

**READING ADVANTAGE**

**LEVEL C © 2005**

correlated to

**Massachusetts**

**English Language Arts**

**Curriculum Framework and**

**Grade Level Standards for**

**Vocabulary, Reading, and Literature**

**Grades 5-10**

**Great Source®**

EDUCATION GROUP



A Houghton Mifflin Company

**YOUR MASSACHUSETTS GREAT SOURCE REPRESENTATIVE**

**BARBARA BRENNAN**

800-289-4490, option 4

Barbara\_Brennan@hmco.com



**Reading Advantage Level C © 2005**  
**correlated to**  
**Massachusetts English Language Arts**  
**Curriculum Framework**  
**Grades 5-6**

**L A N G U A G E**

**G E N E R A L S T A N D A R D 1 :**  
**D i s c u s s i o n**

**Students will use agreed-upon rules for informal and formal discussions in small and large groups.**

Learning Standards, Grades 5-6	Reading Advantage Level C
1.3 Apply understanding of agreed-upon rules and individual roles in order to make decisions.	<b>Teacher’s Edition:</b> xi, 10, 24, 31, 36, 41, 48, 64, 67, 77-78, 83, 90, 100, 106, 114, 123, 131-132, 138-139, 140, 145, 153, 162, 164, 168-169, 174, 181, 185, 192, 194, 198, 205, 212-213, 220, 223, 227, 235-236, 244, 251, 258-259, 264-265, 272, 284, 290-291, 297, 304-305, 307, 310-311, 317-318, 325, 335, 342, 349, 357-358, 364-365

**G E N E R A L S T A N D A R D 2 :**  
**Q u e s t i o n i n g , L i s t e n i n g , a n d C o n t r i b u t i n g**

**Students will pose questions, listen to the ideas of others, and contribute their own information or ideas in group discussions or interviews in order to acquire new knowledge.**

Learning Standards, Grades 5-6	Reading Advantage Level C
2.3 Gather relevant information for a research project or composition through interviews.	<b>Teacher’s Edition:</b> xi, 10, 24, 31, 36, 41, 48, 64, 67, 77-78, 83, 90, 100, 106, 114, 123, 131-132, 138-139, 140, 145, 153, 162, 164, 168-169, 174, 181, 185, 192, 194, 198, 205, 212-213, 220, 223, 227, 235-236, 244, 251, 258-259, 264-265, 272, 284, 290-291, 297, 304-305, 307, 310-311, 317-318, 325, 335, 342, 349, 357-358, 364-365

### GENERAL STANDARD 3 :

#### Oral Presentation

Students will make oral presentations that demonstrate appropriate consideration of audience, purpose, and the information to be conveyed.

Learning Standards, Grades 5-6	Reading Advantage Level C
3.8 Give oral presentations for various purposes, showing appropriate changes in delivery ( <i>gestures, vocabulary, pace, visuals</i> ) and using language for dramatic effect.	<b>Teacher's Edition:</b> 36, 127, 149, 159, 185, 277, 313, 361

### GENERAL STANDARD 4 :

#### Vocabulary and Concept Development

Students will understand and acquire new vocabulary and use it correctly in reading and writing.

Learning Standards, Grades 5-6	Reading Advantage Level C
4.17 Determine the meaning of unfamiliar words using context clues ( <i>definition, example</i> ).	<b>Teacher's Edition:</b> 11, 32-33, 52, 84, 124, 221, 222, 236-237, 344, 359
4.18 Determine the meaning of unfamiliar words using knowledge of common Greek and Latin roots, suffixes, and prefixes.	<b>Teacher's Edition:</b> 78, 118, 126, 132, 154, 169, 170, 184, 199, 227-228, 273, 276, 326, 330, 338, 350
4.19 Determine pronunciations, meanings, alternate word choices, and parts of speech of words using dictionaries and thesauruses.	<b>Teacher's Edition:</b> 115, 139, 140, 163, 254, 298

### GENERAL STANDARD 5 :

#### Structure and Origins of Modern English

Students will analyze standard English grammar and usage and recognize how its vocabulary has developed and been influenced by other languages.

Learning Standards, Grades 5-6	Reading Advantage Level C
5.9 Identify the eight basic parts of speech ( <i>noun, pronoun, verb, adverb, adjective, conjunction, preposition, interjection</i> ).	<b>Teacher's Edition:</b> 17

**GENERAL STANDARD 6 :  
Formal and Informal English**

Students will describe, analyze, and use appropriately formal and informal English.

Learning Standards, Grades 5-6	Reading Advantage Level C
6.5 Write stories using a mix of formal and informal language.	<b>Teacher's Edition:</b> 11, 17, 139, 169, 220, 222, 292, 326, 330, 343

**READING AND LITERATURE**

**GENERAL STANDARD 8 :  
Understanding a Text**

Students will identify the basic facts and main ideas in a text and use them as the basis for interpretation.

Learning Standards, Grades 5-6	Reading Advantage Level C
<b>For imaginative/literary texts:</b>	<b>Teacher's Edition:</b> 35, 240
8.19 Identify and analyze sensory details and figurative language.	
8.20 Identify and analyze the author's use of dialogue and description.	<b>Teacher's Edition:</b> 31, 32, 127
<b>For informational/expository texts:</b>	<b>Teacher's Edition:</b> xvi, 39, 43, 89, 92, 106, 108, 174, 176, 218, 222, 250-251, 254, 296-297, 300, 310, 342, 344, 364, 368
8.21 Recognize organizational structures ( <i>chronological order, logical order, cause and effect, classification schemes</i> ).	
8.22 Identify and analyze main ideas, supporting ideas, and supporting details.	<b>Teacher's Edition:</b> 168, 170, 214

**GENERAL STANDARD 9 :  
Making Connections**

Students will deepen their understanding of a literary or non-literary work by relating it to its contemporary context or historical background.

Learning Standards, Grades 5-6	Reading Advantage Level C
9.4 Relate a literary work to information about its setting.	<b>Teacher's Edition:</b> 158, 324

## GENERAL STANDARD 10 :

### Genre

Students will identify, analyze, and apply knowledge of the characteristics of different genres.

Learning Standards, Grades 5-6	Reading Advantage Level C
10.3 Identify and analyze the characteristics of various genres ( <i>poetry, fiction, nonfiction, short story, dramatic literature</i> ) as forms with distinct characteristics and purposes.	<b>Teacher's Edition:</b> 30, 35, 37-38, 39, 43, 52, 102, 108, 122-123, 126, 127, 150-151, 170, 174, 204, 218, 226, 240, 150-251, 254, 290, 296, 310, 312, 325, 330, 342, 344, 356, 360

## GENERAL STANDARD 11 :

### Theme

Students will identify, analyze, and apply knowledge of theme in a literary work and provide evidence from the text to support their understanding.

