

**DAYBOOKS  
OF CRITICAL READING AND  
WRITING**

**Grades 3-12**

correlated to

**Ohio**

**English Language Arts  
Grade-Level Indicators**

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**DAYBOOKS OF CRITICAL READING AND WRITING ©2001  
(GRADE 3)**

correlated to  
**Ohio English Language Arts  
Grade Level Indicators**



**GRADE 3**

**Phonemic Awareness, Word Recognition and Fluency**

**LEARNING STANDARD 1**

<b>Standard</b>	<b>Daybook of Critical Reading and Writing, Gr. 3</b>
1. Identify rhyming words with the same or different spelling patterns.	<b>Teacher's Guide:</b> 96 <b>Daybook:</b> 46-48
2. Use letter-sound knowledge and structural analysis to decode words.	Opportunity to practice throughout the text
3. Use knowledge of common word families (e.g., -ite or -ate) and complex word families (e.g., -ould, -ight) to sound out unfamiliar words.	Opportunity to practice throughout the text
4. Demonstrate a growing stock of sight words.	Opportunity to practice throughout the text
5. Read text using fluid and automatic decoding skills.	<b>UNIT 1 Teacher's Guide:</b> 78-85 <b>Daybook:</b> 16-30 <b>UNIT 2 Teacher's Guide:</b> 86-93 <b>Daybook:</b> 32-44 <b>UNIT 3 Teacher's Guide:</b> 94-101 <b>Daybook:</b> 46-56  <b>UNIT 4 Teacher's Guide:</b> 102-109 <b>Daybook:</b> 58-74 <b>UNIT 5 Teacher's Guide:</b> 110-117 <b>Daybook:</b> 76-90 <b>UNIT 6 Teacher's Guide:</b> 118-125 <b>Daybook:</b> 92-106  <b>UNIT 7 Teacher's Guide:</b> 126-133 <b>Daybook:</b> 108-122 <b>UNIT 8 Teacher's Guide:</b> 135-141 <b>Daybook:</b> 124-137
6. Read passages fluently with changes in tone, voice, timing and expression to demonstrate meaningful comprehension	<b>UNIT 1 Teacher's Guide:</b> 78-85 <b>Daybook:</b> 16-30 <b>UNIT 2 Teacher's Guide:</b> 86-93 <b>Daybook:</b> 32-44 <b>UNIT 3 Teacher's Guide:</b> 94-101 <b>Daybook:</b> 46-56  <b>UNIT 4 Teacher's Guide:</b> 102-109 <b>Daybook:</b> 58-74 <b>UNIT 5 Teacher's Guide:</b> 110-117 <b>Daybook:</b> 76-90 <b>UNIT 6 Teacher's Guide:</b> 118-125 <b>Daybook:</b> 92-106  <b>UNIT 7 Teacher's Guide:</b> 126-133 <b>Daybook:</b> 108-122 <b>UNIT 8 Teacher's Guide:</b> 135-141 <b>Daybook:</b> 124-137

## Acquisition of Vocabulary

### LEARNING STANDARD 2

<b>Standard</b>	<i>Daybook of Critical Reading and Writing, Gr. 3</i>
<b>Contextual Understanding</b>	
1. Determine the meaning of unknown words using a variety of context clues, including word, sentence and paragraph clues.	<b>Teacher's Guide:</b> 82 <b>Daybook:</b> 21-25 <b>Teacher's Guide:</b> 96 <b>Daybook:</b> 56-49 <b>Teacher's Guide:</b> 100 <b>Daybook:</b> 52-56 <b>Teacher's Guide:</b> 112 <b>Daybook:</b> 76-81 <b>Teacher's Guide:</b> 120 <b>Daybook:</b> 92-95
2. Use context clues to determine the meaning of homophones, homonyms, and homographs.	No specific lesson found
<b>Conceptual Understanding</b>	
3. Apply the meaning of the terms synonyms and antonyms.	No specific lesson found
4. Read accurately high frequency sight words.	UNIT 1 <b>Teacher's Guide:</b> 78-85 <b>Daybook:</b> 16-30 UNIT 2 <b>Teacher's Guide:</b> 86-93 <b>Daybook:</b> 32-44 UNIT 3 <b>Teacher's Guide:</b> 94-101 <b>Daybook:</b> 46-56  UNIT 4 <b>Teacher's Guide:</b> 102-109 <b>Daybook:</b> 58-74 UNIT 5 <b>Teacher's Guide:</b> 110-117 <b>Daybook:</b> 76-90 UNIT 6 <b>Teacher's Guide:</b> 118-125 <b>Daybook:</b> 92-106  UNIT 7 <b>Teacher's Guide:</b> 126-133 <b>Daybook:</b> 108-122 UNIT 8 <b>Teacher's Guide:</b> 135-141 <b>Daybook:</b> 124-137
<b>Structural Understanding</b>	
5. Apply knowledge of individual words in unknown compound words to determine their meanings.	Opportunity to practice throughout the text
6. Use knowledge of contractions and common abbreviations to identify whole words.	Opportunity to practice throughout the text
7. Apply knowledge of prefixes including un-, re-, pre- and suffixes including -er, -est, -ful and -less to determine meaning of words.	Opportunity to practice throughout the text
8. Decode and determine the meaning of words by using knowledge of root words and their various inflections.	Opportunity to practice throughout the text

<b>Standard</b>	<i>Daybook of Critical Reading and Writing, Gr. 3</i>
<b>Tools and Resources</b>	
9. Determine the meanings and pronunciations of unknown words by using dictionaries, glossaries, technology and textual features such as definitional footnotes or sidebars.	Note: All lessons begin with a vocab. Warm-up <b>Teacher’s Guide: 80 Daybook: 16-20</b> <b>Teacher’s Guide: 84 Daybook: 26-30</b> <b>Teacher’s Guide: 98 Daybook: 49-51</b> <b>Teacher’s Guide: 104 Daybook: 58-62</b> <b>Teacher’s Guide: 106 Daybook: 63-69</b> <b>Teacher’s Guide: 108 Daybook: 70-74</b> <b>Teacher’s Guide: 114 Daybook: 82-86</b> <b>Teacher’s Guide: 116 Daybook: 87-90</b> <b>Teacher’s Guide: 124 Daybook: 100-106</b> <b>Teacher’s Guide: 128 Daybook: 108-112</b> <b>Teacher’s Guide: 136 Daybook: 124-128</b> <b>Teacher’s Guide: 138 Daybook: 129-132</b>

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

## LEARNING STANDARD 3

<b>Standard</b>	<i>Daybook of Critical Reading and Writing, Gr. 3</i>
<b>Comprehension Strategies</b>	
1. Establish a purpose for reading (e.g., to be informed, to follow directions or to be entertained).	<b>Teacher’s Guide: 57, 58, 59</b> <b>UNIT 1 Teacher’s Guide: 78-85 Daybook: 16-30</b> <b>UNIT 2 Teacher’s Guide: 86-93 Daybook: 32-44</b> <b>UNIT 3 Teacher’s Guide: 94-101 Daybook: 46-56</b>  <b>UNIT 4 Teacher’s Guide: 102-109 Daybook: 58-74</b> <b>UNIT 5 Teacher’s Guide: 110-117 Daybook: 76-90</b> <b>UNIT 6 Teacher’s Guide: 118-125 Daybook: 92-106</b>  <b>UNIT 7 Teacher’s Guide: 126-133 Daybook: 108-122</b> <b>UNIT 8 Teacher’s Guide: 135-141 Daybook: 124-137</b>
2. Predict content, events and outcomes by using chapter titles, section headers, illustrations and story topics, and support those predictions with examples from the text.	<b>Teacher’s Guide: 59</b> <b>Teacher’s Guide: 80 Daybook: 16-20</b> <b>Teacher’s Guide: 88 Daybook: 32-36</b> <b>Teacher’s Guide: 132 Daybook: 118-122</b>
3. Compare and contrast information between texts and across subject areas.	<b>Teacher’s Guide: 54</b> <b>Teacher’s Guide: 80 Daybook: 16-20</b>
4. Summarize texts, sequencing information accurately and include main ideas and details as appropriate.	<b>Teacher’s Guide: 42,46, 47, 48, 51, 52, 53, 60-67</b> <b>Teacher’s Guide: 82-83 Daybook: 21-25</b> <b>Teacher’s Guide: 114 Daybook: 82-86</b> <b>Teacher’s Guide: 120-121 Daybook: 92-95</b> <b>Teacher’s Guide: 122-123 Daybook: 96-99</b> <b>Teacher’s Guide: 128 Daybook: 108-112</b>
5. Make inferences regarding events and possible outcomes from information in text.	No specific lesson found
6. Create and use graphic organizers such as Venn diagrams and webs to demonstrate comprehension.	Graphic Organizers <b>Teacher’s Guide: 49-55</b>

<b>Standard</b>	<b><i>Daybook of Critical Reading and Writing, Gr. 3</i></b>
7. Answer literal, inferential and evaluative questions to demonstrate comprehension of grade-appropriate print texts, electronic and visual media.	<b>UNIT 1 Teacher’s Guide: 78-85 Daybook: 16-30</b> <b>UNIT 2 Teacher’s Guide: 86-93 Daybook: 32-44</b> <b>UNIT 3 Teacher’s Guide: 94-101 Daybook: 46-56</b>  <b>UNIT 4 Teacher’s Guide: 102-109 Daybook: 58-74</b> <b>UNIT 5 Teacher’s Guide: 110-117 Daybook: 76-90</b> <b>UNIT 6 Teacher’s Guide: 118-125 Daybook: 92-106</b>  <b>UNIT 7 Teacher’s Guide: 126-133 Daybook: 108-122</b> <b>UNIT 8 Teacher’s Guide: 135-141 Daybook: 124-137</b>
<b>Self-Monitoring Strategies</b>	
8. Monitor own comprehension by adjusting speed to fit the purpose, or by skimming, scanning, reading on or looking back.	Opportunity to practice throughout the ext
<b>Independent Reading</b>	
9. Use criteria to choose independent reading materials (e.g., personal interest, knowledge of authors and genres or recommendations from others).	No specific lesson found
10. Independently read books for various purposes (e.g., for enjoyment, for literary experience, to gain information or to perform a task).	<b>UNIT 1 Teacher’s Guide: 78-85 Daybook: 16-30</b> <b>UNIT 2 Teacher’s Guide: 86-93 Daybook: 32-44</b> <b>UNIT 3 Teacher’s Guide: 94-101 Daybook: 46-56</b>  <b>UNIT 4 Teacher’s Guide: 102-109 Daybook: 58-74</b> <b>UNIT 5 Teacher’s Guide: 110-117 Daybook: 76-90</b> <b>UNIT 6 Teacher’s Guide: 118-125 Daybook: 92-106</b>  <b>UNIT 7 Teacher’s Guide: 126-133 Daybook: 108-122</b> <b>UNIT 8 Teacher’s Guide: 135-141 Daybook: 124-137</b>

### Reading Applications: Informational, Technical, and Persuasive Text

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

<b>Standard</b>	<b><i>Daybook of Critical Reading and Writing, Gr. 3</i></b>
1. Use the table of contents, chapter headings, glossary, index, captions and illustrations to locate information and comprehend texts.	Opportunity to practice throughout the text
2. List questions about essential elements (e.g., why, who, where, what if and how) from informational text and identify answers.	<b>Teacher’s Guide: 82-83 Daybook: 21-23</b> <b>Teacher’s Guide: 116 Daybook: 87-90</b>
3. Identify and list the important central ideas and supporting details of informational text.	<b>Teacher’s Guide: 82-83 Daybook: 21-23</b> <b>Teacher’s Guide: 114-115 Daybook: 82-86</b> <b>Teacher’s Guide: 120 -121 Daybook: 92-95</b> <b>Teacher’s Guide: 124-125 Daybook: 100-106</b> <b>Teacher’s Guide: 138-139 Daybook: 129-130</b>
4. Draw conclusions from information in maps, charts, graphs and diagrams.	<b>Teacher’s Guide: 124-125 Daybook: 100-106</b>
5. Analyze a set of directions for proper sequencing, clarity and completeness.	Opportunity to practice throughout the text

## Reading Applications: Literary Text

### LEARNING STANDARD 5

Standard	<i>Daybook of Critical Reading and Writing, Gr. 3</i>
1. Recognize and describe similarities and differences of plot across literary works.	<b>Teacher's Guide:</b> 92-93 <b>Daybook:</b> 42-44
2. Use concrete details from the text to describe characters and setting.	<b>Teacher's Guide:</b> 88-89 <b>Daybook:</b> 32-36 <b>Teacher's Guide:</b> 90-91 <b>Daybook:</b> 37-41 <b>Teacher's Guide:</b> 104-105 <b>Daybook:</b> 58-62 <b>Teacher's Guide:</b> 28-129 <b>Daybook:</b> 108-112 <b>Teacher's Guide:</b> 136-137 <b>Daybook:</b> 124-128
3. Retell the plot sequence.	<b>Teacher's Guide:</b> 92-93 <b>Daybook:</b> 42-44 <b>Teacher's Guide:</b> 46-48 <b>Teacher's Guide:</b> 51 <b>Teacher's Guide:</b> 55 <b>Teacher's Guide:</b> 60-61 <b>Teacher's Guide:</b> 66
4. Identify and explain the defining characteristics of literary forms and genres including fairy tales, folk tales, poetry, fiction and non-fiction.	<b>Teacher's Guide:</b> 108-109 <b>Daybook:</b> 70-74 <b>Teacher's Guide:</b> 96-97 <b>Daybook:</b> 46-48 <b>Teacher's Guide:</b> 112-113 <b>Daybook:</b> 76-81 *Opportunity to practice throughout the text
5. Explain how an author's choice of words appeals to the senses.	<b>Teacher's Guide:</b> 88-89 <b>Daybook:</b> 49-51 <b>Teacher's Guide:</b> 106-107 <b>Daybook:</b> 63-69 <b>Teacher's Guide:</b> 128-129 <b>Daybook:</b> 108-112 <b>Teacher's Guide:</b> 140-141 <b>Daybook:</b> 133-137
6. Identify stated and implied themes.	Opportunity to practice throughout the text
7. Describe methods authors use to influence readers' feelings and attitudes (e.g. appeal of characters in a picture book; use of figurative language).	Opportunity to practice in the following lessons: <b>Teacher's Guide:</b> 96-97 <b>Daybook:</b> 46-48 <b>Teacher's Guide:</b> 98-99 <b>Daybook:</b> 49-51 <b>Teacher's Guide:</b> 104-105 <b>Daybook:</b> 58-62 <b>Teacher's Guide:</b> 106-107 <b>Daybook:</b> 63-69 <b>Teacher's Guide:</b> 128-129 <b>Daybook:</b> 108-112 <b>Teacher's Guide:</b> 130-131 <b>Daybook:</b> 113-117 <b>Teacher's Guide:</b> 132-133 <b>Daybook:</b> 118-122 <b>Teacher's Guide:</b> 136-137 <b>Daybook:</b> 124-128

## Writing Processes

### LEARNING STANDARD 6

<b>Standard</b>	<b><i>Daybook of Critical Reading and Writing, Gr. 3</i></b>
<b>Prewriting</b>	
1. Generate writing ideas through discussions with others and from printed material..	UNIT 1 <b>Teacher's Guide:</b> 78-85 <b>Daybook:</b> 16-30 UNIT 2 <b>Teacher's Guide:</b> 86-93 <b>Daybook:</b> 32-44 UNIT 3 <b>Teacher's Guide:</b> 94-101 <b>Daybook:</b> 46-56  UNIT 4 <b>Teacher's Guide:</b> 102-109 <b>Daybook:</b> 58-74 UNIT 5 <b>Teacher's Guide:</b> 110-117 <b>Daybook:</b> 76-90 UNIT 6 <b>Teacher's Guide:</b> 118-125 <b>Daybook:</b> 92-106  UNIT 7 <b>Teacher's Guide:</b> 126-133 <b>Daybook:</b> 108-122 UNIT 8 <b>Teacher's Guide:</b> 135-141 <b>Daybook:</b> 124-137
2. Develop a clear main idea for writing.	<b>Teacher's Guide:</b> 82- 83 <b>Daybook:</b> 21-25 <b>Teacher's Guide:</b> 114-115 <b>Daybook:</b> 82-86
3. Develop a purpose and audience for writing.	UNIT 1 <b>Teacher's Guide:</b> 78-85 <b>Daybook:</b> 16-30 UNIT 2 <b>Teacher's Guide:</b> 86-93 <b>Daybook:</b> 32-44 UNIT 3 <b>Teacher's Guide:</b> 94-101 <b>Daybook:</b> 46-56  UNIT 4 <b>Teacher's Guide:</b> 102-109 <b>Daybook:</b> 58-74 UNIT 5 <b>Teacher's Guide:</b> 110-117 <b>Daybook:</b> 76-90 UNIT 6 <b>Teacher's Guide:</b> 118-125 <b>Daybook:</b> 92-106  UNIT 7 <b>Teacher's Guide:</b> 126-133 <b>Daybook:</b> 108-122 UNIT 8 <b>Teacher's Guide:</b> 135-141 <b>Daybook:</b> 124-137
4. Use organizational strategies (e.g., brainstorming, lists, webs and Venn diagrams) to plan writing.	<b>Teacher's Guide:</b> 49-55 *Opportunity to practice throughout the text
<b>Drafting, Revising and Editing</b>	
5. Organize writing providing a simple introduction, body and a clear sense of closure.	<b>Teacher's Guide:</b> 82-83 <b>Daybook:</b> 21-25 <b>Teacher's Guide:</b> 92-93 <b>Daybook:</b> 42-44
6. Use a wide range of simple, compound and complex sentences.	Opportunity to practice throughout the text
7. Create paragraphs with topic sentences and supporting sentences that are marked by indentation and are linked by transitional words and phrases.	Opportunity to practice in the following lessons: <b>Teacher's Guide:</b> 82-83 <b>Daybook:</b> 21-25 <b>Teacher's Guide:</b> 98-88 <b>Daybook:</b> 49-51 <b>Teacher's Guide:</b> 100-101 <b>Daybook:</b> 52-56 <b>Teacher's Guide:</b> 104-105 <b>Daybook:</b> 58-62 <b>Teacher's Guide:</b> 108-109 <b>Daybook:</b> 70-74 <b>Teacher's Guide:</b> 114-115 <b>Daybook:</b> 82-86 <b>Teacher's Guide:</b> 116-117 <b>Daybook:</b> 87-90 <b>Teacher's Guide:</b> 120-121 <b>Daybook:</b> 92-95 <b>Teacher's Guide:</b> 130-131 <b>Daybook:</b> 113-117 <b>Teacher's Guide:</b> 138-139 <b>Daybook:</b> 129-132
8. Use language for writing that is different from oral language, mimicking writing style of books when appropriate.	<b>Teacher's Guide:</b> 96-97 <b>Daybook:</b> 46-48
9. Use available technology to compose text.	Opportunity to practice throughout the text

<b>Standard</b>	<b><i>Daybook of Critical Reading and Writing, Gr. 3</i></b>
10. Reread and assess writing for clarity, using a variety of methods (e.g., writer’s circle or author’s chair).	<b>Teacher’s Guide:</b> 132-133 <b>Daybook:</b> 118-122 Opportunity to practice throughout the text
11. Add descriptive words and details and delete extraneous information.	<b>Teacher’s Guide:</b> 82-83 <b>Daybook:</b> 21-25 <b>Teacher’s Guide:</b> 9-99 <b>Daybook:</b> 49-51 <b>Teacher’s Guide:</b> 104-109 <b>Daybook:</b> 58-74 <b>Teacher’s Guide:</b> 114-115 <b>Daybook:</b> 82-86 <b>Teacher’s Guide:</b> 128-129 <b>Daybook:</b> 1-8-112 <b>Teacher’s Guide:</b> 120-121 <b>Daybook:</b> 92-95
12. Rearrange words, sentences and paragraphs to clarify meaning.	Opportunity to practice throughout the text
13. Use resources and reference materials, including dictionaries, to select more effective vocabulary.	Opportunity to practice throughout the text
14. Proofread writing and edit to improve conventions (e.g., grammar, spelling, punctuation and capitalization) and identify and correct fragments and run-ons.	Opportunity to practice throughout the text
15. Apply tools (e.g., rubric, checklist and feedback) to judge the quality of writing.	Opportunity to practice throughout the text
<b>Publishing</b>	
16. Rewrite and illustrate writing samples for display and for sharing with others.	Opportunity to practice throughout the text

## Writing Applications

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

<b>Standard</b>	<b><i>Daybook of Critical Reading and Writing, Gr. 3</i></b>
1. Write stories that sequence events and include descriptive details and vivid language to develop characters, setting and plot.	No specific lesson found
2. Write responses to novels, stories and poems that demonstrate an understanding of the text and support judgments with specific references to the text.	UNIT 1 <b>Teacher’s Guide:</b> 78-85 <b>Daybook:</b> 16-30 UNIT 2 <b>Teacher’s Guide:</b> 86-93 <b>Daybook:</b> 32-44 UNIT 3 <b>Teacher’s Guide:</b> 94-101 <b>Daybook:</b> 46-56  UNIT 4 <b>Teacher’s Guide:</b> 102-109 <b>Daybook:</b> 58-74 UNIT 5 <b>Teacher’s Guide:</b> 110-117 <b>Daybook:</b> 76-90 UNIT 6 <b>Teacher’s Guide:</b> 118-125 <b>Daybook:</b> 92-106  UNIT 7 <b>Teacher’s Guide:</b> 126-133 <b>Daybook:</b> 108-122 UNIT 8 <b>Teacher’s Guide:</b> 135-141 <b>Daybook:</b> 124-137
3. Write formal and informal letters (e.g., thank you notes, letters of request) that include relevant information and date, proper salutation, body, closing and signature.	No specific lesson found

<b>Standard</b>	<b><i>Daybook of Critical Reading and Writing, Gr. 3</i></b>
4. Write informational reports that include the main ideas and significant details from the text.	<b>Teacher's Guide:</b> 120-121 <b>Daybook:</b> 92-95
5. Produce informal writings (e.g., messages, journals, notes, poems) for various purposes.	UNIT 1 <b>Teacher's Guide:</b> 78-85 <b>Daybook:</b> 16-30 UNIT 2 <b>Teacher's Guide:</b> 86-93 <b>Daybook:</b> 32-44 UNIT 3 <b>Teacher's Guide:</b> 94-101 <b>Daybook:</b> 46-56  UNIT 4 <b>Teacher's Guide:</b> 102-109 <b>Daybook:</b> 58-74 UNIT 5 <b>Teacher's Guide:</b> 110-117 <b>Daybook:</b> 76-90 UNIT 6 <b>Teacher's Guide:</b> 118-125 <b>Daybook:</b> 92-106  UNIT 7 <b>Teacher's Guide:</b> 126-133 <b>Daybook:</b> 108-122 UNIT 8 <b>Teacher's Guide:</b> 135-141 <b>Daybook:</b> 124-137

## Writing Conventions

### LEARNING STANDARD 8

<b>Standard</b>	<b><i>Daybook of Critical Reading and Writing, Gr. 3</i></b>
<b>Handwriting</b>	
1. Write legibly in cursive, spacing letters, words and sentences appropriately.	Opportunity to practice throughout the text
<b>Spelling</b>	
2. Spell multi-syllabic words correctly.	Opportunity to practice throughout the text
3. Spell all familiar high-frequency words, words with short vowels and common endings correctly.	Opportunity to practice throughout the text
4. Spell contractions, compounds and homonyms (e.g., hair and hare) correctly.	Opportunity to practice throughout the text
5. Use correct spelling of words with common suffixes such as -ion, -ment and -ly.	Opportunity to practice throughout the text
6. Follow common spelling generalizations (e.g., consonant doubling, dropping e and changing y to i).	Opportunity to practice throughout the text
7. Use resources to check spelling (e.g., a dictionary, spell check).	Opportunity to practice throughout the text

<b>Standard</b>	<b><i>Daybook of Critical Reading and Writing, Gr. 3</i></b>
<b>Punctuation and Capitalization</b>	
8. Use end punctuation marks correctly.	<b>Teacher's Guide: 81 Daybook: 16-29</b> <b>Teacher's Guide: 83 Daybook: 21-25</b> <b>Teacher's Guide: 85 Daybook: 26-30</b> <b>Teacher's Guide: 89 Daybook: 32-36</b> <b>Teacher's Guide: 93 Daybook: 42-44</b> <b>Teacher's Guide: 99 Daybook: 49-51</b> <b>Teacher's Guide: 101 Daybook: 52-56</b> <b>Teacher's Guide: 105 Daybook: 58-62</b> <b>Teacher's Guide: 107 Daybook: 63-69</b> <b>Teacher's Guide: 109 Daybook: 70-74</b> <b>Teacher's Guide: 113 Daybook: 76-81</b> <b>Teacher's Guide: 115 Daybook: 82-86</b> <b>Teacher's Guide: 121 Daybook: 92-95</b> <b>Teacher's Guide: 123 Daybook: 96-99</b> <b>Teacher's Guide: 129 Daybook: 108-112</b> <b>Teacher's Guide: 131 Daybook: 113-117</b> <b>Teacher's Guide: 139 Daybook: 129-132</b> Opportunity to practice throughout the text
9. Use quotation marks around dialogue, commas in a series and apostrophes in contractions and possessives.	<b>Teacher's Guide: 140-141 Daybook: 133-137</b> Opportunity to practice throughout the text
10. Use correct capitalization.	<b>Teacher's Guide: 81 Daybook: 16-29</b> <b>Teacher's Guide: 83 Daybook: 21-25</b> <b>Teacher's Guide: 85 Daybook: 26-30</b> <b>Teacher's Guide: 89 Daybook: 32-36</b> <b>Teacher's Guide: 93 Daybook: 42-44</b> <b>Teacher's Guide: 99 Daybook: 49-51</b> <b>Teacher's Guide: 101 Daybook: 52-56</b> <b>Teacher's Guide: 105 Daybook: 58-62</b> <b>Teacher's Guide: 107 Daybook: 63-69</b> <b>Teacher's Guide: 109 Daybook: 70-74</b> <b>Teacher's Guide: 113 Daybook: 76-81</b> <b>Teacher's Guide: 115 Daybook: 82-86</b> <b>Teacher's Guide: 121 Daybook: 92-95</b> <b>Teacher's Guide: 123 Daybook: 96-99</b> <b>Teacher's Guide: 129 Daybook: 108-112</b> <b>Teacher's Guide: 131 Daybook: 113-117</b> <b>Teacher's Guide: 139 Daybook: 129-132</b> Opportunity to practice throughout the text
<b>Grammar and Usage</b>	
11. Use nouns, verbs and adjectives correctly.	Opportunity to practice throughout the text
12. Use subjects and verbs that are in agreement.	<b>Teacher's Guide: 117 Daybook: 87-90</b> <b>Teacher's Guide: 121 Daybook: 92-95</b> Opportunity to practice throughout the text
13. Use irregular plural nouns.	Opportunity to practice throughout the text
14. Use nouns and pronouns that are in agreement.	Opportunity to practice throughout the text
15. Use past, present and future verb tenses.	Opportunity to practice throughout the text
16. Use possessive nouns and pronouns.	Opportunity to practice throughout the text

<b>Standard</b>	<i>Daybook of Critical Reading and Writing, Gr. 3</i>
17. Use conjunctions.	Opportunity to practice throughout the text

## Research

### LEARNING STANDARD 9

<b>Standard</b>	<i>Daybook of Critical Reading and Writing, Gr. 3</i>
1. Choose a topic for research from a list of questions (assigned topic or personal area of interest).	No specific lesson found
2. Utilize appropriate searching techniques to gather information from a variety of locations (e.g., classroom, school library, public library or community resources).	<b>Teacher's Guide:</b> 125 <b>Daybook:</b> 100-1-6
3. Acquire information from multiple sources (e.g., books, magazines, videotapes, CD-ROM's, Web sites) and collect data (e.g., interviews, experiments, observations or surveys) about the topic.	No specific lesson found
4. Identify important information found in the sources and summarize the important findings.	No specific lesson found
5. Sort relevant information into categories about the topic.	No specific lesson found
6. Understand the importance of citing sources.	No specific lesson found
7. Use a variety of communication techniques including oral, visual, written or multimedia report to present information gathered.	<b>Teacher's Guide:</b> 125 <b>Daybook:</b> 100-106

## Communication: Oral and Visual

### LEARNING STANDARD 10

<b>Standard</b>	<i>Daybook of Critical Reading and Writing, Gr. 3</i>
<b>Listening and Viewing</b>	
1. Ask questions for clarification and explanation, and respond to others' ideas.	Opportunity to practice throughout the text
2. Identify the main idea, supporting details and purpose of oral presentations and visual media.	No specific lesson found
3. Identify the difference between facts and opinions in presentations and visual media.	No specific lesson found
<b>Speaking Skills and Strategies</b>	
4. Demonstrate an understanding of the rules of the English language.	Opportunity to practice throughout the text

<b>Standard</b>	<b><i>Daybook of Critical Reading and Writing, Gr. 3</i></b>
5. Select language appropriate to purpose and audience.	Opportunity to practice throughout the text
6. Use clear diction and tone, adjust volume and tempo to stress important ideas.	Opportunity to practice throughout the text
7. Adjust speaking content according to the needs of the audience.	Opportunity to practice throughout the text
<b>Speaking Applications</b>	
8. Deliver informational presentations that: <ul style="list-style-type: none"> <li>a. present events or ideas in logical sequence and maintain a clear focus;</li> <li>b. demonstrate an understanding of the topic;</li> <li>c. include relevant facts and details from multiple sources to develop topic;</li> <li>d. organize information including a clear introduction, body and conclusion;</li> <li>e. use appropriate visual materials (e.g., diagrams, charts, illustrations) and available technology; and</li> <li>f. identify sources.</li> </ul>	No specific lesson found
9. Deliver formal and informal descriptive presentations recalling an event or personal experience that convey relevant information and descriptive details.	Opportunity to practice in the following lesson: <b>Teacher's Guide:</b> 90-91 <b>Daybook:</b> 37-41

**DAYBOOKS OF CRITICAL READING AND WRITING ©2001  
(GRADE 4)**

correlated to  
**Ohio English Language Arts  
 Grade Level Indicators**

  
**GRADE 4**

**Phonemic Awareness, Word Recognition and Fluency**

**LEARNING STANDARD 1**

Grades 4-8: Fluency continues to develop past the primary grades. Readers increase their rate of oral reading to near conversational pitch. They plan control over a wider, complex sight vocabulary and over complex, longer syntactic structures, so that they are able to read progressively more demanding texts with greater ease. Silent reading becomes considerably faster than oral reading and becomes the preferred, more efficient way to process everyday texts.

