

READER'S HANDBOOK GRADES 9-12
Correlated To
TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS)
English Language Arts

Grade 9-English I

LEARNING STANDARD 1

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

Standard	Reader's Handbook
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;	RH: 87, 99, 111, 117, 180, 224, 244-245, 287, 312, 399, 406, 407, 422, 526, 579
(B) write in a voice and style appropriate to audience and purpose; and	RH: 87, 99, 111, 117, 180, 224, 244-245, 287, 312, 399, 406, 407, 422, 526, 579
(C) organize ideas in writing to ensure coherence, logical progression, and support for ideas.	RH: 87, 99, 111, 117, 180, 224, 244-245, 287, 312, 399, 406, 407, 422, 526, 579

LEARNING STANDARD 2

Writing/writing processes. The student uses recursive writing processes when appropriate.

Standard	Reader's Handbook
The student is expected to:	
(A) use prewriting strategies to generate ideas, develop voice, and plan;	RH: The opportunity to address this objective is available on the following pages: 87, 99, 111, 117, 180, 224, 244-245, 287, 312, 399, 406, 407, 422, 526, 579
(B) develop drafts, alone and collaboratively, by organizing and reorganizing content and by refining style to suit occasion, audience, and purpose;	RH: The opportunity to address this objective is available on the following pages: 87, 99, 111, 117, 180, 224, 244-245, 287, 312, 399, 406, 407, 422, 526, 579
(C) proofread writing for appropriateness of organization, content, style, and conventions;	RH: The opportunity to address this objective is available on the following pages: 87, 99, 111, 117, 180, 224, 244-245, 287, 312, 399, 406, 407, 422, 526, 579
(D) refine selected pieces frequently to publish for general and specific audiences; and	RH: The opportunity to address this objective is available on the following pages: 87, 99, 111, 117, 180, 224, 244-245, 287, 312, 399, 406, 407, 422, 526, 579

Standard	Reader's Handbook
(E) use technology for aspects of creating, revising, editing, and publishing.	RH: The opportunity to address this objective is available on the following pages: 87, 99, 111, 117, 180, 224, 244-245, 287, 312, 399, 406, 407, 422, 526, 579

L E A R N I N G S T A N D A R D 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.

Standard	Reader's Handbook
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;	RH: The opportunity to address this objective is available on the following pages: 87, 99, 111, 117, 180, 224, 244-245, 287, 312, 399, 406, 407, 422, 526, 579
(B) demonstrate control over grammatical elements such as subject-verb agreement, pronoun-antecedent agreement, verb forms, and parallelism;	RH: The opportunity to address this objective is available on the following pages: 87, 99, 111, 117, 180, 224, 244-245, 287, 312, 399, 406, 407, 422, 526, 579
(C) compose increasingly more involved sentences that contain gerunds, participles, and infinitives in their various functions; and	RH: The opportunity to address this objective is available on the following pages: 87, 99, 111, 117, 180, 224, 244-245, 287, 312, 399, 406, 407, 422, 526, 579
(D) produce error-free writing in the final draft.	RH: The opportunity to address this objective is available on the following pages: 87, 99, 111, 117, 180, 224, 244-245, 287, 312, 399, 406, 407, 422, 526, 579

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

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

Standard	Reader's Handbook
The student is expected to:	
(A) use writing to formulate questions, refine topics, and clarify ideas;	RH: 87, 99, 111, 117, 180, 244-245, 312, 406, 579, 627-630
(B) use writing to discover, organize, and support what is known and what needs to be learned about a topic;	RH: 79, 85-87, 167, 191, 234, 312, 316-319, 627-630
(C) compile information from primary and secondary sources in systematic ways using available technology;	RH: 87, 98, 192, 512, 513-527, 532, 533-534, 535-537, 695-696
(D) represent information in a variety of ways such as graphics, conceptual maps, and learning logs;	RH: 66, 96, 191, 199, 202, 279, 496, 716-717, 734-735, 738-757
(E) use writing as a study tool to clarify and remember information;	RH: 68, 86, 99, 111, 117, 312, 479, 495, 579, 627-630, 719, 752
(F) compile written ideas and representations into reports, summaries, or other formats and draw conclusions; and	RH: 87, 99, 111, 117, 126, 180, 224, 244-245, 287, 312, 399, 406, 407, 422, 526, 579

Standard	Reader's Handbook
(G) analyze strategies that writers in different fields use to compose.	RH: 72, 73-87, 88-99, 100-111, 112-118, 119-124, 129-133

L E A R N I N G S T A N D A R D 5

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

Standard	Reader's Handbook
The student is expected to:	
(A) evaluate writing for both mechanics and content; and	RH: The opportunity to address this objective is available on the following pages: 87, 99, 111, 117, 180, 224, 244-245, 287, 312, 399, 406, 407, 422, 526, 579
(B) respond productively to peer review of his/her own work.	RH: The opportunity to address this objective is available on the following pages: 87, 99, 111, 117, 180, 224, 244-245, 287, 312, 399, 406, 407, 422, 526, 579

L E A R N I N G S T A N D A R D 6

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

Standard	Reader's Handbook
The student is expected to:	
(A) expand vocabulary through wide reading, listening, and discussing;	RH: 658, 659-664, 665, 666-672, 673-674, 675, 676, 677-679, 680-681, 682, 683-684, 685, 686, 687-689
(B) rely on context to determine meanings of words and phrases such as figurative language, idioms, multiple meaning words, and technical vocabulary;	RH: 427, 433, 440, 659, 666, 667, 668, 669, 670, 671, 672
(C) apply meanings of prefixes, roots, and suffixes in order to comprehend;	RH: 673, 674, 675, 676, 758-769
(D) research word origins, including Anglo-Saxon, Latin, and Greek words;	RH: 674-674, 677, 678, 679, 680, 681
(E) use reference material such as glossary, dictionary, thesaurus, and available technology to determine precise meanings and usage; and	RH: 677, 678, 679, 680, 681, 682
(F) identify the relation of word meanings in analogies, homonyms, synonyms/antonyms, and connotation/denotation.	RH: 248, 253, 403, 411, 682, 683, 684, 685, 686, 687, 688, 689

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

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

Standard	Reader's Handbook
The student is expected to:	
(A) establish a purpose for reading such as to discover, interpret, and enjoy;	RH: 38, 40, 72, 84, 89, 95, 101, 107, 156, 160, 169, 173, 181-182, 186-187, 194, 200, 211, 216-221, 268, 278-280, 289, 294, 390, 393, 448, 514-515, 521-522, 542, 546, 572, 576-577, 589, 600, 606-607, 692, 693

Standard	Reader's Handbook
(B) draw upon his/her own background to provide connection to texts;	RH: 38, 40, 41, 72, 84, 89, 95, 101, 107, 156, 160, 169, 173, 181-182, 186-187, 194, 200, 211, 216-221, 268, 278-280, 289, 294, 390, 393, 448, 514-515, 521-522, 542, 546, 572, 576-577, 589, 600, 606-607, 692, 693
(C) monitor reading strategies and modify them when understanding breaks down such as rereading, using resources, and questioning;	RH: 32, 42, 51, 85, 98, 110, 165, 166, 178, 190, 207, 222, 283-286, 309-311, 456, 525-526, 550, 579, 586, 594, 614, 619-620, 694
(D) construct images such as graphic organizers based on text descriptions and text structures;	RH: 293-308, 316-319, 334-342, 347-348, 361-363, 491-492, 734-735
(E) analyze text structures such as compare and contrast, cause and effect, and chronological ordering;	RH: 60, 61, 62, 63-64, 65, 66, 67, 68, 69, 313-322, 359-365, 378, 508
(F) identify main ideas and their supporting details;	RH: 53, 55-58, 63, 64, 160-161, 167, 484, 611, 630, 733, 747
(G) summarize texts;	RH: 126, 190-191, 312, 579, 730-731
(H) draw inferences such as conclusions, generalizations, and predictions and support them from text;	RH: 51, 126, 177, 202, 221, 325, 328, 340, 473, 746
(I) use study strategies such as skimming and scanning, note taking, outlining, and using study-guide questions to better understand texts; and	RH: 80-82, 94, 95, 98, 116, 122-123, 130, 159, 162, 191, 208, 209, 215, 219, 525, 526, 575, 577, 593, 594, 605, 606, 607, 611, 707, 718-719, 728-729
(J) read silently with comprehension for a sustained period of time.	RH: 24-35, 36-43, 44-69, 70-150, 152-263, 264-385, 386-443, 444-509, 510-537, 538-567, 568-595, 596-655, 656-689, 690-737

LEARNING STANDARD 8

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

Standard	Reader's Handbook
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;	RH: 24-35, 36-43, 44-69, 70-150, 152-263, 264-385, 386-443, 444-509, 510-537, 538-567, 568-595, 596-655, 656-689, 690-737
(B) read in such varied sources as diaries, journals, textbooks, maps, newspapers, letters, speeches, memoranda, electronic texts, and other media;	RH: 24-35, 36-43, 44-69, 70-150, 152-263, 264-385, 386-443, 444-509, 510-537, 538-567, 568-595, 596-655, 656-689, 690-737
(C) read world literature, including classic and contemporary works; and	RH: 266, 267-312, 313-365, 388, 389-399, 400-422, 446, 447-468, 469-498
(D) interpret the possible influences of the historical context on a literary work.	RH: 266, 267-312, 313-365, 388, 389-399, 400-422, 446, 447-468, 469-498

LEARNING STANDARD 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.

Standard	Reader's Handbook
The student is expected to:	
(A) recognize distinctive and shared characteristics of cultures through reading; and	RH: 266, 267-312, 313-365, 388, 389-399, 400-422, 446, 447-468, 469-498
(B) compare text events with his/her own and other readers' experiences.	RH: 38, 40, 41, 72, 84, 89, 95, 101, 107, 156, 160, 169, 173, 181-182, 186-187, 194, 200, 211, 216-221, 268, 278-280, 289, 294, 390, 393, 448, 514-515, 521-522, 542, 546, 572, 576-577, 589, 600, 606-607, 692, 693

LEARNING STANDARD 10

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

Standard	Reader's Handbook
The student is expected to:	
(A) respond to informational and aesthetic elements in texts such as discussions, journals, oral interpretations, and dramatizations;	RH: 87, 98, 110, 117, 128, 133, 155, 156, 157, 158, 159, 160, 161, 162, 163, 164, 165, 166, 167, 178, 179, 180, 181, 182, 183, 184, 185, 186, 187, 188, 189, 190, 191, 192, 210, 211, 212, 213, 214, 215, 216, 217, 218, 219, 220, 221, 222, 223, 224, 249, 283, 286, 406, 407, 466, 513-527, 541-554, 587, 595, 616
(B) use elements of text to defend his/her own responses and interpretations; and	RH: 87, 98, 110, 117, 128, 133, 155, 156, 157, 158, 159, 160, 161, 162, 163, 164, 165, 166, 167, 178, 179, 180, 181, 182, 183, 184, 185, 186, 187, 188, 189, 190, 191, 192, 210, 211, 212, 213, 214, 215, 216, 217, 218, 219, 220, 221, 222, 223, 224, 249, 283, 286, 406, 407, 466, 513-527, 541-554, 587, 595, 616
(C) compare reviews of literature, film, and performance with his/her own responses.	RH: 312, 468

LEARNING STANDARD 11

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

Standard	Reader's Handbook
The student is expected to:	
(A) recognize the theme (general observation about life or human nature) within a text;	RH: 305-306, 340-342, 345-350, 384, 475, 477-484, 509
(B) analyze the relevance of setting and time frame to text's meaning;	RH: 285, 298, 299, 300, 301, 323, 324, 325, 326, 327, 328, 329, 330, 331, 381, 494, 752
(C) analyze characters and identify time and point of view;	RH: 277, 278, 279, 286, 295, 296-298, 332, 333, 334, 335, 336, 337, 338, 339, 340, 341-342, 343, 344, 367, 369, 379-380, 494, 501, 740, 741

Standard	Reader's Handbook
(D) identify basic conflicts;	RH: 370, 371
(E) analyze the development of plot in narrative text;	RH: 313, 314, 315, 316, 317, 318, 319, 320, 321, 322, 378
(F) recognize and interpret important symbols;	RH: 144, 383, 403, 442, 479
(G) recognize and interpret poetic elements like metaphor, simile, personification, and the effect of sound on meaning; and	RH: 389-399, 400-407, 408-414, 415-423, 424, 425, 426, 427, 429, 430, 433, 435, 436, 437, 438, 439, 440
(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.	RH: 193-209, 210-224, 248, 267-287, 288-312, 351-385, 367, 372, 375, 389-399, 415-423, 428, 432, 445-468, 500, 503, 504, 508

