



Literacy and Intervention

WORDLY WISE 3000[®]

3rd Edition

Correlated to Texas Essential Knowledge and Skills (TEKS)
English Language Arts and Reading

Grades 6–8

Wordly Wise 3000®

correlated to

Texas Essential Knowledge and Skills English Language Arts and Reading Grades 6-8

SE – Student Edition; TE – Teacher’s Edition; PC – Picture Cards; CC – Concept Cards

§110.16. English Language Arts and Reading, Grade 6	
(b) Knowledge and skills.	
(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.	SE: 7-8, 18-19, 28-29, 38-39, 49-50, 60-61, 70-71, 80-81, 91-92, 101-102, 111-112, 135-136, 145-146, 156-157, 166-167, 177-178, 187-188, 198-199 TE: 98-99, 102-103, 141-142, 149-150, 145-146, 153-154
(2) Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:	
(A) determine the meaning of grade-level academic English words derived from Latin, Greek, or other linguistic roots and affixes;	SE: 10, 21, 31, 37, 52, 69, 73, 83, 110, 114, 120, 124, 138, 148, 159, 180, 186, 190, 211
(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;	SE: 31, 41, 63, 104, 124, 144, 211
(C) complete analogies that describe part to whole or whole to part (e.g., ink:pen as page: ____ or pen:ink as book: ____);	SE: <i>Analogies</i> : 27, 79, 155, 207
(D) explain the meaning of foreign words and phrases commonly used in written English (e.g., <i>RSVP</i> , <i>que sera sera</i>); 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.	SE: <i>Word Lists</i> : 1-2, 11-12, 22-23, 32-33, 43-44, 53-54, 64-66, 74-75, 85-86, 94-95, 105-106, 115-116, 128-129, 139-140, 149-151, 160-161, 171-172, 181-182, 191-193, 202-203

(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:	SE: 122-123, 209-210 TE: 7, 11, 38-39, 54-55, 150-152, 154-156, 159
(A) infer the implicit theme of a work of fiction, distinguishing theme from the topic;	SE: 121-123, 209-210 TE: 7, 11, 38-39, 54-55, 149-152, 153-156, 159
(B) analyze the function of stylistic elements (e.g., magic helper, rule of three) in traditional and classical literature from various cultures; and	
(C) compare and contrast the historical and cultural settings of two literary works.	
(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 explain how figurative language (e.g., personification, metaphors, similes, hyperbole) contributes to the meaning of a poem.	
(5) 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 the similarities and differences in the setting, characters, and plot of a play and those in a film based upon the same story line.	
(6) 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:	
(A) summarize the elements of plot development (e.g., rising action, turning point, climax, falling action, denouement) in various works of fiction;	SE: 121-123, 208-210 TE: 7, 11, 38-39, 54-55, 149-152, 153-156, 159
(B) recognize dialect and conversational voice and explain how authors use dialect to convey character; and	
(C) describe different forms of point-of-view, including first- and third-person.	

<p>(7) 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 identify the literary language and devices used in memoirs and personal narratives and compare their characteristics with those of an autobiography.</p>	<p>SE: 18-21, 49-52, 80-82, 111-113, 145-147</p>
<p>(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.</p>	
<p>(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.</p>	<p>SE: 7-9, 18-21, 70-72, 80-82, 111-113, 145-147, 166-168, 177-179, 187-189, 198-200 TE: 98-101, 102-105, 141-144, 145-148, 149-152</p>
<p>(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:</p>	
<p>(A) summarize the main ideas and supporting details in text, demonstrating an understanding that a summary does not include opinions;</p>	<p>SE: 7-9, 18-21, 28-30, 38-40, 49-52, 60-62, 70-71, 80-82, 91-93, 101-103, 111-113, 135-137, 145-147, 156-158, 166-167, 177-179, 187-189, 198-200 TE: 98-101, 102-105, 141-144, 145-148, 149-152</p>
<p>(B) explain whether facts included in an argument are used for or against an issue;</p>	
<p>(C) explain how different organizational patterns (e.g., proposition-and-support, problem-and-solution) develop the main idea and the author's viewpoint; and</p>	
<p>(D) synthesize and make logical connections between ideas within a text and across two or three texts representing similar or different genres.</p>	

(11) Reading/Comprehension of Informational Text/Persuasive Text. Students analyze, make inferences and 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 two different authors writing for the same purpose, noting the stated claim and supporting evidence; and	
(B) identify simply faulty reasoning used in persuasive texts.	
(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:	
(A) follow multi-tasked instructions to complete a task, solve a problem, or perform procedures; and	
(B) interpret factual, quantitative, or technical information presented in maps, charts, illustrations, graphs, timelines, tables, and diagrams.	
(13) 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:	
(A) explain messages conveyed in various forms of media;	Can use www.wordlywise3000.com
(B) recognize how various techniques influence viewers' emotions;	Can use www.wordlywise3000.com
(C) critique persuasive techniques (e.g., testimonials, bandwagon appeal) used in media messages; and	Can use www.wordlywise3000.com
(D) analyze various digital media venues for levels of formality and informality.	Can use www.wordlywise3000.com

