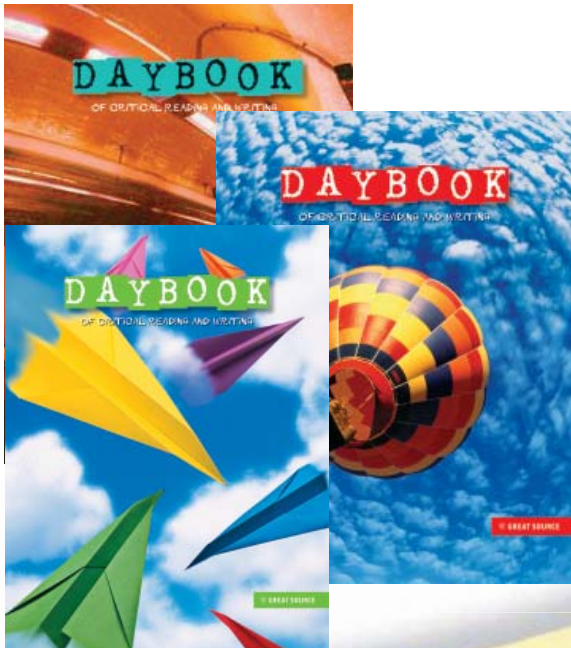


Daybooks of Critical Reading and Writing

correlated to

Texas Essential Knowledge and Skills
Grades 2, 3, 5, 6, 7 & 9



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correlated to
Texas Essential Knowledge and Skills (TEKS)
Grade 2

(b) Knowledge and Skills.

(1) Listening/speaking/purposes. The student listens attentively and engages actively in various oral language experiences.

Objective	<i>Daybook of Critical Reading and Writing, Grade 2</i>
The student is expected to:	
(B) respond appropriately and courteously to directions and questions (K-3);	The opportunity to address this objective is available throughout the text.
(C) participate in rhymes, songs, conversations, and discussions (K-3);	Teacher’s Edition: 78-80, 86-88, 92-94, 96-98, 106-108, 112-114, 118-120, 126-128, 132-134, 138-140, 146-148, 152-154, 158-160, 166-168, 172-174, 178-180, 186-188, 192-194, 198-200
(D) listen critically to interpret and evaluate (K-3);	Teacher’s Edition: 78-80, 86-88, 92-94, 96-98, 106-108, 112-114, 118-120, 126-128, 132-134, 138-140, 146-148, 152-154, 158-160, 166-168, 172-174, 178-180, 186-188, 192-194, 198-200
(E) listen responsively to stories and other texts read aloud, including selections from classic and contemporary works (K-3); and	The opportunity to address this objective is available on the following pages: Teacher’s Edition: 78-80, 86-88, 92-94, 96-98, 106-108, 112-114, 118-120, 126-128, 132-134, 138-140, 146-148, 152-154, 158-160, 166-168, 172-174, 178-180, 186-188, 192-194, 198-200
(F) identify the musical elements of literary language, such as its rhymes, repeated sounds, or instances of onomatopoeia (2-3).	The opportunity to address this objective is available on the following pages: Teacher’s Edition: 147, 153, 159

(2) Listening/speaking/ culture. The student listens and speaks to gain knowledge of his/her own culture, the culture of others, and the common elements of cultures.

Objective	<i>Daybook of Critical Reading and Writing, Grade 2</i>
The student is expected to:	
(A) connect experiences and ideas with those of others through speaking and listening (K-3); and	Teacher’s Edition: 192

(3) Listening/speaking/ audiences/oral grammar. The student speaks appropriately to different audiences for different purposes and occasions.

Objective	<i>Daybook of Critical Reading and Writing, Grade 2</i>
The student is expected to:	
(C) ask and answer relevant questions and make contributions in small or large group discussions (K-3);	The opportunity to address this objective is available on the following pages: Teacher’s Edition: 78-80, 86-88, 92-94, 96-98, 106-108, 112-114, 118-120, 126-128, 132-134, 138-140, 146-148, 152-154, 158-160, 166-168, 172-174, 178-180, 186-188, 192-194, 198-200
(E) gain increasing control of grammar when speaking such as using subject-verb agreement, complete sentences, and correct tense (K-3)	The opportunity to address this objective is available throughout the text.

(4) Listening/speaking/ communication. The student communicates clearly by putting thoughts and feelings into spoken words.

Objective	<i>Daybook of Critical Reading and Writing, Grade 2</i>
The student is expected to:	
(A) use vocabulary to describe clearly ideas, feelings, and experiences (K-3).	The opportunity to practice this objective is available throughout the text.

(5) Reading/word identification. The student uses a variety of word identification strategies.

Objective	<i>Daybook of Critical Reading and Writing, Grade 2</i>
The student is expected to:	
(A) decode by using all letter-sound correspondences within a word (1-3);	The opportunity to practice this objective is available throughout the text.
(B) blend initial letter-sounds with common vowel spelling patterns to read words (1-3);	The opportunity to practice this objective is available throughout the text.
(H) read both regular and irregular words automatically such as through multiple opportunities to read and reread (1-3).	The opportunity to practice this objective is available throughout the text.

(6) Reading/fluency. The student reads with fluency and understanding in texts at appropriate difficulty levels.

Objective	<i>Daybook of Critical Reading and Writing, Grade 2</i>
The student is expected to:	
(A) read regularly in independent-level materials (texts in which no more than approximately 1 in 20 words is difficult for the reader) (2);	The opportunity to practice this objective is available throughout the text.
(B) read regularly in instructional-level materials that are challenging but manageable (texts in which no more than approximately 1 in 10 words is difficult for the reader; a “typical” second grader reads approximately 70 wpm) (2).	The opportunity to practice this objective is available throughout the text.
(C) read orally from familiar texts with fluency (accuracy, expression, appropriate phrasing, and attention to punctuation) (2);	The opportunity to practice this objective is available throughout the text.
(D) self-select independent-level reading by drawing on personal interests, by relying on knowledge of authors and different types of texts, and/or by estimating text difficulty (1-3); and	The opportunity to practice this objective is available throughout the text.
(E) read silently for increasing periods of time (2-3).	The opportunity to practice this objective is available throughout the text.

(7) Reading/variety of texts. The student reads widely for different purposes in varied sources.

Objective	<i>Daybook of Critical Reading and Writing, Grade 2</i>
The student is expected to:	
(B) read from a variety of genres for pleasure and to acquire information from both print and electronic sources (2-3); and	Teacher’s Edition: 84-103, 104-123, 124-143, 144-163, 164-183, 184-203
(C) read to accomplish various purposes, both assigned and self-selected (2-3).	Teacher’s Edition: 84-103, 104-123, 124-143, 144-163, 164-183, 184-203

(8) Reading/ vocabulary development. The student develops an extensive vocabulary.

Objective	<i>Daybook of Critical Reading and Writing, Grade 2</i>
The student is expected to:	
(A) discuss meanings of words and develop vocabulary through meaningful/concrete experiences (K-2);	Teacher’s Edition: 78, 81, 86, 89, 92, 95, 98, 101, 106, 109, 112, 115, 118, 121, 126, 129, 132, 135, 138, 141, 146, 149, 152, 155, 158, 161, 166, 169, 172, 175, 178, 181, 186, 189, 192, 195, 198, 201
(B) develop vocabulary by listening to and discussing both familiar and conceptually challenging selections read aloud (K-3);	The opportunity to address this objective is available on the following pages: Teacher’s Edition: 78-80, 86-88, 92-94, 96-98, 106-108, 112-114, 118-120, 126-128, 132-134, 138-140, 146-148, 152-154, 158-160, 166-168, 172-174, 178-180, 186-188, 192-194, 198-200

Objective	<i>Daybook of Critical Reading and Writing, Grade 2</i>
The student is expected to:	
(C) develop vocabulary through reading (2-3);	The opportunity to address this objective is available on the following pages: Teacher's Edition: 78-80, 86-88, 92-94, 96-98, 106-108, 112-114, 118-120, 126-128, 132-134, 138-140, 146-148, 152-154, 158-160, 166-168, 172-174, 178-180, 186-188, 192-194, 198-200
(D) use resources and references such as beginners' dictionaries, glossaries, available technology, and context to build word meanings and to confirm pronunciations of words (2-3).	Teacher's Edition: 78, 98, 132, 172

(9) Reading/ comprehension. The student uses a variety of strategies to comprehend selections read aloud and selections read independently.

Objective	<i>Daybook of Critical Reading and Writing, Grade 2</i>
The student is expected to:	
(A) use prior knowledge to anticipate meaning and make sense of texts (K-3);	Teacher's Edition: 36, 45, 46, 98, 112, 166
(B) establish purposes for reading and listening such as to be informed, to follow directions, and to be entertained (K-3);	Teacher's Edition: 86, 92, 98, 106, 112, 118, 126, 132, 138, 146, 152, 158, 166, 172, 178, 186, 192, 198
(C) retell or act out the order of important events in stories (K-3);	Teacher's Edition: 102, 172-174
(D) monitor his/her own comprehension and act purposefully when comprehension breaks down using such strategies as rereading, searching for clues, and asking for help (1-3);	Teacher's Edition: 78-80, 86-88, 92-94, 96-98, 106-108, 112-114, 118-120, 126-128, 132-134, 138-140, 146-148, 152-154, 158-160, 166-168, 172-174, 178-180, 186-188, 192-194, 198-200
(E) draw and discuss visual images based on text descriptions (1-3);	Teacher's Edition: 80, 138, 139, 158
(F) make and explain inferences from texts such as determining important ideas, causes and effects, making predictions, and drawing conclusions (1-3);	Teacher's Edition: 78-80, 106-108, 112-114
(G) identify similarities and differences across texts such as in topics, characters, and problems (1-2);	Teacher's Edition: 88
(I) represent text information in different ways, including story maps, graphs, and charts (2-3).	Teacher's Edition: 46-74, 80, 96, 102, 110, 116, 119, 120, 122, 130, 136, 139, 142, 156, 158, 159, 162, 170, 176, 182, 188, 202

(10) Reading/ literary response. The student responds to various texts.

Objective	<i>Daybook of Critical Reading and Writing, Grade 2</i>
The student is expected to:	
(A) respond to stories and poems in ways that reflect understanding and interpretation in discussion (speculating, questioning), in writing, and through movement, music, art, and drama (2-3);	Teacher's Edition: 86-88, 91-94, 98-100, 126-128, 132-134, 138-140, 146-148, 152-154, 159-160, 186-188, 192-194, 198-200
(B) demonstrate understanding of informational text in a variety of ways through writing, illustrating, developing demonstrations, and using available technology (2-3);	Teacher's Edition: 104-123

(11) Reading/ text structures/literary concepts. The student analyzes the characteristics of various types of texts.

Objective	<i>Daybook of Critical Reading and Writing, Grade 2</i>
The student is expected to:	
(B) identify text as written for entertainment (narrative) or for information (expository) (2);	The opportunity to address this objective is available on the following pages: Teacher's Edition: 78-80, 86-88, 92-94, 96-98, 106-108, 112-114, 118-120, 126-128, 132-134, 138-140, 146-148, 152-154, 158-160
(D) recognize the distinguishing features of familiar genres, including stories, poems, and informational texts (1-3);	The opportunity to address this objective is available throughout the text.
(G) understand literary forms by recognizing and distinguishing among such types of text as stories, poems, and information books (K-2);	The opportunity to address this objective is available throughout the text.
(H) analyze characters, including their traits, relationships, and changes (1-3);	Teacher's Edition: 86-91, 126-131
(I) identify the importance of the setting to a story's meaning (1-3); and	Teacher's Edition: 92-97
(J) recognize the story problem(s) or plot (1-3).	Teacher's Edition: 98-103

(13) Reading/ culture. The student reads to increase knowledge of his/her own culture, the culture of others, and the common elements of culture.

Objective	<i>Daybook of Critical Reading and Writing, Grade 2</i>
The student is expected to:	
(A) connect his/her own experiences with the life experiences, language, customs, and culture of others (K-3); and	Teacher's Edition: 192-197

(14) Writing/purposes. The student writes for a variety of audiences and purposes and in various forms.

Objective	<i>Daybook of Critical Reading and Writing, Grade 2</i>
The student is expected to:	
(A) write to record ideas and reflections (K-3);	Teacher’s Edition: 80, 88, 94, 97, 100, 108, 111, 114, 120, 128, 134, 140, 154, 160, 168, 174, 180, 188, 194, 200 Note: All lessons contain a writing activity where this objective can be addressed.
(B) write to discover, develop, and refine ideas (1-3);	Teacher’s Edition: 80, 88, 94, 97, 100, 108, 111, 114, 120, 128, 134, 140, 154, 160, 168, 174, 180, 188, 194, 200 Note: All lessons contain a writing activity where this objective can be addressed.
(C) write to communicate with a variety of audiences (1-3); and	Teacher’s Edition: 80, 88, 94, 97, 100, 108, 111, 114, 120, 128, 134, 140, 154, 160, 168, 174, 180, 188, 194, 200 Note: All lessons contain a writing activity where this objective can be addressed.
(D) write in different forms for different purposes such as lists to record, letters to invite or thank, and stories or poems to entertain (1-3).	Teacher’s Edition: 80, 88, 94, 97, 100, 108, 111, 114, 120, 128, 134, 140, 154, 160, 168, 174, 180, 188, 194, 200 Note: All lessons contain a writing activity where this objective can be addressed.

