

**DAYBOOKS OF CRITICAL READING
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Grades 6-9

correlated to

**Oregon Grade Level English/
Language Arts and
CIM/CAM Standards**



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**Daybook of Critical Reading and Writing © 2007
correlated to
Oregon English/Language Arts Standards
Grade 6**

Reading Strand – Grade 6

Decoding and Word Recognition:

**Analyze words, recognize words, and learn to read grade-level text fluently
across the subject areas.**

Standard	Daybook of Critical Reading and Writing, Gr. 6
<p>EL.06.RE.01 Read aloud grade-level narrative text and informational text fluently and accurately with effective pacing, intonation, and expression.</p>	<p>Teacher’s Edition: opportunity exists reading selections 10-12, 13-15, 17-19, 20, 22-24, 26-28, 29-32, 33-34, 36-37, 42-43, 44-45, 47-48, 49-52, 53-54, 58-59, 60-61, 67-68, 69-70, 86-87, 89-91, 93-94, 96-97, 102-105, 108-109, 121-122, 123-124, 128-129, 132, 135, 137, 138-139, 140, 143, 145, 148-150, 151-152, 153-154, 156-157, 158-159, 160-161, 164-165, 166-167, 171, 173, 192-193, 195-196, 198-199, 201-203, 204-205, 208-210, 214</p>
<p>EL.06.RE.02 Read or demonstrate progress toward reading at an independent and instructional reading level appropriate to grade level.</p>	<p>Teacher’s Edition: opportunity exists with each reading selection 10-12, 13-15, 17-19, 20, 22-24, 26-28, 29-32, 33-34, 36-37, 42-43, 44-45, 47-48, 49-52, 53-54, 58-59, 60-61, 67-68, 69-70, 72, 75, 77, 79, 81, 86-87, 89-91, 93-94, 96-97, 99-100, 102-105, 108-109, 118, 121-122, 123-124, 128-129, 132, 135, 137, 138-139, 140, 143, 145, 148-150, 151-152, 153-154, 156-157, 158-159, 160-161, 164-165, 166-167, 171, 173, 176, 177, 179, 182, 188, 189, 192-193, 195-196, 198-199, 201-203, 204-205, 208-210, 214</p>

L i s t e n t o a n d R e a d I n f o r m a t i o n a l a n d N a r r a t i v e T e x t

Listen to, read, and understand a variety of informational and narrative text across the subject areas at school an on own, applying comprehension strategies as needed.

Standard	Daybook of Critical Reading and Writing, Gr. 6
<p>EL.06.RE.03 Listen to, read, and understand a wide variety of informational and narrative text, including classic and contemporary literature, poetry, magazines, newspapers, reference materials, and online information.</p>	<p>Teacher’s Edition: reading selections provide exposure to a variety of genres and material 10-12, 13-15, 17-19, 20, 22-24, 26-28, 29-32, 33-34, 36-37, 42-43, 44-45, 47-48, 49-52, 53-54, 58-59, 60-61, 67-68, 69-70, 72, 75, 77, 79, 81, 86-87, 89-91, 93-94, 96-97, 99-100, 102-105, 108-109, 118, 121-122, 123-124, 128-129, 132, 135, 137, 138-139, 140, 143, 145, 148-150, 151-152, 153-154, 156-157, 158-159, 160-161, 164-165, 166-167, 171, 173, 176, 177, 179, 182, 188, 189, 192-193, 195-196, 198-199, 201-203, 204-205, 208-210, 214</p>
<p>EL.06.RE.04 Make connections to text, within text, and among texts across the subject areas.</p>	<p>Teacher’s Edition: 13-16, 39, 56, 121-122, 148-152, 153-155, 156, 157, 160-162, 202</p>
<p>EL.06.RE.06 Match reading to purpose--location of information, full comprehension, and personal enjoyment.</p>	<p>Teacher’s Edition: 33, 36, 192, 201, 204; opportunity also exists 144</p>
<p>EL.06.RE.07 Understand and draw upon a variety of comprehension strategies as needed--re-reading, self-correcting, summarizing, class and group discussions, generating and responding to essential questions, making predictions, and comparing information from several sources.</p>	<p>Teacher’s Edition: 10-12, 13-15, 17-19, 20, 22-24, 26-28, 29-32, 33-34, 36-37, 42-43, 44-45, 47-48, 49-52, 53-54, 58-59, 60-61, 67-68, 69-70, 72, 75, 77, 79, 81, 86-87, 89-91, 93-94, 96-97, 99-100, 102-105, 108-109, 118, 121-122, 123-124, 128-129, 132, 135, 137, 138-139, 140, 143, 145, 148-150, 151-152, 153-154, 156-157, 158-159, 160-161, 164-165, 166-167, 171, 173, 176, 177, 179, 182, 188, 189, 192-193, 195-196, 198-199, 201-203, 204-205, 208-210, 214</p>
<p>EL.06.RE.08 Clearly identify specific words or wordings that are causing comprehension difficulties and use strategies to correct.</p>	<p>Teacher’s Edition: 171; opportunity also exists 44</p>

V o c a b u l a r y

Increase word knowledge through systematic vocabulary development; determine the meaning of new words by applying knowledge of word origins, word relationships, and context clues; verify the meaning of new words; and use those new words accurately across the subject areas.

Standard	Daybook of Critical Reading and Writing, Gr. 6
<p>EL.06.RE.09 Understand, learn, and use new vocabulary that is introduced and taught directly through informational text, literary text, and instruction across the subject areas.</p>	<p>Teacher’s Edition: 33, 42, 47, 60, 64, 67, 72, 86, 99, 102, 138, 153, 164, 173, 182, 195, 204</p>
<p>EL.06.RE.10 Develop vocabulary by listening to and discussing both familiar and conceptually challenging selections read aloud across the subject areas.</p>	<p>Teacher’s Edition: opportunity may exist 93</p>
<p>EL.06.RE.11 <i>Determine the meaning of unknown words or words with unusual meanings in informational and narrative text by using word, sentence, and paragraph clues.</i></p>	<p>Teacher’s Edition: 44, 118, 171; opportunity also exists 10, 17, 20, 29, 79, 108, 128, 132, 148</p>
<p>EL.06.RE.12 <i>Interpret figurative language, including similes, metaphors, and words with multiple meanings.</i></p>	<p>Teacher’s Edition: 64, 67, 72-74, 75-76, 77-78, 81-82, 164, 199, 201; opportunity also exists 132</p>
<p>EL.06.RE.13 Understand and explain "shades of meaning" in related words.</p>	<p>Teacher’s Edition: opportunity exists 79-80, 87, 99, 156</p>
<p>EL.06.RE.14 Determine pronunciations, meanings, alternate word choices, and parts of speech, using dictionaries and thesauruses.</p>	<p>Teacher’s Edition: 96, 144, 151</p>

Read to Perform a Task

Find, understand, and use specific information in a variety of texts across the subject areas to perform a task.

Standard	Daybook of Critical Reading and Writing, Gr. 6
<p>EL.06.RE.15 Read textbooks, biographical sketches, letters, diaries, directions, procedures, magazines, essays, primary source historical documents, editorials, news stories, periodicals, bus routes, and catalogs.</p>	<p>Teacher’s Edition: reading selections provide exposure to a variety of genres and material 10-12, 13-15, 17-19, 20, 22-24, 26-28, 29-32, 33-34, 36-37, 42-43, 44-45, 47-48, 49-52, 53-54, 58-59, 60-61, 67-68, 69-70, 72, 75, 77, 79, 81, 86-87, 89-91, 93-94, 96-97, 99-100, 102-105, 108-109, 118, 121-122, 123-124, 128-129, 132, 135, 137, 138-139, 140, 143, 145, 148-150, 151-152, 153-154, 156-157, 158-159, 160-161, 164-165, 166-167, 171, 173, 176, 177, 179, 182, 188, 189, 192-193, 195-196, 198-199, 201-203, 204-205, 208-210, 214</p>
<p>EL.06.RE.16 <i>Locate information in titles, tables of contents, chapter headings, illustrations, captions, glossaries, indexes, graphs, charts, diagrams, and tables to aid understanding of grade-level text.</i></p>	<p>Teacher’s Edition: 66, 132, 133, 135-157; opportunity exists 3-7, 9, 25, 41, 57, 71, 85, 101, 117, 131, 147, 163, 175, 191, 207, 226-231, 273-274</p>

Informational Text: Demonstrate General Understanding

Demonstrate general understanding of grade-level informational text across the subject areas.

Standard	Daybook of Critical Reading and Writing, Gr. 6
<p>EL.06.RE.19 <i>Identify and/or summarize sequence of events, main ideas, facts, supporting details, and opinions in informational and practical selections.</i></p>	<p>Teacher’s Edition: 33, 34, 58-59, 135, 136, 139, 145, 167, 173</p>
<p>EL.06.RE.20 Clarify understanding of informational texts by creating simple outlines, graphic organizers, diagrams, logical notes, or summaries.</p>	<p>Teacher’s Edition: 34, 35, 39, 59, 62, 139, 141, 167, 172, 205</p>

**I n f o r m a t i o n a l T e x t : D e v e l o p a n
I n t e r p r e t a t i o n :**

Develop an interpretation of grade-level informational text across the subject areas.

Standard	Daybook of Critical Reading and Writing, Gr. 6
EL.06.RE.21 <i>Predict future outcomes supported by the text.</i>	Teacher’s Edition: 35
EL.06.RE.22 <i>Make reasonable, logical statements, conclusions, and inferences about a text, supporting them with accurate examples from the text.</i>	Teacher’s Edition: 38, 129; opportunity also exists 65, 122
EL.06.RE.23 <i>Infer the main idea when it is not explicitly stated, and support with evidence from the text.</i>	Teacher’s Edition: 34, 136, 171, 173

**I n f o r m a t i o n a l T e x t : E x a m i n e C o n t e n t a n d
S t r u c t u r e :**

Examine content and structure of grade-level informational text across the subject areas.

Standard	Daybook of Critical Reading and Writing, Gr. 6
EL.06.RE.24 <i>Draw conclusions about the author's overall purpose as well as the author's placement and inclusion of specific information in the text.</i>	Teacher’s Edition: 36-38, 64, 66, 122, 165, 173; opportunity also exists 22, 171
EL.06.RE.25 <i>Distinguish among facts, supported inferences, and opinions in text.</i>	Teacher’s Edition: 164, 165, 168; opportunity also exists 166-167
EL.06.RE.26 <i>Draw conclusions about reasons for actions or beliefs based on an analysis of information in the text.</i>	Teacher’s Edition: opportunity exists 64-66, 129, 165
EL.06.RE.27 Identify and analyze text that uses the compare-and-contrast and cause-and-effect organizational patterns.	Teacher’s Edition: 60-62
EL.06.RE.28 Compare and contrast information on the same topic after reading two passages or articles.	Teacher’s Edition: 39, 69-70, 141

Writing Strand – Grade 6

Planning, Evaluation, and Revision: Pre-write, draft, revise, edit, and publish across the subject areas.

