			I	ITERARY THEME	S		
	And Justice for All	Best of Friends	Decisions, Decisions	Family Matters	On the Edge of Survival	To Be a Hero	Who Am I?
§110.18. English Language Arts and Reading, Grade 6, Beginning with School Year 2009-2010.							
(1) Reading/Fluency. Students read grade-level text with fluency and comprehension. Students are expected to adjust fluency when reading aloud grade-level text based on the reading purpose and the nature of the text.	The short fiction and nonfiction selections in the student edition allow for ample read aloud opportunities.	The short fiction and nonfiction selections in the student edition allow for ample read aloud opportunities.	of complexity. Suggestions for additional reading, challenging, average, and easy, are on p	, -		Anthology contains texts of varying levels of complexity. Suggestions for additional reading, challenging, average, and easy, are on p 66.	Anthology contains texts of varying levels of complexity. Suggestions for additional reading, challenging, average, and easy, are on p 65.
(2) Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:			41, 42, 44, 47,	SB: 12, 26 TG: 14-15, 16, 18, 23, 26, 28, 29, 32, 33-34, 35, 38, 39, 43, 44, 47, 51, 54, 55, 57	SB: 10 TG: 18, 26, 28, 30, 34, 37, 40, 41, 44, 48, 50	SB: 12, 88 TG: 17, 20, 22, 26, 29, 30, 36- 37, 38, 41, 42	SB: 10, 46 TG: 15-16, 17, 21, 23, 24-25, 26, 29, 49-0, 47, 51, 57
(A) determine the meaning of grade-level academic English words derived from Latin, Greek, or other linguistic roots and affixes;	SB: footnotes on 86, 93, 108, 121						
(B) use context (e.g., cause and effect or compare and contrast organizational text structures) to determine or clarify the meaning of unfamiliar or multiple meaning words;					SB: 10 TG: 18, 26, 28, 30, 34, 37, 40, 41, 44, 48, 50	TG: 17, 20, 22, 26, 29, 30, 36- 37, 38, 41, 42	SB: 10, 46 TG: 15-16, 17, 21, 23, 24-25, 26, 29, 49-50, 47, 51, 57
(D) explain the meaning of foreign words and phrases commonly used in written English (e.g., RSVP, que sera sera); and	SB: footnotes on 48, 58, 70, 86, 89, 93, 108, 121 TG: 19, 48						

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	And Justice for	Best	Decisions,	Family Matters	On the Edge	To Be a Hero	Who Am I?
	All	of Friends	Decisions	Family Matters	of Survival	то ве а него	Who Am I?
§110.18. English Language Arts and Reading, Grade 6,							
Beginning with School Year 2009-2010.							
(E) use a dictionary, a glossary, or a thesaurus (printed or	SB: 12	SB: 12					
electronic) to determine the meanings, syllabication,	TG: 17, 28, 38,	TG: 15-16, 17,					
pronunciations, alternate word choices, and parts of speech	49	25, 28, 35, 38,					
of words.		47, 51, 57					
(3) Reading/Comprehension of Literary text/Theme and	TG: 18, 26–27,		SB: 50	SB: 110	TG: 30, 31, 35-	SB: 42, 116	SB: 46, 110
Genre. Students analyze, make inferences and draw	31, 36–37, 39,		TG: 15-16, 18,	TG: 18, 28, 36-	36, 46-47, 53	TG: 22, 24-25,	TG: 18, 21, 24-
conclusions about theme and genre in different cultural,	52, 53		19, 20, 22, 23,	37, 39, 42, 45-		30, 32, 35, 42,	25, 27-28, 39-
historical, and contemporary contexts and provide evidence			24-25, 27-28,	46, 49-50, 52,		46-47, 53, 56	39, 41, 45-46,
from the text to support their understanding. Students are			30, 31, 32, 34,	54, 56, 58, 60			49-50, 54
expected to:			38-39, 41, 52,				
			53, 54, 58, 63				
(A) infer the implicit theme of a work of fiction,	SB: 3, 8-9	TG: 36-37, 46,	SB: 50, 112				SB: 46, 110
distinguishing theme from the topic;	TG: 12	49-50	TG: 15-16, 19,				TG: 18, 21, 24-
			22, 24-25, 27-				25, 27-28, 39-
			28, 31, 34, 42,				39, 41, 45-46,
			45-46, 52, 55,				49-50, 54
			57, 58				
(B) analyze the function of stylistic elements (e.g., magic	TG: 30					TG: 30, 42	
helper, rule of three) in traditional and classical literature							
from various cultures; and							
, ,	TG: 43	TG: 23, 33, 45	TG: 32, 42, 55	SB: 44, 76, 110	TG: 22		TG: 49-50
of two literary works.				TG: 21-22, 24-			
				25, 33-34, 45-			
				46, 49-50, 58,			
				60			
(4) Reading/Comprehension of Literary Text/Poetry	TG: 31, 33, 40,		TG: 12, 19, 22,	SB: 24, 55, 84,	SB: 23, 68		SB: 32, 45, 73,
Students understand, make inferences and draw conclusions	53	54, 56	32, 35, 42, 53,	102, 126	TG: 12, 20, 23,	63, 134	109, 125
about the structure and elements of poetry and provide			55	TG: 12, 18, 28,	31-32, 52	TG: 12, 21, 30,	
evidence from text to support their understanding. Students				40, 43, 54		31, 33, 56	44, 53
are expected to explain how figurative language (e.g.,							
personification, metaphors, similes, hyperbole) contributes							
to the meaning of a poem.							

				LITERARY THEMES	5		
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	All	of Friends	Decisions	Family Matters	of Survival	To Be a Hero	Who Am I?
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Beginning with School Year 2009-2010.							
(5) Reading/Comprehension of Literary Text/Drama.	TG: 18, 41					SB: 70-87	
Students understand, make inferences and draw conclusions						TG: 35, 46	
about the structure and elements of drama and provide							
evidence from text to support their understanding. Students							
are expected to explain the similarities and differences in the							
setting, character's, and plot of a play and those in a film							
based upon the same story line.							
(6) Reading/Comprehension of Literary Text/Fiction.			SB: 112	SB: 110		SB: 42, 88, 116	SB: 46, 74
Students understand, make inferences and draw conclusions			TG: 15-16, 20,	TG: 18, 27, 28,			TG: 18, 21, 22,
about the structure and elements of fiction and provide			22, 27-28, 32,	29, 36,37, 42,			23, 24-25, 27-
evidence from text to support their understanding. Students			42, 45-46, 55	43,44, 45-46,49-		28, 30, 32, 33,	28, 31, 33, 34,
are expected to:				50, 52, 54, 55,		34, 36-37, 39-	35-36, 38-39,
				56, 58, 60		40, 42, 46-47,	41, 43, 44, 53,
						53, 56, 57, 61	54
(A) summarize the elements of plot development (e.g., rising	TG: 18, 32		TG: 45	SB: 110		TG: 15-16, 18,	SB: 46, 110
action, turning point, climax, falling action, denouement) in				TG: 18, 28, 36-		27-28, 33, 34,	TG: 18, 21, 24-
various works of fiction;				37, 39, 42, 45-		44, 57	25, 27-28, 38-
				46, 49-50, 52,			39, 41, 45-46
				54, 56, 58, 60			
(B) recognize dialect and conversational voice and explain		TG: 21, 52				TG: 15-16, 18,	
how authors use dialect to convey character; and						27-28, 33, 34,	
						44, 57	
, ,	TG: 31, 39	TG: 19, 29, 40	TG: 31 ,52	TG: 19, 40, 43,		TG: 32, 35	TG: 18, 19, 21,
and third-person.				55, 56			22
(7) Reading/Comprehension of Literary Text/Literary		TG: 15-16, 17,		TG: 14-15, 36-		SB: 54	TG: 24, 48, 55,
Nonfiction. Students understand, make inferences and	26-27, 29, 36-	20, 21, 22, 23-	TG: 24-25, 60,	37, 49-50, 58,		TG: 31, 39-40,	134
draw conclusions about the varied structural patterns and	37	24, 25, 28, 30,	63	60		46-47, 61	
features of literary nonfiction and provide evidence from		32, 35, 38, 38,					
text to support their understanding. Students are expected		42, 47, 51, 52,					
to identify the literary language and devices used in memoirs		56, 57					
and personal narratives and compare their characteristics							
with those of an autobiography.							

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Beginning with School Year 2009-2010.							
(8) Reading/Comprehension of Literary Text/Sensory Language. Students understand, make inferences and draw conclusions about how an author's sensory language creates imagery in literary text and provide evidence from text to support their understanding. Students are expected to explain how authors create meaning through stylistic elements and figurative language emphasizing the use of personification, hyperbole, and refrains.	TG: 17, 25, 28, 35, 38, 40, 45, 49, 53, 54	TG: 15-16, 17, 20, 21, 22, 23- 24, 25, 28, 30, 32, 35, 38, 38, 42, 47, 51, 52, 56, 57	TG: 20, 45-46, 49-50, 60, 61- 62	SB: 64-65 TG: 31			TG: 34, 53, 54
(9) Reading/Comprehension of Informational Text/Culture and History. Students analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to compare and contrast the stated or implied purposes of different authors writing on the same topic.	TG: 23-24, 33-34, 36-37, 43-44, 47-48, 60	TG: 15-16, 17, 20, 21, 22, 23-24, 25, 28, 30, 32, 35, 38, 38, 42, 47, 51, 52, 56, 57	TG: 21, 56	TG: 14-15, 36- 37, 49-50, 58, 60	SB: 38 TG: 15-16, 24- 25, 26-27, 38, 39, 49, 53	SB: 88, 116 TG: 36-37, 46- 47, 55	TG: 24-25, 27- 28, 30, 38-39, 42, 55
(10) Reading/Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to:			SB: 50 TG: 15-16, 21, 24-25, 27-28, 38-39, 43, 52, 63	TG: 14-15, 36- 37, 49-50, 58, 60	SB: 38 TG: 15-16, 24- 25, 26-27, 38, 39, 49, 53	SB: 116 TG: 23, 27-28, 31, 39-40, 46- 47, 55, 61	SB: 46 TG: 24-25, 27- 28, 30, 38-39, 42, 55
(A) summarize the main ideas and supporting details in text,	TG: 19, 21, 22,	TG: 36-37, 49-	SB: 50	TG: 31, 49-50,	TG: 21, 38, 49,	SB: 116	SB: 46
demonstrating an understanding that a summary does not include opinions;	23	50	TG: 21, 24-25, 52, 63	58, 60	53	TG: 45, 46-47	TG: 24-25, 27- 28, 38-39
(B) explain whether facts included in an argument are used for or against an issue;	TG: 22, 23, 29, 50	TG: 31, 43	TG: 60,63		TG: 49	SB: 116 TG: 45, 46-47	SB: 110 TG: 42, 45-46
(C) explain how different organizational patterns (e.g., proposition-and-support, problem-and-solution) develop the main idea and the author's viewpoint; and	TG: 42		TG: 21, 56	TG: 30	TG: 49	TG: 19, 23, 43, 45	TG: 19
(D) synthesize and make logical connections between ideas within a text and across two or three texts representing similar or different genres.	TG: 41, 58-59	TG: 23, 33, 45	TG: 60, 63		TG: 39	TG: 45, 59, 61	TG: 32

				LITERARY THEME	:S		
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§110.18. English Language Arts and Reading, Grade 6,							
Beginning with School Year 2009-2010.							
(11) Reading/Comprehension of Informational					TG: 39		SB: 86
Text/Persuasive Text. Students analyze, make inferences and							TG: 42
draw conclusions about persuasive Text and provide							
evidence from text to support their analysis. Students are							
expected to:							
(A) compare and contrast the structure and viewpoints of	TG: 36-37, 47-	TG: 29					SB: 86
two different authors writing for the same purpose, noting	48						TG: 42
the stated claim and supporting evidence; and							
(B) identify simply faulty reasoning used in persuasive texts.		TG: 31, 43		TG: 41	TG: 39		SB: 86
							TG: 42
(12) Reading/Comprehension of Informational							
Text/Procedural Texts. Students understand how to glean							
and use information in procedural texts and documents.							
Students are expected to:							
(B) interpret factual, quantitative, or technical information	SB: 10-11						
presented in maps, charts, illustrations, graphs, timelines,							
tables, and diagrams.							
(13) Reading/Media Literacy.					TG: 39		
Students use comprehension skills to analyze how words,							
images, graphics, and sounds work together in various forms							
to impact meaning. Students will continue to apply earlier							
standards with greater depth in increasingly more complex							
texts. Students are expected to:							
(A) explain messages conveyed in various forms of media;	TG: 41						
(B) recognize how various techniques influence viewers'					TG: 39		
emotions;							
(14) Writing/Writing Process.			TG: 61-62, 65-	TG: 59, 62-64	TG: 52, 55-57	TG: 59, 60, 63-	SB: 46, 110
Students use elements of the writing process (planning,			67			65	TG: 24-25, 45-
drafting, revising, editing, and publishing) to compose text.							46, 62
Students are expected to:							

				LITERARY THEME	S		
	And Justice for		Decisions,	Family Matters	On the Edge	To Be a Hero	Who Am I?
\$110.10 Fuglish Language Auto and Dooding Crade C	All	of Friends	Decisions	,	of Survival		
§110.18. English Language Arts and Reading, Grade 6, Beginning with School Year 2009-2010.							
(A) plan a first draft by selecting a genre appropriate for	TG: 24, 34, 44	TG: 24-25, 33-	TG: 11, 35-36,	TG: 58, 59, 62-	TG: 52, 55-57	TG: 59, 60, 63-	SB: 46, 110
conveying the intended meaning to an audience,	13.21,31,11	34, 45-46, 58,	48, 60-62, 65-	64	32,3337	65	TG: 24-25, 45-
determining appropriate topics through a range of strategies		59, 61, 62-64	67				46, 62
(e.g., discussion, background reading, personal interests,							
interviews), and developing a thesis or controlling idea;							
(B) develop drafts by choosing an appropriate organizational	TG: 24, 34, 44	TG: 24-25, 33-	SB: 50, 86	TG: 58, 59, 62-	TG: 52, 55-57	TG: 59, 60, 63-	SB: 46, 110
strategy (e.g., sequence of events, cause-effect, compare-		34, 45-46, 60-	TG: 24-25, 35-	64		65	TG: 24-25, 45-
contrast) and building on ideas to create a focused,		61	36, 60, 61-62,				46, 62
organized, and coherent piece of writing;			64, 65-67				
(C) revise drafts to clarify meaning, enhance style, include	TG: 59	TG: 24-25, 33-	TG: 61-62, 65-	TG: 59, 62-64	TG: 52, 55-57	TG: 59, 60, 63-	SB: 46, 110
simple and compound sentences, and improve transitions by		34, 45-46, 60-	67			65	TG: 24-25, 45-
adding, deleting, combining, and rearranging sentences or		61					46, 62
larger units of text after rethinking how well questions of							
purpose, audience, and genre have been addressed;							
(D) edit drafts for grammar, mechanics, and spelling; and	TG: 59	TG: 62	TG: 61-62, 65-	TG: 59, 62-64	TG: 52, 55-57	TG: 59, 60, 63-	SB: 46, 110
			67			65	TG: 24-25, 45- 46, 62
(E) revise final draft in response to feedback from peers and	TG: 59	TG: 62	TG: 61-62, 65-	TG: 59, 62-64	TG: 52, 55-57	TG: 59, 60, 63-	SB: 46, 110
teacher and publish written work for appropriate audiences.			67			65	TG: 24-25, 45-
							46, 62
(15) Writing/Literary Texts.			SB: 112	TG: 28, 32, 39,	TG: 30, 41, 52	SB: 42, 88	TG: 34, 53, 54
Students write literary texts to express their ideas and			TG: 20, 45-46,	41, 58, 59		TG: 18, 22, 24-	
feelings about real or imagined people, events, and ideas.			49-50, 60, 61-			25, 32, 33, 36-	
Students are expected to:			62			37	
(A) write imaginative stories that include:	TG: 51	TG: 20, 32, 40,	SB: 112	TG: 28, 32, 39,	TG: 30, 41, 52	SB: 42, 88	TG: 34, 53, 54
		43, 44, 59	TG: 20, 45-46,	41, 58, 59		TG: 18, 22, 24-	
			49-50, 60, 61-			25, 32, 33, 36-	
			62			37	
(i) a clearly defined focus, plot, and point of view;	TG: 51		SB: 112	TG: 28, 32, 39,	TG: 30, 41, 52	SB: 42, 88	TG: 34, 53, 54
			TG: 20, 45-46,	41, 58, 59		TG: 18, 22, 24-	
			49-50, 60, 61-			25, 32, 33, 36-	
			62			37	

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(ii) a specific, believable setting created through the use of sensory details; and	TG: 51		SB: 112 TG: 20, 45-46, 49-50, 60, 61- 62	TG: 28, 32, 39, 41, 58, 59	TG: 30, 41, 52	SB: 42, 88 TG: 18, 22, 24- 25, 32, 33, 36- 37	TG: 34, 53, 54
(iii) dialogue that develops the story; and	TG: 51		TG: 30, 61	SB: 79 TG: 39, 59	TG: 30, 41, 52	TG: 18, 37	
(B) write poems using:		TG: 32	TG: 22	SB: 55, 87 TG: 28, 41, 59	TG: 31, 52	TG: 55, 59, 60	
(i) poetic techniques (e.g., alliteration, onomatopoeia);				SB: 55, 87 TG: 28, 41, 59			
(16) Writing. Students writing about their own experiences. Students are expected to writing a personal narrative that has a clearly defined focus and communicates the importance of or reasons for actions and/or consequences.	TG: 55	TG: 20, 21, 32, 40, 43, 44, 59	SB: 112 TG: 20, 45-46, 49-50, 60, 61- 62	TG: 28, 32, 39, 41, 58, 59	TG: 30, 41, 52	SB: 42, 88 TG: 16, 18, 22, 24-25, 32, 33, 36-37	TG: 34, 53, 54
(17) Writing/Expository and Procedural Texts. Students writing expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:			SB: 50, 86 TG: 24-25, 35- 36, 60, 61-62, 64	SB: 44, 76, 110 TG: 19, 21, 22, 33-34, 45-46, 58, 59, 60	SB: 38, 72, 118 TG: 24-25,31,32 33, 42-43, 51, 52, 54	TG: 21, 59, 60	SB: 74 TG: 35-36, 41, 42, 60, 61
(A) create multi-paragraph essays to convey information about a topic that:	TG: 33-34, 58- 59	SB: 46, 81, 112 TG: 21-23-24, 29, 33-34, 45- 46, 58, 59, 61	SB: 50, 86 TG: 24-25, 35- 36, 60, 61-62, 64	SB: 44, 76, 110 TG: 19, 21-22, 33-34, 45-46, 58, 59, 60	SB: 38, 72, 118 TG: 24-25,31,32 33, 42-43, 51, 52, 54	TG: 21, 59, 60	SB: 74 TE: 35-36, 41, 42, 60, 61
(i) present effective introductions and concluding paragraphs;	TG: 33-34, 58- 59	SB: 46, 81, 112 TG: 21-23-24, 29, 33-34, 45- 46, 58, 59, 61	SB: 50, 86 TG: 24-25, 35- 36, 60, 61-62, 64	SB: 44, 76, 110 TG: 19, 21-22, 33-34, 45-46, 58, 59, 60	SB: 38, 72, 118 TG: 24-25,31,32 33, 42-43, 51, 52, 54	TG: 21, 59, 60	SB: 74 TE: 35-36, 41, 42, 60, 61
(ii) guide and inform the reader's understanding of key ideas and evidence;	TG: 33-34, 58- 59		SB: 50, 86 TG: 24-25, 35- 36, 60, 61-62, 64	SB: 44, 76, 110 TG: 19, 21-22, 33-34, 45-46, 58, 59, 60	SB: 38, 72, 118 TG: 24-25,31,32 33, 42-43, 51, 52, 54	TG: 21, 59, 60	SB: 74 TE: 35-36, 41, 42, 60, 61

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(iii) include specific facts, details, and examples in an appropriately organized structure; and	TG: 34		SB: 50, 86 TG: 24-25, 35- 36, 60, 61-62, 64	SB: 44, 76, 110 TG: 19, 21-22, 33-34, 45-46, 58, 59, 60	SB: 38, 72, 118 TG: 24-25,31,32 33, 42-43, 51, 52, 54	TG: 21, 59, 60	SB: 74 TE: 35-36, 41, 42, 60, 61
(iv) use a variety of sentence structures and transitions to link paragraphs;			SB: 50, 86 TG: 24-25, 35- 36, 60, 61-62, 64	SB: 44, 76, 110 TG: 19, 21-22, 33-34, 45-46, 58, 59, 60	SB: 38, 72, 118 TG: 24-25,31,32 33, 42-43, 51, 52, 54	TG: 21, 59, 60	SB: 74 TE: 35-36, 41, 42, 60, 61
(B) writing informal letters that convey ideas, include important information, demonstrate a sense of closure, and use appropriate conventions (e.g., date, salutation, closing);			TG: 62	TG: 59			
(C) writing responses to literary or expository texts and provide evidence from the Text to demonstrate understanding; and	TG: 55, 58	TG: 52, 56	SB: 50, 86, 112 TG: 11, 12, 24- 25, 35-36, 45- 46, 48	SB: 44, 76, 110 TG: 21-22, 33- 34, 45-46, 58, 59, 60, 61		SB: 116 TG: 46-47, 59, 60, 62, 63-65	TG: 24-25, 45- 46, 60-61
(D) produce a multimedia presentation involving text and graphics using available technology.	TG: 57	TG: 58, 59	SB: 50, 86, 112 TG: 11, 12, 24- 25, 35-36, 45- 46, 48	TG: 59	TG: 51, 52	TG: 59, 60	TG: 58
(18) Writing/Persuasive Texts. Students writing persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to writing persuasive essays for appropriate audiences that establish a position and include sound reasoning, detailed and relevant evidence, and consideration of alternatives.	SB: 50 TG: 23-24	TG: 45-46, 59	TG: 61-62	TG: 58, 61	TG: 39, 51, 52	SB: 116 TG: 19, 46-47, 59, 62	SB: 74 TG: 35-36
(22) Research/Research Plan. Students ask open-ended research questions and develop a plan for answering them. Students are expected to:	TG: 23-24, 55- 56	TG: 30, 58, 59	SB: 50, 86 TG: 24-25, 35- 36, 60, 61-62, 64	TG: 58, 59	SB: 38 TG: 24, 25, 51, 52	TG: 50, 51, 59, 60, 62, 63-65	TG: 58, 59
(A) brainstorm, consult with others, decide upon a topic, and formulate open-ended questions to address the major research topic; and			TG: 60, 61-62, 64	TG: 58, 59	SB: 38 TG: 24, 25, 51, 52	TG: 50, 51, 59, 60, 62, 63-65	TG: 58, 59

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(B) generate a research plan for gathering relevant information about the major research question.			TG: 60, 61-62, 64	TG: 58, 59	SB: 38 TG: 24, 25, 51, 52	TG: 50, 51, 59, 60, 62, 63-65	TG: 58, 59
(23) Research/Gathering Sources. Students determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather. Students are expected to:	TG: 23-24, 55- 56	TG: 30, 58, 59	TG: 60, 61-62, 64	TG: 58, 59	SB: 38 TG: 24, 25, 51, 52	SB: 116 TG: 46-47, 59, 60, 62, 63-65	TG: 62
(A) follow the research plan to collect data from a range of print and electronic resources (e.g., reference texts, periodicals, web pages, online sources) and data from experts; (B) differentiate between primary and secondary sources;			SB: 50, 86 TG: 21-25, 35- 36, 60, 61-62	TG: 58, 59	SB: 38 TG: 24, 25, 51, 52	SB: 116 TG: 46-47, 59, 60, 62, 63-65	TG: 62
(C) record data, utilizing available technology (e.g., word processors) in order to see the relationships between ideas, and convert graphic/visual data (e.g., charts, diagrams, timelines) into written notes;			TG: 60, 61, 62, 64	TG: 58, 59	TG: 51, 52	SB: 116 TG: 46-47, 59, 60, 62, 63-65	
(D) identify the source of notes (e.g., author, title, page number) and record bibliographic information concerning those sources according to a standard format; and			TG: 60, 61, 62, 64	TG: 58, 59	SB: 38 TG: 24, 25, 51, 52	SB: 116 TG: 46-47, 59, 60, 62, 63-65	TG: 62
(E) differentiate between paraphrasing and plagiarism and identify the importance of citing valid and reliable sources.			TG: 60, 61, 62, 64	TG: 58, 59	SB: 38 TG: 24, 25, 51, 52	SB: 116 TG: 46-47, 59, 60, 62, 63-65	TG: 62
(24) Research/Synthesizing Information. Students clarify research questions and evaluate and synthesize collected information. Students are expected to:	TG: 23-24, 55- 56	TG: 30, 58, 59	SB: 50,86 TG: 24-25, 35- 36, 60, 61-62	TG: 58, 59	TG: 51, 52	SB: 116 TG: 46-47, 59, 60, 62, 63-65	TG: 58, 59, 62
(A) refine the major research question, if necessary, guided by the answers to a secondary set of questions; and			SB: 50, 86 TG: 24-25, 35- 36, 60, 61-62	TG: 58, 59	TG: 51, 52	TG: 50, 51, 59, 60, 62, 63-65	TG: 58, 59
(B) evaluate the relevance and reliability of sources for the research.			TG: 60, 61-62, 64	TG: 58, 59	SB: 38 TG: 24, 25, 51, 52	SB: 116 TG: 46-47, 59, 60, 62, 63-65	TG: 62