<p>(14) Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:</p>	<p><i>Wordly Wise 3000</i>, focuses on improving students' vocabulary by furthering their understanding of new words and concepts through vocabulary instruction including definitions as well as context to gains full and flexible knowledge of word meanings.</p>
<p>(A) plan a first draft by selecting a genre appropriate for conveying the intended meaning to an audience, determining appropriate topics through a range of strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea;</p>	
<p>(B) develop drafts by choosing an appropriate organizational strategy (e.g., sequence of events, cause-effect, compare-contrast) and building on ideas to create a focused, organized, and coherent piece of writing;</p>	
<p>(C) revise drafts to clarify meaning, enhance style, include simple and compound sentences, and improve transitions by adding, deleting, combining, and rearranging sentences or larger units of text after rethinking how well questions of purpose, audience, and genre have been addressed;</p>	
<p>(D) edit drafts for grammar, mechanics, and spelling; and</p>	
<p>(E) revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences.</p>	
<p>(15) Writing/Literary Texts. Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Students are expected to:</p>	<p><i>Wordly Wise 3000</i>, focuses on improving students' vocabulary by furthering their understanding of new words and concepts through vocabulary instruction including definitions as well as context to gains full and flexible knowledge of word meanings.</p>
<p>(A) write imaginative stories that include:</p>	
<p>(i) a clearly defined focus, plot, and point of view;</p>	
<p>(ii) a specific, believable setting created through the use of sensory details; and</p>	
<p>(iii) dialogue that develops the story; and</p>	
<p>(B) write poems using:</p>	
<p>(i) poetic techniques (e.g., alliteration, onomatopoeia);</p>	
<p>(ii) figurative language (e.g., similes, metaphors); and</p>	
<p>(iii) graphic elements (e.g., capital letters, line length).</p>	
<p>(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.</p>	<p><i>Wordly Wise 3000</i>, focuses on improving students' vocabulary by furthering their understanding of new words and concepts through vocabulary instruction including definitions as well as context to gains full and flexible knowledge of word meanings.</p>

<p>(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:</p>	<p><i>Wordly Wise 3000</i>, focuses on improving students' vocabulary by furthering their understanding of new words and concepts through vocabulary instruction including definitions as well as context to gains full and flexible knowledge of word meanings.</p>
<p>(A) create multi-paragraph essays to convey information about a topic that:</p>	
<p>(i) present effective introductions and concluding paragraphs;</p>	
<p>(ii) guide and inform the reader's understanding of key ideas and evidence;</p>	
<p>(iii) include specific facts, details, and examples in an appropriately organized structure; and</p>	
<p>(iv) use a variety of sentence structures and transitions to link paragraphs;</p>	
<p>(B) write informal letters that convey ideas, include important information, demonstrate a sense of closure, and use appropriate conventions (e.g., date, salutation, closing);</p>	
<p>(C) write responses to literary or expository texts and provide evidence from the text to demonstrate understanding; and</p>	<p>SE: <i>Writing Exercises:</i> 8-9, 19-21, 29-30, 39-40, 50-51, 61-62, 71-73, 81-83, 92-93, 102-103, 112-113, 122-123, 136-137, 146-147, 157-158, 167-168, 178-179, 188-189, 199-200, 209-210</p>
<p>(D) produce a multimedia presentation involving text and graphics using available technology.</p>	
<p>(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 persuasive essays for appropriate audiences that establish a position and include sound reasoning, detailed and relevant evidence, and consideration of alternatives.</p>	

(19) Oral and Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students will continue to apply earlier standards with greater complexity. Students are expected to:	
(A) use and understand the function of the following parts of speech in the context of reading, writing, and speaking:	
(i) verbs (irregular verbs and active and passive voice);	SE: <i>Word Lists:</i> 1-2, 11-12, 22-23, 32-33, 43-44, 53-54, 64-66, 74-75, 85-86, 94-95, 105-106, 115-116, 128-129, 139-140, 149-151, 160-161, 171-172, 181-182, 191-193, 202-203
(ii) non-count nouns (e.g., rice, paper);	
(iii) predicate adjectives (She is <i>intelligent</i> .) and their comparative and superlative forms (e.g., many, more, most);	
(iv) conjunctive adverbs (e.g., consequently, furthermore, indeed);	
(v) prepositions and prepositional phrases to convey location, time, direction, or to provide details;	
(vi) indefinite pronouns (e.g., all, both, nothing, anything);	
(vii) subordinating conjunctions (e.g., while, because, although, if); and	
(viii) transitional words and phrases that demonstrate an understanding of the function of the transition related to the organization of the writing (e.g., on the contrary, in addition to);	
(B) differentiate between the active and passive voice and know how to use them both; and	
(C) use complete simple and compound sentences with correct subject-verb agreement.	

(20) Oral and Written Conventions/Handwriting, Capitalization, and Punctuation. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students are expected to:	
(A) use capitalization for:	
(i) abbreviations;	
(ii) initials and acronyms; and	
(iii) organizations;	
(B) recognize and use punctuation marks including:	
(i) commas in compound sentences;	
(ii) proper punctuation and spacing for quotations; and	
(iii) parentheses, brackets, and ellipses (to indicate omissions and interruptions or incomplete statements); and	
(C) use proper mechanics including italics and underlining for titles of books.	
(21) Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to:	
(A) differentiate between commonly confused terms (e.g., its, it's; affect, effect);	SE: 10, 41, 73, 104, 138, 159
(B) use spelling patterns and rules and print and electronic resources to determine and check correct spellings; and	Related Content: SE: <i>Word Lists</i> : 1-2, 11-12, 22-23, 32-33, 43-44, 53-54, 64-66, 74-75, 85-86, 94-95, 105-106, 115-116, 128-129, 139-140, 149-151, 160-161, 171-172, 181-182, 191-193, 202-203
(C) know how to use the spell-check function in word processing while understanding its limitations.	
(22) Research/Research Plan. Students ask open-ended research questions and develop a plan for answering them. Students are expected to:	
(A) brainstorm, consult with others, decide upon a topic, and formulate open-ended questions to address the major research topic; and	
(B) generate a research plan for gathering relevant information about the major research question.	