LEARNING STANDARD 1 2

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

Standard	Reader's Handbook
The student is expected to:	
(A) analyze characteristics of text, including its structure, word choices, and intended audience;	RH: 72, 73-87, 88-99, 100-111, 112-118, 119-124, 125-128, 129-133, 134-150, 154, 155-167, 168-180, 181-192, 193-109, 210-224, 225-234, 235-245, 246-263, 266, 267-287, 288-312, 313-365, 366-385, 388, 389-399, 400-422, 423-443, 446, 447-468, 469-498, 499-509
(B) evaluate the credibility of information sources and determine the writer's motives;	RH: 168, 169, 170, 171, 172, 173, 174, 175, 176, 177, 178, 179, 180, 225, 226, 227, 228, 229, 230, 231, 232, 233, 234, 235, 236, 237, 238, 239, 240, 241, 242, 243, 244, 245, 254, 255, 260, 262
(C) analyze text to evaluate the logical argument and to determine the mode of reasoning used such as induction and deduction; and	RH: 168, 169, 170, 171, 172, 173, 174, 175, 176, 177, 178, 179, 180, 225, 226, 227, 228, 229, 230, 231, 232, 233, 234, 235, 236, 237, 238, 239, 240, 241, 242, 243, 244, 245, 254, 255, 260, 262
(D) analyze texts such as editorials, documentaries, and advertisements for bias and use of common persuasive techniques.	RH: 168, 169, 170, 171, 172, 173, 174, 175, 176, 177, 178, 179, 180, 181-192, 225, 226, 227, 228, 229, 230, 231, 232, 233, 234, 235, 236, 237, 238, 239, 240, 241, 242, 243, 244, 245, 252, 260, 262

LEARNING STANDARD 1 3

Reading/inquiry/research. The student reads in order to research self-selected and assigned topics.

Standard	Reader's Handbook
The student is expected to:	
(A) generate relevant, interesting, and researchable questions;	RH: 512, 513-527, 532, 533-534, 535, 598, 599-616, 691, 692-693, 694-705, 706, 707-709, 713-736

Standard	Reader's Handbook
(B) locate appropriate print and non-print information using texts and technical resources, periodicals and book indices, including databases and the Internet;	RH: 512, 513-527, 528, 532, 533-534, 535, 691, 692-693, 694, 695-696, 697-705, 706, 707-709, 710-712, 713-736
(C) organize and convert information into different forms such as charts, graphs, and drawings;	RH: The opportunity to address this objective is available on the following pages: 540, 541-553, 554, 555, 556, 557, 558, 559, 560, 561-562, 563-564, 565, 566, 567
(D) adapt researched material for presentation to different audiences and for different purposes, and cite sources completely; and	RH: 691, 692-693, 694, 695-696, 697-705, 706, 707-709, 710-712
(E) draw conclusions from information gathered.	RH: 691, 692-693, 694, 695-696, 697-705, 706, 707-709, 710-712

L E A R N I N G S T A N D A R D 1 4

Listening/speaking/critical listening. The student listens attentively for a variety of purposes.

Standard	Reader's Handbook
The student is expected to:	
(A) focus attention on the speaker's message;	RH: 110, 128, 133, 179, 268, 587, 595, 616
(B) use knowledge of language and develop vocabulary to interpret accurately the speaker's message;	RH: 110, 128, 133, 179, 268, 587, 595, 616
(C) monitor speaker's message for clarity and understanding such as asking relevant questions to clarify understanding; and	RH: 87, 110, 128, 133, 179, 268, 587, 595, 616
(D) formulate and provide effective verbal and nonverbal feedback.	RH: 110, 128, 133, 179, 268, 587, 595, 616

L E A R N I N G S T A N D A R D 1 5

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

Standard	Reader's Handbook
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;	RH: The opportunity to address this objective is available on the following pages: 87, 399, 407, 422
(B) identify and analyze the effect of artistic elements within literary texts such as character development, rhyme, imagery, and language;	RH: The opportunity to address this objective is available on the following pages: 399 RH: For support, refer to the following pages: 332-344, 368-369, 400-407, 415-422, 430, 438, 439
(C) evaluate informative and persuasive presentations of peers, public figures, and media presentations;	RH: The opportunity to address this objective is available on the following pages: 87, 180, 224

Standard	Reader's Handbook
(D) evaluate artistic performances of peers, public presenters, and media presentations; and	RH: The opportunity to address this objective is available on the following pages: 399, 407, 422
(E) use audience feedback to evaluate his/her own effectiveness and set goals for future presentations.	RH: The opportunity to address this objective is available on the following pages: 87

L E A R N I N G S T A N D A R D 1 6

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

Standard	Reader's Handbook
The student is expected to:	
(A) use the conventions of oral language effectively;	RH: 87, 224
(B) use informal, standard, and technical language effectively to meet the needs of purpose, audience, occasion, and task;	RH: 87, 110, 128, 133, 179, 268, 587, 595, 616
(C) prepare, organize, and present a variety of informative messages effectively;	RH: 87, 224
(D) use effective verbal and nonverbal strategies in presenting oral messages;	RH: 87, 224
(E) ask clear questions for a variety of purposes and respond appropriately to the questions of others; and	RH: 87, 110, 128, 133, 179, 268, 587, 595, 616
(F) make relevant contributions in conversations and discussions.	RH: 87, 110, 128, 133, 179, 268, 587, 595, 616

L E A R N I N G S T A N D A R D 1 7

Listening/speaking/presentations. The student prepares, organizes, and presents informative and persuasive oral messages.

Standard	Reader's Handbook
The student is expected to:	
(A) present and advance a clear thesis and support the major thesis with logical points or arguments;	RH: The opportunity to address this objective is available on the following pages: 87, 224 RH: For support, refer to the following pages: 168-180, 181-192, 225-234, 235-245, 251
(B) choose valid evidence, proofs, or examples to support claims;	RH: The opportunity to address this objective is available on the following pages: 87, 224 RH: For support, refer to the following pages: 168-180, 181-192, 225-234, 235-245, 251
(C) use appropriate and effective appeals to support points or claims; and	RH: The opportunity to address this objective is available on the following pages: 87, 224 RH: For support, refer to the following pages: 168-180, 181-192, 225-234, 235-245, 251

Standard	Reader's Handbook
(D) use effective verbal and nonverbal strategies such as pitch and tone of voice, posture, and eye contact.	RH: The opportunity to address this objective is available on the following pages: 87, 224 RH: For support, refer to the following pages: 168-180, 181-192, 225-234, 235-245, 251

L E A R N I N G S T A N D A R D 1 8

Listening/speaking/literary interpretation. The student prepares, organizes, and present literary interpretations.

Standard	Reader's Handbook
The student is expected to:	
(A) make valid interpretations of literary texts such as telling stories, interpreting poems, stories, or essays; and	RH: 399, 587 RH: For support, refer to the following pages: 155-167, 193-209, 210-224, 267-287, 288-312, 389-399, 400-422
(B) analyze purpose, audience, and occasion to choose effective verbal and nonverbal strategies such as pitch and tone of voice, posture, and eye contact.	RH: 399, 587 RH: For support, refer to the following pages: 235-245

L E A R N I N G S T A N D A R D 1 9

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

Standard	Reader's Handbook
The student is expected to:	
(A) describe how meanings are communicated through elements of design, including shape, line, color, and texture;	RH: 540, 541-553, 554, 555, 556, 557-558, 559, 560, 561-562, 563-564, 565, 566, 567
(B) analyze relationships, ideas, and cultures as represented in various media; and	RH: 540, 541-553, 554, 555, 556, 557-558, 559, 560, 561-562, 563-564, 565, 566, 567
(C) distinguish the purposes of various media forms such as informative texts, entertaining texts, and advertisements.	RH: 512, 513-527, 535-537, 540, 541-553, 554, 555, 556, 557-558, 559, 560, 561-562, 563-564, 565, 566, 567

L E A R N I N G S T A N D A R D 2 0

Viewing/representing/analysis. The student analyzes and critiques the significance of visual representations.

Standard	Reader's Handbook
The student is expected to:	
(A) investigate the source of a media presentation or production such as who made it and why it was made;	RH: 512, 513-527, 535-537, 540, 541-553, 554, 555, 556, 557-558, 559, 560, 561-562, 563-564, 565, 566, 567
(B) deconstruct media to get the main idea of the message's content;	RH: 512, 513-527, 535-537, 540, 541-553, 554, 555, 556, 557-558, 559, 560, 561-562, 563-564, 565, 566, 567
(C) evaluate and critique the persuasive techniques of media messages such as glittering generalities, logical fallacies, and symbols;	RH: The opportunity to address this objective is available on the following pages: 232, 233

Standard	Reader's Handbook
(D) recognize how visual and sound techniques or design convey messages in media such as special effects, editing, camera angles, reaction shots, sequencing, and music;	RH: The opportunity to address this objective is available on the following pages: 447-468, 500
(E) recognize genres such as nightly news, newsmagazines, and documentaries and identify the unique properties of each; and	RH: The opportunity to address this objective is available on the following pages: 181-192, 235-245
(F) compare, contrast, and critique various media coverage of the same event such as in newspapers, television, and on the Internet.	RH: The opportunity to address this objective is available on the following pages: 168-180, 181-192, 312, 468, 513-527, 532, 535-537

LEARNING STANDARD 21

Viewing/representing/production. The student produces visual representations that communicate with others.

Standard	Reader's Handbook
The student is expected to:	
(A) examine the effect of media on constructing his/her own perception of reality;	RH: The opportunity to address this objective is available on the following pages: 512, 513-527, 528, 529-531, 532, 533, 535-537
(B) use a variety of forms and technologies such as videos, photographs, and web pages to communicate specific messages;	RH: 512, 513-527, 528, 529-531, 532, 533, 535-537
(C) use a range of techniques to plan and create a media text and reflect critically on the work produced;	RH: The opportunity to address this objective is available on the following pages: 512, 513-527, 528, 529-531, 532, 533, 535-537, 540, 541-553, 554-567
(D) create media products to include a billboard, cereal box, short editorial, and a three- minute documentary or print ad to engage specific audiences; and	RH: The opportunity to address this objective is available on the following pages: 232-233, 540, 541-553, 554-567
(E) create, present, test, and revise a project and analyze a response, using data-gathering techniques such as questionnaires, group discussions, and feedback forms.	RH: The opportunity to address this objective is available on the following pages: 540, 541-553, 554-567, 540, 541-553, 554-567

GRADE 10—ENGLISH II

LEARNING STANDARD 1

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

Standard	Reader's Handbook
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;	RH: 87, 99, 111, 117, 180, 224, 244-245, 287, 312, 399, 406, 407, 422, 526, 579
(B) write in a voice and style appropriate to audience and purpose; and	RH: 87, 99, 111, 117, 180, 224, 244-245, 287, 312, 399, 406, 407, 422, 526, 579
(C) organize ideas in writing to ensure coherence, logical progression, and support for ideas.	RH: 87, 99, 111, 117, 180, 224, 244-245, 287, 312, 399, 406, 407, 422, 526, 579

LEARNING STANDARD 2

Writing/writing processes. The student uses recursive writing processes when appropriate.

Standard	Reader's Handbook
The student is expected to:	
(A) use prewriting strategies to generate ideas, develop voice, and plan;	RH: The opportunity to address this objective is available on the following pages: 87, 99, 111, 117, 180, 224, 244-245, 287, 312, 399, 406, 407, 422, 526, 579
(B) develop drafts, alone and collaboratively, by organizing and reorganizing content and by refining style to suit occasion, audience, and purpose;	RH: The opportunity to address this objective is available on the following pages: 87, 99, 111, 117, 180, 224, 244-245, 287, 312, 399, 406, 407, 422, 526, 579
(C) proofread writing for appropriateness of organization, content, style, and conventions;	RH: The opportunity to address this objective is available on the following pages: 87, 99, 111, 117, 180, 224, 244-245, 287, 312, 399, 406, 407, 422, 526, 579
(D) refine selected pieces frequently to publish for general and specific audiences; and	RH: The opportunity to address this objective is available on the following pages: 87, 99, 111, 117, 180, 224, 244-245, 287, 312, 399, 406, 407, 422, 526, 579

Standard	Reader's Handbook
(E) use technology for aspects of creating, revising, editing, and publishing texts.	RH: The opportunity to address this objective is available on the following pages: 87, 99, 111, 117, 180, 224, 244-245, 287, 312, 399, 406, 407, 422, 526, 579

LEARNING STANDARD 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.

