

# Scholastic *Expert 21* – Courses I - III, Volumes 1 & 2



correlated to the

**Common Core State Standards Initiative,  
English Language Arts: Grades 6 – 8**

**2010**

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**Expert 21 – Course I, Vol. 1 & 2 – Scholastic Inc., Correlated to  
Common Core State Standards Initiative, English Language Arts: Grade 6**

<p>College and Career Readiness Standards for Reading</p> <p>The grades 6–12 standards on the following pages define what students should understand and be able to do in each grade and build toward the ten College and Career Readiness Standards.</p>	
<p><i>Key Ideas and Details</i></p>	
<p><b>1.</b> Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p>	<p><b>SB Vol. 1, pgs</b> 94, 97, 99, 101, 103, 105, 107, T22-T23 <b>TE Vol. 1, pgs</b> 94, 97, 99, 101, 103, 105, 107, T22-T23</p>
<p><b>2.</b> Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p>	<p><b>SB Vol. 1, pgs.</b> 8, 18, 30, 34, 46, 56, 82, 94, 108, 112, 122, 132, 158, 170, 182, 186, 200, 210, 236, 248, 256, 260, 270, 284; <b>SB Vol. 2, pgs.</b> 8, 16, 32, 36, 46, 60, 86, 92, 108, 112, 120, 136, 164, 178, 190, 194, 206, 220, 246, 258, 272, 276, 284, 296</p> <p><b>TE Vol. 1, pgs.</b> 8, 18, 30, 34, 46, 56, 82, 94, 108, 112, 122, 132, 158, 170, 182, 186, 200, 210, 236, 248, 256, 260, 270, 284; <b>TE Vol. 2, pgs.</b> 8, 16, 32, 36, 46, 60, 86, 92, 108, 112, 120, 136, 164, 178, 190, 194, 206, 220, 246, 258, 272, 276, 284, 296</p>
<p><b>3.</b> Analyze in detail where, when, why, and how events, ideas, and characters develop and interact over the course of a text.</p>	<p><b>SB Vol. 1, pgs.</b> 8, 18, 30, 34, 46, 56, 82, 94, 108, 112, 122, 132, 158, 170, 182, 186, 200, 210, 236, 248, 256, 260, 270, 284; <b>SB Vol. 2, pgs.</b> 8, 16, 32, 36, 46, 60, 86, 92, 108, 112, 120, 136, 164, 178, 190, 194, 206, 220, 246, 258, 272, 276, 284, 296</p> <p><b>TE Vol. 1, pgs.</b> 8, 18, 30, 34, 46, 56, 82, 94, 108, 112, 122, 132, 158, 170, 182, 186, 200, 210, 236, 248, 256, 260, 270, 284; <b>TE Vol. 2, pgs.</b> 8, 16, 32, 36, 46, 60, 86, 92, 108, 112, 120, 136, 164, 178, 190, 194, 206, 220, 246, 258, 272, 276, 284, 296</p>
<p><i>Craft and Structure</i></p>	
<p><b>4.</b> Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and explain how specific word choices shape meaning or tone.</p>	<p><b>SB Vol. 1, pgs.</b> 261, 265, 271, 274, 279; <b>SB Vol. 2, pgs.</b> 37, 41, 47, 51, 55 <b>TE Vol. 1, pgs</b> 261, 271, 284; <b>TE Vol. 2, pgs.</b> 37, 41, 47, 51, 55</p>

<p>5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section or chapter) relate to each other and the whole.</p>	<p><b>SB Vol. 1, pgs.</b> 10, 20, 28, 36, 48, 54, 84, 90, 96, 114, 124, 128; <b>SB Vol. 2, pgs.</b> 10, 18, 28, 38, 48, 58, 88, 94, 104, 114, 122, 134, 166, 176, 180, 196, 208, 216, 248, 260, 268, 278, 286, 294</p> <p><b>TE Vol. 1, pgs.</b> 10, 20, 28, 36, 48, 54, 84, 90, 96, 114, 124, 128; <b>SB Vol. 2, pgs.</b> 10, 18, 28, 38, 48, 58, 88, 94, 104, 114, 122, 134, 166, 176, 180, 196, 208, 216, 248, 260, 268, 278, 286, 294</p>
<p>6. Assess how point of view or purpose shapes the content and style of a text.</p>	<p><b>SB Vol. 1, pgs.</b> 8, 34, 82, 112, 158, 200, 236, 248; <b>Vol. 2, pgs.</b> 8, 16, 86, 92, 178, 206, 246, 284-<b>Navigating Text</b></p> <p><b>TE Vol. 1, pgs.</b> 8, 34, 82, 112, 158, 200, 236, 248; <b>Vol. 2, pgs.</b> 8, 16, 86, 92, 178, 206, 246, 284-<b>Navigating Text</b></p>
<p><i>Integration of Knowledge and Ideas</i></p>	
<p>7. Synthesize and apply information presented in diverse ways (e.g., through words, images, graphs, and video) in print and digital sources in order to answer questions, solve problems, or compare modes of presentation.</p>	<p><b>SB Vol. 1, pgs.</b> 4, 8, 30, 33, 34, 56, 108, 132, 182, 210, 256, 284; <b>SB Vol. 2, pgs.</b> 32, 60, 108, 136, 190, 220, 272, 296</p> <p><b>TE Vol. 1, pgs.</b> 4, 8, 30, 33, 34, 56, 108, 132, 182, 210, 256, 284; <b>TE Vol. 2, pgs.</b> 32, 60, 108, 136, 190, 220, 272, 296</p>
<p>8. Delineate and evaluate the reasoning and rhetoric within a text, including assessing whether the evidence provided is relevant and sufficient to support the text's claims.</p>	<p><b>SB Vol. 1, pgs.</b> 8, 34, 82, 112, 158, 200, 236, 248; <b>Vol. 2, pgs.</b> 8, 16, 86, 92, 178, 206, 246, 284-<b>Navigating Text</b></p> <p><b>TE Vol. 1, pgs.</b> 8, 34, 82, 112, 158, 200, 236, 248; <b>Vol. 2, pgs.</b> 8, 16, 86, 92, 178, 206, 246, 284-<b>Navigating Text</b></p>
<p>9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p>	<p><b>SB Vol. 1, pgs.</b> 8, 34, 82, 112, 158, 200, 236, 248; <b>Vol. 2, pgs.</b> 8, 16, 86, 92, 178, 206, 246, 284-<b>Navigating Text</b></p> <p><b>TE Vol. 1, pgs.</b> 8, 34, 82, 112, 158, 200, 236, 248; <b>Vol. 2, pgs.</b> 8, 16, 86, 92, 178, 206, 246, 284-<b>Navigating Text</b></p>
<p><i>Range and Level of Text Complexity</i></p>	
<p>10. Read complex texts independently, proficiently, and fluently, sustaining concentration, monitoring comprehension, and, when useful, rereading.</p>	<p><b>SB Vol. 1, pgs.</b> 8, 18, 30, 34, 46, 56, 82, 94, 108, 112, 122, 132, 158, 170, 182, 186, 200, 210, 236, 248, 256, 260, 270, 284; <b>SB Vol. 2, pgs.</b> 8, 16, 32, 36, 46, 60, 86, 92, 108, 112, 120, 136, 164, 178, 190, 194, 206, 220, 246, 258, 272, 276, 284, 296</p> <p><b>TE Vol. 1, pgs.</b> 8, 18, 30, 34, 46, 56, 82, 94, 108, 112, 122, 132, 158, 170, 182, 186, 200, 210, 236, 248, 256, 260, 270, 284; <b>TE Vol. 2, pgs.</b> 8, 16, 32, 36, 46, 60, 86, 92, 108, 112, 120, 136, 164, 178, 190, 194, 206, 220, 246, 258, 272, 276, 284, 296</p>

<p>Reading Standards for Literature 6–12</p> <p>Following are the standards for grades 6–12, which relate to their College and Career Readiness counterparts by number. They offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades.</p>	
<p><i>Key Ideas and Details</i></p>	
<p>1. Cite specific textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<p><b>SB Vol. 1, pgs.</b> 8, 18, 30, 34, 46, 56, 82, 94, 108, 112, 122, 132, 158, 170, 182, 186, 200, 210, 236, 248, 256, 260, 270, 284; <b>SB Vol. 2, pgs.</b> 8, 16, 32, 36, 46, 60, 86, 92, 108, 112, 120, 136, 164, 178, 190, 194, 206, 220, 246, 258, 272, 276, 284, 296</p> <p><b>TE Vol. 1, pgs.</b> 8, 18, 30, 34, 46, 56, 82, 94, 108, 112, 122, 132, 158, 170, 182, 186, 200, 210, 236, 248, 256, 260, 270, 284; <b>TE Vol. 2, pgs.</b> 8, 16, 32, 36, 46, 60, 86, 92, 108, 112, 120, 136, 164, 178, 190, 194, 206, 220, 246, 258, 272, 276, 284, 296</p>
<p>2. Analyze how a theme or central idea develops over the course of a text, drawing on key details.</p>	<p><b>SB Vol. 1, pgs.</b> 8, 34, 82, 112, 158, 200, 236, 248; <b>Vol. 2, pgs.</b> 8, 16, 86, 92, 178, 206, 246, 284-<b>Navigating Text</b></p> <p><b>TE Vol. 1, pgs.</b> 8, 34, 82, 112, 158, 200, 236, 248,; <b>Vol. 2, pgs.</b> 8, 16, 86, 92, 178, 206, 246, 284-<b>Navigating Text</b></p>
<p>3. Describe how a story’s plot unfolds (in a series of episodes or as a problem to be solved) as well as how characters adapt or change as they move toward a resolution.</p>	<p><b>SB Vol. 1, pgs.</b> 8, 18, 30, 34, 46, 56, 82, 94, 108, 112, 122, 132, 158, 170, 182, 186, 200, 210, 236, 248, 256, 260, 270, 284; <b>SB Vol. 2, pgs.</b> 8, 16, 32, 36, 46, 60, 86, 92, 108, 112, 120, 136, 164, 178, 190, 194, 206, 220, 246, 258, 272, 276, 284, 296</p> <p><b>TE Vol. 1, pgs.</b> 8, 18, 30, 34, 46, 56, 82, 94, 108, 112, 122, 132, 158, 170, 182, 186, 200, 210, 236, 248, 256, 260, 270, 284; <b>TE Vol. 2, pgs.</b> 8, 16, 32, 36, 46, 60, 86, 92, 108, 112, 120, 136, 164, 178, 190, 194, 206, 220, 246, 258, 272, 276, 284, 296</p>
<p><i>Craft and Structure</i></p>	
<p>4. Interpret the figurative and connotative meanings of words and phrases as they are used in a text.</p>	<p><b>SB Vol. 1, pgs.</b> 10, 20, 28, 36, 48, 54, 84, 90, 96, 114, 124, 128; <b>SB Vol. 2, pgs.</b> 10, 18, 28, 38, 48, 58, 88, 94, 104, 114, 122, 134, 166, 176, 180, 196, 208, 216, 248, 260, 268, 278, 286, 294</p> <p><b>TE Vol. 1, pgs.</b> 10, 20, 28, 36, 48, 54, 84, 90, 96, 114, 124, 128; <b>SB Vol. 2, pgs.</b> 10, 18, 28, 38, 48, 58, 88, 94, 104, 114, 122, 134, 166, 176, 180, 196, 208, 216, 248, 260, 268, 278, 286, 294</p>