(15) Writing/ penmanship/capitalization/punctuation. The student composes original texts using the conventions of written language such as capitalization and penmanship to communicate clearly.

Objective	<i>Daybook of Critical Reading and Writing, Grade 2</i>
The student is expected to:	
(B) use word and letter spacing and margins to make messages readable (1-2);	The opportunity to address this objective is available throughout the text.
(C) use basic capitalization and punctuation correctly such as capitalizing names and first letters in sentences, using periods, question marks, and exclamation points (1-2); and	Teacher’s Edition: 80, 83, 88, 91, 94, 97, 100, 103, 108, 111, 114, 120, 128, 134, 137, 140, 143, 154, 160, 163, 168, 171, 174, 177, 180, 183, 188, 194, 197, 200 Note: All lessons contain a writing activity where this objective can be addressed.
(D) use more complex capitalization and punctuation with increasing accuracy such as proper nouns, abbreviations, commas, apostrophes, and quotation marks (2).	Teacher’s Edition: 80, 83, 88, 91, 94, 97, 100, 103, 108, 111, 114, 120, 128, 134, 137, 140, 143, 154, 160, 163, 168, 171, 174, 177, 180, 183, 188, 194, 197, 200 Note: All lessons contain a writing activity where this objective can be addressed.

(16) Writing/ spelling. The student spells proficiently.

Objective	<i>Daybook of Critical Reading and Writing, Grade 2</i>
The student is expected to:	
(B) write with more proficient spelling of regularly spelled patterns such as consonant-vowel-consonant (CVC) (hop), consonant-vowel-consonant-silent e (CVCe) (hope), and one-syllable words with blends (drop) (1-3);	*Note: All lessons contain a writing activity where this can be addressed.
(C) write with more proficient spelling of inflectional endings, including plurals and verb tenses (1-2); and	*Note: All lessons contain a writing activity where this can be addressed.
(D) write with more proficient use of orthographic patterns and rules such keep/cap, sack/book, out/cow, consonant doubling, dropping e, and changing y to i (2).	*Note: All lessons contain a writing activity where this can be addressed.

(17) Writing/ grammar/usage. The student composes meaningful texts applying knowledge of grammar and usage.

Objective	<i>Daybook of Critical Reading and Writing, Grade 2</i>
The student is expected to:	
(B) compose complete sentences in written texts and use the appropriate end punctuation (1-2);	The opportunity to address this objective is available on the following pages: Teacher's Edition: 83, 88, 91, 97, 100, 103, 108, 111, 114, 120, 123, 128, 134, 163, 174, 177, 180, 183, 188, 194, 197, 200 *Note: All lessons contain a writing activity or writing support activity where this can be addressed.



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correlated to
Texas Essential Knowledge and Skills (TEKS)
Grade 3

(b) Knowledge and Skills.

(1) Listening/speaking/purposes. The student listens attentively and engages actively in various oral language experiences.

Objective	<i>Daybook of Critical Reading and Writing, Grade 3</i>
The student is expected to:	
(B) respond appropriately and courteously to directions and questions (K-3);	The opportunity to address this objective is available throughout the text.
(C) participate in rhymes, songs, conversations, and discussions (K-3);	Teacher’s Edition: 15-32, 33-52, 53-68, 69-90, 91-112, 113-136
(D) listen critically to interpret and evaluate (K-3);	The opportunity to address this objective is available on the following pages: Teacher’s Edition: 15-32, 33-52, 53-68, 69-90, 91-112, 113-136
(E) listen responsively to stories and other texts read aloud, including selections from classic and contemporary works (K-3); and	The opportunity to address this objective is available on the following pages: Teacher’s Edition: 15-32, 33-52, 53-68, 69-90, 91-112, 113-136
(F) identify the musical elements of literary language, including its rhymes, repeated sounds, or instances of onomatopoeia (2-3).	The opportunity to address this objective is available on the following pages: Teacher’s Edition: 29-32, 39-42, 60-63, 87-90, 124-136

(2) Listening/speaking/ culture. The student listens and speaks to gain knowledge of his/her own culture, the culture of others, and the common elements of cultures.

Objective	<i>Daybook of Critical Reading and Writing, Grade 3</i>
The student is expected to:	
(A) connect experiences and ideas with those of others through speaking and listening (K-3); and	Teacher’s Edition: 15-32

(3) Listening/speaking/ audiences/oral grammar. The student speaks appropriately to different audiences for different purposes and occasions.

Objective	<i>Daybook of Critical Reading and Writing, Grade 3</i>
The student is expected to:	
(A) choose and adapt spoken language appropriate to the audience, purpose, and occasion, including use of appropriate volume and rate (K-3);	The opportunity to address this objective is available on the following pages: Teacher’s Edition: 46, 80, 90, 118 The opportunity to address this objective is also available throughout the text.
(C) ask and answer relevant questions and make contributions in small or large group discussions.	Teacher’s Edition: 15-32, 33-52, 53-68, 69-90, 91-112, 113-136
(D) present dramatic interpretations of experiences, stories, poems, or plays (K-3).	Teacher’s Edition: 28, 80, 90, 95

(6) Reading/fluency. The student reads with fluency and understanding in texts at appropriate difficulty levels.

Objective	<i>Daybook of Critical Reading and Writing, Grade 3</i>
The student is expected to:	
(A) read regularly in independent-level materials (texts in which no more than approximately 1 in 20 words is difficult for the reader) (3);	The opportunity to address this objective is available throughout the text.
(B) read regularly in instructional-level materials that are challenging but manageable (texts in which no more than approximately 1 in 10 words is difficult for the reader, the “typical” third grader reads 80 wpm) (3).	The opportunity to address this objective is available throughout the text.
(C) read orally from familiar texts with fluency (accuracy, expression, appropriate phrasing, and attention to punctuation) (3);	The opportunity to address this objective is available throughout the text.
(D) self-select independent-level reading such as by drawing on personal interests, by relying on knowledge of authors and different types of texts, and/or by estimating text difficulty (1-3); and	The opportunity to address this objective is available throughout the text.
(E) read silently for increasing periods of time (2-3).	The opportunity to address this objective is available throughout the text.

(7) Reading/variety of texts. The student reads widely for different purposes in varied sources.

Objective	<i>Daybook of Critical Reading and Writing, Grade 3</i>
The student is expected to:	
(B) read from a variety of genres for pleasure and to acquire information from both print and electronic sources (2-3); and	Teacher’s Edition: 15-32, 33-52, 53-68, 69-90, 91-112, 113-136
(C) read to accomplish various purposes, both assigned and self-selected (2-3).	Teacher’s Edition: 15-32, 33-52, 53-68, 69-90, 91-112, 113-136

(8) Reading/ vocabulary development. The student develops an extensive vocabulary.

Objective	<i>Daybook of Critical Reading and Writing, Grade 3</i>
The student is expected to:	
(A) develop vocabulary by listening to and discussing both familiar and conceptually challenging selections read aloud (K-3);	The opportunity to address this objective is available throughout the text.
(B) develop vocabulary through reading (2-3);	The opportunity to address this objective is available throughout the text.
(C) use resources and references such as beginners' dictionaries, glossaries, available technology, and context to build word meanings and to confirm pronunciations of words (2-3); and	The opportunity to address this objective is available throughout the text.

(9) Reading/ comprehension. The student uses a variety of strategies to comprehend selections read aloud and selections read independently.

Objective	<i>Daybook of Critical Reading and Writing, Grade 3</i>
The student is expected to:	
(A) use prior knowledge to anticipate meaning and make sense of texts (K-3);	Teacher's Edition: 15-32, 40, 65, 58, 62, 73, 78, 89, 98, 121
(B) establish purposes for reading and listening such as to be informed, to follow directions, and to be entertained (K-3);	Teacher's Edition: 16, 20, 25, 29, 34, 39, 43, 47, 54, 57, 60, 64, 70, 76, 81, 87, 92, 96, 102, 107, 114, 119, 124, 130
(C) retell or act out the order of important events in stories (K-3);	Teacher's Edition: 108, 116
(D) monitor his/her own comprehension and act purposefully when comprehension breaks down using such strategies as rereading, searching for clues, and asking for help (1-3);	Teacher's Edition: 9, 17, 18, 21, 22, 26, 30, 35, 40, 44, 48, 55, 58, 61, 62, 65, 71, 72, 77, 78, 82, 88, 89, 93, 94, 97, 98, 103, 108, 115, 120, 121, 125, 126, 131
(E) draw and discuss visual images based on text descriptions (1-3);	Teacher's Edition: 69-90
(F) make and explain inferences from texts such as determining important ideas, causes and effects, making predictions, and drawing conclusions (1-3);	Teacher's Edition: 37, 92-95, 96-101, 107-112
(H) produce summaries of text selections (2-3);	Teacher's Edition: 114-118
(I) represent text information in different ways, including story maps, graphs, and charts (2-3);	Teacher's Edition: 15-32, 33-52, 53-68, 69-90, 91-112, 113-136
(K) practice different kinds of questions and tasks, including test-like comprehension questions (3).	The opportunity to address this objective is available throughout the text.

(10) Reading/ literary response. The student responds to various texts.

Objective	<i>Daybook of Critical Reading and Writing, Grade 3</i>
The student is expected to:	
(A) respond to stories and poems in ways that reflect understanding and interpretation in discussion (speculating, questioning), in writing, and through movement, music, art, and drama (2-3);	Teacher's Edition: 19, 24, 28, 32, 38, 42, 46, 52, 56, 59, 63, 68, 75, 80, 86, 90, 95, 101, 106, 112, 118, 123, 129, 136
(B) demonstrate understanding of informational text in a variety of ways through writing, illustrating, developing demonstrations, and using available technology (2-3);	Teacher's Edition: 16-19, 20-24, 25-28, 54-56, 57-59, 70-75, 76-80, 92-95, 96-101
(C) support interpretations or conclusions with examples drawn from text (2-3); and	Teacher's Edition: 19, 28, 32, 52, 112, 118

(11) Reading/ text structures/literary concepts. The student analyzes the characteristics of various types of texts.

Objective	<i>Daybook of Critical Reading and Writing, Grade 3</i>
The student is expected to:	
(B) distinguish fiction from nonfiction, including fact and fantasy (K-3);	The opportunity to address this objective is available on the following pages: Teacher's Edition: 15-28, 33-38, 43-52, 53-59, 64-68, 69-86, 91-112, 113-123
(C) recognize the distinguishing features of familiar genres, including stories, poems, and informational texts (1-3);	The opportunity to address this objective is available on the following pages: Teacher's Edition: 15-32, 33-52, 53-68, 69-90, 91-112, 113-136
(F) understand literary forms by recognizing and distinguishing among such types of text as stories, poems, myths, fables, tall tales, limericks, plays, biographies, and autobiographies (3-7);	The opportunity to address this objective is available on the following pages: Teacher's Edition: 15-28, 33-38, 43-52, 53-59, 64-68, 69-86, 91-112, 113-123
(H) analyze characters, including their traits, feelings, relationships, and changes (1-3);	Teacher's Edition: 107-112, 114-118
(I) identify the importance of the setting to a story's meaning (1-3); and	Teacher's Edition: 114-118
(J) recognize the story problem(s) or plot (1-3).	Teacher's Edition: 114-118

(12) Reading/ inquiry/research. The student generates questions and conducts research using information from various sources.

Objective	<i>Daybook of Critical Reading and Writing, Grade 3</i>
The student is expected to:	
(A) identify relevant questions for inquiry such as "What Native American tribes inhabit(ed) Texas?" (K-3);	Teacher's Edition: 42

(13) Reading/ culture. The student reads to increase knowledge of his/her own culture, the culture of others, and the common elements of culture.

Objective	<i>Daybook of Critical Reading and Writing, Grade 3</i>
The student is expected to:	
(A) connect his/her own experiences with the life experiences, language, customs, and culture of others (K-3); and	Teacher's Edition: 42

(14) Writing/purposes. The student writes for a variety of audiences and purposes and in various forms.

Objective	<i>Daybook of Critical Reading and Writing, Grade 3</i>
The student is expected to:	
(A) write to record ideas and reflections (K-3);	Teacher's Edition: 15-32, 33-52, 53-68, 69-90, 91-112, 113-136
(B) write to discover, develop, and refine ideas (1-3);	Teacher's Edition: 15-32, 33-52, 53-68, 69-90, 91-112, 113-136
(C) write to communicate with a variety of audiences (1-3); and	Teacher's Edition: 15-32, 33-52, 53-68, 69-90, 91-112, 113-136 *Note: All lessons contain a writing activity or writing support activity.
(D) write in different forms for different purposes such as lists to record, letters to invite or thank, and stories or poems to entertain (1-3).	Teacher's Edition: 46, 51, 101, 129, 136 *Note: All lessons contain a writing activity or writing support activity.