Learning Standards, Grades 5-6	Reading Advantage Level C
11.3 Apply knowledge of the concept that theme refers to the main idea and meaning of a selection, whether it is implied or stated.	<b>Teacher's Edition:</b> 52, 53, 123, 159, 227

## GENERAL STANDARD 12 :

### Fiction

Students will identify, analyze, and apply knowledge of the structure and elements of fiction and provide evidence from the text to support their understanding.

Learning Standards, Grades 5-6	Reading Advantage Level C
12.3 Identify and analyze the elements of setting, characterization, and plot (including conflict).	<b>Teacher's Edition:</b> 18, 35, 52, 53, 154, 158, 159, 231, 226

## GENERAL STANDARD 13 :

### Nonfiction

Students will identify, analyze, and apply knowledge of the purposes, structure, and elements of nonfiction or informational materials and provide evidence from the text to support their understanding.

Learning Standards, Grades 5-6	Reading Advantage Level C
13.13 Identify and use knowledge of common textual features ( <i>paragraphs, topic sentences, concluding sentences, glossary, index</i> ).	<b>Teacher's Edition:</b> 6, 14, 20, 8, 37, 45, 54, 62, 68, 75, 81, 87, 98, 104, 110, 120, 128, 136, 142, 150, 160, 166, 172, 178, 190, 195, 202, 210, 216, 224, 232, 242, 248, 256, 262, 268, 282, 288, 294, 302, 308, 315, 322, 332, 340, 346, 354, 362
13.14 Identify and use knowledge of common graphic features ( <i>charts, maps, diagrams, captions, illustrations</i> ).	<b>Teacher's Edition:</b> 6, 14, 20, 8, 37, 45, 54, 62, 68, 75, 81, 87, 98, 104, 110, 120, 128, 136, 142, 150, 160, 166, 172, 178, 190, 195, 202, 210, 216, 224, 232, 242, 248, 256, 262, 268, 282, 288, 294, 302, 308, 315, 322, 332, 340, 346, 354, 362
13.15 Identify and use knowledge of common organizational structures ( <i>chronological order, logical order, cause and effect, classification schemes</i> ).	<b>Teacher's Edition:</b> 39, 43, 89, 92, 106, 108, 174, 176, 218, 222, 250-251, 254, 296-297, 300, 310, 342, 344, 364, 368
13.17 Identify and analyze main ideas, supporting ideas, and supporting details.	<b>Teacher's Edition:</b> 23, 26, 77, 79, 113, 18, 168, 170, 175, 198, 200, 212, 214, 284, 286, 305

## GENERAL STANDARD 14 :

### Poetry

Students will identify, analyze, and apply knowledge of the themes, structure, and elements of poetry and provide evidence from the text to support their understanding.

Learning Standards, Grades 5-6	Reading Advantage Level C
14.3 Respond to and analyze the effects of sound, figurative language, and graphics in order to uncover meaning in poetry: <ul style="list-style-type: none"><li>• sound (<i>alliteration, onomatopoeia, rhyme scheme</i>);</li><li>• figurative language (<i>personification, metaphor, simile, hyperbole</i>); and</li><li>• graphics (<i>capital letters, line length</i>).</li></ul>	<b>Teacher's Edition:</b> 35, 240

**GENERAL STANDARD 15 :  
Style and Language**

**Students will identify and analyze how an author’s words appeal to the senses, create imagery, suggest mood, and set tone, and provide evidence from the text to support their understanding.**

Learning Standards, Grades 5-6	Reading Advantage Level C
15.3 Identify imagery, figurative language, rhythm, or flow when responding to literature.	<b>Teacher’s Edition: 92</b>
15.4 Identify and analyze the importance of shades of meaning in determining word choice in a piece of literature.	<b>Teacher’s Edition: 92</b>

**GENERAL STANDARD 16 :  
Myth, Traditional Narrative, and  
Classical Literature**

**Students will identify, analyze, and apply knowledge of the themes, structure, and elements of myths, traditional narratives, and classical literature and provide evidence from the text to support their understanding.**

Learning Standards, Grades 5-6	Reading Advantage Level C
16.8 Identify common structures ( <i>magic helper, rule of three, transformation</i> ) and stylistic elements ( <i>hyperbole, refrain, simile</i> ) in traditional literature.	<b>Teacher’s Edition: 120</b>

**COMPOSITION**

**GENERAL STANDARD 19 :  
Writing**

**Students will write with a clear focus, coherent organization, and sufficient detail.**

Learning Standards, Grades 5-6	Reading Advantage Level C
<b>For imaginative/literary writing:</b>	<b>Teacher’s Edition: 126</b>
19.14 Write stories or scripts containing the basic elements of fiction ( <i>characters, dialogue, setting, plot with a clear resolution</i> ).	
19.15 Write poems using poetic techniques ( <i>alliteration, onomatopoeia</i> ), figurative language ( <i>simile, metaphor</i> ), and graphic elements ( <i>capital letters, line length</i> ).	<b>Teacher’s Edition: 35, 240</b>

Learning Standards, Grades 5-6	Reading Advantage Level C
<b>For informational/expository writing:</b> 19.16 Write brief research reports with clear focus and supporting detail.	<b>Teacher's Edition:</b> 61, 74, 103, 246, 339
19.17 Write a short explanation of a process that includes a topic statement, supporting details, and a conclusion.	<b>Teacher's Edition:</b> 135, 335, 336

**GENERAL STANDARD 20:**  
**Consideration of Audience and Purpose**

Students will write for different audiences and purposes.

Learning Standards, Grades 5-6	Reading Advantage Level C
20.3 Make distinctions among fiction, nonfiction, dramatic literature, and poetry, and use these genres selectively when writing for different purposes.	<b>Teacher's Edition:</b> 36, 127, 149, 159, 185, 277, 313, 361

**GENERAL STANDARD 21:**  
**Revising**

Students will demonstrate improvement in organization, content, paragraph development, level of detail, style, tone, and word choice (diction) in their compositions after revising them.

Learning Standards, Grades 5-6	Reading Advantage Level C
21.5 Improve word choice by using dictionaries or thesauruses.	<b>Teacher's Edition:</b> 115, 139, 140, 163, 254, 298

**GENERAL STANDARD 23:**  
**Organizing Ideas in Writing**

Students will organize ideas in writing in a way that makes sense for their purpose.

