-287, 328-330</p> <p><b>Teacher's Edition:</b> 104, 105, 106, 107, 108, 109, 110, 111, 112, 113, 114, 135, 160, 161, 162, 163, 164, 165, 166, 167, 168, 169, 170, 278, 279, 280, 281, 282, 283, 284, 285, 286, 328, 329, 330</p>
<p><b>ELA-6-W-5</b></p> <ul style="list-style-type: none"> <li>analyze their own and others' writings for characteristics of effective writing, including awareness of audience and purpose, organization, idea development, and standards of correctness (e.g., mechanics, grammar, spelling).</li> </ul>	<p><b>Student Book:</b> 37, 43, 44, 119, 126, 146, 170, 182, 213, 214, 224, 274-275, 287, 334-335, 342, 343</p> <p><b>Teacher's Edition:</b> 37, 43, 44, 119, 126, 146, 170, 182, 213, 214, 224, 274, 275, 287, 334, 335, 342, 343</p>

## Speaking/Listening/Observing (1.3, 1.4, 1.12)

**Students construct meaning from observing and listening and apply techniques for effective speaking to communicate ideas and information for a variety of authentic purposes, situations, and audiences.**

Content/Process, Grade 6	ACCESS English
<p><b>Students will</b></p> <p><b>ELA-6-SLO-1</b></p> <ul style="list-style-type: none"> <li>interpret meaning from verbal/nonverbal cues by applying appropriate listening and observing strategies.</li> </ul>	<p><b>Student Book:</b> 103, 147, 159, 277</p> <p><b>Teacher’s Edition:</b> 103, 147, 159, 277</p>
<p><b>ELA-6-SLO-2</b></p> <ul style="list-style-type: none"> <li>convey meaning through appropriate delivery techniques (e.g., correct and appropriate language, nonverbal cues, visual aids, volume, rate, and tone).</li> </ul>	<p><b>Student Book:</b> 23, 47, 59, 79, 115, 135, 147, 171, 185, 191, 303, 343</p> <p><b>Teacher’s Edition:</b> 23, 47, 59, 79, 115, 135, 147, 171, 185, 191, 343</p>
<p><b>ELA-6-SLO-3</b></p> <ul style="list-style-type: none"> <li>apply organizational skills to prepare and deliver oral messages with and without technology (additional supporting Academic Expectation 5.3).</li> </ul>	<p><b>Student Book:</b> 127, 185</p> <p><b>Teacher’s Edition:</b> 185</p>
<p><b>ELA-6-SLO-4</b></p> <ul style="list-style-type: none"> <li>apply listening, speaking, and observing skills to conduct authentic inquiry tasks and to create products (additional supporting Academic Expectation 5.1).</li> </ul>	<p><b>Student Book:</b> 103, 127, 147, 159, 185, 277</p> <p><b>Teacher’s Edition:</b> 127, 147, 159, 185, 277</p>

## Inquiry (1.1)

**Independently and collaboratively, students use a variety of resources, methods, and research tools to access ideas and information to learn and to communicate ideas for specific purposes.**

Content/Process, Grade 6	ACCESS English
<p><b>Students will</b></p> <p><b>ELA-6-I-1</b></p> <ul style="list-style-type: none"> <li>develop questions to obtain ideas and information for authentic tasks (additional supporting Academic Expectation 6.3).</li> </ul>	<p><b>Student Book:</b> 156, 219, 220</p> <p><b>Teacher’s Edition:</b> 156, 219, 220, 308, 314, 319</p>
<p><b>ELA-6-I-2</b></p> <ul style="list-style-type: none"> <li>identify different types of resources to accomplish a variety of tasks.</li> </ul>	<p><b>Student Book:</b> 41, 156-157, 218-219, 220, 225, 226, 341</p> <p><b>Teacher’s Edition:</b> 41, 155, 156, 218, 219, 220, 225, 341</p>
<p><b>ELA-6-I-3</b></p> <ul style="list-style-type: none"> <li>explore and use research tools to gather information and ideas for authentic tasks.</li> </ul>	<p><b>Student Book:</b> 156-157, 218-219, 225, 341</p> <p><b>Teacher’s Edition:</b> 155, 156, 218, 219, 225, 341</p>

## Technology as Communication (1.16)

**Students use available and emerging technology to gather, organize, manipulate, and express ideas and information for a variety of authentic purposes.**

Content/Process, Grade 6	ACCESS English
<p><b>Students will</b></p> <p><b>ELA-6-T-1</b></p> <ul style="list-style-type: none"> <li>use technology to access ideas and information for authentic tasks.</li> </ul>	<p><b>Student Book:</b> 156-157, 218-219, 225, 341</p> <p><b>Teacher’s Edition:</b> 156, 157, 218, 219, 225, 341</p>
<p><b>ELA-6-T-2</b></p> <ul style="list-style-type: none"> <li>explore technology as a means of communication.</li> </ul>	<p><b>Student Book:</b> 156, 329, 338, 341</p> <p><b>Teacher’s Edition:</b> 156, 329, 338, 341</p>

# CORE CONTENT FOR READING ASSESSMENT

## Reading Skills

*Reading Skills* enable students to comprehend all types of reading materials.

Core Content Statement, Grades 5-7	ACCESS English
<p><b>RD-M-x.0.1</b> Identify an author's purpose in literary, informational, persuasive, and practical/workplace materials.</p>	<p><b>Student Book:</b> 160-164, 303, 307, 309-310, 312, 321, 324-325 <b>Teacher's Edition:</b> 162, 303, 307, 312, 321, 324, 325</p>
<p><b>RD-M-x.0.2</b> Use knowledge of synonyms, antonyms, and homonyms to comprehend a passage.</p>	<p><b>Student Book:</b> 28, 66, 221, 340 <b>Teacher's Edition:</b> 28, 66, 221, 340</p>
<p><b>RD-M-x.0.3</b> Identify words that have multiple meanings and select the appropriate meaning for the context.</p>	<p><b>Student Book:</b> 45, 122, 209, 234, 295, 327 <b>Teacher's Edition:</b> 45, 122, 209, 234, 295, 327</p>
<p><b>RD-M-x.0.4</b> Know the meanings of common prefixes and suffixes to comprehend unfamiliar words</p>	<p><b>Student Book:</b> 232, 234, 235, 236, 237, 295, 298, 299, 301 <b>Teacher's Edition:</b> 232, 234, 235, 236, 237, 238, 295, 298, 299, 301, 305</p>
<p><b>RD-M-x.0.5</b> Formulate questions to guide reading.</p>	<p><b>Student Book:</b> 142, 151, 156, 196, 198, 219, 220-221, 226, 317 <b>Teacher's Edition:</b> 142, 156, 196, 198, 219, 220, 221, 226, 317</p>
<p><b>RD-M-x.0.6</b> Scan to find key information.</p>	<p><b>Student Book:</b> 85, 206, 310, 311, 319 <b>Teacher's Edition:</b> 206, 310, 311</p>
<p><b>RD-M-x.0.7</b> Skim to get the general meaning of a passage.</p>	<p><b>Student Book:</b> 29, 195, 206, 310, 311, 319 <b>Teacher's Edition:</b> 29, 195, 206, 310, 311</p>
<p><b>RD-M-x.0.8</b> Make predictions, draw conclusions, and make generalizations about what is read.</p>	<p><b>Student Book:</b> 49, 50, 56, 83, 88, 91, 129, 145, 207, 215 <b>Teacher's Edition:</b> 49, 50, 56, 83, 88, 129, 145, 207, 215</p>

<b>Core Content Statement, Grades 5-7</b>	<b>ACCESS English</b>
<p><b>RD-M-x.0.9</b> Reflect on and evaluate what is read.</p>	<p><b>Student Book:</b> 28, 33, 49, 52, 55, 58, 90, 143, 145, 157, 257</p> <p><b>Teacher's Edition:</b> 28, 33, 49, 52, 55, 58, 90, 143, 145, 157, 257</p>
<p><b>RD-M-x.0.10</b> Connect information from a passage to students' lives and/or real world issues.</p>	<p><b>Student Book:</b> 18, 27, 32, 54, 149, 151, 185, 190, 197, 206</p> <p><b>Teacher's Edition:</b> 18, 27, 32, 54, 149, 151, 185</p>

## Literature

*Literary Reading* includes whole texts and excerpts from materials such as short stories, novels, essays, poetry, plays, and scripts. The reading materials represent various historical and cultural perspectives.

<b>Core Content Statement, Grades 5-7</b>	<b>ACCESS English</b>
<p><b>RD-M-1.0.11</b> Explain the meaning of a passage taken from texts appropriate for middle-level students.</p>	<p><b>Student Book:</b> 21, 22, 75, 77, 78, 131, 133, 134, 142, 187, 189, 190, 243, 245, 247, 249, 252, 306</p> <p><b>Teacher's Edition:</b> 21, 22, 75, 77, 78, 131, 133, 134, 142, 187, 189, 190, 243, 245, 247, 249, 252, 306</p>
<p><b>RD-M-1.0.12</b> Identify characteristics of short stories, novels, poetry, and plays.</p>	<p><b>Student Book:</b> 17, 22, 134, 241, 255, 258-261, 262-263, 264</p> <p><b>Teacher's Edition:</b> 22, 134, 241, 255, 258, 259, 260, 261, 262, 263, 264</p>
<p><b>RD-M-1.0.13</b> Describe literary elements (e.g., characterization, setting, plot, theme, point of view) in a passage.</p>	<p><b>Student Book:</b> 88, 241, 255, 258-261, 262-263, 264, 280-281, 282-285</p> <p><b>Teacher's Edition:</b> 88, 241, 255, 258, 259, 260, 261, 262, 263, 264, 280, 281, 282, 283, 284, 285</p>
<p><b>RD-M-1.0.14</b> Analyze the relationship between events in a story and a character's behavior.</p>	<p><b>Student Book:</b> 256-257, 262, 283, 285</p> <p><b>Teacher's Edition:</b> 256, 257, 263, 283, 285</p>
<p><b>RD-M-1.0.15</b> Explain how a conflict in a passage is resolved.</p>	<p><b>Student Book:</b> 256-257, 282-283</p> <p><b>Teacher's Edition:</b> 256, 282, 283</p>
<p><b>RD-M-1.0.16</b> Identify literary devices such as foreshadowing, imagery, and figurative language (e.g., similes, metaphors, personification, hyperbole).</p>	<p><b>Student Book:</b> 17, 22, 57, 112, 252</p> <p><b>Teacher's Edition:</b> 17, 22, 57, 112, 252</p>

## Information

***Informational Reading* includes whole texts and excerpts from materials such as journals, magazines, newspaper articles, letters, brochures, reference materials, essays, nonfiction books, and electronic texts.**

Core Content Statement, Grades 5-7	ACCESS English
<p><b>RD-M-2.0.11</b> Use text features (e.g., lists, charts, graphs, tables of contents, indexes, glossaries, captions, diagrams, headings) to understand a passage.</p>	<p><b>Student Book:</b> 194-195, 196, 309-317</p> <p><b>Teacher’s Edition:</b> 194, 195, 196, 309, 310, 311, 313, 314, 315, 316, 317</p>
<p><b>RD-M-2.0.12</b> Apply knowledge of organizational patterns (e.g., cause and effect, comparison, contrast, sequence) to understand a passage.</p>	<p><b>Student Book:</b> 93-101, 102, 139-141, 142-143, 161-163, 170</p> <p><b>Teacher’s Edition:</b> 93, 94, 95, 96, 97, 98, 99, 100, 101, 102, 139, 140, 141, 143, 161, 163, 170</p>
<p><b>RD-M-2.0.13</b> Identify supporting details and explain their importance in a passage.</p>	<p><b>Student Book:</b> 81, 86-89, 90, 109-110, 112-113, 272-273, 321-323, 326</p> <p><b>Teacher’s Edition:</b> 81, 86, 87, 88, 89, 90, 109, 110, 112, 113, 272, 273, 321, 323, 326</p>
<p><b>RD-M-2.0.14</b> Summarize information from a passage.</p>	<p><b>Student Book:</b> 30, 46, 143, 149, 151, 155, 158, 197-198, 199-201, 220</p> <p><b>Teacher’s Edition:</b> 30, 46, 47, 143, 149, 151, 155, 158, 197, 198, 199, 200, 201, 220</p>

## P e r s u a s i o n

***Persuasive Reading* includes whole texts and excerpts from materials such as magazine and newspaper articles, brochures, letters, proposals, speeches, editorials, electronic texts, essays, opinion columns, and advertisements.**

Core Content Statement, Grades 5-7	ACCESS English
<p><b>RD-M-3.0.11</b> Distinguish between informative and persuasive passages.</p>	<p><b>Student Book:</b> 161-163, 164-170, 320-327, 328-330</p> <p><b>Teacher’s Edition:</b> 161, 162, 163, 164, 165, 167, 169, 170, 320, 321, 322, 323, 324, 325, 326, 327, 328, 329, 330</p>
<p><b>RD-M-3.0.12</b> Identify an author's opinion about a subject.</p>	<p><b>Student Book:</b> 185, 320-323, 326-327</p> <p><b>Teacher’s Edition:</b> 185, 320, 321, 322, 323, 326, 327</p>
<p><b>RD-M-3.0.13</b> Apply knowledge of organizational patterns (e.g., cause and effect, comparison, contrast, sequence) to understand a passage.</p>	<p><b>Student Book:</b> 93-101, 102, 139-141, 142-143, 161-163, 170</p> <p><b>Teacher’s Edition:</b> 93, 94, 95, 96, 97, 98, 99, 100, 101, 102, 139, 140, 141, 143, 161, 163, 170</p>
<p><b>RD-M-3.0.14</b> Distinguish between fact and opinion.</p>	<p><b>Student Book:</b> 185, 190, 191, 322-323</p> <p><b>Teacher’s Edition:</b> 185, 190, 191, 322, 323</p>
<p><b>RD-M-3.0.15</b> Identify the argument and supporting evidence.</p>	<p><b>Student Book:</b> 320-327</p> <p><b>Teacher’s Edition:</b> 320, 321, 322, 323, 324, 325, 326, 327</p>
<p><b>RD-M-3.0.16</b> Identify commonly used persuasive techniques (e.g., expert opinion, statistics, testimonial, bandwagon).</p>	<p><b>Student Book:</b> 322-323</p> <p><b>Teacher’s Edition:</b> 322, 323</p>
<p><b>RD-M-3.0.17</b> Identify bias and/or misinformation.</p>	<p><b>Student Book:</b> 322-323</p> <p><b>Teacher’s Edition:</b> 322</p>

## Practical/Workplace

*Practical/Workplace Reading* includes whole texts and excerpts from articles, letters, memos, brochures, electronic texts, warranties, recipes, forms, consumer texts, manuals, schedules, and directions.

Core Content Statement, Grades 5-7	ACCESS English
<p><b>RD-M-4.0.11</b> Locate and apply information for a specific purpose (e.g., following directions, completing a task).</p>	<p><b>Student Book:</b> 312-317 <b>Teacher's Edition:</b> 312, 313, 314, 315, 316, 317</p>
<p><b>RD-M-4.0.12</b> Identify the sequence of activities needed to carry out a procedure.</p>	<p><b>Student Book:</b> 34, 316-317 <b>Teacher's Edition:</b> 34, 312, 313, 314, 315, 316, 317</p>
<p><b>RD-M-4.0.13</b> Explain how organizational patterns and/or text features (e.g., pictures, charts, graphs, format) relate to the content of a practical/workplace passage.</p>	<p><b>Student Book:</b> 98-101, 310-317 <b>Teacher's Edition:</b> 101, 310, 312, 313, 314, 315, 316, 317</p>
<p><b>RD-M-4.0.14</b> Interpret the meaning of specialized vocabulary.</p>	<p><b>Student Book:</b> 315, 378 <b>Teacher's Edition:</b> 315</p>

# CORE CONTENT FOR WRITING ASSESSMENT

## Academic Expectation 1.11

**Students write using appropriate forms, conventions, and styles to communicate ideas and information to different audiences for different purposes.**

### WR-M-1 Writing Criteria

Core Content Statement, Grades 5-7	ACCESS English
<p><b>Purpose/Audience</b> The writer establishes and maintains a focused purpose to communicate with an audience by</p> <ul style="list-style-type: none"> <li>• narrowing the topic to establish a focus</li> <li>• analyzing and addressing the needs of the intended audience</li> <li>• adhering to the characteristics (e.g., format, organization) of the form</li> <li>• employing a suitable tone</li> <li>• allowing voice to emerge when appropriate</li> </ul>	<p><b>Student Book:</b> 39, 40, 73, 110, 219, 220-225, 269, 274, 275, 326-329, 333-337, 339-341</p> <p><b>Teacher’s Edition:</b> 39, 40, 73, 110, 219, 221, 269, 328, 329, 334</p>
<p><b>Idea Development</b> The writer develops and supports main ideas and deepens the audience's understanding by using</p> <ul style="list-style-type: none"> <li>• logical, justified, and suitable explanation</li> <li>• relevant elaboration</li> <li>• related connections and reflections</li> <li>• idea development strategies (e.g., bulleted lists, anecdotes, examples, graphics) appropriate for the form</li> </ul>	<p><b>Student Book:</b> 108-114, 164-169, 271-272, 274, 326, 328-330</p> <p><b>Teacher’s Edition:</b> 108, 109, 110, 111, 112, 113, 114, 164, 165, 166, 167, 168, 169, 271, 272, 328</p>
<p><b>Organization</b> The writer creates unity and coherence to accomplish the focused purpose by</p> <ul style="list-style-type: none"> <li>• engaging the audience and establishing a context for reading</li> <li>• placing ideas and support in a meaningful order</li> <li>• guiding the reader through the piece with transitions and transitional elements</li> <li>• providing effective closure</li> </ul>	<p><b>Student Book:</b> 39-45, 96-101, 154, 166-169, 222-223, 261, 275, 282, 326-329</p> <p><b>Teacher’s Edition:</b> 41, 42, 45, 96, 97, 98, 99, 100, 101, 154, 168, 169, 223, 261</p>
<p><b>Sentences</b> The writer creates effective sentences that are</p> <ul style="list-style-type: none"> <li>• varied in structure and length</li> <li>• complete and correct</li> </ul>	<p><b>Student Book:</b> 46, 47, 60-69, 70-71, 126, 146, 182, 214, 222-224, 274-275, 288, 293, 301, 329, 342</p> <p><b>Teacher’s Edition:</b> 47, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 126, 147, 182, 274, 293, 301</p>

Core Content Statement, Grades 5-7	ACCESS English
<p><b>Language</b> The writer demonstrates</p> <ul style="list-style-type: none"> <li>• effective word choice (strong verbs and nouns, concrete and/or sensory details, and language appropriate to the content, purpose, and intended audience)</li> <li>• concise use of language</li> <li>• correct usage/grammar</li> </ul>	<p><b>Student Book:</b> 39, 62, 65, 103, 109-111, 112-113, 147, 171, 172-183, 224, 228-239, 275, 306, 343</p> <p><b>Teacher’s Edition:</b> 65, 103, 109, 111, 112, 113, 147, 171, 172, 173, 174, 175, 176, 177, 178, 179, 180, 181, 182, 183, 228, 229, 230, 231, 232, 233, 234, 235, 236, 237, 238, 239, 343</p>
<p><b>Correctness</b> The writer demonstrates</p> <ul style="list-style-type: none"> <li>• correct spelling</li> <li>• correct punctuation</li> <li>• correct capitalization</li> <li>• appropriate documentation (e.g., citing authors or titles within the text, listing sources) of ideas and information from outside sources</li> </ul>	<p><b>Student Book:</b> 37, 39, 46, 47, 59, 61, 65, 118-119, 120, 121-122, 146, 170, 182, 183, 212-213, 214, 218, 224, 225, 274-275, 276, 287, 301, 331, 335</p> <p><b>Teacher’s Edition:</b> 47, 59, 65, 118, 119, 120, 121, 122, 182, 183, 218, 225, 287</p>

### WR-M-1.1 Reflective Writing

***Reflective writing* includes the writer's examination of his/her writing skills, abilities, approaches, and products. The reflective form in the portfolio is the Letter to the Reviewer, which contains discussion of the student's personal growth as a writer and reflection on pieces in the portfolio.**

Core Content Statement, Grades 5-7	ACCESS English
<p>Characteristics of reflective writing/Letter to the Reviewer may include discussion of</p> <ul style="list-style-type: none"> <li>• goals as a writer</li> <li>• growth as a writer through the years</li> <li>• influences (who and/or what) on the writer's progress and growth</li> <li>• techniques and/or strategies used by the student when composing</li> <li>• selection of portfolio pieces</li> <li>• application of writing process (prewriting, drafting, revision, editing, publishing)</li> </ul>	<p><b>Student Book:</b> 102, 135, 146, 147, 169, 170, 202, 264, 275, 276</p> <p><b>Teacher’s Edition:</b> 135, 264, 275</p>

### WR-M-1.2 Personal Writing

*Personal writing* focuses on the life experiences of the writer. Personal forms in the portfolio may include a personal narrative (focusing on the significance of a single event), memoir (focusing on the significance of the relationship of the writer with a particular person, place, animal, or thing), or personal essay (focusing on a central idea supported by a variety of incidents in the writer's life).

Core Content Statement, Grades 5-7	ACCESS English
Characteristics of personal writing may include <ul style="list-style-type: none"><li>• development of ideas based on personal experience</li><li>• sensory details</li><li>• writer's thoughts and feelings</li><li>• first person point-of-view</li><li>• dialogue where appropriate</li></ul>	<b>Student Book:</b> 99, 102, 135, 146, 264, 270-275, 276, 277, 281, 288, 330 <b>Teacher's Edition:</b> 99, 146, 264, 270, 271, 272, 277, 281, 288

### WR-M-1.3 Literary Writing

*Literary writing* artfully communicates with the reader about the human condition. Literary forms in the portfolio include poems, short stories, and scripts/plays.

Core Content Statement, Grades 5-7	ACCESS English
Characteristics of literary writing may include <ul style="list-style-type: none"><li>• literary elements of the selected form (e.g., short story—plot, poem—imagery, script—stage directions)</li><li>• descriptive language</li><li>• literary devices (e.g., simile, metaphor, flashback)</li><li>• effective ordering of events, impressions, and descriptions</li><li>• creation of an effect (e.g., comedy, irony, suspense, horror, paradox)</li><li>• focus on engaging an audience</li></ul>	<b>Student Book:</b> 23, 108-113, 114, 135, 270-274, 279-287, 288 <b>Teacher's Edition:</b> 108, 109, 110, 111, 112, 113, 114, 135, 270, 271, 272, 279, 280, 282, 283, 284, 285, 286, 288

## WR-M-1.4 Transactive Writing

***Transactive writing* is informative/persuasive writing that presents ideas and information for authentic audiences to accomplish realistic purposes like those students will encounter in their lives.**

Core Content Statement, Grades 5-7	ACCESS English
<p>In transactive writing, students will write in a variety of forms such as the following</p> <ul style="list-style-type: none"><li>• letters</li><li>• speeches</li><li>• editorials</li><li>• articles in magazines, academic journals, newspapers</li><li>• proposals</li><li>• brochures</li><li>• other kinds of practical/workplace writing</li></ul> <p>Characteristics of transactive writing may include</p> <ul style="list-style-type: none"><li>• text and language features of the selected form</li><li>• information to engage/orient the reader to clarify and justify purposes</li><li>• ideas which communicate the specific purpose for the intended audience</li><li>• explanation and support to help the reader understand the author's purpose</li><li>• well-organized idea development and support (e.g., facts, examples, reasons, comparisons, anecdotes, descriptive detail, charts, diagrams, photos/pictures) to accomplish a specific purpose</li><li>• effective conclusions</li></ul>	<p><b>Student Book:</b> 328-329, 330, 332-343</p> <p><b>Teacher's Edition:</b> 328, 329, 330, 332, 333, 334, 335, 336, 337, 338, 339, 340, 341, 342, 343</p>



**ACCESS English © 2005**

**correlated to**

**Kentucky Combined Curriculum for Grade 7**

**(Academic Expectations, Program of Studies, and Core Content for Assessment)**

**Inquiry**

**ELA Inquiry 7 14**

<b>Combined Curriculum, Grade 7</b>	<b>ACCESS English</b>
<p><b><u>Academic Expectations</u></b>  <b>1.16</b> Students use computers and other kinds of technology to collect, organize, and communicate information and ideas.</p>	<p><b>Student Book:</b> 156-157, 225, 329, 341  <b>Teacher’s Edition:</b> 156, 157, 225, 329, 341</p>
<p><b><u>Program of Studies</u></b>  <b>ELA-7-T-1</b> Students will use appropriate technology to access ideas and information for authentic tasks.</p>	<p><b>Student Book:</b> 156-157, 218-219, 225, 341  <b>Teacher’s Edition:</b> 155, 156, 218, 219, 225, 341</p>

**ELA Inquiry 7 15**

<b>Combined Curriculum, Grade 7</b>	<b>ACCESS English</b>
<p><b><u>Academic Expectations</u></b>  <b>1.16</b> Students use computers and other kinds of technology to collect, organize, and communicate information and ideas.</p>	<p><b>Student Book:</b> 156-157, 225, 329, 341  <b>Teacher’s Edition:</b> 156, 157, 225, 329, 341</p>
<p><b><u>Program of Studies</u></b>  <b>ELA-7-T-2</b> Students will use technology to enhance communication for authentic audiences and purposes.</p>	<p><b>Student Book:</b> 156-157, 329, 338, 341  <b>Teacher’s Edition:</b> 156, 157, 329, 338, 341</p>

