

ACCESS ENGLISH © 2005

correlated to

Ohio

**Language Arts Academic
Content Standards
Grades 6-8**

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EDUCATION GROUP



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correlated to
Ohio Language Arts Academic Content Standards
Grade 6

A c q u i s i t i o n o f V o c a b u l a r y

Grade-Level Indicators, Grade 6	ACCESS English
<p><i>Contextual Understanding</i></p> <p>1. Define the meaning of unknown words by using context clues and the author’s use of definition, restatement and example.</p>	<p>Student Book: 315, 347</p>
<p><i>Conceptual Understanding</i></p> <p>2. Apply knowledge of connotation and denotation to determine the meaning of words.</p>	<p>Student Book: 306</p>
<p>3. Identify analogies and other word relationships, including synonyms and antonyms, to determine the meaning of words.</p>	<p>Student Book: 28, 66, 177, 221, 283, 340, 352</p>
<p>4. Interpret metaphors and similes to understand new uses of words and phrases in text.</p>	<p>Student Book: 57</p>
<p>5. Recognize and use words from other languages that have been adopted into the English language.</p>	<p>Student Book: 242-252</p>
<p><i>Structural Understanding</i></p> <p>7. Identify symbols and acronyms and connect them to whole words.</p>	<p>Student Book: 22, 262</p>
<p><i>Tools and Resources</i></p> <p>8. Determine the meanings and pronunciations of unknown words by using dictionaries, thesauruses, glossaries, technology and textual features, such as definitional footnotes or sidebars.</p>	<p>Student Book: 195, 347, 356-371</p>

Reading Process: Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies

Grade-Level Indicators, Grade 6	ACCESS English
<p><i>Comprehension Strategies</i></p> <p>1. Establish and adjust purposes for reading, including to find out, to understand, to interpret, to enjoy and to solve problems.</p>	<p>Student Book: 26, 28-29, 31, 156, 196, 197, 312, 317</p>
<p>2. Predict or hypothesize as appropriate from information in the text, substantiating with specific references to textual examples that may be in widely separated sections of text.</p>	<p>Student Book: 50, 53, 89, 206, 257</p>
<p>3. Make critical comparisons across texts, noting author’s style as well as literal or implied content of text.</p>	<p>Student Book: 56, 57, 58, 78, 79, 134, 252, 306</p>
<p>4. Summarize the information in texts, recognizing important ideas and supporting details, and noting gaps or contradictions.</p>	<p>Student Book: 30, 46, 158, 197-198, 199-201</p>
<p>5. Select, create, and use graphic organizers to interpret textual information.</p>	<p>Student Book: 46, 50-51, 70, 90, 97, 101, 102, 141, 146, 165, 166, 170, 202, 213, 214, 263, 264, 268-269, 272, 276, 318, 326</p>
<p>6. Answer literal, inferential, evaluative and synthesizing questions to demonstrate comprehension of grade-appropriate print texts, and electronic and visual media.</p>	<p>Student Book: 22, 78, 134, 190, 206, 210, 211, 212-213, 226, 252, 306</p>
<p><i>Self-Monitoring Strategies</i></p> <p>7. Monitor own comprehension by adjusting speed to fit the purpose, or by skimming, scanning, reading on, looking back, note taking or summarizing what has been read so far in text.</p>	<p>Student Book: 25-27, 28-33, 49, 50-51, 52-57, 140-141, 143, 154-155, 156, 158, 196-201, 259-261, 310-311, 312-313, 314</p>
<p>8. List questions and search for answers within the text to construct meaning.</p>	<p>Student Book: 18, 32, 53, 74, 130, 151, 156, 197, 219, 220-221, 226, 241</p>
<p><i>Independent Reading</i></p> <p>10. Independently read books for various purposes (e.g., for enjoyment, for literary experience, to gain information or to perform a task).</p>	<p>Student Book: 220, 225, 226</p>

Reading Applications: Informational, Technical and Persuasive Text

Grade-Level Indicators, Grade 6	ACCESS English
1. Use text features, such as chapter titles, headings and subheadings; parts of books, including index, appendix, table of contents and online tools (search engines) to locate information.	Student Book: 29, 156, 194-195, 196, 309-311, 313, 314-315, 341
2. Analyze examples of cause and effect and fact and opinion.	Student Book: 101, 166-167, 170, 185, 191, 322-323
3. Compare and contrast important details about a topic, using different sources of information, including books, magazines, newspapers and online resources.	Student Book: 49, 51, 52, 57, 96-97, 102, 202, 226, 318
4. Compare original text to a summary to determine the extent to which the summary adequately reflects the main ideas and critical details of the original text.	Student Book: 30, 46, 158, 197-198, 199-201, 220
5. Analyze information found in maps, charts, tables, graphs, diagrams and cutaways.	Student Book: 149-155, 158, 159, 310-311, 314-315, 317
6. Identify an author's argument or viewpoint and assess the adequacy and accuracy of details used.	Student Book: 129, 130, 134, 137-138, 142, 306-307, 321, 323, 326-327
7. Identify and understand an author's purpose for writing, including to explain, entertain, persuade or inform.	Student Book: 303, 306-307, 321
8. Summarize information from informational text, identifying the treatment, scope, and organization of ideas.	Student Book: 30, 46, 158, 197-198, 199-201

Reading Applications: Literary Text

Grade-Level Indicators, Grade 6	ACCESS English
1. Analyze the techniques authors use to describe characters, including narrator or other character's point of view; character's own thoughts, words or actions.	Student Book: 88, 126, 260, 280-281, 285

Grade-Level Indicators, Grade 6	ACCESS English
2. Identify the features of setting and explain their importance in literary text.	Student Book: 258, 259, 284
3. Identify the main and minor events of the plot, and explain how each incident gives rise to the next.	Student Book: 256-257, 258, 261, 264, 280, 283
4. Explain first, third and omniscient point of view, and explain how voice affects the text.	Student Book: 99, 110, 129, 138, 269
5. Identify recurring themes, patterns and symbols found in literature from different eras and cultures.	Student Book: 17, 18-21, 22, 252, 262-263, 303, 304-305, 306-307
6. Explain the defining characteristics of literary forms and genres, including poetry, drama, myths, biographies, autobiographies, fiction and non-fiction.	Student Book: 134, 138-139, 256
7. Distinguish how an author establishes mood and meaning through word choice, figurative language and syntax.	Student Book: 17, 18-21, 22, 57, 73, 78, 79, 112, 306