Standard	Daybook of Critical Reading and Writing, Gr. 6
EL.06.WR.01 Use a variety of strategies to prepare for writing, such as brainstorming, making lists, mapping, outlining, grouping related ideas, using graphic organizers, and taking notes.	Teacher's Edition: 39-40, 64-66, 111, 127, 169, 170, 212, 217, 227, 231, 232, 234, 235, 236, 237, 238
EL.06.WR.02 Discuss ideas for writing with classmates, teachers, and other writers, and develop drafts alone and collaboratively.	Teacher's Edition: 65, 112, 212
EL.06.WR.03 Identify audience and purpose.	Teacher's Edition: 170; opportunity also exists 230, 231, 236
EL.06.WR.04 Choose the form of writing that best suits the intended purpose--personal letter, letter to the editor, review, poem, report, or narrative.	Teacher's Edition: 127, 170, 227, 229
EL.06.WR.05 Use the writing process--prewriting, drafting, revising, editing, and publishing successive versions.	Teacher's Edition: 84, 111-115, 185-187, 212-213, 217-219, 227-238; opportunity exists 169-170
EL.06.WR.06 Focus on a central idea, excluding loosely related, extraneous, and repetitious information.	Teacher's Edition: 84, 115, 170, 186, 187, 219; opportunity also exists 185, 227-238
EL.06.WR.07 Use a scoring guide to review, evaluate, and revise writing for meaning and clarity.	Teacher's Edition: 114, 186, 187, 219, 227-238
EL.06.WR.08 Revise drafts to improve the organization and consistency of ideas within and between paragraphs.	Teacher's Edition: 114-115, 186, 219, 229-238; opportunity also exists 84, 190
EL.06.WR.09 Edit and proofread one's own writing, as well as that of others, using the writing conventions, and, for example, an editing checklist or list of rules with specific examples of corrections of specific errors.	Teacher's Edition: 114-115, 186, 219, 229-238; opportunity also exists 84, 190

W r i t i n g

Communicate supported ideas across the subject areas, including relevant examples, fact, anecdotes, and details appropriate to audience and purpose that engage reader interest; organize information in clear sequence, making connections and transitions among ideas, sentences, and paragraphs; and use precise words and fluent sentence structures that support meaning.

Standard	Daybook of Critical Reading and Writing, Gr. 6
<p>EL.06.WR.10 <i>Write for different purposes and to a specific audience or person, adjusting tone and style as necessary.</i></p>	<p>Teacher’s Edition: opportunity exists throughout text, especially 12, 14, 17, 21, 23, 28, 35, 48, 63, 70, 76, 88, 92, 97, 100, 114, 129, 130, 141, 159, 170, 219-219, 227-238</p>
<p>EL.06.WR.11 <i>Write multi-paragraph compositions that:</i></p> <ul style="list-style-type: none"> • <i>Engage the interest of the reader.</i> • <i>State a clear purpose.</i> • <i>Use common organizational structures for providing information in writing, such as chronological order, cause-and-effect, similarity and difference, and posing and answering a question.</i> • <i>Develop the topic with supporting details and precise language.</i> • <i>Provide transitions to link paragraphs.</i> • <i>Conclude with a detailed summary linked to the purpose of the composition.</i> 	<p>Teacher’s Edition: 21, 23, 92, 114-115, 217-219, 227-238; opportunity also exists 35, 46, 48, 56, 98, 129, 159</p>
<p>EL.06.WR.12 <i>Create an organizational structure that is clearly sequenced and uses effective transitions between sentences and paragraphs to unify important ideas.</i></p>	<p>Teacher’s Edition: opportunity exists 21, 23, 35, 46, 48, 56, 98, 114-115, 129, 159, 217-219, 229-238</p>
<p>EL.06.WR.13 <i>Use a variety of descriptive words to paint a visual image in the mind of the reader.</i></p>	<p>Teacher’s Edition: 21, 46, 74, 76, 82-83, 114-115, 184, 186-187, 219; opportunity also exists 229-238</p>
<p>EL.06.WR.14 <i>Make paragraph breaks when using dialogue.</i></p>	<p>Teacher’s Edition: 31, 32, 88, 114-115, 159, 219, 229-238</p>
<p>EL.06.WR.15 <i>Use simple, compound, and complex sentences.</i></p>	<p>Teacher’s Edition: 114, 219, 229-238</p>

C o n v e n t i o n s : S p e l l i n g

Demonstrate knowledge of spelling, grammar, punctuation, capitalization, and penmanship across the subject areas.

Standard	Daybook of Critical Reading and Writing, Gr. 6
EL.06.WR.17 <i>Spell correctly frequently misspelled words (their/they're/there, loose/lose/loss, choose/chose, through/threw, it's/its).</i>	Teacher's Edition: opportunity exists throughout text, particularly 84, 114, 186, 190, 219, 229-238

C o n v e n t i o n s : G r a m m a r

Standard	Daybook of Critical Reading and Writing, Gr. 6
EL.06.WR.18 <i>Correctly use:</i>	Teacher's Edition: opportunity exists 17, 82, 83, 84, 114-115, 184, 186-187, 190, 219, 229-238
<ul style="list-style-type: none"> • <i>indefinite pronouns (all, another, both, each, either, few, many, none, one, other, several, some),</i> • <i>present perfect verb tense (have been, has been),</i> • <i>past perfect verb tense (had been), and</i> • <i>future perfect verb tense (shall have been).</i> 	
EL.06.WR.19 <i>Ensure that verbs agree with compound subjects.</i>	Teacher's Edition: opportunity exists 17, 84, 114-115, 184, 186-187, 190, 219, 229-238

C o n v e n t i o n s : P u n c t u a t i o n

Standard	Daybook of Critical Reading and Writing, Gr. 6
EL.06.WR.20 <i>Correctly use:</i>	Teacher's Edition: 21, 100, 229, 232; opportunity also may exist throughout text in writing exercises, responses and pieces
<ul style="list-style-type: none"> • <i>colons after the salutation (greeting) in business letters (Dear Sir:),</i> • <i>semicolons to connect main clauses (Katy went to school; her brother stayed home),</i> • <i>commas before the conjunction in compound sentences (We worked all day, but we didn't complete the project.), and</i> • <i>semicolons and commas for transitions (The deadline is passed; however, we can do it next year.).</i> 	

C o n v e n t i o n s : C a p i t a l i z a t i o n

Standard	Daybook of Critical Reading and Writing, Gr. 6
EL.06.WR.21 <i>Use correct capitalization.</i>	Teacher’s Edition: 114, 219, 229-238; opportunity also exists throughout text in writing exercises, responses, and pieces

C o n v e n t i o n s : H a n d w r i t i n g

Standard	Daybook of Critical Reading and Writing, Gr. 6
EL.06.WR.22 Write legibly.	Teacher’s Edition: 84, 114-115, 186, 187, 190, 219, 229-238; opportunity also exists throughout text

W r i t i n g M o d e s

Write narrative, expository, and persuasive texts, using a variety of written forms – including journals, essays, short stories, poems, research reports, research papers, business and technical writing – to express ideas appropriate to audience and purpose across the subject areas.

Standard	Daybook of Critical Reading and Writing, Gr. 6
<i>Personal Narrative</i>	Teacher’s Edition: 24, 35, 48, 56, 88, 92, 150, 159, 197, 206, 217-219, 228, 238
<i>Fictional Narrative</i>	Teacher’s Edition: 17, 28, 34, 46, 68, 70, 92, 95, 97, 114, 194, 203, 229
<i>Expository</i>	Teacher’s Edition: 19, 37, 52, 53, 56, 63, 68, 70, 74, 98, 100, 104, 119, 120, 122, 125, 127, 136, 141, 146, 168, 174, 203, 219, 227, 229, 232, 233, 234, 235
<i>Persuasive</i>	Teacher’s Edition: 65, 129, 130, 170, 172, 227, 230, 231, 236

Writing Applications: Narrative Writing

Standard	Daybook of Critical Reading and Writing, Gr. 6
<p>EL.06.WR.23 Write fictional narratives:</p> <ul style="list-style-type: none"> • Establish and develop a plot and setting, and present a point of view that is suitable to the story. • Include sensory details and clear language to develop plot and character. • Use a range of narrative devices, such as dialogue or suspense. 	<p>Teacher’s Edition: 17, 28, 34, 46, 68, 70, 92, 95, 97, 114, 194, 203, 229</p>

Writing Applications: Expository Writing: Response to Literary Text

Standard	Daybook of Critical Reading and Writing, Gr. 6
<p>EL.06.WR.24 Write responses to literature:</p> <ul style="list-style-type: none"> • Develop interpretations that show careful reading, understanding, and insight. • Organize the interpretations around several clear ideas. • Develop and justify the interpretations through the use of examples and evidence from the text. 	<p>Teacher’s Edition: 14, 39, 40, 56, 87, 94, 97, 127, 152, 155, 162, 193</p>

Writing Applications: Expository Writing: Research Reports/Multi-Media Presentations (4 - CIM) subject areas.

Standard	Daybook of Critical Reading and Writing, Gr. 6
<p>EL.06.WR.25 Write research reports:</p> <ul style="list-style-type: none"> • Pose relevant questions that are focused enough to be thoroughly answered in the report. • Identify credible sources. • Support the main idea or ideas with facts, details, examples, and explanations from multiple authoritative sources, such as speakers, newspapers and magazines, reference books, and online information searches. • Include references used. 	<p>Teacher’s Guide: opportunity exists 40, 66, 125, 137, 141, 144-145, 146, 152, 203, 211</p>

Writing Applications: Persuasive Writing (4 - CIM)

Standard	Daybook of Critical Reading and Writing, Gr. 6
<p>EL.06.WR.26 Write persuasive compositions:</p> <ul style="list-style-type: none"> • State a clear position on a proposition or proposal. • Support the position with organized and relevant evidence. • Anticipate and address reader concerns and counter-arguments. 	<p>Teacher's Edition: 65, 129, 130, 170, 172, 227, 230, 231, 236</p>

Writing Applications: Summaries, Business Letters, Job Applications and Resumes, Technical Writing (4 - CIM)

Standard	Daybook of Critical Reading and Writing, Gr. 6
<p>EL.06.WR.27 Write summaries, using formal paragraph structure, that contain the main ideas and most significant details using the student's own words, except for quotations.</p>	<p>Teacher's Edition: 52, 53, 119, 120, 122, 125, 136, 173</p>

Research Report Writing

Investigate topics of interest and importance across the subject areas, selecting appropriate media sources, using effective research processes, and demonstrating ethical use of resources and materials.

Standard	Daybook of Critical Reading and Writing, Gr. 6
EL.06.WR.28 Use organizational features of electronic text (e.g., bulletin boards, databases, keyword searches, e-mail addresses) to locate information.	Teacher's Edition: opportunity exists 144-145
EL.06.WR.29 Use effective note-taking techniques to ensure appropriate documentation of quoted as well as paraphrased material.	Teacher's Guide: 138-141; opportunity also exists 40, 66, 125, 137, 144-145, 146, 152, 203, 211
EL.06.WR.30 Use a variety of resource materials to gather information for research topics (e.g., books, magazines, newspapers, dictionaries, schedules, journals, phone directories, web resources).	Teacher's Guide: 40, 66, 125, 137, 141, 144-145, 146, 152, 203, 211
EL.06.WR.31 Compose documents with appropriate formatting by using word-processing skills and principles of design (e.g., margins, tabs, spacing, columns, page orientation)	Teacher's Edition: opportunity exists throughout text, but especially 84, 114-115, 186, 187, 190, 219, 229-238
EL.06.WR.32 Quote or paraphrase ideas from resource materials, citing them appropriately (e.g., Works Cited Entries--MLA).	Teacher's Guide: 56; opportunity also exists 40, 66, 125, 137, 141, 144-145, 146, 152, 203, 211



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Oregon English/Language Arts Standards
Grade 7**

Reading Strand – Grade 7

Decoding and Word Recognition

Analyze words, recognize words, and learn to read grade-level text fluently across the subject areas.