				LITERARY THEME	:S		
	And Justice for All	Best of Friends	Decisions, Decisions	Family Matters	On the Edge	To Be a Hero	Who Am I?
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Beginning with School Year 2009-2010.							
(25) Research/Organizing and Presenting Ideas.	TG: 23-24, 55-	TG: 30, 58, 59	TG: 60, 61-62,	TG: 59	TG: 51, 52	SB: 116	TG: 58, 59, 62
,	56		64			TG: 46-47, 59,	
according to the purpose of the research and their audience.						60, 62, 63-65	
Students are expected to synthesize the research into a							
written or an oral presentation that:							
(A) compiles important information from multiple sources;			TG: 60, 61-62,	TG: 59	TG: 51, 52	SB: 116	TG: 58, 59
			64			TG: 46-47, 59,	
						60, 62, 63-65	
(B) develops a topic sentence, summarizes findings, and uses			TG: 49-40, 60,	TG: 58, 59, 62-	SB: 38	SG: 42, 116	TG: 58, 59
evidence to support conclusions;			61-62, 64	64	TG: 24, 25, 51,	TG: 24-25, 46-	
					52	47, 50-51, 59,	
						60, 62, 63-65	
(C) presents the findings in a consistent format; and			TG: 60, 61-62,	TG: 59	TG: 51, 52	TG: 59, 60	TG: 58
			64				
(D) uses quotations to support ideas and an appropriate			TG: 60, 61-62,		SB: 38	SB: 116	TG: 62
form of documentation to acknowledge sources (e.g.,			64		TG: 24, 25, 51,	TG: 46-47, 59,	
bibliography, works cited).					52	60, 62, 63-65	
(26) Listening and Speaking/Listening.			TG: 18, 20, 22,	TG: 17, 18, 41,	TG: 19, 20, 21,		TG: 20, 21, 22,
Students will use comprehension skills to listen attentively to			23, 30, 33, 34,		29, 30, 49, 51,		30, 31, 33, 42,
others in formal and informal settings. Students will			42, 43, 54, 56,	56, 58, 59, 60	53	35, 43, 44, 45,	43, 55, 56, 62
continue to apply earlier standards with greater complexity.			58, 60, 61-62,			54, 55, 56, 60,	
Students are expected to:			63			61	
(A) listen to and interpret a speaker's messages (both verbal			TG: 18, 20, 22,	TG: 17, 18, 41,	TG: 19, 20, 21,	TG: 19, 22, 21,	TG: 20, 21, 22,
and nonverbal) and ask questions to clarify the speaker's				42, 44, 52, 55,			
purpose and perspective;			42, 43, 56, 58,	56, 58, 59, 60	53		43, 55, 56, 62
			60, 61-62, 63			54, 55, 56, 60, 61	
(B) follow and give oral instructions that include multiple			TG: 36	TG: 58, 59, 60	TG: 19, 20, 21,		TG: 20, 21, 22,
action steps; and					29, 30, 49, 51,		30, 31, 33, 42,
					53		43, 55, 56, 62
(C) paraphrase the major ideas and supporting evidence in			TG: 55	TG: 58, 59, 60	TG: 19, 20, 21,	TG: 19, 22, 21,	TG: 20, 21, 22,
formal and informal presentations.					29, 30, 49, 51,	22, 23, 32, 34,	30, 31, 33, 42,
					53	35, 43, 44, 45,	43, 55, 56, 62
						54, 55, 56, 60,	
						61	

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Beginning with School Year 2009-2010.							
(27) Listening and Speaking/Speaking. Students speak clearly and to the point, using the conventions of language. Students will continue to apply earlier standards with greater complexity. Students are expected to give an organized presentation with a specific point of view, employing eye contact, speaking rate, volume, enunciation, natural gestures, and conventions of language to communicate ideas effectively.	TG: 56-57		TG: 61-62, 63	TG: 58, 59, 60		TG: 44, 54, 60, 61, 63-65	TG: 58, 59, 62
(28) Listening and Speaking/Teamwork. Students work productively with others in teams. Students will continue to apply earlier standards with greater complexity. Students are expected to participate in student-led discussions by eliciting and considering suggestions from other group members and by identifying points of agreement and disagreement.	TG: 46	TG: 18, 22, 31		TG: 17, 18, 41, 42, 44, 52, 55, 56, 58, 59, 60			TG: 20, 21, 22, 30, 31, 33, 42, 43, 55, 56, 62

				LITERARY THEME	:S		
	And Justice for All	Best of Friends	Decisions, Decisions	Family Matters	On the Edge of Survival	To Be a Hero	Who Am I?
§110.19. English Language Arts and Reading, Grade 7, Beginning with School Year 2009-2010.							
(1) Reading/Fluency. Students read grade-level text with fluency and comprehension. Students are expected to adjust fluency when reading aloud grade-level text based on the reading purpose and the nature of the text.	The short fiction and nonfiction selections in the student edition allow for ample read aloud opportunities.	The short fiction and nonfiction selections in the student edition allow for ample read aloud opportunities.	Anthology contains texts of varying levels of complexity. Suggestions for additional reading, challenging, average, and easy, are on p 68-69.	Anthology contains texts of varying levels of complexity. Suggestions for additional reading, challenging, average, and easy, are on p 65.	Anthology contains texts of varying levels of complexity. Suggestions for additional reading, challenging, average, and easy, are on p 58.	of complexity.	Anthology contains texts of varying levels of complexity. Suggestions for additional reading, challenging, average, and easy, are on p 65.
(2) Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:			SB: 12 TG: 17, 18, 19, 23, 26, 29, 32, 33, 34, 37, 40, 41, 42, 44, 47, 51, 53, 55, 59	SB: 12, 26 TG: 14-15, 16, 18, 23, 26, 28, 29, 32, 33-34, 35, 38, 39, 43, 44, 47, 51, 54, 55, 57	SB: 10 TG: 18, 26, 28, 30, 34, 37, 40, 41, 44, 48, 50	SB: 12, 88 TG: 17, 20, 22, 26, 29, 30, 36- 37, 38, 41, 42	SB: 10, 46 TG: 15-16, 17, 21, 23, 24-25, 26, 29, 49-50, 47, 51, 57
(A) determine the meaning of grade-level academic English words derived from Latin, Greek, or other linguistic roots and affixes;	SB: footnotes on 86, 93, 108, 121						
(B) use context (within a sentence and in larger sections of text) to determine or clarify the meaning of unfamiliar or ambiguous words;				SB: 12, 26 TG: 14-15, 16, 18, 23, 26, 28, 29, 32, 33-34, 35, 38, 39, 43, 44, 47, 51, 54, 55, 57	SB: 10 TG: 18, 26, 28, 30, 34, 37, 40, 41, 44, 48, 50		SB: 10, 46 TG: 15-16, 17, 21, 23, 24-25, 26, 29, 49-50, 47, 51, 57
(C) complete analogies that describe part to whole or whole to part;	SB: footnotes on 48, 58, 70, 86, 89, 93, 108, 121 TG: 19, 48						

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(D) identify the meaning of foreign words commonly used in written English with emphasis on Latin and Greek words (e.g., habeus corpus, e pluribus unum, bona fide, nemesis); and							
(E) use a dictionary, a glossary, or a thesaurus (printed or electronic) to determine the meanings, syllabication, pronunciations, alternate word choices, and parts of speech of words.	SB: 12 TG: 17, 28, 38, 49	TG: 15-16, 26- 27, 31, 36-37, 49-50, 58, 60					
(3) Reading/Comprehension of Literary Text/Theme and Genre. Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to:			SB: 50 TG: 15-16, 18,19, 20, 22, 23, 24-25, 27- 28, 30, 31, 32, 34, 38-39, 41, 52, 53, 54, 58, 63	SB: 110 TG: 18, 28, 36- 37, 39, 42, 45- 46, 49-50, 52, 54, 56, 58, 60	TG: 30, 31, 35-36, 46-47, 53	SB: 42, 116 TG: 22, 24-25, 30, 32, 35, 42, 46-47, 53, 56	SB: 46, 110 TG: 18, 21, 24- 25, 27-28, 39- 39, 41, 45-46, 49-50, 54
(A) describe multiple themes in a work of fiction;	SB: 3, 8-9 TG: 12	TG: 36-37, 46, 49-50	SB: 50, 112 TG: 15-16, 19, 22, 24-25, 27- 28, 31, 34, 42, 45-46, 52, 55, 57, 58				
(B) describe conventions in myths and epic tales (e.g., extended simile, the quest, the hero's tasks, circle stories); and	TG: 30, 39					TG: 30, 42	
(C) analyze how place and time influence the theme or message of a literary work.	TG: 43	TG: 36-37, 46, 49-50			TG: 22		TG: 33, 41, 44, 50
(4) Reading/Comprehension of Literary Text/Poetry. Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding. Students are expected to analyze the importance of graphical elements (e.g., capital letters, line length, word position) on the meaning of a poem.		TG: 19, 22, 29, 54, 56	TG: 12, 19, 22, 32, 35, 42, 53, 55	SB: 24, 55, 84, 102, 126 TG: 12, 18, 28, 40, 43, 54	SB: 23, 68 TG: 12, 20, 23, 31-32, 52	SB: 33, 44, 54, 63, 134 TG: 12, 21, 30, 31, 33, 56	SB: 32, 45, 73, 109, 125 TG: 21, 23, 34, 44, 53

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Beginning with School Year 2009-2010.							
(5) Reading/Comprehension of Literary Text/Drama.	TG: 18, 41					SB: 70-87	
Students understand, make inferences and draw conclusions						TG: 35, 46	
about the structure and elements of drama and provide							
evidence from text to support their understanding. Students							
are expected to explain a playwright's use of dialogue and							
stage directions.							
(6) Reading/Comprehension of Literary Text/Fiction.			SB: 112	SB: 110		SB: 42, 88, 116	SB: 46, 74
Students understand, make inferences and draw conclusions			TG: 15-16, 20,	TG: 18, 27, 28,		TG: 18, 20, 21,	TG: 18, 21, 22,
about the structure and elements of fiction and provide			22, 27-28, 32,	29, 36, 37, 42,		22, 24-25, 27-	23, 24-25, 27-
evidence from text to support their understanding. Students			42, 45-46, 55	43, 44, 45-46,		28, 30, 32, 33,	28, 31, 33, 34,
are expected to:				49-50, 52, 54,		34, 36-37, 39-	35-36, 38-39,
				55, 56, 58, 60		40, 42,46-47,	41,43, 44, 53,
						53, 56, 57,61	54
(A) explain the influence of the setting on plot development;			TG: 15-16, 20,	SB: 110			TG: 18, 22, 27-
	TG: 18, 32		22, 27-28	TG: 17, 18, 20,			28, 38-39, 52,
				29, 32, 36-37,			56
				41, 42, 45-46,			
				53, 58			
(B) analyze the development of the plot through the internal	TG: 18	TG: 18, 19, 20,	TG: 15-16, 18,			TG: 15-16, 18,	TG: 18, 22, 27-
and external responses of the characters, including their		21, 29, 32, 33-	20, 22, 23, 27-			27-28, 33, 34,	28, 38-39, 52,
motivations and conflicts; and		34, 40, 41, 42,	28, 30, 41, 43,			44, 57	56
		52, 53, 54, 55	53				
(C) analyze different forms of point of view, including first-	TG: 31, 39	TG: 19, 29, 40	TG: 31, 52	TG: 19, 40, 43,		TG: 32, 35	TG: 18, 19, 21,
person, third-person omniscient, and third-person limited.				55, 56			22
(7) Reading/Comprehension of Literary Text/Literary	TG: 19, 20, 22,	TG: 15-16, 26-	SB: 50	TG: 14-15, 36-		SB: 54	TG: 24, 48, 55,
Nonfiction. Students understand, make inferences and draw	26-27, 29, 36-	27, 31, 36-37,	TG: 24-25, 60,	37, 49-50, 58,		TG: 31, 39-40,	134
conclusions about the varied structural patterns and	37	49-50, 58, 60	63	60		46-47, 61	
features of literary nonfiction and provide evidence from							
text to support their understanding. Students are expected							
to describe the structural and substantive differences							
between an autobiography or a diary and a fictional							
adaptation of it.							
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(8) Reading/Comprehension of Literary Text/Sensory		TG: 15-16, 17,	TG: 20, 45-46,	SB: 64-65			TG: 34, 53, 54
Language. Students understand, make inferences and draw conclusions about how an author's sensory language creates imagery in literary text and provide evidence from text to support their understanding. Students are expected to determine the figurative meaning of phrases and analyze how an author's use of language creates imagery, appeals to the senses, and suggests mood.	49, 53, 54	20, 21, 22, 23- 24, 25, 28, 30, 32, 35, 38, 42, 47, 51, 52, 56, 57	49-50, 60, 61- 62	TG: 31			
(9) Reading/Comprehension of Informational Text/Culture and History. Students analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to explain the difference between the theme of a literary work and the author's purpose in an expository text.	TG: 23–24, 33–34, 36-37, 43–44, 47–48, 60	TG: 15-16, 26- 27, 31, 36-37, 49-50, 58, 60	TG: 21,56	TG: 14-15, 36- 37, 49-50, 58, 60	SB: 38 TG: 15-16, 24- 25, 26-27, 38, 39, 49, 53	SB: 88, 116 TG: 36-37, 46- 47, 55	TG: 24-25, 27- 28, 30, 38-39, 42, 55
(10) Reading/Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to:			SG: 50 TG: 15-16, 21, 24-25,27-28, 38- 39, 43, 52, 63	TG: 14-15, 36- 37, 49-50, 58, 60	SB: 38 TG: 15-16, 24- 25, 26-27, 38, 39, 49, 53	SB: 116 TG: 23, 27-28, 31, 39-40, 46- 47, 55, 61	SB: 46 TG: 24-25, 27- 28, 30, 38-39, 42, 55
(A) evaluate a summary of the original text for accuracy of the main ideas, supporting details, and overall meaning;		TG: 36-37, 49–50	SB: 50 TG: 21, 24-25, 52, 63	TG: 31, 49-50, 58, 60	TG: 21, 38, 49, 53	SB: 116 TG: 45, 46-47	SB: 46 TG: 24-25, 27- 28, 38-39
(B) distinguish factual claims from commonplace assertions and opinions;	TG: 22, 23, 29, 50	TG: 31, 43	TG: 60, 63		TG: 49	SB: 116 TG: 45, 46-47	SB: 110 TG: 42, 45-46
(C) use different organizational patterns as guides for summarizing and forming an overview of different kinds of expository text; and	TG: 42		TG: 21, 56	TG: 30	TG: 49	TG: 19, 23, 43, 45	TG: 19
(D) synthesize and make logical connections between ideas within a text and across two or three texts representing similar or different genres, and support those findings with textual evidence.	TG: 41, 58-59	TG: 23, 33, 45	TG: 60, 63		TG: 39	TG: 45, 59, 61	TG: 32

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(11) Reading/Comprehension of Informational					TG: 39		SB: 86
Text/Persuasive Text.							TG: 42
Students analyze, make inferences and draw conclusions							
about persuasive text and provide evidence from text to							
support their analysis. Students are expected to:							
(A) analyze the structure of the central argument in							SB: 86
contemporary policy speeches (e.g., argument by cause and							TG: 42
effect, analogy, authority) and identify the different types of							
evidence used to support the argument; and							
(B) identify such rhetorical fallacies as ad hominem,				TG: 41	TG: 39		SB: 86
exaggeration, stereotyping, or categorical claims in							TG: 42
persuasive texts.							
(13) Reading/Media Literacy.					TG: 39		
Students use comprehension skills to analyze how words,							
images, graphics, and sounds work together in various forms							
to impact meaning. Students will continue to apply earlier							
standards with greater depth in increasingly more complex							
texts. Students are expected to:							
(A) interpret both explicit and implicit messages in various	TG: 41						
forms of media;							
(B) interpret how visual and sound techniques (e.g., special					TG: 39		
effects, camera angles, lighting, music) influence the							
message;							
(14) Writing/Writing Process.			TG: 61-62, 65-	TG: 59, 62-64	TG: 52, 55-57	TG: 59, 60, 63-	SB: 46, 110
Students use elements of the writing process (planning,			67			65	TG: 24-25, 45-
drafting, revising, editing, and publishing) to compose text.							46, 62
Students are expected to:							
(A) plan a first draft by selecting a genre appropriate for	TG: 24, 34; 44	TG: 24-25, 33-	TG: 11, 35-36,	TG: 58, 59, 62-	TG: 52, 55-57	TG: 59, 60, 63-	SB: 46, 110
conveying the intended meaning to an audience,		34, 45-46, 58,	48, 60-62, 65-	64		65	TG: 24-25, 45-
determining appropriate topics through a range of strategies		59, 61, 62-64	67				46, 62
(e.g., discussion, background reading, personal interests,							
interviews), and developing a thesis or controlling idea;							

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(B) develop drafts by choosing an appropriate organizational	TG: 59	TG: 24-25, 33-	SB: 50, 86	TG: 58, 59, 62-	TG: 52, 55-57	TG: 59, 60, 63-	SB: 46, 110
strategy (e.g., sequence of events, cause-effect, compare-		34, 45-46, 60-	TG: 24-25, 35-	64		65	TG: 24-25, 45-
contrast) and building on ideas to create a focused,		61	36, 60, 61-62,				46, 62
organized, and coherent piece of writing;			64, 65-67				
(C) revise drafts to ensure precise word choice and vivid	TG: 59	TG: 24-25, 33-	TG: 61-62, 65-	TG: 59, 62-64	TG: 52, 55-57	TG: 59, 60, 63-	SB: 46, 110
images; consistent point of view; use of simple, compound,		34, 45-46, 60-	67			65	TG: 24-25, 45-
and complex sentences; internal and external coherence;		61					46, 62
and the use of effective transitions after rethinking how well							
questions of purpose, audience, and genre have been							
addressed;							
(D) edit drafts for grammar, mechanics, and spelling; and	TG: 59	TG: 62	TG: 61-62, 65-	TG: 59, 62-64	TG: 52, 55-57	TG: 59, 60, 63-	SB: 46, 110
			67			65	TG: 24-25, 45-
							46, 62
(E) revise final draft in response to feedback from peers and	TG: 59	TG: 62	TG: 61-62, 65-	TG: 59, 62-64	TG: 52, 55-57	TG: 59, 60, 63-	SB: 46, 110
teacher and publish written work for appropriate audiences.			67			65	TG: 24-25, 45-
							46, 62
(15) Writing/Literary Texts.			SB: 112	TG: 28, 32, 39,	TG: 30, 41, 52	SB: 42, 88	TG: 34, 53, 54
Students write literary texts to express their ideas and			TG: 20, 45-46,	41, 58, 59		TG: 18, 22, 24-	
feelings about real or imagined people, events, and ideas.			49-50, 60, 61-			25, 32, 33, 36-	
Students are expected to:			62			37	
(A) write an imaginative story that:		TG: 20, 32, 40,	SB: 112	TG: 28, 32, 39,	TG: 30, 41, 52	SB: 42, 88	TG: 34, 53, 54
		43, 44, 59	TG: 20, 45-46,	41, 58, 59		TG: 18, 22, 24-	
			49-50, 60, 61-			25, 32, 33, 36-	
			62			37	
(i) sustains reader interest;	TG: 51		SB: 112	TG: 28, 32, 39,	TG: 30, 41, 52	SB: 42, 88	TG: 34, 53, 54
			TG: 20, 45-46,	41, 58, 59		TG: 18, 22, 24-	
			49-50, 60, 61-			25, 32, 33, 36-	
			62			37	
(ii) includes well-paced action and an engaging story line;	TG: 51		SB: 112	TG: 28, 32, 39,	TG: 30, 41, 52	SB: 42, 88	TG: 34, 53, 54
			TG: 20, 45-46,	41, 58, 59		TG: 18, 22, 24-	
			49-50, 60, 61-			25, 32, 33, 36-	
			62			37	

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(iii) creates a specific, believable setting through the use of sensory details;	TG: 51		SB: 112 TG: 20, 45-46, 49-50, 60, 61- 62	TG: 28, 32, 39, 41, 58, 59	TG: 30, 41, 52	SB: 42, 88 TG: 18, 22, 24- 25, 32, 33, 36- 37	TG: 34, 53, 54
(iv) develops interesting characters; and	TG: 51		SB: 112 TG: 20, 45-46, 49-50, 60, 61- 62	TG: 28, 32, 39, 41, 58, 59	TG: 30, 41, 52	SB: 42, 88 TG: 18, 22, 24- 25, 32, 33, 36- 37	TG: 34, 53, 54
(v) uses a range of literary strategies and devices to enhance the style and tone; and	TG: 51		SB: 112 TG: 20, 45-46, 49-50, 60, 61- 62	TG: 28, 32, 39, 41, 58, 59	TG: 30, 41, 52	SB: 42, 88 TG: 18, 22, 24- 25, 32, 33, 36- 37	TG: 34, 53, 54
(B) write a poem using:		TG: 32	TG: 22	SB: 55, 87 TG: 28, 41, 59	TG: 31, 52	TG: 55, 59, 60	
(i) poetic techniques (e.g., rhyme scheme, meter);				SB: 55, 87 TG: 28, 41, 59			
(16) Writing. Students write about their own experiences. Students are expected to write a personal narrative that has a clearly defined focus and communicates the importance of or reasons for actions and/or consequences.	TG: 55	TG: 20, 21, 32, 40, 43, 44, 59	SB: 112 TG: 20, 45-46, 49-50, 60, 61- 62	TG: 28, 32, 39, 41, 58, 59	TG: 30, 41, 52	SB: 42, 88 TG: 16, 18, 22, 24-25, 32, 33, 36-37	TG: 34, 53, 54
(17) Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:			SB: 50, 86 TG: 24-25, 35- 36, 60, 61-62, 64	SB: 44, 76, 110 TG: 19, 21, 22, 33-34, 45-46, 58, 59, 60	SB: 38, 72, 118 TG: 24-25,31,32 33, 42-43, 51, 52, 54	TG: 21, 59, 60	SB: 74 TG: 35-36, 41, 42, 60, 61
(A) write a multi-paragraph essay to convey information about a topic that:		SB: 46, 81, 112 TG: 21-23-24, 29, 33-34, 45- 46, 58, 59, 61	SB: 50, 86 TG: 24-25, 35- 36, 60, 61-62, 64	SB: 44, 76, 110 TG: 19, 21-22, 33-34, 45-46, 58, 59, 60	SB: 38, 72, 118 TG: 24-25, 31, 32-33, 42-43, 51, 52, 54	TG: 21, 59, 60	SB: 74 TG: 35-36, 41, 42, 60, 61
(i) presents effective introductions and concluding paragraphs;	TG: 33-34, 58- 59	SB: 46, 81, 112 TG: 21-23-24, 29, 33-34, 45- 46, 58, 59, 61	SB: 50, 86 TG: 24-25, 35- 36, 60, 61-62, 64	SB: 44, 76, 110 TG: 19, 21-22, 33-34, 45-46, 58, 59, 60	SB: 38, 72, 118 TG: 24-25, 31, 32-33, 42-43, 51, 52, 54	TG: 21, 59, 60	SB: 74 TG: 35-36, 41, 42, 60, 61

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(ii) contains a clearly stated purpose or controlling idea;	TG: 33-34, 58- 59		SB: 50, 86 TG: 24-25, 35- 36, 60, 61-62, 64	SB: 44, 76, 110 TG: 19, 21-22, 33-34, 45-46, 58, 59, 60	SB: 38, 72, 118 TG: 24-25, 31, 32-33, 42-43, 51, 52, 54	TG: 21, 59, 60	SB: 74 TG: 35-36, 41, 42, 60, 61
(iii) is logically organized with appropriate facts and details and includes no extraneous information or inconsistencies;	TG: 33-34, 58- 59		SB: 50, 86 TG: 24-25, 35- 36, 60, 61-62, 64	SB: 44, 76, 110 TG: 19, 21-22, 33-34, 45-46, 58, 59, 60	SB: 38, 72, 118 TG: 24-25, 31, 32-33, 42-43, 51, 52, 54	TG: 21, 59, 60	SB: 74 TG: 35-36, 41, 42, 60, 61
(iv) accurately synthesizes ideas from several sources; and	TG: 33-34, 58- 59		TG: 61-62	TG: 19, 21-22,	SB: 38, 72, 118 TG: 24-25, 31, 32-33, 42-43, 51, 52, 54	TG: 21, 59, 60	SB: 74 TG: 35-36, 41, 42, 60, 61
(v) uses a variety of sentence structures, rhetorical devices, and transitions to link paragraphs;			SB: 50, 86 TG: 24-25, 35- 36, 60, 61-62, 64	SB: 44, 76, 110 TG: 19, 21-22, 33-34, 45-46, 58, 59, 60	SB: 38, 72, 118 TG: 24-25, 31, 32-33, 42-43, 51, 52, 54	TG: 21, 59, 60	SB: 74 TG: 35-36, 41, 42, 60, 61
(B) write a letter that reflects an opinion, registers a complaint, or requests information in a business or friendly context;			TG: 62	TG: 59			
(C) write responses to literary or expository texts that demonstrate the writing skills for multi-paragraph essays and provide sustained evidence from the text using quotations when appropriate; and	TG: 55, 58	TG: 52, 56	SB: 50, 86, 112 TG: 11, 12, 24- 25, 35-36, 45- 46, 48	SB: 44, 76, 110 TG: 21-22, 33- 34, 45-46, 58, 59, 60, 61		SB: 116 TG: 46-47, 59, 60, 62, 63-65	TG: 24-25, 45- 46, 60-61
(D) produce a multimedia presentation involving text and graphics using available technology.	TG: 57	TG: 58, 59	SB: 50, 86 TG: 24-25, 35- 36, 60, 61-62, 64	TG: 59	TG: 51, 52	TG: 59, 60	TG: 58
(18) Writing/Persuasive Texts. Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write a persuasive essay to the appropriate audience that:		TG: 45-46, 59	TG: 61-62	TG: 58, 61	TG: 39, 51, 52	SB: 116 TG: 19, 46-47, 59, 62	SB: 74 TG: 35-36
(A) establishes a clear thesis or position;	TG: 23-24, 55- 56				TG: 39, 51, 52	SB: 116 TG: 19, 46-47, 59, 62	SB: 74 TG: 35-36

