

## Reader's Handbook © 2004

### Grade 6

correlated to

## Maryland Voluntary State Curriculum Reading/English Language Arts

#### LEARNING STANDARD 1.0

**General Reading Processes: Fluency: Students will read orally with accuracy and expression at a rate that sounds like speech.**

Standard	Reader's Handbook, Grade 6
<b>C. Fluency</b>	
<b>1. Read orally at an appropriate rate</b>	
a. Read familiar text at a rate that is conversational and consistent	<b>SB:</b> 25, 43-45, 66-83, 84-89, 117-131, 132-142, 143-154, 172-187, 188-203, 204-217, 218-233, 234-246, 265-272, 564-579, 580-583, 584-587, 588-592, 593-597, 598-605 <b>TG:</b> 30-33, 34-39, 40-49, 50-113, 114-193, 194-263, 264-307, 308-338, 339-357, 358-377, 378-412, 413-428
<b>2. Read grade-level text with both high accuracy and appropriate pacing, intonation, and expression</b>	
a. Apply knowledge of word structures and patterns to read with automaticity	<b>SB:</b> 621-623, 624-625 <b>SAB:</b> 221 <b>TG:</b> 413, 414-428
b. Demonstrate appropriate use of phrasing <ul style="list-style-type: none"> <li>• Attend to sentence patterns and structures that signal meaning in text</li> <li>• Use punctuation cues to guide meaning and expression</li> <li>• Use pacing and intonation (emphasis on certain words) to convey meaning and expression</li> <li>• Adjust intonation and pitch (rise and fall of spoken voice) appropriately</li> </ul>	<b>SB:</b> 25, 43-45, 66-83, 84-89, 117-131, 132-142, 143-154, 172-187, 188-203, 204-217, 218-233, 234-246, 265-272, 564-579, 580-583, 584-587, 588-592, 593-597, 598-605 <b>TG:</b> 30-33, 34-39, 40-49, 50-113, 114-193, 194-263, 264-307, 308-338, 339-357, 358-377, 378-412, 413-428
c. Increase sight words read fluently	<b>SB:</b> 621-623, 624-625 <b>TG:</b> 413, 414-428

#### LEARNING STANDARD 1.0

**General Reading Processes: Vocabulary: Students will use a variety of strategies and opportunities to understand word meaning and to increase vocabulary.**

Standard	Reader's Handbook, Grade 6
<b>D. Vocabulary</b>	
<b>1. Develop and apply vocabulary through exposure to a variety of texts</b>	
a. Acquire new vocabulary through listening to, independently reading, and discussing a variety of literary and informational texts	Each chapter in <b>Reader's Handbook</b> actively involves students in acquiring new vocabulary.

Standard	Reader's Handbook, Grade 6
<b>D. Vocabulary (continued)</b>	
b. Discuss words and word meanings daily as they are encountered in texts, instruction, and conversation	<b>SB:</b> 25, 43-45, 66-83, 84-89, 117-131, 132-142, 143-154, 172-187, 188-203, 204-217, 218-233, 234-246, 265-272, 564-579, 580-583, 584-587, 588-592, 593-597, 598-605 <b>SAB:</b> 218 <b>TG:</b> 30-33, 34-39, 40-49, 50-113, 114-193, 194-263, 264-307, 308-338, 339-357, 358-377, 378-412, 413-428
<b>2. Apply a conceptual understanding of new words</b>	
a. Classify and categorize increasingly complex words into sets and groups	<b>SB:</b> 609-612, 613-614 <b>TG:</b> 413, 414-428
b. Explain relationships between and among words <u>Assessment Limits:</u> <ul style="list-style-type: none"> <li>• <i>Antonyms and synonyms</i></li> <li>• <i>Concept hierarchies</i></li> <li>• <i>Multiple meaning words</i></li> <li>• <i>Specialized use of vocabulary in specific content areas</i></li> </ul>	<b>SB:</b> 586, 634, 637 <b>SAB:</b> 58, 223 <b>TG:</b> 413, 414-428
<b>3. Understand, acquire, and use new vocabulary</b>	
a. Use context to determine the meanings of words <u>Assessment Limits:</u> <ul style="list-style-type: none"> <li>• <i>Above grade-level words used in context</i></li> <li>• <i>Words with multiple meanings</i></li> <li>• <i>Connotations versus denotations</i></li> <li>• <i>Grade-appropriate idioms, colloquialisms, and figurative expressions</i></li> </ul>	<b>SB:</b> 586, 615, 616, 617, 618, 619, 620 <b>SAB:</b> 211, 220 <b>TG:</b> 413, 414-428
b. Use word structure to determine the meanings of words <u>Assessment Limits:</u> <ul style="list-style-type: none"> <li>• <i>Prefixes and suffixes</i></li> <li>• <i>Grade-appropriate roots and base words</i></li> <li>• <i>Grade-appropriate compound words</i></li> <li>• <i>Grade-appropriate inflectional endings</i></li> </ul>	<b>SB:</b> 585, 622, 658-687, 688 <b>SAB:</b> 221 <b>TG:</b> 413, 414-428
c. Use resources to confirm definitions and gather further information about words <u>Assessment Limits:</u> <ul style="list-style-type: none"> <li>• <i>Electronic and/or print dictionaries</i></li> <li>• <i>Thesauruses</i></li> <li>• <i>Other grade-appropriate resources</i></li> </ul>	<b>SB:</b> 629, 630 <b>SAB:</b> 219, 222, 223 <b>TG:</b> 413, 414-428
d. Use new vocabulary in speaking and writing to gain and extend content knowledge and clarify expression	<b>SB:</b> 25, 43-45, 66-83, 84-89, 117-131, 132-142, 143-154, 172-187, 188-203, 204-217, 218-233, 234-246, 265-272, 564-579, 580-583, 584-587, 588-592, 593-597, 598-605 <b>SAB:</b> 219 <b>TG:</b> 30-33, 34-39, 40-49, 50-113, 114-193, 194-263, 264-307, 308-338, 339-357, 358-377, 378-412, 413-428

## LEARNING STANDARD 1.0

**General Reading Processes: Comprehension: Students will use a variety of strategies to understand what they read (construct meaning).**

Standard	Reader's Handbook, Grade 6
<b>E. General Reading Comprehension</b>	
<b>1. Develop and apply comprehension skills through exposure to a variety of texts, including traditional print and electronic texts</b>	
a. Listen to critically, read, and discuss texts representing diversity in content, culture, authorship, and perspective, including areas, such as race, gender, disability, religion, and socio-economic background	<b>SB:</b> 25, 43-45, 66-83, 84-89, 117-131, 132-142, 143-154, 172-187, 188-203, 204-217, 218-233, 234-246, 265-272, 564-579, 580-583, 584-587, 588-592, 593-597, 598-605 <b>SAB:</b> 15, 21-23, 30-32, 41-43, 51-52, 64-65, 74, 76, 83-84, 91, 93-95, 101-103, 109-110, 112, 131-135, 155-159, 165, 187 <b>TG:</b> 30-33, 34-39, 40-49, 50-113, 114-193, 194-263, 264-307, 308-338, 339-357, 358-377, 378-412, 413-428
b. *Read a minimum of 25 self-selected and/or assigned books or book equivalents representing various genres	Using the strategies taught in <b>Reader's Handbook</b> , students can read a minimum of 25 books. <b>SB:</b> 315-339 <b>TG:</b> 207-219
c. Discuss reactions to and ideas/information gained from reading experiences with adults and peers in both formal and informal situations	<b>SB:</b> 25, 43-45, 66-83, 84-89, 117-131, 132-142, 143-154, 172-187, 188-203, 204-217, 218-233, 234-246, 265-272, 564-579, 580-583, 584-587, 588-592, 593-597, 598-605 <b>SAB:</b> 28, 48, 128 <b>TG:</b> 30-33, 34-39, 40-49, 50-113, 114-193, 194-263, 264-307, 308-338, 339-357, 358-377, 378-412, 413-428
<b>2. Use strategies to prepare for reading (before reading)</b>	
a. Survey and preview the text	<b>SB:</b> 32-33, 67-73, 85-91, 101-107, 118-123, 132-137, 144-145, 172-178, 188-192, 204-209, 219-223, 234-240, 247-248, 257-260, 265-269, 294-305, 316-321, 340-341, 351-353, 361-362, 369-370, 377, 384, 409-412, 422-423, 431-432, 439-440, 473-476, 489-490, 495, 515-519, 538-540, 564-571, 580, 584-585, 588-589, 593-594, 598-599 <b>SAB:</b> 8-9, 20, 30, 40, 50, 63, 73, 81, 91, 100, 117, 130, 154, 173, 186, 195, 200, 210, 212, 214, 217 <b>TG:</b> 34-35, 53-54, 64-65, 75-76, 87-88, 96, 101, 117-118, 129-130, 140-141, 150-151, 161-162, 171, 175, 179-180, 197-198, 209-210, 221, 228, 233, 238, 243, 248, 267-268, 277, 282, 287, 311-312, 322, 327, 342-343, 361-362, 381-382, 390, 395, 399, 404, 409
b. Set a purpose for reading the text	<b>SB:</b> 32-33, 67-73, 85-91, 101-107, 118-123, 132-137, 144-145, 172-178, 188-192, 204-209, 219-223, 234-240, 247-248, 257-260, 265-269, 294-305, 316-321, 340-341, 351-353, 361-362, 369-370, 377, 384, 409-412, 422-423, 431-432, 439-440, 473-476, 489-490, 495, 515-519, 538-540, 564-571, 580, 584-585, 588-589, 593-594, 598-599 <b>SAB:</b> 19, 29, 39, 49, 62, 72, 80, 90, 100, 114, 116, 129, 154, 172, 185, 194, 200 <b>TG:</b> 34-35, 53-54, 64-65, 75-76, 87-88, 96, 101, 117-118, 129-130, 140-141, 150-151, 161-162, 171, 175, 179-180, 197-198, 209-210, 221, 228, 233, 238, 243, 248, 267-268, 277, 282, 287, 311-312, 322, 327, 342-343, 361-362, 381-382, 390, 395, 399, 404, 409

Standard	Reader's Handbook, Grade 6
<b>E. General Reading Comprehension (continued)</b>	
c. Make predictions and ask questions about the text	<p><b>SB:</b> 32-33, 67-73, 85-91, 101-107, 118-123, 132-137, 144-145, 172-178, 188-192, 204-209, 219-223, 234-240, 247-248, 257-260, 265-269, 294-305, 316-321, 340-341, 351-353, 361-362, 369-370, 377, 384, 409-412, 422-423, 431-432, 439-440, 473-476, 489-490, 495, 515-519, 538-540, 564-571, 580, 584-585, 588-589, 593-594, 598-599</p> <p><b>SAB:</b> 13, 39, 116, 201</p> <p><b>TG:</b> 34-35, 53-54, 64-65, 75-76, 87-88, 96, 101, 117-118, 129-130, 140-141, 150-151, 161-162, 171, 175, 179-180, 197-198, 209-210, 221, 228, 233, 238, 243, 248, 267-268, 277, 282, 287, 311-312, 322, 327, 342-343, 361-362, 381-382, 390, 395, 399, 404, 409</p>
d. Make connections to the text from prior knowledge and experiences	<p><b>SB:</b> 32-33, 67-73, 85-91, 101-107, 118-123, 132-137, 144-145, 172-178, 188-192, 204-209, 219-223, 234-240, 247-248, 257-260, 265-269, 294-305, 316-321, 340-341, 351-353, 361-362, 369-370, 377, 384, 409-412, 422-423, 431-432, 439-440, 473-476, 489-490, 495, 515-519, 538-540, 564-571, 580, 584-585, 588-589, 593-594, 598-599</p> <p><b>TG:</b> 34-35, 53-54, 64-65, 75-76, 87-88, 96, 101, 117-118, 129-130, 140-141, 150-151, 161-162, 171, 175, 179-180, 197-198, 209-210, 221, 228, 233, 238, 243, 248, 267-268, 277, 282, 287, 311-312, 322, 327, 342-343, 361-362, 381-382, 390, 395, 399, 404, 409</p>
<b>3. Use strategies to make meaning from text (during reading)</b>	
a. Reread the difficult parts slowly and carefully	<p><b>SB:</b> 34-35, 74-78, 92-96, 108-113, 124-128, 138-140, 146-149, 178-183, 193-200, 210-214, 223-230, 241-243, 249-253, 261-262, 270, 306-310, 322-335, 342-348, 354-357, 363-366, 371-373, 378-379, 385-387, 413-418, 424-427, 433-436, 441-443, 477-485, 491-492, 496-500, 520-523, 541-544, 572-576, 581-582, 585-586, 590-591, 594-596, 600-604</p> <p><b>SAB:</b> 8-9, 28</p> <p><b>TG:</b> 37, 38, 59, 70, 71, 82, 92, 124, 135, 145, 156, 166, 167, 180, 203-204, 217, 273, 289, 318, 348, 366, 367, 386</p>
b. Use own words to restate the difficult part	<p><b>SB:</b> 34-35, 74-78, 92-96, 108-113, 124-128, 138-140, 146-149, 178-183, 193-200, 210-214, 223-230, 241-243, 249-253, 261-262, 270, 306-310, 322-335, 342-348, 354-357, 363-366, 371-373, 378-379, 385-387, 413-418, 424-427, 433-436, 441-443, 477-485, 491-492, 496-500, 520-523, 541-544, 572-576, 581-582, 585-586, 590-591, 594-596, 600-604</p> <p><b>SAB:</b> 59</p> <p><b>TG:</b> 37, 38, 59, 70, 71, 82, 92, 124, 135, 145, 156, 166, 167, 180, 203-204, 217, 273, 289, 318, 348, 366, 367, 386</p>

Standard	Reader's Handbook, Grade 6
<b>E. General Reading Comprehension (continued)</b>	
c. Read on and revisit the difficult part	<b>SB:</b> 34-35, 74-78, 92-96, 108-113, 124-128, 138-140, 146-149, 178-183, 193-200, 210-214, 223-230, 241-243, 249-253, 261-262, 270, 306-310, 322-335, 342-348, 354-357, 363-366, 371-373, 378-379, 385-387, 413-418, 424-427, 433-436, 441-443, 477-485, 491-492, 496-500, 520-523, 541-544, 572-576, 581-582, 585-586, 590-591, 594-596, 600-604 <b>TG:</b> 37, 38, 59, 70, 71, 82, 92, 124, 135, 145, 156, 166, 167, 180, 203-204, 217, 273, 289, 318, 348, 366, 367, 386
d. Skim the text to search for connections between and among ideas	<b>SB:</b> 114-115, 269, 525, 571, 599, 656-657, <b>SAB:</b> 47, 188, 192, 203 <b>TG:</b> 82, 180, 348, 349, 382, 409, 437
e. Make, confirm, or adjust predictions	<b>SB:</b> 44, 45 <b>SAB:</b> 14
f. Periodically summarize while reading	<b>SB:</b> 186, 217, 476, 526, 658-659, 680 <b>TG:</b> 55, 156, 157, 158, 198, 241, 244, 310, 312, 313, 314, 345, 438
g. Periodically paraphrase important ideas or information	<b>SB:</b> 420, 437-438, 540, 541, 544, 650-651 <b>TG:</b> 273, 362, 363, 369, 434
h. Visualize what was read for deeper understanding	<b>SB:</b> 26-27, 44, 45, 123, 125, 145, 487, 577-578, 664-665 <b>SAB:</b> 6, 14, 61, 215 <b>TG:</b> 88, 89, 94, 101-102, 230, 318, 386, 441
i. Use a graphic organizer or another note taking technique to record important ideas or information	<b>SB:</b> 51, 75, 76, 80-81, 94, 95, 98, 108, 109, 110, 116, 130, 140, 178, 180, 203, 209, 212, 232, 233, 277, 331, 358, 378, 481, 482, 520, 521, 526, 547, 646, 647, 648-649, 660, 661, 662-663, 669, 673, 675, 677, 679, 680 <b>SAB:</b> 7, 14, 18, 19, 23-25, 33-35, 36-37, 44-47, 56-57, 59, 66-68, 74-75, 82-84, 85, 88, 92, 96-97, 105, 115, 125-128, 131, 136-137, 139-140, 142-143, 160-161, 176, 186, 189, 199, 216 <b>TG:</b> 54, 65, 66, 70, 76, 77, 78, 79, 92, 97, 130, 131, 137, 141, 142, 147, 152, 164, 206, 217, 222, 238, 248, 315, 320, 351, 363, 369, 429-441, 442-478
j. Explain personal connections to the ideas or information in the text	<b>SB:</b> 35, 78, 96, 113, 128, 183, 200, 214, 230, 243, 310, 335, 418, 485, 523, 544, 576 <b>SAB:</b> 14, 27, 76, 55, 68, 78, 98, 106, 138, 161-163, 204 <b>TG:</b> 36, 58, 69, 123, 134, 144, 155, 165, 202, 216, 317, 347, 365, 385
<b>4. Use strategies to demonstrate understanding of the text (after reading)</b>	
a. Identify and explain the main idea <u>Assessment Limits:</u> <ul style="list-style-type: none"> <li><i>In the text or a portion of the text</i></li> </ul>	<b>SB:</b> 50-54, 60-61, 93, 179, 182, 240, 262, 284-285, 582, 674 <b>SAB:</b> 8-9, 17-18, 67, 203, 209 <b>TG:</b> 44-45, 67, 119, 122, 162, 169, 176, 393
b. Identify and explain what is directly stated in the text <u>Assessment Limits:</u> <ul style="list-style-type: none"> <li><i>Main ideas, supporting details, and other information stated in the text or a portion of the text</i></li> </ul>	<b>SB:</b> 50-54, 60-61, 93, 179, 182, 240, 262, 284-285, 582, 674 <b>SAB:</b> 17-18, 67, 79, 111, 113 <b>TG:</b> 44-45, 67, 119, 122, 162, 169, 176, 393

Standard	Reader's Handbook, Grade 6
<b>E. General Reading Comprehension (continued)</b>	
c. Identify and explain what is not directly stated in the text by drawing inferences <i>Assessment Limits:</i> <ul style="list-style-type: none"> <li><i>Implied information from the text or a portion of the text</i></li> </ul>	<b>SB:</b> 40, 52, 214, 285, 308, 347, 356, 653, 672 <b>SAB:</b> 10, 17, 67, 86, 126, 143, 145 <b>TG:</b> 40, 200, 215, 223, 229, 383
d. Draw conclusions or make generalizations about the text <i>Assessment Limits:</i> <ul style="list-style-type: none"> <li><i>Stated or implied information from the text</i></li> </ul>	<b>SB:</b> 41, 387, 546, 653 <b>SAB:</b> 11, 67-68, 199 <b>TG:</b> 40, 250, 383
e. Confirm, refute, or make predictions and form new ideas <i>Assessment Limits:</i> <ul style="list-style-type: none"> <li><i>Stated and/or implied information from the text</i></li> </ul>	<b>SB:</b> 44, 45 <b>SAB:</b> 147
f. Paraphrase the main idea <i>Assessment Limits:</i> <ul style="list-style-type: none"> <li><i>Complete text or a portion of the text</i></li> </ul>	<b>SB:</b> 420, 437-438, 540, 541, 544, 650-651, 676 <b>SAB:</b> 18, 196-198 <b>TG:</b> 273, 362, 363, 369, 434
g. Summarize <i>Assessment Limits:</i> <ul style="list-style-type: none"> <li><i>The text or a portion of the text</i></li> </ul>	<b>SB:</b> 86, 217, 476, 658-659 <b>SAB:</b> 71, 99 <b>TG:</b> 273, 362, 363, 369, 434
h. Connect the text to prior knowledge or personal experience <i>Assessment Limits:</i> <ul style="list-style-type: none"> <li><i>Prior knowledge or experience that clarifies, extends, or challenges the ideas and/or information in the text</i></li> </ul>	<b>SB:</b> 35, 78, 96, 113, 128, 183, 200, 214, 230, 243, 310, 335, 418, 485, 523, 544, 576 <b>SAB:</b> 108, 127-128 <b>TG:</b> 36, 58, 69, 123, 134, 144, 155, 165, 202, 216, 317, 347, 365, 385

## L E A R N I N G   S T A N D A R D   2 . 0

**Comprehension of Informational Text: Students will read, comprehend, interpret, analyze, and evaluate informational texts.**

Standard	Reader's Handbook, Grade 6
<b>A. Comprehension of Informational Text</b>	
<b>1. Develop and apply comprehension skills by reading a variety of self-selected and assigned print and electronic informational texts</b>	
a. Read, use, and identify the characteristics of nonfiction materials to gain information and content knowledge <i>Assessment Limits:</i> <ul style="list-style-type: none"> <li><i>Textbooks</i></li> <li><i>Appropriate reference materials</i></li> <li><i>Research and historical documents</i></li> <li><i>Personal narratives</i></li> <li><i>Diaries and journals</i></li> <li><i>Biographies</i></li> <li><i>Newspapers</i></li> <li><i>Letters</i></li> <li><i>Articles</i></li> <li><i>Web sites and other online materials</i></li> <li><i>Other appropriate content-specific texts</i></li> </ul>	<b>SB:</b> 66-83, 84-99, 100-116, 117-131, 172-187, 188-203, 204-217, 218-233, 234-246, 247-255, 256-264, 265-272, 514-526 <b>SAB:</b> 19-28, 29-38, 39-48, 49-57, 72-79, 80-89, 90-99, 100-108, 109-111, 185-193 <b>TG:</b> 50, 51-61, 62-72, 73-84, 85-94, 95-99, 100-104, 105-113, 114, 115-193, 339, 340-351

Standard	Reader's Handbook, Grade 6
<b>A. Comprehension of Informational Text (continued)</b>	
<p>b. Read, use, and identify the characteristics of functional documents</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> <li>• <i>Sets of directions</i></li> <li>• <i>Science investigations</i></li> <li>• <i>Atlases</i></li> <li>• <i>Posters</i></li> <li>• <i>Flyers</i></li> <li>• <i>Forms</i></li> <li>• <i>Instructional manuals</i></li> <li>• <i>Menus</i></li> <li>• <i>Pamphlets</i></li> <li>• <i>Rules</i></li> <li>• <i>Invitations</i></li> <li>• <i>Recipes</i></li> <li>• <i>Advertisements</i></li> <li>• <i>Other functional documents</i></li> </ul>	<p><b>SB:</b> 100-116, 132-142, 265-272, 280, 514-526, 538-547  <b>SAB:</b> 114-115, 200-207, 210-211, 212-213, 214-215, 216-217  <b>TG:</b> 73-84, 95-99, 178-181, 339, 340-351, 358, 359-369</p>
<p>c. Select and read to gain information from personal interest materials, such as brochures, books, magazines, cookbooks, catalogs, and web sites</p>	<p><b>SB:</b> 100-116, 132-142, 265-272, 280, 514-526, 538-547  <b>SAB:</b> 114-115, 200-207, 210-211, 212-213, 214-215, 216-217  <b>TG:</b> 73-84, 95-99, 178-181, 339, 340-351, 358, 359-369</p>
<b>2. Identify and use text features to facilitate understanding of informational texts</b>	
<p>a. Use print features</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> <li>• <i>Large bold print</i></li> <li>• <i>Font size/type</i></li> <li>• <i>Italics</i></li> <li>• <i>Colored print</i></li> <li>• <i>Quotation marks</i></li> <li>• <i>Underlining</i></li> <li>• <i>Other print features encountered in informational texts</i></li> </ul>	<p><b>SB:</b> 66-83, 84-99, 100-116, 117-131, 172-187, 188-203, 204-217, 218-233, 234-246, 247-255, 256-264, 265-272, 514-526  <b>SAB:</b> 40, 51-52, 81, 114-115  <b>TG:</b> 50, 51-61, 62-72, 73-84, 85-94, 95-99, 100-104, 105-113, 114, 115-193, 339, 340-351</p>
<p>b. Use graphic aids</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> <li>• <i>Illustrations</i></li> <li>• <i>Photographs</i></li> <li>• <i>Drawings</i></li> <li>• <i>Sketches</i></li> <li>• <i>Cartoons</i></li> <li>• <i>Maps (key, scale, legend)</i></li> <li>• <i>Graphs</i></li> <li>• <i>Charts/tables</i></li> <li>• <i>Diagrams</i></li> <li>• <i>Other graphic aids encountered in informational texts</i></li> </ul>	<p><b>SB:</b> 538-547, 550, 552, 555, 557  <b>SAB:</b> 20-23, 35, 40-43, 73-74, 195, 216  <b>TG:</b> 358-373, 374-375, 376-377</p>

Standard	Reader's Handbook, Grade 6
<b>A. Comprehension of Informational Text (continued)</b>	
<p>c. Use informational aids</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> <li>• <i>Introductions and overviews</i></li> <li>• <i>Materials lists</i></li> <li>• <i>Timelines</i></li> <li>• <i>Captions</i></li> <li>• <i>Glossed words</i></li> <li>• <i>Labels</i></li> <li>• <i>Numbered steps</i></li> <li>• <i>Bulleted lists</i></li> <li>• <i>Footnoted words</i></li> <li>• <i>Pronunciation key</i></li> <li>• <i>Transition words</i></li> <li>• <i>End notes</i></li> <li>• <i>Works cited</i></li> <li>• <i>Other informational aids encountered in informational texts</i></li> </ul>	<p><b>SB:</b> 66-83, 84-99, 100-116, 117-131, 172-187, 188-203, 204-217, 218-233, 234-246, 247-255, 256-264, 265-272, 514-526</p> <p><b>TG:</b> 50, 51-61, 62-72, 73-84, 85-94, 95-99, 100-104, 105-113, 114, 115-193, 339, 340-351</p>
<p>d. Use organizational aids</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> <li>• <i>Titles, chapter titles, and subtitles</i></li> <li>• <i>Headings, subheadings</i></li> <li>• <i>Tables of content</i></li> <li>• <i>Numbered steps</i></li> <li>• <i>Glossaries</i></li> <li>• <i>Indices</i></li> <li>• <i>Transition words</i></li> <li>• <i>Other organizational aids encountered in informational texts</i></li> </ul>	<p><b>SB:</b> 66-83, 84-99, 100-116, 117-131, 172-187, 188-203, 204-217, 218-233, 234-246, 247-255, 256-264, 265-272, 514-526</p> <p><b>SAB:</b> 20-23, 40, 51-51, 114-115</p> <p><b>TG:</b> 50, 51-61, 62-72, 73-84, 85-94, 95-99, 100-104, 105-113, 114, 115-193, 339, 340-351</p>
<p>e. Use online features</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> <li>• <i>URLs</i></li> <li>• <i>Hypertext links</i></li> <li>• <i>Sidebars</i></li> <li>• <i>Drop down menus</i></li> <li>• <i>Home pages</i></li> <li>• <i>Site maps</i></li> <li>• <i>Other features characteristic of online text</i></li> </ul>	<p><b>SB:</b> 514-526, 527-535</p> <p><b>SAB:</b> 185-193</p> <p><b>TG:</b> 339, 340-351, 352-357</p>
<p>f. Identify and explain the contributions of text features to supporting the main idea of the text</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> <li>• <i>Connections between text features and meaning</i></li> </ul>	<p><b>SB:</b> 66-83, 84-99, 100-116, 117-131, 172-187, 188-203, 204-217, 218-233, 234-246, 247-255, 256-264, 265-272, 514-526</p> <p><b>SAB:</b> 20-23, 40, 51-51, 114-115</p> <p><b>TG:</b> 50, 51-61, 62-72, 73-84, 85-94, 95-99, 100-104, 105-113, 114, 115-193, 339, 340-351</p>