(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:	
(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;	
(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;	
(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	
(E) differentiate between paraphrasing and plagiarism and identify the importance of citing valid and reliable sources.	
(24) Research/Synthesizing Information. Students clarify research questions and evaluate and synthesize collected information. Students are expected to:	
(A) refine the major research question, if necessary, guided by the answers to a secondary set of questions; and	
(B) evaluate the relevance and reliability of sources for the research.	
(25) 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:	
(A) compiles important information from multiple sources;	
(B) develops a topic sentence, summarizes findings, and uses evidence to support conclusions;	
(C) presents the findings in a consistent format; and	
(D) uses quotations to support ideas and an appropriate form of documentation to acknowledge sources (e.g., bibliography, works cited).	

<p>(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:</p>	
<p>(A) listen to and interpret a speaker's messages (both verbal and nonverbal) and ask questions to clarify the speaker's purpose and perspective;</p>	<p>Class discussions are utilized during <i>Applying Meaning</i> and <i>Review Puzzle Exercises</i>, e.g., SE: <i>Applying Meanings</i>: 5, 16, 26, 36, 47, 58, 68, 78, 89, 99, 109-110, 119, 132, 143, 154, 164, 175, 185, 196, 206; <i>Review Puzzles</i>: 42, 84, 125-127, 170</p>
<p>(B) follow and give oral instructions that include multiple action steps; and</p>	
<p>(C) paraphrase the major ideas and supporting evidence in formal and informal presentations.</p>	<p>Class discussions used during <i>Applying Meaning</i> and <i>Review Puzzle Exercises</i> can be used to teach standard, e.g., SE: <i>Applying Meanings</i>: 5, 16, 26, 36, 47, 58, 68, 78, 89, 99, 109-110, 119, 132, 143, 154, 164, 175, 185, 196, 206; <i>Review Puzzles</i>: 42, 84, 125-127, 170</p>
<p>(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.</p>	<p>Class discussions used during <i>Applying Meaning</i> and <i>Review Puzzle Exercises</i> can be used to teach standard, e.g., SE: <i>Applying Meanings</i>: 5, 16, 26, 36, 47, 58, 68, 78, 89, 99, 109-110, 119, 132, 143, 154, 164, 175, 185, 196, 206; <i>Review Puzzles</i>: 42, 84, 125-127, 170</p>
<p>(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.</p>	<p>SE: <i>Just the Right Word</i>: 4, 15, 25, 35, 46, 57, 67, 77, 88, 98, 108, 118, 131, 142, 153, 163, 174, 184, 195, 205</p>

§110.19. English Language Arts and Reading, Grade 7	
(b) Knowledge and skills.	
(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.	SE: 7-8, 17-18, 27-28, 37-38, 48-49, 58-59, 68-69, 78-79, 90-91, 100-101, 111-112, 122-123, 135-136, 145-146, 156-157, 166-167, 177-178, 188-189, 199-200, 209-210 TE: 99, 103-104, 145-146, 149-150, 153-154, 157-158
(2) Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:	
(A) determine the meaning of grade-level academic English words derived from Latin, Greek, or other linguistic roots and affixes;	SE: 20, 26, 30, 40, 51, 61, 71, 77, 93, 103, 125, 138, 148, 180, 202
(B) use context (within a sentence and in larger sections of text) to determine or clarify the meaning of unfamiliar ambiguous words;	SE: <i>Word Lists</i> : 1-2, 11-12, 21-22, 31-32, 42-43, 52-53, 62-63, 72-73, 83-85, 94-95, 104-105, 115-117, 129-130, 139-140, 149-150, 160-161, 171-172, 181-183, 192-194, 203-204
(C) complete analogies that describe part to whole or whole to part;	SE: <i>Analogies</i> : 16, 47, 110, 155, 208
(D) identify the meaning of foreign words commonly used in written English with emphasis on Latin and Greek words (e.g., <i>habeus corpus</i> , <i>e pluribus unum</i> , <i>bona fide</i> , <i>nemesis</i>); and	SE: 140, 160, 169
(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.	SE: <i>Word Lists</i> : 1-2, 11-12, 21-22, 31-32, 42-43, 52-53, 62-63, 72-73, 83-85, 94-95, 104-105, 115-117, 129-130, 139-140, 149-150, 160-161, 171-172, 181-183, 192-194, 203-204

(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:	SE: 27-29, 68-70, 123-124 TE: 3, 5, 7, 20-21, 28-29, 38-39, 58-59
(A) describe multiple themes in a work of fiction;	Readings can be used to teach standard, e.g., SE: 27-29, 68-70, 122-124 TE: 3, 5, 7, 20-21, 28-29, 38-39, 58-59
(B) describe conventions in myths and epic tales (e.g., extended simile, the quest, the hero's tasks, circle stories); and	SE: 27-29, 68-70, 122-124 TE: 3, 5, 7, 20-21, 28-29, 38-39, 58-59
(C) analyze how place and time influence the theme or message of a literary work.	Readings can be used to teach standard, e.g., SE: 27-29, 68-70, 122-124 TE: 3, 5, 7, 20-21, 28-29, 38-39, 58-59
(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.	
(5) 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 a playwright's use of dialogue and stage directions.	
(6) 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:	
(A) explain the influence of the setting on plot development;	Readings can be used to teach standard, e.g., SE: 27-29, 68-70, 122-124 TE: 3, 5, 7, 20-21, 28-29, 38-39, 58-59
(B) analyze the development of the plot through the internal and external responses of the characters, including their motivations and conflicts; and	Readings can be used to teach standard, e.g., SE: 27-29, 68-70, 122-124 TE: 3, 5, 7, 20-21, 28-29, 38-39, 58-59
(C) analyze different forms of point of view, including first-person, third-person omniscient, and third-person limited.	