W r i t i n g P r o c e s s e s

Grade-Level Indicators, Grade 6	ACCESS English
<i>Prewriting</i>	Student Book: 23, 38, 40, 102, 164-165, 218, 219, 220, 275, 285, 286, 288, 342
1. Generate writing ideas through discussions with others and from printed material, and keep a list of writing ideas.	
2. Conduct background reading, interviews or surveys when appropriate.	Student Book: 218, 220, 225, 226
3. Establish a thesis statement for informational writing or a plan for narrative writing.	Student Book: 165, 166, 270-272, 286
4. Determine a purpose and audience.	Student Book: 39, 40
5. Use organizational strategies (e.g., rough outlines, diagrams, maps, webs and Venn diagrams) to plan writing.	Student Book: 38, 40, 41, 97, 101, 102, 165, 166, 168, 170, 219, 221, 268-269, 276, 283, 285, 286, 288, 303, 318, 326, 328, 330, 342

Grade-Level Indicators, Grade 6	ACCESS English
<p><i>Drafting, Revising and Editing</i></p> <p>6. Organize writing, beginning with an introduction, body and a resolution of plot, followed by a closing statement or a summary of important ideas and details.</p>	<p>Student Book: 41-42, 164-165, 217, 220, 221, 222-223, 267, 269, 272-273, 276, 283, 286</p>
<p>7. Vary simple, compound and complex sentence structures.</p>	<p>Student Book: 62, 63, 64-65, 68-69, 224, 293</p>
<p>8. Group related ideas into paragraphs, including topic sentences following paragraph form, and maintain consistent focus across paragraphs.</p>	<p>Student Book: 82-83, 90, 93-101, 167-169, 222-223, 272</p>
<p>9. Vary language and style as appropriate to audience and purpose.</p>	<p>Student Book: 78, 106-107, 110-113, 114, 231, 269, 274-275, 281</p>
<p>10. Use available technology to compose text.</p>	<p>Student Book: 38, 156-157, 225, 329, 341</p>
<p>11. Reread and analyze clarity of writing.</p>	<p>Student Book: 38, 43, 175, 224, 274-275, 287</p>
<p>12. Add and delete information and details to better elaborate on a stated central idea and to more effectively accomplish a purpose.</p>	<p>Student Book: 43, 167, 224, 274, 287</p>
<p>13. Rearrange words, sentences and paragraphs, and add transitional words and phrases to clarify meaning.</p>	<p>Student Book: 43, 99, 101, 154, 169, 224, 261, 274-275</p>
<p>14. Use resources and reference materials (e.g., dictionaries and thesauruses) to select more effective vocabulary.</p>	<p>Student Book: 347</p>
<p>15. Proofread writing, edit to improve conventions (e.g., grammar, spelling, punctuation and capitalization) and identify and correct fragments and run-ons.</p>	<p>Student Book: 39, 44, 63, 66-67, 224, 287, 329</p>
<p>16. Apply tools (e.g., rubric, checklist and feedback) to judge the quality of writing.</p>	<p>Student Book: 43, 227, 275</p>

Grade-Level Indicators, Grade 6	ACCESS English
<p><i>Publishing</i></p> <p>17. Prepare for publication (e.g., for display or for sharing with others) writing that follows a format appropriate to the purpose, using such techniques as electronic resources, principles of design (e.g., margins, tabs, spacing and columns) and graphics (e.g., drawings, charts and graphs) to enhance the final product.</p>	<p>Student Book: 39, 45, 287, 329</p>

W r i t i n g A p p l i c a t i o n s

Grade-Level Indicators, Grade 6	ACCESS English
<p>1. Write narratives that maintain a clear focus and point of view and use sensory details and dialogue to develop plot, characters, and a specific setting.</p>	<p>Student Book: 146, 182, 264, 266-275, 276, 277, 288, 289</p>
<p>2. Write responses to novels, stories, poems and plays that provide an interpretation, critique or reflection and that support judgments with specific references to text.</p>	<p>Student Book: 27, 50-51, 52-57, 58, 59, 78, 90, 102, 143, 145, 146, 257, 262-263</p>
<p>3. Write letters that state the purpose, make requests or give compliments and use business letter format.</p>	<p>Student Book: 333-335, 339-341, 342</p>
<p>4. Write informational essays or reports, including research, that present a literal understanding of the topic, include specific facts, details and examples from multiple sources and create an organizing structure appropriate to the purpose, audience and context.</p>	<p>Student Book: 158, 214, 220-225, 226</p>
<p>5. Write persuasive essays that establish a clear position and include organized and relevant information to support ideas.</p>	<p>Student Book: 320-329, 330</p>
<p>6. Produce informal writings (e.g., journals, notes and poems) for various purposes.</p>	<p>Student Book: 17, 27, 23, 30, 31, 33, 135, 194, 197, 199-201, 275, 338</p>

W r i t i n g C o n v e n t i o n s

Grade-Level Indicators, Grade 6	ACCESS English
<p><i>Spelling</i></p> <p>1. Spell frequently misspelled and high-frequency words correctly.</p>	<p>Student Book: 28, 39, 59, 66, 183, 221, 301, 340</p>
<p>2. Use commas, end marks, apostrophes and quotation marks correctly.</p>	<p>Student Book: 47, 61, 68, 124-125, 190, 281, 289, 334-335, 336-337, 339-340</p>
<p>3. Use semi-colons, colons, hyphens, dashes and brackets.</p>	<p>Student Book: 69, 334, 339-340</p>
<p>4. Use correct capitalization.</p>	<p>Student Book: 47, 61, 65, 118-119, 334-335, 336</p>
<p><i>Grammar and Usage</i></p> <p>5. Use all eight parts of speech (e.g., noun, pronoun, verb, adverb, adjective, conjunction, preposition, interjection).</p>	<p>Student Book: 106, 107, 111, 115, 116-118, 120-125, 172-181, 182, 203, 228-237, 238, 239, 265, 277, 292-293, 294-299, 300, 301, 344-353, 355</p>
<p>6. Use verbs, including perfect tenses, transitive and intransitive verbs, and linking verbs.</p>	<p>Student Book: 172-177, 181, 229, 232-237, 239</p>
<p>7. Use nominative, objective, possessive, indefinite and relative pronouns.</p>	<p>Student Book: 265, 289, 348-350</p>
<p>8. Use subject-verb agreement with collective nouns, indefinite pronouns, compound subjects and prepositional phrases.</p>	<p>Student Book: 147, 178-179</p>