Standard	Daybook of Critical Reading and Writing, Gr. 7
<p>EL.07.RE.01 Read or demonstrate progress toward reading at an independent and instructional reading level appropriate to grade level.</p>	<p>Teacher’s Edition: 88, 94, 108, 198; opportunity also exists with each reading selection 10-12, 13-14, 16-18, 19-20, 22-23, 26-27, 29-31, 32, 34-35, 40, 42-43, 44, 45-46, 48-49, 54-56, 58-59, 62-63, 65, 67-68, 70, 75, 77, 80, 82, 86-88, 90-91, 93, 96-97, 99, 102-104, 107, 109-111, 112-114, 118-119, 121-123, 124-126, 127-128, 129, 135, 137-138, 140-141, 145-146, 148-149, 151-152, 154-156, 160-161, 164-165, 167-168, 169-170, 172-173, 175, 179-180, 182, 184, 190, 194-195, 195-196, 197-198, 200-201, 202-203, 204-205, 210-211, 215-216</p>

L i s t e n t o a n d R e a d I n f o r m a t i o n a l a n d N a r r a t i v e T e x t

Listen to, read, and understand a variety of informational and narrative text across the subject areas at school an on own, applying comprehension strategies as needed.

Standard	Daybook of Critical Reading and Writing, Gr. 7
<p>EL.07.RE.02 Listen to, read, and understand a wide variety of informational and narrative text, including classic and contemporary literature, poetry, magazines, newspapers, reference materials, and online information.</p>	<p>Teacher’s Edition: reading selections provide exposure to a wide variety of reading material: 10-12, 13-14, 16-18, 19-20, 22-23, 26-27, 29-31, 32, 34-35, 40, 42-43, 44, 45-46, 48-49, 54-56, 58-59, 62-63, 65, 67-68, 70, 75, 77, 80, 82, 86-88, 90-91, 93, 96-97, 99, 102-104, 107, 109-111, 112-114, 118-119, 121-123, 124-126, 127-128, 129, 135, 137-138, 140-141, 145-146, 148-149, 151-152, 154-156, 160-161, 164-165, 167-168, 169-170, 172-173, 175, 179-180, 182, 184, 190, 194-195, 195-196, 197-198, 200-201, 202-203, 204-205, 210-211, 215-216</p>
<p>EL.07.RE.03 Make connections to text, within text, and among texts across the subject areas.</p>	<p>Teacher’s Edition: 13-15, 41, 43, 46, 50, 59, 82, 86, 90, 94, 98, 100, 102-105, 121-123, 131, 147, 148-149, 151-153, 154-157, 160-162, 172-174, 184, 199, 210, 214, 216</p>
<p>EL.07.RE.05 Match reading to purpose--location of information, full comprehension, and personal enjoyment.</p>	<p>Teacher’s Edition: 16</p>
<p>EL.07.RE.06 Understand and draw upon a variety of comprehension strategies as needed--re-reading, self-correcting, summarizing, class and group discussions, generating and responding to essential questions, making predictions, and comparing information from several sources.</p>	<p>Teacher’s Edition: each response notes in each reading selection 10-12, 13-14, 16-18, 19-20, 22-23, 26-27, 29-31, 32, 34-35, 40, 42-43, 44, 45-46, 48-49, 54-56, 58-59, 62-63, 65, 67-68, 70, 75, 77, 80, 82, 86-88, 90-91, 93, 96-97, 99, 102-104, 107, 109-111, 112-114, 118-119, 121-123, 124-126, 127-128, 129, 135, 137-138, 140-141, 145-146, 148-149, 151-152, 154-156, 160-161, 164-165, 167-168, 169-170, 172-173, 175, 179-180, 182, 184, 190, 194-195, 195-196, 197-198, 200-201, 202-203, 204-205, 210-211, 215-216</p>
<p>EL.07.RE.07 Clearly identify specific words or wordings that are causing comprehension difficulties and use strategies to correct.</p>	<p>Teacher’s Edition: opportunity exists with each reading selection throughout text, but especially 132, 172</p>

V o c a b u l a r y

Increase word knowledge through systematic vocabulary development; determine the meaning of new words by applying knowledge of word origins, word relationships, and context clues; verify the meaning of new words; and use those new words accurately across the subject areas.

Standard	Daybook of Critical Reading and Writing, Gr. 7
<p>EL.07.RE.08 Understand, learn, and use new vocabulary that is introduced and taught directly through informational text, literary text, and instruction across the subject areas.</p>	<p>Teacher’s Edition: 13, 16, 22, 26, 29, 42, 67, 82, 86, 90, 93, 96, 109, 118, 134, 137, 140, 148, 151, 160, 167, 169, 197, 204, 210, 215</p>
<p>EL.07.RE.09 Develop vocabulary by listening to and discussing both familiar and conceptually challenging selections read aloud across the subject areas.</p>	<p>Teacher’s Edition: opportunity exists throughout reading selections especially 77</p>
<p>EL.07.RE.10 <i>Determine meanings of words using contextual and structural clues.</i></p>	<p>Teacher’s Edition: 10, 54, 58, 62, 96, 102, 112, 124, 172, 210; opportunity also exists 16, 22, 26, 29, 32, 86, 137, 148, 160, 167, 200</p>
<p>EL.07.RE.11 <i>Demonstrate understanding of idioms and comparisons, such as analogies, metaphors, and similes, in prose (informational and literary text) and poetry.</i></p>	<p>Teacher’s Edition: 77, 79, 152, 159, 186-189, 191-192</p>
<p>EL.07.RE.12 <i>Clarify word meanings through the use of definition, inference, example, restatement, or contrast.</i></p>	<p>Teacher’s Edition: 10, 13, 16, 19, 22, 26, 29, 32, 34, 40, 42, 54, 58, 62, 67, 70, 75, 77, 80, 82, 86, 90, 93, 96, 99, 102, 109, 112, 118, 121, 124, 129, 134, 140, 140, 145, 148, 151, 154, 160, 164, 167, 169, 172, 175, 180, 194, 197, 200, 204, 207, 210</p>
<p>EL.07.RE.13 Use knowledge of Greek, Latin, and Anglo-Saxon roots and word parts to understand subject-area vocabulary.</p>	<p>Teacher’s Edition: 34, 99, 145, 182, 184, 210</p>

Read to Perform a Task

Find, understand, and use specific information in a variety of texts across the subject areas to perform a task.

Standard	Daybook of Critical Reading and Writing, Gr. 7
<p>EL.07.RE.14 Read textbooks; biographical sketches; letters; diaries; directions; procedures; magazines; essays; primary source historical documents; editorials; news stories; periodicals; bus routes; catalogs; technical directions; consumer, workplace, and public documents.</p>	<p>Teacher’s Edition: opportunity exists with each reading selection, which provide exposure to a wide variety of reading material: 10-12, 13-14, 16-18, 19-20, 22-23, 26-27, 29-31, 32, 34-35, 40, 42-43, 44, 45-46, 48-49, 54-56, 58-59, 62-63, 65, 67-68, 70, 75, 77, 80, 82, 86-88, 90-91, 93, 96-97, 99, 102-104, 107, 109-111, 112-114, 118-119, 121-123, 124-126, 127-128, 129, 135, 137-138, 140-141, 145-146, 148-149, 151-152, 154-156, 160-161, 164-165, 167-168, 169-170, 172-173, 175, 179-180, 182, 184, 190, 194-195, 195-196, 197-198, 200-201, 202-203, 204-205, 210-211, 215-216</p>
<p>EL.07.RE.15 <i>Locate information in titles, tables of contents, chapter headings, illustrations, captions, glossaries, indexes, graphs, charts, diagrams, and tables to aid understanding of grade-level text.</i></p>	<p>Teacher’s Edition: opportunity exists 3-7, 228-234</p>

Informational Text: Demonstrate General Understanding

Demonstrate general understanding of grade-level informational text across the subject areas.

Standard	Daybook of Critical Reading and Writing, Gr. 7
<p>EL.07.RE.18 <i>Identify and/or summarize sequence of events, main ideas, facts, supporting details, and opinions in informational and practical selections.</i></p>	<p>Teacher’s Edition: 33, 162, 168, 170, 171; opportunity also exists 166</p>
<p>EL.07.RE.19 Clarify understanding of informational texts by creating outlines, graphic organizers, diagrams, logical notes, or summaries.</p>	<p>Teacher’s Edition: 33, 55, 57, 97, 100, 149, 162, 166, 168, 171, 174, 180</p>

I n f o r m a t i o n a l T e x t : D e v e l o p a n I n t e r p r e t a t i o n

Develop an interpretation of grade-level informational text across the subject areas.

Standard	Daybook of Critical Reading and Writing, Gr. 7
EL.07.RE.21 <i>Make valid inferences about an author's unstated meaning and valid conclusions about an author's stated meaning, based on facts, events, and images.</i>	Teacher's Edition: 96, 100; opportunity also exists 22-24, 63, 67
EL.07.RE.22 <i>Identify and trace the development of an author's argument, point of view, or perspective in a specific text through a graphic organizer or a summary.</i>	Teacher's Edition: 166, 168; opportunity also exists 152
EL.07.RE.23 <i>Infer the main idea when it is not explicitly stated, and support with evidence from the text.</i>	Teacher's Edition: 33, 174; opportunity also exists 164-165, 167, 169-171

I n f o r m a t i o n a l T e x t : E x a m i n e C o n t e n t a n d S t r u c t u r e

Examine content and structure of grade-level informational text across the subject areas.

Standard	Daybook of Critical Reading and Writing, Gr. 7
EL.07.RE.24 <i>Determine the author's purpose and how the author's perspective influences the text.</i>	Teacher's Edition: 99, 100; opportunity also exists 22024, 164-165, 167, 169-171, 172-173, 175
EL.07.RE.25 <i>Differentiate between conclusions that are based on fact and those that are based on opinions.</i>	Teacher's Edition: opportunity exists 55, 56
EL.07.RE.26 <i>Analyze text to determine the type and purpose of the organizational structure being used by the author (e.g., description, sequential/chronological, categorization, prioritization, comparison/contrast, or cause-and-effect).</i>	Teacher's Edition: 57, 166, 168, 169, 170
EL.07.RE.27 Compare and contrast information on the same topic after reading several passages or articles.	Teacher's Edition: 61, 152; opportunity also exists throughout Unit 4 (p 54-68) and p 99
EL.07.RE.28 Understand and analyze the differences in structure and purpose between various categories of informational text, including textbooks, newspapers, instructional manuals, essays, editorials, biographies, and autobiographies.	Teacher's Edition: opportunity may exist 152

Writing Strand – Grade 7

Planning, Evaluation, and Revision

Pre-write, draft, revise, edit, and publish across the subject areas.