(15) Writing/ penmanship/capitalization/punctuation. The student composes original texts using the conventions of written language such as capitalization and penmanship to communicate clearly.

Objective	<i>Daybook of Critical Reading and Writing, Grade 3</i>
The student is expected to:	
(A) gain more proficient control of all aspects of penmanship (3); and	*Note: All lessons contain a writing activity or writing support activity where this can be addressed.
(B) use capitalization and punctuation such as commas in a series, apostrophes in contractions such as can't and possessives such as Robin's, quotation marks, proper nouns, and abbreviations with increasing accuracy (3).	*Note: All lessons contain a writing activity or writing support activity where this can be addressed.

(16) Writing/ spelling. The student spells proficiently.

Objective	<i>Daybook of Critical Reading and Writing, Grade 3</i>
The student is expected to:	
(A) write with more proficient spelling of regularly spelled patterns such as consonant-vowel-consonant (CVC) (hop), consonant-vowel-consonant-silent e (CVCe) (hope), and one-syllable words with blends (drop) (1-3);	*Note: All lessons contain a writing activity or writing support activity where this can be addressed.
(B) spell multisyllabic words using regularly spelled phonogram patterns (3);	*Note: All lessons contain a writing activity or writing support activity where this can be addressed.
(C) write with more proficient spelling of inflectional endings, including plurals and past tense and words that drop the final e when such endings as -ing, -ed, or -able are added (3);	*Note: All lessons contain a writing activity or writing support activity where this can be addressed.
(D) write with more proficient use of orthographic patterns and rules such as oil/toy, match/speech, badge/cage, consonant doubling, dropping e, and changing y to i (3);	*Note: All lessons contain a writing activity or writing support activity where this can be addressed.
(E) write with more proficient spelling of contractions, compounds, and homonyms such as hair-hare and bear-bare (3);	*Note: All lessons contain a writing activity or writing support activity where this can be addressed.
(F) write with accurate spelling of syllable constructions such as closed, open, consonant before -le, and syllable boundary patterns (3-6);	*Note: All lessons contain a writing activity or writing support activity where this can be addressed.
(G) spell words ending in -tion and -sion such as station and procession (3); and	*Note: All lessons contain a writing activity or writing support activity where this can be addressed.
(H) use resources to find correct spellings, synonyms, or replacement words (1-3).	*Note: All lessons contain a writing activity or writing support activity where this can be addressed.

(17) Writing/ grammar/usage. The student composes meaningful texts applying knowledge of grammar and usage.

Objective	<i>Daybook of Critical Reading and Writing, Grade 3</i>
The student is expected to:	
(A) use correct irregular plurals such as sheep (3);	*Note: All lessons contain a writing activity or writing support activity where this can be addressed.
(B) use singular and plural forms of regular nouns and adjust verbs for agreement (3);	*Note: All lessons contain a writing activity or writing support activity where this can be addressed.
(C) compose elaborated sentences in written texts and use the appropriate end punctuation (3);	*Note: All lessons contain a writing activity or writing support activity where this can be addressed.
(D) compose sentences with interesting, elaborated subjects (2-3); and	*Note: All lessons contain a writing activity or writing support activity where this can be addressed.
(E) edit writing toward standard grammar and usage, including subject-verb agreement; pronoun agreement, including pronouns that agree in number; and appropriate verb tenses, including to be, in final drafts (2-3).	*Note: All lessons contain a writing activity or writing support activity where this can be addressed.

(18) Writing/ writing processes. The student selects and uses writing processes for self-initiated and assigned writing.

Objective	<i>Daybook of Critical Reading and Writing, Grade 3</i>
The student is expected to:	
(A) generate ideas for writing by using prewriting techniques such as drawing and listing key thoughts (2-3);	Teacher's Edition: 51, 59, 117, 136 The opportunity to address this objective is also available on the following pages: Teacher's Edition: 141-146
(B) develop drafts (1-3);	Teacher's Edition: 51, 59, 101, 117, 129, 136 The opportunity to address this objective is also available on the following pages: Teacher's Edition: 141-146
(C) revise selected drafts for varied purposes, including to achieve a sense of audience, precise word choices, and vivid images (1-3);	Teacher's Edition: 51, 101, 129 The opportunity to address this objective is also available on the following pages: Teacher's Edition: 141-146
(D) edit for appropriate grammar, spelling, punctuation, and features of polished writing (2-3);	Teacher's Edition: 51, 59, 101, 117, 129, 136 The opportunity to address this objective is also available on the following pages: Teacher's Edition: 141-146
(E) use available technology for aspects of writing such as word processing, spell checking, and printing (2-3); and	Teacher's Edition: 101, 129, 136 The opportunity to address this objective is also available on the following pages: Teacher's Edition: 141-146
(F) demonstrate understanding of language use and spelling by bringing selected pieces frequently to final form, "publishing" them for audiences (2-3).	Teacher's Edition: 101, 117, 129, 136 The opportunity to address this objective is also available on the following pages: Teacher's Edition: 141-146

(20) Writing/ inquiry/research. The student uses writing as a tool for learning and research.

Objective	<i>Daybook of Critical Reading and Writing, Grade 3</i>
The student is expected to:	
(A) write or dictate questions for investigating (2-3);	Teacher's Edition: 42, 59
(B) record his/her own knowledge of a topic in a variety of ways such as by drawing pictures, making lists, and showing connections among ideas (K-3);	The opportunity to address this objective is available on the following pages: Teacher's Edition: 42, 59
(C) take simple notes from relevant sources such as classroom guests, books, and media sources (2-3); and	The opportunity to address this objective is available on the following pages: Teacher's Edition: 42, 59



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correlated to
Texas Essential Knowledge and Skills (TEKS)
Grade 5

(b) Knowledge and Skills.

(1) Listening/speaking/purposes. The student listens actively and purposefully in a variety of settings.

Objective	<i>Daybook of Critical Reading and Writing, Grade 5</i>
The student is expected to:	
(C) understand the major ideas and supporting evidence in spoken messages (4-8).	The opportunity to address this objective is available throughout the text.

(2) Listening/speaking/ critical listening. The student listens critically to analyze and evaluate a speaker’s message(s).

Objective	<i>Daybook of Critical Reading and Writing, Grade 5</i>
The student is expected to:	
(A) interpret speakers’ messages (both verbal and nonverbal), purposes, and perspectives (4-8);	The opportunity to address this objective is available on the following pages: Teacher’s Edition: 54, 119, 122

(3) Listening/speaking/ appreciation. The student listens, enjoys, and appreciates spoken language.

Objective	<i>Daybook of Critical Reading and Writing, Grade 5</i>
The student is expected to:	
(A) listen to proficient, fluent models of oral reading, including selections from classic and contemporary works (4-8);	The opportunity to address this objective is available throughout the text
(B) describe how the language of literature affects the listener (4-5); and	The opportunity to address this objective is available throughout the text

(4) Listening/speaking/ culture. The student listens and speaks both to gain and share knowledge of his/her own culture, the culture of others, and the common elements of cultures.

Objective	<i>Daybook of Critical Reading and Writing, Grade 5</i>
The student is expected to:	
(A) connect his/her own experiences, information, insights, and ideas with those of others through speaking and listening (4-8);	Teacher’s Edition: 15-46, 63-69

(5) Listening/speaking/audiences. The student speaks clearly and appropriately to different audiences for different purposes and occasions.

Objective	<i>Daybook of Critical Reading and Writing, Grade 5</i>
The student is expected to:	
(A) adapt spoken language such as word choice, diction, and usage to the audience, purpose, and occasion (4-8);	The opportunity to address this objective is available throughout the text.
(B) demonstrate effective communications skills that reflect such demands as interviewing, reporting, requesting, and providing (4-8);	Teacher’s Edition: 198 The opportunity to address this objective is also available throughout the text.
(C) present dramatic interpretations of experiences, stories, poems, or plays to communicate (4-8);	Teacher’s Edition: 86, 142, 188
(F) clarify and support spoken ideas with evidence, elaborations, and examples (4-8).	The opportunity to address this objective is available throughout the text.

(7) Reading/fluency. The student reads with fluency and understanding in texts at appropriate difficulty levels.

Objective	<i>Daybook of Critical Reading and Writing, Grade 5</i>
The student is expected to:	
(A) read regularly in independent-level materials (texts in which no more than approximately 1 in 20 words is difficult for the reader) (5);	The opportunity to address this objective is available throughout the text.
(B) read regularly in instructional-level materials that are challenging but manageable (texts in which no more than approximately 1 in 10 words is difficult for the reader; a “typical”5th grader reads approximately 100 wpm) (5);	The opportunity to address this objective is available throughout the text.
(C) demonstrate characteristics of fluent and effective reading (4-6);	The opportunity to address this objective is available throughout the text.
(D) adjust reading rate based on purposes for reading (4-8);	The opportunity to address this objective is available throughout the text.
(E) read aloud in selected texts in ways that both reflect understanding of the text and engage the listeners (4-8); and	The opportunity to address this objective is available throughout the text.
(F) read silently with increasing ease for longer periods (4-8).	The opportunity to address this objective is available throughout the text.

(8) Reading/variety of texts. The student reads widely for different purposes in varied sources.

Objective	<i>Daybook of Critical Reading and Writing, Grade 5</i>
The student is expected to:	
(B) select varied sources such as nonfiction, novels, textbooks, newspapers, and magazines when reading for information or pleasure (4-5); and	Teacher's Edition: 16-46, 49-78, 79-110, 111-142, 143-174, 175-207
(C) read for varied purposes such as to be informed, to be entertained, to appreciate the writer's craft, and to discover models for his/her own writing (4-8).	Teacher's Edition: 16-46, 49-78, 79-110, 111-142, 143-174, 175-207

(9) Reading/ vocabulary development. The student acquires an extensive vocabulary through reading and systematic word study.

Objective	<i>Daybook of Critical Reading and Writing, Grade 5</i>
The student is expected to:	
(A) develop vocabulary by listening to selections read aloud (4-8);	Teacher's Edition: 16-46, 49-78, 79-110, 111-142, 143-174, 175-207
(B) draw on experiences to bring meanings to words in context such as interpreting figurative language and multiple-meaning words (4-5);	Teacher's Edition: 72, 112-115, 193-195

(10) Reading/ comprehension. The student comprehends selections using a variety of strategies.

Objective	<i>Daybook of Critical Reading and Writing, Grade 5</i>
The student is expected to:	
(A) use his/her own knowledge and experience to comprehend (4-8);	Teacher's Edition: 15-19, 20-24, 25-46
(B) establish and adjust purposes for reading such as reading to find out, to understand, to interpret, to enjoy, and to solve problems (4-8);	Teacher's Edition: 16, 20, 25, 28, 32, 36, 39, 44, 48, 52, 56, 60, 63, 70, 74, 76, 80, 84, 90, 94, 98, 103, 107, 112, 116, 120, 123, 127, 131, 134, 138, 144, 148, 152, 155, 160, 164, 167, 171, 176, 180, 184, 189, 193, 196, 199, 203
(C) monitor his/her own comprehension and make modifications when understanding breaks down such as by rereading a portion aloud, using reference aids, searching for clues, and asking questions (4-8);	Teacher's Edition: 17, 21, 26, 29, 33, 37, 40, 45, 49, 53, 57, 61, 64, 71, 75, 77, 81, 85, 88, 91, 95, 99, 104, 108, 113, 117, 121, 124, 125, 128, 132, 135, 139, 145, 149, 153, 156, 161, 165, 168, 172, 177, 181, 185, 186, 190, 194, 197, 200, 204
(D) describe mental images that text descriptions evoke (4-8);	Teacher's Edition: 11, 110-142
(E) use the text's structure or progression of ideas such as cause and effect or chronology to locate and recall information (4-8);	Teacher's Edition: 98-102, 189-192
(F) determine a text's main (or major) ideas and how those ideas are supported with details (4-8);	Teacher's Edition: 60-62, 80-83, 84-86, 87-89, 138-141

Objective	<i>Daybook of Critical Reading and Writing, Grade 5</i>
The student is expected to:	
(G) paraphrase and summarize text to recall, inform, and organize ideas (4-8);	Teacher's Edition: 60-62, 67, 83, 86, 101, 149
(H) draw inferences such as conclusions or generalizations and support them with text evidence and experience (4-8);	Teacher's Edition: 143-174
(I) find similarities and differences across texts such as in treatment, scope, or organization (4-8);	Teacher's Edition: 35, 39, 70, 75, 106
(K) answer different types and levels of questions such as open-ended, literal, and interpretive as well as test-like questions such as multiple choice, true-false, and short answer (4-8); and	Teacher's Edition: 16-46, 49-78, 79-110, 111-142, 143-174, 175-207
(L) represent text information in different ways such as in outline, timeline, or graphic organizer (4-8).	Teacher's Edition: 16-46, 49-78, 79-110, 111-142, 143-174, 175-207

(11) Reading/ literary response. The student expresses and supports responses to various types of texts.

