

**READER'S HANDBOOK**  
correlated to  
**Louisiana**  
**English Language Arts**  
**Grade-Level Expectations**  
**Grades 3-12**



**YOUR LOUISIANA GREAT SOURCE REPRESENTATIVE**

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**Louisiana English Language Arts Grade-Level Expectations**  
**Grades 3-12**

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**correlated to**

**Louisiana English Language Arts Grade-Level Expectations**  
**Third Grade**

**Reading and Responding**

**Standard 1**

Grade-Level Expectations, Third Grade	Reader's Handbook, Grade 3
1. Decode words using knowledge of base words, root words, and common prefixes and suffixes (ELA-1-E1)	<b>Student Handbook:</b> 82, 83, 85, 435-437, 438, 439
2. Decode similar words (e.g., <i>supper</i> vs. <i>super</i> ) using knowledge of basic syllabication rules (ELA-1-E1)	<b>Student Handbook:</b> 78, 79, 80
3. Identify and explain words with multiple meanings using contextual clues (ELA-1-E1)	<b>Student Handbook:</b> 96, 98-104
4. Demonstrate knowledge of the meanings of common prefixes and suffixes (ELA-1-E1)	<b>Student Handbook:</b> 82, 83, 84, 435-437, 438, 439
5. Use reference aids such as dictionaries, thesauruses, synonym finders, and reference software to determine word meanings, word choices, and pronunciations (ELA-1-E1)	<b>Student Handbook:</b> 91, 95, 96, 97
6. Determine meanings of unfamiliar words using a variety of strategies, including: <ul style="list-style-type: none"> <li>• knowledge of common antonyms, synonyms, homonyms, and homographs</li> </ul>	<b>Student Handbook:</b> 82, 86, 87, 94, 98, 99, 100
<ul style="list-style-type: none"> <li>• use of context clues</li> </ul>	<b>Student Handbook:</b> 98, 99, 100, 101, 102, 103, 104
<ul style="list-style-type: none"> <li>• identification of base words and root words (ELA-1-E1)</li> </ul>	<b>Student Handbook:</b> 80, 82, 84, 438, 439
7. Adjust speed of reading to accomplish a purpose based on text complexity (ELA-1-E3)	<b>Student Handbook:</b> 69

<b>Grade-Level Expectations, Third Grade</b>	<b>Reader's Handbook, Grade 3</b>
8. Identify story elements including: <ul style="list-style-type: none"> <li>• theme</li> </ul>	<b>Student Handbook:</b> 318, 347
<ul style="list-style-type: none"> <li>• conflict</li> </ul>	<b>Student Handbook:</b> 308
<ul style="list-style-type: none"> <li>• character traits, feelings, and motivation (ELA-1-E4)</li> </ul>	<b>Student Handbook:</b> 313, 314, 315, 316, 317, 318, 328
9. Identify literary devices, including idioms and personification (ELA-1-E4)	<b>Student Handbook:</b> 301, 332, 337
10. Demonstrate understanding by summarizing stories and information, including the main events or ideas and selected details from the text in oral and written responses (ELA-1-E5)	<b>Student Handbook:</b> 125, 127, 146, 153, 169, 171, 178, 245, 275, 281, 398, 399
11. Connect ideas, events, and information identified in grade-appropriate texts to prior knowledge and life experiences in oral and written responses (ELA-1-E6)	<b>Student Handbook:</b> 38, 150, 163, 218, 231, 278, 302
12. Demonstrate oral reading fluency of at least 110 words per minute in third-grade text with appropriate pacing, intonation, and expression (ELA-1-E7)	<b>Student Handbook:</b> 68-71
13. Read texts, chapter books, and informational materials silently at independent reading level (ELA-1-E7)	<b>Student Handbook:</b> 26-27, 66-67

## S t a n d a r d 6

<b>Grade-Level Expectations, Third Grade</b>	<b>Reader's Handbook, Grade 3</b>
14. Compare and contrast story elements, including setting, character, and events of two multicultural texts in oral, written, and visual responses (ELA-6-E1)	<b>Student Handbook:</b> 52, 53, 71
15. Identify a variety of types of literature, including the myth and the legend, in oral and written responses (ELA-6-E2)	<b>Student Handbook:</b> 154, 270, 282, 294, 304, 330, 340

<b>Grade-Level Expectations, Third Grade</b>	<b>Reader's Handbook, Grade 3</b>
16. Identify and explain the defining characteristics of various types of literature, including the folktale (ELA-6-E3)	<b>Student Handbook:</b> 154, 270, 282, 294, 330, 340

## S t a n d a r d 7

<b>Grade-Level Expectations, Third Grade</b>	<b>Reader's Handbook, Grade 3</b>
17. Demonstrate understanding of information in grade-appropriate texts using a variety of strategies, including: <ul style="list-style-type: none"> <li>• sequencing events</li> </ul>	<b>Student Handbook:</b> 130, 131, 165, 200, 201, 216, 423
<ul style="list-style-type: none"> <li>• making predictions using information from texts</li> </ul>	<b>Student Handbook:</b> 46, 47, 71
<ul style="list-style-type: none"> <li>• making simple inferences and drawing conclusions about information in texts</li> </ul>	<b>Student Handbook:</b> 48, 49, 50, 51, 71, 149, 186, 357, 367
<ul style="list-style-type: none"> <li>• comparing and contrasting, including story elements (e.g., theme, character, and conflicts) and main points or ideas in informational texts</li> </ul>	<b>Student Handbook:</b> 52, 53, 71
<ul style="list-style-type: none"> <li>• distinguishing between a main idea and a summary</li> </ul>	<b>Student Handbook:</b> 197, 398, 399
<ul style="list-style-type: none"> <li>• identifying main ideas of texts (ELA-7-E1)</li> </ul>	<b>Student Handbook:</b> 116-123, 149, 152, 197
18. Explain chosen solutions to problems in texts (ELA-7-E2)	<b>Student Handbook:</b> 287, 306-312, 338, 339
19. Identify an author's purpose for writing, including persuading, entertaining, and informing (ELA-7-E3)	<b>Student Handbook:</b> 124, 125, 126, 127, 128
20. Explain the author's viewpoint using information from the text (ELA-7-E3)	<b>Student Handbook:</b> 127
21. Apply basic reasoning skills, including: <ul style="list-style-type: none"> <li>• identifying differences between fact and opinion</li> </ul>	<b>Student Handbook:</b> 195

<b>Grade-Level Expectations, Third Grade</b>	<b>Reader's Handbook, Grade 3</b>
<ul style="list-style-type: none"> <li>skimming and scanning texts to locate specific information</li> </ul>	<b>Student Handbook:</b> 354, 361, 396, 397
<ul style="list-style-type: none"> <li>identifying multiple causes and/or effects in texts and life situations</li> </ul>	<b>Student Handbook:</b> 136, 137, 162, 230, 401, 407
<ul style="list-style-type: none"> <li>raising questions to obtain clarification and/or direct investigation</li> </ul>	<b>Student Handbook:</b> 167, 172, 175, 209, 223, 235, 271, 283, 295, 351
<ul style="list-style-type: none"> <li>connecting what is learned to real-life situations (ELA-7-E4)</li> </ul>	<b>Student Handbook:</b> 38, 150, 163, 218, 231, 278, 302

## W r i t i n g

### S t a n d a r d 2

<b>Grade-Level Expectations, Third Grade</b>	<b>Reader's Handbook, Grade 3</b>
22. Write compositions of two or more paragraphs that are organized with the following: <ul style="list-style-type: none"> <li>a central idea</li> </ul>	<b>Student Handbook:</b> 197 Also see <i>Write Source</i> .
<ul style="list-style-type: none"> <li>a logical, sequential order</li> </ul>	<b>Student Handbook:</b> 130, 131, 136, 137, 379, 380 Also see <i>Write Source</i> .
<ul style="list-style-type: none"> <li>supporting details that develop ideas</li> </ul>	<b>Student Handbook:</b> 202, 203 Also see <i>Write Source</i> .
<ul style="list-style-type: none"> <li>transitional words within and between paragraphs (ELA-2-E1)</li> </ul>	<b>Student Handbook:</b> 130, 380 Also see <i>Write Source</i> .
23. Incorporate grade-appropriate vocabulary and information when writing for an intended audience and/or purpose (ELA-2-E2)	<b>Student Handbook:</b> 380 Also see <i>Write Source</i> .
24. Develop compositions of two or more paragraphs using writing processes such as the following: <ul style="list-style-type: none"> <li>selecting a topic</li> </ul>	No specific lesson addresses this grade-level expectation. (See <i>Write Source</i> .)
<ul style="list-style-type: none"> <li>prewriting using strategies such as brainstorming, locating information, and generating graphic organizers</li> </ul>	<b>Student Handbook:</b> 31, 379, 382 Also see <i>Write Source</i> .

Grade-Level Expectations, Third Grade	Reader's Handbook, Grade 3
<ul style="list-style-type: none"> <li>drafting</li> </ul>	<b>Student Handbook:</b> 31 Also see <i>Write Source</i> .
<ul style="list-style-type: none"> <li>conferencing with teachers</li> </ul>	No specific lesson addresses this grade-level expectation. (See <i>Write Source</i> .)
<ul style="list-style-type: none"> <li>revising and proofreading</li> </ul>	<b>Student Handbook:</b> 31, 378, 381, 382 Also see <i>Write Source</i> .
<ul style="list-style-type: none"> <li>creating a final draft for publication (ELA-2-E3)</li> </ul>	<b>Student Handbook:</b> 31, 382 Also see <i>Write Source</i> .
25. Develop organized one- and two-paragraph compositions using description and narration (ELA-2-E4)	<b>Student Handbook:</b> 124, 126 Also see <i>Write Source</i> .
26. Use a variety of literary devices, including idioms and personification, in written responses and compositions (ELA-2-E5)	<b>Student Handbook:</b> 301, 332, 337 Also see <i>Write Source</i> .
27. Write for various purposes, including: <ul style="list-style-type: none"> <li>informal letters using appropriate letter format</li> </ul>	<b>Student Handbook:</b> 41, 193 Also see <i>Write Source</i> .
<ul style="list-style-type: none"> <li>book reports and informational compositions that include main ideas and significant details from the text (ELA-2-E6)</li> </ul>	No specific lesson addresses this grade-level expectation. (See <i>Write Source</i> .)

# Writing / Proofreading

## Standard 3

Grade-Level Expectations, Third Grade	Reader's Handbook, Grade 3
28. Write legibly in cursive or printed form, using standard margins and demonstrating appropriate spacing of letters, words, sentences, and paragraphs (ELA-3-E1)	No specific lesson addresses this grade-level expectation. (See <i>Write Source</i> .)
29. Use standard English punctuation, including: <ul style="list-style-type: none"> <li>• commas to separate phrases in a series</li> </ul>	No specific lesson addresses this grade-level expectation. (See <i>Write Source</i> .)
<ul style="list-style-type: none"> <li>• commas to separate parts of addresses (ELA-3-E2)</li> </ul>	No specific lesson addresses this grade-level expectation. (See <i>Write Source</i> .)
30. Capitalize the first word in direct quotations and proper adjectives (e.g., American flag, Mexican food) (ELA-3-E2)	No specific lesson addresses this grade-level expectation. (See <i>Write Source</i> .)
31. Write using standard English structure and usage, including: <ul style="list-style-type: none"> <li>• avoiding run-on sentences</li> </ul>	No specific lesson addresses this grade-level expectation. (See <i>Write Source</i> .)
<ul style="list-style-type: none"> <li>• using verbs in the future tense</li> </ul>	No specific lesson addresses this grade-level expectation. (See <i>Write Source</i> .)
<ul style="list-style-type: none"> <li>• making subjects and verbs agree in sentences with simple and compound subjects and predicates (ELA-3-E3)</li> </ul>	No specific lesson addresses this grade-level expectation. (See <i>Write Source</i> .)
32. Apply knowledge of parts of speech in writing, including: <ul style="list-style-type: none"> <li>• using standard future verb tenses</li> </ul>	No specific lesson addresses this grade-level expectation. (See <i>Write Source</i> .)
<ul style="list-style-type: none"> <li>• using a variety of conjunctions, such as <i>although</i>, <i>since</i>, <i>until</i>, and <i>while</i>, in constructing sentences</li> </ul>	No specific lesson addresses this grade-level expectation. (See <i>Write Source</i> .)
<ul style="list-style-type: none"> <li>• using correct forms of possessive pronouns, singular nouns, transitional words, and prepositions</li> </ul>	No specific lesson addresses this grade-level expectation. (See <i>Write Source</i> .)

Grade-Level Expectations, Third Grade	Reader's Handbook, Grade 3
<ul style="list-style-type: none"> <li>identifying and using irregular plural nouns correctly</li> </ul>	No specific lesson addresses this grade-level expectation. (See <i>Write Source</i> .)
<ul style="list-style-type: none"> <li>using first-, second-, and third-person pronouns correctly</li> </ul>	No specific lesson addresses this grade-level expectation. (See <i>Write Source</i> .)
<ul style="list-style-type: none"> <li>selecting and using adverbs that modify according to time, place, manner, and degree</li> </ul>	No specific lesson addresses this grade-level expectation. (See <i>Write Source</i> .)
<ul style="list-style-type: none"> <li>identifying and using irregular verb tenses (ELA-3-E4)</li> </ul>	No specific lesson addresses this grade-level expectation. (See <i>Write Source</i> .)
<p>33. Spell grade-appropriate words, including:</p> <ul style="list-style-type: none"> <li>multisyllabic words made up of both base words and roots and common prefixes and suffixes</li> </ul>	<p><b>Student Handbook:</b> 78, 79, 80, 81 Also see <i>Write Source</i>.</p>
<ul style="list-style-type: none"> <li>compound words</li> </ul>	No specific lesson addresses this grade-level expectation. (See <i>Write Source</i> .)
<ul style="list-style-type: none"> <li>common homophones (ELA-3-E5)</li> </ul>	<p><b>Student Handbook:</b> 82, 86, 87, 94 Also see <i>Write Source</i>.</p>
<p>34. Follow common spelling generalizations, including <i>qu-</i>, <i>consonant doubling</i>, and <i>changing -y to -i</i> (ELA-3-E5)</p>	<p><b>Student Handbook:</b> 433, 434, 435, 436, 437 Also see <i>Write Source</i>.</p>
<p>35. Alphabetize to the third letter (ELA-3-E5)</p>	No specific lesson addresses this grade-level expectation. (See <i>Write Source</i> .)
<p>36. Use a variety of resources, including online and print dictionaries and spell checkers to check spelling (ELA-3-E5)</p>	<p><b>Student Handbook:</b> 91, 95, 96-97 Also see <i>Write Source</i>.</p>

# Speaking and Listening

## Standard 4

Grade-Level Expectations, Third Grade	Reader's Handbook, Grade 3
37. Use clear diction and tone and adjust volume and tempo to stress important ideas when speaking (ELA-4-E1)	<b>Student Handbook:</b> 69, 70
38. Give and follow precise directions and instructions (ELA-4-E2)	<b>Student Handbook:</b> 352, 353, 363, 364, 371, 372, 378, 385, 386
39. Tell a complex story that includes the following: <ul style="list-style-type: none"> <li>• a central idea</li> </ul>	<b>Student Handbook:</b> 197
<ul style="list-style-type: none"> <li>• ideas and details organized chronologically (ELA-4-E3)</li> </ul>	<b>Student Handbook:</b> 131
40. Give rehearsed oral presentations that include the following: <ul style="list-style-type: none"> <li>• expression of an opinion about a text, topic, or idea</li> </ul>	<b>Student Handbook:</b> 195
<ul style="list-style-type: none"> <li>• relevant facts and details from multiple sources (ELA-4-E4)</li> </ul>	<b>Student Handbook:</b> 195, 202, 203
41. Clarify and enhance oral presentations through the use of appropriate props (e.g., objects, pictures, charts) (ELA-4-E4)	No specific lesson addresses this grade-level expectation.
42. Use active listening strategies, including: <ul style="list-style-type: none"> <li>• asking questions and responding to ideas/opinions</li> </ul>	<b>Student Handbook:</b> 67, 70, 163, 319, 361
<ul style="list-style-type: none"> <li>• giving oral responses, such as explanations of written and/or spoken texts (ELA-4-E5)</li> </ul>	<b>Student Handbook:</b> 41, 43, 172, 220, 245, 281, 293, 305, 312, 319
43. Compare ideas and points of view from a wide variety of media, including television, video, music, the Web, charts, and print materials (ELA-4-E6)	<b>Student Handbook:</b> 186, 187
44. Assume the role of discussion leader, contributor, and active listener (ELA-4-E7)	<b>Student Handbook:</b> 70, 163

# Information Resources

## Standard 5

Grade-Level Expectations, Third Grade	Reader's Handbook, Grade 3
<p>45. Locate information using organizational features of a variety of resources, including:</p> <ul style="list-style-type: none"> <li>• electronic information such as pull-down menus, icons, keyword searches, passwords, and entry menu features</li> </ul>	<p><b>Student Handbook:</b> 174-180, 204, 205</p>
<ul style="list-style-type: none"> <li>• printed text such as indices, tables of contents, glossaries, charts, captions, chapter headings and subheadings</li> </ul>	<p><b>Student Handbook:</b> 143, 147, 167, 181-187, 189, 190, 192, 194, 196, 198, 199, 200-201, 209-213, 217, 223-227, 235-237, 261, 262, 264, 267</p>
<ul style="list-style-type: none"> <li>• the Dewey Decimal system</li> </ul>	<p>No specific lesson addresses this grade-level expectation.</p>
<ul style="list-style-type: none"> <li>• electronic and online catalogs (ELA-5-E1)</li> </ul>	<p><b>Student Handbook:</b> 174-180, 204, 205</p>
<p>46. Locate information from multiple sources, including books, periodicals, videotapes, Web sites, and CD-ROMs (ELA-5-E2)</p>	<p><b>Student Handbook:</b> 166-173, 174-180, 194, 204, 205</p>
<p>47. Determine appropriateness of collected information for a specified purpose (ELA-5-E2)</p>	<p><b>Student Handbook:</b> 179</p>
<p>48. Use keywords to take notes from written sources (ELA-5-E3)</p>	<p><b>Student Handbook:</b> 158, 160, 394, 413</p>
<p>49. Complete simple outlines with main topics and subtopics that reflect the information gathered (ELA-5-E3)</p>	<p>No specific lesson addresses this grade-level expectation. (See <i>Write Source</i>.)</p>
<p>50. Use available electronic and print resources to draft, revise, and publish simple research reports, book reports, and other projects (ELA-5-E4)</p>	<p>No specific lesson addresses this grade-level expectation. (See <i>Write Source</i>.)</p>
<p>51. Use simple bibliographic information to cite source (ELA-5-E5)</p>	<p><b>Student Handbook:</b> 178, 179, 426</p>
<p>52. Locate information found in graphic organizers such as timelines, charts, graphs, schedules, tables, diagrams, and maps (ELA-5-E6)</p>	<p><b>Student Handbook:</b> 181-187, 189, 190, 192, 196, 198, 199, 200-201, 263, 265</p>



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**correlated to**  
**Louisiana English Language Arts Grade-Level Expectations**  
**Fourth Grade**

**Reading and Responding**

**Standard 1**

Grade-Level Expectations , Fourth Grade	Reader's Handbook, Grades 4-5
1. Use understanding of base words, roots, prefixes, and suffixes to decode more complex words (ELA-1-E1)	<b>Student Handbook:</b> 19, 504-507, 560-562, 563-565
2. Determine the meaning of unfamiliar words using knowledge of word origins and inflections (ELA-1-E1)	<b>Student Handbook:</b> 504, 563-565
3. Determine word meanings, word choices, and pronunciations using a broad variety of reference aids such as dictionaries, thesauruses, synonym finders, and reference software (ELA-1-E1)	<b>Student Handbook:</b> 312, 496, 498, 501, 508-509
4. Adjust speed of reading to accomplish purpose based on text complexity (ELA-1-E3)	<b>Student Handbook:</b> 24, 102, 129, 145
5. Identify a variety of story elements, including:	<b>Student Handbook:</b> 233, 234, 249, 252, 253, 385
• the impact of setting on character	
• multiple conflicts	<b>Student Handbook:</b> 207, 242, 260-266,
• first- and third-person points of view	<b>Student Handbook:</b> 243, 291
• development of theme (ELA-1-E4)	<b>Student Handbook:</b> 239-241, 267-274, 295
6. Identify literary devices, including metaphor and hyperbole (ELA-1-E4)	<b>Student Handbook:</b> 313, 334, 336, 339

<b>Grade-Level Expectations , Fourth Grade</b>	<b>Reader’s Handbook, Grades 4-5</b>
7. Answer literal and inferential questions about ideas and information in grade-appropriate texts in oral and written responses (ELA-1-E5)	<b>Student Handbook:</b> 446, 447, 448
8. Connect information in grade-appropriate texts to prior knowledge and real-life situations in oral and written responses (ELA-1-E6)	<b>Student Handbook:</b> 31, 40, 140, 153, 172, 221, 237, 306, 363, 452
9. Increase oral and silent reading fluency and accuracy with grade-appropriate texts (ELA-1-E7)	<b>Student Handbook:</b> 28-33, 36-55, 58-115, 128-194, 212-282, 298-328, 348-379
10. Demonstrate oral reading fluency of at least 140 words per minute in fourth-grade text with appropriate pacing, intonation, and expression (ELA-1-E7)	No specific lesson addresses this grade-level expectation.

## S t a n d a r d 6

<b>Grade-Level Expectations , Fourth Grade</b>	<b>Reader’s Handbook, Grades 4-5</b>
11. Compare and contrast stories/tales from different cultures and explain the influence of culture on each tale in oral, written, and visual responses (ELA-6-E1)	<b>Student Handbook:</b> 212, 213, 222, 223
12. Identify a variety of types of literature, including poetry and short stories, in oral and written responses (ELA-6-E2)	<b>Student Handbook:</b> 175, 212-213, 225, 220, 236, 288, 298, 304-305, 348, 362
13. Identify and explain the defining characteristics of various types of literature, including the myth and the legend (ELA-6-E3)	<b>Student Handbook:</b> 175, 212-213, 225, 220, 236, 288, 298, 304-305, 348, 362

## S t a n d a r d 7

<b>Grade-Level Expectations , Fourth Grade</b>	<b>Reader’s Handbook, Grades 4-5</b>
14. Demonstrate understanding of information in grade-appropriate texts using a variety of strategies, such as: <ul style="list-style-type: none"> <li>• sequencing events and steps in a process</li> </ul>	<b>Student Handbook:</b> 198

Grade-Level Expectations , Fourth Grade	Reader’s Handbook, Grades 4-5
<ul style="list-style-type: none"> <li>explaining how the setting impacts other story elements, including the characters’ traits and actions</li> </ul>	<b>Student Handbook:</b> 249-253, 292, 385
<ul style="list-style-type: none"> <li>using specific evidence from a story to describe a character's traits, actions, relationships, and/or motivations</li> </ul>	<b>Student Handbook:</b> 242, 243, 244, 245, 246, 247, 248
<ul style="list-style-type: none"> <li>confirming or denying a prediction about information in a text</li> </ul>	<b>Student Handbook:</b> 39, 40, 41
<ul style="list-style-type: none"> <li>comparing and contrasting story elements or information within and across texts</li> </ul>	<b>Student Handbook:</b> 38, 213, 230-235, 241, 242-248, 249-253, 260-266, 267-274, 286, 290, 292, 295
<ul style="list-style-type: none"> <li>identifying stated main ideas and supporting details</li> </ul>	<b>Student Handbook:</b> 43, 45-48, 142, 151, 162-163, 206, 208, 209
<ul style="list-style-type: none"> <li>making simple inferences (ELA-7-E1)</li> </ul>	<b>Student Handbook:</b> 36, 136-137, 252, 523
<p>15. Justify solutions to problems in texts by verifying, confirming, and supporting (ELA-7-E2)</p>	<b>Student Handbook:</b> 207, 278
<p>16. Distinguish an author’s purpose for writing, including entertaining, expressing an opinion, defending an argument, or conveying information (ELA-7-E3)</p>	<b>Student Handbook:</b> 158, 285, 531
<p>17. Explain in oral or written responses how an author’s life and times are reflected in a text (ELA-7-E3)</p>	No specific lesson addresses this grade-level expectation.
<p>18. Explain how an author’s purpose influences organization of a text, word choice, and sentence structure (ELA-7-E3)</p>	<b>Student Handbook:</b> 285, 293, 317-328, 530
<p>19. Demonstrate understanding of information in grade-appropriate texts using a variety of strategies, including:</p> <ul style="list-style-type: none"> <li>supporting differences between fact and opinion with information from texts</li> </ul>	<b>Student Handbook:</b> 169, 171, 173, 203
<ul style="list-style-type: none"> <li>skimming and scanning texts for various purposes (e.g., locating information, verifying facts)</li> </ul>	<b>Student Handbook:</b> 110, 129, 145, 167, 191-193, 402, 403, 534-535

<b>Grade-Level Expectations , Fourth Grade</b>	<b>Reader’s Handbook, Grades 4-5</b>
<ul style="list-style-type: none"> <li>identifying cause-effect relationships in texts and real-life situations</li> </ul>	<b>Student Handbook:</b> 54, 82, 180-183, 197, 524-525
<ul style="list-style-type: none"> <li>generating questions to guide examination of topics in texts and real-life situations</li> </ul>	<b>Student Handbook:</b> 28, 31, 40, 59, 71, 75, 83, 89, 98, 129, 135, 141, 142, 145, 154, 212, 222, 226, 238, 242, 299, 307, 349, 364, 365, 391, 400, 530-531
<ul style="list-style-type: none"> <li>explaining connection between information from texts and real-life experiences (ELA-7-E4)</li> </ul>	<b>Student Handbook:</b> 31, 40, 70, 84, 97, 140, 153, 172, 174, 221, 237, 306, 363

## W r i t i n g

### S t a n d a r d 2

<b>Grade-Level Expectations , Fourth Grade</b>	<b>Reader’s Handbook, Grades 4-5</b>
20. Write compositions of at least three paragraphs organized with the following: <ul style="list-style-type: none"> <li>a clearly stated central idea</li> </ul>	<b>Student Handbook:</b> 43-48, 208-209, 459, 463, 464 Also see <i>Write Source</i> .
<ul style="list-style-type: none"> <li>an introduction and a conclusion</li> </ul>	<b>Student Handbook:</b> 460 Also see <i>Write Source</i> .
<ul style="list-style-type: none"> <li>a middle developed with supporting details</li> </ul>	<b>Student Handbook:</b> 208, 209, 460 Also see <i>Write Source</i> .
<ul style="list-style-type: none"> <li>a logical, sequential order</li> </ul>	<b>Student Handbook:</b> 198, 208-209, 434-435, 461-462 Also see <i>Write Source</i> .
<ul style="list-style-type: none"> <li>transitional words and phrases that unify points and ideas (ELA-2-E1)</li> </ul>	<b>Student Handbook:</b> 51, 69 Also see <i>Write Source</i> .
21. Organize individual paragraphs with topic sentences, relevant elaboration, and concluding sentences (ELA-2-E1)	<b>Student Handbook:</b> 53, 208, 209 Also see <i>Write Source</i> .
22. Identify an audience for a specific writing assignment and select appropriate vocabulary, details, and information to create a tone or set the mood and to affect or manipulate the intended audience (ELA-2-E2)	<b>Student Handbook:</b> 293, 345 Also see <i>Write Source</i> .

Grade-Level Expectations , Fourth Grade	Reader’s Handbook, Grades 4-5
<p>23. Develop grade-appropriate compositions by identifying and applying writing processes, including the following:</p> <ul style="list-style-type: none"> <li>• selecting topic and form</li> </ul>	<p>No specific lesson addresses this grade-level expectation. (See <i>Write Source</i>.)</p>
<ul style="list-style-type: none"> <li>• prewriting (e.g., brainstorming, researching, raising questions, generating graphic organizers)</li> </ul>	<p><b>Student Handbook:</b> 25, 457, 458, 460, 462, 463 Also see <i>Write Source</i>.</p>
<ul style="list-style-type: none"> <li>• drafting</li> </ul>	<p><b>Student Handbook:</b> 25 Also see <i>Write Source</i>.</p>
<ul style="list-style-type: none"> <li>• conferencing with peers and teachers</li> </ul>	<p>No specific lesson addresses this grade-level expectation. (See <i>Write Source</i>.)</p>
<ul style="list-style-type: none"> <li>• revising based on feedback and use of various tools (e.g., LEAP21 Writer’s Checklist, rubrics)</li> </ul>	<p>No specific lesson addresses this grade-level expectation. (See <i>Write Source</i>.)</p>
<ul style="list-style-type: none"> <li>• proofreading/editing</li> </ul>	<p><b>Student Handbook:</b> 25, 457, 458, 459, 464 Also see <i>Write Source</i>.</p>
<ul style="list-style-type: none"> <li>• publishing using available technology (ELA-2-E3)</li> </ul>	<p><b>Student Handbook:</b> 25 Also see <i>Write Source</i>.</p>
<p>24. Develop paragraphs and compositions of at least three paragraphs using the various modes (i.e., description, narration, exposition, and persuasion), emphasizing narration and description (ELA-2-E4)</p>	<p><b>Student Handbook:</b> 49-50, 167-174, 460-463 Also see <i>Write Source</i>.</p>
<p>25. Use a variety of literary devices, including hyperbole and metaphor, in compositions (ELA-2-E5)</p>	<p><b>Student Handbook:</b> 312-314, 330, 336, 338, 339, 342 Also see <i>Write Source</i>.</p>
<p>26. Write for various purposes, including:</p> <ul style="list-style-type: none"> <li>• formal and informal letters that follow a specific letter format, include relevant information, and use an appropriate closure</li> </ul>	<p><b>Student Handbook:</b> 156, 403, 405 Also see <i>Write Source</i>.</p>
<ul style="list-style-type: none"> <li>• informational reports that include facts and examples and that present important details in a logical order</li> </ul>	<p><b>Student Handbook:</b> 143 Also see <i>Write Source</i>.</p>

Grade-Level Expectations , Fourth Grade	Reader’s Handbook, Grades 4-5
<ul style="list-style-type: none"> <li>book reports that include an opinion and/or a persuasive viewpoint (ELA-2-E6)</li> </ul>	<b>Student Handbook:</b> 166, 174, 366 Also see <i>Write Source</i> .