<p>5. Explain the effect of such devices as flashbacks and foreshadowing on the development of the plot and meaning of a text.</p>	<p><b>SB Vol. 1, pgs 37; SB Vol. 2, 125, 170</b>  <b>TE Vol. 1, pgs, 37; TE Vol. 2, 125, 170</b></p>
<p>6. Describe how an author establishes the point of view of the speaker or a character in a poem, drama, or story.</p>	<p><b>SB Vol. 1, pgs. 260, 263, 264, 267, 268, T30-T31; SB Vol. 2, pgs. 194, 197, 199, 201, 203, 204, T28-T29</b>  <b>TE Vol. 1, pgs. 260, 263, 264, 267, 268, T30-T31; TE Vol. 2, pgs. 194, 197, 199, 201, 203, 204, T28-T29</b></p>
<p><i>Integration of Knowledge and Ideas</i></p>	
<p>7. Analyze how illustrations, diagrams, multimedia elements, and words contribute to the meaning and tone of a print or digital text (e.g., graphic novel, multimedia presentation of fiction).</p>	<p><b>SB Vol. 1, pgs. 4, 8, 30, 33, 34, 56, 108, 132, 182, 210, 256, 284; SB Vol. 2, pgs. 32, 60, 108, 136, 190, 220, 272, 296</b>  <b>TE Vol. 1, pgs. 4, 8, 30, 33, 34, 56, 108, 132, 182, 210, 256, 284; TE Vol. 2, pgs. 32, 60, 108, 136, 190, 220, 272, 296</b></p>
<p>8. (Not applicable to literature)</p>	<p>N/A</p>
<p>9. Analyze stories in the same genre (e.g., mysteries, adventure stories), comparing and contrasting their approaches to similar themes and topics.</p>	<p><b>SB Vol. 1, pgs. 8, 18, 30, 34, 46, 56, 82, 94, 108, 112, 122, 132, 158, 170, 182, 186, 200, 210, 236, 248, 256, 260, 270, 284; SB Vol. 2, pgs. 8, 16, 32, 36, 46, 60, 86, 92, 108, 112, 120, 136, 164, 178, 190, 194, 206, 220, 246, 258, 272, 276, 284, 296</b>  <b>TE Vol. 1, pgs. 8, 18, 30, 34, 46, 56, 82, 94, 108, 112, 122, 132, 158, 170, 182, 186, 200, 210, 236, 248, 256, 260, 270, 284; TE Vol. 2, pgs. 8, 16, 32, 36, 46, 60, 86, 92, 108, 112, 120, 136, 164, 178, 190, 194, 206, 220, 246, 258, 272, 276, 284, 296</b></p>
<p><i>Range and Level of Text Complexity</i></p>	
<p>10. Read literature independently, proficiently, and fluently in the grades 6–8 text complexity band; read texts at the high end of the range with scaffolding as needed.</p>	<p><b>SB Vol. 1, pgs. 8, 18, 30, 34, 46, 56, 82, 94, 108, 112, 122, 132, 158, 170, 182, 186, 200, 210, 236, 248, 256, 260, 270, 284; SB Vol. 2, pgs. 8, 16, 32, 36, 46, 60, 86, 92, 108, 112, 120, 136, 164, 178, 190, 194, 206, 220, 246, 258, 272, 276, 284, 296</b>  <b>TE Vol. 1, pgs. 8, 18, 30, 34, 46, 56, 82, 94, 108, 112, 122, 132, 158, 170, 182, 186, 200, 210, 236, 248, 256, 260, 270, 284; TE Vol. 2, pgs. 8, 16, 32, 36, 46, 60, 86, 92, 108, 112, 120, 136, 164, 178, 190, 194, 206, 220, 246, 258, 272, 276, 284, 296</b></p>

Reading Standards for Informational Text 6–12	
<i>Key Ideas and Details</i>	
1. Cite specific textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	<p><b>SB Vol. 1, pgs.</b> 8, 18, 30, 34, 46, 56, 82, 94, 108, 112, 122, 132, 158, 170, 182, 186, 200, 210, 236, 248, 256, 260, 270, 284; <b>SB Vol. 2, pgs.</b> 8, 16, 32, 36, 46, 60, 86, 92, 108, 112, 120, 136, 164, 178, 190, 194, 206, 220, 246, 258, 272, 276, 284, 296</p> <p><b>TE Vol. 1, pgs.</b> 8, 18, 30, 34, 46, 56, 82, 94, 108, 112, 122, 132, 158, 170, 182, 186, 200, 210, 236, 248, 256, 260, 270, 284; <b>TE Vol. 2, pgs.</b> 8, 16, 32, 36, 46, 60, 86, 92, 108, 112, 120, 136, 164, 178, 190, 194, 206, 220, 246, 258, 272, 276, 284, 296</p>
2. Analyze how a central idea develops over the course of a text, drawing on key details.	<p><b>SB Vol. 1, pgs.</b> 8, 18, 30, 34, 46, 56, 82, 94, 108, 112, 122, 132, 158, 170, 182, 186, 200, 210, 236, 248, 256, 260, 270, 284; <b>SB Vol. 2, pgs.</b> 8, 16, 32, 36, 46, 60, 86, 92, 108, 112, 120, 136, 164, 178, 190, 194, 206, 220, 246, 258, 272, 276, 284, 296</p> <p><b>TE Vol. 1, pgs.</b> 8, 18, 30, 34, 46, 56, 82, 94, 108, 112, 122, 132, 158, 170, 182, 186, 200, 210, 236, 248, 256, 260, 270, 284; <b>TE Vol. 2, pgs.</b> 8, 16, 32, 36, 46, 60, 86, 92, 108, 112, 120, 136, 164, 178, 190, 194, 206, 220, 246, 258, 272, 276, 284, 296</p>
3. Determine the causes or reasons that link different events, ideas, or information in a text, drawing on key details.	<p><b>SB Vol. 1, pgs.</b> 6, 18, 32, 46, 54, 58, 80, 82, 122, 156, 170, 186, 208, 234, 260, 270, 286; <b>SB Vol. 2, pgs.</b> 6, 36, 46, 58, 62, 84, 86, 92, 112, 162, 206, 244, 258, 268, 276, 284</p> <p><b>TE Vol. 1, pgs.</b> 6, 18, 32, 46, 54, 58, 80, 82, 122, 156, 170, 186, 208, 234, 260, 270, 286; <b>TE Vol. 2, pgs.</b> 6, 36, 46, 58, 62, 84, 86, 92, 112, 162, 206, 244, 258, 268, 276, 284</p>
<i>Craft and Structure</i>	
4. Interpret words and phrases as they are used in a text, including technical, figurative, and connotative meanings, and analyze how an author's choice of specific words in a text contributes to understanding the ideas or concepts.	<p><b>SB Vol. 1, pgs.</b> 10, 20, 28, 36, 48, 54, 84, 90, 96, 114, 124, 128; <b>SB Vol. 2, pgs.</b> 10, 18, 28, 38, 48, 58, 88, 94, 104, 114, 122, 134, 166, 176, 180, 196, 208, 216, 248, 260, 268, 278, 286, 294</p> <p><b>TE Vol. 1, pgs.</b> 10, 20, 28, 36, 48, 54, 84, 90, 96, 114, 124, 128; <b>SB Vol. 2, pgs.</b> 10, 18, 28, 38, 48, 58, 88, 94, 104, 114, 122, 134, 166, 176, 180, 196, 208, 216, 248, 260, 268, 278, 286, 294</p>