Standard	Reader's Handbook, Grade 6
<b>A. Comprehension of Informational Text (continued)</b>	
<b>3. Develop and apply knowledge of organizational structure of informational text to facilitate understanding</b>	
<p>a. Identify and analyze the organizational patterns of texts</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> <li>• <i>Sequential and chronological order</i></li> <li>• <i>Cause/effect</i></li> <li>• <i>Problem/solution</i></li> <li>• <i>Similarities/ differences</i></li> <li>• <i>Description</i></li> <li>• <i>Main idea and supporting details</i></li> <li>• <i>Transition or signal words and phrases that suggest a specific organizational pattern</i></li> </ul>	<p><b>SB:</b> 56, 57, 58, 59, 60-61, 62, 63  <b>SAB:</b> 26, 35, 46, 54, 67, 77, 88, 97, 105, 115  <b>TG:</b> 40-49</p>
<p>b. Explain the contribution of the organizational pattern</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> <li>• <i>Connections between the organizational pattern and meaning</i></li> <li>• <i>Connections between the organizational pattern and the author's/text's purpose</i></li> </ul>	<p><b>SB:</b> 56, 57, 58, 59, 60-61, 62, 63  <b>SAB:</b> 26, 35, 46, 54, 67, 77, 88, 97, 105, 115  <b>TG:</b> 40-49</p>
<b>4. Determine and analyze important ideas and messages in informational texts</b>	
<p>a. Identify and explain the author's/text's purpose and intended audience</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> <li>• <i>Purpose of the author or the text or a portion of the text</i></li> <li>• <i>Connections between the text and the intended audience</i></li> </ul>	<p><b>SB:</b> 172-187, 188-203, 204-217, 218-233, 234-246, 247-255  <b>SAB:</b> 69-70, 104  <b>TG:</b> 115-126, 127-137, 138-147, 148-158, 159-169, 170-173, 174-177</p>
<p>b. Identify and explain the author's opinion</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> <li>• <i>Texts or portions of texts in which the author's opinion is evident</i></li> </ul>	<p><b>SB:</b> 247-255  <b>SAB:</b> 69-70, 104, 111  <b>TG:</b> 170-173</p>
<p>c. State and support main ideas and messages</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> <li>• <i>The whole text or a portion of the text</i></li> </ul>	<p><b>SB:</b> 182, 240, 262, 284, 674  <b>SAB:</b> 18, 69, 71, 105, 111  <b>TG:</b> 122, 162, 176, 190-191</p>
<p>d. Summarize or paraphrase</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> <li>• <i>The text or a portion of the text</i></li> </ul>	<p><b>SB:</b> 232, 358  <b>SAB:</b> 71, 99  <b>TG:</b> 156, 157</p>
<p>e. Identify and explain information not related to the main idea</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> <li>• <i>Information in the text that is peripheral to the main idea</i></li> </ul>	<p>The opportunity to address this objective is available on the following pages:  <b>SB:</b> 182, 240, 262, 284, 674  <b>SAB:</b> 18, 69, 71, 105, 111  <b>TG:</b> 122, 162, 176, 190-191</p>

Standard	Reader's Handbook, Grade 6
<b>A. Comprehension of Informational Text (continued)</b>	
f. Explain relationships between and among ideas <u>Assessment Limits:</u> <ul style="list-style-type: none"> <li>• <i>Comparison/ contrast</i></li> <li>• <i>Cause/effect</i></li> <li>• <i>Sequence/ chronology</i></li> <li>• <i>Relationships between and among ideas in one or more texts</i></li> <li>• <i>Relationships between and among ideas and prior knowledge in one or more texts</i></li> </ul>	<b>SB:</b> 192, 196, 213, 216, 275, 276, 644, 667, 681 <b>TG:</b> 130, 132, 145, 143, 183-184, 185
g. Synthesize ideas from text <u>Assessment Limits:</u> <ul style="list-style-type: none"> <li>• <i>From one text or across multiple texts</i></li> </ul>	<b>SB:</b> 208, 660-661 <b>SAB:</b> 85 <b>TG:</b> 141
h. Distinguish between a fact and an opinion <u>Assessment Limits:</u> <ul style="list-style-type: none"> <li>• <i>In one or more texts</i></li> </ul>	<b>SB:</b> 55, 223, 248, 251 <b>TG:</b> 170-173, 188
i. Explain how someone might use the text <u>Assessment Limits:</u> <ul style="list-style-type: none"> <li>• <i>Application of the text for personal use or content-specific use</i></li> </ul>	<b>SB:</b> 218-233, 265-272 <b>TG:</b> 148-158, 178-181
j. Connect the text to prior knowledge or experience <u>Assessment Limits:</u> <ul style="list-style-type: none"> <li>• <i>Prior knowledge that clarifies, extends, or challenges the ideas in the text or a portion of the text</i></li> </ul>	<b>SB:</b> 172-187, 188-203, 204-217, 218-233, 234-246, 247-255 <b>SAB:</b> 27, 36, 46, 55, 68, 78, 86, 98, 106 <b>TG:</b> 115-126, 127-137, 138-147, 148-158, 159-169, 170-173, 174-177
<b>5. Analyze purposeful use of language</b>	
a. Analyze specific words or phrases that contribute to the meaning of a text <u>Assessment Limits:</u> <ul style="list-style-type: none"> <li>• <i>Significant words and phrases with a specific effect on meaning</i></li> <li>• <i>Figurative language</i></li> <li>• <i>Idioms</i></li> <li>• <i>Connotations of grade-appropriate words</i></li> <li>• <i>Technical or content vocabulary</i></li> <li>• <i>Denotations of above-grade-level words in context</i></li> </ul>	<b>SB:</b> 247-255, 279, 287 <b>TG:</b> 186-187, 191-192, 170-173
b. Analyze specific language choices that create tone <u>Assessment Limits:</u> <ul style="list-style-type: none"> <li>• <i>Specific words or phrases that create tone</i></li> <li>• <i>Tone in the text or a portion of the text</i></li> </ul>	<b>SB:</b> 247-255, 279, 287 <b>TG:</b> 186-187, 191-192, 170-173

Standard	Reader's Handbook, Grade 6
<b>A. Comprehension of Informational Text (continued)</b>	
<p>c. Analyze the effect of repetition of words and phrases on meaning</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> <li>• <i>Repetition used to emphasize important ideas or information in the text</i></li> <li>• <i>Connections between repetition and meaning</i></li> </ul>	<p>The opportunity to address this objective is available on the following pages:  <b>SB:</b> 247-255, 279, 287  <b>TG:</b> 186-187, 191-192, 170-173</p>
<b>6. Read critically to evaluate informational text</b>	
<p>a. Explain whether the text fulfills the reading purpose</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> <li>• <i>Connections between the content of the text and the purpose for reading</i></li> </ul>	<p><b>SB:</b> 172-187, 188-203, 204-217, 218-233, 234-246, 247-255  <b>SAB:</b> 27, 36, 47, 56, 69, 78, 98, 106, 192, 198  <b>TG:</b> 115-126, 127-137, 138-147, 148-158, 159-169, 170-173, 174-177</p>
<p>b. Analyze changes or additions to the structure and features of the text that would make the text easier to understand</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> <li>• <i>Connections between effectiveness of format and text features in clarifying the main idea of the text</i></li> <li>• <i>Connections between effectiveness of organizational pattern and clarity of the main idea</i></li> </ul>	<p><b>SB:</b> 56-63, 192, 196, 213, 216, 275, 276, 644, 667, 681  <b>TG:</b> 40-49, 130, 132, 145, 143, 183-184, 185</p>
<p>c. Analyze the text and its information for reliability</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> <li>• <i>Connections between the credentials of the author and the information in the text</i></li> <li>• <i>Factual basis of the information in the text</i></li> <li>• <i>Currency of the information in the text</i></li> </ul>	<p><b>SB:</b> 218-233, 234-246, 247-255  <b>SAB:</b> 70, 112-113, 188, 192-193  <b>TG:</b> 148-158, 159-169, 170-173</p>
<p>d. Determine and explain whether or not the author's argument or position is presented fairly</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> <li>• <i>Connections between the main idea and the reader's understanding</i></li> <li>• <i>Evidence of equal treatment of opposing points of view</i></li> </ul>	<p><b>SB:</b> 247-255  <b>SAB:</b> 106-107, 109-111, 113  <b>TG:</b> 170-173</p>
<p>e. Identify and explain information not included in the text</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> <li>• <i>Information that would enhance or clarify the reader's understanding of the main idea of the text or a portion of the text</i></li> <li>• <i>Connections between the main idea and information not included in the text</i></li> </ul>	<p>The opportunity to address this objective is available on the following pages:  <b>SB:</b> 172-187, 188-203, 204-217, 218-233, 234-246, 247-255  <b>SAB:</b> 27, 36, 47, 56, 69, 78, 98, 106, 192, 198  <b>TG:</b> 115-126, 127-137, 138-147, 148-158, 159-169, 170-173, 174-177</p>

Standard	Reader's Handbook, Grade 6
<b>A. Comprehension of Informational Text (continued)</b>	
f. Identify and explain language and other techniques intended to persuade the reader <i>Assessment Limits:</i> <ul style="list-style-type: none"> <li>• Significant words and phrases that have an emotional appeal</li> <li>• Effectiveness of words and phrases used to persuade the reader</li> </ul>	<b>SB:</b> 247-255 <b>SAB:</b> 109-111 <b>TG:</b> 170-173

### L E A R N I N G   S T A N D A R D   3 . 0

**Comprehension of Literary Text: Students will read, comprehend, interpret, analyze, and evaluate literary texts.**

Standard	Reader's Handbook, Grade 6
<b>A. Comprehension of Literary Text</b>	
<b>1. Develop and apply comprehension skills by reading and analyzing a variety of self-selected and assigned literary texts</b>	
a. Listen to critically, read, and discuss a variety of literary texts representing diverse cultures, perspectives, ethnicities, and time periods	<b>SB:</b> 294-314, 315-339, 408-421, 472-488 <b>SAB:</b> 13-14, 118-125, 131-135, 155-159, 173-176 <b>TG:</b> 194, 195-206, 207-219, 264, 265-275, 309-320
b. Listen to critically, read, and discuss a variety of literary forms and genres	<b>SB:</b> 294-314, 315-339, 408-421, 472-488 <b>SAB:</b> 13-14, 118-125, 131-135, 155-159, 173-176 <b>TG:</b> 194, 195-206, 207-219, 264, 265-275, 309-320
<b>2. Analyze text features to facilitate understanding of literary texts</b>	
a. Identify and explain how organizational aids contribute to meaning <i>Assessment Limits:</i> <ul style="list-style-type: none"> <li>• Title of the book, story, poem, or play</li> <li>• Titles of chapters</li> <li>• Subtitles, subheadings</li> </ul>	<b>SB:</b> 160, 188-203, 204-217, 315-339 <b>SAB:</b> 130 <b>TG:</b> 127-137, 138-147, 207-219, 374
b. Identify and explain how graphic aids contribute to meaning <i>Assessment Limits:</i> <ul style="list-style-type: none"> <li>• Illustrations</li> <li>• Punctuation</li> <li>• Print features</li> </ul>	<b>SB:</b> 557 <b>TG:</b> 375
c. Identify and explain how informational aids contribute to meaning <i>Assessment Limits:</i> <ul style="list-style-type: none"> <li>• Footnoted words and phrases</li> <li>• Biographical information about the author</li> <li>• Introductions, photographs, etc.</li> </ul>	The opportunity to address this objective is available on the following pages: <b>SB:</b> 160, 188-203, 204-217, 315-339 <b>SAB:</b> 130 <b>TG:</b> 127-137, 138-147, 207-219, 374
<b>3. Analyze elements of narrative texts to facilitate understanding and interpretation</b>	
a. Identify and distinguish among types of narrative texts <i>Assessment Limits:</i> <ul style="list-style-type: none"> <li>• Short stories, folklore, realistic fiction, science fiction, historical fiction, fantasy, essays, biographies, autobiographies, personal narratives</li> <li>• Plays</li> <li>• Poetry</li> </ul>	<b>SB:</b> 294-314, 315-339, 408-421, 472-488 <b>SAB:</b> 118-125, 132-135, 155-159, 165, 167, 173-176 <b>TG:</b> 194, 195-206, 207-219, 264, 265-275, 309-320

Standard	Reader's Handbook, Grade 6
<b>A. Comprehension of Literary Text (continued)</b>	
<p>b. Analyze the conflict and the events of the plot</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> <li>• <i>Narrative text with exposition, rising action, climax, and resolution</i></li> <li>• <i>Internal and/or external conflicts or conflicts between characters and external forces</i></li> </ul>	<p><b>SB:</b> 294-314, 315-339, 368-375, 400-401  <b>SAB:</b> 127, 131, 137, 147, 148-149, 177, 178  <b>TG:</b> 194, 195-206, 207-219, 237-241, 259-260</p>
<p>c. Analyze details that provide information about the setting, the mood created by the setting, and ways in which the setting affects characters</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> <li>• <i>Immediate time and place of the action as well as its larger context</i></li> <li>• <i>Connections among the characters, the setting, and the mood</i></li> </ul>	<p><b>SB:</b> 294-314, 315-339, 351-359, 402  <b>SAB:</b> 131, 144-145  <b>TG:</b> 194, 195-200, 207-219, 227-231, 260</p>
<p>d. Analyze characterization</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> <li>• <i>What characters say, do, and think</i></li> <li>• <i>Characters' motivations</i></li> <li>• <i>What other characters say about them</i></li> <li>• <i>How other characters react to them</i></li> </ul>	<p><b>SB:</b> 294-314, 315-339, 351-359, 392  <b>SAB:</b> 126, 131, 141-143, 147, 152-153, 179  <b>TG:</b> 194, 195-206, 207-219, 220-226, 254-255</p>
<p>e. Analyze relationships between and among characters, setting, and events</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> <li>• <i>Connections between and among characters</i></li> <li>• <i>Connections between and among situations</i></li> <li>• <i>Cause/effect relationships between characters' actions and the results of those actions</i></li> <li>• <i>Cause/effect relationships between and among situations and events</i></li> </ul>	<p><b>SB:</b> 294-314, 315-339, 351-359, 368-375, 392, 400-401, 402  <b>SAB:</b> 126, 131, 141-143, 144-145, 147, 152-153, 179  <b>TG:</b> 194, 195-206, 207-219, 220-226, 227-231, 237-241, 254-255, 259-260</p>
<p>f. Identify and explain how the actions of the character(s) affect the plot</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> <li>• <i>Connections between the actions of the characters and the outcome of the plot</i></li> </ul>	<p><b>SB:</b> 294-314, 315-339, 368-375, 400-401  <b>SAB:</b> 126, 127, 131, 137, 141-143, 147, 148-149, 152-153, 177, 178, 179  <b>TG:</b> 194, 195-206, 207-219, 237-241, 259-260</p>
<p>g. Analyze conflicts that motivate characters and those that advance the plot</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> <li>• <i>Conflicts that affect characters' actions</i></li> <li>• <i>Conflicts that advance the action of the plot</i></li> </ul>	<p><b>SB:</b> 294-314, 315-339, 368-375, 400-401  <b>SAB:</b> 127, 131, 137, 147, 148-149, 177, 178  <b>TG:</b> 194, 195-206, 207-219, 237-241, 259-260</p>
<p>h. Identify and explain the author's approach to issues of time in a narrative</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> <li>• <i>Flashback</i></li> </ul>	<p><b>SB:</b> 294-314, 315-339, 368-375, 400-401  <b>SAB:</b> 126, 127, 131, 137, 141-143, 147, 148-149, 152-153, 177, 178, 179  <b>TG:</b> 194, 195-206, 207-219, 237-241, 259-260</p>

Standard	Reader's Handbook, Grade 6
<b>A. Comprehension of Literary Text (continued)</b>	
i. Identify and explain the point of view <u>Assessment Limits:</u> <ul style="list-style-type: none"> <li>• <i>Narrator of the story; speaker of the poem</i></li> <li>• <i>Connections between point of view and meaning</i></li> </ul>	<b>SB:</b> 313, 323, 398-399 <b>TG:</b> 195-206, 207-219, 258-259
<b>4. Analyze elements of poetry to facilitate understanding and interpretation</b>	
a. Use structural features to distinguish among types of poems <u>Assessment Limits:</u> <ul style="list-style-type: none"> <li>• <i>Types of poems, such as haiku, form/shape poetry, cinquain, etc.</i></li> </ul>	<b>SB:</b> 408, 409-421, 439-445, 451, 454, 465 <b>SAB:</b> 155-159, 165-169 <b>TG:</b> 264, 265-275, 286-290, 295, 297, 299-300
b. Identify and explain the meaning of words, lines, and stanzas <u>Assessment Limits:</u> <ul style="list-style-type: none"> <li>• <i>Specific meaning of words, lines, and/or stanzas</i></li> <li>• <i>Speaker versus the poet</i></li> </ul>	<b>SB:</b> 408, 409-421, 422-429, 430-438, 459, 467 <b>SAB:</b> 163, 165-166, 168, 170 <b>TG:</b> 264, 265-275, 276-280, 281-285, 305-306
c. Identify and explain how sound elements of poetry contribute to meaning <u>Assessment Limits:</u> <ul style="list-style-type: none"> <li>• <i>Rhyme, rhyme scheme</i></li> <li>• <i>Rhythm</i></li> <li>• <i>Alliteration, assonance, consonance</i></li> <li>• <i>Onomatopoeia</i></li> <li>• <i>Connections between sound elements and meaning</i></li> </ul>	<b>SB:</b> 408, 409-421, 439-445, 447, 458, 460, 461, 462, 463 <b>SAB:</b> 160, 162, 171 <b>TG:</b> 264, 265-275, 286-290, 292, 300, 301-302, 303, 304
d. Identify and explain other poetic elements, such as setting, mood, tone, etc. that contribute to meaning	<b>SB:</b> 408, 409-421, 430-438 <b>TG:</b> 264, 265-275, 281-285, 298-299, 307
<b>5. Analyze elements of drama to facilitate understanding</b>	
a. Use structural features to distinguish among types of plays <u>Assessment Limits:</u> <ul style="list-style-type: none"> <li>• <i>Cast, stage directions</i></li> <li>• <i>Acts, scenes, prologues</i></li> <li>• <i>Production notes</i></li> </ul>	<b>SB:</b> 472-488, 503, 510 <b>SAB:</b> 173-176 <b>TG:</b> 308, 309-320, 332, 337
b. Identify and explain the action of scenes and acts <u>Assessment Limits:</u> <ul style="list-style-type: none"> <li>• <i>Specific actions and events that occur in one or more scenes</i></li> <li>• <i>Interrelationships of scenes and acts to advance the action</i></li> </ul>	<b>SB:</b> 472-488, 503, 507 <b>TG:</b> 308, 309-320, 332, 335
c. Identify and explain how stage directions create character and movement <u>Assessment Limits:</u> <ul style="list-style-type: none"> <li>• <i>Connections between the stage directions and the physical movement of the characters</i></li> </ul>	<b>SB:</b> 472-488, 504, 510 <b>SAB:</b> 183-184 <b>TG:</b> 308, 309-320, 332-333, 337

Standard	Reader's Handbook, Grade 6
<b>A. Comprehension of Literary Text (continued)</b>	
d. Identify and explain stage directions and dialogue that help to create character <u>Assessment Limits:</u> <ul style="list-style-type: none"> <li>• <i>Connections among the stage directions, the character's lines, and how the character delivers those lines</i></li> </ul>	<b>SB:</b> 472-488, 504, 510 <b>SAB:</b> 183-184 <b>TG:</b> 308, 309-320, 332-333, 337
<b>6. Determine important ideas and messages in literary texts</b>	
a. Analyze main ideas and universal themes <u>Assessment Limits:</u> <ul style="list-style-type: none"> <li>• <i>In the text or a portion of the text</i></li> <li>• <i>Literal versus interpretive meanings of a text or a portion of text</i></li> <li>• <i>Experiences, emotions, issues, and ideas in a text that give rise to universal themes</i></li> <li>• <i>Message, moral, or lesson learned from the text</i></li> </ul>	<b>SB:</b> 48, 50-54, 60-61, 179, 284-285, 347-348, 368, 376-382, 408, 489-494, 511 <b>SAB:</b> 136, 149, 150-151, 167, 169, 179-180, 181-182, 184 <b>TG:</b> 40-49, 242-246, 321-326
b. Analyze similar themes across multiple texts <u>Assessment Limits:</u> <ul style="list-style-type: none"> <li>• <i>Messages, morals, or lessons learned across texts</i></li> </ul>	<b>SB:</b> 347-348, 368, 376-382, 408 <b>TG:</b> 242-246, 321-326
c. Paraphrase the text <u>Assessment Limits:</u> <ul style="list-style-type: none"> <li>• <i>Restatement of the text or a portion of the text in student's own words</i></li> </ul>	<b>SB:</b> 420, 437-438, 540, 541, 544, 650-651 <b>SAB:</b> 163, 169 <b>TG:</b> 273, 362, 363, 369, 434
d. Summarize <u>Assessment Limits:</u> <ul style="list-style-type: none"> <li>• <i>The text or a portion of the text</i></li> </ul>	<b>SB:</b> 186, 217, 476, 526, 658-659, 680 <b>SAB:</b> 178, 193 <b>TG:</b> 55, 156, 157, 158, 198, 241, 244, 310, 312, 313, 314, 345, 438
e. Identify and explain personal connections to the text <u>Assessment Limits:</u> <ul style="list-style-type: none"> <li>• <i>Connections between personal experiences and the theme or main ideas</i></li> </ul>	<b>SB:</b> 35, 78, 96, 113, 128, 183, 200, 214, 230, 243, 310, 335, 418, 485, 523, 544, 576 <b>SAB:</b> 127, 128, 138, 162, 168, 179.180 <b>TG:</b> 36, 58, 69, 123, 134, 144, 155, 165, 202, 216, 317, 347, 365, 385
f. Explain the implications of the text for the reader and/or society <u>Assessment Limits:</u> <ul style="list-style-type: none"> <li>• <i>Ideas and issues of a text that may have implications for the reader</i></li> </ul>	<b>SB:</b> 188-203, 204-217 <b>TG:</b> 127-137, 138-147
<b>7. Analyze the author's purposeful use of language</b>	
a. Analyze specific words and phrases that contribute to meaning <u>Assessment Limits:</u> <ul style="list-style-type: none"> <li>• <i>Significant words and phrases with a specific effect on meaning</i></li> <li>• <i>Denotations of above-grade-level words used in context</i></li> <li>• <i>Connotations of grade-appropriate words and phrases in context</i></li> <li>• <i>Multiple meaning words</i></li> <li>• <i>Idioms and colloquialisms</i></li> </ul>	<b>SB:</b> 360-367, 394, 422-429, 495-501, 615-620 <b>TG:</b> 232-236, 255-256, 276-280, 326-330, 414-428

Standard	Reader's Handbook, Grade 6
<b>A. Comprehension of Literary Text (continued)</b>	
b. Analyze words and phrases that create tone <u>Assessment Limits:</u> <ul style="list-style-type: none"> <li>• <i>Specific words and phrases that create tone</i></li> <li>• <i>Tone in the text or portion of the text</i></li> </ul>	<b>SB:</b> 422-429, 468-469 <b>TG:</b> 276-280
c. Identify and explain figurative language that contributes to meaning <u>Assessment Limits:</u> <ul style="list-style-type: none"> <li>• <i>Figurative language in increasingly complex text</i></li> <li>• <i>Connections between figurative language and meaning</i></li> </ul>	<b>SB:</b> 408-421, 422-429, 448, 450, 452, 453, 455, 459, 464, 467 <b>TG:</b> 262, 265-275, 281-285, 292-293, 294, 295-296, 298, 301, 304-305, 306
d. Analyze how sensory language contributes to meaning <u>Assessment Limits:</u> <ul style="list-style-type: none"> <li>• <i>Specific words and phrases that create sensory images</i></li> <li>• <i>Connections among sensory language, images, and meaning</i></li> </ul>	<b>SB:</b> 408-421, 422-429 <b>TG:</b> 265-275, 276-280, 296-297
e. Analyze how repetition and exaggeration contribute to meaning <u>Assessment Limits:</u> <ul style="list-style-type: none"> <li>• <i>Connections between repetition and/or exaggeration and meaning</i></li> </ul>	<b>SB:</b> 430-438, 449, 460 <b>SAB:</b> 171 <b>TG:</b> 281-285, 293-294, 301-302
<b>8. Read critically to evaluate literary texts</b>	
a. Determine and explain the plausibility of the characters' actions and the plot <u>Assessment Limits:</u> <ul style="list-style-type: none"> <li>• <i>Connections between how characters are portrayed and the plausibility of their actions</i></li> <li>• <i>Connections among the plot, the characters, and the plausibility of the outcome</i></li> </ul>	<b>SB:</b> 294-314, 315-339, 368-375, 400-401 <b>SAB:</b> 126, 127, 131, 137, 141-143, 147, 148-149, 152-153, 177, 178, 179 <b>TG:</b> 194, 195-206, 207-219, 237-241, 259-260
b. Identify and explain questions left unanswered by the text <u>Assessment Limits:</u> <ul style="list-style-type: none"> <li>• <i>Questions and predictions about events, situations, and conflicts that might occur if the text were continued</i></li> </ul>	The opportunity to address this objective is available on the following pages: <b>SB:</b> 294-314, 315-339, 368-375, 400-401 <b>SAB:</b> 126, 127, 131, 137, 141-143, 147, 148-149, 152-153, 177, 178, 179 <b>TG:</b> 194, 195-206, 207-219, 237-241, 259-260
c. Identify and explain the relationship between a literary text and its historical and/or social context <u>Assessment Limits:</u> <ul style="list-style-type: none"> <li>• <i>Connections between the text and its historical setting</i></li> <li>• <i>Connections between the text and its social context</i></li> </ul>	<b>SB:</b> 188, 203, 204-217 <b>TG:</b> 127-137, 138-147

Standard	Reader's Handbook, Grade 6
<b>A. Comprehension of Literary Text (continued)</b>	
d. Identify and explain the relationship between the structure and the purpose of the text <i>Assessment Limits:</i> <ul style="list-style-type: none"> <li>In the text or a portion of the text</li> </ul>	<b>SB:</b> 294-314, 315-339, 368-375, 400-401 <b>SAB:</b> 126, 127, 131, 137, 141-143, 147, 148-149, 152-153, 177, 178, 179 <b>TG:</b> 194, 195-206, 207-219, 237-241, 259-260

## L E A R N I N G   S T A N D A R D   4 . 0

**Writing: Students will compose in a variety of modes by developing content, employing specific forms, and selecting language appropriate for a particular audience and purpose.**

Standard	Reader's Handbook, Grade 6
<b>A. Writing</b>	
<b>1. Compose texts using the prewriting and drafting strategies of effective writers and speakers</b>	
a. Use a variety of self-selected prewriting strategies to generate, select, narrow, and develop ideas <ul style="list-style-type: none"> <li>Evaluate topics for personal relevance, scope, and feasibility</li> <li>Begin a coherent plan for developing ideas</li> <li>Explore and evaluate relevant sources of information</li> </ul>	The opportunity to address this objective is available on the following pages: <b>SB:</b> 28-29, 82, 99, 116, 130, 141, 142, 186, 203, 217, 233, 246, 314, 338, 339, 379, 420 <b>SAB:</b> 209 <b>TG:</b> 72, 84, 94, 137, 174, 157, 158, 168, 169, 218, 219, 320, 351, 388
b. Select, organize, and develop ideas appropriate to topic, audience, and purpose <ul style="list-style-type: none"> <li>Organize information logically</li> <li>Use effective organizational structures</li> <li>Select or eliminate information as appropriate</li> <li>Verify the effectiveness of paragraph development by modifying topic, support, and concluding sentences as necessary</li> </ul>	The opportunity to address this objective is available on the following pages: <b>SB:</b> 28-29, 82, 99, 116, 130, 141, 142, 186, 203, 217, 233, 246, 314, 338, 339, 379, 420 <b>SAB:</b> 28, 66, 79, 204, 209 <b>TG:</b> 72, 84, 94, 137, 174, 157, 158, 168, 169, 218, 219, 320, 351, 388
<b>2. Compose oral, written, and visual presentations that express personal ideas, inform, and persuade</b>	
a. Compose to express personal ideas by experimenting with a variety of forms and techniques suited to topic, audience, and purpose to develop an awareness of voice and tone	The opportunity to address this objective is available on the following pages: <b>SB:</b> 28-29, 82, 99, 116, 130, 141, 142, 186, 203, 217, 233, 246, 314, 338, 339, 379, 420 <b>SAB:</b> 89, 149 <b>TG:</b> 72, 84, 94, 137, 174, 157, 158, 168, 169, 218, 219, 320, 351, 388
b. Describe in prose and/or poetic forms to clarify, extend, or elaborate on ideas by using vivid language, such as imagery, figurative language, and sound elements	The opportunity to address this objective is available on the following pages: <b>SB:</b> 28-29, 82, 99, 116, 130, 141, 142, 186, 203, 217, 233, 246, 314, 338, 339, 379, 420 <b>SAB:</b> 209 <b>TG:</b> 72, 84, 94, 137, 174, 157, 158, 168, 169, 218, 219, 320, 351, 388
c. Compose to inform using relevant support and a variety of appropriate organizational structures and signal words within a paragraph	The opportunity to address this objective is available on the following pages: <b>SB:</b> 28-29, 82, 99, 116, 130, 141, 142, 186, 203, 217, 233, 246, 314, 338, 339, 379, 420 <b>SAB:</b> 209 <b>TG:</b> 72, 84, 94, 137, 174, 157, 158, 168, 169, 218, 219, 320, 351, 388