## Writing / Proofreading

### Standard 3

Grade-Level Expectations , Fourth Grade	Reader’s Handbook, Grades 4-5
27. Write legibly in standard cursive or printed form, indenting paragraphs appropriately, using standard margins, and demonstrating fluency (ELA-3-E1)	No specific lesson addresses this grade-level expectation.
28. Use standard English punctuation, including apostrophes in contractions and in the possessive case of singular and plural nouns (ELA-3-E2)	No specific lesson addresses this grade-level expectation. (See <i>Write Source</i> .)
29. Capitalize greetings, titles of respect, and titles of books, articles, chapters, movies, and songs (ELA-3-E2)	No specific lesson addresses this grade-level expectation. (See <i>Write Source</i> .)
30. Write using standard English structure and usage, including: <ul style="list-style-type: none"> <li>using active and passive voices of verbs</li> </ul>	No specific lesson addresses this grade-level expectation. (See <i>Write Source</i> .)
<ul style="list-style-type: none"> <li>avoiding writing with sentence fragments and run-on sentences (ELA-3-E3)</li> </ul>	No specific lesson addresses this grade-level expectation. (See <i>Write Source</i> .)
31. Apply knowledge of parts of speech in writing, including: <ul style="list-style-type: none"> <li>selecting and using common interjections appropriately</li> </ul>	No specific lesson addresses this grade-level expectation. (See <i>Write Source</i> .)
<ul style="list-style-type: none"> <li>identifying and using transitive and intransitive verbs correctly</li> </ul>	No specific lesson addresses this grade-level expectation. (See <i>Write Source</i> .)
<ul style="list-style-type: none"> <li>identifying and using verb tenses correctly, including present perfect, past perfect, and future perfect</li> </ul>	No specific lesson addresses this grade-level expectation. (See <i>Write Source</i> .)
<ul style="list-style-type: none"> <li>using grade-appropriate irregular verb tenses correctly (ELA-3-E4)</li> </ul>	No specific lesson addresses this grade-level expectation. (See <i>Write Source</i> .)

<b>Grade-Level Expectations , Fourth Grade</b>	<b>Reader’s Handbook, Grades 4-5</b>
32. Use knowledge of root words, affixes, and syllable constructions to spell words (ELA-3-E5)	<b>Student Handbook:</b> 504-507, 560-565 Also see <i>Write Source</i> .
33. Alphabetize to the fourth and fifth letters (ELA-3-E5)	No specific lesson addresses this grade-level expectation. (See <i>Write Source</i> .)

## S p e a k i n g   a n d   L i s t e n i n g

### S t a n d a r d   4

<b>Grade-Level Expectations , Fourth Grade</b>	<b>Reader’s Handbook, Grades 4-5</b>
34. Adjust pacing to suit purpose, audience, and setting when speaking (ELA-4-E1)	No specific lesson addresses this grade-level expectation. (See <i>Write Source</i> .)
35. Interpret, follow, and give multi-step directions (ELA-4-E2)	<b>Student Handbook:</b> 440, 442, 443, 459, 461, 463, 467, 470, 477, 486, 487 Also see <i>Write Source</i> .
36. Deliver presentations that include the following: <ul style="list-style-type: none"> <li>• information drawn from several sources and identification of the sources</li> </ul>	No specific lesson addresses this grade-level expectation. (See <i>Write Source</i> .)
<ul style="list-style-type: none"> <li>• effective introductions and conclusions</li> </ul>	No specific lesson addresses this grade-level expectation. (See <i>Write Source</i> .)
<ul style="list-style-type: none"> <li>• details, examples, anecdotes, or statistics that explain or clarify information</li> </ul>	No specific lesson addresses this grade-level expectation. (See <i>Write Source</i> .)
<ul style="list-style-type: none"> <li>• information selected to persuade or influence the audience (ELA-4-E4)</li> </ul>	<b>Student Handbook:</b> 167-174 Also see <i>Write Source</i> .
37. Demonstrate active listening strategies, including asking questions, responding to cues, and making eye contact (ELA-4-E5)	No specific lesson addresses this grade-level expectation. (See <i>Write Source</i> .)
38. Adjust speaking content according to the needs of the audience (ELA-4-E5)	No specific lesson addresses this grade-level expectation. (See <i>Write Source</i> .)
39. Listen to and critique messages such as advertising that are communicated in a variety of mediums, including television and print (ELA-4-E6)	<b>Student Handbook:</b> 39, 138 Also see <i>Write Source</i> .

<b>Grade-Level Expectations , Fourth Grade</b>	<b>Reader's Handbook, Grades 4-5</b>
40. Identify the effectiveness and dynamics of group process and cooperative learning (ELA-4-E7)	No specific lesson addresses this grade-level expectation. (See <i>Write Source</i> .)

## I n f o r m a t i o n   R e s o u r c e s

### S t a n d a r d   5

<b>Grade-Level Expectations , Fourth Grade</b>	<b>Reader's Handbook, Grades 4-5</b>
41. Locate information using organizational features of a variety of resources, including: <ul style="list-style-type: none"> <li>• electronic information such as keyword searches, passwords, and entry menu features</li> </ul>	<b>Student Handbook:</b> 392-394, 402, 406, 407, 408, 409
<ul style="list-style-type: none"> <li>• print materials such as indices, glossaries, table of contents, title pages, and map legends (ELA-5-E1)</li> </ul>	<b>Student Handbook:</b> 116, 117, 120, 121, 124
42. Locate information using a broad variety of reference sources, including almanacs, atlases, newspapers, magazines, and brochures (ELA-5-E1)	<b>Student Handbook:</b> 143, 144, 145
43. Evaluate the usefulness of information selected from multiple sources, including: <ul style="list-style-type: none"> <li>• library and online databases</li> </ul>	<b>Student Handbook:</b> 39, 396
<ul style="list-style-type: none"> <li>• electronic reference works</li> </ul>	<b>Student Handbook:</b> 39, 406
<ul style="list-style-type: none"> <li>• Internet information</li> </ul>	<b>Student Handbook:</b> 39, 396
<ul style="list-style-type: none"> <li>• community and government data</li> </ul>	No specific lesson addresses this grade-level expectation.
<ul style="list-style-type: none"> <li>• interviews</li> </ul>	<b>Student Handbook:</b> 39, 204
<ul style="list-style-type: none"> <li>• experiments</li> </ul>	<b>Student Handbook:</b> 87
<ul style="list-style-type: none"> <li>• surveys (ELA-5-E2)</li> </ul>	No specific lesson addresses this grade-level expectation.
44. Use keywords and phrases to take notes from oral, written, and electronic media sources (ELA-5-E3)	<b>Student Handbook:</b> 527, 550

Grade-Level Expectations , Fourth Grade	Reader's Handbook, Grades 4-5
45. Paraphrase or summarize information from a variety of sources (ELA-5-E3)	<b>Student Handbook:</b> 33, 86, 148, 308, 416-417, 528-529, 536-537
46. Construct simple outlines with main topics and subtopics that reflect the information gathered (ELA-5-E3)	No specific lesson addresses this grade-level expectation. (See <i>Write Source</i> .)
47. Use electronic and print resources (e.g., spelling, grammar, and thesaurus checks) to revise and publish book reviews and research reports (ELA-5-E4)	<b>Student Handbook:</b> 508-509
48. Create a list of sources (e.g., books, encyclopedias, online resources) following a specified format (ELA-5-E5)	<b>Student Handbook:</b> 396, 397
49. Define <i>plagiarism</i> (ELA-5-E5)	No specific lesson addresses this grade-level expectation.
50. Read and interpret timelines, charts, graphs, schedules, tables, diagrams, and maps generated from grade-appropriate materials (ELA-5-E6)	<b>Student Handbook:</b> 51, 63, 64, 178, 185-194, 412-424, 426-435, 455, 481-482, 496, 539, 557



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**correlated to**  
**Louisiana English Language Arts Grade-Level Expectations**  
**Fifth Grade**

**R e a d i n g   a n d   R e s p o n d i n g**

**S t a n d a r d   1**

Grade-Level Expectations , Fifth Grade	Reader's Handbook, Grades 4-5
1. Identify word meanings using a variety of strategies, including: <ul style="list-style-type: none"> <li>• using context clues (e.g., definition, restatement, example, contrast)</li> </ul>	<b>Student Handbook:</b> 496, 500-503
<ul style="list-style-type: none"> <li>• using structural analysis (e.g., base words, roots, affixes)</li> </ul>	<b>Student Handbook:</b> 19, 504-507, 560-565
<ul style="list-style-type: none"> <li>• determining word origins (etymology)</li> </ul>	<b>Student Handbook:</b> 563, 564, 565
<ul style="list-style-type: none"> <li>• using electronic and print dictionaries, thesauruses, glossaries (ELA-1-M1)</li> </ul>	<b>Student Handbook:</b> 116, 117, 508, 509
2. Identify common abbreviations, symbols, acronyms, and multiple-meaning words (ELA-1-M1)	<b>Student Handbook:</b> 508-509
3. Identify the meanings of idioms and analogies (ELA-1-M1)	<b>Student Handbook:</b> 334, 514-519
4. Develop specific vocabulary (e.g., for reading scientific, geographical, historical, and mathematical texts, as well as news and current events) for various purposes (ELA-1-M1)	<b>Student Handbook:</b> 75, 76-77, 88, 90, 92, 98, 125, 510
5. Identify and explain story elements, including: <ul style="list-style-type: none"> <li>• theme development</li> </ul>	<b>Student Handbook:</b> 222, 239-240, 241, 267-274, 280, 295, 373-379, 387

Grade-Level Expectations , Fifth Grade	Reader’s Handbook, Grades 4-5
<ul style="list-style-type: none"> <li>character development</li> </ul>	<b>Student Handbook:</b> 213, 214-216, 221, 227-229, 230, 231-232, 241, 242-248, 286, 287
<ul style="list-style-type: none"> <li>relationship of word choice and mood</li> </ul>	<b>Student Handbook:</b> 258, 259, 289, 337
<ul style="list-style-type: none"> <li>plot sequence (e.g., exposition, rising action, climax, falling action, resolution) (ELA-1-M1)</li> </ul>	<b>Student Handbook:</b> 218-220, 234-236, 241, 260-266, 290, 384
<p>6. Identify and explain literary devices in grade-appropriate texts, including:</p> <ul style="list-style-type: none"> <li>how word choice and images appeal to the senses and suggest mood, tone, and style</li> </ul>	<b>Student Handbook:</b> 258, 289, 293, 337, 345
<ul style="list-style-type: none"> <li>foreshadowing</li> </ul>	No specific lesson addresses this grade-level expectation.
<ul style="list-style-type: none"> <li>flashback (ELA-1-M2)</li> </ul>	No specific lesson addresses this grade-level expectation.
<p>7. Answer literal and inferential questions in oral and written responses about ideas and information in grade-appropriate texts, including:</p> <ul style="list-style-type: none"> <li>fiction</li> </ul>	<b>Student Handbook:</b> 213, 222, 226, 238, 446, 447, 448
<ul style="list-style-type: none"> <li>nonfiction</li> </ul>	<b>Student Handbook:</b> 111, 112, 129, 135, 136-137, 141, 142, 145, 153, 154, 155, 169, 173, 190, 192, 193, 391, 398, 400, 401, 413, 446, 447, 448
<ul style="list-style-type: none"> <li>poetry</li> </ul>	<b>Student Handbook:</b> 299, 302, 303, 307, 446, 447, 448
<ul style="list-style-type: none"> <li>songs (ELA-1-M3)</li> </ul>	<b>Student Handbook:</b> 446, 447, 448
<p>8. Identify the connections between ideas and information in a variety of texts (e.g., cartoons, poetry, fiction, instructional manuals) and real-life situations and other texts (ELA-1-M4)</p>	<b>Student Handbook:</b> 31, 40, 140, 153, 172, 221, 237, 306, 363, 452

## Standard 6

Grade-Level Expectations , Fifth Grade	Reader's Handbook, Grades 4-5
9. Identify cultural characteristics, including customs, traditions, and viewpoints, found in national, world, and multicultural literature in oral and written responses (ELA-6-M1)	No specific lesson addresses this grade-level expectation.
10. Compare and contrast elements (e.g., plot, setting, characters, theme) in a variety of genres in oral and written responses (ELA-6-M2)	<b>Student Handbook:</b> 38, 55, 199, 212-224, 225-241, 242-248, 249-253, 254-259, 260-266, 267-274, 286, 287, 290, 292, 295
11. Use knowledge of the distinctive characteristics to classify and interpret elements of various genres, including: <ul style="list-style-type: none"> <li>• fiction (e.g., folktales, fairy tales, fables, legends, short stories, novels)</li> </ul>	<b>Student Handbook:</b> 175, 212-224, 225-241, 242-248, 249-253, 254-259, 260-266, 267-274, 284-295
<ul style="list-style-type: none"> <li>• nonfiction (e.g., biography, autobiography, informational text)</li> </ul>	<b>Student Handbook:</b> 128-143, 144-156, 157-166, 167-174, 175-184, 185-194, 196-209
<ul style="list-style-type: none"> <li>• poetry (e.g., lyric, narrative)</li> </ul>	<b>Student Handbook:</b> 298-309, 310-316, 317-322, 323-328, 330-345
<ul style="list-style-type: none"> <li>• drama (e.g., one-act play or skits) (ELA-6-M3)</li> </ul>	<b>Student Handbook:</b> 348-366, 367-372, 373-379, 381-387

## Standard 7

Grade-Level Expectations , Fifth Grade	Reader's Handbook, Grades 4-5
12. Demonstrate understanding of information in grade-appropriate texts using a variety of strategies, including: <ul style="list-style-type: none"> <li>• sequencing events and steps in a process</li> </ul>	<b>Student Handbook:</b> 198, 434-435
<ul style="list-style-type: none"> <li>• summarizing and paraphrasing information</li> </ul>	<b>Student Handbook:</b> 33, 86, 148, 308, 416-417, 528-529, 536-537
<ul style="list-style-type: none"> <li>• identifying stated and implied main ideas and supporting details for each</li> </ul>	<b>Student Handbook:</b> 43, 45-48, 162, 206, 208-209

Grade-Level Expectations , Fifth Grade	Reader’s Handbook, Grades 4-5
<ul style="list-style-type: none"> <li>comparing and contrasting literary elements and ideas</li> </ul>	<b>Student Handbook:</b> 38, 55, 199, 212-224, 225-241, 242-248, 249-253, 254-259, 260-266, 267-274, 286, 287, 290, 292, 295
<ul style="list-style-type: none"> <li>making simple inferences and drawing conclusions</li> </ul>	<b>Student Handbook:</b> 36, 37, 136-137, 282, 481-482, 523
<ul style="list-style-type: none"> <li>predicting the outcome of a story or situation with reasonable justification</li> </ul>	<b>Student Handbook:</b> 39, 40
<ul style="list-style-type: none"> <li>identifying literary devices (ELA-7-M1)</li> </ul>	<b>Student Handbook:</b> 313, 330, 332, 334, 335, 336, 338, 339, 342, 344
13. Examine and explain the relationship between life experiences and texts to generate solutions to problems (ELA-7-M2)	<b>Student Handbook:</b> 31, 40, 140, 153, 172, 207, 221, 237, 306, 363, 452
14. Use technical information and other available resources (e.g., software programs, manuals) to solve problems (ELA-7-M2)	<b>Student Handbook:</b> 185-194
15. Explain an author's purpose for writing (e.g., to explain, to entertain, to persuade, to inform, to express personal attitudes or beliefs) (ELA-7-M3)	<b>Student Handbook:</b> 158, 285, 531
16. Explain how the author’s viewpoint (perspective, bias) is reflected in the text (ELA-7-M3)	<b>Student Handbook:</b> 169, 171, 293
17. Analyze grade-appropriate print and nonprint texts using various reasoning skills, including: <ul style="list-style-type: none"> <li>identifying cause-effect relationships</li> </ul>	<b>Student Handbook:</b> 54, 180-183, 197, 524-525
<ul style="list-style-type: none"> <li>raising questions</li> </ul>	<b>Student Handbook:</b> 28, 31, 40, 59, 71, 75, 83, 89, 98, 129, 135, 141, 142, 145, 154, 212, 222, 226, 238, 242, 299, 307, 349, 364, 365, 391, 400, 530-531
<ul style="list-style-type: none"> <li>thinking inductively and deductively</li> </ul>	<b>Student Handbook:</b> 53
<ul style="list-style-type: none"> <li>generating a theory or hypothesis</li> </ul>	No specific lesson addresses this grade-level expectation.
<ul style="list-style-type: none"> <li>skimming/scanning</li> </ul>	<b>Student Handbook:</b> 110, 129, 145, 167, 191-193, 402, 403, 534-535

Grade-Level Expectations , Fifth Grade	Reader’s Handbook, Grades 4-5
<ul style="list-style-type: none"> <li>distinguishing facts from opinions and probability (ELA-7-M4)</li> </ul>	<b>Student Handbook:</b> 169, 171, 173, 203

## W r i t i n g

### S t a n d a r d 2

Grade-Level Expectations , Fifth Grade	Reader’s Handbook, Grades 4-5
<p>18. Write multiparagraph compositions on student- or teacher-selected topics organized with the following:</p> <ul style="list-style-type: none"> <li>an established central idea</li> </ul>	<b>Student Handbook:</b> 43-48, 208-209, 459, 463, 464 Also see <i>Write Source</i> .
<ul style="list-style-type: none"> <li>important ideas or events stated in sequential or chronological order</li> </ul>	<b>Student Handbook:</b> 198, 208-209, 434-435, 461-462 Also see <i>Write Source</i> .
<ul style="list-style-type: none"> <li>elaboration (e.g., fact, examples, specific details)</li> </ul>	<b>Student Handbook:</b> 201, 208, 209 Also see <i>Write Source</i> .
<ul style="list-style-type: none"> <li>transitional words and phrases that unify points and ideas</li> </ul>	<b>Student Handbook:</b> 51, 69 Also see <i>Write Source</i> .
<ul style="list-style-type: none"> <li>an overall structure including an introduction, a body/middle, and a concluding paragraph that summarizes important ideas (ELA-2-M1)</li> </ul>	<b>Student Handbook:</b> 208, 209, 460 Also see <i>Write Source</i> .
<p>19. Organize individual paragraphs with topic sentences, relevant elaboration, and concluding sentences (ELA-2-M1)</p>	<b>Student Handbook:</b> 53, 208, 209 Also see <i>Write Source</i> .
<p>20. Develop grade-appropriate compositions on student- or teacher-selected topics that include the following:</p> <ul style="list-style-type: none"> <li>word choices (diction) appropriate to the identified audience and/or purpose</li> </ul>	<b>Student Handbook:</b> 293 Also see <i>Write Source</i> .
<ul style="list-style-type: none"> <li>vocabulary selected to clarify meaning, create images, and set a tone</li> </ul>	<b>Student Handbook:</b> 345 Also see <i>Write Source</i> .
<ul style="list-style-type: none"> <li>information/ideas selected to engage the interest of the reader</li> </ul>	<b>Student Handbook:</b> 201 Also see <i>Write Source</i> .

Grade-Level Expectations , Fifth Grade	Reader’s Handbook, Grades 4-5
<ul style="list-style-type: none"> <li>• clear voice (individual personality)</li> </ul>	<b>Student Handbook:</b> 293, 345 Also see <i>Write Source</i> .
<ul style="list-style-type: none"> <li>• variety in sentence structure (ELA-2-M2)</li> </ul>	No specific lesson addresses this grade-level expectation. (See <i>Write Source</i> .)
21. Develop grade-appropriate compositions applying writing processes such as the following: <ul style="list-style-type: none"> <li>• selecting topic and form</li> </ul>	No specific lesson addresses this grade-level expectation. (See <i>Write Source</i> .)
<ul style="list-style-type: none"> <li>• prewriting (e.g., brainstorming, researching, raising questions, completing graphic organizers)</li> </ul>	<b>Student Handbook:</b> 25, 457, 458, 460, 462, 463 Also see <i>Write Source</i> .
<ul style="list-style-type: none"> <li>• drafting</li> </ul>	<b>Student Handbook:</b> 25 Also see <i>Write Source</i> .
<ul style="list-style-type: none"> <li>• conferencing (e.g., peer and teacher)</li> </ul>	No specific lesson addresses this grade-level expectation. (See <i>Write Source</i> .)
<ul style="list-style-type: none"> <li>• revising based on feedback and use of various tools (e.g., LEAP21 Writer’s Checklist, rubrics)</li> </ul>	No specific lesson addresses this grade-level expectation. (See <i>Write Source</i> .)
<ul style="list-style-type: none"> <li>• proofreading/editing</li> </ul>	<b>Student Handbook:</b> 25, 457, 458, 464 Also see <i>Write Source</i> .
<ul style="list-style-type: none"> <li>• publishing using technology (ELA-2-M3)</li> </ul>	<b>Student Handbook:</b> 25 Also see <i>Write Source</i> .
22. Develop grade-appropriate paragraphs and multiparagraph compositions using the various modes (i.e., description, narration, exposition, and persuasion), emphasizing narration and exposition (ELA-2-M4)	<b>Student Handbook:</b> 49-50, 167-174, 460-463 Also see <i>Write Source</i> .
23. Use the various modes to write compositions, including: <ul style="list-style-type: none"> <li>• how-to essays</li> </ul>	<b>Student Handbook:</b> 164 Also see <i>Write Source</i> .
<ul style="list-style-type: none"> <li>• stories that incorporate dialogue, characters, plot, setting, and sensory details (ELA-2-M4)</li> </ul>	<b>Student Handbook:</b> 286, 287, 289, 290, 292, 293 Also see <i>Write Source</i> .

Grade-Level Expectations , Fifth Grade	Reader's Handbook, Grades 4-5
24. Develop writing/compositions using a variety of literary and sound devices, including similes, metaphors, and onomatopoeia (ELA-2-M5)	<b>Student Handbook:</b> 313, 336, 338, 342 Also see <i>Write Source</i> .
25. Write for various purposes, including: <ul style="list-style-type: none"> <li>formal and informal letters that state a purpose, make requests, or give compliments</li> </ul>	<b>Student Handbook:</b> 156, 403, 405 Also see <i>Write Source</i> .
<ul style="list-style-type: none"> <li>evaluations of media, such as films, performances, or field trips</li> </ul>	No specific lesson addresses this grade-level expectation.
<ul style="list-style-type: none"> <li>explanations of stories and poems using retellings, examples, and text-based evidence (ELA-2-M6)</li> </ul>	<b>Student Handbook:</b> 166, 174, 238, 307, 308, 309, 366 Also see <i>Write Source</i> .

## Writing / Proofreading

### Standard 3

Grade-Level Expectations , Fifth Grade	Reader's Handbook, Grades 4-5
26. Use standard English punctuation, including: <ul style="list-style-type: none"> <li>parentheses and commas in direct quotations</li> </ul>	No specific lesson addresses this grade-level expectation. (See <i>Write Source</i> .)
<ul style="list-style-type: none"> <li>commas to set off appositives and introductory phrases</li> </ul>	No specific lesson addresses this grade-level expectation. (See <i>Write Source</i> .)
<ul style="list-style-type: none"> <li>use quotation marks around dialogue (ELA-3-M2)</li> </ul>	<b>Student Handbook:</b> 255 Also see <i>Write Source</i> .
27. Capitalize the first and other important words in titles and proper nouns (ELA-3-M2)	No specific lesson addresses this grade-level expectation. (See <i>Write Source</i> .)
28. Write paragraphs and compositions following standard English structure and usage, including: <ul style="list-style-type: none"> <li>varied sentence structures (e.g., simple, compound) and types (i.e., declarative, interrogative, imperative, exclamatory)</li> </ul>	No specific lesson addresses this grade-level expectation. (See <i>Write Source</i> .)
<ul style="list-style-type: none"> <li>agreement of subjects and verbs in complex sentences</li> </ul>	No specific lesson addresses this grade-level expectation. (See <i>Write Source</i> .)

<b>Grade-Level Expectations , Fifth Grade</b>	<b>Reader’s Handbook, Grades 4-5</b>
<ul style="list-style-type: none"> <li>sentences without double negatives</li> </ul>	No specific lesson addresses this grade-level expectation. (See <i>Write Source</i> .)
<ul style="list-style-type: none"> <li>correct sentence fragments and run-on sentences (ELA-3-M3)</li> </ul>	No specific lesson addresses this grade-level expectation. (See <i>Write Source</i> .)
29. Apply knowledge of parts of speech in writing, including: <ul style="list-style-type: none"> <li>using same verb tense throughout when appropriate</li> </ul>	No specific lesson addresses this grade-level expectation. (See <i>Write Source</i> .)
<ul style="list-style-type: none"> <li>selecting and using specific nouns, pronouns, and verbs for clarity (ELA-3-M4)</li> </ul>	<b>Student Handbook:</b> 243 Also see <i>Write Source</i> .
30. Spell high-frequency, commonly confused, frequently misspelled words correctly (ELA-3-M5)	<b>Student Handbook:</b> 504-507, 560-565 Also see <i>Write Source</i> .
31. Incorporate accurate spelling and use a variety of resources (e.g., glossaries, dictionaries, thesauruses, spell check) to find correct spellings (ELA-3-M5)	<b>Student Handbook:</b> 496, 508-509 Also see <i>Write Source</i> .

## Speaking and Listening

### Standard 4

<b>Grade-Level Expectations , Fifth Grade</b>	<b>Reader’s Handbook, Grades 4-5</b>
32. Adjust diction and enunciation to suit the purpose for speaking (ELA-4-M1)	No specific lesson addresses this grade-level expectation. (See <i>Write Source</i> .)
33. Use complete sentences and standard English grammar, diction, syntax, and pronunciation when speaking (ELA-4-M1)	No specific lesson addresses this grade-level expectation. (See <i>Write Source</i> .)
34. Follow procedures (e.g., read, question, write a response, form groups) from detailed oral instructions (ELA-4-M2)	No specific lesson addresses this grade-level expectation. (See <i>Write Source</i> .)
35. Restate or describe oral directions/procedures for tasks (ELA-4-M2)	No specific lesson addresses this grade-level expectation.

Grade-Level Expectations , Fifth Grade	Reader’s Handbook, Grades 4-5
36. Adjust volume and inflection to suit the audience and purpose of presentations (ELA-4-M3)	No specific lesson addresses this grade-level expectation. (See <i>Write Source</i> .)
37. Organize oral presentations with a thesis, an introduction, a body developed with relevant details, and a conclusion (ELA-4-M3)	No specific lesson addresses this grade-level expectation. (See <i>Write Source</i> .)
38. Demonstrate active listening strategies (e.g., asking focused questions, responding to questions, making visual contact) (ELA-4-M4)	No specific lesson addresses this grade-level expectation. (See <i>Write Source</i> .)
39. Deliver formal and informal presentations for a variety of purposes, including: <ul style="list-style-type: none"> <li>• book reports</li> </ul>	No specific lesson addresses this grade-level expectation. (See <i>Write Source</i> .)
<ul style="list-style-type: none"> <li>• personal experiences</li> </ul>	No specific lesson addresses this grade-level expectation. (See <i>Write Source</i> .)
<ul style="list-style-type: none"> <li>• explanations of projects (ELA-4-M4)</li> </ul>	No specific lesson addresses this grade-level expectation. (See <i>Write Source</i> .)
40. Evaluate media for various purposes, including: <ul style="list-style-type: none"> <li>• effectiveness of organization and presentation</li> </ul>	<b>Student Handbook:</b> 39, 395, 396 Also see <i>Write Source</i> .
<ul style="list-style-type: none"> <li>• usefulness and relevance of information (ELA-4-M5)</li> </ul>	<b>Student Handbook:</b> 39, 395, 396 Also see <i>Write Source</i> .
41. Participate in group and panel discussions, including: <ul style="list-style-type: none"> <li>• explaining the effectiveness and dynamics of group process</li> </ul>	No specific lesson addresses this grade-level expectation. (See <i>Write Source</i> .)
<ul style="list-style-type: none"> <li>• applying agreed-upon rules for formal and informal discussions</li> </ul>	No specific lesson addresses this grade-level expectation. (See <i>Write Source</i> .)
<ul style="list-style-type: none"> <li>• assuming a variety of roles (e.g., facilitator, recorder, leader, listener) (ELA-4-M6)</li> </ul>	No specific lesson addresses this grade-level expectation. (See <i>Write Source</i> .)