<p>5. Describe the structure an author uses to organize a specific text, including how the major sections contribute to the whole.</p>	<p><b>SB Vol. 1, pgs.</b> 59, 135, 290, 292; <b>SB Vol. 2, pgs.</b> 55, 68, 118, 120, 145, 209, 222  <b>TE Vol. 1, pgs.</b> 59, 135, 290, 292; <b>TE Vol. 2, pgs.</b> 55, 68, 118, 120, 145, 209, 222</p>
<p>6. Compare and contrast one author's point of view on events with that of another (e.g., a memoir written by and a biography on the same person).</p>	<p><b>SB Vol. 1, pgs.</b> 59, 135, 290, 292; <b>SB Vol. 2, pgs.</b> 55, 68, 118, 120, 145, 209, 222  <b>TE Vol. 1, pgs.</b> 59, 135, 290, 292; <b>TE Vol. 2, pgs.</b> 55, 68, 118, 120, 145, 209, 222</p>
<p><i>Integration of Knowledge and Ideas</i></p>	
<p>7. Compare and contrast the accounts of a subject in different mediums (e.g., a person's life story told in print, video, or multimedia), analyzing which details are emphasized and how the account unfolds in each version.</p>	<p><b>SB Vol. 1, pgs.</b> 8, 18, 30, 34, 46, 56, 82, 94, 108, 112, 122, 132, 158, 170, 182, 186, 200, 210, 236, 248, 256, 260, 270, 284; <b>SB Vol. 2, pgs.</b> 8, 16, 32, 36, 46, 60, 86, 92, 108, 112, 120, 136, 164, 178, 190, 194, 206, 220, 246, 258, 272, 276, 284, 296  <b>TE Vol. 1, pgs.</b> 8, 18, 30, 34, 46, 56, 82, 94, 108, 112, 122, 132, 158, 170, 182, 186, 200, 210, 236, 248, 256, 260, 270, 284; <b>TE Vol. 2, pgs.</b> 8, 16, 32, 36, 46, 60, 86, 92, 108, 112, 120, 136, 164, 178, 190, 194, 206, 220, 246, 258, 272, 276, 284, 296</p>
<p>8. Distinguish among fact, opinion, and reasoned judgment presented in a text.</p>	<p><b>SB Vol. 1, pgs.</b> 8, 18, 30, 34, 46, 56, 82, 94, 108, 112, 122, 132, 158, 170, 182, 186, 200, 210, 236, 248, 256, 260, 270, 284; <b>SB Vol. 2, pgs.</b> 8, 16, 32, 36, 46, 60, 86, 92, 108, 112, 120, 136, 164, 178, 190, 194, 206, 220, 246, 258, 272, 276, 284, 296  <b>TE Vol. 1, pgs.</b> 8, 18, 30, 34, 46, 56, 82, 94, 108, 112, 122, 132, 158, 170, 182, 186, 200, 210, 236, 248, 256, 260, 270, 284; <b>TE Vol. 2, pgs.</b> 8, 16, 32, 36, 46, 60, 86, 92, 108, 112, 120, 136, 164, 178, 190, 194, 206, 220, 246, 258, 272, 276, 284, 296</p>
<p>9. Assess the similarities and differences between two or more texts on the same subject and apply the knowledge gained to inform reading of additional texts.</p>	<p><b>SB Vol. 1, pgs.</b> 8, 18, 30, 34, 46, 56, 82, 94, 108, 112, 122, 132, 158, 170, 182, 186, 200, 210, 236, 248, 256, 260, 270, 284; <b>SB Vol. 2, pgs.</b> 8, 16, 32, 36, 46, 60, 86, 92, 108, 112, 120, 136, 164, 178, 190, 194, 206, 220, 246, 258, 272, 276, 284, 296  <b>TE Vol. 1, pgs.</b> 8, 18, 30, 34, 46, 56, 82, 94, 108, 112, 122, 132, 158, 170, 182, 186, 200, 210, 236, 248, 256, 260, 270, 284; <b>TE Vol. 2, pgs.</b> 8, 16, 32, 36, 46, 60, 86, 92, 108, 112, 120, 136, 164, 178, 190, 194, 206, 220, 246, 258, 272, 276, 284, 296</p>

<i>Range and Level of Text Complexity</i>	
<p><b>10.</b> Read informational text independently, proficiently, and fluently in the grades 6–8 text complexity band; read texts at the high end of the range with scaffolding as needed.</p>	<p><b>SB Vol. 1, pgs.</b> 8, 18, 30, 34, 46, 56, 82, 94, 108, 112, 122, 132, 158, 170, 182, 186, 200, 210, 236, 248, 256, 260, 270, 284; <b>SB Vol. 2, pgs.</b> 8, 16, 32, 36, 46, 60, 86, 92, 108, 112, 120, 136, 164, 178, 190, 194, 206, 220, 246, 258, 272, 276, 284, 296</p> <p><b>TE Vol. 1, pgs.</b> 8, 18, 30, 34, 46, 56, 82, 94, 108, 112, 122, 132, 158, 170, 182, 186, 200, 210, 236, 248, 256, 260, 270, 284; <b>TE Vol. 2, pgs.</b> 8, 16, 32, 36, 46, 60, 86, 92, 108, 112, 120, 136, 164, 178, 190, 194, 206, 220, 246, 258, 272, 276, 284, 296</p>
<p>College and Career Readiness Standards for Writing</p> <p>The grades 6–12 standards on the following pages define what students should understand and be able to do in each grade and build toward the ten College and Career Readiness Standards.</p>	
<i>Text Types and Purposes</i>	
<p><b>1.</b> Write arguments to support a substantive claim with clear reasons and relevant and sufficient evidence.</p>	<p><b>SB Vol. 1, pgs.</b> 136-143, 214-219, 288-295; <b>SB Vol. 2, pgs.</b> 64-71, 140-147, 224-231, 300-307</p> <p><b>TE Vol. 1, pgs.</b> 136-143, 214-219, 288-295; <b>TE Vol. 2, pgs.</b> 64-71, 140-147, 224-231, 300-307</p>
<p><b>2.</b> Write informative/explanatory texts to convey complex information clearly and accurately through purposeful selection and organization of content.</p>	<p><b>SB Vol. 1, pgs.</b> 136-143, 214-219, 288-295; <b>SB Vol. 2, pgs.</b> 64-71, 140-147, 224-231, 300-307</p> <p><b>TE Vol. 1, pgs.</b> 136-143, 214-219, 288-295; <b>TE Vol. 2, pgs.</b> 64-71, 140-147, 224-231, 300-307</p>
<p><b>3.</b> Write narratives to convey real or imagined experiences, individuals, or events and how they develop over time.</p>	<p><b>SB Vol. 1, pgs.</b> 136-143, 214-219, 288-295; <b>SB Vol. 2, pgs.</b> 64-71, 140-147, 224-231, 300-307</p> <p><b>TE Vol. 1, pgs.</b> 136-143, 214-219, 288-295; <b>TE Vol. 2, pgs.</b> 64-71, 140-147, 224-231, 300-307</p>
<i>Production and Distribution of Writing</i>	
<p><b>4.</b> Produce writing in which the organization, development, substance, and style are appropriate to task, purpose, and audience.</p>	<p><b>SB Vol. 1, pgs.</b> 136-143, 214-219, 288-295; <b>SB Vol. 2, pgs.</b> 64-71, 140-147, 224-231, 300-307</p> <p><b>TE Vol. 1, pgs.</b> 136-143, 214-219, 288-295; <b>TE Vol. 2, pgs.</b> 64-71, 140-147, 224-231, 300-307</p>



<p><b>5.</b> Strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p>	<p><b>SB Vol. 1, pgs.</b> 136-143, 214-219, 288-295; <b>SB Vol. 2, pgs.</b> 64-71, 140-147, 224-231, 300-307  <b>TE Vol. 1, pgs.</b> 136-143, 214-219, 288-295; <b>TE Vol. 2, pgs.</b> 64-71, 140-147, 224-231, 300-307</p>
<p><b>6.</b> Use technology, including the Internet, to produce, publish, and interact with others about writing.</p>	<p><b>SB Vol. 1, pgs.</b> 10, 84, 90, 128, 178, 202, 208, 250; <b>SB Vol. 2, pgs.</b> 10, 28, 88, 94, 268  <b>TE Vol. 1, pgs.</b> 10, 84, 90, 128, 178, 202, 208, 250; <b>TE Vol. 2, pgs.</b> 10, 28, 88, 94, 268</p>
<p><i>Research to Build Knowledge</i></p>	
<p><b>7.</b> Perform short, focused research projects as well as more sustained research in response to a focused research question, demonstrating understanding of the material under investigation.</p>	<p><b>SB Vol. 1, pgs.</b> 64-67, 139-143, 218-221, 292-295; <b>SB Vol. 2, pgs.</b> 68-71, 144-147, 228-231, 304-307  <b>TE Vol. 1, pgs.</b> 64-67, 139-143, 218-221, 292-295; <b>TE Vol. 2, pgs.</b> 68-71, 144-147, 228-231, 304-307</p>
<p><b>8.</b> Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate and cite the information while avoiding plagiarism.</p>	<p><b>SB Vol. 1, pgs.</b> 64-67, 139-143, 218-221, 292-295; <b>SB Vol. 2, pgs.</b> 68-71, 144-147, 228-231, 304-307  <b>TE Vol. 1, pgs.</b> 64-67, 139-143, 218-221, 292-295; <b>TE Vol. 2, pgs.</b> 68-71, 144-147, 228-231, 304-307</p>
<p><b>9.</b> Write in response to literary or informational sources, drawing evidence from the text to support analysis and reflection as well as to describe what they have learned.</p>	<p><b>SB Vol. 1, pgs.</b> 64-67, 139-143, 218-221, 292-295; <b>SB Vol. 2, pgs.</b> 68-71, 144-147, 228-231, 304-307  <b>TE Vol. 1, pgs.</b> 64-67, 139-143, 218-221, 292-295; <b>TE Vol. 2, pgs.</b> 68-71, 144-147, 228-231, 304-307</p>
<p><i>Range of Writing</i></p>	
<p><b>10.</b> Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p>	<p><b>SB Vol. 1, pgs.</b> 64-67, 139-143, 218-221, 292-295; <b>SB Vol. 2, pgs.</b> 68-71, 144-147, 228-231, 304-307  <b>TE Vol. 1, pgs.</b> 64-67, 139-143, 218-221, 292-295; <b>TE Vol. 2, pgs.</b> 68-71, 144-147, 228-231, 304-307</p>