Learning Standards, Grades 5-6	Reading Advantage Level C
23.6 Decide on the placement of descriptive details about setting, characters, and events in stories.	<b>Teacher's Edition:</b> 11, 17, 139, 169, 220, 222, 292, 326, 330, 343
23.7 Group related ideas and place them in logical order when writing summaries or reports.	<b>Teacher's Edition:</b> 61, 74, 79, 103, 175, 230, 246, 305, 326, 339, 369

Learning Standards, Grades 5-6	Reading Advantage Level C
23.8 Organize information about a topic into a coherent paragraph with a topic sentence, sufficient supporting detail, and a concluding sentence.	<b>Teacher's Edition:</b> 61, 74, 103, 246, 339

**GENERAL STANDARD 24 :  
R e s e a r c h**

**Students will gather information from a variety of sources, analyze and evaluate the quality of the information they obtain, and use it to answer their own questions.**

Learning Standards, Grades 5-6	Reading Advantage Level C
24.3 Apply steps for obtaining information from a variety of sources, organizing information, documenting sources, and presenting research in individual and group projects: <ul style="list-style-type: none"> <li>• use an expanded range of print and non-print sources (<i>atlases, data bases, electronic, on-line resources</i>);</li> <li>• follow established criteria for evaluating information;</li> <li>• locate specific information within resources by using indexes, tables of contents, electronic search key words;</li> <li>• organize and present research using the grades 5-6 Learning Standards in the Composition Strand as a guide for writing; and</li> <li>• provide appropriate documentation in a consistent format.</li> </ul>	<b>Teacher's Edition:</b> 19, 27, 44, 61, 74, 80, 93, 103, 127, 149, 159, 185, 201, 215, 223, 241, 255, 266, 277, 287, 293, 300, 307, 313, 339, 345, 353, 361

**MEDIA**

**GENERAL STANDARD 27 :  
M e d i a P r o d u c t i o n**

**Students will design and create coherent media productions (audio, video, television, multimedia, Internet, emerging technologies) with a clear controlling idea, adequate detail, and appropriate consideration of audience, purpose, and medium.**

Learning Standards, Grades 5-6	Reading Advantage Level C
27.3 Create a media production using effective images, text, music, sound effects, or graphics.	<b>Teacher's Edition:</b> 222, 330, 369



**Reading Advantage Level C © 2005**  
**correlated to**  
**Massachusetts English Language Arts**  
**Curriculum Framework**  
**Grade Level Standards for**  
**Vocabulary, Reading, and Literature**  
**Grade 7**

**L A N G U A G E**

**G E N E R A L S T A N D A R D 4 :**  
**V o c a b u l a r y a n d C o n c e p t D e v e l o p m e n t**

**Students will understand and acquire new vocabulary and use it correctly in reading and writing.**

Grade Level Standards, Grade 7	Reading Advantage Level C
<ul style="list-style-type: none"> <li>Determine the meanings of unfamiliar words using context clues (for example, <i>contrast or cause and effect stated in the text</i>).</li> </ul>	<b>Teacher’s Edition:</b> 11, 32-33, 52, 84, 124, 221, 222, 236-237, 344, 359
<ul style="list-style-type: none"> <li>Determine the meanings of unfamiliar words using knowledge of common Greek and Latin roots, suffixes, and prefixes.</li> </ul>	<b>Teacher’s Edition:</b> 78, 118, 126, 132, 154, 169, 170, 184, 199, 227-228, 273, 276, 326, 330, 338, 350
<ul style="list-style-type: none"> <li>Determine pronunciations, meanings, alternate word choices, parts of speech, or etymologies of words using dictionaries and thesauruses.</li> </ul>	<b>Teacher’s Edition:</b> 115, 139, 140, 163, 254, 298

**G E N E R A L S T A N D A R D 6 :**  
**F o r m a l a n d I n f o r m a l E n g l i s h**

**Students will describe, analyze, and use appropriately formal and informal English.**

Grade Level Standards, Grade 7	Reading Advantage Level C
<ul style="list-style-type: none"> <li>Identify the language styles of different characters in literary works.</li> </ul>	<b>Teacher’s Edition:</b> 66, 83, 85, 131, 144, 164, 304, 349

# READING AND LITERATURE

## GENERAL STANDARD 8 : Understanding a Text

**Students will identify the basic facts and main ideas in a text and use them as the basis for interpretation.**

Grade Level Standards, Grade 7	Reading Advantage Level C
<ul style="list-style-type: none"> <li>Use knowledge of genre characteristics to analyze a text.</li> </ul>	<b>Teacher's Edition:</b> 30, 35, 37-38, 39, 43, 52, 102, 108, 122-123, 126, 127, 150-151, 170, 174, 204, 218, 226, 240, 150-251, 254, 290, 296, 310, 312, 325, 330, 342, 344, 356, 360
<ul style="list-style-type: none"> <li>Interpret mood in a text and give supporting evidence.</li> </ul>	<b>Teacher's Edition:</b> 19, 36, 53, 74, 86, 103, 126, 148, 164, 176, 209, 255, 307, 313, 320, 360
<ul style="list-style-type: none"> <li>Identify evidence in a text used to support an argument.</li> </ul>	<b>Teacher's Edition:</b> 85, 134, 356

## GENERAL STANDARD 10 : Genre

**Students will identify, analyze, and apply knowledge of the characteristics of different genres.**

Grade Level Standards, Grade 7	Reading Advantage Level C
<ul style="list-style-type: none"> <li>Identify how authors use characteristics of various genres (for example, <i>poetry, fiction, nonfiction, short story, dramatic literature</i>) to accomplish different purposes.</li> </ul>	<b>Teacher's Edition:</b> 30, 35, 37-38, 39, 43, 52, 102, 108, 122-123, 126, 127, 150-151, 170, 174, 204, 218, 226, 240, 150-251, 254, 290, 296, 310, 312, 325, 330, 342, 344, 356, 360

## GENERAL STANDARD 11 : Theme

**Students will identify, analyze, and apply knowledge of theme in a literary work and provide evidence from the text to support their understanding.**

Grade Level Standards, Grade 7	Reading Advantage Level C
<ul style="list-style-type: none"> <li>Identify and supply evidence for a theme in a selection.</li> </ul>	<b>Teacher's Edition:</b> 52, 53, 123, 159, 227

## GENERAL STANDARD 12 :

### Fiction

Students will identify, analyze, and apply knowledge of the structure and elements of fiction and provide evidence from the text to support their understanding.