# Information Resources

## Standard 5

Grade-Level Expectations , Fifth Grade	Reader’s Handbook, Grades 4-5
<p>42. Locate and select information using a variety of organizational features in grade-appropriate resources, including:</p> <ul style="list-style-type: none"> <li>• complex reference sources (e.g., almanacs, atlases, newspapers, magazines, brochures, map legends, prefaces, appendices)</li> </ul>	<p><b>Student Handbook:</b> 121, 128, 129, 137, 155 Also see <i>Write Source</i>.</p>
<ul style="list-style-type: none"> <li>• electronic storage devices (e.g., CD-ROMs, diskettes, software, drives)</li> </ul>	<p>No specific lesson addresses this grade-level expectation.</p>
<ul style="list-style-type: none"> <li>• frequently accessed and bookmarked Web addresses (ELA-5-M1)</li> </ul>	<p><b>Student Handbook:</b> 390-403, 406, 407, 408, 409 Also see <i>Write Source</i>.</p>
<p>43. Locate and integrate information from grade-appropriate resources, including:</p> <ul style="list-style-type: none"> <li>• multiple printed texts (e.g., encyclopedias, atlases, library catalogs, specialized dictionaries, almanacs, technical encyclopedias)</li> </ul>	<p><b>Student Handbook:</b> 143, 390-403, 508-509 Also see <i>Write Source</i>.</p>
<ul style="list-style-type: none"> <li>• electronic sources (e.g., Websites, databases, audio and video tapes, films, documentaries) for use in researching a topic (ELA-5-M2)</li> </ul>	<p><b>Student Handbook:</b> 390-403 Also see <i>Write Source</i>.</p>
<p>44. Locate, gather, and select information using data-gathering strategies, including:</p> <ul style="list-style-type: none"> <li>• surveying</li> </ul>	<p>No specific lesson addresses this grade-level expectation.</p>
<ul style="list-style-type: none"> <li>• interviewing</li> </ul>	<p><b>Student Handbook:</b> 204 Also see <i>Write Source</i>.</p>
<ul style="list-style-type: none"> <li>• paraphrasing (ELA-5-M3)</li> </ul>	<p><b>Student Handbook:</b> 86, 308, 416-417, 528-529 Also see <i>Write Source</i>.</p>
<p>45. Generate grade-appropriate research reports that include information presented in a variety of forms, including:</p> <ul style="list-style-type: none"> <li>• visual representations of data/information</li> </ul>	<p><b>Student Handbook:</b> 414, 417, 419, 426, 427, 428, 429, 432, 434-435 Also see <i>Write Source</i>.</p>

Grade-Level Expectations , Fifth Grade	Reader's Handbook, Grades 4-5
<ul style="list-style-type: none"> <li>• graphic organizers (e.g., outlines, timelines, charts, webs)</li> </ul>	<p><b>Student Handbook:</b> 51, 65, 79, 80, 139, 150, 434-435, 455, 528, 539, 557, 559 Also see <i>Write Source</i>.</p>
<ul style="list-style-type: none"> <li>• bibliographies (ELA-5-M3)</li> </ul>	<p>No specific lesson addresses this grade-level expectation. (See <i>Write Source</i>.)</p>
<p>46. Use word processing and/or other technology to draft, revise, and publish a variety of works, including compositions and reports (ELA-5-M4)</p>	<p>No specific lesson addresses this grade-level expectation. (See <i>Write Source</i>.)</p>
<p>47. Give credit for borrowed information following acceptable use policy, including:</p> <ul style="list-style-type: none"> <li>• integrating quotations and citations</li> </ul>	<p>No specific lesson addresses this grade-level expectation. (See <i>Write Source</i>.)</p>
<ul style="list-style-type: none"> <li>• using endnotes</li> </ul>	<p>No specific lesson addresses this grade-level expectation. (See <i>Write Source</i>.)</p>
<ul style="list-style-type: none"> <li>• creating bibliographies and/or works cited lists (ELA-5-M5)</li> </ul>	<p>No specific lesson addresses this grade-level expectation. (See <i>Write Source</i>.)</p>
<p>48. Interpret information from a variety of grade-appropriate sources, including timelines, charts, schedules, tables, diagrams, and maps (ELA-5-M6)</p>	<p><b>Student Handbook:</b> 51, 63, 64, 178, 185-194, 412-424, 426-435, 455, 481-482, 539, 557 Also see <i>Write Source</i>.</p>

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 correlated to
   
**Louisiana English Language Arts Grade-Level Expectations**
  
**Sixth Grade**

**Reading and Responding**

**Standard 1**

Grade-Level Expectations, Sixth Grade	Reader's Handbook, Grades 6-8
1. Identify word meanings using a variety of strategies, including: <ul style="list-style-type: none"> <li>• using context clues (e.g., definition, restatement, example, contrast)</li> </ul>	<b>Student Handbook:</b> 615, 616, 617, 618, 619, 620
<ul style="list-style-type: none"> <li>• using structural analysis (e.g., roots, affixes)</li> </ul>	<b>Student Handbook:</b> 581, 585, 621-622, 624, 687-688, 689-692
<ul style="list-style-type: none"> <li>• determining word origins (etymology)</li> </ul>	<b>Student Handbook:</b> 581, 621-622, 624, 689-692
<ul style="list-style-type: none"> <li>• using knowledge of idioms</li> </ul>	<b>Student Handbook:</b> 452
<ul style="list-style-type: none"> <li>• explaining word analogies (ELA-1-M1)</li> </ul>	<b>Student Handbook:</b> 586-587, 636-639
2. Identify common abbreviations, symbols, acronyms, and multiple-meaning words (ELA-1-M1)	<b>Student Handbook:</b> 628-629
3. Develop specific vocabulary (e.g., scientific, content-specific, current events) for various purposes (ELA-1-M1)	<b>Student Handbook:</b> 87-90, 120-121, 122, 130, 131, 133-136, 138, 156, 270, 631-634
4. Identify and explain story elements, including: <ul style="list-style-type: none"> <li>• theme development</li> </ul>	<b>Student Handbook:</b> 316, 322, 333, 336, 337, 347, 349, 376-382, 405, 493, 511
<ul style="list-style-type: none"> <li>• character development</li> </ul>	<b>Student Handbook:</b> 304-305, 306, 311, 312-313, 316, 325, 326, 335, 336, 337, 338, 340-350, 356, 363, 364, 392-393

<b>Grade-Level Expectations, Sixth Grade</b>	<b>Reader's Handbook, Grades 6-8</b>
<ul style="list-style-type: none"> <li>relationship of word choice and mood</li> </ul>	<b>Student Handbook:</b> 366, 397, 417, 456
<ul style="list-style-type: none"> <li>plot sequence (e.g., exposition, rising action, climax, falling action, resolution) (ELA-1-M2)</li> </ul>	<b>Student Handbook:</b> 309, 331-332, 337, 345, 357, 368, 369, 370, 371, 372, 373, 374, 375, 398-399, 507, 508
<p>5. Identify and explain literary and sound devices, including:</p> <ul style="list-style-type: none"> <li>foreshadowing</li> </ul>	No specific lesson addresses this grade-level expectation. (See <i>Write Source</i> .)
<ul style="list-style-type: none"> <li>flashback</li> </ul>	<b>Student Handbook:</b> 372, 481
<ul style="list-style-type: none"> <li>imagery</li> </ul>	<b>Student Handbook:</b> 427, 453
<ul style="list-style-type: none"> <li>onomatopoeia (ELA-1-M2)</li> </ul>	<b>Student Handbook:</b> 458
<p>6. Answer literal and inferential questions in oral and written responses about ideas and information in grade-appropriate texts, including:</p> <ul style="list-style-type: none"> <li>comic strips</li> </ul>	<b>Student Handbook:</b> 550-551
<ul style="list-style-type: none"> <li>editorial cartoons</li> </ul>	<b>Student Handbook:</b> 550-551
<ul style="list-style-type: none"> <li>speeches (ELA-1-M3)</li> </ul>	<b>Student Handbook:</b> 256-264
<p>7. Explain the connections between ideas and information in a variety of texts (e.g., journals, technical specifications, advertisements) and real-life situations and other texts (ELA-1-M4)</p>	<b>Student Handbook:</b> 35, 45, 78, 82, 96, 113, 128, 183, 200, 214, 230, 243, 254, 310

## Standard 6

<b>Grade-Level Expectations, Sixth Grade</b>	<b>Reader's Handbook, Grades 6-8</b>
<p>8. Compare and contrast cultural characteristics (e.g., customs, traditions, viewpoints) found in national, world, and multicultural literature (ELA-6-M1)</p>	<b>Student Handbook:</b> 42, 56, 62, 278, 377, 383-388, 395
<p>9. Compare and contrast elements (e.g., plot, setting, characters, theme) in a variety of genres (ELA-6-M2)</p>	<b>Student Handbook:</b> 42, 56, 62, 278, 294-314, 315-339, 340-350, 351-359, 360-367, 368-375, 376-382, 383-388, 392-393, 396, 398-399, 402, 405

<b>Grade-Level Expectations, Sixth Grade</b>	<b>Reader's Handbook, Grades 6-8</b>
<p>10. Use knowledge of the distinctive characteristics to classify and interpret elements of various genres, including:</p> <ul style="list-style-type: none"> <li>• fiction (e.g., myths, historical fiction)</li> </ul>	<b>Student Handbook:</b> 294-314, 315-339, 340-350, 351-359, 360-367, 368-375, 376-382, 383-388, 389-405
<ul style="list-style-type: none"> <li>• nonfiction (e.g., newspaper articles, magazine articles)</li> </ul>	<b>Student Handbook:</b> 66-83, 84-99, 100-116, 117-131, 132-142, 155-169, 172-187, 188-203, 204-217, 218-233, 234-246, 247-255, 256-264, 265-272, 273-291
<ul style="list-style-type: none"> <li>• poetry (e.g., lyric, narrative)</li> </ul>	<b>Student Handbook:</b> 408-421, 422-429, 430-438, 439-445, 446-469
<ul style="list-style-type: none"> <li>• drama (e.g., short plays) (ELA-6-M3)</li> </ul>	<b>Student Handbook:</b> 472-488, 489-494, 495-501, 502-511

## S t a n d a r d 7

<b>Grade-Level Expectations, Sixth Grade</b>	<b>Reader's Handbook, Grades 6-8</b>
<p>11. Demonstrate understanding of information in grade-appropriate texts using a variety of strategies, including:</p> <ul style="list-style-type: none"> <li>• sequencing events and steps in a process</li> </ul>	<b>Student Handbook:</b> 76, 116, 646
<ul style="list-style-type: none"> <li>• summarizing and paraphrasing information</li> </ul>	<b>Student Handbook:</b> 75, 76, 95, 186, 217, 232, 233, 331, 338, 358, 378, 420, 437-438, 476, 482, 526, 540, 541, 544, 547, 646, 650, 651, 658, 659, 676, 680
<ul style="list-style-type: none"> <li>• identifying stated or implied main ideas and supporting details</li> </ul>	<b>Student Handbook:</b> 47, 50-54, 60-61, 93, 182, 196-199, 229, 240, 242-243, 262, 284, 285, 289-290, 674
<ul style="list-style-type: none"> <li>• comparing and contrasting literary elements and ideas</li> </ul>	<b>Student Handbook:</b> 278, 340-350, 351-359, 360-367, 368-375, 376-382, 383-388, 389-405, 442-429, 430-438, 439-445, 446-469, 495-501, 502-511
<ul style="list-style-type: none"> <li>• making simple inferences and drawing conclusions</li> </ul>	<b>Student Handbook:</b> 40, 41, 52, 214, 285, 308, 347, 356, 387, 546, 653, 672
<ul style="list-style-type: none"> <li>• predicting the outcome of a story or situation</li> </ul>	<b>Student Handbook:</b> 44, 45
<ul style="list-style-type: none"> <li>• identifying literary devices (ELA-7-M1)</li> </ul>	<b>Student Handbook:</b> 404, 467, 586, 587, 636-639

Grade-Level Expectations, Sixth Grade	Reader's Handbook, Grades 6-8
12. Examine and explain the relationship between life experiences and texts to generate solutions to problems (ELA-7-M2)	<b>Student Handbook:</b> 35, 113, 128
13. Use technical information and other available resources (e.g., software programs, manuals) to solve problems (ELA-7-M2)	<b>Student Handbook:</b> 265-272, 282, 514-526
14. Analyze an author's stated or implied purpose for writing (e.g., to explain, to entertain, to persuade, to inform, to express personal attitudes or beliefs) (ELA-7-M3)	<b>Student Handbook:</b> 185, 186, 391, 653
15. Identify persuasive techniques (e.g., unsupported inferences, faulty reasoning, generalizations) that reflect an author's viewpoint (perspective) in texts (ELA-7-M3)	<b>Student Handbook:</b> 247-254, 255, 263, 274, 287-288, 524, 525
16. Analyze grade-appropriate print and non-print texts using various reasoning skills, including:	<b>Student Handbook:</b> 56, 59, 82, 111, 192, 196, 216, 275, 644, 645
<ul style="list-style-type: none"> <li>• identifying cause-effect relationships</li> </ul>	<b>Student Handbook:</b> 44, 45, 185, 240, 652, 653
<ul style="list-style-type: none"> <li>• raising questions</li> </ul>	<b>Student Handbook:</b> 44, 45, 185, 240, 652, 653
<ul style="list-style-type: none"> <li>• reasoning inductively and deductively</li> </ul>	<b>Student Handbook:</b> 60, 61
<ul style="list-style-type: none"> <li>• generating a theory or hypothesis</li> </ul>	<b>Student Handbook:</b> 660, 661
<ul style="list-style-type: none"> <li>• skimming/scanning</li> </ul>	<b>Student Handbook:</b> 114, 525, 571, 599, 656, 657
<ul style="list-style-type: none"> <li>• distinguishing facts from opinions and probability (ELA-7-M4)</li> </ul>	<b>Student Handbook:</b> 247, 249, 260, 263, 281

# Writing

## Standard 2

Grade-Level Expectations, Sixth Grade	Reader's Handbook, Grades 6-8
<p>17. Write multi-paragraph compositions on student- or teacher-selected topics organized with the following:</p> <ul style="list-style-type: none"> <li>• an established central idea</li> </ul>	<p><b>Student Handbook:</b> 50-54 Also see <i>Write Source</i>.</p>
<ul style="list-style-type: none"> <li>• organizational patterns (e.g., comparison/contrast, order of importance, chronological order) appropriate to the topic</li> </ul>	<p><b>Student Handbook:</b> 42, 56-63, 111, 112, 192, 196, 197, 213, 216, 242, 269, 275, 276, 278 Also see <i>Write Source</i>.</p>
<ul style="list-style-type: none"> <li>• elaboration (e.g., fact, examples, and/or specific details)</li> </ul>	<p><b>Student Handbook:</b> 51, 53, 60, 61, 197-199, 289, 290 Also see <i>Write Source</i>.</p>
<ul style="list-style-type: none"> <li>• transitional words and phrases that unify ideas and points</li> </ul>	<p>No specific lesson addresses this grade-level expectation. (See <i>Write Source</i>.)</p>
<ul style="list-style-type: none"> <li>• an overall structure including an introduction, a body/middle, and a concluding paragraph that summarizes important ideas (ELA-2-M1)</li> </ul>	<p><b>Student Handbook:</b> 28 Also see <i>Write Source</i>.</p>
<p>18. Organize individual paragraphs with topic sentences, relevant elaboration, and concluding sentences (ELA-2-M1)</p>	<p><b>Student Handbook:</b> 289, 290 Also see <i>Write Source</i>.</p>
<p>19. Develop grade-appropriate compositions on student- or teacher-selected topics that include the following:</p> <ul style="list-style-type: none"> <li>• word choices (diction) appropriate to the identified audience and/or purpose</li> </ul>	<p><b>Student Handbook:</b> 382 Also see <i>Write Source</i>.</p>
<ul style="list-style-type: none"> <li>• vocabulary selected to clarify meaning, create images, and set a tone</li> </ul>	<p><b>Student Handbook:</b> 382, 468, 469 Also see <i>Write Source</i>.</p>
<ul style="list-style-type: none"> <li>• information/ideas selected to engage the interest of the reader</li> </ul>	<p>No specific lesson addresses this grade-level expectation. (See <i>Write Source</i>.)</p>
<ul style="list-style-type: none"> <li>• clear voice (individual personality)</li> </ul>	<p><b>Student Handbook:</b> 468, 469 Also see <i>Write Source</i>.</p>

Grade-Level Expectations, Sixth Grade	Reader's Handbook, Grades 6-8
<ul style="list-style-type: none"> <li>• variety in sentence structure (ELA-2-M2)</li> </ul>	No specific lesson addresses this grade-level expectation. (See <i>Write Source</i> .)
<p>20. Develop grade-appropriate compositions applying writing processes such as the following:</p> <ul style="list-style-type: none"> <li>• selecting topic and form</li> </ul>	<b>Student Handbook: 28</b> Also see <i>Write Source</i> .
<ul style="list-style-type: none"> <li>• prewriting (e.g., brainstorming, researching, raising questions, generating graphic organizers)</li> </ul>	<b>Student Handbook: 28</b> Also see <i>Write Source</i> .
<ul style="list-style-type: none"> <li>• drafting</li> </ul>	<b>Student Handbook: 28</b> Also see <i>Write Source</i> .
<ul style="list-style-type: none"> <li>• conferencing (e.g., peer, teacher)</li> </ul>	No specific lesson addresses this grade-level expectation. (See <i>Write Source</i> .)
<ul style="list-style-type: none"> <li>• revising based on feedback and use of various tools (e.g., LEAP21 Writer's Checklist, rubrics)</li> </ul>	No specific lesson addresses this grade-level expectation. (See <i>Write Source</i> .)
<ul style="list-style-type: none"> <li>• proofreading/editing</li> </ul>	<b>Student Handbook: 28</b> Also see <i>Write Source</i> .
<ul style="list-style-type: none"> <li>• publishing using technology (ELA-2-M3)</li> </ul>	<b>Student Handbook: 99, 338</b> Also see <i>Write Source</i> .
<p>21. Develop grade-appropriate paragraphs and multi-paragraph compositions using the various modes of writing (e.g., description, narration, exposition, persuasion), emphasizing narration and exposition (ELA-2-M4)</p>	<b>Student Handbook: 55, 181, 182, 186, 203, 217, 233</b>
<p>22. Use the various modes to write compositions, including:</p> <ul style="list-style-type: none"> <li>• comparison/contrast</li> </ul>	<b>Student Handbook: 42, 56, 62, 278, 383-388</b> Also see <i>Write Source</i> .
<ul style="list-style-type: none"> <li>• essays based on a stated opinion (ELA-2-M4)</li> </ul>	<b>Student Handbook: 174-176, 181</b> Also see <i>Write Source</i> .

Grade-Level Expectations, Sixth Grade	Reader's Handbook, Grades 6-8
23. Develop writing using a variety of literary devices, including foreshadowing, flashback, and imagery (ELA-2-M5)	<b>Student Handbook:</b> 372, 404, 427, 442, 447, 448, 449, 450, 452, 453, 455, 458, 459, 464, 467, 481, 586, 636-639 Also see <i>Write Source</i> .
24. Write for various purposes, including: <ul style="list-style-type: none"> <li>business letters that include a heading, inside address, salutation, body, and signature</li> </ul>	No specific lesson addresses this grade-level expectation. (See <i>Write Source</i> .)
<ul style="list-style-type: none"> <li>evaluations, supported with facts and opinions, of newspaper/magazine articles and editorial cartoons</li> </ul>	<b>Student Handbook:</b> 42, 245, 281, 550-551, 655 Also see <i>Write Source</i> .
<ul style="list-style-type: none"> <li>text-supported interpretations of elements of novels, stories, poems, and plays (ELA-2-M6)</li> </ul>	<b>Student Handbook:</b> 345-350, 351-359, 360-367, 368-375, 376-382, 390-405, 408-421, 422-429, 430-438, 439-445, 446-468, 472-488, 489-494, 495-501, 502-511 Also see <i>Write Source</i> .

## W r i t i n g / P r o o f r e a d i n g

### S t a n d a r d 3

Grade-Level Expectations, Sixth Grade	Reader's Handbook, Grades 6-8
25. Use standard English punctuation, including: <ul style="list-style-type: none"> <li>hyphens to separate syllables of words and compound adjectives</li> </ul>	No specific lesson addresses this grade-level expectation. (See <i>Write Source</i> .)
<ul style="list-style-type: none"> <li>commas and coordinating conjunctions to separate independent clauses in compound sentences</li> </ul>	No specific lesson addresses this grade-level expectation. (See <i>Write Source</i> .)
<ul style="list-style-type: none"> <li>colons after salutation in business letters (ELA-3-M2)</li> </ul>	No specific lesson addresses this grade-level expectation. (See <i>Write Source</i> .)
26. Capitalize names of companies, buildings, monuments, and geographical names (ELA-3-M2)	No specific lesson addresses this grade-level expectation. (See <i>Write Source</i> .)
27. Write paragraphs and compositions following standard English structure and usage, including: <ul style="list-style-type: none"> <li>possessive forms of singular and plural nouns and pronouns</li> </ul>	No specific lesson addresses this grade-level expectation. (See <i>Write Source</i> .)

<b>Grade-Level Expectations, Sixth Grade</b>	<b>Reader's Handbook, Grades 6-8</b>
<ul style="list-style-type: none"> <li>regular and irregular verb tenses</li> </ul>	No specific lesson addresses this grade-level expectation. (See <i>Write Source</i> .)
<ul style="list-style-type: none"> <li>homophones (ELA-3-M3)</li> </ul>	<b>Student Handbook: 637</b> Also see <i>Write Source</i> .
28. Apply knowledge of parts of speech in writing, including: <ul style="list-style-type: none"> <li>prepositional phrases</li> </ul>	No specific lesson addresses this grade-level expectation. (See <i>Write Source</i> .)
<ul style="list-style-type: none"> <li>interjections for emphasis</li> </ul>	No specific lesson addresses this grade-level expectation. (See <i>Write Source</i> .)
<ul style="list-style-type: none"> <li>conjunctions and transitions to connect ideas (ELA-3-M4)</li> </ul>	<b>Student Handbook: 57</b> Also see <i>Write Source</i> .
29. Spell high-frequency, commonly confused, frequently misspelled words and derivatives (e.g., roots and affixes) correctly (ELA-3-M5)	<b>Student Handbook: 158, 425, 626-629, 685-692</b> Also see <i>Write Source</i> .
30. Use a variety of resources (e.g., glossaries, dictionaries, thesauruses, spell check) to find correct spellings (ELA-3-M5)	<b>Student Handbook: 158, 425, 626-629</b> Also see <i>Write Source</i> .

## Speaking and Listening

### Standard 4

<b>Grade-Level Expectations, Sixth Grade</b>	<b>Reader's Handbook, Grades 6-8</b>
31. Adjust diction and enunciation to suit the purpose for speaking (ELA-4-M1)	No specific lesson addresses this grade-level expectation. (See <i>Write Source</i> .)
32. Use standard English grammar, diction, syntax, and pronunciation when speaking (ELA-4-M1)	No specific lesson addresses this grade-level expectation. (See <i>Write Source</i> .)
33. Follow procedures (e.g., read, question, write a response, form groups) from detailed oral instructions (ELA-4-M2)	No specific lesson addresses this grade-level expectation. (See <i>Write Source</i> .)

Grade-Level Expectations, Sixth Grade	Reader's Handbook, Grades 6-8
34. State oral directions/procedures for tasks (ELA-4-M2)	No specific lesson addresses this grade-level expectation. (See <i>Write Source</i> .)
35. Adjust volume and inflection to suit the audience and purpose of presentations (ELA-4-M3)	No specific lesson addresses this grade-level expectation. (See <i>Write Source</i> .)
36. Organize oral presentations with a thesis, an introduction, a body developed with relevant details, and a conclusion (ELA-4-M3)	<b>Student Handbook:</b> 256, 257, 258, 259 Also see <i>Write Source</i> .
37. Demonstrate active listening strategies for various purposes, including: <ul style="list-style-type: none"> <li>• viewing a video to interpret the meaning of the story, to determine the speaker's/character's attitude using verbal and nonverbal cues, and to draw conclusions about the presentation</li> </ul>	<b>Student Handbook:</b> 263, 287, 288
<ul style="list-style-type: none"> <li>• summarizing the main points of a speaker's message, including supporting details and their significance (ELA-4-M4)</li> </ul>	<b>Student Handbook:</b> 260, 261, 262
38. Deliver oral presentations and responses, including: <ul style="list-style-type: none"> <li>• a research-based presentation</li> </ul>	No specific lesson addresses this grade-level expectation. (See <i>Write Source</i> .)
<ul style="list-style-type: none"> <li>• formal and informal descriptive presentations that convey relevant information and descriptive details (ELA-4-M4)</li> </ul>	No specific lesson addresses this grade-level expectation. (See <i>Write Source</i> .)
39. Evaluate media for various purposes, including: <ul style="list-style-type: none"> <li>• text structure</li> </ul>	<b>Student Handbook:</b> 524 Also see <i>Write Source</i> .
<ul style="list-style-type: none"> <li>• images/sensory details</li> </ul>	<b>Student Handbook:</b> 516, 523 Also see <i>Write Source</i> .
<ul style="list-style-type: none"> <li>• support for main position</li> </ul>	<b>Student Handbook:</b> 524, 525 Also see <i>Write Source</i> .
<ul style="list-style-type: none"> <li>• background information</li> </ul>	<b>Student Handbook:</b> 523, 524, 525 Also see <i>Write Source</i> .

Grade-Level Expectations, Sixth Grade	Reader's Handbook, Grades 6-8
<ul style="list-style-type: none"> <li>opinions vs. facts</li> </ul>	<b>Student Handbook:</b> 281, 514 Also see <i>Write Source</i> .
<ul style="list-style-type: none"> <li>sequence of ideas and organization (ELA-4-M5)</li> </ul>	<b>Student Handbook:</b> 522 Also see <i>Write Source</i> .
40. Participate in group and panel discussions, including: <ul style="list-style-type: none"> <li>explaining the effectiveness and dynamics of group process</li> </ul>	No specific lesson addresses this grade-level expectation. (See <i>Write Source</i> .)
<ul style="list-style-type: none"> <li>applying agreed-upon rules for formal and informal discussions</li> </ul>	No specific lesson addresses this grade-level expectation. (See <i>Write Source</i> .)
<ul style="list-style-type: none"> <li>assuming a variety of roles (e.g., facilitator, recorder, leader, listener) (ELA-4-M6)</li> </ul>	No specific lesson addresses this grade-level expectation. (See <i>Write Source</i> .)

## Information Resources

### Standard 5

Grade-Level Expectations, Sixth Grade	Reader's Handbook, Grades 6-8
41. Locate and select information using organizational features of grade-appropriate resources, including: <ul style="list-style-type: none"> <li>complex reference sources (e.g., almanacs, atlases, newspapers, magazines, brochures, map legends, prefaces, appendices)</li> </ul>	<b>Student Handbook:</b> 163-164, 218-233, 234-246, 555-556 Also see <i>Write Source</i> .
<ul style="list-style-type: none"> <li>electronic storage devices (e.g., CD-ROMS, diskettes, software, drives)</li> </ul>	No specific lesson addresses this grade-level expectation. (See <i>Write Source</i> .)
<ul style="list-style-type: none"> <li>frequently accessed and bookmarked Web addresses</li> </ul>	<b>Student Handbook:</b> 514-526, 528, 529, 532, 533, 534-535 Also see <i>Write Source</i> .
<ul style="list-style-type: none"> <li>organizational features of electronic texts (e.g., bulletin boards, databases, keyword searches, e-mail addresses) (ELA-5-M1)</li> </ul>	<b>Student Handbook:</b> 514-526, 528, 529, 532, 533, 534-535 Also see <i>Write Source</i> .