Standard	Daybook of Critical Reading and Writing, Gr. 7
EL.07.WR.01 Use a variety of strategies to prepare for writing, such as brainstorming, making lists, mapping, outlining, grouping related ideas, using graphic organizers, and taking notes.	Teacher’s Edition: 15, 24, 37, 41, 43, 47, 51, 57, 58, 64, 71-73, 76, 79, 81, 92, 94, 105, 108, 111, 112-114, 120, 123, 131, 142, 150, 153, 157, 158-159, 166, 168, 171, 174, 176, 181, 183, 186-187, 190-191, 199, 202-203, 214, 218, 222
EL.07.WR.02 Discuss ideas for writing with classmates, teachers, and other writers, and develop drafts alone and collaboratively.	Teacher’s Edition: 38, 47, 71, 79, 91, 94, 108, 114, 128, 139, 146, 150, 162, 185, 191, 196, 199
EL.07.WR.03 Identify audience and purpose.	Teacher’s Edition: 168; opportunity also exists 64, 76, 84, 89, 162, 176, 233, 236
EL.07.WR.04 Choose the form of writing that best suits the intended purpose--personal letter, letter to the editor, review, poem, report, or narrative.	Teacher’s Edition: 111, 150, 203; opportunity also exists 68, 176
EL.07.WR.05 Use the writing process--prewriting, drafting, revising, editing, and publishing successive versions.	Teacher’s Edition: 38, 52, 61, 64, 66, 74, 76, 79, 84, 116, 162, 188, 208, 221, 229-240
EL.07.WR.06 Focus on a central idea, excluding loosely related, extraneous, and repetitious information.	Teacher’s Edition: 18, 66, 74, 76, 115, 208, 221, 229-240
EL.07.WR.07 Use a scoring guide to review, evaluate, and revise writing for meaning and clarity.	Teacher’s Edition: 115, 221, 229-240
EL.07.WR.08 Revise drafts to improve organization and word choice after checking the logic of the ideas and the precision of the vocabulary.	Teacher’s Edition: 74, 76, 84, 115-116, 159, 176, 188-189, 199, 221, 229-240; opportunity also exists 21, 44, 64, 66, 89, 92, 94, 132, 153, 157, 162, 168, 174, 192
EL.07.WR.09 Edit and proofread one’s own writing, as well as that of others, using the writing conventions, and, for example, an editing checklist or list of rules with specific examples of corrections of specific errors.	Teacher’s Edition: 115, 221; opportunity also exists 38, 52, 61, 64, 74, 76, 79, 84, 162, 186-188, 192, 208, 229-240

W r i t i n g

Communicate supported ideas across the subject areas, including relevant examples, fact, anecdotes, and details appropriate to audience and purpose that engage reader interest; organize information in clear sequence, making connections and transitions among ideas, sentences, and paragraphs; and use precise words and fluent sentence structures that support meaning.

Standard	Daybook of Critical Reading and Writing, Gr. 7
<p>EL.07.WR.10 <i>Write for different purposes and to a specific audience or person, adjusting style and tone as necessary to engage the interest of the reader</i></p>	<p>Teacher’s Edition: opportunity exists 24, 44, 51-52, 64, 66, 76, 79, 84, 89, 94, 105, 111, 115, 120, 123, 130, 132, 142, 150, 153, 157, 158-159, 162, 168, 171, 174, 176, 181, 185, 199, 214, 218-220, 222, 229-240</p>
<p>EL.07.WR.11 <i>Write multi-paragraph compositions--descriptions, explanations, comparison-and-contrast papers, problem and solution essays--that:</i></p> <ul style="list-style-type: none"> • <i>State the thesis or purpose.</i> • <i>Explain the situation.</i> • <i>Organize the composition clearly, following an organizational pattern appropriate to the type of composition--comparison and contrast; organization by categories; and arrangement by spatial order, order of importance, or climactic order.</i> • <i>Provide evidence to support arguments and conclusions.</i> 	<p>Teacher’s Edition: 111, 115, 132, 181, 185, 230, 232, 233, 234, 235, 236, 237, 238, 240</p>
<p>EL.07.WR.12 <i>Support all statements and claims with anecdotes (first-person accounts), descriptions, facts and statistics, and/or specific examples.</i></p>	<p>Teacher’s Edition: 38, 64, 115-116, 153, 162, 166, 168, 171, 176, 229, 230, 232, 233, 234, 236, 237, 238, 240; opportunity also exists 47, 79, 89, 108, 142, 181, 185</p>
<p>EL.07.WR.13 <i>Use varied word choices to make writing interesting and more precise.</i></p>	<p>Teacher’s Edition: 21, 66, 74, 76, 115-116, 159, 186-189, 229-240; opportunity also exists 84, 153, 192</p>

C o n v e n t i o n s : G r a m m a r

Demonstrate knowledge of spelling, grammar, punctuation, capitalization, and penmanship across the subject areas.

Standard	Daybook of Critical Reading and Writing, Gr. 7
EL.07.WR.19 <i>Correctly use all parts of speech (verbs, nouns, pronouns, adjectives, adverbs, prepositions, conjunctions, and interjections) and types and structures of sentences.</i>	Teacher's Edition: opportunity exists 76, 115-116, 162, 208, 221, 229-240
EL.07.WR.20 <i>Demonstrate appropriate English usage.</i>	Teacher's Edition: opportunity exists 76, 115-116, 162, 208, 221, 229-240

C o n v e n t i o n s : P u n c t u a t i o n

Standard	Daybook of Critical Reading and Writing, Gr. 7
EL.07.WR.23 <i>Place a question mark or exclamation point inside quotation marks when it punctuates the quotation, and outside when it punctuates the main sentence.</i>	Teacher's Edition: opportunity may exist 18, 63, 157, 181, 185, 208, 219-220

C o n v e n t i o n s : C a p i t a l i z a t i o n

Standard	Daybook of Critical Reading and Writing, Gr. 7
EL.07.WR.24 <i>Use correct capitalization.</i>	Teacher's Edition: opportunity exists 76, 115-116, 157, 190, 208, 221, 229-240

C o n v e n t i o n s : H a n d w r i t i n g

Standard	Daybook of Critical Reading and Writing, Gr. 7
EL.07.WR.25 Write legibly.	Teacher's Edition: 38, 52, 61, 64, 66, 74, 76, 79, 84, 116, 162, 188, 208, 221, 229-240

W r i t i n g M o d e s

Write narrative, expository, and persuasive texts, using a variety of written forms – including journals, essays, short stories, poems, research reports, research papers, business and technical writing – to express ideas appropriate to audience and purpose across the subject areas.

Standard	Daybook of Critical Reading and Writing, Gr. 7
<i>Personal Narrative</i>	Teacher’s Edition: 44, 61, 64, 79, 83, 98, 199, 203, 208, 231
<i>Fictional Narrative</i>	Teacher’s Edition: 18, 31, 44, 120, 157, 174, 196, 218-221, 235
<i>Expository</i>	Teacher’s Edition: 24, 33, 36, 37, 47, 52, 108, 130, 142, 152, 162, 166, 181, 185, 230, 232, 237, 238, 239
<i>Persuasive</i>	Teacher’s Edition: 168, 171, 174, 176, 229, 233, 236

W r i t i n g A p p l i c a t i o n s : N a r r a t i v e W r i t i n g

Standard	Daybook of Critical Reading and Writing, Gr. 7
<p>EL.07.WR.26 Write fictional or autobiographical narratives:</p> <ul style="list-style-type: none"> • Develop a standard plot line, including a beginning, conflict, rising action, climax, and resolution. • Develop a point of view. • Develop complex major and minor characters and a definite setting. • Use a range of appropriate strategies, such as dialogue; suspense; and the naming of specific narrative action, including movement, gestures, and expressions. 	<p>Teacher’s Edition: 18, 31, 44, 61, 64, 83, 120, 157, 174, 196, 199, 203, 208, 218-221, 231, 235</p>

**Writing Applications: Expository Writing:
Response to Literary Text**

Standard	Daybook of Critical Reading and Writing, Gr. 7
<p>EL.07.WR.27 Write responses to literature:</p> <ul style="list-style-type: none"> • Develop interpretations exhibiting careful reading, understanding, and insight. • Organize interpretations around several clear ideas, premises, or images from the literary work. • Justify interpretations through use of sustained examples and textual evidence. 	<p>Teacher's Edition: 37, 52, 79, 89, 92, 94, 99, 105, 108, 126, 166, 212, 234, 240; opportunity also exists 24, 130</p>

**Writing Applications: Expository Writing:
Research Reports / Multi-Media Presentations
(4 - C I M)**

Standard	Daybook of Critical Reading and Writing, Gr. 7
<p>EL.07.WR.28 Write research reports:</p> <ul style="list-style-type: none"> • Pose relevant questions about the topic. • Distinguish credible sources. • Convey clear and accurate perspectives on the subject. • Include evidence compiled through the formal research process, including use of the Reader's Guide to Periodical Literature, a computer catalog, magazines, newspapers, dictionaries, and other reference books. • Document sources. 	<p>Teacher's Edition: opportunity exists 36, 150, 153, 162, 171</p>

**Writing Applications: Persuasive Writing
(4 - C I M)**

Standard	Daybook of Critical Reading and Writing, Gr. 7
<p>EL.07.WR.29 Write persuasive compositions:</p> <ul style="list-style-type: none"> • State a clear position or perspective in support of a proposition or proposal. • Describe the points in support of the proposition, employing well-articulated evidence. • Anticipate and address reader concerns and counter-arguments. 	<p>Teacher's Edition: 168, 171, 174, 176, 229, 233, 236</p>

Writing Applications: Summaries, Business Letters, Job Applications and Resumes, Technical Writing (4 - CIM)

Standard	Daybook of Critical Reading and Writing, Gr. 7
<p>EL.07.WR.30 Write summaries for a variety of informational text:</p> <ul style="list-style-type: none"> • Include the main ideas and most significant details. • Use the student's own words, except for quotations. • Reflect underlying meaning, not just the superficial details. 	<p>Teacher's Edition: 32, 33, 170, 174; opportunity also exists 64</p>

Research Report Writing

Investigate topics of interest and importance across the subject areas, selecting appropriate media sources, using effective research processes, and demonstrating ethical use of resources and materials.

Standard	Daybook of Critical Reading and Writing, Gr. 7
<p>EL.07.WR.31 Identify topics; ask and evaluate questions; and develop ideas leading to inquiry, investigation, and research.</p>	<p>Teacher's Edition: opportunity exists 36, 150, 153, 162, 171</p>
<p>EL.07.WR.32 Use effective note-taking techniques to ensure appropriate documentation of quoted as well as paraphrased material.</p>	<p>Teacher's Edition: opportunity exists 36, 150, 153, 162, 171</p>
<p>EL.07.WR.33 Check the validity and accuracy of information obtained from research, including differentiating fact from opinion, and identifying strong versus weak arguments, recognizing that personal values influence the conclusions an author draws.</p>	<p>Teacher's Edition: opportunity exists 36, 150, 153, 162, 171</p>
<p>EL.07.WR.34 Create documents by using word-processing skills and publishing programs; develop simple databases and spreadsheets to manage information and prepare reports.</p>	<p>Teacher's Edition: 221; opportunity also exists 38, 52, 61, 64, 66, 74, 76, 79, 84, 116, 162, 188, 208, 229-240</p>
<p>EL.07.WR.35 Give credit for both quoted and paraphrased information by using a consistent format for parenthetical citations (e.g., Works Cited Entries--MLA, Reference Entries--APA).</p>	<p>Teacher's Edition: opportunity exists 36, 63, 150, 153, 157, 162, 171, 181, 185, 219-240</p>



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**Daybook of Critical Reading and Writing © 2007
correlated to
Oregon English/Language Arts Standards
Grade 8**

Reading Strand – Grade 8

Decoding and Word Recognition

Analyze words, recognize words, and learn to read grade-level text fluently across the subject areas.