Objective	<i>Daybook of Critical Reading and Writing, Grade 5</i>
The student is expected to:	
(A) offer observations, make connections, react, speculate, interpret, and raise questions in response to texts (4-8);	Teacher's Edition: 16-46, 49-78, 79-110, 111-142, 143-174, 175-207
(B) interpret text ideas through such varied means as journal writing, discussion, enactment, media (4-8);	Teacher's Edition: 16-46, 49-78, 79-110, 111-142, 143-174, 175-207
(C) support responses by referring to relevant aspects of text and his/her own experiences (4-8); and	Teacher's Edition: 16-46, 49-78, 79-110, 111-142, 143-174, 175-207
(D) connect, compare, and contrast ideas, themes, and issues across text (4-8).	Teacher's Edition: 20-24, 39-43, 70-73

(12) Reading/ text structures/literary concepts. The student analyzes the characteristics of various types of texts (genres).

Objective	<i>Daybook of Critical Reading and Writing, Grade 5</i>
The student is expected to:	
(A) judge the internal consistency or logic of stories and texts such as "Would this character do this?"; "Does this make sense here?" (4-5);	The opportunity to address this objective is available on the following pages: Teacher's Edition: 16-46, 49-78, 79-110, 111-142, 143-174, 175-207
(B) recognize that authors organize information in specific ways (4-5);	Teacher's Edition: 98-102

Objective	<i>Daybook of Critical Reading and Writing, Grade 5</i>
The student is expected to:	
(C) identify the purposes of different types of texts such as to inform, influence, express, or entertain (4-8);	The opportunity to address this objective is available on the following pages: Teacher's Edition: 16-46, 49-78, 79-110, 111-142, 143-174, 175-207
(D) recognize the distinguishing features of genres, including biography, historical fiction, informational texts, and poetry (4-8);	The opportunity to address this objective is available on the following pages: Teacher's Edition: 16-46, 49-78, 79-110, 111-142, 143-174, 175-207
(G) understand literary forms by recognizing and distinguishing among such types of text as stories, poems, myths, fables, tall tales, limericks, plays, biographies, and autobiographies (3-7);	The opportunity to address this objective is available on the following pages: Teacher's Edition: 16-46, 49-78, 79-110, 111-142, 143-174, 175-207
(H) analyze characters, including their traits, motivations, conflicts, point of view, relationships, and changes they undergo (4-8);	Teacher's Edition: 25-27, 74-75, 90-93, 155-159, 186-190, 201-204
(I) recognize and analyze story plot, setting, and problem resolution (4-8);and	Teacher's Edition: 131-134
(J) describe how the author's perspective or point of view affects the text (4-8).	The opportunity to address this objective is available on the following pages: Teacher's Edition: 52-55

(13) Reading/ inquiry/research. The student inquires and conducts research using a variety of sources.

Objective	<i>Daybook of Critical Reading and Writing, Grade 5</i>
The student is expected to:	
(A) form and revise questions for investigations, including questions arising from interests and units of study (4-5);	The opportunity to address this objective is available on the following pages: Teacher's Edition: 27, 38, 55, 89, 102, 110, 119, 154, 163, 183, 192

(14) Reading/ culture. The student reads to increase knowledge of his/her own culture, the culture of others, and the common elements of cultures.

Objective	<i>Daybook of Critical Reading and Writing, Grade 5</i>
The student is expected to:	
(A) compare text events with his/her own and other readers' experiences (4-8);	Teacher's Edition: 15-19, 20-24, 25-27, 28, 32-35, 44, 49, 58, 75, 104, 113, 124
(C) articulate and discuss themes and connections that cross cultures (4-8).	Teacher's Edition: 76-78, 182-185

(15) Writing/purposes. The student writes for a variety of audiences and purposes and in various forms.

Objective	<i>Daybook of Critical Reading and Writing, Grade 5</i>
The student is expected to:	
(A) write to express, discover, record, develop, reflect on ideas, and to problem solve (4-8);	Teacher’s Edition: 16-46, 49-78, 79-110, 111-142, 143-174, 175-207
(B) write to influence such as to persuade, argue, and request (4-8);	Teacher’s Edition: 214
(C) write to inform such as to explain, describe, report, and narrate (4-8);	Teacher’s Edition: 27, 38, 55, 89, 102, 106, 119, 154, 163, 170,174, 183, 192
(D) write to entertain such as to compose humorous poems or short stories (4-8);	Teacher’s Edition: 24, 159, 217
(E) exhibit an identifiable voice in personal narratives and in stories (4-5); and	The opportunity to address this objective is available on the following pages: Teacher’s Edition: 24, 212

(16) Writing/ penmanship/capitalization/punctuation. The student composes original texts applying the conventions of written language such as capitalization, punctuation, and penmanship to communicate clearly.

Objective	<i>Daybook of Critical Reading and Writing, Grade 5</i>
The student is expected to:	
(A) write legibly by selecting cursive or manuscript as appropriate (4-8); and	*Note: All lessons contain a writing activity or writing support activity where this can be addressed.
(B) capitalize and punctuate correctly to clarify and enhance meaning such as capitalizing titles, using possessives, commas in a series, commas in direct address, and sentence punctuation (4-5).	*Note: All lessons contain a writing activity or writing support activity where this can be addressed.

(17) Writing/ spelling. The student spells proficiently.

Objective	<i>Daybook of Critical Reading and Writing, Grade 5</i>
The student is expected to:	
(A) write with accurate spelling of syllable constructions, including closed, open, consonant before –le, and syllable boundary patterns (3-6);	*Note: All lessons contain a writing activity or writing support activity where this can be addressed.
(B) write with accurate spelling of roots such as drink, speak, read, or happy, inflections such as those that change tense or number, suffixes such as –able or –less, and prefixes such as re- or un- (4-6);	*Note: All lessons contain a writing activity or writing support activity where this can be addressed.

(18) Writing/ grammar/usage. The student applies standard grammar and usage to communicate clearly and effectively in writing.

Objective	<i>Daybook of Critical Reading and Writing, Grade 5</i>
The student is expected to:	
(A) use regular and irregular plurals correctly (4-6);	*Note: All lessons contain a writing activity or writing support activity where this can be addressed.
(B) write in complete sentences, varying the types such as compound and complex to match meanings and purposes (4-5);	*Note: All lessons contain a writing activity or writing support activity where this can be addressed.
(C) employ standard English usage in writing for audiences, including subject-verb agreement, pronoun referents, and parts of speech (4-8);	*Note: All lessons contain a writing activity or writing support activity where this can be addressed.
(D) use adjectives (comparative and superlative forms) and adverbs appropriately to make writing vivid or precise (4-8);	*Note: All lessons contain a writing activity or writing support activity where this can be addressed.
(E) use prepositional phrases to elaborate written ideas (4-8);	*Note: All lessons contain a writing activity or writing support activity where this can be addressed.
(F) use conjunctions to connect ideas meaningfully (4-5);	*Note: All lessons contain a writing activity or writing support activity where this can be addressed.
(G) write with increasing accuracy when using apostrophes in contractions such as it's and possessives such as Jan's (4-8); and	*Note: All lessons contain a writing activity or writing support activity where this can be addressed.
(H) write with increasing accuracy when using objective case pronouns such as "Dan cooked for you and me." (4-5).	*Note: All lessons contain a writing activity or writing support activity where this can be addressed.

(19) Writing/ writing processes. The student selects and uses writing processes for self-initiated and assigned writing.

Objective	<i>Daybook of Critical Reading and Writing, Grade 5</i>
The student is expected to:	
(A) generate ideas and plans for writing by using such prewriting strategies as brainstorming, graphic organizers, notes, and logs (4-8);	The opportunity to address this objective is available on the following pages: Teacher's Edition: 212-217
(B) develop drafts by categorizing ideas, organizing them into paragraphs, and blending paragraphs within larger units of text (4-8);	The opportunity to address this objective is available on the following pages: Teacher's Edition: 212-217
(C) revise selected drafts by adding, elaborating, deleting, combining, and rearranging text (4-8);	The opportunity to address this objective is available on the following pages: Teacher's Edition: 212-217
(D) revise drafts for coherence, progression, and logical support of ideas (4-8);	The opportunity to address this objective is available on the following pages: Teacher's Edition: 212-217
(E) edit drafts for specific purposes such as to ensure standard usage, varied sentence structure, and appropriate word choice (4-8);	The opportunity to address this objective is available on the following pages: Teacher's Edition: 212-217

Objective	<i>Daybook of Critical Reading and Writing, Grade 5</i>
The student is expected to:	
(H) proofread his/her own writing and that of others (4-8); and	The opportunity to address this objective is available on the following pages: Teacher's Edition: 212-217
(I) select and use reference materials and resources as needed for writing, revising, and editing final drafts (4-8).	The opportunity to address this objective is available on the following pages: Teacher's Edition: 212-217

(21) Writing/ inquiry/research. The student uses writing as a tool for learning and research.

Objective	<i>Daybook of Critical Reading and Writing, Grade 5</i>
The student is expected to:	
(A) frame questions to direct research (4-8);	The opportunity to address this objective is available on the following pages: Teacher's Edition: 27, 38, 55, 62, 89, 102, 119, 154, 163, 183, 192
(C) take notes from relevant and authoritative sources such as guest speakers, periodicals, or on-line searches (4-8)	The opportunity to address this objective is available on the following pages: Teacher's Edition: 27, 38, 55, 62, 89, 102, 119, 154, 163, 183, 192
(E) present information in various forms using available technology (4-8); and	Teacher's Edition: 27, 89, 110, 154



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correlated to
Texas Essential Knowledge and Skills (TEKS)
Grade 6**

(b) Knowledge and Skills.

(1) Listening/speaking/purposes. The student listens actively and purposefully in a variety of settings.

Objective	<i>Daybook of Critical Reading and Writing, Grade 6</i>
The student is expected to:	
(B) eliminate barriers to effective listening (4-8);	Teacher’s Edition: Opportunity exists throughout text and especially with each lesson’s Discussion Questions.

(2) Listening/speaking/critical listening. The student listens critically to analyze and evaluate a speaker's message(s).

Objective	<i>Daybook of Critical Reading and Writing, Grade 6</i>
The student is expected to:	
(B) identify and analyze a speaker's persuasive techniques such as selling, convincing, and using propaganda (6);	Teacher’s Edition: opportunity exists 118-120
(C) distinguish between the speaker's opinion and verifiable fact (4-8);	Teacher’s Edition: opportunity exists 118-120
(D) monitor his/her own understanding of the spoken message and seek clarification as needed (4-8);	Teacher’s Edition: opportunity exists 99-100, 118-120
(E) compare his/her own perception of a spoken message with the perception of others (6-8); and	Teacher’s Edition: opportunity exists 99-100, 118-120
(F) evaluate a spoken message in terms of its content, credibility, and delivery (6-8).	Teacher’s Edition: 118-120; opportunity also exists 99-100

(3) Listening/speaking/appreciation. The student listens to enjoy and appreciate spoken language.

Objective	<i>Daybook of Critical Reading and Writing, Grade 6</i>
The student is expected to:	
(A) listen to proficient, fluent models of oral reading, including selections from classic and contemporary works (4-8);	Teacher's Edition: 72, 75, 81, 120; opportunity also exists 77, 79, 176-177, 179, 180, 182, 188
(B) analyze oral interpretations of literature for effects on the listener (6-8); and	Teacher's Edition: 72-74, 81; opportunity also exists 75-76, 77, 79, 80, 120, 188-189
(C) analyze the use of aesthetic language for its effects (6-8).	Teacher's Edition: 73-74, 75-76, 77-78, 79-80, 81-82, 177, 179, 180, 182-183, 188-189

(5) Listening/speaking/appreciation. The student speaks clearly and appropriately to different audiences for different purposes and occasions.

Objective	<i>Daybook of Critical Reading and Writing, Grade 6</i>
The student is expected to:	
(C) present dramatic interpretations of experiences, stories, poems, or plays to communicate (4-8);	Teacher's Edition: 72-74, 75-76, 78, 80, 81, 120; opportunity exists 188-189
(E) use effective rate, volume, pitch, and tone for the audience and setting (4-8); and	Teacher's Edition: 72-74, 75-76, 78, 80, 81, 120

(7) Reading/fluency. The student reads with fluency and understanding in texts at appropriate difficulty levels.

Objective	<i>Daybook of Critical Reading and Writing, Grade 6</i>
The student is expected to:	
(B) read regularly in instructional-level materials that are challenging but manageable (texts in which no more than approximately 1 in 10 words is difficult for the reader) (6);	Teacher's Edition: This standard is met through the reading selections throughout the text.
(C) demonstrate characteristics of fluent and effective readers (4-6);	Teacher's Edition: This standard is embedded throughout reading selections, especially in Critical Reading Skill sections of lessons.
(D) adjust reading rate based on purposes for reading (4-8);	Teacher's Edition: This standard is embedded throughout reading selections, especially in Critical Reading Skill sections of lessons.
(E) read aloud in selected texts in ways that both reflect understanding of the text and engage the listeners (4-8); and	Teacher's Edition: Opportunity exists with each reading selection.

(8) Reading/variety of texts. The student reads widely for different purposes in varied sources.