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(B) considers and responds to the views of others and	TG: 23-24, 55-		TG: 61-62	TG: 58, 61	TG: 39, 51, 52	SB: 116	SB: 74
anticipates and answers reader concerns and counter-	56					TG: 19, 46-47,	TG: 35-36
arguments; and						59, 62	
(C) includes evidence that is logically organized to support	TG: 23-24, 55-		TG: 61-62	TG: 58, 61	TG: 39, 51, 52	SB: 116	SB: 74
the author's viewpoint and that differentiates between fact	56					TG: 19, 46-47,	TG: 35-36
and opinion.						59, 62	
(22) Research/Research Plan.		TG: 30, 58, 59	SB: 50, 86	TG: 58, 59	SB: 38	TG: 50, 51, 59,	TG: 58, 59
Students ask open-ended research questions and develop a			TG: 24-25, 35-		TG: 24, 25, 51,	60, 62, 63-65	
plan for answering them. Students are expected to:			36, 60, 61-62,		52		
			64				
(A) brainstorm, consult with others, decide upon a topic, and			TG: 60, 61-62,	TG: 58, 59	SB: 38	TG: 50, 51, 59,	TG: 58, 59
formulate a major research question to address the major			64		TG: 24, 25, 51,	60, 62, 63-65	
research topic; and					52		
(B) apply steps for obtaining and evaluating information	TG: 23-24, 55-		TG: 60, 61-62,	TG: 58, 59	SB: 38	SB: 116	TG: 58, 59
from a wide variety of sources and create a written plan	56		64		TG: 24, 25, 51,	TG: 46-47, 59,	
after preliminary research in reference works and additional					52	60, 62, 63-65	
text searches.							
(23) Research/Gathering Sources. Students determine,		TG: 30, 58, 59	TG: 60, 61-62,	TG: 58, 59	SB: 38	SB: 116	TG: 62
locate, and explore the full range of relevant sources			64		TG: 24, 25, 51,	TG: 46-47, 59,	
addressing a research question and systematically record the					52	60, 62, 63-65	
information they gather. Students are expected to:							
(A) follow the research plan to gather information from a			SB: 50, 86	TG: 58, 59	SB: 38	SB: 116	TG: 62
range of relevant print and electronic sources using			TG: 21-25, 35-	13. 30, 33	TG: 24, 25, 51,	TG: 46-47, 59,	13.02
advanced search strategies;			36, 60, 61-62		52	60, 62, 63-65	
(B) categorize information thematically in order to see the			SB: 50, 86	TG: 58, 59	SB: 38	SB: 116	
larger constructs inherent in the information;			TG: 21-25, 35-	13. 30, 33	TG: 24, 25, 51,	TG: 46-47, 59,	
larger constructs innerent in the information,			36, 60, 61-62		52	60, 62, 63-65	
(C) record bibliographic information (e.g., author, title, page			TG: 60, 61, 62,	TG: 58, 59	SB: 38	SB: 116	TG: 62
number) for all notes and sources according to a standard			64	[3. 33, 33	TG: 24, 25, 51,	TG: 46-47, 59,	1.0.02
format; and					52	60, 62, 63-65	
(D) differentiate between paraphrasing and plagiarism and			TG: 60, 61, 62,	TG: 58, 59	SB: 38	SB: 116	TG: 62
identify the importance of citing valid and reliable sources.			64	[3. 33, 33	TG: 24, 25, 51,	TG: 46-47, 59,	1.0.02
the importance of citing valid and reliable sources.					52	60, 62, 63-65	

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(24) Research/Synthesizing Information. Students clarify		TG: 30; 58; 59	SE: 50,86	TE: 58, 59	TE: 51, 52	SE: 116	TE: 58, 59, 62
research questions and evaluate and synthesize collected			TE: 24-25, 35-			TE: 46-47, 59,	
information. Students are expected to:			36, 60, 61-62			60, 62, 63-65	
(A) narrow or broaden the major research question, if			SE: 50,86	TE: 58, 59	TE: 51, 52	TE: 50, 51, 59,	TE: 58, 59
necessary, based on further research and investigation; and			TE: 24-25, 35- 36, 60, 61-62			60, 62, 63-65	
(B) utilize elements that demonstrate the reliability and			TE: 60, 61-62,	TE: 58, 59	SE: 38	SE: 116	TE: 62
validity of the sources used (e.g., publication date, coverage,			64		TE: 24, 25, 51,	TE: 46-47, 59,	
language, point of view) and explain why one source is more useful than another.					52	60, 62, 63-65	
(25) Research/Organizing and Presenting Ideas. Students		TG: 30; 58; 59	TE: 60, 61-62,	TE: 59	TE: 51, 52	SE: 116	TE: 58, 59, 62
organize and present their ideas and information according			64			TE: 46-47, 59,	
to the purpose of the research and their audience. Students						60, 62, 63-65	
are expected to synthesize the research into a written or an							
oral presentation that:							
(A) draws conclusions and summarizes or paraphrases the			TE: 60, 61-62,	TE: 59	TE: 51, 52	SE: 116	TE: 58, 59
findings in a systematic way;	TG: 23-24; 55-		64			TE: 46-47, 59,	
	56					60, 62, 63-65	
(B) marshals evidence to explain the topic and gives relevant			TE: 49-40, 60,	TE: 58, 59, 62-	SE: 38	SE: 42, 116	TE: 58, 59
reasons for conclusions;			61-62, 64	64	TE: 24, 25, 51,	TE: 24-25, 46-	
					52	47, 50-51, 59,	
						60, 62, 63-65	
(C) presents the findings in a meaningful format; and			TE: 60, 61-62,	TE: 59	TE: 51, 52	TE: 59, 60	TE: 58
	TG: 23-24; 55-		64				
	56						
(D) follows accepted formats for integrating quotations and			TE: 60, 61-62,		SE: 38	SE: 116	TE: 62
citations into the written text to maintain a flow of ideas.			64		TE: 24, 25, 51,	TE: 46-47, 59,	
				<u> </u>	52	60, 62, 63-65	
(26) Listening and Speaking/Listening. Students will use			TE: 18, 20, 22,	TE: 17, 18, 41,	TE: 19, 20, 21,	TE:	TE: 20, 21, 22,
comprehension skills to listen attentively to others in formal			23, 30, 33, 34,	42, 44, 52, 55,	29, 30, 49, 51,	19,22,21,22,	30, 31, 33, 42,
and informal settings. Students will continue to apply earlier			42, 43, 54, 56,	56, 58, 59, 60	53	23,32,34,35, 43,	43, 55, 56, 62
standards with greater complexity. Students are expected to			58, 60, 61-62,			44, 45, 54, 55,	
		L	63		<u> </u>	56, 60, 61	

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(A) listen to and interpret a speaker's purpose by explaining			TE: 18, 20, 22,	TE: 17, 18, 41,	TE: 19, 20, 21,	TE:	TE: 20, 21, 22,
the content, evaluating the delivery of the presentation, and			23, 30, 33, 34,	42, 44, 52, 55,	29, 30, 49, 51,	19,22,21,22,	30, 31, 33, 42,
asking questions or making comments about the evidence			42, 43, 56, 58,	56, 58, 59, 60	53	23,32,34,35, 43,	43, 55, 56, 62
that supports a speaker's claims;			60, 61-62, 63			44, 45, 54, 55, 56, 60, 61	
(B) follow and give complex oral instructions to perform			TE: 36	TE: 58, 59, 60	TE: 19, 20, 21,		TE: 20, 21, 22,
specific tasks, answer questions, or solve problems; and					29, 30, 49, 51,		30, 31, 33, 42,
					53		43, 55, 56, 62
(C) draw conclusions about the speaker's message by			TE: 55	TE: 58, 59, 60	TE: 19, 20, 21,	TE:	TE: 20, 21, 22,
considering verbal communication (e.g., word choice, tone)					29, 30, 49, 51,	19,22,21,22,	30, 31, 33, 42,
and nonverbal cues (e.g., posture, gestures, facial					53	23,32,34,35, 43,	43, 55, 56, 62
expressions).						44, 45, 54, 55,	
						56, 60, 61	
(27) Listening and Speaking/Speaking. Students speak clearly	TG: 56		TE: 61-62, 63	TE: 58, 59, 60		1 ' ' '	TE: 58, 59, 62
and to the point, using the conventions of language.						61, 63-65	
Students will continue to apply earlier standards with							
greater complexity. Students are expected to present a							
critique of a literary work, film, or dramatic production,							
employing eye contact, speaking rate, volume, enunciation,							
a variety of natural gestures, and conventions of language to							
communicate ideas effectively.							
(28) Listening and Speaking/Teamwork. Students work		TG: 18; 22; 31	TE: 18, 20, 22,	TE: 17, 18, 41,		TE:	TE: 20, 21, 22,
productively with others in teams. Students will continue to	TG: 46		23, 30, 33, 34,	42, 44, 52, 55,		19,22,21,22,	30, 31, 33, 42,
apply earlier standards with greater complexity. Students are			42, 43, 56, 58,	56, 58, 59, 60		23,32,34,35, 43,	43, 55, 56, 62
expected to participate productively in discussions, plan			60, 61, 62, 63			44, 45, 54, 55,	
agendas with clear goals and deadlines, set time limits for						56, 60, 61	
speakers, take notes, and vote on key issues.							

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(1) Reading/Fluency. Students read grade-level text with fluency and comprehension. Students are expected to adjust fluency when reading aloud grade-level text based on the reading purpose and the nature of the text.	nonfiction selections in the student edition allow	The short fiction and nonfiction selections in the student edition allow for ample read aloud opportunities.	of complexity.	of complexity. Suggestions for additional reading,	Anthology contains texts of varying levels of complexity. Suggestions for additional reading, challenging, average, and easy, are on p 58.	Anthology contains texts of varying levels of complexity. Suggestions for additional reading, challenging, average, and easy, are on p 66.	Anthology contains texts of varying levels of complexity. Suggestions for additional reading, challenging, average, and easy, are on p 65.
(2) Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:			40,41,42,44,47,	18, 23, 26, 28,	SB: 10 TE: 18, 26, 28, 30, 34, 37, 40, 41, 44, 48, 50	SE: 12, 88 TE: 17,20,22,26, 29,30,36-37, 38, 41, 42	SE: 10, 46 TE: 15-16, 17, 21, 23,24-25, 26, 29, 49-0, 47, 51, 57
(A) determine the meaning of grade-level academic English words derived from Latin, Greek, or other linguistic roots and affixes;	SB: footnotes on 86; 93; 108; 121						
(B) use context (within a sentence and in larger sections of text) to determine or clarify the meaning of unfamiliar or ambiguous words or words with novel meanings;				18, 23, 26, 28,	30, 34, 37, 40, 41, 44, 48, 50		SE: 10, 46 TE: 15-16, 17, 21, 23,24-25, 26, 29, 49-0, 47, 51, 57
(D) identify common words or word parts from other languages that are used in written English (e.g., phenomenon, charisma, chorus, passé, flora, fauna); and	SB:12 TG: 17, 28; 38; 49						

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(E) use a dictionary, a glossary, or a thesaurus (printed or electronic) to determine the meanings, syllabication, pronunciations, alternate word choices, and parts of speech of words.	SB: 12 TG: 17, 28; 38; 49	TG: 15-16, 26- 27, 31, 36-37, 49-50, 58, 60					
(3) Comprehension of Literary Text/Theme and Genre. Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to:			18,19, 20, 22,23,24-25, 27-	37, 39,42,45-	TE: 30, 31, 35-36, 46-47, 53	SE: 42, 116 TE: 22,24-25, 30, 32,35,42,46- 47, 53, 56	SE: 46, 110 TE: 18, 21, 24- 25, 27-28, 39- 39, 41, 45-46, 49-50, 54
(A) analyze literary works that share similar themes across cultures;	TG: 33, 43		SE: 50, 112 TE: 15- 16,19,22, 24- 25,27-28,31, 34,42,45-46,52, 55,57,58	x	SE: 38 TE: 24-25, 31, 46-47, 51, 53, 54	TE: 30, 42	
(B) compare and contrast the similarities and differences in mythologies from various cultures (e.g., ideas of afterlife, roles and characteristics of deities, purposes of myths); and	TG: 30, 33, 39					TE: 30, 42	
(C) explain how the values and beliefs of particular characters are affected by the historical and cultural setting of the literary work.	TG: 33; 43	TG: 36-37; 46; 49-50	TE: 15-16, 20, 22, 27-28				TE: 33, 41, 44, 50
(4) Comprehension of Literary Text/Poetry. Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding. Students are expected to compare and contrast the relationship between the purpose and characteristics of different poetic forms (e.g., epic poetry, lyric poetry).	53	TG: 19; 22; 29; 54; 56	TE: 12,19,22,32, 35,42,53,55	102, 126	SB: 23, 68 TE: 12, 20, 23, 31-32, 52	SE: 33, 44, 54, 63, 134 TE: 12, 21, 30, 31, 33, 56	SE: 32, 45, 73, 109, 125 TE: 21, 23, 34, 44, 53

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(5) Comprehension of Literary Text/Drama. Students understand, make inferences and draw conclusions about the structure and elements of drama and provide evidence from text to support their understanding. Students are expected to analyze how different playwrights characterize their protagonists and antagonists through the dialogue and staging of their plays.	TG: 18, 41					SE: 70-87 TE: 35, 46	
(6) Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to:			SE: 112 TE: 15-16, 20, 22, 27-28, 32, 42, 45-46, 55	SE: 110 TE: 18, 27, 28, 29, 36,37, 42, 43,44, 45-46,49- 50, 52, 54, 55, 56, 58, 60		SE: 42, 88, 116 TE: 18, 20, 21, 22, 24-25, 27- 28, 30, 32, 33, 34,36-37, 39- 40,42,46-47, 53, 56,57,61	SE: 46, 74 TE: 18, 21, 22,23, 24-25, 27-28, 31, 33,34, 35-36, 38-39, 41,43, 44,53, 54
(A) analyze linear plot developments (e.g., conflict, rising action, falling action, resolution, subplots) to determine whether and how conflicts are resolved;		TG: 18, 19, 20, 21, 29, 32; 33- 34; 40; 41; 42; 52; 53; 54; 55	TE: 45				
(B) analyze how the central characters' qualities influence the theme of a fictional work and resolution of the central conflict; and	TG: 18	TG: 23; 33; 45	TE: 15-16, 18, 20, 22, 23, 27- 28, 30, 41, 43, 53			TE: 15-16,18, 27- 28,33,34,44,57	TE: 18, 22, 27- 28, 38-39, 52, 56
(C) analyze different forms of point of view, including limited versus omniscient, subjective versus objective.	TG: 31; 39		TE: 31,52	TE: 19, 40, 43, 55, 56		TE: 32, 35	TE: 18, 19, 21, 22
·		TG: 15-16, 26- 27, 31, 36-37, 49-50, 58, 60	SE: 50 TE: 24-25, 60,63	TE: 14-15, 36- 37, 49-50, 58, 60		SE: 54 TE: 31, 39-40, 46-47, 61	TE: 24, 48, 55, 134

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(8) Comprehension of Literary Text/Sensory Language. Students understand, make inferences and draw conclusions	35; 38; 40; 45;	TG: 15-16; 17; 20; 21; 22;23- 24; 25; 28; 30; 32; 35; 38; 38; 42; 47; 51; 52; 56; 57	TE: 20,45-46, 49-50, 60,61-62	SE: 64-65 TE: 31			TE: 34, 53, 54
(9) Comprehension of Informational Text/Culture and History. Students analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to analyze works written on the same topic and compare how the authors achieved similar or different purposes.	TG: 23–24, 33–34, 36-37, 43–44, 47–48, 60	TG: 15-16, 26-27, 31, 36-37, 49-50, 58, 60	TE: 21, 56	TE: 14-15, 36-37, 49-50, 58, 60	SE: 38 TE: 15-16, 24- 25, 26-27, 38, 39, 49, 53	TE: 88, 116 TE: 36-37, 46- 47, 55	TE: 24-25, 27-28, 30, 38-39, 42, 55
(10) Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to:			SE: 50 TE: 15-16, 21, 24-25,27-28, 38- 39, 43, 52, 63	37, 49-50, 58,	SE: 38 TE: 15-16, 24- 25, 26-27, 38, 39, 49, 53	SE: 116 TE: 23, 27- 28,31, 39-40, 46-47, 55, 61	SE: 46 TE: 24-25, 27- 28, 30, 38-39, 42, 55
(A) summarize the main ideas, supporting details, and relationships among ideas in text succinctly in ways that maintain meaning and logical order;	TG: 19; 21; 22; 23	TG: 36-37; 49- 50	SE: 50 TE: 21,24-25, 52, 63	TE: 31, 49-50, 58, 60	TE: 21, 38, 49, 53	SE: 116 TE: 45, 46-47	SE: 46 TE: 24-25, 27- 28, 38-39
(B) distinguish factual claims from commonplace assertions and opinions and evaluate inferences from their logic in text;	TG: 22; 23; 29; 50	TG: 31; 43	TE: 60,63		TE: 49	SE: 116 TE: 45, 46-47	SE: 110 TE: 42, 45-46
(C) make subtle inferences and draw complex conclusions about the ideas in text and their organizational patterns; and	TG: 19, 21, 29, 42, 50,		TE: 21,56	TE: 30	TE: 49	TE: 19, 23, 43, 45	TE: 19
(D) synthesize and make logical connections between ideas within a text and across two or three texts representing similar or different genres and support those findings with textual evidence.	TG: 41; 58-59	TG: 23; 33; 45	TE: 60,63		TE: 39	TE: 45, 59, 61	TE: 32

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(11) Comprehension of Informational Text/Persuasive Text.					TE: 39		SE: 86
Students analyze, make inferences and draw conclusions							TE: 42
about persuasive text and provide evidence from text to							
support their analysis. Students are expected to:							
(A) compare and contrast persuasive texts that reached							SE: 86
different conclusions about the same issue and explain how							TE: 42
the authors reached their conclusions through analyzing the							
evidence each presents; and							
(B) analyze the use of such rhetorical and logical fallacies as				TE: 41	TE: 39		SE: 86
loaded terms, caricatures, leading questions, false							TE: 42
assumptions, and incorrect premises in persuasive texts.							
(12) Comprehension of Informational Text/Procedural Texts.							
Students understand how to glean and use information in							
procedural texts and documents. Students are expected to:							
(B) evaluate graphics for their clarity in communicating	SB: 10-11						
meaning or achieving a specific purpose.							
(13) Reading/Media Literacy. Students use comprehension					TE: 39		
skills to analyze how words, images, graphics, and sounds							
work together in various forms to impact meaning. Students							
will continue to apply earlier standards with greater depth in							
increasingly more complex texts. Students are expected to:							
(B) interpret how visual and sound techniques (e.g., special					TE: 39		
effects, camera angles, lighting, music) influence the							
message;							
(14) Writing/Writing Process. Students use elements of the			TE: 61-62, 65-	TE: 59, 62-64	TE: 52, 55-57	TE: 59, 60, 63-	SE: 46, 110
writing process (planning, drafting, revising, editing, and			67			65	TE: 24-25, 45-
publishing) to compose text. Students are expected to:							46, 62

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	And Justice for		Decisions,	Family Matters	On the Edge	To Be a Hero	Who Am I?
\$110.20 Fuglish Language Auto and Booding Crade 9	All	of Friends	Decisions	,	of Survival		
§110.20. English Language Arts and Reading, Grade 8, Beginning with School Year 2009-2010							
(A) plan a first draft by selecting a genre appropriate for	TG: 24, 34; 44	TG: 24-25; 33-	TE: 11,35-36,	TE: 59, 62-64	TE: 52, 55-57	TE: 59, 60, 63-	SE: 46, 110
conveying the intended meaning to an audience,	10. 24, 34, 44	34; 45-46; 58;	48, 60-62, 65-	112. 33, 02 04	12. 32, 33 37	65	TE: 24-25, 45-
determining appropriate topics through a range of strategies		59; 61; 62-64	67				46, 62
(e.g., discussion, background reading, personal interests,							10,00
interviews), and developing a thesis or controlling idea;							
(B) develop drafts by choosing an appropriate organizational		TG: 24-25; 33-	SE: 50,86	TE: 59, 62-64	TE: 52, 55-57	TE: 59, 60, 63-	SE: 46, 110
strategy (e.g., sequence of events, cause-effect, compare-	TG: 59	34; 45-46; 60-	TE: 24-25, 35-			65	TE: 24-25, 45-
contrast) and building on ideas to create a focused,		61	36, 60,61-62,				46, 62
organized, and coherent piece of writing;			64, 65-67				
(C) revise drafts to ensure precise word choice and vivid		TG: 24-25; 33-	TE: 61-62, 65-	TE: 59, 62-64	TE: 52, 55-57	TE: 59, 60, 63-	SE: 46, 110
images; consistent point of view; use of simple, compound,	TG: 59	34; 45-46; 60-	67			65	TE: 24-25, 45-
and complex sentences; internal and external coherence;		61					46, 62
and the use of effective transitions after rethinking how well							
questions of purpose, audience, and genre have been							
addressed;							0= 10 110
(D) edit drafts for grammar, mechanics, and spelling; and	TC 50	TG: 62	TE: 61-62, 65-	TE: 59, 62-64	TE: 52, 55-57	TE: 59, 60, 63-	SE: 46, 110
	TG: 59		67			65	TE: 24-25, 45- 46, 62
(E) revise final draft in response to feedback from peers and		TG: 62	TE: 61-62, 65-	TE: 59, 62-64	TE: 52, 55-57	TE: 59, 60, 63-	SE: 46, 110
teacher and publish written work for appropriate audiences.	TG: 59		67			65	TE: 24-25, 45-
							46, 62
(15) Writing/Literary Texts. Students write literary texts to			SE: 112	TE: 28, 32, 39,	TE: 30, 41, 52	SE: 42, 88	TE: 34, 53, 54
express their ideas and feelings about real or imagined				41, 58, 59		TE: 18,22,24-	
people, events, and ideas. Students are expected to:			49-50, 60,61-62			25, 32, 33, 36-	
						37	
(A) write an imaginative story that:		TG: 20; 32; 40;	SE: 112	TE: 28, 32, 39,	TE: 30, 41, 52	SE: 42,88	TE: 34, 53, 54
		43; 44; 59	TE: 20,45-46,	41, 58, 59		TE: 18,22,24-	
			49-50, 60,61-62			25, 32, 33, 36-	
(i) custoins reader interest.	TC: F1	<u> </u>	CE: 112	TE. 20 22 20	TE. 20 44 52	37	TE: 24 F2 F4
(i) sustains reader interest;	TG: 51		SE: 112	TE: 28, 32, 39,	TE: 30, 41, 52	SE: 42, 88	TE: 34, 53, 54
			TE: 20,45-46, 49-50, 60,61-62	41, 58, 59		TE: 18,22,24-	
			45-30, 00,01-02			25, 32, 33, 36-	
						37	

			ı	ITERARY THEME	S		
	And Justice for All	Best of Friends	Decisions, Decisions	Family Matters	On the Edge	To Be a Hero	Who Am I?
§110.20. English Language Arts and Reading, Grade 8, Beginning with School Year 2009-2010							
(ii) includes well-paced action and an engaging story line;	TG: 51		SE: 112 TE: 20,45-46, 49-50, 60,61-62	TE: 28, 32, 39, 41, 58, 59	TE: 30, 41, 52	SE: 42, 88 TE: 18,22,24- 25, 32, 33, 36- 37	TE: 34, 53, 54
(iii) creates a specific, believable setting through the use of sensory details;	TG: 51		SE: 112 TE; 20, 45-46, 49-50, 60, 61- 62	TE: 28, 32, 39, 41, 58, 59	TE: 30, 41, 52	SE: 42, 88 TE: 18,22,24- 25, 32, 33, 36- 37	TE: 34, 53, 54
(iv) develops interesting characters; and	TG: 51		SE: 112 TE: 20, 45-46, 49-50, 60, 61- 62	TE: 28, 32, 39, 41, 58, 59	TE: 30, 41, 52	SE: 42, 88 TE: 18,22,24- 25, 32, 33, 36- 37	TE: 34, 53, 54
(v) uses a range of literary strategies and devices to enhance the style and tone; and	TG: 51		SE: 112 TE: 20, 45-46, 49-50, 60, 61- 62	TE: 28, 32, 39, 41, 58, 59	TE: 30, 41, 52	SE: 42, 88 TE: 18,22,24- 25, 32, 33, 36- 37	TE: 34, 53, 54
(B) write a poem using:		TG: 32	TE: 22	SE: 55, 87 TE: 28, 41, 59	TE: 31, 52	TE: 55, 59, 60	
(i) poetic techniques (e.g., rhyme scheme, meter);				SE: 55, 87 TE: 28, 41, 59			
(16) Writing. Students write about their own experiences. Students are expected to write a personal narrative that has a clearly defined focus and includes reflections on decisions, actions, and/or consequences.	TG: 55	TG: 20; 21; 32; 40; 43; 44; 59	SE: 112 TE; 20, 45-46, 49-50, 60, 61- 62	TE: 28, 32, 39, 41, 58, 59	TE: 30, 41, 52	SE: 42, 88 TE: 16,18,22, 24 25, 32,33,36-37	TE: 34, 53, 54
(17) Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:			SE: 50, 86 TE: 24-25, 35- 36, 60, 61-62, 64	TE: 19, 21, 22, 33-34, 45-46,		TE: 21, 59, 60	SE: 74 TE: 35-36, 41, 42, 60, 61
(A) write a multi-paragraph essay to convey information about a topic that:		SB: 46; 81; 112 TG: 21-23-24; 33-34; 45-46; 58; 59; 61	SE: 50, 86 TE: 24-25, 35- 36, 60, 61-62, 64	TE: 19, 21-22,	SE: 38, 72, 118 TE: 24- 25,31,32-33, 42- 43, 51, 52, 54		SE: 74 TE: 35-36, 41, 42, 60, 61