<p>(7) 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 describe the structural and substantive differences between an autobiography or a diary and a fictional adaptation of it.</p>	<p>SE: 58-61, 135-138 TE: 145-148, 149-152, 153-156, 157-160, 162, 164</p>
<p>(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 determine the figurative meaning of phrases and analyze how an author's use of language creates imagery, appeals to the senses, and suggests mood.</p>	
<p>(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.</p>	<p>SE: 7-9, 17-19, 37-39, 48-50, 58-60, 78-80, 90-92, 111-113, 135-138, 156-158, 177-179, 188-191 TE: 2-11, 16-19, 22-29, 32-37, 40-55, 58-59, 99-102, 103-106, 145-148, 149-152, 153-156, 157-160, 162, 164</p>
<p>(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:</p>	
<p>(A) evaluate a summary of the original text for accuracy of the main ideas, supporting details, and overall meaning;</p>	
<p>(B) distinguish factual claims from commonplace assertions and opinions;</p>	
<p>(C) use different organizational patterns as guides for summarizing and forming an overview of different kinds of expository text; and</p>	
<p>(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.</p>	<p><i>Passages and Passage Questions</i> can be used to meet standard, e.g., SE: 7-9, 17-19, 37-39, 48-50, 58-60, 78-80, 90-92, 100-102, 111-113, 135-137, 145-147, 156-158, 166-168, 176-179, 188-191, 199-201, 209-211 TE: 2-11, 16-19, 22-29, 32-37, 40-55, 58-59, 99-102, 103-106, 145-148, 149-152, 153-156, 157-160, 162, 164</p>

(11) Reading/Comprehension of Informational Text/Persuasive Text. 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 contemporary policy speeches (e.g., argument by cause and effect, analogy, authority) and identify the different types of evidence used to support the argument; and	SE: 100-102, 145-147 TE: 6, 8
(B) identify such rhetorical fallacies as ad hominem, exaggeration, stereotyping, or categorical claims in persuasive texts.	
(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:	
(A) follow multi-dimensional instructions from text to complete a task, solve a problem, or perform procedures; and	
(B) explain the function of the graphical components of a text.	
(13) 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:	
(A) interpret both explicit and implicit messages in various forms of media;	Can use www.wordlywise3000.com
(B) interpret how visual and sound techniques (e.g., special effects, camera angles, lighting, music) influence the message;	Can use www.wordlywise3000.com
(C) evaluate various ways media influences and informs audiences; and	Can use www.wordlywise3000.com
(D) assess the correct level of formality and tone for successful participation in various digital media.	Can use www.wordlywise3000.com

<p>(14) Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:</p>	<p><i>Wordly Wise 3000</i>, focuses on improving students' vocabulary by furthering their understanding of new words and concepts through vocabulary instruction including definitions as well as context to gains full and flexible knowledge of word meanings.</p>
<p>(A) plan a first draft by selecting a genre appropriate for conveying the intended meaning to an audience, determining appropriate topics through a range of strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea;</p>	
<p>(B) develop drafts by choosing an appropriate organizational strategy (e.g., sequence of events, cause-effect, compare-contrast) and building on ideas to create a focused, organized, and coherent piece of writing;</p>	
<p>(C) revise drafts to clarify meaning, enhance style, include simple and compound sentences, and improve transitions by adding, deleting, combining, and rearranging sentences or larger units of text after rethinking how well questions of purpose, audience, and genre have been addressed;</p>	
<p>(D) edit drafts for grammar, mechanics, and spelling; and</p>	
<p>(E) revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences.</p>	
<p>(15) Writing/Literary Texts. Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Students are expected to:</p>	<p><i>Wordly Wise 3000</i>, focuses on improving students' vocabulary by furthering their understanding of new words and concepts through vocabulary instruction including definitions as well as context to gains full and flexible knowledge of word meanings.</p>
<p>(A) write imaginative stories that include:</p>	
<p>(i) sustains reader interest;</p>	
<p>(ii) includes well-paced action and an engaging story line;</p>	
<p>(iii) creates a specific, believable setting through the use of sensory details;</p>	
<p>(iv) develops interesting characters; and</p>	
<p>(v) uses a range of literary strategies and devices to enhance the style and tone; and</p>	
<p>(B) write a poem using:</p>	
<p>(i) poetic techniques (e.g., rhyme scheme, meter);</p>	
<p>(ii) figurative language (e.g., personification, idioms, hyperbole); and</p>	
<p>(iii) graphic elements (e.g., word position).</p>	