Grade-Level Expectations, Sixth Grade	Reader's Handbook, Grades 6-8
<p>42. Locate and integrate information from grade-appropriate resources, including:</p> <ul style="list-style-type: none"> <li>• multiple printed texts (e.g., encyclopedias, atlases, library catalogs, specialized dictionaries, almanacs, technical encyclopedias)</li> </ul>	<p><b>Student Handbook:</b> 425, 626-630 Also see <i>Write Source</i>.</p>
<ul style="list-style-type: none"> <li>• electronic sources (e.g., Web sites, databases)</li> </ul>	<p><b>Student Handbook:</b> 514-526 Also see <i>Write Source</i>.</p>
<ul style="list-style-type: none"> <li>• other media sources (e.g., audio and video tapes, films, documentaries, television, radio) (ELA-5-M2)</li> </ul>	<p><b>Student Handbook:</b> 488 Also see <i>Write Source</i>.</p>
<p>43. Identify sources as primary and secondary to determine credibility of information (ELA-5-M2)</p>	<p>No specific lesson addresses this grade-level expectation. (See <i>Write Source</i>.)</p>
<p>44. Locate, gather, and select information using data-gathering strategies, including:</p> <ul style="list-style-type: none"> <li>• surveying</li> </ul>	<p>No specific lesson addresses this grade-level expectation. (See <i>Write Source</i>.)</p>
<ul style="list-style-type: none"> <li>• interviewing</li> </ul>	<p><b>Student Handbook:</b> 282 Also see <i>Write Source</i>.</p>
<ul style="list-style-type: none"> <li>• paraphrasing (ELA-5-M3)</li> </ul>	<p><b>Student Handbook:</b> 420, 540, 541, 544, 650-651, 676 Also see <i>Write Source</i>.</p>
<p>45. Generate grade-appropriate research reports that include information presented in a variety of forms, including:</p> <ul style="list-style-type: none"> <li>• visual representations of data/information</li> </ul>	<p><b>Student Handbook:</b> 549, 550-561 Also see <i>Write Source</i>.</p>
<ul style="list-style-type: none"> <li>• graphic organizers (e.g., outlines, timelines, charts, webs)</li> </ul>	<p><b>Student Handbook:</b> 157, 159, 198, 213, 276, 331, 549, 552-553, 554, 558, 559-560, 561, 662-663, 681, 683, 684 Also see <i>Write Source</i>.</p>
<ul style="list-style-type: none"> <li>• bibliographies (ELA-5-M3)</li> </ul>	<p>No specific lesson addresses this grade-level expectation. (See <i>Write Source</i>.)</p>

Grade-Level Expectations, Sixth Grade	Reader's Handbook, Grades 6-8
46. Use word processing and/or other technology to draft, revise, and publish a variety of works, including compositions, investigative reports, and business letters (ELA-5-M4)	<b>Student Handbook:</b> 99, 338, 530-531 Also see <i>Write Source</i> .
47. Give credit for borrowed information following acceptable-use policy, including: <ul style="list-style-type: none"> <li>• integrating quotations and citations</li> </ul>	No specific lesson addresses this grade-level expectation. (See <i>Write Source</i> .)
<ul style="list-style-type: none"> <li>• using endnotes</li> </ul>	No specific lesson addresses this grade-level expectation. (See <i>Write Source</i> .)
<ul style="list-style-type: none"> <li>• creating bibliographies and/or works cited lists (ELA-5-M5)</li> </ul>	<b>Student Handbook:</b> 523 Also see <i>Write Source</i> .
48. Interpret information from a variety of graphic organizers, including timelines, charts, schedules, tables, diagrams, and maps in grade-appropriate sources (ELA-5-M6)	<b>Student Handbook:</b> 41, 51, 53, 57, 58, 59, 60, 61, 62, 63, 75, 76, 82, 92, 93, 107, 108, 109, 110, 111, 112, 115, 116, 128, 138, 139, 140, 157, 159, 163, 164, 165, 168, 169, 182, 185, 196, 198, 199, 212, 213, 214, 216, 222, 223, 228, 243, 245, 253, 255, 262, 265-272, 274, 275, 276, 277, 285, 286, 289, 290, 306, 307, 308, 309, 312, 313, 325, 326, 329, 331, 332, 333, 334, 337, 338, 343, 344, 347, 350, 353, 355, 356, 358, 359, 364, 367, 371, 373, 375, 378, 379, 381, 385, 386, 387, 399, 413, 414, 415, 417, 435, 438, 481, 482, 483, 484, 487, 492, 499, 507, 523, 538-547, 548-561, 633, 6432, 644, 645, 647, 651



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**correlated to**  
**Louisiana English Language Arts Grade-Level Expectations**  
**Seventh Grade**

**Reading and Responding**

**Standard 1**

Grade-Level Expectations, Seventh Grade	Reader's Handbook, Grades 6-8
1. Develop vocabulary using a variety of strategies, including: <ul style="list-style-type: none"> <li>• use of connotative and denotative meanings</li> </ul>	<b>Student Handbook:</b> 279, 425-426, 433-434
<ul style="list-style-type: none"> <li>• use of Greek, Latin, and Anglo-Saxon base words, roots, affixes, and word parts (ELA-1-M1)</li> </ul>	<b>Student Handbook:</b> 585, 621, 622, 624, 685-692
2. Explain story elements, including: <ul style="list-style-type: none"> <li>• the revelation of character motivation through thoughts, words, and actions</li> </ul>	<b>Student Handbook:</b> 304-305, 306, 311, 312-313, 316, 325, 326, 335, 336, 337, 338, 340-350, 356, 363, 364, 392-393
<ul style="list-style-type: none"> <li>• plot sequence (e.g., exposition, rising action, climax, falling action, resolution)</li> </ul>	<b>Student Handbook:</b> 309, 331-332, 337, 345, 357, 368, 369, 370, 371, 372, 373, 374, 375, 398-399, 507, 508
<ul style="list-style-type: none"> <li>• conflicts (e.g., man vs. man, nature, society, self) and their effect on plot</li> </ul>	<b>Student Handbook:</b> 301, 307, 309, 331-332, 345, 369, 370, 371, 375, 398-399, 508
<ul style="list-style-type: none"> <li>• effects of first- and third-person points of view</li> </ul>	<b>Student Handbook:</b> 400, 401
<ul style="list-style-type: none"> <li>• theme development (ELA-1-M2)</li> </ul>	<b>Student Handbook:</b> 333, 336, 337, 347, 376-382, 405, 493, 511
3. Interpret literary devices, including: <ul style="list-style-type: none"> <li>• symbolism</li> </ul>	<b>Student Handbook:</b> 404, 467
<ul style="list-style-type: none"> <li>• puns</li> </ul>	<b>Student Handbook:</b> 449

<b>Grade-Level Expectations, Seventh Grade</b>	<b>Reader's Handbook, Grades 6-8</b>
<ul style="list-style-type: none"> <li>analogies (ELA-1-M2)</li> </ul>	<b>Student Handbook:</b> 586, 587, 636, 637, 638, 639
<p>4. Draw conclusions and make inferences in oral and written responses about ideas and information in grade-appropriate texts, including:</p> <ul style="list-style-type: none"> <li>instructional materials</li> </ul>	<b>Student Handbook:</b> 40, 41, 52, 387, 546, 653
<ul style="list-style-type: none"> <li>essays</li> </ul>	<b>Student Handbook:</b> 40, 41, 52, 387, 546, 653
<ul style="list-style-type: none"> <li>dramas (ELA-1-M3)</li> </ul>	<b>Student Handbook:</b> 40, 41, 52, 387, 546, 653
<p>5. Interpret ideas and information in a variety of texts, including periodical articles, editorials, and lyrics, and make connections to real-life situations and other texts (ELA-1-M4)</p>	<b>Student Handbook:</b> 35, 45, 78, 82, 96, 113, 128, 183, 200, 214, 230, 243, 254, 310

## S t a n d a r d 6

<b>Grade-Level Expectations, Seventh Grade</b>	<b>Reader's Handbook, Grades 6-8</b>
<p>6. Identify universal themes (e.g., search for identity, love, friendship, family, courage, adversity) and cultural viewpoints found in national, world, and multicultural literature in oral and written responses (ELA-6-M1)</p>	<b>Student Handbook:</b> 377, 395, 490
<p>7. Compare and contrast elements (e.g., plot, setting, character, theme) in multiple genres in oral and written responses (ELA-6-M2)</p>	<b>Student Handbook:</b> 42, 56, 62, 278, 294-314, 315-339, 340-350, 351-359, 360-367, 368-375, 376-382, 383-388, 392-393, 396, 398-399, 402, 405
<p>8. Use knowledge of the distinctive characteristics to classify and interpret elements of various genres, including:</p> <ul style="list-style-type: none"> <li>fiction (e.g., science fiction/fantasy)</li> </ul>	<b>Student Handbook:</b> 294-314, 315-339, 340-350, 351-359, 360-367, 368-375, 376-382, 383-388, 389-405
<ul style="list-style-type: none"> <li>nonfiction (e.g., essays, letters)</li> </ul>	<b>Student Handbook:</b> 66-83, 84-99, 100-116, 117-131, 132-142, 155-169, 172-187, 188-203, 204-217, 218-233, 234-246, 247-255, 256-264, 265-272, 273-291
<ul style="list-style-type: none"> <li>poetry (e.g., lyric, narrative)</li> </ul>	<b>Student Handbook:</b> 408-421, 422-429, 430-438, 439-445, 446-469

Grade-Level Expectations, Seventh Grade	Reader's Handbook, Grades 6-8
<ul style="list-style-type: none"> <li>drama (e.g., short plays) (ELA-6-M3)</li> </ul>	<b>Student Handbook:</b> 472-488, 489-494, 495-501, 502-511

## S t a n d a r d 7

Grade-Level Expectations, Seventh Grade	Reader's Handbook, Grades 6-8
9. Demonstrate understanding of information in grade-appropriate texts using a variety of strategies, including: <ul style="list-style-type: none"> <li>sequencing events and steps in a process</li> </ul>	<b>Student Handbook:</b> 76, 116, 646
<ul style="list-style-type: none"> <li>summarizing and paraphrasing information</li> </ul>	<b>Student Handbook:</b> 75, 76, 95, 186, 217, 232, 233, 331, 338, 358, 378, 420, 437-438, 476, 482, 526, 540, 541, 544, 547, 646, 650, 651, 658, 659, 676, 680
<ul style="list-style-type: none"> <li>identifying stated or implied main ideas and explaining how details support ideas</li> </ul>	<b>Student Handbook:</b> 47, 50-54, 60-61, 93, 182, 196-199, 229, 240, 242-243, 262, 284, 285, 289-290, 674
<ul style="list-style-type: none"> <li>comparing and contrasting literary elements and ideas</li> </ul>	<b>Student Handbook:</b> 278, 340-350, 351-359, 360-367, 368-375, 376-382, 383-388, 389-405, 442-429, 430-438, 439-445, 446-469, 495-501, 502-511
<ul style="list-style-type: none"> <li>making inferences and drawing conclusions</li> </ul>	<b>Student Handbook:</b> 40, 41, 52, 214, 285, 308, 347, 356, 387, 546, 653, 672
<ul style="list-style-type: none"> <li>predicting the outcome of a story or situation</li> </ul>	<b>Student Handbook:</b> 44, 45
<ul style="list-style-type: none"> <li>identifying literary devices (ELA-7-M1)</li> </ul>	<b>Student Handbook:</b> 404, 467, 586, 587, 636-639
10. Explain the relationship between life experiences and texts to generate solutions to problems (ELA-7-M2)	<b>Student Handbook:</b> 35, 113, 128
11. Use technical information and other available resources (e.g., Web sites, interviews) to solve problems (ELA-7-M2)	<b>Student Handbook:</b> 265-272, 282, 514-526
12. Explain the effects of an author's stated purpose for writing (ELA-7-M3)	<b>Student Handbook:</b> 42, 185, 186, 391, 653, 655

<b>Grade-Level Expectations, Seventh Grade</b>	<b>Reader's Handbook, Grades 6-8</b>
13. Identify an author's bias (objectivity) for, against, or neutral toward an issue (ELA-7-M3)	<b>Student Handbook:</b> 247-254, 255, 263, 274, 287-288, 524, 525, 655
14. Analyze grade-appropriate print and non-print texts using various reasoning skills, for example:	<b>Student Handbook:</b> 56, 59, 82, 111, 192, 196, 216, 275, 644, 645
<ul style="list-style-type: none"> <li>identifying cause-effect relationships</li> </ul>	
<ul style="list-style-type: none"> <li>raising questions</li> </ul>	<b>Student Handbook:</b> 44, 45, 185, 240, 652, 653
<ul style="list-style-type: none"> <li>reasoning inductively and deductively</li> </ul>	<b>Student Handbook:</b> 60, 61
<ul style="list-style-type: none"> <li>generating a theory or hypothesis</li> </ul>	<b>Student Handbook:</b> 660, 661
<ul style="list-style-type: none"> <li>skimming/scanning (ELA-7-M4)</li> </ul>	<b>Student Handbook:</b> 114, 525, 571, 599, 656, 657

## Writing

### Standard 2

<b>Grade-Level Expectations, Seventh Grade</b>	<b>Reader's Handbook, Grades 6-8</b>
15. Write multi-paragraph compositions on student- or teacher-selected topics organized with the following:	<b>Student Handbook:</b> 50-54 Also see <i>Write Source</i> .
<ul style="list-style-type: none"> <li>established central idea</li> </ul>	
<ul style="list-style-type: none"> <li>organizational patterns (e.g., comparison/contrast, order of importance, chronological order) appropriate to the topic</li> </ul>	<b>Student Handbook:</b> 42, 56-63, 111, 112, 192, 196, 197, 213, 216, 242, 269, 275, 276, 278 Also see <i>Write Source</i> .
<ul style="list-style-type: none"> <li>elaboration (e.g., fact, examples, and/or specific details)</li> </ul>	<b>Student Handbook:</b> 51, 53, 60, 61, 197-199, 289, 290 Also see <i>Write Source</i> .
<ul style="list-style-type: none"> <li>transitional words and phrases that unify ideas and points</li> </ul>	No specific lesson addresses this grade-level expectation. (See <i>Write Source</i> .)
<ul style="list-style-type: none"> <li>overall structure including an introduction, a body/middle, and a concluding paragraph that summarizes important ideas and details (ELA-2-M1)</li> </ul>	<b>Student Handbook:</b> 28 Also see <i>Write Source</i> .

Grade-Level Expectations, Seventh Grade	Reader's Handbook, Grades 6-8
16. Organize individual paragraphs with topic sentences, relevant elaboration, and concluding sentences (ELA-2-M1)	<b>Student Handbook:</b> 289, 290 Also see <i>Write Source</i> .
17. Develop grade-appropriate compositions on student- or teacher-selected topics that include the following: <ul style="list-style-type: none"> <li>• word choices (diction) appropriate to the identified audience and/or purpose</li> </ul>	<b>Student Handbook:</b> 382 Also see <i>Write Source</i> .
<ul style="list-style-type: none"> <li>• vocabulary selected to clarify meaning, create images, and set a tone</li> </ul>	<b>Student Handbook:</b> 382, 468, 469 Also see <i>Write Source</i> .
<ul style="list-style-type: none"> <li>• information/ideas selected to engage the interest of the reader</li> </ul>	No specific lesson addresses this grade-level expectation. (See <i>Write Source</i> .)
<ul style="list-style-type: none"> <li>• clear voice (individual personality)</li> </ul>	<b>Student Handbook:</b> 468, 469
<ul style="list-style-type: none"> <li>• variety in sentence structure (ELA-2-M2)</li> </ul>	No specific lesson addresses this grade-level expectation. (See <i>Write Source</i> .)
18. Develop grade-appropriate compositions by identifying and applying writing processes, such as the following: <ul style="list-style-type: none"> <li>• selecting topic and form</li> </ul>	<b>Student Handbook:</b> 28 Also see <i>Write Source</i> .
<ul style="list-style-type: none"> <li>• prewriting (e.g., brainstorming, researching, raising questions, generating graphic organizers)</li> </ul>	<b>Student Handbook:</b> 28 Also see <i>Write Source</i> .
<ul style="list-style-type: none"> <li>• drafting</li> </ul>	<b>Student Handbook:</b> 28 Also see <i>Write Source</i> .
<ul style="list-style-type: none"> <li>• conferencing (e.g., peer and teacher)</li> </ul>	No specific lesson addresses this grade-level expectation. (See <i>Write Source</i> .)
<ul style="list-style-type: none"> <li>• revising based on feedback and use of various tools (e.g., LEAP21 Writer's Checklist, rubrics)</li> </ul>	No specific lesson addresses this grade-level expectation. (See <i>Write Source</i> .)
<ul style="list-style-type: none"> <li>• proofreading/editing</li> </ul>	<b>Student Handbook:</b> 28 Also see <i>Write Source</i> .

Grade-Level Expectations, Seventh Grade	Reader's Handbook, Grades 6-8
<ul style="list-style-type: none"> <li>publishing using technology (ELA-2-M3)</li> </ul>	<p><b>Student Handbook:</b> 99, 338 Also see <i>Write Source</i>.</p>
<p>19. Develop grade-appropriate paragraphs and multi-paragraph compositions using the various modes of writing (e.g., description, narration, exposition, persuasion), emphasizing narration and exposition (ELA-2-M4)</p>	<p><b>Student Handbook:</b> 55, 181, 182, 186, 203, 217, 233 Also see <i>Write Source</i>.</p>
<p>20. Use the various modes to write compositions, including:</p> <ul style="list-style-type: none"> <li>essays based on a stated opinion</li> </ul>	<p><b>Student Handbook:</b> 174-176, 181 Also see <i>Write Source</i>.</p>
<ul style="list-style-type: none"> <li>fictional narratives (ELA-2-M4)</li> </ul>	<p><b>Student Handbook:</b> 181 Also see <i>Write Source</i>.</p>
<p>21. Develop writing using a variety of literary devices, including analogies, symbolism, and puns (ELA-2-M5)</p>	<p><b>Student Handbook:</b> 372, 404, 427, 442, 447, 448, 449, 450, 452, 453, 455, 458, 459, 464, 467, 481, 586, 636-639 Also see <i>Write Source</i>.</p>
<p>22. Write for various purposes, including:</p> <ul style="list-style-type: none"> <li>letters of complaint supported with complete and accurate information and reasons</li> </ul>	<p>No specific lesson addresses this grade-level expectation. (See <i>Write Source</i>.)</p>
<ul style="list-style-type: none"> <li>evaluations of media, such as television, radio, and the arts</li> </ul>	<p><b>Student Handbook:</b> 488 Also see <i>Write Source</i>.</p>
<ul style="list-style-type: none"> <li>text-supported interpretations of elements of grade-appropriate stories, poems, plays, and novels</li> </ul>	<p><b>Student Handbook:</b> 339, 420 Also see <i>Write Source</i>.</p>
<ul style="list-style-type: none"> <li>applications, such as memberships and library cards (ELA-2-M6)</li> </ul>	<p>No specific lesson addresses this grade-level expectation. (See <i>Write Source</i>.)</p>

# Writing / Proofreading

## Standard 3

Grade-Level Expectations, Seventh Grade	Reader's Handbook, Grades 6-8
<p>23. Use standard English punctuation, including:</p> <ul style="list-style-type: none"> <li>• commas to set off direct quotations, nouns of direct address, and after introductory words or phrases</li> </ul>	<p><b>Student Handbook:</b> 361, 362 Also see <i>Write Source</i>.</p>
<ul style="list-style-type: none"> <li>• semicolons or colons to separate independent clauses (ELA-3-M2)</li> </ul>	<p>No specific lesson addresses this grade-level expectation. (See <i>Write Source</i>.)</p>
<p>24. Write paragraphs and compositions following standard English structure and usage, including:</p> <ul style="list-style-type: none"> <li>• varied sentence structures, including complex sentences</li> </ul>	<p>No specific lesson addresses this grade-level expectation. (See <i>Write Source</i>.)</p>
<ul style="list-style-type: none"> <li>• antecedents that agree with pronouns in number, person, and gender</li> </ul>	<p>No specific lesson addresses this grade-level expectation. (See <i>Write Source</i>.)</p>
<ul style="list-style-type: none"> <li>• sentences without double negatives (ELA-3-M3)</li> </ul>	<p>No specific lesson addresses this grade-level expectation. (See <i>Write Source</i>.)</p>
<p>25. Apply knowledge of parts of speech in writing, including:</p> <ul style="list-style-type: none"> <li>• infinitives and participles</li> </ul>	<p>No specific lesson addresses this grade-level expectation. (See <i>Write Source</i>.)</p>
<ul style="list-style-type: none"> <li>• superlative and comparative degrees of adjectives</li> </ul>	<p>No specific lesson addresses this grade-level expectation. (See <i>Write Source</i>.)</p>
<ul style="list-style-type: none"> <li>• adverbs (ELA-3-M4)</li> </ul>	<p>No specific lesson addresses this grade-level expectation. (See <i>Write Source</i>.)</p>
<p>26. Spell high-frequency, commonly confused, frequently misspelled words and derivatives (e.g., roots, affixes) correctly (ELA-3-M5)</p>	<p><b>Student Handbook:</b> 158, 425, 626-629, 685-692 Also see <i>Write Source</i>.</p>
<p>27. Use a variety of resources (e.g., glossaries, dictionaries, thesauruses, spell check) to find correct spellings (ELA-3-M5)</p>	<p><b>Student Handbook:</b> 158, 425, 626-629, 630 Also see <i>Write Source</i>.</p>

# Speaking and Listening

## Standard 4

Grade-Level Expectations, Seventh Grade	Reader's Handbook, Grades 6-8
28. Adjust diction and enunciation to suit the purpose for speaking (ELA-4-M1)	No specific lesson addresses this grade-level expectation. (See <i>Write Source</i> .)
29. Use standard English grammar, diction, syntax, and pronunciation when speaking (ELA-4-M1)	No specific lesson addresses this grade-level expectation. (See <i>Write Source</i> .)
30. Follow procedures (e.g., read, question, write a response, form groups) from detailed oral instructions (ELA-4-M2)	No specific lesson addresses this grade-level expectation. (See <i>Write Source</i> .)
31. State oral directions/procedures for tasks (ELA-4-M2)	No specific lesson addresses this grade-level expectation. (See <i>Write Source</i> .)
32. Adjust volume and inflection to suit the audience and purpose of presentations (ELA-4-M3)	No specific lesson addresses this grade-level expectation. (See <i>Write Source</i> .)
33. Organize oral presentations with a thesis, an introduction, a body developed with relevant details, and a conclusion (ELA-4-M3)	<b>Student Handbook:</b> 256, 257, 258, 259 Also see <i>Write Source</i> .
34. Evaluate and determine bias and credibility of various media presentations (e.g., TV and radio advertising) (ELA-4-M4)	<b>Student Handbook:</b> 263, 287, 288 Also see <i>Write Source</i> .
35. Deliver formal and informal persuasive presentations (ELA-4-M4)	<b>Student Handbook:</b> 55, 247-255, 256, 274 Also see <i>Write Source</i> .
36. Deliver grade-appropriate research-based presentations (ELA-4-M4)	No specific lesson addresses this grade-level expectation. (See <i>Write Source</i> .)
37. Evaluate a variety of media for impressions/effect on listeners, faulty reasoning, propaganda techniques, and delivery (ELA-4-M5)	<b>Student Handbook:</b> 42, 263, 287, 288, 655 Also see <i>Write Source</i> .
38. Participate in group and panel discussions, including: <ul style="list-style-type: none"> <li>• explaining the effectiveness and dynamics of group process</li> </ul>	No specific lesson addresses this grade-level expectation. (See <i>Write Source</i> .)

Grade-Level Expectations, Seventh Grade	Reader's Handbook, Grades 6-8
<ul style="list-style-type: none"> <li>applying agreed-upon rules for formal and informal discussions</li> </ul>	No specific lesson addresses this grade-level expectation. (See <i>Write Source</i> .)
<ul style="list-style-type: none"> <li>assuming a variety of roles (e.g., facilitator, recorder, leader, listener) (ELA-4-M6)</li> </ul>	No specific lesson addresses this grade-level expectation. (See <i>Write Source</i> .)

## Information Resources

### Standard 5

Grade-Level Expectations, Seventh Grade	Reader's Handbook, Grades 6-8
39. Locate and select information using organizational features of grade-appropriate resources, including: <ul style="list-style-type: none"> <li>complex reference sources (e.g., almanacs, atlases, newspapers, magazines, brochures, map legends, prefaces, appendices)</li> </ul>	<b>Student Handbook:</b> 163-164, 218-233, 234-246, 555-556 Also see <i>Write Source</i> .
<ul style="list-style-type: none"> <li>electronic storage devices (e.g., CD-ROMS, diskettes, software, drives)</li> </ul>	No specific lesson addresses this grade-level expectation. (See <i>Write Source</i> .)
<ul style="list-style-type: none"> <li>frequently accessed and bookmarked Web addresses</li> </ul>	<b>Student Handbook:</b> 514-526, 528, 529, 532, 533, 534-535 Also see <i>Write Source</i> .
<ul style="list-style-type: none"> <li>features of electronic texts (e.g., hyperlinks, cross-referencing, Web resources, including online sources and remote sites) (ELA-5-M1)</li> </ul>	<b>Student Handbook:</b> 514-526, 528, 529, 532, 533, 534-535 Also see <i>Write Source</i> .
40. Locate and integrate information from a variety of grade-appropriate resources, including: <ul style="list-style-type: none"> <li>multiple printed texts (e.g., encyclopedias, atlases, library catalogs, specialized dictionaries, almanacs, technical encyclopedias)</li> </ul>	<b>Student Handbook:</b> 425, 626-630 Also see <i>Write Source</i> .
<ul style="list-style-type: none"> <li>electronic sources (e.g., Web sites, databases)</li> </ul>	<b>Student Handbook:</b> 514-526 Also see <i>Write Source</i> .
<ul style="list-style-type: none"> <li>other media sources (e.g., audio and video tapes, films, documentaries, television, radio) (ELA-5-M2)</li> </ul>	<b>Student Handbook:</b> 488 Also see <i>Write Source</i> .

Grade-Level Expectations, Seventh Grade	Reader's Handbook, Grades 6-8
41. Explain the usefulness and accuracy of sources by determining their validity (e.g., authority, accuracy, objectivity, publication date, coverage) (ELA-5-M2)	<b>Student Handbook:</b> 42, 518-519, 525, 655 Also see <i>Write Source</i> .
42. Gather and select information using data-gathering strategies/tools, including: <ul style="list-style-type: none"> <li>• surveying</li> </ul>	No specific lesson addresses this grade-level expectation. (See <i>Write Source</i> .)
<ul style="list-style-type: none"> <li>• interviewing</li> </ul>	<b>Student Handbook:</b> 282 Also see <i>Write Source</i> .
<ul style="list-style-type: none"> <li>• paraphrasing (ELA-5-M3)</li> </ul>	<b>Student Handbook:</b> 420, 540, 541, 544, 650-651, 676 Also see <i>Write Source</i> .
43. Generate grade-appropriate research reports that include information presented in a variety of forms, including: <ul style="list-style-type: none"> <li>• visual representations of data/information</li> </ul>	<b>Student Handbook:</b> 549, 550-561 Also see <i>Write Source</i> .
<ul style="list-style-type: none"> <li>• graphic organizers (e.g., outlines, timelines, charts, webs)</li> </ul>	<b>Student Handbook:</b> 157, 159, 198, 213, 276, 331, 549, 552-553, 554, 558, 559-560, 561, 662-663, 681, 683, 684 Also see <i>Write Source</i> .
<ul style="list-style-type: none"> <li>• works cited lists and/or bibliographies (ELA-5-M3)</li> </ul>	No specific lesson addresses this grade-level expectation. (See <i>Write Source</i> .)
44. Use word processing and/or other technology to draft, revise, and publish a variety of works, including reports and research documents (ELA-5-M4)	<b>Student Handbook:</b> 99, 338, 530-531 Also see <i>Write Source</i> .
45. Give credit for borrowed information following acceptable use policy, including: <ul style="list-style-type: none"> <li>• integrating quotations and citations</li> </ul>	No specific lesson addresses this grade-level expectation. (See <i>Write Source</i> .)
<ul style="list-style-type: none"> <li>• using end notes</li> </ul>	No specific lesson addresses this grade-level expectation. (See <i>Write Source</i> .)
<ul style="list-style-type: none"> <li>• creating bibliographies and/or works cited lists (ELA-5-M5)</li> </ul>	<b>Student Handbook:</b> 523 Also see <i>Write Source</i> .