				LITERARY THEME	S		
	And Justice for All	Best of Friends	Decisions, Decisions	Family Matters	On the Edge of Survival	To Be a Hero	Who Am I?
§110.20. English Language Arts and Reading, Grade 8, Beginning with School Year 2009-2010							
(i) presents effective introductions and concluding paragraphs;	TG: 33-34; 58- 59	SB: 46; 81; 112 TG: 21-23-24; 33-34; 45-46; 58; 59; 61	SE: 50, 86 TE: 24-25, 35- 36, 60, 61-62, 64	TE: 19, 21, 22,	SE: 38, 72, 118 TE: 24- 25,31,32-33, 42- 43, 51, 52, 54		SE: 74 TE: 35-36, 41, 42, 60, 61
(ii) contains a clearly stated purpose or controlling idea;	TG: 33-34; 58- 59		SE: 50, 86 TE: 24-25, 35- 36, 60, 61-62, 64	TE: 19, 21, 22,	SE: 38, 72, 118 TE: 24- 25,31,32-33, 42- 43, 51, 52, 54		SE: 74 TE: 35-36, 41, 42, 60, 61
(iii) is logically organized with appropriate facts and details and includes no extraneous information or inconsistencies;	TG: 33-34; 58- 59		SE: 50, 86 TE: 24-25, 35- 36, 60, 61-62, 64	TE: 19, 21, 22,	SE: 38, 72, 118 TE: 24- 25,31,32-33, 42- 43, 51, 52, 54		SE: 74 TE: 35-36, 41, 42, 60, 61
(iv) accurately synthesizes ideas from several sources; and	TG: 33-34; 58- 59		TE: 61-62	TE: 19, 21-22,	SE: 38, 72, 118 TE: 24- 25,31,32-33, 42- 43, 51, 52, 54		SE: 74 TE: 35-36, 41, 42, 60, 61
(v) uses a variety of sentence structures, rhetorical devices, and transitions to link paragraphs;			SE: 50, 86 TE: 24-25, 35- 36, 60, 61-62, 64	TE: 19, 21, 22,	SE: 38, 72, 118 TE: 24- 25,31,32-33, 42- 43, 51, 52, 54		SE: 74 TE: 35-36, 41, 42, 60, 61
(B) write a letter that reflects an opinion, registers a complaint, or requests information in a business or friendly context;			TE: 62	TE: 59			
(C) write responses to literary or expository texts that demonstrate the use of writing skills for a multi-paragraph essay and provide sustained evidence from the text using quotations when appropriate; and	TG: 55; 58	TG: 52; 56	SE: 50, 86, 112 TE: 11,12,24- 25, 35-36, 45- 46, 48	SE: 44, 76, 110 TE: 21-22, 33- 34, 45-46, 58, 59, 60, 61		SE: 116 TE: 46-47, 59, 60, 62, 63-65	TE: 24-25, 45- 46, 60-6

				LITERARY THEME	S		
	And Justice for All	Best of Friends	Decisions, Decisions	Family Matters	On the Edge of Survival	To Be a Hero	Who Am I?
§110.20. English Language Arts and Reading, Grade 8, Beginning with School Year 2009-2010							
(D) produce a multimedia presentation involving text, graphics, images, and sound using available technology.	TG: 57	TG: 58; 59	SE: 50, 86 TE: 24-25, 35- 36, 60, 61-62, 64	TE: 59	TE: 51,52	TE: 59,60	TE: 58
(18) Writing/Persuasive Texts. Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write a persuasive essay to the appropriate audience that:			TE: 61-62	TE: 58, 61	TE: 39, 51, 52	SE: 116 TE: 19, 46-47, 59, 62	SE: 74 TE: 35-36
(A) establishes a clear thesis or position;	TG: 23-24; 55-				TE: 39, 51, 52	SE: 116 TE: 19, 46-47, 59, 62	SE: 74 TE: 35-36
(B) considers and responds to the views of others and anticipates and answers reader concerns and counterarguments; and	TG: 23-24; 55- 56		TE: 61-62	TE: 58, 61	TE: 39, 51, 52	SE: 116 TE: 19, 46-47, 59, 62	SE: 74 TE: 35-36
(C) includes evidence that is logically organized to support the author's viewpoint and that differentiates between fact and opinion.	TG: 23-24; 55- 56		TE: 61-62	TE: 58, 61	TE: 39, 51, 52	SE: 116 TE: 19, 46-47, 59, 62	SE: 74 TE: 35-36
(22) Research/Research Plan. Students ask open-ended research questions and develop a plan for answering them. Students are expected to:		TG: 30, 58, 59	SE: 50,86 TE: 24-25, 35- 36, 60, 61-62, 64	TE: 58, 59	SE: 38 TE: 24, 25, 51, 52	TE: 50, 51, 59, 60, 62, 63-65	TE: 58, 59
(A) brainstorm, consult with others, decide upon a topic, and formulate a major research question to address the major research topic; and			TE: 60, 61-62, 64	TE: 58, 59	SE: 38 TE: 24, 25, 51, 52	TE: 50, 51, 59, 60, 62, 63-65	TE: 58, 59
(B) apply steps for obtaining and evaluating information from a wide variety of sources and create a written plan after preliminary research in reference works and additional text searches.	TG: 23-24; 55- 56		TE: 60, 61-62, 64	TE: 58, 59	SE: 38 TE: 24, 25, 51, 52	SE: 116 TE: 46-47, 59, 60, 62, 63-65	TE: 58, 59
(23) Research/Gathering Sources. Students determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather. Students are expected to:		TG: 30, 58, 59	TE: 60, 61-62, 64	TE: 58, 59	SE: 38 TE: 24, 25, 51, 52	SE: 116 TE: 46-47, 59, 60, 62, 63-65	TE: 62

				LITERARY THEME	S		
	And Justice for	Best	Decisions,	Family Bastons	On the Edge	To Do o Hove	Who Am I?
	All	of Friends	Decisions	Family Matters	of Survival	To Be a Hero	Who Am I?
§110.20. English Language Arts and Reading, Grade 8,							
Beginning with School Year 2009-2010							
(A) follow the research plan to gather information from a			SE: 50, 86	TE: 58, 59	SE: 38	SE: 116	TE: 62
range of relevant print and electronic sources using			TE: 21-25, 35-		TE: 24, 25, 51,	TE: 46-47, 59,	
advanced search strategies;			36, 60, 61-62		52	60, 62, 63-65	
(B) categorize information thematically in order to see the			SE: 50, 86	TE: 58, 59	SE: 38	SE: 116	
larger constructs inherent in the information;			TE: 24-25, 35-		TE: 24, 25, 51,	TE: 46-47, 59,	
			36, 60, 61-62		52	60, 62, 63-65	
(C) record bibliographic information (e.g., author, title, page			TE: 60, 61, 62,	TE: 58, 59	SE: 38	SE: 116	TE: 62
number) for all notes and sources according to a standard			64		TE: 24, 25, 51,	TE: 46-47, 59,	
format; and					52	60, 62, 63-65	
(D) differentiate between paraphrasing and plagiarism and			TE: 60, 61, 62,	TE: 58, 59	SE: 38	SE: 116	TE: 62
identify the importance of using valid and reliable sources.			64		TE: 24, 25, 51,	TE: 46-47, 59,	
					52	60, 62, 63-65	
(24) Research/Synthesizing Information. Students clarify		TG: 30, 58, 59	SE: 50,86	TE: 58, 59	TE: 51, 52	SE: 116	TE: 58, 59, 62
research questions and evaluate and synthesize collected			TE: 24-25, 35-			TE: 46-47, 59,	
information. Students are expected to:			36, 60, 61-62			60, 62, 63-65	
(A) narrow or broaden the major research question, if			SE: 50,86	TE: 58, 59	TE: 51, 52	TE: 50, 51, 59,	TE: 58, 59
necessary, based on further research and investigation; and			TE: 24-25, 35-			60, 62, 63-65	
			36, 60, 61-62				
(B) utilize elements that demonstrate the reliability and			TE: 60, 61-62,	TE: 58, 59	SE: 38	TE: 50, 51, 59,	TE: 62
validity of the sources used (e.g., publication date, coverage,			64		TE: 24, 25, 51,	60, 62, 63-65	
language, point of view) and explain why one source is more					52		
useful and relevant than another.							
(25) Research/Organizing and Presenting Ideas. Students		TG: 30, 58, 59	TE: 60, 61-62,	TE: 59	TE: 51, 52	SE: 116	TE: 58, 59, 62
organize and present their ideas and information according			64			TE: 46-47, 59,	
to the purpose of the research and their audience. Students						60, 62, 63-65	
are expected to synthesize the research into a written or an							
oral presentation that:							
(A) draws conclusions and summarizes or paraphrases the	TG: 23-24; 55-		TE: 60, 61-62,	TE: 59	TE: 51, 52	SE: 116	TE: 58, 59
findings in a systematic way;	56		64			TE: 46-47, 59,	
						60, 62, 63-65	

				LITERARY THEME	S		
	And Justice for All	Best of Friends	Decisions, Decisions	Family Matters	On the Edge	To Be a Hero	Who Am I?
§110.20. English Language Arts and Reading, Grade 8, Beginning with School Year 2009-2010							
(B) marshals evidence to explain the topic and gives relevant reasons for conclusions;	TG: 23-24; 55- 56		TE: 49-40, 60, 61-62, 64	TE: 58, 59, 62- 64	SE: 38 TE: 24, 25, 51, 52	SE: 42, 116 TE: 24-25, 46- 47, 50-51, 59, 60, 62, 63-65	TE: 58, 59
(C) presents the findings in a meaningful format; and	TG: 23-24; 55- 56		TE: 60, 61-62,	TE: 59	TE: 51, 52	TE: 59,60	TE: 58
(D) follows accepted formats for integrating quotations and citations into the written text to maintain a flow of ideas.			TE: 60, 61-62, 64		SE: 38 TE: 24, 25, 51, 52	SE: 116 TE: 46-47, 59, 60, 62, 63-65	TE: 62
(26) Listening and Speaking/Listening. Students will use comprehension skills to listen attentively to others in formal and informal settings. Students will continue to apply earlier standards with greater complexity. Students are expected to:			TE: 18, 20, 22, 23, 30, 33, 34, 42, 43, 54, 56, 58, 60, 61-62, 63		TE: 19, 20, 21, 29, 30, 49, 51, 53	TE: 19,22,21,22, 23,32,34,35, 43, 44, 45, 54, 55, 56, 60, 61	TE: 20, 21, 22, 30, 31, 33, 42, 43, 55, 56, 62
(A) listen to and interpret a speaker's purpose by explaining the content, evaluating the delivery of the presentation, and asking questions or making comments about the evidence that supports a speaker's claims;			TE: 18, 20, 22, 23, 30, 33, 34, 42, 43, 56, 58, 60, 61-62, 63		TE: 19, 20, 21, 29, 30, 49, 51, 53	TE: 19,22,21,22, 23,32,34,35, 43, 44, 45, 54, 55, 56, 60, 61	TE: 20, 21, 22, 30, 31, 33, 42, 43, 55, 56, 62
(B) follow and give complex oral instructions to perform specific tasks, answer questions, or solve problems; and			TE: 36	TE: 58, 59, 60	TE: 19, 20, 21, 29, 30, 49, 51, 53	X	TE: 20, 21, 22, 30, 31, 33, 42, 43, 55, 56, 62
(C) summarize formal and informal presentations, distinguish between facts and opinions, and determine the effectiveness of rhetorical devices.			TE: 55	TE: 58, 59, 60	TE: 19, 20, 21, 29, 30, 49, 51, 53	TE: 19,22,21,22, 23,32,34,35, 43, 44, 45, 54, 55, 56, 60, 61	TE: 20, 21, 22, 30, 31, 33, 42,
(27) Listening and Speaking/Speaking. Students speak clearly and to the point, using the conventions of language. Students will continue to apply earlier standards with greater complexity. Students are expected to advocate a position using anecdotes, analogies, and/or illustrations, and use eye contact, speaking rate, volume, enunciation, a variety of natural gestures, and conventions of language to communicate ideas effectively.			TE: 61-62, 63	TE: 58, 59, 60	TE: 30, 51, 52, 53	TE: 44, 54, 60, 61, 63-65	TE: 58, 59, 62

				ITERARY THEME	S		
	And Justice for	Best	Decisions,	Family Matters	On the Edge	To Be a Hero	Who Am I?
	All	of Friends	Decisions	railing watters	of Survival	то ве а него	wno Am I?
§110.20. English Language Arts and Reading, Grade 8,							
Beginning with School Year 2009-2010							
(28) Listening and Speaking/Teamwork. Students work	TG: 46	TG: 18; 22; 31	TE: 18, 20, 22,	TE: 17, 18, 41,	TE: 19, 20, 21,	TE:	TE: 20, 21, 22,
productively with others in teams. Students will continue to			23, 30, 33, 34,	42, 44, 52, 55,	29, 30, 49, 51,	19,22,21,22,	30, 31, 33, 42,
apply earlier standards with greater complexity. Students are			42, 43, 56, 58,	56, 58, 59, 60	53	23,32,34,35, 43,	43, 55, 56, 62
expected to participate productively in discussions, plan			60, 61, 62, 63			44, 45, 54, 55,	
agendas with clear goals and deadlines, set time limits for						56, 60, 61	
speakers, take notes, and vote on key issues.							

Literature and Thought English I TEKS Correlation

				LITERARY THEME	S		
	And Justice for All	Best of Friends	Decisions, Decisions	Family Matters	On the Edge of Survival	To Be a Hero	Who Am I?
§110.31. English Language Arts and Reading, English I,							
Beginning with School Year 2009-2010							
(1) Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:			SE: 12 TE: 17,18,19,23, 26,29,32,33,34, 37, 40,41,42,44,47, 51, 53,55,59	18, 23, 26, 28,		TE: 17,20,22,26, 29,30,36-37,	SE: 10, 46 TE: 15-16, 17, 21, 23,24-25, 26, 29, 49-0, 47, 51, 57
(A) determine the meaning of grade-level technical academic English words in multiple content areas (e.g., science, mathematics, social studies, the arts) derived from Latin, Greek, or other linguistic roots and affixes;	SE: footnotes on 86; 93; 108; 121						
(B) analyze textual context (within a sentence and in larger sections of text) to distinguish between the denotative and connotative meanings of words;	SB: p. 12 TG: 25, 35, 40, 45, 49, 53, 54			TE: 14-15, 16, 18, 23, 26, 28,		SE: 12, 88 TE: 17,20,22,26, 29,30,36-37, 38, 41, 42	SE: 10, 46 TE: 15-16, 17, 21, 23,24-25, 26, 29, 49-0, 47, 51, 57
(D) describe the origins and meanings of foreign words or phrases used frequently in written English (e.g., caveat emptor, carte blanche, tete a tete, pas de deux, bon appetit, quid pro quo); and (E) use a dictionary, a glossary, or a thesaurus (printed or electronic) to determine or confirm the meanings of words	SE: 12 TG: 17, 28; 38;	SE: 12 TG: 15-16, 17,					
and phrases, including their connotations and denotations, and their etymology.	49	25, 28, 35, 38, 47, 51, 57					

Literature and Thought English I TEKS Correlation

				LITERARY THEME	S		
	And Justice for All	Best of Friends	Decisions, Decisions	Family Matters	On the Edge of Survival	To Be a Hero	Who Am I?
§110.31. English Language Arts and Reading, English I,							
Beginning with School Year 2009-2010							
(2) Reading/Comprehension of Literary Text/Theme and Genre. Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to:			SE: 50 TE: 15-16, 18,19, 20, 22,23,24-25, 27- 28,30,31,32, 34,38-39,41,52, 53,54,58,63	52,54,56,58,60	TE: 30, 31, 35-36, 46-47, 53	TE: 22,24-25, 30, 32,35,42,46- 47, 53, 56	SE: 46, 110 TE: 18, 21, 24- 25, 27-28, 39- 39, 41, 45-46, 49-50, 54
(A) analyze how the genre of texts with similar themes shapes meaning;	TG: 30, 39	TG: 36-37; 46; 49-50	SE: 50, 112 TE: 15- 16,19,22, 24- 25,27-28,31, 34,42,45-46,52, 55,57,58		SE: 38 TE: 24-25, 31, 46-47, 51, 53, 54	TE: 30, 57	
(B) analyze the influence of mythic, classical and traditional literature on 20th and 21st century literature; and						TE: 30, 57	TE: 49,50
(C) relate the figurative language of a literary work to its historical and cultural setting.	TG: 40, 53	TG: 36-37; 46; 49-50					
(3) Reading/Comprehension of Literary Text/Poetry. Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding. Students are expected to analyze the effects of diction and imagery (e.g., controlling images, figurative language, understatement, overstatement, irony, paradox) in poetry.		TG: 19; 22; 29; 54; 56		1	SB: 23, 68 TE: 12, 20, 23, 31-32, 52	63, 134 TE: 12, 21, 30,	SE: 32, 45, 73, 109, 125 TE: 21, 23, 34, 44, 53

				LITERARY THEMES	5		
	And Justice for All	Best of Friends	Decisions, Decisions	Family Matters	On the Edge of Survival	To Be a Hero	Who Am I?
§110.31. English Language Arts and Reading, English I,							
Beginning with School Year 2009-2010							
(4) Reading/Comprehension of Literary Text/Drama. Students understand, make inferences and draw conclusions about the structure and elements of drama and provide evidence from text to support their understanding. Students are expected to explain how dramatic conventions (e.g., monologues, soliloquies, dramatic irony) enhance dramatic text.	TG: 18,41					SE: 70-87 TE: 35, 46	
(5) Reading/Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to:			SE: 112 TE: 15-16, 20, 22, 27-28, 32, 42, 45-46, 55	SE: 110 TE: 18, 27, 28, 29, 36,37, 42, 43,44, 45-46,49- 50, 52, 54, 55, 56, 58, 60		28, 30, 32, 33,	TE: 18, 21, 22,23, 24-25,
(A) analyze non-linear plot development (e.g., flashbacks, foreshadowing, sub-plots, parallel plot structures) and compare it to linear plot development;			TE: 33, 57	TE: 53		SE: 116 TE: 46-47	TE: 33, 44, 57
(B) analyze how authors develop complex yet believable characters in works of fiction through a range of literary devices, including character foils;		TG: 23; 33; 45	TE: 15-16, 20, 22, 23, 27-28, 43			TE: 18, 20, 30, 34, 35, 42, 53, 57	TE: 18, 22, 27- 28, 38-39, 52, 56
(C) analyze the way in which a work of fiction is shaped by the narrator's point of view; and(D) demonstrate familiarity with works by authors from non-English-speaking literary traditions with emphasis on classical literature.	TG: 31; 39		TE: 21				

			l	ITERARY THEME	S		
	And Justice for All	Best of Friends	Decisions, Decisions	Family Matters	On the Edge of Survival	To Be a Hero	Who Am I?
§110.31. English Language Arts and Reading, English I, Beginning with School Year 2009-2010							
(6) Reading/Comprehension of Literary Text/Literary Nonfiction. Students understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and provide evidence from text to support their understanding. Students are expected to analyze how literary essays interweave personal examples and ideas with factual information to explain, present a perspective, or describe a situation or event.	26-27; 29; 36- 37	TG: 15-16, 26- 27, 31, 36-37, 49-50, 58, 60	SE: 50 TE: 24-25, 60,63	TE: 14-15, 36- 37, 49-50, 58, 60		SE: 54 TE: 31, 39-40, 46-47, 61	TE: 24, 48, 55, 134
(7) Reading/Comprehension of Literary Text/Sensory Language. Students understand, make inferences and draw conclusions about how an author's sensory language creates imagery in literary text and provide evidence from text to support their understanding. Students are expected to explain the role of irony, sarcasm, and paradox in literary works.		TG: 15-16; 17; 20; 21; 22;23- 24; 25; 28; 30; 32; 35; 38; 38; 42; 47; 51; 52; 56; 57					TE: 34, 53, 54
(8) Reading/Comprehension of Informational Text/Culture and History. Students analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to explain the controlling idea and specific purpose of an expository text and distinguish the most important from the less important details that support the author's purpose.		TG:15-16, 26- 27, 31, 36-37, 49-50, 58, 60	TE: 21	37, 49-50, 58,	SE: 38 TE: 15-16, 24- 25, 26-27, 38, 39, 49, 53	TE: 88, 116 TE: 36-37, 46- 47, 55	TE: 24-25, 27- 28, 30, 38-39, 42, 55
(9) Reading/Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to: (A) summarize text and distinguish between a summary that		TG: 36-37; 49-	SE: 50 TE: 15-16, 21, 24-25,27-28, 38- 39, 43, 52, 63	37, 49-50, 58,	SE: 38 TE: 15-16, 24- 25, 26-27, 38, 39, 49, 53 TE: 21, 38, 49,	SE: 116 TE: 23, 27-28, 31, 39-40, 46- 47, 55, 61	SE: 46 TE: 24-25, 27- 28, 30, 38-39, 42, 55
captures the main ideas and elements of a text and a critique that takes a position and expresses an opinion;		50			53		

	LITERARY THEMES								
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(B) differentiate between opinions that are substantiated		TG: 31; 43	SE 86			TE: 39-40, 50-	SE: 110		
and unsubstantiated in the text;	TG: 22; 23, 29, 50		TE: 35-36, 43			51, 54, 59	TE: 42, 45-46		
(C) make subtle inferences and draw complex conclusions	TG: 19, 21, 29,		TE: 21,56		TE: 21	TE: 19, 23, 43,	TE: 33		
about the ideas in text and their organizational patterns; and	42, 50,					45			
(D) synthesize and make logical connections between ideas		TG: 23; 33; 45	TE: 49-50			TE: 45, 59, 61			
and details in several texts selected to reflect a range of	TG: 41; 58-59								
viewpoints on the same topic and support those findings									
with textual evidence.									
(10) Reading/Comprehension of Informational					TE: 39		SE: 86		
Text/Persuasive Text. Students analyze, make inferences and							TE: 42		
draw conclusions about persuasive text and provide									
evidence from text to support their analysis. Students are									
expected to:									
(A) analyze the relevance, quality, and credibility of evidence							SE: 86		
given to support or oppose an argument for a specific	TG: 22; 23, 29,						TE: 42		
audience; and	50								
(12) Reading/Media Literacy. Students use comprehension					TE: 39				
skills to analyze how words, images, graphics, and sounds									
work together in various forms to impact meaning. Students									
will continue to apply earlier standards with greater depth in									
increasingly more complex texts. Students are expected to:									
(A) compare and contrast how events are presented and					TE: 39				
information is communicated by visual images (e.g., graphic									
art, illustrations, news photographs) versus non-visual texts;									
(C) compare and contrast coverage of the same event in	TG: 41								
various media (e.g., newspapers, television, documentaries,									
blogs, Internet); and									
(13) Writing/Writing Process. Students use elements of the			TE: 61-62, 65-	TE: 59, 62-64	TE: 52, 55-57	TE: 59, 60, 63-	SE: 46, 110		
writing process (planning, drafting, revising, editing, and			67	,	,	65	TE: 24-25, 45-		
publishing) to compose text. Students are expected to:						-	46, 63		

				LITERARY THEME	S		
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(A) plan a first draft by selecting the correct genre for conveying the intended meaning to multiple audiences, determining appropriate topics through a range of strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea;	TG: 24, 34; 44	TG: 24-25; 33- 34; 45-46; 58; 59; 61; 62-64	TE: 61-62	TE: 59, 62-64	TE: 52, 55-57	TE: 59, 60, 63-65	SE: 46, 110 TE: 24-25, 45- 46, 63
(B) structure ideas in a sustained and persuasive way (e.g., using outlines, note taking, graphic organizers, lists) and develop drafts in timed and open-ended situations that include transitions and the rhetorical devices used to convey meaning;	TG: 60	TG: 24-25; 33- 34; 45-46; 60- 61		TE: 59, 62-64	TE: 52, 55-57	TE: 59, 60, 63- 65	SE: 46, 110 TE: 24-25, 45- 46, 63
(C) revise drafts to improve style, word choice, figurative language, sentence variety, and subtlety of meaning after rethinking how well questions of purpose, audience, and genre have been addressed;	TG: 60	TG: 24-25; 33- 34; 45-46; 60- 61		TE: 59, 62-64	TE: 52, 55-57	TE: 59, 60, 63- 65	SE: 46, 110 TE: 24-25, 45- 46, 63
(D) edit drafts for grammar, mechanics, and spelling; and	TG: 60	TG: 63	TE: 61-62, 65- 67	TE: 59, 62-64	TE: 52, 55-57	TE: 59, 60, 63- 65	SE: 46, 110 TE: 24-25, 45- 46, 63
(E) revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences.	TG: 60	TG: 63	TE: 61-62, 65- 67	TE: 59, 62-64	TE: 52, 55-57	TE: 59, 60, 63- 65	SE: 46, 110 TE: 24-25, 45- 46, 63
(14) Writing/Literary Texts. Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Students are responsible for at least two forms of literary writing. Students are expected to:			SE: 112 TE: 20,45-46, 49-50, 60,61-62	TE: 28, 32, 39, 41, 58, 59	TE: 30, 41, 52	SE: 42, 88 TE: 18,22,24- 25, 32, 33, 36- 37	TE: 34, 53, 54
(A) write an engaging story with a well-developed conflict and resolution, interesting and believable characters, and a range of literary strategies (e.g., dialogue, suspense) and devices to enhance the plot;	TG: 51	TG: 20; 32; 40; 43; 44; 59	SE: 112 TE: 20,45-46, 49-50, 60,61-62	TE: 28, 32, 39, 41, 58, 59	TE: 30, 41, 52	SE: 42, 88 TE: 18,22,24- 25, 32, 33, 36- 37	TE: 34, 53, 54
(B) write a poem using a variety of poetic techniques (e.g., structural elements, figurative language) and a variety of poetic forms (e.g., sonnets, ballads); and		TG: 32		SE: 55, 87 TE: 28, 41, 59			

