



Glencoe

MARYLAND

Voluntary State Curriculum

Reading, Writing, Controlling Language,

Listening, Speaking – Grade 8

***Literature: The Reader’s Choice Course 3* © 2002**

OBJECTIVES	PAGE REFERENCES
1.0 General Reading Processes: Phonemic Awareness: Students will master the ability to hear, identify, and manipulate individual sounds in spoken words by the end of grade one.	
A. Phonemic Awareness	
B. Phonics	
C. Fluency	
1. Read orally at an appropriate rate	
a. Read familiar and independent level text* at a rate that is conversational and consistent	SE: 95, 231, 329, 395, 431, 545, 655, 783 <i>Reading Further</i> 176, 477
b. Read instructional level text** that is challenging yet manageable	SE: 38-41, 50-55, 112-140, 198-206, 298-299, 360-365, 510-521, 622-625, 696-772, 834-841
2. Read grade-level text with both high accuracy and appropriate pacing, intonation, and expression	
a. Apply knowledge of word structures and patterns to read with automaticity	SE: 387, 777 <i>Vocabulary</i> 209, 223, 406, 424, 446, 477, 627, 811
b. Demonstrate appropriate use of phrasing: <ul style="list-style-type: none"> • Attend to sentence patterns and structures that signal meaning in text • Use punctuation cues to guide meaning and expression • Use pacing and intonation (emphasis on certain words) to convey meaning and expression • Adjust intonation and pitch (rise and fall of spoken voice) appropriately 	SE: 376 <i>Listening and Speaking</i> 381, 507, 571 <i>Performing</i> 183, 208, 278, 301
D. Vocabulary	
1. Develop and apply vocabulary through exposure to a variety of texts	
a. Acquire new vocabulary through listening to, independently reading, and discussing a variety of literary and informational texts	SE: 75, 225, 387, 605, 777, 814 <i>Vocabulary</i> 37, 43, 177, 647
b. Discuss words and word meanings daily as they are encountered in text, instruction, and conversation	SE: 75, 225, 387, 605, 777 <i>Vocabulary</i> 57, 89, 417, 491, 647
2. Apply and refine a conceptual understanding of new words	
a. Classify and categorize increasingly complex words	SE: 225, 777 <i>Vocabulary</i> 37, 43, 177, 223, 588 TWE: MIN 186, 240 VS 284

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b. Explain relationships between and among words <u>Assessment Limits:</u> <ul style="list-style-type: none"> ➤ <i>Antonyms and synonyms</i> ➤ <i>Concept hierarchies</i> ➤ <i>Multiple meaning words</i> ➤ <i>Specialized use of vocabulary in specific content areas</i> 	SE: 58-59, 464-465, R61-R67 <i>Vocabulary</i> 69, 158, 265, 417, 491, 563, 683
3. Understand, acquire, and use new vocabulary	
a. Use context to determine the meanings of words <u>Assessment Limits:</u> <ul style="list-style-type: none"> ➤ <i>Above grade-level words used in context</i> ➤ <i>Words with multiple meanings</i> ➤ <i>Connotations versus denotations</i> ➤ <i>Grade-appropriate idioms, colloquialisms, and figurative expressions</i> 	SE: 75, 605 <i>Vocabulary</i> 249, 417, 491, 563, 588 TWE: VS 284, 676, 715
b. Use word structure to determine the meaning of words <u>Assessment Limits:</u> <ul style="list-style-type: none"> ➤ <i>Prefixes and suffixes</i> ➤ <i>Grade-appropriate roots and base words</i> ➤ <i>Word origins</i> ➤ <i>Mythology</i> ➤ <i>British, American, and World literature</i> 	SE: 387, 777, 814 <i>Vocabulary</i> 16, 57, 143, 223, 279, 293, 524
c. Select and use resources to confirm definitions and gather further information about words <u>Assessment Limits:</u> <ul style="list-style-type: none"> ➤ <i>Electronic and/or print dictionaries</i> ➤ <i>Thesauruses</i> ➤ <i>Other grade-appropriate resources</i> 	SE: 308, R83-R84, R89-R90 <i>Vocabulary</i> 349 TWE: MIN 308
d. Use new vocabulary in speaking and writing to gain and extend content knowledge and clarify expression	SE: 225, 387 <i>Vocabulary</i> 158, 223, 279, 417, 524, 671, 811, 866
E. General Reading Comprehension	
1. Apply and refine comprehension skills through exposure to a variety of texts, including traditional print and electronic texts	
a. Listen to critically, read, and discuss texts representing diversity in content, culture, authorship, and perspective, including areas such as race, gender, disability, religion, and socio-economic background	SE: 4-14, 38-42, 70-73, 112-141, 160-165, 198-207, 212-221, 408-416, 493-499, 662-669
b. *Read a minimum of 25 self-selected and/or assigned books or book equivalents representing various genres	SE: 95, 231, 329, 395, 431, 545, 655, 783 <i>Reading Further</i> 176, 477
c. Discuss reactions to and ideas/information gained from reading experiences with adults and peers in both formal and informal situations	SE: <i>Literature Groups</i> 158, 176, 222, 301, 394, 423, 507, 523, 571, 774