Grade Level Standards, Grade 7	Reading Advantage Level C
<ul style="list-style-type: none"><li>Analyze the connections among setting, characterization, conflict, plot, and/or theme.</li></ul>	<b>Teacher's Edition:</b> 18, 35, 52, 53, 154, 158, 159, 231, 226
<ul style="list-style-type: none"><li>Analyze characters' personality traits, motivations, and interactions with others and give supporting evidence from their words, actions, or thoughts.</li></ul>	<b>Teacher's Edition:</b> 30, 35, 52, 127, 152, 158, 226-227, 230, 326, 330
<ul style="list-style-type: none"><li>Analyze the ways characters change or interact with others over time and give supporting evidence from the text.</li></ul>	<b>Teacher's Edition:</b> 18, 35, 52, 53, 154, 158, 159, 231

## GENERAL STANDARD 13 :

### Nonfiction

Students will identify, analyze, and apply knowledge of the purposes, structure, and elements of nonfiction or informational materials and provide evidence from the text to support their understanding.

Grade Level Standards, Grade 7	Reading Advantage Level C
<ul style="list-style-type: none"><li>Identify and use knowledge of common textual features (for example, <i>introduction, conclusion, transition words, concluding sentences</i>).</li></ul>	<b>Teacher's Edition:</b> 6, 14, 20, 8, 37, 45, 54, 62, 68, 75, 81, 87, 98, 104, 110, 120, 128, 136, 142, 150, 160, 166, 172, 178, 190, 195, 202, 210, 216, 224, 232, 242, 248, 256, 262, 268, 282, 288, 294, 302, 308, 315, 322, 332, 340, 346, 354, 362
<ul style="list-style-type: none"><li>Identify and use knowledge of common graphic features to analyze nonfiction texts.</li></ul>	<b>Teacher's Edition:</b> 6, 14, 20, 8, 37, 45, 54, 62, 68, 75, 81, 87, 98, 104, 110, 120, 128, 136, 142, 150, 160, 166, 172, 178, 190, 195, 202, 210, 216, 224, 232, 242, 248, 256, 262, 268, 282, 288, 294, 302, 308, 315, 322, 332, 340, 346, 354, 362
<ul style="list-style-type: none"><li>Identify common organizational structures (for example, <i>logical order, comparison and contrast, cause and effect relationships</i>).</li></ul>	<b>Teacher's Edition:</b> 39, 43, 89, 92, 106, 108, 174, 176, 218, 222, 250-251, 254, 296-297, 300, 310, 342, 344, 364, 368
<ul style="list-style-type: none"><li>Recognize arguments for and against an issue.</li></ul>	<b>Teacher's Edition:</b> 85, 134, 356
<ul style="list-style-type: none"><li>Identify evidence in a text that supports an argument.</li></ul>	<b>Teacher's Edition:</b> 85, 134, 356

## GENERAL STANDARD 14 :

### P o e t r y

Students will identify, analyze, and apply knowledge of the themes, structure, and elements of poetry and provide evidence from the text to support their understanding.

Grade Level Standards, Grade 7	Reading Advantage Level C
<ul style="list-style-type: none"><li>Identify and respond to the effects of form, sound, figurative language, and graphics in order to uncover meaning in poetry.</li></ul>	Teacher's Edition: 35, 240
<ul style="list-style-type: none"><li>Form (for example, <i>haiku</i>, <i>epic</i>, <i>sonnet</i>)</li></ul>	Teacher's Edition: 35, 240
<ul style="list-style-type: none"><li>Sound (for example, <i>alliteration</i>, <i>onomatopoeia</i>, <i>rhyme schemes</i>)</li></ul>	Teacher's Edition: 35, 240
<ul style="list-style-type: none"><li>Figurative language (for example, <i>personification</i>, <i>metaphor</i>, <i>simile</i>, <i>hyperbole</i>)</li></ul>	Teacher's Edition: 35, 240
<ul style="list-style-type: none"><li>Graphics (for example, <i>capital letters</i>, <i>line length</i>, <i>word position</i>)</li></ul>	Teacher's Edition: 240

## GENERAL STANDARD 15 :

### S t y l e a n d L a n g u a g e

Students will identify and analyze how an author's words appeal to the senses, create imagery, suggest mood, and set tone, and provide evidence from the text to support their understanding.

Grade Level Standards, Grade 7	Reading Advantage Level C
<ul style="list-style-type: none"><li>Identify and analyze imagery and figurative language.</li></ul>	Teacher's Edition: 92
<ul style="list-style-type: none"><li>Identify how an author's use of words creates mood.</li></ul>	Teacher's Edition: 66, 83, 85, 131, 144, 164, 304, 349

**G E N E R A L   S T A N D A R D   1 7 :**  
**D r a m a t i c   L i t e r a t u r e**

**Students will identify, analyze, and apply knowledge of the themes, structure, and elements of drama and provide evidence from the text to support their understanding.**

Grade Level Standards, Grade 7	Reading Advantage Level C
<ul style="list-style-type: none"> <li>• Identify and analyze elements of setting, plot, and characterization in plays that are read, viewed, written, and/or performed.</li> </ul>	<b>Teacher's Edition:</b> 126, 127
<ul style="list-style-type: none"> <li>• Setting (for example, <i>place, historical period, time of day</i>).</li> </ul>	<b>Teacher's Edition:</b> 126, 127
<ul style="list-style-type: none"> <li>• Plot (for example, <i>exposition, conflict, rising action, falling action</i>).</li> </ul>	<b>Teacher's Edition:</b> 126, 127
<ul style="list-style-type: none"> <li>• Characterization (for example, <i>character motivations, actions, thoughts, development</i>).</li> </ul>	<b>Teacher's Edition:</b> 126, 127



**Reading Advantage Level C © 2005**  
**correlated to**  
**Massachusetts English Language Arts**  
**Curriculum Framework**  
**Grades 7-8**

**L A N G U A G E**

**G E N E R A L S T A N D A R D 1 :**  
**D i s c u s s i o n**

**Students will use agreed-upon rules for informal and formal discussions in small and large groups.**

Learning Standards, Grades 7-8	Reading Advantage Level C
1.4 Know and apply rules for formal discussions ( <i>classroom, parliamentary debate, town meeting rules</i> ).	<b>Teacher's Edition:</b> xi, 10, 24, 31, 36, 41, 48, 64, 67, 77-78, 83, 90, 100, 106, 114, 123, 131-132, 138-139, 140, 145, 153, 162, 164, 168-169, 174, 181, 185, 192, 194, 198, 205, 212-213, 220, 223, 227, 235-236, 244, 251, 258-259, 264-265, 272, 284, 290-291, 297, 304-305, 307, 310-311, 317-318, 325, 335, 342, 349, 357-358, 364-365