Standard	Daybook of Critical Reading and Writing, Gr. 8
EL.08.RE.01 Read or demonstrate progress toward reading at an independent and instructional reading level appropriate to grade level.	Teacher’s Edition: opportunity exists with each reading selection 10-11, 13, 16-18, 19-20, 22-23, 26-28, 29-30, 31-32, 35-36, 37-38, 40-41, 43-45, 46-47, 49-50, 51, 54-55, 56, 57-58, 60-61, 63-65, 66, 70-71, 74-75, 77, 79-81, 86, 87, 89, 91, 98-99, 102-104, 105-107, 108, 110-111, 116-117, 119, 122-123, 125-127, 128-129, 132, 133, 135-136, 137-138, 142-143, 146-148, 149-150, 152-153, 155, 156, 158-159, 162-163, 166, 168-171, 179, 180, 182, 184-185, 186-187, 190-191, 197-199, 200-201, 203-204, 206-207, 210-211, 212-214, 216-220

Listen to and Read Informational and Narrative Text

Listen to, read, and understand a variety of informational and narrative text across the subject areas at school an on own, applying comprehension strategies as needed.

Standard	Daybook of Critical Reading and Writing, Gr. 8
EL.08.RE.02 Listen to, read, and understand a wide variety of informational and narrative text, including classic and contemporary literature, poetry, magazines, newspapers, reference materials, and online information.	Teacher’s Edition: reading selections 10-11, 13, 16-18, 19-20, 22-23, 26-28, 29-30, 31-32, 35-36, 37-38, 40-41, 43-45, 46-47, 49-50, 51, 54-55, 56, 57-58, 60-61, 63-65, 66, 70-71, 74-75, 77, 79-81, 86, 87, 89, 91, 98-99, 102-104, 105-107, 108, 110-111, 116-117, 119, 122-123, 125-127, 128-129, 132, 133, 135-136, 137-138, 142-143, 146-148, 149-150, 152-153, 155, 156, 158-159, 162-163, 166, 168-171, 179, 180, 182, 184-185, 186-187, 190-191, 197-199, 200-201, 203-204, 206-207, 210-211, 212-214, 216-220

Standard	Daybook of Critical Reading and Writing, Gr. 8
EL.08.RE.03 Make connections to text, within text, and among texts across the subject areas.	Teacher's Edition: 13-15, 34-36, 40-42, 43, 49, 89-90, 105-109, 119-120, 132, 171
EL.08.RE.04 Demonstrate listening comprehension of more complex text through class and/or small group interpretive discussions across the subject areas.	Teacher's Edition: 11, 30, 35, 38, 43, 44, 55, 56, 57, 58, 67, 71, 72, 75, 96, 104, 107, 117, 135, 141, 156, 159, 205, 211
EL.08.RE.05 Match reading to purpose--location of information, full comprehension, and personal enjoyment.	Teacher's Edition: 26-28, 49, 60, 152
EL.08.RE.06 Understand and draw upon a variety of comprehension strategies as needed--re-reading, self-correcting, summarizing, class and group discussions, generating and responding to essential questions, making predictions, and comparing information from several sources.	Teacher's Edition: reading selection's response notes 10-11, 13, 16-18, 19-20, 22-23, 26-28, 29-30, 31-32, 35-36, 37-38, 40-41, 43-45, 46-47, 49-50, 51, 54-55, 56, 57-58, 60-61, 63-65, 66, 70-71, 74-75, 77, 79-81, 86, 87, 89, 91, 98-99, 102-104, 105-107, 108, 110-111, 116-117, 119, 122-123, 125-127, 128-129, 132, 133, 135-136, 137-138, 142-143, 146-148, 149-150, 152-153, 155, 156, 158-159, 162-163, 166, 168-171, 179, 180, 182, 184-185, 186-187, 190-191, 197-199, 200-201, 203-204, 206-207, 210-211, 212-214, 216-220
EL.08.RE.07 Clearly identify specific words or wordings that are causing comprehension difficulties and use strategies to correct.	Teacher's Edition: 77-78, 86, 90

V o c a b u l a r y

Increase word knowledge through systematic vocabulary development; determine the meaning of new words by applying knowledge of word origins, word relationships, and context clues; verify the meaning of new words; and use those new words accurately across the subject areas.

Standard	Daybook of Critical Reading and Writing, Gr. 8
EL.08.RE.08 Understand, learn, and use new vocabulary that is introduced and taught directly through informational text, literary text, and instruction across the subject areas.	Teacher's Edition: 10, 13, 16, 19, 22, 26, 29, 34, 37, 40, 43, 46, 49, 51, 60, 63, 70, 77, 79, 86, 89, 91, 95, 98, 102, 110, 116, 119, 122, 125, 128, 132, 135, 137, 146, 152, 155, 162, 166, 168, 178, 182, 186, 190, 194, 197, 200, 203, 216
EL.08.RE.09 Develop vocabulary by listening to and discussing both familiar and conceptually challenging selections read aloud across the subject areas.	Teacher's Edition: opportunity exists 10, 13, 63, 186

Standard	Daybook of Critical Reading and Writing, Gr. 8
EL.08.RE.10 <i>Determine meanings of words using contextual and structural clues.</i>	Teacher’s Edition: 10, 13, 19, 22, 31, 34, 40, 46, 51, 70, 77, 79, 86, 89, 91, 95, 98, 110, 119, 125, 128, 146, 155, 166, 186, 194, 203
EL.08.RE.11 <i>Analyze idioms and comparisons, such as analogies, metaphors, and similes, to infer the literal and figurative meanings of phrases.</i>	Teacher’s Edition: 70-73, 87, 91-94, 96, 100, 169, 170, 173, 182; opportunity also exists 57, 60
EL.08.RE.12 <i>Verify the meaning of a word in its context, even when its meaning is not directly stated, through the use of definition, restatement, example, comparison, or contrast.</i>	Teacher’s Edition: opportunity exists 10, 13, 19, 22, 31, 34, 40, 46, 5, 70, 77, 79, 86, 89, 91, 95, 98, 110, 119, 125, 128, 146, 155, 166, 186, 194, 203
EL.08.RE.13 Determine pronunciations, meanings, alternate word choices, parts of speech, or etymologies of words, using dictionaries and thesauruses.	Teacher’s Edition: 16, 29, 63, 122, 216

R e a d t o P e r f o r m a T a s k

Find, understand, and use specific information in a variety of texts across the subject areas to perform a task.

Standard	Daybook of Critical Reading and Writing, Gr. 8
EL.08.RE.14 Read textbooks; biographical sketches; letters; diaries; directions; procedures; magazines; essays; primary source historical documents; editorials; news stories; periodicals; bus routes; catalogs; technical directions; consumer, workplace, and public documents.	Teacher’s Edition: there are a variety of genres represented by the reading selections throughout the text

**I n f o r m a t i o n a l T e x t : D e m o n s t r a t e G e n e r a l
U n d e r s t a n d i n g**

Demonstrate general understanding of grade-level informational text across the subject areas.

Standard	Daybook of Critical Reading and Writing, Gr. 8
EL.08.RE.17 <i>Identify and/or summarize sequence of events, main ideas, facts, supporting details, and opinions in informational and practical selections.</i>	Teacher's Edition: 35, 50, 118, 227
EL.08.RE.18 Clarify understanding of informational texts by creating detailed outlines, graphic organizers, diagrams, logical notes, or summaries.	Teacher's Edition: 36, 50, 277

I n f o r m a t i o n a l T e x t : D e v e l o p a n I n t e r p r e t a t i o n

Develop an interpretation of grade-level informational text across the subject areas.

Standard	Daybook of Critical Reading and Writing, Gr. 8
EL.08.RE.19 <i>Predict probable future outcomes supported by the text.</i>	Teacher's Edition: 40
EL.08.RE.21 <i>Infer the main idea when it is not explicitly stated, and support with evidence from the text.</i>	Teacher's Edition: 50, 118; opportunity also exists 36, 123, 277

**I n f o r m a t i o n a l T e x t : E x a m i n e C o n t e n t a n d
S t r u c t u r e**

Examine content and structure of grade-level informational text across the subject areas.

Standard	Daybook of Critical Reading and Writing, Gr. 8
EL.08.RE.22 <i>Determine the author's purpose and perspective and relate them to specific details in the text.</i>	Teacher's Edition: 123; opportunity also exists 31, 50, 118, 162-163
EL.08.RE.23 <i>Note and analyze instances of unsupported inferences, deceptive reasoning, persuasion, and propaganda in text.</i>	Teacher's Edition: opportunity exists 51, 162-164, 168-172, 174
EL.08.RE.24 <i>Compare and contrast information on the same topic after reading several passages or articles.</i>	Teacher's Edition: 56, 59, 63, 67

Standard	Daybook of Critical Reading and Writing, Gr. 8
EL.08.RE.25 Identify and analyze text that uses proposition (statement of argument) and support patterns (e.g., editorials).	Teacher’s Edition: 162-165, 174; opportunity also exists 51, 166-167, 168-172
EL.08.RE.26 Find similarities and differences between texts in the treatment, amount and depth of coverage, or organization of ideas on a particular subject.	Teacher’s Edition: 67; opportunity also exists 56, 59, 208

Writing Strand – Grade 8

Planning, Evaluation, and Revision

Pre-write, draft, revise, edit, and publish across the subject areas.

Standard	Daybook of Critical Reading and Writing, Gr. 8
EL.08.WR.01 Use a variety of strategies to prepare for writing, such as brainstorming, making lists, mapping, outlining, grouping related ideas, using graphic organizers, and taking notes.	Teacher’s Edition: 11-12, 14-15, 21, 24, 33, 38, 45, 52, 55, 56, 59, 62, 65, 68, 72, 76, 78, 82, 84, 88, 100, 104, 109, 112, 114, 118, 120, 124, 129-130, 139, 141, 151, 157, 160, 164-165, 171-172, 174, 175-176, 181, 184-185, 189-190, 192, 196, 199, 202, 205, 207-208, 211, 215, 221, 224
EL.08.WR.02 Discuss ideas for writing with classmates, teachers, and other writers, and develop drafts alone and collaboratively.	Teacher’s Edition: 11, 14, 21, 38, 45, 56, 67, 81, 83, 84, 88, 92, 99-100, 104, 120, 134, 138, 141, 151, 157, 181, 183, 186, 188, 202, 205
EL.08.WR.03 Identify audience and purpose.	Teacher’s Edition: opportunity exists 24, 52, 129-130, 151, 165, 175-176
EL.08.WR.04 Choose the form of writing that best suits the intended purpose--personal letter, letter to the editor, review, poem, report, or narrative.	Teacher’s Edition: 84, 100, 215, 221
EL.08.WR.05 Use the writing process--prewriting, drafting, revising, editing, and publishing successive versions.	Teacher’s Edition: 113, 121, 181, 192, 223, 231-242; opportunity also exists 68, 73
EL.08.WR.06 Focus on a central idea, excluding loosely related, extraneous, and repetitious information.	Teacher’s Edition: 24, 52, 72-73, 88, 94, 100, 109, 112, 118, 120, 141, 151, 157, 160, 164-165, 174, 175-176, 184-185, 192, 202, 205, 207-208; opportunity exists 24, 62, 78, 124, 129-130, 139, 171-172, 199, 211, 215

Standard	Daybook of Critical Reading and Writing, Gr. 8
EL.08.WR.07 Use a scoring guide to review, evaluate, and revise writing for meaning and clarity.	Teacher’s Edition: 113, 223, 231-242
EL.08.WR.08 Revise drafts for word choice, appropriate organization, consistent point of view- and transitions between paragraphs, passages, and ideas.	Teacher’s Edition: opportunity exists 38, 52, 62, 68, 73, 84, 100, 109, 113, 118, 121, 124, 129-130, 151, 157, 167, 174, 175-176, 181, 184-185, 192, 223, 231-242
EL.08.WR.09 Edit and proofread one's own writing, as well as that of others, using the writing conventions, and, for example, an editing checklist or list of rules with specific examples of corrections of specific errors.	Teacher’s Edition: 113, 121, 223; opportunity exists 52, 68, 73, 192, 231-242

W r i t i n g

Communicate supported ideas across the subject areas, including relevant examples, fact, anecdotes, and details appropriate to audience and purpose that engage reader interest; organize information in clear sequence, making connections and transitions among ideas, sentences, and paragraphs; and use precise words and fluent sentence structures that support meaning.