				LITERARY THEME	S		
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§110.31. English Language Arts and Reading, English I, Beginning with School Year 2009-2010							
(15) Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:			SE: 50, 86 TE: 24-25, 35- 36, 60, 61-62, 64	SE: 44, 76, 110 TE: 19, 21-22, 33-34, 45-46, 58, 59, 60	SE: 38, 72, 118 TE: 24- 25,31,32-33, 42- 43, 51, 52, 54		SE: 74 TE: 35-36, 41, 42, 60, 61
(A) write an analytical essay of sufficient length that includes:		SE: 46; 81 TG: 21-23-24; 33-34; 45-46; 58; 59; 61	TE: 63.64	SE: 44, 76, 110 TE: 19, 21-22, 33-34, 45-46, 58, 59, 60	SE: 38, 72, 118 TE: 24- 25,31,32-33, 42- 43, 51, 52, 54		SE: 74 TE: 35-36, 41, 42, 60, 61
(i) effective introductory and concluding paragraphs and a variety of sentence structures;		SE: 46; 81; 112 TG: 21-23-24; 33-34; 45-46; 58; 59; 61	SE: 50, 86 TE: 24-25, 35- 36, 60, 61-62, 64	SE: 44, 76, 110 TE: 19, 21-22, 33-34, 45-46, 58, 59, 60	SE: 38, 72, 118 TE: 24- 25,31,32-33, 42- 43, 51, 52, 54		SE: 74 TE: 35-36, 41, 42, 60, 61
(ii) rhetorical devices, and transitions between paragraphs;			SE: 50, 86 TE: 24-25, 35- 36, 60, 61-62, 64	SE: 44, 76, 110 TE: 19, 21-22, 33-34, 45-46, 58, 59, 60	SE: 38, 72, 118 TE: 24- 25,31,32-33, 42- 43, 51, 52, 54		SE: 74 TE: 35-36, 41, 42, 60, 61
(iii) a controlling idea or thesis;				SE: 44, 76, 110 TE: 19, 21-22, 33-34, 45-46, 58, 59, 60	SE: 38, 72, 118 TE: 24- 25,31,32-33, 42- 43, 51, 52, 54		SE: 74 TE: 35-36, 41, 42, 60, 61
(iv) an organizing structure appropriate to purpose, audience, and context; and			SE: 50, 86 TE: 24-25, 35- 36, 60, 61-62, 64	SE: 44, 76, 110 TE: 19, 21-22, 33-34, 45-46, 58, 59, 60	SE: 38, 72, 118 TE: 24- 25,31,32-33, 42- 43, 51, 52, 54		SE: 74 TE: 35-36, 41, 42, 60, 61
(v) relevant information and valid inferences;			SE: 50, 86 TE: 24-25, 35- 36, 60, 61-62, 64	SE: 44, 76, 110 TE: 19, 21-22, 33-34, 45-46, 58, 59, 60	SE: 38, 72, 118 TE: 24- 25,31,32-33, 42- 43, 51, 52, 54		SE: 74 TE: 35-36, 41, 42, 60, 61

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§110.31. English Language Arts and Reading, English I,							
Beginning with School Year 2009-2010							
(i) organized and accurately conveyed information; and				SE: 44, 76, 110			
				TE: 19, 21-22,			
				33-34, 45-46,			
				58, 59, 60			
(ii) reader-friendly formatting techniques;				SE: 44, 76, 110			
				TE: 19, 21-22,			
				33-34, 45-46,			
				58, 59, 60			
(C) write an interpretative response to an expository or a		TG: 52; 56	TE: 49-50, 60,	SE: 44, 76, 110			TE: 24-25, 45-
literary text (e.g., essay or review) that:			61-62, 64	TE: 19, 21-22,			46, 60-61
				33-34, 45-46,			
				58, 59, 60			
(i) extends beyond a summary and literal analysis;			TE: 49-50, 60,	SE: 44, 76, 110			TE: 24-25, 45-
			61-62, 64	TE: 19, 21-22,			46, 60-61
				33-34, 45-46,			
				58, 59, 60			
(ii) addresses the writing skills for an analytical essay and				SE: 44, 76, 110			TE: 24-25, 45-
provides evidence from the text using embedded				TE: 19, 21-22,			46, 60-61
quotations; and				33-34, 45-46,			
				58, 59, 60			
(iii) analyzes the aesthetic effects of an author's use of			TE: 49-50, 60,	SE: 44, 76, 110			
stylistic or rhetorical devices; and			61-62, 64	TE: 19, 21-22,			
				33-34, 45-46,			
				58, 59, 60			
(D) produce a multimedia presentation (e.g., documentary,	TG: 57	TG: 58; 59	TE: 61-62		TE: 51, 52	TE: 59, 60	TE: 58
class newspaper, docudrama, infomercial, visual or textual							
parodies, theatrical production) with graphics, images, and							
sound that conveys a distinctive point of view and appeals to							
a specific audience.							
(16) Writing/Persuasive Texts. Students write persuasive			TE: 61-62	TE: 58, 61	TE: 39, 51, 52	SE: 116	SE: 74
texts to influence the attitudes or actions of a specific						TE: 19, 46-47,	TE: 35-36
audience on specific issues. Students are expected to write						59, 62	
an argumentative essay to the appropriate audience that							
includes:							

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§110.31. English Language Arts and Reading, English I, Beginning with School Year 2009-2010							
(A) a clear thesis or position based on logical reasons supported by precise and relevant evidence;	SE :50 TG: 23-24			TE: 58,61	TE: 39, 51, 52	SE: 116 TE: 19, 46-47, 59, 62	SE: 74 TE: 35-36
(B) consideration of the whole range of information and views on the topic and accurate and honest representation of these views;	SE :50 TG: 23-24		TE: 61-62	TE: 58, 61	TE: 39, 51, 52	SE: 116 TE: 19, 46-47, 59, 62	SE: 74 TE: 35-36
(C) counter-arguments based on evidence to anticipate and address objections;			TE: 61-62	TE: 58,61	TE: 39, 51, 52	SE: 116 TE: 19, 46-47, 59, 62	SE: 74 TE: 35-36
(D) an organizing structure appropriate to the purpose, audience, and context; and			TE: 61-62	TE: 58, 61	TE: 39, 51, 52	SE: 116 TE: 19, 46-47, 59, 62	SE: 74 TE: 35-36
(E) an analysis of the relative value of specific data, facts, and ideas.			TE: 61-62	TE: 58, 61	TE: 39, 51, 52	SE: 116 TE: 19, 46-47, 59, 62	SE: 74 TE: 35-36
(20) Research/Research Plan. Students ask open-ended research questions and develop a plan for answering them. Students are expected to:		TG: 30, 58, 59	SE: 50,86 TE: 24-25, 35- 36, 60, 61-62, 64	TE: 58, 59	SE: 38 TE: 24, 25, 51, 52	TE: 50, 51, 59, 60, 62, 63-65	TE: 58, 59
(A) brainstorm, consult with others, decide upon a topic, and formulate a major research question to address the major research topic; and	TG: 23-24; 55-		TE: 60, 61-62, 64	TE: 58,59	SE: 38 TE: 24, 25, 51, 52	TE: 50, 51, 59, 60, 62, 63-65	TE: 58, 59
(B) formulate a plan for engaging in research on a complex, multi-faceted topic.	TG: 23-24; 55-		TE: 60, 61-62, 64	TE: 58,59	SE: 38 TE: 24, 25, 51, 52	SE: 116 TE: 46-47, 59, 60, 62, 63-65	TE: 58, 59
(21) Research/Gathering Sources. Students determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather. Students are expected to:		TG: 30, 58, 59	TE: 60, 61-62, 64	TE: 58,59	SE: 38 TE: 24, 25, 51, 52	SE: 116 TE: 46-47, 59, 60, 62, 63-65	TE: 58, 59
(A) follow the research plan to compile data from authoritative sources in a manner that identifies the major issues and debates within the field of inquiry;			TE: 60, 61-62, 64	TE: 58, 59	SE: 38 TE: 24, 25, 51, 52	SE: 116 TE: 46-47, 59, 60, 62, 63-65	TE: 58, 59
(B) organize information gathered from multiple sources to create a variety of graphics and forms (e.g., notes, learning logs); and			TE: 60, 61-62, 64	TE: 58,59	SE: 38 TE: 24, 25, 51, 52	SE: 116 TE: 46-47, 59, 60, 62, 63-65	TE: 58, 59

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§110.31. English Language Arts and Reading, English I,							
Beginning with School Year 2009-2010							
(C) paraphrase, summarize, quote, and accurately cite all				TE: 58, 59	SE: 38	SE: 116	TE: 58, 59
researched information according to a standard format (e.g.,					TE: 24, 25, 51,	TE: 46-47, 59,	
author, title, page number).					52	60, 62, 63-65	
(22) Research/Synthesizing Information. Students clarify		TG: 30, 58, 59	SE: 50, 86	TE: 58, 59	TE: 51, 52	SE: 116	TE: 58, 59, 63
research questions and evaluate and synthesize collected			TE: 24-25, 35-			TE: 46-47, 59,	
information. Students are expected to:			36, 60, 61-62,			60, 62, 63-65	
			64, 65-67				
(A) modify the major research question as necessary to			SE: 50, 86	TE: 58, 59	TE: 51, 52	TE: 50, 51, 59,	TE: 58, 59
refocus the research plan;			TE: 24-25, 35-			60, 62, 63-65	
			36, 60, 61-62				
(B) evaluate the relevance of information to the topic and			TE: 60, 61-62,	TE: 58, 59	TE: 51, 52	SE: 116	TE: 58, 59
determine the reliability, validity, and accuracy of sources			64			TE: 46-47, 59,	
(including Internet sources) by examining their authority and						60, 62, 63-65	
objectivity; and							
(C) critique the research process at each step to implement			TE: 61-62, 65-	TE: 58, 59		TE: 50, 51, 59,	TE: 63
changes as the need occurs and is identified.			67			60, 62, 63-65	
(23) Research/Organizing and Presenting Ideas. Students		TG: 30, 58, 59	SE: 50, 86	TE: 59	TE: 51, 52	SE: 42, 116	TE: 58, 59
organize and present their ideas and information according			TE: 24-25, 35-			TE: 24-25, 46-	
to the purpose of the research and their audience. Students			36, 60, 61-62,			47, 50-51, 59,	
are expected to synthesize the research into a written or an			64, 65-67			60, 62, 63-65	
oral presentation that:							
(A) marshals evidence in support of a clear thesis statement				TE: 58, 59	TE: 51, 52	SE: 42, 116	TE: 58, 59
and related claims;	TG: 23-24; 55-					TE: 24-25, 46-	
	56					47, 50-51, 59,	
						60, 62, 63-65	
(B) provides an analysis for the audience that reflects a			SE: 50, 86	TE: 58, 59	TE: 51, 52	SE: 42, 116	TE: 58, 59
logical progression of ideas and a clearly stated point of	TG: 23-24; 55-		TE: 24-25, 35-			TE: 24-25, 46-	
view;	56		36, 60, 61-62			47, 50-51, 59,	
						60, 62, 63-65	
(C) uses graphics and illustrations to help explain concepts			TE: 61-62	TE: 59	TE: 51, 52	TE: 59-60	TE: 58, 59
where appropriate;	TG: 23-24; 55-						
	56						

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§110.31. English Language Arts and Reading, English I,							
Beginning with School Year 2009-2010							
(D) uses a variety of evaluative tools (e.g., self-made rubrics,			TE: 65-67	TE: 62-64	TE: 56	TE: 63-65	TE: 62-64
peer reviews, teacher and expert evaluations) to examine							
the quality of the research; and							
(E) uses a style manual (e.g., Modern Language Association,			TE: 60, 61-62,	TE: 58, 59	TE: 51, 52		TE: 63
Chicago Manual of Style) to document sources and format			64				
written materials.							
(24) Listening and Speaking/Listening. Students will use			TE: 18, 20, 22,	TE: 17, 18, 41,	TE: 19, 20, 21,	TE:	TE: 20, 21, 22,
comprehension skills to listen attentively to others in formal			23, 30, 33, 34,	42, 44, 52, 55,	29, 30, 49, 51,	19,22,21,22,	30, 31, 33, 42,
and informal settings. Students will continue to apply earlier			42, 43, 54, 56,	56, 58, 59, 60	53	23,32,34,35, 43,	43, 55, 56, 62
standards with greater complexity. Students are expected to:			58, 60, 61-62,			44, 45, 54, 55,	
			63			56, 60, 61	
(A) listen responsively to a speaker by taking notes that			TE: 18, 20, 22,	TE: 17, 18, 41,	TE: 19, 20, 21,	TE:	TE: 20, 21, 22,
summarize, synthesize, or highlight the speaker's ideas for			23, 30, 33, 34,	42, 44, 52, 55,	29, 30, 49, 51,	19,22,21,22,	30, 31, 33, 42,
critical reflection and by asking questions related to the			42, 43, 54, 56,	56, 58, 59, 60	53	23,32,34,35, 43,	43, 55, 56, 62
content for clarification and elaboration;			58, 60, 61-62,			44, 45, 54, 55,	
			63			56, 60, 61	
(B) follow and give complex oral instructions to perform			TE: 18, 60, 61-	TE: 58, 59, 60	TE: 19, 20, 21,		TE: 20, 21, 22,
specific tasks, answer questions, solve problems, and			62, 63		29, 30, 49, 51,		30, 31, 33, 42,
complete processes; and				<u> </u>	53		43, 55, 56, 62
(C) evaluate the effectiveness of a speaker's main and			TE: 61-62	TE: 44, 55, 58,	TE: 52, 53	TE: 44, 54, 60,	
supporting ideas.	TO 50		TF 64 62 62	59, 60	TE 20 54 52	61	TE EO EO 60
(25) Listening and Speaking/Speaking. Students speak clearly	IG: 56		TE: 61-62.63	TE: 58, 59, 60	TE: 30, 51, 52,	TE: 44, 54, 60,	TE: 58, 59, 62
and to the point, using the conventions of language.					53	61, 63-65	
Students will continue to apply earlier standards with							
greater complexity. Students are expected to give							
presentations using informal, formal, and technical language effectively to meet the needs of audience, purpose, and							
occasion, employing eye contact, speaking rate (e.g., pauses							
for effect), volume, enunciation, purposeful gestures, and							
conventions of language to communicate ideas effectively.							
conventions of language to communicate lucas effectively.							

			l	ITERARY THEME	S		
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§110.31. English Language Arts and Reading, English I,							
Beginning with School Year 2009-2010							
(26) Listening and Speaking/Teamwork. Students work		TG: 18; 22; 31	TE: 18, 20, 22,	TE: 17, 18, 41,	TE: 19, 20, 21,	TE:	TE: 20, 21, 22,
productively with others in teams. Students will continue to	TG: 46		23, 30, 33, 34,	42, 44, 52, 55,	29, 30, 49, 51,	19,22,21,22,	30, 31, 33, 42,
apply earlier standards with greater complexity. Students are			42, 43, 54, 56,	56, 58, 59, 60	53	23,32,34,35, 43,	43, 55, 56, 62
expected to participate productively in teams, building on			58, 60, 61-62,			44, 45, 54, 55,	
the ideas of others, contributing relevant information,			63			56, 60, 61	
developing a plan for consensus-building, and setting ground							
rules for decision-making.							

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§110.32. English Language Arts and Reading, English II,							
Beginning with School Year 2009-2010							
(1) Reading/Vocabulary Development. Students understand			SE: 12	SE: 12, 26	SB: 10	SE: 12,88	SE: 10, 46
new vocabulary and use it when reading and writing.			TE: 17,18,19,23,	TE: 14-15, 16,	TE: 18, 26, 28,	TE: 17,20,22,26,	TE: 15-16, 17,
Students are expected to:			26,29,32,33,34,	18, 23, 26, 28,	30, 34, 37, 40,	29,30,36-37,	21, 23,24-25,
			37,	29, 32, 33-	41, 44, 48, 50	38, 41, 42	26, 29, 49-0, 47,
			40,41,42,44,47,	34,35,38,39, 43,			51, 57
			51, 53,55,59	44,47,51,54, 55,			
				57			
(A) determine the meaning of grade-level technical academic	SE: footnotes						
English words in multiple content areas (e.g., science,	on 86; 93; 108;						
mathematics, social studies, the arts) derived from Latin,	121						
Greek, or other linguistic roots and affixes;							
(B) analyze textual context (within a sentence and in larger	SB: p. 12			SE: 12, 26	SB: 10	SE: 12,88	SE: 10, 46
sections of text) to distinguish between the denotative and	TG: 25, 35, 40,			TE: 14-15, 16,	TE: 18, 26, 28,	TE: 17,20,22,26,	TE: 15-16, 17,
connotative meanings of words;	45, 49, 53, 54			18, 23, 26, 28,	30, 34, 37, 40,	29,30,36-37,	21, 23,24-25,
				29, 32, 33-	41, 44, 48, 50	38, 41, 42	26, 29, 49-0, 47,
				34,35,38,39, 43,			51, 57
				44,47,51,54, 55,			
				57			
(E) use a dictionary, a glossary, or a thesaurus (printed or	SE: 12	SE: 12					
electronic) to determine or confirm the meanings of words	TG: 17, 28; 38;	TG: 15–16, 17,					
and phrases, including their connotations and denotations,	49	25, 28, 35, 38,					
and their etymology.		47, 51, 57					
(2) Reading/Comprehension of Literary Text/Theme and			SE: 50	SE: 110	TE: 30, 31, 35-	SE: 42, 116	SE: 46, 110
Genre. Students analyze, make inferences and draw			TE: 15-16,	TE: 18,28,36-	36, 46-47, 53	TE: 22,24-25,	TE: 18, 21, 24-
conclusions about theme and genre in different cultural,			18,19, 20,	37, 39,42,45-		30, 32,35,42,46-	25, 27-28, 39-
historical, and contemporary contexts and provide evidence			22,23,24-25, 27-	46, 49-50,		47, 53, 56	39, 41, 45-46,
from the text to support their understanding. Students are			28,30,31,32,	52,54,56,58,60			49-50, 54
expected to:			34,38-39,41,52,				
			53,54,58,63				

				LITERARY THEME	S		
	And Justice for All	Best of Friends	Decisions, Decisions	Family Matters	On the Edge of Survival	To Be a Hero	Who Am I?
§110.32. English Language Arts and Reading, English II, Beginning with School Year 2009-2010							
(A) compare and contrast differences in similar themes expressed in different time periods;	TG: 33; 43	SE: 12 TG: 15-16, 17, 25, 28, 35, 38, 47, 51, 57			SE: 38 TE: 24-25, 31, 46-47, 51, 53, 54	TE: 30, 57	TE: 49, 50
(B) analyze archetypes (e.g., journey of a hero, tragic flaw) in mythic, traditional and classical literature; and	TG: 30; 39					TE: 30, 57	TE: 49,50
(C) relate the figurative language of a literary work to its historical and cultural setting.							
(3) Reading/Comprehension of Literary Text/Poetry. Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding. Students are expected to analyze the structure or prosody (e.g., meter, rhyme scheme) and graphic elements (e.g., line length, punctuation, word position) in poetry.	TG: 31; 33; 40; 53	TG: 19; 22; 29; 54; 56		· ·	SB: 23, 68 TE: 12, 20, 23, 31-32, 52		SE: 32, 45, 73, 109, 125 TE: 21, 23, 34, 44, 53
(4) Reading/Comprehension of Literary Text/Drama. Students understand, make inferences and draw conclusions about the structure and elements of drama and provide evidence from text to support their understanding. Students are expected to analyze how archetypes and motifs in drama affect the plot of plays.	TG: 18, 41					SE: 70-87 TE: 35, 46	
(5) Reading/Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to:			SE: 112 TE: 15-16, 20, 22, 27-28, 32, 42, 45-46, 55	SE: 110 TE: 18, 27, 28, 29, 36,37, 42, 43,44, 45-46,49- 50, 52, 54, 55, 56, 58, 60		28, 30, 32, 33,	

				LITERARY THEME	S		
	And Justice for	Best	Decisions,	Family Matters	On the Edge	To Be a Hero	Who Am I?
	All	of Friends	Decisions	railing iviations	of Survival	то ве а него	Will Am Is
§110.32. English Language Arts and Reading, English II,							
Beginning with School Year 2009-2010							
(A) analyze isolated scenes and their contribution to the			SE: 50, 112				
success of the plot as a whole in a variety of works of fiction;			TE: 15-16, 19,				
			22, 24-25, 27-				
			28, 31, 34, 42,				
			45-46, 52, 55,				
			57, 58				
(B) analyze differences in the characters' moral dilemmas in	TG: 18; 20; 31;	TG: 21; 30; 32;					TE: 18, 22, 27-
works of fiction across different countries or cultures;	32; 39; 41	40; 41; 52; 54;					28, 38-39, 52,
		55					56
(6) Reading/Comprehension of Literary Text/Literary		TG: 15-16, 26-	SE: 50	TE: 14-15, 36-		SE: 54	TE: 24, 48, 55,
Nonfiction. Students understand, make inferences and draw	TG: 19; 20; 22;	27, 31, 36-37,	TE: 24-25,	37, 49-50, 58,		TE: 31, 39-40,	134
conclusions about the varied structural patterns and	26-27; 29; 36-	49-50, 58, 60	60,63	60		46-47, 61	
features of literary nonfiction and provide evidence from	37						
text to support their understanding. Students are expected							
to evaluate the role of syntax and diction and the effect of							
voice, tone, and imagery on a speech, literary essay, or other							
forms of literary nonfiction.							
(7) Reading/Comprehension of Literary Text/Sensory		TC: 1F 16: 17:					TF. 24 F2 F4
Language. Students understand, make inferences and draw	TC: 10: 20: 22:	TG: 15-16; 17;					TE: 34, 53, 54
	TG: 19; 20; 22;	20; 21; 22;23-					
conclusions about how an author's sensory language creates	37	24; 25; 28; 30;					
imagery in literary text and provide evidence from text to	37	32; 35; 38; 38;					
support their understanding. Students are expected to		42; 47; 51; 52;					
explain the function of symbolism, allegory, and allusions in		56; 57					
literary works. (8) Reading/Comprehension of Informational Text/Culture	TG: 18; 19; 20;	TG:15-16 26	TE: 21	TE: 14-15, 36-	SE: 38	TE: 88, 116	TE: 24-25, 27-
and History. Students analyze, make inferences and draw	21; 22; 29; 50	27, 31, 36-37,	112. 21		TE: 15-16, 24-	TE: 36-37, 46-	28, 30, 38-39,
conclusions about the author's purpose in cultural, historical,		49-50, 58, 60		60	· ·	47, 55	42, 55
and contemporary contexts and provide evidence from the		43-30, 36, 00			39, 49, 53	147, 33	4 2, 33
text to support their understanding. Students are expected					J3, 43, 33 		
to analyze the controlling idea and specific purpose of a							
passage and the textual elements that support and elaborate							
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it, including both the most important details and the less							
important details.							
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			ı	ITERARY THEME	:S		
	And Justice for All	Best of Friends	Decisions, Decisions	Family Matters	On the Edge	To Be a Hero	Who Am I?
§110.32. English Language Arts and Reading, English II,							
Beginning with School Year 2009-2010							
(9) Reading/Comprehension of Informational			SE: 50	TE: 14-15, 36-	SE: 38	SE: 116	SE: 46
Text/Expository Text. Students analyze, make inferences and			TE: 15-16, 21,	37, 49-50, 58,	TE: 15-16, 24-	TE: 23, 27-28,	TE: 24-25, 27-
draw conclusions about expository text and provide			24-25,27-28, 38-	60	25, 26-27, 38,	31, 39-40, 46-	28, 30, 38-39,
evidence from text to support their understanding. Students			39, 43, 52, 63		39, 49, 53	47, 55, 61	42, 55
are expected to:							
(A) summarize text and distinguish between a summary and		TG: 36-37; 49-			TE: 21, 38, 49,		
a critique and identify non-essential information in a		50			53		
summary and unsubstantiated opinions in a critique;							
(B) distinguish among different kinds of evidence (e.g.,		TG: 31; 43	SE 86			TE: 39-40, 50-	SE: 110
logical, empirical, anecdotal) used to support conclusions			TE: 35-36, 43			51, 54, 59	TE: 42, 45-46
and arguments in texts;							
(C) make and defend subtle inferences and complex	TG: 19, 21, 29,				TE: 21	TE: 19, 23, 43,	TE: 33
conclusions about the ideas in text and their organizational	42, 50					45	
patterns; and							
(D) synthesize and make logical connections between ideas		TG: 23; 33; 45	TE: 49-50			TE: 45, 59, 61	
and details in several texts selected to reflect a range of	TG: 41; 58-59						
viewpoints on the same topic and support those findings							
with textual evidence.							
(10) Reading/Comprehension of Informational					TE: 39		SE: 86
Text/Persuasive Text. Students analyze, make inferences and							TE: 42
draw conclusions about persuasive text and provide							
evidence from text to support their analysis. Students are							
expected to:							
(A) explain shifts in perspective in arguments about the same		TG: 29; 34					SE: 86
topic and evaluate the accuracy of the evidence used to							TE: 42
support the different viewpoints within those arguments;							
and							
(11) Reading/Comprehension of Informational							
Text/Procedural Texts. Students understand how to glean							
and use information in procedural texts and documents.							
Students are expected to:							
(B) synthesize information from multiple graphical sources	SE: 10-11						
to draw conclusions about the ideas presented (e.g., maps,							
charts, schematics).							