R e s e a r c h

Grade-Level Indicators, Grade 6	ACCESS English
<p>1. Generate a topic, assigned or personal interest, and open-ended questions for research and develop a plan for gathering information.</p>	<p>Student Book: 156-157, 219-221</p>
<p>2. Identify appropriate sources, and gather relevant information from multiple sources (e.g., school library catalogs, online databases, electronic resources and Internet-based resources).</p>	<p>Student Book: 41, 156-157, 217-221, 225, 226, 341</p>

Grade-Level Indicators, Grade 6	ACCESS English
3. Identify elements of validity in sources, including publication date, coverage, language, points of view, and discuss primary and secondary sources.	Student Book: 157, 341
4. Identify important information found in sources and paraphrase the findings in a systematic way (e.g., notes, outlines, charts, tables and graphic organizers).	Student Book: 220-221, 226
5. Compare and contrast important findings and select sources to support central ideas, concepts and themes.	Student Book: 226
7. Use an appropriate form of documentation, with teacher assistance, to acknowledge sources (e.g., bibliography, works cited).	Student Book: 218, 225
8. Use a variety of communication techniques, including oral, visual, written or multimedia reports, to present information that supports a clear position with organized and relevant evidence about the topic or research question.	Student Book: 224-225, 226, 328, 354

C o m m u n i c a t i o n : O r a l a n d V i s u a l

Grade-Level Indicators, Grade 6	ACCESS English
<i>Listening and Viewing</i>	Student Book: 159
1. Demonstrate active listening strategies (e.g., asking focused questions, responding to cues, making visual contact).	
2. Summarize the main idea and draw conclusions from presentations and visual media.	Student Book: 151, 152-155, 158, 226
3. Interpret the speaker's purpose in presentations and visual media (e.g., to inform, to entertain, to persuade).	Student Book: 303, 306-307
4. Identify the persuasive techniques (e.g., bandwagon, testimonial, glittering generalities, emotional word repetition and bait and switch) used in presentations and media messages.	Student Book: 322-323

Grade-Level Indicators, Grade 6	ACCESS English
<p><i>Speaking Skills and Strategies</i></p> <p>5. Demonstrate an understanding of the rules of the English language and select language appropriate to the purpose and audience.</p>	<p>Student Book: 35, 190-191, 203, 303</p>
<p>6. Use clear diction and tone, and adjust volume, phrasing and tempo to stress important ideas.</p>	<p>Student Book: 23, 47, 59, 91, 103, 115, 147, 183, 253, 265, 319, 343</p>
<p>7. Adjust speaking content and style according to the needs of the situation, setting and audience.</p>	<p>Student Book: 35, 265, 277, 303</p>
<p><i>Speaking Applications</i></p> <p>8. Deliver informational presentations (e.g., expository, research) that:</p> <ol style="list-style-type: none"> a. demonstrate an understanding of the topic and present events or ideas in logical sequence; b. support the controlling idea or thesis with relevant facts, details, examples, quotations, statistics, stories, and anecdotes; c. include an effective introduction and conclusion and use a consistent organizational structure (e.g., cause-effect, compare-contrast); d. use appropriate visual materials (e.g., diagrams, charts, illustrations) and available technology; and e. draw from multiple sources and identify sources used. 	<p>Student Book: 160, 162, 163, 164, 165, 166, 167, 168, 169, 170</p>
<p>9. Deliver formal and informal descriptive presentations that convey relevant information and descriptive details.</p>	<p>Student Book: 110, 276, 288, 289</p>
<p>10. Deliver persuasive presentations that:</p> <ol style="list-style-type: none"> a. establish a clear position; b. include relevant evidence to support a position and to address potential concerns of listeners; and c. follow common organizational structures when appropriate (e.g., cause-effect, compare-contrast, problem-solution). 	<p>Student Book: 330, 354</p>



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Ohio Language Arts Academic Content Standards
Grade 7

A c q u i s i t i o n o f V o c a b u l a r y

Grade-Level Indicators, Grade 7	ACCESS English
<p><i>Contextual Understanding</i></p> <p>1. Define the meaning of unknown words through context clues and the author’s use of comparison, contrast, definition, restatement and example.</p>	<p>Student Book: 315, 347</p>
<p><i>Conceptual Understanding</i></p> <p>2. Apply knowledge of connotation and denotation to determine the meaning of words.</p>	<p>Student Book: 306</p>
<p>3. Infer word meanings through the identification of analogies and other word relationships, including synonyms and antonyms.</p>	<p>Student Book: 28, 66, 177, 221, 283, 340, 352</p>
<p>4. Interpret metaphors and similes to understand new uses of words and phrases in text.</p>	<p>Student Book: 57</p>
<p>5. Recognize and use words from other languages that have been adopted into the English language.</p>	<p>Student Book: 242-252</p>
<p><i>Structural Understanding</i></p> <p>7. Use knowledge of symbols and acronyms to identify whole words.</p>	<p>Student Book: 22, 262</p>
<p><i>Tools and Resources</i></p> <p>8. Determine the meanings and pronunciations of unknown words by using dictionaries, thesauruses, glossaries, technology and textual features, such as definitional footnotes or sidebars.</p>	<p>Student Book: 195, 347, 356-371</p>