Objective	<i>Daybook of Critical Reading and Writing, Grade 6</i>
The student is expected to:	
(A) read classic and contemporary works (2-8);	Teacher’s Edition: Reading selections provide exposure to a variety of genres and material.
(B) select varied sources such as plays, anthologies, novels, textbooks, poetry, newspapers, manuals, and electronic texts when reading for information or pleasure (6-8);	Teacher’s Edition: Reading selections provide exposure to a variety of genres and material.
(C) read for varied purposes such as to be informed, to be entertained, to appreciate the writer's craft, and to discover models for his/her own writing (4-8); and	Teacher’s Edition: Reading selections provide exposure to a variety of genres and material, providing opportunities for students to vary their purpose of reading.
(D) read to take action such as to complete forms, make informed recommendations, and write a response (6-8).	Teacher’s Edition: Opportunity exists throughout text as students are often asked to respond to the reading in Response Notes or in writing pieces following the reading selection.

(9) Reading/vocabulary development. The student acquires an extensive vocabulary through reading and systematic word study.

Objective	<i>Daybook of Critical Reading and Writing, Grade 6</i>
The student is expected to:	
(B) draw on experiences to bring meanings to words in context such as interpreting idioms, multiple-meaning words, and analogies (6-8);	Teacher’s Edition: 10, 29, 44, 67, 79, 86, 102, 118, 123, 128, 164, 171; opportunity also exists 17, 20, 33, 42, 53, 60, 64, 79, 108, 132, 135, 148, 166, 173, 192
(C) use multiple reference aids, including a thesaurus, a synonym finder, a dictionary, and software, to clarify meanings and usage (4-8);	Teacher’s Edition: 96, 121, 144, 151, 201, 272; opportunity also exists 72
(D) determine meanings of derivatives by applying knowledge of the meanings of root words such as like, pay or happy and affixes such as dis-, pre- or un- (4-8);	Teacher’s Edition: 22, 26, 156

(10) Reading/comprehension. The student comprehends selections using a variety of strategies.

Objective	<i>Daybook of Critical Reading and Writing, Grade 6</i>
The student is expected to:	
(A) use his/her own knowledge and experience to comprehend (4-8);	Teacher’s Edition: 13-16, 39, 56, 121-122, 148-152, 153-155, 156, 157, 160-162, 202
(B) establish and adjust purposes for reading such as reading to find out, to understand, to interpret, to enjoy, and to solve problems (4-8);	Teacher’s Edition: 33, 36, 192, 201, 204; opportunity also exists 144
(C) monitor his/her own comprehension and make modifications when understanding breaks down such as by rereading a portion aloud, using reference aids, searching for clues, and asking questions (4-8);	Teacher’s Edition: This standard is embedded in the text, especially in Critical Reading Skill and sometimes in Response Notes sections.
(D) describe mental images that text descriptions evoke (4-8);	Teacher’s Edition: 21, 43, 75, 77-78, 91, 110, 162, 177-178, 180, 188, 211; opportunity also exists 134

Objective	<i>Daybook of Critical Reading and Writing, Grade 6</i>
The student is expected to:	
(E) use the text's structure or progression of ideas such as cause and effect or chronology to locate and recall information (4-8);	Teacher's Edition: 58-59, 60-62, 139, 167, 203; opportunity also exists 92
(F) determine a text's main (or major ideas) and how those ideas are supported with details (4-8);	Teacher's Edition: 33, 34, 135, 136, 139, 145, 167, 172, 173; opportunity also exists 169
(G) paraphrase and summarize text to recall, inform, or organize ideas (4-8);	Teacher's Edition: 52, 53, 119, 120, 122, 125, 136, 173
(H) draw inferences such as conclusions or generalizations and support them with text evidence and experience (4-8);	Teacher's Edition: 29-32, 46, 55, 95, 134, 177-178, 179
(I) find similarities and differences across texts such as in treatment, scope, or organization (4-8);	Teacher's Edition: 19, 69-70, 104, 111, 126, 141, 182-183; opportunity also exists 39, 99, 113, 205 and through Units 4 and 5
(J) distinguish fact and opinion in various texts (4-8);	Teacher's Edition: 164, 165, 168; opportunity also exists 166-167
(K) answer different types and levels of questions such as open-ended, literal, and interpretative as well as test-like questions such as multiple choice, true-false, and short answer (4-8);	Teacher's Edition: 245-267 and Focus Questions
(L) represent text information in different ways such as in outline, timeline, or graphic organizer (4-8); and	Teacher's Edition: 34-35, 38, 43, 45, 46, 52, 55, 58, 61-62, 92, 95, 130, 139, 141, 167, 169, 172, 203

(11) Reading/literary response. The student expresses and supports responses to various types of texts.

Objective	<i>Daybook of Critical Reading and Writing, Grade 6</i>
The student is expected to:	
(A) offer observations, make connections, react, speculate, interpret, and raise questions in response to texts (4-8);	Teacher's Edition: This standard is addressed through Response Notes in reading selections.
(B) interpret text ideas through such varied means as journal writing, discussion, enactment, and media (4-8);	Teacher's Edition: This standard is addressed through Response Notes in reading selections.
(C) support responses by referring to relevant aspects of text and his/her own experiences (4-8); and	Teacher's Edition: 13-16, 39, 56, 121-122, 148-152, 153-155, 156, 157, 160-162, 202
(D) connect, compare, and contrast ideas, themes, and issues across text (4-8).	Teacher's Edition: 39, 53-55, 69-70, 97-98, 104, 111, 113, 141, 182-183

(12) Reading/text structures/literary concepts. The student analyzes the characteristics of various types of texts (genres).

Objective	<i>Daybook of Critical Reading and Writing, Grade 6</i>
The student is expected to:	
(A) identify the purposes of different types of texts such as to inform, influence, express, or entertain (4-8);	Teacher’s Edition: 36, 102-105, 171-172, 173; opportunity also exists 33, 55-56, 99, 144, 164-165, 192
(B) recognize the distinguishing features of genres, including biography, historical fiction, informational texts, and poetry (4-8);	Teacher’s Edition: 176, 179, 180, 186, 189, 206; opportunity also exists 104
(E) understand literary forms by recognizing and distinguishing among such types of text as stories, poems, myths, fables, tall tales, limericks, plays, biographies, and autobiographies (3-7);	Teacher’s Edition: opportunity exists 104, 176, 179, 180, 189, 206
(F) analyze characters, including their traits, motivations, conflicts, points of view, relationships, and changes they undergo (4-8);	Teacher’s Edition: 44-46, 195-197, 199-200, 203, 205
(G) recognize and analyze story plot, setting, and problem resolution (4-8);	Teacher’s Edition: 42-43, 49-55, 53-55; opportunity also exists 201-203
(H) describe how the author’s perspective or point of view affects the text (4-8);	Teacher’s Edition: 17-19, 124, 129, 164-165, 172, 173, 212-213; opportunity also exists 22-23, 36-38, 99, 208
(I) analyze ways authors organize and present ideas such as through cause/effect, compare/contrast, inductively, deductively, or chronologically (6-8);	Teacher’s Edition: 49-52, 58-59, 60-63, 92, 98, 104, 111, 113, 139, 141; opportunity also exists 22-23, 36-38, 99, 208
(J) recognize and interpret literary devices such as flashback, foreshadowing, and symbolism (6-8); and	Teacher’s Edition: 112, 199, 215
(K) recognize how style, tone, and mood contribute to the effect of the text (6-8).	Teacher’s Edition: 28, 70, 143, 192-194, 197, 205; opportunity also exists 54

(13) Reading/inquiry/research. The student inquires and conducts research using a variety of sources.

Objective	<i>Daybook of Critical Reading and Writing, Grade 6</i>
The student is expected to:	
(B) use text organizers, including headings, graphic features, and tables of contents, to locate and organize information (4-8);	Teacher’s Edition: 3-7, 66, 132, 133, 135-157
(C) use multiple sources, including electronic texts, experts, and print resources, to locate information relevant to research questions (4-8);	Teacher’s Guide: 40, 66, 125, 137, 141, 144-145, 146, 152, 203, 211
(E) summarize and organize information from multiple sources by taking notes, outlining ideas, and making charts (4-8);	Teacher’s Guide: opportunity exists 40, 66, 125, 137, 141, 144-145, 146, 152, 203, 211
(F) produce research projects and reports in effective formats for various audiences (6-8);	Teacher’s Guide: 40, 66, 125, 137, 141, 144-145, 146, 152, 203, 211
(I) present organized statements, reports, and speeches using visuals or media to support meaning, as appropriate (6-8),	Teacher’s Guide: 40, 66, 125, 137, 141, 144-145, 146, 152, 203, 211

(14) Reading/culture. The student reads to increase knowledge of his/her own culture, the culture of others, and the common elements of cultures.

Objective	<i>Daybook of Critical Reading and Writing, Grade 6</i>
The student is expected to:	
(A) compare text events with his/her own and other readers' experiences (4-8);	Teacher's Edition: opportunity exists 13-16, 39, 56, 121-122, 148-152, 153-155, 156, 157, 160-162, 202
(C) articulate and discuss themes and connections that cross cultures (4-8).	Teacher's Edition: 111, 113, 141

(15) Writing/purposes. The student writes for a variety of audiences and purposes and in a variety of forms.

Objective	<i>Daybook of Critical Reading and Writing, Grade 6</i>
The student is expected to:	
(A) write to express, discover, record, develop, reflect on ideas, and to problem solve (4-8);	Teacher's Edition: 12, 14, 16, 35, 37, 39-40, 48, 56, 74, 87, 88, 92, 94, 100, 107, 110, 112-113, 116, 120, 125, 127, 150, 152, 155, 159, 193, 206, 211, 220, 229, 233, 238
(B) write to influence such as to persuade, argue, and request (4-8);	Teacher's Edition: 65, 129, 130, 170, 172, 227, 230, 231, 236
(C) write to inform such as to explain, describe, report, and narrate (4-8);	Teacher's Edition: 17, 19, 21, 23, 24, 28, 38, 52, 63, 68, 70, 98, 100, 119, 136, 141, 162, 165, 168, 197, 213, 217-218, 227, 234, 235
(D) write to entertain such as to compose humorous poems or short stories (4-8);	Teacher's Edition: 32, 92, 95, 97, 114-115, 154, 194, 237
(E) select and use voice and style appropriate to audience and purpose (6-8);	Teacher's Edition: 18, 24, 28, 32, 129, 185; opportunity also exists 63, 68, 70, 97
(F) choose the appropriate form for his/her own purpose for writing, including journals, letters, editorials, reviews, poems, presentations, narratives, reports, and instructions (6);	Teacher's Edition: 127
(G) use literary devices effectively such as suspense, dialogue, and figurative language (5-8); and	Teacher's Edition: 20-21, 24, 32, 73-74, 76, 79-80, 82-84, 88, 127, 159, 177, 186, 187, 190, 194, 217-219, 232
(H) produce cohesive and coherent written texts by organizing ideas, using effective transitions, and choosing precise wording (6-8).	Teacher's Edition: Opportunity exists with each writing piece.

(16) Writing/penmanship/capitalization/punctuation/spelling. The student composes original texts, applying the conventions of written language such as capitalization, punctuation, penmanship, and spelling to communicate clearly.

Objective	<i>Daybook of Critical Reading and Writing, Grade 6</i>
The student is expected to:	
(A) write legibly by selecting cursive or manuscript as appropriate (4-8);	Teacher's Edition: 84, 114-115, 186, 187, 190, 219, 229-238; opportunity also exists throughout text
(B) capitalize and punctuate correctly to clarify and enhance meaning such as capitalizing titles, using hyphens, semicolons, colons, possessives, and sentence punctuation (6-8);	Teacher's Edition: 114, 219, 229-238; opportunity also exists throughout text in writing exercises, responses, and pieces
(C) write with accurate spelling of syllable constructions, including closed, open, consonant before -le, and syllable boundary patterns (3-6);	Teacher's Edition: Opportunity exists throughout text in writing exercises, responses, and pieces, and especially 114, 219, 229-238.
(D) write with accurate spelling of roots such as drink, speak, read, or happy, inflections such as those that change tense or number, suffixes such as -able or -less, and prefixes such as re- or un- (4-6);	Teacher's Edition: Opportunity exists throughout text in writing exercises, responses, and pieces, and especially 114, 219, 229-238.
(E) use resources to find correct spellings (4-8);	Teacher's Edition: Opportunity exists throughout text in writing exercises, responses, and pieces, and especially 114, 219, 229-238.
(F) spell accurately in final drafts (4-8); and	Teacher's Edition; 114, 219, 229-238; opportunity also exists throughout text in writing exercises, responses, and pieces.

(17) Writing/grammar/usage. The student applies standard grammar and usage to communicate clearly and effectively in writing.

Objective	<i>Daybook of Critical Reading and Writing, Grade 6</i>
The student is expected to:	
(B) write in complete sentences, varying the types such as compound and complex, and use of appropriately punctuated dependent clauses (6);	Teacher's Edition: opportunity exists 30-32
(F) employ standard English usage in writing for audiences, including subject-verb agreement, pronoun referents, and parts of speech (4-8);	Teacher's Edition: Opportunity exists with each writing piece and especially page 24.
(G) use verb tenses appropriately and consistently such as present, past, future, perfect, and progressive (6-8);	Teacher's Edition: 18, 24; opportunity also exists throughout text in writing pieces.