				LITERARY THEME	S		
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	All	of Friends	Decisions	Family Matters	of Survival	To Be a Hero	Who Am I?
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Beginning with School Year 2009-2010							
(12) Reading/Media Literacy. Students use comprehension					TE: 39		
skills to analyze how words, images, graphics, and sounds							
work together in various forms to impact meaning. Students							
will continue to apply earlier standards with greater depth in							
increasingly more complex texts. Students are expected to:							
(A) evaluate how messages presented in media reflect social					TE: 39		
and cultural views in ways different from traditional texts;							
(13) Writing/Writing Process. Students use elements of the			TE: 61-62, 65-	TE: 59, 62-64	TE: 52, 55-57	TE: 59, 60, 63-	SE: 46, 110
writing process (planning, drafting, revising, editing, and			67			65	TE: 24-25, 45-
publishing) to compose text. Students are expected to:							46, 63
(A) plan a first draft by selecting the correct genre for	TG: 24, 34; 44	TG: 24-25; 33-	TE: 61-62	TE: 59, 62-64	TE: 52, 55-57	TE: 59, 60, 63-	SE: 46, 110
conveying the intended meaning to multiple audiences,		34; 45-46; 58;				65	TE: 24-25, 45-
determining appropriate topics through a range of strategies		59; 61; 62-64					46, 63
(e.g., discussion, background reading, personal interests,							
interviews), and developing a thesis or controlling idea;							
(B) structure ideas in a sustained and persuasive way (e.g.,	TG: 24, 34; 44	TG: 24-25; 33-		TE: 59, 62-64	TE: 52, 55-57	TE: 59, 60, 63-	SE: 46, 110
using outlines, note taking, graphic organizers, lists) and		34; 45-46; 60-				65	TE: 24-25, 45-
develop drafts in timed and open-ended situations that		61					46, 63
include transitions and rhetorical devices used to convey							
meaning;							
(C) revise drafts to improve style, word choice, figurative	TG: 60	TG: 24-25; 33-		TE: 59, 62-64	TE: 52, 55-57	TE: 59, 60, 63-	SE: 46, 110
language, sentence variety, and subtlety of meaning after		34; 45-46; 60-				65	TE: 24-25, 45-
rethinking how well questions of purpose, audience, and		61					46, 63
genre have been addressed;							
(D) edit drafts for grammar, mechanics, and spelling; and	TG: 60	TG: 63	TE: 61-62, 65-	TE: 59, 62-64	TE: 52, 55-57	TE: 59, 60, 63-	SE: 46, 110
			67			65	TE: 24-25, 45-
							46, 63
(E) revise final draft in response to feedback from peers and	TG: 60	TG: 63	TE: 61-62, 65-	TE: 59, 62-64	TE: 52, 55-57	TE: 59, 60, 63-	SE: 46, 110
teacher and publish written work for appropriate audiences.			67			65	TE: 24-25, 45-
							46, 63

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(14) Writing/Literary Texts. Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Students are responsible for at least two forms of literary writing. Students are expected to:			SE: 112 TE: 20,45-46, 49-50, 60,61-62	TE: 28, 32, 39, 41, 58, 59	TE: 30, 41, 52	SE: 42, 88 TE: 18,22,24- 25, 32, 33, 36- 37	TE: 34, 53, 54
(A) write an engaging story with a well-developed conflict and resolution, interesting and believable characters, a range of literary strategies (e.g., dialogue, suspense) and devices to enhance the plot, and sensory details that define the mood or tone;	TG: 51	TG: 20; 32; 40; 43; 44; 59	SE: 112 TE: 20,45-46, 49-50, 60,61-62	TE: 28, 32, 39, 41, 58, 59	TE: 30, 41, 52	SE: 42, 88 TE: 18,22,24- 25, 32, 33, 36- 37	TE: 34, 53, 54
(B) write a poem using a variety of poetic techniques (e.g., structural elements, figurative language) and a variety of poetic forms (e.g., sonnets, ballads); and		TG: 32		SE: 55, 87 TE: 28, 41, 59			
(15) Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:			SE: 50, 86 TE: 24-25, 35- 36, 60, 61-62, 64	TE: 19, 21-22,	SE: 38, 72, 118 TE: 24- 25,31,32-33, 42- 43, 51, 52, 54		SE: 74 TE: 35-36, 41, 42, 60, 61
(A) write an analytical essay of sufficient length that includes:		SE: 46; 81 TG: 21-23-24; 33-34; 45-46; 58; 59; 61	TE: 63, 64	TE: 19, 21-22,	SE: 38, 72, 118 TE: 24- 25,31,32-33, 42- 43, 51, 52, 54		SE: 74 TE: 35-36, 41, 42, 60, 61
(i) effective introductory and concluding paragraphs and a variety of sentence structures;		SE: 46; 81 TG: 21-23-24; 33-34; 45-46; 58; 59; 61		TE: 19, 21-22, 33-34, 45-46,	SE: 38, 72, 118 TE: 24- 25,31,32-33, 42- 43, 51, 52, 54		SE: 74 TE: 35-36, 41, 42, 60, 61
(ii) rhetorical devices, and transitions between paragraphs;			SE: 50, 86 TE: 24-25, 35- 36, 60, 61-62, 64	TE: 19, 21-22, 33-34, 45-46,	SE: 38, 72, 118 TE: 24- 25,31,32-33, 42- 43, 51, 52, 54		SE: 74 TE: 35-36, 41, 42, 60, 61

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Beginning with School Year 2009-2010							
(iii) a thesis or controlling idea;				TE: 19, 21-22,	SE: 38, 72, 118 TE: 24- 25,31,32-33, 42- 43, 51, 52, 54		SE: 74 TE: 35-36, 41, 42, 60, 61
(iv) an organizing structure appropriate to purpose, audience, and context;			SE: 50, 86 TE: 24-25, 35- 36, 60, 61-62, 64	TE: 19, 21-22,	SE: 38, 72, 118 TE: 24- 25,31,32-33, 42- 43, 51, 52, 54		SE: 74 TE: 35-36, 41, 42, 60, 61
(v) relevant evidence and well-chosen details; and			SE: 50, 86 TE: 24-25, 35- 36, 60, 61-62, 64	TE: 19, 21-22,	SE: 38, 72, 118 TE: 24- 25,31,32-33, 42- 43, 51, 52, 54		SE: 74 TE: 35-36, 41, 42, 60, 61
(vi) distinctions about the relative value of specific data, facts, and ideas that support the thesis statement;				TE: 19, 21-22,	SE: 38, 72, 118 TE: 24- 25,31,32-33, 42- 43, 51, 52, 54		SE: 74 TE: 35-36, 41, 42, 60, 61
(B) write procedural or work-related documents (e.g., instructions, e-mails, correspondence, memos, project plans) that include:							
(i) organized and accurately conveyed information;				SE: 44, 76, 110 TE: 19, 21-22, 33-34, 45-46, 58, 59, 60			
(ii) reader-friendly formatting techniques; and				SE: 44, 76, 110 TE: 19, 21-22, 33-34, 45-46, 58, 59, 60			
(C) write an interpretative response to an expository or a literary text (e.g., essay or review) that:		TG: 52; 56	TE: 49-50, 60, 61-62, 64	SE: 44, 76, 110 TE: 19, 21-22, 33-34, 45-46, 58, 59, 60			TE: 24-25, 45- 46, 60-61

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Beginning with School Year 2009-2010							
(i) extends beyond a summary and literal analysis;			TE: 49-50, 60,	SE: 44, 76, 110			TE: 24-25, 45-
			61-62, 64	TE: 19, 21-22,			46, 60-61
				33-34, 45-46,			
				58, 59, 60			
(ii) addresses the writing skills for an analytical essay and				SE: 44, 76, 110			TE: 24-25, 45-
provides evidence from the text using embedded				TE: 19, 21-22,			46, 60-61
quotations; and				33-34, 45-46,			
				58, 59, 60			
(iii) analyzes the aesthetic effects of an author's use of				SE: 44, 76, 110			
stylistic and rhetorical devices; and				TE: 19, 21-22,			
				33-34, 45-46,			
				58, 59, 60			
(D) produce a multimedia presentation (e.g., documentary,	TG: 57	TG: 58; 59	TE: 61-62		TE: 51,52		TE: 58
class newspaper, docudrama, infomercial, visual or textual							
parodies, theatrical production) with graphics, images, and							
sound that conveys a distinctive point of view and appeals to	,						
a specific audience.							
(16) Writing/Persuasive Texts. Students write persuasive		TG: 30, 58, 59	TE: 61-62	TE: 58, 61	TE: 39, 51, 52	SE: 116	SE: 74
texts to influence the attitudes or actions of a specific						TE: 19, 46-47,	TE: 35-36
audience on specific issues. Students are expected to write						59, 62	
an argumentative essay to the appropriate audience that							
includes:							
(A) a clear thesis or position based on logical reasons	SE: 50			TE: 58, 61	TE: 39, 51, 52	SE: 116	SE: 74
supported by precise and relevant evidence;	TG: 23-24					TE: 19, 46-47,	TE: 35-36
						59, 62	
(B) consideration of the whole range of information and	SE: 50		TE: 61-62	TE: 58, 61	TE: 39, 51, 52	SE: 116	SE: 74
views on the topic and accurate and honest representation	TG: 23-24					TE: 19, 46-47,	TE: 35-36
of these views (i.e., in the author's own words and not out of	:					59, 62	
context);							
(C) counter-arguments based on evidence to anticipate and			TE: 61-62	TE: 58, 61	TE: 39, 51, 52	SE: 116	SE: 74
address objections;						TE: 19, 46-47,	TE: 35-36
						59, 62	
(D) an organizing structure appropriate to the purpose,			TE: 61-62	TE: 58,61	TE: 39, 51, 52	SE: 116	SE: 74
audience, and context;						TE: 19, 46-47,	TE: 35-36
						59, 62	

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Beginning with School Year 2009-2010							
(E) an analysis of the relative value of specific data, facts,			TE: 61-62	TE: 58, 61	TE: 39, 51, 52	SE: 116	SE: 74
and ideas; and						TE: 19, 46-47,	TE: 35-36
						59, 62	
(F) a range of appropriate appeals (e.g., descriptions,				TE: 58, 61	TE: 39, 51, 52	SE: 116	
anecdotes, case studies, analogies, illustrations).						TE: 19, 46-47,	
						59, 62	
(20) Research/Research Plan. Students ask open-ended		TG: 30; 58; 59	SE: 50,86	TE: 58, 59	SE: 38	TE: 50, 51, 59,	TE: 58, 59
research questions and develop a plan for answering them.			TE: 24-25, 35-		TE: 24, 25, 51,	60, 62, 63-65	
Students are expected to:			36, 60, 61-62,		52		
			64				
(A) brainstorm, consult with others, decide upon a topic, and			TE: 60, 61-62,	TE: 58, 59	SE: 38	TE: 50, 51, 59,	TE: 58, 59
formulate a major research question to address the major	TG: 23-24; 55-		64		TE: 24, 25, 51,	60, 62, 63-65	
research topic; and	56				52		
(B) formulate a plan for engaging in research on a complex,			TE: 60, 61-62,	TE: 58, 59	SE: 38	TE: 50, 51, 59,	TE: 58, 59
multi-faceted topic.	TG: 23-24; 55-		64		TE: 24, 25, 51,	60, 62, 63-65	
	56				52		
(21) Research/Gathering Sources. Students determine,		TG: 30; 58; 59	TE: 60, 61-62,	TE: 58, 59	SE: 38	SE: 116	TE: 58, 59, 63
locate, and explore the full range of relevant sources			64		TE: 24, 25, 51,	TE: 46-47, 59,	
addressing a research question and systematically record the					52	60, 62, 63-65	
information they gather. Students are expected to:							
(A) follow the research plan to compile data from			TE: 60, 61-62,	TE: 58, 59	SE: 38	SE: 116	TE: 58, 59
authoritative sources in a manner that identifies the major			64		TE: 24, 25, 51,	TE: 46-47, 59,	
issues and debates within the field of inquiry;					52	60, 62, 63-65	
(B) organize information gathered from multiple sources to			TE: 60, 61-62,	TE: 58, 59	SE: 38	SE: 116	TE: 58, 59
create a variety of graphics and forms (e.g., notes, learning			64		TE: 24, 25, 51,	TE: 46-47, 59,	
logs); and					52	60, 62, 63-65	
(C) paraphrase, summarize, quote, and accurately cite all				TE: 58, 59	SE: 38	SE: 116	TE: 58, 59
researched information according to a standard format (e.g.,					TE: 24, 25, 51,	TE: 46-47, 59,	
author, title, page number).					52	60, 62, 63-65	
(22) Research/Synthesizing Information. Students clarify		TG: 30; 58; 59	SE: 50, 86	TE: 58, 59	TE: 51, 52	SE: 116	TE: 58, 59, 63
research questions and evaluate and synthesize collected			TE: 24-25, 35-			TE: 46-47, 59,	
information. Students are expected to:			36, 60, 61-62,			60, 62, 63-65	
			64, 65-67				

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§110.32. English Language Arts and Reading, English II,							
Beginning with School Year 2009-2010							
(A) modify the major research question as necessary to refocus the research plan;			SE: 50, 86 TE: 24-25, 35- 36, 60, 61-62	TE: 58,59	TE: 51, 52	TE: 50, 51, 59, 60, 62, 63-65	TE: 58, 59
(B) evaluate the relevance of information to the topic and determine the reliability, validity, and accuracy of sources (including Internet sources) by examining their authority and objectivity; and			TE: 60, 61-62, 64	TE: 58, 59	TE: 51, 52	SE: 116 TE: 46-47, 59, 60, 62, 63-65	TE: 58, 59
(C) critique the research process at each step to implement changes as the need occurs and is identified.			TE: 61-62, 65- 67	TE: 58, 59		TE: 50, 51, 59, 60, 62, 63-65	TE: 63
(23) Research/Organizing and Presenting Ideas. Students organize and present their ideas and information according to the purpose of the research and their audience. Students are expected to synthesize the research into a written or an oral presentation that:		TG: 30; 58; 59	SE: 50, 86 TE: 24-25, 35- 36, 60, 61-62, 64, 65-67	TE: 59	TE: 51, 52	SE: 42, 116 TE: 24-25, 46- 47, 50-51, 59, 60, 62, 63-65	TE: 58, 59, 63
(A) marshals evidence in support of a clear thesis statement and related claims;	TG: 23-24; 55- 56			TE: 58, 59	TE: 51, 52	SE: 42, 116 TE: 24-25, 46- 47, 50-51, 59, 60, 62, 63-65	TE: 58, 59
(B) provides an analysis for the audience that reflects a logical progression of ideas and a clearly stated point of view;	TG: 23-24; 55- 56		SE: 50, 86 TE: 24-25, 35- 36, 60, 61-62	TE: 58, 59	TE: 51, 52	SE: 42, 116 TE: 24-25, 46- 47, 50-51, 59, 60, 62, 63-65	TE: 58, 59
(C) uses graphics and illustrations to help explain concepts where appropriate;	TG: 23-24; 55- 56		TE: 61-62	TE: 59	TE: 51, 52	TE: 59,60	TE: 58, 59
(D) uses a variety of evaluative tools (e.g., self-made rubrics, peer reviews, teacher and expert evaluations) to examine the quality of the research; and	TG: 23-24; 55- 56		TE: 65-67	TE: 62-64	TE: 56	TE: 63-65	TE: 62-64
(E) uses a style manual (e.g., <i>Modern Language Association</i> , <i>Chicago Manual of Style</i>) to document sources and format written materials.			TE: 60, 61-62, 64	TE: 58, 59	TE: 51, 52		TE: 63

	LITERARY THEMES								
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110.32. English Language Arts and Reading, English II,									
Beginning with School Year 2009-2010									
24) Listening and Speaking/Listening. Students will use			TE: 18, 20, 22,	TE: 17, 18, 41,	TE: 19, 20, 21,	TE:	TE: 20, 21, 22,		
comprehension skills to listen attentively to others in formal			23, 30, 33, 34,	42, 44, 52, 55,	29, 30, 49, 51,	19,22,21,22,	30, 31, 33, 42,		
and informal settings. Students will continue to apply earlier			42, 43, 54, 56,	56, 58, 59, 60	53	23,32,34,35, 43,	43, 55, 56, 62		
standards with greater complexity. Students are expected to:	:		58, 60, 61-62,			44, 45, 54, 55,			
			63			56, 60, 61			
A) listen responsively to a speaker by taking notes that			TE: 18, 20, 22,	TE: 17, 18, 41,	TE: 19, 20, 21,	TE:	TE: 20, 21, 22,		
summarize, synthesize, or highlight the speaker's ideas for			23, 30, 33, 34,	42, 44, 52, 55,	29, 30, 49, 51,	19,22,21,22,	30, 31, 33, 42,		
critical reflection and by asking questions related to the			42, 43, 54, 56,	56, 58, 59, 60	53	23,32,34,35, 43,	43, 55, 56, 62		
content for clarification and elaboration;			58, 60, 61-62,			44, 45, 54, 55,			
			63			56, 60, 61			
B) follow and give complex oral instructions to perform			TE: 18, 60, 61-	TE: 58, 59, 60	TE: 19, 20, 21,		TE: 20, 21, 22,		
specific tasks, answer questions, solve problems, and			62, 63		29, 30, 49, 51,		30, 31, 33, 42,		
complete processes; and					53		43, 55, 56, 62		
C) evaluate how the style and structure of a speech support			TE: 61-62	TE: 44, 55, 58,	TE: 52, 53	TE: 44, 54, 60,			
or undermine its purpose or meaning.				59, 60		61			
25) Listening and Speaking/Speaking. Students speak clearly	TG: 56		TE: 61-62, 63	TE: 58, 59, 60	TE: 30, 51, 52,	TE: 44, 54, 60,	TE: 58, 59, 62		
and to the point, using the conventions of language.					53	61, 63-65			
Students will continue to apply earlier standards with									
greater complexity. Students are expected to advance a									
coherent argument that incorporates a clear thesis and a									
ogical progression of valid evidence from reliable sources									
and that employs eye contact, speaking rate (e.g., pauses for									
effect), volume, enunciation, purposeful gestures, and									
conventions of language to communicate ideas effectively.									
26) Listening and Speaking/Teamwork. Students work		TG: 18; 22; 31	TE: 18, 20, 22,	TE: 17, 18, 41,	TE: 19, 20, 21,	TE:	TE: 20, 21, 22,		
productively with others in teams. Students will continue to	TG: 46		23, 30, 33, 34,	42, 44, 52, 55,	29, 30, 49, 51,	19,22,21,22,	30, 31, 33, 42,		
apply earlier standards with greater complexity. Students are			42, 43, 54, 56,	56, 58, 59, 60	53	23,32,34,35, 43,	43, 55, 56, 62		
expected to participate productively in teams, building on			58, 60, 61-62,			44, 45, 54, 55,			
he ideas of others, contributing relevant information,			63			56, 60, 61			
developing a plan for consensus-building, and setting ground									
rules for decision-making.									

			ı	ITERARY THEME	S		
	And Justice for	Best	Decisions,		On the Edge	7. 5	14/h - A - 12
	All	of Friends	Decisions	Family Matters	of Survival	To Be a Hero	Who Am I?
§110.33. English Language Arts and Reading, English III,							
Beginning with School Year 2009-2010							
(1) Reading/Vocabulary Development. Students understand			SE: 12	SE: 12, 26	SB: 10	SE: 12, 88	SE: 10, 46
new vocabulary and use it when reading and writing.			TE: 17,18,19,23,	TE: 14-15, 16,	TE: 18, 26, 28,	TE: 17,20,22,26,	TE: 15-16, 17,
Students are expected to:			26,29,32,33,34,	18, 23, 26, 28,	30, 34, 37, 40,	29,30,36-37,	21, 23,24-25,
			37,	29, 32, 33-	41, 44, 48, 50	38, 41, 42	26, 29, 49-0, 47,
			40,41,42,44,47,	34,35,38,39, 43,			51, 57
			51, 53,55,59	44,47,51,54, 55,			
				57			
(A) determine the meaning of grade-level technical	SB: footnotes						
academic English words in multiple content areas (e.g.,	on 86; 93; 108;						
science, mathematics, social studies, the arts) derived from	121						
Latin, Greek, or other linguistic roots and affixes;							
(B) analyze textual context (within a sentence and in larger	SB: p. 12			SE: 12, 26		SE: 12, 88	SE: 10, 46
sections of text) to draw conclusions about the nuance in	TG: 25, 35, 40,			TE: 14-15, 16,		TE: 17,20,22,26,	TE: 15-16, 17,
word meanings;	45, 49, 53, 54			18, 23, 26, 28,		29,30,36-37,	21, 23,24-25,
				29, 32, 33-		38, 41, 42	26, 29, 49-0, 47,
				34,35,38,39, 43,			51, 57
				44,47,51,54, 55,			
				57			
(E) use general and specialized dictionaries, thesauri,	SB: 12	SB: 12					
glossaries, histories of language, books of quotations, and	TG: 17, 28; 38;	TG: 15-16, 17,					
other related references (printed or electronic) as needed.	49	25, 28, 35, 38,					
, and the second		47, 51, 57					
(2) Reading/Comprehension of Literary Text/Theme and			SE: 50	SE: 110	TE: 30, 31, 35-	SE: 42, 116	SE: 46, 110
Genre. Students analyze, make inferences and draw			TE: 15-16,	TE: 18,28,36-	36, 46-47, 53	TE: 22,24-25,	TE: 18, 21, 24-
conclusions about theme and genre in different cultural,			18,19, 20,	37, 39,42,45-		30, 32,35,42,46-	25, 27-28, 39-
historical, and contemporary contexts and provide evidence			22,23,24-25, 27-	46, 49-50,		47, 53, 56	39, 41, 45-46,
from the text to support their understanding. Students are			28,30,31,32,	52,54,56,58,60			49-50, 54
expected to:			34,38-39,41,52,				
			53,54,58,63				

				LITERARY THEME	S		
	And Justice for All	Best of Friends	Decisions, Decisions	Family Matters	On the Edge of Survival	To Be a Hero	Who Am I?
§110.33. English Language Arts and Reading, English III, Beginning with School Year 2009-2010							
(A) analyze the way in which the theme or meaning of a selection represents a view or comment on the human condition;	TG: 58	TG: 19; 22; 29; 54; 56					
(B) relate the characters and text structures of mythic, traditional, and classical literature to 20th and 21st century American novels, plays, or films; and	TG: 30; 39					TE: 33	TE: 49,50
(C) relate the main ideas found in a literary work to primary source documents from its historical and cultural setting.	TG: 23; 35; 46						
(3) Reading/Comprehension of Literary Text/Poetry. Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding. Students are expected to analyze the effects of metrics, rhyme schemes (e.g., end, internal, slant, eye), and other conventions in American poetry.	53	TG: 19; 22; 29; 54; 56		102, 126	SB: 23, 68 TE: 12, 20, 23, 31-32, 52	63, 134	SE: 32, 45, 73, 109, 125 TE: 21, 23, 34, 44, 53
(4) Reading/Comprehension of Literary Text/Drama. Students understand, make inferences and draw conclusions about the structure and elements of drama and provide evidence from text to support their understanding. Students are expected to analyze the themes and characteristics in different periods of modern American drama.						SE: 70-87 TE: 35, 46	
(5) Reading/Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to:			SE: 112 TE: 15-16, 20, 22, 27-28, 32, 42, 45-46, 55	SE: 110 TE: 18, 27, 28, 29, 36,37, 42, 43,44, 45-46,49- 50, 52, 54, 55, 56, 58, 60		SE: 42, 88, 116 TE: 18, 20, 21, 22, 24-25, 27- 28, 30, 32, 33, 34,36-37, 39- 40,42,46-47, 53, 56,57,61	SE: 46, 74 TE: 18, 21, 22,23, 24-25, 27-28, 31, 33,34, 35-36, 38-39, 41,43, 44,53, 54

				LITERARY THEMES	5		
	And Justice for	Best	Decisions,	Family Matters	On the Edge	To Be a Hero	Who Am I?
	All	of Friends	Decisions	railing watters	of Survival	TO BE a Helo	WIIIO AIII 1:
§110.33. English Language Arts and Reading, English III,							
Beginning with School Year 2009-2010							
(A) evaluate how different literary elements (e.g., figurative	TG: 29; 30; 40;	TG: 21; 30; 32;	SE: 50, 112			TE: 44, 57	
language, point of view) shape the author's portrayal of the	53	40; 41; 52; 54;	TE: 15-16, 19,				
plot and setting in works of fiction;		55	22, 24-25, 27-				
			28, 31, 34, 42,				
			45-46, 52, 55,				
			57, 58				
(B) analyze the internal and external development of			TE: 15-16, 20,			TE: 44,57	TE: 18, 27-28,
characters through a range of literary devices;			22, 23, 27-28,				38-39, 52, 56
			43				
(D) demonstrate familiarity with works by authors in							TE: 49, 50
American fiction from each major literary period.							
(6) Reading/Comprehension of Literary Text/Literary		15-16, 26-27,	SE: 50	TE: 14-15, 36-		SE: 54	TE: 24, 48, 55,
Nonfiction. Students understand, make inferences and draw	TG: 19; 20; 22;	31, 36-37,	TE: 24-25,	37, 49-50, 58,		TE: 31, 39-40,	134
conclusions about the varied structural patterns and	26-27; 29; 36-	4950, 58, 60	60,63	60		46-47, 61	
features of literary nonfiction and provide evidence from	37						
text to support their understanding. Students are expected							
to analyze how rhetorical techniques (e.g., repetition,							
parallel structure, understatement, overstatement) in							
literary essays, true life adventures, and historically							
important speeches influence the reader, evoke emotions,							
and create meaning.							
(7) Reading/Comprehension of Literary Text/Sensory		TG: 15-16; 17;					TE: 34, 53, 54
Language. Students understand, make inferences and draw	TG: 19; 20; 22;	20; 21; 22;23-					
conclusions about how an author's sensory language creates	26-27; 29; 36-	24; 25; 28; 30;					
imagery in literary text and provide evidence from text to	37	32; 35; 38; 38;					
support their understanding. Students are expected to		42; 47; 51; 52;					
analyze the meaning of classical, mythological, and biblical		56; 57					
allusions in words, phrases, passages, and literary works.							