<p>Writing Standards 6–12</p> <p>Following are the standards for grades 6–12, which relate to their College and Career Readiness counterparts by number. They offer a focus for instruction in each year to help ensure that students gain adequate exposure to a range of skills and applications. Growth in writing ability is characterized by an increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas. At the same time, the content and sources that students address in their writing grow in demand every year.</p>	
<p><i>Text Types and Purposes</i></p>	
<p>1. Write arguments in which they:</p>	
<p>a. Introduce a claim about a topic or issue and organize the reasons and evidence to support the claim.</p>	<p><b>SB Vol. 1, pgs.</b> 64-67, 139-143, 218-221, 292-295; <b>SB Vol. 2, pgs.</b> 68-71, 144-147, 228-231, 304-307</p> <p><b>TE Vol. 1, pgs.</b> 64-67, 139-143, 218-221, 292-295; <b>TE Vol. 2, pgs.</b> 68-71, 144-147, 228-231, 304-307</p>
<p>b. Support the claim with clear reasons and relevant evidence.</p>	<p><b>SB Vol. 1, pgs.</b> 64-67, 139-143, 218-221, 292-295; <b>SB Vol. 2, pgs.</b> 68-71, 144-147, 228-231, 304-307</p> <p><b>TE Vol. 1, pgs.</b> 64-67, 139-143, 218-221, 292-295; <b>TE Vol. 2, pgs.</b> 68-71, 144-147, 228-231, 304-307</p>
<p>c. Use words, phrases, and clauses to convey the relationships among claims and reasons.</p>	<p><b>SB Vol. 1, pgs.</b> 64-67, 139-143, 218-221, 292-295; <b>SB Vol. 2, pgs.</b> 68-71, 144-147, 228-231, 304-307</p> <p><b>TE Vol. 1, pgs.</b> 64-67, 139-143, 218-221, 292-295; <b>TE Vol. 2, pgs.</b> 68-71, 144-147, 228-231, 304-307</p>
<p>d. Sustain an objective style and tone.</p>	<p><b>SB Vol. 1, pgs.</b> 136-143, 214-219, 288-295; <b>SB Vol. 2, pgs.</b> 64-71, 140-147, 224-231, 300-307</p> <p><b>TE Vol. 1, pgs.</b> 136-143, 214-219, 288-295; <b>TE Vol. 2, pgs.</b> 64-71, 140-147, 224-231, 300-307</p>
<p>e. Provide a concluding statement or section that follows from the argument.</p>	<p><b>SB Vol. 1, pgs.</b> 136-143, 214-219, 288-295; <b>SB Vol. 2, pgs.</b> 64-71, 140-147, 224-231, 300-307</p> <p><b>TE Vol. 1, pgs.</b> 136-143, 214-219, 288-295; <b>TE Vol. 2, pgs.</b> 64-71, 140-147, 224-231, 300-307</p>

<b>2. Write informative/explanatory texts in which they:</b>	
a. Introduce a topic and organize information appropriate to the purpose, using strategies such as definition, classification, comparison/contrast, and cause/effect.	<b>SB Vol. 1, pgs. 64-67, 139-143, 218-221, 292-295; SB Vol. 2, pgs. 68-71, 144-147, 228-231, 304-307</b> <b>TE Vol. 1, pgs. 64-67, 139-143, 218-221, 292-295; TE Vol. 2, pgs. 68-71, 144-147, 228-231, 304-307</b>
b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.	<b>SB Vol. 1, pgs. 64-67, 139-143, 218-221, 292-295; SB Vol. 2, pgs. 68-71, 144-147, 228-231, 304-307</b> <b>TE Vol. 1, pgs. 64-67, 139-143, 218-221, 292-295; TE Vol. 2, pgs. 68-71, 144-147, 228-231, 304-307</b>
c. Use appropriate links and varied sentence structures to join and clarify ideas.	<b>SB Vol. 1, pgs. 64-67, 139-143, 218-221, 292-295; SB Vol. 2, pgs. 68-71, 144-147, 228-231, 304-307</b> <b>TE Vol. 1, pgs. 64-67, 139-143, 218-221, 292-295; TE Vol. 2, pgs. 68-71, 144-147, 228-231, 304-307</b>
d. Use straightforward language to create an objective style appropriate for a reader seeking information.	<b>SB Vol. 1, pgs. 64-67, 139-143, 218-221, 292-295; SB Vol. 2, pgs. 68-71, 144-147, 228-231, 304-307</b> <b>TE Vol. 1, pgs. 64-67, 139-143, 218-221, 292-295; TE Vol. 2, pgs. 68-71, 144-147, 228-231, 304-307</b>
e. Provide a conclusion that follows logically from the information or explanation presented.	<b>SB Vol. 1, pgs. 64-67, 139-143, 218-221, 292-295; SB Vol. 2, pgs. 68-71, 144-147, 228-231, 304-307</b> <b>TE Vol. 1, pgs. 64-67, 139-143, 218-221, 292-295; TE Vol. 2, pgs. 68-71, 144-147, 228-231, 304-307</b>
<b>3. Write narratives in which they:</b>	
a. Engage and orient the reader by establishing a context and point of view, and organize a sequence of events or experiences.	<b>SB Vol. 1, pgs. 136-143, 214-219, 288-295; SB Vol. 2, pgs. 64-71, 140-147, 224-231, 300-307</b> <b>TE Vol. 1, pgs. 136-143, 214-219, 288-295; TE Vol. 2, pgs. 64-71, 140-147, 224-231, 300-307</b>
b. Develop narrative elements (e.g., setting, event sequence, characters) using relevant sensory details.	<b>SB Vol. 1, pgs. 136-143, 214-219, 288-295; SB Vol. 2, pgs. 64-71, 140-147, 224-231, 300-307</b> <b>TE Vol. 1, pgs. 136-143, 214-219, 288-295; TE Vol. 2, pgs. 64-71, 140-147, 224-231, 300-307</b>

<p>c. Use a variety of transition words, phrases, and clauses to convey sequence, shift from one time frame or setting to another, and/or show the relationships among events and experiences.</p>	<p><b>SB Vol. 1, pgs.</b> 136-143, 214-219, 288-295; <b>SB Vol. 2, pgs.</b> 64-71, 140-147, 224-231, 300-307  <b>TE Vol. 1, pgs.</b> 136-143, 214-219, 288-295; <b>TE Vol. 2, pgs.</b> 64-71, 140-147, 224-231, 300-307</p>
<p>d. Choose words and phrases to develop the events, experiences, and ideas precisely.</p>	<p><b>SB Vol. 1, pgs.</b> 136-143, 214-219, 288-295; <b>SB Vol. 2, pgs.</b> 64-71, 140-147, 224-231, 300-307  <b>TE Vol. 1, pgs.</b> 136-143, 214-219, 288-295; <b>TE Vol. 2, pgs.</b> 64-71, 140-147, 224-231, 300-307</p>
<p>e. Provide a satisfying conclusion that follows from the events, experiences, or ideas.</p>	<p><b>SB Vol. 1, pgs.</b> 136-143, 214-219, 288-295; <b>SB Vol. 2, pgs.</b> 64-71, 140-147, 224-231, 300-307  <b>TE Vol. 1, pgs.</b> 136-143, 214-219, 288-295; <b>TE Vol. 2, pgs.</b> 64-71, 140-147, 224-231, 300-307</p>
<p><i>Production and Distribution of Writing</i></p>	
<p><b>4.</b> Produce writing in which the organization, development, substance, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Standards 1–3 above.)</p>	<p><b>SB Vol. 1, pgs.</b> 136-143, 214-219, 288-295; <b>SB Vol. 2, pgs.</b> 64-71, 140-147, 224-231, 300-307  <b>TE Vol. 1, pgs.</b> 136-143, 214-219, 288-295; <b>TE Vol. 2, pgs.</b> 64-71, 140-147, 224-231, 300-307</p>
<p><b>5.</b> With some guidance and support from peers and adults, strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p>	<p><b>SB Vol. 1, pgs.</b> 136-143, 214-219, 288-295; <b>SB Vol. 2, pgs.</b> 64-71, 140-147, 224-231, 300-307  <b>TE Vol. 1, pgs.</b> 136-143, 214-219, 288-295; <b>TE Vol. 2, pgs.</b> 64-71, 140-147, 224-231, 300-307</p>
<p><b>6.</b> Use technology, including the Internet, to produce, publish, and interact with others about writing, including linking to and citing online sources.</p>	<p><b>SB Vol. 1, pgs.</b> 10, 84, 90, 128, 178, 202, 208, 250; <b>SB Vol. 2, pgs.</b> 10, 28, 88, 94, 268  <b>TE Vol. 1, pgs.</b> 10, 84, 90, 128, 178, 202, 208, 250; <b>TE Vol. 2, pgs.</b> 10, 28, 88, 94, 268</p>
<p><i>Research to Build Knowledge</i></p>	
<p><b>7.</b> Perform short, focused research projects in response to a question and refocus the inquiry in response to further research and investigation.</p>	<p><b>SB Vol. 1, pgs.</b> 136-143, 214-219, 288-295; <b>SB Vol. 2, pgs.</b> 64-71, 140-147, 224-231, 300-307  <b>TE Vol. 1, pgs.</b> 136-143, 214-219, 288-295; <b>TE Vol. 2, pgs.</b> 64-71, 140-147, 224-231, 300-307</p>