Standard	Daybook of Critical Reading and Writing, Gr. 8
EL.08.WR.10 <i>Create compositions that engage the reader, have a clear message, a coherent thesis, and end with a clear and well-supported conclusion.</i>	Teacher’s Edition: 38, 76, 100, 109, 112, 121, 231, 233, 235, 236, 239, 241; opportunity exists 24, 139
EL.08.WR.11 <i>Support theses or conclusions with quotations, opinions from experts, paraphrases, analogies, and/or similar devices.</i>	Teacher’s Edition: opportunity exists 56, 65, 68, 114, 118, 121, 124, 163, 218
EL.08.WR.13 <i>Use descriptive language that clarifies and enhances ideas by establishing tone and mood through figurative language, sensory images, and comparisons.</i>	Teacher’s Edition: 12, 21, 72-73, 91-94, 113, 185, 189, 192, 215, 231-242; opportunity also exists 82, 84
EL.08.WR.14 <i>To present a lively and effective personal style, use varied sentence types (simple, compound, complex, and compound-complex) and sentence openings.</i>	Teacher’s Edition: 223, 231-242; opportunity exists 83-84, 113, 174-176, 185, 192

C o n v e n t i o n s : S p e l l i n g

Demonstrate knowledge of spelling, grammar, punctuation, capitalization, and penmanship across the subject areas.

Standard	Daybook of Critical Reading and Writing, Gr. 8
EL.08.WR.17 <i>Use correct spelling conventions.</i>	Teacher's Edition: opportunity exists throughout text, but must especially 113, 223, 231-242

C o n v e n t i o n s : G r a m m a r

Standard	Daybook of Critical Reading and Writing, Gr. 8
EL.08.WR.18 <i>Use consistent verb tenses.</i>	Teacher's Edition: opportunity exists throughout text, but must especially 113, 223, 231-242
EL.08.WR.19 <i>Correctly use frequently misused words (among, between; fewer, less; bring, take; and good, well).</i>	Teacher's Edition: opportunity exists throughout text, but must especially 113, 223, 231-242
EL.08.WR.20 <i>Demonstrate appropriate English usage.</i>	Teacher's Edition: opportunity exists throughout text, but must especially 113, 223, 231-242

C o n v e n t i o n s : P u n c t u a t i o n

Standard	Daybook of Critical Reading and Writing, Gr. 8
EL.08.WR.21 <i>Use conventions of punctuation correctly, including commas, hyphens, dashes, and semi-colons.</i>	Teacher's Edition: opportunities may exist throughout writing pieces in text, but especially 74, 93, 113, 223, 231-242

C o n v e n t i o n s : C a p i t a l i z a t i o n

Standard	Daybook of Critical Reading and Writing, Gr. 8
EL.08.WR.22 <i>Use correct capitalization.</i>	Teacher's Edition: opportunity exists throughout writing pieces in text, but especially 74, 93, 113, 223, 231-242

C o n v e n t i o n s : H a n d w r i t i n g

Standard	Daybook of Critical Reading and Writing, Gr. 8
EL.08.WR.23 Write legibly.	Teacher's Edition: 113, 121, 192, 223, 231-242; opportunity exists 52, 68, 73

W r i t i n g M o d e s

Write narrative, expository, and persuasive texts, using a variety of written forms – including journals, essays, short stories, poems, research reports, research papers, business and technical writing – to express ideas appropriate to audience and purpose across the subject areas.

Standard	Daybook of Critical Reading and Writing, Gr. 8
<i>Personal Narrative</i>	Teacher's Edition: 15, 68, 112, 127, 160, 196, 215, 221, 232, 241
<i>Fictional Narrative</i>	Teacher's Edition: 62, 65, 109, 112-113, 124, 196
<i>Expository</i>	Teacher's Edition: 38, 76, 100, 109, 112, 118, 121, 139, 199, 231, 235, 236, 239, 241; opportunity exists 24
<i>Persuasive</i>	Teacher's Edition: 52, 165, 175-176, 234, 237, 238, 240

W r i t i n g A p p l i c a t i o n s : N a r r a t i v e W r i t i n g

Standard	Daybook of Critical Reading and Writing, Gr. 8
<p>EL.08.WR.24 Write biographical or autobiographical narratives or short stories:</p> <ul style="list-style-type: none"> • Relate a clear, coherent incident, event, or situation by using well-chosen details. • Reveal the significance of, or the writer's attitude about, the subject. • Use narrative and descriptive strategies, including relevant dialogue, specific action, physical description, background description, and comparison or contrast of characters. 	Teacher's Edition: 15, 68, 112, 127, 160, 196, 221, 232, 241

**Writing Applications: Expository Writing:
Response to Literary Text**

Standard	Daybook of Critical Reading and Writing, Gr. 8
<p>EL.08.WR.25 Write responses to literature:</p> <ul style="list-style-type: none"> • Demonstrate careful reading and insight into interpretations. • Connect the student's own responses to the writer's techniques and to specific textual references. • Draw supported inferences about the effects of a literary work on its audience. • Support interpretations through references to the text, other works, other authors, or to personal knowledge. 	<p>Teacher's Edition: 27, 32, 45, 65, 76, 100, 111, 139, 160, 171, 189, 195, 211, 221, 232, 233</p>

**Writing Applications: Expository Writing:
Research Reports / Multi-Media Presentations
(4 - C I M)**

Standard	Daybook of Critical Reading and Writing, Gr. 8
<p>EL.08.WR.26 Write research reports:</p> <ul style="list-style-type: none"> • Specify a thesis. • Use a variety of primary and secondary sources, and distinguish the nature and value of each. • Include important ideas, concepts, and direct quotations from significant information sources, and paraphrase and summarize different perspectives on the topic, as appropriate. • Organize and display information on charts, tables, maps, and graphs. • Document sources. 	<p>Teacher's Edition: opportunity exists 56, 65, 68, 114, 118, 121, 124, 163, 218</p>

Writing Applications: Persuasive Writing (4 - C I M)

Standard	Daybook of Critical Reading and Writing, Gr. 8
<p>EL.08.WR.27 Write persuasive compositions:</p> <ul style="list-style-type: none"> • Include a well-defined thesis that makes a clear and knowledgeable judgment or appeal. • Present detailed evidence, examples, and reasoning to support arguments, differentiating between facts and opinions. • Provide details, reasons, and examples, arranging them effectively by anticipating and answering reader concerns and counter-arguments. 	<p>Teacher's Edition: 52, 165, 175-176, 234, 237, 238, 240</p>

Research Report Writing

Investigate topics of interest and importance across the subject areas, selecting appropriate media sources, using effective research processes, and demonstrating ethical use of resources and materials.

Standard	Daybook of Critical Reading and Writing, Gr. 8
<p>EL.08.WR.30 Identify topics; develop high-level questions for inquiry; develop sub-questions to guide research of sub-topics.</p>	<p>Teacher's Edition: opportunity exists 56, 65, 68, 114, 118, 121, 124, 163, 218</p>
<p>EL.08.WR.31 Use effective note-taking techniques to ensure appropriate documentation of quoted as well as paraphrased material.</p>	<p>Teacher's Edition: opportunity exists 56, 65, 68, 114, 118, 121, 124, 163, 218</p>
<p>EL.08.WR.32 Plan and conduct multiple-step information searches by using computer networks.</p>	<p>Teacher's Edition: opportunity exists 56, 65, 68, 114, 118, 121, 124, 163, 218</p>
<p>EL.08.WR.34 Achieve an effective balance between documented researched information and original ideas.</p>	<p>Teacher's Edition: opportunity exists 56, 65, 68, 114, 118, 121, 124, 163, 218</p>
<p>EL.08.WR.35 Use appropriate methods of citation for quoted as well as paraphrased material (e.g., Works Cited Entries--MLA, Reference Entries--APA).</p>	<p>Teacher's Edition: opportunity exists 56, 65, 68, 114, 118, 121, 124, 163, 218</p>



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**Daybook of Critical Reading and Writing © 2008
correlated to
Oregon English/Language Arts CIM/CAM Standards
Grade 9**

Reading Strand – Grade 9

Decoding and Word Recognition

Analyze words, recognize words, and learn to read grade-level text fluently across the subject areas.

Standard	Daybook of Critical Reading and Writing, Gr. 9
<p>EL.CM.RE.01 Read at an independent and instructional reading level appropriate to grade level.</p>	<p>Teacher’s Edition: opportunity exists with each reading selection: 10-11, 15-16, 22, 23, 26, 28-30, 34, 40-41, 43-45, 46-48, 49-50, 56-58, 60-61, 63-65, 66, 68, 72, 75-76, 78, 79, 83-84, 88-89, 91-92, 94-96, 99, 102-104, 106-107, 109, 111, 112-113, 114-115, 119-121, 122-124, 126, 128-129, 130, 131-132, 134-136, 138-139, 140-141, 142-144, 145-146, 151, 153-154, 156-157, 159-161, 162, 166-167, 169-170, 171-172, 173-174, 180-181, 183, 186, 187, 189-190, 192, 196, 198-199, 201-202, 203-204, 209, 212-215, 216-219, 220-222, 224-225, 227-228, 230-232, 235-237, 239-240, 244</p>

Listen to and Read Informational and Narrative Text

Listen to, read, and understand a wide variety of informational and narrative text across the subject areas at school and on own, applying comprehension strategies as needed.

Standard	Daybook of Critical Reading and Writing, Gr. 9
<p>EL.CM.RE.02 Listen to, read, and understand a wide variety of informational and narrative text, including classic and contemporary literature, poetry, magazines, newspapers, reference materials, and online information.</p>	<p>Teacher’s Edition: opportunity exists with each reading selection: 10-11, 15-16, 22, 23, 26, 28-30, 34, 40-41, 43-45, 46-48, 49-50, 56-58, 60-61, 63-65, 66, 68, 72, 75-76, 78, 79, 83-84, 88-89, 91-92, 94-96, 99, 102-104, 106-107, 109, 111, 112-113, 114-115, 119-121, 122-124, 126, 128-129, 130, 131-132, 134-136, 138-139, 140-141, 142-144, 145-146, 151, 153-154, 156-157, 159-161, 162, 166-167, 169-170, 171-172, 173-174, 180-181, 183, 186, 187, 189-190, 192, 196, 198-199, 201-202, 203-204, 209, 212-215, 216-219, 220-222, 224-225, 227-228, 230-232, 235-237, 239-240, 244</p>