Standard	Reader's Handbook, Grade 6
<b>A. Writing (continued)</b>	
<p>d. Compose to persuade by supporting, modifying, or disagreeing with a position, using effective rhetorical strategies</p> <ul style="list-style-type: none"> <li>• Support, modify, or disagree with a position and generate convincing evidence to support it</li> <li>• Consider the effectiveness of diction, audience appeal, and organization</li> <li>• Use connotation, repetition, and figurative language to control audience emotion and reaction</li> <li>• Use authoritative citations</li> </ul>	<p>The opportunity to address this objective is available on the following pages:  <b>SB:</b> 247-255, 274, 279  <b>TG:</b> 170-173, 183, 186-187</p>
<p>e. Use writing-to-learn strategies, such as dialect journals, quickwrites, and mindmaps to make connections between learning and prior knowledge</p>	<p><b>SB:</b> 51, 75, 76, 80-81, 94, 95, 98, 108, 109, 110, 116, 130, 140, 178, 180, 203, 209, 212, 232, 233, 277, 331, 358, 378, 481, 482, 520, 521, 526, 547, 646, 647, 648-649, 660, 661, 662-663, 669, 673, 675, 677, 679, 680  <b>SAB:</b> 7, 14, 18, 19, 23-25, 33-35, 36-37, 44-47, 56-57, 59, 66-68, 74-75, 82-84, 85, 88, 92, 96-97, 105, 115, 125-128, 131, 136-137, 139-140, 142-143, 160-161, 176, 186, 189, 199, 216  <b>TG:</b> 54, 65, 66, 70, 76, 77, 78, 79, 92, 97, 130, 131, 137, 141, 142, 147, 152, 164, 206, 217, 222, 238, 248, 315, 320, 351, 363, 369, 429-441, 442-478</p>
<p>f. Manage time and process when writing for a given purpose</p>	<p><b>SB:</b> 564-579, 580-583, 588-592  <b>TG:</b> 378, 379-388, 389-393</p>
<b>3. Compose texts using the revising and editing strategies of effective writers and speakers</b>	
<p>a. Revise texts for clarity, completeness, and effectiveness</p> <ul style="list-style-type: none"> <li>• Eliminate redundant and irrelevant words and ideas</li> <li>• Clarify meaning through the placement of antecedents, modifiers, connectors, and transitional devices</li> <li>• Coordinate equal ideas within a sentence</li> <li>• Subordinate less important ideas within a sentence using phrases and clauses</li> <li>• Maintain consistent person, number and tense</li> <li>• Modify sentences from passive to active voice</li> <li>• Vary sentence types and lengths to clarify and extend meaning and to develop style</li> </ul>	<p>The opportunity to address this objective is available on the following pages:  <b>SB:</b> 28-29, 82, 99, 116, 130, 141, 142, 186, 203, 217, 233, 246, 314, 338, 339, 379, 420  <b>SAB:</b> 209  <b>TG:</b> 72, 84, 94, 137, 174, 157, 158, 168, 169, 218, 219, 320, 351, 388</p>

Standard	Reader's Handbook, Grade 6
<b>A. Writing (continued)</b>	
<p>b. Use suitable traditional and electronic resources to refine presentations and edit texts for effective and appropriate use of language and conventions, such as capitalization, punctuation, spelling, and pronunciation</p> <ul style="list-style-type: none"> <li>• Self edit</li> <li>• Peer edit</li> <li>• Dictionary</li> <li>• Thesaurus</li> <li>• Spell checker</li> <li>• Language handbook</li> <li>• Grammar checker</li> </ul>	<p>The opportunity to address this objective is available on the following pages:  <b>SB:</b> 28-29, 82, 99, 116, 130, 141, 142, 186, 203, 217, 233, 246, 314, 338, 339, 379, 420  <b>SAB:</b> 209  <b>TG:</b> 72, 84, 94, 137, 174, 157, 158, 168, 169, 218, 219, 320, 351, 388</p>
<p>c. Prepare the final product for presentation to an audience</p>	<p>The opportunity to address this objective is available on the following pages:  <b>SB:</b> 28-29, 82, 99, 116, 130, 141, 142, 186, 203, 217, 233, 246, 314, 338, 339, 379, 420  <b>SAB:</b> 209  <b>TG:</b> 72, 84, 94, 137, 174, 157, 158, 168, 169, 218, 219, 320, 351, 388</p>
<b>4. Identify how language choices in writing and speaking affect thoughts and feelings</b>	
<p>a. Use precise word choice, formal to informal, based on audience, situation, or purpose</p>	<p>The opportunity to address this objective is available on the following pages:  <b>SB:</b> 28-29, 82, 99, 116, 130, 141, 142, 186, 203, 217, 233, 246, 314, 338, 339, 379, 420  <b>SAB:</b> 209  <b>TG:</b> 72, 84, 94, 137, 174, 157, 158, 168, 169, 218, 219, 320, 351, 388</p>
<p>b. Consider the connotative and/or denotative meanings of words when selecting vocabulary</p>	<p><b>SB:</b> 279, 425-426, 433-434  <b>TG:</b> 186-187, 281-285</p>
<p>c. Consider how word choices affect the audience</p>	<p>The opportunity to address this objective is available on the following pages:  <b>SB:</b> 28-29, 82, 99, 116, 130, 141, 142, 186, 203, 217, 233, 246, 314, 338, 339, 379, 420  <b>SAB:</b> 209  <b>TG:</b> 72, 84, 94, 137, 174, 157, 158, 168, 169, 218, 219, 320, 351, 388</p>
<b>5. Assess the effectiveness of choice of details, organizational pattern, word choice, syntax, use of figurative language, and rhetorical devices in the student's own composing</b>	
<p>a. Assess the effectiveness of diction that reveals his or her purpose</p> <ul style="list-style-type: none"> <li>• Language appropriate for a particular audience</li> <li>• Language suitable for a given purpose</li> <li>• Words/phrases/ sentences that extend meaning in a given context</li> </ul>	<p>The opportunity to address this objective is available on the following pages:  <b>SB:</b> 28-29, 82, 99, 116, 130, 141, 142, 186, 203, 217, 233, 246, 314, 338, 339, 379, 420  <b>SAB:</b> 209  <b>TG:</b> 72, 84, 94, 137, 174, 157, 158, 168, 169, 218, 219, 320, 351, 388</p>
<p>b. Explain how the specific language and expression used by the writer or speaker affects reader/listener response</p>	<p>The opportunity to address this objective is available on the following pages:  <b>SB:</b> 28-29, 82, 99, 116, 130, 141, 142, 186, 203, 217, 233, 246, 314, 338, 339, 379, 420  <b>SAB:</b> 209  <b>TG:</b> 72, 84, 94, 137, 174, 157, 158, 168, 169, 218, 219, 320, 351, 388</p>

Standard	Reader's Handbook, Grade 6
<b>A. Writing (continued)</b>	
c. Evaluate the use of transitions in a text	The opportunity to address this objective is available on the following pages: <b>SB:</b> 28-29, 82, 99, 116, 130, 141, 142, 186, 203, 217, 233, 246, 314, 338, 339, 379, 420 <b>SAB:</b> 209 <b>TG:</b> 72, 84, 94, 137, 174, 157, 158, 168, 169, 218, 219, 320, 351, 388
<b>6. Explain how textual changes alter tone, clarify meaning, address a particular audience, or fulfill a purpose</b>	
a. Identify the tone of one's own writing, and revise word choice to modify tone in order to address a given purpose and/or audience	The opportunity to address this objective is available on the following pages: <b>SB:</b> 247-255, 274, 279 <b>TG:</b> 170-173, 183, 186-187
b. Justify revisions in syntax and diction from a previous draft of his or her same text by explaining how the change affects meaning	The opportunity to address this objective is available on the following pages: <b>SB:</b> 28-29, 82, 99, 116, 130, 141, 142, 186, 203, 217, 233, 246, 314, 338, 339, 379, 420 <b>SAB:</b> 209 <b>TG:</b> 72, 84, 94, 137, 174, 157, 158, 168, 169, 218, 219, 320, 351, 388
<b>7. Locate, retrieve, and use information from various sources to accomplish a purpose</b>	
a. Identify, evaluate, and use sources of information on a self-selected and/or given topic	<b>SB:</b> 514-526, 527-535 <b>TG:</b> 83, 340-351, 352-357
b. Use various information retrieval sources (traditional and/or electronic) to obtain information on a self-selected and/or given topic	<b>SB:</b> 514-526, 527-535 <b>TG:</b> 83, 340-351, 352-357
c. Use appropriate note taking procedures, organizational strategies, and proper documentation of sources of information <ul style="list-style-type: none"> <li>• Appropriate strategies for taking notes</li> <li>• Appropriate strategies for organizing source information or notes</li> <li>• Information to include or exclude when using a note taking method</li> <li>• Advantages, disadvantages, or limitations of a given strategy or procedure for recording or organizing information</li> <li>• Advantages, disadvantages, or limitations of sources of information, such as bias, accuracy, availability, variety, currency</li> <li>• Use a recognized format for documentation, such as MLA</li> </ul>	The opportunity to address this objective is available on the following pages: <b>SB:</b> 247-255, 274, 287, 514-526, 527-535 <b>TG:</b> 83, 170-173, 183, 191-192, 340-351, 352-357
d. Synthesize information from two or more sources to fulfill a self-selected or given purpose	The opportunity to address this objective is available on the following pages: <b>SB:</b> 247-255, 274, 287, 514-526, 527-535 <b>TG:</b> 83, 170-173, 183, 191-192, 340-351, 352-357
e. Use a recognized format to credit sources when paraphrasing, summarizing, and quoting to avoid plagiarism	The opportunity to address this objective is available on the following pages: <b>SB:</b> 247-255, 274, 287, 514-526, 527-535 <b>TG:</b> 83, 170-173, 183, 191-192, 340-351, 352-357

## LEARNING STANDARD 5.0

**Controlling Language: Students will control language by applying the conventions of standard English in speaking and writing.**

Standard	Reader's Handbook, Grade 6
<b>A. Grammar</b>	
<b>1. Recognize elements of grammar in personal and academic reading</b>	The opportunity to address this objective is available on the following pages: <b>SB:</b> 28-29, 82, 99, 116, 130, 141, 142, 186, 203, 217, 233, 246, 314, 338, 339, 379, 420 <b>TG:</b> 72, 84, 94, 137, 174, 157, 158, 168, 169, 218, 219, 320, 351, 388
<b>2. Recognize, recall, and use grammar concepts and skills to strengthen control of oral and written language**</b>	
a. Recognize the meaning, position, form, and function of words when identifying grammatical concepts, such as indefinite pronouns, perfect verb tenses, conjunctive adverbs, and correlative conjunctions	The opportunity to address this objective is available on the following pages: <b>SB:</b> 28-29, 82, 99, 116, 130, 141, 142, 186, 203, 217, 233, 246, 314, 338, 339, 379, 420 <b>TG:</b> 72, 84, 94, 137, 174, 157, 158, 168, 169, 218, 219, 320, 351, 388
b. Combine sentences using knowledge of subjects and predicates, logical placement of modifiers, and logical coordination, subordination, and sequencing of ideas	The opportunity to address this objective is available on the following pages: <b>SB:</b> 28-29, 82, 99, 116, 130, 141, 142, 186, 203, 217, 233, 246, 314, 338, 339, 379, 420 <b>TG:</b> 72, 84, 94, 137, 174, 157, 158, 168, 169, 218, 219, 320, 351, 388
c. Differentiate grammatically complete sentences from non-sentences, including fused sentences	The opportunity to address this objective is available on the following pages: <b>SB:</b> 28-29, 82, 99, 116, 130, 141, 142, 186, 203, 217, 233, 246, 314, 338, 339, 379, 420 <b>TG:</b> 72, 84, 94, 137, 174, 157, 158, 168, 169, 218, 219, 320, 351, 388
d. Compose simple, compound, complex, and compound-complex sentences using independent and dependent clauses, transitions, conjunctions, and appropriate punctuation to connect ideas	The opportunity to address this objective is available on the following pages: <b>SB:</b> 28-29, 82, 99, 116, 130, 141, 142, 186, 203, 217, 233, 246, 314, 338, 339, 379, 420 <b>SAB:</b> 219, 222 <b>TG:</b> 72, 84, 94, 137, 174, 157, 158, 168, 169, 218, 219, 320, 351, 388
<b>B. Usage</b>	
<b>1. Recognize examples of conventional usage in personal and academic reading</b>	The opportunity to address this objective is available on the following pages: <b>SB:</b> 28-29, 82, 99, 116, 130, 141, 142, 186, 203, 217, 233, 246, 314, 338, 339, 379, 420 <b>TG:</b> 72, 84, 94, 137, 174, 157, 158, 168, 169, 218, 219, 320, 351, 388
<b>2. Comprehend and apply standard English usage in oral and written language**</b>	
a. Apply appropriate subject/verb agreement, such as with collective nouns, indefinite pronouns, and inverted word order	The opportunity to address this objective is available on the following pages: <b>SB:</b> 28-29, 82, 99, 116, 130, 141, 142, 186, 203, 217, 233, 246, 314, 338, 339, 379, 420 <b>TG:</b> 72, 84, 94, 137, 174, 157, 158, 168, 169, 218, 219, 320, 351, 388

Standard	Reader's Handbook, Grade 6
<b>B. Usage (continued)</b>	
b. Apply consistent and appropriate use of the principal parts of regular and irregular verbs; person, number, and case of pronouns; pronoun/antecedent agreement; and degrees of comparison of modifiers	The opportunity to address this objective is available on the following pages: <b>SB:</b> 28-29, 82, 99, 116, 130, 141, 142, 186, 203, 217, 233, 246, 314, 338, 339, 379, 420 <b>TG:</b> 72, 84, 94, 137, 174, 157, 158, 168, 169, 218, 219, 320, 351, 388
c. Recognize and correct common usage errors, such as misplaced modifiers; incorrect use of verbs; double negatives; and commonly confused words, such as <i>accept - except</i>	The opportunity to address this objective is available on the following pages: <b>SB:</b> 28-29, 82, 99, 116, 130, 141, 142, 186, 203, 217, 233, 246, 314, 338, 339, 379, 420 <b>TG:</b> 72, 84, 94, 137, 174, 157, 158, 168, 169, 218, 219, 320, 351, 388
d. Use available resources to correct or confirm editorial choices	The opportunity to address this objective is available on the following pages: <b>SB:</b> 28-29, 82, 99, 116, 130, 141, 142, 186, 203, 217, 233, 246, 314, 338, 339, 379, 420 <b>TG:</b> 72, 84, 94, 137, 174, 157, 158, 168, 169, 218, 219, 320, 351, 388
e. Explain editorial choices	The opportunity to address this objective is available on the following pages: <b>SB:</b> 28-29, 82, 99, 116, 130, 141, 142, 186, 203, 217, 233, 246, 314, 338, 339, 379, 420 <b>TG:</b> 72, 84, 94, 137, 174, 157, 158, 168, 169, 218, 219, 320, 351, 388
<b>C. Mechanics</b>	
<b>1. Explain and justify the purpose of mechanics to make and clarify meaning in academic and personal reading and writing</b>	
	The opportunity to address this objective is available on the following pages: <b>SB:</b> 28-29, 82, 99, 116, 130, 141, 142, 186, 203, 217, 233, 246, 314, 338, 339, 379, 420 <b>TG:</b> 72, 84, 94, 137, 174, 157, 158, 168, 169, 218, 219, 320, 351, 388
<b>2. Apply standard English punctuation and capitalization in written language**</b>	
a. Use commas and semicolons correctly, such as in a compound sentence	The opportunity to address this objective is available on the following pages: <b>SB:</b> 28-29, 82, 99, 116, 130, 141, 142, 186, 203, 217, 233, 246, 314, 338, 339, 379, 420 <b>TG:</b> 72, 84, 94, 137, 174, 157, 158, 168, 169, 218, 219, 320, 351, 388
b. Use parentheses and dashes correctly	The opportunity to address this objective is available on the following pages: <b>SB:</b> 28-29, 82, 99, 116, 130, 141, 142, 186, 203, 217, 233, 246, 314, 338, 339, 379, 420 <b>TG:</b> 72, 84, 94, 137, 174, 157, 158, 168, 169, 218, 219, 320, 351, 388
c. Use appropriate punctuation for special formats, such as e-mails, bulleted lists, letters, memos, citations, and outlines	The opportunity to address this objective is available on the following pages: <b>SB:</b> 28-29, 82, 99, 116, 130, 141, 142, 186, 203, 217, 233, 246, 314, 338, 339, 379, 420 <b>TG:</b> 72, 84, 94, 137, 174, 157, 158, 168, 169, 218, 219, 320, 351, 388

Standard	Reader's Handbook, Grade 6
<b>C. Mechanics (continued)</b>	
d. Use a colon to introduce a list	The opportunity to address this objective is available on the following pages: <b>SB:</b> 28-29, 82, 99, 116, 130, 141, 142, 186, 203, 217, 233, 246, 314, 338, 339, 379, 420 <b>TG:</b> 72, 84, 94, 137, 174, 157, 158, 168, 169, 218, 219, 320, 351, 388
<b>3. Explain editorial choices involving mechanics</b>	The opportunity to address this objective is available on the following pages: <b>SB:</b> 28-29, 82, 99, 116, 130, 141, 142, 186, 203, 217, 233, 246, 314, 338, 339, 379, 420 <b>TG:</b> 72, 84, 94, 137, 174, 157, 158, 168, 169, 218, 219, 320, 351, 388
<b>D. Spelling</b>	
<b>1. Recognize conventional spelling in and through personal and academic reading</b>	The opportunity to address this objective is available on the following pages: <b>SB:</b> 28-29, 82, 99, 116, 130, 141, 142, 186, 203, 217, 233, 246, 314, 338, 339, 379, 420 <b>TG:</b> 72, 84, 94, 137, 174, 157, 158, 168, 169, 218, 219, 320, 351, 388
<b>2. Apply conventional spelling in written language</b>	
a. Use conventional spelling in personal writing	The opportunity to address this objective is available on the following pages: <b>SB:</b> 28-29, 82, 99, 116, 130, 141, 142, 186, 203, 217, 233, 246, 314, 338, 339, 379, 420 <b>TG:</b> 72, 84, 94, 137, 174, 157, 158, 168, 169, 218, 219, 320, 351, 388
b. Develop self-monitoring strategies for frequently misspelled words	The opportunity to address this objective is available on the following pages: <b>SB:</b> 28-29, 82, 99, 116, 130, 141, 142, 186, 203, 217, 233, 246, 314, 338, 339, 379, 420 <b>TG:</b> 72, 84, 94, 137, 174, 157, 158, 168, 169, 218, 219, 320, 351, 388
c. Use suitable traditional and electronic resources as a spelling aid	<b>SB:</b> 626-629 <b>TG:</b> 421, 422, 423
<b>3. Maintain a personal list of words to use in editing original writing</b>	<b>SB:</b> 609-612 <b>TG:</b> 414-428
<b>E. Handwriting</b>	
<b>1. Produce writing that is legible to the audience</b>	
a. Write fluidly and legibly in manuscript and cursive	The opportunity to address this objective is available on the following pages: <b>SB:</b> 28-29, 82, 99, 116, 130, 141, 142, 186, 203, 217, 233, 246, 314, 338, 339, 379, 420 <b>TG:</b> 72, 84, 94, 137, 174, 157, 158, 168, 169, 218, 219, 320, 351, 388
b. Use word processing technology when appropriate	The opportunity to address this objective is available on the following pages: <b>SB:</b> 28-29, 82, 99, 116, 130, 141, 142, 186, 203, 217, 233, 246, 314, 338, 339, 379, 420 <b>TG:</b> 72, 84, 94, 137, 174, 157, 158, 168, 169, 218, 219, 320, 351, 388

**L E A R N I N G   S T A N D A R D   6 . 0**

**Listening: Students will demonstrate effective listening to learn, process, and analyze information.**

Standard	Reader’s Handbook, Grade 6
<b>A. Listening</b>	
<b>1. Apply and demonstrate listening skills appropriately in a variety of settings and for a variety of purposes</b>	
a. Attend to the speaker	The opportunity to address this objective is available on the following pages: <b>SB:</b> 22-29, 30-37, 38-63, 64-169, 170-291, 292-405, 406-469, 470-511, 512-535, 536-561, 562-605, 606-639 <b>TG:</b> 30-33, 34-39, 40-49, 50-113, 114-193, 194-263, 264-307, 308-357, 358-377, 378-412, 413-428
b. Ask appropriate questions	The opportunity to address this objective is available on the following pages: <b>SB:</b> 22-29, 30-37, 38-63, 64-169, 170-291, 292-405, 406-469, 470-511, 512-535, 536-561, 562-605, 606-639 <b>TG:</b> 30-33, 34-39, 40-49, 50-113, 114-193, 194-263, 264-307, 308-357, 358-377, 378-412, 413-428
c. Contribute relevant comments	The opportunity to address this objective is available on the following pages: <b>SB:</b> 22-29, 30-37, 38-63, 64-169, 170-291, 292-405, 406-469, 470-511, 512-535, 536-561, 562-605, 606-639 <b>TG:</b> 30-33, 34-39, 40-49, 50-113, 114-193, 194-263, 264-307, 308-357, 358-377, 378-412, 413-428
d. Relate prior knowledge	The opportunity to address this objective is available on the following pages: <b>SB:</b> 22-29, 30-37, 38-63, 64-169, 170-291, 292-405, 406-469, 470-511, 512-535, 536-561, 562-605, 606-639 <b>TG:</b> 30-33, 34-39, 40-49, 50-113, 114-193, 194-263, 264-307, 308-357, 358-377, 378-412, 413-428
e. Use note taking to assist listening when appropriate	The opportunity to address this objective is available on the following pages: <b>SB:</b> 22-29, 30-37, 38-63, 64-169, 170-291, 292-405, 406-469, 470-511, 512-535, 536-561, 562-605, 606-639 <b>TG:</b> 30-33, 34-39, 40-49, 50-113, 114-193, 194-263, 264-307, 308-357, 358-377, 378-412, 413-428
f. Maintain visual contact with the speaker	The opportunity to address this objective is available on the following pages: <b>SB:</b> 22-29, 30-37, 38-63, 64-169, 170-291, 292-405, 406-469, 470-511, 512-535, 536-561, 562-605, 606-639 <b>TG:</b> 30-33, 34-39, 40-49, 50-113, 114-193, 194-263, 264-307, 308-357, 358-377, 378-412, 413-428
g. Maintain focus by identifying and managing barriers to listening	The opportunity to address this objective is available on the following pages: <b>SB:</b> 22-29, 30-37, 38-63, 64-169, 170-291, 292-405, 406-469, 470-511, 512-535, 536-561, 562-605, 606-639 <b>TG:</b> 30-33, 34-39, 40-49, 50-113, 114-193, 194-263, 264-307, 308-357, 358-377, 378-412, 413-428
<b>2. Apply comprehension and literary analysis strategies and skills for a variety of listening purposes and settings</b>	
a. Elaborate on the information and ideas presented	The opportunity to address this objective is available on the following pages: <b>SB:</b> 256-264 <b>TG:</b> 174-177

<b>Standard</b>	<b>Reader's Handbook, Grade 6</b>
<b>A. Listening (continued)</b>	
b. Make inferences or draw conclusions based on the presentation	The opportunity to address this objective is available on the following pages: <b>SB:</b> 256-264 <b>TG:</b> 174-177
c. Determine a speaker's attitude through verbal and non-verbal cues, such as tone of voice, inflections, body language, and facial expressions	The opportunity to address this objective is available on the following pages: <b>SB:</b> 256-264 <b>TG:</b> 174-177
d. Explain how the effects of language contribute to meaning	The opportunity to address this objective is available on the following pages: <b>SB:</b> 256-264 <b>TG:</b> 174-177
e. Provide constructive feedback to speakers concerning the delivery as well as its overall impact upon the listeners	The opportunity to address this objective is available on the following pages: <b>SB:</b> 256-264 <b>TG:</b> 174-177

### L E A R N I N G   S T A N D A R D   7 . 0

**Speaking: Students will communicate effectively in a variety of situations with different audiences, purposes, and formats.**

<b>Standard</b>	<b>Reader's Handbook, Grade 6</b>
<b>A. Speaking</b>	
<b>1. Demonstrate appropriate organizational strategies and delivery techniques to plan for a variety of oral presentation purposes</b>	
a. Identify the purpose, audience, and setting for a presentation	The opportunity to address this objective is available on the following pages: <b>SB:</b> 256-264 <b>TG:</b> 174-177
b. Identify the needs and perspectives of the audience	The opportunity to address this objective is available on the following pages: <b>SB:</b> 256-264 <b>TG:</b> 174-177
c. Select and plan for appropriate use of visual aids	<b>TG:</b> 83, 93, 125, 146, 215
d. Select the topic of an oral presentation	<b>TG:</b> 83, 93, 125, 146, 215
e. Gather/construct adequate support	The opportunity to address this objective is available on the following pages: <b>TG:</b> 83, 93, 125, 146, 215
f. Identify and use a variety of organization structures, such as narrative, cause and effect, chronological order, description, main idea and detail, problem/solution, question/answer, comparison and contrast	The opportunity to address this objective is available on the following pages: <b>TG:</b> 83, 93, 125, 146, 215

**Reader's Handbook © 2004**  
**Grade 7**  
 correlated to  
**Maryland Voluntary State Curriculum**  
**Reading/English Language Arts**

**LEARNING STANDARD 1.0**

**General Reading Processes: Fluency: Students will read orally with accuracy and expression at a rate that sounds like speech.**

Standard	Reader's Handbook, Grade 7
<b>C. Fluency</b>	
<b>1. Read orally at an appropriate rate</b>	
a. Read familiar text at a rate that is conversational and consistent	<b>SB:</b> 25, 43-45, 66-83, 84-89, 117-131, 132-142, 143-154, 172-187, 188-203, 204-217, 218-233, 234-246, 265-272, 564-579, 580-583, 584-587, 588-592, 593-597, 598-605 <b>TG:</b> 30-33, 34-39, 40-49, 50-113, 114-193, 194-263, 264-307, 308-338, 339-357, 358-377, 378-412, 413-428
<b>2. Read grade-level text with both high accuracy and appropriate pacing, intonation, and expression</b>	
a. Apply knowledge of word structures and patterns to read with automaticity	<b>SB:</b> 621-623, 624-625 <b>SAB:</b> 221 <b>TG:</b> 413, 414-428
b. Demonstrate appropriate use of phrasing <ul style="list-style-type: none"> <li>• Attend to sentence patterns and structures that signal meaning in text</li> <li>• Use punctuation cues to guide meaning and expression</li> <li>• Use pacing and intonation (emphasis on certain words) to convey meaning and expression</li> <li>• Adjust intonation and pitch (rise and fall of spoken voice) appropriately</li> </ul>	<b>SB:</b> 25, 43-45, 66-83, 84-89, 117-131, 132-142, 143-154, 172-187, 188-203, 204-217, 218-233, 234-246, 265-272, 564-579, 580-583, 584-587, 588-592, 593-597, 598-605 <b>TG:</b> 30-33, 34-39, 40-49, 50-113, 114-193, 194-263, 264-307, 308-338, 339-357, 358-377, 378-412, 413-428
c. Increase sight words read fluently	<b>SB:</b> 621-623, 624-625 <b>TG:</b> 413, 414-428

**LEARNING STANDARD 1.0**

**General Reading Processes: Vocabulary: Students will use a variety of strategies and opportunities to understand word meaning and to increase vocabulary.**

Standard	Reader's Handbook, Grade 7
<b>D. Vocabulary</b>	
<b>1. Develop and apply vocabulary through exposure to a variety of texts</b>	
a. Acquire new vocabulary through listening to, independently reading, and discussing a variety of literary and informational texts	Each chapter in <b>Reader's Handbook</b> actively involves students in acquiring new vocabulary.