(18) Writing/writing process. The student selects and uses writing processes for self-initiated and assigned writing.

Objective	<i>Daybook of Critical Reading and Writing, Grade 6</i>
The student is expected to:	
(A) generate ideas and plans for writing by using prewriting strategies such as brainstorming, graphic organizers, notes, and logs (4-8);	Teacher's Edition: 39-40, 64-66, 111, 127, 169, 170, 212, 217, 227, 231, 232, 234, 235, 236, 237, 238
(C) revise selected drafts by adding, elaborating, deleting, combining, and rearranging text (4-8);	Teacher's Edition: 114-115, 186, 219, 229-238; opportunity also exists 84, 190
(D) revise drafts for coherence, progression, and logical support of ideas (4-8);	Teacher's Edition: 114-115, 186, 219, 229-238; opportunity also exists 84, 190
(E) edit drafts for specific purposes such as to ensure standard usage, varied sentence structure, and appropriate word choice (4-8);	Teacher's Edition: 114-115, 186, 219, 229-238; opportunity also exists 84, 190
(F) use available technology to support aspects of creating, revising, editing, and publishing texts (4-8);	Teacher's Edition: opportunity exists 84, 114-115, 186, 190, 219, 229-238
(G) refine selected pieces frequently to "publish" for general and specific audiences (4-8);	Teacher's Edition: 114-115, 186, 219, 229-238; opportunity also exists 84, 190
(H) proofread his/her own writing and that of others (4-8); and	Teacher's Edition: 114-115, 186, 219, 229-238; opportunity also exists 84, 190
(I) select and use reference materials and resources as needed for writing, revising, and editing final drafts (4-8).	Teacher's Edition: opportunity may exist 114-115, 186, 219, 229-238; opportunity also exists 84, 190

(19) Writing/evaluation. The student evaluates his/her own writing and the writings of others.

Objective	<i>Daybook of Critical Reading and Writing, Grade 6</i>
The student is expected to:	
(A) apply criteria to evaluate writing (4-8);	Teacher's Edition: 114-115, 186, 219, 229-238; opportunity also exists 84, 190
(B) respond in constructive ways to others' writings (4-8);	Teacher's Edition: 84, 114-115, 186, 190, 219; opportunity also exists 229-238
(C) evaluate how well his/her own writing achieves its purposes (4-8);	Teacher's Edition: 114-115, 186, 219, 229-238; opportunity also exists 84, 190
(D) analyze published examples as models for writing (4-8).	Teacher's Edition: 111-113, 177, 184, 185-187, 190

(20) Writing/inquiry/research. The student uses writing as a tool for learning and research.

Objective	<i>Daybook of Critical Reading and Writing, Grade 6</i>
The student is expected to:	
(C) take notes from relevant and authoritative sources such as guest speakers, periodicals, and on-line searches (4-8);	Teacher's Guide: 40, 66, 125, 137, 141, 144-145, 146, 152, 203, 211
(D) summarize and organize ideas gained from multiple sources in useful ways such as outlines, conceptual maps, learning logs, and timelines (4-8);	Teacher's Guide: opportunity exists 40, 66, 125, 137, 141, 144-145, 146, 152, 203, 211
(G) follow accepted formats for writing research, including documenting sources (6-8).	Teacher's Guide: opportunity exists 40, 66, 125, 137, 141, 144-145, 146, 152, 203, 211



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correlated to
Texas Essential Knowledge and Skills (TEKS)
Grade 7

(b) Knowledge and Skills.

(3) Listening/speaking/appreciation. The student listens to enjoy and appreciate spoken language.

Objective	<i>Daybook of Critical Reading and Writing, Grade 7</i>
The student is expected to:	
(A) listen to proficient, fluent models of oral reading, including selections from classic and contemporary works (4-8);	Teacher’s Edition: Opportunity exists with each reading selection, especially 19, 65, 70, 75, 77-79, 80, 107, 108, 12, 145-146, 178-180, 190.
(B) analyze oral interpretations of literature for effects on the listener (6-8); and	Teacher’s Edition: 65, 70, 77, 80, 107, 146, 178-180; opportunity exists 19, 75, 190
(C) analyze the use of aesthetic language for its effects (6-8).	Teacher’s Edition: 19, 65-66, 77-79, 93-95, 146, 152, 158-159, 178-180, 186-189, 190-191

(5) Listening/speaking/audiences. The student speaks clearly and appropriately to different audiences for different purposes and occasions.

Objective	<i>Daybook of Critical Reading and Writing, Grade 7</i>
The student is expected to:	
(A) adapt spoken language such as word choice, diction, and usage to the audience, purpose, and occasion (4-8);	Teacher’s Edition: 24, 31, 38, 61, 79, 84, 88, 105, 107, 108, 115, 157, 171, 185
(C) present dramatic interpretations of experiences, stories, poems, or plays to communicate (4-8);	Teacher’s Edition: Opportunity exists with each reading selection, especially 19, 65, 70, 75, 77-79, 80, 84, 88, 107, 108, 12, 145-146, 157, 178-180, 189, 190.
(E) use effective rate, volume, pitch, and tone for the audience and setting (4-8); and	Teacher’s Edition: 24, 31, 38, 61, 79, 84, 88, 105, 107, 108, 115, 157, 171, 185
(F) clarify and support spoken ideas with evidence, elaborations, and examples (4-8).	Teacher’s Edition: 171, 185; opportunity exists 24, 31, 61, 157

(6) Reading/word identification. The student uses a variety of word recognition strategies.

Objective	<i>Daybook of Critical Reading and Writing, Grade 7</i>
The student is expected to:	
(A) apply knowledge of letter-sound correspondences, language structure, and context to recognize words (4-8);	Teacher's Edition: 10, 16, 54, 58, 62, 70, 96, 102, 112, 121, 124, 134, 167, 172, 210; opportunity also exists 22, 26, 29, 32, 86, 90, 129, 137, 148, 160, 167, 197, 200
(B) use structural analysis to identify words, including knowledge of Greek and Latin roots and prefixes/suffixes (7-8); and	Teacher's Edition: 34, 145, 182, 184, 210
(C) locate the meanings, pronunciations, and derivations of unfamiliar words using dictionaries, glossaries, and other sources (4-8).	Teacher's Edition: 42, 67, 82, 90, 93, 96, 99, 109, 140, 145, 151, 154, 164, 169, 210, 215, 272

(7) Reading/fluency. The student reads with fluency and understanding in texts at appropriate difficulty levels.

Objective	<i>Daybook of Critical Reading and Writing, Grade 7</i>
The student is expected to:	
(B) read regularly in instructional-level materials that are challenging but manageable (texts in which no more than approximately 1 in 10 words is difficult for the reader) (7);	Teacher's Edition: Opportunity exists with each reading selection.
(C) adjust reading rate based on purposes for reading (4-8);	Teacher's Edition: Opportunity exists with each reading selection.
(D) read aloud in selected texts in ways that both reflect understanding of the text and engage the listeners (4-8); and	Teacher's Edition: Opportunity exists with each reading selection.

(8) Reading/variety of texts. The student reads widely for different purposes in varied sources.

Objective	<i>Daybook of Critical Reading and Writing, Grade 7</i>
The student is expected to:	
(A) read classic and contemporary works (2-8);	Teacher's Edition: A variety of works are presented through the reading selections in the text.
(B) read to take action such as to complete forms, make informed recommendations, and write a response (6-8).	Teacher's Edition: 12, 15, 38, 47, 50, 89, 94, 108, 130, 142, 150, 152, 155, 160-162, 164-166, 167-168, 169-171, 175-176, 229, 234, 240; opportunity also exists with each reading selection to record responses in Response Notes.

(9) Reading/vocabulary development. The student acquires an extensive vocabulary through reading and systematic word study.

Objective	<i>Daybook of Critical Reading and Writing, Grade 7</i>
The student is expected to:	
(A) develop vocabulary by listening to selections read aloud (4-8);	Teacher’s Edition: Opportunity exists with each reading selection, especially 19, 65, 70, 75, 77-79, 80, 107, 108, 12, 145-146, 178-180, 190.
(B) draw on experiences to bring meanings to words in context such as interpreting figurative language idioms, multiple-meaning words, and analogies (6-8);	Teacher’s Edition: 10, 16, 54, 58, 62, 70, 96, 102, 112, 121, 124, 134, 167, 172, 210; opportunity also exists 22, 26, 29, 32, 86, 90, 129, 137, 148, 160, 167, 197, 200
(C) use multiple reference aids, including a thesaurus, a synonym finder, a dictionary, and software, to clarify meaning and usage (4-8);	Teacher’s Edition: 42, 67, 82, 90, 93, 96, 99, 109, 140, 145, 151, 154, 164, 169, 210, 215, 272
(D) determine meanings of derivatives by applying knowledge of the meanings of root words such as like, pay, or happy and affixes such as dis-, pre-, or un- (4-8);	Teacher’s Edition: 34, 145, 182, 184,

(10) Reading/comprehension. The student uses a variety of strategies to comprehend a wide range of texts of increasing levels of difficulty.

Objective	<i>Daybook of Critical Reading and Writing, Grade 7</i>
The student is expected to:	
(A) use his/her own knowledge and experience to comprehend (4-8);	Teacher’s Edition: Opportunity exists with each reading section, especially where the lesson stresses making connections: 13-15, 82, 102-105, 121-123, 148-150, 151-153, 154-157, 160-162, 210-212
(B) establish and adjust purposes for reading such as reading to find out, to understand, to interpret, to enjoy, and to solve problems (4-8);	Teacher’s Edition: 16, 82, 118
(C) monitor his/her own comprehension and make modifications when understanding breaks down such as by rereading a portion aloud, using reference aids, searching for clues, and asking questions (4-8);	Teacher’s Edition: Opportunity exists with each reading selection.
(D) describe mental images that text descriptions evoke (4-8);	Teacher’s Edition: 21, 35, 36, 40, 50, 63, 66, 78, 95, 180, 190-191, 199
(E) use the text’s structure or progression of ideas such as cause and effect or chronology to locate and recall information (4-8);	Teacher’s Edition: opportunity exists 50, 55, 56, 100, 135, 164, 194, 202
(F) determine a text’s main (or major) ideas and how those ideas are supported with details (4-8);	Teacher’s Edition: 63, 97, 130, 166, 167-168, 171; opportunity also exists 57, 88-89, 91, 206, 207
(G) paraphrase and summarize text to recall, inform, or organize ideas (4-8);	Teacher’s Edition: 18, 32-33, 99, 168, 170; opportunity also exists 55, 130
(H) draw inferences such as conclusions or generalizations and support them with text evidence and experience (4-8);	Teacher’s Edition: 67, 68, 87, 100, 134-136, 138
(I) find similarities and differences across texts such as in treatment, scope, or organization (4-8);	Teacher’s Edition: Unit 4 (especially pages 61 and 64), 114-115, 145, 152, 155

Objective	<i>Daybook of Critical Reading and Writing, Grade 7</i>
The student is expected to:	
(J) distinguish fact and opinion in various texts (4-8);	Teacher’s Edition: 55, 56, 171; opportunity also exists 164-166, 167-168, 172-173, 175
(K) answer different types and levels of questions such as open-ended, literal, and interpretative as well as test-like questions such as multiple choice, true-false, and short answer (4-8);	Teacher’s Edition: 247-269 and embedded in text, especially in Focus Questions.
(L) represent text information in different ways such as in outline, timeline, or graphic organizer (4-8); and	Teacher’s Edition: 15, 21, 31, 38, 41, 50, 51, 55, 57, 61, 73, 89, 92, 95, 97, 100, 114, 120, 128, 131, 132, 136, 139, 142, 149, 150, 166, 168, 171, 180, 183, 194, 199, 203, 206, 212
(M) use study strategies to learn and recall important ideas from texts such as preview, question, reread, and record (6-8).	Teacher’s Edition: Opportunity exists throughout the text, especially in Critical Reading Skill and Response Notes.

(11) Reading/literary response. The student expresses and supports responses to various types of texts.

Objective	<i>Daybook of Critical Reading and Writing, Grade 7</i>
The student is expected to:	
(A) offer observations, make connections, react, speculate, interpret, and raise questions in response to texts (4-8);	Teacher’s Edition: This standard is met throughout the text, especially in Critical Reading Skill and Response Notes.
(B) interpret text ideas through such varied means journal writing, discussion, enactment, and media (4-8);	Teacher’s Edition: This standard is embedded throughout the text.
(D) support responses by referring to relevant aspects of text and his/her own experiences (4-8); and	Teacher’s Edition: 15, 28, 105, 168, 171, 178-181, 191; opportunity also exists 57, 63, 68
(E) connect, compare, and contrast ideas, themes, and issues across text (4-8).	Teacher’s Edition: Unit 4 (especially 61, 64), 114-115, 142, 145, 152, 155

(12) Reading/text structures/literary concepts. The student analyzes the characteristics of various types of texts (genres).