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2. Use strategies to prepare for reading (before reading)	
a. Select and apply appropriate strategies to prepare for reading the text	SE: 25, 48-49, 197, 296-297, 359, 395, 509, 565, 673, 694-695
3. Use strategies to make meaning from text (during reading)	
a. Select and apply appropriate strategies to make meaning from text during reading	SE: 48-49, 144, 280, 296-297, 359, 525, 565, 620-621, 833, 867
4. Use strategies to demonstrate understanding of the text (after reading)	
a. Identify and explain the main idea or argument <u>Assessment Limit:</u> ➤ <i>Main ideas in the text or a portion of the text</i>	SE: 565, R98-R99 <i>Reading and Thinking</i> 279, 501 <i>Writing About Literature</i> 500 TWE: CT 637 RM 271, 284, 496, 666
b. Identify and explain information directly stated in the text <u>Assessment Limit:</u> ➤ <i>Main ideas, supporting details and other information stated in the text or a portion of the text</i>	SE: 565, R98-R99 <i>Reading and Thinking</i> 279, 501 <i>Writing About Literature</i> 500 TWE: CT 637 RM 271, 284, 496, 666
c. Draw inferences and/or conclusions and make generalizations <u>Assessment Limit:</u> ➤ <i>Inferences, conclusions and generalizations based on implied or stated information from the text or a portion of the text</i>	SE: 144 <i>Reading and Thinking</i> 223 TWE: CT 31, 52, 81, 483, 556, 734, 823, 858
d. Confirm, refute, or make predictions and form new ideas <u>Assessment Limit:</u> ➤ <i>Predictions based on stated and/or implied information from the text</i>	SE: 49, 359, 867 <i>Reading and Thinking</i> 349, 563 TWE: RM 128, 217, 513, 798, 825
e. Summarize or paraphrase the text <u>Assessment Limits:</u> ➤ <i>Main idea and supporting information across the text or a portion of the text</i> ➤ <i>Sequence of events in the plot or a portion of the plot, including the characters, the conflict, the climax, and the resolution</i>	SE: 565, R99-R100 <i>Reading and Thinking</i> 279, 406, 538 TWE: RM 21, 134, 210, 666, 703
f. Connect the text to prior knowledge or personal experience <u>Assessment Limits:</u> ➤ <i>Prior knowledge or experience that clarifies, extends, or challenges the ideas and information in the text</i>	SE: 673, R94 <i>Reading and Thinking</i> 524, 571 <i>Reading Focus</i> 281, 370, 408, 493 TWE: RM 457, 637

OBJECTIVES	PAGE REFERENCES
2.0 Comprehension of Informational Text: Students will read, comprehend, interpret, analyze, and evaluate informational texts.	
A. Comprehension of Informational Text	
1. Apply and refine comprehension skills by selecting, reading, and analyzing a variety of print and electronic informational texts	
<p>a. Read, use, and identify the characteristics of primary and secondary sources of academic information</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> ➤ Textbooks ➤ Trade books ➤ Reference and research materials ➤ Periodicals ➤ Editorials ➤ Speeches ➤ Interviews ➤ Commentary ➤ Non-print materials ➤ On-line materials ➤ Other content-specific texts 	<p>SE: 4-14, 76, 210, 464-465, 525, 589, 648-649, R113-R118</p> <p><i>Listening and Speaking</i> 36</p> <p><i>Reading and Thinking</i> 501</p>
<p>b. Read, use, and identify the characteristics of workplace and other real-world documents</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> ➤ Job descriptions ➤ Forms ➤ Questionnaires ➤ Instructional and technical manuals ➤ Other workplace and real-world documents 	<p>SE: 178-179, 395, 464-465, 565, 589, 684-685, 844-845, R113-R114, R116-R117</p> <p>TWE: MIN 565</p>
<p>c. Select and read to gain information from personal interest materials, such as books, pamphlets, how-to manuals, magazines, and web sites and other on-line materials</p>	<p>SE: 76, 210, 322, 431, 478, 648-649</p> <p><i>Internet Connection</i> 24, 456</p> <p>TWE: INC 7, 768</p>
2. Analyze text features to facilitate and extend understanding of informational texts	
<p>a. Analyze print features that contribute to meaning</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> ➤ All features of text formatting that contribute to meaning 	<p>SE: 25, 395, 565, R83-R84, R93, R110-R111, R116-R117</p> <p><i>Reading and Thinking</i> 16</p>
<p>b. Analyze graphic aids that contribute to meaning</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> ➤ All features of graphic aids that contribute to meaning 	<p>SE: 395, 565, 589, R103-R104, R110-R111, R113-R114</p>
<p>c. Analyze informational aids that contribute to meaning</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> ➤ All text features that enhance, elaborate, refine, or extend the information in the text 	<p>SE: 25, 395, 565, 589, R83-R84, R97-R99, R109-R111, R113-R114</p> <p><i>Reading and Thinking</i> 16</p>