**Acquisition of Vocabulary**

**LEARNING STANDARD 2**

<b>Standard</b>	<i>Daybook of Critical Reading and Writing, Gr. 4</i>
<b>Contextual Understanding</b>	
1. Determine the meaning of unknown words using a variety of context clues, including word, sentence and paragraph clues.	<b>Teacher's Guide:</b> 80-92, 100, 120, 130,146, 148, 160 <b>Daybook:</b> 16-19, 39-44, 54-59, 86-89, 104-107, 132-138, 150-152
2. Use context clues to determine the meaning of synonyms, antonyms, homophones, homonyms, and homographs.	The opportunity to address this objective is available throughout the text.
<b>Conceptual Understanding</b>	
3. Recognize the difference between the meanings of connotation and denotation.	No specific lesson found
4. Identify and apply the meaning of the terms synonym, antonym, homophone and homograph.	No specific lesson found
5. Identify and understand new uses of words and phrases in text, such as similes and metaphors.	<b>Teacher's Guide:</b> 98-99, 100-102 <b>Daybook:</b> 50-53, 54-59
6. Identify word origins to determine the meaning of unknown words and phrases.	The opportunity to address this objective is available throughout the text.

<b>Standard</b>	<b><i>Daybook of Critical Reading and Writing, Gr. 4</i></b>
<b>Structural Understanding</b>	
7. Identify the meaning of roots and their various forms, prefixes and suffixes to determine the meanings of words.	The opportunity to address this objective is available throughout the text.
8. Identify the meaning of abbreviations.	No specific lesson found
<b>Tools and Resources</b>	
9. Determine the meanings and pronunciations of unknown words by using dictionaries, glossaries, technology and textual features such as definitional footnotes or sidebars.	The opportunity to address this objective is available throughout the text.

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

## **LEARNING STANDARD 3**

<b>Standard</b>	<b><i>Daybook of Critical Reading and Writing, Gr. 4</i></b>
<b>Comprehension Strategies</b>	
1. Establish and adjust purposes for reading including to find out, to understand, to interpret, to enjoy and to solve problems.	<b>Teacher's Guide:</b> 78-85, 86-93, 94-101, 102-109, 110-117, 118-125, 126-133, 134-141, 142-149, 150-157, 158-165, 166-173 <b>Daybook:</b> 16-28, 30-44, 46-59, 60-70, 72-84, 86-99, 100-110, 112-126, 128-138, 140-149, 150-160, 162-172
2. Predict and support predictions using an awareness of new vocabulary, text structures and familiar plot patterns.	<b>Teacher's Guide:</b> 59, 78-85, 86-93, 94-101, 102-109, 110-117, 118-125, 126-133, 134-141, 142-149, 150-157, 158-165, 166-173 <b>Daybook:</b> 16-28, 30-44, 46-59, 60-70, 72-84, 86-99, 100-110, 112-126, 128-138, 140-149, 150-160, 162-172
3. Compare and contrast information on a single topic or theme across different text and non-text resources.	<b>Teacher's Guide:</b> 112 <b>Daybook:</b> 72-76
4. Summarize important information in texts to demonstrate comprehension.	<b>Teacher's Guide:</b> 60-62, 122-123 <b>Daybook:</b> 90-93
5. Make inferences or draw conclusions about what has been read, and support those conclusions with textual evidence.	<b>Teacher's Guide:</b> 82-83, 146-147 <b>Daybook:</b> 20-23, 132-135
6. Select, create and use graphic organizers to interpret textual information.	<b>Teacher's Guide:</b> 49-55, 124-125 <b>Daybook:</b> 94-99
7. Answer literal, inferential and evaluative questions to demonstrate comprehension of grade-appropriate print texts, electronic and visual media.	<b>Teacher's Guide:</b> 78-85, 86-93, 94-101, 102-109, 110-117, 118-125, 126-133, 134-141, 142-149, 150-157, 158-165, 166-173 <b>Daybook:</b> 16-28, 30-44, 46-59, 60-70, 72-84, 86-99, 100-110, 112-126, 128-138, 140-149, 150-160, 162-172

<b>Standard</b>	<b><i>Daybook of Critical Reading and Writing, Gr. 4</i></b>
<b>Self-Monitoring Strategies</b>	
8. Monitor own comprehension by adjusting speed to fit the purpose, or by skimming, scanning, reading on or looking back.	<b>Teacher's Guide:</b> 120-121 <b>Daybook:</b> 86-89
9. List questions and search for answers within the text to construct meaning.	<b>Teacher's Guide:</b> 80-81, 84-85, 138-139 <b>Daybook:</b> 16-19, 24-28, 117-122 The opportunity to address this objective is also available throughout the text.
<b>Independent Reading</b>	
10. Use criteria to choose independent reading materials (e.g., personal interest, knowledge of authors and genres or recommendations from others).	No specific lesson found
11. Independently read books for various purposes (e.g., for enjoyment, for literary experience, to gain information or to perform a task).	The opportunity to address this objective is available throughout the text.

### Reading Applications: Informational, Technical, and Persuasive Text

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

<b>Standard</b>	<b><i>Daybook of Critical Reading and Writing, Gr. 4</i></b>
1. Make inferences about informational text from the title page, table of contents and chapter headings.	No specific lesson found
2. Summarize main ideas in informational text, using supporting details as appropriate.	<b>Teacher's Guide:</b> 80-81, 122-123, 144-145 <b>Daybook:</b> 16-19, 90-93, 128-131
3. Locate important details about a topic using different sources of information including books, magazines, newspapers and online resources.	No specific lesson found
4. Identify examples of cause and effect used in informational text.	<b>Teacher's Guide:</b> 68, 114-115 <b>Daybook:</b> 77-80
5. Draw conclusions from information in maps, charts, graphs and diagrams.	<b>Teacher's Guide:</b> 124-125 <b>Daybook:</b> 94-99
6. Clarify steps in a set of instructions or procedures for completeness.	No specific lesson found
7. Distinguish fact from opinion.	<b>Teacher's Guide:</b> 148-149 <b>Daybook:</b> 136-138

## Reading Applications: Literary Text

### LEARNING STANDARD 5

Standard	<i>Daybook of Critical Reading and Writing, Gr. 4</i>
1. Describe the thoughts, words and interactions of characters.	<b>Teacher's Guide:</b> 82-83, 136-137, 138-139, 140-141, 170-171, 172-173 <b>Daybook:</b> 20-23, 112-116, 117-122, 123-126, 166-169, 170-172
2. Identify the influence of setting on the selection.	<b>Teacher's Guide:</b> 90-91 <b>Daybook:</b> 35-38
3. Identify the main incidents of a plot sequence, identifying the major conflict and its resolution.	<b>Teacher's Guide:</b> 55, 66, 92-93 <b>Daybook:</b> 39-44
4. Identify the speaker and recognize the difference between first- and third-person narration.	No specific lesson found
5. Determine the theme and whether it is implied or stated directly.	<b>Teacher's Guide:</b> 170-171 <b>Daybook:</b> 166-169
6. Identify and explain the defining characteristics of literary forms and genres including poetry, drama, fables, fantasies, chapter books, fiction and non-fiction.	<b>Teacher's Guide:</b> 104-105, 152-153, 156-157, 168-169 <b>Daybook:</b> 60-63, 140-142, 146-149, 162-165 The opportunity to address this objective is also available throughout the text.
7. Explain how an author's choice of words appeals to the senses and suggests mood.	<b>Teacher's Guide:</b> 90-91, 97-98, 108-109, 128-129 <b>Daybook:</b> 35-38, 46-49, 67-70, 100-103
8. Identify figurative language in literary works including idiom, simile, metaphor.	<b>Teacher's Guide:</b> 98-99, 100-101 <b>Daybook:</b> 50-53, 54-59

## Writing Processes

### LEARNING STANDARD 6

Standard	<i>Daybook of Critical Reading and Writing, Gr. 4</i>
<b>Prewriting</b>	
1. Generate writing ideas through discussions with others and from printed material..	<b>Teacher's Guide:</b> 78-85, 86-93, 94-101, 102-109, 110-117, 118-125, 126-133, 134-141, 142-149, 150-157, 158-165, 166-173 <b>Daybook:</b> 16-28, 30-44, 46-59, 60-70, 72-84, 86-99, 100-110, 112-126, 128-138, 140-149, 150-160, 162-172
2. State and develop a clear main idea for writing.	<b>Teacher's Guide:</b> 80-81, 144-145 <b>Daybook:</b> 16-19, 128-131
3. Develop a purpose and audience for writing.	<b>Teacher's Guide:</b> 78-85, 86-93, 94-101, 102-109, 110-117, 118-125, 126-133, 134-141, 142-149, 150-157, 158-165, 166-173 <b>Daybook:</b> 16-28, 30-44, 46-59, 60-70, 72-84, 86-99, 100-110, 112-126, 128-138, 140-149, 150-160, 162-172

4. Use organizational strategies (e.g., brainstorming, lists, webs and Venn diagrams) to plan writing.	<b>Teacher's Guide:</b> 78-85, 86-93, 94-101, 102-109, 110-117, 118-125, 126-133, 134-141, 142-149, 150-157, 158-165, 166-173 <b>Daybook:</b> 16-28, 30-44, 46-59, 60-70, 72-84, 86-99, 100-110, 112-126, 128-138, 140-149, 150-160, 162-172
<b>Drafting, Revising and Editing</b>	
5. Organize writing beginning with an introduction and body and a resolution of plot, closing statement or a summary of important ideas and details.	<b>Teacher's Guide:</b> 80-85, 87-88, 92-93, 100-101, 104-105, 114-115, 116-117, 122-123, 138-139, 140-141, 144-145, 146-147, 148-149, 170-171, 172-173 <b>Daybook:</b> 16-28, 30-34, 39-44, 54-59, 60-63, 77-80, 81-84, 90-93, 117-122, 123-126, 128-131, 132-135, 136-138, 166-169, 170-172
6. Vary simple, compound and complex sentence structures.	The opportunity to address this objective is available throughout the text.
7. Create paragraphs with topic sentences and supporting sentences that are marked by indentation and are linked by transitional words and phrases.	<b>Teacher's Guide:</b> 80-81, 82-83, 90-91, 117-118, 123-124, 138-139, 140-141, 144-145, 148-149 <b>Daybook:</b> 16-19, 20-23, 35-38, 81-84, 90-93, 117-122, 123-126, 128-131, 136-138
8. Vary language and style as appropriate to audience and purpose.	<b>Teacher's Guide:</b> 98-99, 152-153, 156-157, 164-165 <b>Daybook:</b> 50-53, 140-142, 146-149, 157-160 The opportunity to address this objective is also available throughout the text.
9. Use available technology to compose text.	The opportunity to address this objective is available throughout the text.
10. Reread and assess writing for clarity, using a variety of methods (e.g., writer's circle or author's chair).	The opportunity to address this objective is available throughout the text.
11. Add descriptive words and details and delete extraneous information.	<b>Teacher's Guide:</b> 90-91, 96-97, 108-109, 116-117, 138-139, 140-141 <b>Daybook:</b> 35-38, 46-49, 67-70, 81-84, 117-122, 123-126
12. Rearrange words, sentences and paragraphs to clarify meaning.	The opportunity to address this objective is available throughout the text.
13. Use resources and reference materials, including dictionaries, to select more effective vocabulary.	The opportunity to address this objective is available throughout the text.

<b>Standard</b>	<b><i>Daybook of Critical Reading and Writing, Gr. 4</i></b>
14. Proofread writing and edit to improve conventions (e.g., grammar, spelling, punctuation and capitalization) and identify and correct fragments and run-ons.	<b>Teacher's Guide:</b> 80-85, 88-91, 120-121, 146-147, 148-149, 162-163 <b>Daybook:</b> 16-28, 30-38, 86-89, 132-135, 136-138, 153-156 The opportunity to address this objective is also available throughout the text.
15. Apply tools (e.g., rubric, checklist and feedback) to judge the quality of writing.	<b>Teacher's Guide:</b> 78-85, 86-93, 94-101, 102-109, 110-117, 118-125, 126-133, 134-141, 142-149, 150-157, 158-165, 166-173 <b>Daybook:</b> 16-28, 30-44, 46-59, 60-70, 72-84, 86-99, 100-110, 112-126, 128-138, 140-149, 150-160, 162-172
<b>Publishing</b>	
16. Prepare for publication (e.g., for display or for sharing with others) writing that follows a format appropriate to the purpose, using techniques such as electronic resources and graphics to enhance the final product.	No specific lesson found

## Writing Applications

### LEARNING STANDARD 7

<b>Standard</b>	<b><i>Daybook of Critical Reading and Writing, Gr. 4</i></b>
1. Write narratives that sequence events, including descriptive details and vivid language to develop plot, characters and setting and to establish a point of view.	<b>Teacher's Guide:</b> 80-81, 140-141 <b>Daybook:</b> 16-19, 123-126
2. Write responses to novels, stories and poems that include a simple interpretation of a literary work and support judgments with specific references to the original text, and to prior knowledge.	<b>Teacher's Guide:</b> 78-85, 86-93, 94-101, 102-109, 110-117, 118-125, 126-133, 134-141, 142-149, 150-157, 158-165, 166-173 <b>Daybook:</b> 16-28, 30-44, 46-59, 60-70, 72-84, 86-99, 100-110, 112-126, 128-138, 140-149, 150-160, 162-172
3. Write formal and informal letters (e.g., thank you notes, letters of request) that follow letter format (e.g., date, proper salutation, body, closing and signature), include important information and demonstrate a sense of closure.	No specific lesson found
4. Write informational reports that include facts and examples, and present important details in a logical order.	<b>Teacher's Guide:</b> 116-117 <b>Daybook:</b> 81-84
5. Produce informal writings (e.g., messages, journals, notes, poems) for various purposes.	<b>Teacher's Guide:</b> 78-85, 86-93, 94-101, 102-109, 110-117, 118-125, 126-133, 134-141, 142-149, 150-157, 158-165, 166-173 <b>Daybook:</b> 16-28, 30-44, 46-59, 60-70, 72-84, 86-99, 100-110, 112-126, 128-138, 140-149, 150-160, 162-172

## Writing Conventions

### LEARNING STANDARD 8

<b>Standard</b>	<i>Daybook of Critical Reading and Writing, Gr. 4</i>
<b>Handwriting</b>	
1. Write legibly in cursive, spacing letters, words and sentences appropriately.	The opportunity to address this objective is available throughout the text.
<b>Spelling</b>	
2. Spell high-frequency words correctly.	<b>Teacher's Guide:</b> 82-83, 120-121 <b>Daybook:</b> 20-23, 86-89 The opportunity to address this objective is also available throughout the text.
3. Spell plurals and inflectional endings correctly.	<b>Teacher's Guide:</b> 82-83, 120-121 <b>Daybook:</b> 20-23, 86-89 The opportunity to address this objective is also available throughout the text.
4. Spell roots, suffixes and prefixes correctly.	<b>Teacher's Guide:</b> 82-83, 120-121 <b>Daybook:</b> 20-23, 86-89 The opportunity to address this objective is also available throughout the text.
<b>Punctuation and Capitalization</b>	
5. Use commas, end marks, apostrophes and quotation marks correctly when writing.	<b>Teacher's Guide:</b> 80-85, 88-91, 148-149, 162-163 <b>Daybook:</b> 16-19, 20-28, 30-34, 35-38, 136-138, 153-156 The opportunity to address this objective is also available throughout the text
6. Use correct capitalization.	The opportunity to address this objective is available throughout the text.
<b>Grammar and Usage</b>	
7. Use various parts of speech such as nouns, pronouns and verbs (e.g., regular and irregular, past, present and future).	The opportunity to address this objective is available throughout the text.
8. Use conjunctions and interjections.	The opportunity to address this objective is available throughout the text.
9. Use adverbs.	The opportunity to address this objective is available throughout the text.
10. Use prepositions and prepositional phrases.	The opportunity to address this objective is available throughout the text.
11. Use objective and nominative case pronouns.	The opportunity to address this objective is available throughout the text.
12. Use subjects and verbs that are in agreement.	The opportunity to address this objective is available throughout the text.
13. Use irregular plural nouns.	The opportunity to address this objective is available throughout the text.

## Research

### LEARNING STANDARD 9

Standard	<i>Daybook of Critical Reading and Writing, Gr. 4</i>
1. Identify a topic and questions for research and develop a plan for gathering information.	No specific lesson found
2. Locate sources, and collect relevant information from multiple sources (e.g., school library catalogs, online databases, electronic resources and Internet-based resources).	No specific lesson found
3. Identify important information found in the sources and summarize important findings.	No specific lesson found
4. Create categories to sort and organize relevant information charts, tables, or graphic organizers.	<b>Teacher's Guide:</b> 112-113, 120-121, 124-125 <b>Daybook:</b> 72-76, 86-89, 94-99
5. Discuss the meaning of plagiarism and create list of sources.	No specific lesson found
6. Use a variety of communication techniques including oral, visual, written or multimedia reports to present information gathered.	The opportunity to address this objective is available in the following lessons: <b>Teacher's Guide:</b> 112-113, 120-121, 124-125 <b>Daybook:</b> 72-76, 86-89, 94-99

## Communication: Oral and Visual

### LEARNING STANDARD 10

Standard	<i>Daybook of Critical Reading and Writing, Gr. 4</i>
<b>Listening and Viewing</b>	
1. Demonstrate active listening strategies (e.g., asking focused questions, responding to cues, making visual contact).	The opportunity to address this objective is available throughout the text.
2. Recall the main idea, including relevant supporting details, and identify the purpose of presentations and visual media.	No specific lesson found
3. Distinguish between a speaker's opinions and verifiable facts.	<b>Teacher's guide:</b> 148-149 <b>Daybook:</b> 136-138
<b>Speaking Skills and Strategies</b>	
4. Demonstrate an understanding of the rules of the English language.	The opportunity to address this objective is available throughout the text.
5. Select language appropriate to purpose and audience.	The opportunity to address this objective is available throughout the text.
6. Use clear diction and tone, adjust volume and tempo to stress important ideas.	The opportunity to address this objective is available throughout the text.
7. Adjust speaking content according to the needs of the audience.	The opportunity to address this objective is available throughout the text.

<b>Standard</b>	<b><i>Daybook of Critical Reading and Writing, Gr. 4</i></b>
<b>Speaking Applications</b>	
<p>8. Deliver informational presentations that:</p> <ul style="list-style-type: none"> <li>a. present events or ideas in logical sequence and maintain a clear focus;</li> <li>b. demonstrate an understanding of the topic;</li> <li>c. include relevant facts, details, examples, quotations, statistics, stories and anecdotes to clarify and explain information;</li> <li>d. organize information including a clear introduction, body and conclusion;</li> <li>e. use appropriate visual materials (e.g., diagrams, charts, illustrations) and available technology; and</li> <li>f. draw from several sources and identify sources used.</li> </ul>	No specific lesson found
<p>9. Deliver formal and informal descriptive presentations recalling an event or personal experience that convey relevant information and descriptive details.</p>	<p><b>Teacher's Guide:</b> 80-81, 112-113  <b>Daybook:</b> 16-19, 72-76</p>



**DAYBOOKS OF CRITICAL READING AND WRITING ©2000  
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correlated to

**Ohio English Language Arts  
Grade Level Indicators**



**GRADE 5**

**Phonemic Awareness, Word Recognition and Fluency**

**LEARNING STANDARD 1**

Grades 4-8: Fluency continues to develop past the primary grades. Readers increase their rate of oral reading to near conversational pitch. They plan control over a wider, complex sight vocabulary and over complex, longer syntactic structures, so that they are able to read progressively more demanding texts with greater ease. Silent reading becomes considerably faster than oral reading and becomes the preferred, more efficient way to process everyday texts.

**Acquisition of Vocabulary**

**LEARNING STANDARD 2**

<b>Standard</b>	<b><i>Daybook of Critical Reading and Writing, Gr. 5</i></b>
<b>Contextual Understanding</b>	
1. Define the meaning of unknown words by using context clues and the author's use of definition, restatement and example.	<b>Teacher's Guide:</b> 100, 108, 124, 134, 144, 148, 160, 174, 184, 192, 204 <b>Daybook:</b> 37-40, 48-51, 74-78, 90-94, 108-112, 114-117, 132-134, 152-154, 169-172, 199-202
2. Use context clues to determine the meaning of synonyms, antonyms, homophones, homonyms and homographs.	The opportunity to address this objective is available throughout the text.
<b>Conceptual Understanding</b>	
3. Identify the connotation and denotation of new words.	The opportunity to address this objective is available throughout the text.
4. Identify and understand new uses of words and phrases in text, such as similes and metaphors.	<b>Teacher's Guide:</b> 110-111 <b>Daybook:</b> 52-54
5. Use word origins to determine the meaning of unknown words and phrases.	The opportunity to address this objective is available throughout the text.
<b>Structural Understanding</b>	
6. Apply the knowledge of roots and their various inflections, prefixes and suffixes to analyze the meanings of words.	The opportunity to address this objective is available throughout the text.
7. Identify the meaning of abbreviations.	No specific lesson found

<b>Standard</b>	<i>Daybook of Critical Reading and Writing, Gr. 5</i>
<b>Tools and Resources</b>	
8. Determine the meanings and pronunciations of unknown words by using dictionaries, thesauruses, glossaries, technology and textual features such as definitional footnotes or sidebars.	The opportunity to address this objective is available throughout the text.

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

### LEARNING STANDARD 3

<b>Standard</b>	<i>Daybook of Critical Reading and Writing, Gr. 5</i>
<b>Comprehension Strategies</b>	
1. Establish and adjust purposes for reading including to find out, to understand, to interpret, to enjoy and to solve problems.	<b>Teacher's Guide:</b> 86-95, 96-105, 106-115, 116-125, 126-135, 136-145, 146-155, 156-165, 166-175, 176-185, 186-195, 196-205 <b>Daybook:</b> 17-32, 33-46, 47-62, 63-78, 79-94, 95-112, 113-126, 127-140, 141-154, 155-172, 173-186, 187-202
2. Predict and support predictions with specific references to textual examples that may be in widely separated sections of text.	<b>Teacher's Guide:</b> 88-89, 102-103, 118-119, 158-159, 198-199 <b>Daybook:</b> 18-22, 41-44, 64-66, 128-131, 188-191
3. Make critical comparisons across texts.	<b>Teacher's Guide:</b> 124-124 <b>Daybook:</b> 74-78 The opportunity to address this objective is also available throughout the text.
4. Summarize the information in texts, recognizing that there may be several important ideas rather than just one main idea and identifying details that support each.	<b>Teacher's Guide:</b> 91, 102, 130, 140 <b>Daybook:</b> 27-29, 41-44, 82-85, 99-102
5. Make inferences based on implicit information in texts, and provide justifications for those inferences.	<b>Teacher's Guide:</b> 90-91, 134-135 <b>Daybook:</b> 23-26, 90-94
6. Select, create and use graphic organizers to interpret textual information.	Teacher's Guide 51-58 The opportunity to address this objective is also available throughout the text.
7. Answer literal, inferential and evaluative questions to demonstrate comprehension of grade-appropriate print texts, electronic and visual media.	<b>Teacher's Guide:</b> 86-95, 96-105, 106-115, 116-125, 126-135, 136-145, 146-155, 156-165, 166-175, 176-185, 186-195, 196-205 <b>Daybook:</b> 17-32, 33-46, 47-62, 63-78, 79-94, 95-112, 113-126, 127-140, 141-154, 155-172, 173-186, 187-202
<b>Self-Monitoring Strategies</b>	
8. Monitor own comprehension by adjusting speed to fit the purpose, or by skimming, scanning, reading on, looking back or summarizing what has been read so far in text.	<b>Teacher's Guide:</b> 104-105, 130-131, 140-141, 168-169 <b>Daybook:</b> 45-46, 82-85, 99-102, 142-144 The opportunity to address this objective is also available throughout the text.
9. List questions and search for answers within the text to construct meaning.	The opportunity to address this objective is available throughout the text.

<b>Standard</b>	<i>Daybook of Critical Reading and Writing, Gr. 5</i>
<b>Independent Reading</b>	
10. Use criteria to choose independent reading materials (e.g., personal interest, knowledge of authors and genres, or recommendations from others).	No specific lesson found
11. Independently read books for various purposes (e.g., for enjoyment, for literary experience, to gain information or to perform a task).	The opportunity to address this objective is available throughout the text.

### Reading Applications: Informational, Technical, and Persuasive Text

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

<b>Standard</b>	<i>Daybook of Critical Reading and Writing, Gr. 5</i>
1. Use text features such as chapter titles, headings and subheadings; parts of books including the index and table of contents; and online tools (search engines) to locate information.	No specific lesson found
2. Identify, distinguish between and explain examples of cause and effect in informational text.	<b>Teacher's Guide:</b> 142-143 <b>Daybook:</b> 103-107
3. Compare important details about a topic using different sources of information including books, magazines, newspapers and online resources.	No specific lesson found
4. Summarize the main ideas and supporting details.	<b>Teacher's Guide:</b> 92-93, 128-129, 130-131, 140-141 <b>Daybook:</b> 27-29, 80-81, 82-85, 99-102
5. Analyze information found in maps, charts, tables, graphs and diagrams.	<b>Teacher's Guide:</b> 170 <b>Daybook:</b> 145-148
6. Clarify steps in a set of instructions or procedures for proper sequencing and completeness and revise if necessary.	<b>Teacher's Guide:</b> 138-139 <b>Daybook:</b> 96-98
7. Analyze the difference between fact and opinion.	<b>Teacher's Guide:</b> 178-179 <b>Daybook:</b> 156-160
8. Distinguish relevant from irrelevant information in a text and identify possible points of confusion for the reader.	The opportunity to address this objective is available throughout the text.
9. Identify and understand an author's purpose for writing including to explain, to entertain or to inform.	The opportunity to address this objective is available throughout the text.