Grade-Level Expectations, Seventh Grade	Reader's Handbook, Grades 6-8
<p>46. Interpret information from a variety of graphic organizers including timelines, charts, schedules, tables, diagrams, and maps in grade-appropriate sources (ELA-5-M6)</p>	<p><b>Student Handbook:</b> 41, 51, 53, 57, 58, 59, 60, 61, 62, 63, 75, 76, 82, 92, 93, 107, 108, 109, 110, 111, 112, 115, 116, 128, 138, 139, 140, 157, 159, 163, 164, 165, 168, 169, 182, 185, 196, 198, 199, 212, 213, 214, 216, 222, 223, 228, 243, 245, 253, 255, 262, 265-272, 274, 275, 276, 277, 285, 286, 289, 290, 306, 307, 308, 309, 312, 313, 325, 326, 329, 331, 332, 333, 334, 337, 338, 343, 344, 347, 350, 353, 355, 356, 358, 359, 364, 367, 371, 373, 375, 378, 379, 381, 385, 386, 387, 399, 413, 414, 415, 417, 435, 438, 481, 482, 483, 484, 487, 492, 499, 507, 523, 538-547, 548-561, 633, 6432, 644, 645, 647, 651</p>

**Reader's Handbook © 2002**
  
 correlated to
   
**Louisiana English Language Arts Grade-Level Expectations**
  
**Eighth Grade**

**Reading and Responding**

**Standard 1**

Grade-Level Expectations, Eighth Grade	Reader's Handbook, Grades 6-8
1. Develop vocabulary using a variety of strategies, including: <ul style="list-style-type: none"> <li>• use of connotative and denotative meanings</li> </ul>	<b>Student Handbook:</b> 279, 425-426, 433-434
<ul style="list-style-type: none"> <li>• use of Greek, Latin, and Anglo-Saxon roots and word parts (ELA-1-M1)</li> </ul>	<b>Student Handbook:</b> 585, 621, 621-622, 624, 689-692
2. Interpret story elements, including: <ul style="list-style-type: none"> <li>• stated and implied themes</li> </ul>	<b>Student Handbook:</b> 316, 322, 333, 336, 337, 347, 349, 376-382, 405, 493, 511
<ul style="list-style-type: none"> <li>• development of character types (e.g., flat, round, dynamic, static)</li> </ul>	<b>Student Handbook:</b> 304-305, 306, 311, 312-313, 316, 325, 326, 335, 336, 337, 338, 340-350, 356, 363, 364, 392-393
<ul style="list-style-type: none"> <li>• effectiveness of plot sequence and/or subplots</li> </ul>	<b>Student Handbook:</b> 309, 331-332, 337, 345, 368, 369, 370, 371, 372, 373, 374, 375, 398-399, 507, 508
<ul style="list-style-type: none"> <li>• the relationship of conflicts and multiple conflicts (e.g., man vs. man, nature, society, self) to plot</li> </ul>	<b>Student Handbook:</b> 301, 307, 309, 331-332, 345, 369, 370, 375, 398-399, 508
<ul style="list-style-type: none"> <li>• difference in third-person limited and omniscient points of view</li> </ul>	<b>Student Handbook:</b> 400, 401
<ul style="list-style-type: none"> <li>• how a theme is developed (ELA-1-M2)</li> </ul>	<b>Student Handbook:</b> 376-382, 405

<b>Grade-Level Expectations, Eighth Grade</b>	<b>Reader's Handbook, Grades 6-8</b>
3. Interpret literary devices, including: <ul style="list-style-type: none"> <li>• allusions</li> </ul>	<b>Student Handbook:</b> 448
<ul style="list-style-type: none"> <li>• understatement (meiosis)</li> </ul>	No specific lesson addresses this grade-level expectation.
<ul style="list-style-type: none"> <li>• how word choice and images appeal to the senses and suggest mood and tone</li> </ul>	<b>Student Handbook:</b> 456, 468-469
<ul style="list-style-type: none"> <li>• the use of foreshadowing and flashback to direct plot development</li> </ul>	<b>Student Handbook:</b> 372, 481
<ul style="list-style-type: none"> <li>• the effects of hyperbole and symbolism (ELA-1-M2)</li> </ul>	<b>Student Handbook:</b> 404, 467
4. Draw conclusions and make inferences in print and non-print responses about ideas and information in grade-appropriate texts, including: <ul style="list-style-type: none"> <li>• epics</li> </ul>	<b>Student Handbook:</b> 41, 653
<ul style="list-style-type: none"> <li>• consumer materials</li> </ul>	<b>Student Handbook:</b> 41, 653
<ul style="list-style-type: none"> <li>• public documents (ELA-1-M3)</li> </ul>	<b>Student Handbook:</b> 41, 653
5. Interpret ideas and information in a variety of texts (e.g., scientific reports, technical guidelines, business memos) and make connections to real-life situations and other texts (ELA-1-M4)	<b>Student Handbook:</b> 35, 45, 78, 82, 96, 113, 128, 183, 200, 214, 230, 243, 254, 310

## Standard 6

<b>Grade-Level Expectations, Eighth Grade</b>	<b>Reader's Handbook, Grades 6-8</b>
6. Analyze universal themes found in a variety of world and multicultural texts in oral and written responses (ELA-6-M1)	<b>Student Handbook:</b> 377, 395, 490
7. Compare and contrast elements (e.g., plot, setting, character, theme) in multiple genres (ELA-6-M2)	<b>Student Handbook:</b> 42, 56, 62, 278, 294-314, 315-339, 340-350, 351-359, 360-367, 368-375, 376-382, 383-388, 392-393, 396, 398-399, 402, 405

<b>Grade-Level Expectations, Eighth Grade</b>	<b>Reader's Handbook, Grades 6-8</b>
<p>8. Use knowledge of the distinctive characteristics to classify and explain the significance of various genres, including:</p> <ul style="list-style-type: none"> <li>• fiction (e.g., mystery, novel)</li> </ul>	<b>Student Handbook:</b> 294-314, 315-339, 340-350, 351-359, 360-367, 368-375, 376-382, 383-388, 389-405
<ul style="list-style-type: none"> <li>• nonfiction (e.g., workplace documents, editorials)</li> </ul>	<b>Student Handbook:</b> 66-83, 84-99, 100-116, 117-131, 132-142, 155-169, 172-187, 188-203, 204-217, 218-233, 234-246, 247-255, 256-264, 265-272, 273-291
<ul style="list-style-type: none"> <li>• poetry (e.g., lyric, narrative)</li> </ul>	<b>Student Handbook:</b> 408-421, 422-429, 430-438, 439-445, 446-469
<ul style="list-style-type: none"> <li>• drama (e.g., plays) (ELA-6-M3)</li> </ul>	<b>Student Handbook:</b> 472-488, 489-494, 495-501, 502-511

## S t a n d a r d 7

<b>Grade-Level Expectations, Eighth Grade</b>	<b>Reader's Handbook, Grades 6-8</b>
<p>9. Demonstrate understanding of information in grade-appropriate texts using a variety of strategies, including:</p> <ul style="list-style-type: none"> <li>• sequencing events to examine and evaluate information</li> </ul>	<b>Student Handbook:</b> 76, 116, 646
<ul style="list-style-type: none"> <li>• summarizing and paraphrasing to examine and evaluate information</li> </ul>	<b>Student Handbook:</b> 75, 76, 95, 186, 217, 232, 233, 331, 338, 358, 378, 420, 437-438, 476, 482, 526, 540, 541, 544, 547, 646, 650, 651, 658, 659, 676, 680
<ul style="list-style-type: none"> <li>• interpreting stated or implied main ideas</li> </ul>	<b>Student Handbook:</b> 47, 50-54, 60-61, 93, 182, 196-199, 229, 240, 242-243, 262, 284, 285, 289-290, 674
<ul style="list-style-type: none"> <li>• comparing and contrasting literary elements and ideas within and across texts</li> </ul>	<b>Student Handbook:</b> 278, 340-350, 351-359, 360-367, 368-375, 376-382, 383-388, 389-405, 442-429, 430-438, 439-445, 446-469, 495-501, 502-511
<ul style="list-style-type: none"> <li>• making inferences and drawing conclusions</li> </ul>	<b>Student Handbook:</b> 40, 41, 52, 214, 285, 308, 347, 356, 387, 546, 653, 672
<ul style="list-style-type: none"> <li>• predicting the outcome of a story or situation</li> </ul>	<b>Student Handbook:</b> 44, 45
<ul style="list-style-type: none"> <li>• identifying literary devices (ELA-7-M1)</li> </ul>	<b>Student Handbook:</b> 404, 467, 586, 587, 636-639

Grade-Level Expectations, Eighth Grade	Reader's Handbook, Grades 6-8
10. Explain the relationship between life experiences and texts to generate solutions to problems (ELA-7-M2)	<b>Student Handbook:</b> 35, 113, 128
11. Use technical information and other available resources (e.g., Web sites, interviews) to solve problems (ELA-7-M2)	<b>Student Handbook:</b> 265-272, 282, 514-526
12. Evaluate the effectiveness of an author's purpose (ELA-7-M3)	<b>Student Handbook:</b> 42, 185, 186, 391, 653, 655
13. Analyze an author's viewpoint by assessing appropriateness of evidence and persuasive techniques (e.g., appeal to authority, social disapproval) (ELA-7-M3)	<b>Student Handbook:</b> 42, 247-254, 255, 263, 274, 287-288, 524, 525, 655
14. Analyze grade-appropriate print and non-print texts using various reasoning skills, including: <ul style="list-style-type: none"> <li>• identifying cause-effect relationships</li> </ul>	<b>Student Handbook:</b> 56, 59, 82, 111, 192, 196, 216, 275, 644, 645
<ul style="list-style-type: none"> <li>• raising questions</li> </ul>	<b>Student Handbook:</b> 44, 45, 185, 240, 652, 653
<ul style="list-style-type: none"> <li>• reasoning inductively and deductively</li> </ul>	<b>Student Handbook:</b> 60, 61
<ul style="list-style-type: none"> <li>• generating a theory or hypothesis</li> </ul>	<b>Student Handbook:</b> 660, 661
<ul style="list-style-type: none"> <li>• skimming/scanning</li> </ul>	<b>Student Handbook:</b> 114, 525, 571, 599, 656, 657
<ul style="list-style-type: none"> <li>• distinguishing facts from opinions and probability (ELA-7-M4)</li> </ul>	<b>Student Handbook:</b> 247, 249, 260, 263, 281

# Writing

## Standard 2

Grade-Level Expectations, Eighth Grade	Reader's Handbook, Grades 6-8
<p>15. Write complex, multi-paragraph compositions on student- or teacher-selected topics organized with the following:</p> <ul style="list-style-type: none"> <li>• a clearly stated focus or central idea</li> </ul>	<p><b>Student Handbook:</b> 50-54 Also see <i>Write Source</i>.</p>
<ul style="list-style-type: none"> <li>• important ideas or events stated in a selected order</li> </ul>	<p><b>Student Handbook:</b> 42, 56-63, 111, 112, 192, 196, 197, 213, 216, 242, 269, 275, 276, 278 Also see <i>Write Source</i>.</p>
<ul style="list-style-type: none"> <li>• organizational patterns (e.g., comparison/contrast, order of importance, chronological order) appropriate to the topic</li> </ul>	<p><b>Student Handbook:</b> 51, 53, 60, 61, 197-199, 289, 290 Also see <i>Write Source</i>.</p>
<ul style="list-style-type: none"> <li>• elaboration (anecdotes, relevant facts, examples, and/or specific details)</li> </ul>	<p>No specific lesson addresses this grade-level expectation. (See <i>Write Source</i>.)</p>
<ul style="list-style-type: none"> <li>• transitional words and phrases that unify ideas and points</li> </ul>	<p><b>Student Handbook:</b> 28 Also see <i>Write Source</i>.</p>
<ul style="list-style-type: none"> <li>• an overall structure (e.g., introduction, body/middle, and concluding paragraph that summarizes important ideas and details) (ELA-2-M1)</li> </ul>	<p><b>Student Handbook:</b> 289, 290 Also see <i>Write Source</i>.</p>
<p>16. Organize individual paragraphs with topic sentences, relevant elaboration, and concluding sentences (ELA-2-M1)</p>	<p><b>Student Handbook:</b> 382 Also see <i>Write Source</i>.</p>
<p>17. Develop grade-appropriate compositions on student- or teacher-selected topics that include the following:</p> <ul style="list-style-type: none"> <li>• word choices (diction) appropriate to the identified audience and/or purpose</li> </ul>	<p><b>Student Handbook:</b> 382, 468, 469 Also see <i>Write Source</i>.</p>
<ul style="list-style-type: none"> <li>• vocabulary selected to clarify meaning, create images, and set a tone</li> </ul>	<p>No specific lesson addresses this grade-level expectation. (See <i>Write Source</i>.)</p>
<ul style="list-style-type: none"> <li>• information/ideas selected to engage the interest of the reader</li> </ul>	<p><b>Student Handbook:</b> 468, 469 Also see <i>Write Source</i>.</p>

Grade-Level Expectations, Eighth Grade	Reader's Handbook, Grades 6-8
<ul style="list-style-type: none"> <li>clear voice (individual personality)</li> </ul>	No specific lesson addresses this grade-level expectation. (See <i>Write Source</i> .)
<ul style="list-style-type: none"> <li>variety in sentence structure (ELA-2-M2)</li> </ul>	<b>Student Handbook:</b> 50-54 Also see <i>Write Source</i> .
<p>18. Develop grade-appropriate compositions by identifying and applying writing processes such as the following:</p> <ul style="list-style-type: none"> <li>selecting topic and form</li> </ul>	<b>Student Handbook:</b> 28 Also see <i>Write Source</i> .
<ul style="list-style-type: none"> <li>prewriting (e.g., brainstorming, researching, raising questions, generating graphic organizers)</li> </ul>	<b>Student Handbook:</b> 28 Also see <i>Write Source</i> .
<ul style="list-style-type: none"> <li>drafting</li> </ul>	<b>Student Handbook:</b> 28 Also see <i>Write Source</i> .
<ul style="list-style-type: none"> <li>conferencing (e.g., peer and teacher)</li> </ul>	No specific lesson addresses this grade-level expectation. (See <i>Write Source</i> .)
<ul style="list-style-type: none"> <li>revising based on feedback and use of various tools (e.g., LEAP21 Writer's Checklist, rubrics)</li> </ul>	No specific lesson addresses this grade-level expectation. (See <i>Write Source</i> .)
<ul style="list-style-type: none"> <li>proofreading/editing</li> </ul>	<b>Student Handbook:</b> 28 Also see <i>Write Source</i> .
<ul style="list-style-type: none"> <li>publishing using technology (ELA-2-M3)</li> </ul>	<b>Student Handbook:</b> 99, 338 Also see <i>Write Source</i> .
<p>19. Develop grade-appropriate paragraphs and multi-paragraph compositions using the various modes of writing (e.g., description, narration, exposition, and persuasion), emphasizing narration and exposition (ELA-2-M4)</p>	<b>Student Handbook:</b> 55, 181, 182, 186, 203, 217, 233 Also see <i>Write Source</i> .
<p>20. Use the various modes to write compositions, including:</p> <ul style="list-style-type: none"> <li>short stories developed with literary devices</li> </ul>	<b>Student Handbook:</b> 294-314 Also see <i>Write Source</i> .
<ul style="list-style-type: none"> <li>problem/solution essays</li> </ul>	<b>Student Handbook:</b> 182, 286 Also see <i>Write Source</i> .

Grade-Level Expectations, Eighth Grade	Reader's Handbook, Grades 6-8
<ul style="list-style-type: none"> <li>essays defending a stated position (ELA-2-M4)</li> </ul>	<b>Student Handbook:</b> 174-176, 181
21. Develop writing using a variety of literary devices, including understatements and allusions (ELA-2-M5)	<b>Student Handbook:</b> 372, 404, 427, 442, 447, 448, 449, 450, 452, 453, 455, 458, 459, 464, 467, 481, 586, 636-639 Also see <i>Write Source</i> .
22. Write for a wide variety of purposes, including: <ul style="list-style-type: none"> <li>persuasive letters that include appropriate wording and tone and that state an opinion</li> </ul>	No specific lesson addresses this grade-level expectation. (See <i>Write Source</i> .)
<ul style="list-style-type: none"> <li>evaluations of advertisements, political cartoons, and speeches</li> </ul>	<b>Student Handbook:</b> 42, 260, 550-551, 655 Also see <i>Write Source</i> .
<ul style="list-style-type: none"> <li>text-supported interpretations of elements of grade-appropriate stories, poems, plays, and novels (ELA-2-M6)</li> </ul>	<b>Student Handbook:</b> 345-350, 351-359, 360-367, 368-375, 376-382, 390-405, 408-421, 422-429, 430-438, 439-445, 446-468, 472-488, 489-494, 495-501, 502-511 Also see <i>Write Source</i> .

## Writing / Proofreading

### Standard 3

Grade-Level Expectations, Eighth Grade	Reader's Handbook, Grades 6-8
23. Use standard English capitalization and punctuation consistently (ELA-3-M2)	No specific lesson addresses this grade-level expectation. (See <i>Write Source</i> .)
24. Write paragraphs and compositions following standard English structure and usage, including: <ul style="list-style-type: none"> <li>varied sentence structures and patterns, including complex sentences</li> </ul>	No specific lesson addresses this grade-level expectation. (See <i>Write Source</i> .)
<ul style="list-style-type: none"> <li>phrases and clauses used correctly as modifiers (ELA-3-M3)</li> </ul>	No specific lesson addresses this grade-level expectation. (See <i>Write Source</i> .)
25. Apply knowledge of parts of speech in writing, including: <ul style="list-style-type: none"> <li>infinitives, participles, and gerunds</li> </ul>	No specific lesson addresses this grade-level expectation. (See <i>Write Source</i> .)

Grade-Level Expectations, Eighth Grade	Reader's Handbook, Grades 6-8
<ul style="list-style-type: none"> <li>superlative and comparative degrees of adjectives</li> </ul>	No specific lesson addresses this grade-level expectation. (See <i>Write Source</i> .)
<ul style="list-style-type: none"> <li>adverbs (ELA-3-M4)</li> </ul>	No specific lesson addresses this grade-level expectation. (See <i>Write Source</i> .)
26. Spell high-frequency, commonly confused, frequently misspelled words and derivatives (e.g., roots and affixes) correctly (ELA-3-M5)	<b>Student Handbook:</b> 158, 425, 626-629, 685-692 Also see <i>Write Source</i> .
27. Use a variety of resources (e.g., glossaries, dictionaries, thesauruses, spell check) to find correct spellings (ELA-3-M5)	<b>Student Handbook:</b> 158, 425, 626-629, 630 Also see <i>Write Source</i> .

## Speaking and Listening

### Standard 4

Grade-Level Expectations, Eighth Grade	Reader's Handbook, Grades 6-8
28. Adjust diction and enunciation to suit the purpose for speaking (ELA-4-M1)	No specific lesson addresses this grade-level expectation. (See <i>Write Source</i> .)
29. Use standard English grammar, diction, syntax, and pronunciation when speaking (ELA-4-M1)	No specific lesson addresses this grade-level expectation. (See <i>Write Source</i> .)
30. Follow procedures (e.g., read, question, write a response, form groups) from detailed oral instructions (ELA-4-M2)	No specific lesson addresses this grade-level expectation. (See <i>Write Source</i> .)
31. State oral directions/procedures for tasks (ELA-4-M2)	No specific lesson addresses this grade-level expectation. (See <i>Write Source</i> .)
32. Adjust volume and inflection to suit the audience and purpose of presentations (ELA-4-M3)	No specific lesson addresses this grade-level expectation. (See <i>Write Source</i> .)
33. Organize oral presentations with a thesis, an introduction, a body/middle developed with relevant details, and a conclusion (ELA-4-M3)	No specific lesson addresses this grade-level expectation. (See <i>Write Source</i> .)

Grade-Level Expectations, Eighth Grade	Reader's Handbook, Grades 6-8
34. Determine the credibility of the speaker (e.g., hidden agenda, slanted or biased materials) (ELA-4-M4)	<b>Student Handbook:</b> 263, 287-288 Also see <i>Write Source</i> .
35. Deliver grade-appropriate persuasive presentations (ELA-4-M4)	No specific lesson addresses this grade-level expectation. (See <i>Write Source</i> .)
36. Summarize a speaker's purpose and point of view (ELA-4-M4)	<b>Student Handbook:</b> 266, 391, 653 Also see <i>Write Source</i> .
37. Compare, contrast, and evaluate information found in a wide variety of text/electronic media, (e.g., microprint, public speeches, art form) (ELA-4-M5)	<b>Student Handbook:</b> 42, 56, 62, 278, 283-388, 655 Also see <i>Write Source</i> .
38. Participate in group and panel discussions, including: <ul style="list-style-type: none"> <li>• explaining the effectiveness and dynamics of group process</li> </ul>	No specific lesson addresses this grade-level expectation. (See <i>Write Source</i> .)
<ul style="list-style-type: none"> <li>• applying agreed-upon rules for formal and informal discussions</li> </ul>	No specific lesson addresses this grade-level expectation. (See <i>Write Source</i> .)
<ul style="list-style-type: none"> <li>• assuming a variety of roles (e.g., facilitator, recorder, leader, listener) (ELA-4-M6)</li> </ul>	No specific lesson addresses this grade-level expectation. (See <i>Write Source</i> .)

# Information Resources

## Standard 5

Grade-Level Expectations, Eighth Grade	Reader's Handbook, Grades 6-8
<p>39. Locate and select information using organizational features of grade-appropriate resources, including:</p> <ul style="list-style-type: none"> <li>• complex reference sources (e.g., almanacs, atlases, newspapers, magazines, brochures, map legends, prefaces, appendices).</li> </ul>	<p><b>Student Handbook:</b> 162, 163-164, 218-233, 234-246, 555-556 Also see <i>Write Source</i>.</p>
<ul style="list-style-type: none"> <li>• electronic storage devices (e.g., CD-ROMS, diskettes, software, drives)</li> </ul>	<p>No specific lesson addresses this grade-level expectation. (See <i>Write Source</i>.)</p>
<ul style="list-style-type: none"> <li>• frequently accessed and bookmarked Web addresses</li> </ul>	<p><b>Student Handbook:</b> 514-526, 528, 529, 532, 533, 534-535 Also see <i>Write Source</i>.</p>
<ul style="list-style-type: none"> <li>• organizational features of electronic information (e.g., Web resources including online sources and remote sites) (ELA-5-M1)</li> </ul>	<p><b>Student Handbook:</b> 514-526, 528, 529, 532, 533, 534-535 Also see <i>Write Source</i>.</p>
<p>40. Locate and integrate information from a variety of grade-appropriate resources, including:</p> <ul style="list-style-type: none"> <li>• multiple printed texts (e.g., encyclopedias, atlases, library catalogs, specialized dictionaries, almanacs, technical encyclopedias)</li> </ul>	<p><b>Student Handbook:</b> 425, 626-630 Also see <i>Write Source</i>.</p>
<ul style="list-style-type: none"> <li>• electronic sources (e.g., Web sites, databases)</li> </ul>	<p><b>Student Handbook:</b> 514-526 Also see <i>Write Source</i>.</p>
<ul style="list-style-type: none"> <li>• other media sources (e.g., audio and video tapes, films, documentaries, television, radio) (ELA-5-M2)</li> </ul>	<p><b>Student Handbook:</b> 488 Also see <i>Write Source</i>.</p>
<p>41. Explain the usefulness and accuracy of sources by determining their validity (e.g., authority, accuracy, objectivity, publication date, coverage) (ELA-5-M2)</p>	<p><b>Student Handbook:</b> 42, 518-519, 525, 655 Also see <i>Write Source</i>.</p>
<p>42. Gather and select information using data-gathering strategies/tools, including:</p> <ul style="list-style-type: none"> <li>• surveying</li> </ul>	<p>No specific lesson addresses this grade-level expectation. (See <i>Write Source</i>.)</p>

Grade-Level Expectations, Eighth Grade	Reader's Handbook, Grades 6-8
<ul style="list-style-type: none"> <li>interviewing</li> </ul>	<b>Student Handbook:</b> 282 Also see <i>Write Source</i> .
<ul style="list-style-type: none"> <li>paraphrasing (ELA-5-M3)</li> </ul>	<b>Student Handbook:</b> 420, 540, 541, 544, 650-651, 676 Also see <i>Write Source</i> .
43. Generate grade-appropriate research reports that include information presented in a variety of forms, including: <ul style="list-style-type: none"> <li>visual representations of data/information</li> </ul>	<b>Student Handbook:</b> 549, 550-561 Also see <i>Write Source</i> .
<ul style="list-style-type: none"> <li>graphic organizers (e.g., outlines, timelines, charts, webs)</li> </ul>	<b>Student Handbook:</b> 157, 159, 198, 213, 276, 331, 549, 552-553, 554, 558, 559-560, 561, 662-663, 683, 684
<ul style="list-style-type: none"> <li>works cited lists and/or bibliographies (ELA-5-M3)</li> </ul>	No specific lesson addresses this grade-level expectation. (See <i>Write Source</i> .)
44. Use word processing and/or other technology to draft, revise, and publish a variety of works, including documented research reports with bibliographies (ELA-5-M4)	<b>Student Handbook:</b> 99, 338, 530-531 Also see <i>Write Source</i> .
45. Give credit for borrowed information following acceptable use policy, including: <ul style="list-style-type: none"> <li>integrating quotations and citations</li> </ul>	No specific lesson addresses this grade-level expectation. (See <i>Write Source</i> .)
<ul style="list-style-type: none"> <li>using endnotes</li> </ul>	No specific lesson addresses this grade-level expectation. (See <i>Write Source</i> .)
<ul style="list-style-type: none"> <li>creating bibliographies and/or works cited lists (ELA-5-M5)</li> </ul>	<b>Student Handbook:</b> 523 Also see <i>Write Source</i> .
46. Interpret information from a variety of graphic organizers including timelines, charts, schedules, tables, diagrams, and maps in grade-appropriate sources (ELA-5-M6)	<b>Student Handbook:</b> 41, 51, 53, 57, 58, 59, 60, 61, 62, 63, 75, 76, 82, 92, 93, 107, 108, 109, 110, 111, 112, 115, 116, 128, 138, 139, 140, 157, 159, 163, 164, 165, 168, 169, 182, 185, 196, 198, 199, 212, 213, 214, 216, 222, 223, 228, 243, 245, 253, 255, 262, 265-272, 274, 275, 276, 277, 285, 286, 289, 290, 306, 307, 308, 309, 312, 313, 325, 326, 329, 331, 332, 333, 334, 337, 338, 343, 344, 347, 350, 353, 355, 356, 358, 359, 364, 367, 371, 373, 375, 378, 379, 381, 385, 386, 387, 399, 413, 414, 415, 417, 435, 438, 481, 482, 483, 484, 487, 492, 499, 507, 523, 538-547, 548-561, 633, 6432, 644, 645, 647, 651

**Reader's Handbook © 2002**
  
 correlated to
   
**Louisiana English Language Arts Grade-Level Expectations**
  
**Ninth Grade**

**Reading and Responding**

**Standard 1**

Grade-Level Expectations, Ninth Grade	Reader's Handbook, Grades 9-12
1. Extend basic and technical vocabulary using a variety of strategies, including: <ul style="list-style-type: none"> <li>• use of context clues</li> </ul>	<b>Student Handbook:</b> 257, 666-673
<ul style="list-style-type: none"> <li>• use of knowledge of Greek and Latin roots and affixes</li> </ul>	<b>Student Handbook:</b> 673, 674, 675, 760-761, 762-765
<ul style="list-style-type: none"> <li>• use of denotative and connotative meanings</li> </ul>	<b>Student Handbook:</b> 253, 403, 411, 683, 684
<ul style="list-style-type: none"> <li>• tracing etymology (ELA-1-H1)</li> </ul>	<b>Student Handbook:</b> 681
2. Identify and explain story elements, including: <ul style="list-style-type: none"> <li>• the author's use of direct and indirect characterization</li> </ul>	<b>Student Handbook:</b> 268, 279-280, 296-298, 311, 332-344, 368-369
<ul style="list-style-type: none"> <li>• the author's pacing of action and use of plot development, subplots, parallel episodes, and climax to impact the reader</li> </ul>	<b>Student Handbook:</b> 280-281, 302-305, 313-322, 378
<ul style="list-style-type: none"> <li>• the revelation of character through dialect, dialogue, dramatic monologues, and soliloquies (ELA-1-H2)</li> </ul>	<b>Student Handbook:</b> 296, 305-306, 311, 351-358, 372, 472-473, 504-505
3. Identify and explain the significance of literary devices, including: <ul style="list-style-type: none"> <li>• mixed metaphors</li> </ul>	<b>Student Handbook:</b> 244, 404, 433
<ul style="list-style-type: none"> <li>• imagery</li> </ul>	<b>Student Handbook:</b> 405, 430

Grade-Level Expectations, Ninth Grade	Reader's Handbook, Grades 9-12
<ul style="list-style-type: none"> <li>• symbolism</li> </ul>	<b>Student Handbook:</b> 383, 403, 442, 479
<ul style="list-style-type: none"> <li>• flashback</li> </ul>	<b>Student Handbook:</b> 317-318, 373
<ul style="list-style-type: none"> <li>• foreshadowing</li> </ul>	<b>Student Handbook:</b> 374, 509
<ul style="list-style-type: none"> <li>• sarcasm/irony</li> </ul>	<b>Student Handbook:</b> 256, 376
<ul style="list-style-type: none"> <li>• implied metaphors</li> </ul>	<b>Student Handbook:</b> 244, 404, 433
<ul style="list-style-type: none"> <li>• oxymoron (ELA-1-H2)</li> </ul>	No specific lesson addresses this grade-level expectation.
4. Draw conclusions and make inferences in oral and written responses about ideas and information in texts, including: <ul style="list-style-type: none"> <li>• nonfiction works</li> </ul>	<b>Student Handbook:</b> 46, 47, 155-167, 168-180, 181-192, 193-209, 210-224, 225-234, 235-245
<ul style="list-style-type: none"> <li>• short stories/novels</li> </ul>	<b>Student Handbook:</b> 46, 47, 267-287, 288-312, 313-322, 323-331, 332-344, 345-350, 351-358, 359-365
<ul style="list-style-type: none"> <li>• five-act plays</li> </ul>	<b>Student Handbook:</b> 46, 47, 447-476, 477-484, 485-498
<ul style="list-style-type: none"> <li>• poetry/epics</li> </ul>	<b>Student Handbook:</b> 46, 47, 389-399, 400-407, 408-414, 415-422
<ul style="list-style-type: none"> <li>• film/visual texts</li> </ul>	<b>Student Handbook:</b> 46, 47, 513-527, 541-553
<ul style="list-style-type: none"> <li>• consumer/instructional materials</li> </ul>	<b>Student Handbook:</b> 46, 47, 581-587
<ul style="list-style-type: none"> <li>• public documents (ELA-1-H3)</li> </ul>	<b>Student Handbook:</b> 46, 47, 571-580
5. Explain ways in which ideas and information in a variety of texts (e.g., scientific reports, technical guidelines, business memos, literary texts) connect to real-life situations and other texts (ELA-1-H4)	<b>Student Handbook:</b> 41, 84, 97, 108-109, 164, 176-177, 189, 206, 222, 281-282, 308, 397, 464-465, 524, 549, 577-578, 594, 748

## S t a n d a r d 6

Grade-Level Expectations, Ninth Grade	Reader's Handbook, Grades 9-12
6. Compare/contrast cultural elements including a group's history, perspectives, and language found in multicultural texts in oral and written responses (ELA-6-H1)	<b>Student Handbook:</b> 48, 60, 65, 126
7. Identify and explain connections between historical contexts and works of various authors, including Homer, Sophocles, and Shakespeare (ELA-6-H2)	<b>Student Handbook:</b> 485-498
8. Identify and explain recurrent themes in world literature (ELA-6-H2)	<b>Student Handbook:</b> 345-350, 495
9. Analyze in oral and written responses distinctive elements (including theme, structure, characterization) of a variety of literary forms and types, including: <ul style="list-style-type: none"> <li>• essays by early and modern writers</li> </ul>	<b>Student Handbook:</b> 154, 155-167, 246-263
<ul style="list-style-type: none"> <li>• epic poetry such as <i>The Odyssey</i></li> </ul>	<b>Student Handbook:</b> 388, 389-399, 400-407, 408-414, 415-422, 423-443
<ul style="list-style-type: none"> <li>• forms of lyric and narrative poetry such as ballads and sonnets</li> </ul>	<b>Student Handbook:</b> 388, 389-399, 400-407, 408-414, 415-422, 423-443
<ul style="list-style-type: none"> <li>• drama, including ancient, Renaissance, and modern</li> </ul>	<b>Student Handbook:</b> 446, 447-468, 469-476, 477-484, 485-498, 499-509
<ul style="list-style-type: none"> <li>• short stories and novels</li> </ul>	<b>Student Handbook:</b> 266, 267-287, 288-312, 313-322, 323-331, 332-344, 345-350, 351-358, 366-385
<ul style="list-style-type: none"> <li>• biographies and autobiographies (ELA-6-H3)</li> </ul>	<b>Student Handbook:</b> 193-209, 210-224, 246-263
10. Identify and explain in oral and written responses ways in which particular genres reflect life experiences, for example: <ul style="list-style-type: none"> <li>• an essay expresses a point of view</li> </ul>	<b>Student Handbook:</b> 155-167
<ul style="list-style-type: none"> <li>• a legend chronicles the life of a cultural hero</li> </ul>	<b>Student Handbook:</b> 425