**G E N E R A L S T A N D A R D 2 :**  
**Q u e s t i o n i n g , L i s t e n i n g , a n d C o n t r i b u t i n g**

**Students will pose questions, listen to the ideas of others, and contribute their own information or ideas in group discussions or interviews in order to acquire new knowledge.**

Learning Standards, Grades 7-8	Reading Advantage Level C
2.4 Integrate relevant information gathered from group discussions and interviews for reports.	<b>Teacher's Edition:</b> xi, 10, 24, 31, 36, 41, 48, 64, 67, 77-78, 83, 90, 100, 106, 114, 123, 131-132, 138-139, 140, 145, 153, 162, 164, 168-169, 174, 181, 185, 192, 194, 198, 205, 212-213, 220, 223, 227, 235-236, 244, 251, 258-259, 264-265, 272, 284, 290-291, 297, 304-305, 307, 310-311, 317-318, 325, 335, 342, 349, 357-358, 364-365

**GENERAL STANDARD 3 :  
Oral Presentation**

Students will make oral presentations that demonstrate appropriate consideration of audience, purpose, and the information to be conveyed.

Learning Standards, Grades 7-8	Reading Advantage Level C
3.10 Present an organized interpretation of a literary work, film, or dramatic production.	<b>Teacher's Edition:</b> 36, 127, 149, 159, 185, 277, 313, 361
3.11 Use appropriate techniques for oral persuasion.	<b>Teacher's Edition:</b> 36, 127, 149, 159, 185, 277, 313, 361
3.12 Give oral presentations to different audiences for various purposes, showing appropriate changes in delivery ( <i>gestures, vocabulary, pace, visuals</i> ) and using language for dramatic effect.	<b>Teacher's Edition:</b> 36, 127, 149, 159, 185, 277, 313, 361

**GENERAL STANDARD 4 :  
Vocabulary and Concept Development**

Students will understand and acquire new vocabulary and use it correctly in reading and writing.

Learning Standards, Grades 7-8	Reading Advantage Level C
4.20 Determine the meaning of unfamiliar words using context clues ( <i>contrast, cause and effect</i> ).	<b>Teacher's Edition:</b> 11, 32-33, 52, 84, 124, 221, 222, 236-237, 344, 359
4.21 Determine the meaning of unfamiliar words by using knowledge of common Greek and Latin roots, suffixes, and prefixes.	<b>Teacher's Edition:</b> 78, 118, 126, 132, 154, 169, 170, 184, 199, 227-228, 273, 276, 326, 330, 338, 350
4.22 Determine pronunciations, meanings, alternate word choices, parts of speech, or etymologies of words using dictionaries and thesauruses.	<b>Teacher's Edition:</b> 115, 139, 140, 163, 254, 298

**GENERAL STANDARD 5 :  
Structure and Origins of Modern English**

Students will analyze standard English grammar and usage and recognize how its vocabulary has developed and been influenced by other languages.

Learning Standards, Grades 7-8	Reading Advantage Level C
5.22 Describe the origins and meanings of common words, as well as of foreign words or phrases used frequently in written English.	<b>Teacher's Edition:</b> 78, 118, 126, 132, 154, 169, 170, 184, 199, 227-228, 273, 276, 326, 330, 338, 350

**GENERAL STANDARD 6 :  
Formal and Informal English**

Students will describe, analyze, and use appropriately formal and informal English.

Learning Standards, Grades 7-8	Reading Advantage Level C
6.7 Analyze the language styles of different characters in literary works.	<b>Teacher's Edition:</b> 66, 83, 85, 131, 144, 164, 304, 349

**READING AND LITERATURE**

**GENERAL STANDARD 8 :  
Understanding a Text**

Students will identify the basic facts and main ideas in a text and use them as the basis for interpretation.

Learning Standards, Grades 7-8	Reading Advantage Level C
<b>For imaginative/literary texts:</b>	
8.23 Use knowledge of genre characteristics to analyze a text.	<b>Teacher's Edition:</b> 30, 35, 37-38, 39, 43, 52, 102, 108, 122-123, 126, 127, 150-151, 170, 174, 204, 218, 226, 240, 150-251, 254, 290, 296, 310, 312, 325, 330, 342, 344, 356, 360
8.24 Interpret mood and tone, and give supporting evidence in a text.	<b>Teacher's Edition:</b> 19, 36, 53, 74, 86, 103, 126, 148, 164, 176, 209, 255, 307, 313, 320, 360
8.25 Interpret a character's traits, emotions, or motivation and give supporting evidence from a text.	<b>Teacher's Edition:</b> 30, 35, 52, 127, 152, 158, 226-227, 230, 326, 330
<b>For informational/expository texts:</b>	
8.26 Recognize organizational structures and use of arguments for and against an issue.	<b>Teacher's Edition:</b> 85, 134, 356

Learning Standards, Grades 7-8		Reading Advantage Level C
8.27	Identify evidence used to support an argument.	<b>Teacher's Edition:</b> 85, 134, 356
8.28	Distinguish between the concepts of theme in a literary work and author's purpose in an expository text.	<b>Teacher's Edition:</b> 9, 12, 40, 48, 52, 53, 64, 83, 106, 123, 131, 144, 148, 159, 162, 227, 244, 284, 304, 349, 356

**GENERAL STANDARD 9 :  
Making Connections**

**Students will deepen their understanding of a literary or non-literary work by relating it to its contemporary context or historical background.**

Learning Standards, Grades 7-8		Reading Advantage Level C
9.5	Relate a literary work to artifacts, artistic creations, or historical sites of the period of its setting.	<b>Teacher's Edition:</b> 125

**GENERAL STANDARD 10 :  
Genre**

**Students will identify, analyze, and apply knowledge of the characteristics of different genres.**

Learning Standards, Grades 7-8		Reading Advantage Level C
10.4	Identify and analyze the characteristics of various genres ( <i>poetry, fiction, nonfiction, short story, dramatic literature</i> ) as forms chosen by an author to accomplish a purpose.	<b>Teacher's Edition:</b> 30, 35, 37-38, 39, 43, 52, 102, 108, 122-123, 126, 127, 150-151, 170, 174, 204, 218, 226, 240, 150-251, 254, 290, 296, 310, 312, 325, 330, 342, 344, 356, 360

**GENERAL STANDARD 12 :  
Fiction**

**Students will identify, analyze, and apply knowledge of the structure and elements of fiction and provide evidence from the text to support their understanding.**

Learning Standards, Grades 7-8		Reading Advantage Level C
12.4	Locate and analyze elements of plot and characterization and then use an understanding of these elements to determine how qualities of the central characters influence the resolution of the conflict.	<b>Teacher's Edition:</b> 18, 35, 52, 53, 154, 158, 159, 231, 226