## Speaking/Listening/Observing

### ELA SLO 7 49

Combined Curriculum, Grade 7	ACCESS English
<p><b><u>Academic Expectations</u></b>  <b>1.3</b> Students make sense of the various things they observe.</p>	<p><b>Student Book:</b> 97, 100, 114, 202, 253  <b>Teacher’s Edition:</b> 97, 98, 99, 100, 101, 102, 114, 202, 253</p>
<p><b><u>Academic Expectations</u></b>  <b>1.4</b> Students make sense of the various messages to which they listen</p>	<p><b>Student Book:</b> 103, 147, 159, 277, 303, 307, 325  <b>Teacher’s Edition:</b> 147, 159, 277</p>
<p><b><u>Academic Expectations</u></b>  <b>1.12</b> Students speak using appropriate forms, conventions, and styles to communicate ideas and information to different audiences for different purposes.</p>	<p><b>Student Book:</b> 17, 22, 35, 78, 79, 127, 134, 147, 171, 185, 190, 303, 306, 342, 354, 355  <b>Teacher’s Edition:</b> 17, 22, 35, 78, 79, 127, 147, 171, 185, 190, 306, 342, 354, 355</p>
<p><b><u>Program of Studies</u></b>  <b>ELA-7-SLO-1</b> Students will adjust listening and observing strategies for specific situations and purposes (e.g., to follow directions, to acquire information, for entertainment, to complete a task).</p>	<p><b>Student Book:</b> 103, 127, 147, 159, 185, 310, 312-317, 319  <b>Teacher’s Edition:</b> 103, 127, 147, 185, 310, 311, 312, 313, 314, 315, 316, 317, 319</p>

### ELA SLO 7 50

Combined Curriculum, Grade 7	ACCESS English
<p><b><u>Academic Expectations</u></b>  <b>1.3</b> Students make sense of the various things they observe.</p>	<p><b>Student Book:</b> 97, 100, 114, 202, 253  <b>Teacher’s Edition:</b> 97, 98, 99, 100, 101, 102, 114, 202, 253</p>
<p><b><u>Academic Expectations</u></b>  <b>1.4</b> Students make sense of the various messages to which they listen</p>	<p><b>Student Book:</b> 103, 147, 159, 277, 303, 307, 325  <b>Teacher’s Edition:</b> 147, 159, 277</p>
<p><b><u>Academic Expectations</u></b>  <b>1.12</b> Students speak using appropriate forms, conventions, and styles to communicate ideas and information to different audiences for different purposes.</p>	<p><b>Student Book:</b> 17, 22, 35, 78, 79, 127, 134, 147, 171, 185, 190, 303, 306, 342, 354, 355  <b>Teacher’s Edition:</b> 17, 22, 35, 78, 79, 127, 147, 171, 185, 190, 306, 342, 354, 355</p>
<p><b><u>Program of Studies</u></b>  <b>ELA-7-SLO-2</b> Students will apply organizational skills and delivery techniques to produce oral messages and products with and without technology.</p>	<p><b>Student Book:</b> 127, 185  <b>Teacher’s Edition:</b> 185</p>

**ELA SLO 7 51**

<b>Combined Curriculum, Grade 7</b>	<b>ACCESS English</b>
<p><b><u>Academic Expectations</u></b>  <b>1.3</b> Students make sense of the various things they observe.</p>	<p><b>Student Book:</b> 97, 100, 114, 202, 253  <b>Teacher’s Edition:</b> 97, 98, 99, 100, 101, 102, 114, 202, 253</p>
<p><b><u>Academic Expectations</u></b>  <b>1.4</b> Students make sense of the various messages to which they listen</p>	<p><b>Student Book:</b> 103, 147, 159, 277, 303, 307, 325  <b>Teacher’s Edition:</b> 147, 159, 277</p>
<p><b><u>Academic Expectations</u></b>  <b>1.12</b> Students speak using appropriate forms, conventions, and styles to communicate ideas and information to different audiences for different purposes.</p>	<p><b>Student Book:</b> 17, 22, 35, 78, 79, 127, 134, 147, 171, 185, 190, 303, 306, 342, 354, 355  <b>Teacher’s Edition:</b> 17, 22, 35, 78, 79, 127, 147, 171, 185, 190, 306, 342, 354, 355</p>
<p><b><u>Program of Studies</u></b>  <b>ELA-7-SLO-3</b> Students will apply listening, speaking, and observing skills to conduct authentic inquiry tasks and to create products (additional supporting Academic Expectation 5.1).</p>	<p><b>Student Book:</b> 103, 127, 147, 159, 185, 277, 319  <b>Teacher’s Edition:</b> 127, 147, 159, 185, 277</p>

## Technology as Communication

### ELA TECH 7 78

Combined Curriculum, Grade 7	ACCESS English
<p><b><u>Academic Expectations</u></b>  <b>1.16</b> Students use computers and other kinds of technology to collect, organize, and communicate information and ideas.</p>	<p><b>Student Book:</b> 156-157, 225, 329, 341  <b>Teacher’s Edition:</b> 156, 157, 225, 329, 341</p>
<p><b><u>Program of Studies</u></b>  <b>ELA-7-T-1</b> Students will use technology to access ideas and information for authentic tasks.</p>	<p><b>Student Book:</b> 156-157, 218-219, 225, 341  <b>Teacher’s Edition:</b> 156, 157, 218, 219, 225, 341</p>

### ELA TECH 7 79

Combined Curriculum, Grade 7	ACCESS English
<p><b><u>Academic Expectations</u></b>  <b>1.16</b> Students use computers and other kinds of technology to collect, organize, and communicate information and ideas.</p>	<p><b>Student Book:</b> 156-157, 225, 329, 341  <b>Teacher’s Edition:</b> 156, 157, 225, 329, 341</p>
<p><b><u>Program of Studies</u></b>  <b>ELA-7-T-2</b> Students will use technology to enhance communication for authentic audiences and purposes.</p>	<p><b>Student Book:</b> 156-157, 329, 338, 341  <b>Teacher’s Edition:</b> 156, 157, 329, 338, 341</p>

## Reading

### ELA Reading 7 149

Combined Curriculum, Grade 7	ACCESS English
<p><b><u>Academic Expectations</u></b>  <b>1.2</b> Students make sense of the variety of materials they read.</p>	<p><b>Student Book:</b> 18, 27, 30, 32, 46, 48-59, 78, 87-89, 129, 136-145, 149, 151, 155, 156, 158, 184-191, 192-201, 204-214, 219, 220-221, 226, 257, 265, 308-317, 320-327</p> <p><b>Teacher’s Edition:</b> 18, 19, 21, 27, 30, 32, 48, 49, 50, 52, 54, 56, 57, 58, 59, 78, 87, 88, 89, 129, 136, 137, 138, 139, 140, 141, 142, 146, 149, 155, 156, 158, 184, 185, 186, 187, 188, 189, 190, 191, 192, 193, 194, 195, 196, 197, 198, 199, 200, 201, 204, 205, 206, 208, 209, 210, 211, 212, 219, 226, 227, 257, 264, 308, 309, 310, 311, 312, 313, 314, 315, 316, 317, 321, 322, 323, 326, 327</p>
<p><b><u>Program of Studies</u></b>  <b>ELA-7-R-1</b> Students will identify meaning of a variety of reading materials, making connections to students' lives, to real world issues, and/or to current events.</p>	<p><b>Student Book:</b> 18, 27, 32, 78, 87-89, 145, 149, 151, 185, 190, 197, 205, 206, 211, 257, 265</p> <p><b>Teacher’s Edition:</b> 18, 27, 32, 78, 87, 88, 89, 145, 149, 151, 190, 197, 205, 206, 211, 257</p>
<p><b><u>Core Content for Assessment</u></b>  <b>RD-M-x.0.10</b> Connect information from a passage to students' lives and/or real world issues.</p>	<p><b>Student Book:</b> 18, 27, 32, 54, 149, 151, 185, 190, 197, 206</p> <p><b>Teacher’s Edition:</b> 18, 27, 32, 54, 149, 151, 185</p>

### ELA Reading 7 150

Combined Curriculum, Grade 7	ACCESS English
<p><b><u>Academic Expectations</u></b>  <b>1.2</b> Students make sense of the variety of materials they read.</p>	<p><b>Student Book:</b> 18, 27, 30, 32, 46, 48-59, 78, 87-89, 129, 136-145, 149, 151, 155, 156, 158, 184-191, 192-201, 204-214, 219, 220-221, 226, 257, 265, 308-317, 320-327</p> <p><b>Teacher’s Edition:</b> 18, 19, 21, 27, 30, 32, 48, 49, 50, 52, 54, 56, 57, 58, 59, 78, 87, 88, 89, 129, 136, 137, 138, 139, 140, 141, 142, 146, 149, 155, 156, 158, 184, 185, 186, 187, 188, 189, 190, 191, 192, 193, 194, 195, 196, 197, 198, 199, 200, 201, 204, 205, 206, 208, 209, 210, 211, 212, 219, 226, 227, 257, 264, 308, 309, 310, 311, 312, 313, 314, 315, 316, 317, 321, 322, 323, 326, 327</p>

Combined Curriculum, Grade 7	ACCESS English
<p><b><u>Program of Studies</u></b>  <b>ELA-7-R-2</b> Students will respond to and analyze meaning, literary techniques (e.g., figurative language, foreshadowing, characterization), and elements (e.g., characters, setting, conflict/resolution, theme, point of view) of different literary genres (e.g., novels, essays, short stories, poetry, drama).</p>	<p><b>Student Book:</b> 17-22, 57, 88, 99, 112, 126, 128-133, 134, 136-145, 160-163, 184-191, 241, 242-251, 252, 256-257, 258-264, 284, 320-327</p> <p><b>Teacher’s Edition:</b> 17, 18, 19, 20, 21, 57, 88, 112, 126, 128, 129, 130, 131, 132, 133, 134, 136, 137, 138, 139, 145, 160, 162, 186, 187, 188, 189, 240, 241, 256, 257, 258, 260, 261, 262, 263, 264, 284, 285</p>
<p><b><u>Core Content for Assessment</u></b>  <b>RD-M-1.0.11</b> Explain the meaning of a passage taken from texts appropriate for middle-level students.</p>	<p><b>Student Book:</b> 21, 22, 75, 77, 78, 131, 133, 134, 142, 187, 189, 190, 243, 245, 247, 249, 252, 306</p> <p><b>Teacher’s Edition:</b> 21, 22, 75, 77, 78, 131, 133, 134, 142, 187, 189, 190, 243, 245, 247, 249, 252, 306</p>
<p><b><u>Core Content for Assessment</u></b>  <b>RD-M-1.0.12</b> Identify characteristics of short stories, novels, poetry, and plays.</p>	<p><b>Student Book:</b> 17, 22, 134, 241, 255, 258-261, 262-263, 264</p> <p><b>Teacher’s Edition:</b> 22, 134, 241, 255, 258, 259, 260, 261, 262, 263, 264</p>
<p><b><u>Core Content for Assessment</u></b>  <b>RD-M-1.0.13</b> Describe literary elements (e.g., characterization, setting, plot, theme, point of view) in a passage.</p>	<p><b>Student Book:</b> 88, 241, 255, 258-261, 262-263, 264, 280-281, 282-285</p> <p><b>Teacher’s Edition:</b> 88, 241, 255, 258, 259, 260, 261, 262, 263, 264, 280, 281, 282, 283, 284, 285</p>
<p><b><u>Core Content for Assessment</u></b>  <b>RD-M-1.0.14</b> Analyze the relationship between events in a story and a character’s behavior.</p>	<p><b>Student Book:</b> 256-257, 262, 283, 285</p> <p><b>Teacher’s Edition:</b> 256, 257, 263, 283, 285</p>
<p><b><u>Core Content for Assessment</u></b>  <b>RD-M-1.0.15</b> Explain how a conflict in a passage is resolved.</p>	<p><b>Student Book:</b> 256-257, 282-283</p> <p><b>Teacher’s Edition:</b> 256, 282, 283</p>
<p><b><u>Core Content for Assessment</u></b>  <b>RD-M-1.0.16</b> Identify literary devices such as foreshadowing, imagery, and figurative language (e.g., similes, metaphors, personification, hyperbole).</p>	<p><b>Student Book:</b> 17, 22, 57, 112, 252</p> <p><b>Teacher’s Edition:</b> 17, 22, 57, 112, 252</p>

## ELA Reading 7 161

Combined Curriculum, Grade 7	ACCESS English
<p><b><u>Academic Expectations</u></b>  <b>1.2</b> Students make sense of the variety of materials they read.</p>	<p><b>Student Book:</b> 18, 27, 30, 32, 46, 48-59, 78, 87-89, 129, 136-145, 149, 151, 155, 156, 158, 184-191, 192-201, 204-214, 219, 220-221, 226, 257, 265, 308-317, 320-327</p> <p><b>Teacher’s Edition:</b> 18, 19, 21, 27, 30, 32, 48, 49, 50, 52, 54, 56, 57, 58, 59, 78, 87, 88, 89, 129, 136, 137, 138, 139, 140, 141, 142, 146, 149, 155, 156, 158, 184, 185, 186, 187, 188, 189, 190, 191, 192, 193, 194, 195, 196, 197, 198, 199, 200, 201, 204, 205, 206, 208, 209, 210, 211, 212, 219, 226, 227, 257, 264, 308, 309, 310, 311, 312, 313, 314, 315, 316, 317, 321, 322, 323, 326, 327</p>
<p><b><u>Program of Studies</u></b>  <b>ELA-7-R-3</b> Students will respond to and analyze transactive reading materials (informational, practical/workplace, and persuasive) through raising and addressing questions, making predictions, drawing conclusions, solving problems, and summarizing information (additional supporting Academic Expectation 5.1).</p>	<p><b>Student Book:</b> 30, 46, 49, 50, 56, 80-89, 105-109, 143, 145, 149, 151, 155, 158, 161-163, 197-198, 199-201, 207, 215, 220, 326-327</p> <p><b>Teacher’s Edition:</b> 30, 46, 49, 50, 56, 80, 149, 151, 155, 158, 161, 162, 163, 197, 198, 199, 200, 201, 207, 215, 326, 327, 329, 330</p>
<p><b><u>Core Content for Assessment</u></b>  <b>RD-M-x.0.1</b> Identify an author’s purpose in literary, informational, persuasive, and practical/workplace materials.</p>	<p><b>Student Book:</b> 160-164, 303, 307, 309-310, 312, 321, 324-325</p> <p><b>Teacher’s Edition:</b> 162, 303, 307, 312, 321, 324, 325</p>
<p><b><u>Core Content for Assessment</u></b>  <b>RD-M-x.0.5</b> Formulate questions to guide reading</p>	<p><b>Student Book:</b> 142, 151, 156, 196, 198, 219, 220-221, 226, 317</p> <p><b>Teacher’s Edition:</b> 142, 156, 196, 198, 219, 220, 221, 226, 317</p>
<p><b><u>Core Content for Assessment</u></b>  <b>RD-M-x.0.8</b> Make predictions, draw conclusions, and make generalizations about what is read.</p>	<p><b>Student Book:</b> 49, 50, 56, 83, 88, 91, 129, 145, 207, 215</p> <p><b>Teacher’s Edition:</b> 49, 50, 56, 83, 88, 129, 145, 207, 215</p>
<p><b><u>Core Content for Assessment</u></b>  <b>RD-M-x.0.9</b> Reflect on and evaluate what is read.</p>	<p><b>Student Book:</b> 28, 33, 49, 52, 55, 58, 90, 143, 145, 157, 257</p> <p><b>Teacher’s Edition:</b> 28, 33, 49, 52, 55, 58, 90, 143, 145, 157, 257</p>

<b>Combined Curriculum, Grade 7</b>	<b>ACCESS English</b>
<p><b><u>Core Content for Assessment</u></b>  <b>RD-M-2.0.13</b> Identify supporting details and explain their importance in a passage.</p>	<p><b>Student Book:</b> 81, 86-89, 90, 109-110, 112-113, 272-273, 321-323, 326</p> <p><b>Teacher’s Edition:</b> 81, 86, 87, 88, 89, 90, 109, 110, 112, 113, 272, 273, 321, 323, 326</p>
<p><b><u>Core Content for Assessment</u></b>  <b>RD-M-2.0.14</b> Summarize information from a passage.</p>	<p><b>Student Book:</b> 30, 46, 143, 149, 151, 155, 158, 197-198, 199-201, 220</p> <p><b>Teacher’s Edition:</b> 30, 46, 47, 143, 149, 151, 155, 158, 197, 198, 199, 200, 201, 220</p>
<p><b><u>Core Content for Assessment</u></b>  <b>RD-M-3.0.12</b> Identify an author’s opinion about a subject.</p>	<p><b>Student Book:</b> 185, 320-323, 326-327</p> <p><b>Teacher’s Edition:</b> 185, 320, 321, 322, 323, 326, 327</p>
<p><b><u>Core Content for Assessment</u></b>  <b>RD-M-3.0.15</b> Identify the argument and supporting evidence.</p>	<p><b>Student Book:</b> 320-327</p> <p><b>Teacher’s Edition:</b> 320, 321, 322, 323, 324, 325, 326, 327</p>
<p><b><u>Core Content for Assessment</u></b>  <b>RD-M-4.0.12</b> Identify the sequence of activities needed to carry out a procedure.</p>	<p><b>Student Book:</b> 34, 316-317</p> <p><b>Teacher’s Edition:</b> 34, 312, 313, 314, 315, 316, 317</p>

## ELA Reading 7 173

<b>Combined Curriculum, Grade 7</b>	<b>ACCESS English</b>
<p><b><u>Academic Expectations</u></b>  <b>1.2</b> Students make sense of the variety of materials they read.</p>	<p><b>Student Book:</b> 18, 27, 30, 32, 46, 48-59, 78, 87-89, 129, 136-145, 149, 151, 155, 156, 158, 184-191, 192-201, 204-214, 219, 220-221, 226, 257, 265, 308-317, 320-327</p> <p><b>Teacher’s Edition:</b> 18, 19, 21, 27, 30, 32, 48, 49, 50, 52, 54, 56, 57, 58, 59, 78, 87, 88, 89, 129, 136, 137, 138, 139, 140, 141, 142, 146, 149, 155, 156, 158, 184, 185, 186, 187, 188, 189, 190, 191, 192, 193, 194, 195, 196, 197, 198, 199, 200, 201, 204, 205, 206, 208, 209, 210, 211, 212, 219, 226, 227, 257, 264, 308, 309, 310, 311, 312, 313, 314, 315, 316, 317, 321, 322, 323, 326, 327</p>
<p><b><u>Program of Studies</u></b>  <b>ELA-7-R-4</b> Students will interpret and apply information in a variety of transactive reading materials to complete authentic tasks.</p>	<p><b>Student Book:</b> 29, 149-155, 193-201, 205-214, 308-317</p> <p><b>Teacher’s Edition:</b> 29, 149, 150, 151, 152, 153, 154, 155, 193, 196, 197, 198, 199, 200, 201, 205, 206, 207, 208, 209, 210, 211, 212, 213, 214, 308, 309, 310, 311, 312, 313, 314, 315, 316, 317</p>

Combined Curriculum, Grade 7	ACCESS English
<p><b>Core Content for Assessment</b>  <b>RD-M-2.0.11</b> Use text features (e.g., lists, charts, graphs, tables of contents, indexes, glossaries, captions, diagrams, headings) to understand a passage.</p>	<p><b>Student Book:</b> 194-195, 196, 309-317</p> <p><b>Teacher’s Edition:</b> 194, 195, 196, 309, 310, 311, 313, 314, 315, 316, 317</p>
<p><b>Core Content for Assessment</b>  <b>RD-M-2.0.12</b> Apply knowledge of organizational patterns (e.g., cause and effect, comparison, contrast, sequence) to understand a passage.</p>	<p><b>Student Book:</b> 93-101, 102, 139-141, 142-143, 161-163, 170</p> <p><b>Teacher’s Edition:</b> 93, 94, 95, 96, 97, 98, 99, 100, 101, 102, 139, 140, 141, 143, 161, 163, 170</p>
<p><b>Core Content for Assessment</b>  <b>RD-M-4.0.13</b> Explain how organizational patterns and/or text features (e.g., pictures, charts, graphs, format) relate to the content of a practical/workplace passage.</p>	<p><b>Student Book:</b> 98-101, 310-317</p> <p><b>Teacher’s Edition:</b> 101, 310, 312, 313, 314, 315, 316, 317</p>

## ELA Reading 7 176

Combined Curriculum, Grade 7	ACCESS English
<p><b>Academic Expectations</b>  <b>1.2</b> Students make sense of the variety of materials they read.</p>	<p><b>Student Book:</b> 18, 27, 30, 32, 46, 48-59, 78, 87-89, 129, 136-145, 149, 151, 155, 156, 158, 184-191, 192-201, 204-214, 219, 220-221, 226, 257, 265, 308-317, 320-327</p> <p><b>Teacher’s Edition:</b> 18, 19, 21, 27, 30, 32, 48, 49, 50, 52, 54, 56, 57, 58, 59, 78, 87, 88, 89, 129, 136, 137, 138, 139, 140, 141, 142, 146, 149, 155, 156, 158, 184, 185, 186, 187, 188, 189, 190, 191, 192, 193, 194, 195, 196, 197, 198, 199, 200, 201, 204, 205, 206, 208, 209, 210, 211, 212, 219, 226, 227, 257, 264, 308, 309, 310, 311, 312, 313, 314, 315, 316, 317, 321, 322, 323, 326, 327</p>
<p><b>Program of Studies</b>  <b>ELA-7-R-5</b> Students will identify authors' positions, main ideas, and techniques of support in persuasive materials.</p>	<p><b>Student Book:</b> 303-307, 320-327</p> <p><b>Teacher’s Edition:</b> 303, 304, 305, 306, 307, 320, 321, 322, 323, 324, 325, 326, 327</p>
<p><b>Core Content for Assessment</b>  <b>RD-M-3.0.12</b> Identify an author's opinion about a subject.</p>	<p><b>Student Book:</b> 185, 320-323, 326-327</p> <p><b>Teacher’s Edition:</b> 185, 320, 321, 322, 323, 326, 327</p>
<p><b>Core Content for Assessment</b>  <b>RD-M-3.0.13</b> Apply knowledge of organizational patterns (e.g., cause and effect, comparison, contrast, sequence) to understand a passage.</p>	<p><b>Student Book:</b> 93-101, 102, 139-141, 142-143, 161-163, 170</p> <p><b>Teacher’s Edition:</b> 93, 94, 95, 96, 97, 98, 99, 100, 101, 102, 139, 140, 141, 143, 161, 163, 170</p>

<b>Combined Curriculum, Grade 7</b>	<b>ACCESS English</b>
<p><b>Core Content for Assessment</b>  <b>RD-M-3.0.14</b> Distinguish between fact and opinion.</p>	<p><b>Student Book:</b> 185, 190, 191, 322-323  <b>Teacher’s Edition:</b> 185, 190, 191, 322, 323</p>
<p><b>Core Content for Assessment</b>  <b>RD-M-3.0.15</b> Identify the argument and supporting evidence.</p>	<p><b>Student Book:</b> 320-327  <b>Teacher’s Edition:</b> 320, 321, 322, 323, 324, 325, 326, 327</p>
<p><b>Core Content for Assessment</b>  <b>RD-M-3.0.16</b> Identify commonly used persuasive techniques (e.g., expert opinion, statistics, testimonial, bandwagon).</p>	<p><b>Student Book:</b> 322-323  <b>Teacher’s Edition:</b> 322, 323</p>
<p><b>Core Content for Assessment</b>  <b>RD-M-3.0.17</b> Identify bias and/or misinformation.</p>	<p><b>Student Book:</b> 322-323  <b>Teacher’s Edition:</b> 322</p>

## ELA Reading 7 183

<b>Combined Curriculum, Grade 7</b>	<b>ACCESS English</b>
<p><b>Academic Expectations</b>  <b>1.2</b> Students make sense of the variety of materials they read.</p>	<p><b>Student Book:</b> 18, 27, 30, 32, 46, 48-59, 78, 87-89, 129, 136-145, 149, 151, 155, 156, 158, 184-191, 192-201, 204-214, 219, 220-221, 226, 257, 265, 308-317, 320-327  <b>Teacher’s Edition:</b> 18, 19, 21, 27, 30, 32, 48, 49, 50, 52, 54, 56, 57, 58, 59, 78, 87, 88, 89, 129, 136, 137, 138, 139, 140, 141, 142, 146, 149, 155, 156, 158, 184, 185, 186, 187, 188, 189, 190, 191, 192, 193, 194, 195, 196, 197, 198, 199, 200, 201, 204, 205, 206, 208, 209, 210, 211, 212, 219, 226, 227, 257, 264, 308, 309, 310, 311, 312, 313, 314, 315, 316, 317, 321, 322, 323, 326, 327</p>
<p><b>Program of Studies</b>  <b>ELA-7-R-6</b> Students will select and read materials for enjoyment.</p>	<p><b>Student Book:</b> 28, 29  <b>Teacher’s Edition:</b> 29, 131, 147, 199, 277, 301, 306</p>

## ELA Reading 7 184

Combined Curriculum, Grade 7	ACCESS English
<p><b><u>Academic Expectations</u></b>  <b>1.2</b> Students make sense of the variety of materials they read.</p>	<p><b>Student Book:</b> 18, 27, 30, 32, 46, 48-59, 78, 87-89, 129, 136-145, 149, 151, 155, 156, 158, 184-191, 192-201, 204-214, 219, 220-221, 226, 257, 265, 308-317, 320-327</p> <p><b>Teacher’s Edition:</b> 18, 19, 21, 27, 30, 32, 48, 49, 50, 52, 54, 56, 57, 58, 59, 78, 87, 88, 89, 129, 136, 137, 138, 139, 140, 141, 142, 146, 149, 155, 156, 158, 184, 185, 186, 187, 188, 189, 190, 191, 192, 193, 194, 195, 196, 197, 198, 199, 200, 201, 204, 205, 206, 208, 209, 210, 211, 212, 219, 226, 227, 257, 264, 308, 309, 310, 311, 312, 313, 314, 315, 316, 317, 321, 322, 323, 326, 327</p>
<p><b><u>Program of Studies</u></b>  <b>ELA-7-R-7</b> Students will employ reading strategies (e.g., skimming, scanning) to locate and apply information in varied print and nonprint (e.g., computers, media, interviews) resources for inquiry projects and other authentic tasks.</p>	<p><b>Student Book:</b> 151-158, 217-225</p> <p><b>Teacher’s Edition:</b> 52, 151, 154, 206, 218, 226, 310, 311</p>
<p><b><u>Core Content for Assessment</u></b>  <b>RD-M-x.0.6</b> Scan to find key information.</p>	<p><b>Student Book:</b> 85, 206, 310, 311, 319</p> <p><b>Teacher’s Edition:</b> 206, 310, 311</p>
<p><b><u>Core Content for Assessment</u></b>  <b>RD-M-x.0.7</b> Skim to get the general meaning of a passage.</p>	<p><b>Student Book:</b> 29, 195, 206, 310, 311, 319</p> <p><b>Teacher’s Edition:</b> 29, 195, 206, 310, 311</p>
<p><b><u>Core Content for Assessment</u></b>  <b>RD-M-4.0.11</b> Locate and apply information for a specific purpose (e.g., following directions, completing a task).</p>	<p><b>Student Book:</b> 312-317</p> <p><b>Teacher’s Edition:</b> 312, 313, 314, 315, 316, 317</p>