(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.	<i>Wordly Wise 3000</i> , focuses on improving students' vocabulary by furthering their understanding of new words and concepts through vocabulary instruction including definitions as well as context to gains full and flexible knowledge of word meanings.
(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:	<i>Wordly Wise 3000</i> , focuses on improving students' vocabulary by furthering their understanding of new words and concepts through vocabulary instruction including definitions as well as context to gains full and flexible knowledge of word meanings.
(A) write a multi-paragraph essay to convey information about a topic that:	
(i) presents effective introductions and concluding paragraphs;	
(ii) contains a clearly stated purpose or controlling idea;	
(iii) is logically organized with appropriate facts and details and includes no extraneous information or inconsistencies;	
(iv) accurately synthesizes ideas from several sources; and	
(v) uses a variety of sentence structures, rhetorical devices, and transitions to link paragraphs.	
(B) write a letter that reflects an opinion, registers a complaint, or requests information in a business or friendly context;	
(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	SE: <i>Writing Exercises:</i> 8-9, 18-19, 28-29, 38-39, 49-50, 59-60, 69-70, 78-80, 91-92, 101-102, 112-112, 123-124, 136-137, 146-147, 157-158, 167-168, 178-179, 189-191, 200-201, 210-211
(D) produce a multimedia presentation involving text and graphics using available technology.	
(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:	<i>Wordly Wise 3000</i> , focuses on improving students' vocabulary by furthering their understanding of new words and concepts through vocabulary instruction including definitions as well as context to gains full and flexible knowledge of word meanings.
(A) establishes a clear thesis or position:	
(B) considers and responds to the views of others and anticipates and answers reader concerns and counter-arguments; and	
(C) includes evidence that is logically organized to support the author's viewpoint and that differentiates between fact and opinion.	

(19) Oral and Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students will continue to apply earlier standards with greater complexity. Students are expected to:	
(A) identify, use and understand the function of the following parts of speech in the context of reading, writing, and speaking:	
(i) verbs (perfect and progressive tenses) and participles;	SE: <i>Word Lists:</i> 1-2, 11-12, 21-22, 31-32, 42-43, 52-53, 62-63, 72-73, 83-85, 94-95, 104-105, 115-117, 129-130, 139-140, 149-150, 160-161, 171-172, 181-183, 192-194, 203-204
(ii) appositive phrases;	
(iii) adverbial and adjectival phrases and clauses	
(iv) conjunctive adverbs (e.g., consequently, furthermore, indeed);	
(v) prepositions and prepositional phrases and their influence on subject-verb agreement;	
(vi) relative pronouns (e.g., whose, that, which);	
(vii) subordinating conjunctions (e.g., because, since); and	
(viii) transitions for sentence to sentence or paragraph to paragraph coherence	
(B) write complex sentences and differentiate between main versus subordinate clauses; and	<i>Writing Exercises</i> can be utilized to teach standard, e.g., SE: <i>Writing Exercises:</i> 8-9, 18-19, 28-29, 38-39, 49-50, 59-60, 69-70, 78-80, 91-92, 101-102, 112-112, 123-124, 136-137, 146-147, 157-158, 167-168, 178-179, 189-191, 200-201, 210-211
(C) use a variety of complete sentences (e.g., simple, compound, complex) that include properly placed modifiers, correctly identified antecedents, parallel structures, and consistent tenses.	<i>Writing Exercises</i> can be utilized to teach standard, e.g., SE: <i>Writing Exercises:</i> 8-9, 18-19, 28-29, 38-39, 49-50, 59-60, 69-70, 78-80, 91-92, 101-102, 112-112, 123-124, 136-137, 146-147, 157-158, 167-168, 178-179, 189-191, 200-201, 210-211
(20) Oral and Written Conventions/Handwriting, Capitalization, and Punctuation. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students are expected to:	
(A) use conventions of capitalization; and	
(B) recognize and use punctuation marks including:	
(i) commas after introductory words, phrases, and clauses; and	
(ii) semicolons, colons, and hyphens.	

<p>(21) Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to spell correctly, including using various resources to determine and check correct spellings.</p>	<p>Related Content: SE: <i>Word Lists:</i> 1-2, 11-12, 21-22, 31-32, 42-43, 52-53, 62-63, 72-73, 83-85, 94-95, 104-105, 115-117, 129-130, 139-140, 149-150, 160-161, 171-172, 181-183, 192-194, 203-204</p>
<p>(22) Research/Research Plan. Students ask open-ended research questions and develop a plan for answering them. Students are expected to:</p>	
<p>(A) brainstorm, consult with others, decide upon a topic, and formulate a major research question to address the major research topic; and</p>	
<p>(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.</p>	
<p>(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:</p>	
<p>(A) follow the research plan to gather information from a range of relevant print and electronic sources using advanced search strategies;</p>	
<p>(B) categorize information thematically in order to see the larger constructs inherent in the information;</p>	
<p>(C) record bibliographic information (e.g., author, title, page number) for all notes and sources according to a standard format; and</p>	
<p>(D) differentiate between paraphrasing and plagiarism and identify the importance of citing valid and reliable sources.</p>	
<p>(24) Research/Synthesizing Information. Students clarify research questions and evaluate and synthesize collected information. Students are expected to:</p>	
<p>(A) narrow or broaden the major research question, if necessary, based on further research and investigation; and</p>	
<p>(B) utilize elements that demonstrate the reliability and validity of the sources used (e.g., publication date, coverage, language, point of view) and explain why one source is more useful than another.</p>	