Standard	Reader's Handbook, Grade 7
<b>D. Vocabulary (continued)</b>	
b. Discuss words and word meanings daily as they are encountered in texts, instruction, and conversation	<b>SB:</b> 25, 43-45, 66-83, 84-89, 117-131, 132-142, 143-154, 172-187, 188-203, 204-217, 218-233, 234-246, 265-272, 564-579, 580-583, 584-587, 588-592, 593-597, 598-605 <b>SAB:</b> 218-219, 220- 221, 222, 223 <b>TG:</b> 30-33, 34-39, 40-49, 50-113, 114-193, 194-263, 264-307, 308-338, 339-357, 358-377, 378-412, 413-428
<b>2. Apply a conceptual understanding of new words</b>	
a. Classify and categorize increasingly complex words into sets and groups	<b>SB:</b> 609-612, 613-614 <b>TG:</b> 413, 414-428
b. Explain relationships between and among words <u>Assessment Limits:</u> <ul style="list-style-type: none"> <li>• <i>Antonyms and synonyms</i></li> <li>• <i>Concept hierarchies</i></li> <li>• <i>Multiple meaning words</i></li> <li>• <i>Specialized use of vocabulary in specific content areas</i></li> </ul>	<b>SB:</b> 586, 634, 637 <b>SAB:</b> 57, 210, <b>TG:</b> 413, 414-428
<b>3. Understand, acquire, and use new vocabulary</b>	
a. Use context to determine the meanings of words <u>Assessment Limits:</u> <ul style="list-style-type: none"> <li>• <i>Above grade-level words used in context</i></li> <li>• <i>Words with multiple meanings</i></li> <li>• <i>Connotations versus denotations</i></li> <li>• <i>Grade-appropriate idioms, colloquialisms, and figurative expressions</i></li> </ul>	<b>SB:</b> 586, 615, 616, 617, 618, 619, 620 <b>SAB:</b> 211, 220 <b>TG:</b> 413, 414-428
b. Use word structure to determine the meanings of words <u>Assessment Limits:</u> <ul style="list-style-type: none"> <li>• <i>Prefixes and suffixes</i></li> <li>• <i>Grade-appropriate roots and base words</i></li> <li>• <i>Word origins</i></li> <li>• <i>Mythology</i></li> </ul>	<b>SB:</b> 585, 622, 658-687, 688 <b>SAB:</b> 221 <b>TG:</b> 413, 414-428
c. Use resources to confirm definitions and gather further information about words <u>Assessment Limits:</u> <ul style="list-style-type: none"> <li>• <i>Electronic and/or print dictionaries</i></li> <li>• <i>Thesauruses</i></li> <li>• <i>Other grade-appropriate resources</i></li> </ul>	<b>SB:</b> 629, 630 <b>SAB:</b> 219, 222, 223 <b>TG:</b> 413, 414-428
d. Use new vocabulary in speaking and writing to gain and extend content knowledge and clarify expression	<b>SB:</b> 25, 43-45, 66-83, 84-89, 117-131, 132-142, 143-154, 172-187, 188-203, 204-217, 218-233, 234-246, 265-272, 564-579, 580-583, 584-587, 588-592, 593-597, 598-605 <b>SAB:</b> 219, 221, 222, 223 <b>TG:</b> 30-33, 34-39, 40-49, 50-113, 114-193, 194-263, 264-307, 308-338, 339-357, 358-377, 378-412, 413-428

**LEARNING STANDARD 1.0**

**General Reading Processes: Comprehension: Students will use a variety of strategies to understand what they read (construct meaning).**

Standard	Reader's Handbook, Grade 7
<b>E. General Reading Comprehension</b>	
<b>1. Apply comprehension skills through exposure to a variety of texts, including traditional print and electronic texts</b>	
a. Listen to critically, read, and discuss texts representing diversity in content, culture, authorship, and perspective, including areas, such as race, gender, disability, religion, and socio-economic background	<p><b>SB:</b> 25, 43-45, 66-83, 84-89, 117-131, 132-142, 143-154, 172-187, 188-203, 204-217, 218-233, 234-246, 265-272, 564-579, 580-583, 584-587, 588-592, 593-597, 598-605</p> <p><b>SAB:</b> 20-22, 29-30, 39-42, 50-51, 64-66, 75, 83-85, 92, 94-95, 102-104, 111-112, 113, 116-117, 120-122, 132-135, 156-159, 172-175, 188, 201-202, 210-211, 212-217</p> <p><b>TG:</b> 30-33, 34-39, 40-49, 50-113, 114-193, 194-263, 264-307, 308-338, 339-357, 358-377, 378-412, 413-428</p>
b. Read a minimum of 25 self-selected and/or assigned books or book equivalents representing various genres	<p>Using the strategies taught in <b>Reader's Handbook</b>, students can read a minimum of 25 books.</p> <p><b>SB:</b> 315-339</p> <p><b>TG:</b> 207-219</p>
c. Discuss reactions to and ideas/information gained from reading experiences with adults and peers in both formal and informal situations	<p><b>SB:</b> 25, 43-45, 66-83, 84-89, 117-131, 132-142, 143-154, 172-187, 188-203, 204-217, 218-233, 234-246, 265-272, 564-579, 580-583, 584-587, 588-592, 593-597, 598-605</p> <p><b>SAB:</b> 20-22, 29-30, 39-42, 50-51, 64-66, 75, 83-85, 92, 94-95, 102-104, 111-112, 113, 116-117, 120-122, 132-135, 156-159, 172-175, 188, 201-202, 210-211, 212-217</p> <p><b>TG:</b> 30-33, 34-39, 40-49, 50-113, 114-193, 194-263, 264-307, 308-338, 339-357, 358-377, 378-412, 413-428</p>
<b>2. Use strategies to prepare for reading (before reading)</b>	
a. Select and apply appropriate strategies to prepare for reading the text	<p><b>SB:</b> 32-33, 67-73, 85-91, 101-107, 118-123, 132-137, 144-145, 172-178, 188-192, 204-209, 219-223, 234-240, 247-248, 257-260, 265-269, 294-305, 316-321, 340-341, 351-353, 361-362, 369-370, 377, 384, 409-412, 422-423, 431-432, 439-440, 473-476, 489-490, 495, 515-519, 538-540, 564-571, 580, 584-585, 588-589, 593-594, 598-599</p> <p><b>SAB:</b> 7, 8-9, 14, 15, 19-20, 37-38, 48-49, 61-62, 71-72, 80-81, 91-92, 101-102, 116, 118-119, 129-130, 154-155, 171-172, 186-187, 194-195, 200, 203-204, 207, 210, 212, 214, 217</p> <p><b>TG:</b> 34-35, 53-54, 64-65, 75-76, 87-88, 96, 101, 117-118, 129-130, 140-141, 150-151, 161-162, 171, 175, 179-180, 197-198, 209-210, 221, 228, 233, 238, 243, 248, 267-268, 277, 282, 287, 311-312, 322, 327, 342-343, 361-362, 381-382, 390, 395, 399, 404, 409</p>

Standard	Reader's Handbook, Grade 7
<b>E. General Reading Comprehension (continued)</b>	
<b>3. Use strategies to make meaning from text (during reading)</b>	
a. Select and apply appropriate strategies to make meaning from text during reading	<b>SB:</b> 34-35, 74-78, 92-96, 108-113, 124-128, 138-140, 146-149, 178-183, 193-200, 210-214, 223-230, 241-243, 249-253, 261-262, 270, 306-310, 322-335, 342-348, 354-357, 363-366, 371-373, 378-379, 385-387, 413-418, 424-427, 433-436, 441-443, 477-485, 491-492, 496-500, 520-523, 541-544, 572-576, 581-582, 585-586, 590-591, 594-596, 600-604 <b>SAB:</b> 8-9, 14, 15, 22-24, 31-32, 43-45, 52, 59, 63, 68, 74, 82-83, 86-88, 93-94, 105-106, 113-114, 117, 123-127, 131, 136-138, 189-191, 196-198 <b>TG:</b> 37, 38, 59, 70, 71, 82, 92, 124, 135, 145, 156, 166, 167, 180, 203-204, 217, 273, 289, 318, 348, 366, 367, 386
<b>4. Use strategies to demonstrate understanding of the text (after reading)</b>	
a. Identify and explain the main idea <u>Assessment Limits:</u> <ul style="list-style-type: none"> <li>• <i>In the text or a portion of the text</i></li> </ul>	<b>SB:</b> 50-54, 60-61, 93, 179, 182, 240, 262, 284-285, 582, 674 <b>SAB:</b> 8-9, 17-18, 46-47, 67 <b>TG:</b> 44-45, 67, 119, 122, 162, 169, 176, 393
b. Identify and explain information directly stated in the text <u>Assessment Limits:</u> <ul style="list-style-type: none"> <li>• <i>Main ideas, supporting details, and other information stated in the text or a portion of the text</i></li> </ul>	<b>SB:</b> 50-54, 60-61, 93, 179, 182, 240, 262, 284-285, 582, 674 <b>SAB:</b> 17-18, 77-79, 89, 100, 199 <b>TG:</b> 44-45, 67, 119, 122, 162, 169, 176, 393
c. Draw inferences and/or conclusions and make generalizations <u>Assessment Limits:</u> <ul style="list-style-type: none"> <li>• <i>Implied or stated information from the text or a portion of the text</i></li> </ul>	<b>SB:</b> 40, 52, 214, 285, 308, 347, 356, 653, 672 <b>SAB:</b> 10-11, 14, 15, 90, 125, 139-140, 143, 145, 147, 153, 191, 199, 204 <b>TG:</b> 40, 200, 215, 223, 229, 383
d. Confirm, refute, or make predictions and form new ideas <u>Assessment Limits:</u> <ul style="list-style-type: none"> <li>• <i>Stated or implied information from the text</i></li> </ul>	<b>SB:</b> 44, 45 <b>SAB:</b> 14
e. Summarize or paraphrase <u>Assessment Limits:</u> <ul style="list-style-type: none"> <li>• <i>The text or a portion of the text</i></li> </ul>	<b>SB:</b> 86, 217, 420, 437-438, 476, 540, 541, 544, 650-651, 658-659, 676 <b>SAB:</b> 70, 99, 163, 168, 196 <b>TG:</b> 273, 362, 363, 369, 434
f. Connect the text to prior knowledge or personal experience <u>Assessment Limits:</u> <ul style="list-style-type: none"> <li>• <i>Prior knowledge or experience that clarifies, extends, or challenges the ideas and/or information in the text</i></li> </ul>	<b>SB:</b> 35, 78, 96, 113, 128, 183, 200, 214, 230, 243, 310, 335, 418, 485, 523, 544, 576 <b>SAB:</b> 70, 34, 46, 54, 98, 100, 108, 110, 115, 127-128, 191, 205 <b>TG:</b> 36, 58, 69, 123, 134, 144, 155, 165, 202, 216, 317, 347, 365, 385

## LEARNING STANDARD 2.0

**Comprehension of Informational Text: Students will read, comprehend, interpret, analyze, and evaluate informational texts.**

Standard	Reader's Handbook, Grade 7
<b>A. Comprehension of Informational Text</b>	
<b>1. Apply comprehension skills by selecting, reading, and interpreting a variety of print and electronic informational texts</b>	
a. Read, use, and identify the characteristics of primary and secondary sources of academic information <i>Assessment Limits:</i> <ul style="list-style-type: none"> <li>• Textbooks</li> <li>• Trade books</li> <li>• Reference and research materials</li> <li>• Periodicals</li> <li>• Editorials</li> <li>• Speeches</li> <li>• Interviews</li> <li>• Articles</li> <li>• Non-print materials</li> <li>• Online materials</li> <li>• Other content-specific texts</li> </ul>	<b>SB:</b> 66-83, 84-99, 100-116, 117-131, 172-187, 188-203, 204-217, 218-233, 234-246, 247-255, 256-264, 265-272, 514-526 <b>SAB:</b> 19-27, 28-36, 37-47, 48-56, 61-70, 71-79, 80-90, 91-100, 101-110, 111-112, 113-115, 186-193 <b>TG:</b> 50, 51-61, 62-72, 73-84, 85-94, 95-99, 100-104, 105-113, 114, 115-193, 339, 340-351
b. Read, use, and identify the characteristics of workplace and other real-world documents <i>Assessment Limits:</i> <ul style="list-style-type: none"> <li>• Sets of directions</li> <li>• Science investigations</li> <li>• Advertisements</li> <li>• Applications</li> <li>• Forms</li> <li>• Announcements</li> <li>• Questionnaires</li> <li>• Surveys</li> <li>• Schedules</li> <li>• Other workplace and real-world documents</li> </ul>	<b>SB:</b> 100-116, 132-142, 265-272, 280, 514-526, 538-547 <b>SAB:</b> 116-117, 200-206, 207-209, 210-211, 212-213, 214-215, 216-217 <b>TG:</b> 73-84, 95-99, 178-181, 339, 340-351, 358, 359-369
c. Select and read to gain information from personal interest materials, such as books, magazines, cookbooks, catalogs, web sites, and other online materials	<b>SB:</b> 100-116, 132-142, 265-272, 280, 514-526, 538-547 <b>SAB:</b> 116-117, 200-206, 207-209, 210-211, 212-213, 214-215, 216-217 <b>TG:</b> 73-84, 95-99, 178-181, 339, 340-351, 358, 359-369
<b>2. Analyze text features to facilitate understanding of informational texts</b>	
a. Analyze print features that contribute to meaning <i>Assessment Limits:</i> <ul style="list-style-type: none"> <li>• All features of text formatting that contribute to meaning</li> </ul>	<b>SB:</b> 66-83, 84-99, 100-116, 117-131, 172-187, 188-203, 204-217, 218-233, 234-246, 247-255, 256-264, 265-272, 514-526 <b>SAB:</b> 20, 73, 81, 91, 116 <b>TG:</b> 50, 51-61, 62-72, 73-84, 85-94, 95-99, 100-104, 105-113, 114, 115-193, 339, 340-351
b. Analyze graphic aids that contribute to meaning <i>Assessment Limits:</i> <ul style="list-style-type: none"> <li>• All features of graphic aids that contribute to meaning</li> </ul>	<b>SB:</b> 538-547, 550, 552, 555, 557 <b>SAB:</b> 28-30, 33, 38, 194-199, 216 <b>TG:</b> 358-373, 374-375, 376-377

Standard	Reader's Handbook, Grade 7
<b>A. Comprehension of Informational Text (continued)</b>	
c. Analyze informational aids that contribute to meaning <u>Assessment Limits:</u> <ul style="list-style-type: none"> <li>All text features that enhance, elaborate, refine, or extend the information in the text</li> </ul>	<b>SB:</b> 66-83, 84-99, 100-116, 117-131, 172-187, 188-203, 204-217, 218-233, 234-246, 247-255, 256-264, 265-272, 514-526 <b>TG:</b> 50, 51-61, 62-72, 73-84, 85-94, 95-99, 100-104, 105-113, 114, 115-193, 339, 340-351
d. Analyze organizational aids that contribute to meaning <u>Assessment Limits:</u> <ul style="list-style-type: none"> <li>All organizational aids</li> </ul>	<b>SB:</b> 66-83, 84-99, 100-116, 117-131, 172-187, 188-203, 204-217, 218-233, 234-246, 247-255, 256-264, 265-272, 514-526 <b>SAB:</b> 28, 38, 48, 73 <b>TG:</b> 50, 51-61, 62-72, 73-84, 85-94, 95-99, 100-104, 105-113, 114, 115-193, 339, 340-351
e. Analyze online features that contribute to meaning <u>Assessment Limits:</u> <ul style="list-style-type: none"> <li>All features characteristic of online text</li> </ul>	<b>SB:</b> 514-526, 527-535 <b>SAB:</b> 186-192 <b>TG:</b> 339, 340-351, 352-357
f. Analyze the relationship between the text features and the content of the text as a whole <u>Assessment Limits:</u> <ul style="list-style-type: none"> <li>Connections between text features and meaning</li> </ul>	<b>SB:</b> 66-83, 84-99, 100-116, 117-131, 172-187, 188-203, 204-217, 218-233, 234-246, 247-255, 256-264, 265-272, 514-526 <b>SAB:</b> 28, 38, 48, 73 <b>TG:</b> 50, 51-61, 62-72, 73-84, 85-94, 95-99, 100-104, 105-113, 114, 115-193, 339, 340-351
<b>3. Apply knowledge of organizational patterns of informational text to facilitate understanding</b>	
a. Analyze the organizational patterns of texts <u>Assessment Limits:</u> <ul style="list-style-type: none"> <li>Sequential and chronological order</li> <li>Cause/effect</li> <li>Problem/solution</li> <li>Comparison/contrast</li> <li>Spatial order/description</li> <li>Main idea/argument and supporting details</li> <li>Classification</li> <li>Order of importance</li> <li>Transition or signal words and phrases that suggest a specific organizational pattern</li> </ul>	<b>SB:</b> 56, 57, 58, 59, 60-61, 62, 63 <b>SAB:</b> 25, 33, 45, 53, 67, 76, 87, 97, 107, 191 <b>TG:</b> 40-49
b. Analyze the contribution of the organizational pattern <u>Assessment Limits:</u> <ul style="list-style-type: none"> <li>Connections between the organizational pattern and meaning</li> <li>Connections between the organizational pattern and the author's/text's purpose</li> </ul>	<b>SB:</b> 56, 57, 58, 59, 60-61, 62, 63 <b>SAB:</b> 25, 33, 45, 53, 67, 76, 87, 97, 107, 191 <b>TG:</b> 40-49
c. Use organizational pattern to locate specific information <u>Assessment Limits:</u> <ul style="list-style-type: none"> <li>Connections between the organizational pattern and supporting details of the text</li> </ul>	<b>SB:</b> 56, 57, 58, 59, 60-61, 62, 63 <b>SAB:</b> 25, 33, 45, 53, 67, 76, 87, 97, 107, 191 <b>TG:</b> 40-49

Standard	Reader's Handbook, Grade 7
<b>A. Comprehension of Informational Text (continued)</b>	
<b>4. Analyze important ideas and messages in informational texts</b>	
<p>a. Identify and explain the author's/text's purpose and intended audience</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> <li><i>Purpose of the author or the text or a portion of the text</i></li> <li><i>Connections between the text and the intended audience</i></li> </ul>	<p><b>SB:</b> 172-187, 188-203, 204-217, 218-233, 234-246, 247-255  <b>SAB:</b> 111-112  <b>TG:</b> 115-126, 127-137, 138-147, 148-158, 159-169, 170-173, 174-177</p>
<p>b. Identify and explain the author's argument, viewpoint, or perspective</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> <li><i>Texts or portions of texts in which the author's argument, viewpoint, or perspective is evident</i></li> </ul>	<p><b>SB:</b> 247-255  <b>SAB:</b> 67, 96, 105, 109, 111-112, 114  <b>TG:</b> 170-173</p>
<p>c. State and support main ideas and messages</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> <li><i>The whole text or a portion of the text</i></li> </ul>	<p><b>SB:</b> 182, 240, 262, 284, 674  <b>SAB:</b> 47, 67, 106, 203-204  <b>TG:</b> 122, 162, 176, 190-191</p>
<p>d. Summarize or paraphrase</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> <li><i>The text or a portion of the text</i></li> </ul>	<p><b>SB:</b> 232, 358  <b>SAB:</b> 193  <b>TG:</b> 156, 157</p>
<p>e. Identify and explain information not related to the main idea</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> <li><i>Information in the text that is peripheral to the main idea</i></li> </ul>	<p>The opportunity to address this objective is available on the following pages:  <b>SB:</b> 182, 240, 262, 284, 674  <b>TG:</b> 122, 162, 176, 190-191</p>
<p>f. Explain relationships between and among ideas</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> <li><i>Relationships between and among ideas within a text or across multiple texts</i></li> <li><i>Relationships between and among ideas and prior knowledge within a text or across multiple texts</i></li> </ul>	<p><b>SB:</b> 192, 196, 213, 216, 275, 276, 644, 667, 681  <b>TG:</b> 130, 132, 145, 143, 183-184, 185</p>
<p>g. Synthesize ideas from text</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> <li><i>From one text or across multiple texts</i></li> </ul>	<p><b>SB:</b> 208, 660-661  <b>SAB:</b> 86  <b>TG:</b> 141</p>
<p>h. Distinguish between a fact and an opinion</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> <li><i>In one or more texts</i></li> </ul>	<p><b>SB:</b> 55, 223, 248, 251  <b>TG:</b> 170-173, 188</p>
<p>i. Explain how someone might use the text</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> <li><i>Application of the text for personal use or content-specific use</i></li> </ul>	<p><b>SB:</b> 218-233, 265-272  <b>TG:</b> 148-158, 178-181</p>

Standard	Reader's Handbook, Grade 7
<b>A. Comprehension of Informational Text (continued)</b>	
<p>j. Connect the text to prior knowledge or experience</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> <li>• <i>Prior knowledge that clarifies, extends, or challenges the ideas in the text or a portion of the text</i></li> </ul>	<p><b>SB:</b> 172-187, 188-203, 204-217, 218-233, 234-246, 247-2</p> <p><b>SAB:</b> 25, 34, 46, 54, 68, 77, 88, 98, 100, 108, 110, 115, 191, 205</p> <p><b>TG:</b> 115-126, 127-137, 138-147, 148-158, 159-169, 170-173, 174-177</p>
<b>5. Analyze purposeful use of language</b>	
<p>a. Analyze specific word choice that contributes to the meaning and/or creates style</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> <li>• <i>Significant words and phrases with a specific effect on meaning or style</i></li> <li>• <i>Figurative language</i></li> <li>• <i>Idioms</i></li> <li>• <i>Connotations of grade-appropriate words</i></li> <li>• <i>Technical or content vocabulary</i></li> <li>• <i>Denotations of above-grade-level words in context</i></li> <li>• <i>Discernible styles, such as persuasive, informal, formal, etc.</i></li> </ul>	<p><b>SB:</b> 247-255, 279, 287</p> <p><b>SAB:</b> 57</p> <p><b>TG:</b> 186-187, 191-192, 170-173</p>
<p>b. Analyze specific language choices to determine tone</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> <li>• <i>Specific words or phrases that create tone</i></li> <li>• <i>Tone in the text or a portion of the text</i></li> </ul>	<p><b>SB:</b> 247-255, 279, 287</p> <p><b>TG:</b> 186-187, 191-192, 170-173</p>
<p>c. Analyze repetition and variation of specific words and phrases that contribute to meaning</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> <li>• <i>Repetition used to emphasize important ideas or information in the text</i></li> <li>• <i>Connections between repetition and meaning</i></li> </ul>	<p>The opportunity to address this objective is available on the following pages:</p> <p><b>SB:</b> 247-255, 279, 287</p> <p><b>TG:</b> 186-187, 191-192, 170-173</p>
<b>6. Read critically to evaluate informational text</b>	
<p>a. Analyze the extent to which the text fulfills the reading purpose</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> <li>• <i>Connections between the content of the text and the purpose for reading</i></li> </ul>	<p><b>SB:</b> 172-187, 188-203, 204-217, 218-233, 234-246, 247-255</p> <p><b>SAB:</b> 26, 34, 46, 55, 68, 77, 108, 192, 198, 205</p> <p><b>TG:</b> 115-126, 127-137, 138-147, 148-158, 159-169, 170-173, 174-177</p>

Standard	Reader's Handbook, Grade 7
<b>A. Comprehension of Informational Text (continued)</b>	
<p>b. Analyze the extent to which the structure and features of the text clarify the purpose and the information</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> <li>• <i>Connections between effectiveness of format and text features in clarifying the main idea and/or purpose of the text</i></li> <li>• <i>Connections between effectiveness of organizational pattern and clarity of the main idea and/or purpose of the text</i></li> </ul>	<p><b>SB:</b> 56-63, 192, 196, 213, 216, 275, 276, 644, 667, 681  <b>TG:</b> 40-49, 130, 132, 145, 143, 183-184, 185</p>
<p>c. Analyze the text and its information for reliability</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> <li>• <i>Connections between the credentials of the author and the information in the text</i></li> <li>• <i>Factual basis of the information in the text</i></li> <li>• <i>Currency of the information in the text</i></li> <li>• <i>Verification of information across multiple sources</i></li> </ul>	<p><b>SB:</b> 218-233, 234-246, 247-255  <b>SAB:</b> 109, 189, 192  <b>TG:</b> 148-158, 159-169, 170-173</p>
<p>d. Analyze the author's argument or position for clarity and/or bias</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> <li>• <i>Connections between the main idea and the reader's understanding</i></li> <li>• <i>Evidence of equal treatment of opposing points of view</i></li> </ul>	<p><b>SB:</b> 247-255  <b>SAB:</b> 67, 96, 105, 109, 111-112, 114  <b>TG:</b> 170-173</p>
<p>e. Analyze additional information that would clarify or strengthen the author's argument or viewpoint</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> <li>• <i>Information that would enhance or clarify the reader's understanding of the main idea of the text or a portion of the text</i></li> <li>• <i>Connections between the main idea and information not included in the text</i></li> </ul>	<p>The opportunity to address this objective is available on the following pages:  <b>SB:</b> 172-187, 188-203, 204-217, 218-233, 234-246, 247-255  <b>TG:</b> 115-126, 127-137, 138-147, 148-158, 159-169, 170-173, 174-177</p>
<p>f. Analyze language and other techniques intended to persuade the reader</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> <li>• <i>Significant words and phrases that have an emotional appeal</i></li> <li>• <i>Effectiveness of words and phrases used to persuade the reader</i></li> </ul>	<p><b>SB:</b> 247-255  <b>TG:</b> 170-173</p>

## LEARNING STANDARD 3.0

**Comprehension of Literary Text: Students will read, comprehend, interpret, analyze, and evaluate literary texts.**

Standard	Reader's Handbook, Grade 7
<b>A. Comprehension of Literary Text</b>	
<b>1. Apply comprehension skills by reading and analyzing a variety of self-selected and assigned literary texts</b>	
a. Listen to critically, read, and discuss a variety of literary texts representing diverse cultures, perspectives, ethnicities, and time periods	<b>SB:</b> 294-314, 315-339, 408-421, 472-488 <b>SAB:</b> 120-122, 132-135, 141, 146, 149, 152, 156-159, 164, 166, 169, 192-195 <b>TG:</b> 194, 195-206, 207-219, 264, 265-275, 309-320
b. Listen to critically, read, and discuss a variety of literary forms and genres	<b>SB:</b> 294-314, 315-339, 408-421, 472-488 <b>SAB:</b> 120-122, 132-135, 141, 146, 149, 152, 156-159, 164, 166, 169, 192-195 <b>TG:</b> 194, 195-206, 207-219, 264, 265-275, 309-320
<b>2. Analyze text features to facilitate understanding of literary texts</b>	
a. Analyze text features that contribute to meaning <i>Assessment Limits:</i> <ul style="list-style-type: none"> <li>• <i>All organizational, graphic, and informational aids that contribute to meaning</i></li> </ul>	<b>SB:</b> 160, 188-203, 204-217, 315-339, 557 <b>SAB:</b> 130, 156, 172 <b>TG:</b> 127-137, 138-147, 207-219, 374, 375
<b>3. Analyze elements of narrative texts to facilitate understanding and interpretation</b>	
a. Distinguish among types of narrative texts <i>Assessment Limits:</i> <ul style="list-style-type: none"> <li>• <i>Short stories, folklore, realistic fiction, science fiction, historical fiction, fantasy, essays, biographies, autobiographies, personal narratives</i></li> <li>• <i>Plays</i></li> <li>• <i>Lyric and narrative poetry</i></li> </ul>	<b>SB:</b> 294-314, 315-339, 408-421, 472-488 <b>SAB:</b> 120-122, 132-135, 156-159, 164, 166, 169 <b>TG:</b> 194, 195-206, 207-219, 264, 265-275, 309-320
b. Analyze the conflict and the events of the plot <i>Assessment Limits:</i> <ul style="list-style-type: none"> <li>• <i>Narrative text with exposition, rising action, climax, and resolution</i></li> <li>• <i>Conflicts between or within characters or between characters and external forces</i></li> <li>• <i>Subplots</i></li> </ul>	<b>SB:</b> 294-314, 315-339, 368-375, 400-401 <b>SAB:</b> 124, 126, 137, 147, 148-149, 178 <b>TG:</b> 194, 195-206, 207-219, 237-241, 259-260
c. Analyze details that provide information about the setting, the mood created by the setting, and ways in which the setting affects characters <i>Assessment Limits:</i> <ul style="list-style-type: none"> <li>• <i>Immediate time and place of the action as well as its larger context</i></li> <li>• <i>Connections among the characters, the setting, and the mood</i></li> </ul>	<b>SB:</b> 294-314, 315-339, 351-359, 402 <b>SAB:</b> 124, 144-145, 147 <b>TG:</b> 194, 195-200, 207-219, 227-231, 260
d. Analyze characterization <i>Assessment Limits:</i> <ul style="list-style-type: none"> <li>• <i>What characters say, do, and think</i></li> <li>• <i>Characters' motivations</i></li> <li>• <i>What other characters say about them</i></li> <li>• <i>How other characters react to them</i></li> </ul>	<b>SB:</b> 294-314, 315-339, 351-359, 392 <b>SAB:</b> 125, 139, 141-145, 147, 150, 153, 179 <b>TG:</b> 194, 195-206, 207-219, 220-226, 254-255