OBJECTIVES	PAGE REFERENCES
d. Analyze organizational aids that contribute to meaning <u>Assessment Limits:</u> ➤ All organizational aids	SE: R97-R99, R101, R109 <i>Reading and Thinking</i> 16, 143, 368, 617, 811, 831
e. Analyze on-line features that contribute to meaning <u>Assessment Limits:</u> ➤ All features characteristic of on-line text	SE: 648-649 <i>Internet Connection</i> 57, 176, 222, 278, 348, 616, 830 TWE: INC 7, 106
f. Analyze the relationship between the text features and the content of the text as a whole <u>Assessment Limits:</u> ➤ Connections between text features and meaning	SE: 25, 395, 565, R97-R99, R109-R111 <i>Reading and Thinking</i> 16, 143, 617 TWE: RM 31, 188, 271
3. Apply knowledge of organizational patterns of informational text to facilitate understanding and analysis	
a. Analyze the organizational patterns of texts <u>Assessment Limits:</u> ➤ Common organizational patterns ➤ Transition or signal words and phrases that indicate the organizational pattern of the text or a portion of the text ➤ Connections between transition or signal words and the information in the text or a portion of the text	SE: <i>Reading and Thinking</i> 16, 111, 368, 617 TWE: RM 54, 76, 154, 188, 469, 496
b. Analyze the contribution of the organizational pattern to clarifying or reinforcing meaning and supporting the author's purpose and/or argument <u>Assessment Limits:</u> ➤ Connections between the organizational pattern and meaning ➤ Connections between the organizational pattern and the author's/text's purpose ➤ Appropriateness of the organizational pattern to supporting the ideas or information in the text	SE: <i>Reading and Thinking</i> 16, 111, 143 TWE: RM 31, 76, 188, 319, 373, 391, 496
c. Analyze shifts in organizational patterns <u>Assessment Limits:</u> ➤ Portions of text that illustrate a shift in organizational pattern ➤ Connection between shifts in organization and purpose	SE: R99 <i>Interpret</i> 141 <i>Reading and Thinking</i> 16 TWE: AC 31 RM 76, 188, 319, 373, 391, 496
d. Use organizational structure to locate specific information <u>Assessment Limits:</u> ➤ Connections between the organizational pattern and supporting details of the text	SE: <i>Reading and Thinking</i> 16, 111, 143 TWE: RM 31, 76, 188, 319, 373, 391, 496

OBJECTIVES	PAGE REFERENCES
4. Analyze important ideas and messages in informational text	
a. Analyze the author's/text's purpose and intended audience <u>Assessment Limits:</u> ➤ <i>Purpose of the author or the text or a portion of the text</i> ➤ <i>Connections between the text and the intended audience</i>	SE: 525 <i>Literary Elements</i> 476, 646 <i>Reading and Thinking</i> 89, 313 TWE: RM 10, 44, 569, 776, 838
b. Analyze the author's argument, viewpoint, or perspective <u>Assessment Limits:</u> ➤ <i>Texts or portions of texts in which the author's argument is evident</i> ➤ <i>Texts or portions of texts in which the author's viewpoint is evident</i> ➤ <i>Texts or portions of texts in which the author's perspective is evident</i>	SE: 525 <i>Literary Elements</i> 476, 646 <i>Reading and Thinking</i> 313 TWE: LE 716 RM 10, 44, 564, 613, 776
c. State and support main ideas and messages <u>Assessment Limits:</u> ➤ <i>Main idea of the text or a portion of the text</i> ➤ <i>Important messages or arguments in the text</i>	SE: 565, R98-R99 <i>Reading and Thinking</i> 279, 501 <i>Writing About Literature</i> 500 TWE: CT 637 RM 271, 284, 496, 666
d. Summarize the text or a portion of text <u>Assessment Limits:</u> ➤ <i>Main ideas and supporting details across the text or a portion of the text</i>	SE: R99-R100 <i>Reading and Thinking</i> 279, 406, 538 TWE: RM 21, 134, 210, 666, 703, 721
e. Analyze information or ideas peripheral to the main idea or message <u>Assessment Limits:</u> ➤ <i>Information in the text that does not relate directly to the main idea</i> ➤ <i>Type of information or purpose of information in the text that does not relate directly to the main idea</i>	SE: R99-R100 <i>Reading and Thinking</i> 279, 406, 538 TWE: RM 21, 134, 210, 666, 703, 721
f. Analyze relationships between and among ideas <u>Assessment Limits:</u> ➤ <i>Relationships between and among ideas within a text or across multiple texts</i> ➤ <i>Relationships between and among ideas and prior knowledge within a text or across multiple texts</i>	SE: 74, 166, 386, 463, 597, 673, 689, R94 <i>Reading and Thinking</i> 524 TWE: RM 457