## ELA Reading 7 187

Combined Curriculum, Grade 7	ACCESS English
<p><b><u>Academic Expectations</u></b>  <b>1.2</b> Students make sense of the variety of materials they read.</p>	<p><b>Student Book:</b> 18, 27, 30, 32, 46, 48-59, 78, 87-89, 129, 136-145, 149, 151, 155, 156, 158, 184-191, 192-201, 204-214, 219, 220-221, 226, 257, 265, 308-317, 320-327</p> <p><b>Teacher’s Edition:</b> 18, 19, 21, 27, 30, 32, 48, 49, 50, 52, 54, 56, 57, 58, 59, 78, 87, 88, 89, 129, 136, 137, 138, 139, 140, 141, 142, 146, 149, 155, 156, 158, 184, 185, 186, 187, 188, 189, 190, 191, 192, 193, 194, 195, 196, 197, 198, 199, 200, 201, 204, 205, 206, 208, 209, 210, 211, 212, 219, 226, 227, 257, 264, 308, 309, 310, 311, 312, 313, 314, 315, 316, 317, 321, 322, 323, 326, 327</p>
<p><b><u>Program of Studies</u></b>  <b>ELA-7-R-8</b> Students will use vocabulary and comprehension strategies, as well as technology, to understand text.</p>	<p><b>Student Book:</b> 28-33, 48-57, 78, 134, 142-143, 190, 196-201, 252-253, 347</p> <p><b>Teacher’s Edition:</b> 28, 29, 30, 31, 32, 33, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 78, 134, 142, 143, 190, 196, 197, 198, 199, 200, 201, 252, 253, 347</p>
<p><b><u>Core Content for Assessment</u></b>  <b>RD-M-x.0.3</b> Identify words that have multiple meanings and select the appropriate meaning for the context.</p>	<p><b>Student Book:</b> 45, 122, 209, 234, 295, 327</p> <p><b>Teacher’s Edition:</b> 45, 122, 209, 234, 295, 327</p>
<p><b><u>Core Content for Assessment</u></b>  <b>RD-M-x.0.4</b> Know the meanings of common prefixes and suffixes to comprehend unfamiliar words.</p>	<p><b>Student Book:</b> 232, 234, 235, 236, 237, 295, 298, 299, 301</p> <p><b>Teacher’s Edition:</b> 232, 234, 235, 236, 237, 238, 295, 298, 299, 301, 305</p>
<p><b><u>Core Content for Assessment</u></b>  <b>RD-M-x.0.5</b> Formulate questions to guide reading.</p>	<p><b>Student Book:</b> 142, 151, 156, 196, 198, 219, 220-221, 226, 317</p> <p><b>Teacher’s Edition:</b> 142, 156, 196, 198, 219, 220, 221, 226, 317</p>
<p><b><u>Core Content for Assessment</u></b>  <b>RD-M-x.0.8</b> Make predictions, draw conclusions, and make generalizations about what is read.</p>	<p><b>Student Book:</b> 49, 50, 56, 83, 88, 91, 129, 145, 207, 215</p> <p><b>Teacher’s Edition:</b> 49, 50, 56, 83, 88, 129, 145, 207, 215</p>
<p><b><u>Core Content for Assessment</u></b>  <b>RD-M-1.0.11</b> Explain the meaning of a passage taken from texts appropriate for middle-level students.</p>	<p><b>Student Book:</b> 21, 22, 75, 77, 78, 131, 133, 134, 142, 187, 189, 190, 243, 245, 247, 249, 252, 306</p> <p><b>Teacher’s Edition:</b> 21, 22, 75, 77, 78, 131, 133, 134, 142, 187, 189, 190, 243, 245, 247, 249, 252, 306</p>

Combined Curriculum, Grade 7	ACCESS English
<p><b>Core Content for Assessment</b>  <b>RD-M-2.0.11</b> Use text features (e.g., lists, charts, graphs, tables of contents, indexes, glossaries, captions, diagrams, headings) to understand a passage.</p>	<p><b>Student Book:</b> 194-195, 196, 309-317</p> <p><b>Teacher’s Edition:</b> 194, 195, 196, 309, 310, 311, 313, 314, 315, 316, 317</p>
<p><b>Core Content for Assessment</b>  <b>RD-M-3.0.13</b> Apply knowledge of organizational patterns (e.g., cause and effect, comparison, contrast, sequence) to understand a passage.</p>	<p><b>Student Book:</b> 93-101, 102, 139-141, 142-143, 161-163, 170</p> <p><b>Teacher’s Edition:</b> 93, 94, 95, 96, 97, 98, 99, 100, 101, 102, 139, 140, 141, 143, 161, 163, 170</p>
<p><b>Core Content for Assessment</b>  <b>RD-M-4.0.14</b> Interpret the meaning of specialized vocabulary.</p>	<p><b>Student Book:</b> 315, 378</p> <p><b>Teacher’s Edition:</b> 315</p>

## Writing

### ELA Writing 7 47

Combined Curriculum, Grade 7	ACCESS English
<p><b>Academic Expectations</b>  <b>1.1</b> Students use reference tools such as dictionaries, almanacs, encyclopedias, and computer reference programs and research tools such as interviews and surveys to find the information they need to meet specific demands, explore interests, or solve specific problems.</p>	<p><b>Student Book:</b> 156-157, 216-227</p> <p><b>Teacher’s Edition:</b> 156, 157, 216, 218, 220, 225</p>
<p><b>Academic Expectations</b>  <b>1.2</b> Students make sense of the variety of materials they read.</p>	<p><b>Student Book:</b> 18, 27, 30, 32, 46, 48-59, 78, 87-89, 129, 136-145, 149, 151, 155, 156, 158, 184-191, 192-201, 204-214, 219, 220-221, 226, 257, 265, 308-317, 320-327</p> <p><b>Teacher’s Edition:</b> 18, 19, 21, 27, 30, 32, 48, 49, 50, 52, 54, 56, 57, 58, 59, 78, 87, 88, 89, 129, 136, 137, 138, 139, 140, 141, 142, 146, 149, 155, 156, 158, 184, 185, 186, 187, 188, 189, 190, 191, 192, 193, 194, 195, 196, 197, 198, 199, 200, 201, 204, 205, 206, 208, 209, 210, 211, 212, 219, 226, 227, 257, 264, 308, 309, 310, 311, 312, 313, 314, 315, 316, 317, 321, 322, 323, 326, 327</p>
<p><b>Academic Expectations</b>  <b>1.3</b> Students make sense of the various things they observe.</p>	<p><b>Student Book:</b> 97, 100, 114, 202, 253</p> <p><b>Teacher’s Edition:</b> 97, 98, 99, 100, 101, 102, 114, 202, 253</p>

Combined Curriculum, Grade 7	ACCESS English
<p><b><u>Academic Expectations</u></b>  <b>1.4</b> Students make sense of the various messages to which they listen</p>	<p><b>Student Book:</b> 103, 147, 159, 277, 303, 307, 325  <b>Teacher’s Edition:</b> 147, 159, 277</p>
<p><b><u>Academic Expectations</u></b>  <b>1.11</b> Students write using appropriate forms, conventions, and styles to communicate ideas and information to different audiences for different purposes.</p>	<p><b>Student Book:</b> 17, 23, 27, 30, 31, 33, 36-47, 49-50, 52-53, 58, 110, 135, 141, 143, 145, 167, 175, 220-225, 227, 231, 266-277, 286-287, 329, 332-343  <b>Teacher’s Edition:</b> 17, 27, 36, 37, 38, 40, 41, 42, 43, 44, 46, 58, 110, 111, 112, 113, 114, 135, 141, 143, 145, 167, 169, 175, 220, 221, 222, 223, 224, 227, 231, 266, 267, 268, 269, 270, 271, 272, 273, 274, 275, 276, 277, 278, 280, 281, 282, 283, 284, 285, 286, 287, 328, 329, 332, 334, 335, 336, 337, 338, 339, 340, 341</p>
<p><b><u>Program of Studies</u></b>  <b>ELA-7-W-1</b> Students will respond to reading, listening, observing, and inquiry through applying writing-to-learn strategies in situations such as graphic organizers, notetaking, journals, and logs and writing-to-demonstrate-learning strategies in situations such as graphic organizers, open-response questions, and summaries.</p>	<p><b>Student Book:</b> 17, 27, 30, 31, 33, 46, 49-50, 51, 52-53, 58, 101, 102, 141, 143, 145, 158, 166, 170, 197, 202, 212-213, 214, 226, 241, 260, 261, 263, 264, 268-269, 270, 275, 276, 318, 354  <b>Teacher’s Edition:</b> 17, 27, 30, 31, 33, 37, 38, 41, 46, 50, 51, 52, 53, 58, 101, 102, 141, 143, 145, 158, 166, 170, 197, 202, 212, 213, 214, 226, 241, 263, 264, 268, 270, 275, 276, 318, 354</p>

## ELA Writing 7 48

Combined Curriculum, Grade 7	ACCESS English
<p><b>Academic Expectations</b>  <b>1.11</b> Students write using appropriate forms, conventions, and styles to communicate ideas and information to different audiences for different purposes.</p>	<p><b>Student Book:</b> 17, 23, 27, 30, 31, 33, 36-47, 49-50, 52-53, 58, 110, 135, 141, 143, 145, 167, 175, 220-225, 227, 231, 266-277, 286-287, 329, 332-343</p> <p><b>Teacher’s Edition:</b> 17, 27, 36, 37, 38, 40, 41, 42, 43, 44, 46, 58, 110, 111, 112, 113, 114, 135, 141, 143, 145, 167, 169, 175, 220, 221, 222, 223, 224, 227, 231, 266, 267, 268, 269, 270, 271, 272, 273, 274, 275, 276, 277, 278, 280, 281, 282, 283, 284, 285, 286, 287, 328, 329, 332, 334, 335, 336, 337, 338, 339, 340, 341</p>
<p><b>Program of Studies</b>  <b>ELA-7-W-2</b> Students will use information from technology and other resources to develop independent ideas and support those ideas in writings for authentic purposes and audiences.</p>	<p><b>Student Book:</b> 150-157, 216-227, 329, 341</p> <p><b>Teacher’s Edition:</b> 150, 151, 152, 153, 154, 156, 157, 216, 217, 218, 219, 220, 221, 222, 223, 224, 225, 226, 227, 329, 341</p>
<p><b>Core Content for Assessment</b>  <b>WR-M-1 WRITING CRITERIA (Assessed in all types of writing)</b>  <b>Purpose/Audience</b> The writer establishes and maintains a focused purpose to communicate with an audience by narrowing the topic to establish a focus, analyzing and addressing the needs of the intended audience, adhering to the characteristics (e.g., format, organization) of the form, employing a suitable tone, allowing voice to emerge when appropriate.  <b>Idea Development</b> The writer develops and supports main ideas and deepens the audience's understanding by using logical, justified, and suitable explanation, relevant elaboration, related connections and reflections, idea development strategies (e.g., bulleted lists, anecdotes, examples, graphics) appropriate for the form.  <b>Organization</b> The writer creates unity and coherence to accomplish the focused purpose by engaging the audience and establishing a context for reading, placing ideas and support in a meaningful order, guiding the reader through the piece with transitions and transitional elements, providing effective closure.  <b>Sentences</b> The writer creates effective sentences that are varied in structure and length, complete and correct.  <b>Language</b> The writer demonstrates effective word choice (strong verbs and nouns – concrete and/or sensory details – language appropriate to the content, purpose, and intended audience), concise use of language, correct usage/grammar  <b>Correctness</b> The writer demonstrates correct spelling, correct punctuation, correct capitalization, appropriate documentation (e.g., citing authors or titles within the text, listing sources) of ideas and information from outside sources.</p>	<p><b>Student Book:</b> 39-45, 46, 47, 59, 60-69, 70-71, 73, 96-101, 103, 108-114, 118-119, 120, 121-122, 126, 146, 147, 154, 164-169, 170, 171, 172-183, 212-213, 214, 219, 220-225, 228-239, 261, 269, 271-272, 274, 275, 276, 282, 287, 288, 293, 301, 306, 326-330, 331, 333-337, 339-341, 342, 343</p> <p><b>Teacher’s Edition:</b> 39, 40, 41, 42, 45, 47, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 73, 96, 97, 98, 99, 100, 101, 103, 109, 108, 110, 111, 112, 113, 114, 118, 119, 120, 121, 122, 126, 147, 154, 164, 165, 166, 167, 168, 169, 171, 172, 173, 174, 175, 176, 177, 178, 179, 180, 181, 182, 183, 218, 219, 221, 223, 225, 228, 229, 230, 231, 232, 233, 234, 235, 236, 237, 238, 239, 261, 269, 271, 272, 274, 287, 293, 301, 328, 329, 334, 343</p>

<b>Combined Curriculum, Grade 7</b>	<b>ACCESS English</b>
<p><b><u>Academic Expectations</u></b>  <b>1.1</b> Students use reference tools such as dictionaries, almanacs, encyclopedias, and computer reference programs and research tools such as interviews and surveys to find the information they need to meet specific demands, explore interests, or solve specific problems.</p>	<p><b>Student Book:</b> 156-157, 216-227  <b>Teacher’s Edition:</b> 156, 157, 216, 218, 220, 225</p>
<p><b><u>Academic Expectations</u></b>  <b>1.2</b> Students make sense of the variety of materials they read.</p>	<p><b>Student Book:</b> 18, 27, 30, 32, 46, 48-59, 78, 87-89, 129, 136-145, 149, 151, 155, 156, 158, 184-191, 192-201, 204-214, 219, 220-221, 226, 257, 265, 308-317, 320-327  <b>Teacher’s Edition:</b> 18, 19, 21, 27, 30, 32, 48, 49, 50, 52, 54, 56, 57, 58, 59, 78, 87, 88, 89, 129, 136, 137, 138, 139, 140, 141, 142, 146, 149, 155, 156, 158, 184, 185, 186, 187, 188, 189, 190, 191, 192, 193, 194, 195, 196, 197, 198, 199, 200, 201, 204, 205, 206, 208, 209, 210, 211, 212, 219, 226, 227, 257, 264, 308, 309, 310, 311, 312, 313, 314, 315, 316, 317, 321, 322, 323, 326, 327</p>
<p><b><u>Academic Expectations</u></b>  <b>1.3</b> Students make sense of the various things they observe.</p>	<p><b>Student Book:</b> 97, 100, 114, 202, 253  <b>Teacher’s Edition:</b> 97, 98, 99, 100, 101, 102, 114, 202, 253</p>
<p><b><u>Academic Expectations</u></b>  <b>1.4</b> Students make sense of the various messages to which they listen</p>	<p><b>Student Book:</b> 103, 147, 159, 277, 303, 307, 325  <b>Teacher’s Edition:</b> 147, 159, 277</p>
<p><b><u>Academic Expectations</u></b>  <b>1.11</b> Students write using appropriate forms, conventions, and styles to communicate ideas and information to different audiences for different purposes.</p>	<p><b>Student Book:</b> 17, 23, 27, 30, 31, 33, 36-47, 49-50, 52-53, 58, 110, 135, 141, 143, 145, 167, 175, 220-225, 227, 231, 266-277, 286-287, 329, 332-343  <b>Teacher’s Edition:</b> 17, 27, 36, 37, 38, 40, 41, 42, 43, 44, 46, 58, 110, 111, 112, 113, 114, 135, 141, 143, 145, 167, 169, 175, 220, 221, 222, 223, 224, 227, 231, 266, 267, 268, 269, 270, 271, 272, 273, 274, 275, 276, 277, 278, 280, 281, 282, 283, 284, 285, 286, 287, 328, 329, 332, 334, 335, 336, 337, 338, 339, 340, 341</p>
<p><b><u>Academic Expectations</u></b>  <b>6.3</b> Students expand their understanding of existing knowledge by making connections with new knowledge, skills, and experiences.</p>	<p><b>Student Book:</b> 18, 27, 32, 78, 87-89, 145, 149, 151, 185, 190, 197, 205, 206, 211, 257, 265  <b>Teacher’s Edition:</b> 18, 27, 32, 78, 79, 87, 88, 89, 145, 149, 151, 185, 190, 197, 205, 211, 257, 265</p>

Combined Curriculum, Grade 7	ACCESS English
<p><b><u>Program of Studies</u></b>  <b>ELA-7-W-3</b> Students will write transactive pieces (writing produced for authentic purposes and audiences beyond completing an assignment to demonstrate learning), based on inquiry and/or personal experience that show independent thinking and incorporate ideas and information from reading, listening, observing, and inquiry.</p>	<p><b>Student Book:</b> 150-157, 158, 216-227, 329, 341</p> <p><b>Teacher’s Edition:</b> 150, 151, 152, 153, 154, 155, 156, 157, 158, 216, 217, 218, 219, 220, 221, 222, 223, 224, 225, 226, 227, 329, 341</p>
<p><b><u>Core Content for Assessment</u></b>  <b>WR-M-1.4 Transactive Writing</b>  <i>Transactive writing</i> is informative/persuasive writing that presents ideas and information for authentic audiences to accomplish realistic purposes like those students will encounter in their lives. In transactive writing, students will write in a variety of forms such as the following: letters, speeches, editorials, articles in magazines, academic journals, newspapers, proposals, brochures, other kinds of practical/workplace writing. Characteristics of transactive writing may include: text and language features of the selected form, information to engage/orient the reader to clarify and justify purposes, ideas which communicate the specific purpose for the intended audience, explanation and support to help the reader understand the author's purpose, well-organized idea development and support (e.g., facts, examples, reasons, comparisons, anecdotes, descriptive detail, charts, diagrams, photos/pictures) to accomplish a specific purpose, effective conclusions.</p>	<p><b>Student Book:</b> 328-329, 330, 332-343</p> <p><b>Teacher’s Edition:</b> 328, 329, 330, 332, 333, 334, 335, 336, 337, 338, 339, 340, 341, 342, 343</p>

**ELA Writing 7 50**

Combined Curriculum, Grade 7	ACCESS English
<p><b><u>Academic Expectations</u></b>  <b>1.11</b> Students write using appropriate forms, conventions, and styles to communicate ideas and information to different audiences for different purposes.</p>	<p><b>Student Book:</b> 17, 23, 27, 30, 31, 33, 36-47, 49-50, 52-53, 58, 110, 135, 141, 143, 145, 167, 175, 220-225, 227, 231, 266-277, 286-287, 329, 332-343</p> <p><b>Teacher’s Edition:</b> 17, 27, 36, 37, 38, 40, 41, 42, 43, 44, 46, 58, 110, 111, 112, 113, 114, 135, 141, 143, 145, 167, 169, 175, 220, 221, 222, 223, 224, 227, 231, 266, 267, 268, 269, 270, 271, 272, 273, 274, 275, 276, 277, 278, 280, 281, 282, 283, 284, 285, 286, 287, 328, 329, 332, 334, 335, 336, 337, 338, 339, 340, 341</p>
<p><b><u>Academic Expectations</u></b>  <b>5.2</b> Students use creative thinking skills to develop or invent novel, constructive ideas or products.</p>	<p><b>Student Book:</b> 23, 47, 79, 115, 135, 159, 171, 185, 191, 239, 253, 343</p> <p><b>Teacher’s Edition:</b> 23, 47, 79, 115, 135, 159, 171, 185, 191, 253</p>

Combined Curriculum, Grade 7	ACCESS English
<p><b><u>Program of Studies</u></b>  <b>ELA-7-W-4</b> Students will write literary pieces reflecting elements of genres read and techniques/styles of accomplished writers (additional supporting Academic Expectation 5.2).</p>	<p><b>Student Book:</b> 23, 104-114, 135, 160-170, 278-287, 328-330</p> <p><b>Teacher’s Edition:</b> 104, 105, 106, 107, 108, 109, 110, 111, 112, 113, 114, 135, 160, 161, 162, 163, 164, 165, 166, 167, 168, 169, 170, 278, 279, 280, 281, 282, 283, 284, 285, 286, 328, 329, 330</p>
<p><b><u>Core Content for Assessment</u></b>  <b>WR-M-1.3 Literary Writing</b>  <i>Literary writing</i> artfully communicates with the reader about the human condition. Literary forms in the portfolio include poems, short stories, and scripts/plays. Characteristics of literary writing may include: literary elements of the selected form (e.g., short story–plot, poem–imagery, script–stage directions), descriptive language, literary devices (e.g., simile, metaphor, flashback), effective ordering of events, impressions, and descriptions, creation of an effect (e.g., comedy, irony, suspense, horror, paradox), focus on engaging an audience</p>	<p><b>Student Book:</b> 23, 108-113, 114, 135, 270-274, 279-287, 288</p> <p><b>Teacher’s Edition:</b> 108, 109, 110, 111, 112, 113, 114, 135, 270, 271, 272, 279, 280, 282, 283, 284, 285, 286, 288</p>

**ELA Writing 7 51**

Combined Curriculum, Grade 7	ACCESS English
<p><b><u>Academic Expectations</u></b>  <b>1.11</b> Students write using appropriate forms, conventions, and styles to communicate ideas and information to different audiences for different purposes.</p>	<p><b>Student Book:</b> 17, 23, 27, 30, 31, 33, 36-47, 49-50, 52-53, 58, 110, 135, 141, 143, 145, 167, 175, 220-225, 227, 231, 266-277, 286-287, 329, 332-343</p> <p><b>Teacher’s Edition:</b> 17, 27, 36, 37, 38, 40, 41, 42, 43, 44, 46, 58, 110, 111, 112, 113, 114, 135, 141, 143, 145, 167, 169, 175, 220, 221, 222, 223, 224, 227, 231, 266, 267, 268, 269, 270, 271, 272, 273, 274, 275, 276, 277, 278, 280, 281, 282, 283, 284, 285, 286, 287, 328, 329, 332, 334, 335, 336, 337, 338, 339, 340, 341</p>
<p><b><u>Program of Studies</u></b>  <b>ELA-7-W-5</b> Students will write personal pieces to communicate ideas.</p>	<p><b>Student Book:</b> 102, 146, 169, 170, 202, 264, 275, 276, 330, 342, 354</p> <p><b>Teacher’s Edition:</b> 102, 146, 170, 202, 264, 275, 276, 330, 342, 354</p>

Combined Curriculum, Grade 7	ACCESS English
<p><b><u>Core Content for Assessment</u></b>  <b>WR-M-1.2: Personal Writing</b>  <i>Personal writing</i> focuses on the life experiences of the writer. Personal forms in the portfolio may include a personal narrative (focusing on the significance of a single event), memoir (focusing on the significance of the relationship of the writer with a particular person, place, animal, or thing), or personal essay (focusing on a central idea supported by a variety of incidents in the writer's life).            Characteristics of personal writing may include: development of ideas based on personal experience, sensory details, writer's thoughts and feelings, first person point-of-view, dialogue where appropriate.</p>	<p><b>Student Book:</b> 99, 102, 135, 146, 264, 270-275, 276, 277, 281, 288, 330</p> <p><b>Teacher's Edition:</b> 99, 146, 264, 270, 271, 272, 277, 281, 288</p>

## ELA Writing 7 52

Combined Curriculum, Grade 7	ACCESS English
<p><b><u>Academic Expectations</u></b>  <b>1.11</b> Students write using appropriate forms, conventions, and styles to communicate ideas and information to different audiences for different purposes.</p>	<p><b>Student Book:</b> 17, 23, 27, 30, 31, 33, 36-47, 49-50, 52-53, 58, 110, 135, 141, 143, 145, 167, 175, 220-225, 227, 231, 266-277, 286-287, 329, 332-343</p> <p><b>Teacher's Edition:</b> 17, 27, 36, 37, 38, 40, 41, 42, 43, 44, 46, 58, 110, 111, 112, 113, 114, 135, 141, 143, 145, 167, 169, 175, 220, 221, 222, 223, 224, 227, 231, 266, 267, 268, 269, 270, 271, 272, 273, 274, 275, 276, 277, 278, 280, 281, 282, 283, 284, 285, 286, 287, 328, 329, 332, 334, 335, 336, 337, 338, 339, 340, 341</p>
<p><b><u>Program of Studies</u></b>  <b>ELA-7-W-6</b> Students will write pieces that reflect on themselves as writers and on their own samples of writing.</p>	<p><b>Student Book:</b> 102, 135, 146, 147, 169, 170, 202, 264, 275, 276</p> <p><b>Teacher's Edition:</b> 102, 135, 146, 170, 202, 264, 275, 276, 330, 342, 354</p>
<p><b><u>Core Content for Assessment</u></b>  <b>WR-M-1.1: Reflective Writing</b>  <i>Reflective writing</i> includes the writer's examination of his/her writing skills, abilities, approaches, and products. The reflective form in the portfolio is the Letter to the Reviewer, which contains discussion of the student's personal growth as a writer and reflection on pieces in the portfolio.            Characteristics of reflective writing/Letter to the Reviewer may include discussion of: goals as a writer, growth as a writer through the years, influences (who and/or what) on the writer's progress and growth, techniques and/or strategies used by the student when composing, selection of portfolio pieces, application of writing process (prewriting, drafting, revision, editing, publishing)</p>	<p><b>Student Book:</b> 102, 135, 146, 169, 170, 202, 264, 275, 276</p> <p><b>Teacher's Edition:</b> 135, 264, 275</p>