Standard	Reader's Handbook, Grade 7
<b>A. Comprehension of Literary Text (continued)</b>	
<p>e. Analyze relationships between and among characters, setting, and events</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> <li>• <i>Connections between and among characters</i></li> <li>• <i>Connections between and among situations</i></li> <li>• <i>Cause/effect relationships between characters' actions and the results of those actions</i></li> <li>• <i>Cause/effect relationships between and among situations and events</i></li> </ul>	<p><b>SB:</b> 294-314, 315-339, 351-359, 368-375, 392, 400-401, 402  <b>SAB:</b> 131  <b>TG:</b> 194, 195-206, 207-219, 220-226, 227-231, 237-241, 254-255, 259-260</p>
<p>f. Analyze the actions of the characters that serve to advance the plot</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> <li>• <i>Connections between the actions of the characters and the outcome of the plot</i></li> </ul>	<p><b>SB:</b> 294-314, 315-339, 368-375, 400-401  <b>SAB:</b> 123  <b>TG:</b> 194, 195-206, 207-219, 237-241, 259-260</p>
<p>g. Analyze conflicts that motivate characters and those that advance the plot</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> <li>• <i>Conflicts that affect characters' actions</i></li> <li>• <i>Conflicts that advance the action of the plot</i></li> </ul>	<p><b>SB:</b> 294-314, 315-339, 368-375, 400-401  <b>SAB:</b> 123  <b>TG:</b> 194, 195-206, 207-219, 237-241, 259-260</p>
<p>h. Analyze the author's approach to issues of time in a narrative</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> <li>• <i>Flashback</i></li> <li>• <i>Foreshadowing</i></li> </ul>	<p><b>SB:</b> 294-314, 315-339, 368-375, 400-401  <b>SAB:</b> 124, 126, 137, 147, 148-149, 178  <b>TG:</b> 194, 195-206, 207-219, 237-241, 259-260</p>
<p>i. Analyze the point of view</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> <li>• <i>Connections between point of view and meaning</i></li> </ul>	<p><b>SB:</b> 313, 323, 398-399  <b>SAB:</b> 124, 182  <b>TG:</b> 195-206, 207-219, 258-259</p>
<p>j. Analyze the interactions among narrative elements and their contribution to meaning</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> <li>• <i>Connections among all narrative elements that create meaning</i></li> </ul>	<p><b>SB:</b> 340-350, 351-359, 360-367, 368-375, 376-382, 389-405  <b>TG:</b> 220-226, 227-231, 232-236, 237-241, 242-246, 252-263</p>
<b>4. Analyze elements of poetry to facilitate understanding and interpretation</b>	
<p>a. Use structural features to distinguish among types of poetry</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> <li>• <i>Types of categories and types of poems, such as ballad, narrative, lyric</i></li> </ul>	<p><b>SB:</b> 408, 409-421, 439-445, 451, 454, 465  <b>SAB:</b> 155, 156-160, 164  <b>TG:</b> 264, 265-275, 286-290, 295, 297, 299-300</p>

Standard	Reader's Handbook, Grade 7
<b>A. Comprehension of Literary Text (continued)</b>	
<p>b. Analyze language and structural features to determine meaning</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> <li>• <i>Specific meaning of words, lines, and/or stanzas</i></li> <li>• <i>Contribution of lines and stanza to meaning</i></li> <li>• <i>Speaker as distinguished from the poet</i></li> </ul>	<p><b>SB:</b> 408, 409-421, 422-429, 430-438, 459, 4671  <b>SAB:</b> 161, 163, 165, 166-167, 169  <b>TG:</b> 264, 265-275, 276-280, 281-285, 305-306</p>
<p>c. Analyze sound elements of poetry that contribute to meaning</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> <li>• <i>Rhyme, rhyme scheme</i></li> <li>• <i>Rhythm</i></li> <li>• <i>Alliteration, assonance, consonance</i></li> <li>• <i>Connections between and among sound elements and meaning</i></li> </ul>	<p><b>SB:</b> 408, 409-421, 439-445, 447, 458, 460, 461, 462, 463  <b>SAB:</b> 160, 161, 170  <b>TG:</b> 264, 265-275, 286-290, 292, 300, 301-302, 303, 304</p>
<p>d. Analyze other poetic elements, such as setting, mood, tone, etc. that contribute to meaning</p>	<p><b>SB:</b> 408, 409-421, 430-438  <b>SAB:</b> 160  <b>TG:</b> 264, 265-275, 281-285, 298-299, 307</p>
<b>5. Analyze elements of drama to facilitate understanding and interpretation</b>	
<p>a. Use structural features to distinguish among types of plays</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> <li>• <i>Cast, stage directions</i></li> <li>• <i>Acts, scenes, prologues</i></li> <li>• <i>Production notes</i></li> </ul>	<p><b>SB:</b> 472-488, 503, 510  <b>SAB:</b> 172-175  <b>TG:</b> 308, 309-320, 332, 337</p>
<p>b. Analyze the action of individual scenes and acts and its relationship to the plot</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> <li>• <i>Specific actions and events that occur in one or more scenes</i></li> <li>• <i>Interrelationships of scenes and acts to advance the action</i></li> <li>• <i>Contribution of the action of scenes and acts to the advancement of the plot</i></li> </ul>	<p><b>SB:</b> 472-488, 503, 507  <b>SAB:</b> 176  <b>TG:</b> 308, 309-320, 332, 335</p>
<p>c. Analyze how stage directions affect dialogue, characters, and plot</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> <li>• <i>Connections between the stage directions and the movement of the characters</i></li> <li>• <i>Connections between the stage directions and how and what the character says</i></li> <li>• <i>Interrelationships among stage directions, dialogue, and plot</i></li> </ul>	<p><b>SB:</b> 472-488, 504, 510  <b>SAB:</b> 183, 184  <b>TG:</b> 308, 309-320, 332-333, 337</p>

Standard	Reader's Handbook, Grade 7
<b>A. Comprehension of Literary Text (continued)</b>	
<b>6. Analyze important ideas and messages in literary texts</b>	
<p>a. Analyze main ideas and universal themes</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> <li>• <i>Literal versus interpretive meanings of a text or a portion of text</i></li> <li>• <i>Experiences, emotions, issues, and ideas in a text that give rise to universal themes</i></li> </ul>	<p><b>SB:</b> 48, 50-54, 60-61, 179, 284-285, 347-348, 368, 376-382, 408, 489-494, 511</p> <p><b>SAB:</b> 124, 149, 150-151, 160, 168, 180, 181-182,</p> <p><b>TG:</b> 40-49, 242-246, 321-326</p>
<p>b. Analyze similar themes across multiple texts</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> <li>• <i>Experiences, emotions, issues, and ideas across texts that give rise to universal themes</i></li> </ul>	<p><b>SB:</b> 347-348, 368, 376-382, 408</p> <p><b>TG:</b> 242-246, 321-326</p>
<p>c. Summarize or paraphrase</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> <li>• <i>The text or a portion of the text</i></li> </ul>	<p><b>SB:</b> 186, 217, 420, 437-438, 476, 526, 540, 541, 544, 650-651, 658-659, 680</p> <p><b>SAB:</b> 163, 168, 176-177</p> <p><b>TG:</b> 55, 156, 157, 158, 198, 241, 244, 273, 310, 312, 313, 314, 345, 362, 363, 369, 434, 438</p>
<p>d. Reflect on and explain personal connections to the text</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> <li>• <i>Connections between personal experiences and the theme or main ideas</i></li> </ul>	<p><b>SB:</b> 35, 78, 96, 113, 128, 183, 200, 214, 230, 243, 310, 335, 418, 485, 523, 544, 5761</p> <p><b>SAB:</b> 127, 128, 138, 162, 168, 179-180</p> <p><b>TG:</b> 36, 58, 69, 123, 134, 144, 155, 165, 202, 216, 317, 347, 365, 385</p>
<p>e. Explain the implications of the text for the reader and/or society</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> <li>• <i>Ideas and issues of a text that may have implications for the reader</i></li> </ul>	<p><b>SB:</b> 188-203, 204-217</p> <p><b>TG:</b> 127-137, 138-147</p>
<b>7. Analyze the author's purposeful use of language</b>	
<p>a. Analyze how specific language choices contribute to meaning and create style</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> <li>• <i>Significant words and phrases with a specific effect on meaning</i></li> <li>• <i>Denotations of above-grade-level words used in context</i></li> <li>• <i>Connotations of grade-appropriate words and phrases in context</i></li> <li>• <i>Patterns of words and phrases that create a specific style, such as humorous, serious, mysterious, etc.</i></li> <li>• <i>Contributions of dialect to character and plot</i></li> <li>• <i>Idioms and colloquialisms</i></li> </ul>	<p><b>SB:</b> 360-367, 394, 422-429, 495-501, 615-620</p> <p><b>SAB:</b> 136</p> <p><b>TG:</b> 232-236, 255-256, 276-280, 326-330, 414-428</p>
<p>b. Analyze language choices that create tone</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> <li>• <i>Specific words and phrases that create tone</i></li> <li>• <i>Tone in the text or portion of the text</i></li> </ul>	<p><b>SB:</b> 422-429, 468-469</p> <p><b>TG:</b> 276-280</p>

Standard	Reader's Handbook, Grade 7
<b>A. Comprehension of Literary Text (continued)</b>	
<p>c. Analyze figurative language that contributes to meaning and/or creates style</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> <li>• <i>Figurative language in increasingly complex text</i></li> <li>• <i>Connections between figurative language and meaning</i></li> <li>• <i>Connections between figurative language and style</i></li> </ul>	<p><b>SB:</b> 408-421, 422-429, 448, 450, 452, 453, 455, 459, 464, 467</p> <p><b>SAB:</b> 136</p> <p><b>TG:</b> 262, 265-275, 281-285, 292-293, 294, 295-296, 298, 301, 304-305, 306</p>
<p>d. Analyze imagery that contributes to meaning and/or creates style</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> <li>• <i>Specific words and phrases that create sensory images</i></li> <li>• <i>Connections among sensory language, images, and meaning</i></li> </ul>	<p><b>SB:</b> 408-421, 422-429</p> <p><b>SAB:</b> 136, 160-161, 165</p> <p><b>TG:</b> 265-275, 276-280, 296-297</p>
<p>e. Analyze elements of style and their contribution to meaning</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> <li>• <i>Common elements of style, such as repetition, hyperbole and understatement, and rhetorical questions</i></li> <li>• <i>Connections between elements of style and meaning</i></li> </ul>	<p><b>SB:</b> 430-438, 449, 460</p> <p><b>SAB:</b> 124, 170</p> <p><b>TG:</b> 281-285, 293-294, 301-302</p>
<b>8. Read critically to evaluate literary texts</b>	
<p>a. Analyze the plausibility of the plot and the credibility of the characters</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> <li>• <i>Connections among the events in the plot, the actions of the characters, and the plausibility of the conflict and/or outcome</i></li> <li>• <i>Plausibility of characterization</i></li> </ul>	<p><b>SB:</b> 294-314, 315-339, 368-375, 400-401</p> <p><b>TG:</b> 194, 195-206, 207-219, 237-241, 259-260</p>
<p>b. Analyze the extent to which the text contains ambiguities, subtleties, or contradictions</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> <li>• <i>Questions and predictions about events, situations, and conflicts that might occur if the text were continued</i></li> <li>• <i>Questions about characters and/or situations not fully developed in the text</i></li> </ul>	<p>The opportunity to address this objective is available on the following pages:</p> <p><b>SB:</b> 294-314, 315-339, 368-375, 400-401</p> <p><b>TG:</b> 194, 195-206, 207-219, 237-241, 259-260</p>
<p>c. Analyze the relationship between a literary text and its historical and/or social context</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> <li>• <i>Connections between the text and its historical setting</i></li> <li>• <i>Connections between the text and its social context</i></li> </ul>	<p><b>SB:</b> 188, 203, 204-217</p> <p><b>TG:</b> 127-137, 138-147</p>

Standard	Reader's Handbook, Grade 7
<b>A. Comprehension of Literary Text (continued)</b>	
d. Analyze the relationship between the structure and the purpose of the text <i>Assessment Limits:</i> <ul style="list-style-type: none"> <li>In the text or a portion of the text</li> </ul>	<b>SB:</b> 294-314, 315-339, 368-375, 400-401 <b>SAB:</b> 126 <b>TG:</b> 194, 195-206, 207-219, 237-241, 259-260

## L E A R N I N G S T A N D A R D 4 . 0

**Writing: Students will compose in a variety of modes by developing content, employing specific forms, and selecting language appropriate for a particular audience and purpose.**

Standard	Reader's Handbook, Grade 7
<b>A. Writing</b>	
<b>1. Compose texts using the prewriting and drafting strategies of effective writers and speakers</b>	
a. Use a variety of self-selected prewriting strategies to generate, select, narrow, and develop ideas <ul style="list-style-type: none"> <li>Evaluate topics for personal relevance, scope, and feasibility</li> <li>Begin a coherent plan for developing ideas</li> <li>Explore and evaluate relevant sources of information</li> </ul>	The opportunity to address this objective is available on the following pages: <b>SB:</b> 28-29, 82, 99, 116, 130, 141, 142, 186, 203, 217, 233, 246, 314, 338, 339, 379, 420 <b>SAB:</b> 70, 100, 110, 128, 149, 167, 185, 198, 209 <b>TG:</b> 72, 84, 94, 137, 174, 157, 158, 168, 169, 218, 219, 320, 351, 388
b. Select, organize, and develop ideas appropriate to topic, audience, and purpose <ul style="list-style-type: none"> <li>Organize information logically</li> <li>Use techniques, such as graphic organizers and signal words to complete and clarify organizational structures</li> <li>Verify the effectiveness of paragraph development by modifying topic, support, and concluding sentences as necessary</li> </ul>	The opportunity to address this objective is available on the following pages: <b>SB:</b> 28-29, 82, 99, 116, 130, 141, 142, 186, 203, 217, 233, 246, 314, 338, 339, 379, 420 <b>SAB:</b> 27, 63, 70, 78, 100, 110, 128, 149, 167, 185, 198, 209 <b>TG:</b> 72, 84, 94, 137, 174, 157, 158, 168, 169, 218, 219, 320, 351, 388
<b>2. Compose oral, written, and visual presentations that express personal ideas, inform, and persuade</b>	
a. Compose to express personal ideas by experimenting with a variety of forms and techniques suited to topic, audience, and purpose in order to develop a personal style and a clear, intentional, and consistent voice and tone	The opportunity to address this objective is available on the following pages: <b>SB:</b> 28-29, 82, 99, 116, 130, 141, 142, 186, 203, 217, 233, 246, 314, 338, 339, 379, 420 <b>SAB:</b> 70, 110, 128, 161, 167, 185, 193, 198, 209 <b>TG:</b> 72, 84, 94, 137, 174, 157, 158, 168, 169, 218, 219, 320, 351, 388
b. Describe in prose and/or poetic forms to clarify, extend, or elaborate on ideas by using evocative language and appropriate organizational structure to create a dominant impression	The opportunity to address this objective is available on the following pages: <b>SB:</b> 28-29, 82, 99, 116, 130, 141, 142, 186, 203, 217, 233, 246, 314, 338, 339, 379, 420 <b>SAB:</b> 70, 100, 110, 128, 149, 167, 185, 198, 209 <b>TG:</b> 72, 84, 94, 137, 174, 157, 158, 168, 169, 218, 219, 320, 351, 388
c. Compose to inform using relevant support and a variety of appropriate organizational structures and signal words within and between paragraphs	The opportunity to address this objective is available on the following pages: <b>SB:</b> 28-29, 82, 99, 116, 130, 141, 142, 186, 203, 217, 233, 246, 314, 338, 339, 379, 420 <b>SAB:</b> 70, 100, 110, 128, 149, 167, 185, 198, 209 <b>TG:</b> 72, 84, 94, 137, 174, 157, 158, 168, 169, 218, 219, 320, 351, 388

Standard	Reader's Handbook, Grade 7
<b>A. Writing (continued)</b>	
<p>d. Compose to persuade by supporting, modifying, or disagreeing with a position, using effective rhetorical strategies</p> <ul style="list-style-type: none"> <li>• Write an assertion and use evidence that appeals to audience emotion, reasoning, or trust</li> <li>• Organize ideas to construct a logical progression</li> <li>• Use diction and syntax that is sincere, honest, and trustworthy</li> <li>• Use connotation, repetition, parallelism, and figurative language to control audience emotion and reaction</li> <li>• Use authoritative citations when effective and document appropriately</li> </ul>	<p>The opportunity to address this objective is available on the following pages:  <b>SB:</b> 247-255, 274, 279  <b>TG:</b> 170-173, 183, 186-187</p>
<p>e. Use writing-to-learn strategies, such as reflective and metacognitive writing to set goals, make discoveries, and make connections among learned ideas</p>	<p><b>SB:</b> 51, 75, 76, 80-81, 94, 95, 98, 108, 109, 110, 116, 130, 140, 178, 180, 203, 209, 212, 232, 233, 277, 331, 358, 378, 481, 482, 520, 521, 526, 547, 646, 647, 648-649, 660, 661, 662-663, 669, 673, 675, 677, 679, 680  <b>SAB:</b> 26, 68, 89, 127, 179, 198  <b>TG:</b> 54, 65, 66, 70, 76, 77, 78, 79, 92, 97, 130, 131, 137, 141, 142, 147, 152, 164, 206, 217, 222, 238, 248, 315, 320, 351, 363, 369, 429-441, 442-478</p>
<p>f. Manage time and process when writing for a given purpose</p>	<p><b>SB:</b> 564-579, 580-583, 588-592  <b>TG:</b> 378, 379-388, 389-393</p>
<b>3. Compose texts using the revising and editing strategies of effective writers and speakers</b>	
<p>a. Revise texts for clarity, completeness, and effectiveness</p> <ul style="list-style-type: none"> <li>• Eliminate redundant and irrelevant words and ideas</li> <li>• Clarify meaning through the placement of antecedents, modifiers, connectors, and transitional devices</li> <li>• Clarify the relationships among ideas through coordination and subordination that are purposeful, logical, succinct, and balanced</li> <li>• Clarify meaning and purpose by using active voice and consistent person, number, tense, and mood</li> <li>• Vary sentence types and lengths to clarify and extend meaning and to develop style</li> </ul>	<p>The opportunity to address this objective is available on the following pages:  <b>SB:</b> 28-29, 82, 99, 116, 130, 141, 142, 186, 203, 217, 233, 246, 314, 338, 339, 379, 420  <b>TG:</b> 72, 84, 94, 137, 174, 157, 158, 168, 169, 218, 219, 320, 351, 388</p>

Standard	Reader's Handbook, Grade 7
<b>A. Writing (continued)</b>	
<p>b. Use suitable traditional and electronic resources to refine presentations and edit texts for effective and appropriate use of language and conventions, such as capitalization, punctuation, spelling, and pronunciation</p> <ul style="list-style-type: none"> <li>• Self edit</li> <li>• Peer edit</li> <li>• Dictionary</li> <li>• Thesaurus</li> <li>• Spell checker</li> <li>• Language handbook</li> <li>• Grammar checker</li> <li>• Style book</li> </ul>	<p>The opportunity to address this objective is available on the following pages:  <b>SB:</b> 28-29, 82, 99, 116, 130, 141, 142, 186, 203, 217, 233, 246, 314, 338, 339, 379, 420  <b>SAB:</b> 222, 223  <b>TG:</b> 72, 84, 94, 137, 174, 157, 158, 168, 169, 218, 219, 320, 351, 388</p>
<p>c. Prepare the final product for presentation to an audience</p>	<p>The opportunity to address this objective is available on the following pages:  <b>SB:</b> 28-29, 82, 99, 116, 130, 141, 142, 186, 203, 217, 233, 246, 314, 338, 339, 379, 420  <b>TG:</b> 72, 84, 94, 137, 174, 157, 158, 168, 169, 218, 219, 320, 351, 388</p>
<b>4. Identify how language choices in writing and speaking affect thoughts and feelings</b>	
<p>a. Use precise word choice, formal to informal, based on audience, situation, or purpose</p>	<p>The opportunity to address this objective is available on the following pages:  <b>SB:</b> 28-29, 82, 99, 116, 130, 141, 142, 186, 203, 217, 233, 246, 314, 338, 339, 379, 420  <b>TG:</b> 72, 84, 94, 137, 174, 157, 158, 168, 169, 218, 219, 320, 351, 388</p>
<p>b. Make effective decisions regarding word choice according to connotative and denotative meanings</p>	<p><b>SB:</b> 279, 425-426, 433-434  <b>TG:</b> 186-187, 281-285</p>
<p>c. Consider how readers or listeners might respond differently to the same words</p>	<p>The opportunity to address this objective is available on the following pages:  <b>SB:</b> 279, 425-426, 433-434  <b>TG:</b> 186-187, 281-285</p>
<b>5. Assess the effectiveness of choice of details, organizational pattern, word choice, syntax, use of figurative language, and rhetorical devices in the student's own composing</b>	
<p>a. Assess the effectiveness of diction that reveals his or her purpose</p> <ul style="list-style-type: none"> <li>• Language appropriate for a particular audience</li> <li>• Language suitable for a given purpose</li> <li>• Words/phrases/ sentences that extend meaning in a given context</li> </ul>	<p>The opportunity to address this objective is available on the following pages:  <b>SB:</b> 28-29, 82, 99, 116, 130, 141, 142, 186, 203, 217, 233, 246, 314, 338, 339, 379, 420  <b>TG:</b> 72, 84, 94, 137, 174, 157, 158, 168, 169, 218, 219, 320, 351, 388</p>
<p>b. Explain how the specific language and expression used by the writer or speaker affects reader/listener response</p>	<p>The opportunity to address this objective is available on the following pages:  <b>SB:</b> 28-29, 82, 99, 116, 130, 141, 142, 186, 203, 217, 233, 246, 314, 338, 339, 379, 420  <b>TG:</b> 72, 84, 94, 137, 174, 157, 158, 168, 169, 218, 219, 320, 351, 388</p>

Standard	Reader's Handbook, Grade 7
<b>A. Writing (continued)</b>	
c. Evaluate the use of transitions in a text	The opportunity to address this objective is available on the following pages: <b>SB:</b> 28-29, 82, 99, 116, 130, 141, 142, 186, 203, 217, 233, 246, 314, 338, 339, 379, 420 <b>TG:</b> 72, 84, 94, 137, 174, 157, 158, 168, 169, 218, 219, 320, 351, 388
<b>6. Evaluate textual changes in a work and explain how these changes alter tone, clarify meaning, address a particular audience, or fulfill a purpose</b>	
a. Alter the tone of one's own writing by revising its diction for a specific purpose and/or audience	The opportunity to address this objective is available on the following pages: <b>SB:</b> 247-255, 274, 279 <b>TG:</b> 170-173, 183, 186-187
b. Justify revisions in syntax and diction from a previous draft of his or her same text by explaining how the change affects meaning	The opportunity to address this objective is available on the following pages: <b>SB:</b> 28-29, 82, 99, 116, 130, 141, 142, 186, 203, 217, 233, 246, 314, 338, 339, 379, 420 <b>TG:</b> 72, 84, 94, 137, 174, 157, 158, 168, 169, 218, 219, 320, 351, 388
<b>7. Locate, retrieve, and use information from various sources to accomplish a purpose</b>	
a. Identify, evaluate, and use sources of information on a self-selected and/or given topic	<b>SB:</b> 514-526, 527-535 <b>TG:</b> 83, 340-351, 352-357
b. Use various information retrieval sources (traditional and/or electronic) to obtain information on a self-selected and/or given topic	<b>SB:</b> 514-526, 527-535 <b>TG:</b> 83, 340-351, 352-357
c. Use appropriate note taking procedures, organizational strategies, and proper documentation of sources of information <ul style="list-style-type: none"> <li>• Appropriate strategies for taking notes</li> <li>• Appropriate strategies for organizing source information or notes</li> <li>• Information to include or exclude when using a note taking method</li> <li>• Advantages, disadvantages, or limitations of a given strategy or procedure for recording or organizing information</li> <li>• Advantages, disadvantages, or limitations of sources of information, such as bias, accuracy, availability, variety, currency</li> <li>• Use a recognized format for documentation, such as MLA</li> </ul>	The opportunity to address this objective is available on the following pages: <b>SB:</b> 247-255, 274, 287, 514-526, 527-535 <b>SAB:</b> 24, 46, 115, 128, 149, 193, 209 <b>TG:</b> 83, 170-173, 183, 191-192, 340-351, 352-357
d. Synthesize information from two or more sources to fulfill a self-selected or given purpose	The opportunity to address this objective is available on the following pages: <b>SB:</b> 247-255, 274, 287, 514-526, 527-535 <b>SAB:</b> 24, 46, 115, 128, 149, 193, 209 <b>TG:</b> 83, 170-173, 183, 191-192, 340-351, 352-357

Standard	Reader's Handbook, Grade 7
<b>A. Writing (continued)</b>	
e. Use a recognized format to credit sources when paraphrasing, summarizing, and quoting to avoid plagiarism	The opportunity to address this objective is available on the following pages: <b>SB:</b> 247-255, 274, 287, 514-526, 527-535 <b>SAB:</b> 24, 46, 115, 128, 149, 193, 209 <b>TG:</b> 83, 170-173, 183, 191-192, 340-351, 352-357

## L E A R N I N G   S T A N D A R D   5 . 0

**Controlling Language: Students will control language by applying the conventions of standard English in speaking and writing.**

Standard	Reader's Handbook, Grade 7
<b>A. Grammar</b>	
<b>1. Recognize elements of grammar in personal and academic reading</b>	The opportunity to address this objective is available on the following pages: <b>SB:</b> 28-29, 82, 99, 116, 130, 141, 142, 186, 203, 217, 233, 246, 314, 338, 339, 379, 420 <b>TG:</b> 72, 84, 94, 137, 174, 157, 158, 168, 169, 218, 219, 320, 351, 388
<b>2. Apply knowledge of grammar concepts and skills to control oral and written language**</b>	
a. Consider the meaning, position, form, and function of words when identifying and using grammatical concepts, such as verbal and verbal phrases (gerunds, participles, and infinitives), reflexive and intensive pronouns, progressive forms of verbs, and active and passive voice	The opportunity to address this objective is available on the following pages: <b>SB:</b> 28-29, 82, 99, 116, 130, 141, 142, 186, 203, 217, 233, 246, 314, 338, 339, 379, 420 <b>TG:</b> 72, 84, 94, 137, 174, 157, 158, 168, 169, 218, 219, 320, 351, 388
b. Combine and expand sentences by incorporating subjects, predicates, and modifiers and by logically coordinating, subordinating, and sequencing ideas	The opportunity to address this objective is available on the following pages: <b>SB:</b> 28-29, 82, 99, 116, 130, 141, 142, 186, 203, 217, 233, 246, 314, 338, 339, 379, 420 <b>TG:</b> 72, 84, 94, 137, 174, 157, 158, 168, 169, 218, 219, 320, 351, 388
c. Differentiate grammatically complete sentences from non-sentences, including comma splices	The opportunity to address this objective is available on the following pages: <b>SB:</b> 28-29, 82, 99, 116, 130, 141, 142, 186, 203, 217, 233, 246, 314, 338, 339, 379, 420 <b>TG:</b> 72, 84, 94, 137, 174, 157, 158, 168, 169, 218, 219, 320, 351, 388
d. Compose simple, compound, complex, and compound-complex sentences using independent, dependent, restrictive, and nonrestrictive clauses; transitions; conjunctions; and appropriate punctuation to connect ideas	The opportunity to address this objective is available on the following pages: <b>SB:</b> 28-29, 82, 99, 116, 130, 141, 142, 186, 203, 217, 233, 246, 314, 338, 339, 379, 420 <b>SAB:</b> 70, 100, 110, 128, 149, 161, 167, 185, 193, 198, 209 <b>TG:</b> 72, 84, 94, 137, 174, 157, 158, 168, 169, 218, 219, 320, 351, 388
<b>B. Usage</b>	
<b>1. Recognize examples of conventional usage in personal and academic reading</b>	The opportunity to address this objective is available on the following pages: <b>SB:</b> 28-29, 82, 99, 116, 130, 141, 142, 186, 203, 217, 233, 246, 314, 338, 339, 379, 420 <b>TG:</b> 72, 84, 94, 137, 174, 157, 158, 168, 169, 218, 219, 320, 351, 388