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<p>g. Synthesize ideas from text to form new understanding <u>Assessment Limits:</u></p> <ul style="list-style-type: none"> ➤ <i>Conclusions, inferences, and generalizations from one text or across multiple texts</i> ➤ <i>New understandings based on synthesis of ideas in one or more texts</i> 	<p>SE: 144 <i>Reading and Thinking</i> 223 TWE: CT 81, 132, 271, 303, 400, 557, 720, 734</p>
<p>h. Explain the implications of the text or how someone might use the text <u>Assessment Limits:</u></p> <ul style="list-style-type: none"> ➤ <i>Application of the text for personal use or content-specific use</i> ➤ <i>Issues and ideas within a text or across texts that may have implications for readers or contemporary society</i> 	<p>SE: <i>Evaluate and Connect</i> 14, 23, 42, 499, 615, 626, 669 <i>Literature Groups</i> 69, 158 TWE: RM 44</p>
<p>i. Connect the text to prior knowledge or experience <u>Assessment Limits:</u></p> <ul style="list-style-type: none"> ➤ <i>Prior knowledge that clarifies, extends, or challenges the ideas in the text or a portion of the text</i> 	<p>SE: 673 <i>Evaluate and Connect</i> 23, 499, 626 <i>Reading and Thinking</i> 524 <i>Reading Focus</i> 281, 370, 493 TWE: RM 457, 637</p>
<p>5. Analyze purposeful use of language</p>	
<p>a. Analyze specific word choice that contributes to meaning and/or creates style <u>Assessment Limits:</u></p> <ul style="list-style-type: none"> ➤ <i>Significant words and phrases with a specific effect on meaning or style</i> ➤ <i>Figurative language</i> ➤ <i>Idioms and colloquialisms</i> ➤ <i>Connotations of grade-appropriate words</i> ➤ <i>Technical or content vocabulary</i> ➤ <i>Discernible styles, such as persuasive, informal, formal, etc.</i> 	<p>SE: 358 <i>Evaluate and Connect</i> 470 <i>Literary Elements</i> 73, 639 <i>Writing About Literature</i> 321 TWE: AC 344, 392, 644, 851 LE 72</p>
<p>b. Analyze specific language choices to determine tone <u>Assessment Limits:</u></p> <ul style="list-style-type: none"> ➤ <i>Specific words or phrases that create tone</i> ➤ <i>Tone in the text or a portion of the text</i> 	<p>SE: 618-619 <i>Literary Elements</i> 68, 470 TWE: AC 677 LE 63, 64, 84</p>
<p>c. Analyze the appropriateness of tone <u>Assessment Limits:</u></p> <ul style="list-style-type: none"> ➤ <i>Connections between tone and the main idea of the text or a portion of the text</i> 	<p>SE: 618-619 <i>Literary Elements</i> 68, 470 TWE: AC 677 LE 63, 64, 84</p>

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<p>d. Analyze repetition and variation of specific words and phrases that contribute to meaning <u>Assessment Limits:</u></p> <ul style="list-style-type: none"> ➤ <i>Repetition of words and phrases for emphasis</i> ➤ <i>Connections between repetition and meaning</i> ➤ <i>Variations of words and phrases for emphasis</i> 	<p>SE: <i>Evaluate and Connect</i> 470 <i>Literary Elements</i> 385, 499 TWE: AC 485, 567 LE 384, 495, 496, 497 RM 31</p>
6. Read critically to evaluate informational text	
<p>a. Analyze the extent to which the text or texts fulfill the reading purpose <u>Assessment Limits:</u></p> <ul style="list-style-type: none"> ➤ <i>Connections between the content of the text and the purpose for reading</i> 	<p>SE: 44 <i>Evaluate and Connect</i> 42, 165, 393 <i>Literature Groups</i> 158, 445 <i>Setting a Purpose</i> 18 <i>Writing About Literature</i> 88, 142, 490</p>
<p>b. Analyze the extent to which the structure and features of the text clarify the purpose and the information <u>Assessment Limits:</u></p> <ul style="list-style-type: none"> ➤ <i>Connections between effectiveness of format and text features in clarifying the main idea and/or purpose of the text</i> ➤ <i>Connections between effectiveness of organizational pattern and clarity of the main idea and/or purpose of the text</i> 	<p>SE: 25, 395, 565, R97-R99, R101, R109 <i>Reading and Thinking</i> 16, 43, 368, 617, 811, 831</p>
<p>c. Analyze the text and its information for reliability <u>Assessment Limits:</u></p> <ul style="list-style-type: none"> ➤ <i>Connections between the credentials of the author and the information in the text</i> ➤ <i>Factual basis of the information in the text</i> ➤ <i>Currency of the information in the text</i> ➤ <i>Verification of information across multiple sources</i> ➤ <i>Contribution of the text as a source of information on a given or particular topic</i> 	<p>SE: 525, 648-649, R101-R103 <i>Literary Elements</i> 42 <i>Reading and Thinking</i> 501 <i>Writing About Literature</i> 43 TWE: CT 6 RM 208, 322, 749</p>
<p>d. Analyze the author's argument or position for clarity and/or bias <u>Assessment Limits:</u></p> <ul style="list-style-type: none"> ➤ <i>Connections between the main idea and the reader's understanding</i> ➤ <i>Evidence of bias in the author's argument, or treatment of opposing views</i> ➤ <i>Contribution of the text as a fair representation of the topic</i> 	<p>SE: 525, 648-649, R101-R102 <i>Literary Elements</i> 42 <i>Reading and Thinking</i> 501 <i>Writing About Literature</i> 43 TWE: CT 6 RM 284, 322, 749</p>