Standard	Daybook of Critical Reading and Writing, Gr. 9
EL.CM.RE.03 Make connections to text, within text, and among texts across the subject areas.	Teacher’s Edition: 13-14, 35, 36, 37, 40-42, 43-45, 46-48, 49-50, 75-76, 94, 96, 105, 122-125, 150-152, 180, 198-199, 216-219, 239; opportunity also exists 118
EL.CM.RE.04 Demonstrate listening comprehension of more complex text through class and/or small group interpretive discussions across the subject areas.	Teacher’s Edition: the Focus Questions provide stimulus for discussion in small groups or as a class: 12, 14, 19, 21, 24, 27, 31, 33, 35, 38, 42, 45, 48, 51, 54, 59, 62, 65, 68, 70, 74, 77, 80, 86.90, 93, 96, 98, 100, 105, 108, 110, 113, 116, 121, 125, 127, 130, 132, 136, 139, 144, 146, 148, 152, 155, 158, 161, 164, 168,170, 172, 176, 182, 185, 188, 191, 194, 197, 200, 205, 208, 210, 215, 219, 222, 225, 228, 232, 234, 238, 240, 242, 245, 247, 249, 251, 254; opportunity exists for students to practice listening comprehension with reading selections throughout the text
EL.CM.RE.05 Match reading to purpose--location of information, full comprehension, and personal enjoyment.	Teacher’s Edition: 145-146, 234
EL.CM.RE.06 Understand and draw upon a variety of comprehension strategies as needed--re-reading, self-correcting, summarizing, class and group discussions, generating and responding to essential questions, making predictions, and comparing information from several sources.	Teacher’s Edition: 10-11, 15-16, 22, 23, 26, 28-30, 34, 40-41, 43-45, 46-48, 49-50, 56-58, 60-61, 63-65, 66, 68, 72, 75-76, 78, 79, 83-84, 88-89, 91-92, 94-96, 99, 102-104, 106-107, 109, 111, 112-113, 114-115, 119-121, 122-124, 126, 128-129, 130, 131-132, 134-136, 138-139, 140-141, 142-144, 145-146, 151, 153-154, 156-157, 159-161, 162, 166-167, 169-170, 171-172, 173-174, 180-181, 183, 186, 187, 189-190, 192, 196, 198-199, 201-202, 203-204, 209, 212-215, 216-219, 220-222, 224-225, 227-228, 230-232, 235-237, 239-240, 244
EL.CM.RE.07 Clearly identify specific words or wordings that are causing comprehension difficulties and use strategies to correct.	Teacher’s Edition: 78, 88, 94, 104, 159, 192

V o c a b u l a r y

Increase word knowledge through systematic vocabulary development; determine the meaning of new words by applying knowledge of word origins, word relationships, and context clues; verify the meaning of new words; and use those new words accurately across the subject areas.

Standard	Daybook of Critical Reading and Writing, Gr. 9
EL.CM.RE.08 Understand, learn, and use new vocabulary that is introduced and taught directly through informational text, literary text, and instruction across the subject areas.	Teacher’s Edition: 10, 20, 22, 26, 28, 32, 34, 40, 43, 46, 56, 60, 63, 64, 66, 72, 75, 83, 88, 94, 99, 102, 104, 111, 118, 128, 134, 137, 142, 150, 153, 156, 159, 166, 169, 171, 173, 183, 184, 189, 192, 196, 198, 209, 212, 216, 220, 223, 230,

Standard	Daybook of Critical Reading and Writing, Gr. 9
EL.CM.RE.09 Develop vocabulary by listening to and discussing both familiar and conceptually challenging selections read aloud across the subject areas.	Teacher’s Edition: opportunity exists 22, 26, 34, 43, 63, 64, 83, 99, 104, 171
EL.CM.RE.10 <i>Determine meanings of words using contextual and structural clues.</i>	Teacher’s Edition: 20, 22, 34, 40, 56, 78, 88, 91, 94, 99, 102, 109, 134, 137, 153, 159, 162, 173, 189, 196, 201
EL.CM.RE.11 <i>Identify and use the literal and figurative meanings of words and phrases.</i>	Teacher’s Edition: 81-82, 189-190, 206-207, 208
EL.CM.RE.12 <i>Distinguish between the denotative and connotative meanings of words, and interpret the connotative power of words.</i>	Teacher’s Edition: 166; opportunity may also exist 186-187
EL.CM.RE.13 Use general dictionaries, specialized dictionaries, glossaries, thesauruses, or related references to increase vocabulary.	Teacher’s Edition: 88, 216; opportunity also exists 26, 32, 118
EL.CM.RE.14 Understand technical vocabulary in subject area reading.	Teacher’s Edition: 10, 63, 64

Read to Perform a Task

Find, understand, and use specific information in a variety of texts across the subject areas to perform a task.

Standard	Daybook of Critical Reading and Writing, Gr. 9
EL.CM.RE.15 Read textbooks; biographical sketches; letters; diaries; directions; procedures; magazines; essays; primary source historical documents; editorials; news stories; periodicals; bus routes; catalogs; technical directions; consumer, workplace, and public documents.	Teacher’s Edition: a variety of reading selections from many genres are presented throughout the text: 10-11, 15-16, 22, 23, 26, 28-30, 34, 40-41, 43-45, 46-48, 49-50, 56-58, 60-61, 63-65, 66, 68, 72, 75-76, 78, 79, 83-84, 88-89, 91-92, 94-96, 99, 102-104, 106-107, 109, 111, 112-113, 114-115, 119-121, 122-124, 126, 128-129, 130, 131-132, 134-136, 138-139, 140-141, 142-144, 145-146, 151, 153-154, 156-157, 159-161, 162, 166-167, 169-170, 171-172, 173-174, 180-181, 183, 186, 187, 189-190, 192, 196, 198-199, 201-202, 203-204, 209, 212-215, 216-219, 220-222, 224-225, 227-228, 230-232, 235-237, 239-240, 244

**I n f o r m a t i o n a l T e x t : D e m o n s t r a t e G e n e r a l
U n d e r s t a n d i n g**

Demonstrate general understanding of grade-level informational text across the subject areas.

Standard	Daybook of Critical Reading and Writing, Gr. 9
EL.CM.RE.19 <i>Identify and/or summarize sequence of events, main ideas, facts, supporting details, and opinions in informational and practical selections.</i>	Teacher's Edition: 31, 33, 141; opportunity also exists 126-127, 168
EL.CM.RE.20 Clarify understanding of informational texts by creating sophisticated outlines, graphic organizers, diagrams, logical notes, or summaries.	Teacher's Edition: 13, 31, 47, 63, 65, 168

I n f o r m a t i o n a l T e x t : D e v e l o p a n I n t e r p r e t a t i o n

Develop an interpretation of grade-level informational text across the subject areas.

Standard	Daybook of Critical Reading and Writing, Gr. 9
EL.CM.RE.22 <i>Infer an author's unstated meaning and draw conclusions about an author's stated meaning based on facts, events, images, patterns or symbols found in text.</i>	Teacher's Edition: opportunity exist 22-24, 33, 132, 145-146, 169-170
EL.CM.RE.23 <i>Make reasoned assertions about an author's arguments by using elements of the text to defend and clarify interpretations.</i>	Teacher's Edition: opportunity exists 169-170
EL.CM.RE.24 <i>Analyze implicit relationships, such as cause-and-effect, sequence-time relationships, comparisons, classifications, and generalizations.</i>	Teacher's Edition: opportunity exists 28-31
EL.CM.RE.25 <i>Infer the main idea when it is not explicitly stated, and support with evidence from the text.</i>	Teacher's Edition: 79, 80, 96, 181

I n f o r m a t i o n a l T e x t : E x a m i n e C o n t e n t a n d S t r u c t u r e

Examine content and structure of grade-level informational text across the subject areas.

Standard	Daybook of Critical Reading and Writing, Gr. 9
EL.CM.RE.26 <i>Draw conclusions about the author's purpose based on evidence in the text.</i>	Teacher's Edition: 132, 234; opportunity also exists 22-24, 131, 145-146, 201-205
EL.CM.RE.27 <i>Differentiate among reasoning based on fact versus reasoning based on opinions, emotional appeals, or other persuasive techniques.</i>	Teacher's Edition: opportunity exists 166-168
EL.CM.RE.28 <i>Evaluate if and how the author uses authoritative sources to establish credibility for arguments, proposed actions, or policies.</i>	Teacher's Edition: opportunity exists 166-168
EL.CM.RE.29 <i>Compare and contrast information on the same topic after reading several passages or articles.</i>	Teacher's Edition: 33, 45, 47, 65, 121, 144; opportunity also exists 65-68
EL.CM.RE.30 <i>Evaluate the logic, unity, and consistency of text.</i>	Teacher's Edition: opportunity exists 31, 166-168
EL.CM.RE.31 Evaluate an author's argument or defense of a claim by evaluating the relationship between generalizations and evidence, the comprehensiveness of evidence, and the way in which the author's intent or bias affects the structure and tone of the text (e.g., in professional journals, sports journals, editorials, political speeches, primary source material).	Teacher's Edition: 166-168
EL.CM.RE.33 Generate relevant questions about readings on issues that can be researched.	Teacher's Edition: 121, 141, 146, 166; opportunity also exists 10-11, 64
EL.CM.RE.34 Synthesize the content from several sources or works by a single author dealing with a single issue; paraphrase the ideas and connect them to other sources and related topics to demonstrate comprehension.	Teacher's Edition: opportunity exists 128-132
EL.CM.RE.35 Extend ideas presented in primary or secondary sources through original analysis, evaluation, and elaboration.	Teacher's Edition: opportunity exists 121

Writing Strand – Grade 9

Planning, Evaluation, and Revision

Pre-write, draft, revise, edit, and publish across the subject areas.

Standard	Daybook of Critical Reading and Writing, Gr. 9
<p>EL.CM.WR.01 Use a variety of strategies to prepare for writing, such as brainstorming, making lists, mapping, outlining, grouping related ideas, using graphic organizers, and taking notes.</p>	<p>Teacher’s Edition: 12, 13, 16-17, 24, 27, 31, 37, 45, 48, 51, 52, 62, 69, 73-74, 77, 80, 82, 86, 90, 93, 96, 97, 98, 100, 105, 110, 113, 115, 116, 119, 121, 125, 127, 132, 139, 144, 146, 147, 152, 155, 158, 161, 163, 168, 170, 172, 176, 178, 182, 188, 191, 194, 200, 205, 208, 210, 215, 219, 226, 228, 241-242, 245, 247, 249, 251, 254, 261-275</p>
<p>EL.CM.WR.02 Discuss ideas for writing with classmates, teachers, and other writers, and develop drafts alone and collaboratively.</p>	<p>Teacher’s Edition: 14, 33, 37, 53, 62, 69, 73, 86, 110, 115, 147, 158, 168, 182, 185, 240</p>
<p>EL.CM.WR.03 Identify audience and purpose.</p>	<p>Teacher’s Edition: opportunity exists 27, 36, 100, 147, 148</p>
<p>EL.CM.WR.04 Choose the form of writing that best suits the intended purpose--personal letter, letter to the editor, review, poem, report, or narrative.</p>	<p>Teacher’s Edition: 69; opportunity also exists 77, 130, 148, 164, 208, 242, 245, 247, 249, 251, 254, 261-275</p>
<p>EL.CM.WR.05 Use the writing process--prewriting, drafting, revising, editing, and publishing successive versions.</p>	<p>Teacher’s Edition: 70, 245, 247, 249, 251, 254, 261-275; opportunity also exists 77, 148, 164, 208, 242</p>
<p>EL.CM.WR.06 Focus on a central idea, excluding loosely related, extraneous, and repetitious information.</p>	<p>Teacher’s Edition: 27, 36-37, 52-53, 100, 144, 205, 208, 242, 248, 269, 272</p>
<p>EL.CM.WR.07 Use a scoring guide to review, evaluate, and revise writing for meaning and clarity.</p>	<p>Teacher’s Edition: 261-275; opportunity also exists with portfolio preparation of lessons 75-80, pages 244-254</p>
<p>EL.CM.WR.08 Revise drafts to improve the logic and coherence of the organization and controlling idea, the precision of word choice, and the tone--by taking into consideration the audience, purpose, and formality of the context.</p>	<p>Teacher’s Edition: 21, 37-38, 54, 69, 77, 130, 164, 182, 185, 191, 194, 200, 208, 242, 245, 247, 249, 251, 254, 261-275</p>

Standard	Daybook of Critical Reading and Writing, Gr. 9
EL.CM.WR.09 Edit and proofread one's own writing, as well as that of others, using the writing conventions, and, for example, an editing checklist or list of rules with specific examples of corrections of specific errors.	Teacher's Edition: opportunity exists 21, 37, 38, 54, 69, 130, 164, 185, 191, 194, 200, 208, 242, 245, 247, 249, 251, 254, 261-275

W r i t i n g

Communicate supported ideas across the subject areas, including relevant examples, fact, anecdotes, and details appropriate to audience and purpose that engage reader interest; organize information in clear sequence, making connections and transitions among ideas, sentences, and paragraphs; and use precise words and fluent sentence structures that support meaning.