Grade-Level Expectations, Ninth Grade	Reader's Handbook, Grades 9-12
<ul style="list-style-type: none"> <li>a short story or novel provides a vicarious life experience (ELA-6-H4)</li> </ul>	<b>Student Handbook:</b> 281, 282, 288, 308

## Standard 7

Grade-Level Expectations, Ninth Grade	Reader's Handbook, Grades 9-12
11. Demonstrate understanding of information in grade-appropriate texts using a variety of strategies, including: <ul style="list-style-type: none"> <li>summarizing and paraphrasing information and story elements</li> </ul>	<b>Student Handbook:</b> 126, 190-191, 709, 719, 722-723, 730-731, 749, 754
<ul style="list-style-type: none"> <li>comparing and contrasting information in texts, including televised news, news magazines, documentaries, and online information</li> </ul>	<b>Student Handbook:</b> 48, 60, 65, 126, 359-365
<ul style="list-style-type: none"> <li>comparing and contrasting complex literary elements, devices, and ideas within and across texts</li> </ul>	<b>Student Handbook:</b> 48, 60, 65, 126, 359-365
<ul style="list-style-type: none"> <li>examining the sequence of information and procedures in order to critique the logic or development of ideas in texts</li> </ul>	<b>Student Handbook:</b> 60-69, 83, 96, 108, 163, 175, 188, 204-205, 222, 225-234, 235-245, 751
<ul style="list-style-type: none"> <li>making inferences and drawing conclusions</li> </ul>	<b>Student Handbook:</b> 46, 47, 126, 220, 221
<ul style="list-style-type: none"> <li>making predictions and generalizations (ELA-7-H1)</li> </ul>	<b>Student Handbook:</b> 51, 126
12. Solve problems using reasoning skills, including: <ul style="list-style-type: none"> <li>using supporting evidence to verify solutions</li> </ul>	<b>Student Handbook:</b> 96, 751
<ul style="list-style-type: none"> <li>analyzing the relationships between prior knowledge and life experiences and information in texts</li> </ul>	<b>Student Handbook:</b> 39, 41, 84, 97, 108-109, 164, 176-177, 189, 206, 222
<ul style="list-style-type: none"> <li>using technical information in specialized software programs, manuals, interviews, surveys, and access guides to Web sites (ELA-7-H2)</li> </ul>	<b>Student Handbook:</b> 257, 513-527, 571-580, 581-587, 702-704

<b>Grade-Level Expectations, Ninth Grade</b>	<b>Reader’s Handbook, Grades 9-12</b>
13. Identify and explain the impact of an author’s life on themes and issues of a single text or multiple texts by the same author (ELA-7-H3)	<b>Student Handbook:</b> 110, 346
14. Analyze information within and across grade-appropriate texts using various reasoning skills, including: <ul style="list-style-type: none"> <li>identifying cause-effect relationships</li> </ul>	<b>Student Handbook:</b> 60, 66, 96, 191, 199-200, 202, 279, 716-717, 734, 739
<ul style="list-style-type: none"> <li>raising questions</li> </ul>	<b>Student Handbook:</b> 38, 39, 41, 51, 74, 82, 85, 89, 97, 101, 109, 156, 165, 166, 169, 172, 178, 182, 190, 194, 207, 211, 223, 268, 283, 289, 305, 309, 390, 398, 448, 466, 515, 525, 542, 550, 572, 578
<ul style="list-style-type: none"> <li>reasoning inductively and deductively</li> </ul>	<b>Student Handbook:</b> 225-234, 235-245, 254, 255, 359-365
<ul style="list-style-type: none"> <li>generating a theory or hypothesis</li> </ul>	<b>Student Handbook:</b> 126, 226, 230, 241-242, 250
<ul style="list-style-type: none"> <li>distinguishing facts from opinions and probability (ELA-7-H4)</li> </ul>	<b>Student Handbook:</b> 225-234, 235-245, 250

## W r i t i n g

### S t a n d a r d 2

<b>Grade-Level Expectations, Ninth Grade</b>	<b>Reader’s Handbook, Grades 9-12</b>
15. Develop organized, coherent paragraphs that include the following: <ul style="list-style-type: none"> <li>topic sentences</li> </ul>	<b>Student Handbook:</b> 63, 627, 629-630 Also see <i>Write Source</i> .
<ul style="list-style-type: none"> <li>logical sequence</li> </ul>	<b>Student Handbook:</b> 60-69, 627 Also see <i>Write Source</i> .
<ul style="list-style-type: none"> <li>transitional words and phrases</li> </ul>	<b>Student Handbook:</b> 61, 316 Also see <i>Write Source</i> .
<ul style="list-style-type: none"> <li>appropriate closing sentences</li> </ul>	<b>Student Handbook:</b> 627, 631 Also see <i>Write Source</i> .

Grade-Level Expectations, Ninth Grade	Reader's Handbook, Grades 9-12
<ul style="list-style-type: none"> <li>parallel construction where appropriate (ELA-2-H1)</li> </ul>	<b>Student Handbook:</b> 244 Also see <i>Write Source</i> .
16. Develop multiparagraph compositions organized with the following: <ul style="list-style-type: none"> <li>a clearly stated central idea or thesis statement</li> </ul>	<b>Student Handbook:</b> 160, 161, 259, 287, 627, 631 Also see <i>Write Source</i> .
<ul style="list-style-type: none"> <li>a clear, overall structure that includes an introduction, a body, and an appropriate conclusion</li> </ul>	<b>Student Handbook:</b> 627, 631 Also see <i>Write Source</i> .
<ul style="list-style-type: none"> <li>supporting paragraphs appropriate to the topic organized in a logical sequence (e.g., spatial order, order of importance, ascending/descending order, chronological order, parallel construction)</li> </ul>	<b>Student Handbook:</b> 60-69, 244 Also see <i>Write Source</i> .
<ul style="list-style-type: none"> <li>transitional words and phrases that unify throughout (ELA-2-H1)</li> </ul>	<b>Student Handbook:</b> 61, 316 Also see <i>Write Source</i> .
17. Develop complex compositions on student- or teacher-selected topics that are suited to an identified audience and purpose and that include the following: <ul style="list-style-type: none"> <li>word choices appropriate to the identified audience and/or purpose</li> </ul>	<b>Student Handbook:</b> 382, 396, 405, 443 Also see <i>Write Source</i> .
<ul style="list-style-type: none"> <li>vocabulary selected to clarify meaning, create images, and set a tone</li> </ul>	<b>Student Handbook:</b> 382, 385, 396, 405, 443 Also see <i>Write Source</i> .
<ul style="list-style-type: none"> <li>information/ideas selected to engage the interest of the reader</li> </ul>	No specific lesson addresses this grade-level expectation. (See <i>Write Source</i> .)
<ul style="list-style-type: none"> <li>clear voice (individual personality) (ELA-2-H2)</li> </ul>	<b>Student Handbook:</b> 307, 382, 412, 492-493 Also see <i>Write Source</i> .
18. Develop complex compositions using writing processes, including: <ul style="list-style-type: none"> <li>selecting topic and form (e.g., determining a purpose and audience)</li> </ul>	<b>Student Handbook:</b> 33, 251 Also see <i>Write Source</i> .

Grade-Level Expectations, Ninth Grade	Reader's Handbook, Grades 9-12
<ul style="list-style-type: none"> <li>prewriting (e.g., brainstorming, clustering, outlining, generating main idea/thesis statements)</li> </ul>	<b>Student Handbook: 33</b> Also see <i>Write Source</i> .
<ul style="list-style-type: none"> <li>drafting</li> </ul>	<b>Student Handbook: 34</b> Also see <i>Write Source</i> .
<ul style="list-style-type: none"> <li>conferencing (e.g., peer and teacher)</li> </ul>	<b>Student Handbook: 34</b> Also see <i>Write Source</i> .
<ul style="list-style-type: none"> <li>revising for content and structure based on feedback</li> </ul>	<b>Student Handbook: 34</b> Also see <i>Write Source</i> .
<ul style="list-style-type: none"> <li>proofreading/editing to improve conventions of language</li> </ul>	<b>Student Handbook: 34, 631</b> Also see <i>Write Source</i> .
<ul style="list-style-type: none"> <li>publishing using technology (ELA-2-H3)</li> </ul>	<b>Student Handbook: 35</b> Also see <i>Write Source</i> .
19. Develop paragraphs and complex, multiparagraph compositions using all modes of writing (description, narration, exposition, and persuasion) emphasizing exposition and persuasion (ELA-2-H4)	<b>Student Handbook: 59, 225-234</b> Also see <i>Write Source</i> .
20. Develop paragraphs and complex, multiparagraph compositions that include complex stylistic features, including: <ul style="list-style-type: none"> <li>literary devices such as student-composed oxymoron, touches of sarcasm, and/or irony</li> </ul>	<b>Student Handbook: 256, 376</b> Also see <i>Write Source</i> .
<ul style="list-style-type: none"> <li>vocabulary and phrasing that reflect an individual character (voice)</li> </ul>	<b>Student Handbook: 333, 369</b> Also see <i>Write Source</i> .
<ul style="list-style-type: none"> <li>a variety of sentence lengths and structures, including simple, compound, and complex (ELA-2-H5)</li> </ul>	<b>Student Handbook: 307</b> Also see <i>Write Source</i> .
21. Write for various purposes, including: <ul style="list-style-type: none"> <li>formal and business letters, such as letters of complaint and requests for information</li> </ul>	<b>Student Handbook: 179, 526</b> Also see <i>Write Source</i> .
<ul style="list-style-type: none"> <li>letters to the editor</li> </ul>	<b>Student Handbook: 180</b> Also see <i>Write Source</i> .

Grade-Level Expectations, Ninth Grade	Reader's Handbook, Grades 9-12
<ul style="list-style-type: none"> <li>job applications</li> </ul>	No specific lesson addresses this grade-level expectation. (See <i>Write Source</i> .)
<ul style="list-style-type: none"> <li>text-supported interpretations that connect life experiences to works of literature (ELA-2-H6)</li> </ul>	<b>Student Handbook:</b> 281, 308 Also see <i>Write Source</i> .

## Writing / Proofreading

### Standard 3

Grade-Level Expectations, Ninth Grade	Reader's Handbook, Grades 9-12
22. Apply standard rules of sentence formation, avoiding common errors, such as: <ul style="list-style-type: none"> <li>fragments</li> </ul>	No specific lesson addresses this grade-level expectation. (See <i>Write Source</i> .)
<ul style="list-style-type: none"> <li>run-on sentences</li> </ul>	No specific lesson addresses this grade-level expectation. (See <i>Write Source</i> .)
<ul style="list-style-type: none"> <li>syntax problems (ELA-3-H2)</li> </ul>	No specific lesson addresses this grade-level expectation. (See <i>Write Source</i> .)
23. Apply standard rules of usage, including: <ul style="list-style-type: none"> <li>making subjects and verbs agree</li> </ul>	No specific lesson addresses this grade-level expectation. (See <i>Write Source</i> .)
<ul style="list-style-type: none"> <li>using verbs in appropriate tenses</li> </ul>	No specific lesson addresses this grade-level expectation. (See <i>Write Source</i> .)
<ul style="list-style-type: none"> <li>making pronouns agree with antecedents</li> </ul>	No specific lesson addresses this grade-level expectation. (See <i>Write Source</i> .)
<ul style="list-style-type: none"> <li>using pronouns appropriately in nominative, objective, and possessive cases</li> </ul>	No specific lesson addresses this grade-level expectation. (See <i>Write Source</i> .)
<ul style="list-style-type: none"> <li>using adjectives in comparative and superlative degrees and adverbs correctly</li> </ul>	No specific lesson addresses this grade-level expectation. (See <i>Write Source</i> .)
<ul style="list-style-type: none"> <li>avoiding double negatives</li> </ul>	No specific lesson addresses this grade-level expectation. (See <i>Write Source</i> .)
<ul style="list-style-type: none"> <li>using all parts of speech appropriately (ELA-3-H2)</li> </ul>	No specific lesson addresses this grade-level expectation. (See <i>Write Source</i> .)

Grade-Level Expectations, Ninth Grade	Reader's Handbook, Grades 9-12
24. Apply standard rules of mechanics, including: <ul style="list-style-type: none"> <li>• using commas to set off appositives or parenthetical phrases</li> </ul>	No specific lesson addresses this grade-level expectation. (See <i>Write Source</i> .)
<ul style="list-style-type: none"> <li>• using quotation marks to set off titles of short works</li> </ul>	No specific lesson addresses this grade-level expectation. (See <i>Write Source</i> .)
<ul style="list-style-type: none"> <li>• using colons preceding a list and after a salutation in a business letter</li> </ul>	No specific lesson addresses this grade-level expectation. (See <i>Write Source</i> .)
<ul style="list-style-type: none"> <li>• using standard capitalization for names of political and ethnic groups, religions, and continents (ELA-3-H2)</li> </ul>	No specific lesson addresses this grade-level expectation. (See <i>Write Source</i> .)
25. Use correct spelling conventions when writing and editing (ELA-3-H3)	<b>Student Handbook:</b> 34, 631, 673-676, 758-765 Also see <i>Write Source</i> .
26. Use a variety of resources, such as dictionaries, thesauruses, glossaries, technology, and textual features (e.g., definitional footnotes, sidebars) to verify word spellings (ELA-3-H3)	<b>Student Handbook:</b> 662, 677-681, 682 Also see <i>Write Source</i> .

## Speaking and Listening

### Standard 4

Grade-Level Expectations, Ninth Grade	Reader's Handbook, Grades 9-12
27. Use standard English grammar, diction, and syntax when responding to questions, participating in informal group discussions, and making presentations (ELA-4-H1)	No specific lesson addresses this grade-level expectation. (See <i>Write Source</i> .)
28. Select language appropriate to specific purposes and audiences when speaking, including: <ul style="list-style-type: none"> <li>• delivering informational/book reports in class</li> </ul>	<b>Student Handbook:</b> 87, 224 Also see <i>Write Source</i> .
<ul style="list-style-type: none"> <li>• conducting interviews/surveys of classmates or the general public</li> </ul>	<b>Student Handbook:</b> 87, 552 Also see <i>Write Source</i> .
<ul style="list-style-type: none"> <li>• participating in class discussions (ELA-4-H1)</li> </ul>	<b>Student Handbook:</b> 110, 179, 286 Also see <i>Write Source</i> .

Grade-Level Expectations, Ninth Grade	Reader's Handbook, Grades 9-12
29. Listen to oral instructions and presentations, speeches, discussions, and carry out procedures, including: <ul style="list-style-type: none"> <li>• taking accurate notes</li> </ul>	<b>Student Handbook:</b> 80-82, 110, 130, 191, 203, 718-719 Also see <i>Write Source</i> .
<ul style="list-style-type: none"> <li>• writing summaries or responses</li> </ul>	<b>Student Handbook:</b> 126, 302, 452, 453, 456, 491-492, 719, 730-731, 754 Also see <i>Write Source</i> .
<ul style="list-style-type: none"> <li>• forming groups (ELA-4-H2)</li> </ul>	<b>Student Handbook:</b> 110 Also see <i>Write Source</i> .
30. Organize and use precise language to deliver oral directions and instructions about general, technical, or scientific topics (ELA-4-H2)	No specific lesson addresses this grade-level expectation. (See <i>Write Source</i> .)
31. Deliver oral presentations that include the following: <ul style="list-style-type: none"> <li>• phrasing, enunciation, voice modulation, verbal and nonverbal techniques, and inflection adjusted to stress important ideas and impact audience response</li> </ul>	No specific lesson addresses this grade-level expectation. (See <i>Write Source</i> .)
<ul style="list-style-type: none"> <li>• language choices selected to suit the content and context</li> </ul>	<b>Student Handbook:</b> 307 Also see <i>Write Source</i> .
<ul style="list-style-type: none"> <li>• an organization that includes an introduction, relevant details that develop the topic, and a conclusion (ELA-4-H3)</li> </ul>	<b>Student Handbook:</b> 87, 224, 627 Also see <i>Write Source</i> .
32. Use active listening strategies, including: <ul style="list-style-type: none"> <li>• monitoring messages for clarity</li> </ul>	No specific lesson addresses this grade-level expectation. (See <i>Write Source</i> .)
<ul style="list-style-type: none"> <li>• selecting and organizing essential information</li> </ul>	No specific lesson addresses this grade-level expectation. (See <i>Write Source</i> .)
<ul style="list-style-type: none"> <li>• noting cues such as changes in pace</li> </ul>	No specific lesson addresses this grade-level expectation. (See <i>Write Source</i> .)
<ul style="list-style-type: none"> <li>• generating and asking questions concerning a speaker's content, delivery, and attitude toward the subject (ELA-4-H4)</li> </ul>	No specific lesson addresses this grade-level expectation. (See <i>Write Source</i> .)

Grade-Level Expectations, Ninth Grade	Reader's Handbook, Grades 9-12
33. Deliver clear, coherent, and concise oral presentations about information and ideas in texts (ELA-4-H4)	<b>Student Handbook: 87</b> Also see <i>Write Source</i> .
34. Analyze media information in oral and written responses, including: <ul style="list-style-type: none"> <li>• summarizing the coverage of a media event</li> </ul>	No specific lesson addresses this grade-level expectation. (See <i>Write Source</i> .)
<ul style="list-style-type: none"> <li>• comparing messages from different media (ELA-4-H5)</li> </ul>	No specific lesson addresses this grade-level expectation. (See <i>Write Source</i> .)
35. Participate in group and panel discussions, including: <ul style="list-style-type: none"> <li>• identifying the strengths and talents of other participants</li> </ul>	No specific lesson addresses this grade-level expectation. (See <i>Write Source</i> .)
<ul style="list-style-type: none"> <li>• acting as facilitator, recorder, leader, listener, or mediator</li> </ul>	<b>Student Handbook: 110</b> Also see <i>Write Source</i> .
<ul style="list-style-type: none"> <li>• evaluating the effectiveness of participant's performance (ELA-4-H6)</li> </ul>	<b>Student Handbook: 174</b> Also see <i>Write Source</i> .

# Information Resources

## Standard 5

Grade-Level Expectations, Ninth Grade	Reader's Handbook, Grades 9-12
<p>36. Identify and use organizational features to locate relevant information for research projects using a variety of resources, including:</p> <ul style="list-style-type: none"> <li>• print resources (e.g., prefaces, appendices, annotations, citations, bibliographic references)</li> </ul>	<p><b>Student Handbook:</b> 135-151, 574 Also see <i>Write Source</i>.</p>
<ul style="list-style-type: none"> <li>• electronic texts (e.g., database keyword searches, search engines, e-mail addresses) (ELA-5-H1)</li> </ul>	<p><b>Student Handbook:</b> 515-516, 526, 529-531, 533-535, 699 Also see <i>Write Source</i>.</p>
<p>37. Locate, analyze, and synthesize information from a variety of grade-appropriate resources, including:</p> <ul style="list-style-type: none"> <li>• multiple printed texts (e.g., encyclopedias, atlases, library catalogs, specialized dictionaries, almanacs, technical encyclopedias, and periodicals)</li> </ul>	<p><b>Student Handbook:</b> 98, 126, 174, 691-696, 702-705, 732-733 Also see <i>Write Source</i>.</p>
<ul style="list-style-type: none"> <li>• electronic sources (e.g., Web sites, databases)</li> </ul>	<p><b>Student Handbook:</b> 87, 126, 192, 697, 732-733 Also see <i>Write Source</i>.</p>
<ul style="list-style-type: none"> <li>• other media sources (e.g., community and government data, television and radio resources, and other audio and visual materials) (ELA-5-H2)</li> </ul>	<p><b>Student Handbook:</b> 126, 732-733 Also see <i>Write Source</i>.</p>
<p>38. Analyze the usefulness and accuracy of sources by determining their validity (e.g., authority, accuracy, objectivity, publication date, and coverage) (ELA-5-H2)</p>	<p><b>Student Handbook:</b> 520, 706, 752 Also see <i>Write Source</i>.</p>
<p>39. Access information and conduct research using various grade-appropriate, data-gathering strategies/tools, including:</p> <ul style="list-style-type: none"> <li>• formulating clear research questions</li> </ul>	<p><b>Student Handbook:</b> 706 Also see <i>Write Source</i>.</p>
<ul style="list-style-type: none"> <li>• gathering evidence from primary and secondary sources</li> </ul>	<p><b>Student Handbook:</b> 694, 695, 696, 752 Also see <i>Write Source</i>.</p>

Grade-Level Expectations, Ninth Grade	Reader's Handbook, Grades 9-12
<ul style="list-style-type: none"> <li>using graphic organizers (e.g., outlining, charts, timelines, webs)</li> </ul>	<p><b>Student Handbook:</b> 47, 48, 57, 62, 63, 64, 65, 66, 67, 68, 80, 81, 82, 86, 96, 106, 107, 109, 110, 115, 117, 123, 166, 167, 174, 177, 179, 185, 186, 187, 191, 199, 202, 204, 215, 219, 220, 221, 222, 229, 230, 234, 241, 242, 268, 278, 279, 280, 281, 282, 284, 285, 286, 290, 293, 297, 298, 301, 205, 306, 307, 310, 311, 317, 318, 322, 325, 327, 330, 331, 334, 336, 338, 340, 344, 348, 349, 361, 362, 363, 459, 460, 464, 467, 522, 524, 527, 715, 716, 717, 718, 719, 720, 723, 727, 730, 731, 732, 733, 734, 735, 736, 738-757 Also see <i>Write Source</i>.</p>
<ul style="list-style-type: none"> <li>compiling and organizing information to support the central ideas, concepts, and themes of formal papers or presentations (ELA-5-H3)</li> </ul>	<p><b>Student Handbook:</b> 305, 306, 345-350, 384, 509 Also see <i>Write Source</i>.</p>
<p>40. Write a variety of research reports, which include the following:</p> <ul style="list-style-type: none"> <li>research supporting the main ideas</li> </ul>	<p><b>Student Handbook:</b> 87, 98, 262, 692-693 Also see <i>Write Source</i>.</p>
<ul style="list-style-type: none"> <li>facts, details, examples, and explanations from sources</li> </ul>	<p><b>Student Handbook:</b> 87, 98, 262, 607, 608 Also see <i>Write Source</i>.</p>
<ul style="list-style-type: none"> <li>graphics when appropriate</li> </ul>	<p><b>Student Handbook:</b> 555, 556, 557-558, 559, 560, 563-564, 565 Also see <i>Write Source</i>.</p>
<ul style="list-style-type: none"> <li>complete documentation (e.g., endnotes, parenthetical citations, works cited lists or bibliographies) (ELA-5-H3)</li> </ul>	<p><b>Student Handbook:</b> 710-712 Also see <i>Write Source</i>.</p>
<p>41. Use word processing and/or other technology (e.g., illustration, page-layout, Web-design programs) to draft, revise, and publish various works, including research reports documented with parenthetical citations and bibliographies or works cited lists (ELA-5-H4)</p>	<p>No specific lesson addresses this grade-level expectation. (See <i>Write Source</i>.)</p>
<p>42. Give credit for borrowed information in grade-appropriate research reports following acceptable use policy, including:</p> <ul style="list-style-type: none"> <li>using parenthetical documentation to integrate quotes and citations</li> </ul>	<p><b>Student Handbook:</b> 710-712 Also see <i>Write Source</i>.</p>
<ul style="list-style-type: none"> <li>preparing bibliographies and/or works cited list (ELA-5-H5)</li> </ul>	<p><b>Student Handbook:</b> 710-712 Also see <i>Write Source</i>.</p>

Grade-Level Expectations, Ninth Grade	Reader's Handbook, Grades 9-12
<p>43. Analyze information found in a variety of complex graphic organizers, including detailed maps, comparative charts, extended tables, graphs, diagrams, cutaways, overlays, and sidebars to determine usefulness for research (ELA-5-H6)</p>	<p><b>Student Handbook:</b> 47, 48, 57, 62, 63, 64, 65, 66, 67, 68, 80, 81, 82, 86, 96, 106, 107, 109, 110, 115, 117, 123, 131, 136-137, 141, 142, 143-144, 148, 166, 167, 174, 177, 179, 185, 186, 187, 191, 199, 202, 204, 215, 219, 220, 221, 222, 229, 230, 234, 241, 242, 268, 278, 279, 280, 281, 282, 284, 285, 286, 290, 293, 297, 298, 301, 205, 306, 307, 310, 311, 317, 318, 322, 325, 327, 330, 331, 334, 336, 338, 340, 344, 348, 349, 361, 362, 363, 459, 460, 464, 467, 522, 524, 527, 541-567</p>



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**correlated to**  
**Louisiana English Language Arts Grade-Level Expectations**  
**Tenth Grade**

**Reading and Responding**

**Standard 1**

Grade-Level Expectations, Tenth Grade	Reader's Handbook, Grades 9-12
1. Extend basic and technical vocabulary using a variety of strategies, including: <ul style="list-style-type: none"> <li>• use of context clues</li> </ul>	<b>Student Handbook:</b> 257, 666-673
<ul style="list-style-type: none"> <li>• use of knowledge of Greek and Latin roots and affixes</li> </ul>	<b>Student Handbook:</b> 673, 674, 675, 760-761, 762-765
<ul style="list-style-type: none"> <li>• use of denotative and connotative meanings</li> </ul>	<b>Student Handbook:</b> 253, 403, 411, 683-684
<ul style="list-style-type: none"> <li>• tracing etymology (ELA-1-H1)</li> </ul>	<b>Student Handbook:</b> 681
2. Analyze the development of story elements, including: <ul style="list-style-type: none"> <li>• characterization</li> </ul>	<b>Student Handbook:</b> 268, 279-280, 296-298, 311, 332-344, 368-369
<ul style="list-style-type: none"> <li>• plot and subplot(s)</li> </ul>	<b>Student Handbook:</b> 280, 281, 314, 321-322, 378, 464, 494
<ul style="list-style-type: none"> <li>• theme</li> </ul>	<b>Student Handbook:</b> 305-306, 345-350, 384, 509
<ul style="list-style-type: none"> <li>• mood/atmosphere (ELA-1-H2)</li> </ul>	<b>Student Handbook:</b> 326-327, 385, 396, 405, 434
3. Analyze the significance within a context of literary devices, including: <ul style="list-style-type: none"> <li>• imagery</li> </ul>	<b>Student Handbook:</b> 405, 430

Grade-Level Expectations, Tenth Grade	Reader's Handbook, Grades 9-12
<ul style="list-style-type: none"> <li>• symbolism</li> </ul>	<b>Student Handbook:</b> 383, 403, 442, 479
<ul style="list-style-type: none"> <li>• flashback</li> </ul>	<b>Student Handbook:</b> 317-318, 373
<ul style="list-style-type: none"> <li>• foreshadowing</li> </ul>	<b>Student Handbook:</b> 374, 509
<ul style="list-style-type: none"> <li>• irony, ambiguity, contradiction</li> </ul>	<b>Student Handbook:</b> 256, 376
<ul style="list-style-type: none"> <li>• allegory</li> </ul>	No specific lesson addresses this grade-level expectation.
<ul style="list-style-type: none"> <li>• tone</li> </ul>	<b>Student Handbook:</b> 307, 385, 396, 405, 443
<ul style="list-style-type: none"> <li>• dead metaphor</li> </ul>	<b>Student Handbook:</b> 404, 433
<ul style="list-style-type: none"> <li>• personification, including pathetic fallacy (ELA-1-H2)</li> </ul>	<b>Student Handbook:</b> 436
<p>4. Draw conclusions and make inferences about ideas and information in grade-appropriate texts in oral and written responses, including:</p> <ul style="list-style-type: none"> <li>• short stories/novels</li> </ul>	<b>Student Handbook:</b> 46, 47, 267-287, 288-312, 313-322, 323-331, 332-344, 345-350, 351-358, 359-365
<ul style="list-style-type: none"> <li>• nonfiction works</li> </ul>	<b>Student Handbook:</b> 46, 47, 155-167, 168-180, 181-192, 193-209, 210-224, 225-234, 235-245
<ul style="list-style-type: none"> <li>• five-act plays</li> </ul>	<b>Student Handbook:</b> 46, 47, 447-476, 477-484, 485-498
<ul style="list-style-type: none"> <li>• poetry/epics</li> </ul>	<b>Student Handbook:</b> 46, 47, 388, 389-399, 400-407, 408-414, 415-422, 423-443
<ul style="list-style-type: none"> <li>• film/visual texts</li> </ul>	<b>Student Handbook:</b> 46, 47, 513-527, 541-553
<ul style="list-style-type: none"> <li>• consumer/instructional materials</li> </ul>	<b>Student Handbook:</b> 46, 47, 581-587
<ul style="list-style-type: none"> <li>• public documents (ELA-1-H3)</li> </ul>	<b>Student Handbook:</b> 46, 47, 571-580

Grade-Level Expectations, Tenth Grade	Reader's Handbook, Grades 9-12
5. Analyze ways in which ideas and information in texts, such as almanacs, microfiche, news sources, technical documents, Internet sources, and literary texts, connect to real-life situations and other texts or represent a view or comment on life (ELA-1-H4)	<b>Student Handbook:</b> 41, 84, 97, 108-109, 164, 176-177, 189, 206, 222, 281-282, 308, 397, 464-465, 524, 549, 577-578, 594, 748