<p><b>8.</b> Gather relevant information from multiple print and digital sources, assess the credibility of each source, and quote or paraphrase the data and conclusions of others while avoiding plagiarism and documenting sources.</p>	<p><b>SB Vol. 1, pgs.</b> 136-143, 214-219, 288-295; <b>SB Vol. 2, pgs.</b> 64-71, 140-147, 224-231, 300-307  <b>TE Vol. 1, pgs.</b> 136-143, 214-219, 288-295; <b>TE Vol. 2, pgs.</b> 64-71, 140-147, 224-231, 300-307</p>
<p><b>9.</b> Write in response to literary or informational sources, drawing evidence from the text to support analysis and reflection as well as to describe what they have learned.</p>	
<p>a. Apply <i>grade 6 reading standards</i> to literature (e.g., “Analyze stories in the same genre (e.g., mysteries, adventure stories), comparing and contrasting their approaches to similar themes and topics.”).</p>	<p><b>SB Vol. 1, pgs.</b> 136-143, 214-219, 288-295; <b>SB Vol. 2, pgs.</b> 64-71, 140-147, 224-231, 300-307  <b>TE Vol. 1, pgs.</b> 136-143, 214-219, 288-295; <b>TE Vol. 2, pgs.</b> 64-71, 140-147, 224-231, 300-307</p>
<p>b. Apply <i>grade 6 reading standards</i> to literary nonfiction (e.g., “Distinguish among fact, opinion, and reasoned judgment presented in a text”).</p>	<p><b>SB Vol. 1, pgs.</b> 136-143, 214-219, 288-295; <b>SB Vol. 2, pgs.</b> 64-71, 140-147, 224-231, 300-307  <b>TE Vol. 1, pgs.</b> 136-143, 214-219, 288-295; <b>TE Vol. 2, pgs.</b> 64-71, 140-147, 224-231, 300-307</p>
<p><i>Range of Writing</i></p>	
<p><b>10.</b> Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p>	<p><b>SB Vol. 1, pgs.</b> 136-143, 214-219, 288-295; <b>SB Vol. 2, pgs.</b> 64-71, 140-147, 224-231, 300-307  <b>TE Vol. 1, pgs.</b> 136-143, 214-219, 288-295; <b>TE Vol. 2, pgs.</b> 64-71, 140-147, 224-231, 300-307</p>
<p>College and Career Readiness Standards for Speaking and Listening  The grades 6–12 standards on the following pages define what students should understand and be able to do in each grade and build toward the six College and Career Readiness Standards.</p>	
<p><i>Comprehension and Collaboration</i></p>	
<p><b>1.</b> Participate effectively in a range of interactions (one-on-one and in groups), exchanging information to advance a discussion and to build on the input of others.</p>	<p><b>SB Vol. 1, pgs</b> 300; <b>SB Vol. 2, pgs.</b> 77  <b>TE Vol. 1, pgs</b> 300; <b>TE Vol. 2, pgs.</b> 77  <b>21<sup>st</sup> Century ToolKit: Expert File 1.5</b></p>

<p><b>2.</b> Integrate and evaluate information from multiple oral, visual, or multimodal sources in order to answer questions, solve problems, or build knowledge.</p>	<p><b>SB Vol. 1, pgs.</b> 21, 23, 25, 27, 49, 51, 53, 55, 99, 101, 103, 105, 107, 125, 127, 129, 131, 173, 175, 177, 179, 191, 193, 195, 197, 275, 277, 279, 281, 283; <b>SB Vol. 2, pgs.</b> 51, 53, 55, 57, 59, 115, 117, 119, 125, 127, 129, 131, 133, 135, 169, 171, 173, 175, 177, 199, 201, 203, 205, 263, 265, 267, 269, 271, 279, 281, 283</p> <p><b>TE Vol. 1, pgs.</b> 21, 23, 25, 27, 49, 51, 53, 55, 99, 101, 103, 105, 107, 125, 127, 129, 131, 173, 175, 177, 179, 191, 193, 195, 197, 275, 277, 279, 281, 283; <b>TE Vol. 2, pgs.</b> 51, 53, 55, 57, 59, 115, 117, 119, 125, 127, 129, 131, 133, 135, 169, 171, 173, 175</p>
<p><b>3.</b> Evaluate the speaker’s point of view, reasoning, and use of evidence and rhetoric.</p>	<p><b>SB Vol. 1, pgs.</b> 13, 15, 17, 21, 23, 25, 27, 29, 37, 39, 41, 43, 45, 49, 51, 53, 55, 85, 87, 89, 93, 95, 99, 101, 103, 105, 107, 1117, 119, 121, 123, 125, 127, 129, 131, 163, 165, 167, 169, 170, 173, 175, 177, 179, 181, 191, 193, 195, 197, 199, 203, 205, 207, 209, 245, 247, 249; <b>SB Vol. 2, pgs.</b> 21, 23, 25, 27, 29, 31, 45, 51, 53, 55, 57, 59, 97, 99, 101, 103, 105, 107, 115, 117, 119, 125, 127, 129, 131, 133, 135, 171, 173, 175, 177, 179, 185, 187, 189</p> <p><b>TE Vol. 1, pgs.</b> 13, 15, 17, 21, 23, 25, 27, 29, 37, 39, 41, 43, 45, 49, 51, 53, 55, 85, 87, 89, 93, 95, 99, 101, 103, 105, 107, 1117, 119, 121, 123, 125, 127, 129, 131, 163, 165, 167, 169, 173, 175, 177, 179, 181, 191, 193, 195, 197, 199, 203, 205, 207, 209, 245, 247, 249; <b>TE Vol. 2, pgs.</b> 21, 23, 25, 27, 29, 31, 45, 51, 53, 55, 57, 59, 97, 99, 101, 103, 105, 107, 115, 117, 119, 125, 127, 129, 131, 133, 135, 171, 173, 175, 177, 179, 185, 187, 189</p> <p><b>21<sup>st</sup> Century Toolkit: Expert File 1.5</b></p>
<p><i>Presentation of Knowledge and Ideas</i></p>	
<p><b>4.</b> Present information, evidence, and reasoning in a clear and well-structured way appropriate to purpose and audience.</p>	<p><b>SB Vol. 1, pgs.</b> 21, 23, 25, 27, 49, 51, 53, 55, 99, 101, 103, 105, 107, 125, 127, 129, 131, 173, 175, 177, 179, 191, 193, 195, 197, 275, 277, 279, 281, 283; <b>SB Vol. 2, pgs.</b> 51, 53, 55, 57, 59, 115, 117, 119, 125, 127, 129, 131, 133, 135, 169, 171, 173, 175, 177, 199, 201, 203, 205, 263, 265, 267, 269, 271, 279, 281, 283</p> <p><b>TE Vol. 1, pgs.</b> 21, 23, 25, 27, 49, 51, 53, 55, 99, 101, 103, 105, 107, 125, 127, 129, 131, 173, 175, 177, 179, 191, 193, 195, 197, 275, 277, 279, 281, 283; <b>TE Vol. 2, pgs.</b> 51, 53, 55, 57, 59, 115, 117, 119, 125, 127, 129, 131, 133, 135, 169, 171, 173, 175</p>

<p>5. Make strategic use of digital media and visual displays of data to express information and enhance understanding.</p>	<p><b>SB Vol. 1, pgs.</b> 10, 20, 28, 36, 48, 54, 84, 90, 96, 114, 124, 128; <b>SB Vol. 2, pgs.</b> 10, 18, 28, 38, 48, 58, 88, 94, 104, 114, 122, 134, 166, 176, 180, 196, 208, 216, 248, 260, 268, 278, 286, 294</p> <p><b>TE Vol. 1, pgs.</b> 10, 20, 28, 36, 48, 54, 84, 90, 96, 114, 124, 128; <b>TE Vol. 2, pgs.</b> 10, 18, 28, 38, 48, 58, 88, 94, 104, 114, 122, 134, 166, 176, 180, 196, 208, 216, 248, 260, 268, 278, 286, 294</p>
<p>6. Adapt speech to a variety of contexts and communicative tasks, demonstrating a command of formal English when indicated or appropriate.</p>	<p><b>SB Vol. 1, pgs.</b> 66, 142, 220, 294; <b>SB Vol. 2, pgs.</b> 70, 146, 230, 306</p> <p><b>TE Vol. 1, pgs.</b> 66, 142, 220, 294; <b>TE Vol. 2, pgs.</b> 70, 146, 230, 306</p>
<p>Speaking and Listening Standards 6–12</p> <p>Following are the standards for grades 6–12, which relate to their College and Career Readiness counterparts by number. They offer a focus for instruction in each year to help ensure that students gain adequate exposure to a range of skills and applications.</p>	
<p><i>Comprehension and Collaboration</i></p>	
<p>1. Initiate and engage actively in group discussions on <i>grade 6 topics, texts, and issues</i> being studied in class.</p>	
<p>a. Prepare for discussions by completing reading or conducting research and explicitly draw on that material in discussions.</p>	<p><b>SB Vol. 1, pgs.</b> 21, 23, 25, 27, 49, 51, 53, 55, 99, 101, 103, 105, 107, 125, 127, 129, 131, 173, 175, 177, 179, 191, 193, 195, 197, 275, 277, 279, 281, 283; <b>SB Vol. 2, pgs.</b> 51, 53, 55, 57, 59, 115, 117, 119, 125, 127, 129, 131, 133, 135, 169, 171, 173, 175, 177, 199, 201, 203, 205, 263, 265, 267, 269, 271, 279, 281, 283</p> <p><b>TE Vol. 1, pgs.</b> 21, 23, 25, 27, 49, 51, 53, 55, 99, 101, 103, 105, 107, 125, 127, 129, 131, 173, 175, 177, 179, 191, 193, 195, 197, 275, 277, 279, 281, 283; <b>TE Vol. 2, pgs.</b> 51, 53, 55, 57, 59, 115, 117, 119, 125, 127, 129, 131, 133, 135, 169, 171, 173, 175</p>
<p>b. Cooperate with peers to set clear goals and deadlines.</p>	<p><b>SB Vol. 1, pgs</b> 300; <b>SB Vol. 2, pgs.</b> 77</p> <p><b>TE Vol. 1, pgs</b> 300; <b>TE Vol. 2, pgs.</b> 77</p> <p><b>21<sup>st</sup> Century ToolKit: Expert File 1.5</b></p>
<p>c. Build on the ideas of others by asking relevant questions and contributing appropriate and essential information.</p>	<p><b>SB Vol. 1, pgs</b> 300; <b>SB Vol. 2, pgs.</b> 77</p> <p><b>TE Vol. 1, pgs</b> 300; <b>TE Vol. 2, pgs.</b> 77</p> <p><b>21<sup>st</sup> Century ToolKit: Expert File 1.5</b></p>