## Reading Applications: Literary Text

### LEARNING STANDARD 5

Standard	<i>Daybook of Critical Reading and Writing, Gr. 5</i>
1. Explain how a character's thoughts, words and actions reveal his or her motivations.	<b>Teacher's Guide:</b> 100-101, 118-119 <b>Daybook:</b> 37-40, 64-66
2. Explain the influence of setting on the selection.	<b>Teacher's Guide:</b> 98-99 <b>Daybook:</b> 34-35
3. Identify the main incidents of a plot sequence, and explain how they influence future action.	<b>Teacher's Guide:</b> 102-103 <b>Daybook:</b> 41-44
4. Identify the speaker, and explain how point of view affects the text.	<b>Teacher's Guide:</b> 162-163, 202-203 <b>Daybook:</b> 135-137, 196-198
5. Summarize stated and implied themes.	<b>Teacher's Guide:</b> 104-105 <b>Daybook:</b> 45-46
6. Describe the defining characteristics of literary forms and genres including poetry, drama, chapter books, biographies, fiction and non-fiction.	The opportunity to address this objective is available throughout the text.
7. Interpret how an author's choice of words appeals to the senses and suggests mood.	<b>Teacher's Guide:</b> 108-109, 148-149, 184-185, <b>Daybook:</b> 48-51, 114-117, 169-172
8. Identify and explain the use of figurative language in literary works including idiom, simile, hyperbole, metaphor, and personification.	<b>Teacher's Guide:</b> 110-111, 112-113, 148-149, 190-191 <b>Daybook:</b> 52-54, 55-58, 114-117, 177-179

## Writing Processes

### LEARNING STANDARD 6

Standard	<i>Daybook of Critical Reading and Writing, Gr. 5</i>
<b>Prewriting</b>	
1. Generate writing ideas through discussions with others and from printed material, and keep a list of writing ideas.	<b>Teacher's Guide:</b> 86-95, 96-105, 106-115, 116-125, 126-135, 136-145, 146-155, 156-165, 166-175, 176-185, 186-195, 196-205 <b>Daybook:</b> 17-32, 33-46, 47-62, 63-78, 79-94, 95-112, 113-126, 127-140, 141-154, 155-172, 173-186, 187-202
2. Conduct background reading, interviews or surveys when appropriate.	No specific lesson found
3. State and develop a clear main idea for writing.	<b>Teacher's Guide:</b> 93, 129 <b>Daybook:</b> 27-29, 80-81
4. Determine a purpose and audience.	The opportunity to address this objective is available throughout the text.
5. Use organizational strategies (e.g., rough outlines, diagrams, maps, webs and Venn diagrams) to plan writing.	<b>Teacher's Guide:</b> 89, 93, 113, 129, 139, 141, 149, 155, 171, 179, 191 <b>Daybook:</b> 18-22, 27-29, 55-58, 80-81, 96-98, 99-102, 114-117, 123-126, 145-148, 156-160, 177-179

Standard	<i>Daybook of Critical Reading and Writing, Gr. 5</i>
<b>Drafting, Revising and Editing</b>	
6. Organize writing beginning with an introduction and body and a resolution of plot, closing statement or a summary of important ideas and details.	The opportunity to address this objective is available in the following lessons: <b>Teacher’s Guide:</b> 115, 123, 141, 145, 159, 173, 181, 183 <b>Daybook:</b> 59-62, 70-73, 99-102, 108-112, 128-131, 149-151, 161-164, 165-168
7. Vary simple, compound and complex sentence structures.	The opportunity to address this objective is available throughout the text.
8. Group related ideas into paragraphs including topic sentences following paragraph form and maintaining a consistent focus across paragraphs.	The opportunity to address this objective is available in the following lessons: <b>Teacher’s Guide:</b> 95, 105, 125, 159, 181, 183, 201 <b>Daybook:</b> 30-32, 45-46, 74-78, 128-131, 161-164, 165-168, 192-195
9. Vary language and style as appropriate to audience and purpose.	<b>Teacher’s Guide:</b> 109, 115, 125, 149, 155, 165 <b>Daybook:</b> 48-51, 59-62, 74-78, 114-117, 123-126, 138-140 The opportunity to address this objective is also available throughout the text.
10. Use available technology to compose text.	The opportunity to address this objective is available throughout the text.
11. Reread and assess writing for clarity, using a variety of methods (e.g., writer’s circle or author’s chair).	The opportunity to address this objective is available throughout the text.
12. Add and delete information and details to better elaborate on a stated central idea and to more effectively accomplish purpose.	The opportunity to address this objective is available throughout the text.
13. Rearrange words, sentences and paragraphs, and add transitional words and phrases to clarify meaning.	The opportunity to address this objective is available throughout the text.
14. Use resources and reference materials (e.g., dictionaries and thesauruses) to select more effective vocabulary.	The opportunity to address this objective is available throughout the text.
15. Proofread writing, edit to improve conventions (e.g., grammar, spelling, punctuation and capitalization) and identify and correct fragments and run-ons.	The opportunity to address this objective is available throughout the text.
16. Apply tools (e.g., rubric, checklist and feedback) to judge the quality of writing.	The opportunity to address this objective is available throughout the text.

<b>Standard</b>	<i>Daybook of Critical Reading and Writing, Gr. 5</i>
<b>Publishing</b>	
17. Prepare for publication (e.g., for display or for sharing with others) writing that follows a format appropriate to the purpose, using techniques such as electronic resources and graphics to enhance the final product.	The opportunity to address this objective is available throughout the text.

## Writing Applications

### LEARNING STANDARD 7

<b>Standard</b>	<i>Daybook of Critical Reading and Writing, Gr. 5</i>
1. Write narratives with a consistent point of view, using sensory details and dialogue to develop characters and setting.	<b>Teacher's Guide:</b> 115, 123 <b>Daybook:</b> 59-62, 70-73
2. Write responses to novels, stories and poems that organize an interpretation around several clear ideas, and justify the interpretation through the use of examples, and specific textual evidence.	The opportunity to address this objective is available in the following lessons: <b>Teacher's Guide:</b> 88-91, 98-105, 108-115, 118-125, 142-145, 148-155, 158-165, 174-175, 188-195, 198-204 <b>Daybook:</b> 18-26, 33-46, 47-62, 63-78, 103-112, 113-126, 127-140, 152-154, 173-186, 187-202
3. Write letters that state the purpose, make requests or give compliments and use business letter format.	<b>Teacher's Guide:</b> 183 <b>Daybook:</b> 165-168
4. Write informational essays or reports, including research, that organize information with a clear introduction, body and conclusion following common expository structures when appropriate (e.g., cause-effect, comparison-contrast) and include facts, details and examples to illustrate important ideas.	The opportunity to address this objective is available in the following lessons: <b>Teacher's Guide:</b> 133, 179 <b>Daybook:</b> 86-89, 156-160
5. Produce informal writings (e.g., journals, notes, poems) for various purposes.	<b>Teacher's Guide:</b> 86-95, 96-105, 106-115, 116-125, 126-135, 136-145, 146-155, 156-165, 166-175, 176-185, 186-195, 196-205 <b>Daybook:</b> 7-16, 17-32, 33-46, 47-62, 63-78, 79-94, 95-112, 113-126, 127-140, 141-154, 155-172, 173-186, 187-202

## Writing Conventions

### LEARNING STANDARD 8

<b>Standard</b>	<i>Daybook of Critical Reading and Writing, Gr. 5</i>
<b>Spelling</b>	
1. Spell high-frequency words correctly.	The opportunity to address this objective is available throughout the text.
2. Spell contractions correctly.	The opportunity to address this objective is available throughout the text.
3. Spell roots, suffixes and prefixes correctly.	The opportunity to address this objective is available throughout the text.

<b>Standard</b>	<i>Daybook of Critical Reading and Writing, Gr. 5</i>
<b>Punctuation and Capitalization</b>	
4. Use commas, end marks, apostrophes and quotation marks correctly.	The opportunity to address this objective is available throughout the text.
5. Use correct capitalization.	The opportunity to address this objective is available throughout the text.
<b>Grammar and Usage</b>	
6. Use various parts of speech such as nouns, pronouns and verbs (regular and irregular).	The opportunity to address this objective is available throughout the text.
7. Use prepositions and prepositional phrases.	The opportunity to address this objective is available throughout the text.
8. Use adverbs.	The opportunity to address this objective is available throughout the text.
9. Use objective and nominative case pronouns.	The opportunity to address this objective is available throughout the text.
10. Use indefinite and relative pronouns.	The opportunity to address this objective is available throughout the text.
11. Use conjunctions and interjections.	The opportunity to address this objective is available throughout the text.

## Research

### LEARNING STANDARD 9

<b>Standard</b>	<i>Daybook of Critical Reading and Writing, Gr. 5</i>
1. Generate a topic (assigned or personal interest) and open-ended questions for research and develop a plan for gathering information.	The opportunity to address this objective is available in the following lessons: <b>Teacher's Guide:</b> 133, 179 <b>Daybook:</b> 86-89, 156-160
2. Locate sources and gather relevant information from multiple sources (e.g., school library catalogs, online databases, electronic resources and Internet-based resources).	The opportunity to address this objective is available in the following lessons: <b>Teacher's Guide:</b> 133, 179 <b>Daybook:</b> 86-89, 156-160
3. Identify important information found in sources and paraphrase the findings in a systematic way (e.g., notes, outlines, charts, tables or graphic organizers).	The opportunity to address this objective is available in the following lessons: <b>Teacher's Guide:</b> 133, 179 <b>Daybook:</b> 86-89, 156-160
4. Compare and contrast important findings and select sources to support central ideas, concepts and themes.	The opportunity to address this objective is available in the following lessons: <b>Teacher's Guide:</b> 133, 179 <b>Daybook:</b> 86-89, 156-160
5. Define plagiarism and acknowledge sources of information.	The opportunity to address this objective is available in the following lessons: <b>Teacher's Guide:</b> 133, 179 <b>Daybook:</b> 86-89, 156-160

<b>Standard</b>	<b><i>Daybook of Critical Reading and Writing, Gr. 5</i></b>
6. Use a variety of communication techniques including oral, visual, written or multimedia reports to present information gathered.	The opportunity to address this objective is available in the following lessons: <b>Teacher's Guide:</b> 133, 179 <b>Daybook:</b> 86-89, 156-160

### **Communication: Oral and Visual**

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

<b>Standard</b>	<b><i>Daybook of Critical Reading and Writing, Gr. 5</i></b>
<b>Listening and Viewing</b>	
1. Demonstrate active listening strategies (e.g., asking focused questions, responding to cues, making visual contact).	The opportunity to address this objective is available throughout the text.
2. Interpret the main idea and draw conclusions from oral presentations and visual media.	No specific lesson found
3. Identify the speaker's purpose in presentations and visual media (e.g., to inform, to entertain, to persuade).	<b>Teacher's Guide:</b> 113 <b>Daybook:</b> 55-58
4. Discuss how facts and opinions are used to shape the opinions of listeners and viewers.	The opportunity to address this objective is available in the following lessons: <b>Teacher's Guide:</b> 178-185 <b>Daybook:</b> 156-185
<b>Speaking Skills and Strategies</b>	
5. Demonstrate an understanding of the rules of the English language and select language appropriate to purpose and audience.	The opportunity to address this objective is available throughout the text.
6. Use clear diction, pitch, tempo and tone, and adjust volume and tempo to stress important ideas.	The opportunity to address this objective is available in the following lessons: <b>Teacher's Guide:</b> 113 <b>Daybook:</b> 55-58
7. Adjust speaking content according to the needs of the situation, setting and audience.	The opportunity to address this objective is available in the following lessons: <b>Teacher's Guide:</b> 113 <b>Daybook:</b> 55-58

Standard	<i>Daybook of Critical Reading and Writing, Gr. 5</i>
<b>Speaking Applications</b>	
<p>8. Deliver informational presentations (e.g., expository, research) that: demonstrate an understanding of the topic and present events or ideas in a logical sequence;</p> <ol style="list-style-type: none"> <li>a. support the main idea with relevant facts, details, examples, quotations, statistics, stories and anecdotes;</li> <li>b. organize information, including a clear introduction, body and conclusion and follow common organizational structures when appropriate (e.g., cause-effect, compare-contrast);</li> <li>c. use appropriate visual materials (e.g., diagrams, charts, illustrations) and available technology; and</li> <li>d. draw from several sources and identify sources used.</li> </ol>	<p>The opportunity to address this objective is available in the following lessons: <b>Teacher’s Guide:</b> 133, 179 <b>Daybook:</b> 86-89, 156-160</p>
<p>9. Deliver formal and informal descriptive presentations recalling an event or personal experience that convey relevant information and descriptive details.</p>	<p>The opportunity to address this issue is available in the following lessons: <b>Teacher’s Guide:</b> 94-95, 104-105, 122-123, 134-135, 154-155, 177-185 <b>Daybook:</b> 30-32, 45-46, 70-73, 90-94, 123-126, 156-172</p>
<p>10. Deliver persuasive presentations that:</p> <ol style="list-style-type: none"> <li>a. establish a clear position;</li> <li>b. include relevant evidence to support a position and to address potential concerns of listeners; and</li> <li>c. follow common organizational structures when appropriate (e.g., cause-effect, compare-contrast, problem-solution).</li> </ol>	<p>The opportunity to address this objective is available in the following lessons: <b>Teacher’s Guide:</b> 180-181, 182-183, 184-185 <b>Daybook:</b> 161-164, 165-168, 169-172</p>

**DAYBOOKS OF CRITICAL READING AND WRITING ©2001  
(GRADE 6)**

correlated to  
**Ohio English Language Arts  
 Grade Level Indicators**

  
**GRADE 6**

**Phonemic Awareness, Word Recognition and Fluency**

**LEARNING STANDARD 1**

Grades 4-8: Fluency continues to develop past the primary grades. Readers increase their rate of oral reading to near conversational pitch. They plan control over a wider, complex sight vocabulary and over complex, longer syntactic structures, so that they are able to read progressively more demanding texts with greater ease. Silent reading becomes considerably faster than oral reading and becomes the preferred, more efficient way to process everyday texts.

**Acquisition of Vocabulary**

**LEARNING STANDARD 2**

<b>Standard</b>	<i>Daybook of Critical Reading and Writing, Gr. 6</i>
<b>Contextual Understanding</b>	
1. Define the meaning of unknown words by using context clues and the author's use of definition, restatement and example.	<b>Teacher's Guide:</b> 73 <b>Daybook:</b> 123-125 The opportunity to address this issue is also available throughout the text.
<b>Conceptual Understanding</b>	
2. Apply knowledge of connotation and denotation to determine the meaning of words.	<b>Teacher's Guide:</b> 100 <b>Daybook:</b> 188-191
3. Identify analogies and other word relationships including synonyms and antonyms to determine the meaning of words.	The opportunity to address this objective is available throughout the text.
4. Interpret metaphors and similes to understand new uses of words and phrases in text.	<b>Teacher's Guide:</b> 52, 53, 54 <b>Daybook:</b> 74-75, 76-78, 79-80
5. Recognize and use words from other languages that have been adopted into the English language.	No specific lesson found
<b>Structural Understanding</b>	
6. Apply the knowledge of roots and their various inflections, prefixes and suffixes to analyze the meanings of words.	<b>Teacher's Guide:</b> 74 <b>Daybook:</b> 126-128 The opportunity to address this objective is also available throughout the text.
7. Identify symbols and acronyms and connect them to whole words.	No specific lesson found

## LEARNING STANDARD 2

(continued)

Standard	<i>Daybook of Critical Reading and Writing, Gr. 6</i>
<b>Tools and Resources</b>	
8. Determine the meanings and pronunciations of unknown words by using dictionaries, thesauruses, glossaries, technology and textual features such as definitional footnotes or sidebars.	The opportunity to address this issue is available throughout the text.

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

## LEARNING STANDARD 3

Standard	<i>Daybook of Critical Reading and Writing, Gr. 6</i>
<b>Comprehension Strategies</b>	
1. Establish and adjust purposes for reading including to find out, to understand, to interpret, to enjoy and to solve problems.	<b>Teacher's Guide:</b> 27-32, 33-38, 39-44, 45-50, 51-56, 57-62, 63-68, 69-74, 75-80, 81-86, 87-92, 93-98, 99-104, 105-110 <b>Daybook:</b> 9-24, 25-38, 39-54, 55-72, 73-86, 87-98, 99-114, 115-128, 129-142, 143-158, 159-172, 173-186, 187-202, 213-218
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.	<b>Teacher's Guide:</b> 34, 56 <b>Daybook:</b> 26-28, 85 The opportunity to address this objective is also available throughout the text.
3. Make critical comparisons across texts, noting author's style as well as literal and implied content of text.	<b>Teacher's Guide:</b> 46, 49, 90, 91, 110 <b>Daybook:</b> 56-59, 66-68, 165-168, 169-170, 216-218 The opportunity to address this objective is also available throughout the text.
4. Summarize the information in texts, recognizing important ideas and supporting details, and noting gaps or contradictions.	<b>Teacher's Guide:</b> 32, 79 <b>Daybook:</b> 22-24, 139
5. Select, create and use graphic organizers to interpret textual information.	<b>Teacher's Guide:</b> 30, 31, 59, 60, 76, 78, 80, 101, 108 <b>Daybook:</b> 18-19, 20-21, 90-92, 93-94, 130-133, 136-138, 141-142, 192-194
6. Answer literal, inferential, evaluative and synthesizing questions to demonstrate comprehension of grade-appropriate print texts, electronic and visual media.	<b>Teacher's Guide:</b> 27-32, 33-38, 39-44, 45-50, 51-56, 57-62, 63-68, 69-74, 75-80, 81-86, 87-92, 93-98, 99-104, 105-110 <b>Daybook:</b> 9-24, 25-38, 39-54, 55-72, 73-86, 87-98, 99-114, 115-128, 129-142, 143-158, 159-172, 173-186, 187-202, 213-218
<b>Self-Monitoring Strategies</b>	
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.	<b>Teacher's Guide:</b> 72, 77, 78 <b>Daybook:</b> 121-122, 134-135, 136 The opportunity to address this objective is also available throughout the text.
8. List questions and search for answers within the text to construct meaning.	<b>Teacher's Guide:</b> 71 <b>Daybook:</b> 121-122,, 134-136

<b>Standard</b>	<b><i>Daybook of Critical Reading and Writing, Gr. 6</i></b>
<b>Independent Reading</b>	
9. Use criteria to choose independent reading materials (e.g., personal interest, knowledge of authors and genres, or recommendations from others).	No specific lesson found
10. Independently read books for various purposes (e.g., for enjoyment, for literary experience, to gain information or to perform a task).	The opportunity to address this objective is available throughout the text.

## Reading Applications: Informational, Technical, and Persuasive Text

### LEARNING STANDARD 4

<b>Standard</b>	<b><i>Daybook of Critical Reading and Writing, Gr. 6</i></b>
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.	No specific lesson found
2. Analyze examples of cause and effect and fact and opinion.	<b>Teacher's Guide:</b> 61, 67, 85, 103 <b>Daybook:</b> 95, 109, 151, 198
3. Compare and contrast important details about a topic using different sources of information including books, magazines, newspapers and online resources.	The opportunity to address this objective is available in the following lessons: <b>Teacher's Guide:</b> 46, 49, 62, 90 <b>Daybook:</b> 56-59, 66-68, 96-98, 165-168
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.	No specific lesson found
5. Analyze information found in maps, charts, tables, graphs, diagrams and cutaways.	<b>Teacher's Guide:</b> 42, 80 <b>Daybook:</b> 45-46, 141-142
6. Identify an author's argument or viewpoint and assess the adequacy and accuracy of details used.	<b>Teacher's Guide:</b> 57-62, 102 <b>Daybook:</b> 87-98, 195-197
7. Identify and understand an author's purpose for writing including to explain, entertain, persuade or inform.	The opportunity to address this issue is available throughout the text.
8. Summarize information from informational text, identifying the treatment, scope and organization of ideas.	<b>Teacher's Guide:</b> 79 <b>Daybook:</b> 139-140 The opportunity to address this objective is also available in the following lessons: <b>Teacher's Guide:</b> 60, 62, 71-74, 75-80 <b>Daybook:</b> 93-94, 96-97, 118-128, 129-142

## Reading Applications: Literary Text

### LEARNING STANDARD 5

Standard	<i>Daybook of Critical Reading and Writing, Gr. 6</i>
1. Analyze the techniques authors use to describe characters including narrator or other characters' point of view; character's own thoughts, words or actions.	<b>Teacher's Guide:</b> 41, 46, 47, 48, 49, 50 <b>Daybook:</b> 42, 56, 60, 63, 66, 69
2. Identify the features of setting, and explain their importance in literary text.	<b>Teacher's Guide:</b> 40 <b>Daybook:</b> 40
3. Identify the main and minor events of the plot, and explain how each incident gives rise to the next.	<b>Teacher's Guide:</b> 34, 43, <b>Daybook:</b> 26, 47
4. Explain first, third and omniscient points of view, and explain how voice affects the text.	<b>Teacher's Guide:</b> 42 <b>Daybook:</b> 45 The opportunity to address this objective is also available throughout the text.
5. Identify recurring themes, patterns and symbols found in literature from different eras and cultures.	No specific lesson found
6. Explain the defining characteristics of literary forms and genres including poetry, drama, myths, biographies, autobiographies, fiction and non-fiction.	<b>Teacher's Guide:</b> 64, 94, 97 <b>Daybook:</b> 109, 174, 181 The opportunity to address this objective is also available throughout the text.
7. Distinguish how an author establishes mood and meaning through word choice, figurative language and syntax.	<b>Teacher's Guide:</b> 104 <b>Daybook:</b> 200 The opportunity to address this objective is also available in the following lessons: <b>Teacher's Guide:</b> 30, 52, 53, 54, 72, 74, 88, 96, 100 <b>Daybook:</b> 18, 74, 76, 79, 121, 126, 160, 178, 188

## Writing Processes

### LEARNING STANDARD 6

Standard	<i>Daybook of Critical Reading and Writing, Gr. 6</i>
<b>Prewriting</b>	
1. Generate writing ideas through discussions with others and from printed material, and keep a list of writing ideas.	<b>Teacher's Guide:</b> 27-32, 33-38, 39-44, 45-50, 51-56, 57-62, 63-68, 69-74, 75-80, 81-86, 87-92, 93-98, 99-104, 105-110 <b>Daybook:</b> 9-24, 25-38, 39-54, 55-72, 73-86, 87-98, 99-114, 115-128, 129-142, 143-158, 159-172, 173-186, 187-202, 213-218
2. Conduct background reading, interviews or surveys when appropriate.	No specific lesson found
3. Establish a thesis statement for informational writing or a plan for narrative writing.	<b>Teacher's Guide:</b> 61, 72 <b>Daybook:</b> 95, 121-122 The opportunity to address this objective is also available in the following lessons: <b>Teacher's Guide:</b> 29, 32, 44, 49, 83-86, 91, 104 <b>Daybook:</b> 14-17, 22-24, 53-54, 66-68, 148-150, 151-158, 169-170, 200-202

<b>Standard</b>	<b><i>Daybook of Critical Reading and Writing, Gr. 6</i></b>
4. Determine a purpose and audience.	The opportunity to address this objective is available throughout the text.
5. Use organizational strategies (e.g., rough outlines, maps, webs and Venn diagrams) to plan writing.	<b>Teacher's Guide:</b> 31, 53, 64, 78, 80, 84, 102 <b>Daybook:</b> 21, 78, 102, 137, 142, 149, 197 The opportunity to address this objective is also available throughout the text.
<b>Drafting, Revising and Editing</b>	
6. Organize writing beginning with an introduction and body and a resolution of plot, closing statement or a summary of important ideas and details.	<b>Teacher's Guide:</b> 36, 43, 58-59, 62, 78, 83-86, 88, 102 <b>Daybook:</b> 33-35, 47-52, 88-92, 96-98, 136-138, 146-158, 160-161, 195-197
7. Vary simple, compound and complex sentence structures.	The opportunity to address this objective is available throughout the text.
8. Group related ideas into paragraphs including topic sentences following paragraph form and maintaining a consistent focus across paragraphs.	<b>Teacher's Guide:</b> 36, 43, 58-59, 62, 67, 78, 83-86, 88, 102, 103, 106 <b>Daybook:</b> 33-35, 47-52, 88-92, 96-98, 109-112, 136-138, 146-158, 160-161, 195-197, 198-199, 204-206
9. Vary language and style as appropriate to audience and purpose.	The opportunity to address this objective is available throughout the text.
10. Use available technology to compose text.	The opportunity to address this objective is available throughout the text.
11. Reread and analyze clarity of writing.	The opportunity to address this objective is available throughout the text.
12. Add and delete information and details to better elaborate on a stated central idea and to more effectively accomplish purpose.	The opportunity to address this objective is available throughout the text.
13. Rearrange words, sentences and paragraphs, and add transitional words and phrases to clarify meaning.	The opportunity to address this objective is available throughout the text.
14. Use resources and reference materials (e.g., dictionaries and thesauruses) to select more effective vocabulary.	The opportunity to address this objective is available throughout the text.
15. Proofread writing, edit to improve conventions (e.g., grammar, spelling, punctuation and capitalization) and identify and correct fragments and run-ons.	The opportunity to address this objective is available throughout the text.
16. Apply tools (e.g., rubric, checklist and feedback) to judge the quality of writing.	The opportunity to address this objective is available throughout the text.
<b>Publishing</b>	
17. Prepare for publication (e.g., for display or for sharing with others) writing that follows a format appropriate to the purpose, using techniques such 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.	The opportunity to address this objective is available throughout the text.

## Writing Applications

### LEARNING STANDARD 7

Standard	<i>Daybook of Critical Reading and Writing, Gr. 6</i>
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.	The opportunity to address this objective is available in the following lessons: <b>Teacher's Guide:</b> 32, 44, 49, 84, 90, 91, 104 <b>Daybook:</b> 22-24, 53-54, 66-68, 148-150, 165-168, 169-170, 200-202
2. Write responses to novels, stories, poems and plays that provide an interpretation, critique or reflection and support judgments with specific references to the text.	Student Book: <b>Teacher's Guide:</b> 27-32, 33-38, 39-44, 45-50, 51-56, 57-62, 63-68, 69-74, 75-80, 81-86, 87-92, 93-98, 99-104, 105-110 <b>Daybook:</b> 9-24, 25-38, 39-54, 55-72, 73-86, 87-98, 99-114, 115-128, 129-142, 143-158, 159-172, 173-186, 187-202, 213-218
3. Write letters that state the purpose, make requests or give compliments and use business letter format.	The opportunity to address this objective is available in the following lessons: <b>Teacher's Guide:</b> 35, 36, 58, 67, 107 <b>Daybook:</b> 29-35, 88-89, 109-112, 207-209
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.	The opportunity to address this objective is available in the following lessons: <b>Teacher's Guide:</b> 61, 72, 80, 84 <b>Daybook:</b> 95, 121-122, 141-142, 148-150
5. Write persuasive essays that establish a clear position and include organized and relevant information to support ideas.	<b>Teacher's Guide:</b> 58-62 <b>Daybook:</b> 88-98
6. Produce informal writings (e.g., journals, notes, poems) for various purposes.	<b>Teacher's Guide:</b> 27-32, 33-38, 39-44, 45-50, 51-56, 57-62, 63-68, 69-74, 75-80, 81-86, 87-92, 93-98, 99-104, 105-110 <b>Daybook:</b> 9-24, 25-38, 39-54, 55-72, 73-86, 87-98, 99-114, 115-128, 129-142, 143-158, 159-172, 173-186, 187-202, 213-218

## Writing Conventions

### LEARNING STANDARD 8

Standard	<i>Daybook of Critical Reading and Writing, Gr. 6</i>
<b>Spelling</b>	
1. Spell frequently misspelled and high-frequency words correctly.	The opportunity to address this objective is available throughout the text.
<b>Punctuation and Capitalization</b>	
2. Use commas, end marks, apostrophes and quotation marks correctly.	The opportunity to address this objective is available throughout the text.
3. Use semicolons, colons, hyphens, dashes and brackets.	The opportunity to address this objective is available throughout the text.

<b>Standard</b>	<b><i>Daybook of Critical Reading and Writing, Gr. 6</i></b>
4. Use correct capitalization.	The opportunity to address this objective is available throughout the text.
<b>Grammar and Usage</b>	
5. Use all eight parts of speech (e.g., noun, pronoun, verb, adverb, adjective, conjunction, preposition, interjection).	The opportunity to address this objective is available throughout the text.
6. Use verbs, including perfect tenses, transitive and intransitive verbs and linking verbs.	The opportunity to address this objective is available throughout the text.
7. Use nominative, objective, possessive, indefinite and relative pronouns.	The opportunity to address this objective is available throughout the text.
8. Use subject-verb agreement with collective nouns, indefinite pronouns, compound subjects and prepositional phrases.	The opportunity to address this objective is available throughout the text.