**S t a n d a r d 6**

Grade-Level Expectations, Tenth Grade	Reader's Handbook, Grades 9-12
6. Compare and/or contrast cultural elements including a group's history, perspectives, and language found in multicultural texts in oral and written responses (ELA-6-H1)	<b>Student Handbook:</b> 48, 60, 65, 126
7. Analyze connections between historical contexts and the works of authors, including Sophocles and Shakespeare (ELA-6-H2)	<b>Student Handbook:</b> 485-498
8. Analyze recurrent themes in world literature (ELA-6-H2)	<b>Student Handbook:</b> 345-350, 495
9. Analyze, in oral and written responses, distinctive elements, including theme and structure, of literary forms and types, including: <ul style="list-style-type: none"> <li>• essays by early and modern writers</li> </ul>	<b>Student Handbook:</b> 154, 155-167, 246-263
<ul style="list-style-type: none"> <li>• lyric, narrative, and dramatic poetry</li> </ul>	<b>Student Handbook:</b> 415-422, 432
<ul style="list-style-type: none"> <li>• drama, including ancient, Renaissance, and modern</li> </ul>	<b>Student Handbook:</b> 446, 447-468, 469-476, 477-484, 485-498, 499-509
<ul style="list-style-type: none"> <li>• short stories, novellas, and novels</li> </ul>	<b>Student Handbook:</b> 266, 267-287, 288-312, 313-322, 323-331, 332-344, 345-350, 351-358, 366-385
<ul style="list-style-type: none"> <li>• biographies and autobiographies</li> </ul>	<b>Student Handbook:</b> 193-209, 210-224, 246-263
<ul style="list-style-type: none"> <li>• speeches (ELA-6-H3)</li> </ul>	<b>Student Handbook:</b> 235-245, 246-263

<b>Grade-Level Expectations, Tenth Grade</b>	<b>Reader's Handbook, Grades 9-12</b>
<p>10. Identify and explain in oral and written responses the ways in which particular genres reflect life experiences, for example:</p> <ul style="list-style-type: none"> <li>• an essay expresses a point of view</li> </ul>	<b>Student Handbook:</b> 155-167
<ul style="list-style-type: none"> <li>• a legend chronicles the life of a cultural hero</li> </ul>	<b>Student Handbook:</b> 425
<ul style="list-style-type: none"> <li>• a short story or novel provides a vicarious life experience (ELA-6-H4)</li> </ul>	<b>Student Handbook:</b> 281, 282, 288, 308

## S t a n d a r d 7

<b>Grade-Level Expectations, Tenth Grade</b>	<b>Reader's Handbook, Grades 9-12</b>
<p>11. Demonstrate understanding of information in grade-appropriate texts using a variety of reasoning strategies, including:</p> <ul style="list-style-type: none"> <li>• summarizing and paraphrasing information and story elements</li> </ul>	<b>Student Handbook:</b> 126, 190-191, 709, 719, 722-723, 730-731, 749, 754
<ul style="list-style-type: none"> <li>• comparing and contrasting information in various texts (e.g., televised news, news magazines, documentaries, online information)</li> </ul>	<b>Student Handbook:</b> 48, 60, 65, 126, 359-365
<ul style="list-style-type: none"> <li>• comparing and contrasting complex literary elements, devices, and ideas within and across texts</li> </ul>	<b>Student Handbook:</b> 48, 60, 65, 126, 244, 246-263, 359-365, 366-385, 400-407, 423-443, 499-509
<ul style="list-style-type: none"> <li>• examining the sequence of information and procedures in order to critique the logic or development of ideas in texts</li> </ul>	<b>Student Handbook:</b> 60-69, 83, 96, 108, 163, 175, 188, 204-205, 222, 225-234, 235-245, 751
<ul style="list-style-type: none"> <li>• making inferences and drawing conclusions</li> </ul>	<b>Student Handbook:</b> 46, 47, 126, 220, 221
<ul style="list-style-type: none"> <li>• making predictions and generalizations (ELA-7-H1)</li> </ul>	<b>Student Handbook:</b> 51, 126
<p>12. Solve problems using reasoning skills, including:</p> <ul style="list-style-type: none"> <li>• using supporting evidence to verify solutions</li> </ul>	<b>Student Handbook:</b> 96, 751

Grade-Level Expectations, Tenth Grade	Reader's Handbook, Grades 9-12
<ul style="list-style-type: none"> <li>analyzing the relationships between prior knowledge and life experiences and information in texts</li> </ul>	<b>Student Handbook:</b> 39, 41, 84, 97, 108-109, 164, 176-177, 189, 206, 222
<ul style="list-style-type: none"> <li>using technical information in specialized software programs, manuals, interviews, surveys, and access guides to Web sites (ELA-7-H2)</li> </ul>	<b>Student Handbook:</b> 257, 513-527, 571-580, 581-587, 702-704
<p>13. Use knowledge of an author's background, culture, and philosophical assumptions to analyze the relationship of his/her works to the themes and issues of the historical period in which he/she lived (ELA-7-H3)</p>	<b>Student Handbook:</b> 110, 346
<p>14. Evaluate the effects of an author's life in order to interpret universal themes and messages across different works by the same author (ELA-7-H3)</p>	<b>Student Handbook:</b> 110, 346
<p>15. Analyze information within and across grade-appropriate texts using various reasoning skills, including:</p> <ul style="list-style-type: none"> <li>identifying cause-effect relationships</li> </ul>	<b>Student Handbook:</b> 60, 66, 96, 191, 199-200, 202, 279, 716-717, 734, 739
<ul style="list-style-type: none"> <li>raising questions</li> </ul>	<b>Student Handbook:</b> 38, 39, 41, 51, 74, 82, 85, 89, 97, 101, 109, 156, 165, 166, 169, 172, 178, 182, 190, 194, 207, 211, 223, 268, 283, 289, 305, 309, 390, 398, 448, 466, 515, 525, 542, 550, 572, 578
<ul style="list-style-type: none"> <li>reasoning inductively and deductively</li> </ul>	<b>Student Handbook:</b> 225-234, 235-245, 254, 255, 359-365
<ul style="list-style-type: none"> <li>generating a theory or hypothesis</li> </ul>	<b>Student Handbook:</b> 126, 226, 230, 241-242, 250
<ul style="list-style-type: none"> <li>distinguishing facts from opinions and probability (ELA-7-H4)</li> </ul>	<b>Student Handbook:</b> 225-234, 235-245, 250

# Writing

## Standard 2

Grade-Level Expectations, Tenth Grade	Reader's Handbook, Grades 9-12
<p>16. Develop organized, coherent paragraphs that include the following:</p> <ul style="list-style-type: none"> <li>• topic sentences</li> </ul>	<p><b>Student Handbook:</b> 63, 627, 629-630 Also see <i>Write Source</i>.</p>
<ul style="list-style-type: none"> <li>• logical sequence</li> </ul>	<p><b>Student Handbook:</b> 60-69, 627 Also see <i>Write Source</i>.</p>
<ul style="list-style-type: none"> <li>• transitional words and phrases</li> </ul>	<p><b>Student Handbook:</b> 61, 316 Also see <i>Write Source</i>.</p>
<ul style="list-style-type: none"> <li>• appropriate closing sentences</li> </ul>	<p><b>Student Handbook:</b> 627-631 Also see <i>Write Source</i>.</p>
<ul style="list-style-type: none"> <li>• parallel construction where appropriate (ELA-2-H1)</li> </ul>	<p><b>Student Handbook:</b> 244 Also see <i>Write Source</i>.</p>
<p>17. Develop multiparagraph compositions organized with the following:</p> <ul style="list-style-type: none"> <li>• a clearly stated central idea/thesis statement</li> </ul>	<p><b>Student Handbook:</b> 160, 161, 259, 287, 627, 631 Also see <i>Write Source</i>.</p>
<ul style="list-style-type: none"> <li>• a clear, overall structure that includes an introduction, a body, and an appropriate conclusion</li> </ul>	<p><b>Student Handbook:</b> 627, 631 Also see <i>Write Source</i>.</p>
<ul style="list-style-type: none"> <li>• supporting paragraphs appropriate to the topic organized in a logical sequence (e.g., spatial order, order of importance, ascending/descending order, chronological order, parallel construction)</li> </ul>	<p><b>Student Handbook:</b> 60-69, 244 Also see <i>Write Source</i>.</p>
<ul style="list-style-type: none"> <li>• transitional words and phrases that unify throughout (ELA-2-H1)</li> </ul>	<p><b>Student Handbook:</b> 61, 316 Also see <i>Write Source</i>.</p>
<p>18. Develop complex compositions on student- or teacher-selected topics that are suited to an identified audience and purpose and that include the following:</p> <ul style="list-style-type: none"> <li>• word choices appropriate to the identified audience and/or purpose</li> </ul>	<p><b>Student Handbook:</b> 382, 396, 405, 443 Also see <i>Write Source</i>.</p>

Grade-Level Expectations, Tenth Grade	Reader's Handbook, Grades 9-12
<ul style="list-style-type: none"> <li>vocabulary selected to clarify meaning, create images, and set a tone</li> </ul>	<b>Student Handbook:</b> 382, 385, 396, 405, 443 Also see <i>Write Source</i> .
<ul style="list-style-type: none"> <li>information/ideas selected to engage the interest of the reader</li> </ul>	No specific lesson addresses this grade-level expectation. (See <i>Write Source</i> .)
<ul style="list-style-type: none"> <li>clear voice (individual personality) (ELA-2-H2)</li> </ul>	<b>Student Handbook:</b> 307, 382, 412, 492-493 Also see <i>Write Source</i> .
19. Develop complex compositions using writing processes, including: <ul style="list-style-type: none"> <li>selecting topic and form</li> </ul>	<b>Student Handbook:</b> 33, 251 Also see <i>Write Source</i> .
<ul style="list-style-type: none"> <li>determining purpose and audience</li> </ul>	<b>Student Handbook:</b> 33, 251 Also see <i>Write Source</i> .
<ul style="list-style-type: none"> <li>prewriting (e.g., brainstorming, clustering, outlining, generating main idea/thesis statements)</li> </ul>	<b>Student Handbook:</b> 33 Also see <i>Write Source</i> .
<ul style="list-style-type: none"> <li>drafting</li> </ul>	<b>Student Handbook:</b> 34 Also see <i>Write Source</i> .
<ul style="list-style-type: none"> <li>conferencing (e.g., with peers and teachers)</li> </ul>	<b>Student Handbook:</b> 34 Also see <i>Write Source</i> .
<ul style="list-style-type: none"> <li>revising for content and structure based on feedback</li> </ul>	<b>Student Handbook:</b> 34 Also see <i>Write Source</i> .
<ul style="list-style-type: none"> <li>proofreading/editing to improve conventions of language</li> </ul>	<b>Student Handbook:</b> 34, 631 Also see <i>Write Source</i> .
<ul style="list-style-type: none"> <li>publishing using technology (ELA-2-H3)</li> </ul>	<b>Student Handbook:</b> 35 Also see <i>Write Source</i> .
20. Develop complex paragraphs and multiparagraph compositions using all modes of writing, emphasizing exposition and persuasion (ELA-2-H4)	<b>Student Handbook:</b> 59, 225-234 Also see <i>Write Source</i> .

Grade-Level Expectations, Tenth Grade	Reader's Handbook, Grades 9-12
21. Use all modes to write complex compositions, including: <ul style="list-style-type: none"> <li>• comparison/contrast of ideas and information in reading materials or current issues</li> </ul>	<b>Student Handbook:</b> 48, 60, 65, 126, 359-365 Also see <i>Write Source</i> .
<ul style="list-style-type: none"> <li>• literary analyses that compare and contrast multiple texts</li> </ul>	<b>Student Handbook:</b> 48, 60, 65, 126, 359-365 Also see <i>Write Source</i> .
<ul style="list-style-type: none"> <li>• editorials on current affairs (ELA-2-H4)</li> </ul>	<b>Student Handbook:</b> 48, 60, 65, 126 Also see <i>Write Source</i> .
22. Develop writing using a variety of complex literary and rhetorical devices, including imagery and the rhetorical question (ELA-2-H5)	<b>Student Handbook:</b> 247, 248, 250, 256, 257, 260, 261, 263, 400-407, 424-443 Also see <i>Write Source</i> .
23. Develop individual writing style that includes the following: <ul style="list-style-type: none"> <li>• a variety of sentence structures (e.g., parallel or repetitive) and lengths</li> </ul>	<b>Student Handbook:</b> 307 Also see <i>Write Source</i> .
<ul style="list-style-type: none"> <li>• diction selected to create a tone and set a mood</li> </ul>	<b>Student Handbook:</b> 307, 385, 396, 405, 443 Also see <i>Write Source</i> .
<ul style="list-style-type: none"> <li>• selected vocabulary and phrasing that reflect the character and temperament (voice) of the writer (ELA-2-H5)</li> </ul>	<b>Student Handbook:</b> 333, 369 Also see <i>Write Source</i> .
24. Write for various purposes, including: <ul style="list-style-type: none"> <li>• formal and business letters, such as letters of complaint and requests for information</li> </ul>	<b>Student Handbook:</b> 179, 526 Also see <i>Write Source</i> .
<ul style="list-style-type: none"> <li>• letters to the editor</li> </ul>	<b>Student Handbook:</b> 180 Also see <i>Write Source</i> .
<ul style="list-style-type: none"> <li>• job applications</li> </ul>	No specific lesson addresses this grade-level expectation. (See <i>Write Source</i> .)
<ul style="list-style-type: none"> <li>• text-supported interpretations that connect life experiences to works of literature (ELA-2-H6)</li> </ul>	<b>Student Handbook:</b> 281, 308 Also see <i>Write Source</i> .

# Writing / Proofreading

## Standard 3

Grade-Level Expectations, Tenth Grade	Reader's Handbook, Grades 9-12
25. Apply standard rules of sentence formation, avoiding common errors, such as: <ul style="list-style-type: none"> <li>• fragments</li> </ul>	No specific lesson addresses this grade-level expectation. (See <i>Write Source</i> .)
<ul style="list-style-type: none"> <li>• run-on sentences</li> </ul>	No specific lesson addresses this grade-level expectation. (See <i>Write Source</i> .)
<ul style="list-style-type: none"> <li>• syntax problems (ELA-3-H2)</li> </ul>	No specific lesson addresses this grade-level expectation. (See <i>Write Source</i> .)
26. Apply standard rules of usage, including: <ul style="list-style-type: none"> <li>• making subjects and verbs agree</li> </ul>	No specific lesson addresses this grade-level expectation. (See <i>Write Source</i> .)
<ul style="list-style-type: none"> <li>• using verbs in appropriate tenses</li> </ul>	No specific lesson addresses this grade-level expectation. (See <i>Write Source</i> .)
<ul style="list-style-type: none"> <li>• making pronouns agree with antecedents</li> </ul>	No specific lesson addresses this grade-level expectation. (See <i>Write Source</i> .)
<ul style="list-style-type: none"> <li>• using pronouns in appropriate cases (e.g., nominative and objective)</li> </ul>	No specific lesson addresses this grade-level expectation. (See <i>Write Source</i> .)
<ul style="list-style-type: none"> <li>• using adjectives in comparative and superlative degrees</li> </ul>	No specific lesson addresses this grade-level expectation. (See <i>Write Source</i> .)
<ul style="list-style-type: none"> <li>• using adverbs correctly</li> </ul>	No specific lesson addresses this grade-level expectation. (See <i>Write Source</i> .)
<ul style="list-style-type: none"> <li>• avoiding double negatives (ELA-3-H2)</li> </ul>	No specific lesson addresses this grade-level expectation. (See <i>Write Source</i> .)
27. Apply standard rules of mechanics, including: <ul style="list-style-type: none"> <li>• using commas to set off appositives or parenthetical phrases</li> </ul>	No specific lesson addresses this grade-level expectation. (See <i>Write Source</i> .)
<ul style="list-style-type: none"> <li>• using quotation marks to set off titles of short works</li> </ul>	No specific lesson addresses this grade-level expectation. (See <i>Write Source</i> .)

Grade-Level Expectations, Tenth Grade	Reader's Handbook, Grades 9-12
<ul style="list-style-type: none"> <li>using colons preceding a list and after a salutation in a business letter</li> </ul>	No specific lesson addresses this grade-level expectation. (See <i>Write Source</i> .)
<ul style="list-style-type: none"> <li>using appropriate capitalization, including names of political and ethnic groups, religions, and continents (ELA-3-H2)</li> </ul>	No specific lesson addresses this grade-level expectation. (See <i>Write Source</i> .)
28. Use correct spelling conventions when writing and editing (ELA-3-H3)	<b>Student Handbook:</b> 34, 631, 673-676, 758-765 Also see <i>Write Source</i> .
29. Use a variety of resources, such as dictionaries, thesauruses, glossaries, technology, and textual features (e.g., definitional footnotes, sidebars), to verify word spellings (ELA-3-H3)	<b>Student Handbook:</b> 662, 677-681, 682 Also see <i>Write Source</i> .

## Speaking and Listening

### Standard 4

Grade-Level Expectations, Tenth Grade	Reader's Handbook, Grades 9-12
30. Use standard English grammar, diction, and syntax when speaking in formal presentations and informal group discussions (ELA-4-H1)	No specific lesson addresses this grade-level expectation. (See <i>Write Source</i> .)
31. Select language appropriate to specific purposes and audiences, including: <ul style="list-style-type: none"> <li>delivering informational/book reports in class</li> </ul>	<b>Student Handbook:</b> 87, 224 Also see <i>Write Source</i> .
<ul style="list-style-type: none"> <li>conducting interviews/surveys of classmates or the general public</li> </ul>	<b>Student Handbook:</b> 87, 552 Also see <i>Write Source</i> .
<ul style="list-style-type: none"> <li>participating in class discussions (ELA-4-H1)</li> </ul>	<b>Student Handbook:</b> 110, 179, 286 Also see <i>Write Source</i> .
32. Listen to detailed oral instructions and presentations and carry out complex procedures, including: <ul style="list-style-type: none"> <li>taking accurate notes</li> </ul>	<b>Student Handbook:</b> 80-82, 110, 130, 191, 203, 718-719 Also see <i>Write Source</i> .

Grade-Level Expectations, Tenth Grade	Reader's Handbook, Grades 9-12
<ul style="list-style-type: none"> <li>writing summaries or responses</li> </ul>	<b>Student Handbook:</b> 126, 302, 452, 453, 456, 491-492, 719, 730-731, 754 Also see <i>Write Source</i> .
<ul style="list-style-type: none"> <li>forming groups (ELA-4-H2)</li> </ul>	<b>Student Handbook:</b> 110 Also see <i>Write Source</i> .
33. Organize and use precise language to deliver oral directions and instructions about general, technical, or scientific topics (ELA-4-H2)	No specific lesson addresses this grade-level expectation. (See <i>Write Source</i> .)
34. Deliver oral presentations that include the following: <ul style="list-style-type: none"> <li>volume, phrasing, enunciation, voice modulation, and inflection adjusted to stress important ideas and impact audience response</li> </ul>	No specific lesson addresses this grade-level expectation. (See <i>Write Source</i> .)
<ul style="list-style-type: none"> <li>language choices adjusted to suit the content and context</li> </ul>	<b>Student Handbook:</b> 307 Also see <i>Write Source</i> .
<ul style="list-style-type: none"> <li>an organization that includes an introduction, selected details, and a conclusion arranged to impact an audience (ELA-4-H3)</li> </ul>	<b>Student Handbook:</b> 87, 224, 627 Also see <i>Write Source</i> .
35. Use active listening strategies, including: <ul style="list-style-type: none"> <li>monitoring message for clarity</li> </ul>	No specific lesson addresses this grade-level expectation. (See <i>Write Source</i> .)
<ul style="list-style-type: none"> <li>selecting and organizing essential information</li> </ul>	No specific lesson addresses this grade-level expectation. (See <i>Write Source</i> .)
<ul style="list-style-type: none"> <li>noting cues such as changes in pace</li> </ul>	No specific lesson addresses this grade-level expectation. (See <i>Write Source</i> .)
<ul style="list-style-type: none"> <li>generating and asking questions concerning a speaker's content, delivery, and attitude toward the subject (ELA-4-H4)</li> </ul>	<b>Student Handbook:</b> 244, 245 Also see <i>Write Source</i> .
36. Deliver clear, coherent, and concise oral presentations and responses about information and ideas in a variety of texts (ELA-4-H4)	<b>Student Handbook:</b> 87 Also see <i>Write Source</i> .

Grade-Level Expectations, Tenth Grade	Reader’s Handbook, Grades 9-12
37. Analyze media information in oral and written responses, including: <ul style="list-style-type: none"> <li>• comparing and contrasting the ways in which print and broadcast media cover the same event</li> </ul>	No specific lesson addresses this grade-level expectation. (See <i>Write Source</i> .)
<ul style="list-style-type: none"> <li>• evaluating media messages for clarity, quality, effectiveness, motive, and coherence</li> </ul>	<b>Student Handbook:</b> 232-233 Also see <i>Write Source</i> .
<ul style="list-style-type: none"> <li>• listening to and critiquing audio/video presentations (ELA-4-H5)</li> </ul>	No specific lesson addresses this grade-level expectation. (See <i>Write Source</i> .)
38. Participate in group and panel discussions, including: <ul style="list-style-type: none"> <li>• identifying the strengths and talents of other participants</li> </ul>	No specific lesson addresses this grade-level expectation. (See <i>Write Source</i> .)
<ul style="list-style-type: none"> <li>• acting as facilitator, recorder, leader, listener, or mediator</li> </ul>	<b>Student Handbook:</b> 110 Also see <i>Write Source</i> .
<ul style="list-style-type: none"> <li>• evaluating the effectiveness of participants’ performances (ELA-4-H6)</li> </ul>	<b>Student Handbook:</b> 174 Also see <i>Write Source</i> .

## Information Resources

### Standard 5

Grade-Level Expectations, Tenth Grade	Reader’s Handbook, Grades 9-12
39. Select and evaluate relevant information for a research project using the organizational features of a variety of resources, including: <ul style="list-style-type: none"> <li>• print texts such as prefaces, appendices, annotations, citations, bibliographic references, and endnotes</li> </ul>	<b>Student Handbook:</b> 135-151, 574 Also see <i>Write Source</i> .
<ul style="list-style-type: none"> <li>• electronic texts such as database keyword searches, search engines, and e-mail addresses (ELA-5-H1)</li> </ul>	<b>Student Handbook:</b> 515-516, 526, 529-531, 533-535, 699 Also see <i>Write Source</i> .

Grade-Level Expectations, Tenth Grade	Reader's Handbook, Grades 9-12
<p>40. Locate, analyze, and synthesize information from grade-appropriate resources, including:</p> <ul style="list-style-type: none"> <li>• multiple printed texts (e.g., encyclopedias, atlases, library catalogs, specialized dictionaries, almanacs, technical encyclopedias, and periodicals)</li> </ul>	<p><b>Student Handbook:</b> 98, 126, 174, 691-696, 702-705, 732-733 Also see <i>Write Source</i>.</p>
<ul style="list-style-type: none"> <li>• electronic sources (e.g., Web sites and databases)</li> </ul>	<p><b>Student Handbook:</b> 87, 126, 192, 697, 732-733 Also see <i>Write Source</i>.</p>
<ul style="list-style-type: none"> <li>• other media sources (e.g., community and government data, television and radio resources, and other audio and visual materials) (ELA-5-H2)</li> </ul>	<p><b>Student Handbook:</b> 126, 732-733 Also see <i>Write Source</i>.</p>
<p>41. Analyze the usefulness and accuracy of sources by determining their validity (e.g., authority, accuracy, objectivity, publication date, coverage) (ELA-5-H2)</p>	<p><b>Student Handbook:</b> 520, 706, 752 Also see <i>Write Source</i>.</p>
<p>42. Access information and conduct research using various grade-appropriate data-gathering strategies/tools, including:</p> <ul style="list-style-type: none"> <li>• formulating clear research questions</li> </ul>	<p><b>Student Handbook:</b> 706 Also see <i>Write Source</i>.</p>
<ul style="list-style-type: none"> <li>• using research methods to gather evidence from primary and secondary sources</li> </ul>	<p><b>Student Handbook:</b> 694, 695, 696, 752 Also see <i>Write Source</i>.</p>
<ul style="list-style-type: none"> <li>• using graphic organizers (e.g., outlining, charts, timelines, webs)</li> </ul>	<p><b>Student Handbook:</b> 47, 48, 57, 62, 63, 64, 65, 66, 67, 68, 80, 81, 82, 86, 96, 106, 107, 109, 110, 115, 117, 123, 166, 167, 174, 177, 179, 185, 186, 187, 191, 199, 202, 204, 215, 219, 220, 221, 222, 229, 230, 234, 241, 242, 268, 278, 279, 280, 281, 282, 284, 285, 286, 290, 293, 297, 298, 301, 205, 306, 307, 310, 311, 317, 318, 322, 325, 327, 330, 331, 334, 336, 338, 340, 344, 348, 349, 361, 362, 363, 459, 460, 464, 467, 522, 524, 527, 715, 716, 717, 718, 719, 720, 723, 727, 730, 731, 732, 733, 734, 735, 736, 738-757 Also see <i>Write Source</i>.</p>
<ul style="list-style-type: none"> <li>• compiling and organizing information to support the central ideas, concepts, and themes of a formal paper or presentation (ELA-5-H3)</li> </ul>	<p><b>Student Handbook:</b> 305, 306, 345-350, 384, 509 Also see <i>Write Source</i>.</p>

Grade-Level Expectations, Tenth Grade	Reader's Handbook, Grades 9-12
<p>43. Write a variety of research reports, which include the following:</p> <ul style="list-style-type: none"> <li>• research that supports the main ideas</li> </ul>	<p><b>Student Handbook:</b> 87, 98, 262, 692-693 Also see <i>Write Source</i>.</p>
<ul style="list-style-type: none"> <li>• facts, details, examples, and explanations from multiple sources</li> </ul>	<p><b>Student Handbook:</b> 87, 98, 262, 607, 608 Also see <i>Write Source</i>.</p>
<ul style="list-style-type: none"> <li>• graphics when appropriate</li> </ul>	<p><b>Student Handbook:</b> 555, 556, 557-558, 559, 560, 563-564, 565 Also see <i>Write Source</i>.</p>
<ul style="list-style-type: none"> <li>• complete documentation (e.g., endnotes, parenthetical citations, works cited lists, or bibliographies) (ELA-5-H3)</li> </ul>	<p><b>Student Handbook:</b> 710-712 Also see <i>Write Source</i>.</p>
<p>44. Use word processing and/or technology to draft, revise, and publish various works, including research reports documented with parenthetical citations and bibliographies or works cited lists (ELA-5-H4)</p>	<p>No specific lesson addresses this grade-level expectation. (See <i>Write Source</i>.)</p>
<p>45. Follow acceptable use policy to document sources in research reports using various formats, including:</p> <ul style="list-style-type: none"> <li>• preparing extended bibliographies of reference materials</li> </ul>	<p><b>Student Handbook:</b> 710-712 Also see <i>Write Source</i>.</p>
<ul style="list-style-type: none"> <li>• integrating quotations and citations while maintaining flow of ideas</li> </ul>	<p><b>Student Handbook:</b> 353 Also see <i>Write Source</i>.</p>
<ul style="list-style-type: none"> <li>• using standard formatting for source acknowledgment according to a specified style guide</li> </ul>	<p><b>Student Handbook:</b> 710-712 Also see <i>Write Source</i>.</p>
<ul style="list-style-type: none"> <li>• using parenthetical documentation following <i>MLA Guide</i> within a literature-based research report (ELA-5-H5)</li> </ul>	<p><b>Student Handbook:</b> 710-712 Also see <i>Write Source</i>.</p>

Grade-Level Expectations, Tenth Grade	Reader's Handbook, Grades 9-12
<p>46. Analyze information found in complex graphic organizers, including detailed maps, comparative charts, extended tables, graphs, diagrams, cutaways, overlays, and sidebars to determine usefulness for research (ELA-5-H6)</p>	<p><b>Student Handbook:</b> 47, 48, 57, 62, 63, 64, 65, 66, 67, 68, 80, 81, 82, 86, 96, 106, 107, 109, 110, 115, 117, 123, 131, 136-137, 141, 142, 143-144, 148, 166, 167, 174, 177, 179, 185, 186, 187, 191, 199, 202, 204, 215, 219, 220, 221, 222, 229, 230, 234, 241, 242, 268, 278, 279, 280, 281, 282, 284, 285, 286, 290, 293, 297, 298, 301, 205, 306, 307, 310, 311, 317, 318, 322, 325, 327, 330, 331, 334, 336, 338, 340, 344, 348, 349, 361, 362, 363, 459, 460, 464, 467, 522, 524, 527, 541-567</p>

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 correlated to
   
**Louisiana English Language Arts Grade-Level Expectations**
  
**Eleventh and Twelfth Grades**

**Reading and Responding**

**Standard 1**

Grade-Level Expectations, Eleventh and Twelfth Grades	Reader's Handbook, Grades 9-12
1. Extend basic and technical vocabulary using a variety of strategies, including: <ul style="list-style-type: none"> <li>• analysis of an author's word choice</li> </ul>	<b>Student Handbook:</b> 307, 682, 412, 492-493
<ul style="list-style-type: none"> <li>• use of related forms of words</li> </ul>	<b>Student Handbook:</b> 673-676, 758-761
<ul style="list-style-type: none"> <li>• analysis of analogous statements (ELA-1-H1)</li> </ul>	<b>Student Handbook:</b> 685
2. Analyze the significance of complex literary and rhetorical devices in American, British, or world texts, including: <ul style="list-style-type: none"> <li>• apostrophes</li> </ul>	No specific lesson addresses this grade-level expectation.
<ul style="list-style-type: none"> <li>• rhetorical questions</li> </ul>	<b>Student Handbook:</b> 260
<ul style="list-style-type: none"> <li>• metaphysical conceits</li> </ul>	No specific lesson addresses this grade-level expectation.
<ul style="list-style-type: none"> <li>• implicit metaphors (metonymy and synecdoche) (ELA-1-H2)</li> </ul>	<b>Student Handbook:</b> 244, 404, 433
3. Draw conclusions and make inferences about ideas and information in complex texts in oral and written responses, including: <ul style="list-style-type: none"> <li>• fiction/nonfiction</li> </ul>	<b>Student Handbook:</b> 46, 47, 155-167, 168-180, 181-192, 193-209, 210-224, 225-234, 235-245, 267-287, 288-312, 313-322, 323-331, 332-344, 345-350, 351-358, 359-365
<ul style="list-style-type: none"> <li>• drama/poetry</li> </ul>	<b>Student Handbook:</b> 46, 47, 389-399, 400-407, 408-414, 415-422, 423-443, 447-476, 477-484, 485-498

Grade-Level Expectations, Eleventh and Twelfth Grades	Reader's Handbook, Grades 9-12
<ul style="list-style-type: none"> <li>public documents</li> </ul>	<b>Student Handbook:</b> 46, 47, 571-580
<ul style="list-style-type: none"> <li>film/visual texts</li> </ul>	<b>Student Handbook:</b> 46, 47, 513-527, 541-553
<ul style="list-style-type: none"> <li>debates/speeches (ELA-1-H3)</li> </ul>	<b>Student Handbook:</b> 46, 47, 235-245
<p>4. Evaluate ways in which the main idea, rationale or thesis, and information in complex texts, including consumer, workplace, public, and historical documents, represent a view or comment on life (ELA-1-H4)</p>	<b>Student Handbook:</b> 41, 84, 97, 108-109, 164, 176-177, 189, 206, 222, 281-282, 308, 397, 464-465, 524, 549, 577-578, 594, 748

## Standard 6

Grade-Level Expectations, Eleventh and Twelfth Grades	Reader's Handbook, Grades 9-12
<p>5. Analyze and critique the impact of historical periods, diverse ethnic groups, and major influences (e.g., philosophical, political, religious, ethical, social) on American, British, or world literature in oral and written responses (ELA-6-H1)</p>	<b>Student Handbook:</b> 485-498
<p>6. Analyze and explain the significance of literary forms, techniques, characteristics, and recurrent themes of major literary periods in ancient, American, British, or world literature (ELA-6-H2)</p>	<b>Student Handbook:</b> 485-498
<p>7. Analyze and synthesize in oral and written responses distinctive elements (e.g., structure) of a variety of literary forms and types, including:</p> <ul style="list-style-type: none"> <li>essays and memoirs by early and modern essay writers</li> </ul>	<b>Student Handbook:</b> 154, 155-167, 246-263
<ul style="list-style-type: none"> <li>epic poetry such as <i>Beowulf</i></li> </ul>	<b>Student Handbook:</b> 415-422, 432
<ul style="list-style-type: none"> <li>forms of lyric and narrative poetry such as the ballad, sonnets, pastorals, elegies, and the dramatic monologue</li> </ul>	<b>Student Handbook:</b> 415-422, 432
<ul style="list-style-type: none"> <li>drama, including ancient, Renaissance, and modern comedies and tragedies</li> </ul>	<b>Student Handbook:</b> 446, 447-468, 469-476, 477-484, 485-498, 499-509

Grade-Level Expectations, Eleventh and Twelfth Grades	Reader's Handbook, Grades 9-12
<ul style="list-style-type: none"> <li>short stories, novellas, and novels</li> </ul>	<b>Student Handbook:</b> 266, 267-287, 288-312, 313-322, 323-331, 332-344, 345-350, 351-358, 366-385
<ul style="list-style-type: none"> <li>biographies and autobiographies</li> </ul>	<b>Student Handbook:</b> 193-209, 210-224, 246-263
<ul style="list-style-type: none"> <li>speeches (ELA-6-H3)</li> </ul>	<b>Student Handbook:</b> 235-245, 246-263
8. Analyze in oral and written responses the ways in which works of ancient, American, British, or world literature represent views or comments on life, for example: <ul style="list-style-type: none"> <li>an autobiography/diary gives insight into a particular time and place</li> </ul>	<b>Student Handbook:</b> 210, 702
<ul style="list-style-type: none"> <li>the pastoral idealizes life in the country</li> </ul>	No specific lesson addresses this grade-level expectation.
<ul style="list-style-type: none"> <li>the parody mocks people and institutions</li> </ul>	No specific lesson addresses this grade-level expectation.
<ul style="list-style-type: none"> <li>an allegory uses fictional figures to express truths about human experiences (ELA-6-H4)</li> </ul>	No specific lesson addresses this grade-level expectation.