Reading Process: Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies

Grade-Level Indicators, Grade 7	ACCESS English
<p><i>Comprehension Strategies</i></p> <p>1. Establish and adjust purposes for reading, including to find out, to understand, to interpret, to enjoy, and to solve problems.</p>	<p>Student Book: 26, 28-29, 31, 156, 196, 197, 312, 317</p>
<p>2. Predict or hypothesize as appropriate from information in the text, substantiating with specific references to textual templates examples that may be in widely separated sections of text.</p>	<p>Student Book: 50, 53, 89, 206, 257</p>
<p>3. Make critical comparisons across text, noting author’s style as well as literal and implied content of text.</p>	<p>Student Book: 56, 57, 58, 78, 79, 134, 252, 306</p>
<p>4. Summarize the information in texts, using key ideas, supporting details and referencing gaps or contradictions.</p>	<p>Student Book: 30, 46, 158, 197-198, 199-201</p>
<p>5. Select, create, and use graphic organizers to interpret textual information.</p>	<p>Student Book: 46, 50-51, 70, 90, 97, 101, 102, 141, 146, 165, 166, 170, 202, 213, 214, 263, 264, 268-269, 272, 276, 318, 326</p>
<p>6. Answer literal, inferential, evaluative, and synthesizing questions to demonstrate comprehension of grade-appropriate print texts and electronic and visual media.</p>	<p>Student Book: 22, 78, 134, 190, 206, 210, 211, 212-213, 226, 252, 306</p>
<p><i>Self-Monitoring Strategies</i></p> <p>7. Monitor own comprehension by adjusting speed to fit the purpose, or by skimming, scanning, reading on, looking back, note taking or summarizing what has been read so far in text.</p>	<p>Student Book: 25-27, 28-33, 49, 50-51, 52-57, 140-141, 143, 154-155, 156, 158, 196-201, 259-261, 310-311, 312-313, 314</p>
<p><i>Independent Reading</i></p> <p>9. Independently read books for various purposes (e.g., for enjoyment, for literary experience, to gain information or to perform a task).</p>	<p>Student Book: 220, 225, 226</p>

Reading Applications: Informational, Technical and Persuasive Text

Grade-Level Indicators, Grade 7	ACCESS English
1. Use text features, such as chapter titles, headings and subheadings; parts of books including index, appendix, table of contents and online tools (search engines) to locate information.	Student Book: 29, 156, 158, 194-195, 196, 309-311, 313, 314-315, 341
2. Analyze examples of cause and effect and fact and opinion.	Student Book: 95, 101, 166-167, 170, 185, 191, 322-323
3. Compare and contrast different sources of information, including books, magazines, newspapers and online resources, to draw conclusions about a topic.	Student Book: 49, 51, 52, 57, 96-97, 102, 202, 226, 318
4. Compare original text to a summary to determine the extent to which the summary adequately reflects the main ideas, critical details and underlying meaning of the original text.	Student Book: 30, 46, 158, 197-198, 199-201, 220
5. Analyze information found on maps, charts, tables, graphs, diagrams, cutaways, and overlays.	Student Book: 149-155, 158, 159, 310-311, 314-315, 317
6. Assess the adequacy, accuracy and appropriateness of an author's details, identifying persuasive techniques and examples of bias and stereotyping.	Student Book: 129, 130, 134, 137-138, 142, 306-307, 321, 322-323, 326-327
7. Identify an author's purpose for writing and explain an author's argument, perspective or viewpoint in text.	Student Book: 303, 306-307, 321
8. Compare the treatment, scope and organization of ideas from different texts on the same topic.	Student Book: 202, 226

Reading Applications: Literary Text

Grade-Level Indicators, Grade 7	ACCESS English
1. Explain interactions and conflicts (e.g., character vs. self, nature or society) between main and minor characters in literary text and how interactions affect the plot.	Student Book: 88, 126, 260-261, 280-281, 285

Grade-Level Indicators, Grade 7	ACCESS English
2. Analyze the features of the setting and their importance in a text.	Student Book: 258, 259, 284
3. Identify the main and minor events of the plot, and explain how each incident gives rise to the next.	Student Book: 256-257, 258, 261, 264, 280, 283
4. Identify and compare subjective and objective points of view and how they affect the overall body of a work.	Student Book: 99, 129, 138
5. Identify recurring themes, patterns, and symbols found in literature from different eras or cultures.	Student Book: 17, 18-21, 22, 252, 262-263, 303, 304-305, 306-307
6. Explain the defining characteristics of literary forms and genres, including poetry, drama, myths, biographies, autobiographies, science fiction, fiction, and non-fiction.	Student Book: 134, 138-139, 256
7. Interpret how mood or meaning is conveyed through word choice, figurative language and syntax.	Student Book: 17, 18-21, 22, 57, 73, 78, 79, 112, 306

W r i t i n g P r o c e s s e s

Grade-Level Indicators, Grade 7	ACCESS English
<i>Prewriting</i>	Student Book: 23, 38, 40, 102, 164-165, 218, 219, 220, 275, 285, 286, 288, 342
1. Generate writing ideas through discussions with others and from printed material, and keep a list of writing ideas.	
2. Conduct background reading, interviews or surveys when appropriate.	Student Book: 218, 220, 225, 226
3. Establish a thesis statement for informational writing or a plan for narrative writing.	Student Book: 165, 166, 270-272, 286
4. Determine a purpose and audience.	Student Book: 39, 40
5. Use organizational strategies (e.g., rough outlines, diagrams, maps, webs, and Venn diagrams) to plan writing.	Student Book: 38, 40, 41, 97, 101, 102, 165, 166, 168, 170, 219, 221, 268-269, 276, 283, 285, 286, 288, 303, 318, 326, 328, 330, 342

Grade-Level Indicators, Grade 7	ACCESS English
<p><i>Drafting, Revising and Editing</i></p> <p>6. Organize writing with an effective and engaging introduction, body and a conclusion that summarizes, extends or elaborates on points or ideas in writing.</p>	<p>Student Book: 41-42, 164-165, 220-221, 222-223, 267, 269, 272-273, 276, 286</p>
<p>7. Vary simple, compound and complex sentence structures.</p>	<p>Student Book: 62, 63, 64-65, 68-69, 224, 293</p>
<p>8. Group related ideas into paragraphs, including topic sentences following paragraph form, and maintain a consistent focus across paragraphs.</p>	<p>Student Book: 82-83, 90, 93-101, 167-169, 222-223, 272</p>
<p>9. Use precise language, action verbs, sensory details, colorful modifiers and style as appropriate to audience and purpose.</p>	<p>Student Book: 78, 106-107, 110-113, 114, 231, 232, 269, 274-275</p>
<p>10. Use available technology to compose text.</p>	<p>Student Book: 38, 156-157, 225, 329, 341</p>
<p>11. Reread and analyze clarity of writing.</p>	<p>Student Book: 38, 43, 175, 224, 274-275, 287</p>
<p>12. Add and delete information and details to better elaborate on a stated central idea and to more effectively accomplish purpose.</p>	<p>Student Book: 43, 167, 224, 274, 287</p>
<p>13. Rearrange words, sentences and paragraphs, and add transitional words and phrases to clarify meaning.</p>	<p>Student Book: 43, 99, 101, 154, 169, 224, 261, 274-275</p>
<p>14. Use resources and reference materials (e.g., dictionaries and thesauruses) to select more effective vocabulary.</p>	<p>Student Book: 347</p>
<p>15. Proofread writing, edit to improve conventions (e.g., grammar, spelling, punctuation and capitalization) and identify and correct fragments and run-ons.</p>	<p>Student Book: 39, 44, 63, 66-67, 224, 287, 329</p>
<p>16. Apply tools (e.g., rubric, checklist, and feedback) to judge the quality of writing.</p>	<p>Student Book: 43, 227, 275</p>