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<p>e. Analyze additional information that would clarify or strengthen the author's argument or viewpoint</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> ➤ Information that would enhance or clarify the reader's understanding of the main idea of the text or a portion of the text ➤ Connections between the main idea and information not included in the text 	<p>SE: 525 <i>Literary Elements</i> 476, 646 <i>Reading and Thinking</i> 313 <i>Writing About Literature</i> 43, 490</p> <p>TWE: RM 10, 44, 564, 613</p>
<p>f. Analyze the effectiveness of persuasive techniques to sway the reader to a particular point of view</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> ➤ Elements such as rhetorical questions, repetition, and hyperbole, etc. 	<p>SE: 525 <i>Evaluate and Connect</i> 470 <i>Literary Elements</i> 385, 499 <i>Reading and Thinking</i> 501 <i>Writing About Literature</i> 490</p> <p>TWE: LE 495, 496, 497 RM 31</p>
<p>g. Analyze the effect of elements of style on meaning</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> ➤ Formal versus informal language and its effect on meaning ➤ Varied sentence structure and its effect on meaning ➤ Sentences versus non-sentences and their effect on meaning ➤ Contribution of style to meaning 	<p>SE: 358 <i>Evaluate and Connect</i> 470 <i>Literary Elements</i> 73, 639 <i>Writing About Literature</i> 321</p> <p>TWE: AC 344, 392, 644, 851 LE 72</p>
3.0 Comprehension of Literary Text: Students will read, comprehend, interpret, analyze, and evaluate literary texts.	
A. Comprehension of Literary Text	
1. Refine comprehension skills by reading and analyzing a variety of self-selected and assigned literary texts	
<p>a. Listen to critically, read, and discuss a variety of literary texts representing diverse cultures, perspectives, ethnicities, and time periods</p>	<p>SE: 24, 88, 158, 376 TWE: ELL 351, 390 LSM 80, 576</p>
<p>b. Listen to critically, read, and discuss a variety of literary forms and genres</p>	<p>SE: 15, 176, 255, 315, 348, 502, 640, 813 TWE: ELL 813 LSM 667</p>
2. Analyze and evaluate text features to facilitate and extend understanding of literary texts	
<p>a. Analyze text features that contribute to meaning</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> ➤ All organizational graphic and informational aids that contribute to meaning 	<p>SE: 4, 24, 50, 178-179, 490, 491, R96, R104, R110-R111 TWE: MME 178</p>

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3. Analyze and evaluate elements of narrative texts to facilitate understanding and interpretation	
<p>a. Use structural features to distinguish among types of narrative text</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> ➤ <i>Fiction and nonfiction, such as short stories; realistic, historical, and science fiction; folklore, fantasy; essays; personal narratives; journals; biographies; autobiographies</i> ➤ <i>Plays</i> ➤ <i>Lyric and narrative poetry</i> 	<p>SE: 46-47, 196, 294-295, 358, 508, 618-619, 692-693, 832, R97-R98</p>
<p>b. Analyze the conflict and its role in advancing the plot</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> ➤ <i>Narrative text with exposition, rising action, climax, and resolution</i> ➤ <i>Conflicts between or within characters or between characters and external forces</i> ➤ <i>Connections between the resolution of the conflict and the development of the plot</i> ➤ <i>Subplots</i> 	<p>SE: 46-47, 56, 124, 358, 832 <i>Literary Elements</i> 247, 264, 277, 615</p>
<p>c. Analyze details that provide information about the setting, the mood created by the setting, and the role the setting plays in the text</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> ➤ <i>Immediate time and place of the action as well as its larger context</i> ➤ <i>Connections among the characters, the setting, and the mood</i> ➤ <i>Connections between setting and theme</i> 	<p>SE: 46-47, 358, 508, 597, 692, 832 <i>Literary Elements</i> 56, 586</p>
<p>d. Analyze the characterization</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> ➤ <i>Characters' traits</i> ➤ <i>Characters' motivations</i> ➤ <i>Characters' personal growth and development</i> 	<p>SE: 46-47, 208, 356, 536, 693, 832 <i>Literary Elements</i> 165, 291</p>
<p>e. Analyze relationships between and among characters and events</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> ➤ <i>Connections between and among characters</i> ➤ <i>Connections between and among situations</i> ➤ <i>Cause-effect relationships between characters' actions and the results of those actions</i> ➤ <i>Cause-effect relationships between and among events</i> 	<p>SE: 46, 196, 358, 654, 832 <i>Literary Elements</i> 23, 422, 773</p>

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f. Analyze the actions of characters that serve to advance the plot <u>Assessment Limits:</u> ➤ <i>Connections between the actions of the characters and the outcome of the plot</i>	SE: <i>Literary Elements</i> 23, 165, 291 TWE: AC 871 LE 20, 420, 421, 582, 819
g. Analyze conflicts that motivate characters and those that advance the plot <u>Assessment Limits:</u> ➤ <i>Conflicts that affect characters' actions</i> ➤ <i>Conflicts that advance the action of the plot</i>	SE: 46 <i>Literary Elements</i> 291 TWE: LE 64, 66, 216, 415, 485, 730
h. Analyze the author's approach to issues of time in a narrative <u>Assessment Limits:</u> ➤ <i>Flashback</i> ➤ <i>Foreshadowing</i> ➤ <i>Parallel action/episodes</i>	SE: 247, 616, 782, 811 <i>Literary Elements</i> 141 TWE: LE 65, 137, 240, 559, 701
i. Analyze the point of view and its effect on meaning <u>Assessment Limit</u> ➤ <i>First versus third person limited or omniscient point of view</i> ➤ <i>Connections between the point of view and meaning</i>	SE: 47, 196 <i>Literary Elements</i> 221, 489 TWE: LE 481, 483, 484, 821
j. Analyze the interactions among narrative elements and their contribution to meaning <u>Assessment Limits:</u> ➤ <i>Connections among all narrative elements that create meaning</i>	SE: 46-47, 196, 358, 832 <i>Literary Elements</i> 56, 73, 207, 255 TWE: ELL 358
4. Analyze and evaluate elements of poetry to facilitate understanding and interpretation	
a. Use structural features to distinguish among types of poems <u>Assessment Limits:</u> ➤ <i>Types of categories and types of poems, such as narrative, lyric, ballad, elegy, etc.</i>	SE: 602, R4, R9 <i>Literary Elements</i> 255, 306, 312, 356
b. Analyze language and structural features to determine meaning <u>Assessment Limits:</u> ➤ <i>Specific meaning of words, lines and/or stanzas</i> ➤ <i>Contribution of structural features, such as line length and stanza divisions, to meaning</i>	SE: 183, 300, 306, 320, 356, 455, 462, 470, 476 <i>Literary Elements</i> 455
c. Analyze sound elements of poetry that contribute to meaning <u>Assessment Limits:</u> ➤ <i>Rhyme, rhyme scheme</i> ➤ <i>Rhythm</i> ➤ <i>Alliteration</i> ➤ <i>Connections between sound elements and meaning</i>	SE: 183, 300, 306, 320, 356, 455, 462, 470, 476 <i>Literary Elements</i> 455