## Standard 7

Grade-Level Expectations, Eleventh and Twelfth Grades	Reader's Handbook, Grades 9-12
9. Demonstrate understanding of information in American, British, and world literature using a variety of strategies, for example: <ul style="list-style-type: none"> <li>interpreting and evaluating presentation of events and information</li> </ul>	<b>Student Handbook:</b> 485-498
<ul style="list-style-type: none"> <li>evaluating the credibility of arguments in nonfiction works</li> </ul>	<b>Student Handbook:</b> 231-233, 244-245
<ul style="list-style-type: none"> <li>making inferences and drawing conclusions</li> </ul>	<b>Student Handbook:</b> 46, 47, 126, 220, 221
<ul style="list-style-type: none"> <li>evaluating the author's use of complex literary elements, (e.g., symbolism, themes, characterization, ideas)</li> </ul>	<b>Student Handbook:</b> 48, 244, 246-263, 359-365, 366-385, 400-407, 423-443, 499-509

Grade-Level Expectations, Eleventh and Twelfth Grades	Reader's Handbook, Grades 9-12
<ul style="list-style-type: none"> <li>comparing and contrasting major periods, themes, styles, and trends within and across texts</li> </ul>	<b>Student Handbook:</b> 305-306, 307, 345-350, 359-365, 382, 384, 412, 477-484, 485-498, 509
<ul style="list-style-type: none"> <li>making predictions and generalizations about ideas and information</li> </ul>	<b>Student Handbook:</b> 51, 126
<ul style="list-style-type: none"> <li>critiquing the strengths and weaknesses of ideas and information</li> </ul>	<b>Student Handbook:</b> 48, 126, 174, 185-187, 225-234, 235-245
<ul style="list-style-type: none"> <li>synthesizing (ELA-7-H1)</li> </ul>	<b>Student Handbook:</b> 126, 179, 214, 310-312, 732-733
<p>10. Identify, gather, and evaluate appropriate sources and relevant information to solve problems using multiple sources, including:</p> <ul style="list-style-type: none"> <li>school library catalogs</li> </ul>	<b>Student Handbook:</b> 698-702
<ul style="list-style-type: none"> <li>online databases</li> </ul>	<b>Student Handbook:</b> 704
<ul style="list-style-type: none"> <li>electronic resources</li> </ul>	<b>Student Handbook:</b> 520-521, 704, 705
<ul style="list-style-type: none"> <li>Internet-based resources (ELA-7-H2)</li> </ul>	<b>Student Handbook:</b> 513-527, 704
<p>11. Analyze and evaluate the philosophical arguments presented in literary works, including American, British, or world literature (ELA-7-H2)</p>	No specific lesson addresses this grade-level expectation.
<p>12. Analyze and evaluate works of American, British, or world literature in terms of an author's life, culture, and philosophical assumptions (ELA-7-H3)</p>	<b>Student Handbook:</b> 110, 346
<p>13. Analyze information within and across grade-appropriate print and nonprint texts using various reasoning skills, including:</p> <ul style="list-style-type: none"> <li>identifying cause-effect relationships</li> </ul>	<b>Student Handbook:</b> 60, 66, 96, 191, 199-200, 202, 279, 716-717, 734, 739
<ul style="list-style-type: none"> <li>raising questions</li> </ul>	<b>Student Handbook:</b> 38, 39, 41, 51, 74, 82, 85, 89, 97, 101, 109, 156, 165, 166, 169, 172, 178, 182, 190, 194, 207, 211, 223, 268, 283, 289, 305, 309, 390, 398, 448, 466, 515, 525, 542, 550, 572, 578

<b>Grade-Level Expectations, Eleventh and Twelfth Grades</b>	<b>Reader’s Handbook, Grades 9-12</b>
<ul style="list-style-type: none"> <li>reasoning inductively and deductively</li> </ul>	<b>Student Handbook:</b> 225-234, 235-245, 254, 255, 359-365
<ul style="list-style-type: none"> <li>generating a theory or hypothesis</li> </ul>	<b>Student Handbook:</b> 126, 226, 230, 241-242, 250
<ul style="list-style-type: none"> <li>skimming/scanning</li> </ul>	<b>Student Handbook:</b> 525-526, 575-577, 593-594, 605-611, 728-729
<ul style="list-style-type: none"> <li>distinguishing facts from opinions and probability (ELA-7-H4)</li> </ul>	<b>Student Handbook:</b> 225-234, 235-245, 250

## W r i t i n g

### S t a n d a r d 2

<b>Grade-Level Expectations, Eleventh and Twelfth Grades</b>	<b>Reader’s Handbook, Grades 9-12</b>
<p>14. Develop complex compositions, essays, and reports that include the following:</p> <ul style="list-style-type: none"> <li>a clearly stated central idea/thesis statement</li> </ul>	<b>Student Handbook:</b> 160, 161, 259, 287, 627, 631 Also see <i>Write Source</i> .
<ul style="list-style-type: none"> <li>a clear, overall structure (e.g., introduction, body, appropriate conclusion)</li> </ul>	<b>Student Handbook:</b> 627, 631 Also see <i>Write Source</i> .
<ul style="list-style-type: none"> <li>supporting paragraphs organized in a logical sequence (e.g., spatial order, order of importance, ascending/descending order, chronological order, parallel construction)</li> </ul>	<b>Student Handbook:</b> 60-69, 244 Also see <i>Write Source</i> .
<ul style="list-style-type: none"> <li>transitional words, phrases, and devices that unify throughout (ELA-2-H1)</li> </ul>	<b>Student Handbook:</b> 61, 316 Also see <i>Write Source</i> .
<p>15. Develop complex compositions on student- or teacher-selected topics that are suited to an identified audience and purpose and that include the following:</p> <ul style="list-style-type: none"> <li>word choices appropriate to the identified audience and/or purpose</li> </ul>	<b>Student Handbook:</b> 382, 385, 396, 405, 443 Also see <i>Write Source</i> .
<ul style="list-style-type: none"> <li>vocabulary selected to clarify meaning, create images, and set a tone</li> </ul>	<b>Student Handbook:</b> 382, 385, 396, 405, 443 Also see <i>Write Source</i> .

Grade-Level Expectations, Eleventh and Twelfth Grades	Reader's Handbook, Grades 9-12
<ul style="list-style-type: none"> <li>information/ideas selected to engage the interest of the reader</li> </ul>	No specific lesson addresses this grade-level expectation. (See <i>Write Source</i> .)
<ul style="list-style-type: none"> <li>clear voice (individual personality) (ELA-2-H2)</li> </ul>	<b>Student Handbook:</b> 307, 382, 412, 492-493 Also see <i>Write Source</i> .
<p>16. Develop complex compositions using writing processes such as the following:</p> <ul style="list-style-type: none"> <li>selecting topic and form (e.g., determining a purpose and audience)</li> </ul>	<b>Student Handbook:</b> 33, 251 Also see <i>Write Source</i> .
<ul style="list-style-type: none"> <li>prewriting (e.g., brainstorming, clustering, outlining, generating main idea/thesis statements)</li> </ul>	<b>Student Handbook:</b> 33 Also see <i>Write Source</i> .
<ul style="list-style-type: none"> <li>drafting</li> </ul>	<b>Student Handbook:</b> 34 Also see <i>Write Source</i> .
<ul style="list-style-type: none"> <li>conferencing with peers and teachers</li> </ul>	<b>Student Handbook:</b> 34 Also see <i>Write Source</i> .
<ul style="list-style-type: none"> <li>revising for content and structure based on feedback</li> </ul>	<b>Student Handbook:</b> 34 Also see <i>Write Source</i> .
<ul style="list-style-type: none"> <li>proofreading/editing to improve conventions of language</li> </ul>	<b>Student Handbook:</b> 34, 631 Also see <i>Write Source</i> .
<ul style="list-style-type: none"> <li>publishing using available technology (ELA-2-H3)</li> </ul>	<b>Student Handbook:</b> 34 Also see <i>Write Source</i> .
<p>17. Use the various modes to write complex compositions, including:</p> <ul style="list-style-type: none"> <li>definition essay</li> </ul>	No specific lesson addresses this grade-level expectation. (See <i>Write Source</i> .)
<ul style="list-style-type: none"> <li>problem/solution essay</li> </ul>	No specific lesson addresses this grade-level expectation. (See <i>Write Source</i> .)
<ul style="list-style-type: none"> <li>a research project</li> </ul>	No specific lesson addresses this grade-level expectation. (See <i>Write Source</i> .)
<ul style="list-style-type: none"> <li>literary analyses that incorporate research</li> </ul>	No specific lesson addresses this grade-level expectation. (See <i>Write Source</i> .)

Grade-Level Expectations, Eleventh and Twelfth Grades	Reader's Handbook, Grades 9-12
<ul style="list-style-type: none"> <li>cause-effect essay</li> </ul>	<b>Student Handbook:</b> 60, 66 Also see <i>Write Source</i> .
<ul style="list-style-type: none"> <li>process analyses</li> </ul>	No specific lesson addresses this grade-level expectation. (See <i>Write Source</i> .)
<ul style="list-style-type: none"> <li>persuasive essays (ELA-2-H4)</li> </ul>	<b>Student Handbook:</b> 59, 168-169 Also see <i>Write Source</i> .
18. Develop writing/compositions using a variety of complex literary and rhetorical devices (ELA-2-H5)	<b>Student Handbook:</b> 59, 225-234 Also see <i>Write Source</i> .
19. Extend development of individual style to include the following: <ul style="list-style-type: none"> <li>avoidance of overused words, clichés, and jargon</li> </ul>	<b>Student Handbook:</b> 257 Also see <i>Write Source</i> .
<ul style="list-style-type: none"> <li>a variety of sentence structures and patterns</li> </ul>	<b>Student Handbook:</b> 307 Also see <i>Write Source</i> .
<ul style="list-style-type: none"> <li>diction that sets tone and mood</li> </ul>	<b>Student Handbook:</b> 307, 385, 396, 405, 443 Also see <i>Write Source</i> .
<ul style="list-style-type: none"> <li>vocabulary and phrasing that reflect the character and temperament (voice) of the writer (ELA-2-H5)</li> </ul>	<b>Student Handbook:</b> 333, 369 Also see <i>Write Source</i> .
20. Write for various purposes, including: <ul style="list-style-type: none"> <li>interpretations/explanations that connect life experiences to works of American, British, and world literature</li> </ul>	<b>Student Handbook:</b> 281, 308 Also see <i>Write Source</i> .
<ul style="list-style-type: none"> <li>functional documents (e.g., resumes, memos, proposals) (ELA-2-H6)</li> </ul>	No specific lesson addresses this grade-level expectation. (See <i>Write Source</i> .)

# Writing / Proofreading

## Standard 3

Grade-Level Expectations, Eleventh and Twelfth Grades	Reader's Handbook, Grades 9-12
21. Apply standard rules of sentence formation, including parallel structure (ELA-3-H2)	<b>Student Handbook:</b> 307 Also see <i>Write Source</i> .
22. Apply standard rules of usage, for example: <ul style="list-style-type: none"> <li>• avoid splitting infinitives</li> </ul>	No specific lesson addresses this grade-level expectation. (See <i>Write Source</i> .)
<ul style="list-style-type: none"> <li>• use the subjunctive mood appropriately (ELA-3-H2)</li> </ul>	No specific lesson addresses this grade-level expectation. (See <i>Write Source</i> .)
23. Apply standard rules of mechanics and punctuation, including: <ul style="list-style-type: none"> <li>• parentheses</li> </ul>	No specific lesson addresses this grade-level expectation. (See <i>Write Source</i> .)
<ul style="list-style-type: none"> <li>• brackets</li> </ul>	No specific lesson addresses this grade-level expectation. (See <i>Write Source</i> .)
<ul style="list-style-type: none"> <li>• dashes</li> </ul>	No specific lesson addresses this grade-level expectation. (See <i>Write Source</i> .)
<ul style="list-style-type: none"> <li>• commas after introductory adverb clauses and long introductory phrases</li> </ul>	No specific lesson addresses this grade-level expectation. (See <i>Write Source</i> .)
<ul style="list-style-type: none"> <li>• quotation marks for secondary quotations</li> </ul>	<b>Student Handbook:</b> 353 Also see <i>Write Source</i> .
<ul style="list-style-type: none"> <li>• internal capitalization</li> </ul>	No specific lesson addresses this grade-level expectation. (See <i>Write Source</i> .)
<ul style="list-style-type: none"> <li>• manuscript form (ELA-3-H2)</li> </ul>	No specific lesson addresses this grade-level expectation. (See <i>Write Source</i> .)
24. Use a variety of resources (e.g., dictionaries, thesauruses, glossaries, technology) and textual features, (e.g., definitional footnotes, sidebars) to verify word spellings (ELA-3-H3)	<b>Student Handbook:</b> 662, 677-681, 682 Also see <i>Write Source</i> .

# Speaking and Listening

## Standard 4

Grade-Level Expectations, Eleventh and Twelfth Grades	Reader's Handbook, Grades 9-12
25. Use standard English grammar, diction, and syntax when speaking in formal presentations and informal group discussions (ELA-4-H1)	No specific lesson addresses this grade-level expectation. (See <i>Write Source</i> .)
26. Select language appropriate to specific purposes and audiences for speaking, including: <ul style="list-style-type: none"> <li>• delivering informational/book reports in class</li> </ul>	<b>Student Handbook:</b> 87, 224 Also see <i>Write Source</i> .
<ul style="list-style-type: none"> <li>• conducting interviews/surveys of classmates or the general public</li> </ul>	<b>Student Handbook:</b> 87, 552 Also see <i>Write Source</i> .
<ul style="list-style-type: none"> <li>• participating in class discussions (ELA-4-H1)</li> </ul>	<b>Student Handbook:</b> 110, 179, 286 Also see <i>Write Source</i> .
27. Listen to detailed oral instructions and presentations and carry out complex procedures, including: <ul style="list-style-type: none"> <li>• reading and questioning</li> </ul>	<b>Student Handbook:</b> 51, 166 Also see <i>Write Source</i> .
<ul style="list-style-type: none"> <li>• writing responses</li> </ul>	<b>Student Handbook:</b> 126, 302, 452, 453, 456, 491-492, 719, 730-731, 754 Also see <i>Write Source</i> .
<ul style="list-style-type: none"> <li>• forming groups</li> </ul>	<b>Student Handbook:</b> 110 Also see <i>Write Source</i> .
<ul style="list-style-type: none"> <li>• taking accurate, detailed notes (ELA-4-H2)</li> </ul>	<b>Student Handbook:</b> 80-82, 110, 130, 191, 203, 718-719 Also see <i>Write Source</i> .
28. Organize and use precise language to deliver complex oral directions or instructions about general, technical, or scientific topics (ELA-4-H2)	No specific lesson addresses this grade-level expectation. (See <i>Write Source</i> .)
29. Deliver presentations that include the following: <ul style="list-style-type: none"> <li>• language, diction, and syntax selected to suit a purpose and impact an audience</li> </ul>	No specific lesson addresses this grade-level expectation. (See <i>Write Source</i> .)

Grade-Level Expectations, Eleventh and Twelfth Grades	Reader's Handbook, Grades 9-12
<ul style="list-style-type: none"> <li>• delivery techniques including repetition, eye contact, and appeal to emotion suited to a purpose and audience</li> </ul>	No specific lesson addresses this grade-level expectation. (See <i>Write Source</i> .)
<ul style="list-style-type: none"> <li>• an organization that includes an introduction, relevant examples, and/or anecdotes, and a conclusion arranged to impact an audience (ELA-4-H3)</li> </ul>	<b>Student Handbook:</b> 87, 224, 627 Also see <i>Write Source</i> .
<p>30. Use active listening strategies, including:</p> <ul style="list-style-type: none"> <li>• monitoring messages for clarity</li> </ul>	No specific lesson addresses this grade-level expectation. (See <i>Write Source</i> .)
<ul style="list-style-type: none"> <li>• selecting and organizing information</li> </ul>	No specific lesson addresses this grade-level expectation. (See <i>Write Source</i> .)
<ul style="list-style-type: none"> <li>• noting cues such as changes in pace (ELA-4-H4)</li> </ul>	No specific lesson addresses this grade-level expectation. (See <i>Write Source</i> .)
<p>31. Deliver oral presentations, including:</p> <ul style="list-style-type: none"> <li>• speeches that use appropriate rhetorical strategies</li> </ul>	No specific lesson addresses this grade-level expectation. (See <i>Write Source</i> .)
<ul style="list-style-type: none"> <li>• responses that analyze information in texts and media</li> </ul>	No specific lesson addresses this grade-level expectation. (See <i>Write Source</i> .)
<ul style="list-style-type: none"> <li>• persuasive arguments that clarify or defend positions (ELA-4-H4)</li> </ul>	<b>Student Handbook:</b> 59, 168-180, 225-234, 235-245 Also see <i>Write Source</i> .
<p>32. Give oral and written analyses of media information, including:</p> <ul style="list-style-type: none"> <li>• identifying logical fallacies (e.g., attack <i>ad hominem</i>, false causality, overgeneralization, bandwagon effect) used in oral addresses</li> </ul>	<b>Student Handbook:</b> 232-233, 244 Also see <i>Write Source</i> .
<ul style="list-style-type: none"> <li>• analyzing the techniques used in media messages for a particular audience</li> </ul>	<b>Student Handbook:</b> 232-233 Also see <i>Write Source</i> .
<ul style="list-style-type: none"> <li>• critiquing a speaker's diction and syntax in relation to the purpose of an oral presentation</li> </ul>	No specific lesson addresses this grade-level expectation. (See <i>Write Source</i> .)

Grade-Level Expectations, Eleventh and Twelfth Grades	Reader's Handbook, Grades 9-12
<ul style="list-style-type: none"> <li>critiquing strategies (e.g., advertisements, propaganda techniques, visual representations, special effects) used by the media to inform, persuade, entertain, and transmit culture (ELA-4-H5)</li> </ul>	<b>Student Handbook:</b> 232-233, 244 Also see <i>Write Source</i> .
33. Participate in group and panel discussions, including: <ul style="list-style-type: none"> <li>identifying the strengths and talents of other participants</li> </ul>	No specific lesson addresses this grade-level expectation. (See <i>Write Source</i> .)
<ul style="list-style-type: none"> <li>acting as facilitator, recorder, leader, listener, or mediator</li> </ul>	<b>Student Handbook:</b> 110 Also see <i>Write Source</i> .
<ul style="list-style-type: none"> <li>evaluating the effectiveness of participants' performance (ELA-4-H6)</li> </ul>	<b>Student Handbook:</b> 174 Also see <i>Write Source</i> .

## Information Resources

### Standard 5

Grade-Level Expectations, Eleventh and Twelfth Grades	Reader's Handbook, Grades 9-12
34. Select and critique relevant information for a research project using the organizational features of a variety resources, including: <ul style="list-style-type: none"> <li>print texts (e.g., prefaces, appendices, annotations, citations, bibliographic references)</li> </ul>	<b>Student Handbook:</b> 135-151, 574 Also see <i>Write Source</i> .
<ul style="list-style-type: none"> <li>electronic texts (e.g., database keyword searches, search engines, e-mail addresses) (ELA-5-H1)</li> </ul>	<b>Student Handbook:</b> 515-516, 526, 529-531, 533-535, 699 Also see <i>Write Source</i> .
35. Locate, analyze, and synthesize information from a variety of complex resources, including: <ul style="list-style-type: none"> <li>multiple print texts (e.g., encyclopedias, atlases, library catalogs, specialized dictionaries, almanacs, technical encyclopedias, and periodicals)</li> </ul>	<b>Student Handbook:</b> 98, 126, 174, 691-696, 702-705, 732-733 Also see <i>Write Source</i> .

Grade-Level Expectations, Eleventh and Twelfth Grades	Reader's Handbook, Grades 9-12
<ul style="list-style-type: none"> <li>electronic sources (e.g. , Web sites or databases)</li> </ul>	<b>Student Handbook:</b> 87, 126, 192, 697, 732-733 Also see <i>Write Source</i> .
<ul style="list-style-type: none"> <li>other media (e.g. , community and government data, television and radio resources, and audio and visual materials) (ELA-5-H2)</li> </ul>	<b>Student Handbook:</b> 126, 732-733 Also see <i>Write Source</i> .
36. Analyze the usefulness and accuracy of sources by determining their validity (e.g., authority, accuracy, objectivity, publication date, coverage) (ELA-5-H2)	<b>Student Handbook:</b> 520, 706, 752 Also see <i>Write Source</i> .
37. Access information and conduct research using various grade-appropriate data-gathering strategies/tools, including: <ul style="list-style-type: none"> <li>formulating clear research questions</li> </ul>	<b>Student Handbook:</b> 706 Also see <i>Write Source</i> .
<ul style="list-style-type: none"> <li>evaluating the validity and/or reliability of primary and/or secondary sources</li> </ul>	<b>Student Handbook:</b> 694, 695, 696, 752 Also see <i>Write Source</i> .
<ul style="list-style-type: none"> <li>using graphic organizers (e.g., outlining, charts, timelines, webs)</li> </ul>	<b>Student Handbook:</b> 47, 48, 57, 62, 63, 64, 65, 66, 67, 68, 80, 81, 82, 86, 96, 106, 107, 109, 110, 115, 117, 123, 166, 167, 174, 177, 179, 185, 186, 187, 191, 199, 202, 204, 215, 219, 220, 221, 222, 229, 230, 234, 241, 242, 268, 278, 279, 280, 281, 282, 284, 285, 286, 290, 293, 297, 298, 301, 205, 306, 307, 310, 311, 317, 318, 322, 325, 327, 330, 331, 334, 336, 338, 340, 344, 348, 349, 361, 362, 363, 459, 460, 464, 467, 522, 524, 527, 715, 716, 717, 718, 719, 720, 723, 727, 730, 731, 732, 733, 734, 735, 736, 738-757 Also see <i>Write Source</i> .
<ul style="list-style-type: none"> <li>compiling and organizing information to support the central ideas, concepts, and themes of a formal paper or presentation</li> </ul>	<b>Student Handbook:</b> 305, 306, 345-350, 384, 509 Also see <i>Write Source</i> .
<ul style="list-style-type: none"> <li>preparing annotated bibliographies and anecdotal scripts (ELA-5-H3)</li> </ul>	<b>Student Handbook:</b> 249 Also see <i>Write Source</i> .
38. Write extended research reports (e.g., historical investigations, reports about high interest and library subjects) which include the following: <ul style="list-style-type: none"> <li>researched information that supports main ideas</li> </ul>	<b>Student Handbook:</b> 87, 98, 262, 692-693 Also see <i>Write Source</i> .

Grade-Level Expectations, Eleventh and Twelfth Grades	Reader's Handbook, Grades 9-12
<ul style="list-style-type: none"> <li>facts, details, examples, and explanations from sources</li> </ul>	<p><b>Student Handbook:</b> 87, 98, 262, 607, 608 Also see <i>Write Source</i>.</p>
<ul style="list-style-type: none"> <li>graphics when appropriate</li> </ul>	<p><b>Student Handbook:</b> 555, 556, 557-558, 559, 560, 563-564, 565 Also see <i>Write Source</i>.</p>
<ul style="list-style-type: none"> <li>complete documentation (e.g., endnotes or parenthetical citations, works cited lists or bibliographies) consistent with a specified style guide (ELA-5-H3)</li> </ul>	<p><b>Student Handbook:</b> 710-712 Also see <i>Write Source</i>.</p>
<p>39. Use word processing and/or technology to draft, revise, and publish various works, including:</p> <ul style="list-style-type: none"> <li>functional documents (e.g., requests for information, resumes, letters of complaint, memos, proposals), using formatting techniques that make the document user friendly</li> </ul>	<p>No specific lesson addresses this grade-level expectation. (See <i>Write Source</i>.)</p>
<ul style="list-style-type: none"> <li>analytical reports that include databases, graphics, and spreadsheets</li> </ul>	<p>No specific lesson addresses this grade-level expectation. (See <i>Write Source</i>.)</p>
<ul style="list-style-type: none"> <li>research reports on high-interest and literary topics (ELA-5-H4)</li> </ul>	<p>No specific lesson addresses this grade-level expectation. (See <i>Write Source</i>.)</p>
<p>40. Use selected style guides to produce complex reports that include the following:</p> <ul style="list-style-type: none"> <li>credit for sources (e.g., appropriate parenthetical documentation and notes)</li> </ul>	<p><b>Student Handbook:</b> 710-712 Also see <i>Write Source</i>.</p>
<ul style="list-style-type: none"> <li>standard formatting for source acknowledgment (ELA-5-H5)</li> </ul>	<p><b>Student Handbook:</b> 710-712 Also see <i>Write Source</i>.</p>
<p>41. Analyze and synthesize information found in various complex graphic organizers, including detailed maps, comparative charts, extended tables, graphs, diagrams, cutaways, overlays, and sidebars (ELA-5-H6)</p>	<p><b>Student Handbook:</b> 47, 48, 57, 62, 63, 64, 65, 66, 67, 68, 80, 81, 82, 86, 96, 106, 107, 109, 110, 115, 117, 123, 131, 136-137, 141, 142, 143-144, 148, 166, 167, 174, 177, 179, 185, 186, 187, 191, 199, 202, 204, 215, 219, 220, 221, 222, 229, 230, 234, 241, 242, 268, 278, 279, 280, 281, 282, 284, 285, 286, 290, 293, 297, 298, 301, 205, 306, 307, 310, 311, 317, 318, 322, 325, 327, 330, 331, 334, 336, 338, 340, 344, 348, 349, 361, 362, 363, 459, 460, 464, 467, 522, 524, 527, 541-567</p>



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