Grade-Level Indicators, Grade 7	ACCESS English
<p><i>Publishing</i></p> <p>17. Prepare for publication (e.g., for display or for sharing with others) writing that follows a format appropriate to the purpose, using such techniques as electronic resources, principles of design (e.g., margins, tabs, spacing and columns) and graphics (e.g., drawings, charts and graphs) to enhance the final product.</p>	<p>Student Book: 39, 45, 287, 329</p>

Writing Applications

Grade-Level Indicators, Grade 7	ACCESS English
<p>1. Write narratives that maintain a clear focus and point of view and use sensory details and dialogue to develop plot, character and a specific setting.</p>	<p>Student Book: 146, 182, 264, 266-275, 276, 277, 288, 289</p>
<p>2. Write responses to novels, stories, poems and plays that provide an interpretation, a critique or a reflection and support judgments with specific references to the text.</p>	<p>Student Book: 27, 50-51, 52-57, 58, 59, 78, 90, 102, 143, 145, 146, 257, 262-263</p>
<p>3. Write business letters that are formatted to convey ideas, state problems, make requests or give compliments.</p>	<p>Student Book: 333-335, 339-341, 342</p>
<p>4. Write informational essays or reports, including research, that present a literal understanding of the topic, include specific facts, details and examples from multiple sources, and create an organizing structure appropriate to the purpose, audience and context.</p>	<p>Student Book: 158, 214, 220-225, 226</p>
<p>5. Write persuasive essays that establish a clear position and include relevant information to support thesis.</p>	<p>Student Book: 320-329, 330</p>
<p>6. Produce informal writings (e.g., journals, notes and poems) for various purposes.</p>	<p>Student Book: 17, 27, 23, 30, 31, 33, 135, 194, 197, 199-201, 275, 338</p>

W r i t i n g C o n v e n t i o n s

Grade-Level Indicators, Grade 7	ACCESS English
<p><i>Spelling</i></p> <p>1. Spell high-frequency words correctly.</p>	<p>Student Book: 28, 39, 59, 66, 183, 221, 301, 340</p>
<p><i>Punctuation and Capitalization</i></p> <p>2. Use commas, end marks, apostrophes and quotation marks correctly.</p>	<p>Student Book: 47, 61, 68, 124-125, 190, 281, 289, 334-335, 336-337, 339-340</p>
<p>3. Use semicolons, colons, hyphens, dashes and brackets correctly.</p>	<p>Student Book: 69, 334, 339-340</p>
<p>4. Use correct capitalization.</p>	<p>Student Book: 47, 61, 65, 118-119, 334-335, 336</p>
<p><i>Grammar and Usage</i></p> <p>5. Use all eight parts of speech (e.g., noun, pronoun, verb, adverb, adjective, conjunction, preposition, interjection).</p>	<p>Student Book: 106, 107, 111, 115, 116-118, 120-125, 172-181, 182, 203, 228-237, 238, 239, 265, 277, 292-293, 294-299, 300, 301, 344-353, 355</p>
<p>6. Use dependent and independent clauses.</p>	<p>Student Book: 62, 65, 69, 227</p>
<p>7. Use subject-verb agreement with collective nouns, indefinite pronouns, compound subjects and prepositional phrases.</p>	<p>Student Book: 147, 178-179</p>
<p>8. Conjugate regular and irregular verbs in all tenses correctly.</p>	<p>Student Book: 180-183, 229-230, 232, 234-235, 236-237</p>

R e s e a r c h

Grade-Level Indicators, Grade 7	ACCESS English
<p>1. Generate a topic, assigned or personal interest, and open-ended questions for research and develop a plan for gathering information.</p>	<p>Student Book: 156-157, 219-221</p>
<p>2. Identify appropriate sources and gather relevant information from multiple sources (e.g., school library catalogs, online databases, electronic resources and internet-based resources).</p>	<p>Student Book: 41, 156-157, 217-221, 225, 226, 341</p>

Grade-Level Indicators, Grade 7	ACCESS English
3. Identify and explain the importance of validity in sources, including publication date, coverage, language, points of view, and describe primary and secondary sources.	Student Book: 157, 341
4. Select and appropriate structure for organizing information in a systematic way (e.g., notes, outlines, charts, tables and graphic organizers).	Student Book: 220-221, 226
5. Analyze and organize important information, and select appropriate sources to support central ideas, concepts and themes.	Student Book: 220-225, 226
7. Use an appropriate form of documentation, with teacher assistance, to acknowledge sources (e.g., bibliography, works cited).	Student Book: 218, 225
8. Use a variety of communication techniques, including oral, visual, written or multimedia reports, to present information that supports a clear position with organized and relevant evidence about the topic or research question.	Student Book: 224-225, 226, 328, 354

C o m m u n i c a t i o n : O r a l a n d V i s u a l

Grade-Level Indicators, Grade 7	ACCESS English
<i>Listening and Viewing</i>	Student Book: 159
1. Demonstrate active listening strategies (e.g., asking focused questions, responding to cues, making visual contact).	
2. Draw logical inferences from presentations and visual media.	Student Book: 89, 145, 211
3. Interpret the speaker's purpose in presentations and visual media (e.g., to inform, to entertain, to persuade).	Student Book: 303, 306-307
4. Identify and explain the persuasive techniques (e.g., bandwagon, testimonial, glittering generalities, emotional word repetition and bait and switch) used in presentations and media messages.	Student Book: 322-323