<p>d. Review the key ideas expressed and extend their own thinking in light of new information learned.</p>	<p><b>SB Vol. 1, pgs.</b> 13, 15, 17, 21, 23, 25, 27, 29, 37, 39, 41, 43, 45, 49, 51, 53, 55, 85, 87, 89, 93, 95, 99, 101, 103, 105, 107, 1117, 119, 121, 123, 125, 127, 129, 131, 163, 165, 167, 169, 170, 173, 175, 177, 179, 181, 191, 193, 195, 197, 199, 203, 205, 207, 209, 245, 247, 249; <b>SB Vol. 2, pgs.</b> 21, 23, 25, 27, 29, 31, 45, 51, 53, 55, 57, 59, 97, 99, 101, 103, 105, 107, 115, 117, 119, 125, 127, 129, 131, 133, 135, 171, 173, 175, 177, 179, 185, 187, 189</p> <p><b>TE Vol. 1, pgs.</b> 13, 15, 17, 21, 23, 25, 27, 29, 37, 39, 41, 43, 45, 49, 51, 53, 55, 85, 87, 89, 93, 95, 99, 101, 103, 105, 107, 1117, 119, 121, 123, 125, 127, 129, 131, 163, 165, 167, 169, 173, 175, 177, 179, 181, 191, 193, 195, 197, 199, 203, 205, 207, 209, 245, 247, 249; <b>TE Vol. 2, pgs.</b> 21, 23, 25, 27, 29, 31, 45, 51, 53, 55, 57, 59, 97, 99, 101, 103, 105, 107, 115, 117, 119, 125, 127, 129, 131, 133, 135, 171, 173, 175, 177, 179, 185, 187</p>
<p>2. Interpret information presented in visual or multimodal formats and explain how the information clarifies and contributes to a topic or issue under study.</p>	<p><b>SB Vol. 1, pgs.</b> 21, 23, 25, 27, 49, 51, 53, 55, 99, 101, 103, 105, 107, 125, 127, 129, 131, 173, 175, 177, 179, 191, 193, 195, 197, 275, 277, 279, 281, 283; <b>SB Vol. 2, pgs.</b> 51, 53, 55, 57, 59, 115, 117, 119, 125, 127, 129, 131, 133, 135, 169, 171, 173, 175, 177, 199, 201, 203, 205, 263, 265, 267, 269, 271, 279, 281, 283</p> <p><b>TE Vol. 1, pgs.</b> 21, 23, 25, 27, 49, 51, 53, 55, 99, 101, 103, 105, 107, 125, 127, 129, 131, 173, 175, 177, 179, 191, 193, 195, 197, 275, 277, 279, 281, 283; <b>TE Vol. 2, pgs.</b> 51, 53, 55, 57, 59, 115, 117, 119, 125, 127, 129, 131, 133, 135, 169, 171, 173, 175</p>
<p>3. Delineate the claims made by a speaker or presenter and detail what evidence supports which claims.</p>	<p><b>SB Vol. 1, pgs.</b> 13, 15, 17, 21, 23, 25, 27, 29, 37, 39, 41, 43, 45, 49, 51, 53, 55, 85, 87, 89, 93, 95, 99, 101, 103, 105, 107, 1117, 119, 121, 123, 125, 127, 129, 131, 163, 165, 167, 169, 170, 173, 175, 177, 179, 181, 191, 193, 195, 197, 199, 203, 205, 207, 209, 245, 247, 249; <b>SB Vol. 2, pgs.</b> 21, 23, 25, 27, 29, 31, 45, 51, 53, 55, 57, 59, 97, 99, 101, 103, 105, 107, 115, 117, 119, 125, 127, 129, 131, 133, 135, 171, 173, 175, 177, 179, 185, 187, 189</p> <p><b>TE Vol. 1, pgs.</b> 13, 15, 17, 21, 23, 25, 27, 29, 37, 39, 41, 43, 45, 49, 51, 53, 55, 85, 87, 89, 93, 95, 99, 101, 103, 105, 107, 1117, 119, 121, 123, 125, 127, 129, 131, 163, 165, 167, 169, 173, 175, 177, 179, 181, 191, 193, 195, 197, 199, 203, 205, 207, 209, 245, 247, 249; <b>TE Vol. 2, pgs.</b> 21, 23, 25, 27, 29, 31, 45, 51, 53, 55, 57, 59, 97, 99, 101, 103, 105, 107, 115, 117, 119, 125, 127, 129, 131, 133, 135, 171, 173, 175, 177, 179, 185, 187</p>



<i>Presentation of Knowledge and Ideas</i>	
4. Present information, emphasizing salient points with pertinent descriptions and details and using appropriate eye contact, adequate volume, and clear pronunciation.	<b>SB Vol. 1, pgs.</b> 21, 23, 25, 27, 49, 51, 53, 55, 99, 101, 103, 105, 107, 125, 127, 129, 131, 173, 175, 177, 179, 191, 193, 195, 197, 275, 277, 279, 281, 283; <b>SB Vol. 2, pgs.</b> 51, 53, 55, 57, 59, 115, 117, 119, 125, 127, 129, 131, 133, 135, 169, 171, 173, 175, 177, 199, 201, 203, 205, 263, 265, 267, 269, 271, 279, 281, 283 <b>TE Vol. 1, pgs.</b> 21, 23, 25, 27, 49, 51, 53, 55, 99, 101, 103, 105, 107, 125, 127, 129, 131, 173, 175, 177, 179, 191, 193, 195, 197, 275, 277, 279, 281, 283; <b>TE Vol. 2, pgs.</b> 51, 53, 55, 57, 59, 115, 117, 119, 125, 127, 129, 131, 133, 135, 169, 171, 173, 175
5. Incorporate digital media and visual displays of data when helpful and in a manner that strengthens the presentation.	<b>SB Vol. 1, pgs.</b> 10, 20, 28, 36, 48, 54, 84, 90, 96, 114, 124, 128; <b>SB Vol. 2, pgs.</b> 10, 18, 28, 38, 48, 58, 88, 94, 104, 114, 122, 134, 166, 176, 180, 196, 208, 216, 248, 260, 268, 278, 286, 294 <b>TE Vol. 1, pgs.</b> 10, 20, 28, 36, 48, 54, 84, 90, 96, 114, 124, 128; <b>TE Vol. 2, pgs.</b> 10, 18, 28, 38, 48, 58, 88, 94, 104, 114, 122, 134, 166, 176, 180, 196, 208, 216, 248, 260, 268, 278, 286, 294
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating a command of formal English when indicated or appropriate. (See “Conventions” in Language, on pages 47–50, for specific demands.)	<b>SB Vol. 1, pgs.</b> 66, 142, 220, 294; <b>SB Vol. 2, pgs.</b> 70, 146, 230, 306 <b>TE Vol. 1, pgs.</b> 66, 142, 220, 294; <b>TE Vol. 2, pgs.</b> 70, 146, 230, 306
College and Career Readiness Standards for Language The grades 6–12 standards on the following pages define what students should understand and be able to do in each grade and build toward the six College and Career Readiness Standards.	
<i>Conventions in Writing and Speaking</i>	
1. Demonstrate a command of the conventions of standard English grammar and usage.	<b>SB Vol. 1, pgs.</b> 66, 142, 220, 294; <b>SB Vol. 2, pgs.</b> 70, 146, 230, 306 <b>TE Vol. 1, pgs.</b> 66, 142, 220, 294; <b>TE Vol. 2, pgs.</b> 70, 146, 230, 306
2. Demonstrate a command of the conventions of capitalization, punctuation, and spelling.	<b>SB Vol. 1, pgs.</b> 66, 142, 220, 294; <b>SB Vol. 2, pgs.</b> 70, 146, 230, 306 <b>TE Vol. 1, pgs.</b> 66, 142, 220, 294; <b>TE Vol. 2, pgs.</b> 70, 146, 230, 306
3. Make effective choices about language, punctuation, and sentence structure for meaning and style.	<b>SB Vol. 1, pgs.</b> 66, 142, 220, 294; <b>SB Vol. 2, pgs.</b> 70, 146, 230, 306 <b>TE Vol. 1, pgs.</b> 66, 142, 220, 294; <b>TE Vol. 2, pgs.</b> 70, 146, 230, 306