**GENERAL STANDARD 13 :  
Nonfiction**

**Students will identify, analyze, and apply knowledge of the purposes, structure, and elements of nonfiction or informational materials and provide evidence from the text to support their understanding.**

Learning Standards, Grades 7-8	Reading Advantage Level C
13.18 Identify and use knowledge of common textual features ( <i>paragraphs, topic sentences, concluding sentences, introduction, conclusion, footnotes, index, bibliography</i> ).	<b>Teacher's Edition:</b> 6, 14, 20, 8, 37, 45, 54, 62, 68, 75, 81, 87, 98, 104, 110, 120, 128, 136, 142, 150, 160, 166, 172, 178, 190, 195, 202, 210, 216, 224, 232, 242, 248, 256, 262, 268, 282, 288, 294, 302, 308, 315, 322, 332, 340, 346, 354, 362
13.19 Identify and use knowledge of common graphic features ( <i>charts, maps, diagrams</i> ).	<b>Teacher's Edition:</b> 6, 14, 20, 8, 37, 45, 54, 62, 68, 75, 81, 87, 98, 104, 110, 120, 128, 136, 142, 150, 160, 166, 172, 178, 190, 195, 202, 210, 216, 224, 232, 242, 248, 256, 262, 268, 282, 288, 294, 302, 308, 315, 322, 332, 340, 346, 354, 362
13.20 Identify and use knowledge of common organizational structures ( <i>logical order, comparison and contrast, cause and effect relationships</i> ).	<b>Teacher's Edition:</b> 39, 43, 89, 92, 106, 108, 174, 176, 218, 222, 250-251, 254, 296-297, 300, 310, 342, 344, 364, 368
13.21 Recognize use of arguments for and against an issue.	<b>Teacher's Edition:</b> 85, 134, 356
13.22 Identify evidence used to support an argument.	<b>Teacher's Edition:</b> 85, 134, 356
13.23 Distinguish between the concepts of theme in a literary work and author's purpose in an expository text.	<b>Teacher's Edition:</b> 9, 12, 40, 48, 52, 53, 64, 83, 106, 123, 131, 144, 148, 159, 162, 227, 244, 284, 304, 349, 356

## GENERAL STANDARD 14 :

### P o e t r y

Students will identify, analyze, and apply knowledge of the themes, structure, and elements of poetry and provide evidence from the text to support their understanding.

Learning Standards, Grades 7-8	Reading Advantage Level C
14.4 Respond to and analyze the effects of sound, form, figurative language, and graphics in order to uncover meaning in poetry: <ul style="list-style-type: none"><li>• sound (<i>alliteration, onomatopoeia, internal rhyme, rhyme scheme</i>);</li><li>• figurative language (<i>personification, metaphor, simile, hyperbole</i>);</li><li>• graphics (<i>capital letters, line length, word position</i>).</li></ul>	Teacher's Edition: 35, 240

## GENERAL STANDARD 15 :

### S t y l e   a n d   L a n g u a g e

Students will identify and analyze how an author's words appeal to the senses, create imagery, suggest mood, and set tone, and provide evidence from the text to support their understanding.

Learning Standards, Grades 7-8	Reading Advantage Level C
15.5 Identify and analyze imagery and figurative language.	Teacher's Edition: 92
15.6 Identify and analyze how an author's use of words creates tone and mood.	Teacher's Edition: 66, 83, 85, 131, 144, 164, 304, 349

## COMPOSITION

## GENERAL STANDARD 19 :

### W r i t i n g

Students will write with a clear focus, coherent organization, and sufficient detail.

Learning Standards, Grades 7-8	Reading Advantage Level C
<b>For imaginative/literary writing:</b> 19.19 Write stories or scripts with well-developed characters, setting, dialogue, clear conflict and resolution, and sufficient descriptive detail.	Teacher's Edition: 126

Learning Standards, Grades 7-8	Reading Advantage Level C
19.20 Write poems using poetic techniques ( <i>alliteration, onomatopoeia, rhyme scheme</i> ), figurative language ( <i>simile, metaphor, personification</i> ), and graphic elements ( <i>capital letters, line length, word position</i> ).	<b>Teacher's Edition:</b> 35, 240
<b>For informational/expository writing:</b> 19.21 Write reports based on research that include quotations, footnotes or endnotes, and a bibliography.	<b>Teacher's Edition:</b> 61, 74, 103, 246, 339
19.22 Write and justify a personal interpretation of literary, informational, or expository reading that includes a topic statement, supporting details from the literature, and a conclusion.	<b>Teacher's Edition:</b> 35, 49, 126, 291, 326
19.23 Write multi-paragraph compositions that have clear topic development, logical organization, effective use of detail, and variety in sentence structure.	<b>Teacher's Edition:</b> 85

**GENERAL STANDARD 20 :**  
**Consideration of Audience and Purpose**  
Students will write for different audiences and purposes.

Learning Standards, Grades 7-8	Reading Advantage Level C
20.4 Select and use appropriate rhetorical techniques for a variety of purposes, such as to convince or entertain the reader.	<b>Teacher's Edition:</b> 36, 127, 149, 159, 185, 277, 313, 361

**GENERAL STANDARD 21 :**  
**Revising**

Students will demonstrate improvement in organization, content, paragraph development, level of detail, style, tone, and word choice (diction) in their compositions after revising them.

Learning Standards, Grades 7-8	Reading Advantage Level C
21.7 Improve word choice by using a variety of references.	<b>Teacher's Edition:</b> 115, 139, 140, 163, 254, 298

**GENERAL STANDARD 23 :  
Organizing Ideas in Writing**

**Students will organize ideas in writing in a way that makes sense for their purpose.**

Learning Standards, Grades 7-8	Reading Advantage Level C
23.9 Integrate the use of organizing techniques that break up strict chronological order in a story ( <i>starting in the middle of the action, then filling in background information using flashbacks</i> ).	<b>Teacher’s Edition:</b> 11, 17, 139, 169, 220, 222, 292, 326, 330, 343
23.10 Organize information into a coherent essay or report with a thesis statement in the introduction, transition sentences to link paragraphs, and a conclusion.	<b>Teacher’s Edition:</b> 61, 74, 103, 246, 339
23.11 Organize ideas for writing comparison-and-contrast essays.	<b>Teacher’s Edition:</b> 85

**GENERAL STANDARD 24 :  
Research**

**Students will gather information from a variety of sources, analyze and evaluate the quality of the information they obtain, and use it to answer their own questions.**