Standard	Reader's Handbook
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;	RH: The opportunity to address this objective is available on the following pages: 87, 99, 111, 117, 180, 224, 244-245, 287, 312, 399, 406, 407, 422, 526, 579
(B) demonstrate control over grammatical elements such as subject-verb agreement, pronoun-antecedent agreement, verb forms, and parallelism;	RH: The opportunity to address this objective is available on the following pages: 87, 99, 111, 117, 180, 224, 244-245, 287, 312, 399, 406, 407, 422, 526, 579
(C) compose increasingly more involved sentences that contain gerunds, participles, and infinitives in their various functions; and	RH: The opportunity to address this objective is available on the following pages: 87, 99, 111, 117, 180, 224, 244-245, 287, 312, 399, 406, 407, 422, 526, 579
(D) produce error-free writing in the final draft.	RH: The opportunity to address this objective is available on the following pages: 87, 99, 111, 117, 180, 224, 244-245, 287, 312, 399, 406, 407, 422, 526, 579

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

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

Standard	Reader's Handbook
The student is expected to:	
(A) use writing to formulate questions, refine topics, and clarify ideas;	RH: 87, 99, 111, 117, 180, 244-245, 312, 406, 579, 627-630
(B) use writing to discover, organize, and support what is known and what needs to be learned about a topic;	RH: 79, 85-87, 167, 191, 234, 312, 316-319, 627-630
(C) compile information from primary and secondary sources in systematic ways using available technology;	RH: 87, 98, 192, 512, 513-527, 532, 533-534, 535-537, 695-696
(D) represent information in a variety of ways such as graphics, conceptual maps, and learning logs;	RH: 66, 96, 191, 199, 202, 279, 496, 716-717, 734-735, 738-757
(E) use writing as a study tool to clarify and remember information;	RH: 68, 86, 99, 111, 117, 312, 479, 495, 579, 627-630, 719, 752
(F) compile written ideas and representations into reports, summaries, or other formats and draw conclusions; and	RH: 87, 99, 111, 117, 126, 180, 224, 244-245, 287, 312, 399, 406, 407, 422, 526, 579
(G) analyze strategies that writers in different fields use to compose.	RH: 72, 73-87, 88-99, 100-111, 112-118, 119-124, 129-133

L E A R N I N G S T A N D A R D 5

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

Standard	Reader's Handbook
The student is expected to:	
(A) evaluate writing for both mechanics and content; and	RH: The opportunity to address this objective is available on the following pages: 87, 99, 111, 117, 180, 224, 244-245, 287, 312, 399, 406, 407, 422, 526, 579

(B) respond productively to peer review of his/her own work.	RH: The opportunity to address this objective is available on the following pages: 87, 99, 111, 117, 180, 224, 244-245, 287, 312, 399, 406, 407, 422, 526, 579
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LEARNING STANDARD 6

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

Standard	Reader's Handbook
The student is expected to:	
(A) expand vocabulary through wide reading, listening, and discussing;	RH: 658, 659-664, 665, 666-672, 673-674, 675, 676, 677-679, 680-681, 682, 683-684, 685, 686, 687-689
(B) rely on context to determine meanings of words and phrases such as figurative language, idioms, multiple meaning words, and technical vocabulary;	RH: 427, 433, 440, 659, 666, 667, 668, 669, 670, 671, 672
(C) apply meanings of prefixes, roots, and suffixes in order to comprehend;	RH: 673, 674, 675, 676, 758-769
(D) research word origins as an aid to understanding meanings, derivations, and spellings as well as influences on the English language;	RH: 674-674, 677, 678, 679, 680, 681
(E) use reference material such as glossary, dictionary, thesaurus, and available technology to determine precise meanings and usage;	RH: 677, 678, 679, 680, 681, 682
(F) discriminate between connotative and denotative meanings and interpret the connotative power of words; and	RH: 253, 403, 411, 683-684
(G) read and understand analogies.	RH: 248, 622-623, 685, 686, 687, 688, 689

LEARNING STANDARD 7

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

Standard	Reader's Handbook
The student is expected to:	
(A) establish a purpose for reading such as to discover, interpret, and enjoy;	RH: 38, 40, 72, 84, 89, 95, 101, 107, 156, 160, 169, 173, 181-182, 186-187, 194, 200, 211, 216-221, 268, 278-280, 289, 294, 390, 393, 448, 514-515, 521-522, 542, 546, 572, 576-577, 589, 600, 606-607, 692, 693

Standard	Reader's Handbook
(B) draw upon his/her own background to provide connection to texts;	RH: 38, 40, 72, 84, 89, 95, 101, 107, 156, 160, 169, 173, 181-182, 186-187, 194, 200, 211, 216-221, 268, 278-280, 289, 294, 390, 393, 448, 514-515, 521-522, 542, 546, 572, 576-577, 589, 600, 606-607, 692, 693
(C) monitor his/her own reading strategies and make modifications when understanding breaks down such as by rereading, using resources, and questioning;	RH: 32, 42, 51, 85, 98, 110, 165, 166, 178, 190, 207, 222, 283-286, 309-311, 456, 525-526, 550, 579, 586, 594, 614, 619-620, 694
(D) construct images such as graphic organizers based on text descriptions and text structures;	RH: 293-308, 316-319, 334-342, 347-348, 361-363, 491-492, 734-735
(E) analyze text structures such as compare and contrast, cause and effect, and chronological ordering for how they influence understanding;	RH: 60, 61, 62, 63-64, 65, 66, 67, 68, 69, 313-322, 359-365, 378, 508
(F) produce summaries of texts by identifying main ideas and their supporting details;	RH: 126, 190-191, 312, 579, 730-731
(G) draw inferences such as conclusions, generalizations, and predictions and support them with text evidence and experience;	RH: 51, 126, 177, 202, 221, 325, 328, 340, 473, 746
(H) use study strategies such as skimming and scanning, note taking, outlining, and using study-guide questions to better understand texts; and	RH: 80-82, 94, 95, 98, 116, 122-123, 130, 159, 162, 191, 208, 209, 215, 219, 525, 526, 575, 577, 593, 594, 605, 606, 607, 611, 707, 718-719, 728-729
(I) read silently with comprehension for a sustained period of time.	RH: 24-35, 36-43, 44-69, 70-150, 152-263, 264-385, 386-443, 444-509, 510-537, 538-567, 568-595, 596-655, 656-689, 690-737

LEARNING STANDARD 8

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

Standard	Reader's Handbook
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;	RH: 24-35, 36-43, 44-69, 70-150, 152-263, 264-385, 386-443, 444-509, 510-537, 538-567, 568-595, 596-655, 656-689, 690-737
(B) read in such varied sources as diaries, journals, textbooks, maps, newspapers, letters, speeches, memoranda, electronic texts, and other media;	RH: 24-35, 36-43, 44-69, 70-150, 152-263, 264-385, 386-443, 444-509, 510-537, 538-567, 568-595, 596-655, 656-689, 690-737
(C) read world literature, including classic and contemporary works; and	RH: 266, 267-312, 313-365, 388, 389-399, 400-422, 446, 447-468, 469-498
(D) interpret the possible influences of the historical context on a literary work.	RH: 266, 267-312, 313-365, 388, 389-399, 400-422, 446, 447-468, 469-498

L E A R N I N G S T A N D A R D 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.

Standard	Reader's Handbook
The student is expected to:	
(A) recognize distinctive and shared characteristics of cultures through reading; and	RH: 266, 267-312, 313-365, 388, 389-399, 400-422, 446, 447-468, 469-498
(B) compare text events with his/her own and other readers' experiences.	RH: 38, 40, 41, 72, 84, 89, 95, 101, 107, 156, 160, 169, 173, 181-182, 186-187, 194, 200, 211, 216-221, 268, 278-280, 289, 294, 390, 393, 448, 514-515, 521-522, 542, 546, 572, 576-577, 589, 600, 606-607, 692, 693

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

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

Standard	Reader's Handbook
The student is expected to:	
(A) respond to informational and aesthetic elements in texts such as discussions, journals, oral interpretations, and enactments;	RH: 87, 98, 110, 117, 128, 133, 155, 156, 157, 158, 159, 160, 161, 162, 163, 164, 165, 166, 167, 178, 179, 180, 181, 182, 183, 184, 185, 186, 187, 188, 189, 190, 191, 192, 210, 211, 212, 213, 214, 215, 216, 217, 218, 219, 220, 221, 222, 223, 224, 249, 283, 286, 406, 407, 466, 513-527, 541-554, 587, 595, 616
(B) use elements of text to defend his/her own responses and interpretations; and	RH: 87, 98, 110, 117, 128, 133, 155, 156, 157, 158, 159, 160, 161, 162, 163, 164, 165, 166, 167, 178, 179, 180, 181, 182, 183, 184, 185, 186, 187, 188, 189, 190, 191, 192, 210, 211, 212, 213, 214, 215, 216, 217, 218, 219, 220, 221, 222, 223, 224, 249, 283, 286, 406, 407, 466, 513-527, 541-554, 587, 595, 616
(C) compare reviews of literature, film, and performance with his/her own responses.	RH: 312, 468

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

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

Standard	Reader's Handbook
The student is expected to:	
(A) compare and contrast varying aspects of texts such as themes, conflicts, and allusions;	RH: 65, 155-167, 193-209, 210-224, 247, 305-306, 340-342, 345-350, 370, 371, 384, 425, 475, 477-484, 509
(B) analyze the relevance of setting and time frame to text's meaning;	RH: 285, 298, 299, 300, 301, 323, 324, 325, 326, 327, 328, 329, 330, 331, 381, 494, 752
(C) describe and analyze the development of plot and identify conflicts and how they are addressed and resolved;	RH: 313, 314, 315, 316, 317, 318, 319, 320, 321, 322, 370, 371, 378

Standard	Reader's Handbook
(D) analyze the melodies of literary language, including its use of evocative words and rhythms;	RH: 389-399, 400-407, 408-414, 415-422, 424, 426, 427, 435, 437, 438, 439
(E) connect literature to historical contexts, current events, and his/her own experiences; and	RH: 155-167, 210-245
(F) 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.	RH: 193-209, 210-224, 248, 267-287, 288-312, 351-385, 367, 372, 375, 389-399, 415-423, 428, 432, 445-468, 500, 503, 504, 508

L E A R N I N G S T A N D A R D 1 2

Reading/analysis/evaluation. The student reads critically to evaluate texts and the authority of sources..

Standard	Reader's Handbook
The student is expected to:	
(A) analyze the characteristics of clearly written texts, including the patterns of organization, syntax, and word choice;	RH: 72, 73-87, 88-99, 100-111, 112-118, 119-124, 125-128, 129-133, 134-150, 154, 155-167, 168-180, 181-192, 193-109, 210-224, 225-234, 235-245, 246-263, 266, 267-287, 288-312, 313-365, 366-385, 388, 389-399, 400-422, 423-443, 446, 447-468, 469-498, 499-509
(B) evaluate the credibility of information sources, including how the writer's motivation may affect that credibility; and	RH: 168, 169, 170, 171, 172, 173, 174, 175, 176, 177, 178, 179, 180, 225, 226, 227, 228, 229, 230, 231, 232, 233, 234, 235, 236, 237, 238, 239, 240, 241, 242, 243, 244, 245, 254, 255, 260, 262
(C) recognize logical, deceptive, and/or faulty modes of persuasion in texts.	RH: 168, 169, 170, 171, 172, 173, 174, 175, 176, 177, 178, 179, 180, 181-192, 225, 226, 227, 228, 229, 230, 231, 232, 233, 234, 235, 236, 237, 238, 239, 240, 241, 242, 243, 244, 245, 252, 260, 262

L E A R N I N G S T A N D A R D 1 3

Reading/inquiry/research. The student reads in order to research self-selected and assigned topics.