<i>Vocabulary Acquisition and Use</i>	
4. Determine the meaning of words and phrases encountered through conversations, reading, and media use.	<b>SB Vol. 1, pgs.</b> 9, 19, 31, 35, 47, 57, 83, 95, 109, 113, 123, 132, 159, 171, 183, 187, 201, 211, 237, 249, 257, 261, 271, 285; <b>SB Vol. 2, pgs.</b> 9, 17, 33, 37, 47, 61, 87, 93, 109, 113, 121, 137, 165, 179, 191, 195, 207, 221, 247, 259, 272, 277, 285, 297 <b>TE Vol. 1, pgs.</b> 9, 19, 31, 35, 47, 57, 83, 95, 109, 113, 123, 132, 159, 171, 183, 187, 201, 211, 237, 249, 257, 261, 271, 285; <b>TE Vol. 2, pgs.</b> 9, 17, 33, 37, 47, 61, 87, 93, 109, 113, 121, 137, 165, 179, 191, 195, 207, 221, 247, 259, 272, 277, 285, 297
5. Understand the nuances of and relationships among words.	<b>SB Vol. 1, pgs.</b> 261, 271, 284; <b>SB Vol. 2, pgs.</b> 9, 113, 121, 137, 277, 285, 297 <b>TE Vol. 1, pgs.</b> 261, 271, 284; <b>TE Vol. 2, pgs.</b> 9, 113, 121, 137, 277, 285, 297
6. Use grade-appropriate general academic vocabulary and domain-specific words and phrases purposefully acquired as well as gained through conversation and reading and responding to texts.	<b>SB Vol. 1, pgs.</b> 35, 57, 113, 123, 133, 183, 201, 211, 257; <b>SB Vol. 2, pgs.</b> 87, 94, 109, 165, 179, 191, 221, 247, 259, 273 <b>TE Vol. 1, pgs.</b> 35, 57, 113, 123, 133, 183, 201, 211, 257; <b>TE Vol. 2, pgs.</b> 87, 94, 109, 165, 179, 191, 221, 247, 259, 273
Language Standards 6–12 Following are the standards for grades 6–12, which relate to their College and Career Readiness counterparts by number. They offer a focus for instruction in each year to help ensure that students gain adequate exposure to a range of skills and applications.	
<i>Conventions in Writing and Speaking</i>	
1. Observe conventions of grammar and usage.	
a. Ensure that pronouns are in the proper case (subjective, objective, possessive).	<b>SB Vol. 1, pgs.</b> 64-67, 139-143, 218-221, 292-295; <b>SB Vol. 2, pgs.</b> 68-71, 144-147, 228-231, 304-307 <b>TE Vol. 1, pgs.</b> 64-67, 139-143, 218-221, 292-295; <b>TE Vol. 2, pgs.</b> 68-71, 144-147, 228-231, 304-307
b. Recognize and correct inappropriate shifts in pronoun number and person.*	<b>SB Vol. 1, pgs.</b> 64-67, 139-143, 218-221, 292-295; <b>SB Vol. 2, pgs.</b> 68-71, 144-147, 228-231, 304-307 <b>TE Vol. 1, pgs.</b> 64-67, 139-143, 218-221, 292-295; <b>TE Vol. 2, pgs.</b> 68-71, 144-147, 228-231, 304-307

c. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).*	<b>SB Vol. 1, pgs. 64-67, 139-143, 218-221, 292-295; SB Vol. 2, pgs. 68-71, 144-147, 228-231, 304-307</b> <b>TE Vol. 1, pgs. 64-67, 139-143, 218-221, 292-295; TE Vol. 2, pgs. 68-71, 144-147, 228-231, 304-307</b>
<b>2. Observe conventions of capitalization, punctuation, and spelling.</b>	
a. Use commas, parentheses, or dashes to set off nonrestrictive/parenthetical elements.*	<b>SB Vol. 1, pgs. 66, 142, 220, 294; SB Vol. 2, pgs. 70, 146, 230, 306</b> <b>TE Vol. 1, pgs. 66, 142, 220, 294; TE Vol. 2, pgs. 70, 146, 230, 306</b>
b. Spell correctly.	<b>SB Vol. 1, pgs. 66, 142, 220, 294; SB Vol. 2, pgs. 70, 146, 230, 306</b> <b>TE Vol. 1, pgs. 66, 142, 220, 294; TE Vol. 2, pgs. 70, 146, 230, 306</b>
<b>3. Make effective language choices.</b>	
a. Vary sentence patterns for meaning, reader/listener interest, and style.*	<b>SB Vol. 1, pgs. 64-67, 139-143, 218-221, 292-295; SB Vol. 2, pgs. 68-71, 144-147, 228-231, 304-307</b> <b>TE Vol. 1, pgs. 64-67, 139-143, 218-221, 292-295; TE Vol. 2, pgs. 68-71, 144-147, 228-231, 304-307</b>
<i>Vocabulary Acquisition and Use</i>	
<b>4. Determine word meanings (based on grade 6 reading).</b>	
a. Determine or clarify the meaning of unknown or multiple-meaning words through the use of one or more strategies, such as using semantic clues (e.g., sentence and paragraph context, the organizational pattern of the text); using syntactic clues (e.g., the word's position or function in the sentence); analyzing the word's sounds, spelling, and meaningful parts; and consulting reference materials, both print and digital.	<b>SB Vol. 1, pgs. 35, 57, 113, 123, 133, 183, 201, 211, 257; SB Vol. 2, pgs. 87, 94, 109, 165, 179, 191, 221, 247, 259, 273</b> <b>TE Vol. 1, pgs. 35, 57, 113, 123, 133, 183, 201, 211, 257; TE Vol. 2, pgs. 87, 94, 109, 165, 179, 191, 221, 247, 259, 273</b>
b. Use a known root as a clue to the meaning of an unknown word (e.g., <i>audience, auditory, audible</i> ).	<b>SB Vol. 1, pgs. 9, 19, 31, 35, 47, 57, 83, 95, 109, 113, 123, 132, 159, 171, 183, 187, 201, 211, 237, 249, 257, 261, 271, 285; SB Vol. 2, pgs. 9, 17, 33, 37, 47, 61, 87, 93, 109, 113, 121, 137, 165, 179, 191, 195, 207, 221, 247, 259, 272, 277, 285, 297</b> <b>TE Vol. 1, pgs. 9, 19, 31, 35, 47, 57, 83, 95, 109, 113, 123, 132, 159, 171, 183, 187, 201, 211, 237, 249, 257, 261, 271, 285; TE Vol. 2, pgs. 9, 17, 33, 37, 47, 61, 87, 93, 109, 113, 121, 137, 165, 179, 191, 195, 207, 221, 247, 259, 272, 277, 285, 297</b>

<p>c. Verify the preliminary determination of a word's meaning (e.g., by checking the inferred meaning in context or looking up the word in a dictionary).</p>	<p><b>SB Vol. 1, pgs.</b> 35, 57, 113, 123, 133, 183, 201, 211, 257; <b>SB Vol. 2, pgs.</b> 87, 94, 109, 165, 179, 191, 221, 247, 259, 273  <b>TE Vol. 1, pgs.</b> 35, 57, 113, 123, 133, 183, 201, 211, 257; <b>TE Vol. 2, pgs.</b> 87, 94, 109, 165, 179, 191, 221, 247, 259, 273</p>
<p>d. Interpret various figures of speech (e.g., personification) relevant to particular texts.</p>	<p><b>SB Vol. 1, pgs.</b> 261, 265, 271, 274, 279; <b>SB Vol. 2, pgs.</b> 37, 41, 47, 51, 55  <b>TE Vol. 1, pgs.</b> 261, 271, 284; <b>TE Vol. 2, pgs.</b> 37, 41, 47, 51, 55</p>
<p><b>5. Understand word relationships.</b></p>	
<p>a. Trace the network of uses and meanings that different words have and the interrelationships among those meanings and uses.</p>	<p><b>SB Vol. 1, pgs.</b> 261, 271, 284; <b>SB Vol. 2, pgs.</b> 9, 113, 121, 137, 277, 285, 297  <b>TE Vol. 1, pgs.</b> 261, 271, 284; <b>TE Vol. 2, pgs.</b> 9, 113, 121, 137, 277, 285, 297</p>
<p>b. Distinguish a word from other words with similar denotations but different connotations.</p>	<p><b>SB Vol. 1, pgs.</b> 261, 265, 271, 274, 279; <b>SB Vol. 2, pgs.</b> 37, 41, 47, 51, 55  <b>TE Vol. 1, pgs.</b> 261, 271, 284; <b>TE Vol. 2, pgs.</b> 37, 41, 47, 51, 55</p>
<p><b>6. Use grade-appropriate general academic vocabulary and English language arts-specific words and phrases taught directly and gained through reading and responding to texts.</b></p>	<p><b>SB Vol. 1, pgs.</b> 35, 57, 113, 123, 133, 183, 201, 211, 257; <b>SB Vol. 2, pgs.</b> 87, 94, 109, 165, 179, 191, 221, 247, 259, 273  <b>TE Vol. 1, pgs.</b> 35, 57, 113, 123, 133, 183, 201, 211, 257; <b>TE Vol. 2, pgs.</b> 87, 94, 109, 165, 179, 191, 221, 247, 259, 273</p>

**Expert 21 – Course II, Vol. 1 & 2 – Scholastic Inc., Correlated to  
Common Core State Standards Initiative, English Language Arts: Grade 7**

<p>College and Career Readiness Standards for Reading</p> <p>The grades 6–12 standards on the following pages define what students should understand and be able to do in each grade and build toward the ten College and Career Readiness Standards.</p>	
<p><i>Key Ideas and Details</i></p>	
<p><b>1.</b> Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p>	<p><b>SB Vol. 1 pgs.</b> 10, 22, 32, 40, 50, 56, 90, 104, 112, 120, 132, 140, 172, 186, 190, 198, 212, 218, 250, 262, 270, 280, 294, 302; <b>SB Vol. 2 pgs.</b> 10, 22, 28, 36, 46, 52, 84, 90, 94, 110, 124, 128, 160, 170, 182, 190, 200, 208, 242, 250, 258, 268, 280, 288</p> <p><b>TE Vol. 1 pgs.</b> 10, 22, 32, 40, 50, 56, 90, 104, 112, 120, 132, 140, 172, 186, 190, 198, 212, 218, 250, 262, 270, 280, 294, 302; <b>TE Vol. 2 pgs.</b> 10, 22, 28, 36, 46, 52, 84, 90, 94, 110, 124, 128, 160, 170, 182, 190, 200, 208, 242, 250, 258, 268, 280, 288;</p>
<p><b>2.</b> Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p>	<p><b>SB Vol. 1 pgs.</b> 8, 11, 13, 14, 16, 19, 118, 121, 123, 124, 127, 129, 196, 199, 201, 203, 205, 207, 209; <b>SB Vol. 2 pgs.</b> 188, 191, 193, 195, 197, 266, 269, 270, 273, 275, 277</p> <p><b>TE Vol. 1 pgs.</b> 8, 11, 13, 14, 16, 19, 118, 121, 123, 124, 127, 129, 196, 199, 201, 203, 205, 207, 209, T-18-T19; T-26-T-31; <b>TE Vol. 2 pgs.</b> 188, 191, 193, 195, 197, 266, 269, 270, 273, 275, 277, T-22-T-23, T-32-T33; T-28-T-29</p>
<p><b>3.</b> Analyze in detail where, when, why, and how events, ideas, and characters develop and interact over the course of a text.</p>	<p><b>SB Vol. 1 pgs.</b> 8, 11, 13, 14, 16, 19, 118, 121, 123, 124, 127, 129, 196, 199, 201, 203, 205, 207, 209; <b>SB Vol. 2 pgs.</b> 188, 191, 193, 195, 197, 266, 269, 270, 273, 275, 277</p> <p><b>TE Vol. 1 pgs.</b> 8, 11, 13, 14, 16, 19, 118, 121, 123, 124, 127, 129, 196, 199, 201, 203, 205, 207, 209, T-18-T19; T-26-T-31; <b>TE Vol. 2 pgs.</b> 188, 191, 193, 195, 197, 266, 269, 270, 273, 275, 277, T-22-T-23, T-32-T33; T-28-T-29</p>