<p>(25) 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:</p>	
<p>(A) draws conclusions and summarizes or paraphrases the findings in a systematic way;</p>	
<p>(B) marshals evidence to explain the topic and gives relevant reasons for conclusions;</p>	
<p>(C) presents the findings in a meaningful format; and</p>	
<p>(D) follows accepted formats for integrating quotations and citations into the written text to maintain a flow of ideas.</p>	
<p>(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:</p>	
<p>(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;</p>	<p>Class discussions are utilized during <i>Applying Meaning</i> and <i>Review Puzzle Exercises</i>, e.g., SE: Applying Meanings: 5, 15, 25, 35, 46, 56, 66, 76, 85-86, 98, 109, 143, 154, 164, 175, 186, 198; <i>Review Puzzles:</i> 41, 82, 126-128, 170, 213-215</p>
<p>(B) follow and give complex oral instructions to perform specific tasks, answer questions, or solve problems; and</p>	
<p>(C) draw conclusions about the speaker's message by considering verbal communication (e.g., word choice, tone) and nonverbal cues (e.g., posture, gestures, facial expressions).</p>	<p>Class discussions are utilized during <i>Applying Meaning</i> and <i>Review Puzzle Exercises</i>, e.g., SE: Applying Meanings: 5, 15, 25, 35, 46, 56, 66, 76, 85-86, 98, 109, 143, 154, 164, 175, 186, 198; <i>Review Puzzles:</i> 41, 82, 126-128, 170, 213-215</p>
<p>(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 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.</p>	<p>Class discussions are utilized during <i>Applying Meaning</i> and <i>Review Puzzle Exercises</i>, e.g., SE: Applying Meanings: 5, 15, 25, 35, 46, 56, 66, 76, 85-86, 98, 109, 143, 154, 164, 175, 186, 198; <i>Review Puzzles:</i> 41, 82, 126-128, 170, 213-215</p>
<p>(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 productively in discussions, plan agendas with clear goals and deadlines, set time limits for speakers, take notes, and vote on key issues.</p>	<p>SE: Just the Right Word: 4, 14, 24, 34, 45, 55, 65, 75, 87, 97, 108, 119, 132, 142, 153, 163, 174, 184, 196, 206</p>

§110.20. English Language Arts and Reading, Grade 8	
(b) Knowledge and skills.	
(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.	SE: 8-9, 19-20, 31-32, 40-41, 51-52, 61-62, 72-73, 82-83, 95-96, 106-107, 116-117, 126-127, 137-138, 147-148, 157-158, 167-168 181-182, 191-192, 201-202, 211-212 TE: 95-96, 99-100, 133-134, 137, 140, 144
(2) Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:	
(A) determine the meaning of grade-level academic English words derived from Latin, Greek, or other linguistic roots and affixes;	SE: 11, 43, 54, 64, 85, 98, 105, 109, 119, 129, 150, 160, 170, 180, 184, 194, 204
(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	SE: <i>Word Lists</i> : 1-2, 12-14, 23-25, 34-35, 45-46, 55-57, 65-67, 76-77, 89-90, 99-100, 110-112, 120-121, 131-132, 141-142, 151-152, 161-162, 174-175, 185-186, 195-196, 205-206
(C) complete analogies that describe a function or its description (e.g., pen:paper as chalk: _____ or soft:kitten as hard: _____);	SE: Analogies: 39, 81, 125, 155, 190, 200
(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	SE: 119, 160, 184, 194
(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.	SE: <i>Word Lists</i> : 1-2, 12-14, 23-25, 34-35, 45-46, 55-57, 65-67, 76-77, 89-90, 99-100, 110-112, 120-121, 131-132, 141-142, 151-152, 161-162, 174-175, 185-186, 195-196, 205-206
(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:	
(A) analyze literary works that share similar themes across cultures;	
(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	
(C) explain how the values and beliefs of particular characters are affected by the historical and cultural setting of the literary work.	<i>Passages and Passage Questions</i> can be used to meet standard, e.g., SE: 40-43, 167-169 TE: 3, 9, 22-27, 46-47, 95-98

<p>(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).</p>	
<p>(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.</p>	
<p>(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:</p>	
<p>(A) analyze linear plot developments (e.g., conflict, rising action, falling action, resolution, subplots) to determine whether and how conflicts are resolved;</p>	<p><i>Passages and Passage Questions</i> can be used to meet standard, e.g., SE: 40-43, 167-169 TE: 3, 9, 22-27, 46-47, 97-98</p>
<p>(B) analyze how the central characters' qualities influence the theme of a fictional work and resolution of the central conflict; and</p>	<p><i>Passages and Passage Questions</i> can be used to meet standard, e.g., SE: 40-43, 167-169 TE: 3, 9, 22-27, 46-47, 97-98</p>
<p>(C) analyze different forms of point of view, including limited versus omniscient, subjective versus objective.</p>	
<p>(7) 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 passages in well-known speeches for the author's use of literary devices and word and phrase choice (e.g., aphorisms, epigraphs) to appeal to the audience.</p>	<p>SE: 8-11, 51-53, 61-64, 106-109, 147-150, 181-183, 211-214 TE: 133-136, 137-139</p>
<p>(8) 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 effect of similes and extended metaphors in literary text.</p>	