Objective	<i>Daybook of Critical Reading and Writing, Grade 7</i>
The student is expected to:	
(A) identify the purposes of different types of texts such as to inform, influence, express, or entertain (4-8);	Teacher’s Edition: 99, 165, 168, 175; opportunity also exists 129-130, 169-171, and throughout Unit 10
(B) recognize the distinguishing features of genres, including biography, historical fiction, informational texts, and poetry (4-8);	Teacher’s Edition: 75-76, 122, 137-139, 145, 200-203
(E) understand literary forms by recognizing and distinguishing among such types of text as stories, poems, myths, fables, tall tales, limericks, plays, biographies, and autobiographies (3-7);	Teacher’s Edition: 75-76, 122, 137-139, 145, 200-203
(F) analyze characters, including their traits, motivations, conflicts, points of view, relationships, and changes they undergo (4-8);	Teacher’s Edition: 45-47, 71, 91, 155, 157, 204-206, 213, 217, 230, 232; opportunity also exists 194-199
(G) recognize and analyze story plot, setting, and problem resolution (4-8);	Teacher’s Edition: 40-41, 48-50, 139, 195

Objective	<i>Daybook of Critical Reading and Writing, Grade 7</i>
The student is expected to:	
(H) describe how the author's perspective or point of view affects the text (4-8);	Teacher's Edition: Unit 4 (pgs 53-68), 86-89, 90-92; opportunity also exists 42-44, 131-132
(I) analyze ways authors organize and present ideas such as through cause/effect, compare/contrast, inductively, deductively, or chronologically (6-8);	Teacher's Edition: 50, 55, 57, 100, 135, 164, 194, 202
(J) recognize and interpret literary devices such as flashback, foreshadowing, and symbolism (6-8); and	Teacher's Edition: 182-183, 186-189, 177, 190-192
(K) recognize how style, tone, and mood contribute to the effect of the text (6-8).	Teacher's Edition: 19-21, 93-95, 97, 107-108, 129-130, 131, 140-142, 215

(13) Reading/inquiry/research. The student inquires and conducts research using a variety of sources.

Objective	<i>Daybook of Critical Reading and Writing, Grade 7</i>
The student is expected to:	
(B) use text organizers, including headings, graphic features, and tables of contents, to locate and organize information (4-8);	Teacher's Edition: opportunity exists 3-7, 160-161
(C) use multiple sources, including electronic texts, experts, and print resources, to locate information relevant to research questions (4-8);	Teacher's Edition: 31, 41, 81, 150, 153, 162, 171, 199; opportunity also exists 60, 68, 165-166, 168, 176, 195
(F) reduce research projects and reports in effective formats for various audiences (6-8);	Teacher's Edition: 41, 68, 150, 153, 162, 171, 199; opportunity also exists 31, 60, 81, 165-166, 168, 176, 195

(14) Reading/culture. The student reads to increase knowledge of his/her own culture, the culture of others, and the common elements of cultures.

Objective	<i>Daybook of Critical Reading and Writing, Grade 7</i>
The student is expected to:	
(A) compare text events with his/her own and other readers' experiences (4-8);	Teacher's Edition: 13-15, 153, 190-192; opportunity also exists 102-106, 121-123, 154-157
(C) articulate and discuss themes and connections that cross cultures (4-8).	Teacher's Edition: 89, 92, 96-97

(15) Writing/purposes. The student writes for a variety of audiences and purposes and in a variety of forms.

Objective	<i>Daybook of Critical Reading and Writing, Grade 7</i>
The student is expected to:	
(A) write to express, discover, record, develop, reflect on ideas, and to problem solve (4-8);	Teacher’s Edition: This standard is embedded throughout the text.
(B) write to influence such as to persuade, argue, and request (4-8);	Teacher’s Edition: 115-116, 153, 168, 171, 174, 176, 233, 236
(C) write to inform such as to explain, describe, report, and narrate (4-8);	Teacher’s Edition: 20, 24, 27-28, 31, 33, 42, 44, 47, 52, 56, 63, 64, 79, 89, 108, 111, 115-116, 130, 142, 153, 162, 181, 185, 212, 229, 230, 232, 234, 237, 238
(D) write to entertain such as to compose humorous poems or short stories (4-8);	Teacher’s Edition: 18, 75-76, 83, 84, 98, 120, 132, 157, 174, 186-189, 192, 199, 203, 218-220, 231, 235, 239
(E) select and use voice and style appropriate to audience and purpose (6-8);	Teacher’s Edition: Opportunity exists throughout the text with each writing piece, but especially 115-116, 218-212, 229-240.
(G) use literary devices effectively such as suspense, dialogue, and figurative language (5-8); and	Teacher’s Edition: 186-189, 192; opportunity also 65-66, 77, 80, 93-95
(H) produce cohesive and coherent written texts by organizing ideas, using effective transitions, and choosing precise wording (6-8).	Teacher’s Edition: Opportunity exists throughout the text with each writing piece, but especially 115-116, 218-212, 229-240.

(16) Writing/penmanship/capitalization/punctuation/spelling. The student composes original texts, applying the conventions of written language such as capitalization, punctuation, handwriting, penmanship and spelling to communicate clearly.

Objective	<i>Daybook of Critical Reading and Writing, Grade 7</i>
The student is expected to:	
(A) write legibly by selecting cursive or manuscript as appropriate (4-8);	Teacher’s Edition: opportunity exists 38, 52, 61, 64, 66, 74, 76, 79, 84, 116, 162, 188, 208, 221, 229-240
(B) capitalize and punctuate correctly to clarify and enhance meaning such as capitalizing titles, using hyphens, semicolons, colons, possessives, and sentence punctuation (6-8);	Teacher’s Edition: opportunity exists 76, 115-116, 157, 190, 208, 221, 229-240
(F) spell accurately in final drafts (4-8); and	Teacher’s Edition: opportunity exists 38, 52, 61, 64, 66, 74, 76, 79, 84, 116, 162, 188, 208, 221, 229-240

(18) Writing/writing processes. The student selects and uses writing processes for self-initiated and assigned writing.

	<i>Daybook of Critical Reading and Writing, Grade 7</i>
The student is expected to:	
(A) generate ideas and plans for writing by using prewriting strategies such as brainstorming, graphic organizers, notes, and logs (4-8);	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
(C) revise selected drafts by adding, elaborating, deleting, combining, and rearranging text (4-8);	Teacher's Edition: 74, 76, 84, 115-116, 162, 188-189, 192, 221, 229-240; opportunity also exists 44, 64, 66, 89, 92, 94, 132, 153, 157, 168, 174, 176, 199
(D) revise drafts for coherence, progression, and logical support of ideas (4-8);	Teacher's Edition: 74, 76, 84, 115-116, 162, 188-189, 192, 221, 229-240; opportunity also exists 44, 64, 66, 89, 92, 94, 132, 153, 157, 168, 174, 176, 199
(E) edit drafts for specific purposes such as to ensure standard usage, varied sentence structure, and appropriate word choice (4-8);	Teacher's Edition: 74, 76, 84, 115-116, 162, 188-189, 192, 221, 229-240; opportunity also exists 44, 64, 66, 89, 92, 94, 132, 153, 157, 168, 174, 176, 199
(F) use available technology to support aspects of creating, revising, editing, and publishing texts (4-8);	Teacher's Edition: opportunity exists 76, 79, 84, 115-116, 162, 189, 208, 221, 229-240
(G) refine selected pieces frequently to "publish" for general and specific audiences (4-8);	Teacher's Edition: 76, 79, 84, 115-116, 162, 189, 208, 221, 229-240
(H) proofread his/her own writing and that of others (4-8); and	Teacher's Edition: 115, 221; opportunity also exists 38, 52, 61, 64, 74, 76, 79, 84, 162, 186-188, 192, 208, 229-240
(I) select and use reference materials and resources as needed for writing, revising, and editing final drafts (4-8).	Teacher's Edition: opportunity exists 76, 79, 84, 115-116, 162, 189, 208, 221, 229-240

(19) Writing/evaluation. The student evaluates his/her own writing and the writings of others.

Objective	<i>Daybook of Critical Reading and Writing, Grade 7</i>
The student is expected to:	
(A) apply criteria to evaluate writing (4-8);	Teacher's Edition: 115-116, 221, 229-240
(B) respond in constructive ways to others' writings (4-8);	Teacher's Edition: opportunity exists 115-116, 221, 229-240
(D) evaluate how well his/her own writing achieves its purposes (4-8);	Teacher's Edition: 115-116, 221, 229-240
(E) analyze published examples as models for writing (4-8); and	Teacher's Edition: 75-76, 186-189, 192

(20) Writing/inquiry/research. The student uses writing as a tool for learning and research.

Objective	<i>Daybook of Critical Reading and Writing, Grade 7</i>
The student is expected to:	
(C) take notes from relevant and authoritative sources such as guest speakers, periodicals, and on-line searches (4-8);	Teacher's Edition: opportunity exists 31, 41, 60, 68, 81, 150, 153, 162, 165-166, 168, 171, 176, 190, 195
(D) summarize and organize ideas gained from multiple sources in useful ways such as outlines, conceptual maps, learning logs, and timelines (4-8);	Teacher's Edition: opportunity exists 31, 41, 60, 68, 81, 150, 153, 162, 165-166, 168, 171, 176, 190, 195
(F) follow accepted formats for writing research, including documenting sources (6-8).	Teacher's Edition: opportunity exists 31, 41, 60, 68, 81, 150, 153, 162, 165-166, 168, 171, 176, 190, 195

(21) Writing/connections. The student interacts with writers inside and outside the classroom in ways that reflect the practical uses of writing.

Objective	<i>Daybook of Critical Reading and Writing, Grade 7</i>
The student is expected to:	
(A) collaborate with other writers to compose, organize, and revise various types of texts, including letters, news, records, and forms (4-8);	Teacher's Edition: 60, 64, 150, 187

(22) Viewing/representing/interpretation. The student understands and interprets visual images, messages, and meanings.

Objective	<i>Daybook of Critical Reading and Writing, Grade 7</i>
The student is expected to:	
(A) describe how illustrators' choice of style, elements, and media help to represent or extend the text's meanings (4-8);	Teacher's Edition: 134-136, 137-139, 140-142

(23) Viewing/representing/analysis. The student analyzes and critiques the significance of visual images, messages, and meanings.

Objective	<i>Daybook of Critical Reading and Writing, Grade 7</i>
The student is expected to:	
(A) interpret and evaluate the various ways visual image makers such as illustrators, documentary filmmakers, and political cartoonists represent meanings (6-8);	Teacher's Edition: 134-136, 137-139, 140-142



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correlated to
Texas Essential Knowledge and Skills (TEKS)
English I - Grade 9

(b) Knowledge and Skills.

(1) Writing/purposes. The student writes in a variety of forms, including business, personal, literary, and persuasive texts, for various audiences and purposes.

Objective	<i>Daybook of Critical Reading and Writing, Grade 9</i>
The student is expected to:	
(A) write in a variety of forms using effective word choice, structure, and sentence forms with emphasis on organizing logical arguments with clearly related definitions, theses, and evidence; write persuasively; write to report and describe; and write poems, plays, and stories;	Teacher's Edition: 12, 14, 16-19, 21, 24, 27, 36-38, 42, 45, 51, 52-54, 59, 62, 69-70, 73, 74, 76-77, 79, 80, 93, 97-98, 100, 113, 116, 125, 127, 129-130, 132, 139, 152, 155, 158, 161, 163-164, 168, 170, 172, 178, 182, 185, 188, 191, 194, 197, 200, 205, 206-208, 210, 215, 219, 226-227, 228, 232, 236, 238, 240, 241-242, 244-245, 246-247, 248-249, 250-251, 252-254, 261-275
(B) write in a voice and style appropriate to audience and purpose; and	Teacher's Edition: 12, 14, 16-19, 21, 24, 27, 36-38, 42, 45, 51, 52-54, 59, 62, 69-70, 73, 74, 76-77, 79, 80, 93, 97-98, 100, 113, 116, 125, 127, 129-130, 132, 139, 152, 155, 158, 161, 163-164, 168, 170, 172, 178, 182, 185, 188, 191, 194, 197, 200, 205, 206-208, 210, 215, 219, 226-227, 228, 232, 236, 238, 240, 241-242, 244-245, 246-247, 248-249, 250-251, 252-254, 261-275
(C) organize ideas in writing to ensure coherence, logical progression, and support for ideas.	Teacher's Edition: 12, 14, 16-19, 21, 24, 27, 36-38, 42, 45, 51, 52-54, 59, 62, 69-70, 73, 74, 76-77, 79, 80, 93, 97-98, 100, 113, 116, 125, 127, 129-130, 132, 139, 152, 155, 158, 161, 163-164, 168, 170, 172, 178, 182, 185, 188, 191, 194, 197, 200, 205, 206-208, 210, 215, 219, 226-227, 228, 232, 236, 238, 240, 241-242, 244-245, 246-247, 248-249, 250-251, 252-254, 261-275

(2) Writing/writing processes. The student uses recursive writing processes when appropriate.