Grade-Level Indicators, Grade 7	ACCESS English
<p><i>Speaking Skills and Strategies</i></p> <p>5. Demonstrate an understanding of the rules of the English language and select language appropriate to purpose and audience.</p>	<p>Student Book: 35, 190-191, 203, 303</p>
<p>6. Adjust volume, phrasing, enunciation, voice modulation and inflection to stress important ideas and impact audience response.</p>	<p>Student Book: 23, 47, 59, 91, 103, 115, 147, 183, 253, 265, 319, 343</p>
<p>7. Vary language choice as appropriate to the context of the speech.</p>	<p>Student Book: 35, 265, 277, 303</p>
<p>8. Deliver informational presentations (e.g., expository, research) that:</p> <ol style="list-style-type: none"> a. demonstrate and understanding of the topic and present events or ideas in a logical sequence; b. support the controlling idea or thesis with well-chosen and relevant facts, details, examples, quotations, statistics, stories and anecdotes; c. include an effective introduction and conclusion and use a consistent organizational structure (e.g., cause-effect, compare-contrast, problem-solution); d. use appropriate visual materials (e.g., diagrams, charts, illustrations) and available technology; and e. draw from multiple sources and identify sources used. 	<p>Student Book: 160, 162, 163, 164, 165, 166, 167, 168, 169, 170</p>
<p>9. Deliver formal and informal descriptive presentations that convey relevant information and descriptive details.</p>	<p>Student Book: 110, 276, 288, 289</p>
<p>10. Deliver persuasive presentations that:</p> <ol style="list-style-type: none"> a. establish a clear position; b. include relevant evidence to support position and to address counter-arguments; and c. consistently use common organizational structures as appropriate (e.g., cause-effect, compare-contrast). 	<p>Student Book: 330, 354</p>

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correlated to
Ohio Language Arts Academic Content Standards
Grade 8

A c q u i s i t i o n o f V o c a b u l a r y

Grade-Level Indicators, Grade 8	ACCESS English
<p><i>Contextual Understanding</i></p> <p>1. Define unknown words through context clues and the author’s use of comparison, contrast and cause and effect.</p>	<p>Student Book: 315, 347</p>
<p><i>Conceptual Understanding</i></p> <p>2. Apply knowledge of connotation and denotation to determine the meaning of words.</p>	<p>Student Book: 306</p>
<p>3. Identify the relationships of pairs of words in analogical statements (e.g., synonyms and antonyms) and infer word meanings from these relationships.</p>	<p>Student Book: 28, 66, 177, 221, 283, 340, 352</p>
<p>4. Infer the literal and figurative meaning of words and phrases and discuss the function of figurative language, including metaphors, similes and idioms.</p>	<p>Student Book: 57, 112</p>
<p>5. Examine and discuss the ways that different events (e.g., cultural, political, social, technological, and scientific events) impact and change the English language.</p>	<p>Student Book: 315</p>
<p><i>Tools and Resources</i></p> <p>7. Determine the meanings and pronunciations of unknown word by using dictionaries, thesauruses, glossaries, technology and textual features, such as definitional footnotes or sidebars.</p>	<p>Student Book: 195, 347, 356-371</p>

Reading Process: Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies

Grade-Level Indicators, Grade 8	ACCESS English
<p><i>Comprehension Strategies</i></p> <p>1. Apply reading comprehension strategies, including making predictions, comparing and contrasting, recalling and summarizing and making inferences and drawing conclusions.</p>	<p>Student Book: 30, 46, 49-57, 83, 89, 158, 197-198, 199-201, 206, 207, 257</p>
<p>2. Answer literal, inferential, evaluative and synthesizing questions to demonstrate comprehension of grade-appropriate print text and electronic and visual media.</p>	<p>Student Book: 22, 78, 134, 190, 206, 210, 211, 212-213, 226, 252, 306</p>
<p><i>Self-Monitoring Strategies</i></p> <p>3. Monitor own comprehension by adjusting speed to fit the purpose, or by skimming, scanning, reading on, looking back, note taking or summarizing what has been read so far in text.</p>	<p>Student Book: 25-27, 28-33, 49, 50-51, 52-57, 140-141, 143, 154-155, 156, 158, 196-201, 259-261, 310-311, 312-313, 314</p>
<p><i>Independent Reading</i></p> <p>5. Independently read book for various purposes (e.g., for enjoyment, for literary experience, to gain information or to perform a task).</p>	<p>Student Book: 220, 225, 226</p>

Reading Applications: Informational, Technical and Persuasive Text

Grade-Level Indicators, Grade 8	ACCESS English
<p>1. Compare and contrast text features, including format and headers of various informational texts in terms of their structure and purpose.</p>	<p>Student Book: 29, 149, 152-154, 156, 158, 194-195, 196, 309, 313, 314-315</p>
<p>2. Identify and use the organizational structure of a text, such as chronological, compare-contrast, cause-effect, problem-solution, and evaluate its effectiveness.</p>	<p>Student Book: 93-101, 139, 141, 142-143, 166-167, 170, 202, 268-269, 318</p>
<p>3. Compare and contrast the treatment, scope and organization of idea from different sources on the same topic.</p>	<p>Student Book: 49, 51, 52, 57, 96-97, 102, 202, 226, 318</p>

Grade-Level Indicators, Grade 8	ACCESS English
4. Analyze information found in maps, charts, tables, graphs, diagrams, cutaways and overlays.	Student Book: 149-155, 158, 159, 310-311, 314-315, 317
5. Assess the adequacy, accuracy and appropriateness of an author’s details, identifying persuasive techniques (e.g., bandwagon, testimonial and emotional word repetition) and examples of bias and stereotyping.	Student Book: 129, 130, 134, 137-138, 142, 306-307, 321, 322-323, 326-327
6. Identify the author’s purpose and intended audience for the text.	Student Book: 303, 306-307, 321
7. Analyze an author’s argument, perspective or viewpoint and explain the development of key points.	Student Book: 129, 130, 134, 137-138, 140-141, 142-143, 306-307, 321, 323, 326-327
8. Recognize how writers cite facts, draw inferences and present opinions in informational text.	Student Book: 129, 130, 140-145, 162-163, 306-307
9. Distinguish the characteristics of consumer materials (e.g., warranties, product information, instructional materials), functional or workplace documents (e.g., job-related materials, memoranda, instructions) and public documents (e.g., speeches or newspaper editorials).	Student Book: 309-317, 318, 324, 325