Standard	Reader's Handbook, Grade 7
<b>B. Usage (continued)</b>	
<b>2. Comprehend and apply standard English usage in oral and written language**</b>	
a. Apply appropriate subject/verb agreement, such as agreement involving words of amount, time, and money	The opportunity to address this objective is available on the following pages: <b>SB:</b> 28-29, 82, 99, 116, 130, 141, 142, 186, 203, 217, 233, 246, 314, 338, 339, 379, 420 <b>TG:</b> 72, 84, 94, 137, 174, 157, 158, 168, 169, 218, 219, 320, 351, 388
b. Apply consistent and appropriate use of the person, number, and case of pronouns; pronoun/antecedent agreement; special pronoun problems, such as who – whom, and incomplete constructions; active and passive voice; and verbal and verbal phrases	The opportunity to address this objective is available on the following pages: <b>SB:</b> 28-29, 82, 99, 116, 130, 141, 142, 186, 203, 217, 233, 246, 314, 338, 339, 379, 420 <b>TG:</b> 72, 84, 94, 137, 174, 157, 158, 168, 169, 218, 219, 320, 351, 388
c. Recognize and correct common usage errors, such as misplaced and dangling modifiers; incorrect use of verbs; double negatives; and commonly confused words, such as <i>accept - except</i>	The opportunity to address this objective is available on the following pages: <b>SB:</b> 28-29, 82, 99, 116, 130, 141, 142, 186, 203, 217, 233, 246, 314, 338, 339, 379, 420 <b>TG:</b> 72, 84, 94, 137, 174, 157, 158, 168, 169, 218, 219, 320, 351, 388
d. Use available resources to correct or confirm editorial choices	<b>SB:</b> The opportunity to address this objective is available on the following pages: <b>SB:</b> 28-29, 82, 99, 116, 130, 141, 142, 186, 203, 217, 233, 246, 314, 338, 339, 379, 420 <b>SAB:</b> 222, 223 <b>TG:</b> 72, 84, 94, 137, 174, 157, 158, 168, 169, 218, 219, 320, 351, 388
e. Explain editorial choices	The opportunity to address this objective is available on the following pages: <b>SB:</b> 28-29, 82, 99, 116, 130, 141, 142, 186, 203, 217, 233, 246, 314, 338, 339, 379, 420 <b>TG:</b> 72, 84, 94, 137, 174, 157, 158, 168, 169, 218, 219, 320, 351, 388
<b>C. Mechanics</b>	
<b>1. Explain and justify the purpose of mechanics to make and clarify meaning in academic and personal reading and writing</b>	The opportunity to address this objective is available on the following pages: <b>SB:</b> 28-29, 82, 99, 116, 130, 141, 142, 186, 203, 217, 233, 246, 314, 338, 339, 379, 420 <b>TG:</b> 72, 84, 94, 137, 174, 157, 158, 168, 169, 218, 219, 320, 351, 388
<b>2. Apply standard English punctuation and capitalization in written language**</b>	
a. Use commas and semicolons correctly, such as in a compound sentence joined by a conjunctive adverb	The opportunity to address this objective is available on the following pages: <b>SB:</b> 28-29, 82, 99, 116, 130, 141, 142, 186, 203, 217, 233, 246, 314, 338, 339, 379, 420 <b>TG:</b> 72, 84, 94, 137, 174, 157, 158, 168, 169, 218, 219, 320, 351, 388
b. Use an apostrophe to designate possession with indefinite pronouns and adjectives	The opportunity to address this objective is available on the following pages: <b>SB:</b> 28-29, 82, 99, 116, 130, 141, 142, 186, 203, 217, 233, 246, 314, 338, 339, 379, 420 <b>TG:</b> 72, 84, 94, 137, 174, 157, 158, 168, 169, 218, 219, 320, 351, 388

Standard	Reader's Handbook, Grade 7
<b>C. Mechanics (continued)</b>	
c. Use the mechanics of writing correctly	The opportunity to address this objective is available on the following pages: <b>SB:</b> 28-29, 82, 99, 116, 130, 141, 142, 186, 203, 217, 233, 246, 314, 338, 339, 379, 420 <b>TG:</b> 72, 84, 94, 137, 174, 157, 158, 168, 169, 218, 219, 320, 351, 388
d. Use a colon to introduce a list	The opportunity to address this objective is available on the following pages: <b>SB:</b> 28-29, 82, 99, 116, 130, 141, 142, 186, 203, 217, 233, 246, 314, 338, 339, 379, 420 <b>TG:</b> 72, 84, 94, 137, 174, 157, 158, 168, 169, 218, 219, 320, 351, 388
<b>3. Explain editorial choices involving mechanics</b>	The opportunity to address this objective is available on the following pages: <b>SB:</b> 28-29, 82, 99, 116, 130, 141, 142, 186, 203, 217, 233, 246, 314, 338, 339, 379, 420 <b>TG:</b> 72, 84, 94, 137, 174, 157, 158, 168, 169, 218, 219, 320, 351, 388
<b>D. Spelling</b>	
<b>1. Recognize conventional spelling in and through personal and academic reading</b>	The opportunity to address this objective is available on the following pages: <b>SB:</b> 28-29, 82, 99, 116, 130, 141, 142, 186, 203, 217, 233, 246, 314, 338, 339, 379, 420 <b>TG:</b> 72, 84, 94, 137, 174, 157, 158, 168, 169, 218, 219, 320, 351, 388
<b>2. Apply conventional spelling in written language</b>	
a. Use conventional spelling in personal writing	The opportunity to address this objective is available on the following pages: <b>SB:</b> 28-29, 82, 99, 116, 130, 141, 142, 186, 203, 217, 233, 246, 314, 338, 339, 379, 420 <b>SAB:</b> 70, 100, 110, 128, 149, 161, 167, 185, 193, 198, 209 <b>TG:</b> 72, 84, 94, 137, 174, 157, 158, 168, 169, 218, 219, 320, 351, 388
b. Develop self-monitoring strategies for frequently misspelled words	The opportunity to address this objective is available on the following pages: <b>SB:</b> 28-29, 82, 99, 116, 130, 141, 142, 186, 203, 217, 233, 246, 314, 338, 339, 379, 420 <b>TG:</b> 72, 84, 94, 137, 174, 157, 158, 168, 169, 218, 219, 320, 351, 388
c. Use suitable traditional and electronic resources as a spelling aid	<b>SB:</b> 626-629 <b>SAB:</b> 219, 222, 223 <b>TG:</b> 421, 422, 423
<b>3. Maintain a personal list of words to use in editing original writing</b>	<b>SB:</b> 609-612 <b>SAB:</b> 218 <b>TG:</b> 414-428

<b>Standard</b>	<b>Reader's Handbook, Grade 7</b>
<b>E. Handwriting</b>	
<b>1. Produce writing that is legible to the audience</b>	
a. Write fluidly and legibly in manuscript and cursive	The opportunity to address this objective is available on the following pages: <b>SB:</b> 28-29, 82, 99, 116, 130, 141, 142, 186, 203, 217, 233, 246, 314, 338, 339, 379, 420 <b>TG:</b> 72, 84, 94, 137, 174, 157, 158, 168, 169, 218, 219, 320, 351, 388
b. Use word processing technology when appropriate	The opportunity to address this objective is available on the following pages: <b>SB:</b> 28-29, 82, 99, 116, 130, 141, 142, 186, 203, 217, 233, 246, 314, 338, 339, 379, 420 <b>TG:</b> 72, 84, 94, 137, 174, 157, 158, 168, 169, 218, 219, 320, 351, 388

## L E A R N I N G   S T A N D A R D   6 . 0

**Listening: Students will demonstrate effective listening to learn, process, and analyze information.**

<b>Standard</b>	<b>Reader's Handbook, Grade 7</b>
<b>A. Listening</b>	
<b>1. Apply and demonstrate listening skills appropriately in a variety of settings and for a variety of purposes</b>	
a. Use criteria to evaluate oral presentations, such as purpose, delivery techniques, content, visual aids, body language, and facial expressions	The opportunity to address this objective is available on the following pages: <b>SB:</b> 22-29, 30-37, 38-63, 64-169, 170-291, 292-405, 406-469, 470-511, 512-535, 536-561, 562-605, 606-639 <b>TG:</b> 30-33, 34-39, 40-49, 50-113, 114-193, 194-263, 264-307, 308-357, 358-377, 378-412, 413-428
b. Gather information from listening to a speaker	The opportunity to address this objective is available on the following pages: <b>SB:</b> 22-29, 30-37, 38-63, 64-169, 170-291, 292-405, 406-469, 470-511, 512-535, 536-561, 562-605, 606-639 <b>TG:</b> 30-33, 34-39, 40-49, 50-113, 114-193, 194-263, 264-307, 308-357, 358-377, 378-412, 413-428
c. Use memory techniques for various listening tasks	The opportunity to address this objective is available on the following pages: <b>SB:</b> 22-29, 30-37, 38-63, 64-169, 170-291, 292-405, 406-469, 470-511, 512-535, 536-561, 562-605, 606-639 <b>TG:</b> 30-33, 34-39, 40-49, 50-113, 114-193, 194-263, 264-307, 308-357, 358-377, 378-412, 413-428
<b>2. Apply comprehension and literary analysis strategies and skills for a variety of listening purposes and settings</b>	
a. Ask relevant questions concerning the speaker's content, delivery, and purpose	The opportunity to address this objective is available on the following pages: <b>SB:</b> 22-29, 30-37, 38-63, 64-169, 170-291, 292-405, 406-469, 470-511, 512-535, 536-561, 562-605, 606-639 <b>TG:</b> 30-33, 34-39, 40-49, 50-113, 114-193, 194-263, 264-307, 308-357, 358-377, 378-412, 413-428

<b>Standard</b>	<b>Reader's Handbook, Grade 7</b>
<b>A. Listening (continued)</b>	
b. Determine a speaker's purpose and viewpoint	The opportunity to address this objective is available on the following pages: <b>SB:</b> 22-29, 30-37, 38-63, 64-169, 170-291, 292-405, 406-469, 470-511, 512-535, 536-561, 562-605, 606-639 <b>TG:</b> 30-33, 34-39, 40-49, 50-113, 114-193, 194-263, 264-307, 308-357, 358-377, 378-412, 413-428
c. Interpret the speech or performance or presentation	The opportunity to address this objective is available on the following pages: <b>SB:</b> 22-29, 30-37, 38-63, 64-169, 170-291, 292-405, 406-469, 470-511, 512-535, 536-561, 562-605, 606-639 <b>TG:</b> 30-33, 34-39, 40-49, 50-113, 114-193, 194-263, 264-307, 308-357, 358-377, 378-412, 413-428
d. Make inferences or draw conclusions based on the presentation	The opportunity to address this objective is available on the following pages: <b>SB:</b> 22-29, 30-37, 38-63, 64-169, 170-291, 292-405, 406-469, 470-511, 512-535, 536-561, 562-605, 606-639 <b>TG:</b> 30-33, 34-39, 40-49, 50-113, 114-193, 194-263, 264-307, 308-357, 358-377, 378-412, 413-428
e. Provide constructive feedback to speakers concerning the coherence and logic of a speech's content and delivery as well as its overall impact upon the listeners	The opportunity to address this objective is available on the following pages: <b>SB:</b> 22-29, 30-37, 38-63, 64-169, 170-291, 292-405, 406-469, 470-511, 512-535, 536-561, 562-605, 606-639 <b>TG:</b> 30-33, 34-39, 40-49, 50-113, 114-193, 194-263, 264-307, 308-357, 358-377, 378-412, 413-428

## L E A R N I N G   S T A N D A R D   7 . 0

**Speaking: Students will communicate effectively in a variety of situations with different audiences, purposes, and formats.**

<b>Standard</b>	<b>Reader's Handbook, Grade 7</b>
<b>A. Speaking</b>	
<b>1. Demonstrate appropriate organizational strategies and delivery techniques to plan for a variety of oral presentation purposes</b>	
a. Select the purpose and format for an oral presentation	<b>TG:</b> 83, 93, 125, 146, 218
b. Evaluate the needs and perspectives of the audience	The opportunity to address this objective is available on the following pages: <b>TG:</b> 83, 93, 125, 146, 218
c. Anticipate and effectively answer listener concerns and counter arguments through the inclusion and arrangement of details, reasons, examples, and other elements	<b>TG:</b> 168
d. Use a variety of organization structures, such as narrative, cause and effect, chronological order, description, main idea and detail, problem/solution, question/answer, comparison and contrast, and contrast that are appropriate to the purpose and topic	The opportunity to address this objective is available on the following pages: <b>TG:</b> 83, 93, 125, 146, 218

**Reader's Handbook © 2004**
  
**Grade 8**
  
 correlated to
   
**Maryland Voluntary State Curriculum**
  
**Reading/English Language Arts**

**LEARNING STANDARD 1.0**

**General Reading Processes: Fluency: Students will read orally with accuracy and expression at a rate that sounds like speech.**

Standard	Reader's Handbook, Grade 8
<b>C. Fluency</b>	
<b>1. Read orally at an appropriate rate</b>	
a. Read familiar and independent level text at a rate that is conversational and consistent	<b>SB:</b> 25, 43-45, 66-83, 84-89, 117-131, 132-142, 143-154, 172-187, 188-203, 204-217, 218-233, 234-246, 265-272, 564-579, 580-583, 584-587, 588-592, 593-597, 598-605 <b>TG:</b> 30-33, 34-39, 40-49, 50-113, 114-193, 194-263, 264-307, 308-338, 339-357, 358-377, 378-412, 413-428
b. Read instructional level text that is challenging yet manageable	<b>SB:</b> 64-65, 66-83, 84-99, 100-116, 117-131 <b>TG:</b> 50, 51-61, 62-72, 73-84, 85-94
<b>2. Read grade-level text with both high accuracy and appropriate pacing, intonation, and expression</b>	
a. Apply knowledge of word structures and patterns to read with automaticity	<b>SB:</b> 621-623, 624-625 <b>SAB:</b> 221 <b>TG:</b> 413, 414-428
b. Demonstrate appropriate use of phrasing <ul style="list-style-type: none"> <li>• Attend to sentence patterns and structures that signal meaning in text</li> <li>• Use punctuation cues to guide meaning and expression</li> <li>• Use pacing and intonation (emphasis on certain words) to convey meaning and expression</li> <li>• Adjust intonation and pitch (rise and fall of spoken voice) appropriately</li> </ul>	<b>SB:</b> 25, 43-45, 66-83, 84-89, 117-131, 132-142, 143-154, 172-187, 188-203, 204-217, 218-233, 234-246, 265-272, 564-579, 580-583, 584-587, 588-592, 593-597, 598-605 <b>TG:</b> 30-33, 34-39, 40-49, 50-113, 114-193, 194-263, 264-307, 308-338, 339-357, 358-377, 378-412, 413-428
c. Increase sight words read fluently	<b>SB:</b> 621-623, 624-625 <b>TG:</b> 413, 414-428

## LEARNING STANDARD 1.0

**General Reading Processes: Vocabulary: Students will use a variety of strategies and opportunities to understand word meaning and to increase vocabulary.**

Standard	Reader's Handbook, Grade 8
<b>D. Vocabulary</b>	
<b>1. Develop and apply vocabulary through exposure to a variety of texts</b>	
a. Acquire new vocabulary through listening to, independently reading, and discussing a variety of literary and informational texts	Each chapter in <b>Reader's Handbook</b> actively involves students in acquiring new vocabulary.
b. Discuss words and word meanings daily as they are encountered in texts, instruction, and conversation	<b>SB:</b> 25, 43-45, 66-83, 84-89, 117-131, 132-142, 143-154, 172-187, 188-203, 204-217, 218-233, 234-246, 265-272, 564-579, 580-583, 584-587, 588-592, 593-597, 598-605 <b>SAB:</b> 54, 218-219, 220-221, 222, 223 <b>TG:</b> 30-33, 34-39, 40-49, 50-113, 114-193, 194-263, 264-307, 308-338, 339-357, 358-377, 378-412, 413-428
<b>2. Apply and refine a conceptual understanding of new words</b>	
a. Classify and categorize increasingly complex words	<b>SB:</b> 609-612, 613-614 <b>TG:</b> 413, 414-428
b. Explain relationships between and among words <u>Assessment Limits:</u> <ul style="list-style-type: none"> <li>• <i>Antonyms and synonyms</i></li> <li>• <i>Concept hierarchies</i></li> <li>• <i>Multiple meaning words</i></li> <li>• <i>Specialized use of vocabulary in specific content areas</i></li> </ul>	<b>SB:</b> 586, 634, 637 <b>SAB:</b> 54, 210-211, 223 <b>TG:</b> 413, 414-428
<b>3. Understand, acquire, and use new vocabulary</b>	
a. Use context to determine the meanings of words <u>Assessment Limits:</u> <ul style="list-style-type: none"> <li>• <i>Above grade-level words used in context</i></li> <li>• <i>Words with multiple meanings</i></li> <li>• <i>Connotations versus denotations</i></li> <li>• <i>Grade-appropriate idioms, colloquialisms, and figurative expressions</i></li> </ul>	<b>SB:</b> 586, 615, 616, 617, 618, 619, 620 <b>SAB:</b> 220 <b>TG:</b> 413, 414-428
b. Use word structure to determine the meanings of words <u>Assessment Limits:</u> <ul style="list-style-type: none"> <li>• <i>Prefixes and suffixes</i></li> <li>• <i>Grade-appropriate roots and base words</i></li> <li>• <i>Word origins</i></li> <li>• <i>Mythology</i></li> </ul>	<b>SB:</b> 585, 622, 658-687, 688 <b>SAB:</b> 221 <b>TG:</b> 413, 414-428
c. Select and use resources to confirm definitions and gather further information about words <u>Assessment Limits:</u> <ul style="list-style-type: none"> <li>• <i>Electronic and/or print dictionaries</i></li> <li>• <i>Thesauruses</i></li> <li>• <i>Other grade-appropriate resources</i></li> </ul>	<b>SB:</b> 629, 630 <b>SAB:</b> 222, 223 <b>TG:</b> 413, 414-428

Standard	Reader's Handbook, Grade 8
<b>D. Vocabulary (continued)</b>	
d. Use new vocabulary in speaking and writing to gain and extend content knowledge and clarify expression	<b>SB:</b> 25, 43-45, 66-83, 84-89, 117-131, 132-142, 143-154, 172-187, 188-203, 204-217, 218-233, 234-246, 265-272, 564-579, 580-583, 584-587, 588-592, 593-597, 598-605 <b>SAB:</b> 219, 222 <b>TG:</b> 30-33, 34-39, 40-49, 50-113, 114-193, 194-263, 264-307, 308-338, 339-357, 358-377, 378-412, 413-428

## L E A R N I N G   S T A N D A R D   1 . 0

**General Reading Processes: Comprehension: Students will use a variety of strategies to understand what they read (construct meaning).**

Standard	Reader's Handbook, Grade 8
<b>E. General Reading Comprehension</b>	
<b>1. Apply and refine comprehension skills through exposure to a variety of texts, including traditional print and electronic texts</b>	
a. Listen to critically, read, and discuss texts representing diversity in content, culture, authorship, and perspective, including areas, such as race, gender, disability, religion, and socio-economic background	<b>SB:</b> : 25, 43-45, 66-83, 84-89, 117-131, 132-142, 143-154, 172-187, 188-203, 204-217, 218-233, 234-246, 265-272, 564-579, 580-583, 584-587, 588-592, 593-597, 598-605 <b>SAB:</b> 13-14, 18-20, 28-30, 39-40, 48, 60-62, 72-74, 81-82, 91-93, 99-102, 107-108, 110-111, 113, 118-122, 131-133, 155-156, 187, 202-203, 208-209, 210-217 <b>TG:</b> 30-33, 34-39, 40-49, 50-113, 114-193, 194-263, 264-307, 308-338, 339-357, 358-377, 378-412, 413-428
b. Read a minimum of 25 self-selected and/or assigned books or book equivalents representing various genres	Using the strategies taught in <b>Reader's Handbook</b> , students can read a minimum of 25 books. <b>SB:</b> 315-339 <b>TG:</b> 207-219
c. Discuss reactions to and ideas/information gained from reading experiences with adults and peers in both formal and informal situations	<b>SB:</b> 25, 43-45, 66-83, 84-89, 117-131, 132-142, 143-154, 172-187, 188-203, 204-217, 218-233, 234-246, 265-272, 564-579, 580-583, 584-587, 588-592, 593-597, 598-605 <b>SAB:</b> 26, 45, 106 <b>TG:</b> 30-33, 34-39, 40-49, 50-113, 114-193, 194-263, 264-307, 308-338, 339-357, 358-377, 378-412, 413-428
<b>2. Use strategies to prepare for reading (before reading)</b>	
a. Select and apply appropriate strategies to prepare for reading the text	<b>SB:</b> 32-33, 67-73, 85-91, 101-107, 118-123, 132-137, 144-145, 172-178, 188-192, 204-209, 219-223, 234-240, 247-248, 257-260, 265-269, 294-305, 316-321, 340-341, 351-353, 361-362, 369-370, 377, 384, 409-412, 422-423, 431-432, 439-440, 473-476, 489-490, 495, 515-519, 538-540, 564-571, 580, 584-585, 588-589, 593-594, 598-599 <b>SAB:</b> 8-9, 13, 17-18, 27, 37-38, 46-47, 56, 58-59, 68-69, 78-79, 88-89, 113, 116-117, 129, 154, 168-169, 185-186, 193-194, 201, 208, 210, 212, 214 <b>TG:</b> 34-35, 53-54, 64-65, 75-76, 87-88, 96, 101, 117-118, 129-130, 140-141, 150-151, 161-162, 171, 175, 179-180, 197-198, 209-210, 221, 228, 233, 238, 243, 248, 267-268, 277, 282, 287, 311-312, 322, 327, 342-343, 361-362, 381-382, 390, 395, 399, 404, 409

Standard	Reader's Handbook, Grade 8
<b>E. General Reading Comprehension (continued)</b>	
<b>3. Use strategies to make meaning from text (during reading)</b>	
a. Select and apply appropriate strategies to make meaning from text during reading	<b>SB:</b> 34-35, 74-78, 92-96, 108-113, 124-128, 138-140, 146-149, 178-183, 193-200, 210-214, 223-230, 241-243, 249-253, 261-262, 270, 306-310, 322-335, 342-348, 354-357, 363-366, 371-373, 378-379, 385-387, 413-418, 424-427, 433-436, 441-443, 477-485, 491-492, 496-500, 520-523, 541-544, 572-576, 581-582, 585-586, 590-591, 594-596, 600-6041 <b>SAB:</b> 8-9, 21-23, 31-32, 41-42, 49, 63-64, 71, 80, 89-90, 93, 103, 114, 123-125, 157-158, 195-196, 204, 213 <b>TG:</b> 37, 38, 59, 70, 71, 82, 92, 124, 135, 145, 156, 166, 167, 180, 203-204, 217, 273, 289, 318, 348, 366, 367, 386
<b>4. Use strategies to demonstrate understanding of the text (after reading)</b>	
a. Identify and explain the main idea or argument <u>Assessment Limits:</u> <ul style="list-style-type: none"> <li>• <i>In the text or a portion of the text</i></li> </ul>	<b>SB:</b> 50-54, 60-61, 93, 179, 182, 240, 262, 284-285, 582, 674 <b>SAB:</b> 16, 103, 108, 112 <b>TG:</b> 44-45, 67, 119, 122, 162, 169, 176, 393
b. Identify and explain information directly stated in the text <u>Assessment Limits:</u> <ul style="list-style-type: none"> <li>• <i>Main ideas, supporting details, and other information stated in the text or a portion of the text</i></li> </ul>	<b>SB:</b> 50-54, 60-61, 93, 179, 182, 240, 262, 284-285, 582, 674 <b>SAB:</b> 15, 52, 94, 115, 204 <b>TG:</b> 44-45, 67, 119, 122, 162, 169, 176, 393
c. Draw inferences and/or conclusions and make generalizations <u>Assessment Limits:</u> <ul style="list-style-type: none"> <li>• <i>Implied or stated information from the text or a portion of the text</i></li> </ul>	<b>SB:</b> 40, 52, 214, 285, 308, 347, 356, 653, 672 <b>SAB:</b> 10-11, 14, 85-86, 141, 143, 153, 200 <b>TG:</b> 40, 200, 215, 223, 229, 383
d. Confirm, refute, or make predictions and form new ideas <u>Assessment Limits:</u> <ul style="list-style-type: none"> <li>• <i>Stated or implied information from the text</i></li> </ul>	<b>SB:</b> 44, 45 <b>SAB:</b> 14
e. Summarize or paraphrase <u>Assessment Limits:</u> <ul style="list-style-type: none"> <li>• <i>The text or a portion of the text</i></li> </ul>	<b>SB:</b> 232, 358 <b>SAB:</b> 67, 96, 161, 195, 196 <b>TG:</b> 156, 157
f. Connect the text to prior knowledge or personal experience <u>Assessment Limits:</u> <ul style="list-style-type: none"> <li>• <i>Prior knowledge or experience that clarifies, extends, or challenges the ideas and/or information in the text</i></li> </ul>	<b>SB:</b> 35, 78, 96, 113, 128, 183, 200, 214, 230, 243, 310, 335, 418, 485, 523, 544, 576 <b>SAB:</b> 8-9, 14, 24, 34, 43, 51, 65, 67, 85, 95, 105, 125, 190, 198, 205 <b>TG:</b> 36, 58, 69, 123, 134, 144, 155, 165, 202, 216, 317, 347, 365, 385

## LEARNING STANDARD 2.0

**Comprehension of Informational Text: Students will read, comprehend, interpret, analyze, and evaluate informational texts.**

Standard	Reader's Handbook, Grade 8
<b>A. Comprehension of Informational Text</b>	
<b>1. Apply and refine comprehension skills by selecting, reading, and analyzing a variety of print and electronic informational texts</b>	
a. Read, use, and identify the characteristics of primary and secondary sources of academic information <i>Assessment Limits:</i> <ul style="list-style-type: none"> <li>• Textbooks</li> <li>• Trade books</li> <li>• Reference and research materials</li> <li>• Periodicals</li> <li>• Editorials</li> <li>• Speeches</li> <li>• Interviews</li> <li>• Commentary</li> <li>• Non-print materials</li> <li>• Online materials</li> <li>• Other content-specific texts</li> </ul>	<b>SB:</b> 66-83, 84-99, 100-116, 117-131, 172-187, 188-203, 204-217, 218-233, 234-246, 247-255, 256-264, 265-272, 514-526 <b>SAB:</b> 15-16, 17-26, 27-36, 37-45, 46-53, 54-55, 56-57, 58-67, 68-77, 78-87, 88-96, 97-106, 107-109, 110-112, 185-192 <b>TG:</b> 50, 51-61, 62-72, 73-84, 85-94, 95-99, 100-104, 105-113, 114, 115-193, 339, 340-351
b. Read, use, and identify the characteristics of workplace and other real-world documents <i>Assessment Limits:</i> <ul style="list-style-type: none"> <li>• Job descriptions</li> <li>• Forms</li> <li>• Questionnaires</li> <li>• Instructional and technical manuals</li> <li>• Other workplace and real-world documents</li> </ul>	<b>SB:</b> 100-116, 132-142, 265-272, 280, 514-526, 538-547 <b>SAB:</b> 113-115, 201-207, 208-209, 210-211, 212-213, 214-215, 216-217 <b>TG:</b> 73-84, 95-99, 178-181, 339, 340-351, 358, 359-369
c. Select and read to gain information from personal interest materials, such as books, pamphlets, how-to manuals, magazines, web sites, and other online materials	<b>SB:</b> 100-116, 132-142, 265-272, 280, 514-526, 538-547 <b>SAB:</b> 113-115, 201-207, 208-209, 210-211, 212-213, 214-215, 216-217 <b>TG:</b> 73-84, 95-99, 178-181, 339, 340-351, 358, 359-369
<b>2. Analyze text features to facilitate and extend understanding of informational texts</b>	
a. Analyze print features that contribute to meaning <i>Assessment Limits:</i> <ul style="list-style-type: none"> <li>• All features of text formatting that contribute to meaning</li> </ul>	<b>SB:</b> 66-83, 84-99, 100-116, 117-131, 172-187, 188-203, 204-217, 218-233, 234-246, 247-255, 256-264, 265-272, 514-526 <b>SAB:</b> 38, 69-70, 79, 88 <b>TG:</b> 50, 51-61, 62-72, 73-84, 85-94, 95-99, 100-104, 105-113, 114, 115-193, 339, 340-351
b. Analyze graphic aids that contribute to meaning <i>Assessment Limits:</i> <ul style="list-style-type: none"> <li>• All features of graphic aids that contribute to meaning</li> </ul>	<b>SB:</b> 538-547, 550, 552, 555, 557 <b>SAB:</b> 18-20, 28-30, 38, 44, 193-200 <b>TG:</b> 358-373, 374-375, 376-377
c. Analyze informational aids that contribute to meaning <i>Assessment Limits:</i> <ul style="list-style-type: none"> <li>• All text features that enhance, elaborate, refine, or extend the information in the text</li> </ul>	<b>SB:</b> 66-83, 84-99, 100-116, 117-131, 172-187, 188-203, 204-217, 218-233, 234-246, 247-255, 256-264, 265-272, 514-526 <b>TG:</b> 50, 51-61, 62-72, 73-84, 85-94, 95-99, 100-104, 105-113, 114, 115-193, 339, 340-351