Standard	Reader's Handbook
The student is expected to:	
(A) generate relevant, interesting, and researchable questions;	RH: 512, 513-527, 532, 533-534, 535, 598, 599-616, 691, 692-693, 694-705, 706, 707-709, 713-736
(B) locate appropriate print and non-print information using texts and technical resources, periodicals and book indices, including databases and the Internet;	RH: 512, 513-527, 528, 532, 533-534, 535, 691, 692-693, 694, 695-696, 697-705, 706, 707-709, 710-712, 713-736
(C) use text organizers such as overviews, headings, and graphic features to locate and categorize information;	RH: The opportunity to address this objective is available on the following pages: 540, 541-553, 554, 555, 556, 557, 558, 559, 560, 561-562, 563-564, 565, 566, 567
(D) produce reports and research projects in varying forms for audiences; and	RH: 691, 692-693, 694, 695-696, 697-705, 706, 707-709, 710-712

Standard	Reader's Handbook
(E) draw conclusions from information gathered.	RH: 691, 692-693, 694, 695-696, 697-705, 706, 707-709, 710-712

L E A R N I N G S T A N D A R D 1 4

Listening/speaking/critical listening. The student listens attentively for a variety of purposes.

Standard	Reader's Handbook
The student is expected to:	
(A) focus attention, interpret, respond, and evaluate speaker's message; and	RH: 110, 128, 133, 179, 268, 587, 595, 616
(B) engage in critical, empathic, appreciative, and reflective listening.	RH: 87, 110, 128, 133, 179, 268, 587, 595, 616

L E A R N I N G S T A N D A R D 1 5

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

Standard	Reader's Handbook
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;	RH: The opportunity to address this objective is available on the following pages: 87, 399, 407, 422
(B) identify and analyze the effect of artistic elements within literary texts such as character development, rhyme, imagery, and language;	RH: The opportunity to address this objective is available on the following pages: 399 RH: For support, refer to the following pages: 332-344, 368-369, 400-407, 415-422, 430, 438, 439
(C) evaluate informative and persuasive presentations of peers, public figures, and media presentations;	RH: The opportunity to address this objective is available on the following pages: 87, 180, 224
(D) evaluate artistic performances of peers, public presenters, and media presentations; and	RH: The opportunity to address this objective is available on the following pages: 399, 407, 422
(E) use feedback to evaluate his/her own effectiveness and set goals for future presentations.	RH: The opportunity to address this objective is available on the following pages: 87

L E A R N I N G S T A N D A R D 1 6

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

Standard	Reader's Handbook
The student is expected to:	
(A) use the conventions of oral language effectively;	RH: 87, 224
(B) use informal, standard, and technical language effectively to meet the needs of purpose, audience, occasion, and task;	RH: 87, 110, 128, 133, 179, 268, 587, 595, 616

Standard	Reader's Handbook
(C) prepare, organize, and present a variety of informative and persuasive messages effectively with an emphasis on persuasion;	RH: 87, 224
(D) use effective verbal and nonverbal strategies in presenting oral messages;	RH: 87, 224
(E) ask clear questions for a variety of purposes and respond appropriately to the questions of others; and	RH: 87, 110, 128, 133, 179, 268, 587, 595, 616
(F) make relevant contributions in conversations and discussions.	RH: 87, 110, 128, 133, 179, 268, 587, 595, 616

L E A R N I N G S T A N D A R D 1 7

Listening/speaking/presentations. The student prepares, organizes, and presents informative and persuasive messages.

Standard	Reader's Handbook
The student is expected to:	
(A) present and advance a clear thesis and logical points, claims, or arguments to support messages;	RH: The opportunity to address this objective is available on the following pages: 87, 224 RH: For support, refer to the following pages: 168-180, 181-192, 225-234, 235-245, 251
(B) choose valid proofs from reliable sources to support claims;	RH: The opportunity to address this objective is available on the following pages: 87, 224 RH: For support, refer to the following pages: 168-180, 181-192, 225-234, 235-245, 251
(C) use appropriate appeals to support claims and arguments;	RH: The opportunity to address this objective is available on the following pages: 87, 224 RH: For support, refer to the following pages: 168-180, 181-192, 225-234, 235-245, 251
(D) use language and rhetorical strategies skillfully in informative and persuasive messages;	RH: The opportunity to address this objective is available on the following pages: 87, 224 RH: For support, refer to the following pages: 168-180, 181-192, 225-234, 235-245, 251
(E) use effective nonverbal strategies such as pitch and tone of voice, posture, and eye contact; and	RH: The opportunity to address this objective is available on the following pages: 87, 224 RH: For support, refer to the following pages: 168-180, 181-192, 225-234, 235-245, 251
(F) make informed, accurate, truthful, and ethical presentations.	RH: 87, 224

LEARNING STANDARD 18

Listening/speaking/literary interpretation. The student prepares, organizes, plans, and presents literary interpretations.

Standard	Reader's Handbook
The student is expected to:	
(A) make valid interpretations of a variety of literary texts;	RH: 399, 587 RH: For support, refer to the following pages: 155-167, 193-209, 210-224, 267-287, 288-312, 389-399, 400-422
(B) justify the choice of verbal and nonverbal performance techniques by referring to the analysis and interpretations of the text; and	RH: 399, 587 RH: For support, refer to the following pages: 235-245
(C) present interpretations by telling stories, performing original works, and interpreting poems and stories for a variety of audiences.	RH: 399, 587 RH: For support, refer to the following pages: 155-167, 193-209, 210-224, 267-287, 288-312, 389-399, 400-422

LEARNING STANDARD 19

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

Standard	Reader's Handbook
The student is expected to:	
(A) describe how meanings are communicated through elements of design, such as shape, line, color, and texture;	RH: 540, 541-553, 554, 555, 556, 557-558, 559, 560, 561-562, 563-564, 565, 566, 567
(B) analyze relationships, ideas, and cultures as represented in various media; and	RH: 540, 541-553, 554, 555, 556, 557-558, 559, 560, 561-562, 563-564, 565, 566, 567
(C) distinguish the purposes of various media forms such as informative texts, entertaining texts, and advertisements.	RH: 512, 513-527, 535-537, 540, 541-553, 554, 555, 556, 557-558, 559, 560, 561-562, 563-564, 565, 566, 567

LEARNING STANDARD 20

Viewing/representing/analysis. The student analyzes and critiques the significance of visual representations.

Standard	Reader's Handbook
The student is expected to:	
(A) investigate the source of a media presentation or production such as who made it and why it was made;	RH: 512, 513-527, 535-537, 540, 541-553, 554, 555, 556, 557-558, 559, 560, 561-562, 563-564, 565, 566, 567
(B) deconstruct media to get the main idea of the message's content;	RH: 512, 513-527, 535-537, 540, 541-553, 554, 555, 556, 557-558, 559, 560, 561-562, 563-564, 565, 566, 567
(C) evaluate and critique the persuasive techniques of media messages such as glittering generalities, logical fallacies, and symbols;	RH: The opportunity to address this objective is available on the following pages: 232, 233
(D) recognize how visual and sound techniques or design convey messages in media such as special effects, editing, camera angles, reaction shots, sequencing, and music;	RH: The opportunity to address this objective is available on the following pages: 447-468, 500

Standard	Reader's Handbook
(E) recognize genres such as nightly news, newsmagazines, and documentaries and identify the unique properties of each; and	RH: The opportunity to address this objective is available on the following pages: 181-192, 235-245
(F) compare, contrast, and critique various media coverage of the same event such as in newspapers, television, and on the Internet.	RH: The opportunity to address this objective is available on the following pages: 168-180, 181-192, 312, 468, 513-527, 532, 535-537

L E A R N I N G S T A N D A R D 2 1

Viewing/representing/production. The student produces visual representations that communicate with others.

Standard	Reader's Handbook
The student is expected to:	
(A) examine the effect of media on constructing his/her own perception of reality;	RH: The opportunity to address this objective is available on the following pages: 512, 513-527, 528, 529-531, 532, 533, 535-537
(B) use a variety of forms and technologies such as videos, photographs, and web pages to communicate specific messages;	RH: 512, 513-527, 528, 529-531, 532, 533, 535-537
(C) use a range of techniques to plan and create a media text and reflect critically on the work produced;	RH: The opportunity to address this objective is available on the following pages: 512, 513-527, 528, 529-531, 532, 533, 535-537, 540, 541-553, 554-567
(D) create media products to include a five- to six-minute documentary, a print ad, an editorial, a flier, a movie critique, or an illustrated children's book to engage specific audiences; and	RH: The opportunity to address this objective is available on the following pages: 232-233, 540, 541-553, 554-567
(E) create, present, test, and revise a project and analyze a response, using data-gathering techniques such as questionnaires, group discussions, and feedback forms.	RH: The opportunity to address this objective is available on the following pages: 540, 541-553, 554-567, 540, 541-553, 554-567

GRADE 11—ENGLISH III

LEARNING STANDARD 1

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

Standard	Reader's Handbook
The student is expected to:	
(A) write in various forms with particular emphasis on business forms such as a report, memo, narrative or procedure, summary/abstract, and resumé;	RH: 87, 99, 111, 117, 180, 224, 244-245, 287, 312, 399, 406, 407, 422, 526, 579
(B) write in a voice and style appropriate to audience and purpose; and	RH: 87, 99, 111, 117, 180, 224, 244-245, 287, 312, 399, 406, 407, 422, 526, 579
(C) organize ideas in writing to ensure coherence, logical progression, and support for ideas.	RH: 87, 99, 111, 117, 180, 224, 244-245, 287, 312, 399, 406, 407, 422, 526, 579

LEARNING STANDARD 2

Writing/writing processes. The student uses recursive writing processes when appropriate.

Standard	Reader's Handbook
The student is expected to:	
(A) use prewriting strategies to generate ideas, develop voice, and plan;	RH: The opportunity to address this objective is available on the following pages: 87, 99, 111, 117, 180, 224, 244-245, 287, 312, 399, 406, 407, 422, 526, 579
(B) develop drafts both alone and collaboratively by organizing and reorganizing content and by refining style to suit occasion, audience, and purpose;	RH: The opportunity to address this objective is available on the following pages: 87, 99, 111, 117, 180, 224, 244-245, 287, 312, 399, 406, 407, 422, 526, 579
(C) proofread writing for appropriateness of organization, content, style, and conventions;	RH: The opportunity to address this objective is available on the following pages: 87, 99, 111, 117, 180, 224, 244-245, 287, 312, 399, 406, 407, 422, 526, 579
(D) frequently refine selected pieces to publish for general and specific audiences; and	RH: The opportunity to address this objective is available on the following pages: 87, 99, 111, 117, 180, 224, 244-245, 287, 312, 399, 406, 407, 422, 526, 579
(E) use technology for aspects of creating, revising, editing, and publishing texts.	RH: The opportunity to address this objective is available on the following pages: 87, 99, 111, 117, 180, 224, 244-245, 287, 312, 399, 406, 407, 422, 526, 579

LEARNING STANDARD 3

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

Standard	Reader's Handbook
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;	RH: The opportunity to address this objective is available on the following pages: 87, 99, 111, 117, 180, 224, 244-245, 287, 312, 399, 406, 407, 422, 526, 579

(B) demonstrate control over grammatical elements such as subject-verb agreement, pronoun-antecedent agreement, verb forms, and parallelism;	RH: The opportunity to address this objective is available on the following pages: 87, 99, 111, 117, 180, 224, 244-245, 287, 312, 399, 406, 407, 422, 526, 579
(C) compose increasingly more involved sentences that contain gerunds, participles, and infinitives in their various functions;	RH: The opportunity to address this objective is available on the following pages: 87, 99, 111, 117, 180, 224, 244-245, 287, 312, 399, 406, 407, 422, 526, 579
(D) produce error-free writing in the final draft; and	RH: The opportunity to address this objective is available on the following pages: 87, 99, 111, 117, 180, 224, 244-245, 287, 312, 399, 406, 407, 422, 526, 579
(E) use a manual of style such as Modern Language Association (MLA), American Psychological Association (APA), and The Chicago Manual of Style (CMS).	RH: 707-709, 710, 711