## Research

### L E A R N I N G   S T A N D A R D   9

<b>Standard</b>	<b><i>Daybook of Critical Reading and Writing, Gr. 6</i></b>
1. Generate a topic (assigned or personal interest) and open-ended questions for research and develop a plan for gathering information.	The opportunity to address this objective is available in the following lessons: <b>Teacher's Guide:</b> 61, 72, 80, 84 <b>Daybook:</b> 95, 121-122, 141-142, 148-150
2. Identify appropriate sources and gather relevant information from multiple sources (e.g., school library catalogs, online databases, electronic resources and Internet-based resources).	The opportunity to address this objective is available in the following lessons: <b>Teacher's Guide:</b> 61, 72, 80, 84 <b>Daybook:</b> 95, 121-122, 141-142, 148-150
3. Identify elements of validity in sources including publication date, coverage, language, points of view and discuss primary and secondary sources.	The opportunity to address this objective is available in the following lessons: <b>Teacher's Guide:</b> 61, 72, 80, 84 <b>Daybook:</b> 95, 121-122, 141-142, 148-150
4. Identify important information found in sources and paraphrase the findings in a systematic way (e.g., notes, outlines, charts, tables, graphic organizers).	The opportunity to address this objective is available in the following lessons: <b>Teacher's Guide:</b> 61, 72, 80, 84 <b>Daybook:</b> 95, 121-122, 141-142, 148-150
5. Compare and contrast important findings and select sources to support central ideas, concepts and themes.	The opportunity to address this objective is available in the following lessons: <b>Teacher's Guide:</b> 61, 72, 80, 84 <b>Daybook:</b> 95, 121-122, 141-142, 148-150

<b>Standard</b>	<b><i>Daybook of Critical Reading and Writing, Gr. 6</i></b>
6. Use quotations to support ideas.	The opportunity to address this objective is available in the following lessons: <b>Teacher's Guide:</b> 61, 72, 80, 84 <b>Daybook:</b> 95, 121-122, 141-142, 148-150
7. Use an appropriate form of documentation, with teacher assistance, to acknowledge sources (e.g., bibliography, works cited).	The opportunity to address this objective is available in the following lessons: <b>Teacher's Guide:</b> 61, 72, 80, 84 <b>Daybook:</b> 95, 121-122, 141-142, 148-150
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.	The opportunity to address this objective is available in the following lessons: <b>Teacher's Guide:</b> 61, 72, 80, 84 <b>Daybook:</b> 95, 121-122, 141-142, 148-150

### Communication: Oral and Visual

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

<b>Standard</b>	<b><i>Daybook of Critical Reading and Writing, Gr. 6</i></b>
<b>Listening and Viewing</b>	
1. Demonstrate active listening strategies (e.g., asking focused questions, responding to cues, making visual contact).	The opportunity to address this objective is available throughout the text.
2. Summarize the main idea and draw conclusions from presentations and visual media.	No specific lesson found
3. Interpret the speaker's purpose in presentations and visual media (e.g., to inform, to entertain, to persuade).	<b>Teacher's Guide:</b> 47, 106 <b>Daybook:</b> 60-62, 204-206
4. Identify the persuasive techniques (e.g., bandwagon, testimonial, glittering generalities, emotional word repetition and bait and switch) used in presentations and media messages.	<b>Teacher's Guide:</b> 58-62 <b>Daybook:</b> 88-98
<b>Speaking Skills and Strategies</b>	
5. Demonstrate an understanding of the rules of the English language and select language appropriate to purpose and audience.	The opportunity to address this objective is available throughout the text.
6. Use clear diction and tone, and adjust volume, phrasing and tempo to stress important ideas.	The opportunity to address this objective is available in the following lessons: <b>Teacher's Guide:</b> 47, 106 <b>Daybook:</b> 60-62, 204-206
7. Adjust speaking content and style according to the needs of the situation, setting and audience.	The opportunity to address this objective is available in the following lessons: <b>Teacher's Guide:</b> 47, 106 <b>Daybook:</b> 60-62, 204-206

Standard	<i>Daybook of Critical Reading and Writing, Gr. 6</i>
<b>Speaking Applications</b>	
<p>8. Deliver informational presentations (e.g., expository, research) that:</p> <ul style="list-style-type: none"> <li>a. demonstrate an understanding of the topic and present events or ideas in a logical sequence;</li> <li>b. support the controlling idea or thesis with relevant facts, details, examples, quotations, statistics, stories and anecdotes;</li> <li>c. include an effective introduction and conclusion and use a consistent organizational structure (e.g., cause-effect, compare-contrast);</li> <li>d. use appropriate visual materials (e.g., diagrams, charts, illustrations) and available technology; and</li> <li>e. draw from multiple sources and identify sources used.</li> </ul>	<p>The opportunity to address this objective is available in the following lessons:  <b>Teacher's Guide:</b> 61, 72, 80, 81-86  <b>Daybook:</b> 95, 121-122, 141-142, 143-158</p>
<p>9. Deliver formal and informal descriptive presentations that convey relevant information and descriptive details.</p>	<p>The opportunity to address this objective is available throughout the text.</p>
<p>10. Deliver persuasive presentations that:</p> <ul style="list-style-type: none"> <li>a. establish a clear position;</li> <li>b. include relevant evidence to support position and to address potential concerns of listeners; and</li> <li>c. follow common organizational structures when appropriate (e.g., cause-effect, compare-contrast, problem-solution).</li> </ul>	<p>The opportunity to address this objective is available in the following lessons:  <b>Teacher's Guide:</b> 58-62  <b>Daybook:</b> 88-98</p>

**DAYBOOKS OF CRITICAL READING AND WRITING ©1999**  
**(GRADE 7)**

correlated to

**Ohio English Language Arts**  
**Grade Level Indicators**



**GRADE 7**

**Phonemic Awareness, Word Recognition and Fluency**

**LEARNING STANDARD 1**

Grades 4-8: Fluency continues to develop past the primary grades. Readers increase their rate of oral reading to near conversational pitch. They plan control over a wider, complex sight vocabulary and over complex, longer syntactic structures, so that they are able to read progressively more demanding texts with greater ease. Silent reading becomes considerably faster than oral reading and becomes the preferred, more efficient way to process everyday texts.

**Acquisition of Vocabulary**

**LEARNING STANDARD 2**

<b>Standard</b>	<i>Daybook of Critical Reading and Writing, Gr. 7</i>
<b>Contextual Understanding</b>	
1. Define the meaning of unknown words through context clues and the author's use of comparison, contrast, definition, restatement and example.	The opportunity to address this objective is available throughout the text.
<b>Conceptual Understanding</b>	
2. Apply knowledge of connotation and denotation to determine the meaning of words.	The opportunity to address this objective is available throughout the text.
3. Infer word meanings through the identification of analogies and other word relationships including synonyms and antonyms.	The opportunity to address this objective is available throughout the text.
4. Interpret metaphors and similes to understand new uses of words and phrases in text.	<b>Teacher's Guide:</b> 54, 55, 98 <b>Daybook:</b> 75-76, 77-81, 185-188
5. Recognize and use words from other languages that have been adopted into the English language.	No specific lesson found
<b>Structural Understanding</b>	
6. Use knowledge of Greek, Latin and Anglo-Saxon roots and affixes to understand vocabulary.	The opportunity to address this objective is available throughout the text.
7. Use knowledge of symbols and acronyms to identify whole words.	No specific lesson found

## LEARNING STANDARD 2

(continued)

Standard	<i>Daybook of Critical Reading and Writing, Gr. 7</i>
<b>Tools and Resources</b>	
8. Determine the meanings and pronunciations of unknown words by using dictionaries, thesauruses, glossaries, technology and textual features such as definitional footnotes or sidebars.	The opportunity to address this objective is available throughout the text.

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

## LEARNING STANDARD 3

Standard	<i>Daybook of Critical Reading and Writing, Gr. 7</i>
<b>Comprehension Strategies</b>	
1. Establish and adjust purposes for reading including to find out, to understand, to interpret, to enjoy and to solve problems.	<b>Teacher's Guide:</b> 27-32, 33-38, 39-44, 45-50, 51-56, 57-62, 63-68, 69-74, 75-80, 81-86, 87-92, 93-98, 99-104, 105-111 <b>Daybook:</b> 9-26, 27-38, 39-52, 53-68, 69-82, 83-96, 97-112, 113-128, 129-144, 145-160, 161-174, 175-188, 189-202, 203-218
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.	<b>Teacher's Guide:</b> 34 <b>Daybook:</b> 28 The opportunity to address this objective is also available throughout the text.
3. Make critical comparisons across texts, noting author's style as well as literal and implied content of text.	<b>Teacher's Guide:</b> 87, 88, 89 <b>Daybook:</b> 161, 162, 166
4. Summarize the information in texts, using key ideas, supporting details, and referencing gaps or contradictions.	<b>Teacher's Guide:</b> 61 <b>Daybook:</b> 92-94 The opportunity to address this objective is also available throughout the text.
5. Select, create and use graphic organizers to interpret textual information.	<b>Teacher's Guide:</b> 46-47, 65, 66, 68, 72, 76, 78, 90 <b>Daybook:</b> 54-61, 102-104, 105-107, 111-112, 122-124, 130-132, 136-139, 168-171 The opportunity to address this objective is also available throughout the text.
6. Answer literal, inferential, evaluative and synthesizing questions to demonstrate comprehension of grade-appropriate print texts, electronic and visual media.	<b>Teacher's Guide:</b> 27-32, 33-38, 39-44, 45-50, 51-56, 57-62, 63-68, 69-74, 75-80, 81-86, 87-92, 93-98, 99-104, 105-111 <b>Daybook:</b> 9-26, 27-38, 39-52, 53-68, 69-82, 83-96, 97-112, 113-128, 129-144, 145-160, 161-174, 175-188, 189-202, 203-218
<b>Self-Monitoring Strategies</b>	
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.	<b>Teacher's Guide:</b> 94, 95 <b>Daybook:</b> 176-179 The opportunity to address this objective is available throughout the text.

<b>Standard</b>	<b><i>Daybook of Critical Reading and Writing, Gr. 7</i></b>
<b>Independent Reading</b>	
8. Use criteria to choose independent reading materials (e.g., personal interest, knowledge of authors and genres, or recommendations from others).	No specific lesson found
9. Independently read books for various purposes (e.g., for enjoyment, for literary experience, to gain information or to perform a task).	The opportunity to address this objective is available throughout the text.

## Reading Applications: Informational, Technical, and Persuasive Text

### LEARNING STANDARD 4

<b>Standard</b>	<b><i>Daybook of Critical Reading and Writing, Gr. 7</i></b>
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.	<b>Teacher's Guide:</b> 44, 60, 84 <b>Daybook:</b> 51-52, 89-91, 153-154
2. Analyze examples of cause and effect and fact and opinion.	<b>Teacher's Guide:</b> 60, 78, 101 <b>Daybook:</b> 89-91, 136-139, 193-194
3. Compare and contrast different sources of information including books, magazines, newspapers and online resources to draw conclusions about a topic.	<b>Teacher's Guide:</b> 46, 64, 65, 78, 88 <b>Daybook:</b> 54-57, 98-101, 102-104, 136-139, 162-165 The opportunity to address this objective is also available in the following lessons: <b>Teacher's Guide:</b> 44, 60, 84 <b>Daybook:</b> 102-104, 162-165
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.	The opportunity to address this objective is available in the following lessons: <b>Teacher's Guide:</b> 61 <b>Daybook:</b> 92-94
5. Analyze information found in maps, charts, tables, graphs, diagrams, cutaways and overlays.	No specific lesson found
6. Assess the adequacy, accuracy and appropriateness of an author's details, identifying persuasive techniques and examples of bias and stereotyping.	<b>Teacher's Guide:</b> 36, 47, 50, 59, 72, 76, <b>Daybook:</b> 32-34, 58-61, 67-68, 87-88, 122-124, 130-132, 193-194
7. Identify an author's purpose for writing and explain an author's argument, perspective or viewpoint in text.	<b>Teacher's Guide:</b> 30, 42, 58, 59, 61, 65, 100, 102, 103 <b>Daybook:</b> 16-19, 45-47, 84-88, 92-94, 102-104, 190-192, 195-199
8. Compare the treatment, scope and organization of ideas from different texts on the same topic.	The opportunity to address this objective is available throughout the text.

## Reading Applications: Literary Text

### LEARNING STANDARD 5

Standard	<i>Daybook of Critical Reading and Writing, Gr. 7</i>
1. Explain interactions and conflicts (e.g., character vs. self, nature or society) between main and minor characters in literary text and how the interactions affect the plot.	<b>Teacher's Guide:</b> 4441, 81-86, 106 <b>Daybook:</b> 43, 145-160, 204
2. Analyze the features of the setting and their importance in a text.	<b>Teacher's Guide:</b> 40, 107 <b>Daybook:</b> 40-42, 206-207
3. Identify the main and minor events of the plot, and explain how each incident gives rise to the next.	<b>Teacher's Guide:</b> 43, 108 <b>Daybook:</b> 48-50, 208-211
4. Identify and compare subjective and objective points of view and how they affect the overall body of a work.	<b>Teacher's Guide:</b> 42 <b>Daybook:</b> 45-47
5. Identify recurring themes, patterns and symbols found in literature from different eras and cultures	<b>Teacher's Guide:</b> 43, 56, 67, 109 <b>Daybook:</b> 48-50, 82, 108, 212-215
6. Explain the defining characteristics of literary forms and genres including poetry, drama, myths, biographies, autobiographies, science fiction, fiction and non-fiction.	<b>Teacher's Guide:</b> 46, 47, 50, 75, 87, 91, 107 <b>Daybook:</b> 54, 58, 67, 129, 168, 172, 206 The opportunity to address this objective is also available throughout the text.
7. Interpret how mood or meaning is conveyed through word choice, figurative language and syntax.	<b>Teacher's Guide:</b> 40 <b>Daybook:</b> 40 The opportunity to address this objective is also available in the following lessons: <b>Teacher's Guide:</b> 52, 53, 54, 55, 66, 98 <b>Daybook:</b> 70, 73, 75, 77, 105, 185

## Writing Processes

### LEARNING STANDARD 6

Standard	<i>Daybook of Critical Reading and Writing, Gr. 7</i>
<b>Prewriting</b>	
1. Generate writing ideas through discussions with others and from printed material, and keep a list of writing ideas.	<b>Teacher's Guide:</b> 27-32, 33-38, 39-44, 45-50, 51-56, 57-62, 63-68, 69-74, 75-80, 81-86, 87-92, 93-98, 99-104, 105-111 <b>Daybook:</b> 9-26, 27-38, 39-52, 53-68, 69-82, 83-96, 97-112, 113-128, 129-144, 145-160, 161-174, 175-188, 189-202, 203-218
2. Conduct background reading, interviews or surveys when appropriate.	No specific lesson found
3. Establish a thesis statement for informational writing or a plan for narrative writing.	The opportunity to address this objective is available in the following lessons: <b>Teacher's Guide:</b> 38, 57-62, 85 <b>Daybook:</b> 36-38, 83-96, 155-157
4. Determine a purpose and audience.	<b>Teacher's Guide:</b> 62 <b>Daybook:</b> 95-96 The opportunity to address this objective is also available throughout the text.

<b>Standard</b>	<b><i>Daybook of Critical Reading and Writing, Gr. 7</i></b>
5. Use organizational strategies (e.g., rough outlines, diagrams, maps, webs and Venn diagrams) to plan writing.	<b>Teacher's Guide:</b> 47, 68, 80, 90 <b>Daybook:</b> 58-61, 111-112, 142-144, 168-171 The opportunity to address this objective is also available throughout the text.
<b>Drafting, Revising and Editing</b>	
6. Organize writing with an effective and engaging introduction, body and a conclusion that summarizes, extends or elaborates on points or ideas in the writing.	<b>Teacher's Guide:</b> 35, 37, 58, 59, 62, 64, 72, 100, 101 <b>Daybook:</b> 31, 35, 87-88, 98-101, 190-192, 193-194
7. Vary simple, compound and complex sentence structures.	The opportunity to address this objective is available throughout the text.
8. Group related ideas into paragraphs including topic sentences following paragraph form and maintaining a consistent focus across paragraphs.	The opportunity to address this objective is available in the following lessons: <b>Teacher's Guide:</b> 29, 58, 62, 72, 73, 79, 80, 82, 85 <b>Daybook:</b> 13-15, 84-86, 95-96, 122-124, 125-126, 140-141, 142-144, 146-149, 155-157, 193-194
9. Use precise language, action verbs, sensory details, colorful modifiers and style as appropriate to audience and purpose.	The opportunity to address this objective is available in the following lessons: <b>Teacher's Guide:</b> 49, 52, 54, 89, 91, 97, 98 <b>Daybook:</b> 65-66, 70-72, 75-76, 166-167, 172-173, 183-184, 185-188
10. Use available technology to compose text.	The opportunity to address this objective is available throughout the text.
11. Reread and analyze clarity of writing.	The opportunity to address this objective is available throughout the text.
12. Add and delete information and details to better elaborate on a stated central idea and to more effectively accomplish purpose.	The opportunity to address this objective is available throughout the text.
13. Rearrange words, sentences and paragraphs, and add transitional words and phrases to clarify meaning.	The opportunity to address this objective is available throughout the text.
14. Use resources and reference materials (e.g., dictionaries and thesauruses) to select more effective vocabulary.	The opportunity to address this objective is available throughout the text.
15. Proofread writing, edit to improve conventions (e.g., grammar, spelling, punctuation and capitalization) and identify and correct fragments and run-ons.	The opportunity to address this objective is available throughout the text.
16. Apply tools (e.g., rubric, checklist and feedback) to judge the quality of writing.	The opportunity to address this objective is available throughout the text.
<b>Publishing</b>	
17. Prepare for publication (e.g., for display or for sharing with others) writing that follows a format appropriate to the purpose, using techniques such 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.	<b>Teacher's Guide:</b> 35, 37, 38, 54, 55, 56, 64, 66, 67, 68, 70, 73, 88, 89, 92 <b>Daybook:</b> 31, 35, 36-38, 75-76, 77-81, 82, 98-101, 105-107, 108-110, 111-112, 114-117, 122-124, 162-165, 166-167, 174

## Writing Applications

### LEARNING STANDARD 7

<b>Standard</b>	<b><i>Daybook of Critical Reading and Writing, Gr. 7</i></b>
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.	The opportunity to address this objective is available in the following lessons: <b>Teacher's Guide:</b> 53, 70, 72, 103 <b>Daybook:</b> 73-74, 114-117, 122-124, 198-199
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.	<b>Teacher's Guide:</b> 27-32, 33-38, 39-44, 45-50, 51-56, 57-62, 63-68, 69-74, 75-80, 81-86, 87-92, 93-98, 99-104, 105-111 <b>Daybook:</b> 9-26, 27-38, 39-52, 53-68, 69-82, 83-96, 97-112, 113-128, 129-144, 145-160, 161-174, 175-188, 189-202, 203-218
3. Write business letters that are formatted to convey ideas, state problems, make requests or give compliments.	<b>Teacher's Guide:</b> 59, 85 <b>Daybook:</b> 87-88, 155-157
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.	The opportunity to address this objective is available in the following lessons: <b>Teacher's Guide:</b> 40, 44, 46, 60, 61, 76, 77, 80, 84, 88 <b>Daybook:</b> 40-42, 51-52, 54-57, 89-91, 92-94, 130-132, 133-135, 142, 144, 153-154
5. Write persuasive essays that establish a clear position and include relevant information to support ideas.	<b>Teacher's Guide:</b> 59-62, 100-104 <b>Daybook:</b> 87-96, 189-202
6. Produce informal writings (e.g., journals, notes, poems) for various purposes.	<b>Teacher's Guide:</b> 27-32, 33-38, 39-44, 45-50, 51-56, 57-62, 63-68, 69-74, 75-80, 81-86, 87-92, 93-98, 99-104, 105-111 <b>Daybook:</b> 9-26, 27-38, 39-52, 53-68, 69-82, 83-96, 97-112, 113-128, 129-144, 145-160, 161-174, 175-188, 189-202, 203-218

## Writing Conventions

### LEARNING STANDARD 8

<b>Standard</b>	<b><i>Daybook of Critical Reading and Writing, Gr. 7</i></b>
<b>Spelling</b>	
1. Spell high-frequency words correctly.	The opportunity to address this objective is available throughout the text.
<b>Punctuation and Capitalization</b>	
2. Use commas, end marks, apostrophes and quotation marks correctly.	The opportunity to address this objective is available throughout the text.
3. Use semicolons, colons, hyphens, dashes and brackets correctly.	The opportunity to address this objective is available throughout the text.
4. Use correct capitalization.	The opportunity to address this objective is available throughout the text.
<b>Grammar and Usage</b>	
5. Use all eight parts of speech (e.g., noun, pronoun, verb, adverb, adjective, conjunction, preposition, interjection).	The opportunity to address this objective is available throughout the text.

<b>Standard</b>	<b><i>Daybook of Critical Reading and Writing, Gr. 7</i></b>
6. Use dependent and independent clauses.	The opportunity to address this objective is available throughout the text.
7. Use subject-verb agreement with collective nouns, indefinite pronouns, compound subjects and prepositional phrases.	The opportunity to address this objective is available throughout the text.
8. Conjugate regular and irregular verbs in all tenses correctly.	The opportunity to address this objective is available throughout the text.

## Research

### LEARNING STANDARD 9

<b>Standard</b>	<b><i>Daybook of Critical Reading and Writing, Gr. 7</i></b>
1. Generate a topic (assigned or personal interest) and open-ended questions for research and develop a plan for gathering information.	The opportunity to address this objective is available in the following lessons: <b>Teacher's Guide:</b> 40, 44, 46, 60, 61, 76, 77, 80, 84, 88 <b>Daybook:</b> 40-42, 51-52, 54-57, 89-91, 92-94, 130-132, 133-135, 142-144, 153-154, 162-165
2. Identify appropriate sources and gather relevant information from multiple sources (e.g., school library catalogs, online databases, electronic resources and Internet-based resources).	The opportunity to address this objective is available in the following lessons: <b>Teacher's Guide:</b> 40, 44, 46, 60, 61, 76, 77, 80, 84, 88 <b>Daybook:</b> 40-42, 51-52, 54-57, 89-91, 92-94, 130-132, 133-135, 142-144, 153-154, 162-165
3. Identify and explain the importance of validity in sources including publication date, coverage, language, points of view and describe primary and secondary sources.	The opportunity to address this objective is available in the following lessons: <b>Teacher's Guide:</b> 40, 44, 46, 60, 61, 76, 77, 80, 84, 88 <b>Daybook:</b> 40-42, 51-52, 54-57, 89-91, 92-94, 130-132, 133-135, 142-144, 153-154, 162-165
4. Select an appropriate structure for organizing information in a systematic way (e.g., notes, outlines, charts, tables, graphic organizers).	The opportunity to address this objective is available in the following lessons: <b>Teacher's Guide:</b> 40, 44, 46, 60, 61, 76, 77, 80, 84, 88 <b>Daybook:</b> 40-42, 51-52, 54-57, 89-91, 92-94, 130-132, 133-135, 142-144, 153-154, 162-165
5. Analyze and organize important information, and select appropriate sources to support central ideas, concepts and themes.	The opportunity to address this objective is available in the following lessons: <b>Teacher's Guide:</b> 40, 44, 46, 60, 61, 76, 77, 80, 84, 88 <b>Daybook:</b> 40-42, 51-52, 54-57, 89-91, 92-94, 130-132, 133-135, 142-144, 153-154, 162-165
6. Integrate quotations and citations into written text, maintaining a flow of ideas.	The opportunity to address this objective is available in the following lessons: <b>Teacher's Guide:</b> 40, 44, 46, 60, 61, 76, 77, 80, 84, 88 <b>Daybook:</b> 40-42, 51-52, 54-57, 89-91, 92-94, 130-132, 133-135, 142-144, 153-154, 162-165
7. Use an appropriate form of documentation, with teacher assistance, to acknowledge sources (e.g., bibliography, works cited).	The opportunity to address this objective is available in the following lessons: <b>Teacher's Guide:</b> 40, 44, 46, 60, 61, 76, 77, 80, 84, 88 <b>Daybook:</b> 40-42, 51-52, 54-57, 89-91, 92-94, 130-132, 133-135, 142-144, 153-154, 162-165

<b>Standard</b>	<b><i>Daybook of Critical Reading and Writing, Gr. 7</i></b>
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.	The opportunity to address this objective is available in the following lessons: <b>Teacher's Guide:</b> 40, 44, 46, 60, 61, 76, 77, 80, 84, 88 <b>Daybook:</b> 40-42, 51-52, 54-57, 89-91, 92-94, 130-132, 133-135, 142-144, 153-154, 162-165

## Communication: Oral and Visual

### LEARNING STANDARD 10

<b>Standard</b>	<b><i>Daybook of Critical Reading and Writing, Gr. 7</i></b>
<b>Listening and Viewing</b>	
1. Demonstrate active listening strategies (e.g., asking focused questions, responding to cues, making visual contact).	The opportunity to address this objective is available throughout the text.
2. Draw logical inferences from presentations and visual media.	<b>Teacher's Guide:</b> 80 <b>Daybook:</b> 142-144
3. Interpret the speaker's purpose in presentations and visual media (e.g., to inform, to entertain, to persuade).	<b>Teacher's Guide:</b> 62, 80 <b>Daybook:</b> 95-96, 142-144
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.	No specific lesson found
<b>Speaking Skills and Strategies</b>	
5. Demonstrate an understanding of the rules of the English language and select language appropriate to purpose and audience.	The opportunity to address this objective is available throughout the text.
6. Adjust volume, phrasing, enunciation, voice modulation and inflection to stress important ideas and impact audience response.	<b>Teacher's Guide:</b> 47, 52, 58, 62, 77 <b>Daybook:</b> 58-61, 70-72, 84-86, 133-135
7. Vary language choices as appropriate to the context of the speech.	<b>Teacher's Guide:</b> 62 <b>Daybook:</b> 95-95

Standard	<i>Daybook of Critical Reading and Writing, Gr. 7</i>
<b>Speaking Applications</b>	
<p>8. Deliver informational presentations (e.g., expository, research) that:</p> <ol style="list-style-type: none"> <li>a. demonstrate an understanding of the topic and present events or ideas in a logical sequence;</li> <li>b. support the controlling idea or thesis with well-chosen and relevant facts, details, examples, quotations, statistics, stories and anecdotes;</li> <li>c. include an effective introduction and conclusion and use a consistent organizational structure (e.g., cause-effect, compare-contrast, problem-solution);</li> <li>d. use appropriate visual materials (e.g., diagrams, charts, illustrations) and available technology; and</li> <li>e. draw from multiple sources and identify sources used.</li> </ol>	<p>The opportunity to address this objective is available in the following lessons:  <b>Teacher’s Guide:</b> 40, 44, 46, 60, 61, 76, 77, 80, 84, 88  <b>Daybook:</b> 40-42, 51-52, 54-57, 89-91, 92-94, 130-132, 133-135, 142-144, 153-154, 162-165</p>
<p>9. Deliver formal and informal descriptive presentations that convey relevant information and descriptive details.</p>	<p>The opportunity to address this objective is available throughout the text.</p>
<p>10. Deliver persuasive presentations that:</p> <ol style="list-style-type: none"> <li>a. establish a clear position;</li> <li>b. include relevant evidence to support position and to address counter-arguments; and</li> <li>c. consistently use common organizational structures as appropriate (e.g., cause-effect, compare-contrast).</li> </ol>	<p>The opportunity to address this objective is available in the following lessons:  <b>Teacher’s Guide:</b> 58-62, 100-104  <b>Daybook:</b> 83-96, 189-202</p>

**DAYBOOKS OF CRITICAL READING AND WRITING ©2001**  
**(GRADE 8)**

correlated to

**Ohio English Language Arts**  
**Grade Level Indicators**



**GRADE 8**

**Phonemic Awareness, Word Recognition and Fluency**

**LEARNING STANDARD 1**

Grades 4-8: Fluency continues to develop past the primary grades. Readers increase their rate of oral reading to near conversational pitch. They plan control over a wider, complex sight vocabulary and over complex, longer syntactic structures, so that they are able to read progressively more demanding texts with greater ease. Silent reading becomes considerably faster than oral reading and becomes the preferred, more efficient way to process everyday texts.

**Acquisition of Vocabulary**

**LEARNING STANDARD 2**

<b>Standard</b>	<i>Daybook of Critical Reading and Writing, Gr. 8</i>
<b>Contextual Understanding</b>	
1. Define unknown words through context clues and the author's use of comparison, contrast and cause and effect.	The opportunity to address this objective is available throughout the text.
2. Apply knowledge of connotation and denotation to determine the meaning of words.	The opportunity to address this objective is available throughout the text.
<b>Conceptual Understanding</b>	
3. Identify the relationships of pairs of words in analogical statements (e.g., synonyms and antonyms) and infer word meanings from these relationships.	No specific lesson found
4. Infer the literal and figurative meaning of words and phrases and discuss the function of figurative language including metaphors, similes and idioms.	<b>Teacher's Guide:</b> 30, 52, 53, 65 <b>Daybook:</b> 70-72, 73-74, 107-108, 15-16
5. Examine and discuss the ways that different events (e.g., cultural, political, social, technological, and scientific events) impact and change the English language.	No specific lesson found
<b>Structural Understanding</b>	
6. Use knowledge of Greek, Latin and Anglo-Saxon roots, prefixes and suffixes to understand complex words and new subject-area vocabulary (e.g., unknown words in science, mathematics and social studies).	The opportunity to address this objective is available throughout the text.

<b>Standard</b>	<i>Daybook of Critical Reading and Writing, Gr. 8</i>
<b>Tools and Resources</b>	
7. Determine the meanings and pronunciations of unknown words by using dictionaries, thesauruses, glossaries, technology and textual features such as definitional footnotes or sidebars.	The opportunity to address this objective is available throughout the text.