## ELA Writing 7 80

Combined Curriculum, Grade 7	ACCESS English
<p><b>Academic Expectations</b>  <b>1.11</b> Students write using appropriate forms, conventions, and styles to communicate ideas and information to different audiences for different purposes.</p>	<p><b>Student Book:</b> 17, 23, 27, 30, 31, 33, 36-47, 49-50, 52-53, 58, 110, 135, 141, 143, 145, 167, 175, 220-225, 227, 231, 266-277, 286-287, 329, 332-343</p> <p><b>Teacher’s Edition:</b> 17, 27, 36, 37, 38, 40, 41, 42, 43, 44, 46, 58, 110, 111, 112, 113, 114, 135, 141, 143, 145, 167, 169, 175, 220, 221, 222, 223, 224, 227, 231, 266, 267, 268, 269, 270, 271, 272, 273, 274, 275, 276, 277, 278, 280, 281, 282, 283, 284, 285, 286, 287, 328, 329, 332, 334, 335, 336, 337, 338, 339, 340, 341</p>
<p><b>Program of Studies</b>  <b>ELA-7-W-7</b> Students will critique their own and others’ works based on criteria for effective writing, including awareness of audience and purpose, organization, idea development, and standards of correctness (e.g., mechanics, grammar, spelling).</p>	<p><b>Student Book:</b> 37, 43, 44, 119, 126, 146, 170, 182, 213, 214, 224, 274-275, 287, 334-335, 342, 343</p> <p><b>Teacher’s Edition:</b> 37, 43, 44, 119, 126, 146, 170, 182, 213, 214, 224, 274, 275, 287, 334, 335, 342, 343</p>
<p><b>Core Content for Assessment</b>  <b>WR-M-1 WRITING CRITERIA (Assessed in all types of writing)</b>  <b>Purpose/Audience</b> The writer establishes and maintains a focused purpose to communicate with an audience by narrowing the topic to establish a focus, analyzing and addressing the needs of the intended audience, adhering to the characteristics (e.g., format, organization) of the form, employing a suitable tone, allowing voice to emerge when appropriate.  <b>Idea Development</b> The writer develops and supports main ideas and deepens the audience's understanding by using logical, justified, and suitable explanation, relevant elaboration, related connections and reflections, idea development strategies (e.g., bulleted lists, anecdotes, examples, graphics) appropriate for the form.  <b>Organization</b> The writer creates unity and coherence to accomplish the focused purpose by engaging the audience and establishing a context for reading, placing ideas and support in a meaningful order, guiding the reader through the piece with transitions and transitional elements, providing effective closure.  <b>Sentences</b> The writer creates effective sentences that are varied in structure and length, complete and correct.  <b>Language</b> The writer demonstrates effective word choice (strong verbs and nouns – concrete and/or sensory details – language appropriate to the content, purpose, and intended audience), concise use of language, correct usage/grammar  <b>Correctness</b> The writer demonstrates correct spelling, correct punctuation, correct capitalization, appropriate documentation (e.g., citing authors or titles within the text, listing sources) of ideas and information from outside sources.</p>	<p><b>Student Book:</b> 39-45, 46, 47, 59, 60-69, 70-71, 73, 96-101, 103, 108-114, 118-119, 120, 121-122, 126, 146, 147, 154, 164-169, 170, 171, 172-183, 212-213, 214, 219, 220-225, 228-239, 261, 269, 271-272, 274, 275, 276, 282, 287, 288, 293, 301, 306, 326-330, 331, 333-337, 339-341, 342, 343</p> <p><b>Teacher’s Edition:</b> 39, 40, 41, 42, 45, 47, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 73, 96, 97, 98, 99, 100, 101, 103, 109, 108, 110, 111, 112, 113, 114, 118, 119, 120, 121, 122, 126, 147, 154, 164, 165, 166, 167, 168, 169, 171, 172, 173, 174, 175, 176, 177, 178, 179, 180, 181, 182, 183, 218, 219, 221, 223, 225, 228, 229, 230, 231, 232, 233, 234, 235, 236, 237, 238, 239, 261, 269, 271, 272, 274, 287, 293, 301, 328, 329, 334, 343</p>

## ACADEMIC EXPECTATIONS

Academic Expectations	ACCESS English
<p><b>1.1</b> Students use reference tools such as dictionaries, almanacs, encyclopedias, and computer reference programs and research tools such as interviews and surveys to find the information they need to meet specific demands, explore interests, or solve specific problems.</p>	<p><b>Student Book:</b> 156-157, 216-227</p> <p><b>Teacher’s Edition:</b> 156, 157, 216, 218, 220, 225</p>
<p><b>1.2</b> Students make sense of the variety of materials they read.</p>	<p><b>Student Book:</b> 18, 27, 30, 32, 46, 48-59, 78, 87-89, 129, 136-145, 149, 151, 155, 156, 158, 184-191, 192-201, 204-214, 219, 220-221, 226, 257, 265, 308-317, 320-327</p> <p><b>Teacher’s Edition:</b> 18, 19, 21, 27, 30, 32, 48, 49, 50, 52, 54, 56, 57, 58, 59, 78, 87, 88, 89, 129, 136, 137, 138, 139, 140, 141, 142, 146, 149, 155, 156, 158, 184, 185, 186, 187, 188, 189, 190, 191, 192, 193, 194, 195, 196, 197, 198, 199, 200, 201, 204, 205, 206, 208, 209, 210, 211, 212, 219, 226, 227, 257, 264, 308, 309, 310, 311, 312, 313, 314, 315, 316, 317, 321, 322, 323, 326, 327</p>
<p><b>1.3</b> Students make sense of the various things they observe.</p>	<p><b>Student Book:</b> 97, 100, 114, 202, 253</p> <p><b>Teacher’s Edition:</b> 97, 98, 99, 100, 101, 102, 114, 202, 253</p>
<p><b>1.4</b> Students make sense of the various messages to which they listen</p>	<p><b>Student Book:</b> 103, 147, 159, 277, 303, 307, 325</p> <p><b>Teacher’s Edition:</b> 147, 159, 277</p>
<p><b>1.11</b> Students write using appropriate forms, conventions, and styles to communicate ideas and information to different audiences for different purposes.</p>	<p><b>Student Book:</b> 17, 23, 27, 30, 31, 33, 36-47, 49-50, 52-53, 58, 110, 135, 141, 143, 145, 167, 175, 220-225, 227, 231, 266-277, 286-287, 329, 332-343</p> <p><b>Teacher’s Edition:</b> 17, 27, 36, 37, 38, 40, 41, 42, 43, 44, 46, 58, 110, 111, 112, 113, 114, 135, 141, 143, 145, 167, 169, 175, 220, 221, 222, 223, 224, 227, 231, 266, 267, 268, 269, 270, 271, 272, 273, 274, 275, 276, 277, 278, 280, 281, 282, 283, 284, 285, 286, 287, 328, 329, 332, 334, 335, 336, 337, 338, 339, 340, 341</p>
<p><b>1.12</b> Students speak using appropriate forms, conventions, and styles to communicate ideas and information to different audiences for different purposes.</p>	<p><b>Student Book:</b> 17, 22, 35, 78, 79, 127, 134, 147, 171, 185, 190, 303, 306, 342, 354, 355</p> <p><b>Teacher’s Edition:</b> 17, 22, 35, 78, 79, 127, 147, 171, 185, 190, 306, 342, 354, 355</p>

<b>Academic Expectations</b>	<b>ACCESS English</b>
<b>1.16</b> Students use computers and other kinds of technology to collect, organize, and communicate information and ideas.	<b>Student Book:</b> 156-157, 225, 329, 341 <b>Teacher's Edition:</b> 156, 157, 225, 329, 341
<b>5.2</b> Students use creative thinking skills to develop or invent novel, constructive ideas or products.	<b>Student Book:</b> 23, 47, 79, 115, 135, 159, 171, 185, 191, 239, 253, 343 <b>Teacher's Edition:</b> 23, 47, 79, 115, 135, 159, 171, 185, 191, 253
<b>6.3</b> Students expand their understanding of existing knowledge by making connections with new knowledge, skills, and experiences.	<b>Student Book:</b> 18, 27, 32, 78, 87-89, 145, 149, 151, 185, 190, 197, 205, 206, 211, 257, 265 <b>Teacher's Edition:</b> 18, 27, 32, 78, 79, 87, 88, 89, 145, 149, 151, 185, 190, 197, 205, 211, 257, 265

## PROGRAM OF STUDIES

### Reading (1.2)

#### Arts and Humanities (2.24, 2.25)

**Students apply a variety of appropriate reading strategies to make sense of a variety of print and nonprint texts (literary, informational, practical/workplace, and persuasive) to reach personal goals, to understand the human experience, to create products, to accomplish authentic tasks, and to develop ideas in written/oral responses.**

<b>Content/Process, Grade 7</b>	<b>ACCESS English</b>
<p><b>Students will</b></p> <p><b>ELA-7-R-1</b></p> <ul style="list-style-type: none"> <li>identify the meaning of a variety of reading materials, making connections to students' lives, to the real world, and/or to current events.</li> </ul>	<p><b>Student Book:</b> 18, 27, 32, 78, 87-89, 145, 149, 151, 185, 190, 197, 205, 206, 211, 257, 265</p> <p><b>Teacher's Edition:</b> 18, 27, 32, 78, 87, 88, 89, 145, 149, 151, 190, 197, 205, 206, 211, 257</p>
<p><b>ELA-7-R-2</b></p> <ul style="list-style-type: none"> <li>respond to and analyze meaning, literary techniques (e.g., figurative language, foreshadowing, characterization), and elements (e.g., characters, setting, conflict/resolution, theme, point of view) of different literary genres (e.g., novels, essays, short stories, poetry, drama).</li> </ul>	<p><b>Student Book:</b> 17-22, 57, 88, 99, 112, 126, 128-133, 134, 136-145, 160-163, 184-191, 241, 242-251, 252, 256-257, 258-264, 284, 320-327</p> <p><b>Teacher's Edition:</b> 17, 18, 19, 20, 21, 57, 88, 112, 126, 128, 129, 130, 131, 132, 133, 134, 136, 137, 138, 139, 145, 160, 162, 186, 187, 188, 189, 240, 241, 256, 257, 258, 260, 261, 262, 263, 264, 284, 285</p>

Content/Process, Grade 7	ACCESS English
<p><b>ELA-7-R-3</b></p> <ul style="list-style-type: none"> <li>respond to and analyze transactive reading materials (informational, practical/workplace, and persuasive) through raising and addressing questions, making predictions, drawing conclusions, solving problems, and summarizing information (additional supporting Academic Expectation 5.1).</li> </ul>	<p><b>Student Book:</b> 30, 46, 49, 50, 56, 80-89, 105-109, 143, 145, 149, 151, 155, 158, 161-163, 197-198, 199-201, 207, 215, 220, 326-327</p> <p><b>Teacher’s Edition:</b> 30, 46, 49, 50, 56, 80, 149, 151, 155, 158, 161, 162, 163, 197, 198, 199, 200, 201, 207, 215, 326, 327, 329, 330</p>
<p><b>ELA-7-R-4</b></p> <ul style="list-style-type: none"> <li>interpret and apply information in a variety of transactive reading materials to complete authentic tasks.</li> </ul>	<p><b>Student Book:</b> 29, 149-155, 193-201, 205-214, 308-317</p> <p><b>Teacher’s Edition:</b> 29, 149, 150, 151, 152, 153, 154, 155, 193, 196, 197, 198, 199, 200, 201, 205, 206, 207, 208, 209, 210, 211, 212, 213, 214, 308, 309, 310, 311, 312, 313, 314, 315, 316, 317</p>
<p><b>ELA-7-R-5</b></p> <ul style="list-style-type: none"> <li>identify authors' positions, main ideas, and techniques of support in persuasive materials.</li> </ul>	<p><b>Student Book:</b> 303-307, 320-327</p> <p><b>Teacher’s Edition:</b> 303, 304, 305, 306, 307, 320, 321, 322, 323, 324, 325, 326, 327</p>
<p><b>ELA-7-R-6</b></p> <ul style="list-style-type: none"> <li>select and read materials for enjoyment.</li> </ul>	<p><b>Student Book:</b> 28, 29</p> <p><b>Teacher’s Edition:</b> 29, 131, 147, 199, 277, 301, 306</p>
<p><b>ELA-7-R-7</b></p> <ul style="list-style-type: none"> <li>employ reading strategies (e.g., skimming, scanning) to locate and apply information in varied print and nonprint (e.g., computers, media, interviews) resources for inquiry projects and other authentic tasks.</li> </ul>	<p><b>Student Book:</b> 151-158, 217-225</p> <p><b>Teacher’s Edition:</b> 52, 151, 154, 206, 218, 226, 310, 311</p>
<p><b>ELA-7-R-8</b></p> <ul style="list-style-type: none"> <li>use vocabulary and comprehension strategies, as well as technology, to understand text.</li> </ul>	<p><b>Student Book:</b> 28-33, 48-57, 78, 134, 142-143, 190, 196-201, 252-253, 347</p> <p><b>Teacher’s Edition:</b> 28, 29, 30, 31, 32, 33, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 78, 134, 142, 143, 190, 196, 197, 198, 199, 200, 201, 252, 347</p>

## Writing (1.11)

### Arts and Humanities (2.22)

**Students use the writing process and criteria for effective writing in pieces developed over time, as well as in on-demand writing situations, to compile a collection of writings for a variety of authentic purposes and audiences and in a variety of forms, including personal, literary, transactive, and reflective pieces.**

Content/Process, Grade 7	ACCESS English
<p><b>Students will</b></p> <p><b>ELA-7-W-1</b></p> <ul style="list-style-type: none"> <li>respond to reading, listening, observing, and inquiry through applying writing-to-learn strategies in situations such as graphic organizers, notetaking, journals, and logs and writing-to-demonstrate-learning strategies in situations such as graphic organizers, open-response questions, and summaries.</li> </ul>	<p><b>Student Book:</b> 17, 27, 30, 31, 33, 46, 49-50, 51, 52-53, 58, 101, 102, 141, 143, 145, 158, 166, 170, 197, 202, 212-213, 214, 226, 241, 260, 261, 263, 264, 268-269, 270, 275, 276, 318, 354</p> <p><b>Teacher’s Edition:</b> 17, 27, 30, 31, 33, 37, 38, 41, 46, 50, 51, 52, 53, 58, 101, 102, 141, 143, 145, 158, 166, 170, 197, 202, 212, 213, 214, 226, 241, 263, 264, 268, 270, 275, 276, 318, 354</p>
<p><b>ELA-7-W-2</b></p> <ul style="list-style-type: none"> <li>use information from technology and other resources to develop independent ideas and support those ideas in writings for authentic purposes and audiences.</li> </ul>	<p><b>Student Book:</b> 150-157, 216-227, 329, 341</p> <p><b>Teacher’s Edition:</b> 150, 151, 152, 153, 154, 156, 157, 216, 217, 218, 219, 220, 221, 222, 223, 224, 225, 226, 227, 329, 341</p>
<p><b>ELA-7-W-3</b></p> <ul style="list-style-type: none"> <li>write transactive pieces (writing produced for authentic purposes and audiences beyond completing an assignment to demonstrate learning), based on inquiry and/or personal experience that show independent thinking and incorporate ideas and information from reading, listening, observing, and inquiry.</li> </ul>	<p><b>Student Book:</b> 150-157, 158, 216-227, 329, 341</p> <p><b>Teacher’s Edition:</b> 150, 151, 152, 153, 154, 155, 156, 157, 158, 216, 217, 218, 219, 220, 221, 222, 223, 224, 225, 226, 227, 329, 341</p>
<p><b>ELA-7-W-4</b></p> <ul style="list-style-type: none"> <li>write literary pieces reflecting elements of genres read and techniques/styles of accomplished writers (additional supporting Academic Expectation 5.2).</li> </ul>	<p><b>Student Book:</b> 23, 104-114, 135, 160-170, 278-287, 328-330</p> <p><b>Teacher’s Edition:</b> 104, 105, 106, 107, 108, 109, 110, 111, 112, 113, 114, 135, 160, 161, 162, 163, 164, 165, 166, 167, 168, 169, 170, 278, 279, 280, 281, 282, 283, 284, 285, 286, 328, 329, 330</p>
<p><b>ELA-7-W-5</b></p> <ul style="list-style-type: none"> <li>write personal pieces to communicate ideas.</li> </ul>	<p><b>Student Book:</b> 102, 146, 169, 170, 202, 264, 275, 276, 330, 342, 354</p> <p><b>Teacher’s Edition:</b> 102, 146, 170, 202, 264, 275, 276, 330, 342, 354</p>

<b>Content/Process, Grade 7</b>	<b>ACCESS English</b>
<p><b>ELA-7-W-6</b></p> <ul style="list-style-type: none"> <li>write pieces that reflect on themselves as writers and on their own samples of writing.</li> </ul>	<p><b>Student Book:</b> 102, 135, 146, 147, 169, 170, 202, 264, 275, 276</p> <p><b>Teacher’s Edition:</b> 102, 135, 146, 170, 202, 264, 275, 276, 330, 342, 354</p>
<p><b>ELA-7-W-7</b></p> <ul style="list-style-type: none"> <li>critique their own and others' works based on criteria for effective writing, including awareness of audience and purpose, organization, idea development, and standards of correctness (e.g., mechanics, grammar, spelling).</li> </ul>	<p><b>Student Book:</b> 37, 43, 44, 119, 126, 146, 170, 182, 213, 214, 224, 274-275, 287, 334-335, 342, 343</p> <p><b>Teacher’s Edition:</b> 37, 43, 44, 119, 126, 146, 170, 182, 213, 214, 224, 274, 275, 287, 334, 335, 342, 343</p>

**Speaking/Listening/Observing (1.3, 1.4, 1.12)**

**Students construct meaning from observing and listening and apply techniques for effective speaking to communicate ideas and information for a variety of authentic purposes, situations, and audiences.**

<b>Content/Process, Grade 7</b>	<b>ACCESS English</b>
<p><b>Students will</b></p> <p><b>ELA-7-SLO-1</b></p> <ul style="list-style-type: none"> <li>adjust listening and observing strategies for specific situations and purposes (e.g., to follow directions, to acquire information, for entertainment, to complete a task).</li> </ul>	<p><b>Student Book:</b> 103, 127, 147, 159, 185, 310, 312-317, 319</p> <p><b>Teacher’s Edition:</b> 103, 127, 147, 185, 310, 311, 312, 313, 314, 315, 316, 317, 319</p>
<p><b>ELA-7-SLO-2</b></p> <ul style="list-style-type: none"> <li>apply organizational skills and delivery techniques to produce oral messages and products with and without technology.</li> </ul>	<p><b>Student Book:</b> 127, 185</p> <p><b>Teacher’s Edition:</b> 185</p>
<p><b>ELA-7-SLO-3</b></p> <ul style="list-style-type: none"> <li>apply listening, speaking, and observing skills to conduct authentic inquiry tasks and to create products (additional supporting Academic Expectation 5.1).</li> </ul>	<p><b>Student Book:</b> 103, 127, 147, 159, 185, 277, 319</p> <p><b>Teacher’s Edition:</b> 127, 147, 159, 185, 277</p>

## Inquiry (1.1)

**Independently and collaboratively, students use a variety of resources, methods, and research tools to access ideas and information to learn and to communicate ideas for specific purposes.**

Content/Process, Grade 7	ACCESS English
<p><b>Students will</b></p> <p><b>ELA-7-I-1</b></p> <ul style="list-style-type: none"> <li>develop effective questions to obtain ideas and information and access resources to address those questions.</li> </ul>	<p><b>Student Book:</b> 156, 219, 220</p> <p><b>Teacher’s Edition:</b> 156, 219, 220, 308, 314, 319</p>
<p><b>ELA-7-I-2</b></p> <ul style="list-style-type: none"> <li>identify the most appropriate resources to accomplish different tasks (additional supporting Academic Expectation 5.4).</li> </ul>	<p><b>Student Book:</b> 41, 156-157, 218-219, 220, 225, 226, 341</p> <p><b>Teacher’s Edition:</b> 41, 155, 156, 218, 219, 220, 225, 341</p>
<p><b>ELA-7-I-3</b></p> <ul style="list-style-type: none"> <li>follow a logical plan of inquiry to complete tasks.</li> </ul>	<p><b>Student Book:</b> 193-201, 205-213, 217-225</p> <p><b>Teacher’s Edition:</b> 193, 194, 195, 196, 197, 198, 199, 200, 201, 205, 206, 207, 208, 209, 210, 211, 212, 213, 217, 218, 219, 220, 221, 222, 223, 224, 225</p>
<p><b>ELA-7-I-4</b></p> <ul style="list-style-type: none"> <li>use research tools to gather and organize ideas and information from library, personal, and community resources.</li> </ul>	<p><b>Student Book:</b> 156-157, 218-219, 225, 341</p> <p><b>Teacher’s Edition:</b> 155, 156, 218, 219, 225, 341</p>

## Technology as Communication (1.16)

**Students use available and emerging technology to gather, organize, manipulate, and express ideas and information for a variety of authentic purposes.**

Content/Process, Grade 7	ACCESS English
<p><b>Students will</b></p> <p><b>ELA-7-T-1</b></p> <ul style="list-style-type: none"> <li>use appropriate technology to access ideas and information for authentic tasks.</li> </ul>	<p><b>Student Book:</b> 156-157, 218-219, 225, 341</p> <p><b>Teacher’s Edition:</b> 155, 156, 218, 219, 225, 341</p>
<p><b>ELA-7-T-2</b></p> <ul style="list-style-type: none"> <li>use technology to enhance communication for authentic audiences and purposes.</li> </ul>	<p><b>Student Book:</b> 156-157, 329, 338, 341</p> <p><b>Teacher’s Edition:</b> 156, 157, 329, 338, 341</p>

# CORE CONTENT FOR READING ASSESSMENT

## Reading Skills

*Reading Skills* enable students to comprehend all types of reading materials.

Core Content Statement, Grades 5-7	ACCESS English
<p><b>RD-M-x.0.1</b> Identify an author's purpose in literary, informational, persuasive, and practical/workplace materials.</p>	<p><b>Student Book:</b> 160-164, 303, 307, 309-310, 312, 321, 324-325 <b>Teacher's Edition:</b> 162, 303, 307, 312, 321, 324, 325</p>
<p><b>RD-M-x.0.2</b> Use knowledge of synonyms, antonyms, and homonyms to comprehend a passage.</p>	<p><b>Student Book:</b> 28, 66, 221, 340 <b>Teacher's Edition:</b> 28, 66, 221, 340</p>
<p><b>RD-M-x.0.3</b> Identify words that have multiple meanings and select the appropriate meaning for the context.</p>	<p><b>Student Book:</b> 45, 122, 209, 234, 295, 327 <b>Teacher's Edition:</b> 45, 122, 209, 234, 295, 327</p>
<p><b>RD-M-x.0.4</b> Know the meanings of common prefixes and suffixes to comprehend unfamiliar words</p>	<p><b>Student Book:</b> 232, 234, 235, 236, 237, 295, 298, 299, 301 <b>Teacher's Edition:</b> 232, 234, 235, 236, 237, 238, 295, 298, 299, 301, 305</p>
<p><b>RD-M-x.0.5</b> Formulate questions to guide reading</p>	<p><b>Student Book:</b> 142, 151, 156, 196, 198, 219, 220-221, 226, 317 <b>Teacher's Edition:</b> 142, 156, 196, 198, 219, 220, 221, 226, 317</p>
<p><b>RD-M-x.0.6</b> Scan to find key information.</p>	<p><b>Student Book:</b> 85, 206, 310, 311, 319 <b>Teacher's Edition:</b> 206, 310, 311</p>
<p><b>RD-M-x.0.7</b> Skim to get the general meaning of a passage.</p>	<p><b>Student Book:</b> 29, 195, 206, 310, 311, 319 <b>Teacher's Edition:</b> 29, 195, 206, 310, 311</p>
<p><b>RD-M-x.0.8</b> Make predictions, draw conclusions, and make generalizations about what is read.</p>	<p><b>Student Book:</b> 49, 50, 56, 83, 88, 91, 129, 145, 207, 215 <b>Teacher's Edition:</b> 49, 50, 56, 83, 88, 129, 145, 207, 215</p>

<b>Core Content Statement, Grades 5-7</b>	<b>ACCESS English</b>
<p><b>RD-M-x.0.9</b> Reflect on and evaluate what is read.</p>	<p><b>Student Book:</b> 28, 33, 49, 52, 55, 58, 90, 143, 145, 157, 257</p> <p><b>Teacher's Edition:</b> 28, 33, 49, 52, 55, 58, 90, 143, 145, 157, 257</p>
<p><b>RD-M-x.0.10</b> Connect information from a passage to students' lives and/or real world issues.</p>	<p><b>Student Book:</b> 18, 27, 32, 54, 149, 151, 185, 190, 197, 206</p> <p><b>Teacher's Edition:</b> 18, 27, 32, 54, 149, 151, 185</p>

## Literature

*Literary Reading* includes whole texts and excerpts from materials such as short stories, novels, essays, poetry, plays, and scripts. The reading materials represent various historical and cultural perspectives.