(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.	SE: 19-22, 30-33, 51-53, 61-64, 72-75, 82-85, 95-98, 116-119, 126-129, 137-140, 147-150, 181-183, 191-194 TE: 133-136, 137-139, 140-143, 144-146
(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:	
(A) summarize the main ideas, supporting details, and relationships among ideas in text succinctly in ways that maintain meaning and logical order;	SE: 157-160, 191-194, 201-204
(B) distinguish factual claims from commonplace assertions and opinions and evaluate inferences from their logic in text;	
(C) make subtle inferences and draw complex conclusions about the ideas in text and their organizational patterns; and	SE: 157-160, 191-194, 201-204
(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	SE: 157-160, 191-194, 201-204
(11) Comprehension of Informational Text/Persuasive Text. Students analyze, make inferences and draw conclusions about persuasive text and provide evidence from text to support their analysis. Students are expected to:	
(A) compare and contrast persuasive texts that reached different conclusions about the same issue and explain how the authors reached their conclusions through analyzing the evidence each presents; and	
(B) analyze the use of such rhetorical and logical fallacies as loaded terms, caricatures, leading questions, false 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:	
(A)) analyze text for missing or extraneous information in multi-step directions or legends for diagrams; and	
(B) evaluate graphics for their clarity in communicating meaning or achieving a specific purpose..	

<p>(13) 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:</p>	
(A) evaluate the role of media in focusing attention on events and informing opinion on issues;	Can use www.wordlywise3000.com
(B) interpret how visual and sound techniques (e.g., special effects, camera angles, lighting, music) influence the message;	Can use www.wordlywise3000.com
(C) evaluate various techniques used to create a point of view in media and the impact on audience; and	Can use www.wordlywise3000.com
(D) assess the correct level of formality and tone for successful participation in various digital media.	Can use www.wordlywise3000.com
<p>(14) Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:</p>	<p><i>Wordly Wise 3000</i>, focuses on improving students' vocabulary by furthering their understanding of new words and concepts through vocabulary instruction including definitions as well as context to gains full and flexible knowledge of word meanings.</p>
(A) plan a first draft by selecting a genre appropriate for conveying the intended meaning to an audience, determining appropriate topics through a range of strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea;	
(B) develop drafts by choosing an appropriate organizational strategy (e.g., sequence of events, cause-effect, compare-contrast) and building on ideas to create a focused, organized, and coherent piece of writing;	
(C) revise drafts to clarify meaning, enhance style, include simple and compound sentences, and improve transitions by adding, deleting, combining, and rearranging sentences or 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	
(E) revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences.	

<p>(15) Writing/Literary Texts. Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Students are expected to:</p>	<p><i>Wordly Wise 3000</i>, focuses on improving students' vocabulary by furthering their understanding of new words and concepts through vocabulary instruction including definitions as well as context to gains full and flexible knowledge of word meanings.</p>
<p>(A) write imaginative stories that:</p>	
<p>(i) sustains reader interest;</p>	
<p>(ii) includes well-paced action and an engaging story line;</p>	
<p>(iii) creates a specific, believable setting through the use of sensory details;</p>	
<p>(iv) develops interesting characters; and</p>	
<p>(v) uses a range of literary strategies and devices to enhance the style and tone; and</p>	
<p>(B) write a poem using:</p>	<p><i>Wordly Wise 3000</i>, focuses on improving students' vocabulary by furthering their understanding of new words and concepts through vocabulary instruction including definitions as well as context to gains full and flexible knowledge of word meanings.</p>
<p>(i) poetic techniques (e.g., rhyme scheme, meter);</p>	
<p>(ii) figurative language (e.g., personification, idioms, hyperbole); and</p>	
<p>(iii) graphic elements (e.g., word position).</p>	
<p>(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.</p>	<p><i>Wordly Wise 3000</i>, focuses on improving students' vocabulary by furthering their understanding of new words and concepts through vocabulary instruction including definitions as well as context to gains full and flexible knowledge of word meanings.</p>

<p>(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:</p>	<p><i>Wordly Wise 3000</i>, focuses on improving students' vocabulary by furthering their understanding of new words and concepts through vocabulary instruction including definitions as well as context to gains full and flexible knowledge of word meanings.</p>
<p>(A) write a multi-paragraph essay to convey information about a topic that:</p>	
<p>(i) presents effective introductions and concluding paragraphs;</p>	
<p>(ii) contains a clearly stated purpose or controlling idea;</p>	
<p>(iii) is logically organized with appropriate facts and details and includes no extraneous information or inconsistencies;</p>	
<p>(iv) accurately synthesizes ideas from several sources; and</p>	
<p>(v) uses a variety of sentence structures, rhetorical devices, and transitions to link paragraphs.</p>	
<p>(B) write a letter that reflects an opinion, registers a complaint, or requests information in a business or friendly context;</p>	
<p>(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</p>	<p>SE: <i>Writing Exercises:</i> 9-11, 20-22, 31-33, 41-43, 52-54, 62-64, 73-75, 83-85, 96-98, 107-109, 117-119, 127-129, 138-140, 148-150, 158-160, 168-169, 182-183, 192-194, 202-204, 213-214</p>
<p>(D) produce a multimedia presentation involving text, graphics, images, and sound using available technology.</p>	
<p>(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:</p>	<p><i>Wordly Wise 3000</i>, focuses on improving students' vocabulary by furthering their understanding of new words and concepts through vocabulary instruction including definitions as well as context to gains full and flexible knowledge of word meanings.</p>
<p>(A) establishes a clear thesis or position:</p>	
<p>(B) considers and responds to the views of others and anticipates and answers reader concerns and counter-arguments; and</p>	
<p>(C) includes evidence that is logically organized to support the author's viewpoint and that differentiates between fact and opinion.</p>	