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

## **LEARNING STANDARD 3**

<b>Standard</b>	<i>Daybook of Critical Reading and Writing, Gr. 8</i>
<b>Comprehension Strategies</b>	
1. Apply reading comprehension strategies, including making predictions, comparing and contrasting, recalling and summarizing and making inferences and drawing conclusions.	<b>Teacher's Guide:</b> 27-32, 33-38, 39-44, 45-50, 51-56, 57-62, 63-68, 69-74, 75-80, 81-86, 87-92, 93-98, 99-104, 105-110 <b>Daybook:</b> 9-22, 23-38, 39-54, 55-68, 69-86, 87-102, 103-116, 117-132, 133-146, 147-160, 161-174, 175-186, 187-202, 203-218
2. Answer literal, inferential, evaluative and synthesizing questions to demonstrate comprehension of grade-appropriate print texts, electronic and visual media.	<b>Teacher's Guide:</b> 27-32, 33-38, 39-44, 45-50, 51-56, 57-62, 63-68, 69-74, 75-80, 81-86, 87-92, 93-98, 99-104, 105-110 <b>Daybook:</b> 9-22, 23-38, 39-54, 55-68, 69-86, 87-102, 103-116, 117-132, 133-146, 147-160, 161-174, 175-186, 187-202, 203-218
<b>Self-Monitoring Strategies</b>	
3. Monitor own comprehension by adjusting speed to fit the purpose, or by skimming, scanning, reading on or looking back, note taking or summarizing what has been read so far in text.	<b>Teacher's Guide:</b> 43, 76, 77, 80 <b>Daybook:</b> 49-52, 134-136, 137, 138-1140 The opportunity to address this objective is also available throughout the text.
<b>Independent Reading</b>	
4. Use criteria to choose independent reading materials (e.g., personal interest, knowledge of authors and genres or recommendations from others).	No specific lesson found
5. Independently read books for various purposes (e.g., for enjoyment, for literary experience, to gain information or to perform a task).	The opportunity to address this objective is available throughout the text.

## Reading Applications: Informational, Technical, and Persuasive Text

### LEARNING STANDARD 4

Standard	<i>Daybook of Critical Reading and Writing, Gr. 8</i>
1. Compare and contrast text features including format and headers of various informational texts in terms of their structure and purpose.	No specific lesson found
2. Identify and use the organizational structure of a text such as chronological, compare-contrast, cause-effect, problem-solution and evaluate its effectiveness.	<b>Teacher's Guide:</b> 36, 78, 80, 90 <b>Daybook:</b> 32-34, 138-140, 144-146, 167-169
3. Compare and contrast the treatment, scope and organization of ideas from different sources on the same topic.	The opportunity to address this objective is available in the following lessons: <b>Teacher's Guide:</b> 36, 58, 62, 77 <b>Daybook:</b> 332-34, 88-90, 100-102, 137
4. Analyze information found in maps, charts, tables, graphs, diagrams, cutaways and overlays.	<b>Teacher's Guide:</b> 70 Daybook 141-143
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.	<b>Teacher's Guide:</b> 100-104 <b>Daybook:</b> 188-202
6. Identify the author's purpose and intended audience for the text.	<b>Teacher's Guide:</b> 86, 106 <b>Daybook:</b> 160, 204-206 The opportunity to address this objective is also available throughout the text.
7. Analyze an author's argument, perspective or viewpoint and explain the development of key points.	<b>Teacher's Guide:</b> 31, 32, 64, 67, 68, 100, 101 <b>Daybook:</b> 17-19, 20-22, 104-106, 112-113, 114-116, 188-190, 191-195
8. Recognize how writers cite facts, draw inferences and present opinions in informational text.	<b>Teacher's Guide:</b> 31, 35, 82, 83, 85, 100 <b>Daybook:</b> 17-19, 29-31, 148-150, 151-154, 156-159, 188-190
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).	No specific lesson found

## Reading Applications: Literary Text

### LEARNING STANDARD 5

<b>Standard</b>	<b><i>Daybook of Critical Reading and Writing, Gr. 8</i></b>
1. Identify and explain various types of characters (e.g., flat, round, dynamic, static) and how their interactions and conflicts affect the plot.	<b>Teacher's Guide:</b> 41 <b>Daybook:</b> 43-46
2. Analyze the influence of setting in relation to other literary elements.	<b>Teacher's Guide:</b> 40, 55 <b>Daybook:</b> 40-42, 78-82
3. Explain how authors pace action and use subplots, parallel episodes, climax.	<b>Teacher's Guide:</b> 43 <b>Daybook:</b> 49-52 The opportunity to address this objective is also available in the following lessons: <b>Teacher's Guide:</b> 73 <b>Daybook:</b> 126-131
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.	<b>Teacher's Guide:</b> 100, 101 <b>Daybook:</b> 1880190, 191-195
5. Identify and explain universal themes across different works by the same author and by different authors.	<b>Teacher's Guide:</b> 44, 46, 47, 48, 49, 50 <b>Daybook:</b> 53-54, 56-57, 58-59, 60-62, 63-66, 67-68
6. Explain how an author's choice of genre affects the expression of a theme or topic.	The opportunity to address this objective is available throughout the text.
7. Identify examples of foreshadowing and flashback in a literary text.	No specific lesson found
8. Explain ways in which the author conveys mood and tone through word choice, figurative language, and syntax.	<b>Teacher's Guide:</b> 30, 52-55, 65, 102 <b>Daybook:</b> 15-16, 70-82, 107-108
9. Examine symbols used in literary texts.	No specific lesson found

## Writing Processes

### LEARNING STANDARD 6

<b>Standard</b>	<b><i>Daybook of Critical Reading and Writing, Gr. 8</i></b>
<b>Prewriting</b>	
1. Generate writing ideas through discussions with others and from printed material, and keep a list of writing ideas.	<b>Teacher's Guide:</b> 27-32, 33-38, 39-44, 45-50, 51-56, 57-62, 63-68, 69-74, 75-80, 81-86, 87-92, 93-98, 99-104, 105-110 <b>Daybook:</b> 9-22, 23-38, 39-54, 55-68, 69-86, 87-102, 103-116, 117-132, 133-146, 147-160, 161-174, 175-186, 187-202, 203-218
2. Conduct background reading, interviews or surveys when appropriate.	<b>Teacher's Guide:</b> 28, 32, 36, 40, 41, 44, 70, 76, 77, 79, 88, 98, 100, 106 <b>Daybook:</b> 10-12, 20-22, 32-34, 40-42, 43-46, 53-54, 118-120, 134-136, 137, 141-143, 162-164, 185-186, 188-190, 204-206
3. Establish a thesis statement for informational writing or a plan for narrative writing.	<b>Teacher's Guide:</b> 37, 42, 58, 83 <b>Daybook:</b> 35-36, 47-48, 88-90, 151-154
4. Determine a purpose and audience and plan strategies (e.g., adapting focus, content structure and point of view) to address purpose and audience.	The opportunity to address this objective is available throughout the text.

<b>Standard</b>	<b><i>Daybook of Critical Reading and Writing, Gr. 8</i></b>
5. Use organizational strategies (e.g., notes and outlines) to plan writing.	The opportunity to address this objective is available throughout the text.
<b>Drafting, Revising and Editing</b>	
6. Organize writing with an effective and engaging introduction, body and a conclusion that summarizes, extends or elaborates on points or ideas in the writing.	<b>Teacher's Guide:</b> 37 <b>Daybook:</b> 35-36
7. Vary simple, compound and complex sentence structures.	The opportunity to address this objective is available throughout the text.
8. Group related ideas into paragraphs, including topic sentences following paragraph form and maintaining a consistent focus reinforced by parallel structures across paragraphs.	No specific lesson found
9. Use precise language, action verbs, sensory details, colorful modifiers and style as appropriate to audience and purpose.	<b>Teacher's Guide:</b> 65, 73, 88, 89, 102, 162-164 <b>Daybook:</b> 107-108, 126-128, 162-164, 165-166, 196-197
10. Use available technology to compose text.	The opportunity to address this objective is available throughout the text.
11. Reread and analyze clarity of writing and consistency of point of view.	The opportunity to address this objective is available throughout the text.
12. Add and delete information and details to better elaborate on a stated central idea and to more effectively accomplish purpose.	<b>Teacher's Guide:</b> 43, 56, 58, 80, 84 <b>Daybook:</b> 49-52, 83-86, 88-90, 144-146, 155 The opportunity to address this objective is also available throughout the text.
13. Rearrange words, sentences and paragraphs, and add transitional words and phrases to clarify meaning.	The opportunity to address this objective is available throughout the text.
14. Use resources and reference materials (e.g., dictionaries and thesauruses) to select more effective vocabulary.	The opportunity to address this objective is available throughout the text.
15. Proofread writing, edit to improve conventions (e.g., grammar, spelling, punctuation and capitalization) and identify and correct fragments and run-ons.	The opportunity to address this objective is available throughout the text.
16. Apply tools (e.g., rubric, checklist and feedback) to judge the quality of writing.	<b>Teacher's Guide:</b> 92 <b>Daybook:</b> 153-174 *All lessons include a "Quick Assess" section in the <b>Teacher's Guide</b> .
<b>Publishing</b>	
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., drawings, charts and graphs) to enhance the final product.	<b>Teacher's Guide:</b> 28, 29, 30, 36, 38, 53, 54, 65, 71, 79, 80, 97, 101, 106 <b>Daybook:</b> 10-12, 13-14, 15-16, 32-34, 37-38, 73-74, 75-77, 104-106, 107-108, 121-123, 141-143, 144-146, 183-184, 191-195, 204-206

## Writing Applications

### LEARNING STANDARD 7

Standard	<i>Daybook of Critical Reading and Writing, Gr. 8</i>
1. Write narratives that: <ol style="list-style-type: none"> <li>sustain reader interest by pacing action and developing an engaging plot (e.g., tension and suspense);</li> <li>use literary devices to enhance style and tone; and</li> <li>create complex characters in a definite, believable setting.</li> </ol>	The opportunity to address this objective is available in the following lessons: <b>Teacher's Guide:</b> 34, 42, 49, 72, 83, 106 <b>Daybook:</b> 24-28, 47-48, 63-66, 124-125, 151-154, 204-206
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.	<b>Teacher's Guide:</b> 27-32, 33-38, 39-44, 45-50, 51-56, 57-62, 63-68, 69-74, 75-80, 81-86, 87-92, 93-98, 99-104, 105-110 <b>Daybook:</b> 9-22, 23-38, 39-54, 55-68, 69-86, 87-102, 103-116, 117-132, 133-146, 147-160, 161-174, 175-186, 187-202, 203-218
3. Write business letters, letter to the editor and job applications that: <ol style="list-style-type: none"> <li>address audience needs, stated purpose and context in a clear and efficient manner;</li> <li>follow the conventional style appropriate to the text using proper technical terms;</li> <li>include appropriate facts and details;</li> <li>exclude extraneous details and inconsistencies; and</li> <li>provide a sense of closure to the writing.</li> </ol>	No specific lesson found
4. Write informational essays or reports, including research, that: <ol style="list-style-type: none"> <li>pose relevant and tightly drawn questions that engage the reader;</li> <li>provide a clear and accurate perspective on the subject;</li> <li>create an organizing structure appropriate to the purpose, audience and context;</li> <li>support the main ideas with facts, details, examples and explanations from sources; and</li> <li>document sources and include bibliographies.</li> </ol>	<b>Teacher's Guide:</b> 49, 70 <b>Daybook:</b> 63-66, 118-120
5. Write persuasive compositions that: <ol style="list-style-type: none"> <li>establish and develop a controlling idea;</li> <li>support arguments with detailed evidence;</li> <li>exclude irrelevant information; and</li> <li>cite sources of information.</li> </ol>	<b>Teacher's Guide:</b> 102, 104 <b>Daybook:</b> 196-197, 201-202

<b>Standard</b>	<b><i>Daybook of Critical Reading and Writing, Gr. 8</i></b>
6. Produce informal writings (e.g., journals, notes, poems) for various purposes.	<b>Teacher's Guide:</b> 27-32, 33-38, 39-44, 45-50, 51-56, 57-62, 63-68, 69-74, 75-80, 81-86, 87-92, 93-98, 99-104, 105-110 <b>Daybook:</b> 9-22, 23-38, 39-54, 55-68, 69-86, 87-102, 103-116, 117-132, 133-146, 147-160, 161-174, 175-186, 187-202, 203-218

## Writing Conventions

### L E A R N I N G   S T A N D A R D   8

<b>Standard</b>	<b><i>Daybook of Critical Reading and Writing, Gr. 8</i></b>
<b>Spelling</b>	
1. Use correct spelling conventions.	The opportunity to address this objective is available throughout the text.
<b>Punctuation and Capitalization</b>	
2. Use correct punctuation and capitalization.	The opportunity to address this objective is available throughout the text.
<b>Grammar and Usage</b>	
3. Use all eight parts of speech (e.g., noun, pronoun, verb, adverb, adjective, conjunction, preposition, interjection).	The opportunity to address this objective is available throughout the text.
4. Use clauses (e.g., main, subordinate) and phrases (e.g., gerund, infinitive, participial).	The opportunity to address this objective is available throughout the text.
5. Use parallel structure to present items in a series and items juxtaposed for emphasis.	The opportunity to address this objective is available throughout the text.
6. Use proper placement of modifiers.	The opportunity to address this objective is available throughout the text.
7. Maintain the use of appropriate verb tenses.	The opportunity to address this objective is available throughout the text.
8. Conjugate regular and irregular verbs in all tenses correctly.	The opportunity to address this objective is available throughout the text.

**LEARNING STANDARD 9**

<b>Standard</b>	<b><i>Daybook of Critical Reading and Writing, Gr. 8</i></b>
1. Compose open-ended questions for research (assigned or personal interest) and modify questions as necessary during inquiry and investigation.	The opportunity to address this objective is available in the following lessons: <b>Teacher’s Guide:</b> 36, 49, 70, 77, 79, 100 <b>Daybook:</b> 32-34, 63-66, 118-120, 137, 141-143, 188-190
2. Identify appropriate sources and gather relevant information from multiple sources (e.g., school library catalogs, online databases, electronic resources and Internet-based resources).	<b>Teacher’s Guide:</b> 70, 77 <b>Daybook:</b> 118-120, 137
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.	The opportunity to address this objective is available in the following lessons: <b>Teacher’s Guide:</b> 36, 49, 70, 77, 79, 100 <b>Daybook:</b> 32-34, 63-66, 118-120, 137, 141-143, 188-190
4. Select an appropriate structure for organizing information in a systematic way (notes, outlines, charts, tables, graphic organizers).	The opportunity to address this objective is available in the following lessons: <b>Teacher’s Guide:</b> 36, 49, 70, 77, 79, 100 <b>Daybook:</b> 32-34, 63-66, 118-120, 137, 141-143, 188-190
5. Compile and organize the important information and select appropriate sources to support central ideas, concepts and themes.	The opportunity to address this objective is available in the following lessons: <b>Teacher’s Guide:</b> 36, 49, 70, 77, 79, 100 <b>Daybook:</b> 32-34, 63-66, 118-120, 137, 141-143, 188-190
6. Integrate quotations and citations into written text, maintaining a flow of ideas.	The opportunity to address this objective is available in the following lessons: <b>Teacher’s Guide:</b> 36, 49, 70, 77, 79, 100 <b>Daybook:</b> 32-34, 63-66, 118-120, 137, 141-143, 188-190
7. Use style guides to produce oral and written reports that give proper credit for sources and include an acceptable format for source acknowledgement.	The opportunity to address this objective is available in the following lessons: <b>Teacher’s Guide:</b> 36, 49, 70, 77, 79, 100 <b>Daybook:</b> 32-34, 63-66, 118-120, 137, 141-143, 188-190
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.	The opportunity to address this objective is available in the following lessons: <b>Teacher’s Guide:</b> 36, 49, 70, 77, 79, 100 <b>Daybook:</b> 32-34, 63-66, 118-120, 137, 141-143, 188-190

## Communication: Oral and Visual

### LEARNING STANDARD 10

Standard	<i>Daybook of Critical Reading and Writing, Gr. 8</i>
<b>Listening and Viewing</b>	
1. Apply active listening strategies (e.g., monitoring message for clarity, selecting and organizing essential information, noting cues such as changes in pace).	<b>Teacher's Guide:</b> 27-32, 33-38, 39-44, 45-50, 51-56, 57-62, 63-68, 69-74, 75-80, 81-86, 87-92, 93-98, 99-104, 105-110 <b>Daybook:</b> 9-22, 23-38, 39-54, 55-68, 69-86, 87-102, 103-116, 117-132, 133-146, 147-160, 161-174, 175-186, 187-202, 203-218
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.	<b>Teacher's Guide:</b> 61-62, 100-104 <b>Daybook:</b> 96-99, 100-102, 188-202
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.	<b>Teacher's Guide:</b> 102-104 <b>Daybook:</b> 196-202
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.	<b>Teacher's Guide:</b> 30, 94, 95 <b>Daybook:</b> 15-16, 176-180
<b>Speaking Skills and Strategies</b>	
5. Demonstrate an understanding of the rules of the English language and select language appropriate to purpose and audience.	The opportunity to address this objective is available throughout the text.
6. Adjust volume, phrasing, enunciation, voice modulation and inflection to stress important ideas and impact audience response.	The opportunity to address this objective is available throughout the text.
7. Vary language choices as appropriate to the context of the speech.	The opportunity to address this objective is available throughout the text.

Standard	<i>Daybook of Critical Reading and Writing, Gr. 8</i>
<b>Speaking Applications</b>	
<p>8. Deliver informational presentations (e.g., expository, research) that:</p> <ol style="list-style-type: none"> <li>a. Demonstrate an understanding of the topic and present events or ideas in a logical sequence;</li> <li>b. Support the controlling idea or thesis with well-chosen and relevant facts, details, examples, quotations, statistics, stories and anecdotes;</li> <li>c. Include an effective introduction and conclusion and use a consistent organizational structure (e.g., cause-effect, compare-contrast, problem-solution);</li> <li>d. use appropriate visual materials (e.g., diagrams, charts, illustrations) and available technology; and</li> <li>e. draw from multiple sources including both primary and secondary sources and identify sources used.</li> </ol>	<p>. No specific lesson found</p>
<p>9. Deliver formal and informal descriptive presentations that convey relevant information and descriptive details.</p>	<p>The opportunity to address this objective is available in the following lessons:</p> <p><b>Teacher’s Guide:</b> 28, 30, 44, 49, 58, 59, 62, 67, 71, 77, 79, 83, 94, 98, 106</p> <p><b>Daybook:</b> 10-12, 15-16, 53-54, 63-66, 88-90, 91-92, 100-102, 112-113, 121-123, 137, 141-143, 151-154, 176-177, 185-186, 204-206</p>
<p>10. Deliver persuasive presentations that:</p> <ol style="list-style-type: none"> <li>a. establish and develop a logical and controlled argument;</li> <li>b. include relevant evidence, differentiating between evidence and opinion to a support position and to address counter-arguments or listener bias; and</li> <li>c. consistently use common organizational structures as appropriate (e.g., cause-effect, compare-contrast, problem-solution).</li> </ol>	<p>The opportunity to address this objective is available in the following lessons:</p> <p><b>Teacher’s Guide:</b> 62, 102, 104</p> <p><b>Daybook:</b> 100-102, 196-197, 201-202</p>

**DAYBOOKS OF CRITICAL READING AND WRITING ©2001  
(GRADE 9)**

correlated to  
**Ohio English Language Arts  
 Grade Level Indicators**

  
**GRADE 9**

**Acquisition of Vocabulary**

**LEARNING STANDARD 2**

<b>Standard</b>	<i>Daybook of Critical Reading and Writing, Gr. 9</i>
<b>Contextual Understanding</b>	
1. Define unknown words through context clues and the author's use of comparison, contrast and cause and effect.	The opportunity to address this objective is available throughout the text.
<b>Conceptual Understanding</b>	
2. Analyze the relationships of pairs of words in analogical statements (e.g., synonyms and antonyms, connotation and denotation) and infer word meanings from these relationships.	The opportunity to address this objective is available throughout the text.
3. Infer the literal and figurative meaning of words and phrases and discuss the function of figurative language including metaphors, similes, idioms and puns.	<b>Teacher's Guide:</b> 68, 112, 118 <b>Daybook:</b> 93-95, 187-188, 201-202
4. Examine and discuss ways historical events have influenced the English language	No specific lesson found
<b>Structural Understanding</b>	
5. Use knowledge of Greek, Latin and Anglo-Saxon roots, prefixes and suffixes to understand complex words and new subject-area vocabulary (e.g., unknown words in science, mathematics and social studies).	The opportunity to address this objective is available throughout the text.
<b>Tools and Resources</b>	
6. Determine the meanings and pronunciations of unknown words by using dictionaries, thesauruses, glossaries, technology and textual features such as definitional footnotes or sidebars.	The opportunity to address this objective is available throughout the text.

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

### LEARNING STANDARD 3

Standard	<i>Daybook of Critical Reading and Writing, Gr. 9</i>
<b>Comprehension Strategies</b>	
1. Apply reading comprehension strategies, including making predictions, comparing and contrasting, recalling and summarizing and making inferences and drawing conclusions.	<b>Teacher's Guide:</b> 29-34, 35-40, 41-46, 47-52, 53-58, 59-64, 65-70, 71-76, 77-82, 83-88, 89-94, 95-100, 101-106, 107-112m 113-118, 119-124 <b>Daybook:</b> 9-20, 21-34, 35-50, 51-64, 65-78, 79-90, 91-102, 103-116, 117-128, 129-140, 141-156, 157-168, 169-178, 179-192, 193-204, 205-218
2. Answer literal, inferential, evaluative and synthesizing questions to demonstrate comprehension of grade-appropriate print texts, electronic and visual media.	<b>Teacher's Guide:</b> 29-34, 35-40, 41-46, 47-52, 53-58, 59-64, 65-70, 71-76, 77-82, 83-88, 89-94, 95-100, 101-106, 107-112m 113-118, 119-124 <b>Daybook:</b> 9-20, 21-34, 35-50, 51-64, 65-78, 79-90, 91-102, 103-116, 117-128, 129-140, 141-156, 157-168, 169-178, 179-192, 193-204, 205-218
<b>Self-Monitoring Strategies</b>	
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.	<b>Teacher's Guide:</b> 30, 81 <b>Daybook:</b> 10-12, 126 The opportunity to address this objective is also available throughout the text.
<b>Independent Reading</b>	
4. Use criteria to choose independent reading materials (e.g., personal interest, knowledge of authors and genres or recommendations from others).	No specific lesson found
5. Independently read books for various purposes (e.g., for enjoyment, for literary experience, to gain information or to perform a task).	<b>Teacher's Guide:</b> 29-34, 35-40, 41-46, 47-52, 53-58, 59-64, 65-70, 71-76, 77-82, 83-88, 89-94, 95-100, 101-106, 107-112m 113-118, 119-124 <b>Daybook:</b> 9-20, 21-34, 35-50, 51-64, 65-78, 79-90, 91-102, 103-116, 117-128, 129-140, 141-156, 157-168, 169-178, 179-192, 193-204, 205-218

## Reading Applications: Informational, Technical, and Persuasive Text

### LEARNING STANDARD 4

Standard	<i>Daybook of Critical Reading and Writing, Gr. 9</i>
1. Identify and understand organizational patterns (e.g., cause-effect, problem-solution) and techniques including repetition of ideas, syntax and word choice that authors use to accomplish their purpose and reach their intended audience.	<b>Teacher's Guide:</b> 33, 34, 43, 59, 60, 61, 62, 63, 64, 70, 79, 93 <b>Daybook:</b> 16-18, 19-20, 39-40, 79-90, 91-102
2. Critique the treatment, scope and organization of ideas from multiple sources on the same topic.	The opportunity to address this objective is available in the following lessons: <b>Teacher's Guide:</b> 45, 63, 64, 69, 78, 85 <b>Daybook:</b> 46-48, 86-88, 89-90, 98-99, 118-120, 133-135
3. Analyze information found in maps, charts, tables, graphs, diagrams, cutaways and overlays.	No specific lesson found
4. Assess the adequacy, accuracy and appropriateness of an author's details, identifying persuasive techniques (e.g., bandwagon, testimonial, transfer, glittering generalities, emotional word repetition, bait and switch) and examples of propaganda, bias and stereotyping.	<b>Teacher's Guide:</b> 97 <b>Daybook:</b> 158-159
5. Analyze an author's implicit and explicit argument, perspective or viewpoint in text.	<b>Teacher's Guide:</b> 33, 94, 99 <b>Daybook:</b> 14-15, 151-152, 162-163
6. Analyze the author's development of key points to support argument or point of view.	<b>Teacher's Guide:</b> 99 <b>Daybook:</b> 162-163
7. Compare and contrast the effectiveness of the features (e.g., format, sequence, headers) used in various consumer documents (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).	No specific lesson found
8. Identify the features of rhetorical devices used in common types of public documents including newspaper editorials and speeches.	No specific lesson found

## Reading Applications: Literary Text

### LEARNING STANDARD 5

Standard	<i>Daybook of Critical Reading and Writing, Gr. 9</i>
1. Identify and explain an author's use of direct and indirect characterization and ways in which characters reveal traits about themselves including dialect, dramatic monologues and soliloquies.	<b>Teacher's Guide:</b> 57, 91, 92, 93, 94 <b>Daybook:</b> 70-72, 146, 147-149, 151-152, 153-156
2. Analyze the influence of setting in relation to other literary elements.	<b>Teacher's Guide:</b> 84-87 <b>Daybook:</b> 129-140
3. Identify ways in which authors use conflicts, parallel plots and subplots in literary text.	<b>Teacher's Guide:</b> 31, 44 <b>Daybook:</b> 13, 41-45
4. Evaluate the point of view used in a literary text.	<b>Teacher's Guide:</b> 32, 93, 98 <b>Daybook:</b> 14-15, 151-152, 162-163
5. Interpret universal themes across different works by the same author and different authors.	<b>Teacher's Guide:</b> 121 <b>Daybook:</b> 210-210 The opportunity to address this objective is also available throughout the text.
6. Analyze how an author's choice of genre affects the expression of a theme or topic.	<b>Teacher's Guide:</b> 72, 76, 97, 98, 99 <b>Daybook:</b> 104-106, 114-116, 160-163, 164-166
7. Explain how foreshadowing and flashback are used to shape plot in a literary text.	The opportunity to address this objective is available in the following lessons: <b>Teacher's Guide:</b> 44 <b>Daybook:</b> 41-45
8. Define and identify types of irony including verbal, situational and dramatic used in literary texts.	No specific lesson found
9. Analyze ways in which the author conveys mood and tone through word choice, figurative language and syntax.	The opportunity to address this objective is available in the following lessons: <b>Teacher's Guide:</b> 33, 43, 59-64, 66, 67, 69, 78, 97, 98, 100, 111, 116, 117 <b>Daybook:</b> 16-18, 39-40, 79-90, 91, 93-95, 98-99, 118-120, 157, 162-163, 167-168, 187-1188, 198-200, 201-202
10. Explain how authors use symbols to create broader meanings.	<b>Teacher's Guide:</b> 66 <b>Daybook:</b> 92
11. Identify sound devices including alliteration, assonance, consonance and onomatopoeia used in literary texts.	<b>Teacher's Guide:</b> 51-52 <b>Daybook:</b> 58-60, 61-64

## Writing Processes

### LEARNING STANDARD 6

Standard	<i>Daybook of Critical Reading and Writing, Gr. 9</i>
<b>Prewriting</b>	
1. Generate writing ideas through discussions with others and from printed material, and keep a list of writing ideas.	<b>Teacher's Guide:</b> 29-34, 35-40, 41-46, 47-52, 53-58, 59-64, 65-70, 71-76, 77-82, 83-88, 89-94, 95-100, 101-106, 107-112m 113-118, 119-124 <b>Daybook:</b> 9-20, 21-34, 35-50, 51-64, 65-78, 79-90, 91-102, 103-116, 117-128, 129-140, 141-156, 157-168, 169-178, 179-192, 193-204, 205-218
2. Determine the usefulness of and apply appropriate pre-writing tasks (e.g., background reading, interviews or surveys).	<b>Teacher's Guide:</b> 30, 33, 36, 45, 46, 51, 52, 54, 56, 62, 63, 66, 80, 85, 90, 91, 92, 96, 100, 103, 105, 111, 112, 116, 121 <b>Daybook:</b> 10-12, 16-18, 22-25, 46-48, 49-50, 58-60, 61-64, 65-78, 84-85, 86-88, 91-102, 123-125, 133-135, 141-145, 146, 147-149, 157-159, 167-169, 172, 175, 187-188, 189-192, 198-200, 208-210
3. Establish and develop a clear thesis statement for informational writing or a clear plan or outline for narrative writing.	The opportunity to address this objective is available in the following lessons: <b>Teacher's Guide:</b> 37, 42, 46, 55, 86, 92, 23 <b>Daybook:</b> 26, 36-38, 49-50, 68, 136-137, 147-149, 214
4. Determine a purpose and audience and plan strategies (e.g., adapting focus, content structure and point of view) to address purpose and audience.	The opportunity to address this objective is available throughout the text.
5. Use organizational strategies (e.g., notes and outlines) to plan writing.	<b>Teacher's Guide:</b> 31, 33, 39, 49, 122 <b>Daybook:</b> 13, 16-18, 30-32, 54-56, 211-213
<b>Drafting, Revising and Editing</b>	
6. Organize writing, to create a coherent whole, with an effective and engaging introduction, body and conclusion and a closing sentence that summarizes, extends or elaborates on points or ideas in the writing.	The opportunity to address this objective is available in the following lessons: <b>Teacher's Guide:</b> 32, 33, 37, 40, 45, 49, 58,60, 68, 75, 76, 78, 79, 96, 97, 104, 106, 123 <b>Daybook:</b> 14-15, 16-18, 26, 33-34, 46-48, 54-56, 77-78, 80-82, 96-97, 113, 114-116, 118-120, 121-122, 157-159, 160-163, 173-174, 177-178, 214-216
7. Use a variety of sentence structures and lengths (e.g., simple, compound and complex sentences; parallel or repetitive sentence structure).	The opportunity to address this objective is available throughout the text.
8. Use paragraph form in writing, including topic sentences arranging paragraphs in a logical sequence, using effective transitions and closing sentences and maintaining coherence across the whole through the use of parallel structures.	The opportunity to address this objective is available in the following lessons: <b>Teacher's Guide:</b> 32, 36, 42, 46, 55, 57, 58, 76, 82, 86, 92, 99, 120, 121, 123