			L	ITERARY THEME	S		
	And Justice for All	Best of Friends	Decisions, Decisions	Family Matters	On the Edge of Survival	To Be a Hero	Who Am I?
§110.33. English Language Arts and Reading, English III,	7	o					
Beginning with School Year 2009-2010							
(8) Reading/Comprehension of Informational Text/Culture	TG: 18; 19; 20;	15-16, 26-27,	TE: 21	TE: 14-15, 36-	SE: 38	TE: 88, 116	TE: 24-25, 27-
and History. Students analyze, make inferences and draw	21; 22; 29; 50	31, 36-37, 49-		37, 49-50, 58,	TE: 15-16, 24-	TE: 36-37, 46-	28, 30, 38-39,
conclusions about the author's purpose in cultural,		50, 58, 60		60	25, 26-27, 38,	47, 55	42, 55
historical, and contemporary contexts and provide evidence					39, 49, 53		
from the text to support their understanding. Students are							
expected to analyze how the style, tone, and diction of a text							
advance the author's purpose and perspective or stance.							
(9) Reading/Comprehension of Informational			SE: 50	TE: 14-15, 36-	SE: 38	SE: 116	SE: 46
Text/Expository Text. Students analyze, make inferences and				· ·	TE: 15-16, 24-	TE: 23, 27-28,	TE: 24-25, 27-
draw conclusions about expository text and provide			24-25,27-28, 38-		25, 26-27, 38,	31, 39-40, 46-	28, 30, 38-39,
evidence from text to support their understanding. Students			39, 43, 52, 63		39, 49, 53	47, 55, 61	42, 55
are expected to:						, = = , =	,
(A) summarize a text in a manner that captures the author's		TG: 36-37; 49-			TE: 21, 38, 49,		SE: 46
viewpoint, its main ideas, and its elements without taking a		50			53		TE: 24-25, 27-
position or expressing an opinion;							28, 38-39
(C) make and defend subtle inferences and complex					TE: 21	TE: 19, 23, 43,	TE: 33
conclusions about the ideas in text and their organizational						45	
patterns; and							
(D) synthesize ideas and make logical connections (e.g.,	TG: 58	TG: 23; 33; 45	TE: 49-50			TE: 45, 59, 61	
thematic links, author analyses) between and among							
multiple texts representing similar or different genres and							
technical sources and support those findings with textual							
evidence.							
(10) Reading/Comprehension of Informational					TE: 39		SE: 86
Text/Persuasive Text. Students analyze, make inferences and							TE: 42
draw conclusions about persuasive text and provide							
evidence from text to support their analysis. Students are							
expected to:							
(A) evaluate how the author's purpose and stated or							SE: 86
						•	TE: 42

				LITERARY THEME	S		
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§110.33. English Language Arts and Reading, English III, Beginning with School Year 2009-2010	All	Orrnenus	Decisions		Ol Sulvival		
(12) Reading/Media Literacy. Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to:					TE: 39		
(13) Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:			TE: 61-62, 65- 67	TE: 59, 62-64	TE: 52, 55-57	TE: 59, 60, 63-65	SE: 46, 110 TE: 24-25, 45- 46, 64
(A) plan a first draft by selecting the correct genre for conveying the intended meaning to multiple audiences, determining appropriate topics through a range of strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea;	TG: 24, 34; 44	TG: 24-25; 33- 34; 45-46; 58; 59; 61; 62-64	TE: 61-62	TE: 59, 62-64	TE: 52, 55-57	TE: 59, 60, 63-65	SE: 46, 110 TE: 24-25, 45- 46, 64
(B) structure ideas in a sustained and persuasive way (e.g., using outlines, note taking, graphic organizers, lists) and develop drafts in timed and open-ended situations that include transitions and rhetorical devices to convey meaning;	TG: 24, 34; 44	TG: 24-25; 33- 34; 45-46; 60- 61		TE: 59, 62-64	TE: 52, 55-57	TE: 59, 60, 63-65	SE: 46, 110 TE: 24-25, 45- 46, 64
(C) revise drafts to clarify meaning and achieve specific rhetorical purposes, consistency of tone, and logical organization by rearranging the words, sentences, and paragraphs to employ tropes (e.g., metaphors, similes, analogies, hyperbole, understatement, rhetorical questions, irony), schemes (e.g., parallelism, antithesis, inverted word order, repetition, reversed structures), and by adding transitional words and phrases;	TG: 61	TG: 24-25; 33- 34; 45-46; 60- 61		TE: 59, 62-64	TE: 52, 55-57	TE: 59, 60, 63-65	SE: 46, 110 TE: 24-25, 45- 46, 64
(D) edit drafts for grammar, mechanics, and spelling; and	TG: 61	TG: 64	TE: 61-62, 65-67	TE: 59, 62-64	TE: 52, 55-57	TE: 59, 60, 63-65	SE: 46, 110 TE: 24-25, 45- 46, 64
(E) revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences.		TG: 64	TE: 61-62, 65-67	TE: 59, 62-64	TE: 52, 55-57	TE: 59, 60, 63-65	SE: 46, 110 TE: 24-25, 45- 46, 64

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	And Justice for	Best	Decisions,	5	On the Edge	s	Nath . A 12
	All	of Friends	Decisions	Family Matters	of Survival	To Be a Hero	Who Am I?
§110.33. English Language Arts and Reading, English III,							
Beginning with School Year 2009-2010							
(14) Writing/Literary Texts. Students write literary texts to			SE: 112	TE: 28, 32, 39,	TE: 30, 41, 52	SE: 42, 88	TE: 34, 53, 54
express their ideas and feelings about real or imagined			TE: 20,45-46,	41, 58, 59		TE: 18,22,24-	
people, events, and ideas. Students are responsible for at			49-50, 60,61-62			25, 32, 33, 36-	
least two forms of literary writing. Students are expected to:						37	
(A) write an engaging story with a well-developed conflict	TG: 51	TG: 20; 32; 40;	SE: 112	TE: 28, 32, 39,		SE: 42, 88	TE: 34, 53, 54
and resolution, complex and non-stereotypical characters, a		43; 44; 59	TE: 20,45-46,	41, 58, 59		TE: 18,22,24-	
range of literary strategies (e.g., dialogue, suspense) and			49-50, 60,61-62			25, 32, 33, 36-	
devices to enhance the plot, and sensory details that define						37	
the mood or tone;							
(B) write a poem that reflects an awareness of poetic		TG: 32		TE: 28, 32, 39,			
conventions and traditions within different forms (e.g.,				41, 58, 59			
sonnets, ballads, free verse); and							
(15) Writing/Expository and Procedural Texts. Students write			SE: 50, 86	SE: 44, 76, 110	SE: 38, 72, 118	TE: 21, 59, 60	SE: 74
expository and procedural or work-related texts to			TE: 24-25, 35-	TE: 19, 21-22,	TE: 24-		TE: 35-36, 41,
communicate ideas and information to specific audiences			36, 60, 61-62,	33-34, 45-46,	25,31,32-33, 42-		42, 60, 61
for specific purposes. Students are expected to:			64	58, 59, 60	43, 51, 52, 54		
(A) write an analytical essay of sufficient length that		SB: 46; 81	TE: 63, 64	SE: 44, 76, 110	SE: 38, 72, 118	TE: 21, 59, 60	SE: 74
includes:		TG: 21-23-24;		TE: 19, 21-22,	TE: 24-		TE: 35-36, 41,
		33-34; 45-46;		33-34, 45-46,	25,31,32-33, 42-		42, 60, 61
		58; 59; 61		58, 59, 60	43, 51, 52, 54		
(i) effective introductory and concluding paragraphs and a		SB: 46; 81;	SE: 50, 86	SE: 44, 76, 110		TE: 21, 59, 60	SE: 74
variety of sentence structures;		TG: 21-23-24;	TE: 24-25, 35-	TE: 19, 21-22,	TE: 24-		TE: 35-36, 41,
		33-34; 45-46;	36, 60, 61-62,	33-34, 45-46,	25,31,32-33, 42-		42, 60, 61
		58; 59; 61	64	58, 59, 60	43, 51, 52, 54		
(ii) rhetorical devices, and transitions between paragraphs;			SE: 50, 86	SE: 44, 76, 110	SE: 38, 72, 118	TE: 21, 59, 60	SE: 74
			TE: 24-25, 35-	TE: 19, 21-22,	TE: 24-		TE: 35-36, 41,
			36, 60, 61-62,	33-34, 45-46,	25,31,32-33, 42-		42, 60, 61
			64	58, 59, 60	43, 51, 52, 54		

				LITERARY THEME	S		
	And Justice for All	Best of Friends	Decisions, Decisions	Family Matters	On the Edge of Survival	To Be a Hero	Who Am I?
§110.33. English Language Arts and Reading, English III,	7.11	0.111011010			0.00.00.00.00.00.00.00.00.00.00.00.00.0		
Beginning with School Year 2009-2010							
(iii) a clear thesis statement or controlling idea;					SE: 38, 72, 118	TE: 21, 59, 60	SE: 74
				1 ' '	TE: 24-		TE: 35-36, 41,
				33-34, 45-46,	25,31,32-33, 42-	-	42, 60, 61
				58, 59, 60	43, 51, 52, 54		
(iv) a clear organizational schema for conveying ideas;					SE: 38, 72, 118	TE: 21, 59, 60	SE: 74
				TE: 19, 21-22,	TE: 24-		TE: 35-36, 41,
					25,31,32-33, 42-	-	42, 60, 61
				58, 59, 60	43, 51, 52, 54		
(v) relevant and substantial evidence and well-chosen			SE: 50, 86	SE: 44, 76, 110	SE: 38, 72, 118	TE: 21, 59, 60	SE: 74
details; and			TE: 24-25, 35-	TE: 19, 21-22,	TE: 24-		TE: 35-36, 41,
			36, 60, 61-62,	33-34, 45-46,	25,31,32-33, 42-	-	42, 60, 61
			64	58, 59, 60	43, 51, 52, 54		
(vi) information on multiple relevant perspectives and a				SE: 44, 76, 110	SE: 38, 72, 118		
consideration of the validity, reliability, and relevance of				TE: 19, 21-22,	TE: 24-		
primary and secondary sources;				33-34, 45-46,	25,31,32-33, 42-	-	
				58, 59, 60	43, 51, 52, 54		
(B) write procedural or work-related documents (e.g.,							
résumés, proposals, college applications, operation							
manuals) that include:							
(i) a clearly stated purpose combined with a well-supported				SE: 44, 76, 110			
viewpoint on the topic;				TE: 19, 21-22,			
				33-34, 45-46,			
				58, 59, 60			
(ii) appropriate formatting structures (e.g., headings,				SE: 44, 76, 110			
graphics, white space);				TE: 19, 21-22,			
				33-34, 45-46,			
(iv) accurate technical information in accessible language	 			58, 59, 60			
(iv) accurate technical information in accessible language;				SE: 44, 76, 110			
and				TE: 19, 21-22, 33-34, 45-46,			
]			58, 59, 60		ļ	ļ

				LITERARY THEME	S		
	And Justice for All	Best of Friends	Decisions, Decisions	Family Matters	On the Edge of Survival	To Be a Hero	Who Am I?
§110.33. English Language Arts and Reading, English III,							
Beginning with School Year 2009-2010							
(v) appropriate organizational structures supported by facts				SE: 44, 76, 110			
and details (documented if appropriate);				TE: 19, 21-22,			
				33-34, 45-46,			
				58, 59, 60			
(C) write an interpretation of an expository or a literary text		TG: 52; 56	TE: 49-50, 60,	SE: 44, 76, 110			TE: 24-25, 45-
that:			61-62, 64	TE: 19, 21-22,			46, 60-61
				33-34, 45-46,			
				58, 59, 60			
(i) advances a clear thesis statement;				SE: 44, 76, 110			TE: 24-25, 45-
				TE: 19, 21-22,			46, 60-61
				33-34, 45-46,			
				58, 59, 60			
(ii) addresses the writing skills for an analytical essay,				SE: 44, 76, 110			TE: 24-25, 45-
including references to and commentary on quotations from				TE: 19, 21-22,			46, 60-61
the text;				33-34, 45-46,			
				58, 59, 60			
(D) produce a multimedia presentation (e.g., documentary,	TG: 57	TG: 58; 59	TE: 61-62		TE: 51, 52	TE: 59,60	TE: 58
class newspaper, docudrama, infomercial, visual or textual							
parodies, theatrical production) with graphics, images, and							
sound that appeals to a specific audience and synthesizes							
information from multiple points of view.							
(16) Writing/Persuasive Texts. Students write persuasive		TG: 30; 58; 59	TE: 61-62	TE: 58, 61	TE: 39, 51, 52	SE: 116	SE: 74
texts to influence the attitudes or actions of a specific		10. 50, 50, 55	112. 01 02	112. 30, 01	12. 33, 31, 32	TE: 19, 46-47,	TE: 35-36
audience on specific issues. Students are expected to write						59, 62	112. 33 30
an argumentative essay (e.g., evaluative essays, proposals)						33, 02	
to the appropriate audience that includes:							
to the appropriate addience that includes.							
(A) a clear thesis or position based on logical reasons	SE: 50			TE: 58, 61	TE: 39, 51, 52	SE: 116	SE: 74
supported by precise and relevant evidence, including facts,	TG: 23-24			,		TE: 19, 46-47,	TE: 35-36
expert opinions, quotations, and/or expressions of						59, 62	
commonly accepted beliefs;							
(B) accurate and honest representation of divergent views	SE: 50		TE: 61-62	TE: 58, 61	TE: 39, 51, 52	SE: 116	SE: 74
(i.e., in the author's own words and not out of context);	TG: 23-24					TE: 19, 46-47,	TE: 35-36
, , , , , , , , , , , , , , , , , , , ,						59, 62	

				LITERARY THEME	S		
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§110.33. English Language Arts and Reading, English III, Beginning with School Year 2009-2010							
(C) an organizing structure appropriate to the purpose, audience, and context;	SE: 50 TG: 23-24		TE: 61-62	TE: 58, 61	TE: 39, 51, 52	SE: 116 TE: 19, 46-47, 59, 62	SE: 74 TE: 35-36
(D) information on the complete range of relevant perspectives;	SE: 50 TG: 23-24		TE: 61-62	TE: 58, 61	TE: 39, 51, 52	SE: 116 TE: 19, 46-47, 59, 62	SE: 74 TE: 35-36
(E) demonstrated consideration of the validity and reliability of all primary and secondary sources used; and							
(F) language attentively crafted to move a disinterested or opposed audience, using specific rhetorical devices to back up assertions (e.g., appeals to logic, emotions, ethical beliefs).			TE: 61-62	TE: 58,61	TE: 39, 51, 52	SE: 116 TE: 19, 46-47, 59, 62	SE: 74 TE: 35-36
(20) Research/Research Plan. Students ask open-ended research questions and develop a plan for answering them. Students are expected to:		TG: 30; 58; 59	SE: 50,86 TE: 24-25, 35- 36, 60, 61-62, 64	TE: 58, 59	SE: 38 TE: 24, 25, 51, 52	TE: 50, 51, 59, 60, 62, 63-65	TE: 58, 59, 64
(A) brainstorm, consult with others, decide upon a topic, and formulate a major research question to address the major research topic; and	TG: 23-24; 55- 56		TE: 60, 61-62, 64	TE: 58,59	SE: 38 TE: 24, 25, 51, 52	TE: 50, 51, 59, 60, 62, 63-65	TE: 58, 59
(B) formulate a plan for engaging in in-depth research on a complex, multi-faceted topic.			TE: 60, 61-62, 64	TE: 58,59	SE: 38 TE: 24, 25, 51, 52	TE: 50, 51, 59, 60, 62, 63-65	TE: 58, 59
(21) Research/Gathering Sources. Students determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather. Students are expected to:		TG: 30; 58; 59	TE: 60, 61-62, 64	TE: 58, 59	SE: 38 TE: 24, 25, 51, 52	SE: 116 TE: 46-47, 59, 60, 62, 63-65	TE: 58, 59, 64
(A) follow the research plan to gather evidence from experts on the topic and texts written for informed audiences in the field, distinguishing between reliable and unreliable sources and avoiding over-reliance on one source;			TE: 60, 61-62, 64	TE: 58, 59	SE: 38 TE: 24, 25, 51, 52	SE: 116 TE: 46-47, 59, 60, 62, 63-65	TE: 58, 59

			l	LITERARY THEME	:S		
	And Justice for All	Best of Friends	Decisions, Decisions	Family Matters	On the Edge	To Be a Hero	Who Am I?
§110.33. English Language Arts and Reading, English III,							
Beginning with School Year 2009-2010							
(B) systematically organize relevant and accurate information to support central ideas, concepts, and themes, outline ideas into conceptual maps/timelines, and separate factual data from complex inferences; and			TE: 60, 61-62, 64	TE: 58, 59	SE: 38 TE: 24, 25, 51, 52	SE: 116 TE: 46-47, 59, 60, 62, 63-65	TE: 58, 59
(C) paraphrase, summarize, quote, and accurately cite all researched information according to a standard format (e.g., author, title, page number), differentiating among primary, secondary, and other sources.				TE: 58, 59	SE: 38 TE: 24, 25, 51, 52	SE: 116 TE: 46-47, 59, 60, 62, 63-65	TE: 58, 59
(22) Research/Synthesizing Information. Students clarify research questions and evaluate and synthesize collected information. Students are expected to:		TG: 30; 58; 59	SE: 50, 86 TE: 24-25, 35- 36, 60, 61-62, 64, 65-67	TE: 58, 59	TE: 51,52	SE: 116 TE: 46-47, 59, 60, 62, 63-65	TE: 58, 59, 64
(A) modify the major research question as necessary to refocus the research plan;			SE: 50, 86 TE: 24-25, 35- 36, 60, 61-62, 64, 65-67	TE: 58, 59	TE: 51, 52	TE: 50, 51, 59, 60, 62, 63-65	TE: 58, 59
(B) differentiate between theories and the evidence that supports them and determine whether the evidence found is weak or strong and how that evidence helps create a cogent argument; and			SE: 50, 86 TE: 24-25, 35- 36, 60, 61-62, 64, 65-67	TE: 58, 59	TE: 51, 52	SE: 116 TE: 46-47, 59, 60, 62, 63-65	TE: 58, 59
(C) critique the research process at each step to implement changes as the need occurs and is identified.			TE: 61-62, 65-67	TE: 58, 59		TE: 50, 51, 59, 60, 63-65	TE: 64
(23) Research/Organizing and Presenting Ideas. Students organize and present their ideas and information according to the purpose of the research and their audience. Students are expected to synthesize the research into an extended written or oral presentation that:		TG: 30; 58; 59	SE: 50, 86 TE: 24-25, 35- 36, 60, 61-62, 64, 65-67	TE: 59	TE: 51, 52	SE: 42, 116 TE: 24-25, 46- 47, 50-51, 59, 60, 62, 63-65	TE: 58, 59, 64
(A) provides an analysis that supports and develops personal opinions, as opposed to simply restating existing information;	TG: 23-24; 55- 56		SE: 50, 86 TE: 24-25, 35- 36, 60, 61-62, 64, 65-67	TE; 58, 59		SE: 42, 116 TE: 24-25, 46- 47, 50-51, 59, 60, 62, 63-65	TE: 58, 59

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	And Justice for All	Best of Friends	Decisions, Decisions	Family Matters	On the Edge	To Be a Hero	Who Am I?
§110.33. English Language Arts and Reading, English III,							
Beginning with School Year 2009-2010							
(B) uses a variety of formats and rhetorical strategies to				TE; 58, 59			TE: 58, 59
argue for the thesis;							
(C) develops an argument that incorporates the complexities				TE; 58, 59			TE: 58, 59
of and discrepancies in information from multiple sources							
and perspectives while anticipating and refuting counter-							
arguments;							
(D) uses a style manual (e.g., Modern Language Association,			TE: 60, 61-62,	TE; 58,59	TE: 51, 52		TE: 64
Chicago Manual of Style) to document sources and format			64				
written materials; and							
(E) is of sufficient length and complexity to address the			TE: 61-62; 65-	TE; 58,59	TE: 51, 52	SE: 42, 116	TE: 58, 59, 64
topic.			67			TE: 24-25, 46-	
						47, 50-51, 59,	
						60, 62, 63-65	
(24) Listening and Speaking/Listening. Students will use			TE: 18, 20, 22,	TE: 17, 18, 41,	TE: 19, 20, 21,	TE:	TE: 20, 21, 22,
comprehension skills to listen attentively to others in formal			23, 30, 33, 34,	42, 44, 52, 55,	29, 30, 49, 51,	19,22,21,22,	30, 31, 33, 42,
and informal settings. Students will continue to apply earlier			42, 43, 54, 56,	56, 58, 59, 60	53	23,32,34,35, 43,	43, 55, 56, 62
standards with greater complexity. Students are expected			58, 60, 61-62,			44, 45, 54, 55,	
to:			63			56, 60, 61	
(A) listen responsively to a speaker by framing inquiries that			TE: 18, 20, 22,	TE: 17, 18, 41,	TE: 19, 20, 21,	TE:	TE: 20, 21, 22,
reflect an understanding of the content and by identifying			23, 30, 33, 34,	42, 44, 52, 55,	29, 30, 49, 51,	19,22,21,22,	30, 31, 33, 42,
the positions taken and the evidence in support of those			42, 43, 54, 56,	56, 58, 59, 60	53	23,32,34,35, 43,	43, 55, 56, 62
positions; and			58, 60, 61-62,			44, 45, 54, 55,	
	<u> </u>		63			56, 60, 61	
(B) evaluate the clarity and coherence of a speaker's			TE: 61-62	TE: 44, 55, 58,	TE: 52, 53	TE: 44, 54, 60,	
message and critique the impact of a speaker's diction and				59, 60		61	
syntax on an audience.							

				LITERARY THEME	S		
	And Justice for All	Best of Friends	Decisions, Decisions	Family Matters	On the Edge of Survival	To Be a Hero	Who Am I?
§110.33. English Language Arts and Reading, English III,							
Beginning with School Year 2009-2010							
(25) Listening and Speaking/Speaking. Students speak clearly and to the point, using the conventions of language. Students will continue to apply earlier standards with greater complexity. Students are expected to give a formal presentation that exhibits a logical structure, smooth transitions, accurate evidence, well-chosen details, and rhetorical devices, and that employs eye contact, speaking rate (e.g., pauses for effect), volume, enunciation, purposeful gestures, and conventions of language to communicate ideas effectively.	TG: 56		TE: 61-62.63	TE: 58, 59, 60	TE: 30, 51, 52, 53	TE: 44, 54, 60, 61, 63-65	TE: 58, 59, 62
(26) Listening and Speaking/Teamwork. Students work productively with others in teams. Students will continue to apply earlier standards with greater complexity. Students are expected to participate productively in teams, offering ideas or judgments that are purposeful in moving the team towards goals, asking relevant and insightful questions, tolerating a range of positions and ambiguity in decision-making, and evaluating the work of the group based on agreed-upon criteria.	TG: 46	TG: 18; 22; 31	TE: 18, 20, 22, 23, 30, 33, 34, 42, 43, 54, 56, 58, 60, 61-62, 63	TE: 17, 18, 41, 42, 44, 52, 55, 56, 58, 59, 60	TE: 19, 20, 21, 29, 30, 49, 51, 53	TE: 19,22,21,22, 23,32,34,35, 43, 44, 45, 54, 55, 56, 60, 61	TE: 20, 21, 22, 30, 31, 33, 42, 43, 55, 56, 62

				LITERARY THEME	S		
	And Justice for All	Best of Friends	Decisions, Decisions	Family Matters	On the Edge of Survival	To Be a Hero	Who Am I?
§110.34. English Language Arts and Reading, English IV,							
Beginning with School Year 2009-2010							
(1) Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:			SE: 12 TE: 17,18,19,23, 26,29,32,33,34, 37, 40,41,42,44,47, 51, 53,55,59			SE: 12, 88 TE: 17,20,22,26, 29,30,36-37, 38, 41, 42	SE: 10, 46 TE: 15-16, 17, 21, 23,24-25, 26, 29, 49-0, 47, 51, 57
(A) determine the meaning of technical academic English words in multiple content areas (e.g., science, mathematics, social studies, the arts) derived from Latin, Greek, or other linguistic roots and affixes;	SB: footnotes on 86; 93; 108; 121						
(B) analyze textual context (within a sentence and in larger sections of text) to draw conclusions about the nuance in word meanings;						SE: 12, 88 TE: 17,20,22,26, 29,30,36-37, 38, 41, 42	SE: 10, 46 TE: 15-16, 17, 21, 23,24-25, 26, 29, 49-0, 47, 51, 57
(E) use general and specialized dictionaries, thesauri, histories of language, books of quotations, and other related references (printed or electronic) as needed.	SB: 12 TG: 17, 28; 38; 49	SB: 12 TG: 15–16, 17, 25, 28, 35, 38, 47, 51, 57					·
(2) Reading/Comprehension of Literary Text/Theme and Genre. Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to:		.,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,	SE: 50 TE: 15-16, 18,19, 20, 22,23,24-25, 27- 28,30,31,32, 34,38-39,41,52, 53,54,58,63	SE: 110 TE: 18,28,36- 37, 39,42,45- 46, 49-50, 52,54,56,58,60	TE: 30, 31, 35-36, 46-47, 53	TE: 22,24-25, 30, 32,35,42,46-	SE: 46, 110 TE: 18, 21, 24- 25, 27-28, 39- 39, 41, 45-46, 49-50, 54
(A) compare and contrast works of literature that express a universal theme;	TG: 18; 20; 30; 39; 41	TG: 23; 33; 45			SE: 38 TE: 24-25, 31, 46-47, 51, 53, 54	TE: 30, 57	

				LITERARY THEME	S		
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§110.34. English Language Arts and Reading, English IV,							
Beginning with School Year 2009-2010							
(B) compare and contrast the similarities and differences in classical plays with their modern day novel, play, or film versions; and						TE: 33	
(3) Reading/Comprehension of Literary Text/Poetry. Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding. Students are expected to evaluate the changes in sound, form, figurative language, graphics, and dramatic structure in poetry across literary time periods.		TG: 19; 22; 29; 54; 56		SE: 24, 55, 84, 102, 126 TE: 12, 18, 28, 40, 43, 54	SB: 23, 68 TE: 12, 20, 23, 31-32, 52	SE: 33, 44, 54, 63, 134 TE: 12, 21, 30, 31, 33, 56	SE: 32, 45, 73, 109, 125 TE: 21, 23, 34, 44, 53
(4) Reading/Comprehension of Literary Text/Drama. Students understand, make inferences and draw conclusions about the structure and elements of drama and provide evidence from text to support their understanding. Students are expected to evaluate how the structure and elements of drama change in the works of British dramatists across literary periods.						SE: 70-87 TE: 35, 46	
(5) Reading/Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to:			SE: 112 TE: 15-16, 20, 22, 27-28, 32, 42, 45-46, 55	SE: 110 TE: 18, 27, 28, 29, 36,37, 42, 43,44, 45-46,49- 50, 52, 54, 55, 56, 58, 60		22, 24-25, 27- 28, 30, 32, 33,	SE: 46, 74 TE: 18, 21, 22,23, 24-25, 27-28, 31, 33,34, 35-36, 38-39, 41,43, 44,53, 54
(A) analyze how complex plot structures (e.g., subplots) and devices (e.g., foreshadowing, flashbacks, suspense) function and advance the action in a work of fiction;			TE: 33,57	TE: 53		SE: 116 TE: 46-47	TE: 33, 44, 57
(B) analyze the moral dilemmas and quandaries presented in works of fiction as revealed by the underlying motivations and behaviors of the characters;	TG: 18; 20; 30; 39; 41	TG: 21; 30; 32; 40; 41; 52; 54; 55				TE: 44,57	