<b>Core Content Statement, Grades 5-7</b>	<b>ACCESS English</b>
<p><b>RD-M-1.0.11</b> Explain the meaning of a passage taken from texts appropriate for middle-level students.</p>	<p><b>Student Book:</b> 21, 22, 75, 77, 78, 131, 133, 134, 142, 187, 189, 190, 243, 245, 247, 249, 252, 306</p> <p><b>Teacher's Edition:</b> 21, 22, 75, 77, 78, 131, 133, 134, 142, 187, 189, 190, 243, 245, 247, 249, 252, 306</p>
<p><b>RD-M-1.0.12</b> Identify characteristics of short stories, novels, poetry, and plays.</p>	<p><b>Student Book:</b> 17, 22, 134, 241, 255, 258-261, 262-263, 264</p> <p><b>Teacher's Edition:</b> 22, 134, 241, 255, 258, 259, 260, 261, 262, 263, 264</p>
<p><b>RD-M-1.0.13</b> Describe literary elements (e.g., characterization, setting, plot, theme, point of view) in a passage.</p>	<p><b>Student Book:</b> 88, 241, 255, 258-261, 262-263, 264, 280-281, 282-285</p> <p><b>Teacher's Edition:</b> 88, 241, 255, 258, 259, 260, 261, 262, 263, 264, 280, 281, 282, 283, 284, 285</p>
<p><b>RD-M-1.0.14</b> Analyze the relationship between events in a story and a character's behavior.</p>	<p><b>Student Book:</b> 256-257, 262, 283, 285</p> <p><b>Teacher's Edition:</b> 256, 257, 263, 283, 285</p>
<p><b>RD-M-1.0.15</b> Explain how a conflict in a passage is resolved.</p>	<p><b>Student Book:</b> 256-257, 282-283</p> <p><b>Teacher's Edition:</b> 256, 282, 283</p>
<p><b>RD-M-1.0.16</b> Identify literary devices such as foreshadowing, imagery, and figurative language (e.g., similes, metaphors, personification, hyperbole).</p>	<p><b>Student Book:</b> 17, 22, 57, 112, 252</p> <p><b>Teacher's Edition:</b> 17, 22, 57, 112, 252</p>

## Information

***Informational Reading* includes whole texts and excerpts from materials such as journals, magazines, newspaper articles, letters, brochures, reference materials, essays, nonfiction books, and electronic texts.**

Core Content Statement, Grades 5-7	ACCESS English
<p><b>RD-M-2.0.11</b> Use text features (e.g., lists, charts, graphs, tables of contents, indexes, glossaries, captions, diagrams, headings) to understand a passage.</p>	<p><b>Student Book:</b> 194-195, 196, 309-317</p> <p><b>Teacher’s Edition:</b> 194, 195, 196, 309, 310, 311, 313, 314, 315, 316, 317</p>
<p><b>RD-M-2.0.12</b> Apply knowledge of organizational patterns (e.g., cause and effect, comparison, contrast, sequence) to understand a passage.</p>	<p><b>Student Book:</b> 93-101, 102, 139-141, 142-143, 161-163, 170</p> <p><b>Teacher’s Edition:</b> 93, 94, 95, 96, 97, 98, 99, 100, 101, 102, 139, 140, 141, 143, 161, 163, 170</p>
<p><b>RD-M-2.0.13</b> Identify supporting details and explain their importance in a passage.</p>	<p><b>Student Book:</b> 81, 86-89, 90, 109-110, 112-113, 272-273, 321-323, 326</p> <p><b>Teacher’s Edition:</b> 81, 86, 87, 88, 89, 90, 109, 110, 112, 113, 272, 273, 321, 323, 326</p>
<p><b>RD-M-2.0.14</b> Summarize information from a passage.</p>	<p><b>Student Book:</b> 30, 46, 143, 149, 151, 155, 158, 197-198, 199-201, 220</p> <p><b>Teacher’s Edition:</b> 30, 46, 47, 143, 149, 151, 155, 158, 197, 198, 199, 200, 201, 220</p>

## P e r s u a s i o n

***Persuasive Reading* includes whole texts and excerpts from materials such as magazine and newspaper articles, brochures, letters, proposals, speeches, editorials, electronic texts, essays, opinion columns, and advertisements.**

Core Content Statement, Grades 5-7	ACCESS English
<p><b>RD-M-3.0.11</b> Distinguish between informative and persuasive passages.</p>	<p><b>Student Book:</b> 161-163, 164-170, 320-327, 328-330</p> <p><b>Teacher’s Edition:</b> 161, 162, 163, 164, 165, 167, 169, 170, 320, 321, 322, 323, 324, 325, 326, 327, 328, 329, 330</p>
<p><b>RD-M-3.0.12</b> Identify an author's opinion about a subject.</p>	<p><b>Student Book:</b> 185, 320-323, 326-327</p> <p><b>Teacher’s Edition:</b> 185, 320, 321, 322, 323, 326, 327</p>
<p><b>RD-M-3.0.13</b> Apply knowledge of organizational patterns (e.g., cause and effect, comparison, contrast, sequence) to understand a passage.</p>	<p><b>Student Book:</b> 93-101, 102, 139-141, 142-143, 161-163, 170</p> <p><b>Teacher’s Edition:</b> 93, 94, 95, 96, 97, 98, 99, 100, 101, 102, 139, 140, 141, 143, 161, 163, 170</p>
<p><b>RD-M-3.0.14</b> Distinguish between fact and opinion.</p>	<p><b>Student Book:</b> 185, 190, 191, 322-323</p> <p><b>Teacher’s Edition:</b> 185, 190, 191, 322, 323</p>
<p><b>RD-M-3.0.15</b> Identify the argument and supporting evidence.</p>	<p><b>Student Book:</b> 320-327</p> <p><b>Teacher’s Edition:</b> 320, 321, 322, 323, 324, 325, 326, 327</p>
<p><b>RD-M-3.0.16</b> Identify commonly used persuasive techniques (e.g., expert opinion, statistics, testimonial, bandwagon).</p>	<p><b>Student Book:</b> 322-323</p> <p><b>Teacher’s Edition:</b> 322, 323</p>
<p><b>RD-M-3.0.17</b> Identify bias and/or misinformation.</p>	<p><b>Student Book:</b> 322-323</p> <p><b>Teacher’s Edition:</b> 322</p>

## Practical/Workplace

*Practical/Workplace Reading* includes whole texts and excerpts from articles, letters, memos, brochures, electronic texts, warranties, recipes, forms, consumer texts, manuals, schedules, and directions.

Core Content Statement, Grades 5-7	ACCESS English
<p><b>RD-M-4.0.11</b> Locate and apply information for a specific purpose (e.g., following directions, completing a task).</p>	<p><b>Student Book:</b> 312-317 <b>Teacher's Edition:</b> 312, 313, 314, 315, 316, 317</p>
<p><b>RD-M-4.0.12</b> Identify the sequence of activities needed to carry out a procedure.</p>	<p><b>Student Book:</b> 34, 316-317 <b>Teacher's Edition:</b> 34, 312, 313, 314, 315, 316, 317</p>
<p><b>RD-M-4.0.13</b> Explain how organizational patterns and/or text features (e.g., pictures, charts, graphs, format) relate to the content of a practical/workplace passage.</p>	<p><b>Student Book:</b> 98-101, 310-317 <b>Teacher's Edition:</b> 101, 310, 312, 313, 314, 315, 316, 317</p>
<p><b>RD-M-4.0.14</b> Interpret the meaning of specialized vocabulary.</p>	<p><b>Student Book:</b> 315, 378 <b>Teacher's Edition:</b> 315</p>

# CORE CONTENT FOR WRITING ASSESSMENT

## Academic Expectation 1.11

Students write using appropriate forms, conventions, and styles to communicate ideas and information to different audiences for different purposes.

### WR-M-1 Writing Criteria

Core Content Statement, Grades 5-7	ACCESS English
<p><b>Purpose/Audience</b> The writer establishes and maintains a focused purpose to communicate with an audience by</p> <ul style="list-style-type: none"> <li>• narrowing the topic to establish a focus</li> <li>• analyzing and addressing the needs of the intended audience</li> <li>• adhering to the characteristics (e.g., format, organization) of the form</li> <li>• employing a suitable tone</li> <li>• allowing voice to emerge when appropriate</li> </ul>	<p><b>Student Book:</b> 39, 40, 73, 110, 219, 220-225, 269, 274, 275, 326-329, 333-337, 339-341</p> <p><b>Teacher’s Edition:</b> 39, 40, 73, 110, 219, 221, 269, 328, 329, 334</p>
<p><b>Idea Development</b> The writer develops and supports main ideas and deepens the audience's understanding by using</p> <ul style="list-style-type: none"> <li>• logical, justified, and suitable explanation</li> <li>• relevant elaboration</li> <li>• related connections and reflections</li> <li>• idea development strategies (e.g., bulleted lists, anecdotes, examples, graphics) appropriate for the form</li> </ul>	<p><b>Student Book:</b> 108-114, 164-169, 271-272, 274, 326, 328-330</p> <p><b>Teacher’s Edition:</b> 108, 109, 110, 111, 112, 113, 114, 164, 165, 166, 167, 168, 169, 271, 272, 328</p>
<p><b>Organization</b> The writer creates unity and coherence to accomplish the focused purpose by</p> <ul style="list-style-type: none"> <li>• engaging the audience and establishing a context for reading</li> <li>• placing ideas and support in a meaningful order</li> <li>• guiding the reader through the piece with transitions and transitional elements</li> <li>• providing effective closure</li> </ul>	<p><b>Student Book:</b> 39-45, 96-101, 154, 166-169, 222-223, 261, 275, 282, 326-329</p> <p><b>Teacher’s Edition:</b> 41, 42, 45, 96, 97, 98, 99, 100, 101, 154, 168, 169, 223, 261</p>
<p><b>Sentences</b> The writer creates effective sentences that are</p> <ul style="list-style-type: none"> <li>• varied in structure and length</li> <li>• complete and correct</li> </ul>	<p><b>Student Book:</b> 46, 47, 60-69, 70-71, 126, 146, 182, 214, 222-224, 274-275, 288, 293, 301, 329, 342</p> <p><b>Teacher’s Edition:</b> 47, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 126, 147, 182, 274, 293, 301</p>

Core Content Statement, Grades 5-7	ACCESS English
<p><b>Language</b> The writer demonstrates</p> <ul style="list-style-type: none"> <li>• effective word choice (strong verbs and nouns, concrete and/or sensory details, and language appropriate to the content, purpose, and intended audience)</li> <li>• concise use of language</li> <li>• correct usage/grammar</li> </ul>	<p><b>Student Book:</b> 39, 62, 65, 103, 109-111, 112-113, 147, 171, 172-183, 224, 228-239, 275, 306, 343</p> <p><b>Teacher’s Edition:</b> 65, 103, 109, 111, 112, 113, 147, 171, 172, 173, 174, 175, 176, 177, 178, 179, 180, 181, 182, 183, 228, 229, 230, 231, 232, 233, 234, 235, 236, 237, 238, 239, 343</p>
<p><b>Correctness</b> The writer demonstrates</p> <ul style="list-style-type: none"> <li>• correct spelling</li> <li>• correct punctuation</li> <li>• correct capitalization</li> <li>• appropriate documentation (e.g., citing authors or titles within the text, listing sources) of ideas and information from outside sources</li> </ul>	<p><b>Student Book:</b> 37, 39, 46, 47, 59, 61, 65, 118-119, 120, 121-122, 146, 170, 182, 183, 212-213, 214, 218, 224, 225, 274-275, 276, 287, 301, 331, 335</p> <p><b>Teacher’s Edition:</b> 47, 59, 65, 118, 119, 120, 121, 122, 182, 183, 218, 225, 287</p>

**WR-M-1.1 Reflective Writing**

***Reflective writing* includes the writer's examination of his/her writing skills, abilities, approaches, and products. The reflective form in the portfolio is the Letter to the Reviewer, which contains discussion of the student's personal growth as a writer and reflection on pieces in the portfolio.**

Core Content Statement, Grades 5-7	ACCESS English
<p>Characteristics of reflective writing/Letter to the Reviewer may include discussion of</p> <ul style="list-style-type: none"> <li>• goals as a writer</li> <li>• growth as a writer through the years</li> <li>• influences (who and/or what) on the writer's progress and growth</li> <li>• techniques and/or strategies used by the student when composing</li> <li>• selection of portfolio pieces</li> <li>• application of writing process (prewriting, drafting, revision, editing, publishing)</li> </ul>	<p><b>Student Book:</b> 102, 135, 146, 147, 169, 170, 202, 264, 275, 276</p> <p><b>Teacher’s Edition:</b> 135, 264, 275</p>

## WR-M-1.2 Personal Writing

*Personal writing* focuses on the life experiences of the writer. Personal forms in the portfolio may include a personal narrative (focusing on the significance of a single event), memoir (focusing on the significance of the relationship of the writer with a particular person, place, animal, or thing), or personal essay (focusing on a central idea supported by a variety of incidents in the writer's life).

Core Content Statement, Grades 5-7	ACCESS English
Characteristics of personal writing may include <ul style="list-style-type: none"> <li>• development of ideas based on personal experience</li> <li>• sensory details</li> <li>• writer's thoughts and feelings</li> <li>• first person point-of-view</li> <li>• dialogue where appropriate</li> </ul>	<b>Student Book:</b> 99, 102, 135, 146, 264, 270-275, 276, 277, 281, 288, 330  <b>Teacher's Edition:</b> 99, 146, 264, 270, 271, 272, 277, 281, 288

## WR-M-1.3 Literary Writing

*Literary writing* artfully communicates with the reader about the human condition. Literary forms in the portfolio include poems, short stories, and scripts/plays.

Core Content Statement, Grades 5-7	ACCESS English
Characteristics of literary writing may include <ul style="list-style-type: none"> <li>• literary elements of the selected form (e.g., short story—plot, poem—imagery, script—stage directions)</li> <li>• descriptive language</li> <li>• literary devices (e.g., simile, metaphor, flashback)</li> <li>• effective ordering of events, impressions, and descriptions</li> <li>• creation of an effect (e.g., comedy, irony, suspense, horror, paradox)</li> <li>• focus on engaging an audience</li> </ul>	<b>Student Book:</b> 23, 108-113, 114, 135, 270-274, 279-287, 288  <b>Teacher's Edition:</b> 108, 109, 110, 111, 112, 113, 114, 135, 270, 271, 272, 279, 280, 282, 283, 284, 285, 286, 288

## WR-M-1.4 Transactive Writing

***Transactive writing* is informative/persuasive writing that presents ideas and information for authentic audiences to accomplish realistic purposes like those students will encounter in their lives.**

Core Content Statement, Grades 5-7	ACCESS English
<p>In transactive writing, students will write in a variety of forms such as the following</p> <ul style="list-style-type: none"> <li>• letters</li> <li>• speeches</li> <li>• editorials</li> <li>• articles in magazines, academic journals, newspapers</li> <li>• proposals</li> <li>• brochures</li> <li>• other kinds of practical/workplace writing</li> </ul> <p>Characteristics of transactive writing may include</p> <ul style="list-style-type: none"> <li>• text and language features of the selected form</li> <li>• information to engage/orient the reader to clarify and justify purposes</li> <li>• ideas which communicate the specific purpose for the intended audience</li> <li>• explanation and support to help the reader understand the author's purpose</li> <li>• well-organized idea development and support (e.g., facts, examples, reasons, comparisons, anecdotes, descriptive detail, charts, diagrams, photos/pictures) to accomplish a specific purpose</li> <li>• effective conclusions</li> </ul>	<p><b>Student Book:</b> 328-329, 330, 332-343</p> <p><b>Teacher's Edition:</b> 328, 329, 330, 332, 333, 334, 335, 336, 337, 338, 339, 340, 341, 342, 343</p>



# ACCESS English © 2005

correlated to

## Kentucky Combined Curriculum for Grade 8

(Academic Expectations, Program of Studies, and Core Content for Assessment for Assessment)

### Inquiry

#### ELA Inquiry 8 16

Combined Curriculum, Grade 8	ACCESS English
<p><b>Academic Expectations</b>  <b>1.1</b> Students use reference tools such as dictionaries, almanacs, encyclopedias, and computer reference programs and research tools.</p>	<p><b>Student Book:</b> 156-157, 216-227  <b>Teacher's Edition:</b> 156, 157, 216, 218, 220, 225</p>
<p><b>Program of Studies</b>  <b>ELA-8-I-1</b> Students will follow a logical, organized plan of inquiry to learn and to complete tasks (additional supporting Academic Expectation 5.5).</p>	<p><b>Student Book:</b> 193-201, 205-213, 217-225  <b>Teacher's Edition:</b> 193, 194, 195, 196, 197, 198, 199, 200, 201, 205, 206, 207, 208, 209, 210, 211, 212, 213, 217, 218, 219, 220, 221, 222, 223, 224, 225</p>

#### ELA Inquiry 8 17

Combined Curriculum, Grade 8	ACCESS English
<p><b>Academic Expectations</b>  <b>1.1</b> Students use reference tools such as dictionaries, almanacs, encyclopedias, and computer reference programs and research tools.</p>	<p><b>Student Book:</b> 156-157, 216-227  <b>Teacher's Edition:</b> 156, 157, 216, 218, 220, 225</p>
<p><b>Program of Studies</b>  <b>ELA-8-I-2</b> Students will evaluate the appropriateness of resources and of ideas and information gained through inquiry.</p>	<p><b>Student Book:</b> 157, 220  <b>Teacher's Edition:</b> 157, 220</p>

## ELA Inquiry 8 18

Combined Curriculum, Grade 8	ACCESS English
<p><b><u>Academic Expectations</u></b>  <b>1.1</b> Students use reference tools such as dictionaries, almanacs, encyclopedias, and computer reference programs and research tools.</p>	<p><b>Student Book:</b> 156-157, 216-227  <b>Teacher’s Edition:</b> 156, 157, 216, 218, 220, 225</p>
<p><b><u>Program of Studies</u></b>  <b>ELA-8-I-3</b> Students will create products by accessing a variety of appropriate personal, community, and/or global sources, both print and nonprint (additional supporting Academic Expectation 6.3).</p>	<p><b>Student Book:</b> 158, 218-219, 220-226, 328-329, 330, 341  <b>Teacher’s Edition:</b> 158, 218, 219, 220, 221, 222, 223, 224, 225, 226, 328, 329, 330, 341</p>

## Speaking/Listening/Observing

### ELA SLO 8 52

Combined Curriculum, Grade 8	ACCESS English
<p><b><u>Academic Expectations</u></b>  <b>1.3</b> Students make sense of the various things they observe.</p>	<p><b>Student Book:</b> 97, 100, 114, 202, 253  <b>Teacher’s Edition:</b> 97, 98, 99, 100, 101, 102, 114, 202, 253</p>
<p><b><u>Academic Expectations</u></b>  <b>1.4</b> Students make sense of the various messages to which they listen</p>	<p><b>Student Book:</b> 103, 147, 159, 277, 303, 307, 325  <b>Teacher’s Edition:</b> 147, 159, 277</p>
<p><b><u>Academic Expectations</u></b>  <b>1.12</b> Students speak using appropriate forms, conventions, and styles to communicate ideas and information to different audiences for different purposes.</p>	<p><b>Student Book:</b> 17, 22, 35, 78, 79, 127, 134, 147, 171, 185, 190, 303, 306, 342, 354, 355  <b>Teacher’s Edition:</b> 17, 22, 35, 78, 79, 127, 147, 171, 185, 190, 306, 342, 354, 355</p>
<p><b><u>Program of Studies</u></b>  <b>ELA-8-SLO-1</b> Students will analyze effectiveness and purposes of oral messages and audience responses.</p>	<p><b>Student Book:</b> 303-307  <b>Teacher’s Edition:</b> 303, 304, 305, 306, 307</p>

**ELA SLO 8 53**

Combined Curriculum, Grade 8	ACCESS English
<p><b><u>Academic Expectations</u></b>  <b>1.3</b> Students make sense of the various things they observe.</p>	<p><b>Student Book:</b> 97, 100, 114, 202, 253  <b>Teacher’s Edition:</b> 97, 98, 99, 100, 101, 102, 114, 202, 253</p>
<p><b><u>Academic Expectations</u></b>  <b>1.4</b> Students make sense of the various messages to which they listen</p>	<p><b>Student Book:</b> 103, 147, 159, 277, 303, 307, 325  <b>Teacher’s Edition:</b> 147, 159, 277</p>
<p><b><u>Academic Expectations</u></b>  <b>1.12</b> Students speak using appropriate forms, conventions, and styles to communicate ideas and information to different audiences for different purposes.</p>	<p><b>Student Book:</b> 17, 22, 35, 78, 79, 127, 134, 147, 171, 185, 190, 303, 306, 342, 354, 355  <b>Teacher’s Edition:</b> 17, 22, 35, 78, 79, 127, 147, 171, 185, 190, 306, 342, 354, 355</p>
<p><b><u>Program of Studies</u></b>  <b>ELA-8-SLO-2</b> Students will collaborate to gather and interpret information from observing, speaking, and listening and to prepare and deliver messages and products.</p>	<p><b>Student Book:</b> 23, 91, 127, 171, 191  <b>Teacher’s Edition:</b> 23, 91, 127, 171</p>

**ELA SLO 8 54**

Combined Curriculum, Grade 8	ACCESS English
<p><b><u>Academic Expectations</u></b>  <b>1.3</b> Students make sense of the various things they observe.</p>	<p><b>Student Book:</b> 97, 100, 114, 202, 253  <b>Teacher’s Edition:</b> 97, 98, 99, 100, 101, 102, 114, 202, 253</p>
<p><b><u>Academic Expectations</u></b>  <b>1.4</b> Students make sense of the various messages to which they listen</p>	<p><b>Student Book:</b> 103, 147, 159, 277, 303, 307, 325  <b>Teacher’s Edition:</b> 147, 159, 277</p>
<p><b><u>Academic Expectations</u></b>  <b>1.12</b> Students speak using appropriate forms, conventions, and styles to communicate ideas and information to different audiences for different purposes.</p>	<p><b>Student Book:</b> 17, 22, 35, 78, 79, 127, 134, 147, 171, 185, 190, 303, 306, 342, 354, 355  <b>Teacher’s Edition:</b> 17, 22, 35, 78, 79, 127, 147, 171, 185, 190, 306, 342, 354, 355</p>
<p><b><u>Program of Studies</u></b>  <b>ELA-8-SLO-3</b> Students will apply listening, speaking and observing skills to conduct authentic independent inquiry tasks in order to create products (additional supporting Academic Expectation 5.1).</p>	<p><b>Student Book:</b> 103, 127, 147, 159, 185, 277, 319  <b>Teacher’s Edition:</b> 127, 147, 159, 185, 277</p>

## Technology as Communication

### ELA TECH 8 80

Combined Curriculum, Grade 8	ACCESS English
<p><b>Academic Expectations</b>  <b>1.16</b> Students use computers and other kinds of technology to collect, organize, and communicate information and ideas.</p>	<p><b>Student Book:</b> 156-157, 225, 329, 341  <b>Teacher’s Edition:</b> 156, 157, 225, 329, 341</p>
<p><b>Program of Studies</b>  <b>ELA-8-T-1</b> Students will use technology to access ideas and information for authentic tasks.</p>	<p><b>Student Book:</b> 156-157, 218-219, 225, 341  <b>Teacher’s Edition:</b> 156, 157, 218, 219, 225, 341</p>

### ELA TECH 8 81

Combined Curriculum, Grade 8	ACCESS English
<p><b>Academic Expectations</b>  <b>1.16</b> Students use computers and other kinds of technology to collect, organize, and communicate information and ideas.</p>	<p><b>Student Book:</b> 156-157, 225, 329, 341  <b>Teacher’s Edition:</b> 156, 157, 225, 329, 341</p>
<p><b>Program of Studies</b>  <b>ELA-8-T-2</b> Students will analyze the effectiveness of various technologies for specific purposes, audiences, and situations.</p>	<p><b>Student Book:</b> 156-157, 225, 329, 338, 341  <b>Teacher’s Edition:</b> 156, 157, 225, 329, 338, 341</p>

### ELA TECH 8 82

Combined Curriculum, Grade 8	ACCESS English
<p><b>Academic Expectations</b>  <b>1.16</b> Students use computers and other kinds of technology to collect, organize, and communicate information and ideas.</p>	<p><b>Student Book:</b> 156-157, 225, 329, 341  <b>Teacher’s Edition:</b> 156, 157, 225, 329, 341</p>
<p><b>Program of Studies</b>  <b>ELA-8-T-3</b> Students will communicate with others through the effective use of technology (e.g., videos, computers, TV, radio, and public address announcements).</p>	<p><b>Student Book:</b> 329, 338  <b>Teacher’s Edition:</b> 329, 338</p>

## Reading

### ELA Reading 8 196

Combined Curriculum, Grade 8	ACCESS English
<p><b><u>Academic Expectations</u></b>  <b>1.2</b> Students make sense of the variety of materials they read.</p>	<p><b>Student Book:</b> 18, 27, 30, 32, 46, 48-59, 78, 87-89, 129, 136-145, 149, 151, 155, 156, 158, 184-191, 192-201, 204-214, 219, 220-221, 226, 257, 265, 308-317, 320-327</p> <p><b>Teacher’s Edition:</b> 18, 19, 21, 27, 30, 32, 48, 49, 50, 52, 54, 56, 57, 58, 59, 78, 87, 88, 89, 129, 136, 137, 138, 139, 140, 141, 142, 146, 149, 155, 156, 158, 184, 185, 186, 187, 188, 189, 190, 191, 192, 193, 194, 195, 196, 197, 198, 199, 200, 201, 204, 205, 206, 208, 209, 210, 211, 212, 219, 226, 227, 257, 264, 308, 309, 310, 311, 312, 313, 314, 315, 316, 317, 321, 322, 323, 326, 327</p>
<p><b><u>Program of Studies</u></b>  <b>ELA-8-R-1</b> Students will read and understand a variety of materials, making connections to students' lives, to real world issues, and/or to current events</p>	<p><b>Student Book:</b> 18, 27, 32, 78, 87-89, 145, 149, 151, 185, 190, 197, 205, 206, 211, 257, 265</p> <p><b>Teacher’s Edition:</b> 18, 27, 32, 78, 87, 88, 89, 145, 149, 151, 190, 197, 205, 206, 211, 257</p>
<p><b><u>Core Content for Assessment</u></b>  <b>RD-H-1.0.15</b> Make connections among literature, students’ lives, and/or real-world issues.</p>	<p><b>Student Book:</b> 18, 27, 32, 54, 149, 151, 185, 190, 197, 206</p> <p><b>Teacher’s Edition:</b> 18, 27, 32, 54, 149, 151, 185</p>
<p><b><u>Core Content for Assessment</u></b>  <b>RD-H-2.0.13</b> Analyze the content as it applies to students’ lives and/or real world issues.</p>	<p><b>Student Book:</b> 18, 27, 32, 54, 149, 151, 185, 190, 197, 206</p> <p><b>Teacher’s Edition:</b> 18, 27, 32, 54, 149, 151, 185</p>

### ELA Reading 8 199

Combined Curriculum, Grade 8	ACCESS English
<p><b><u>Academic Expectations</u></b>  <b>1.2</b> Students make sense of the variety of materials they read.</p>	<p><b>Student Book:</b> 18, 27, 30, 32, 46, 48-59, 78, 87-89, 129, 136-145, 149, 151, 155, 156, 158, 184-191, 192-201, 204-214, 219, 220-221, 226, 257, 265, 308-317, 320-327</p> <p><b>Teacher’s Edition:</b> 18, 19, 21, 27, 30, 32, 48, 49, 50, 52, 54, 56, 57, 58, 59, 78, 87, 88, 89, 129, 136, 137, 138, 139, 140, 141, 142, 146, 149, 155, 156, 158, 184, 185, 186, 187, 188, 189, 190, 191, 192, 193, 194, 195, 196, 197, 198, 199, 200, 201, 204, 205, 206, 208, 209, 210, 211, 212, 219, 226, 227, 257, 264, 308, 309, 310, 311, 312, 313, 314, 315, 316, 317, 321, 322, 323, 326, 327</p>