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

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

Standard	Reader's Handbook
The student is expected to:	
(A) use writing to formulate questions, refine topics, and clarify ideas;	RH: 87, 99, 111, 117, 180, 244-245, 312, 406, 579, 627-630
(B) use writing to discover, organize, and support what is known and what needs to be learned about a topic;	RH: 87, 99, 111, 117, 180, 244-245, 312, 406, 579, 627-630
(C) compile information from primary and secondary sources in systematic ways using available technology;	RH: 87, 98, 192, 512, 513-527, 532, 533-534, 535-537, 695-696
(D) represent information in a variety of ways such as graphics, conceptual maps, and learning logs;	RH: 66, 96, 191, 199, 202, 279, 496, 716-717, 734-735, 738-757
(E) use writing as a study tool to clarify and remember information;	RH: 68, 86, 99, 111, 117, 312, 479, 495, 579, 627-630, 719, 752
(F) compile written ideas and representations into reports, summaries, or other formats and draw conclusions; and	RH: 87, 99, 111, 117, 126, 180, 224, 244-245, 287, 312, 399, 406, 407, 422, 526, 579
(G) analyze strategies that writers in different fields use to compose.	RH: 72, 73-87, 88-99, 100-111, 112-118, 119-124, 129-133

L E A R N I N G S T A N D A R D 5

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

Standard	Reader's Handbook
The student is expected to:	
(A) evaluate writing for both mechanics and content; and	RH: The opportunity to address this objective is available on the following pages: 87, 99, 111, 117, 180, 224, 244-245, 287, 312, 399, 406, 407, 422, 526, 579

(B) respond productively to peer review of his/her own work.	RH: The opportunity to address this objective is available on the following pages: 87, 99, 111, 117, 180, 224, 244-245, 287, 312, 399, 406, 407, 422, 526, 579
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LEARNING STANDARD 6

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

Standard	Reader's Handbook
The student is expected to:	
(A) expand vocabulary through wide reading, listening, and discussing;	RH: 658, 659-664, 665, 666-672, 673-674, 675, 676, 677-679, 680-681, 682, 683-684, 685, 686, 687-689
(B) rely on context to determine meanings of words and phrases such as figurative language, connotation and denotation of words, analogies, idioms, and technical vocabulary;	RH: 248, 253, 403, 411, 427, 433, 440, 622-623, 659, 666, 667, 668, 669, 670, 671, 672, 683-684, 685, 686, 867, 688, 689
(C) apply meanings of prefixes, roots, and suffixes in order to comprehend;	RH: 673, 674, 675, 676, 758-769
(D) research word origins as an aid to understanding meanings, derivations, and spellings as well as influences on the English language;	RH: 674-674, 677, 678, 679, 680, 681
(E) use reference material such as glossary, dictionary, thesaurus, and available technology to determine precise meaning and usage;	RH: 677, 678, 679, 680, 681, 682
(F) discriminate between connotative and denotative meanings and interpret the connotative power of words; and	RH: 253, 403, 411, 683-684
(G) read and understand analogies.	RH: 248, 622-623, 685, 686, 687, 688, 689

LEARNING STANDARD 7

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

Standard	Reader's Handbook
The student is expected to:	
(A) establish and adjust purpose for reading such as to find out, to understand, to interpret, to enjoy, and to solve problems;	RH: 38, 40, 72, 84, 89, 95, 101, 107, 156, 160, 169, 173, 181-182, 186-187, 194, 200, 211, 216-221, 268, 278-280, 289, 294, 390, 393, 448, 514-515, 521-522, 542, 546, 572, 576-577, 589, 600, 606-607, 692, 693

Standard	Reader's Handbook
(B) draw upon his/her own background to provide connection to texts;	RH: 38, 40, 41, 72, 84, 89, 95, 101, 107, 156, 160, 169, 173, 181-182, 186-187, 194, 200, 211, 216-221, 268, 278-280, 289, 294, 390, 393, 448, 514-515, 521-522, 542, 546, 572, 576-577, 589, 600, 606-607, 692, 693
(C) monitor his/her own reading strategies and make modifications when understanding breaks down such as by rereading, using resources, and questioning;	RH: 32, 42, 51, 85, 98, 110, 165, 166, 178, 190, 207, 222, 283-286, 309-311, 456, 525-526, 550, 579, 586, 594, 614, 619-620, 694
(D) construct images such as graphic organizers based on text descriptions and text structures;	RH: 293-308, 316-319, 334-342, 347-348, 361-363, 491-492, 734-735
(E) analyze text structures such as compare/contrast, cause/effect, and chronological order for how they influence understanding;	RH: 60, 61, 62, 63-64, 65, 66, 67, 68, 69, 313-322, 378, 508
(F) produce summaries of texts by identifying main ideas and their supporting details;	RH: 53, 55-58, 63, 64, 126, 160-161, 167, 190-191, 312, 484, 579, 611, 630, 733, 747, 730-731
(G) draw inferences such as conclusions, generalizations, and predictions and support them with text evidence and experience;	RH: 51, 126, 177, 202, 221, 325, 328, 340, 473, 746
(H) use study strategies such as note taking, outlining, and using study-guide questions to better understand texts; and	RH: 80-82, 94, 95, 98, 116, 122-123, 130, 159, 162, 191, 208, 209, 215, 219, 525, 526, 575, 577, 593, 594, 605, 606, 607, 611, 707, 718-719, 728-729
(I) read silently with comprehension for a sustained period of time.	RH: 24-35, 36-43, 44-69, 70-150, 152-263, 264-385, 386-443, 444-509, 510-537, 538-567, 568-595, 596-655, 656-689, 690-737

LEARNING STANDARD 8

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

Standard	Reader's Handbook
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;	RH: 24-35, 36-43, 44-69, 70-150, 152-263, 264-385, 386-443, 444-509, 510-537, 538-567, 568-595, 596-655, 656-689, 690-737
(B) read in varied sources such as diaries, journals, textbooks, maps, newspapers, letters, speeches, memoranda, electronic texts, and other media;	RH: 24-35, 36-43, 44-69, 70-150, 152-263, 264-385, 386-443, 444-509, 510-537, 538-567, 568-595, 596-655, 656-689, 690-737
(C) read American and other world literature, including classic and contemporary works; and	RH: 266, 267-312, 313-365, 388, 389-399, 400-422, 446, 447-468, 469-498
(D) interpret the possible influences of the historical context on literary works.	RH: 266, 267-312, 313-365, 388, 389-399, 400-422, 446, 447-468, 469-498

LEARNING STANDARD 9

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

Standard	Reader's Handbook
The student is expected to:	
(A) recognize distinctive and shared characteristics of cultures through reading; and	RH: 266, 267-312, 313-365, 388, 389-399, 400-422, 446, 447-468, 469-498
(B) compare text events with his/her own and other readers' experiences.	RH: 38, 40, 41, 72, 84, 89, 95, 101, 107, 156, 160, 169, 173, 181-182, 186-187, 194, 200, 211, 216-221, 268, 278-280, 289, 294, 390, 393, 448, 514-515, 521-522, 542, 546, 572, 576-577, 589, 600, 606-607, 692, 693

LEARNING STANDARD 10

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

Standard	Reader's Handbook
The student is expected to:	
(A) respond to informational and aesthetic elements in texts such as discussions, journal entries, oral interpretations, enactments, and graphic displays;	RH: 87, 98, 110, 117, 128, 133, 155, 156, 157, 158, 159, 160, 161, 162, 163, 164, 165, 166, 167, 178, 179, 180, 181, 182, 183, 184, 185, 186, 187, 188, 189, 190, 191, 192, 210, 211, 212, 213, 214, 215, 216, 217, 218, 219, 220, 221, 222, 223, 224, 249, 283, 286, 406, 407, 466, 513-527, 541-554, 587, 595, 616
(B) use elements of text to defend, clarify, and negotiate responses and interpretations; and	RH: 87, 98, 110, 117, 128, 133, 155, 156, 157, 158, 159, 160, 161, 162, 163, 164, 165, 166, 167, 178, 179, 180, 181, 182, 183, 184, 185, 186, 187, 188, 189, 190, 191, 192, 210, 211, 212, 213, 214, 215, 216, 217, 218, 219, 220, 221, 222, 223, 224, 249, 283, 286, 406, 407, 466, 513-527, 541-554, 587, 595, 616
(C) analyze written reviews of literature, film, and performance to compare with his/her own responses.	RH: 312, 468

LEARNING STANDARD 11

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

Standard	Reader's Handbook
The student is expected to:	
(A) compare and contrast aspects of texts such as themes, conflicts, and allusions both within and across texts;	RH: 65, 155-167, 193-209, 210-224, 247, 305-306, 340-342, 345-350, 370, 371, 384, 425, 475, 477-484, 509
(B) analyze relevance of setting and time frame to text's meaning;	RH: 285, 298, 299, 300, 301, 323, 324, 325, 326, 327, 328, 329, 330, 331, 381, 494, 752
(C) describe the development of plot and identify conflicts and how they are addressed and resolved;	RH: 313, 314, 315, 316, 317, 318, 319, 320, 321, 322, 370, 371, 378

Standard	Reader's Handbook
(D) analyze the melodies of literary language, including its use of evocative words and rhythms;	RH: 389-399, 400-407, 408-414, 415-422, 424, 426, 427, 435, 437, 438, 439
(E) connect literature to historical contexts, current events, and his/her own experiences; and	RH: 155-167, 210-245
(F) understand literary forms and terms such as author, drama, biography, 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.	RH: 193-209, 210-224, 248, 267-287, 288-312, 351-385, 367, 372, 375, 389-399, 415-423, 428, 432, 445-468, 500, 503, 504, 508

LEARNING STANDARD 1 2

Reading/analysis/evaluation. The student reads critically to evaluate texts and the authority of sources.

Standard	Reader's Handbook
The student is expected to:	
(A) analyze the characteristics of clearly written texts, including the patterns of organization, syntax, and word choice;	RH: 72, 73-87, 88-99, 100-111, 112-118, 119-124, 125-128, 129-133, 134-150, 154, 155-167, 168-180, 181-192, 193-109, 210-224, 225-234, 235-245, 246-263, 266, 267-287, 288-312, 313-365, 366-385, 388, 389-399, 400-422, 423-443, 446, 447-468, 469-498, 499-509
(B) evaluate the credibility of information sources, including how the writer's motivation may affect that credibility; and	RH: 168, 169, 170, 171, 172, 173, 174, 175, 176, 177, 178, 179, 180, 225, 226, 227, 228, 229, 230, 231, 232, 233, 234, 235, 236, 237, 238, 239, 240, 241, 242, 243, 244, 245, 254, 255, 260, 262
(C) recognize logical, deceptive, and/or faulty modes of persuasion in texts.	RH: 168, 169, 170, 171, 172, 173, 174, 175, 176, 177, 178, 179, 180, 181-192, 225, 226, 227, 228, 229, 230, 231, 232, 233, 234, 235, 236, 237, 238, 239, 240, 241, 242, 243, 244, 245, 252, 260, 262

LEARNING STANDARD 1 3

Reading/inquiry/research. The student reads in order to research self-selected and assigned topics.

Standard	Reader's Handbook
The student is expected to:	
(A) generate relevant, interesting, and researchable questions;	RH: 512, 513-527, 532, 533-534, 535, 598, 599-616, 691, 692-693, 694-705, 706, 707-709, 713-736
(B) locate appropriate print and non-print information using text and technical resources, including databases and the Internet;	RH: 512, 513-527, 528, 532, 533-534, 535, 691, 692-693, 694, 695-696, 697-705, 706, 707-709, 710-712, 713-736
(C) use text organizers such as overviews, headings, and graphic features to locate and categorize information;	RH: The opportunity to address this objective is available on the following pages: 540, 541-553, 554, 555, 556, 557, 558, 559, 560, 561-562, 563-564, 565, 566, 567
(D) produce reports and research projects in varying forms for audiences; and	RH: 691, 692-693, 694, 695-696, 697-705, 706, 707-709, 710-712

Standard	Reader's Handbook
(E) draw conclusions from information gathered.	RH: 691, 692-693, 694, 695-696, 697-705, 706, 707-709, 710-712

L E A R N I N G S T A N D A R D 1 4

Listening/speaking/critical listening. The student listens attentively for a variety of purposes.