<b>Standard</b>	<b><i>Daybook of Critical Reading and Writing, Gr. 9</i></b>
9. Use precise language, action verbs, sensory details, colorful modifiers and style as appropriate to audience and purpose and use techniques to convey a personal style and voice.	The opportunity to address this objective is available in the following lessons: <b>Teacher's Guide:</b> 43, 51, 63, 66, 67, 88, 98, 116, 117 <b>Daybook:</b> 29-40, 58-60, 86-88, 91-102, 93-95, 139-144, 162, 163, 198-200, 201-202
10. Use available technology to compose text.	The opportunity to address this objective is available throughout the text.
11. Reread and analyze clarity of writing, consistency of point of view and effectiveness of organizational structure.	The opportunity to address this objective is available throughout the text.
12. Add and delete information and details to better elaborate on a stated central idea and to more effectively accomplish purpose.	The opportunity to address this objective is available throughout the text.
13. Rearrange words, sentences and paragraphs, and add transitional words and phrases to clarify meaning and maintain consistent style, tone and voice.	The opportunity to address this objective is available throughout the text.
14. Use resources and reference materials (e.g., dictionaries and thesauruses) to select effective and precise vocabulary that maintains consistent style, tone and voice.	The opportunity to address this objective is available throughout the text.
15. Proofread writing, edit to improve conventions (e.g., grammar, spelling, punctuation and capitalization) identify and correct fragments and run-ons and eliminate inappropriate slang or informal language.	The opportunity to address this objective is available throughout the text.
<b>Drafting, Revising and Editing</b> (continued)	
16. Apply tools (e.g., rubric, checklist and feedback) to judge the quality of writing.	The opportunity to address this objective is available throughout the text.
<b>Publishing</b>	
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 and graphs) to enhance the final product.	<b>Teacher's Guide:</b> 48, 51, 52, 58, 63, 68, 69, 72, 74, 80, 87, 90 <b>Daybook:</b> 52-53, 77-78, 86-88, 96-97, 98-99, 104-106, 110-112, 123-125, 138, 142-145

## Writing Applications

### LEARNING STANDARD 7

Standard	<i>Daybook of Critical Reading and Writing, Gr. 9</i>
<p>1. Write narratives that:</p> <ul style="list-style-type: none"> <li>a. sustain reader interest by pacing action and developing an engaging plot (e.g., tension and suspense);</li> <li>b. use a range of strategies and literary devices including figurative language and specific narration; and</li> <li>c. include an organized, well-developed structure.</li> </ul>	<p><b>Teacher’s Guide:</b> 37, 42, 46, 55, 86, 92, 123  <b>Daybook:</b> 26, 36-38, 49-50, 68, 136-137, 147-149, 214</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><b>Teacher’s Guide:</b> 29-34, 35-40, 41-46, 47-52, 53-58, 59-64, 65-70, 71-76, 77-82, 83-88, 89-94, 95-100, 101-106, 107-112m 113-118, 119-124  <b>Daybook:</b> 9-20, 21-34, 35-50, 51-64, 65-78, 79-90, 91-102, 103-116, 117-128, 129-140, 141-156, 157-168, 169-178, 179-192, 193-204, 205-218</p>
<p>3. Write business letters, letters to the editor and job applications that:</p> <ul style="list-style-type: none"> <li>a. address audience needs, stated purpose and context in a clear and efficient manner;</li> <li>b. follow the conventional style appropriate to the text using proper technical terms;</li> <li>c. include appropriate facts and details;</li> <li>d. exclude extraneous details and inconsistencies; and</li> <li>e. provide a sense of closure to the writing.</li> </ul>	<p>The opportunity to address this objective is available in the following lessons:  <b>Teacher’s Guide:</b> 57, 114  <b>Daybook:</b> 74-76, 193-204</p>
<p>4. Write informational essays or reports, including research, that:</p> <ul style="list-style-type: none"> <li>a. pose relevant and tightly drawn questions that engage the reader;</li> <li>b. provide a clear and accurate perspective on the subject;</li> <li>c. create an organizing structure appropriate to the purpose, audience and context;</li> <li>d. support the main ideas with facts, details, examples and explanations from sources; and</li> <li>e. document sources and include bibliographies.</li> </ul>	<p><b>Teacher’s Guide:</b> 56, 60, 79, 120  <b>Daybook:</b> 70-72, 80-82, 121-122, 206-207</p>

<b>Standard</b>	<b><i>Daybook of Critical Reading and Writing, Gr. 9</i></b>
5. Write persuasive compositions that: <ul style="list-style-type: none"> <li>a. establish and develop a controlling idea;</li> <li>b. support arguments with detailed evidence;</li> <li>c. exclude irrelevant information; and</li> <li>d. cite sources of information.</li> </ul>	No specific lesson found
6. Produce informal writings (e.g., journals, notes, poems) for various purposes.	<b>Teacher's Guide:</b> 29-34, 35-40, 41-46, 47-52, 53-58, 59-64, 65-70, 71-76, 77-82, 83-88, 89-94, 95-100, 101-106, 107-112m 113-118, 119-124 <b>Daybook:</b> 9-20, 21-34, 35-50, 51-64, 65-78, 79-90, 91-102, 103-116, 117-128, 129-140, 141-156, 157-168, 169-178, 179-192, 193-204, 205-218

## Writing Conventions

### LEARNING STANDARD 8

<b>Standard</b>	<b><i>Daybook of Critical Reading and Writing, Gr. 9</i></b>
<b>Spelling</b>	
1. Use correct spelling conventions.	The opportunity to address this objective is available throughout the text.
<b>Punctuation and Capitalization</b>	
2. Use correct capitalization and punctuation.	The opportunity to address this objective is available throughout the text.
<b>Grammar and Usage</b>	
3. Use clauses (e.g., main, subordinate) and phrases (e.g., gerund, infinitive, participial).	The opportunity to address this objective is available throughout the text.
4. Use parallel structure to present items in a series and items juxtaposed for emphasis.	The opportunity to address this objective is available throughout the text.
5. Use proper placement of modifiers.	The opportunity to address this objective is available throughout the text.
6. Maintain the use of appropriate verb tenses.	The opportunity to address this objective is available throughout the text.

**LEARNING STANDARD 9**

<b>Standard</b>	<b><i>Daybook of Critical Reading and Writing, Gr. 9</i></b>
<p>1. Compose open-ended questions for research (assigned or personal interest) and modify questions as necessary during inquiry and investigation to narrow the focus or extend the investigation.</p>	<p>The opportunity to address this objective is available in the following lessons:  <b>Teacher’s Guide:</b> 56, 60, 79, 120  <b>Daybook:</b> 70-72, 80-82, 121-122, 211-213</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>The opportunity to address this objective is available in the following lessons:  <b>Teacher’s Guide:</b> 56, 60, 79, 120  <b>Daybook:</b> 70-72, 80-82, 121-122, 211-213</p>
<p>3. Determine the accuracy of sources and the credibility of the author by analyzing the sources’ validity (e.g., authority, accuracy, objectivity, publication date and coverage, etc).</p>	<p>The opportunity to address this objective is available in the following lessons:  <b>Teacher’s Guide:</b> 56, 60, 79, 120  <b>Daybook:</b> 70-72, 80-82, 121-122, 211-213</p>
<p>4. Compile and organize important information and select appropriate sources to support central ideas, concepts and themes.</p>	<p>The opportunity to address this objective is available in the following lessons:  <b>Teacher’s Guide:</b> 56, 60, 79, 120  <b>Daybook:</b> 70-72, 80-82, 121-122, 211-213</p>
<p>5. Integrate quotations and citations into written text, maintaining a flow of ideas.</p>	<p>The opportunity to address this objective is available in the following lessons:  <b>Teacher’s Guide:</b> 56, 60, 79, 120  <b>Daybook:</b> 70-72, 80-82, 121-122, 211-213</p>
<p>6. Use style guides to produce oral and written reports that give proper credit for sources and include an acceptable format for source acknowledgement.</p>	<p>The opportunity to address this objective is available in the following lessons:  <b>Teacher’s Guide:</b> 56, 60, 79, 120  <b>Daybook:</b> 70-72, 80-82, 121-122, 211-213</p>
<p>7. 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.</p>	<p>The opportunity to address this objective is available in the following lessons:  <b>Teacher’s Guide:</b> 56, 60, 79, 120  <b>Daybook:</b> 70-72, 80-82, 121-122, 211-213</p>

## Communication: Oral and Visual

### LEARNING STANDARD 10

<b>Standard</b>	<b><i>Daybook of Critical Reading and Writing, Gr. 9</i></b>
<b>Listening and Viewing</b>	
1. Apply active listening strategies (e.g., monitoring message for clarity, selecting and organizing essential information, noting cues such as changes in pace) in a variety of settings.	The opportunity to address this objective is available throughout the text.
2. Identify types of arguments used by the speaker such as authority and appeals to audience.	No specific lesson found
3. Analyze the credibility of the speaker (e.g., hidden agendas, slanted or biased material) and recognize fallacies of reasoning used in presentations and media messages.	No specific lesson found
4. Identify the speaker's choice of language and delivery styles (e.g., repetition, appeal to emotion, eye contact) contribute to meaning.	No specific lesson found
<b>Speaking Skills and Strategies</b>	
5. Demonstrate an understanding of the rules of the English language and select language appropriate to purpose and audience.	The opportunity to address this objective is available throughout the text.
6. Adjust volume, phrasing, enunciation, voice modulation and inflection to stress important ideas and impact audience response.	The opportunity to address this objective is available in the following lessons: <b>Teacher's Guide:</b> 31, 48, 51, 52, 58, 63, 68, 69, 72, 74, 80, 87, 90, 105 <b>Daybook:</b> 13, 52-53, 58-60, 61-64, 77-78, 86-88, 96-97, 98-99, 104-106, 110-112, 123-125, 138, 142-145, 175
7. Vary language choices as appropriate to the context of the speech.	<b>Teacher's Guide:</b> 105 <b>Daybook:</b> 175

Standard	<i>Daybook of Critical Reading and Writing, Gr. 9</i>
<b>Speaking Applications</b>	
<p>8. Deliver informational presentations (e.g., expository, research) that:</p> <ul style="list-style-type: none"> <li>a. demonstrate an understanding of the topic and present events or ideas in a logical sequence;</li> <li>b. support the controlling idea or thesis with well-chosen and relevant facts, details, examples, quotations, statistics, stories and anecdotes;</li> <li>c. include an effective introduction and conclusion and use a consistent organizational structure (e.g., cause-effect, compare-contrast, problem-solution);</li> <li>d. use appropriate visual materials (e.g., diagrams, charts, illustrations) and available technology to enhance presentation; and</li> <li>e. draw from multiple sources including both primary and secondary sources and identify sources used.</li> </ul>	<p>The opportunity to address this objective is available in the following lessons:  <b>Teacher’s Guide:</b> 51, 56, 60, 74, 79, 105, 120  <b>Daybook:</b> 58-60, 70-72, 80-82, 110-112, 121-1122, 175, 206-207</p>
<p>9. Deliver formal and informal descriptive presentations that convey relevant information and descriptive details.</p>	<p>The opportunity to address this objective is available throughout the text.</p>
<p>10. Deliver persuasive presentations that:</p> <ul style="list-style-type: none"> <li>a. establish and develop a logical and controlled argument;</li> <li>b. include relevant evidence, differentiating between evidence and opinion to a support position and to address counter-arguments or listener bias;</li> <li>c. use persuasive strategies such as rhetorical devices; anecdotes and appeals to emotion, authority and reason;</li> <li>d. use common organizational structures as appropriate (e.g., cause-effect, compare-contrast, problem-solution); and</li> <li>e. use speaking techniques (e.g., reasoning, emotional appeal, case studies or analogies).</li> </ul>	<p>No specific lesson found</p>

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correlated to  
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**Grade Level Indicators**

  
**GRADE 10**

**Acquisition of Vocabulary**

**LEARNING STANDARD 2**

<b>Standard</b>	<i>Daybook of Critical Reading and Writing, Gr. 10</i>
<b>Contextual Understanding</b>	
1. Define unknown words through context clues and the author's use of comparison, contrast and cause and effect.	<b>Teacher's Guide:</b> 65-69 <b>Daybook:</b> 92-100 The opportunity to address this objective is also available throughout the text.
<b>Conceptual Understanding</b>	
2. Analyze the relationships of pairs of words in analogical statements (e.g., synonyms and antonyms, connotation and denotation) and infer word meanings from these relationships.	The opportunity to address this objective is available throughout the text.
3. Infer the literal and figurative meaning of words and phrases and discuss the function of figurative language including metaphors, similes, idioms and puns.	<b>Teacher's Guide:</b> 33, 49, 51, 96, 117 <b>Daybook:</b> 16-17, 55-57, 61-62, 160-161, 199-200
4. Analyze the ways that historical events influenced the English language.	<b>Teacher's Guide:</b> 54-56 <b>Daybook:</b> 66-73
<b>Structural Understanding</b>	
5. Use knowledge of Greek, Latin and Anglo-Saxon roots, prefixes and suffixes to understand complex words and new subject-area vocabulary (e.g., unknown words in science, mathematics and social studies).	<b>Teacher's Guide:</b> 54-56, 62-68 <b>Daybook:</b> 66-73, 85-86, 95-97
<b>Tools and Resources</b>	
6. Determine the meanings and pronunciations of unknown words by using dictionaries, glossaries, technology and textual features such as definitional footnotes or sidebars.	The opportunity to address this objective is available throughout the text.

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

### LEARNING STANDARD 3

<b>Standard</b>	<b><i>Daybook of Critical Reading and Writing, Gr. 10</i></b>
<b>Comprehension Strategies</b>	
1. Apply reading comprehension strategies, including making predictions, comparing and contrasting, recalling and summarizing and making inferences and drawing conclusions.	<b>Teacher's Guide:</b> 29-34, 35-40, 41-46, 47-52, 53-58, 59-64, 65-70, 71-76, 77-82, 83-88, 89-94, 95-100, 101-106, 107-112, 113-118, 119-125 <b>Daybook:</b> 21-36, 37-52, 53-64, 65-78, 79-90, 91-102, 103-116, 117-130, 131-144, 145-158, 159-170, 171-182, 183-192, 93-202, 203-218
2. Answer literal, inferential, evaluative and synthesizing questions to demonstrate comprehension of grade-appropriate print texts, electronic and visual media.	<b>Teacher's Guide:</b> 29-34, 35-40, 41-46, 47-52, 53-58, 59-64, 65-70, 71-76, 77-82, 83-88, 89-94, 95-100, 101-106, 107-112, 113-118, 119-125 <b>Daybook:</b> 21-36, 37-52, 53-64, 65-78, 79-90, 91-102, 103-116, 117-130, 131-144, 145-158, 159-170, 171-182, 183-192, 93-202, 203-218
<b>Self-Monitoring Strategies</b>	
3. Monitor own comprehension by adjusting speed to fit the purpose, or by skimming, scanning, reading on or looking back, note taking or summarizing what has been read so far in text.	<b>Teacher's Guide:</b> 29-34, 35-40, 41-46, 47-52, 53-58, 59-64, 65-70, 71-76, 77-82, 83-88, 89-94, 95-100, 101-106, 107-112, 113-118, 119-125 <b>Daybook:</b> 21-36, 37-52, 53-64, 65-78, 79-90, 91-102, 103-116, 117-130, 131-144, 145-158, 159-170, 171-182, 183-192, 93-202, 203-218
<b>Independent Reading</b>	
4. Use criteria to choose independent reading materials (e.g., personal interest, knowledge of authors and genres or recommendations from others).	No specific lesson found
5. Independently read books for various purposes (e.g., for enjoyment, for literary experience, to gain information or to perform a task).	<b>Teacher's Guide:</b> 29-34, 35-40, 41-46, 47-52, 53-58, 59-64, 65-70, 71-76, 77-82, 83-88, 89-94, 95-100, 101-106, 107-112, 113-118, 119-125 <b>Daybook:</b> 21-36, 37-52, 53-64, 65-78, 79-90, 91-102, 103-116, 117-130, 131-144, 145-158, 159-170, 171-182, 183-192, 93-202, 203-218

## Reading Applications: Informational, Technical, and Persuasive Text

### LEARNING STANDARD 4

<b>Standard</b>	<b><i>Daybook of Critical Reading and Writing, Gr. 10</i></b>
1. Identify and understand organizational patterns (e.g., cause-effect, problem-solution) and techniques including repetition of ideas, syntax and word choice that authors use to accomplish their purpose and reach their intended audience.	<b>Teacher's Guide:</b> 33, 51-62, 88 <b>Daybook:</b> 15-17, 61-62, 83-86, 141-144
2. Critique the treatment, scope and organization of ideas from multiple sources on the same topic.	No specific lesson found
3. Evaluate the effectiveness of information found in maps, charts, tables, graphs, diagrams, cutaways and overlays.	No specific lesson found

<b>Standard</b>	<b><i>Daybook of Critical Reading and Writing, Gr. 10</i></b>
4. Assess the adequacy, accuracy and appropriateness of an author's details, identifying persuasive techniques (e.g., transfer, glittering generalities, bait and switch) and examples of propaganda, bias and stereotyping.	<b>Teacher's Guide:</b> 48, 54, 55, 58, 75 <b>Daybook:</b> 54, 66-67, 68-69, 71-78, 112-114
5. Analyze an author's implicit and explicit argument, perspective or viewpoint in text.	<b>Teacher's Guide:</b> 32, 58, 92, 103, 123 <b>Daybook:</b> 15, 77-78, 152-154, 175-176, 214-216
6. Identify appeals to authority, reason and emotion.	No specific lesson found
7. Analyze the effectiveness of the features (e.g., format, graphics, sequence, headers) used in various consumer documents (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).	No specific lesson found
8. Describe the features of rhetorical devices used in common types of public documents including newspaper editorials and speeches.	No specific lesson found

### Reading Applications: Literary Text

## LEARNING STANDARD 5

<b>Standard</b>	<b><i>Daybook of Critical Reading and Writing, Gr. 10</i></b>
1. Compare and contrast an author's use of direct and indirect characterization and ways in which characters reveal traits about themselves including dialect, dramatic monologues and soliloquies.	<b>Teacher's Guide:</b> 72, 75, 102 <b>Daybook:</b> 106, 113, 172
2. Analyze the features of setting and their importance in a literary text.	The opportunity to address this objective is available in the following lessons: <b>Teacher's Guide:</b> 38-39, 72-75, 78-80, 84-87, 90, 102-105, 122-123 <b>Daybook:</b> 27-34, 104-114, 117-125, 131-140, 146-150, 171-180, 209-216
3. Distinguish how conflicts, parallel plots and subplots affect the pacing of action in literary text.	<b>Teacher's Guide:</b> 36, 103 <b>Daybook:</b> 22-24, 175-176
4. Interpret universal themes across different works by the same author or by different authors.	<b>Teacher's Guide:</b> 79 <b>Daybook:</b> 122
5. Analyze how an author's choice of genre affects the expression of a theme or topic.	<b>Teacher's Guide:</b> 79 <b>Daybook:</b> 122 The opportunity to address this objective is also available throughout the text.
6. Explain how literary techniques including foreshadowing and flashback are used to shape the plot of a literary text.	The opportunity to address this objective is available in the following lessons: <b>Teacher's Guide:</b> 36, 103 <b>Daybook:</b> 22, 175

<b>Standard</b>	<b><i>Daybook of Critical Reading and Writing, Gr. 10</i></b>
7. Recognize how irony is used in a literary text.	<b>Teacher's Guide:</b> 104 <b>Daybook:</b> 177
8. Analyze the author's use of point of view, mood and tone.	<b>Teacher's Guide:</b> 32, 58, 92, 103, 106, 114, 116, 118, 123 <b>Daybook:</b> 15, 77, 152, 175, 181, 194, 198, 201, 214
9. Explain how authors use symbols to create broader meanings.	<b>Teacher's Guide:</b> 37-38 <b>Daybook:</b> 25, 27
10. Describe the effect of using sound devices in literary texts (e.g., to create rhythm, to appeal to the senses or to establish mood).	The opportunity to address this objective is available in the following lessons: <b>Teacher's Guide:</b> 29-37, 42-43, 51, 57, 60-61, 63, 64, 94, 95-100, 106-115 <b>Daybook:</b> 9-26, 37-45, 61-62, 74-76, 79-84, 87-90, 156-158, 159-170, 181-197
11. Explain ways in which an author develops a point of view and style (e.g., figurative language, sentence structure and tone), and cite specific examples from the text.	<b>Teacher's Guide:</b> 33, 106, 114, 116, 117, 118 <b>Daybook:</b> 16-17, 181-182, 194-195, 198-202

## Writing Processes

### LEARNING STANDARD 6

<b>Standard</b>	<b><i>Daybook of Critical Reading and Writing, Gr. 10</i></b>
<b>Prewriting</b>	
1. Generate writing ideas through discussions with others and from printed material, and keep a list of writing ideas.	<b>Teacher's Guide:</b> 29-34, 35-40, 41-46, 47-52, 53-58, 59-64, 65-70, 71-76, 77-82, 83-88, 89-94, 95-100, 101-106, 107-112, 113-118, 119-125 <b>Daybook:</b> 21-36, 37-52, 53-64, 65-78, 79-90, 91-102, 103-116, 117-130, 131-144, 145-158, 159-170, 171-182, 183-192, 93-202, 203-218
2. Determine the usefulness of and apply appropriate pre-writing tasks (e.g., background reading, interviews or surveys).	The opportunity to address this objective is available throughout the text.
3. Establish and develop a clear thesis statement for informational writing or a clear plan or outline for narrative writing.	<b>Teacher's Guide:</b> 54, 82, 88 <b>Daybook:</b> 66-67, 127-130, 144
4. Determine a purpose and audience and plan strategies (e.g., adapting focus, content structure and point of view) to address purpose and audience.	The opportunity to address this objective is available throughout the text.
5. Use organizational strategies (e.g., notes and outlines) to plan writing.	The opportunity to address this objective is available throughout the text.
<b>Drafting, Revising and Editing</b>	
6. Organize writing, to create a coherent whole, with an effective and engaging introduction, body and conclusion and a closing sentence that summarizes, extends or elaborates on points or ideas in the writing.	The opportunity to address this objective is available in the following lessons: <b>Teacher's Guide:</b> 36, 40, 46, 58, 73, 76, 78, 85, 87, 103, 112, 116, 124 <b>Daybook:</b> 22-24, 35-36, 51-52, 77-78, 107-109, 115-116, 118-121, 134-135, 138-140, 175-176, 191-192, 198, 217-218

<b>Standard</b>	<b><i>Daybook of Critical Reading and Writing, Gr. 10</i></b>
7. Use a variety of sentence structures and lengths (e.g., simple, compound and complex sentences; parallel or repetitive sentence structure).	The opportunity to address this objective is available in the following lessons: <b>Teacher's Guide:</b> 36, 40, 46, 58, 73, 76, 78, 85, 87, 103, 112, 116, 124 <b>Daybook:</b> 22-24, 35-36, 51-52, 77-78, 107-109, 115-116, 118-121, 134-135, 138-140, 175-176, 191-192, 198, 217-218
8. Use paragraph form in writing, including topic sentences arranging paragraphs in a logical sequence, using effective transitions and closing sentences and maintaining coherence across the whole through the use of parallel structures.	The opportunity to address this objective is available in the following lessons: <b>Teacher's Guide:</b> 30, 31, 34, 36, 38, 40, 42, 44, 51, 52, 55, 56, 60, 61-62, 66 <b>Daybook:</b> 10-12, 13-14, 18-20, 22-24, 27-29, 35-36, 38-41, 46-47, 51-52, 61-62, 63-64, 68-69, 70-76, 80-82, 92-93
9. Use language (including precise language, action verbs, sensory details and colorful modifiers) and style as appropriate to audience and purpose, and use techniques to convey a personal style and voice.	The opportunity to address this lesson is available in the following lessons. <b>Teacher's Guide:</b> 21, 35-36, 42-46, 51-52, 56-58, 60-62, 65-70, 74-76, 78, 82-94, 98, 100, 102-106, 108-112, 114-118, 120-121, 123-124 <b>Daybook:</b> 13-15, 22-24, 38-52, 61-64, 70-78, 80-86, 91-102, 110-116, 118-121, 127-158, 164-166, 171-182, 184-185, 191-202, 204-208, 214-218
10. Use available technology to compose text.	The opportunity to address this objective is available throughout the text.
11. Reread and analyze clarity of writing, consistency of point of view and effectiveness of organizational structure.	The opportunity to address this objective is available throughout the text.
12. Add and delete information and details to better elaborate on a stated central idea and to more effectively accomplish purpose.	The opportunity to address this objective is available throughout the text.
13. Rearrange words, sentences and paragraphs, and add transitional words and phrases to clarify meaning and maintain consistent style, tone and voice.	The opportunity to address this objective is available throughout the text.
14. Use resources and reference materials (e.g., dictionaries and thesauruses) to select effective and precise vocabulary that maintains consistent style, tone and voice.	The opportunity to address this objective is available throughout the text.
15. Proofread writing, edit to improve conventions (e.g., grammar, spelling, punctuation and capitalization) identify and correct fragments and run-ons and eliminate inappropriate slang or informal language.	The opportunity to address this objective is available throughout the text.
16. Apply tools (e.g., rubric, checklist and feedback) to judge the quality of writing.	The opportunity to address this objective is available throughout the text.
<b>Publishing</b>	
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 and graphs) to enhance the final product.	The opportunity to address this objective is available throughout the text.