Reading Applications: Literary Text

Grade-Level Indicators, Grade 8	ACCESS English
1. Identify and explain various types of characters (e.g., flat, round, dynamic, static) and how their interactions and conflicts affect the plot.	Student Book: 88, 126, 260, 280-281, 285
2. Analyze the influence of setting in relation to other literary elements.	Student Book: 258, 259, 284
3. Explain how authors pace action and use subplots, parallel episodes and climax.	Student Book: 256-257, 258, 261, 264, 280
4. Compare and contrast different points of view (e.g., first person and third person limited, omniscient, objective and subjective), and explain how voice affects literary text.	Student Book: 99, 129, 138

Grade-Level Indicators, Grade 8	ACCESS English
5. Identify and explain universal themes across different works by the same author and different authors.	Student Book: 17, 18-21, 22, 252, 262-263, 303, 304-305, 306-307
6. Explain how an author’s choice of genre affects the expression of a theme or topic.	Student Book: 134, 138-139, 241, 252, 256, 262-263
8. Explain ways in which the author conveys mood and tone through word choice, figurative language, and syntax.	Student Book: 17, 18-21, 22, 57, 73, 78, 79, 112, 306
9. Examine symbols used in literary texts.	Student Book: 22, 262

Writing Processes

Grade-Level Indicators, Grade 8	ACCESS English
<i>Prewriting</i>	Student Book: 23, 38, 40, 102, 164-165, 218, 219, 220, 275, 285, 286, 288, 342
1. Generate writing ideas through discussions with others and from printed material, and keep a list of writing ideas.	
2. Conduct background reading, interviews or surveys when appropriate.	Student Book: 218, 220, 225, 226
3. Establish a thesis statement for informational writing or a plan for narrative writing.	Student Book: 165, 166, 270-272, 286
4. Determine a purpose and audience and plan strategies (e.g., adapting focus, content structure and point of view) to address purpose and audience.	Student Book: 39, 40
5. Use organizational strategies (e.g., notes and outlines) to plan writing.	Student Book: 38, 40, 41, 97, 101, 102, 165, 166, 168, 170, 219, 221, 268-269, 276, 283, 285, 286, 288, 303, 318, 326, 328, 330, 342
<i>Drafting, Revising and Editing</i>	Student Book: 41-42, 164-165, 217, 220, 221, 222-223, 267, 269, 272-273, 276, 283, 286
6. Organize writing with an effective and engaging introduction, body and a conclusion that summarizes, extends or elaborates on points or ideas in writing.	

Grade-Level Indicators, Grade 8	ACCESS English
7. Vary simple, compound and complex sentence structures.	Student Book: 62, 63, 64-65, 68-69, 224, 293
8. Group related ideas into paragraphs, including topic sentences following paragraph form, and maintain a consistent focus reinforced by parallel structures across paragraphs.	Student Book: 82-83, 90, 93-101, 167-169, 222-223, 272
9. Use precise language, action verbs, sensory details, colorful modifiers and style as appropriate to audience and purpose.	Student Book: 78, 106-107, 110-113, 114, 231, 232, 269, 274-275
10. Use available technology to compose text.	Student Book: 38, 156-157, 225, 329, 341
11. Reread and analyze clarity of writing and consistency of point of view.	Student Book: 38, 43, 175, 224, 274-275, 287
12. Add and delete information and details to better elaborate on a stated central idea and to more effectively accomplish purpose.	Student Book: 43, 167, 224, 274, 287
13. Rearrange words, sentences and paragraphs, and add transitional words and phrases to clarify meaning.	Student Book: 43, 99, 101, 154, 169, 224, 261, 274-275
14. Use resources and reference materials (e.g., dictionaries and thesauruses) to select more effective vocabulary.	Student Book: 347
15. Proofread writing, edit to improve conventions (e.g., grammar, spelling, punctuation and capitalization) and identify and correct fragments and run-ons.	Student Book: 39, 44, 63, 66-67, 224, 287, 329
16. Apply tools (e.g., rubric, checklist and feedback) to judge the quality of writing.	Student Book: 43, 227, 275
<p data-bbox="190 1608 305 1638"><i>Publishing</i></p> <p data-bbox="190 1671 781 1877">17. Prepare for publication (e.g., for display or for sharing with others) writing that follows a manuscript form appropriate for the purpose, which could include such techniques as electronic resources, principles of design (e.g., margins, tabs, spacing and columns) and graphics (e.g., drawings, charts, graphs) to enhance the final product.</p>	Student Book: 39, 45, 287, 329

Writing Applications

Grade-Level Indicators, Grade 8	ACCESS English
<p>1. Write narratives that:</p> <ul style="list-style-type: none"> a. sustain reader interest by pacing action and developing and engaging plot (e.g., tension and suspense); b. use literary devices to enhance style and tone; and c. create complex characters in a definite, believable setting. 	<p>Student Book: 182, 264, 266-275, 276, 277, 282-287, 288</p>
<p>2. Write responses to literature that organize an insightful interpretation around several clear ideas, premises or images and support judgments with specific references to the original text, to other texts, authors and to prior knowledge.</p>	<p>Student Book: 27, 50-51, 52-57, 58, 59, 78, 90, 102, 143, 145, 146, 257, 262-263</p>
<p>3. Write business letters, letters to the editor and job applications that:</p> <ul style="list-style-type: none"> a. address audience needs, stated purpose and context in a clear and efficient manner; b. follow conventional style appropriate to the text using proper technical terms; c. include appropriate facts and details; d. exclude extraneous details and inconsistencies; and e. provide a sense of closure to the writing. 	<p>Student Book: 333-335, 339-341, 342</p>
<p>4. Write informational essays or reports, including research, that:</p> <ul style="list-style-type: none"> a. pose relevant and tightly drawn questions that engage the reader; b. provide a clear and accurate perspective on the subject; c. create an organizing structure appropriate to the purpose, audience and context; d. support the main ideas with facts, details, examples and explanations from sources; and e. document sources and include bibliographies. 	<p>Student Book: 214, 220-225, 226</p>
<p>5. Write persuasive compositions that:</p> <ul style="list-style-type: none"> a. establish and develop a controlling idea; b. support arguments with detailed evidence; c. exclude irrelevant information; and d. cite sources of information. 	<p>Student Book: 320-329, 330</p>
<p>6. Produce informal writings (e.g., journals, notes and poems) for various purposes.</p>	<p>Student Book: 17, 27, 23, 30, 31, 33, 135, 194, 197, 199-201, 275, 338</p>