			ı	ITERARY THEME	S		
	And Justice for All	Best of Friends	Decisions, Decisions	Family Matters	On the Edge of Survival	To Be a Hero	Who Am I?
§110.34. English Language Arts and Reading, English IV,							
Beginning with School Year 2009-2010							
(6) Reading/Comprehension of Literary Text/Literary Nonfiction. Students understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and provide evidence from text to support their understanding. Students are expected to analyze the effect of ambiguity, contradiction, subtlety, paradox, irony, sarcasm, and overstatement in literary essays, speeches, and other forms of literary nonfiction.	TG: 19; 20; 22; 26–27; 29; 36–37	15-16, 26–27, 31, 36–37, 49–50, 58, 60	SE: 50 TE: 24-25, 60,63	TE: 14-15, 36- 37, 49-50, 58, 60		SE: 54 TE: 31, 39-40, 46-47, 61	TE: 24, 48, 55, 134
(7) Reading/Comprehension of Literary Text/Sensory Language. Students understand, make inferences and draw conclusions about how an author's sensory language creates imagery in literary text and provide evidence from text to support their understanding. Students are expected to analyze how the author's patterns of imagery, literary allusions, and conceits reveal theme, set tone, and create meaning in metaphors, passages, and literary works.	TG: 19; 20; 22; 26–27; 29; 36–37	TG: 15-16; 17; 20; 21; 22;23- 24; 25; 28; 30; 32; 35; 38; 38; 42; 47; 51; 52; 56; 57					TE: 34, 53, 54
(8) Reading/Comprehension of Informational Text/Culture and History. Students analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to analyze the consistency and clarity of the expression of the controlling idea and the ways in which the organizational and rhetorical patterns of text support or confound the author's meaning or purpose.	21; 22; 29; 50	15-16, 26-27, 31, 36-37, 49- 50, 58, 60	TE: 21	TE: 14-15, 36- 37, 49-50, 58, 60	SE: 38 TE: 15-16, 24- 25, 26-27, 38, 39, 49, 53	TE: 88, 116 TE: 36-37, 46- 47, 55	TE: 24-25, 27-28, 30, 38-39, 42, 55
(9) Reading/Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to:			SE: 50 TE: 15-16, 21, 24-25,27-28, 38- 39, 43, 52, 63	37, 49-50, 58,	SE: 38 TE: 15-16, 24- 25, 26-27, 38, 39, 49, 53	SE: 116 TE: 23, 27-28, 31, 39-40, 46- 47, 55, 61	SE: 46 TE: 24-25, 27- 28, 30, 38-39, 42, 55

				LITERARY THEME	S		
	And Justice for	Best	Decisions,	1	On the Edge	To Be a Hero	Who Am I?
	All	of Friends	Decisions	Family Matters	of Survival	то ве а него	WIIO AIII I:
§110.34. English Language Arts and Reading, English IV,							
Beginning with School Year 2009-2010							
(A) summarize a text in a manner that captures the author's		TG: 36-37; 49-			TE: 21, 38, 49,		SE: 46
viewpoint, its main ideas, and its elements without taking a		50			53		TE: 24-25, 27-
position or expressing an opinion;							28, 38-39
(B) explain how authors writing on the same issue reached		TG: 29					
different conclusions because of differences in assumptions,							
evidence, reasoning, and viewpoints;							
(C) make and defend subtle inferences and complex					TE: 21	TE: 19, 23, 43,	TE: 33
conclusions about the ideas in text and their organizational						45	
patterns; and							
(D) synthesize ideas and make logical connections (e.g.,	TG: 58	TG: 23; 33; 45	TE: 49-50			TE: 45, 59, 61	
thematic links, author analysis) among multiple texts							
representing similar or different genres and technical							
sources and support those findings with textual evidence.							
(10) Reading/Comprehension of Informational					TE: 39		SE: 86
Text/Persuasive Text. Students analyze, make inferences							TE: 42
and draw conclusions about persuasive text and provide							
evidence from text to support their analysis. Students are							
expected to:							
(A) evaluate the merits of an argument, action, or policy by							SE: 86
analyzing the relationships (e.g., implication, necessity,							TE: 42
sufficiency) among evidence, inferences, assumptions, and							
claims in text; and							
(B) draw conclusions about the credibility of persuasive text							SE: 86
by examining its implicit and stated assumptions about an							TE: 42
issue as conveyed by the specific use of language.							
(12) Reading/Media Literacy. Students use comprehension				1	TE: 39		
skills to analyze how words, images, graphics, and sounds							
work together in various forms to impact meaning. Students							
will continue to apply earlier standards with greater depth							
in increasingly more complex texts. Students are expected							
to:			<u> </u>				

LITERARY THEMES								
And Justice for All	Best of Friends	Decisions, Decisions	Family Matters	On the Edge of Survival	To Be a Hero	Who Am I?		
		TE: 61-62, 65-	TE: 59, 62-64	TE: 52, 55-57	TE: 59, 60, 63-	SE: 46, 110		
		67			65	TE: 24-25, 45-		
						46, 64		
TG: 24, 34	TG: 24-25; 33-	TE: 61-62	TE: 59, 62-64	TE: 52, 55-57	TE: 59, 60, 63-	SE: 46, 110		
	34; 45-46; 58;				65	TE: 24-25, 45-		
	59; 61; 62-64					46, 64		
TG: 24, 34			TE: 59, 62-64	TE: 52, 55-57	, ,	SE: 46, 110		
	1 '				65	TE: 24-25, 45-		
	61					46, 64		
TG: 61			TE: 59, 62-64	TE: 52, 55-57		SE: 46, 110		
					65	TE: 24-25, 45-		
	61					46, 64		
TG: 61	TG: 64	TE: 61-62, 65-	TE: 59, 62-64	TE: 52, 55-57	TE: 59, 60, 63-	SE: 46, 110		
		67			65	TE: 24-25, 45-		
						46, 64		
	TG: 64	TE: 61-62, 65-	TE: 59, 62-64	TE: 52, 55-57	TE: 59, 60, 63-	SE: 46, 110		
		67			65	TE: 24-25, 45-		
						46, 64		
		SE: 112	TE: 28, 32, 39,	TE: 30, 41, 52	SE: 42, 88	TE: 34, 53, 54		
		TE: 20,45-46,	41, 58, 59		TE: 18,22,24-			
		49-50, 60,61-62			25, 32, 33, 36-			
					37			
•	TG: 24, 34 TG: 61	TG: 24, 34 TG: 24-25; 33-34; 45-46; 58; 59; 61; 62-64 TG: 61 TG: 61 TG: 64 TG: 61 TG: 64	All of Friends Decisions TE: 61-62, 65-67 TE: 61-62, 65-67 TG: 24, 34 TG: 24-25; 33-34; 45-46; 58; 59; 61; 62-64 TE: 61-62 TG: 24, 34 TG: 24-25; 33-34; 45-46; 60-61 TG: 61 TG: 61 TG: 24-25; 33-34; 45-46; 60-61 TE: 61-62, 65-67 TG: 61 TG: 64 TE: 61-62, 65-67 TG: 61 TG: 64 TE: 61-62, 65-67 SE: 112 TE: 20,45-46, 49-50, 60,61-62	TG: 24, 34	All of Friends Decisions Family Matters of Survival TE: 61-62, 65- 67 TE: 59, 62-64 TE: 52, 55-57 TG: 24, 34 TG: 24-25; 33- 34; 45-46; 60- 61 TE: 61-62 TE: 59, 62-64 TE: 52, 55-57 TG: 24, 34 TG: 24-25; 33- 34; 45-46; 60- 61 TE: 59, 62-64 TE: 52, 55-57 TG: 61 TG: 24-25; 33- 34; 45-46; 60- 61 TE: 59, 62-64 TE: 52, 55-57 TG: 61 TG: 64 TE: 61-62, 65- 67 TE: 59, 62-64 TE: 52, 55-57 TG: 61 TG: 64 TE: 61-62, 65- 67 TE: 59, 62-64 TE: 52, 55-57 TG: 61 TG: 64 TE: 61-62, 65- 67 TE: 59, 62-64 TE: 52, 55-57 TE: 59, 62-64 TE: 52, 55-57 TE: 59, 62-64 TE: 52, 55-57	TG: 24, 34 TG: 24-25; 33-34; 45-46; 60-61 TG: 61 TG: 64 TE: 61-62, 65-67 TE: 59, 62-64 TE: 52, 55-57 TE: 59, 60, 63-65 TE: 59, 62-64 TE: 52, 53-57 TE: 59, 60, 63-65 TE: 59, 62-64 TE: 52, 53-57 TE: 59, 60, 63-65 TE: 59, 62-64 TE: 52, 53-57 TE: 59, 60, 63-65 TE: 59, 62-64 TE: 52, 53-57 TE: 59, 60, 63-65 TE: 59, 60, 63-65 TE: 59, 62-64 TE: 52, 53-57 TE: 59, 60, 63-65 TE: 59, 62-64 TE: 52, 53-57 TE: 59, 60, 63-65 TE: 59, 62-64 TE: 52, 53-57 TE: 59, 60, 63-65 TE: 59, 62-64 TE: 52, 53-57 TE: 59, 60, 63-65 TE: 59, 62-64 TE: 52, 5		

	LITERARY THEMES								
	And Justice for	Best	Decisions,	E	On the Edge	s	24/1		
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§110.34. English Language Arts and Reading, English IV,									
Beginning with School Year 2009-2010									
(A) write an engaging story with a well-developed conflict	TG: 51	TG: 20; 32; 40;	SE: 112	TE: 28, 32, 39,		SE: 42, 88	TE: 34, 53, 54		
and resolution, a clear theme, complex and non-		43; 44; 59	TE: 20,45-46,	41, 58, 59		TE: 18,22,24-			
stereotypical characters, a range of literary strategies (e.g.,			49-50, 60,61-62			25, 32, 33, 36-			
dialogue, suspense), devices to enhance the plot, and						37			
sensory details that define the mood or tone;									
(B) write a poem that reflects an awareness of poetic		TG: 32		SE: 55, 87					
conventions and traditions within different forms (e.g.,				TE: 28, 41, 59					
sonnets, ballads, free verse); and									
(15) Writing/Expository and Procedural Texts. Students			SE: 50, 86	SE: 44, 76, 110	SE: 38, 72, 118	TE: 21, 59, 60	SE: 74		
write expository and procedural or work-related texts to			TE: 24-25, 35-	TE: 19, 21-22,	TE: 24-		TE: 35-36, 41,		
communicate ideas and information to specific audiences			36, 60, 61-62,	33-34, 45-46,	25,31,32-33, 42-		42, 60, 61		
for specific purposes. Students are expected to:			64	58, 59, 60	43, 51, 52, 54				
(A) write an analytical essay of sufficient length that		SB: 46; 81; 112	TE: 63, 64	SE: 44, 76, 110	SE: 38, 72, 118	TE: 21, 59, 60	SE: 74		
includes:		TG: 21-23-24;		TE: 19, 21-22,	TE: 24-		TE: 35-36, 41,		
		33-34; 45-46;		33-34, 45-46,	25,31,32-33, 42-	-	42, 60, 61		
		58; 59; 61		58, 59, 60	43, 51, 52, 54				
(i) effective introductory and concluding paragraphs and a		SB: 46; 81; 112	SE: 50, 86	SE: 44, 76, 110	SE: 38, 72, 118	TE: 21, 59, 60	SE: 74		
variety of sentence structures;		TG: 21-23-24;	TE: 24-25, 35-	TE: 19, 21-22,	TE: 24-		TE: 35-36, 41,		
		33-34; 45-46;	36, 60, 61-62,	33-34, 45-46,	25,31,32-33, 42-	-	42, 60, 61		
		58; 59; 61	64	58, 59, 60	43, 51, 52, 54				
(ii) rhetorical devices, and transitions between paragraphs;			SE: 50, 86		SE: 38, 72, 118	TE: 21, 59, 60	SE: 74		
			TE: 24-25, 35-	TE: 19, 21-22,	TE: 24-		TE: 35-36, 41,		
			36, 60, 61-62,	33-34, 45-46,	25,31,32-33, 42-		42, 60, 61		
			64	58, 59, 60	43, 51, 52, 54				
(iii) a clear thesis statement or controlling idea;					SE: 38, 72, 118	TE: 21, 59, 60	SE: 74		
				TE: 19, 21-22,	TE: 24-		TE: 35-36, 41,		
				33-34, 45-46,	25,31,32-33, 42-	-	42, 60, 61		
				58, 59, 60	43, 51, 52, 54				

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(iv) a clear organizational schema for conveying ideas;				TE: 19, 21-22,	SE: 38, 72, 118 TE: 24- 25,31,32-33, 42- 43, 51, 52, 54		SE: 74 TE: 35-36, 41, 42, 60, 61
(v) relevant and substantial evidence and well-chosen details;			SE: 50, 86 TE: 24-25, 35- 36, 60, 61-62, 64	TE: 19, 21-22,	SE: 38, 72, 118 TE: 24- 25,31,32-33, 42- 43, 51, 52, 54		SE: 74 TE: 35-36, 41, 42, 60, 61
(vi) information on all relevant perspectives and consideration of the validity, reliability, and relevance of primary and secondary sources; and				TE: 19, 21-22,	SE: 38, 72, 118 TE: 24- 25,31,32-33, 42- 43, 51, 52, 54		
(vii) an analysis of views and information that contradict the thesis statement and the evidence presented for it;				TE: 19, 21-22,	SE: 38, 72, 118 TE: 24- 25,31,32-33, 42- 43, 51, 52, 54		
(B) write procedural and work-related documents (e.g., résumés, proposals, college applications, operation manuals) that include:							
(i) a clearly stated purpose combined with a well-supported viewpoint on the topic;				SE: 44, 76, 110 TE: 19, 21-22, 33-34, 45-46, 58, 59, 60			
(ii) appropriate formatting structures (e.g., headings, graphics, white space);				SE: 44, 76, 110 TE: 19, 21-22, 33-34, 45-46, 58, 59, 60			
(iv) accurate technical information in accessible language; and				SE: 44, 76, 110 TE: 19, 21-22, 33-34, 45-46, 58, 59, 60			

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(v) appropriate organizational structures supported by facts and details (documented if appropriate);				SE: 44, 76, 110 TE: 19, 21-22, 33-34, 45-46, 58, 59, 60			
(C) write an interpretation of an expository or a literary text that:		TG: 52; 56	TE: 49-50, 60, 61-62, 64	SE: 44, 76, 110 TE: 19, 21-22, 33-34, 45-46, 58, 59, 60			TE: 24-25, 45- 46, 60-61
(i) advances a clear thesis statement;				SE: 44, 76, 110 TE: 19, 21-22, 33-34, 45-46, 58, 59, 60			TE: 24-25, 45- 46, 60-61
(ii) addresses the writing skills for an analytical essay including references to and commentary on quotations from the text;				SE: 44, 76, 110 TE: 19, 21-22, 33-34, 45-46, 58, 59, 60			TE: 24-25, 45- 46, 60-61
(D) produce a multimedia presentation (e.g., documentary, class newspaper, docudrama, infomercial, visual or textual parodies, theatrical production) with graphics, images, and sound that appeals to a specific audience and synthesizes information from multiple points of view.	TG: 57	TG: 58; 59	TE: 61-62		TE: 51, 52	TE: 59,60	TE: 58
(16) Writing/Persuasive Texts. Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write an argumentative essay (e.g., evaluative essays, proposals) to the appropriate audience that includes:		TG: 30, 58, 59	TE: 61-62	TE: 58, 61	TE: 39, 51, 52	SE: 116 TE: 19, 46-47, 59, 62	SE: 74 TE: 35-36
(A) a clear thesis or position based on logical reasons with various forms of support (e.g., hard evidence, reason, common sense, cultural assumptions);	SE :50 TG: 23-24			TE: 58, 61	TE: 39, 51, 52	SE: 116 TE: 19, 46-47, 59, 62	SE: 74 TE: 35-36
(B) accurate and honest representation of divergent views (i.e., in the author's own words and not out of context);	SE :50 TG: 23-24		TE: 61-62	TE: 58, 61	TE: 39, 51, 52	SE: 116 TE: 19, 46-47, 59, 62	SE: 74 TE: 35-36

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(C) an organizing structure appropriate to the purpose,	SE :50		TE: 61-62	TE: 58, 61	TE: 39, 51, 52	SE: 116	SE: 74	
audience, and context;	TG: 23-24					TE: 19, 46-47, 59, 62	TE: 35-36	
(D) information on the complete range of relevant			TE: 61-62	TE: 58, 61	TE: 39, 51, 52	SE: 116	SE: 74	
perspectives;						TE: 19, 46-47, 59, 62	TE: 35-36	
(E) demonstrated consideration of the validity and reliability								
of all primary and secondary sources used;								
(F) language attentively crafted to move a disinterested or			TE: 61-62	TE: 58, 61	TE: 39, 51, 52	SE: 116	SE: 74	
opposed audience, using specific rhetorical devices to back						TE: 19, 46-47,	TE: 35-36	
up assertions (e.g., appeals to logic, emotions, ethical						59, 62		
beliefs); and								
(G) an awareness and anticipation of audience response				TE: 58, 61	TE: 39, 51, 52	SE: 116	SE: 74	
that is reflected in different levels of formality, style, and						TE: 19, 46-47,	TE: 35-36	
tone.						59, 62		
(20) Research/Research Plan. Students ask open-ended		TG: 30, 58, 59	SE: 50,86	TE: 58, 61	SE: 38	TE: 50, 51, 59,	TE: 58, 59, 64	
research questions and develop a plan for answering them.			TE: 24-25, 35-		TE: 24, 25, 51,	60, 62, 63-65		
Students are expected to:			36, 60, 61-62,		52			
			64					
(A) brainstorm, consult with others, decide upon a topic,			TE: 60, 61-62,	TE: 58, 59	SE: 38	TE: 50, 51, 59,	TE: 58, 59	
and formulate a major research question to address the	TG: 23-24; 55-		64		TE: 24, 25, 51,	60, 62, 63-65		
major research topic; and	56				52			
(B) formulate a plan for engaging in in-depth research on a			TE: 60, 61-62,	TE: 58, 59	SE: 38	TE: 50, 51, 59,	TE: 58, 59	
complex, multi-faceted topic.	TG: 23-24; 55-		64		TE: 24, 25, 51,	60, 62, 63-65		
	56				52			
(21) Research/Gathering Sources. Students determine,		TG: 30, 58, 59	TE: 60, 61-62,	TE: 58, 59	SE: 38	TE: 50, 51, 59,	TE: 58, 59, 64	
locate, and explore the full range of relevant sources			64		TE: 24, 25, 51,	60, 62, 63-65		
addressing a research question and systematically record					52			
the information they gather. Students are expected to:								
(A) follow the research plan to gather evidence from experts			TE: 60, 61-62,	TE: 58, 59	SE: 38	TE: 50, 51, 59,	TE: 58, 59	
on the topic and texts written for informed audiences in the			64		TE: 24, 25, 51,	60, 62, 63-65		
field, distinguishing between reliable and unreliable sources					52			
and avoiding over-reliance on one source;								

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(B) systematically organize relevant and accurate information to support central ideas, concepts, and themes, outline ideas into conceptual maps/timelines, and separate factual data from complex inferences; and			TE: 60, 61-62, 64	TE: 58, 59	SE: 38 TE: 24, 25, 51, 52	TE: 50, 51, 59, 60, 62, 63-65	TE: 58, 59		
(C) paraphrase, summarize, quote, and accurately cite all researched information according to a standard format (e.g., author, title, page number), differentiating among primary, secondary, and other sources.				TE: 58, 59	SE: 38 TE: 24, 25, 51, 52	TE: 50, 51, 59, 60, 62, 63-65	TE: 58, 59		
(22) Research/Synthesizing Information. Students clarify research questions and evaluate and synthesize collected information. Students are expected to:		TG: 30, 58, 59	SE: 50, 86 TE: 24-25, 35- 36, 60, 61-62, 64, 65-67	TE: 58, 59	TE: 51, 52	TE: 50, 51, 59, 60, 62, 63-65	TE: 58, 59, 64		
(A) modify the major research question as necessary to refocus the research plan;			SE: 50, 86 TE: 24-25, 35- 36, 60, 61-62	TE: 58, 59	TE: 51, 52	TE: 50, 51, 59, 60, 63-65	TE: 58, 59		
(B) differentiate between theories and the evidence that supports them and determine whether the evidence found is weak or strong and how that evidence helps create a cogent argument; and			SE: 50, 86 TE: 24-25, 35- 36, 60, 61-62	TE: 58, 59	TE: 51, 52	TE: 50, 51, 59, 60, 62, 63-65	TE: 58, 59		
(C) critique the research process at each step to implement changes as the need occurs and is identified.			TE: 61-62, 65- 67	TE: 58, 59		TE: 50, 51, 59, 60, 63-65	TE: 64		
(23) Research/Organizing and Presenting Ideas. Students organize and present their ideas and information according to the purpose of the research and their audience. Students are expected to synthesize the research into an extended written or oral presentation that:		TG: 30, 58, 59	SE: 50, 86 TE: 24-25, 35- 36, 60, 61-62, 64, 65-67	TE: 59	TE: 51, 52	SE: 116 TE: 46-47, 59, 60, 62, 63-65	TE: 58, 59, 64		
(A) provides an analysis that supports and develops personal opinions, as opposed to simply restating existing information;	TG: 23-24; 55- 56		SE: 50, 86 TE: 24-25, 35- 36, 60, 61-62, 64, 65-67	TE: 58, 59		SE: 42, 116 TE: 24-25, 46- 47, 50-51, 59, 60, 62, 63-65	TE: 58, 59		
(B) uses a variety of formats and rhetorical strategies to argue for the thesis;				TE: 58, 59			TE: 58, 59		

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(C) develops an argument that incorporates the				TE: 58, 59			TE: 58, 59		
complexities of and discrepancies in information from									
multiple sources and perspectives while anticipating and									
refuting counter-arguments;									
(D) uses a style manual (e.g., Modern Language Association,			TE: 60, 61-62,	TE: 58, 59	TE: 51, 52		TE: 64		
Chicago Manual of Style) to document sources and format written materials; and			64						
(E) is of sufficient length and complexity to address the			TE: 61-62.65-	TE: 58, 59	TE: 51, 52	SE: 42, 116	TE: 64		
topic.	TG: 23-24; 55-		67			TE: 24-25, 46-			
	56					47, 50-51, 59,			
						60, 62, 63-65			
(24) Listening and Speaking/Listening. Students will use			TE: 18, 20, 22,	TE: 17, 18, 41,	TE: 19, 20, 21,	TE:	TE: 20, 21, 22,		
comprehension skills to listen attentively to others in formal			23, 30, 33, 34,	42, 44, 52, 55,	29, 30, 49, 51,	19,22,21,22,	30, 31, 33, 42,		
and informal settings. Students will continue to apply earlier			42, 43, 54, 56,	56, 58, 59, 60	53	23,32,34,35, 43,	43, 55, 56, 62		
standards with greater complexity. Students are expected			58, 60, 61-62,			44, 45, 54, 55,			
to:			63			56, 60, 61			
(A) listen responsively to a speaker by framing inquiries that			TE: 18, 20, 22,	TE: 17, 18, 41,	TE: 19, 20, 21,	TE:	TE: 20, 21, 22,		
reflect an understanding of the content and by identifying			23, 30, 33, 34,	42, 44, 52, 55,	29, 30, 49, 51,	19,22,21,22,	30, 31, 33, 42,		
the positions taken and the evidence in support of those			42, 43, 54, 56,	56, 58, 59, 60	53	23,32,34,35, 43,	43, 55, 56, 62		
positions; and			58, 60, 61-62,			44, 45, 54, 55,			
			63			56, 60, 61			
(B) assess the persuasiveness of a presentation based on			TE: 61-62	TE: 44, 55, 58,	TE: 52, 53	TE: 44, 54, 60,			
content, diction, rhetorical strategies, and delivery.				59, 60		61			
(25) Listening and Speaking/Speaking. Students speak clearly	TG: 56		TE: 61-62, 63	TE: 58, 59, 60	TE: 30, 51, 52,	TE: 44, 54, 60,	TE: 58, 59, 62		
and to the point, using the conventions of language.					53	61, 63-65			
Students will continue to apply earlier standards with									
greater complexity. Students are expected to formulate									
sound arguments by using elements of classical speeches									
(e.g., introduction, first and second transitions, body, and									
conclusion), the art of persuasion, rhetorical devices, eye									
contact, speaking rate (e.g., pauses for effect), volume,									
enunciation, purposeful gestures, and conventions of language to communicate ideas effectively.									
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(26) Listening and Speaking/Teamwork. Students work		TG: 18; 22; 31	TE: 18, 20, 22,	TE: 17, 18, 41,	TE: 19, 20, 21,	TE:	TE: 20, 21, 22,		
productively with others in teams. Students will continue to	TG: 46		23, 30, 33, 34,	42, 44, 52, 55,	29, 30, 49, 51,	19,22,21,22,	30, 31, 33, 42,		
apply earlier standards with greater complexity. Students			42, 43, 54, 56,	56, 58, 59, 60	53	23,32,34,35, 43,	43, 55, 56, 62		
are expected to participate productively in teams, offering			58, 60, 61-62,			44, 45, 54, 55,			
ideas or judgments that are purposeful in moving the team			63			56, 60, 61			
towards goals, asking relevant and insightful questions,									
tolerating a range of positions and ambiguity in decision-									
making, and evaluating the work of the group based on									
agreed-upon criteria.									