Standard	Reader's Handbook, Grade 8
<b>A. Comprehension of Informational Text (continued)</b>	
d. Analyze organizational aids that contribute to meaning <u>Assessment Limits:</u> <ul style="list-style-type: none"> <li>• <i>All organizational aids</i></li> </ul>	<b>SB:</b> 66-83, 84-99, 100-116, 117-131, 172-187, 188-203, 204-217, 218-233, 234-246, 247-255, 256-264, 265-272, 514-526 <b>SAB:</b> 18-20, 38, 69-70, 79, 97-98 <b>TG:</b> 50, 51-61, 62-72, 73-84, 85-94, 95-99, 100-104, 105-113, 114, 115-193, 339, 340-351
e. Analyze online features that contribute to meaning <u>Assessment Limits:</u> <ul style="list-style-type: none"> <li>• <i>All features characteristic of online text</i></li> </ul>	<b>SB:</b> 514-526, 527-535 <b>SAB:</b> 186-191 <b>TG:</b> 339, 340-351, 352-357
f. Analyze the relationship between the text features and the content of the text as a whole <u>Assessment Limits:</u> <ul style="list-style-type: none"> <li>• <i>Connections between text features and meaning</i></li> </ul>	<b>SB:</b> 66-83, 84-99, 100-116, 117-131, 172-187, 188-203, 204-217, 218-233, 234-246, 247-255, 256-264, 265-272, 514-526 <b>SAB:</b> 18-20, 38, 69-70, 79, 97-98 <b>TG:</b> 50, 51-61, 62-72, 73-84, 85-94, 95-99, 100-104, 105-113, 114, 115-193, 339, 340-351
<b>3. Apply knowledge of organizational patterns of informational text to facilitate understanding and analysis</b>	
a. Analyze the organizational patterns of texts <u>Assessment Limits:</u> <ul style="list-style-type: none"> <li>• <i>Common organizational patterns</i></li> <li>• <i>Transition or signal words and phrases that indicate the organizational pattern of the text or a portion of the text</i></li> <li>• <i>Connections between transition or signal words and the information in the text or a portion of the text</i></li> </ul>	<b>SB:</b> 56, 57, 58, 59, 60-61, 62, 63 <b>SAB:</b> 23, 33, 43, 50, 64, 75, 84, 94, 104, 190, 197, 205 <b>TG:</b> 40-49
b. Analyze the contribution of the organizational pattern <u>Assessment Limits:</u> <ul style="list-style-type: none"> <li>• <i>Connections between the organizational pattern and meaning</i></li> <li>• <i>Connections between the organizational pattern and the author's/text's purpose</i></li> <li>• <i>Appropriateness of the organizational pattern to supporting the ideas or information in the text</i></li> </ul>	<b>SB:</b> 56, 57, 58, 59, 60-61, 62, 63 <b>SAB:</b> 23, 33, 43, 50, 64, 75, 84, 94, 104, 190, 197, 205 <b>TG:</b> 40-49
c. Analyze shifts in organizational patterns <u>Assessment Limits:</u> <ul style="list-style-type: none"> <li>• <i>Portions of text that illustrate a shift in organizational pattern</i></li> <li>• <i>Connection between shifts in organization and purpose</i></li> </ul>	<b>SB:</b> 56, 57, 58, 59, 60-61, 62, 63 <b>SAB:</b> 25, 33, 45, 53, 67, 76, 87, 97, 107, 191 <b>TG:</b> 40-49
d. Use organizational pattern to locate specific information <u>Assessment Limits:</u> <ul style="list-style-type: none"> <li>• <i>Connections between the organizational pattern and supporting details of the text</i></li> </ul>	<b>SB:</b> 56, 57, 58, 59, 60-61, 62, 63 <b>SAB:</b> 25, 33, 45, 53, 67, 76, 87, 97, 107, 191 <b>TG:</b> 40-49

Standard	Reader's Handbook, Grade 8
<b>A. Comprehension of Informational Text (continued)</b>	
<b>4. Analyze important ideas and messages in informational texts</b>	
<p>a. Analyze the author's/text's purpose and intended audience</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> <li>• <i>Purpose of the author or the text or a portion of the text</i></li> <li>• <i>Connections between the text and the intended audience</i></li> </ul>	<p><b>SB:</b> 172-187, 188-203, 204-217, 218-233, 234-246, 247-255  <b>SAB:</b> 1  <b>TG:</b> 115-126, 127-137, 138-147, 148-158, 159-169, 170-173, 174-177</p>
<p>b. Analyze the author's argument, viewpoint, or perspective</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> <li>• <i>Texts or portions of texts in which the author's argument, viewpoint, or perspective is evident</i></li> </ul>	<p><b>SB:</b> 247-255  <b>SAB:</b> 64, 66, 106, 108-109, 112  <b>TG:</b> 170-173</p>
<p>c. State and support main ideas and messages</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> <li>• <i>The whole text or a portion of the text</i></li> </ul>	<p><b>SB:</b> 182, 240, 262, 284, 674  <b>SAB:</b> 16, 103, 108, 112  <b>TG:</b> 122, 162, 176, 190-191</p>
<p>d. Summarize or paraphrase</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> <li>• <i>The text or a portion of the text</i></li> </ul>	<p><b>SB:</b> 232, 358  <b>SAB:</b> 67  <b>TG:</b> 156, 157</p>
<p>e. Identify and explain information not related to the main idea</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> <li>• <i>Information in the text that is peripheral to the main idea</i></li> <li>• <i>Type of information or purpose of information in the text that does not relate directly to the main idea</i></li> </ul>	<p>The opportunity to address this objective is available on the following pages:  <b>SB:</b> 182, 240, 262, 284, 674  <b>TG:</b> 122, 162, 176, 190-191</p>
<p>f. Analyze relationships between and among ideas</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> <li>• <i>Relationships between and among ideas in one text or across multiple texts</i></li> <li>• <i>Relationships between and among ideas and prior knowledge within a text or across multiple texts</i></li> </ul>	<p><b>SB:</b> 192, 196, 213, 216, 275, 276, 644, 667, 681  <b>TG:</b> 130, 132, 145, 143, 183-184, 185</p>
<p>g. Synthesize ideas from text</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> <li>• <i>From one text or across multiple texts</i></li> </ul>	<p><b>SB:</b> 208, 660-661  <b>SAB:</b> 80  <b>TG:</b> 141</p>
<p>h. Explain the implications of the text or how someone might use the text</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> <li>• <i>Application of the text for personal use or content-specific use</i></li> <li>• <i>Issues and ideas within a text or across texts that may have implications for readers or contemporary society</i></li> </ul>	<p><b>SB:</b> 55, 223, 248, 251  <b>TG:</b> 170-173, 188</p>

Standard	Reader's Handbook, Grade 8
<b>A. Comprehension of Informational Text (continued)</b>	
i. Connect the text to prior knowledge or experience <u>Assessment Limits:</u> <ul style="list-style-type: none"> <li>• <i>Prior knowledge that clarifies, extends, or challenges the ideas in the text or a portion of the text</i></li> </ul>	<b>SB:</b> 218-233, 265-272 <b>SAB:</b> 24, 34, 43, 51, 65, 67, 75, 85, 95, 105, 190, 198, 205 <b>TG:</b> 148-158, 178-181
<b>5. Analyze purposeful use of language</b>	
a. Analyze specific word choice that contributes to the meaning and/or creates style <u>Assessment Limits:</u> <ul style="list-style-type: none"> <li>• <i>Significant words and phrases with a specific effect on meaning or style</i></li> <li>• <i>Figurative language</i></li> <li>• <i>Idioms and colloquialisms</i></li> <li>• <i>Connotations of grade-appropriate words</i></li> <li>• <i>Technical or content vocabulary</i></li> <li>• <i>Denotations of above-grade-level words in context</i></li> <li>• <i>Discernible styles, such as persuasive, informal, formal, etc.</i></li> </ul>	<b>SB:</b> 247-255, 279, 287 <b>TG:</b> 186-187, 191-192, 170-173
b. Analyze specific language choices to determine tone <u>Assessment Limits:</u> <ul style="list-style-type: none"> <li>• <i>Specific words or phrases that create tone</i></li> <li>• <i>Tone in the text or a portion of the text</i></li> </ul>	<b>SB:</b> 247-255, 279, 287 <b>TG:</b> 186-187, 191-192, 170-173
c. Analyze the appropriateness of tone <u>Assessment Limits:</u> <ul style="list-style-type: none"> <li>• <i>Connections between tone and the main idea of the text or a portion of the text</i></li> </ul>	The opportunity to address this objective is available on the following pages: <b>SB:</b> 247-255, 279, 287 <b>TG:</b> 186-187, 191-192, 170-173
d. Analyze repetition and variation of specific words and phrases that contribute to meaning <u>Assessment Limits:</u> <ul style="list-style-type: none"> <li>• <i>Repetition of words and phrases for emphasis</i></li> <li>• <i>Connections between repetition and meaning</i></li> <li>• <i>Variations of words and phrases for emphasis</i></li> </ul>	<b>SB:</b> 422-429, 460 <b>TG:</b> 276-280, 301-302
<b>6. Read critically to evaluate informational text</b>	
a. Analyze the extent to which the text or texts fulfill the reading purpose <u>Assessment Limits:</u> <ul style="list-style-type: none"> <li>• <i>Connections between the content of the text and the purpose for reading</i></li> </ul>	<b>SB:</b> 172-187, 188-203, 204-217, 218-233, 234-246, 247-255 <b>SAB:</b> 24, 34, 44, 51, 65, 76, 95, 105, 190, 199 <b>TG:</b> 115-126, 127-137, 138-147, 148-158, 159-169, 170-173, 174-177

Standard	Reader's Handbook, Grade 8
<b>A. Comprehension of Informational Text (continued)</b>	
<p>b. Analyze the extent to which the structure and features of the text clarify the purpose and the information</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> <li>• <i>Connections between effectiveness of format and text features in clarifying the main idea and/or purpose of the text</i></li> <li>• <i>Connections between effectiveness of organizational pattern and clarity of the main idea and/or purpose of the text</i></li> </ul>	<p><b>SB:</b> 56-63, 192, 196, 213, 216, 275, 276, 644, 667, 681  <b>SAB:</b> 188, 192  <b>TG:</b> 40-49, 130, 132, 145, 143, 183-184, 185</p>
<p>c. Analyze the text and its information for reliability</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> <li>• <i>Connections between the credentials of the author and the information in the text</i></li> <li>• <i>Factual basis of the information in the text</i></li> <li>• <i>Currency of the information in the text</i></li> <li>• <i>Verification of information across multiple sources</i></li> <li>• <i>Contribution of the text as a source of information on a given or particular topic</i></li> </ul>	<p><b>SB:</b> 218-233, 234-246, 247-255  <b>TG:</b> 148-158, 159-169, 170-173</p>
<p>d. Analyze the author's argument or position for clarity and/or bias</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> <li>• <i>Connections between the main idea and the reader's understanding</i></li> <li>• <i>Evidence of bias in the author's argument, or treatment of opposing views</i></li> <li>• <i>Contribution of the text as a fair representation of the topic</i></li> </ul>	<p><b>SB:</b> 247-255  <b>TG:</b> 170-173</p>
<p>e. Analyze additional information that would clarify or strengthen the author's argument or viewpoint</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> <li>• <i>Information that would enhance or clarify the reader's understanding of the main idea of the text or a portion of the text</i></li> <li>• <i>Connections between the main idea and information not included in the text</i></li> </ul>	<p>The opportunity to address this objective is available on the following pages:  <b>SB:</b> 172-187, 188-203, 204-217, 218-233, 234-246, 247-255  <b>TG:</b> 115-126, 127-137, 138-147, 148-158, 159-169, 170-173, 174-177</p>
<p>f. Analyze the effectiveness of persuasive techniques to sway the reader to a particular point of view</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> <li>• <i>Elements, such as rhetorical questions, repetition, and hyperbole, etc.</i></li> </ul>	<p><b>SB:</b> 247-255  <b>TG:</b> 170-173</p>

Standard	Reader's Handbook, Grade 8
<b>A. Comprehension of Informational Text (continued)</b>	
g. Analyze the effect of elements of style on meaning <i>Assessment Limits:</i> <ul style="list-style-type: none"> <li>• <i>Formal versus informal language and its effect on meaning</i></li> <li>• <i>Varied sentence structure and its effect on meaning</i></li> <li>• <i>Sentences versus non-sentences and their effect on meaning</i></li> <li>• <i>Contribution of style to meaning</i></li> </ul>	<b>SB:</b> 247-255 <b>TG:</b> 170-173

**L E A R N I N G   S T A N D A R D   3 . 0**

**Comprehension of Literary Text: Students will read, comprehend, interpret, analyze, and evaluate literary texts.**

Standard	Reader's Handbook, Grade 8
<b>A. Comprehension of Literary Text</b>	
<b>1. Refine comprehension skills by reading and analyzing a variety of self-selected and assigned literary texts</b>	
a. Listen to critically, read, and discuss a variety of literary texts representing diverse cultures, perspectives, ethnicities, and time periods	<b>SB:</b> 294-314, 315-339, 408-421, 472-488 <b>SAB:</b> 13-14, 118-122, 131-133, 140, 142, 144, 147, 152, 155-156, 162, 169-173, 183 <b>TG:</b> 194, 195-206, 207-219, 264, 265-275, 309-320
b. Listen to critically, read, and discuss a variety of literary forms and genres	<b>SB:</b> 294-314, 315-339, 408-421, 472-488 <b>SAB:</b> 13-14, 118-122, 131-133, 140, 142, 144, 147, 152, 155-156, 162, 169-173, 183 <b>TG:</b> 194, 195-206, 207-219, 264, 265-275, 309-320
<b>2. Analyze and evaluate text features to facilitate and extend understanding of literary texts</b>	
a. Analyze text features that contribute to meaning <i>Assessment Limits:</i> <ul style="list-style-type: none"> <li>• <i>All organizational, graphic, and informational aids that contribute to meaning</i></li> </ul>	<b>SB:</b> 160, 188-203, 204-217, 315-339, 557 <b>SAB:</b> 125, 129, 135, 155, 176 <b>TG:</b> 127-137, 138-147, 207-219, 374, 375
<b>3. Analyze and evaluate elements of narrative texts to facilitate understanding and interpretation</b>	
a. Distinguish among types of narrative texts <i>Assessment Limits:</i> <ul style="list-style-type: none"> <li>• <i>Fiction and nonfiction, such as short stories; realistic, science, and historical fiction; folklore, fantasy; essays; memoirs; biographies; autobiographies; personal narratives; journals</i></li> <li>• <i>Plays</i></li> <li>• <i>Lyric and narrative poetry</i></li> </ul>	<b>SB:</b> 294-314, 315-339, 408-421, 472-488 <b>SAB:</b> 118-122, 131-133, 140, 142, 144, 147, 152, 155-156, 162, 164, 166, 169-173 <b>TG:</b> 194, 195-206, 207-219, 264, 265-275, 309-320

Standard	Reader's Handbook, Grade 8
<b>A. Comprehension of Literary Text (continued)</b>	
<p>b. Analyze the conflict and its role in advancing the plot</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> <li>• <i>Narrative text with exposition, rising action, climax, and resolution</i></li> <li>• <i>Conflicts between or within characters or between characters and external forces</i></li> <li>• <i>Connections between the resolution of the conflict and the development of the plot</i></li> <li>• <i>Subplots</i></li> </ul>	<p><b>SB:</b> 294-314, 315-339, 368-375, 400-401  <b>SAB:</b> 125, 145, 146-147, 176  <b>TG:</b> 194, 195-206, 207-219, 237-241, 259-260</p>
<p>c. Analyze details that provide information about the setting, the mood created by the setting, and the role the setting plays in the text</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> <li>• <i>Immediate time and place of the action as well as its larger context</i></li> <li>• <i>Connections among the characters, the setting, and the mood</i></li> <li>• <i>Connections between setting and theme</i></li> </ul>	<p><b>SB:</b> 294-314, 315-339, 351-359, 402  <b>SAB:</b> 142-143, 145, 152-153, 169, 182  <b>TG:</b> 194, 195-200, 207-219, 227-231, 260</p>
<p>d. Analyze characterization</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> <li>• <i>Characters' traits</i></li> <li>• <i>Characters' motivations</i></li> <li>• <i>Characters' personal growth and development</i></li> </ul>	<p><b>SB:</b> 294-314, 315-339, 351-359, 392  <b>SAB:</b> 136, 138, 141, 145, 180  <b>TG:</b> 194, 195-200, 207-219, 220-226, 254-255</p>
<p>e. Analyze relationships between and among characters, setting, and events</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> <li>• <i>Connections between and among characters</i></li> <li>• <i>Connections between and among situations</i></li> <li>• <i>Cause/effect relationships between characters' actions and the results of those actions</i></li> <li>• <i>Cause/effect relationships between and among situations and events</i></li> </ul>	<p><b>SB:</b> 294-314, 315-339, 351-359, 368-375, 392, 400-401, 402  <b>SAB:</b> 123, 130  <b>TG:</b> 194, 195-206, 207-219, 220-226, 227-231, 237-241, 254-255, 259-260</p>
<p>f. Analyze the actions of the characters that serve to advance the plot</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> <li>• <i>Connections between the actions of the characters and the outcome of the plot</i></li> </ul>	<p><b>SB:</b> 294-314, 315-339, 368-375, 400-401  <b>SAB:</b> 147  <b>TG:</b> 194, 195-206, 207-219, 237-241, 259-260</p>

Standard	Reader's Handbook, Grade 8
<b>A. Comprehension of Literary Text (continued)</b>	
i. Analyze the point of view and its effect on meaning <u>Assessment Limits:</u> <ul style="list-style-type: none"> <li>• <i>Connections between point of view and meaning</i></li> </ul>	<b>SB:</b> 313, 323, 398-399 <b>TG:</b> 195-206, 207-219, 258-259
j. Analyze the interactions among narrative elements and their contribution to meaning <u>Assessment Limits:</u> <ul style="list-style-type: none"> <li>• <i>Connections among all narrative elements that create meaning</i></li> </ul>	<b>SB:</b> 340-350, 351-359, 360-367, 368-375, 376-382, 389-405 <b>TG:</b> 220-226, 227-231, 232-236, 237-241, 242-246, 252-263
<b>4. Analyze and evaluate elements of poetry to facilitate understanding and interpretation</b>	
a. Use structural features to distinguish among types of poetry <u>Assessment Limits:</u> <ul style="list-style-type: none"> <li>• <i>Types of categories and types of poems, such as ballad, narrative, lyric, elegy, etc.</i></li> </ul>	<b>SB:</b> 408, 409-421, 439-445, 451, 454, 465 <b>SAB:</b> 155-156, 162, 164 <b>TG:</b> 264, 265-275, 286-290, 295, 297, 299-300
b. Analyze language and structural features to determine meaning <u>Assessment Limits:</u> <ul style="list-style-type: none"> <li>• <i>Specific meaning of words, lines, and/or stanzas</i></li> <li>• <i>Contribution of structural features, such as line length and stanza divisions, to meaning</i></li> </ul>	<b>SB:</b> 408, 409-421, 422-429, 430-438, 459, 467 <b>SAB:</b> 158, 159, 161, 162-163, 165, 166-167 <b>TG:</b> 264, 265-275, 276-280, 281-285, 305-306
c. Analyze sound elements of poetry that contribute to meaning <u>Assessment Limits:</u> <ul style="list-style-type: none"> <li>• <i>Rhyme, rhyme scheme</i></li> <li>• <i>Rhythm</i></li> <li>• <i>Alliteration, assonance, consonance</i></li> <li>• <i>Connections between sound elements and meaning</i></li> </ul>	<b>SB:</b> 408, 409-421, 439-445, 447, 458, 460, 461, 462, 463 <b>SAB:</b> 156, 159, 163, 167 <b>TG:</b> 264, 265-275, 286-290, 292, 300, 301-302, 303, 304
d. Analyze other poetic elements, such as setting, mood, tone, etc. that contribute to meaning	<b>SB:</b> 408, 409-421, 430-438 <b>SAB:</b> 156 <b>TG:</b> 264, 265-275, 281-285, 298-299, 307
<b>5. Analyze and evaluate elements of drama to facilitate understanding and interpretation</b>	
a. Use structural features to distinguish among types of dramas <u>Assessment Limits:</u> <ul style="list-style-type: none"> <li>• <i>Cast, stage directions</i></li> <li>• <i>Acts, scenes, prologues</i></li> <li>• <i>Production notes</i></li> </ul>	<b>SB:</b> 472-488, 503, 510 <b>SAB:</b> 169-173, 183 <b>TG:</b> 308, 309-320, 332, 337
b. Analyze structural features of drama that contribute to meaning <u>Assessment Limits:</u> <ul style="list-style-type: none"> <li>• <i>Specific actions and events that occur in one or more scenes</i></li> <li>• <i>Interrelationships of scenes and acts in advancing the plot</i></li> </ul>	<b>SB:</b> 472-488, 503, 507 <b>SAB:</b> 176 <b>TG:</b> 308, 309-320, 332, 335

Standard	Reader's Handbook, Grade 8
<b>A. Comprehension of Literary Text (continued)</b>	
<p>a. Analyze main ideas and universal themes</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> <li>• <i>Literal versus interpretive meanings of a text or a portion of text</i></li> <li>• <i>Experiences, emotions, issues, and ideas in a text that give rise to universal themes</i></li> </ul>	<p><b>SB:</b> 48, 50-54, 60-61, 179, 284-285, 347-348, 368, 376-382, 408, 489-494, 511</p> <p><b>SAB:</b> 149-151, 165, 176-177, 179-181, 184</p> <p><b>TG:</b> 40-49, 242-246, 321-326</p>
<p>b. Analyze similar themes across multiple texts</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> <li>• <i>Experiences, emotions, issues, and ideas across texts that give rise to universal themes</i></li> </ul>	<p><b>SB:</b> 347-348, 368, 376-382, 408</p> <p><b>TG:</b> 242-246, 321-326</p>
<p>c. Summarize or paraphrase</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> <li>• <i>The text or a portion of the text</i></li> </ul>	<p><b>SB:</b> 186, 217, 420, 437-438, 476, 526, 540, 541, 544, 650-651, 658-659, 680</p> <p><b>SAB:</b> 161, 175</p> <p><b>TG:</b> 55, 156, 157, 158, 198, 241, 244, 273, 310, 312, 313, 314, 345, 362, 363, 369, 434, 438</p>
<p>d. Reflect on and explain personal connections to the text</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> <li>• <i>Connections between personal experiences and the theme or main ideas</i></li> </ul>	<p><b>SB:</b> 35, 78, 96, 113, 128, 183, 200, 214, 230, 243, 310, 335, 418, 485, 523, 544, 576</p> <p><b>SAB:</b> 125, 127, 136, 160, 176</p> <p><b>TG:</b> 36, 58, 69, 123, 134, 144, 155, 165, 202, 216, 317, 347, 365, 385</p>
<p>e. Explain the implications of the text for the reader and/or society</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> <li>• <i>Ideas and issues of a text that may have implications for the reader</i></li> </ul>	<p><b>SB:</b> 188-203, 204-217</p> <p><b>TG:</b> 127-137, 138-147</p>
<b>7. Analyze and evaluate the author's purposeful use of language</b>	
<p>a. Analyze and evaluate how specific language choices contribute to meaning and create style</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> <li>• <i>Significant words and phrases with a specific effect on meaning</i></li> <li>• <i>Denotations of above-grade-level words used in context</i></li> <li>• <i>Connotations of grade-appropriate words and phrases in context</i></li> <li>• <i>Patterns of words and phrases that create a specific style, such as humorous, serious, mysterious, etc.</i></li> <li>• <i>Contributions of dialect to character and plot</i></li> <li>• <i>Idioms and colloquialisms</i></li> </ul>	<p><b>SB:</b> 360-367, 394, 422-429, 495-501, 615-620</p> <p><b>SAB:</b> 162-163, 165</p> <p><b>TG:</b> 232-236, 255-256, 276-280, 326-330, 414-428</p>
<p>b. Analyze and evaluate language choices that create tone</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> <li>• <i>Specific words and phrases that create tone</i></li> <li>• <i>Tone in the text or portion of the text</i></li> </ul>	<p><b>SB:</b> 422-429, 468-469</p> <p><b>TG:</b> 276-280</p>

Standard	Reader's Handbook, Grade 8
<b>A. Comprehension of Literary Text (continued)</b>	
<p>e. Analyze imagery that contributes to meaning and/or creates style</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> <li>• <i>Specific words and phrases that create sensory images</i></li> <li>• <i>Connections among sensory language, images, and meaning</i></li> <li>• <i>Connections among sensory language, among meaning, and style</i></li> <li>• <i>Symbolism, irony, and allusions</i></li> </ul>	<p><b>SB:</b> 430-438, 449, 460  <b>SAB:</b> 163, 165  <b>TG:</b> 281-285, 293-294, 301-302</p>
<p>f. Analyze elements of style and their contribution to meaning</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> <li>• <i>Common elements of style, such as repetition, hyperbole and understatement, and rhetorical questions</i></li> <li>• <i>Connections between elements of style and meaning</i></li> </ul>	<p><b>SB:</b> 408-421, 422-429, 449  <b>TG:</b> 265-275, 276-280, 293-294</p>
<b>8. Read critically to evaluate literary texts</b>	
<p>a. Analyze and evaluate the plausibility of the plot and the credibility of the characters</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> <li>• <i>Connections among the events in the plot, the actions of the characters, and the plausibility of the conflict and/or outcome</i></li> <li>• <i>Plausibility of characterization</i></li> </ul>	<p><b>SB:</b> 294-314, 315-339, 368-375, 400-401  <b>TG:</b> 194, 195-206, 207-219, 237-241, 259-260</p>
<p>b. Analyze and evaluate the extent to which the text contains ambiguities, subtleties, or contradictions</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> <li>• <i>Questions and predictions about events, situations, and conflicts that might occur if the text were continued</i></li> <li>• <i>Questions about characters and/or situations not fully developed in the text</i></li> </ul>	<p>The opportunity to address this objective is available on the following pages:  <b>SB:</b> 294-314, 315-339, 368-375, 400-401  <b>TG:</b> 194, 195-206, 207-219, 237-241, 259-260</p>
<p>c. Analyze and evaluate the relationship between a literary text and its historical, social, and/or political context</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> <li>• <i>Connections between the text and its historical setting</i></li> <li>• <i>Connections between the text and its social context</i></li> <li>• <i>Connections between literary text and its political context</i></li> <li>• <i>Effect of historical setting, social, and/or political context on meaning</i></li> </ul>	<p><b>SB:</b> 188, 203, 204-217  <b>TG:</b> 127-137, 138-147</p>