Standard	Reader's Handbook
The student is expected to:	
(A) demonstrate proficiency in each aspect of the listening process such as focusing attention, interpreting, and responding;	RH: 110, 128, 133, 179, 268, 587, 595, 616
(B) use effective strategies for listening such as prepares for listening, identifies the types of listening, and adopts appropriate strategies;	RH: 87, 110, 128, 133, 179, 268, 587, 595, 616
(C) demonstrate proficiency in critical, empathic, appreciative, and reflective listening;	RH: 87, 110, 128, 133, 179, 268, 587, 595, 616
(D) use effective strategies to evaluate his/her own listening such as asking questions for clarification, comparing and contrasting interpretations with others, and researching points of interest or contention; and	RH: The opportunity to address this objective is available on the following pages: 110, 128, 133, 179, 268, 587, 595, 616
(E) use effective listening to provide appropriate feedback in a variety of situations such as conversations and discussions and informative, persuasive, or artistic presentations.	RH: The opportunity to address this objective is available on the following pages: 110, 128, 133, 179, 286, 399, 407, 422, 587, 595, 616

L E A R N I N G S T A N D A R D 1 5

Listening/speaking/purposes. The student speaks clearly and effectively for a variety of purposes.

Standard	Reader's Handbook
The student is expected to:	
(A) use the conventions of oral language effectively;	RH: 87, 224
(B) use informal, standard, and technical language effectively to meet the needs of purpose, audience, occasion, and task;	RH: 87, 110, 128, 133, 179, 268, 587, 595, 616
(C) communicate effectively in conversations and group discussions while problem solving, and planning;	RH: 110, 128, 133, 179, 268, 587, 595, 616
(D) use effective verbal and nonverbal strategies in presenting oral messages;	RH: 87, 110, 128, 133, 179, 268, 587, 595, 616
(E) ask clear questions for a variety of purposes and respond appropriately to the questions of others; and	RH: 110, 128, 133, 179, 268, 587, 595, 616
(F) make relevant contributions in conversations and discussions.	RH: 87, 110, 128, 133, 179, 268, 587, 595, 616

LEARNING STANDARD 16

Listening/speaking/evaluation. The student evaluates and critiques oral presentations and performances.

Standard	Reader's Handbook
The student is expected to:	
(A) apply valid criteria to analyze, evaluate, and critique informative and persuasive messages;	RH: The opportunity to address this objective is available on the following pages: 87, 224, 244-245
(B) apply valid criteria to analyze, evaluate, and critique literary performances;	RH: The opportunity to address this objective is available on the following pages: 399, 407, 422
(C) use praise and suggestions of others to improve his/her own communication; and	RH: The opportunity to address this objective is available on the following pages: 87, 180, 224
(D) identify and analyze the effect of aesthetic elements within literary texts such as character development, rhyme, imagery, and language.	RH: The opportunity to address this objective is available on the following pages: 399 RH: For support, refer to the following pages: 332-344, 368-369, 400-407, 415-422, 430, 438, 439

LEARNING STANDARD 17

Listening/speaking/presentations. The student prepares, organizes, and presents informative and persuasive messages.

Standard	Reader's Handbook
The student is expected to:	
(A) present and advance a clear thesis and logical points, claims, or arguments to support messages;	RH: The opportunity to address this objective is available on the following pages: 87, 180, 224 RH: For support, refer to the following pages: 168-179, 181-192, 225-234, 235-245, 251
(B) choose valid proofs from reliable sources to support claims;	RH: The opportunity to address this objective is available on the following pages: 87, 180, 224 RH: For support, refer to the following pages: 168-179, 181-192, 225-234, 235-245, 251
(C) use appropriate appeals to support claims and arguments;	RH: The opportunity to address this objective is available on the following pages: 87, 180, 224 RH: For support, refer to the following pages: 168-179, 181-192, 225-234, 235-245, 251
(D) use language and rhetorical strategies skillfully in informative and persuasive messages;	RH: The opportunity to address this objective is available on the following pages: 87, 224 RH: For support, refer to the following pages: 168-179, 181-192, 225-234, 235-245, 251
(E) make effective nonverbal strategies such as pitch and tone of voice, posture, and eye contact; and	RH: The opportunity to address this objective is available on the following pages: 87, 224 RH: For support, refer to the following pages: 168-180, 181-192, 225-234, 235-245, 251
(F) make informed, accurate, truthful, and ethical presentations.	RH: 87, 224

LEARNING STANDARD 18

Listening/speaking/literary interpretations. The student prepares, organizes, plans, and presents literary interpretations.

Standard	Reader's Handbook
The student is expected to:	
(A) make valid interpretations of a variety of literary texts;	RH: 399, 587 RH: For support, refer to the following pages: 155-167, 193-209, 210-224, 267-287, 288-312, 389-399, 400-422
(B) justify the choice of verbal and nonverbal performance techniques by referring to the analysis and interpretations of the text; and	RH: 399, 587 RH: For support, refer to the following pages: 235-245
(C) present interpretations such as telling stories, performing original works, and interpreting poems and stories for a variety of audiences.	RH: 399, 587 RH: For support, refer to the following pages: 155-167, 193-209, 210-224, 267-287, 288-312, 389-399, 400-422

LEARNING STANDARD 19

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

Standard	Reader's Handbook
The student is expected to:	
(A) describe how meanings are communicated through elements of design, including shape, line, color, and texture;	RH: 540, 541-553, 554, 555, 556, 557-558, 559, 560, 561-562, 563-564, 565, 566, 567
(B) analyze relationships, ideas, and cultures as represented in various media; and	RH: 540, 541-553, 554, 555, 556, 557-558, 559, 560, 561-562, 563-564, 565, 566, 567
(C) distinguish the purposes of various media forms such as informative texts, entertaining texts, and advertisements.	RH: 512, 513-527, 535-537, 540, 541-553, 554, 555, 556, 557-558, 559, 560, 561-562, 563-564, 565, 566, 567

LEARNING STANDARD 20

Viewing/representing/analysis. The student analyzes and critiques the significance of visual representations.

Standard	Reader's Handbook
The student is expected to:	
(A) investigate the source of a media presentation or production such as who made it and why it was made;	RH: 512, 513-527, 535-537, 540, 541-553, 554, 555, 556, 557-558, 559, 560, 561-562, 563-564, 565, 566, 567
(B) deconstruct media to get the main idea of the message's content;	RH: 512, 513-527, 535-537, 540, 541-553, 554, 555, 556, 557-558, 559, 560, 561-562, 563-564, 565, 566, 567
(C) evaluate and critique the persuasive techniques of media messages such as glittering generalities, logical fallacies, and symbols;	RH: The opportunity to address this objective is available on the following pages: 232, 233

Standard	Reader's Handbook
(D) recognize how visual and sound techniques or design convey messages in media such as special effects, editing, camera angles, reaction shots, sequencing, and music;	RH: The opportunity to address this objective is available on the following pages: 447-468, 500
(E) recognize genres such as nightly news, newsmagazines, and documentaries and identify the unique properties of each; and	RH: The opportunity to address this objective is available on the following pages: 181-192, 235-245
(F) compare, contrast, and critique various media coverage of the same event such as in newspapers, television, and on the Internet.	RH: The opportunity to address this objective is available on the following pages: 168-180, 181-192, 312, 468, 513-527, 532, 535-537

LEARNING STANDARD 21

Viewing/representing/production. The student produces visual representations that communicate with others.

Standard	Reader's Handbook
The student is expected to:	
(A) examine the effect of media on constructing his/her own perception of reality;	RH: The opportunity to address this objective is available on the following pages: 512, 513-527, 528, 529-531, 532, 533, 535-537
(B) use a variety of forms and technologies such as videos, photographs, and web pages to communicate specific messages;	RH: 512, 513-527, 528, 529-531, 532, 533, 535-537
(C) use a range of techniques to plan and create a media text and reflect critically on the work produced;	RH: The opportunity to address this objective is available on the following pages: 512, 513-527, 528, 529-531, 532, 533, 535-537, 540, 541-553, 554-567
(D) create media products to include a seven- to ten-minute documentary, ad campaigns, political campaigns, or video adaptations of literary texts to engage specific audiences; and	RH: The opportunity to address this objective is available on the following pages: 232-233, 540, 541-553, 554-567
(E) create, present, test, and revise a project and analyze a response using data-gathering techniques such as questionnaires, group discussions, and feedback forms.	RH: The opportunity to address this objective is available on the following pages: 540, 541-553, 554-567, 540, 541-553, 554-567

GRADE 12—ENGLISH IV

LEARNING STANDARD 1

Writing/purposes. The student writes in a variety of forms.

Standard	Reader's Handbook
The student is expected to:	
(A) write in a variety of forms with an emphasis on literary forms such as fiction, poetry, drama, and media scripts;	RH: 87, 99, 111, 117, 180, 224, 244-245, 287, 312, 399, 406, 407, 422, 526, 579
(B) draw upon the distinguishing characteristics of written forms such as essays, scientific reports, speeches, and memoranda to write effectively in each form;	RH: 87, 99, 111, 117, 180, 224, 244-245, 287, 312, 399, 406, 407, 422, 526, 579
(C) write in a voice and style appropriate to audience and purpose;	RH: 87, 99, 111, 117, 180, 224, 244-245, 287, 312, 399, 406, 407, 422, 526, 579
(D) employ literary devices to enhance style and voice;	RH: 399, 407, 422
(E) employ precise language to communicate ideas clearly and concisely; and	RH: 87, 99, 111, 117, 180, 224, 244-245, 287, 312, 399, 406, 407, 422, 526, 579
(F) organize ideas in writing to ensure coherence, logical progression, and support for ideas.	RH: 87, 99, 111, 117, 180, 224, 244-245, 287, 312, 399, 406, 407, 422, 526, 579

LEARNING STANDARD 2

Writing/writing processes. The student uses recursive writing processes when appropriate.

Standard	Reader's Handbook
The student is expected to:	
(A) use prewriting strategies to generate ideas, develop voice, and plan;	RH: The opportunity to address this objective is available on the following pages: 87, 99, 111, 117, 180, 224, 244-245, 287, 312, 399, 406, 407, 422, 526, 579
(B) develop drafts both independently and collaboratively by organizing content such as paragraphing and outlining and by refining style to suit occasion, audience, and purpose;	RH: The opportunity to address this objective is available on the following pages: 87, 99, 111, 117, 180, 224, 244-245, 287, 312, 399, 406, 407, 422, 526, 579
(C) use vocabulary, organization, and rhetorical devices appropriate to audience and purpose;	RH: The opportunity to address this objective is available on the following pages: 87, 99, 111, 117, 180, 224, 244-245, 287, 312, 399, 406, 407, 422, 526, 579

Standard	Reader's Handbook
(D) use varied sentence structure to express meanings and achieve desired effect;	RH: The opportunity to address this objective is available on the following pages: 87, 99, 111, 117, 180, 224, 244-245, 287, 312, 399, 406, 407, 422, 526, 579
(E) revise drafts by rethinking content organization and style to better accomplish the task;	RH: The opportunity to address this objective is available on the following pages: 87, 99, 111, 117, 180, 224, 244-245, 287, 312, 399, 406, 407, 422, 526, 579
(F) use effective sequences and transitions to achieve coherence and meaning;	RH: The opportunity to address this objective is available on the following pages: 87, 99, 111, 117, 180, 224, 244-245, 287, 312, 399, 406, 407, 422, 526, 579
(G) use technology for aspects of creating, revising, editing, and publishing texts; and	RH: The opportunity to address this objective is available on the following pages: 87, 99, 111, 117, 180, 224, 244-245, 287, 312, 399, 406, 407, 422, 526, 579
(H) refine selected pieces to publish for general and specific audiences.	RH: The opportunity to address this objective is available on the following pages: 87, 99, 111, 117, 180, 224, 244-245, 287, 312, 399, 406, 407, 422, 526, 579

LEARNING STANDARD 3

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

Standard	Reader's Handbook
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;	RH: The opportunity to address this objective is available on the following pages: 87, 99, 111, 117, 180, 224, 244-245, 287, 312, 399, 406, 407, 422, 526, 579
(B) demonstrate control over grammatical elements such as subject-verb agreement, pronoun-antecedent agreement, verb forms, and parallelism;	RH: The opportunity to address this objective is available on the following pages: 87, 99, 111, 117, 180, 224, 244-245, 287, 312, 399, 406, 407, 422, 526, 579
(C) compose increasingly more involved sentences that contain gerunds, participles, and infinitives in their various functions;	RH: The opportunity to address this objective is available on the following pages: 87, 99, 111, 117, 180, 224, 244-245, 287, 312, 399, 406, 407, 422, 526, 579
(D) produce error-free writing in the final draft; and	RH: The opportunity to address this objective is available on the following pages: 87, 99, 111, 117, 180, 224, 244-245, 287, 312, 399, 406, 407, 422, 526, 579
(E) use a manual of style such as Modern Language Association (MLA), American Psychological Association (APA), and The Chicago Manual of Style (CMS).	RH: 707-709, 710, 711