W r i t i n g C o n v e n t i o n s

Grade-Level Indicators, Grade 8	ACCESS English
<p><i>Spelling</i></p> <p>1. Use correct spelling conventions.</p>	<p>Student Book: 59, 183, 301</p>
<p><i>Punctuation and Capitalization</i></p> <p>2. Use correct punctuation and capitalization.</p>	<p>Student Book: 47, 61, 65, 68, 69, 118-119, 124-125, 190, 281, 289, 334-335, 336-337, 339-340</p>
<p><i>Grammar and Usage</i></p> <p>3. Use all eight parts of speech (e.g., noun, pronoun, verb, adverb, adjective, conjunction, preposition, interjection).</p>	<p>Student Book: 106, 107, 111, 115, 116-118, 120-125, 172-181, 182, 203, 228-237, 238, 239, 265, 277, 292-293, 294-299, 300, 301, 344-353, 355</p>
<p>4. Use clauses (e.g., main, subordinate) and phrases (e.g., gerund, infinitive, participial).</p>	<p>Student Book: 62, 65, 69, 159, 227, 293, 296-29</p>
<p>6. Use proper placement of modifiers.</p>	<p>Student Book: 297</p>
<p>7. Maintain the use of appropriate verb tenses.</p>	<p>Student Book: 180-183, 232-237</p>
<p>8. Conjugate regular and irregular verbs in all tenses correctly.</p>	<p>Student Book: 180-183, 229-230, 232, 234-235, 236-237</p>

R e s e a r c h

Grade-Level Indicators, Grade 8	ACCESS English
<p>1. Compose open-ended questions for research, assigned or personal interest, and modify questions as necessary during inquiry and investigation.</p>	<p>Student Book: 156-157, 219-221</p>
<p>2. Identify appropriate sources and gather relevant information from multiple sources (e.g., school library catalogs, online databases, electronic resources and internet-bases resources).</p>	<p>Student Book: 41, 156-157, 217-221, 225, 226, 341</p>
<p>3. Explain the usefulness and accuracy of sources by determining their validity (e.g., authority, accuracy, objectivity, publication date and coverage) and define primary and secondary sources.</p>	<p>Student Book: 157, 341</p>

Grade-Level Indicators, Grade 8	ACCESS English
4. Select an appropriate structure for organizing information in a systematic way (e.g., notes, outlines, charts, tables, and graphic organizers).	Student Book: 220-221, 226
5. Compile and organize the important information and select appropriate sources to support central ideas, concepts and themes.	Student Book: 220-225, 226
7. Use style guides to produce oral and written reports that give proper credit for sources and include an acceptable format for source acknowledgement.	Student Book: 218, 225
8. Use a variety of communication techniques, including oral, visual, written or multimedia reports, to present information that supports a clear position about the topic or research question and to maintain an appropriate balance between researched information and original ideas.	Student Book: 224-225, 226, 328, 354

C o m m u n i c a t i o n : O r a l a n d V i s u a l :

Grade-Level Indicators, Grade 8	ACCESS English
<i>Listening and Viewing</i>	Student Book: 159
1. Apply active listening strategies (e.g., monitoring message for clarity, selecting and organizing essential information, noting cues such as changes in pace).	
2. Identify and analyze the persuasive techniques (e.g., bandwagon, testimonial, glittering generalities, emotional word repetition and bait and switch) used in presentations and media messages.	Student Book: 322-323
3. Determine the credibility of the speaker (e.g., hidden agendas, slanted or biased material) and recognize fallacies of reasoning used in presentations and media messages.	Student Book: 306-307, 322-323
4. Identify the speaker's choice of language and delivery styles (e.g., repetition, appeal to emotion, eye contact) and how they contribute to meaning.	Student Book: 306-307, 324-327

Grade-Level Indicators, Grade 8	ACCESS English
<p><i>Speaking Skills and Strategies</i></p> <p>5. Demonstrate an understanding of the rules of the English language and select language appropriate to purpose and audience.</p>	<p>Student Book: 35, 190-191, 203, 303</p>
<p>6. Adjust volume, phrasing, enunciation, voice modulation and inflection to stress important ideas and impact audience response.</p>	<p>Student Book: 23, 47, 59, 91, 103, 115, 147, 183, 253, 265, 319, 343</p>
<p>7. Vary language choices as appropriate to the context of the speech.</p>	<p>Student Book: 35, 265, 277, 303</p>
<p><i>Speaking Applications</i></p> <p>8. Deliver informational presentations (e.g., expository, research) that:</p> <ol style="list-style-type: none"> a. demonstrate an understanding of the topic and present events or ideas in a logical sequence; b. support the controlling idea or thesis with well-chosen and relevant facts, details, examples, quotations, statistics, stories and anecdotes; c. include an effective introduction and conclusion and use a consistent organizational structure (e.g., cause-effect, compare-contrast, problem-solution); d. use appropriate visual materials (e.g., diagrams, charts, illustrations) and available technology; and e. draw from multiple sources, including both primary and secondary sources, and identify sources used. 	<p>Student Book: 160, 162, 163, 164, 165, 166, 167, 168, 169, 170</p>
<p>9. Deliver formal and informal descriptive presentations that convey relevant information and descriptive details.</p>	<p>Student Book: 110, 276, 288, 289</p>
<p>10. Deliver persuasive presentations that:</p> <ol style="list-style-type: none"> a. establish and develop a logical and controlled argument; b. include relevant evidence, differentiating between evidence and opinion to support a position and to address counter-arguments or listener bias; and c. consistently use common organizational structures as appropriate (e.g., cause-effect, compare-contrast, problem-solution). 	<p>Student Book: 330, 354</p>



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