## Writing Applications

### LEARNING STANDARD 7

Standard	<i>Daybook of Critical Reading and Writing, Gr. 10</i>
1. Write narratives that: <ol style="list-style-type: none"> <li>a. sustain reader interest by pacing action and developing an engaging plot (e.g., tension and suspense);</li> <li>b. use a range of strategies and literary devices including figurative language and specific narration; and</li> <li>c. include an organized, well-developed structure.</li> </ol>	<b>Teacher's Guide:</b> 36,40, 78, 85, 86, 87, 94, 121,123 <b>Daybook:</b> 22-24, 35-36, 118-121, 134-135, 136-138, 140-156, 158, 208, 216
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.	<b>Teacher's Guide:</b> 29-34, 35-40, 41-46, 47-52, 53-58, 59-64, 65-70, 71-76, 77-82, 83-88, 89-94, 95-100, 101-106, 107-112, 113-118, 119-125 <b>Daybook:</b> 21-36, 37-52, 53-64, 65-78, 79-90, 91-102, 103-116, 117-130, 131-144, 145-158, 159-170, 171-182, 183-192, 93-202, 203-218
3. Write business letters, letter to the editor and job applications that: <ol style="list-style-type: none"> <li>a. address audience needs, stated purpose and context in a clear and efficient manner;</li> <li>b. follow the conventional style appropriate to the text using proper technical terms;</li> <li>c. include appropriate facts and details;</li> <li>d. exclude extraneous details and inconsistencies; and</li> <li>e. provide a sense of closure to the writing.</li> </ol>	<b>Teacher's Guide:</b> 40 <b>Daybook:</b> 35-36
4. Write informational essays or reports, including research, that: <ol style="list-style-type: none"> <li>a. pose relevant and tightly drawn questions that engage the reader;</li> <li>b. provide a clear and accurate perspective on the subject;</li> <li>c. create an organizing structure appropriate to the purpose, audience and context;</li> <li>d. support the main ideas with facts, details, examples and explanations from sources; and</li> <li>e. document sources and include bibliographies.</li> </ol>	The opportunity to address this objective is available in the following lessons: <b>Teacher's Guide:</b> 39, 46, 117, 121 <b>Daybook:</b> 30-34, 51-52, 199-200, 207-208
5. Write persuasive compositions that: <ol style="list-style-type: none"> <li>a. support arguments with detailed evidence;</li> <li>b. exclude irrelevant information; and</li> <li>c. cite sources of information.</li> </ol>	<b>Teacher's Guide:</b> 52, 55, 100 <b>Daybook:</b> 63-64, 68-69, 169-170

<b>Standard</b>	<b><i>Daybook of Critical Reading and Writing, Gr. 10</i></b>
6. Produce informal writings (e.g., journals, notes, poems) for various purposes.	<b>Teacher's Guide:</b> 29-34, 35-40, 41-46, 47-52, 53-58, 59-64, 65-70, 71-76, 77-82, 83-88, 89-94, 95-100, 101-106, 107-112, 113-118, 119-125 <b>Daybook:</b> 21-36, 37-52, 53-64, 65-78, 79-90, 91-102, 103-116, 117-130, 131-144, 145-158, 159-170, 171-182, 183-192, 93-202, 203-218

## Writing Conventions

### LEARNING STANDARD 8

<b>Standard</b>	<b><i>Daybook of Critical Reading and Writing, Gr. 10</i></b>
<b>Spelling</b>	
1. Use correct spelling conventions.	The opportunity to address this objective is available throughout the text.
<b>Punctuation and Capitalization</b>	
2. Use correct capitalization and punctuation.	The opportunity to address this objective is available throughout the text.
<b>Grammar and Usage</b>	
3. Use clauses (e.g., main, subordinate) and phrases (e.g., gerund, infinitive, participial).	The opportunity to address this objective is available throughout the text.
4. Use parallel structure to present items in a series and items juxtaposed for emphasis.	The opportunity to address this objective is available in the following lessons: <b>Teacher's Guide:</b> 30, 33, 51, 57, 106, 108, 109, 110, 111, 112 <b>Daybook:</b> 10-12, 16-17, 61-62, 74-76, 181-182, 184-185, 186-187, 189-192
5. Use proper placement of modifiers.	The opportunity to address this objective is available throughout the text.

## Research

### LEARNING STANDARD 9

<b>Standard</b>	<b><i>Daybook of Critical Reading and Writing, Gr. 10</i></b>
1. Compose open-ended questions for research (assigned or personal interest) and modify questions as necessary during inquiry and investigation to narrow the focus or extend the investigation.	The opportunity to address this objective is available in the following lessons: <b>Teacher's Guide:</b> 39, 46, 117, 121 <b>Daybook:</b> 30-34, 51-52, 199-200, 207-208
2. Identify appropriate sources and gather relevant information from multiple sources (e.g., school library catalogs, online databases, electronic resources and Internet-based resources).	<b>Teacher's Guide:</b> 34 <b>Daybook:</b> 18-20

<b>Standard</b>	<b><i>Daybook of Critical Reading and Writing, Gr. 10</i></b>
3. Determine the accuracy of sources and the credibility of the author by analyzing the sources' validity (e.g., authority, accuracy, objectivity, publication date and coverage, etc).	The opportunity to address this objective is available in the following lessons: <b>Teacher's Guide:</b> 39, 46, 117, 121 <b>Daybook:</b> 30-34, 51-52, 199-200, 207-208
4. Evaluate and systematically organize important information, and select appropriate sources to support central ideas, concepts and themes.	The opportunity to address this objective is available in the following lessons: <b>Teacher's Guide:</b> 39, 46, 117, 121 <b>Daybook:</b> 30-34, 51-52, 199-200, 207-208
5. Integrate quotations and citations into written text, maintaining a flow of ideas.	The opportunity to address this objective is available in the following lessons: <b>Teacher's Guide:</b> 39, 46, 117, 121 <b>Daybook:</b> 30-34, 51-52, 199-200, 207-208
6. Use style guides to produce oral and written reports that give proper credit for sources and include appropriate in-text documentation, notes and an acceptable format for source acknowledgement.	The opportunity to address this objective is available in the following lessons: <b>Teacher's Guide:</b> 39, 46, 117, 121 <b>Daybook:</b> 30-34, 51-52, 199-200, 207-208
7. 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.	The opportunity to address this objective is available in the following lessons: <b>Teacher's Guide:</b> 39, 46, 117, 121 <b>Daybook:</b> 30-34, 51-52, 199-200, 207-208

### Communication: Oral and Visual

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

<b>Standard</b>	<b><i>Daybook of Critical Reading and Writing, Gr. 10</i></b>
<b>Listening and Viewing</b>	
1. Apply active listening strategies (e.g., monitoring message for clarity, selecting and organizing essential information, noting cues such as changes in pace) in a variety of settings.	The opportunity to address this objective is available throughout the text
2. Interpret types of arguments used by the speaker such as authority and appeals to audience.	No specific lesson found
3. Evaluate the credibility of the speaker (e.g., hidden agendas, slanted or biased material) and recognize fallacies of reasoning used in presentations and media messages.	No specific lesson found
4. Identify how language choice and delivery styles (e.g., repetition, appeal to emotion, eye contact) contribute to meaning.	The opportunity to address this objective is available throughout the text.
<b>Speaking Skills and Strategies</b>	
5. Demonstrate an understanding of the rules of the English language and select language appropriate to purpose and audience.	The opportunity to address this objective is available throughout the text.

<b>Standard</b>	<b><i>Daybook of Critical Reading and Writing, Gr. 10</i></b>
6. Adjust volume, phrasing, enunciation, voice modulation and inflection to stress important ideas and impact audience response.	The opportunity to address this objective is available in the following lessons: <b>Teacher’s Guide:</b> 42, 100 <b>Daybook:</b> 38-41, 169-170 The opportunity to address this objective is also available throughout the text.
7. Vary language choices as appropriate to the context of the speech.	<b>Teacher’s Guide:</b> 42, 100 <b>Daybook:</b> 38-41, 169-170
<b>Speaking Applications</b>	
8. Deliver informational presentations (e.g., expository, research) that: <ul style="list-style-type: none"> <li>a. demonstrate an understanding of the topic and present events or ideas in a logical sequence;</li> <li>b. support the controlling idea or thesis with well-chosen and relevant facts, details, examples, quotations, statistics, stories and anecdotes;</li> <li>c. include an effective introduction and conclusion and use a consistent organizational structure (e.g., cause-effect, compare-contrast, problem-solution);</li> <li>d. use appropriate visual materials (e.g., diagrams, charts, illustrations) and available technology to enhance presentation; and</li> <li>e. draw from multiple sources including both primary and secondary sources and identify sources used.</li> </ul>	<b>Teacher’s Guide:</b> 39, 46, 117, 121 <b>Daybook:</b> 30-34, 51-52, 199-200, 207-208
9. Deliver formal and informal descriptive presentations that convey relevant information and descriptive details.	The opportunity to address this objective is available throughout the text.
10. Deliver persuasive presentations that: <ul style="list-style-type: none"> <li>a. establish and develop a logical and controlled argument;</li> <li>b. include relevant evidence, differentiating between evidence and opinion to a support position and to address counter-arguments or listener bias;</li> <li>c. use persuasive strategies such as rhetorical devices; anecdotes and appeals to emotion, authority and reason; and</li> <li>d. consistently use common organizational structures as appropriate (e.g., cause-effect, compare-contrast, problem-solution); and</li> <li>e. use speaking techniques (e.g., reasoning, emotional appeal, case studies or analogies).</li> </ul>	The opportunity to address this objective is available in the following lessons: <b>Teacher’s Guide:</b> 52, 55, 100 <b>Daybook:</b> 63-64, 68-69, 169-170

**DAYBOOKS OF CRITICAL READING AND WRITING ©1999**  
**(GRADE 11)**

correlated to  
**Ohio English Language Arts**  
**Grade Level Indicators**

  
**GRADE 11**

**Acquisition of Vocabulary**

**LEARNING STANDARD 2**

<b>Standard</b>	<i>Daybook of Critical Reading and Writing, Gr. 11</i>
<b>Contextual Understanding</b>	
1. Recognize and identify how authors clarify meanings of words through context and use definition, restatement, example, comparison, contrast and cause and effect to advance word study.	The opportunity to address this objective is available throughout the text.
<b>Conceptual Understanding</b>	
2. Analyze the relationships of pairs of words in analogical statements (e.g., synonyms and antonyms, connotation and denotation) and evaluate the effectiveness of analogous relationships.	The opportunity to address this objective is available throughout the text.
3. Examine and explain the influence of the English language on world literature, communications and popular culture.	The opportunity to address this objective is available throughout the text.
<b>Structural Understanding</b>	
4. Use knowledge of Greek, Latin and Anglo-Saxon roots, prefixes and suffixes to understand complex words and new subject-area vocabulary (e.g., unknown words in science, mathematics and social studies).	The opportunity to address this objective is available throughout the text.
<b>Tools and Resources</b>	
5. Determine the meanings and pronunciations of unknown words by using dictionaries, glossaries, technology and textual features such as definitional footnotes or sidebars.	The opportunity to address this objective is available throughout the text.

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

### LEARNING STANDARD 3

Standard	<i>Daybook of Critical Reading and Writing, Gr. 11</i>
<b>Comprehension Strategies</b>	
1. Apply reading comprehension strategies, including making predictions, comparing and contrasting, recalling and summarizing and making inferences and drawing conclusions.	<b>Teacher's Guide:</b> 29-34, 35-40, 41-46, 47-52, 53-58, 59-64, 65-70, 71-76, 77-82, 83-88, 89-94, 95-100, 101-106, 107-112, 113-118, 119-125 <b>Daybook:</b> 9-20, 21-32, 33-42, 43-56, 57-68, 69-80, 81-92, 93-110, 111-126, 127-140, 141-154, 155-164, 165-176, 177-190, 191-200, 201-214
2. Answer literal, inferential, evaluative and synthesizing questions to demonstrate comprehension of grade-appropriate print texts, electronic and visual media.	<b>Teacher's Guide:</b> 29-34, 35-40, 41-46, 47-52, 53-58, 59-64, 65-70, 71-76, 77-82, 83-88, 89-94, 95-100, 101-106, 107-112, 113-118, 119-125 <b>Daybook:</b> 9-20, 21-32, 33-42, 43-56, 57-68, 69-80, 81-92, 93-110, 111-126, 127-140, 141-154, 155-164, 165-176, 177-190, 191-200, 201-214
<b>Self-Monitoring Strategies</b>	
3. Monitor own comprehension by adjusting speed to fit the purpose, or by skimming, scanning, reading on or looking back, note taking or summarizing what has been read so far in text.	<b>Teacher's Guide:</b> 29-34, 35-40, 41-46, 47-52, 53-58, 59-64, 65-70, 71-76, 77-82, 83-88, 89-94, 95-100, 101-106, 107-112, 113-118, 119-125 <b>Daybook:</b> 9-20, 21-32, 33-42, 43-56, 57-68, 69-80, 81-92, 93-110, 111-126, 127-140, 141-154, 155-164, 165-176, 177-190, 191-200, 201-214
<b>Independent Reading</b>	
4. Use criteria to choose independent reading materials (e.g., personal interest, knowledge of authors and genres or recommendations from others).	No specific lesson found
5. Independently read books for various purposes (e.g., for enjoyment, for literary experience, to gain information or to perform a task).	<b>Teacher's Guide:</b> 29-34, 35-40, 41-46, 47-52, 53-58, 59-64, 65-70, 71-76, 77-82, 83-88, 89-94, 95-100, 101-106, 107-112, 113-118, 119-125 <b>Daybook:</b> 9-20, 21-32, 33-42, 43-56, 57-68, 69-80, 81-92, 93-110, 111-126, 127-140, 141-154, 155-164, 165-176, 177-190, 191-200, 201-214

## Reading Applications: Informational, Technical, and Persuasive Text

### LEARNING STANDARD 4

Standard	<i>Daybook of Critical Reading and Writing, Gr. 11</i>
1. Analyze the rhetorical devices used in public documents including newspaper editorials and speeches.	No specific lesson found
2. Analyze and critique organizational patterns and techniques including repetition of ideas, appeals to authority, reason and emotion, syntax and word choice that authors use to accomplish their purpose and reach their intended audience.	The opportunity to address this objective is available throughout the text.
3. Analyze the content from several sources on a single issue, clarifying ideas and connecting them to other sources and related topics.	The opportunity to address this objective is available in the following lessons: <b>Teacher's Guide:</b> 38, 42, 43, 52, 55, 79, 88, 102 <b>Daybook:</b> 26-27, 34-35, 53-56, 61, 117-118, 138-140, 166-167

<b>Standard</b>	<b><i>Daybook of Critical Reading and Writing, Gr. 11</i></b>
4. Distinguish between valid and invalid inferences and provide evidence to support the findings, noting instances of unsupported inferences, fallacious reasoning, propaganda techniques, bias and stereotyping.	No specific lesson found
5. Examine an author's implicit and explicit philosophical assumptions and beliefs about a subject.	<b>Teacher's Guide:</b> 56 <b>Daybook:</b> 62-63
6. Evaluate the effectiveness and validity of arguments in public documents and their appeal to various audiences.	No specific lesson found
7. Analyze the structure and features of functional and workplace documents including format, sequence and headers and how authors use these features to achieve their purposes and to make information accessible and usable.	No specific lesson found
8. Critique functional and workplace documents (e.g., instructions, technical manuals, travel schedules, business memoranda) for sequencing of information and procedures, anticipation of possible reader misunderstandings and visual appeal.	No specific lesson found

### Reading Applications: Literary Text

## LEARNING STANDARD 5

<b>Standard</b>	<b><i>Daybook of Critical Reading and Writing, Gr. 11</i></b>
1. Compare and contrast motivations and reactions of literary characters confronting similar conflicts (e.g., individual vs. nature, freedom vs. responsibility, individual vs. society), using specific examples of characters' thoughts, words and actions.	<b>Teacher's Guide:</b> 50, 73 <b>Daybook:</b> 48-50, 96-98
2. Analyze the historical, social and cultural context of setting.	<b>Teacher's Guide:</b> 31, 48, 50 <b>Daybook:</b> 14, 44-46, 48-50
3. Explain how voice and narrator affect the characterization, plot and credibility.	The opportunity to address this objective is available in the following lessons: <b>Teacher's Guide:</b> 43, 45, 50, 73, 90, 92, 93, 123 <b>Daybook:</b> 36, 39-40, 48-50, 96-98, 142-145, 147-149, 154, 211-213
4. Evaluate the author's use of point of view in a literary text.	<b>Teacher's Guide:</b> 37, 38, 88, 106 <b>Daybook:</b> 24-25, 26-27, 138-140, 175-176
5. Analyze variations of universal themes in literary texts.	<b>Teacher's Guide:</b> 81 <b>Daybook:</b> 124
6. Recognize characteristics of subgenres including satire, parody and allegory and explain how choice of genre affects the expression of a theme or topic.	<b>Teacher's Guide:</b> 57, 99, 100 <b>Daybook:</b> 64-65, 162-163, 164 The opportunity to address this objective is also available in the following lessons: <b>Teacher's Guide:</b> 42, 84, 87, 102, 104, 110, 111, 116 <b>Daybook:</b> 34-35, 128-130, 136-137, 166-167, 182-184, 185-187, 196-197

<b>Standard</b>	<b><i>Daybook of Critical Reading and Writing, Gr. 11</i></b>
7. Analyze the characteristics of various literary periods and how the issues influenced the writers of those periods.	The opportunity to address this objective is available throughout the text.
8. Evaluate ways authors develop point of view and style to achieve specific rhetorical and aesthetic purposes (e.g., through use of figurative language irony, tone, diction, imagery, symbolism, sounds of language), citing specific examples from text to support analysis.	<b>Teacher's Guide:</b> 37, 38, 56, 79, 82, 88, 105, 106 <b>Daybook:</b> 24-25, 26-27, 62-63, 117-118, 125-126, 138-140, 173-174, 175-176

## Writing Processes

### LEARNING STANDARD 6

<b>Standard</b>	<b><i>Daybook of Critical Reading and Writing, Gr. 11</i></b>
<b>Prewriting</b>	
1. Generate writing ideas through discussions with others and from printed material, and keep a list of writing ideas.	<b>Teacher's Guide:</b> 29-34, 35-40, 41-46, 47-52, 53-58, 59-64, 65-70, 71-76, 77-82, 83-88, 89-94, 95-100, 101-106, 107-112, 113-118, 119-125 <b>Daybook:</b> 9-20, 21-32, 33-42, 43-56, 57-68, 69-80, 81-92, 93-110, 111-126, 127-140, 141-154, 155-164, 165-176, 177-190, 191-200, 201-214
2. Determine the usefulness of and apply appropriate pre-writing tasks (e.g., background reading, interviews or surveys).	<b>Teacher's Guide:</b> 40, 75, 78, 79, 84, 92, 96, 103, 104, 106, 111, 115 <b>Daybook:</b> 31-32, 103-108, 112-116, 117-118, 128-130, 147-149, 156-157, 168-169, 170-172, 175-176 The opportunity to address this objective is also available throughout the text.
3. Establish and develop a clear thesis statement for informational writing or a clear plan or outline for narrative writing.	The opportunity to address this objective is available in the following lessons: <b>Teacher's Guide:</b> 31, 38, 39, 42, 43, 52, 55, 56, 66, 70, 74, 78, 79, 84, 85, 88, 90, 93, 102, 115, 124 <b>Daybook:</b> 13-14, 26-27, 28-30, 34-35, 36, 53-56, 61, 62-63, 82-83, 90-92, 99-102, 109-110, 128-130, 131-133, 138-140, 142-145, 150-153, 166-167, 194-195, 214
4. Determine a purpose and audience and plan strategies (e.g., adapting focus, content structure and point of view) to address purpose and audience.	The opportunity to address this objective is available throughout the text.
5. Use organizational strategies (e.g., notes and outlines) to plan writing.	<b>Teacher's Guide:</b> 66, 75, 79, 80, 84, 92, 103, 108, 111, 115 <b>Daybook:</b> 82-83, 103-108, 117-118, 119-123, 128-130, 147-149, 168-169, 178-179, 185-187, 194-195 The opportunity to address this objective is also available throughout the text.
<b>Drafting, Revising and Editing</b>	
6. Organize writing, to create a coherent whole, with an effective and engaging introduction, body and conclusion and a closing sentence that summarizes, extends or elaborates on points or ideas in the writing.	<b>Teacher's Guide:</b> 30, 45, 52, 54, 61, 66, 68, 76, 108, 110 <b>Daybook:</b> 10-12, 39-40, 53-56, 58-60, 72-74, 82-83, 86-87, 109-110, 178-179

<b>Standard</b>	<b><i>Daybook of Critical Reading and Writing, Gr. 11</i></b>
7. Use a variety of sentence structures and lengths (e.g., simple, compound and complex sentences; parallel or repetitive sentence structure).	The opportunity to address this objective is available throughout the text.
8. Use paragraph form in writing, including topic sentences arranging paragraphs in a logical sequence, using effective transitions and closing sentences and maintaining coherence across the whole through the use of parallel structures.	<b>Teacher's Guide:</b> 31, 39, 45, 54, 56, 61, 66, 68, 70, 74, 78, 81, 84, 85, 88, 90, 93, 115, 120, 124 <b>Daybook:</b> 13-14, 28-30, 39-40, 58-60, 62-63, 72-74, 82-83, 86-87, 90-92, 99-102, 112-116, 124, 128-130, 131-133, 138-140, 142-145, 150-153, 194-195, 202-204, 214
9. Use precise language, action verbs, sensory details, colorful modifiers and style as appropriate to audience and purpose, and use techniques to convey a personal style and voice.	<b>Teacher's Guide:</b> 31, 37, 39, 48, 50, 51, 57, 58, 60, 61, 62, 64, 72, 82, 86, 108, 111, 112, 116 <b>Daybook:</b> 13-14, 24-25, 28-30, 44-46, 48-50, 51-52, 64-65, 66-68, 70-71, 72-74, 75-76, 79-80, 94-95, 125-126, 134-135, 178-179, 185-187, 188-190, 196-197
10. Use available technology to compose text.	The opportunity to address this objective is available throughout the text.
11. Reread and analyze clarity of writing, consistency of point of view and effectiveness of organizational structure.	The opportunity to address this objective is available throughout the text.
12. Add and delete examples and details to better elaborate on a stated central idea, to develop more precise analysis or persuasive argument or to enhance plot, setting and character in narrative texts.	The opportunity to address this objective is available throughout the text.
13. Rearrange words, sentences and paragraphs, and add transitional words and phrases to clarify meaning and achieve specific aesthetic and rhetorical purposes.	The opportunity to address this objective is available throughout the text.
14. Use resources and reference materials (e.g., dictionaries and thesauruses) to select effective and precise vocabulary that maintains consistent style, tone and voice.	The opportunity to address this objective is available throughout the text.
15. Proofread writing, edit to improve conventions (e.g., grammar, spelling, punctuation and capitalization), identify and correct fragments and run-ons and eliminate inappropriate slang or informal language.	The opportunity to address this objective is available throughout the text.
16. Apply tools (e.g., rubric, checklist and feedback) to judge the quality of writing.	The opportunity to address this objective is available throughout the text.
<b>Publishing</b>	
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 and graphs) to enhance the final product.	<b>Teacher's Guide:</b> 49, 87, 94, 112 <b>Daybook:</b> 47, 136-137, 154, 188-190 The opportunity to address this objective is also available throughout the text.

## Writing Applications

### LEARNING STANDARD 7

Standard	<i>Daybook of Critical Reading and Writing, Gr. 11</i>
1. Write reflective compositions that: <ol style="list-style-type: none"> <li>a. use personal experiences as a basis for reflection on some aspect of life;</li> <li>b. draw abstract comparisons between specific incidents and abstract concepts;</li> <li>c. maintain a balance between describing incidents and relating them to more general, abstract ideas that illustrate personal beliefs; and</li> <li>d. move from specific examples to generalizations about life.</li> </ol>	No specific lesson found
2. Write responses to literature that: <ol style="list-style-type: none"> <li>a. advance a judgment that is interpretive, analytical, evaluative or reflective;</li> <li>b. support key ideas and viewpoints with accurate and detailed references to the text or to other works and authors;</li> <li>c. analyze the author's use of stylistic devices and express an appreciation of the effects the devices create;</li> <li>d. identify and assess the impact of possible ambiguities, nuances and complexities within text;</li> <li>e. anticipate and answer a reader's questions, counterclaims or divergent interpretations; and</li> <li>f. provide a sense of closure to the writing.</li> </ol>	<b>Teacher's Guide:</b> 29-34, 35-40, 41-46, 47-52, 53-58, 59-64, 65-70, 71-76, 77-82, 83-88, 89-94, 95-100, 101-106, 107-112, 113-118, 119-125 <b>Daybook:</b> 9-20, 21-32, 33-42, 43-56, 57-68, 69-80, 81-92, 93-110, 111-126, 127-140, 141-154, 155-164, 165-176, 177-190, 191-200, 201-214
3. Write functional documents (e.g., requests for information, resumes, letters of complaint, memos, proposals) that: <ol style="list-style-type: none"> <li>a. report, organize and convey information accurately;</li> <li>b. use formatting techniques that make a document user-friendly;</li> <li>c. anticipate reader's problems, mistakes and misunderstandings.</li> </ol>	<b>Teacher's Guide:</b> 76 <b>Daybook:</b> 109-110

<b>Standard</b>	<b><i>Daybook of Critical Reading and Writing, Gr. 11</i></b>
<p>4. Write informational essays or reports, including research, that:</p> <ol style="list-style-type: none"> <li>develop a controlling idea that conveys a perspective on the subject;</li> <li>create an organizing structure appropriate to purpose, audience and context;</li> <li>include information on all relevant perspectives, considering the validity and reliability of primary and secondary sources;</li> <li>make distinctions about the relative value and significance of specific data, facts and ideas;</li> <li>anticipate and address a reader's potential biases, misunderstandings and expectations; and</li> <li>provide a sense of closure to the writing.</li> </ol>	<p><b>Teacher's Guide:</b> 38, 42, 43, 52, 55, 79, 88, 102  <b>Daybook:</b> 26-27, 34-35, 36, 53-56, 61, 117-118, 138-140, 166-167</p>
<p>5. Write persuasive compositions that:</p> <ol style="list-style-type: none"> <li>articulate a clear position;</li> <li>support assertions using rhetorical devices including appeals to emotion or logic, personal anecdotes; and</li> <li>develop arguments using a variety of methods (e.g., examples, beliefs, expert opinion, cause-effect reasoning).</li> </ol>	<p><b>Teacher's Guide:</b> 52, 68, 69, 76  <b>Daybook:</b> 53-56, 86-87, 88-89, 109-110</p>
<p>6. Produce informal writings (e.g., journals, notes, poems) for various purposes.</p>	<p><b>Teacher's Guide:</b> 29-34, 35-40, 41-46, 47-52, 53-58, 59-64, 65-70, 71-76, 77-82, 83-88, 89-94, 95-100, 101-106, 107-112, 113-118, 119-125  <b>Daybook:</b> 9-20, 21-32, 33-42, 43-56, 57-68, 69-80, 81-92, 93-110, 111-126, 127-140, 141-154, 155-164, 165-176, 177-190, 191-200, 201-214</p>

## Writing Conventions

### L E A R N I N G   S T A N D A R D   8

<b>Standard</b>	<b><i>Daybook of Critical Reading and Writing, Gr. 11</i></b>
<b>Spelling</b>	
<p>1. Use correct spelling conventions.</p>	<p>The opportunity to address this objective is available throughout the text.</p>
<b>Punctuation and Capitalization</b>	
<p>2. Use correct capitalization and punctuation.</p>	<p>The opportunity to address this objective is available throughout the text.</p>
<b>Grammar and Usage</b>	
<p>3. Use correct grammar (e.g., verb tenses, parallel structure, indefinite and relative).</p>	<p>The opportunity to address this objective is available throughout the text.</p>

**LEARNING STANDARD 9**

<b>Standard</b>	<b><i>Daybook of Critical Reading and Writing, Gr. 11</i></b>
1. Compose open-ended questions for research (assigned or personal interest) and modify questions as necessary during inquiry and investigation to narrow the focus or extend the investigation.	The opportunity to address this objective is available in the following lessons: <b>Teacher’s Guide:</b> 38, 42, 43, 52, 55, 79, 88, 102 <b>Daybook:</b> 26-27, 34-35, 36, 53-56, 61, 117-118, 138-140, 166-167
2. Identify appropriate sources and gather relevant information from multiple sources (e.g., school library catalogs, online databases, electronic resources and Internet-based resources).	The opportunity to address this objective is available in the following lessons: <b>Teacher’s Guide:</b> 38, 42, 43, 52, 55, 79, 88, 102 <b>Daybook:</b> 26-27, 34-35, 36, 53-56, 61, 117-118, 138-140, 166-167
3. Determine the accuracy of sources and the credibility of the author by analyzing the sources’ validity (e.g., authority, accuracy, objectivity, publication date and coverage, etc).	The opportunity to address this objective is available in the following lessons: <b>Teacher’s Guide:</b> 38, 42, 43, 52, 55, 79, 88, 102 <b>Daybook:</b> 26-27, 34-35, 36, 53-56, 61, 117-118, 138-140, 166-167
4. Analyze the complexities and discrepancies in information and systematically organize relevant information to support central ideas, concepts and themes.	The opportunity to address this objective is available in the following lessons: <b>Teacher’s Guide:</b> 38, 42, 43, 52, 55, 79, 88, 102 <b>Daybook:</b> 26-27, 34-35, 36, 53-56, 61, 117-118, 138-140, 166-167
5. Integrate quotations and citations into written text, maintaining a flow of ideas.	The opportunity to address this objective is available in the following lessons: <b>Teacher’s Guide:</b> 38, 42, 43, 52, 55, 79, 88, 102 <b>Daybook:</b> 26-27, 34-35, 36, 53-56, 61, 117-118, 138-140, 166-167
6. Use style guides to produce oral and written reports that give proper credit for sources and include appropriate in-text documentation, notes and an acceptable format for source acknowledgement.	The opportunity to address this objective is available in the following lessons: <b>Teacher’s Guide:</b> 38, 42, 43, 52, 55, 79, 88, 102 <b>Daybook:</b> 26-27, 34-35, 36, 53-56, 61, 117-118, 138-140, 166-167
7. Use a variety of communication techniques (e.g., 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.	The opportunity to address this objective is available in the following lessons: <b>Teacher’s Guide:</b> 38, 42, 43, 52, 55, 79, 88, 102 <b>Daybook:</b> 26-27, 34-35, 36, 53-56, 61, 117-118, 138-140, 166-167

## Communication: Oral and Visual

### LEARNING STANDARD 10

<b>Standard</b>	<i>Daybook of Critical Reading and Writing, Gr. 11</i>
<b>Listening and Viewing</b>	
1. Apply active listening strategies (e.g., monitoring message for clarity, selecting and organizing essential information, noting cues such as changes in pace) in a variety of settings.	The opportunity to address this objective is available throughout the text.
2. Analyze types of arguments used by the speaker, such as causation, analogy and logic.	No specific lesson found
3. Critique the clarity, effectiveness and overall coherence of a speaker's key points.	<b>Teacher's Guide:</b> 63 <b>Daybook:</b> 77-78
4. Evaluate how language choice, diction, syntax and delivery style (e.g., repetition, appeal to emotion, eye contact) affect the mood and tone and impact the audience.	<b>Teacher's Guide:</b> 63 <b>Daybook:</b> 77-78
<b>Speaking Skills and Strategies</b>	
5. Demonstrate an understanding of the rules of the English language and select language appropriate to purpose and audience.	The opportunity to address this objective is available throughout the text.
6. Adjust volume, phrasing, enunciation, voice modulation and inflection to stress important ideas and impact audience response.	No specific lesson found
7. Vary language choices as appropriate to the context of the speech.	No specific lesson found
<b>Speaking Applications</b>	
8. Deliver informational presentations (e.g., expository, research) that: <ol style="list-style-type: none"> <li>present a clear and distinctive perspective on the subject;</li> <li>present events or ideas in a logical sequence;</li> <li>support the controlling idea with well-chosen and relevant facts, details, examples, quotations, statistics, stories and anecdotes;</li> <li>include an effective introduction and conclusion and use a consistent organizational structure (e.g., cause-effect, compare-contrast, problem-solution);</li> <li>use appropriate visual materials (e.g., diagrams, charts, illustrations) and available technology to enhance presentation; and</li> <li>draw from and cite multiple sources including both primary and secondary sources and consider the validity and reliability of sources.</li> </ol>	The opportunity to address this objective is available in the following lessons: <b>Teacher's Guide:</b> 38, 42, 43, 52, 55, 79, 88, 102 <b>Daybook:</b> 26-27, 34-35, 36, 53-56, 61, 117-118, 138-140, 166-167
9. Deliver formal and informal descriptive presentations that convey relevant information and descriptive details.	The opportunity to address this objective is available throughout the text.