Combined Curriculum, Grade 8	ACCESS English
<p><b><u>Program of Studies</u></b>  <b>ELA-8-R-2</b> Students will apply an understanding of literary elements (e.g., characters, setting, conflict/resolution, theme, point of view), techniques (e.g., figurative language, foreshadowing, characterization), and styles to interpret different genres (e.g., novels, essays, short stories, poetry, drama).</p>	<p><b>Student Book:</b> 17-22, 57, 88, 99, 112, 126, 128-133, 134, 136-145, 160-163, 184-191, 241, 242-251, 252, 256-257, 258-264, 284, 320-327</p> <p><b>Teacher’s Edition:</b> 17, 18, 19, 20, 21, 57, 88, 112, 126, 128, 129, 130, 131, 132, 133, 134, 136, 137, 138, 139, 145, 160, 162, 186, 187, 188, 189, 240, 241, 256, 257, 258, 260, 261, 262, 263, 264, 284, 285</p>
<p><b><u>Core Content for Assessment</u></b>  <b>RD-H-1.0.8</b> Interpret the meaning of a passage taken from texts appropriate for high school.</p>	<p><b>Student Book:</b> 21, 22, 75, 77, 78, 131, 133, 134, 142, 187, 189, 190, 243, 245, 247, 249, 252, 306</p> <p><b>Teacher’s Edition:</b> 21, 22, 75, 77, 78, 131, 133, 134, 142, 187, 189, 190, 243, 245, 247, 249, 252, 306</p>
<p><b><u>Core Content for Assessment</u></b>  <b>RD-H-1.0.9</b> Analyze critically a variety of literary genres.</p>	<p><b>Student Book:</b> 49, 55, 58, 143, 144-145, 146, 256, 262-263, 303, 305, 306, 307</p> <p><b>Teacher’s Edition:</b> 33, 49, 55, 58, 143, 144, 146, 256, 262, 263, 303, 305, 306, 307</p>
<p><b><u>Core Content for Assessment</u></b>  <b>RD-H-1.0.11</b> Analyze the effect of theme, conflict and resolution, symbolism, irony, analogies, and figurative language.</p>	<p><b>Student Book:</b> 22, 57, 112, 113, 114, 241, 252, 255, 256-257, 258, 261, 262-263, 264</p> <p><b>Teacher’s Edition:</b> 22, 57, 112, 113, 240, 241, 244, 246, 255, 256, 261, 262, 263, 264</p>
<p><b><u>Core Content for Assessment</u></b>  <b>RD-H-1.0.12</b> Explain how a conflict in a passage is resolved.</p>	<p><b>Student Book:</b> 256-257, 282-283</p> <p><b>Teacher’s Edition:</b> 256, 282, 283</p>
<p><b><u>Core Content for Assessment</u></b>  <b>RD-H-1.0.13</b> Interpret figurative, symbolic, and/or idiomatic (e.g., jargon, dialect) language.</p>	<p><b>Student Book:</b> 17, 22, 57, 112, 252</p> <p><b>Teacher’s Edition:</b> 17, 22, 57, 112, 252</p>
<p><b><u>Core Content for Assessment</u></b>  <b>RD-H-1.0.14</b> Critique the author’s word choice, style, content, and use of literary elements.</p>	<p><b>Student Book:</b> 56, 57, 78, 112, 113, 114, 252, 306, 322-323</p> <p><b>Teacher’s Edition:</b> 56, 57, 78, 112, 113, 114, 252, 306, 322, 323</p>

## ELA Reading 8 212

Combined Curriculum, Grade 8	ACCESS English
<p><b><u>Academic Expectations</u></b>  <b>1.2</b> Students make sense of the variety of materials they read.</p>	<p><b>Student Book:</b> 18, 27, 30, 32, 46, 48-59, 78, 87-89, 129, 136-145, 149, 151, 155, 156, 158, 184-191, 192-201, 204-214, 219, 220-221, 226, 257, 265, 308-317, 320-327</p> <p><b>Teacher’s Edition:</b> 18, 19, 21, 27, 30, 32, 48, 49, 50, 52, 54, 56, 57, 58, 59, 78, 87, 88, 89, 129, 136, 137, 138, 139, 140, 141, 142, 146, 149, 155, 156, 158, 184, 185, 186, 187, 188, 189, 190, 191, 192, 193, 194, 195, 196, 197, 198, 199, 200, 201, 204, 205, 206, 208, 209, 210, 211, 212, 219, 226, 227, 257, 264, 308, 309, 310, 311, 312, 313, 314, 315, 316, 317, 321, 322, 323, 326, 327</p>
<p><b><u>Program of Studies</u></b>  <b>ELA-8-R-3</b> Students will analyze transactive reading material (informational, practical/workplace, and persuasive) to create responses through addressing issues, confirming predictions, paraphrasing information to support ideas, and formulating/supporting opinions.</p>	<p><b>Student Book:</b> 151, 154-155, 157, 158, 212-213, 214, 220-221, 222-225, 322-323, 324-325, 326-329, 330</p> <p><b>Teacher’s Edition:</b> 151, 154, 155, 157, 158, 212, 213, 214, 220, 221, 322, 323, 324, 325, 326, 327, 328, 329, 330</p>
<p><b><u>Core Content for Assessment</u></b>  <b>RD-H-x.0.5</b> Make, confirm, and revise predictions.</p>	<p><b>Student Book:</b> 50, 53, 59</p> <p><b>Teacher’s Edition:</b> 50</p>
<p><b><u>Core Content for Assessment</u></b>  <b>RD-H-x.0.6</b> Paraphrase important parts of a passage.</p>	<p><b>Student Book:</b> 151</p> <p><b>Teacher’s Edition:</b> 151</p>
<p><b><u>Core Content for Assessment</u></b>  <b>RD-H-x.0.7</b> Formulate opinions in response to a reading passage.</p>	<p><b>Student Book:</b> 55</p> <p><b>Teacher’s Edition:</b> 55</p>
<p><b><u>Core Content for Assessment</u></b>  <b>RD-H-2.0.11</b> Evaluate the use of supporting details as they relate to the author’s message.</p>	<p><b>Student Book:</b> 81, 86-89, 90, 109-110, 112-113, 272-273, 321-323, 326</p> <p><b>Teacher’s Edition:</b> 81, 86, 87, 88, 89, 90, 109, 110, 112, 113, 272, 273, 321, 323, 326</p>
<p><b><u>Core Content for Assessment</u></b>  <b>RD-H-2.0.12</b> Make predictions and draw conclusions based on what is read.</p>	<p><b>Student Book:</b> 49, 50, 56, 83, 88, 91, 129, 145, 207, 215</p> <p><b>Teacher’s Edition:</b> 49, 50, 56, 83, 88, 129, 145, 207, 215</p>

## ELA Reading 8 218

Combined Curriculum, Grade 8	ACCESS English
<p><b><u>Academic Expectations</u></b>  <b>1.2</b> Students make sense of the variety of materials they read.</p>	<p><b>Student Book:</b> 18, 27, 30, 32, 46, 48-59, 78, 87-89, 129, 136-145, 149, 151, 155, 156, 158, 184-191, 192-201, 204-214, 219, 220-221, 226, 257, 265, 308-317, 320-327</p> <p><b>Teacher’s Edition:</b> 18, 19, 21, 27, 30, 32, 48, 49, 50, 52, 54, 56, 57, 58, 59, 78, 87, 88, 89, 129, 136, 137, 138, 139, 140, 141, 142, 146, 149, 155, 156, 158, 184, 185, 186, 187, 188, 189, 190, 191, 192, 193, 194, 195, 196, 197, 198, 199, 200, 201, 204, 205, 206, 208, 209, 210, 211, 212, 219, 226, 227, 257, 264, 308, 309, 310, 311, 312, 313, 314, 315, 316, 317, 321, 322, 323, 326, 327</p>
<p><b><u>Program of Studies</u></b>  <b>ELA-8-R-4</b> Students will evaluate the effectiveness of techniques and organizational aids (e.g., bullets, lists, layout, embedded visuals) in transactive reading materials to enhance understanding and to complete tasks.</p>	<p><b>Student Book:</b> 29, 149-155, 193-196</p> <p><b>Teacher’s Edition:</b> 29, 149, 150, 151, 152, 153, 154, 155, 193, 196</p>
<p><b><u>Core Content for Assessment</u></b>  <b>RD-H-2.0.10</b> Evaluate the effectiveness of organization and format in fulfilling the purpose of a passage.</p>	<p><b>Student Book:</b> 94-103, 256-257, 261</p> <p><b>Teacher’s Edition:</b> 94-103, 134, 256</p>
<p><b><u>Core Content for Assessment</u></b>  <b>RD-H-2.0.11</b> Evaluate the use of supporting details as they relate to the author’s message.</p>	<p><b>Student Book:</b> 81, 86-89, 90, 109-110, 112-113, 272-273, 321-323, 326</p> <p><b>Teacher’s Edition:</b> 81, 86, 87, 88, 89, 90, 109, 110, 112, 113, 272, 273, 321, 323, 326</p>
<p><b><u>Core Content for Assessment</u></b>  <b>RD-H-3.0.14</b> Analyze and evaluate the use of persuasion within a passage.</p>	<p><b>Student Book:</b> 320-331</p> <p><b>Teacher’s Edition:</b> 320-331</p>
<p><b><u>Core Content for Assessment</u></b>  <b>RD-H-4.0.13</b> Evaluate clarity of practical/workplace materials.</p>	<p><b>Student Book:</b> 308-319, 322-343</p> <p><b>Teacher’s Edition:</b> 308-319, 322-343</p>

## ELA Reading 8 223

Combined Curriculum, Grade 8	ACCESS English
<p><b><u>Academic Expectations</u></b>  <b>1.2</b> Students make sense of the variety of materials they read.</p>	<p><b>Student Book:</b> 18, 27, 30, 32, 46, 48-59, 78, 87-89, 129, 136-145, 149, 151, 155, 156, 158, 184-191, 192-201, 204-214, 219, 220-221, 226, 257, 265, 308-317, 320-327</p> <p><b>Teacher’s Edition:</b> 18, 19, 21, 27, 30, 32, 48, 49, 50, 52, 54, 56, 57, 58, 59, 78, 87, 88, 89, 129, 136, 137, 138, 139, 140, 141, 142, 146, 149, 155, 156, 158, 184, 185, 186, 187, 188, 189, 190, 191, 192, 193, 194, 195, 196, 197, 198, 199, 200, 201, 204, 205, 206, 208, 209, 210, 211, 212, 219, 226, 227, 257, 264, 308, 309, 310, 311, 312, 313, 314, 315, 316, 317, 321, 322, 323, 326, 327</p>
<p><b><u>Program of Studies</u></b>  <b>ELA-8-R-5</b> Students will identify and analyze authors' positions, main ideas, and techniques of support in persuasive materials.</p>	<p><b>Student Book:</b> 303-307, 320-327</p> <p><b>Teacher’s Edition:</b> 303, 304, 305, 306, 307, 320, 321, 322, 323, 324, 325, 326, 327</p>
<p><b><u>Core Content for Assessment</u></b>  <b>RD-H-3.0.8</b> Identify purposes of persuasion.</p>	<p><b>Student Book:</b> 320-331</p> <p><b>Teacher’s Edition:</b> 320-331</p>
<p><b><u>Core Content for Assessment</u></b>  <b>RD-H-3.0.9</b> Identify an author’s position based on evidence in a passage.</p>	<p><b>Student Book:</b> 185, 320-323, 326-327</p> <p><b>Teacher’s Edition:</b> 185, 320, 321, 322, 323, 326, 327</p>
<p><b><u>Core Content for Assessment</u></b>  <b>RD-H-3.0.13</b> Identify a variety of persuasive and propaganda techniques and explain how each is used.</p>	<p><b>Student Book:</b> 322-323</p> <p><b>Teacher’s Edition:</b> 322, 323</p>
<p><b><u>Core Content for Assessment</u></b>  <b>RD-H-3.0.14</b> Analyze and evaluate the use of persuasion within a passage.</p>	<p><b>Student Book:</b> 320-331</p> <p><b>Teacher’s Edition:</b> 320-331</p>

## ELA Reading 8 232

Combined Curriculum, Grade 8	ACCESS English
<p><b><u>Academic Expectations</u></b>  <b>1.2</b> Students make sense of the variety of materials they read.</p>	<p><b>Student Book:</b> 18, 27, 30, 32, 46, 48-59, 78, 87-89, 129, 136-145, 149, 151, 155, 156, 158, 184-191, 192-201, 204-214, 219, 220-221, 226, 257, 265, 308-317, 320-327</p> <p><b>Teacher’s Edition:</b> 18, 19, 21, 27, 30, 32, 48, 49, 50, 52, 54, 56, 57, 58, 59, 78, 87, 88, 89, 129, 136, 137, 138, 139, 140, 141, 142, 146, 149, 155, 156, 158, 184, 185, 186, 187, 188, 189, 190, 191, 192, 193, 194, 195, 196, 197, 198, 199, 200, 201, 204, 205, 206, 208, 209, 210, 211, 212, 219, 226, 227, 257, 264, 308, 309, 310, 311, 312, 313, 314, 315, 316, 317, 321, 322, 323, 326, 327</p>
<p><b><u>Program of Studies</u></b>  <b>ELA-8-R-6</b> Students will select and read materials for enjoyment.</p>	<p><b>Student Book:</b> 28, 29</p> <p><b>Teacher’s Edition:</b> 29, 131, 147, 199, 277, 301, 306</p>

## ELA Reading 8 233

Combined Curriculum, Grade 8	ACCESS English
<p><b><u>Academic Expectations</u></b>  <b>1.2</b> Students make sense of the variety of materials they read.</p>	<p><b>Student Book:</b> 18, 27, 30, 32, 46, 48-59, 78, 87-89, 129, 136-145, 149, 151, 155, 156, 158, 184-191, 192-201, 204-214, 219, 220-221, 226, 257, 265, 308-317, 320-327</p> <p><b>Teacher’s Edition:</b> 18, 19, 21, 27, 30, 32, 48, 49, 50, 52, 54, 56, 57, 58, 59, 78, 87, 88, 89, 129, 136, 137, 138, 139, 140, 141, 142, 146, 149, 155, 156, 158, 184, 185, 186, 187, 188, 189, 190, 191, 192, 193, 194, 195, 196, 197, 198, 199, 200, 201, 204, 205, 206, 208, 209, 210, 211, 212, 219, 226, 227, 257, 264, 308, 309, 310, 311, 312, 313, 314, 315, 316, 317, 321, 322, 323, 326, 327</p>
<p><b><u>Program of Studies</u></b>  <b>ELA-8-R-7</b> Students will employ reading strategies to locate and apply information in varied print and nonprint (e.g., computers, electronic media, interviews) resources for inquiry projects and other authentic tasks.</p>	<p><b>Student Book:</b> 151-158, 217-225</p> <p><b>Teacher’s Edition:</b> 151, 154, 206, 218, 226, 310, 311</p>
<p><b><u>Core Content for Assessment</u></b>  <b>RD-H-x.0.1</b> Locate, evaluate, and apply information for a realistic purpose.</p>	<p><b>Student Book:</b> 34, 316-317</p> <p><b>Teacher’s Edition:</b> 34, 312, 313, 314, 315, 316, 317</p>

## ELA Reading 8 241

Combined Curriculum, Grade 8	ACCESS English
<p><b><u>Academic Expectations</u></b>  <b>1.2</b> Students make sense of the variety of materials they read.</p>	<p><b>Student Book:</b> 18, 27, 30, 32, 46, 48-59, 78, 87-89, 129, 136-145, 149, 151, 155, 156, 158, 184-191, 192-201, 204-214, 219, 220-221, 226, 257, 265, 308-317, 320-327</p> <p><b>Teacher’s Edition:</b> 18, 19, 21, 27, 30, 32, 48, 49, 50, 52, 54, 56, 57, 58, 59, 78, 87, 88, 89, 129, 136, 137, 138, 139, 140, 141, 142, 146, 149, 155, 156, 158, 184, 185, 186, 187, 188, 189, 190, 191, 192, 193, 194, 195, 196, 197, 198, 199, 200, 201, 204, 205, 206, 208, 209, 210, 211, 212, 219, 226, 227, 257, 264, 308, 309, 310, 311, 312, 313, 314, 315, 316, 317, 321, 322, 323, 326, 327</p>
<p><b><u>Program of Studies</u></b>  <b>ELA-8-R-8</b> Students will interpret how meaning is influenced by authors' use of language including dialect, word choice, and sentence structure</p>	<p><b>Student Book:</b> 17, 22, 73, 78, 79, 300, 306, 322-323</p> <p><b>Teacher’s Edition:</b> 73, 78, 79, 300, 306, 322, 323</p>
<p><b><u>Core Content for Assessment</u></b>  <b>RD-H-1.0.14</b> Critique the author’s word choice, style, content, and use of literary elements.</p>	<p><b>Student Book:</b> 56, 57, 78, 112, 113, 114, 252, 306, 322-323</p> <p><b>Teacher’s Edition:</b> 56, 57, 78, 112, 113, 114, 252, 306, 322, 323</p>
<p><b><u>Core Content for Assessment</u></b>  <b>RD-H-x.0.2</b> Interpret literal and non-literal meanings of words.</p>	<p><b>Student Book:</b> 57, 112, 306</p> <p><b>Teacher’s Edition:</b> 57, 306</p>
<p><b><u>Core Content for Assessment</u></b>  <b>RD-H-x.0.3</b> Interpret concrete and abstract terms in meaningful context.</p>	<p><b>Student Book:</b> 57, 112, 306</p> <p><b>Teacher’s Edition:</b> 57, 306</p>
<p><b><u>Core Content for Assessment</u></b>  <b>RD-H-x.0.4</b> Interpret the meaning of jargon and/or dialect used in a passage.</p>	<p><b>Teacher’s Edition:</b> 59, 321</p>

# Writing

## ELA Writing 8 100

Combined Curriculum, Grade 8	ACCESS English
<p><b><u>Academic Expectations</u></b>  <b>1.1</b> Students use reference tools such as dictionaries, almanacs, encyclopedias, and computer reference programs and research tools such as interviews and surveys to find the information they need to meet specific demands, explore interests, or solve specific problems.</p>	<p><b>Student Book:</b> 156-157, 216-227</p> <p><b>Teacher’s Edition:</b> 156, 157, 216, 218, 220, 225</p>
<p><b><u>Academic Expectations</u></b>  <b>1.2</b> Students make sense of the variety of materials they read.</p>	<p><b>Student Book:</b> 18, 27, 30, 32, 46, 48-59, 78, 87-89, 129, 136-145, 149, 151, 155, 156, 158, 184-191, 192-201, 204-214, 219, 220-221, 226, 257, 265, 308-317, 320-327</p> <p><b>Teacher’s Edition:</b> 18, 19, 21, 27, 30, 32, 48, 49, 50, 52, 54, 56, 57, 58, 59, 78, 87, 88, 89, 129, 136, 137, 138, 139, 140, 141, 142, 146, 149, 155, 156, 158, 184, 185, 186, 187, 188, 189, 190, 191, 192, 193, 194, 195, 196, 197, 198, 199, 200, 201, 204, 205, 206, 208, 209, 210, 211, 212, 219, 226, 227, 257, 264, 308, 309, 310, 311, 312, 313, 314, 315, 316, 317, 321, 322, 323, 326, 327</p>
<p><b><u>Academic Expectations</u></b>  <b>1.3</b> Students make sense of the various things they observe.</p>	<p><b>Student Book:</b> 97, 100, 114, 202, 253</p> <p><b>Teacher’s Edition:</b> 97, 98, 99, 100, 101, 102, 114, 202, 253</p>
<p><b><u>Academic Expectations</u></b>  <b>1.4</b> Students make sense of the various messages to which they listen</p>	<p><b>Student Book:</b> 103, 147, 159, 277, 303, 307, 325</p> <p><b>Teacher’s Edition:</b> 147, 159, 277</p>
<p><b><u>Academic Expectations</u></b>  <b>1.11</b> Students write using appropriate forms, conventions, and styles to communicate ideas and information to different audiences for different purposes.</p>	<p><b>Student Book:</b> 17, 23, 27, 30, 31, 33, 36-47, 49-50, 52-53, 58, 110, 135, 141, 143, 145, 167, 175, 220-225, 227, 231, 266-277, 286-287, 329, 332-343</p> <p><b>Teacher’s Edition:</b> 17, 27, 36, 37, 38, 40, 41, 42, 43, 44, 46, 58, 110, 111, 112, 113, 114, 135, 141, 143, 145, 167, 169, 175, 220, 221, 222, 223, 224, 227, 231, 266, 267, 268, 269, 270, 271, 272, 273, 274, 275, 276, 277, 278, 280, 281, 282, 283, 284, 285, 286, 287, 328, 329, 332, 334, 335, 336, 337, 338, 339, 340, 341</p>

Combined Curriculum, Grade 8	ACCESS English
<p><b>Program of Studies</b>  <b>ELA-8-W-1</b> Students will respond to materials read and concerns relevant to students' lives and the lives of others in society through applying writing-to-learn strategies and writing-to-demonstrate-learning strategies (additional supporting Academic Expectations 1.10, 5.1, 6.3).</p>	<p><b>Student Book:</b> 17, 27, 30, 31, 33, 46, 49-50, 51, 52-53, 58, 101, 102, 141, 143, 145, 158, 166, 170, 197, 202, 212-213, 214, 226, 241, 260, 261, 263, 264, 268-269, 270, 275, 276, 318, 354</p> <p><b>Teacher's Edition:</b> 17, 27, 30, 31, 33, 37, 38, 41, 46, 50, 51, 52, 53, 58, 101, 102, 141, 143, 145, 158, 166, 170, 197, 202, 212, 213, 214, 226, 241, 263, 264, 268, 270, 275, 276, 318, 354</p>

**ELA Writing 8 101**

Combined Curriculum, Grade 8	ACCESS English
<p><b>Academic Expectations</b>  <b>1.11</b> Students write using appropriate forms, conventions, and styles to communicate ideas and information to different audiences for different purposes.</p>	<p><b>Student Book:</b> 17, 23, 27, 30, 31, 33, 36-47, 49-50, 52-53, 58, 110, 135, 141, 143, 145, 167, 175, 220-225, 227, 231, 266-277, 286-287, 329, 332-343</p> <p><b>Teacher's Edition:</b> 17, 27, 36, 37, 38, 40, 41, 42, 43, 44, 46, 58, 110, 111, 112, 113, 114, 135, 141, 143, 145, 167, 169, 175, 220, 221, 222, 223, 224, 227, 231, 266, 267, 268, 269, 270, 271, 272, 273, 274, 275, 276, 277, 278, 280, 281, 282, 283, 284, 285, 286, 287, 328, 329, 332, 334, 335, 336, 337, 338, 339, 340, 341</p>
<p><b>Program of Studies</b>  <b>ELA-8-W-2</b> Students will access technology and other resources to learn and to write, developing independent ideas, synthesizing information to support ideas, and using appropriate source citations.</p>	<p><b>Student Book:</b> 150-157, 216-226, 329, 341</p> <p><b>Teacher's Edition:</b> 150, 151, 152, 153, 154, 155, 156, 157, 216, 217, 218, 219, 220, 221, 222, 223, 224, 225, 226, 227, 329, 341</p>

Combined Curriculum, Grade 8	ACCESS English
<p><b>Core Content for Assessment</b></p> <p><b>WR-H-1 WRITING CRITERIA (Assessed in all types of writing)</b></p> <p><b>Purpose/Audience</b> The writer establishes and maintains a focused purpose to communicate with an audience by narrowing the topic to establish a focus, analyzing and addressing the needs of the intended audience, adhering to the characteristics (e.g., format, organization) of the form, employing a suitable tone, allowing voice to emerge when appropriate.</p> <p><b>Idea Development</b> The writer develops and supports main ideas and deepens the audience's understanding by using logical, justified, and suitable explanation, relevant elaboration, related connections and reflections, idea development strategies (e.g., bulleted lists, anecdotes, examples, graphics) appropriate for the form.</p> <p><b>Organization</b> The writer creates unity and coherence to accomplish the focused purpose by engaging the audience and establishing a context for reading, placing ideas and support in a meaningful order, guiding the reader through the piece with transitions and transitional elements, providing effective closure.</p> <p><b>Sentences</b> The writer creates effective sentences that are varied in structure and length, complete and correct.</p> <p><b>Language</b> The writer demonstrates effective word choice (strong verbs and nouns – concrete and/or sensory details – language appropriate to the content, purpose, and intended audience), concise use of language, correct usage/grammar</p> <p><b>Correctness</b> The writer demonstrates correct spelling, correct punctuation, correct capitalization, appropriate documentation (e.g., citing authors or titles within the text, listing sources) of ideas and information from outside sources.</p>	<p><b>Student Book:</b> 39-45, 46, 47, 59, 60-69, 70-71, 73, 96-101, 103, 108-114, 118-119, 120, 121-122, 126, 146, 147, 154, 164-169, 170, 171, 172-183, 212-213, 214, 219, 220-225, 228-239, 261, 269, 271-272, 274, 275, 276, 282, 287, 288, 293, 301, 306, 326-330, 331, 333-337, 339-341, 342, 343</p> <p><b>Teacher's Edition:</b> 39, 40, 41, 42, 45, 47, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 73, 96, 97, 98, 99, 100, 101, 103, 109, 108, 110, 111, 112, 113, 114, 118, 119, 120, 121, 122, 126, 147, 154, 164, 165, 166, 167, 168, 169, 171, 172, 173, 174, 175, 176, 177, 178, 179, 180, 181, 182, 183, 218, 219, 221, 223, 225, 228, 229, 230, 231, 232, 233, 234, 235, 236, 237, 238, 239, 261, 269, 271, 272, 274, 287, 293, 301, 328, 329, 334, 343</p>

## ELA Writing 8 102

Combined Curriculum, Grade 8	ACCESS English
<p><b>Academic Expectations</b></p> <p><b>1.1</b> Students use reference tools such as dictionaries, almanacs, encyclopedias, and computer reference programs and research tools such as interviews and surveys to find the information they need to meet specific demands, explore interests, or solve specific problems.</p>	<p><b>Student Book:</b> 156-157, 216-227</p> <p><b>Teacher's Edition:</b> 156, 157, 216, 218, 220, 225</p>