OBJECTIVES	PAGE REFERENCES
5. Analyze and evaluate elements of drama to facilitate understanding and interpretation	
a. Use structural features to distinguish among types of plays <u>Assessment Limits:</u> ➤ <i>Cast, stage directions</i> ➤ <i>Acts, scenes, prologues</i>	SE: 692-693, 694-695, 697-772 <i>Literary Elements</i> 710, 728, 742 TWE: LE 701, 739, 747 LSM 707
b. Analyze structural features of drama that contribute to meaning <u>Assessment Limits:</u> ➤ <i>Specific actions and events that occur in one or more scenes</i> ➤ <i>Interrelationships of scenes and acts in advancing the plot</i>	SE: 692-693, 697-772, 791-808 <i>Literary Elements</i> 742, 809 TWE: AC 747 ARS 698 LE 711, 798 LSM 725
c. Analyze how dialogue and stage directions work together to create characters and plot <u>Assessment Limits:</u> ➤ <i>Connections between the stage directions and the movement of the characters</i> ➤ <i>Connection between the stage directions and how and what the character says</i> ➤ <i>Interrelationships among stage directions, dialogue, and plot</i>	SE: 697-772, 791-808 <i>Literary Elements</i> 728, 761 TWE: LE 736, 738, 739, 747, 798, 801
6. Analyze important ideas and messages in literary texts	
a. Analyze main ideas and universal themes <u>Assessment Limits:</u> ➤ <i>Literal versus interpretive meanings of a text or a portion of text</i> ➤ <i>Experiences, emotions, issues, and ideas in a text that give rise to universal themes</i>	SE: 211, 565, R98-R99 TWE: CT 637 LSM 541 RM 284, 666
b. Analyze similar themes across multiple texts <u>Assessment Limits:</u> ➤ <i>Experiences, emotions, issues, and ideas across texts that give rise to universal themes</i>	SE: 23, 47, 328, 358, 550-551 <i>Literary Elements</i> 14, 320 TWE: LE 86
c. Summarize or paraphrase the text <u>Assessment Limits:</u> ➤ <i>Restatement of the text or a portion of the text in student's own words</i> ➤ <i>Sequence of events in the plot or a portion of the plot, including the characters, the conflict, the climax, and the resolution</i>	SE: 279, 406, 538, 670, R95, R99-R100, R111 TWE: RM 21, 134, 210, 631
d. Reflect on and explain personal connections to the text <u>Assessment Limits:</u> ➤ <i>Connections between personal experiences and the theme or main ideas</i>	SE: 35, 183, 221, 277, 320, 455, 515, 602, 710, 829 TWE: RM 72

OBJECTIVES	PAGE REFERENCES
e. Explain the implications of the text for the reader and/or society <u>Assessment Limits:</u> ➤ <i>Ideas and issues of a text that may have implications for the reader</i>	SE: 393, 405, 423, 500, 506, 640, 728 TWE: AL 700, 732
7. Analyze and evaluate the author's purposeful use of language	
a. Analyze and evaluate how specific language choices contribute to meaning and create style <u>Assessment Limits:</u> ➤ <i>Significant words and phrases with a specific effect on meaning</i> ➤ <i>Connotations of grade-appropriate words and phrases in context</i> ➤ <i>Patterns of words and phrases that create a specific style, such as humorous, serious, mysterious, etc.</i> ➤ <i>Contributions of dialect to character and plot</i>	SE: 249, 381, 588, R92, R107 <i>Literary Elements</i> 207 TWE: AC 392, 401, 827
b. Analyze and evaluate language choices that create tone <u>Assessment Limits:</u> ➤ <i>Specific words and phrases that create tone</i> ➤ <i>Tone in the text or a portion of the text</i>	SE: 618, 619 <i>Literary Elements</i> 68, 470 TWE: LE 63, 84, 637, 644
c. Analyze the appropriateness of a particular tone <u>Assessment Limits:</u> ➤ <i>Connections between tone and other narrative elements</i>	SE: 618, 619 <i>Literary Elements</i> 68, 470 TWE: LE 63, 84, 637, 644
d. Analyze and evaluate figurative language that contributes to meaning and/or creates style <u>Assessment Limits:</u> ➤ <i>Figurative language in increasingly complex text</i> ➤ <i>Connections between figurative language and meaning</i> ➤ <i>Connections between figurative language and style</i>	SE: 248, 295, 307, 385, 489, 618, R89 <i>Literary Elements</i> 109, 300
e. Analyze imagery that contributes to meaning and/or creates style <u>Assessment Limits:</u> ➤ <i>Specific words and phrases that create sensory images</i> ➤ <i>Connections among sensory language, images, and meaning</i> ➤ <i>Connections among sensory language, meaning, and style</i> ➤ <i>Symbolism, irony, and allusions</i>	SE: 320, 455, 618 <i>Literary Elements</i> 109 TWE: AC 243, 284 LE 33, 317, 624 TS 295