(19) Oral and Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students will continue to apply earlier standards with greater complexity. Students are expected to:	
(A) use and understand the function of the following parts of speech in the context of reading, writing, and speaking:	
(i) verbs (perfect and progressive tenses) and participles;	SE: <i>Word Lists:</i> 1-2, 12-14, 23-25, 34-35, 45-46, 55-57, 65-67, 76-77, 89-90, 99-100, 110-112, 120-121, 131-132, 141-142, 151-152, 161-162, 174-175, 185-186, 195-196, 205-206
(ii) appositive phrases;	
(iii) adverbial and adjectival phrases and clauses	
(iv) relative pronouns (e.g., whose, that, which); and;	
(v) subordinating conjunctions (e.g., because, since);	
(B) write complex sentences and differentiate between main versus subordinate clauses; and	<i>Writing Exercises</i> can be utilized to teach standard, e.g., SE: <i>Writing Exercises:</i> 8-11, 19-22, 31-33, 41-43, 52-54, 62-64, 72-75, 82-85, 95-98, 106-109, 116-119, 126-129, 137-140, 147-150, 157-160, 167-169, 181-183, 191-194, 201-204, 211-214
(C) use a variety of complete sentences (e.g., simple, compound, complex) that include properly placed modifiers, correctly identified antecedents, parallel structures, and consistent tenses.	<i>Writing Exercises</i> can be utilized to teach standard, e.g., SE: <i>Writing Exercises:</i> 8-11, 19-22, 31-33, 41-43, 52-54, 62-64, 72-75, 82-85, 95-98, 106-109, 116-119, 126-129, 137-140, 147-150, 157-160, 167-169, 181-183, 191-194, 201-204, 211-214
(20) Writing/Conventions of Language/Handwriting. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students will continue to apply earlier standards with greater complexity. Students are expected to:	
(A) use conventions of capitalization; and	
(B) use correct punctuation marks including:	
(i) commas after introductory structures and dependent adverbial clauses, and correct punctuation of complex sentences; and	
(ii) semicolons, colons, hyphens, parentheses, brackets, and ellipses.	
(21) Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to spell correctly, including using various resources to determine and check correct spellings.	Related Content: SE: <i>Word Lists:</i> 1-2, 12-14, 23-25, 34-35, 45-46, 55-57, 65-67, 76-77, 89-90, 99-100, 110-112, 120-121, 131-132, 141-142, 151-152, 161-162, 174-175, 185-186, 195-196, 205-206

(22) Research/Research Plan. Students ask open-ended research questions and develop a plan for answering them. Students are expected to:	
(A) brainstorm, consult with others, decide upon a topic, and formulate a major research question to address the major research topic; and	
(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.	
(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:	
(A) follow the research plan to gather information from a range of relevant print and electronic sources using advanced search strategies;	
(B) categorize information thematically in order to see the larger constructs inherent in the information;	
(C) record bibliographic information (e.g., author, title, page number) for all notes and sources according to a standard format; and	
(D) differentiate between paraphrasing and plagiarism and identify the importance of citing valid and reliable sources.	
(24) Research/Synthesizing Information. Students clarify research questions and evaluate and synthesize collected information. Students are expected to:	
(A) narrow or broaden the major research question, if necessary, based on further research and investigation; and	
(B) utilize elements that demonstrate the reliability and validity of the sources used (e.g., publication date, coverage, language, point of view) and explain why one source is more useful than another.	

(25) 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:	
(A) draws conclusions and summarizes or paraphrases the findings in a systematic way;	
(B) marshals evidence to explain the topic and gives relevant reasons for conclusions;	
(C) presents the findings in a meaningful format; and	
(D) follows accepted formats for integrating quotations and citations into the written text to maintain a flow of ideas.	
(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:	
(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;	Class discussions are utilized during <i>Applying Meaning</i> and <i>Review Puzzle Exercises</i> , e.g., SE: <i>Applying Meanings</i> : 6, 17, 28, 38, 49, 60, 70, 80, 93, 104, 114, 124, 135, 155, 166, 179, 189, 199, 209; <i>Review Puzzles</i> : 44, 86-88, 130, 171-173, 215
(B) follow and give complex oral instructions to perform specific tasks, answer questions, or solve problems; and	
(C) summarize formal and informal presentations, distinguish between facts and opinions, and determine the effectiveness of rhetorical devices.	Class discussions are utilized during <i>Applying Meaning</i> and <i>Review Puzzle Exercises</i> , e.g., SE: <i>Applying Meanings</i> : 6, 17, 28, 38, 49, 60, 70, 80, 93, 104, 114, 124, 135, 155, 166, 179, 189, 199, 209; <i>Review Puzzles</i> : 44, 86-88, 130, 171-173, 215
(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.	Class discussions are utilized during <i>Applying Meaning</i> and <i>Review Puzzle Exercises</i> , e.g., SE: <i>Applying Meanings</i> : 6, 17, 28, 38, 49, 60, 70, 80, 93, 104, 114, 124, 135, 155, 166, 179, 189, 199, 209; <i>Review Puzzles</i> : 44, 86-88, 130, 171-173, 215
(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 productively in discussions, plan agendas with clear goals and deadlines, set time limits for speakers, take notes, and vote on key issues.	SE: <i>Just the Right Word</i> : 5, 16, 27, 37, 48, 58, 69, 79, 92, 103, 113, 123, 134, 144, 154, 164, 178, 188, 198, 208