Standard	<i>Daybook of Critical Reading and Writing, Gr. 11</i>
<p>10. Deliver persuasive presentations that:</p> <ul style="list-style-type: none"> <li>a. establish and develop a logical and controlled argument;</li> <li>b. include relevant evidence, differentiating between evidence and opinion to a support position and to address counter-arguments or listener bias;</li> <li>c. use persuasive strategies such as rhetorical devices; anecdotes and appeals to emotion, authority, reason, pathos and logic;</li> <li>d. consistently use common organizational structures as appropriate (e.g., cause-effect, compare-contrast, problem-solution); and</li> <li>e. use speaking techniques (e.g., reasoning, emotional appeal, case studies or analogies).</li> </ul>	<p>The opportunity to address this objective is available in the following lessons:  <b>Teacher's Guide:</b> 52, 68, 69, 76  <b>Daybook:</b> 53-56, 86-87, 88-89, 109-110</p>

**DAYBOOKS OF CRITICAL READING AND WRITING ©1999**  
**(GRADE 12)**

correlated to  
**Ohio English Language Arts**  
**Grade Level Indicators**

  
**GRADE 12**

**Acquisition of Vocabulary**

**LEARNING STANDARD 2**

<b>Standard</b>	<i>Daybook of Critical Reading and Writing, Gr. 12</i>
<b>Contextual Understanding</b>	
1. Recognize and identify how authors clarify meanings of words through context and use definition, restatement, example, comparison, contrast and cause and effect to advance word study.	<b>Teacher's Guide:</b> 90, 96 <b>Daybook:</b> 140-141, 152 The opportunity to address this objective is also available throughout the text.
<b>Conceptual Understanding</b>	
2. Analyze the relationships of pairs of words in analogical statements (e.g., synonyms and antonyms, connotation and denotation) and evaluate the effectiveness of analogous relationships.	The opportunity to address this objective is available throughout the text.
3. Examine and explain the influence of the English language on world literature, communications and popular culture.	The opportunity to address this objective is available throughout the text.
<b>Structural Understanding</b>	
4. Use knowledge of Greek, Latin and Anglo-Saxon roots, prefixes and suffixes to understand complex words and new subject-area vocabulary (e.g., unknown words in science, mathematics and social studies).	The opportunity to address this objective is available throughout the text.
<b>Tools and Resources</b>	
5. Determine the meanings and pronunciations of unknown words by using dictionaries, glossaries, technology and textual features such as definitional footnotes or sidebars.	The opportunity to address this objective is available throughout the text.

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

### LEARNING STANDARD 3

Standard	<i>Daybook of Critical Reading and Writing, Gr. 12</i>
<b>Comprehension Strategies</b>	
1. Apply reading comprehension strategies, including making predictions, comparing and contrasting, recalling and summarizing and making inferences and drawing conclusions.	<b>Teacher's Guide:</b> 29-34, 35-40, 41-46, 47-52, 53-58, 59-64, 65-70, 71-76, 77-82, 83-88, 89-94, 95-100, 101-106, 107-112, 113-118, 119-126 <b>Daybook:</b> 9-20, 21-34, 35-48, 49-60, 61-74, 75-86, 87-100, 101-112, 113-124, 125-138, 139-150, 151-162, 163-176, 177-186, 187-198, 199-214
2. Answer literal, inferential, evaluative and synthesizing questions to demonstrate comprehension of grade-appropriate print texts, electronic and visual media.	<b>Teacher's Guide:</b> 29-34, 35-40, 41-46, 47-52, 53-58, 59-64, 65-70, 71-76, 77-82, 83-88, 89-94, 95-100, 101-106, 107-112, 113-118, 119-126 <b>Daybook:</b> 9-20, 21-34, 35-48, 49-60, 61-74, 75-86, 87-100, 101-112, 113-124, 125-138, 139-150, 151-162, 163-176, 177-186, 187-198, 199-214
<b>Self-Monitoring Strategies</b>	
3. Monitor own comprehension by adjusting speed to fit the purpose, or by skimming, scanning, reading on or looking back, note taking or summarizing what has been read so far in text.	<b>Teacher's Guide:</b> 29-34, 35-40, 41-46, 47-52, 53-58, 59-64, 65-70, 71-76, 77-82, 83-88, 89-94, 95-100, 101-106, 107-112, 113-118, 119-126 <b>Daybook:</b> 9-20, 21-34, 35-48, 49-60, 61-74, 75-86, 87-100, 101-112, 113-124, 125-138, 139-150, 151-162, 163-176, 177-186, 187-198, 199-214
<b>Independent Reading</b>	
4. Use criteria to choose independent reading materials (e.g., personal interest, knowledge of authors and genres or recommendations from others).	No specific lesson found
5. Independently read books for various purposes (e.g., for enjoyment, for literary experience, to gain information or to perform a task).	<b>Teacher's Guide:</b> 29-34, 35-40, 41-46, 47-52, 53-58, 59-64, 65-70, 71-76, 77-82, 83-88, 89-94, 95-100, 101-106, 107-112, 113-118, 119-126 <b>Daybook:</b> 9-20, 21-34, 35-48, 49-60, 61-74, 75-86, 87-100, 101-112, 113-124, 125-138, 139-150, 151-162, 163-176, 177-186, 187-198, 199-214

## Reading Applications: Informational, Technical, and Persuasive Text

### LEARNING STANDARD 4

Standard	<i>Daybook of Critical Reading and Writing, Gr. 12</i>
1. Analyze the rhetorical devices used in public documents including newspaper editorials and speeches.	No specific lesson found
2. Analyze and critique organizational patterns and techniques including repetition of ideas, appeals to authority, reason and emotion, syntax and word choice that authors use to accomplish their purpose and reach their intended audience.	<b>Teacher's Guide:</b> 33, 63, 89, 90, 91, 92, 109 <b>Daybook:</b> 16-17, 83-84 The opportunity to address this objective is also available throughout the text.

<b>Standard</b>	<b><i>Daybook of Critical Reading and Writing, Gr. 12</i></b>
3. Analyze and compile information from several sources on a single issue or written by a single author, clarifying ideas and connecting them to other sources and related topics.	The opportunity to address this objective is available in the following lessons: <b>Teacher's Guide:</b> 30, 69, 73, 80, 84, 97, 98, 100, 102, 114, 122, 124 <b>Daybook:</b> 10-11, 96-97, 104-105, 119-121, 126-129, 154-155, 156-158, 162, 164-166, 188-189, 206-209, 213-214
4. Distinguish between valid and invalid inferences and provide evidence to support the findings, noting instances of unsupported inferences, fallacious reasoning, propaganda techniques, bias and stereotyping.	<b>Teacher's Guide:</b> 79 <b>Daybook:</b> 118
5. Examine an author's implicit and explicit philosophical assumptions and beliefs about a subject.	<b>Teacher's Guide:</b> 32, 51, 86, 98, 102-106 <b>Daybook:</b> 14-15, 57-58, 131-133, 156-168, 163-176
6. Evaluate the effectiveness and validity of arguments in public documents and their appeal to various audiences.	No specific lesson found
7. Analyze the structure and features of functional and workplace documents including format, sequence and headers and how authors use these features to achieve their purposes and to make information accessible and usable.	No specific lesson found
8. Critique functional and workplace documents (e.g., instructions, technical manuals, travel schedules, business memoranda) for sequencing of information and procedures, anticipation of possible reader misunderstandings and visual appeal.	No specific lesson found

### Reading Applications: Literary Text

## LEARNING STANDARD 5

<b>Standard</b>	<b><i>Daybook of Critical Reading and Writing, Gr. 12</i></b>
1. Compare and contrast motivations and reactions of literary characters confronting similar conflicts (e.g., individual vs. nature, freedom vs. responsibility, individual vs. society), using specific examples of characters' thoughts, words and actions.	The opportunity to address this objective is available in the following lessons: <b>Teacher's Guide:</b> 85, 93, 108, 120 <b>Daybook:</b> 130, 146-148, 178, 200-201
2. Analyze the historical, social and cultural context of setting.	<b>Teacher's Guide:</b> 45 <b>Daybook:</b> 43 The opportunity to address this objective is also available throughout the text.
3. Explain how voice and narrator affect the characterization, plot and credibility.	<b>Teacher's Guide:</b> 63 <b>Daybook:</b> 83-84 The opportunity to address this objective is also available in the following lessons: <b>Teacher's Guide:</b> 35-40, 41-46, 83-88, 89-94 <b>Daybook:</b> 21-34, 35-48, 125-138, 139-150
4. Evaluate an author's use of point of view in a literary text.	<b>Teacher's Guide:</b> 32, 51, 86, 102 <b>Daybook:</b> 14-15, 57-58, 131-133, 164-166

<b>Standard</b>	<b><i>Daybook of Critical Reading and Writing, Gr. 12</i></b>
5. Analyze variations of universal themes in literary texts.	<b>Teacher's Guide:</b> 66, 80 <b>Daybook:</b> 88-90, 119-121
6. Recognize and differentiate characteristics of subgenres including satire, parody and allegory and explain how choice of genre affects the expression of a theme or topic.	<b>Teacher's Guide:</b> 51 <b>Daybook:</b> 57-58 The opportunity to address this objective is available in the following lessons: <b>Teacher's Guide:</b> 45, 52, 66, 73, 80, 109 <b>Daybook:</b> 43-46, 59-60, 88-90, 119-121, 179-181
7. Compare and contrast varying characteristics of American, British, world and multi-cultural literature.	The opportunity to address this objective is available throughout the text.
8. Evaluate ways authors develop point of view and style to achieve specific rhetorical and aesthetic purposes (e.g., through use of figurative language irony, tone, diction, imagery, symbolism, sounds of language), citing specific examples from text to support analysis.	<b>Teacher's Guide:</b> 32, 33, 38, 39, 58, 60, 63, 67, 72, 73, 74, 89, 90, 91, 92, 108, 109, 112 <b>Daybook:</b> 14-15, 16-17, 28-29, 30-32, 73-74, 76-78, 83-84, 91-92, 102-103, 104-105, 106-108, 140-141, 142-143, 144-145, 179-181, 185-186

## Writing Processes

### LEARNING STANDARD 6

<b>Standard</b>	<b><i>Daybook of Critical Reading and Writing, Gr. 12</i></b>
<b>Prewriting</b>	
1. Generate writing ideas through discussions with others and from printed material, and keep a list of writing ideas.	<b>Teacher's Guide:</b> 29-34, 35-40, 41-46, 47-52, 53-58, 59-64, 65-70, 71-76, 77-82, 83-88, 89-94, 95-100, 101-106, 107-112, 113-118, 119-126 <b>Daybook:</b> 9-20, 21-34, 35-48, 49-60, 61-74, 75-86, 87-100, 101-112, 113-124, 125-138, 139-150, 151-162, 163-176, 177-186, 187-198, 199-214
2. Determine the usefulness of and apply appropriate pre-writing tasks (e.g., background reading, interviews or surveys).	<b>Teacher's Guide:</b> 30, 31, 43, 49, 50, 68, 70, 72, 75, 79, 81, 85, 106, 120 <b>Daybook:</b> 10-13, 38-41, 52-54, 55-56, 93-95, 98-100, 102-103, 109-110, 118, 122, 130, 175-176, 200-201
3. Establish and develop a clear thesis statement for informational writing or a clear plan or outline for narrative writing.	<b>Teacher's Guide:</b> 40, 116 <b>Daybook:</b> 33-34, 192-193 The opportunity to address this objective is also available in the following lessons: <b>Teacher's Guide:</b> 30, 31, 36, 43, 57, 68, 69, 70, 84, 99, 118 <b>Daybook:</b> 10-11, 12-13, 22-25, 38-41, 71-72, 93-95, 96-97, 98-100, 126-129, 159-161, 196-198
4. Determine a purpose and audience and plan strategies (e.g., adapting formality of style, including explanations or definitions as appropriate to audience needs) to address purpose and audience.	The opportunity to address this objective is available throughout the text.
5. Use organizational strategies (e.g., notes and outlines) to plan writing.	<b>Teacher's Guide:</b> 30, 31, 43, 49, 50, 68, 70, 72, 75, 79, 81, 85, 106, 120 <b>Daybook:</b> 10-11, 12-13, 38-41, 52-54, 55-56, 93-95, 98-100, 102-103, 109-110, 122, 130, 175-176, 200-201

Standard	<i>Daybook of Critical Reading and Writing, Gr. 12</i>
<b>Drafting, Revising and Editing</b>	
6. Organize writing, to create a coherent whole, with an effective and engaging introduction, body and conclusion and a closing sentence that summarizes, extends or elaborates on points or ideas in the writing.	<b>Teacher’s Guide:</b> 40, 64, 94, 105, 116 <b>Daybook:</b> 33-34, 85-86, 149-150, 172-174, 192-193
7. Use a variety of sentence structures and lengths (e.g., simple, compound and complex sentences; parallel or repetitive sentence structure).	The opportunity to address this objective is available throughout the text.
8. Use paragraph form in writing, including topic sentences arranging paragraphs in a logical sequence, using effective transitions and closing sentences and maintaining coherence across the whole through the use of parallel structures.	<b>Teacher’s Guide:</b> 30, 331, 36, 40, 43, 46, 57, 64, 68, 70, 78, 81, 84, 88, 94, 99, 105, 1116, 118 <b>Daybook:</b> 10-11, 12-13, 22-25, 33-34, 38-41, 47-48, 71-72, 85-86, 93-95, 98-100, 114-117, 122, 126-129, 137-138, 149-150, 159-161, 172-174, 192-193, 196-198
9. Use precise language, action verbs, sensory details, colorful modifiers and style as appropriate to audience and purpose, and use techniques to convey a personal style and voice.	<b>Teacher’s Guide:</b> 33, 39, 54, 55, 56, 58, 60, 61, 63, 66, 68, 69, 72, 73, 84, 90, 91, 97, 98, 120, 123 <b>Daybook:</b> 16-17, 30-32, 62-64, 65-67, 68-70, 73-74, 76-78, 79-80, 83-84, 88-90, 93-95, 96-97, 102-103, 104-105, 126-129, 140-141, 142-143, 154-155, 156-158, 200-201, 210-212
10. Use available technology to compose text.	The opportunity to address this objective is available throughout the text.
11. Reread and analyze clarity of writing, consistency of point of view and effectiveness of organizational structure.	The opportunity to address this objective is available in the following lessons: <b>Teacher’s Guide:</b> 32, 51, 86, 102 <b>Daybook:</b> 14-15, , 57-58, 131-133, 164-166
12. Add and delete examples and details to better elaborate on a stated central idea, to develop more precise analysis or persuasive argument or to enhance plot, setting and character in narrative texts.	The opportunity to address this objective is available throughout the text.
13. Rearrange words, sentences and paragraphs, and add transitional words and phrases to clarify meaning and achieve specific aesthetic and rhetorical purposes.	The opportunity to address this objective is available throughout the text.
14. Use resources and reference materials (e.g., dictionaries and thesauruses) to select effective and precise vocabulary that maintains consistent style, tone and voice.	The opportunity to address this objective is available throughout the text.
15. Proofread writing, edit to improve conventions (e.g., grammar, spelling, punctuation and capitalization), identify and correct fragments and run-ons and eliminate inappropriate slang or informal language.	The opportunity to address this objective is available throughout the text.
16. Apply tools (e.g., rubric, checklist and feedback) to judge the quality of writing.	The opportunity to address this objective is available throughout the text.

<b>Standard</b>	<b><i>Daybook of Critical Reading and Writing, Gr. 12</i></b>
<b>Publishing</b>	
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 and graphs) to enhance the final product.	<b>Teacher's Guide:</b> 57, 64, 90, 115, 115 <b>Daybook:</b> 71-72, 85-86, 140-141, 188-189, 190-191

## Writing Applications

### LEARNING STANDARD 7

<b>Standard</b>	<b><i>Daybook of Critical Reading and Writing, Gr. 12</i></b>
1. Write reflective compositions that: <ul style="list-style-type: none"> <li>a. use personal experiences as a basis for reflection on some aspect of life;</li> <li>b. draw abstract comparisons between specific incidents and abstract concepts;</li> <li>c. maintain a balance between describing incidents and relating them to more general, abstract ideas that illustrate personal beliefs; and</li> <li>d. move from specific examples to generalizations about life.</li> <li>e.</li> </ul>	No specific lesson found
2. Write responses to literature that: <ul style="list-style-type: none"> <li>a. advance a judgment that is interpretive, analytical, evaluative or reflective;</li> <li>b. support key ideas and viewpoints with accurate and detailed references to the text or to other works and authors;</li> <li>c. analyze the author's use of stylistic devices and express an appreciation of the effects the devices create;</li> <li>d. identify and assess the impact of possible ambiguities, nuances and complexities within text;</li> <li>e. anticipate and answer a reader's questions, counterclaims or divergent interpretations; and</li> <li>f. provide a sense of closure to the writing.</li> </ul>	<b>Teacher's Guide:</b> 29-34, 35-40, 41-46, 47-52, 53-58, 59-64, 65-70, 71-76, 77-82, 83-88, 89-94, 95-100, 101-106, 107-112, 113-118, 119-126 <b>Daybook:</b> 9-20, 21-34, 35-48, 49-60, 61-74, 75-86, 87-100, 101-112, 113-124, 125-138, 139-150, 151-162, 163-176, 177-186, 187-198, 199-214
3. Write functional documents (e.g., requests for information, resumes, letters of complaint, memos, proposals) that: <ul style="list-style-type: none"> <li>a. report, organize and convey information accurately;</li> <li>b. use formatting techniques that make a document user-friendly;</li> <li>c. anticipate reader's problems, mistakes and misunderstandings.</li> </ul>	No specific lesson found

<b>Standard</b>	<b><i>Daybook of Critical Reading and Writing, Gr. 12</i></b>
<p>4. Write informational essays or reports, including research, that:</p> <ol style="list-style-type: none"> <li>develop a controlling idea that conveys a perspective on the subject;</li> <li>create an organizing structure appropriate to purpose, audience and context;</li> <li>include information on all relevant perspectives, considering the validity and reliability of primary and secondary sources;</li> <li>make distinctions about the relative value and significance of specific data, facts and ideas;</li> <li>anticipate and address a reader’s potential biases, misunderstandings and expectations; and</li> <li>provide a sense of closure to the writing.</li> </ol>	<p><b>Teacher’s Guide:</b> 30, 69, 73, 80, 84, 97, 98, 100, 102, 114, 122, 124  <b>Daybook:</b> 10-11, 96-97, 104-105, 119-121, 126-129, 154-155, 156-158, 162, 164-166, 188-189, 206-209, 213-214</p>
<p>5. Write persuasive compositions that:</p> <ol style="list-style-type: none"> <li>articulate a clear position;</li> <li>support assertions using rhetorical devices including appeals to emotion or logic, personal anecdotes; and</li> <li>develop arguments using a variety of methods (e.g., examples, beliefs, expert opinion, cause-effect reasoning).</li> </ol>	<p><b>Teacher’s Guide:</b> 102, 104, 105  <b>Daybook:</b> 164-166, 169-171, 172-174</p>
<p>6. Produce informal writings (e.g., journals, notes, poems) for various purposes.</p>	<p><b>Teacher’s Guide:</b> 29-34, 35-40, 41-46, 47-52, 53-58, 59-64, 65-70, 71-76, 77-82, 83-88, 89-94, 95-100, 101-106, 107-112, 113-118, 119-126  <b>Daybook:</b> 9-20, 21-34, 35-48, 49-60, 61-74, 75-86, 87-100, 101-112, 113-124, 125-138, 139-150, 151-162, 163-176, 177-186, 187-198, 199-214</p>

## Writing Conventions

### L E A R N I N G   S T A N D A R D   8

<b>Standard</b>	<b><i>Daybook of Critical Reading and Writing, Gr. 12</i></b>
<b>Spelling</b>	
1. Use correct spelling conventions.	The opportunity to address this objective is available throughout the text.
<b>Punctuation and Capitalization</b>	
2. Use correct capitalization and punctuation.	The opportunity to address this objective is available throughout the text.
<b>Grammar and Usage</b>	
3. Use correct grammar (e.g., verb tenses, parallel structure, indefinite and relative pronouns).	The opportunity to address this objective is available throughout the text.

**LEARNING STANDARD 9**

<b>Standard</b>	<b><i>Daybook of Critical Reading and Writing, Gr. 12</i></b>
<p>1. Compose open-ended questions for research (assigned or personal interest) and modify questions as necessary during inquiry and investigation to narrow the focus or extend the investigation.</p>	<p>The opportunity to address this objective is available in the following lessons:  <b>Teacher’s Guide:</b> 30, 69, 73, 80, 84, 97, 98, 100, 102, 114, 122, 124  <b>Daybook:</b> 10-11, 96-97, 104-105, 119-121, 126-129, 154-155, 156-158, 162, 164-166, 188-189, 206-209, 213-214</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>The opportunity to address this objective is available in the following lessons:  <b>Teacher’s Guide:</b> 30, 69, 73, 80, 84, 97, 98, 100, 102, 114, 122, 124  <b>Daybook:</b> 10-11, 96-97, 104-105, 119-121, 126-129, 154-155, 156-158, 162, 164-166, 188-189, 206-209, 213-214</p>
<p>3. Determine the accuracy of sources and the credibility of the author by analyzing the sources’ validity (e.g., authority, accuracy, objectivity, publication date and coverage, etc).</p>	<p>The opportunity to address this objective is available in the following lessons:  <b>Teacher’s Guide:</b> 30, 69, 73, 80, 84, 97, 98, 100, 102, 114, 122, 124  <b>Daybook:</b> 10-11, 96-97, 104-105, 119-121, 126-129, 154-155, 156-158, 162, 164-166, 188-189, 206-209, 213-214</p>
<p>4. Analyze the complexities and discrepancies in information and systematically organize relevant information to support central ideas, concepts and themes.</p>	<p>The opportunity to address this objective is available in the following lessons:  <b>Teacher’s Guide:</b> 30, 69, 73, 80, 84, 97, 98, 100, 102, 114, 122, 124  <b>Daybook:</b> 10-11, 96-97, 104-105, 119-121, 126-129, 154-155, 156-158, 162, 164-166, 188-189, 206-209, 213-214</p>
<p>5. Integrate quotations and citations into written text, maintaining a flow of ideas.</p>	<p>The opportunity to address this objective is available in the following lessons:  <b>Teacher’s Guide:</b> 30, 69, 73, 80, 84, 97, 98, 100, 102, 114, 122, 124  <b>Daybook:</b> 10-11, 96-97, 104-105, 119-121, 126-129, 154-155, 156-158, 162, 164-166, 188-189, 206-209, 213-214</p>
<p>6. Use style guides to produce oral and written reports that give proper credit for sources and include appropriate in-text documentation, notes and an acceptable format for source acknowledgement.</p>	<p>The opportunity to address this objective is available in the following lessons:  <b>Teacher’s Guide:</b> 30, 69, 73, 80, 84, 97, 98, 100, 102, 114, 122, 124  <b>Daybook:</b> 10-11, 96-97, 104-105, 119-121, 126-129, 154-155, 156-158, 162, 164-166, 188-189, 206-209, 213-214</p>
<p>7. 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 defend the credibility and validity of the information requested.</p>	<p>The opportunity to address this objective is available in the following lessons:  <b>Teacher’s Guide:</b> 30, 69, 73, 80, 84, 97, 98, 100, 102, 114, 122, 124  <b>Daybook:</b> 10-11, 96-97, 104-105, 119-121, 126-129, 154-155, 156-158, 162, 164-166, 188-189, 206-209, 213-214</p>

## Communication: Oral and Visual

### LEARNING STANDARD 10

Standard	<i>Daybook of Critical Reading and Writing, Gr. 12</i>
<b>Listening and Viewing</b>	
1. Apply active listening strategies (e.g., monitoring message for clarity, selecting and organizing essential information, noting cues such as changes in pace).	The opportunity to address this objective is available throughout the text.
2. Analyze types of arguments used by the speaker, such as causation, analogy and logic.	No specific lesson found
3. Critique the clarity, effectiveness and overall coherence of a speaker's key points.	No specific lesson found
4. Evaluate how language choice, diction, syntax and delivery style (e.g., repetition, appeal to emotion, eye contact) affect the mood and tone and impact the audience.	No specific lesson found
<b>Speaking Skills and Strategies</b>	
5. Demonstrate an understanding of the rules of the English language and select language appropriate to purpose and audience.	The opportunity to address this objective is available throughout the text.
6. Adjust volume, phrasing, enunciation, voice modulation and inflection to stress important ideas and impact audience response.	<b>Teacher's Guide:</b> 57, 64, 90, 114, 115 <b>Daybook:</b> 71-72, 85-86, 140-141, 188-189, 190-191
7. Vary language choices as appropriate to the context of the speech.	No specific lesson found
<b>Speaking Applications</b>	
8. Deliver informational presentations (e.g., expository, research) that: a. present a clear and distinctive perspective on the subject; b. present events or ideas in a logical sequence; c. support the controlling idea or thesis with well-chosen and relevant facts, details, examples, quotations, statistics, stories and anecdotes; d. include an effective introduction and conclusion and use a consistent organizational structure (e.g., cause-effect, compare-contrast, problem-solution); e. use appropriate visual materials (e.g., diagrams, charts, illustrations) and available technology to enhance presentation; and f. draw from and cite multiple sources including both primary and secondary sources and consider the validity and reliability of sources.	The opportunity to address this objective is available in the following lessons: <b>Teacher's Guide:</b> 30, 69, 73, 80, 84, 97, 98, 100, 102, 114, 122, 124 <b>Daybook:</b> 10-11, 96-97, 104-105, 119-121, 126-129, 154-155, 156-158, 162, 164-166, 188-189, 206-209, 213-214
9. Deliver formal and informal descriptive presentations that convey relevant information and descriptive details.	The opportunity to address this objective is available throughout the text.

<b>Standard</b>	<b><i>Daybook of Critical Reading and Writing, Gr. 12</i></b>
<p>10. Deliver persuasive presentations that:</p> <ul style="list-style-type: none"> <li>a. establish and develop a logical and controlled argument;</li> <li>b. include relevant evidence, differentiating between evidence and opinion to a support position and to address counter-arguments or listener bias;</li> <li>c. use persuasive strategies such as rhetorical devices; anecdotes and appeals to emotion, authority, reason, pathos and logic;</li> <li>d. consistently use common organizational structures as appropriate (e.g., cause-effect, compare-contrast, problem-solution); and</li> <li>e. use speaking techniques (e.g., reasoning, emotional appeal, case studies or analogies).</li> </ul>	<p>The opportunity to address this objective is available in the following lessons:  <b>Teacher’s Guide:</b> 105  <b>Daybook:</b> 172-174</p>



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