Standard	Daybook of Critical Reading and Writing, Gr. 9
EL.CM.WR.10 <i>Establish a coherent and clearly supported thesis that engages the reader, conveys a clear and distinctive perspective on the subject, maintains a consistent tone and focus throughout the piece of writing, and ends with a well supported conclusion.</i>	Teacher's Edition: 265, 267, 269, 272, 274; opportunity exists 182, 254, 261, 262, 263, 264, 266, 268, 270, 271, 273, 275
EL.CM.WR.11 <i>Create an organizational structure that logically and effectively presents information using transitional elements that unify paragraphs and the work as a whole.</i>	Teacher's Edition: 254, 261-275; opportunity exists 21, 37-38, 54, 69, 77, 130, 164, 182, 185, 191, 194, 200, 208, 242, 245, 247, 249, 251
EL.CM.WR.12 <i>Use precise language, action verbs, sensory details, and appropriate modifiers.</i>	Teacher's Edition: opportunity exists with each writing piece, especially 20-21, 41, 129, 130, 188, 191, 254, 261-275
EL.CM.WR.13 <i>Demonstrate an understanding of sentence construction--including parallel structure and subordination--to achieve clarity of meaning, vary sentence types, and enhance flow and rhythm.</i>	Teacher's Edition: opportunity exists 261, 262, 264, 265, 266, 268, 269, 270, 271, 272, 273, 274, 275

C o n v e n t i o n s : S p e l l i n g

Demonstrate knowledge of spelling, grammar, punctuation, capitalization, and penmanship across the subject areas.

Standard	Daybook of Critical Reading and Writing, Gr. 9
EL.CM.WR.14 <i>Produce writing that shows accurate spelling.</i>	Teacher's Edition: opportunity exists throughout text in writing pieces but especially 69-70, 77, 130, 148, 164, 208, 242, 245, 247, 249, 251, 254, 261-275

C o n v e n t i o n s : G r a m m a r

Standard	Daybook of Critical Reading and Writing, Gr. 9
EL.CM.WR.17 <i>Demonstrate an understanding of proper English usage, including the consistent use of verb tenses and forms.</i>	Teacher's Edition: opportunity exists throughout text in writing pieces but especially 69-70, 77, 130, 148, 164, 208, 242, 245, 247, 249, 251, 254, 261-275

C o n v e n t i o n s : P u n c t u a t i o n

Standard	Daybook of Critical Reading and Writing, Gr. 9
EL.CM.WR.18 <i>Use conventions of punctuation correctly, including semicolons, colons, ellipses, hyphens and dashes.</i>	Teacher's Edition: opportunity exists throughout text in writing pieces but especially 69-70, 77, 130, 148, 164, 208, 242, 245, 247, 249, 251, 254, 261-275

C o n v e n t i o n s : C a p i t a l i z a t i o n

Standard	Daybook of Critical Reading and Writing, Gr. 9
EL.CM.WR.19 <i>Use correct capitalization.</i>	Teacher's Guide: opportunity exists throughout text in writing pieces but especially 69-70, 77, 130, 148, 164, 208, 242, 245, 247, 249, 251, 254, 261-275

C o n v e n t i o n s : H a n d w r i t i n g

Standard	Daybook of Critical Reading and Writing, Gr. 9
EL.CM.WR.20 Write legibly.	Teacher's Guide: 69, 245, 247, 249, 251, 254, 261-275; opportunity also exists 77, 130, 148, 164, 208, 242

Writing Modes

Write narrative, expository, and persuasive texts, using a variety of written forms – including journals, essays, short stories, poems, research reports, research papers, business and technical writing – to express ideas appropriate to audience and purpose across the subject areas.

Standard	Daybook of Critical Reading and Writing, Gr. 9
<i>Personal Narrative</i>	Teacher's Edition: 24, 42, 48, 54, 170, 207-208, 263, 175; opportunity exists 18-19, 185, 200
<i>Fictional Narrative</i>	Teacher's Edition: 62, 98, 119, 123, 127, 130, 144, 152, 158, 161, 164, 172, 242, 247, 249, 252, 262
<i>Expository</i>	Teacher's Edition: 27, 45, 51, 59, 82, 93, 100, 115, 121, 125, 132, 139, 154, 157, 158, 197, 210, 228, 242, 254, 261, 265, 266, 268, 270, 271, 272, 273
<i>Persuasive</i>	Teacher's Edition: 267, 269, 274

Writing Applications: Narrative Writing

Standard	Daybook of Critical Reading and Writing, Gr. 9
<p>EL.CM.WR.21 Write biographical or autobiographical narratives or short stories:</p> <ul style="list-style-type: none"> • Relate a sequence of events, and communicate the significance of the events to the audience. • Locate scenes and incidents in specific places. • Describe with concrete sensory details the sights, sounds, and smells of a scene and the specific actions, movements, gestures, and feelings of the characters; use interior monologue to depict the characters' feelings. • Pace the presentation of actions to accommodate changes in time and mood. • Make effective use of descriptions of appearance, images, shifting perspectives, and sensory details. 	Teacher's Edition: 24, 42, 48, 54, 170, 207-208

**Writing Applications: Expository Writing:
Response to Literary Text**

Standard	Daybook of Critical Reading and Writing, Gr. 9
<p>EL.CM.WR.22 Write responses to literature:</p> <ul style="list-style-type: none"> • Demonstrate an understanding of the significant ideas of literary works. • Support important ideas and viewpoints through accurate and detailed references to the text or to other works. • Demonstrate an awareness of the author's use of stylistic devices and an appreciation of the effects created. • Identify and analyze the impact of perceived ambiguities, nuances, and complexities within the text. 	<p>Teacher's Edition: opportunity exists 12, 14, 77, 78-79, 80, 86, 110, 121, 146, 168, 175, 205, 232, 240</p>

**Writing Applications: Expository Writing:
Research Reports / Multi-Media Presentations
(4 - C I M)**

Standard	Daybook of Critical Reading and Writing, Gr. 9
<p>EL.CM.WR.23 Write analytical essays and research reports:</p> <ul style="list-style-type: none"> • Gather evidence in support of a thesis, including information on all relevant perspectives. • Convey information and ideas from primary and secondary sources accurately and coherently. • Make distinctions between the relative value and significance of specific data, facts, and ideas. • Include visual aids by employing appropriate technology to organize and record information on charts, maps, and graphs. • Anticipate and address readers' potential misunderstandings, biases, and expectations. • Use technical terms and notations accurately. • Document sources. 	<p>Teacher's Edition: opportunity exists 31, 45, 65, 66, 110, 121, 127, 130, 132, 164, 172, 219, 234</p>

**Writing Applications: Persuasive Writing
(4 - C I M)**

Standard	Daybook of Critical Reading and Writing, Gr. 9
<p>EL.CM.WR.24 Write persuasive compositions:</p> <ul style="list-style-type: none"> • Structure ideas and arguments in a sustained and logical fashion. • Use specific rhetorical (communication) devices to support assertions, such as appealing to logic through reasoning; appealing to emotion or ethical beliefs; or relating a personal anecdote, case study, or analogy. • Clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations, and expressions of commonly accepted beliefs and logical reasoning. • Address readers' concerns, counter-claims, biases, and expectations. 	<p>Teacher's Edition: 267, 269, 274</p>

Writing Applications: Summaries, Business Letters, Job Applications and Resumes, Technical Writing (4 - C I M)

Standard	Daybook of Critical Reading and Writing, Gr. 9
<p>EL.CM.WR.25 Write business letters:</p> <ul style="list-style-type: none"> • Provide clear and purposeful information and address the intended audience appropriately. • Use appropriate vocabulary, tone, and style to take into account the nature of the relationship with, and the knowledge and interests of, the intended audience. • Emphasize central ideas or images. • Follow a conventional style with page formats, fonts, and spacing that contributes to the document's readability and impact. 	<p>Teacher's Edition: 27, 210, 272</p>

Research Report Writing

Investigate topics of interest and importance across the subject areas, selecting appropriate media sources, using effective research processes, and demonstrating ethical use of resources and materials.

Standard	Daybook of Critical Reading and Writing, Gr. 9
<p>EL.CM.WR.27 Use clear research questions and suitable research sources, including the library, electronic media, and personal interviews, to gather and present evidence from primary and secondary print or Internet sources.</p>	<p>Teacher’s Edition: 31, 45, 65, 66, 110, 121, 127, 130, 132, 164, 172, 219, 234</p>
<p>EL.CM.WR.28 Use effective note-taking techniques to ensure appropriate documentation of quoted as well as paraphrased material.</p>	<p>Teacher’s Edition: opportunity exists 31, 45, 65, 66, 110, 121, 127, 130, 132, 164, 172, 219, 234</p>
<p>EL.CM.WR.29 Develop the main ideas within the body of the composition through supporting evidence, such as scenarios, commonly held beliefs, hypotheses, and definitions.</p>	<p>Teacher’s Edition: opportunity exists 31, 45, 65, 66, 110, 121, 127, 130, 132, 164, 172, 219, 234</p>
<p>EL.CM.WR.30 Synthesize information from multiple sources and identify complexities and discrepancies in the information and the different perspectives found in each medium, including almanacs, microfiche, news sources, in-depth field studies, speeches, journals, and technical documents.</p>	<p>Teacher’s Edition: opportunity may exist 31, 45, 65, 66, 110, 121, 127, 130, 132, 164, 172, 219, 234</p>
<p>EL.CM.WR.31 Integrate quotations and citations into a written text while maintaining the flow of ideas.</p>	<p>Teacher’s Edition: 27, 50; opportunity may exists 31, 45, 65, 66, 110, 121, 127, 130, 132, 164, 172, 219, 234</p>
<p>EL.CM.WR.32 Use appropriate conventions for documentation in text, notes, and works cited, following the formats in specific style manuals (e.g., Works Cited Entries--MLA, Reference Entries--APA).</p>	<p>Teacher’s Edition: opportunity exists 27, 31, 45, 50, 65, 66, 110, 121, 127, 130, 132, 164, 172, 219, 234</p>
<p>EL.CM.WR.33 Design and publish documents by using publishing software and graphics programs.</p>	<p>Teacher’s Edition: opportunity exists throughout text in writing pieces but especially 69-70, 77, 130, 148, 164, 208, 242, 245, 247, 249, 251, 254, 261-275</p>
<p>EL.CM.WR.34 Reflect manuscript requirements, including title page presentation, pagination, spacing and margins, and integration of source and support material, such as citing sources within the text, using direct quotations, and paraphrasing.</p>	<p>Teacher’s Edition: opportunity exists throughout text in writing pieces but especially 69-70, 77, 130, 148, 164, 208, 242, 245, 247, 249, 251, 254, 261-275</p>



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