Objective	<i>Daybook of Critical Reading and Writing, Grade 9</i>
The student is expected to:	
(A) use prewriting strategies to generate ideas, develop voice, and plan;	Teacher's Edition: 12, 13, 16-18, 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
(B) develop drafts, alone and collaboratively, by organizing and reorganizing content and by refining style to suit occasion, audience, and purpose;	Teacher's Edition: 21, 37-38, 54, 69-70, 77, 130, 164, 182, 185, 191, 194, 200, 208, 242, 245, 247, 249, 251, 254, 261-275
(D) proofread writing for appropriateness of organization, content, style, and conventions; and	Teacher's Edition: 21, 37-38, 54, 69-70, 77, 130, 164, 185, 191, 194, 200, 208, 242, 245, 247, 249, 251, 254, 261-275
(D) refine selected pieces frequently to publish for general and specific audiences.	Teacher's Edition: 70, 245, 247, 249, 251, 254, 261-275; opportunity also exists 77, 130, 148, 164, 208, 242, 242, 244-245, 246-247, 248-249, 250-251, 252-254, 261-275

(3) Writing/grammar/usage/conventions/spelling. The student relies increasingly on the conventions and mechanics of written English, including the rules of grammar and usage, to write clearly and effectively.

Objective	<i>Daybook of Critical Reading and Writing, Grade 9</i>
The student is expected to:	
(A) produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization such as italics and ellipses;	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
(B) demonstrate control over grammatical elements such as subject-verb agreement, pronoun-antecedent agreement, verb forms, and parallelism;	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
(E) produce error-free writing in the final draft.	Teacher's Edition: 70, 245, 247, 249, 251, 254, 261-275; opportunity also exists 77, 130, 148, 164, 208, 242, 242, 244-245, 246-247, 248-249, 250-251, 252-254, 261-275

(4) Writing/inquiry/research. The student uses writing as a tool for learning.

Objective	<i>Daybook of Critical Reading and Writing, Grade 9</i>
The student is expected to:	
(A) use writing to formulate questions, refine topics, and clarify ideas;	Teacher’s Edition: Each reading selection includes a Response Notes section in which students formulate questions, refine topics, clarify ideas or otherwise actively work with the text.
(B) use writing to discover, organize, and support what is known and what needs to be learned about a topic;	Teacher’s Edition: especially p 141, but also 23, 36, 59, 65, 73, 92, 105, 129, 147, 176
(D) represent information in a variety of ways such as graphics, conceptual maps, and learning logs;	Teacher’s Edition: 13, 16-17, 20, 31, 33, 36-37, 42, 47, 59, 65, 69, 73, 92, 96, 105, 129, 141, 147, 155, 175-176, 177, 184-185, 186, 191, 193, 199, 205, 220, 232, 233, 238, 250
(F) compile written ideas and representations into reports, summaries, or other formats and draw conclusions.	Teacher’s Edition: 35, 125, 132, 168, 202, 240, 265, 267, 269, 274, 275; opportunity also exists 27, 42, 51, 59, 79, 80, 113, 155, 182, 188, 197, 200, 205, 241-242, 252-254, 261-264, 266, 268, 270-273
(G) analyze strategies that writers in different fields use to compose.	Teacher’s Edition: This standard is addressed throughout the text, but especially in these three units: * Unit 9 (p 133-148) explores strategies involved in graphic novels, and includes two relevant nonfiction selections (p 142-144 and 145-146). * Unit 12 (179-194) Students analyze various poetry strategies and then model selected poems. * In Unit 16 (p 244-254) students work a variety of genres, analyzing and using many strategies.

(5) Writing/evaluation. The student evaluates his/her own writing and the writings of others.

Objective	<i>Daybook of Critical Reading and Writing, Grade 9</i>
The student is expected to:	
(A) evaluate writing for both mechanics and content.	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
(B) respond productively to peer review of his/her own work.	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

(6) Reading/word identification/vocabulary development. The student uses a variety of strategies to read unfamiliar words and to build vocabulary.

Objective	<i>Daybook of Critical Reading and Writing, Grade 9</i>
The student is expected to:	
(A) expand vocabulary through wide reading, listening, and discussing;	Teacher's Edition: 10, 20, 22, 26, 28, 32, 34, 40, 43, 46, 56, 60, 63, 66, 72, 75, 78, 83, 88, 91, 94, 99, 102, 104, 109, 111, 118, 122, 128, 131, 134, 137, 142, 150, 153, 156, 159, 162, 166, 169, 171, 173, 183-184, 189, 192, 196, 198, 201, 209, 212, 216, 220, 223, 230, 248
(B) rely on context to determine meanings of words and phrases such as figurative language, idioms, multiple meaning words, and technical vocabulary;	Teacher's Edition: 20, 22, 40, 43, 56, 60, 78, 88, 91, 94, 99, 102, 104, 109, 128, 131, 134, 137, 153, 159, 162, 171, 173, 183-184, 189, 192, 196, 201
(E) use reference material such as glossary, dictionary, thesaurus, and available technology to determine precise meanings and usage; and	Teacher's Edition: 26, 32, 34, 83, 88, 118, 142
(F) identify the relation of word meanings in analogies, homonyms, synonyms/antonyms, and connotation/denotation.	Teacher's Edition: 166

(7) Reading/comprehension. The student comprehends selections using a variety of strategies.

Objective	<i>Daybook of Critical Reading and Writing, Grade 9</i>
(A) establish a purpose for reading such as to discover, interpret, and enjoy;	Teacher's Edition: 145-146; however, reading selections are varied and provide students with opportunity to read for many different purposes.
(B) draw upon his/her own background to provide connection to texts;	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
(C) monitor reading strategies and modify them when understanding breaks down such as rereading, using resources, and questioning;	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
(D) construct images such as graphic organizers based on text descriptions and text structures;	Teacher's Edition: 13, 31, 47, 59, 63, 65, 67, 168, 175-176, 177, 184-185, 186, 188, 191, 193, 205, 206, 220
(E) analyze text structures such as compare and contrast, cause and effect, and chronological ordering;	Teacher's Edition: 30, 31, 33, 45, 47, 65, 137-139, 144, 153-155, 177, 183-184, 233, 235-238; opportunity also exists 102-115
(F) identify main ideas and their supporting details;	Teacher's Edition: 28-31, 35, 125, 181, 248; opportunity also exists 37, 53, 79-80, 92-93, 145
(G) summarize texts;	Teacher's Edition: 31, 33, 141, 228, 268; opportunity also exists 126-127, 168, 176, 261
(H) draw inferences such as conclusions, generalizations, and predictions and support them from text;	Teacher's Edition: 31, 35, 59, 79-80, 115, 125, 132, 170, 202, 219, 265, 270, 271, 273; opportunity exists 27, 82, 96, 110, 146, 212, 220
(I) use study strategies such as skimming and scanning, note taking, outlining, and using study-guide questions to better understand texts; and	Teacher's Edition: Response Notes in each Reading Selection provides this opportunity.

(8) Reading/variety of texts. The student reads extensively and intensively for different purposes in varied sources, including world literature.

Objective	<i>Daybook of Critical Reading and Writing, Grade 9</i>
The student is expected to:	
(A) read to be entertained, to appreciate a writer's craft, to be informed, to take action, and to discover models to use in his/her own writing;	Teacher's Edition: 145-146; however, reading selections are varied and provide students with opportunity to read for many different purposes.
(B) read in such varied sources as diaries, journals, textbooks, maps, newspapers, letters, speeches, memoranda, electronic texts, and other media;	Teacher's Edition: Reading selections are varied and introduce students to many different genres, including memoirs, poetry, short stories, graphic novels, myths, letters, and nonfiction.
(C) read world literature, including classic and contemporary works; and	Teacher's Edition: A variety of literature and works are presented through the reading selections, including through the flight myths of Units 7 and 8, the timeless stories retold in Unit 10, and the poetry in Unit 5.
(D) interpret the possible influences of the historical context on a literary work.	Teacher's Edition: 45, 114-115, 141, 145-146; opportunity exists 46-48, 103, 126, 140

(9) Reading/culture. The student reads widely, including world literature, to increase knowledge of his/her own culture, the culture of others, and the common elements across cultures.

Objective	<i>Daybook of Critical Reading and Writing, Grade 9</i>
The student is expected to:	
(A) recognize distinctive and shared characteristics of cultures through reading; and	Teacher's Edition: This standard is best studied through Units 7 and 8's flight myths, and Unit 10's timeless stories.
(B) compare text events with his/her own and other readers' experiences.	Teacher's Edition: 13-14, 37, 40-42, 43-45, 46-48, 49-50, 75-76, 122-125, 150-152, 198-199, 239; opportunity also exists 216-219

(10) Reading/literary response. The student expresses and supports responses to various types of texts.

Objective	<i>Daybook of Critical Reading and Writing, Grade 9</i>
The student is expected to:	
(A) respond to informational and aesthetic elements in texts such as discussions, journals, oral interpretations, and dramatizations;	Teacher's Edition: 15-16, 26-27, 41, 67, 82, 85-86, 105, 129, 184-185, 186, 197, 206-207, 233, 238, 241-242, 275; opportunity exists 78-80, 172, 181-182, 212-222, 223-225
(B) use elements of text to defend his/her own responses and interpretations.	Teacher's Edition: 27, 82, 105, 129, 186, 197, 220, 233, 238, 241-242, 264, 275; opportunity also exists 16, 78-80, 85, 172, 184-185

(11) Reading/literary concepts. The student analyzes literary elements for their contributions to meaning in literary texts.

Objective	<i>Daybook of Critical Reading and Writing, Grade 9</i>
The student is expected to:	
(A) recognize the theme (general observation about life or human nature) within a text;	Teacher's Edition: 131, 151; opportunity exists throughout text and especially through Unit 13
(B) analyze the relevance of setting and time frame to text's meaning;	Teacher's Edition: 238; opportunity also exists 109, 111
(C) analyze characters and identify time and point of view;	Teacher's Edition: 15-19, 40-42, 60-62, 63, 65, 127, 172, 192-193, 225, 265; opportunity also exists 66, 106, 126, 205, 226
(F) recognize and interpret important symbols;	Teacher's Edition: 141; opportunity may exist through flight myth studies in Units 7 and 8
(G) recognize and interpret poetic elements like metaphor, simile, personification, and the effect of sound on meaning; and	Teacher's Edition: 81-82, 84, 86, 128-130, 186-188, 189-191, 206-208, 223
(H) understand literary forms and terms such as author, drama, biography, autobiography, myth, tall tale, dialogue, tragedy and comedy, structure in poetry, epic, ballad, protagonist, antagonist, paradox, analogy, dialect, and comic relief as appropriate to the selections being read.	Teacher's Edition: Opportunity exists throughout text through Reading Selections.

(12) Reading/analysis/evaluation. The student reads critically to evaluate texts.

Objective	<i>Daybook of Critical Reading and Writing, Grade 9</i>
The student is expected to:	
(A) analyze characteristics of text, including its structure, word choices, and intended audience.	Teacher's Edition: 20-21, 64, 83-85, 134-136, 137-139, 183-185, 186-188, 190, 203-205, 235-238
(B) evaluate the credibility of information sources and determine the writer's motives;	Teacher's Edition: 22-23, 131-132, 145-146, 166-168, 201-205, 210, 234, 238, 240

(15) Listening/speaking/evaluation. The student listens to analyze, appreciate, and evaluate oral performances and presentations.

Objective	<i>Daybook of Critical Reading and Writing, Grade 9</i>
The student is expected to:	
(A) listen and respond appropriately to presentations and performances of peers or published works such as original essays or narratives, interpretations of poetry, or individual or group performances of scripts;	Teacher's Edition: 34, 62, 74, 79, 80, 189, throughout Unit 14 (pgs 212-228)
(B) identify and analyze the effect of artistic elements within literary texts such as character development, rhyme, imagery, and language;	Teacher's Edition: 58, 62, 69, 81-82, 84, 86, 128-130, 170, 172, 175-176, 186-188, 189-191, 192-193, 206-208, 223, 225

(16) Listening/speaking/purposes. The student speaks clearly and effectively for a variety of purposes and audiences.

Objective	<i>Daybook of Critical Reading and Writing, Grade 9</i>
The student is expected to:	
(B) use informal, standard, and technical language effectively to meet the needs of purpose, audience, occasion, and task;	Teacher's Edition: Opportunity exists throughout text, especially during class discussions and in addressing Focus Questions.
(E) ask clear questions for a variety of purposes and respond appropriately to the questions of others; and	Teacher's Edition: Opportunity exists throughout text, especially during class discussions and in addressing Focus Questions.
(F) make relevant contributions in conversations and discussions.	Teacher's Edition: Opportunity exists throughout text, especially during class discussions and in addressing Focus Questions.

(19) Viewing/representing/interpretation. The student understands and interprets visual representations.

Objective	<i>Daybook of Critical Reading and Writing, Grade 9</i>
The student is expected to:	
(A) describe how meanings are communicated through elements of design, including shape, line, color, and texture;	Teacher's Edition: 114-115, 134-136, 137-139, 140-141,