Combined Curriculum, Grade 8	ACCESS English
<p><b><u>Academic Expectations</u></b>  <b>1.2</b> Students make sense of the variety of materials they read.</p>	<p><b>Student Book:</b> 18, 27, 30, 32, 46, 48-59, 78, 87-89, 129, 136-145, 149, 151, 155, 156, 158, 184-191, 192-201, 204-214, 219, 220-221, 226, 257, 265, 308-317, 320-327</p> <p><b>Teacher’s Edition:</b> 18, 19, 21, 27, 30, 32, 48, 49, 50, 52, 54, 56, 57, 58, 59, 78, 87, 88, 89, 129, 136, 137, 138, 139, 140, 141, 142, 146, 149, 155, 156, 158, 184, 185, 186, 187, 188, 189, 190, 191, 192, 193, 194, 195, 196, 197, 198, 199, 200, 201, 204, 205, 206, 208, 209, 210, 211, 212, 219, 226, 227, 257, 264, 308, 309, 310, 311, 312, 313, 314, 315, 316, 317, 321, 322, 323, 326, 327</p>
<p><b><u>Academic Expectations</u></b>  <b>1.3</b> Students make sense of the various things they observe.</p>	<p><b>Student Book:</b> 97, 100, 114, 202, 253</p> <p><b>Teacher’s Edition:</b> 97, 98, 99, 100, 101, 102, 114, 202, 253</p>
<p><b><u>Academic Expectations</u></b>  <b>1.4</b> Students make sense of the various messages to which they listen</p>	<p><b>Student Book:</b> 103, 147, 159, 277, 303, 307, 325</p> <p><b>Teacher’s Edition:</b> 147, 159, 277</p>
<p><b><u>Academic Expectations</u></b>  <b>1.11</b> Students write using appropriate forms, conventions, and styles to communicate ideas and information to different audiences for different purposes.</p>	<p><b>Student Book:</b> 17, 23, 27, 30, 31, 33, 36-47, 49-50, 52-53, 58, 110, 135, 141, 143, 145, 167, 175, 220-225, 227, 231, 266-277, 286-287, 329, 332-343</p> <p><b>Teacher’s Edition:</b> 17, 27, 36, 37, 38, 40, 41, 42, 43, 44, 46, 58, 110, 111, 112, 113, 114, 135, 141, 143, 145, 167, 169, 175, 220, 221, 222, 223, 224, 227, 231, 266, 267, 268, 269, 270, 271, 272, 273, 274, 275, 276, 277, 278, 280, 281, 282, 283, 284, 285, 286, 287, 328, 329, 332, 334, 335, 336, 337, 338, 339, 340, 341</p>
<p><b><u>Academic Expectations</u></b>  <b>6.3</b> Students expand their understanding of existing knowledge by making connections with new knowledge, skills, and experiences.</p>	<p><b>Student Book:</b> 18, 27, 32, 78, 87-89, 145, 149, 151, 185, 190, 197, 205, 206, 211, 257, 265</p> <p><b>Teacher’s Edition:</b> 18, 27, 32, 78, 79, 87, 88, 89, 145, 149, 151, 185, 190, 197, 205, 211, 257, 265</p>
<p><b><u>Program of Studies</u></b>  <b>ELA-8-W-3</b> Students will write transactive pieces (writing produced for authentic purposes and audiences beyond completing an assignment to demonstrate learning) that demonstrate independent thinking about literature, issues, and events relevant to students' lives.</p>	<p><b>Student Book:</b> 150-157, 216-227, 324-325, 328-329, 330, 340-341, 342</p> <p><b>Teacher’s Edition:</b> 150, 151, 152, 153, 154, 155, 156, 157, 216, 217, 218, 219, 220, 221, 222, 223, 224, 225, 226, 227, 324, 325, 328, 329, 330, 340, 341, 342</p>

Combined Curriculum, Grade 8	ACCESS English
<p><b><u>Core Content for Assessment</u></b>  <b>WR-H-1.4 Transactive Writing</b>  <i>Transactive writing</i> is informative/persuasive writing that presents ideas and information for authentic audiences to accomplish realistic purposes like those students will encounter in their lives. In transactive writing, students will write in a variety of forms such as the following: letters, speeches, editorials, articles in magazines, academic journals, newspapers, proposals, brochures, other kinds of practical/workplace writing. Characteristics of transactive writing may include: text and language features of the selected form, information to engage/orient the reader to clarify and justify purposes, ideas which communicate the specific purpose for the intended audience, explanation and support to help the reader understand the author's purpose, well-organized idea development and support (e.g., facts, examples, reasons, comparisons, anecdotes, descriptive detail, charts, diagrams, photos/pictures) to accomplish a specific purpose, effective conclusions.</p>	<p><b>Student Book:</b> 328-329, 330, 332-343</p> <p><b>Teacher's Edition:</b> 328, 329, 330, 332, 333, 334, 335, 336, 337, 338, 339, 340, 341, 342, 343</p>

### ELA Writing 8 103

Combined Curriculum, Grade 8	ACCESS English
<p><b><u>Academic Expectations</u></b>  <b>1.11</b> Students write using appropriate forms, conventions, and styles to communicate ideas and information to different audiences for different purposes.</p>	<p><b>Student Book:</b> 17, 23, 27, 30, 31, 33, 36-47, 49-50, 52-53, 58, 110, 135, 141, 143, 145, 167, 175, 220-225, 227, 231, 266-277, 286-287, 329, 332-343</p> <p><b>Teacher's Edition:</b> 17, 27, 36, 37, 38, 40, 41, 42, 43, 44, 46, 58, 110, 111, 112, 113, 114, 135, 141, 143, 145, 167, 169, 175, 220, 221, 222, 223, 224, 227, 231, 266, 267, 268, 269, 270, 271, 272, 273, 274, 275, 276, 277, 278, 280, 281, 282, 283, 284, 285, 286, 287, 328, 329, 332, 334, 335, 336, 337, 338, 339, 340, 341</p>
<p><b><u>Academic Expectations</u></b>  <b>5.2</b> Students use creative thinking skills to develop or invent novel, constructive ideas or products.</p>	<p><b>Student Book:</b> 23, 47, 79, 115, 135, 159, 171, 185, 191, 239, 253, 343</p> <p><b>Teacher's Edition:</b> 23, 47, 79, 115, 135, 159, 171, 185, 191, 253</p>
<p><b><u>Program of Studies</u></b>  <b>ELA-8-W-4</b> Students will write literary pieces reflecting elements of genres read and techniques, styles, themes, and topics of accomplished writers.</p>	<p><b>Student Book:</b> 23, 104-114, 135, 160-170, 278-287, 328-330</p> <p><b>Teacher's Edition:</b> 104, 105, 106, 107, 108, 109, 110, 111, 112, 113, 114, 135, 160, 161, 162, 163, 164, 165, 166, 167, 168, 169, 170, 278, 279, 280, 281, 282, 283, 284, 285, 286, 328, 329, 330</p>

Combined Curriculum, Grade 8	ACCESS English
<p><b><u>Core Content for Assessment</u></b>  <b>WR-H-1.3 Literary Writing</b>  <i>Literary writing</i> artfully communicates with the reader about the human condition. Literary forms in the portfolio include poems, short stories, and scripts/plays. Characteristics of literary writing may include: literary elements of the selected form (e.g., short story–plot, poem–imagery, script–stage directions), descriptive language, literary devices (e.g., simile, metaphor, flashback), effective ordering of events, impressions, and descriptions, creation of an effect (e.g., comedy, irony, suspense, horror, paradox), focus on engaging an audience.</p>	<p><b>Student Book:</b> 23, 108-113, 114, 135, 270-274, 279-287, 288</p> <p><b>Teacher’s Edition:</b> 108, 109, 110, 111, 112, 113, 114, 135, 270, 271, 272, 279, 280, 282, 283, 284, 285, 286, 288</p>

**ELA Writing 8 104**

Combined Curriculum, Grade 8	ACCESS English
<p><b><u>Academic Expectations</u></b>  <b>1.11</b> Students write using appropriate forms, conventions, and styles to communicate ideas and information to different audiences for different purposes.</p>	<p><b>Student Book:</b> 17, 23, 27, 30, 31, 33, 36-47, 49-50, 52-53, 58, 110, 135, 141, 143, 145, 167, 175, 220-225, 227, 231, 266-277, 286-287, 329, 332-343</p> <p><b>Teacher’s Edition:</b> 17, 27, 36, 37, 38, 40, 41, 42, 43, 44, 46, 58, 110, 111, 112, 113, 114, 135, 141, 143, 145, 167, 169, 175, 220, 221, 222, 223, 224, 227, 231, 266, 267, 268, 269, 270, 271, 272, 273, 274, 275, 276, 277, 278, 280, 281, 282, 283, 284, 285, 286, 287, 328, 329, 332, 334, 335, 336, 337, 338, 339, 340, 341</p>
<p><b><u>Program of Studies</u></b>  <b>ELA-8-W-5</b> Students will write personal pieces to communicate ideas.</p>	<p><b>Student Book:</b> 102, 146, 169, 170, 202, 264, 275, 276, 330, 342, 354</p> <p><b>Teacher’s Edition:</b> 102, 146, 170, 202, 264, 275, 276, 330, 342, 354</p>
<p><b><u>Core Content for Assessment</u></b>  <b>WR-H-1.2: Personal Writing</b>  <i>Personal writing</i> focuses on the life experiences of the writer. Personal forms in the portfolio may include a personal narrative (focusing on the significance of a single event), memoir (focusing on the significance of the relationship of the writer with a particular person, place, animal, or thing), or personal essay (focusing on a central idea supported by a variety of incidents in the writer's life). Characteristics of personal writing may include: development of ideas based on personal experience, sensory details, writer's thoughts and feelings, first person point-of-view, dialogue where appropriate.</p>	<p><b>Student Book:</b> 99, 102, 135, 146, 264, 270-275, 276, 277, 281, 288, 330</p> <p><b>Teacher’s Edition:</b> 99, 146, 264, 270, 271, 272, 277, 281, 288</p>

## ELA Writing 8 105

Combined Curriculum, Grade 8	ACCESS English
<p><b>Academic Expectations</b>  <b>1.11</b> Students write using appropriate forms, conventions, and styles to communicate ideas and information to different audiences for different purposes.</p>	<p><b>Student Book:</b> 17, 23, 27, 30, 31, 33, 36-47, 49-50, 52-53, 58, 110, 135, 141, 143, 145, 167, 175, 220-225, 227, 231, 266-277, 286-287, 329, 332-343</p> <p><b>Teacher’s Edition:</b> 17, 27, 36, 37, 38, 40, 41, 42, 43, 44, 46, 58, 110, 111, 112, 113, 114, 135, 141, 143, 145, 167, 169, 175, 220, 221, 222, 223, 224, 227, 231, 266, 267, 268, 269, 270, 271, 272, 273, 274, 275, 276, 277, 278, 280, 281, 282, 283, 284, 285, 286, 287, 328, 329, 332, 334, 335, 336, 337, 338, 339, 340, 341</p>
<p><b>Program of Studies</b>  <b>ELA-8-W-6</b> Students will write reflective pieces about students' own writing and reading which analyze, evaluate, plan, and solve problems.</p>	<p><b>Student Book:</b> 102, 135, 146, 147, 169, 170, 202, 264, 275, 276</p> <p><b>Teacher’s Edition:</b> 102, 135, 146, 170, 202, 264, 275, 276, 330, 342, 354</p>
<p><b>Core Content for Assessment</b>  <b>WR-H-1.1: Reflective Writing</b>  <i>Reflective writing</i> includes the writer's examination of his/her writing skills, abilities, approaches, and products. The reflective form in the portfolio is the Letter to the Reviewer, which contains discussion of the student's personal growth as a writer and reflection on pieces in the portfolio.            Characteristics of reflective writing/Letter to the Reviewer may include discussion of: goals as a writer, growth as a writer through the years, influences (who and/or what) on the writer's progress and growth, techniques and/or strategies used by the student when composing, selection of portfolio pieces, application of writing process (prewriting, drafting, revision, editing, publishing)</p>	<p><b>Student Book:</b> 102, 135, 146, 169, 170, 202, 264, 275, 276</p> <p><b>Teacher’s Edition:</b> 135, 264, 275</p>

## ELA Writing 8 106

Combined Curriculum, Grade 8	ACCESS English
<p><b>Academic Expectations</b>  <b>1.11</b> Students write using appropriate forms, conventions, and styles to communicate ideas and information to different audiences for different purposes.</p>	<p><b>Student Book:</b> 17, 23, 27, 30, 31, 33, 36-47, 49-50, 52-53, 58, 110, 135, 141, 143, 145, 167, 175, 220-225, 227, 231, 266-277, 286-287, 329, 332-343</p> <p><b>Teacher’s Edition:</b> 17, 27, 36, 37, 38, 40, 41, 42, 43, 44, 46, 58, 110, 111, 112, 113, 114, 135, 141, 143, 145, 167, 169, 175, 220, 221, 222, 223, 224, 227, 231, 266, 267, 268, 269, 270, 271, 272, 273, 274, 275, 276, 277, 278, 280, 281, 282, 283, 284, 285, 286, 287, 328, 329, 332, 334, 335, 336, 337, 338, 339, 340, 341</p>

Combined Curriculum, Grade 8	ACCESS English
<p><b>Program of Studies</b>  <b>ELA-8-W-7</b> Students will critique their own and others' works based on criteria for effective writing, including awareness of audience and purpose, organization, idea development, and standards of correctness (e.g., mechanics, grammar, spelling).</p>	<p><b>Student Book:</b> 37, 43, 44, 119, 126, 146, 170, 182, 213, 214, 224, 274-275, 287, 334-335, 342, 343</p> <p><b>Teacher's Edition:</b> 37, 43, 44, 119, 126, 146, 170, 182, 213, 214, 224, 274, 275, 287, 334, 335, 342, 343</p>
<p><b>Core Content for Assessment</b>  <b>WR-M-1 WRITING CRITERIA (Assessed in all types of writing)</b>  <b>Purpose/Audience</b> The writer establishes and maintains a focused purpose to communicate with an audience by narrowing the topic to establish a focus, analyzing and addressing the needs of the intended audience, adhering to the characteristics (e.g., format, organization) of the form, employing a suitable tone, allowing voice to emerge when appropriate.  <b>Idea Development</b> The writer develops and supports main ideas and deepens the audience's understanding by using logical, justified, and suitable explanation, relevant elaboration, related connections and reflections, idea development strategies (e.g., bulleted lists, anecdotes, examples, graphics) appropriate for the form.  <b>Organization</b> The writer creates unity and coherence to accomplish the focused purpose by engaging the audience and establishing a context for reading, placing ideas and support in a meaningful order, guiding the reader through the piece with transitions and transitional elements, providing effective closure.  <b>Sentences</b> The writer creates effective sentences that are varied in structure and length, complete and correct.  <b>Language</b> The writer demonstrates effective word choice (strong verbs and nouns – concrete and/or sensory details – language appropriate to the content, purpose, and intended audience), concise use of language, correct usage/grammar  <b>Correctness</b> The writer demonstrates correct spelling, correct punctuation, correct capitalization, appropriate documentation (e.g., citing authors or titles within the text, listing sources) of ideas and information from outside sources.</p>	<p><b>Student Book:</b> 39-45, 46, 47, 59, 60-69, 70-71, 73, 96-101, 103, 108-114, 118-119, 120, 121-122, 126, 146, 147, 154, 164-169, 170, 171, 172-183, 212-213, 214, 219, 220-225, 228-239, 261, 269, 271-272, 274, 275, 276, 282, 287, 288, 293, 301, 306, 326-330, 331, 333-337, 339-341, 342, 343</p> <p><b>Teacher's Edition:</b> 39, 40, 41, 42, 45, 47, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 73, 96, 97, 98, 99, 100, 101, 103, 109, 108, 110, 111, 112, 113, 114, 118, 119, 120, 121, 122, 126, 147, 154, 164, 165, 166, 167, 168, 169, 171, 172, 173, 174, 175, 176, 177, 178, 179, 180, 181, 182, 183, 218, 219, 221, 223, 225, 228, 229, 230, 231, 232, 233, 234, 235, 236, 237, 238, 239, 261, 269, 271, 272, 274, 287, 293, 301, 328, 329, 334, 343</p>

## ACADEMIC EXPECTATIONS

Academic Expectations	ACCESS English
<p><b>1.1</b> Students use reference tools such as dictionaries, almanacs, encyclopedias, and computer reference programs and research tools such as interviews and surveys to find the information they need to meet specific demands, explore interests, or solve specific problems.</p>	<p><b>Student Book:</b> 156-157, 216-227</p> <p><b>Teacher's Edition:</b> 156, 157, 216, 218, 220, 225</p>

Academic Expectations	ACCESS English
<p><b>1.2</b> Students make sense of the variety of materials they read.</p>	<p><b>Student Book:</b> 18, 27, 30, 32, 46, 48-59, 78, 87-89, 129, 136-145, 149, 151, 155, 156, 158, 184-191, 192-201, 204-214, 219, 220-221, 226, 257, 265, 308-317, 320-327</p> <p><b>Teacher’s Edition:</b> 18, 19, 21, 27, 30, 32, 48, 49, 50, 52, 54, 56, 57, 58, 59, 78, 87, 88, 89, 129, 136, 137, 138, 139, 140, 141, 142, 146, 149, 155, 156, 158, 184, 185, 186, 187, 188, 189, 190, 191, 192, 193, 194, 195, 196, 197, 198, 199, 200, 201, 204, 205, 206, 208, 209, 210, 211, 212, 219, 226, 227, 257, 264, 308, 309, 310, 311, 312, 313, 314, 315, 316, 317, 321, 322, 323, 326, 327</p>
<p><b>1.3</b> Students make sense of the various things they observe.</p>	<p><b>Student Book:</b> 97, 100, 114, 202, 253</p> <p><b>Teacher’s Edition:</b> 97, 98, 99, 100, 101, 102, 114, 202, 253</p>
<p><b>1.4</b> Students make sense of the various messages to which they listen</p>	<p><b>Student Book:</b> 103, 147, 159, 277, 303, 307, 325</p> <p><b>Teacher’s Edition:</b> 147, 159, 277</p>
<p><b>1.11</b> Students write using appropriate forms, conventions, and styles to communicate ideas and information to different audiences for different purposes.</p>	<p><b>Student Book:</b> 17, 23, 27, 30, 31, 33, 36-47, 49-50, 52-53, 58, 110, 135, 141, 143, 145, 167, 175, 220-225, 227, 231, 266-277, 286-287, 329, 332-343</p> <p><b>Teacher’s Edition:</b> 17, 27, 36, 37, 38, 40, 41, 42, 43, 44, 46, 58, 110, 111, 112, 113, 114, 135, 141, 143, 145, 167, 169, 175, 220, 221, 222, 223, 224, 227, 231, 266, 267, 268, 269, 270, 271, 272, 273, 274, 275, 276, 277, 278, 280, 281, 282, 283, 284, 285, 286, 287, 328, 329, 332, 334, 335, 336, 337, 338, 339, 340, 341</p>
<p><b>1.12</b> Students speak using appropriate forms, conventions, and styles to communicate ideas and information to different audiences for different purposes.</p>	<p><b>Student Book:</b> 17, 22, 35, 78, 79, 127, 134, 147, 171, 185, 190, 303, 306, 342, 354, 355</p> <p><b>Teacher’s Edition:</b> 17, 22, 35, 78, 79, 127, 147, 171, 185, 190, 306, 342, 354, 355</p>
<p><b>1.16</b> Students use computers and other kinds of technology to collect, organize, and communicate information and ideas.</p>	<p><b>Student Book:</b> 156-157, 225, 329, 341</p> <p><b>Teacher’s Edition:</b> 156, 157, 225, 329, 341</p>
<p><b>5.2</b> Students use creative thinking skills to develop or invent novel, constructive ideas or products.</p>	<p><b>Student Book:</b> 23, 47, 79, 115, 135, 159, 171, 185, 191, 239, 253, 343</p> <p><b>Teacher’s Edition:</b> 23, 47, 79, 115, 135, 159, 171, 185, 191, 253</p>

Academic Expectations	ACCESS English
<p><b>6.3</b> Students expand their understanding of existing knowledge by making connections with new knowledge, skills, and experiences.</p>	<p><b>Student Book:</b> 18, 27, 32, 78, 87-89, 145, 149, 151, 185, 190, 197, 205, 206, 211, 257, 265</p> <p><b>Teacher’s Edition:</b> 18, 27, 32, 78, 79, 87, 88, 89, 145, 149, 151, 185, 190, 197, 205, 211, 257, 265</p>

## PROGRAM OF STUDIES

### Reading (1.2)

### Arts and Humanities (2.24, 2.25)

**Students apply a variety of appropriate reading strategies to make sense of a variety of print and nonprint texts (literary, informational, practical/workplace, and persuasive) to reach personal goals, to understand the human experience, to create products, to accomplish authentic tasks, and to develop ideas in written/oral responses.**

Content/Process, Grade 8	ACCESS English
<p><b>Students will</b></p> <p><b>ELA-8-R-1</b></p> <ul style="list-style-type: none"> <li>• read and understand a variety of materials, making connections to students' lives, to real world issues, and/or to current events</li> </ul>	<p><b>Student Book:</b> 18, 27, 32, 78, 87-89, 145, 149, 151, 185, 190, 197, 205, 206, 211, 257, 265</p> <p><b>Teacher’s Edition:</b> 18, 27, 32, 78, 87, 88, 89, 145, 149, 151, 190, 197, 205, 206, 211, 257</p>
<p><b>ELA-8-R-2</b></p> <ul style="list-style-type: none"> <li>• apply an understanding of literary elements (e.g., characters, setting, conflict/resolution, theme, point of view), techniques (e.g., figurative language, foreshadowing, characterization), and styles to interpret different genres (e.g., novels, essays, short stories, poetry, drama).</li> </ul>	<p><b>Student Book:</b> 17-22, 57, 88, 99, 112, 126, 128-133, 134, 136-145, 160-163, 184-191, 241, 242-251, 252, 256-257, 258-264, 284, 320-327</p> <p><b>Teacher’s Edition:</b> 17, 18, 19, 20, 21, 57, 88, 112, 126, 128, 129, 130, 131, 132, 133, 134, 136, 137, 138, 139, 145, 160, 162, 186, 187, 188, 189, 240, 241, 256, 257, 258, 260, 261, 262, 263, 264, 284, 285</p>
<p><b>ELA-8-R-3</b></p> <ul style="list-style-type: none"> <li>• analyze transactive reading material (informational, practical/workplace, and persuasive) to create responses through addressing issues, confirming predictions, paraphrasing information to support ideas, and formulating/supporting opinions.</li> </ul>	<p><b>Student Book:</b> 151, 154-155, 157, 158, 212-213, 214, 220-221, 222-225, 322-323, 324-325, 326-329, 330</p> <p><b>Teacher’s Edition:</b> 151, 154, 155, 157, 158, 212, 213, 214, 220, 221, 322, 323, 324, 325, 326, 327, 328, 329, 330</p>
<p><b>ELA-8-R-4</b></p> <ul style="list-style-type: none"> <li>• evaluate the effectiveness of techniques and organizational aids (e.g., bullets, lists, layout, embedded visuals) in transactive reading materials to enhance understanding and to complete tasks.</li> </ul>	<p><b>Student Book:</b> 29, 149-155, 193-196</p> <p><b>Teacher’s Edition:</b> 29, 149, 150, 151, 152, 153, 154, 155, 193, 196</p>

<b>Content/Process, Grade 8</b>	<b>ACCESS English</b>
<p><b>ELA-8-R-5</b></p> <ul style="list-style-type: none"> <li>identify and analyze authors' positions, main ideas, and techniques of support in persuasive materials.</li> </ul>	<p><b>Student Book:</b> 303-307, 320-327</p> <p><b>Teacher's Edition:</b> 303, 304, 305, 306, 307, 320, 321, 322, 323, 324, 325, 326, 327</p>
<p><b>ELA-8-R-6</b></p> <ul style="list-style-type: none"> <li>select and read materials for enjoyment.</li> </ul>	<p><b>Student Book:</b> 28, 29</p> <p><b>Teacher's Edition:</b> 29, 131, 147, 199, 277, 301, 306</p>
<p><b>ELA-8-R-7</b></p> <ul style="list-style-type: none"> <li>employ reading strategies to locate and apply information in varied print and nonprint (e.g., computers, electronic media, interviews) resources for inquiry projects and other authentic tasks.</li> </ul>	<p><b>Student Book:</b> 151-158, 217-225</p> <p><b>Teacher's Edition:</b> 151, 154, 206, 218, 226, 310, 311</p>
<p><b>ELA-8-R-8</b></p> <ul style="list-style-type: none"> <li>interpret how meaning is influenced by authors' use of language including dialect, word choice, and sentence structure</li> </ul>	<p><b>Student Book:</b> 17, 22, 73, 78, 79, 300, 306, 322-323</p> <p><b>Teacher's Edition:</b> 73, 78, 79, 300, 306, 322, 323</p>

## Writing (1.11)

## Arts and Humanities (2.22)

**Students use the writing process and criteria for effective writing in pieces developed over time, as well as in on-demand writing situations, to compile a collection of writings for a variety of authentic purposes and audiences and in a variety of forms, including personal, literary, transactive, and reflective pieces.**

<b>Content/Process, Grade 8</b>	<b>ACCESS English</b>
<p><b>Students will</b></p> <p><b>ELA-8-W-1</b></p> <ul style="list-style-type: none"> <li>respond to materials read and concerns relevant to students' lives and the lives of others in society through applying writing-to-learn strategies and writing-to-demonstrate-learning strategies (additional supporting Academic Expectations 1.10, 5.1, 6.3).</li> </ul>	<p><b>Student Book:</b> 17, 27, 30, 31, 33, 46, 49-50, 51, 52-53, 58, 101, 102, 141, 143, 145, 158, 166, 170, 197, 202, 212-213, 214, 226, 241, 260, 261, 263, 264, 268-269, 270, 275, 276, 318, 354</p> <p><b>Teacher's Edition:</b> 17, 27, 30, 31, 33, 37, 38, 41, 46, 50, 51, 52, 53, 58, 101, 102, 141, 143, 145, 158, 166, 170, 197, 202, 212, 213, 214, 226, 241, 263, 264, 268, 270, 275, 276, 318, 354</p>
<p><b>ELA-8-W-2</b></p> <ul style="list-style-type: none"> <li>access technology and other resources to learn and to write, developing independent ideas, synthesizing information to support ideas, and using appropriate source citations.</li> </ul>	<p><b>Student Book:</b> 150-157, 216-226, 329, 341</p> <p><b>Teacher's Edition:</b> 150, 151, 152, 153, 154, 155, 156, 157, 216, 217, 218, 219, 220, 221, 222, 223, 224, 225, 226, 227, 329, 341</p>