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

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

Standard	Reader's Handbook
The student is expected to:	
(A) use writing to formulate questions, refine topics, and clarify ideas;	RH: 87, 99, 111, 117, 180, 244-245, 312, 406, 579, 627-630
(B) use writing to discover, record, review, and learn;	RH: 87, 99, 111, 117, 180, 244-245, 312, 406, 579, 627-630
(C) use writing to organize and support what is known and what needs to be learned about a topic;	RH: 87, 99, 111, 117, 180, 244-245, 312, 406, 579, 627-630
(D) compile information from primary and secondary sources using available technology;	RH: 87, 98, 192, 512, 513-527, 532, 533-534, 535-537, 695-696
(E) organize notes from multiple sources in useful and informing ways such as graphics, conceptual maps, and learning logs;	RH: 66, 96, 191, 199, 202, 279, 496, 716-717, 734-735, 738-757
(F) link related information and ideas from a variety of sources;	RH: 87, 98, 192, 512, 513-527, 532, 533-534, 535-537, 695-696
(G) compile written ideas and representations into reports, summaries, or other formats and draw conclusions; and	RH: 87, 99, 111, 117, 126, 180, 224, 244-245, 287, 312, 399, 406, 407, 422, 526, 579
(H) use writing as a tool for reflection, exploration, learning, problem solving, and personal growth.	RH: 87, 99, 111, 117, 180, 244-245, 312, 406, 579, 627-630

L E A R N I N G S T A N D A R D 5

Writing/analysis. The student communicates with writers inside and outside the classroom, including writers who represent diverse cultures and fields.

Standard	Reader's Handbook
The student is expected to:	
(A) analyze strategies that writers in different fields use to compose;	RH: 72, 73-87, 88-99, 100-111, 112-118, 119-124, 129-133
(B) correspond with other writers electronically and in conventional ways;	RH: The opportunity to address this objective is available on the following pages: 87, 99, 111, 117, 180, 224, 244-245, 287, 312, 399, 406, 407, 422, 526, 579
(C) collaborate with other writers; and	RH: The opportunity to address this objective is available on the following pages: 87, 99, 111, 117, 180, 224, 244-245, 287, 312, 399, 406, 407, 422, 526, 579
(D) recognize how writers represent and reveal their cultures and traditions in texts.	RH: The opportunity to address this objective is available on the following pages: 87, 99, 111, 117, 180, 224, 244-245, 287, 312, 399, 406, 407, 422, 526, 579

L E A R N I N G S T A N D A R D 6

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

Standard	Write Source Handbook
The student is expected to:	
(A) evaluate how well writing achieves its purposes and engage in conversations with peers and the teacher about aspects of his/her own writing and the writings of others;	RH: The opportunity to address this objective is available on the following pages: 87, 99, 111, 117, 180, 224, 244-245, 287, 312, 399, 406, 407, 422, 526, 579
(B) analyze and discuss published pieces as writing models and apply criteria developed by self and others to evaluate writing; and	RH: The opportunity to address this objective is available on the following pages: 266, 267-312, 313-365, 388, 389-399, 400-422, 446, 447-468, 469-498
(C) accumulate and review his/her own written work to determine its strengths and weaknesses and to set his/her own goals as a writer.	RH: The opportunity to address this objective is available on the following pages: 87, 99, 111, 117, 180, 224, 244-245, 287, 312, 399, 406, 407, 422, 526, 579

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

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

Standard	Reader's Handbook
The student is expected to:	
(A) expand vocabulary through wide reading, listening, and discussing;	RH: 658, 659-664, 665, 666-672, 673-674, 675, 676, 677-679, 680-681, 682, 683-684, 685, 686, 687-689
(B) rely on context to determine meanings of words and phrases such as figurative language, connotation and denotation of words, analogies, idioms, and technical vocabulary;	RH: 248, 253, 403, 411, 427, 433, 440, 622-623, 659, 666, 667, 668, 669, 670, 671, 672, 683-684, 685, 686, 867, 688, 689
(C) apply meanings of prefixes, roots, and suffixes in order to comprehend;	RH: 673, 674, 675, 676, 758-769
(D) research word origins as an aid to understanding meanings, derivations, and spellings as well as influences on the English language;	RH: 674-674, 677, 678, 679, 680, 681
(E) use reference material such as glossary, dictionary, thesaurus, and available technology to determine precise meaning and usage;	RH: 677, 678, 679, 680, 681, 682
(F) discriminate between connotative and denotative meanings and interpret the connotative power of words; and	RH: 253, 403, 411, 683-684
(G) read and understand analogies.	RH: 248, 622-623, 685, 686, 687, 688, 689

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

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

Standard	Reader's Handbook
The student is expected to:	
(A) establish and adjust purpose for reading such as to find out, to understand, to interpret, to enjoy, and to solve problems;	RH: 38, 40, 72, 84, 89, 95, 101, 107, 156, 160, 169, 173, 181-182, 186-187, 194, 200, 211, 216-221, 268, 278-280, 289, 294, 390, 393, 448, 514-515, 521-522, 542, 546, 572, 576-577, 589, 600, 606-607, 692, 693
(B) draw upon his/her own background to provide connection to texts;	RH: 38, 40, 41, 72, 84, 89, 95, 101, 107, 156, 160, 169, 173, 181-182, 186-187, 194, 200, 211, 216-221, 268, 278-280, 289, 294, 390, 393, 448, 514-515, 521-522, 542, 546, 572, 576-577, 589, 600, 606-607, 692, 693
(C) monitor his/her own reading strategies and modify when necessary;	RH: 32, 42, 51, 85, 98, 110, 165, 166, 178, 190, 207, 222, 283-286, 309-311, 456, 525-526, 550, 579, 586, 594, 614, 619-620, 694
(D) construct images such as graphic organizers based on text descriptions and text structures;	RH: 293-308, 316-319, 334-342, 347-348, 361-363, 491-492, 734-735
(E) analyze text structures such as compare/contrast, cause/effect, and chronological order for how they influence understanding;	RH: 60, 61, 62, 63-64, 65, 66, 67, 68, 69, 313-322, 378, 508
(F) produce summaries of texts by identifying main ideas and their supporting details;	RH: 53, 55-58, 63, 64, 126, 160-161, 167, 190-191, 312, 484, 579, 611, 630, 733, 747, 730-731
(G) draw inferences and support them with textual evidence and experience;	RH: 51, 126, 177, 202, 221, 325, 328, 340, 473, 746
(H) use study strategies such as note taking, outlining, and using study-guide questions to better understand texts; and	RH: 80-82, 94, 95, 98, 116, 122-123, 130, 159, 162, 191, 208, 209, 215, 219, 525, 526, 575, 577, 593, 594, 605, 606, 607, 611, 707, 718-719, 728-729
(I) read silently with comprehension for a sustained period of time.	RH: 24-35, 36-43, 44-69, 70-150, 152-263, 264-385, 386-443, 444-509, 510-537, 538-567, 568-595, 596-655, 656-689, 690-737

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

Reading/variety of texts. The student reads extensively and intensively for different purposes and in varied sources, including British literature, in increasingly demanding texts.

Standard	Reader's Handbook
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;	RH: 24-35, 36-43, 44-69, 70-150, 152-263, 264-385, 386-443, 444-509, 510-537, 538-567, 568-595, 596-655, 656-689, 690-737

Standard	Reader's Handbook
(B) read in varied sources such as diaries, journals, textbooks, maps, newspapers, letters, speeches, memoranda, electronic texts, and other media;	RH: 24-35, 36-43, 44-69, 70-150, 152-263, 264-385, 386-443, 444-509, 510-537, 538-567, 568-595, 596-655, 656-689, 690-737
(C) read British and other world literature, including classic and contemporary works; and	RH: 266, 267-312, 313-365, 388, 389-399, 400-422, 446, 447-468, 469-498
(D) interpret the possible influences of the historical context on a literary work.	RH: 266, 267-312, 313-365, 388, 389-399, 400-422, 446, 447-468, 469-498

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

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

Standard	Reader's Handbook
The student is expected to:	
(A) recognize distinctive and shared characteristics of cultures through reading;	RH: 266, 267-312, 313-365, 388, 389-399, 400-422, 446, 447-468, 469-498
(B) compare text events with his/her own and other readers' experiences; and	RH: 38, 40, 41, 72, 84, 89, 95, 101, 107, 156, 160, 169, 173, 181-182, 186-187, 194, 200, 211, 216-221, 268, 278-280, 289, 294, 390, 393, 448, 514-515, 521-522, 542, 546, 572, 576-577, 589, 600, 606-607, 692, 693
(C) recognize and discuss themes and connections that cross cultures.	RH: 266, 267-312, 313-365, 388, 389-399, 400-422, 446, 447-468, 469-498

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

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

Standard	Reader's Handbook
The student is expected to:	
(A) respond to informational and aesthetic elements in texts such as discussions, journal entries, oral interpretations, enactments, and graphic displays;	RH: 87, 98, 110, 117, 128, 133, 155, 156, 157, 158, 159, 160, 161, 162, 163, 164, 165, 166, 167, 178, 179, 180, 181, 182, 183, 184, 185, 186, 187, 188, 189, 190, 191, 192, 210, 211, 212, 213, 214, 215, 216, 217, 218, 219, 220, 221, 222, 223, 224, 249, 283, 286, 406, 407, 466, 513-527, 541-554, 587, 595, 616
(B) use elements of text to defend, clarify, and negotiate responses and interpretations; and	RH: 87, 98, 110, 117, 128, 133, 155, 156, 157, 158, 159, 160, 161, 162, 163, 164, 165, 166, 167, 178, 179, 180, 181, 182, 183, 184, 185, 186, 187, 188, 189, 190, 191, 192, 210, 211, 212, 213, 214, 215, 216, 217, 218, 219, 220, 221, 222, 223, 224, 249, 283, 286, 406, 407, 466, 513-527, 541-554, 587, 595, 616

Standard	Reader's Handbook
(C) analyze written reviews of literature, film, and performance to compare with his/her own responses;	RH: 312, 468
(D) evaluate text through critical analysis.	RH: 87, 98, 110, 117, 128, 133, 155, 156, 157, 158, 159, 160, 161, 162, 163, 164, 165, 166, 167, 178, 179, 180, 181, 182, 183, 184, 185, 186, 187, 188, 189, 190, 191, 192, 210, 211, 212, 213, 214, 215, 216, 217, 218, 219, 220, 221, 222, 223, 224, 249, 283, 286, 406, 407, 466, 513-527, 541-554, 587, 595, 616

LEARNING STANDARD 1 2

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

Standard	Reader's Handbook
The student is expected to:	
(A) compare and contrast aspects of texts such as themes, conflicts, and allusions both within and across texts;	RH: 65, 155-167, 193-209, 210-224, 247, 305-306, 340-342, 345-350, 370, 371, 384, 425, 475, 477-484, 509
(B) propose and provide examples of themes that cross texts;	RH: 305-306, 340-342, 345-350, 384, 475, 477-484, 509
(C) analyze relevance of setting and time frame to text's meaning;	RH: 285, 298, 299, 300, 301, 323, 324, 325, 326, 327, 328, 329, 330, 331, 381, 494, 752
(D) describe the development of plot and identify conflicts and how they are addressed and resolved;	RH: 313, 314, 315, 316, 317, 318, 319, 320, 321, 322, 370, 371, 378
(E) analyze the melodies of literary language, including its use of evocative words and rhythms;	RH: 389-399, 400-407, 408-414, 415-422, 424, 426, 427, 435, 437, 438, 439
(F) connect literature to historical contexts, current events, and his/her own experiences; and	RH: 155-167, 210-245
(G) 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.	RH: 193-209, 210-224, 248, 267-287, 288-312, 351-385, 367, 372, 375, 389-399, 415-423, 428, 432, 445-468, 500, 503, 504, 508

LEARNING STANDARD 1 3

Reading/analysis/evaluation. The student reads critically to evaluate texts and the authority of sources.