Learning Standards, Grades 7-8	Reading Advantage Level C
24.4 Apply steps for obtaining information from a variety of sources, organizing information, documenting sources, and presenting research in individual projects: <ul style="list-style-type: none"> <li>• differentiate between primary and secondary source materials;</li> <li>• differentiate between paraphrasing and using direct quotes in a report;</li> <li>• organize and present research using the grade 7–8 Learning Standards in the Composition Strand as a guide for writing;</li> <li>• document information and quotations and use a consistent format for footnotes or endnotes; and</li> <li>• use standard bibliographic format to document sources.</li> </ul>	<b>Teacher’s Edition:</b> 19, 27, 44, 61, 74, 80, 93, 103, 127, 149, 159, 185, 201, 215, 223, 241, 255, 266, 277, 287, 293, 300, 307, 313, 339, 345, 353, 361

# MEDIA

## GENERAL STANDARD 27: Media Production

**Students will design and create coherent media productions (audio, video, television, multimedia, Internet, emerging technologies) with a clear controlling idea, adequate detail, and appropriate consideration of audience, purpose, and medium.**

Learning Standards, Grades 7-8	Reading Advantage Level C
27.4 Create media presentations and written reports on the same subject and compare the differences in effects of each medium.	<b>Teacher's Edition:</b> 222, 330, 369



**Reading Advantage Level C © 2005**  
**correlated to**  
**Massachusetts English Language Arts**  
**Curriculum Framework**  
**Grades 9-10**

**L A N G U A G E**

**G E N E R A L S T A N D A R D 1 :**  
**D i s c u s s i o n**

**Students will use agreed-upon rules for informal and formal discussions in small and large groups.**

Learning Standards, Grades 9-10	Reading Advantage Level C
1.5 Identify and practice techniques such as setting time limits for speakers and deadlines for decision-making to improve productivity of group discussions.	<b>Teacher’s Edition:</b> xi, 10, 24, 31, 36, 41, 48, 64, 67, 77-78, 83, 90, 100, 106, 114, 123, 131-132, 138-139, 140, 145, 153, 162, 164, 168-169, 174, 181, 185, 192, 194, 198, 205, 212-213, 220, 223, 227, 235-236, 244, 251, 258-259, 264-265, 272, 284, 290-291, 297, 304-305, 307, 310-311, 317-318, 325, 335, 342, 349, 357-358, 364-365

**G E N E R A L S T A N D A R D 2 :**  
**Q u e s t i o n i n g , L i s t e n i n g , a n d C o n t r i b u t i n g**

**Students will pose questions, listen to the ideas of others, and contribute their own information or ideas in group discussions or interviews in order to acquire new knowledge.**

Learning Standards, Grades 9-10	Reading Advantage Level C
2.5 Summarize in a coherent and organized way information and ideas learned from a focused discussion.	<b>Teacher’s Edition:</b> xi, 10, 24, 31, 36, 41, 48, 64, 67, 77-78, 83, 90, 100, 106, 114, 123, 131-132, 138-139, 140, 145, 153, 162, 164, 168-169, 174, 181, 185, 192, 194, 198, 205, 212-213, 220, 223, 227, 235-236, 244, 251, 258-259, 264-265, 272, 284, 290-291, 297, 304-305, 307, 310-311, 317-318, 325, 335, 342, 349, 357-358, 364-365

**GENERAL STANDARD 3 :  
O r a l P r e s e n t a t i o n**

**Students will make oral presentations that demonstrate appropriate consideration of audience, purpose, and the information to be conveyed.**

Learning Standards, Grades 9-10	Reading Advantage Level C
3.14 Give formal and informal talks to various audiences and for various purposes using appropriate level of formality and rhetorical devices.	<b>Teacher's Edition:</b> 36, 127, 149, 159, 185, 277, 313, 361
3.15 Analyze effective speeches made for a variety of purposes and prepare and deliver a speech containing some of these features.	<b>Teacher's Edition:</b> 164

**GENERAL STANDARD 4 :  
V o c a b u l a r y   a n d   C o n c e p t   D e v e l o p m e n t**

**Students will understand and acquire new vocabulary and use it correctly in reading and writing.**

Learning Standards, Grades 9-10	Reading Advantage Level C
4.23 Identify and use correctly idioms, cognates, words with literal and figurative meanings, and patterns of word changes that indicate different meanings or functions.	<b>Teacher's Edition:</b> 92
4.24 Use knowledge of Greek, Latin, and Norse mythology, the Bible, and other works often alluded to in British and American literature to understand the meanings of new words.	<b>Teacher's Edition:</b> 78, 118, 126, 132, 154, 169, 170, 184, 199, 227-228, 273, 276, 326, 330, 338, 350
4.25 Use general dictionaries, specialized dictionaries, thesauruses, or related references as needed to increase learning.	<b>Teacher's Edition:</b> 115, 139, 140, 163, 254, 298

**GENERAL STANDARD 5 :  
Structure and Origins of Modern English**

Students will analyze standard English grammar and usage and recognize how its vocabulary has developed and been influenced by other languages.

Learning Standards, Grades 9-10	Reading Advantage Level C
5.29 Describe the origins and meanings of common words and foreign words or phrases used frequently in written English, and show their relationship to historical events or developments ( <i>glasnost, coup d'état</i> ).	<b>Teacher's Edition:</b> 78, 118, 126, 132, 154, 169, 170, 184, 199, 227-228, 273, 276, 326, 330, 338, 350

**READING AND LITERATURE**

**GENERAL STANDARD 8 :  
Understanding a Text**

Students will identify the basic facts and main ideas in a text and use them as the basis for interpretation.

Learning Standards, Grades 9-10	Reading Advantage Level C
<b>For imaginative/literary texts:</b>	<b>Teacher's Edition:</b> 123
8.30 Identify and interpret themes and give supporting evidence from a text.	
<b>For informational/expository texts:</b>	<b>Teacher's Edition:</b> 83, 134, 162, 158
8.31 Analyze the logic and use of evidence in an author's argument.	

**GENERAL STANDARD 9 :  
Making Connections**

Students will deepen their understanding of a literary or non-literary work by relating it to its contemporary context or historical background.

Learning Standards, Grades 9-10	Reading Advantage Level C
9.6 Relate a literary work to primary source documents of its literary period or historical setting.	<b>Teacher's Edition:</b> 209

## GENERAL STANDARD 11 :

### Theme

Students will identify, analyze, and apply knowledge of theme in a literary work and provide evidence from the text to support their understanding.