<b>Content/Process, Grade 8</b>	<b>ACCESS English</b>
<p><b>ELA-8-W-3</b></p> <ul style="list-style-type: none"> <li>write transactive pieces (writing produced for authentic purposes and audiences beyond completing an assignment to demonstrate learning) that demonstrate independent thinking about literature, issues, and events relevant to students' lives.</li> </ul>	<p><b>Student Book:</b> 150-157, 216-227, 324-325, 328-329, 330, 340-341, 342</p> <p><b>Teacher's Edition:</b> 150, 151, 152, 153, 154, 155, 156, 157, 216, 217, 218, 219, 220, 221, 222, 223, 224, 225, 226, 227, 324, 325, 328, 329, 330, 340, 341, 342</p>
<p><b>ELA-8-W-4</b></p> <ul style="list-style-type: none"> <li>write literary pieces reflecting elements of genres read and techniques, styles, themes, and topics of accomplished writers.</li> </ul>	<p><b>Student Book:</b> 23, 104-114, 135, 160-170, 278-287, 328-330</p> <p><b>Teacher's Edition:</b> 104, 105, 106, 107, 108, 109, 110, 111, 112, 113, 114, 135, 160, 161, 162, 163, 164, 165, 166, 167, 168, 169, 170, 278, 279, 280, 281, 282, 283, 284, 285, 286, 328, 329, 330</p>
<p><b>ELA-8-W-5</b></p> <ul style="list-style-type: none"> <li>write personal pieces to communicate ideas.</li> </ul>	<p><b>Student Book:</b> 102, 146, 169, 170, 202, 264, 275, 276, 330, 342, 354</p> <p><b>Teacher's Edition:</b> 102, 146, 170, 202, 264, 275, 276, 330, 342, 354</p>
<p><b>ELA-8-W-6</b></p> <ul style="list-style-type: none"> <li>write reflective pieces about students' own writing and reading which analyze, evaluate, plan, and solve problems.</li> </ul>	<p><b>Student Book:</b> 102, 135, 146, 147, 169, 170, 202, 264, 275, 276</p> <p><b>Teacher's Edition:</b> 102, 135, 146, 170, 202, 264, 275, 276, 330, 342, 354</p>
<p><b>ELA-8-W-7</b></p> <ul style="list-style-type: none"> <li>critique their own and others' works based on criteria for effective writing, including awareness of audience and purpose, organization, idea development, and standards of correctness (e.g., mechanics, grammar, spelling).</li> </ul>	<p><b>Student Book:</b> 37, 43, 44, 119, 126, 146, 170, 182, 213, 214, 224, 274-275, 287, 334-335, 342, 343</p> <p><b>Teacher's Edition:</b> 37, 43, 44, 119, 126, 146, 170, 182, 213, 214, 224, 274, 275, 287, 334, 335, 342, 343</p>

### **Speaking/Listening/Observing (1.3, 1.4, 1.12)**

**Students construct meaning from observing and listening and apply techniques for effective speaking to communicate ideas and information for a variety of authentic purposes, situations, and audiences.**

<b>Content/Process, Grade 8</b>	<b>ACCESS English</b>
<p><b>Students will</b></p> <p><b>ELA-8-SLO-1</b></p> <ul style="list-style-type: none"> <li>analyze effectiveness and purposes of oral messages and audience responses.</li> </ul>	<p><b>Student Book:</b> 303-307</p> <p><b>Teacher's Edition:</b> 303, 304, 305, 306, 307</p>

<b>Content/Process, Grade 8</b>	<b>ACCESS English</b>
<p><b>ELA-8-SLO-2</b></p> <ul style="list-style-type: none"> <li>collaborate to gather and interpret information from observing, speaking, and listening and to prepare and deliver messages and products.</li> </ul>	<p><b>Student Book:</b> 23, 91, 127, 171, 191</p> <p><b>Teacher’s Edition:</b> 23, 91, 127, 171</p>
<p><b>ELA-8-SLO-3</b></p> <ul style="list-style-type: none"> <li>apply listening, speaking and observing skills to conduct authentic independent inquiry tasks in order to create products (additional supporting Academic Expectation 5.1).</li> </ul>	<p><b>Student Book:</b> 103, 127, 147, 159, 185, 277, 319</p> <p><b>Teacher’s Edition:</b> 127, 147, 159, 185, 277</p>

### **Inquiry (1.1)**

**Independently and collaboratively, students use a variety of resources, methods, and research tools to access ideas and information to learn and to communicate ideas for specific purposes.**

<b>Content/Process, Grade 8</b>	<b>ACCESS English</b>
<p><b>Students will</b></p> <p><b>ELA-8-I-1</b></p> <ul style="list-style-type: none"> <li>follow a logical, organized plan of inquiry to learn and to complete tasks (additional supporting Academic Expectation 5.5).</li> </ul>	<p><b>Student Book:</b> 193-201, 205-213, 217-225</p> <p><b>Teacher’s Edition:</b> 193, 194, 195, 196, 197, 198, 199, 200, 201, 205, 206, 207, 208, 209, 210, 211, 212, 213, 217, 218, 219, 220, 221, 222, 223, 224, 225</p>
<p><b>ELA-8-I-2</b></p> <ul style="list-style-type: none"> <li>evaluate the appropriateness of resources and of ideas and information gained through inquiry.</li> </ul>	<p><b>Student Book:</b> 157, 220</p> <p><b>Teacher’s Edition:</b> 157, 220</p>
<p><b>ELA-8-I-3</b></p> <ul style="list-style-type: none"> <li>create products by accessing a variety of appropriate personal, community, and/or global sources, both print and nonprint (additional supporting Academic Expectation 6.3).</li> </ul>	<p><b>Student Book:</b> 158, 218-219, 220-226, 328-329, 330, 341</p> <p><b>Teacher’s Edition:</b> 158, 218, 219, 220, 221, 222, 223, 224, 225, 226, 328, 329, 330, 341</p>

### **Technology as Communication (1.16)**

**Students use available and emerging technology to gather, organize, manipulate, and express ideas and information for a variety of authentic purposes.**

<b>Content/Process, Grade 8</b>	<b>ACCESS English</b>
<p><b>Students will</b></p> <p><b>ELA-8-T-1</b></p> <ul style="list-style-type: none"> <li>use the most appropriate technology to access ideas and information for authentic tasks.</li> </ul>	<p><b>Student Book:</b> 156-157, 218-219, 225, 341</p> <p><b>Teacher’s Edition:</b> 155, 156, 218, 219, 225, 341</p>

<b>Content/Process, Grade 8</b>	<b>ACCESS English</b>
<b>ELA-8-T-2</b> <ul style="list-style-type: none"> <li>analyze the effectiveness of various technologies for specific purposes, audiences, and situations.</li> </ul>	<b>Student Book:</b> 156-157, 225, 329, 338, 341 <b>Teacher's Edition:</b> 156, 157, 225, 329, 338, 341
<b>ELA-8-T-3</b> <ul style="list-style-type: none"> <li>communicate with others through the effective use of technology (e.g., videos, computers, TV, radio, and public address announcements).</li> </ul>	<b>Student Book:</b> 329, 338 <b>Teacher's Edition:</b> 329, 338

## CORE CONTENT FOR READING ASSESSMENT

### Reading Skills

*Reading Skills* enable students to comprehend all types of reading materials.

<b>Core Content Statement, Grades 8-10</b>	<b>ACCESS English</b>
<b>RD-H-x.0.1</b> Locate, evaluate, and apply information for a realistic purpose.	<b>Student Book:</b> 34, 316-317 <b>Teacher's Edition:</b> 34, 312, 313, 314, 315, 316, 317
<b>RD-H-x.0.2</b> Interpret literal and non-literal meanings of words.	<b>Student Book:</b> 57, 112, 306 <b>Teacher's Edition:</b> 57, 306
<b>RD-H-x.0.3</b> Interpret concrete and abstract terms in meaningful context.	<b>Student Book:</b> 57, 112, 306 <b>Teacher's Edition:</b> 57, 306
<b>RD-H-x.0.4</b> Interpret the meaning of jargon and/or dialect used in a passage.	<b>Teacher's Edition:</b> 59, 321
<b>RD-H-x.0.5</b> Make, confirm, and revise predictions.	<b>Student Book:</b> 50, 53, 59 <b>Teacher's Edition:</b> 50
<b>RD-H-x.0.6</b> Paraphrase important parts of a passage.	<b>Student Book:</b> 151 <b>Teacher's Edition:</b> 151

<b>Core Content Statement, Grades 8-10</b>	<b>ACCESS English</b>
<b>RD-H-x.0.7</b> Formulate opinions in response to a reading passage.	<b>Student Book:</b> 55  <b>Teacher’s Edition:</b> 55

## **L i t e r a t u r e**

*Literary Reading* includes whole texts and excerpts from materials such as short stories, novels, essays, poetry, plays, and scripts. The reading materials represent various historical and cultural perspectives.

<b>Core Content Statement, Grades 8-10</b>	<b>ACCESS English</b>
<b>RD-H-1.0.8</b> Interpret the meaning of a passage taken from texts appropriate for high school.	<b>Student Book:</b> 21, 22, 75, 77, 78, 131, 133, 134, 142, 187, 189, 190, 243, 245, 247, 249, 252, 306  <b>Teacher’s Edition:</b> 21, 22, 75, 77, 78, 131, 133, 134, 142, 187, 189, 190, 243, 245, 247, 249, 252, 306
<b>RD-H-1.0.9</b> Analyze critically a variety of literary genres.	<b>Student Book:</b> 49, 55, 58, 143, 144-145, 146, 256, 262-263, 303, 305, 306, 307  <b>Teacher’s Edition:</b> 33, 49, 55, 58, 143, 144, 146, 256, 262, 263, 303, 305, 306, 307
<b>RD-H-1.0.10</b> Evaluate the influence of literary elements (e.g., characterization, setting, point of view, plot, structure) within a passage.	<b>Student Book:</b> 88, 241, 255, 258-261, 262-263, 264, 280-281, 282-285  <b>Teacher’s Edition:</b> 88, 241, 255, 258, 259, 260, 261, 262, 263, 264, 280, 281, 282, 283, 284, 285
<b>RD-H-1.0.11</b> Analyze the effect of theme, conflict and resolution, symbolism, irony, analogies, and figurative language.	<b>Student Book:</b> 22, 57, 112, 113, 114, 241, 252, 255, 256-257, 258, 261, 262-263, 264  <b>Teacher’s Edition:</b> 22, 57, 112, 113, 240, 241, 244, 246, 255, 256, 261, 262, 263, 264
<b>RD-H-1.0.12</b> Explain how a conflict in a passage is resolved.	<b>Student Book:</b> 256-257, 282-283  <b>Teacher’s Edition:</b> 256, 282, 283
<b>RD-H-1.0.13</b> Interpret figurative, symbolic, and/or idiomatic (e.g., jargon, dialect) language.	<b>Student Book:</b> 17, 22, 57, 112, 252  <b>Teacher’s Edition:</b> 17, 22, 57, 112, 252
<b>RD-H-1.0.14</b> Critique the author’s word choice, style, content, and use of literary elements.	<b>Student Book:</b> 56, 57, 78, 112, 113, 114, 252, 306, 322-323  <b>Teacher’s Edition:</b> 56, 57, 78, 112, 113, 114, 252, 306, 322, 323

<b>Core Content Statement, Grades 8-10</b>	<b>ACCESS English</b>
<p><b>RD-H-1.0.15</b> Make connections among literature, students’ lives, and/or real-world issues.</p>	<p><b>Student Book:</b> 18, 27, 32, 54, 149, 151, 185, 190, 197, 206</p> <p><b>Teacher’s Edition:</b> 18, 27, 32, 54, 149, 151, 185</p>

### **Information**

***Informational Reading* includes whole texts and excerpts from materials such as journals, magazines, newspaper articles, letters, brochures, reference materials, essays, nonfiction books, and electronic texts.**

<b>Core Content Statement, Grades 8-10</b>	<b>ACCESS English</b>
<p><b>RD-H-2.0.8</b> Use text features (e.g., illustrations, charts, lists, tables, graphs, tables of contents, indexes, glossaries, headings, captions) to enhance understanding of a passage.</p>	<p><b>Student Book:</b> 194-195, 196, 309-317</p> <p><b>Teacher’s Edition:</b> 194, 195, 196, 309, 310, 311, 313, 314, 315, 316, 317</p>
<p><b>RD-H-2.0.9</b> Analyze the organizational patterns in a passage: cause and effect, comparison and contrast, sequence, and generalizations.</p>	<p><b>Student Book:</b> 93-101, 102, 139-141, 142-143, 161-163, 170</p> <p><b>Teacher’s Edition:</b> 93, 94, 95, 96, 97, 98, 99, 100, 101, 102, 139, 140, 141, 143, 161, 163, 170</p>
<p><b>RD-H-2.0.10</b> Evaluate the effectiveness of organization and format in fulfilling the purpose of a passage.</p>	<p><b>Student Book:</b> 94-103, 256-257, 261</p> <p><b>Teacher’s Edition:</b> 94-103, 134, 256</p>
<p><b>RD-H-2.0.11</b> Evaluate the use of supporting details as they relate to the author’s message.</p>	<p><b>Student Book:</b> 81, 86-89, 90, 109-110, 112-113, 272-273, 321-323, 326</p> <p><b>Teacher’s Edition:</b> 81, 86, 87, 88, 89, 90, 109, 110, 112, 113, 272, 273, 321, 323, 326</p>
<p><b>RD-H-2.0.12</b> Make predictions and draw conclusions based on what is read.</p>	<p><b>Student Book:</b> 49, 50, 56, 83, 88, 91, 129, 145, 207, 215</p> <p><b>Teacher’s Edition:</b> 49, 50, 56, 83, 88, 129, 145, 207, 215</p>
<p><b>RD-H-2.0.13</b> Analyze the content as it applies to students’ lives and/or real world issues.</p>	<p><b>Student Book:</b> 18, 27, 32, 54, 149, 151, 185, 190, 197, 206</p> <p><b>Teacher’s Edition:</b> 18, 27, 32, 54, 149, 151, 185</p>

## P e r s u a s i o n

*Persuasive Reading* includes whole texts and excerpts from materials such as magazine and newspaper articles, brochures, letters, proposals, speeches, editorials, electronic texts, essays, opinion columns, and advertisements.

Core Content Statement, Grades 8-10	ACCESS English
<p><b>RD-H-3.0.8</b> Identify purposes of persuasion.</p>	<p><b>Student Book:</b> 320-331 <b>Teacher’s Edition:</b> 320-331</p>
<p><b>RD-H-3.0.9</b> Identify an author’s position based on evidence in a passage.</p>	<p><b>Student Book:</b> 185, 320-323, 326-327 <b>Teacher’s Edition:</b> 185, 320, 321, 322, 323, 326, 327</p>
<p><b>RD-H-3.0.10</b> Recognize the appropriateness of an argument for an intended audience.</p>	<p><b>Student Book:</b> 320-327 <b>Teacher’s Edition:</b> 320, 321, 322, 323, 324, 325, 326, 327</p>
<p><b>RD-H-3.0.11</b> Accept or reject an argument, giving supporting evidence from the passage.</p>	<p><b>Student Book:</b> 320-331 <b>Teacher’s Edition:</b> 320-331</p>
<p><b>RD-H-3.0.12</b> Compare and contrast differing points of view in two or more passages.</p>	<p><b>Student Book:</b> 320-331 <b>Teacher’s Edition:</b> 320-331</p>
<p><b>RD-H-3.0.13</b> Identify a variety of persuasive and propaganda techniques and explain how each is used.</p>	<p><b>Student Book:</b> 322-323 <b>Teacher’s Edition:</b> 322, 323</p>
<p><b>RD-H-3.0.14</b> Analyze and evaluate the use of persuasion within a passage.</p>	<p><b>Student Book:</b> 320-331 <b>Teacher’s Edition:</b> 320-331</p>

## Practical/Workplace

*Practical/Workplace Reading* includes whole texts and excerpts from materials such as articles, letters, memos, brochures, electronic texts, warranties, recipes, forms, memoranda, consumer texts, manuals, schedules, and directions.

Core Content Statement, Grades 8-10	ACCESS English
<p><b>RD-H-4.0.8</b> Identify essential information needed to accomplish a task.</p>	<p><b>Student Book:</b> 34, 316-317 <b>Teacher's Edition:</b> 34, 312, 313, 314, 315, 316, 317</p>
<p><b>RD-H-4.0.9</b> Apply the information contained in practical/workplace materials.</p>	<p><b>Student Book:</b> 312-317 <b>Teacher's Edition:</b> 312, 313, 314, 315, 316, 317</p>
<p><b>RD-H-4.0.10</b> Follow the sequence of information.</p>	<p><b>Student Book:</b> 34, 316-317 <b>Teacher's Edition:</b> 34, 312, 313, 314, 315, 316, 317</p>
<p><b>RD-H-4.0.11</b> Utilize page format and layout (graphics and organizational aids such as bullets, bold face type, italics and indentation) to interpret information.</p>	<p><b>Student Book:</b> 98-101, 310-317 <b>Teacher's Edition:</b> 101, 310, 312, 313, 314, 315, 316, 317</p>
<p><b>RD-H-4.0.12</b> Interpret the meaning of specialized vocabulary.</p>	<p><b>Student Book:</b> 315 <b>Teacher's Edition:</b> 315</p>
<p><b>RD-H-4.0.13</b> Evaluate clarity of practical/workplace materials.</p>	<p><b>Student Book:</b> 308-319, 322-343 <b>Teacher's Edition:</b> 308-319, 322-343</p>

# CORE CONTENT FOR WRITING ASSESSMENT

## Academic Expectation 1.11

**Students write using appropriate forms, conventions, and styles to communicate ideas and information to different audiences for different purposes.**

### WR-H-1 Writing Criteria

Core Content Statement, Grades 8-10	ACCESS English
<p><b>Purpose/Audience</b> The writer establishes and maintains a focused purpose to communicate with an audience by</p> <ul style="list-style-type: none"> <li>• narrowing the topic to establish a focus</li> <li>• analyzing and addressing the needs of the intended audience</li> <li>• adhering to the characteristics of the form</li> <li>• employing a suitable tone</li> <li>• allowing voice to emerge when appropriate</li> </ul>	<p><b>Student Book:</b> 39, 40, 73, 110, 219, 220-225, 269, 274, 275, 326-329, 333-337, 339-341</p> <p><b>Teacher’s Edition:</b> 39, 40, 73, 110, 219, 221, 269, 328, 329, 334</p>
<p><b>Idea Development</b> The writer develops and supports main ideas and deepens the audience's understanding by using</p> <ul style="list-style-type: none"> <li>• logical, justified, and suitable explanation</li> <li>• relevant elaboration</li> <li>• related connections and reflections</li> <li>• idea development strategies appropriate for the form</li> </ul>	<p><b>Student Book:</b> 108-114, 164-169, 271-272, 274, 326, 328-330</p> <p><b>Teacher’s Edition:</b> 108, 109, 110, 111, 112, 113, 114, 164, 165, 166, 167, 168, 169, 271, 272, 328</p>
<p><b>Organization</b> The writer creates unity and coherence to accomplish the focused purpose by</p> <ul style="list-style-type: none"> <li>• engaging the audience and establishing a context for reading</li> <li>• placing ideas and support in a meaningful order</li> <li>• guiding the reader through the piece with transitions and transitional elements</li> <li>• providing effective closure</li> </ul>	<p><b>Student Book:</b> 39-45, 96-101, 154, 166-169, 222-223, 261, 275, 282, 326-329</p> <p><b>Teacher’s Edition:</b> 41, 42, 45, 96, 97, 98, 99, 100, 101, 154, 168, 169, 223, 261</p>
<p><b>Sentences</b> The writer creates effective sentences that are</p> <ul style="list-style-type: none"> <li>• varied in structure and length</li> <li>• complete and correct</li> </ul>	<p><b>Student Book:</b> 46, 47, 60-69, 70-71, 126, 146, 182, 214, 222-224, 274-275, 288, 293, 301, 329, 342</p> <p><b>Teacher’s Edition:</b> 47, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 126, 147, 182, 274, 293, 301</p>
<p><b>Language</b> The writer demonstrates</p> <ul style="list-style-type: none"> <li>• effective word choice                             <ul style="list-style-type: none"> <li>* strong verbs and nouns</li> <li>* concrete and/or sensory details</li> <li>* language appropriate to the content, purpose, and intended audience</li> </ul> </li> <li>• concise use of language</li> <li>• correct usage/grammar</li> </ul>	<p><b>Student Book:</b> 39, 62, 65, 103, 109-111, 112-113, 147, 171, 172-183, 224, 228-239, 275, 306, 343</p> <p><b>Teacher’s Edition:</b> 65, 103, 109, 111, 112, 113, 147, 171, 172, 173, 174, 175, 176, 177, 178, 179, 180, 181, 182, 183, 228, 229, 230, 231, 232, 233, 234, 235, 236, 237, 238, 239, 343</p>

Core Content Statement, Grades 8-10	ACCESS English
<p><b>Correctness</b> The writer demonstrates</p> <ul style="list-style-type: none"> <li>• correct spelling</li> <li>• correct punctuation</li> <li>• correct capitalization</li> <li>• appropriate documentation (e.g., citing authors or titles within the text, listing sources) of ideas and information from outside sources</li> </ul>	<p><b>Student Book:</b> 37, 39, 46, 47, 59, 61, 65, 118-119, 120, 121-122, 146, 170, 182, 183, 212-213, 214, 218, 224, 225, 274-275, 276, 287, 301, 331, 335</p> <p><b>Teacher’s Edition:</b> 47, 59, 65, 118, 119, 120, 121, 122, 182, 183, 218, 225, 287</p>

### WR-H-1.1 Reflective Writing

***Reflective writing* includes the writer's examination of his/her writing skills, abilities, approaches, and products. The reflective form in the portfolio is the Letter to the Reviewer, which contains discussion of the student's personal growth as a writer and reflection on pieces in the portfolio.**

Core Content Statement, Grades 8-10	ACCESS English
<p>Characteristics of reflective writing/Letter to the Reviewer may include discussion of</p> <ul style="list-style-type: none"> <li>• goals as a writer across content areas</li> <li>• growth as a writer through the years across content areas</li> <li>• influences on the writer's progress and growth through using various approaches when composing across content areas</li> <li>• application of writing process (prewriting, drafting, revision, editing, publishing) across content areas</li> </ul>	<p><b>Student Book:</b> 102, 135, 146, 147, 169, 170, 202, 264, 275, 276</p> <p><b>Teacher’s Edition:</b> 135, 264, 275</p>

### WR-H-1.2 Personal Writing

***Personal writing* focuses on the life experiences of the writer. Personal forms in the portfolio may include a personal narrative (focusing on the significance of a single event), memoir (focusing on the significance of the relationship of the writer with a particular person, place, animal, or thing), or personal essay (focusing on a central idea supported by a variety of incidents in the writer's life).**

Core Content Statement, Grades 8-10	ACCESS English
<p>Characteristics of personal writing may include</p> <ul style="list-style-type: none"> <li>• development of ideas based on personal experience</li> <li>• sensory details</li> <li>• writer's thoughts and feelings</li> <li>• first person point-of-view</li> <li>• dialogue where appropriate</li> </ul>	<p><b>Student Book:</b> 99, 102, 135, 146, 264, 270-275, 276, 277, 281, 288, 330</p> <p><b>Teacher’s Edition:</b> 99, 146, 264, 270, 271, 272, 277, 281, 288</p>

### WR-H-1.3 Literary Writing

***Literary writing artfully communicates with the reader about the human condition. Literary forms in the portfolio include poems, short stories, and scripts/plays.***

Core Content Statement, Grades 8-10	ACCESS English
<p>Characteristics of literary writing may include</p> <ul style="list-style-type: none"> <li>• literary elements of the selected genre</li> <li>• descriptive language</li> <li>• literary devices (e.g., irony, understatement, aside, metaphor)</li> <li>• effective ordering of events, impressions, and descriptions</li> <li>• creation of an effect (e.g., comedy, irony, suspense, horror, paradox)</li> <li>• focus on engaging an audience</li> </ul>	<p><b>Student Book:</b> 23, 108-113, 114, 135, 270-274, 279-287, 288</p> <p><b>Teacher's Edition:</b> 108, 109, 110, 111, 112, 113, 114, 135, 270, 271, 272, 279, 280, 282, 283, 284, 285, 286, 288</p>

### WR-H-1.4 Transactive Writing

***Transactive writing is informative/persuasive writing that presents ideas and information for authentic audiences to accomplish realistic purposes like those students will encounter in their lives.***

Core Content Statement, Grades 8-10	ACCESS English
<p>In transactive writing, students will write in a variety of forms such as the following</p> <ul style="list-style-type: none"> <li>• letters</li> <li>• speeches</li> <li>• editorials</li> <li>• articles in magazines, academic journals, newspapers</li> <li>• proposals</li> <li>• brochures</li> <li>• other kinds of practical/workplace writing</li> </ul> <p>Characteristics of transactive writing may include</p> <ul style="list-style-type: none"> <li>• text and language features of the selected form</li> <li>• information to engage/orient the reader to clarify and justify purposes</li> <li>• ideas which communicate the specific purpose for the intended audience</li> <li>• explanation and support to help the reader understand the author's purpose</li> <li>• well-organized idea development and support (e.g., facts, examples, reasons, comparisons, anecdotes, descriptive detail, charts, diagrams, photos/pictures) to accomplish a specific purpose</li> <li>• effective conclusions</li> </ul>	<p><b>Student Book:</b> 328-329, 330, 332-343</p> <p><b>Teacher's Edition:</b> 328, 329, 330, 332, 333, 334, 335, 336, 337, 338, 339, 340, 341, 342, 343</p>



---

TOLL FREE: 800-289-4490

VISIT OUR WEB SITE: [WWW.GREATSOURCE.COM](http://WWW.GREATSOURCE.COM)

---