Standard	Reader's Handbook
The student is expected to:	
(A) analyze the characteristics of clear text such as conciseness, correctness, and completeness;	RH: 72, 73-87, 88-99, 100-111, 112-118, 119-124, 125-128, 129-133, 134-150, 154, 155-167, 168-180, 181-192, 193-109, 210-224, 225-234, 235-245, 246-263, 266, 267-287, 288-312, 313-365, 366-385, 388, 389-399, 400-422, 423-443, 446, 447-468, 469-498, 499-509

Standard	Reader's Handbook
(B) evaluate the credibility of information sources, including how the writer's motivation may affect that credibility;	RH: 168, 169, 170, 171, 172, 173, 174, 175, 176, 177, 178, 179, 180, 225, 226, 227, 228, 229, 230, 231, 232, 233, 234, 235, 236, 237, 238, 239, 240, 241, 242, 243, 244, 245, 254, 255, 260, 262
(C) recognize logical, deceptive, and/or faulty modes of persuasion in texts;	RH: 168, 169, 170, 171, 172, 173, 174, 175, 176, 177, 178, 179, 180, 181-192, 225, 226, 227, 228, 229, 230, 231, 232, 233, 234, 235, 236, 237, 238, 239, 240, 241, 242, 243, 244, 245, 252, 260, 262
(D) apply modes of reasoning such as induction and deduction to think critically;	RH: 254, 255
(E) describe how a writer's motivation, stance, or position may affect text credibility, structure, and tone; and	RH: 60, 61, 62, 63-64, 65, 66, 67, 68, 69, 168-180, 225-234, 235-245, 267-287, 288-312, 313-322, 359-365, 378, 385, 508
(F) analyze aspects of texts such as patterns of organization and choice of language for their effect on audiences.	RH: 60, 61, 62, 63-64, 65, 66, 67, 68, 69, 313-322, 359-365, 378, 508

L E A R N I N G S T A N D A R D 1 4

Reading/inquiry/research. The student uses reading and research skills to develop self-selected topics.

Standard	Reader's Handbook
The student is expected to:	
(A) generate relevant, interesting, and researchable questions;	RH: 512, 513-527, 532, 533-534, 535, 598, 599-616, 691, 692-693, 694-705, 706, 707-709, 713-736
(B) locate appropriate print and non-print information using text and technical resources, including databases and the Internet;	RH: 512, 513-527, 528, 532, 533-534, 535, 691, 692-693, 694, 695-696, 697-705, 706, 707-709, 710-712, 713-736
(C) use text organizers such as overviews, headings, and graphic features to locate and categorize information;	RH: The opportunity to address this objective is available on the following pages: 540, 541-553, 554, 555, 556, 557, 558, 559, 560, 561-562, 563-564, 565, 566, 567
(D) evaluate the credibility of information sources and their appropriateness for varied needs;	RH: 168, 169, 170, 171, 172, 173, 174, 175, 176, 177, 178, 179, 180, 225, 226, 227, 228, 229, 230, 231, 232, 233, 234, 235, 236, 237, 238, 239, 240, 241, 242, 243, 244, 245, 254, 255, 260, 262
(E) organize and record new information in systematic ways such as notes, charts, and graphic organizers;	RH: 707, 708, 709, 718, 720, 722
(F) produce research projects and reports in varying forms for audiences; and	RH: 691, 692-693, 694, 695-696, 697-705, 706, 707-709, 710-712
(G) draw relevant questions for further study from the research findings or conclusions.	RH: 691, 692-693, 694, 695-696, 697-705, 706, 707-709, 710-712

LEARNING STANDARD 15

Listening/speaking/critical listening. The student listens attentively for a variety of purposes.

Standard	Reader's Handbook
The student is expected to:	
(A) demonstrate proficiency in each aspect of the listening process such as focusing attention, interpreting, and responding;	RH: 110, 128, 133, 179, 268, 587, 595, 616
(B) use effective strategies for listening such as prepares for listening, identifies the types of listening, and adopts appropriate strategies;	RH: 87, 110, 128, 133, 179, 268, 587, 595, 616
(C) demonstrate proficiency in critical, empathic, appreciative, and reflective listening;	RH: 87, 110, 128, 133, 179, 268, 587, 595, 616
(D) use effective strategies to evaluate his/her own listening such as asking questions for clarification, comparing and contrasting interpretations with others, and researching points of interest or contention; and	RH: The opportunity to address this objective is available on the following pages: 110, 128, 133, 179, 268, 587, 595, 616
(E) use effective listening to provide appropriate feedback in a variety of situations such as conversations and discussions and informative, persuasive, or artistic presentations.	RH: The opportunity to address this objective is available on the following pages: 110, 128, 133, 179, 286, 399, 407, 422, 587, 595, 616

LEARNING STANDARD 16

Listening/speaking/purposes. The student speaks clearly and effectively for a variety of purposes.

Standard	Reader's Handbook
The student is expected to:	
(A) use conventions of oral language effectively, including word choice, grammar, and diction;	RH: 87, 224
(B) use informal, standard, and technical English to meet demands of occasion, audience, and task;	RH: 87, 110, 128, 133, 179, 268, 587, 595, 616
(C) respond appropriately to the opinions and views of others;	RH: 110, 128, 133, 179, 268, 587, 595, 616
(D) adopt verbal and nonverbal strategies to accommodate needs of the listener and occasion;	RH: The opportunity to address this objective is available on the following pages: 87, 224 RH: For support, refer to the following pages: 168-180, 181-192, 225-234, 235-245, 251
(E) ask clear questions for a variety of purposes and respond appropriately to the questions of others;	RH: 110, 128, 133, 179, 268, 587, 595, 616
(F) make relevant contributions in conversations and discussions.	RH: 110, 128, 133, 179, 268, 587, 595, 616
(G) express and defend a point of view using precise language and appropriate detail; and	RH: The opportunity to address this objective is available on the following pages: 87, 180, 224, 312
(H) speak responsibly to present accurate, truthful, and ethical messages.	RH: 87, 224

L E A R N I N G S T A N D A R D 1 7

Listening/speaking/presentations. The student prepares, organizes, and presents oral messages.

Standard	Reader's Handbook
The student is expected to:	
(A) present clear thesis statements and claims;	<p>RH: The opportunity to address this objective is available on the following pages: 87, 180, 224</p> <p>RH: For support, refer to the following pages: 168-179, 181-192, 225-234, 235-245, 251</p>
(B) support major thesis with logical points or arguments;	<p>RH: The opportunity to address this objective is available on the following pages: 87, 224</p> <p>RH: For support, refer to the following pages: 168-179, 181-192, 225-234, 235-245, 251</p>
(C) choose valid evidence or proofs to support claims;	<p>RH: The opportunity to address this objective is available on the following pages: 87, 224</p> <p>RH: For support, refer to the following pages: 168-179, 181-192, 225-234, 235-245, 251</p>
(D) use effective appeals to support points, claims, or arguments;	<p>RH: The opportunity to address this objective is available on the following pages: 87, 224</p> <p>RH: For support, refer to the following pages: 168-179, 181-192, 225-234, 235-245, 251</p>
(E) use language and rhetorical strategies skillfully in informative and persuasive messages;	<p>RH: The opportunity to address this objective is available on the following pages: 87, 224, 260</p> <p>RH: For support, refer to the following pages: 168-179, 181-192, 225-234, 235-245, 251</p>
(F) analyze purpose, audience, and occasion to choose effective verbal and nonverbal strategies for presenting messages and performances;	<p>RH: 399, 587</p> <p>RH: For support, refer to the following pages: 235-245</p>
(G) interpret literary texts such as telling stories, and interpreting scenes from narrative or dramatic texts or poems; and	<p>RH: 399, 587</p> <p>RH: For support, refer to the following pages: 155-167, 193-209, 210-224, 267-287, 288-312, 389-399, 400-422</p>
(H) use feedback to judge effectiveness in communicating and setting goals for future presentations.	<p>RH: The opportunity to address this objective is available on the following pages: 87</p>

L E A R N I N G S T A N D A R D 1 8

Listening/speaking/evaluation. The student evaluates and critiques oral presentations and performances.

Standard	Reader's Handbook
The student is expected to:	
(A) apply valid criteria to analyze, evaluate, and critique informative and persuasive messages;	<p>RH: The opportunity to address this objective is available on the following pages: 87, 180, 224</p>
(B) apply valid criteria to analyze, evaluate, and critique literary performances;	<p>RH: The opportunity to address this objective is available on the following pages: 399, 407, 422</p>

Standard	Reader's Handbook
(C) use praise and suggestions of others to improve his/her own communication; and	RH: The opportunity to address this objective is available on the following pages: 87, 110, 128, 133, 179, 268, 587, 595, 616
(D) identify and analyze the effect of artistic elements within literary texts such as character development, rhyme, imagery, and language.	RH: The opportunity to address this objective is available on the following pages: 399 RH: For support, refer to the following pages: 332-344, 368-369, 400-407, 415-422, 430, 438, 439

LEARNING STANDARD 19

Viewing/representing/interpretations. The student understands and interprets visual representations.

Standard	Reader's Handbook
The student is expected to:	
(A) describe how meanings are communicated through elements of design, including shape, line, color, and texture;	RH: 540, 541-553, 554, 555, 556, 557-558, 559, 560, 561-562, 563-564, 565, 566, 567
(B) analyze relationships, ideas, and cultures as represented in various media; and	RH: 540, 541-553, 554, 555, 556, 557-558, 559, 560, 561-562, 563-564, 565, 566, 567
(C) distinguish the purposes of various media forms such as informative texts, entertaining texts, and advertisements.	RH: 512, 513-527, 535-537, 540, 541-553, 554, 555, 556, 557-558, 559, 560, 561-562, 563-564, 565, 566, 567

LEARNING STANDARD 20

Viewing/representing/analysis. The student analyzes and critiques the significance of visual representations.

Standard	Reader's Handbook
The student is expected to:	
(A) investigate the source of a media presentation or production such as who made it and why it was made;	RH: 512, 513-527, 535-537, 540, 541-553, 554, 555, 556, 557-558, 559, 560, 561-562, 563-564, 565, 566, 567
(B) deconstruct media to get the main idea of the message's content;	RH: 512, 513-527, 535-537, 540, 541-553, 554, 555, 556, 557-558, 559, 560, 561-562, 563-564, 565, 566, 567
(C) evaluate and critique the persuasive techniques of media messages such as glittering generalities, logical fallacies, and symbols;	RH: The opportunity to address this objective is available on the following pages: 232, 233
(D) recognize how visual and sound techniques or design convey messages in media such as special effects, editing, camera angles, reaction shots, sequencing, and music;	RH: The opportunity to address this objective is available on the following pages: 447-468, 500
(E) recognize genres such as nightly news, newsmagazines, and documentaries and identify the unique properties of each; and	RH: The opportunity to address this objective is available on the following pages: 181-192, 235-245
(F) compare, contrast, and critique various media coverage of the same event such as in newspapers, television, and on the Internet.	RH: The opportunity to address this objective is available on the following pages: 168-180, 181-192, 312, 468, 513-527, 532, 535-537

L E A R N I N G S T A N D A R D 2 1

Viewing/representing/presentation The student produces visual representations that communicate with others.

Standard	Reader's Handbook
The student is expected to:	
(A) examine the effect of media on constructing his/her own perception of reality;	RH: The opportunity to address this objective is available on the following pages: 512, 513-527, 528, 529-531, 532, 533, 535-537
(B) use a variety of forms and technologies such as videos, photographs, and web pages to communicate specific messages;	RH: 512, 513-527, 528, 529-531, 532, 533, 535-537
(C) use a range of techniques to plan and create a media text and reflect critically on the work produced;	RH: The opportunity to address this objective is available on the following pages: 512, 513-527, 528, 529-531, 532, 533, 535-537, 540, 541-553, 554-567
(D) create media products to include a ten- to fifteen-minute investigative documentary, ad campaigns, political campaigns, or parodies to engage specific audiences; and	RH: The opportunity to address this objective is available on the following pages: 232-233, 540, 541-553, 554-567
(E) create, present, test, and revise a project and analyze a response using data-gathering techniques such as questionnaires, group discussions, and feedback forms.	RH: The opportunity to address this objective is available on the following pages: 540, 541-553, 554-567, 540, 541-553, 554-567