OBJECTIVES	PAGE REFERENCES
f. Analyze elements of style and their contribution to meaning <u>Assessment Limits:</u> <ul style="list-style-type: none"> ➤ <i>Common elements of style, such as repetition, hyperbole and understatement, and rhetorical questions</i> ➤ <i>Connections between elements of style and meaning</i> 	SE: 321, 358, 394, 470 <i>Literary Elements</i> 73, 639 TWE: AC 851 LE 72, 636
8. Read critically to evaluate literary texts	
a. Analyze and evaluate the plausibility of the plot and the credibility of the characters <u>Assessment Limits:</u> <ul style="list-style-type: none"> ➤ <i>Connections among the events in the plot, the actions of the characters, and the plausibility of the conflict and/or outcome</i> ➤ <i>Plausibility of characterization</i> 	SE: <i>Literary Elements</i> 23, 375 TWE: CT 22, 454, 705, 719, 731
b. Analyze and evaluate the extent to which the text contains ambiguities, subtleties, or contradictions <u>Assessment Limits:</u> <ul style="list-style-type: none"> ➤ <i>Questions and predictions about events, situations, and conflicts that might occur if the text were continued</i> ➤ <i>Questions about characters and/or situations not fully developed in the text</i> 	SE: <i>Literary Elements</i> 247, 853 TWE: AC 354 CT 461, 474, 852 LE 240, 241, 849
c. Analyze and evaluate the relationship between a literary text and its historical, social, and political contexts <u>Assessment Limits:</u> <ul style="list-style-type: none"> ➤ <i>Connections between the text and its historical setting</i> ➤ <i>Connections between the text and its social context</i> ➤ <i>Connections between literary text and its political context</i> ➤ <i>Effect of historical setting, social, and/or political context on meaning</i> 	SE: 44, 463, 508-509, 523, 626, 647 <i>Literary Elements</i> 669 TWE: MME 452
4.0 Writing: Students will compose effective expressive, informational, and persuasive writing.	
A. Writing	
1. Use the writing process to respond to teacher-created prompts involving reactions to literary passages and/or real-life situations	
a. Generate and narrow topics by considering purpose, audience, and form	SE: 90-91, 227-228, 324-325, 426-427, 540-541, 650-651, 778-779, 874-875, R51 TWE: WM R121, R124

OBJECTIVES	PAGE REFERENCES
b. Select, organize, and develop ideas by <ul style="list-style-type: none"> • Exploring and evaluating the usefulness and quality of sources • Determining completeness of support • Organizing information into sub-topics • Generating graphic organizers • Outlining • Selecting and using organizational structures appropriate to topic 	SE: 90-91, 227-228, 324-325, 426-427, 540-541, 650-651, 778-779, 874-875, R51 TWE: WM R122
c. Compose for a specific audience and/or purpose <ul style="list-style-type: none"> • Make effective decisions regarding word choice, style, information provided according to analysis of audience needs and knowledge and consideration of purpose and form • Maintain organization and coherence with logic, use of transitions, and appropriate details 	SE: 92, 228, 326, 428, 542, 652, 780, 876, R52 TWE: WM R130
d. Revise texts for clarity, completeness, and effectiveness according to topic, purpose, audience, and form <ul style="list-style-type: none"> • Revision based on both teacher-provided and writer-identified criteria from analysis of models and audience feedback 	SE: 92, 228, 326, 428, 542, 652, 780, 876, R52
e. Edit and proofread writing <ul style="list-style-type: none"> • Use references, such as language handbooks • Use audience feedback 	SE: 93, 229, 327, 429, 543, 653, 781, 877, R53
f. Prepare writing for publication <ul style="list-style-type: none"> • Share/Present/Publish using a variety of formats (when appropriate) 	SE: 93, 229, 327, 429, 543, 653, 781, 877, R53 TWE: WM R129
2. Write to express personal ideas	
a. Express personal ideas in writing that: <ul style="list-style-type: none"> • Addresses a central theme, message, or topic • Selects and uses a form suited to topic, audience, and purpose • Fully develops topic • Creates clear and consistent tone (attitude toward subject) with word choice and well-chosen details • Purposefully selects and employs literary devices, such as metaphor, simile, repetition, alliteration, foreshadowing, dialogue, symbolism, to enhance meaning • Targets audience interest 	SE: 15, 36, 57, 90-93, 158, 208, 313, 445, 710, 866