Learning Standards, Grades 9-10	Reading Advantage Level C
11.5 Apply knowledge of the concept that the theme or meaning of a selection represents a view or comment on life, and provide support from the text for the identified themes.	Teacher's Edition: 123

## GENERAL STANDARD 12 :

### Fiction

Students will identify, analyze, and apply knowledge of the structure and elements of fiction and provide evidence from the text to support their understanding.

Learning Standards, Grades 9-10	Reading Advantage Level C
12.5 Locate and analyze such elements in fiction as point of view, foreshadowing, and irony.	Teacher's Edition: 35, 36, 126, 150, 154, 226, 230, 330

## GENERAL STANDARD 13 :

### Nonfiction

Students will identify, analyze, and apply knowledge of the purposes, structure, and elements of nonfiction or informational materials and provide evidence from the text to support their understanding.

Learning Standards, Grades 9-10	Reading Advantage Level C
13.24 Analyze the logic and use of evidence in an author's argument	Teacher's Edition: 83, 134, 162, 158
13.25 Analyze and explain the structure and elements of nonfiction works.	Teacher's Edition: 30, 35, 36, 126, 150, 154, 174, 226, 230, 330

## GENERAL STANDARD 14 :

### P o e t r y

Students will identify, analyze, and apply knowledge of the themes, structure, and elements of poetry and provide evidence from the text to support their understanding.

Learning Standards, Grades 9-10	Reading Advantage Level C
14.5 Identify, respond to, and analyze the effects of sound, form, figurative language, graphics, and dramatic structure of poems: <ul style="list-style-type: none"><li>• sound (<i>alliteration, onomatopoeia, rhyme scheme, consonance, assonance</i>);</li><li>• form (<i>ballad, sonnet, heroic couplets</i>);</li><li>• figurative language (<i>personification, metaphor, simile, hyperbole, symbolism</i>); and</li><li>• dramatic structure.</li></ul>	Teacher's Edition: 35, 240

## GENERAL STANDARD 15 :

### S t y l e a n d L a n g u a g e

Students will identify and analyze how an author's words appeal to the senses, create imagery, suggest mood, and set tone, and provide evidence from the text to support their understanding.

Learning Standards, Grades 9-10	Reading Advantage Level C
15.7 Evaluate how an author's choice of words advances the theme or purpose of a work.	Teacher's Edition: 66, 83, 85, 131, 144, 164, 304, 349

## GENERAL STANDARD 16 :

### M y t h , T r a d i t i o n a l N a r r a t i v e , a n d C l a s s i c a l L i t e r a t u r e

Students will identify, analyze, and apply knowledge of the themes, structure, and elements of myths, traditional narratives, and classical literature and provide evidence from the text to support their understanding.

Learning Standards, Grades 9-10	Reading Advantage Level C
16.11 Analyze the characters, structure, and themes of classical Greek drama and epic poetry.	Teacher's Edition: 120

# COMPOSITION

## GENERAL STANDARD 19 : Writing

**Students will write with a clear focus, coherent organization, and sufficient detail.**

Learning Standards, Grades 9-10	Reading Advantage Level C
<p><b>For imaginative/literary writing:</b></p> <p>19.24 Write well-organized stories or scripts with an explicit or implicit theme and details that contribute to a definite mood or tone.</p>	<p><b>Teacher's Edition:</b> 126</p>
<p>19.25 Write poems using a range of poetic techniques, forms (<i>sonnet, ballad</i>), and figurative language.</p>	<p><b>Teacher's Edition:</b> 35, 240</p>
<p><b>For informational/expository writing:</b></p> <p>19.26 Write well-organized essays (<i>persuasive, literary, personal</i>) that have a clear focus, logical development, effective use of detail, and variety in sentence structure.</p>	<p><b>Teacher's Edition:</b> 79, 85, 134, 163, 175, 230, 260, 305, 326, 360, 369</p>
<p>19.27 Write well-organized research papers that prove a thesis statement using logical organization, effective supporting evidence, and variety in sentence structure.</p>	<p><b>Teacher's Edition:</b> 61, 74, 103, 246, 339</p>

## GENERAL STANDARD 20 : Consideration of Audience and Purpose

**Students will write for different audiences and purposes.**

Learning Standards, Grades 9-10	Reading Advantage Level C
<p>20.5 Use different levels of formality, style, and tone when composing for different audiences.</p>	<p><b>Teacher's Edition:</b> 36, 127, 149, 159, 185, 277, 313, 361</p>

## GENERAL STANDARD 21:

### Revising

Students will demonstrate improvement in organization, content, paragraph development, level of detail, style, tone, and word choice (diction) in their compositions after revising them.

Learning Standards, Grades 9-10	Reading Advantage Level C
21.8 Revise writing by attending to topic/idea development, organization, level of detail, language/style, sentence structure, grammar and usage, and mechanics.	<b>Teacher's Edition:</b> 115, 139, 140, 163, 254, 298

## GENERAL STANDARD 23:

### Organizing Ideas in Writing

Students will organize ideas in writing in a way that makes sense for their purpose.

Learning Standards, Grades 9-10	Reading Advantage Level C
23.12 Integrate all elements of fiction to emphasize the theme and tone of the story.	<b>Teacher's Edition:</b> 11, 17, 139, 169, 220, 222, 292, 326, 330, 343
23.13 Organize ideas for a critical essay about literature or a research report with an original thesis statement in the introduction, well constructed paragraphs that build an effective argument, transition sentences to link paragraphs into a coherent whole, and a conclusion.	<b>Teacher's Edition:</b> 35, 49, 61, 74, 103, 126, 246, 291, 326, 339

## GENERAL STANDARD 24:

### Research

Students will gather information from a variety of sources, analyze and evaluate the quality of the information they obtain, and use it to answer their own questions.

Learning Standards, Grades 9-10	Reading Advantage Level C
24.5 Formulate open-ended research questions and apply steps for obtaining and evaluating information from a variety of sources, organizing information, documenting sources in a consistent and standard format, and presenting research.	<b>Teacher's Edition:</b> 19, 27, 44, 61, 74, 80, 93, 103, 127, 149, 159, 185, 201, 215, 223, 241, 255, 266, 277, 287, 293, 300, 307, 313, 339, 345, 353, 361

# MEDIA

## GENERAL STANDARD 27 : Media Production

Students will design and create coherent media productions (audio, video, television, multimedia, Internet, emerging technologies) with a clear controlling idea, adequate detail, and appropriate consideration of audience, purpose, and medium.

Learning Standards, Grades 9-10	Reading Advantage Level C
27.6 Create media presentations that effectively use graphics, images, and/or sound to present a distinctive point of view on a topic.	Teacher's Edition: 222, 330, 369



---

TOLL FREE: 800-289-4490

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

---