Standard	Reader's Handbook, Grade 8
<b>A. Comprehension of Literary Text (continued)</b>	
d. Analyze the relationship between the structure and the purpose of the text <i>Assessment Limits:</i> <ul style="list-style-type: none"> <li>In the text or a portion of the text</li> </ul>	<b>SB:</b> 294-314, 315-339, 368-375, 400-401 <b>TG:</b> 194, 195-206, 207-219, 237-241, 259-260

## L E A R N I N G S T A N D A R D 4 . 0

**Writing: Students will compose in a variety of modes by developing content, employing specific forms, and selecting language appropriate for a particular audience and purpose.**

Standard	Reader's Handbook, Grade 8
<b>A. Writing</b>	
<b>1. Compose texts using the prewriting and drafting strategies of effective writers and speakers</b>	
a. Use a variety of self-selected prewriting strategies to generate, select, narrow, and develop ideas <ul style="list-style-type: none"> <li>Evaluate topics for personal relevance, scope, and feasibility</li> <li>Begin a coherent plan for developing ideas</li> <li>Explore and evaluate relevant sources of information</li> </ul>	The opportunity to address this objective is available on the following pages: <b>SB:</b> 28-29, 82, 99, 116, 130, 141, 142, 186, 203, 217, 233, 246, 314, 338, 339, 379, 420 <b>SAB:</b> 25, 33, 209 <b>TG:</b> 72, 84, 94, 137, 174, 157, 158, 168, 169, 218, 219, 320, 351, 388
b. Select, organize, and develop ideas appropriate to topic, audience, and purpose <ul style="list-style-type: none"> <li>Organize information logically</li> <li>Use techniques, such as graphic organizers and signal words to complete and clarify organizational structures</li> <li>Verify the effectiveness of paragraph development by modifying topic, support, and concluding sentences as necessary</li> </ul>	The opportunity to address this objective is available on the following pages: <b>SB:</b> 28-29, 82, 99, 116, 130, 141, 142, 186, 203, 217, 233, 246, 314, 338, 339, 379, 420 <b>SAB:</b> 25, 33, 209 <b>TG:</b> 72, 84, 94, 137, 174, 157, 158, 168, 169, 218, 219, 320, 351, 388
<b>2. Compose oral, written, and visual presentations that express personal ideas, inform, and persuade</b>	
a. Compose to express personal ideas by experimenting with a variety of forms and techniques suited to topic, audience, and purpose in order to develop a personal style, a distinctive voice, and a deliberate tone	The opportunity to address this objective is available on the following pages: <b>SB:</b> 28-29, 82, 99, 116, 130, 141, 142, 186, 203, 217, 233, 246, 314, 338, 339, 379, 420 <b>SAB:</b> 67, 106, 126, 127, 181, 198, <b>TG:</b> 72, 84, 94, 137, 174, 157, 158, 168, 169, 218, 219, 320, 351, 388
b. Describe in prose and/or poetic forms to clarify, extend, or elaborate on ideas by using evocative language and appropriate organizational structure to create a dominant impression	The opportunity to address this objective is available on the following pages: <b>SB:</b> 28-29, 82, 99, 116, 130, 141, 142, 186, 203, 217, 233, 246, 314, 338, 339, 379, 420 <b>SAB:</b> 25, 33, 209 <b>TG:</b> 72, 84, 94, 137, 174, 157, 158, 168, 169, 218, 219, 320, 351, 388

Standard	Reader's Handbook, Grade 8
<b>A. Writing (continued)</b>	
<p>c. Compose to inform using relevant support and appropriate organizational structures while maintaining an objective perspective</p>	<p>The opportunity to address this objective is available on the following pages:  <b>SB:</b> 28-29, 82, 99, 116, 130, 141, 142, 186, 203, 217, 233, 246, 314, 338, 339, 379, 420  <b>SAB:</b> 25, 33, 209  <b>TG:</b> 72, 84, 94, 137, 174, 157, 158, 168, 169, 218, 219, 320, 351, 388</p>
<p>d. Compose to persuade by supporting, modifying, or refuting a position, using effective rhetorical strategies</p> <ul style="list-style-type: none"> <li>• Write an assertion and use evidence that appeals to audience emotion, reasoning, or trust</li> <li>• Organize ideas to construct a logical progression</li> <li>• Use diction and syntax that is sincere, honest, and trustworthy</li> <li>• Use connotation, repetition, and figurative language to control audience emotion and reaction</li> <li>• Use authoritative citations when effective and document appropriately</li> </ul>	<p>The opportunity to address this objective is available on the following pages:  <b>SB:</b> 247-255, 274, 279  <b>TG:</b> 170-173, 183, 186-187</p>
<p>e. Use writing-to-learn strategies, such as reflective journals, metacognitive writings, and projections based on reflections to analyze and synthesize thinking and learning</p>	<p><b>SB:</b> 51, 75, 76, 80-81, 94, 95, 98, 108, 109, 110, 116, 130, 140, 178, 180, 203, 209, 212, 232, 233, 277, 331, 358, 378, 481, 482, 520, 521, 526, 547. 646, 647, 648-649, 660, 661, 662-663, 669, 673, 675, 677, 679, 680  <b>SAB:</b> 106, 126, 127, 134, 165  <b>TG:</b> 54, 65, 66, 70, 76, 77, 78, 79, 92, 97, 130, 131, 137, 141, 142, 147, 152, 164, 206, 217, 222, 238, 248, 315, 320, 351, 363, 369, 429-441, 442-478</p>
<p>f. Manage time and process when writing for a given purpose</p>	<p><b>SB:</b> 564-579, 580-583, 588-592  <b>TG:</b> 378, 379-388, 389-393</p>
<b>3. Compose texts using the revising and editing strategies of effective writers and speakers</b>	
<p>a. Revise texts for clarity, completeness, and effectiveness</p> <ul style="list-style-type: none"> <li>• Eliminate redundant and irrelevant words and ideas</li> <li>• Clarify meaning through the placement of antecedents, modifiers, connectors, and transitional devices</li> <li>• Clarify the relationships among ideas through coordination and subordination that are purposeful, logical, succinct, and parallel</li> <li>• Clarify meaning and purpose by using active voice and consistent person, number, tense, and mood</li> <li>• Vary sentence types and lengths to clarify and extend meaning, to demonstrate style, and to sustain audience interest</li> </ul>	<p>The opportunity to address this objective is available on the following pages:  <b>SB:</b> 28-29, 82, 99, 116, 130, 141, 142, 186, 203, 217, 233, 246, 314, 338, 339, 379, 420  <b>TG:</b> 72, 84, 94, 137, 174, 157, 158, 168, 169, 218, 219, 320, 351, 388</p>

Standard	Reader's Handbook, Grade 8
<b>A. Writing (continued)</b>	
<p>b. Use suitable traditional and electronic resources to refine presentations and edit texts for effective and appropriate use of language and conventions, such as capitalization, punctuation, spelling, and pronunciation</p> <ul style="list-style-type: none"> <li>• Self edit</li> <li>• Peer edit</li> <li>• Dictionary</li> <li>• Thesaurus</li> <li>• Spell checker</li> <li>• Language handbook</li> <li>• Grammar checker</li> <li>• Style book</li> </ul>	<p>The opportunity to address this objective is available on the following pages:  <b>SB:</b> 28-29, 82, 99, 116, 130, 141, 142, 186, 203, 217, 233, 246, 314, 338, 339, 379, 420  <b>SAB:</b> 209, 222, 223  <b>TG:</b> 72, 84, 94, 137, 174, 157, 158, 168, 169, 218, 219, 320, 351, 388</p>
<p>c. Prepare the final product for presentation to an audience</p>	<p>The opportunity to address this objective is available on the following pages:  <b>SB:</b> 28-29, 82, 99, 116, 130, 141, 142, 186, 203, 217, 233, 246, 314, 338, 339, 379, 420  <b>TG:</b> 72, 84, 94, 137, 174, 157, 158, 168, 169, 218, 219, 320, 351, 388</p>
<b>4. Identify how language choices in writing and speaking affect thoughts and feelings</b>	
<p>a. Choose a level of language, formal to informal, appropriate for a specific audience, situation, or purpose</p>	<p>The opportunity to address this objective is available on the following pages:  <b>SB:</b> 28-29, 82, 99, 116, 130, 141, 142, 186, 203, 217, 233, 246, 314, 338, 339, 379, 420  <b>TG:</b> 72, 84, 94, 137, 174, 157, 158, 168, 169, 218, 219, 320, 351, 388</p>
<p>b. Differentiate connotative from denotative meanings of words to make precise word choices</p>	<p><b>SB:</b> 279, 425-426, 433-434  <b>TG:</b> 186-187, 281-285</p>
<p>c. Consider how readers or listeners might respond differently to the same words</p>	<p>The opportunity to address this objective is available on the following pages:  <b>SB:</b> 279, 425-426, 433-434  <b>TG:</b> 186-187, 281-285</p>
<b>5. Assess the effectiveness of choice of details, organizational pattern, word choice, syntax, use of figurative language, and rhetorical devices in the student's own composing</b>	
<p>a. Assess the effectiveness of diction that reveals his or her purpose</p> <ul style="list-style-type: none"> <li>• Language appropriate for a particular audience</li> <li>• Language suitable for a given purpose</li> <li>• Words/phrases/ sentences that extend meaning in a given context</li> </ul>	<p>The opportunity to address this objective is available on the following pages:  <b>SB:</b> 28-29, 82, 99, 116, 130, 141, 142, 186, 203, 217, 233, 246, 314, 338, 339, 379, 420  <b>TG:</b> 72, 84, 94, 137, 174, 157, 158, 168, 169, 218, 219, 320, 351, 388</p>
<p>b. Explain how the specific language and expression used by the writer or speaker affects reader/listener response</p>	<p>The opportunity to address this objective is available on the following pages:  <b>SB:</b> 28-29, 82, 99, 116, 130, 141, 142, 186, 203, 217, 233, 246, 314, 338, 339, 379, 420  <b>TG:</b> 72, 84, 94, 137, 174, 157, 158, 168, 169, 218, 219, 320, 351, 388</p>

Standard	Reader's Handbook, Grade 8
<b>A. Writing (continued)</b>	
c. Evaluate the use of transitions and their effectiveness in a text	The opportunity to address this objective is available on the following pages: <b>SB:</b> 28-29, 82, 99, 116, 130, 141, 142, 186, 203, 217, 233, 246, 314, 338, 339, 379, 420 <b>TG:</b> 72, 84, 94, 137, 174, 157, 158, 168, 169, 218, 219, 320, 351, 388
<b>6. Evaluate textual changes in a work and explain how these changes alter tone, clarify meaning, address a particular audience, or fulfill a purpose</b>	
a. Alter the tone of one's own writing by revising its diction for a specific purpose and/or audience	The opportunity to address this objective is available on the following pages: <b>SB:</b> 247-255, 274, 279 <b>TG:</b> 170-173, 183, 186-187
b. Justify revisions in syntax and diction from a previous draft of his or her same text by explaining how the change affects meaning	The opportunity to address this objective is available on the following pages: <b>SB:</b> 28-29, 82, 99, 116, 130, 141, 142, 186, 203, 217, 233, 246, 314, 338, 339, 379, 420 <b>TG:</b> 72, 84, 94, 137, 174, 157, 158, 168, 169, 218, 219, 320, 351, 388
<b>7. Locate, retrieve, and use information from various sources to accomplish a purpose</b>	
a. Identify, evaluate, and use appropriate sources of information on a self-selected and/or given topic	<b>SB:</b> 514-526, 527-535 <b>TG:</b> 83, 340-351, 352-357
b. Use various information retrieval sources (traditional and/or electronic) to obtain information on a self-selected and/or given topic	<b>SB:</b> 514-526, 527-535 <b>TG:</b> 83, 340-351, 352-357
c. Use a systematic process for recording, documenting, and organizing this information <ul style="list-style-type: none"> <li>• Appropriate strategies for taking notes</li> <li>• Appropriate strategies for organizing source information or notes</li> <li>• Information to include or exclude when using a note taking method</li> <li>• Advantages, disadvantages, or limitations of a given strategy or procedure for recording or organizing information</li> <li>• Advantages, disadvantages, or limitations of sources of information, such as bias, accuracy, availability, variety, currency</li> <li>• Use a recognized format for documentation, such as MLA</li> </ul>	The opportunity to address this objective is available on the following pages: <b>SB:</b> 247-255, 274, 287, 514-526, 527-535 <b>SAB:</b> 25, 33, 192 <b>TG:</b> 83, 170-173, 183, 191-192, 340-351, 352-357
d. Synthesize information from two or more sources to fulfill a self-selected or given purpose	The opportunity to address this objective is available on the following pages: <b>SB:</b> 247-255, 274, 287, 514-526, 527-535 <b>SAB:</b> 25, 33, 192 <b>TG:</b> 83, 170-173, 183, 191-192, 340-351, 352-357

<b>Standard</b>	<b>Reader's Handbook, Grade 8</b>
<b>A. Writing (continued)</b>	
e. Use a recognized format to credit sources when paraphrasing, summarizing, and quoting to avoid plagiarism	The opportunity to address this objective is available on the following pages: <b>SB:</b> 247-255, 274, 287, 514-526, 527-535 <b>SAB:</b> 25, 33, 192 <b>TG:</b> 83, 170-173, 183, 191-192, 340-351, 352-357

## L E A R N I N G   S T A N D A R D   5 . 0

**Controlling Language: Students will control language by applying the conventions of standard English in speaking and writing.**

<b>Standard</b>	<b>Reader's Handbook, Grade 8</b>
<b>A. Grammar</b>	
<b>1. Recognize elements of grammar in personal and academic reading</b>	The opportunity to address this objective is available on the following pages: <b>SB:</b> 28-29, 82, 99, 116, 130, 141, 142, 186, 203, 217, 233, 246, 314, 338, 339, 379, 420 <b>TG:</b> 72, 84, 94, 137, 174, 157, 158, 168, 169, 218, 219, 320, 351, 388
<b>2. Apply knowledge of grammar concepts and skills to control oral and written language**</b>	
a. Consider the meaning, position, form, and function of words when identifying and using all grammatical concepts	The opportunity to address this objective is available on the following pages: <b>SB:</b> 28-29, 82, 99, 116, 130, 141, 142, 186, 203, 217, 233, 246, 314, 338, 339, 379, 420 <b>TG:</b> 72, 84, 94, 137, 174, 157, 158, 168, 169, 218, 219, 320, 351, 388
b. Combine and expand sentences by incorporating subjects, predicates, and modifiers and by logically coordinating, subordinating, and sequencing ideas	The opportunity to address this objective is available on the following pages: <b>SB:</b> 28-29, 82, 99, 116, 130, 141, 142, 186, 203, 217, 233, 246, 314, 338, 339, 379, 420 <b>TG:</b> 72, 84, 94, 137, 174, 157, 158, 168, 169, 218, 219, 320, 351, 388
c. Differentiate grammatically complete sentences from non-sentences	The opportunity to address this objective is available on the following pages: <b>SB:</b> 28-29, 82, 99, 116, 130, 141, 142, 186, 203, 217, 233, 246, 314, 338, 339, 379, 420 <b>TG:</b> 72, 84, 94, 137, 174, 157, 158, 168, 169, 218, 219, 320, 351, 388
d. Compose simple, compound, complex, and compound-complex sentences using independent, dependent, restrictive, and nonrestrictive clauses; transitions; conjunctions; and appropriate punctuation to connect ideas	The opportunity to address this objective is available on the following pages: <b>SB:</b> 28-29, 82, 99, 116, 130, 141, 142, 186, 203, 217, 233, 246, 314, 338, 339, 379, 420 <b>SAB:</b> 22, 67, 96, 127, 181, 192, 209 <b>TG:</b> 72, 84, 94, 137, 174, 157, 158, 168, 169, 218, 219, 320, 351, 388
<b>B. Usage</b>	
<b>1. Recognize examples of conventional usage in personal and academic reading</b>	The opportunity to address this objective is available on the following pages: <b>SB:</b> 28-29, 82, 99, 116, 130, 141, 142, 186, 203, 217, 233, 246, 314, 338, 339, 379, 420 <b>TG:</b> 72, 84, 94, 137, 174, 157, 158, 168, 169, 218, 219, 320, 351, 388

Standard	Reader's Handbook, Grade 8
<b>A. Grammar (continued)</b>	
<b>2. Comprehend and apply standard English usage in oral and written language**</b>	
a. Apply appropriate English usage, involving subject/verb agreement	The opportunity to address this objective is available on the following pages: <b>SB:</b> 28-29, 82, 99, 116, 130, 141, 142, 186, 203, 217, 233, 246, 314, 338, 339, 379, 420 <b>TG:</b> 72, 84, 94, 137, 174, 157, 158, 168, 169, 218, 219, 320, 351, 388
b. Apply consistent and appropriate use of the person, number, and case of pronouns; pronoun/antecedent agreement; special pronoun problems, such as who – whom, and incomplete constructions; active and passive voice; and verbal and verbal phrases	The opportunity to address this objective is available on the following pages: <b>SB:</b> 28-29, 82, 99, 116, 130, 141, 142, 186, 203, 217, 233, 246, 314, 338, 339, 379, 420 <b>TG:</b> 72, 84, 94, 137, 174, 157, 158, 168, 169, 218, 219, 320, 351, 388
c. Recognize and correct common usage errors, such as misplaced and dangling modifiers; incorrect use of verbs; double negatives; and commonly confused words, such as <i>accept - except</i>	The opportunity to address this objective is available on the following pages: <b>SB:</b> 28-29, 82, 99, 116, 130, 141, 142, 186, 203, 217, 233, 246, 314, 338, 339, 379, 420 <b>TG:</b> 72, 84, 94, 137, 174, 157, 158, 168, 169, 218, 219, 320, 351, 388
d. Use available resources to correct or confirm editorial choices	The opportunity to address this objective is available on the following pages: <b>SB:</b> 28-29, 82, 99, 116, 130, 141, 142, 186, 203, 217, 233, 246, 314, 338, 339, 379, 420 <b>TG:</b> 72, 84, 94, 137, 174, 157, 158, 168, 169, 218, 219, 320, 351, 388
e. Explain editorial choices	The opportunity to address this objective is available on the following pages: <b>SB:</b> 28-29, 82, 99, 116, 130, 141, 142, 186, 203, 217, 233, 246, 314, 338, 339, 379, 420 <b>TG:</b> 72, 84, 94, 137, 174, 157, 158, 168, 169, 218, 219, 320, 351, 388
<b>C. Mechanics</b>	
<b>1. Explain and justify the purpose of mechanics to make and clarify meaning in academic and personal reading and writing</b>	The opportunity to address this objective is available on the following pages: <b>SB:</b> 28-29, 82, 99, 116, 130, 141, 142, 186, 203, 217, 233, 246, 314, 338, 339, 379, 420 <b>TG:</b> 72, 84, 94, 137, 174, 157, 158, 168, 169, 218, 219, 320, 351, 388
<b>2. Apply standard English punctuation and capitalization in written language**</b>	
a. Punctuate at the word level <ul style="list-style-type: none"> <li>• Hyphen</li> <li>• Slash</li> </ul>	The opportunity to address this objective is available on the following pages: <b>SB:</b> 28-29, 82, 99, 116, 130, 141, 142, 186, 203, 217, 233, 246, 314, 338, 339, 379, 420 <b>TG:</b> 72, 84, 94, 137, 174, 157, 158, 168, 169, 218, 219, 320, 351, 388
b. Use the mechanics of writing correctly	<b>SB:</b> The opportunity to address this objective is available on the following pages: <b>SB:</b> 28-29, 82, 99, 116, 130, 141, 142, 186, 203, 217, 233, 246, 314, 338, 339, 379, 420 <b>SAB:</b> 22, 67, 96, 127, 181, 192, 209 <b>TG:</b> 72, 84, 94, 137, 174, 157, 158, 168, 169, 218, 219, 320, 351, 388

Standard	Reader's Handbook, Grade 8
<b>C. Mechanics (continued)</b>	
c. Use available resources for all mechanics of writing rules that may be in flux	The opportunity to address this objective is available on the following pages: <b>SB:</b> 28-29, 82, 99, 116, 130, 141, 142, 186, 203, 217, 233, 246, 314, 338, 339, 379, 420 <b>TG:</b> 72, 84, 94, 137, 174, 157, 158, 168, 169, 218, 219, 320, 351, 388
<b>3. Explain editorial choices involving mechanics</b>	The opportunity to address this objective is available on the following pages: <b>SB:</b> 28-29, 82, 99, 116, 130, 141, 142, 186, 203, 217, 233, 246, 314, 338, 339, 379, 420 <b>TG:</b> 72, 84, 94, 137, 174, 157, 158, 168, 169, 218, 219, 320, 351, 388
<b>D. Spelling</b>	
<b>1. Recognize conventional spelling in and through personal and academic reading</b>	The opportunity to address this objective is available on the following pages: <b>SB:</b> 28-29, 82, 99, 116, 130, 141, 142, 186, 203, 217, 233, 246, 314, 338, 339, 379, 420 <b>TG:</b> 72, 84, 94, 137, 174, 157, 158, 168, 169, 218, 219, 320, 351, 388
<b>2. Apply conventional spelling in written language</b>	
a. Use conventional spelling in personal writing	<b>SB:</b> The opportunity to address this objective is available on the following pages: <b>SB:</b> 28-29, 82, 99, 116, 130, 141, 142, 186, 203, 217, 233, 246, 314, 338, 339, 379, 420 <b>SAB:</b> 22, 67, 96, 127, 181, 192, 209 <b>TG:</b> 72, 84, 94, 137, 174, 157, 158, 168, 169, 218, 219, 320, 351, 388
b. Develop self-monitoring strategies for frequently misspelled words	The opportunity to address this objective is available on the following pages: <b>SB:</b> 28-29, 82, 99, 116, 130, 141, 142, 186, 203, 217, 233, 246, 314, 338, 339, 379, 420 <b>TG:</b> 72, 84, 94, 137, 174, 157, 158, 168, 169, 218, 219, 320, 351, 388
c. Use suitable traditional and electronic resources as a spelling aid	<b>SB:</b> 626-629 <b>TG:</b> 421, 422, 423
<b>3. Maintain a personal list of words to use in editing original writing</b>	<b>SB:</b> 609-612 <b>TG:</b> 414-428
<b>E. Handwriting</b>	
<b>1. Produce writing that is legible to the audience</b>	
a. Write fluidly and legibly in manuscript and cursive	The opportunity to address this objective is available on the following pages: <b>SB:</b> 28-29, 82, 99, 116, 130, 141, 142, 186, 203, 217, 233, 246, 314, 338, 339, 379, 420 <b>TG:</b> 72, 84, 94, 137, 174, 157, 158, 168, 169, 218, 219, 320, 351, 388
b. Use word processing technology when appropriate	The opportunity to address this objective is available on the following pages: <b>SB:</b> 28-29, 82, 99, 116, 130, 141, 142, 186, 203, 217, 233, 246, 314, 338, 339, 379, 420 <b>TG:</b> 72, 84, 94, 137, 174, 157, 158, 168, 169, 218, 219, 320, 351, 388

**L E A R N I N G   S T A N D A R D   6 . 0**

**Listening: Students will demonstrate effective listening to learn, process, and analyze information.**

Standard	Reader’s Handbook, Grade 8
<b>A. Listening</b>	
<b>1. Apply and demonstrate listening skills appropriately in a variety of settings and for a variety of purposes</b>	
a. Respond to a speaker’s cues appropriately	The opportunity to address this objective is available on the following pages: <b>SB:</b> 22-29, 30-37, 38-63, 64-169, 170-291, 292-405, 406-469, 470-511, 512-535, 536-561, 562-605, 606-639 <b>TG:</b> 30-33, 34-39, 40-49, 50-113, 114-193, 194-263, 264-307, 308-357, 358-377, 378-412, 413-428
b. Identify regional and social language differences	The opportunity to address this objective is available on the following pages: <b>SB:</b> 22-29, 30-37, 38-63, 64-169, 170-291, 292-405, 406-469, 470-511, 512-535, 536-561, 562-605, 606-639 <b>TG:</b> 30-33, 34-39, 40-49, 50-113, 114-193, 194-263, 264-307, 308-357, 358-377, 378-412, 413-428
c. Determine and apply criteria to evaluate oral presentations	The opportunity to address this objective is available on the following pages: <b>SB:</b> 22-29, 30-37, 38-63, 64-169, 170-291, 292-405, 406-469, 470-511, 512-535, 536-561, 562-605, 606-639 <b>TG:</b> 30-33, 34-39, 40-49, 50-113, 114-193, 194-263, 264-307, 308-357, 358-377, 378-412, 413-428
<b>2. Demonstrate comprehension and literary analysis strategies and skills for a variety of listening purposes and settings</b>	
a. Evaluate the effectiveness of the elements of the speech or performance or presentation	The opportunity to address this objective is available on the following pages: <b>SB:</b> 22-29, 30-37, 38-63, 64-169, 170-291, 292-405, 406-469, 470-511, 512-535, 536-561, 562-605, 606-639 <b>TG:</b> 30-33, 34-39, 40-49, 50-113, 114-193, 194-263, 264-307, 308-357, 358-377, 378-412, 413-428
b. Interpret the speech or performance or presentation	The opportunity to address this objective is available on the following pages: <b>SB:</b> 22-29, 30-37, 38-63, 64-169, 170-291, 292-405, 406-469, 470-511, 512-535, 536-561, 562-605, 606-639 <b>TG:</b> 30-33, 34-39, 40-49, 50-113, 114-193, 194-263, 264-307, 308-357, 358-377, 378-412, 413-428
c. Analyze a speaker’s purpose and viewpoint	The opportunity to address this objective is available on the following pages: <b>SB:</b> 22-29, 30-37, 38-63, 64-169, 170-291, 292-405, 406-469, 470-511, 512-535, 536-561, 562-605, 606-639 <b>TG:</b> 30-33, 34-39, 40-49, 50-113, 114-193, 194-263, 264-307, 308-357, 358-377, 378-412, 413-428

<b>Standard</b>	<b>Reader's Handbook, Grade 8</b>
<b>A. Listening (continued)</b>	
d. Identify and evaluate a speaker's stylistic devices, such as clear organization, clear viewpoint, use of support, language appropriate to audience, topic appropriate to audience	The opportunity to address this objective is available on the following pages: <b>SB:</b> 22-29, 30-37, 38-63, 64-169, 170-291, 292-405, 406-469, 470-511, 512-535, 536-561, 562-605, 606-639 <b>TG:</b> 30-33, 34-39, 40-49, 50-113, 114-193, 194-263, 264-307, 308-357, 358-377, 378-412, 413-428
e. Evaluate a speaker's credibility, such as bias, hidden agendas, use of research/information from reliable sources	The opportunity to address this objective is available on the following pages: <b>SB:</b> 22-29, 30-37, 38-63, 64-169, 170-291, 292-405, 406-469, 470-511, 512-535, 536-561, 562-605, 606-639 <b>TG:</b> 30-33, 34-39, 40-49, 50-113, 114-193, 194-263, 264-307, 308-357, 358-377, 378-412, 413-428
f. Explain and support a personal response to an oral presentation	The opportunity to address this objective is available on the following pages: <b>SB:</b> 22-29, 30-37, 38-63, 64-169, 170-291, 292-405, 406-469, 470-511, 512-535, 536-561, 562-605, 606-639 <b>TG:</b> 30-33, 34-39, 40-49, 50-113, 114-193, 194-263, 264-307, 308-357, 358-377, 378-412, 413-428

## L E A R N I N G   S T A N D A R D   7 . 0

**Speaking: Students will communicate effectively in a variety of situations with different audiences, purposes, and formats.**

<b>Standard</b>	<b>Reader's Handbook, Grade 8</b>
<b>A. Speaking</b>	
<b>1. Demonstrate appropriate organizational strategies and delivery techniques to plan for a variety of oral presentation purposes</b>	
a. Refine a presentation using varied media	<b>TG:</b> 83, 93, 125, 146, 218
b. Uses a combination of organizational structures, such as narrative, cause and effect, chronological/sequential order, description, main idea with supporting details, problem/solution, question/answer, comparison and contrast, making appropriate transitions within a presentation	The opportunity to address this objective is available on the following pages: <b>TG:</b> 83, 93, 125, 146, 218
c. Speak to persuade by including a well-defined thesis, differentiating fact from opinion, and support arguments with detailed evidence, examples, reasoning and persuasive language	The opportunity to address this objective is available on the following pages: <b>SB:</b> 247-255, 256-264 <b>TG:</b> 170-173, 174-177