OBJECTIVES	PAGE REFERENCES
b. Write a variety of forms for personal expression <ul style="list-style-type: none"> • Poetry, such as dramatic, lyric, narrative, and comic • Drama, such as skits, reader’s theater • Fiction, such as short story • Essay, such as autobiographical narrative/memoir • Description, such as character sketch 	SE: 90-93, 194, 292, 537, 540-543, 661 <i>Literary Elements</i> 35
3. Write to inform	
a. Produce a variety of informational writing, including <ul style="list-style-type: none"> • Professional communications, such as letter/email of application, résumé • Informational essays/research reports, such as editorials, entertainment reviews, formal essays (introduction and thesis-body-conclusion) • Short response/essay answer/brief constructed responses that support an interpretation or evaluation of a text 	SE: 423, 445, 523, 651, 873, R61-R64, R65-R67
b. Produce effective informative and persuasive writing that <ul style="list-style-type: none"> • Establishes and maintains a clear, consistent purpose or position • Builds upon strategies for generating, searching, and/or gathering supporting information • Results from the purposeful selection of an appropriate text structure for development, such as compare/contrast, problem/solution essay, cause/effect essay, summary, sequence of steps/chronological order/process steps • Includes an introduction, body, and conclusion (when appropriate) • Provides fully developed supporting information, such as summaries, paraphrases, direct quotations, details, facts, statistics, and other specific information • Enhances text with graphics, such as charts and diagrams (when appropriate) • Maintains coherence through devices, such as transitions, parallel structures, repetitions, rhetorical questions 	SE: 473, 501, 525, 540-543, 565, 649, 778-781, R55, R56-R60, R68, R107

OBJECTIVES	PAGE REFERENCES
c. Avoid plagiarism by crediting sources when paraphrasing, summarizing, and quoting	SE: 437, 778-781, R56-R60
4. Write to persuade	
a. Produce effective persuasive writing that <ul style="list-style-type: none"> • Establishes and maintains a clear, consistent purpose or position • Builds upon strategies for generating, searching, and/or gathering supporting information • Results from the purposeful selection of an appropriate text structure for development, such as compare/contrast, problem/solution, cause/effect • Includes an introduction, body, and conclusion (when appropriate) • Provides fully developed supporting information, such as anecdotes, descriptions, facts, statistics, and other specific information • Enhances text with graphics, such as charts and diagrams (when appropriate) • Maintains coherence through devices, such as transitions, parallel structures, repetitions, rhetorical questions • Uses precise word choice based on audience and purpose • Anticipates and answers an opposing persuasive viewpoint • Directs persuasive appeals, such as appeals to emotion, logic, morality, authority, to specific audiences 	SE: 501, 525, 540-543, R55, R107, R124
b. Avoid plagiarism by crediting sources when paraphrasing, summarizing, and quoting	SE: 437, 778-781, R56-R60
5.0 Controlling Language: Students will control language by applying the conventions of Standard English.	
6.0 Listening: Students will demonstrate effective listening to learn, process, and analyze information.	
A. Listening	
1. Apply and demonstrate listening skills appropriately in a variety of settings and for a variety of purposes	
a. Respond to a speaker's cues appropriately	SE: 101, 237, 255, 278, 315, 376, 562, 603, R74-R75 TWE: LSC 287 LSM 153
b. Identify regional and social language differences	SE: 376, 774 <i>Literary Elements</i> 207 TWE: ELL 40 LE 85 LSM 80, 707, 793

OBJECTIVES	PAGE REFERENCES
c. Determine and apply criteria to evaluate oral presentations	SE: 315, 437, 502, 551, 813, 843, R74-R75 TWE: ELL 502, 813
2. Demonstrate comprehension and literary analysis strategies and skills for a variety of listening purposes and settings	
a. Evaluate the effectiveness of the elements of the speech or performance or presentation	SE: 292, 348, 357, 367, 381, 551, 774, 810, R75-R78
b. Interpret the speech or performance or presentation	SE: 292, 348, 357, 367, 381, 551, 774, 810, R75-R78
c. Analyze a speaker's purpose and viewpoint	SE: 315, 437, 502, 551, 813, 843, R74-R75 TWE: ELL 502, 813
d. Identify and evaluate a speaker's stylistic devices, such as clear organization, clear viewpoint, use of support, language appropriate to audience, topic appropriate to audience	SE: 292, 348, 357, 367, 381, 551, 774, 810, R75-R78
e. Evaluate a speaker's credibility, such as bias, hidden agendas, use of research/information from reliable sources	SE: 24, 437, 445, 525, 540-543, 551, 683, R75, R78
f. Explain and support a personal response to an oral presentation	SE: 38, 69, 313, 448, 500, 603, 710, 873
7.0 Speaking: Students will communicate effectively in a variety of situations with different audiences, purposes, and formats.	
B. Speaking	
1. Demonstrate appropriate organizational strategies and delivery techniques to plan for a variety of oral presentation purposes	
a. Refine a presentation using varied media	SE: 3, 266-267, 437, 445, 551, 789 TWE: LSM 707 RWC 823
b. Use a combination of organizational structures, such as narrative, cause and effect, chronological/sequential order, description, main idea with supporting details, problem/solution, question/answer, comparison and contrast, making appropriate transitions within a presentation	SE: 43, 248, 278, 292, 376, 502, 562, 843 TWE: LSC 701 LSM 80
c. Speak to persuade by including a well-defined thesis, differentiating fact from opinion, and support arguments with detailed evidence, examples, reasoning and persuasive language	SE: 24, 437, 445, 525, 540-543, 551, 683, R75, R78

Codes Used for TWE Pages

AC	Author's Craft
AL	Advanced Learners
ARS	Active Reading Strategies
CT	Critical Thinking
ELL	English Language Learners
INC	Internet Connection
LE	Literary Elements
LSC	Life Skills Connection
LSM	Listening and Speaking Minilesson
MIN	Meeting Individual Needs
MME	Multiple Modes of Expression
RM	Reading Minilesson
RWC	Real-World Connection
TS	Teaching Strategies
VS	Vocabulary Skills
WM	Writing Minilesson