<i>Craft and Structure</i>	
4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and explain how specific word choices shape meaning or tone.	<b>SB Vol. 1 pgs.</b> 8, 20, 34, 38, 54, 60, 88, 102, 114, 118, 130, 142, 170, 184, 192, 196, 210, 220, 248, 260, 274, 278, 292, 304; <b>SB Vol. 2 pgs.</b> 8, 20, 30, 34, 44, 54, 82, 92, 104, 108, 122, 130, 158, 168, 184, 188, 198, 212, 240, 248, 262, 266, 278, 292 <b>TE Vol. 1 pgs.</b> 8, 20, 34, 38, 54, 60, 88, 102, 114, 118, 130, 142, 170, 184, 192, 196, 210, 220, 248, 260, 274, 278, 292, 304; <b>TE Vol. 2 pgs.</b> 8, 20, 30, 34, 44, 54, 82, 92, 104, 108, 122, 130, 158, 168, 184, 188, 198, 212, 240, 248, 262, 266, 278, 292
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section or chapter) relate to each other and the whole.	<b>SB Vol. 1 pgs.</b> 260, 263, 264, 266, 269, T34-T35; <b>SB Vol. 2 pgs.</b> 158, 163, 164, 167, T26-T27 <b>TE Vol. 1 pgs.</b> 260, 263, 264, 266, 269, T34-T35; <b>TE Vol. 2 pgs.</b> 158, 163, 164, 167, T26-T27
6. Assess how point of view or purpose shapes the content and style of a text.	<b>SB Vol. 1 pgs.</b> 210, 213, 214, 216, T32-T33 <b>TE Vol. 1 pgs.</b> 210, 213, 214, 216, T32-T33
<i>Integration of Knowledge and Ideas</i>	
7. Synthesize and apply information presented in diverse ways (e.g., through words, images, graphs, and video) in print and digital sources in order to answer questions, solve problems, or compare modes of presentation.	<b>SB Vol. 1 pgs.</b> 8, 20, 34, 38, 54, 60, 88, 102, 114, 118, 130, 142, 170, 184, 192, 196, 210, 220, 248, 260, 274, 278, 292, 304; <b>SB Vol. 2 pgs.</b> 8, 20, 30, 34, 44, 54, 82, 92, 104, 108, 122, 130, 158, 168, 184, 188, 198, 212, 240, 248, 262, 266, 278, 292 <b>TE Vol. 1 pgs.</b> 8, 20, 34, 38, 54, 60, 88, 102, 114, 118, 130, 142, 170, 184, 192, 196, 210, 220, 248, 260, 274, 278, 292, 304; <b>TE Vol. 2 pgs.</b> 8, 20, 30, 34, 44, 54, 82, 92, 104, 108, 122, 130, 158, 168, 184, 188, 198, 212, 240, 248, 262, 266, 278, 292
8. Delineate and evaluate the reasoning and rhetoric within a text, including assessing whether the evidence provided is relevant and sufficient to support the text's claims.	<b>SB Vol. 1 pgs.</b> 6, 45, 51, 52, 86, 168, 184, 187, 191, 246; <b>SB Vol. 2 pgs.</b> 6, 29, 80, 156, 238, 240, 245, 247, 278, 283, 287, 289, 291 <b>TE Vol. 1 pgs.</b> 6, 45, 51, 52, 86, 168, 184, 187, 191, 246; <b>TE Vol. 2 pgs.</b> 6, 29, 80, 156, 238, 240, 245, 247, 278, 283, 287, 289, 291
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	<b>SB Vol. 1 pgs.</b> 278, 281, 283, 285, 286, 289, 290; <b>SB Vol. 2 pgs.</b> 248, 251, 253, 255, 257 <b>TE Vol. 1 pgs.</b> 278, 281, 283, 285, 286, 289, 290, T-36-T-37; <b>TE Vol. 2 pgs.</b> 248, 251, 253, 255, 257, T-30-T-31

<i>Range and Level of Text Complexity</i>	
<p><b>10.</b> Read complex texts independently, proficiently, and fluently, sustaining concentration, monitoring comprehension, and, when useful, rereading.</p>	<p><b>SB Vol. 1 pgs.</b> 8, 20, 34, 38, 54, 60, 88, 102, 114, 118, 130, 142, 170, 184, 192, 196, 210, 220, 248, 260, 274, 278, 292, 304; <b>SB Vol. 2 pgs.</b> 8, 20, 30, 34, 44, 54, 82, 92, 104, 108, 122, 130, 158, 168, 184, 188, 198, 212, 240, 248, 262, 266, 278, 292</p> <p><b>TE Vol. 1 pgs.</b> 8, 20, 34, 38, 54, 60, 88, 102, 114, 118, 130, 142, 170, 184, 192, 196, 210, 220, 248, 260, 274, 278, 292, 304; <b>TE Vol. 2 pgs.</b> 8, 20, 30, 34, 44, 54, 82, 92, 104, 108, 122, 130, 158, 168, 184, 188, 198, 212, 240, 248, 262, 266, 278, 292</p>
<p>Reading Standards for Literature 6–12</p> <p>Following are the standards for grades 6–12, which relate to their College and Career Readiness counterparts by number. They offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades.</p>	
<i>Key Ideas and Details</i>	
<p><b>1.</b> Cite several sources of textual evidence when useful to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<p><b>SB Vol. 1 pgs.</b> 118, 121, 123, 124, 127, 129, T26-T27; <b>SB Vol. 2 pgs.</b> 188, 191, 193, 195, 197, T28-T29</p> <p><b>TE Vol. 1 pgs.</b> 118, 121, 123, 124, 127, 129, T26-T27; <b>TE Vol. 2 pgs.</b> 188, 191, 193, 195, 197, T28-T29</p>
<p><b>2.</b> Analyze how two or more themes or central ideas in a text relate to one another, drawing on key details.</p>	<p><b>SB Vol. 1 pgs.</b> 278, 281, 283, 285, 286, 289, 290, T30-T31; <b>SB Vol. 2 pgs.</b> 248, 251, 253, 255, 257, T30-T31</p> <p><b>TE Vol. 1 pgs.</b> 278, 281, 283, 285, 286, 289, 290, T30-T31; <b>TE Vol. 2 pgs.</b> 248, 251, 253, 255, 257, T30-T31</p>
<p><b>3.</b> Analyze how particular lines of dialogue or specific incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.</p>	<p><b>SB Vol. 1 pgs.</b> 118, 121, 123, 124, 127, 129, T26-T27; <b>SB Vol. 2 pgs.</b> 188, 191, 193, 195, 197, T28-T29</p> <p><b>TE Vol. 1 pgs.</b> 118, 121, 123, 124, 127, 129, T26-T27; <b>TE Vol. 2 pgs.</b> 188, 191, 193, 195, 197, T28-T29</p>

<i>Craft and Structure</i>	
4. Interpret the figurative and connotative meanings of words and phrases as they are used in a text and describe in detail a specific word choice and its impact on meaning and tone.	<b>SB Vol. 1 pgs.</b> 8, 20, 34, 38, 54, 60, 88, 102, 114, 118, 130, 142, 170, 184, 192, 196, 210, 220, 248, 260, 274, 278, 292, 304; <b>SB Vol. 2 pgs.</b> 8, 20, 30, 34, 44, 54, 82, 92, 104, 108, 122, 130, 158, 168, 184, 188, 198, 212, 240, 248, 262, 266, 278, 292 <b>TE Vol. 1 pgs.</b> 8, 20, 34, 38, 54, 60, 88, 102, 114, 118, 130, 142, 170, 184, 192, 196, 210, 220, 248, 260, 274, 278, 292, 304; <b>TE Vol. 2 pgs.</b> 8, 20, 30, 34, 44, 54, 82, 92, 104, 108, 122, 130, 158, 168, 184, 188, 198, 212, 240, 248, 262, 266, 278, 292
5. Describe how any given sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the plot or themes.	<b>SB Vol. 1 pgs.</b> 8, 20, 34, 38, 54, 60, 88, 102, 114, 118, 130, 142, 170, 184, 192, 196, 210, 220, 248, 260, 274, 278, 292, 304; <b>SB Vol. 2 pgs.</b> 8, 20, 30, 34, 44, 54, 82, 92, 104, 108, 122, 130, 158, 168, 184, 188, 198, 212, 240, 248, 262, 266, 278, 292 <b>TE Vol. 1 pgs.</b> 8, 20, 34, 38, 54, 60, 88, 102, 114, 118, 130, 142, 170, 184, 192, 196, 210, 220, 248, 260, 274, 278, 292, 304; <b>TE Vol. 2 pgs.</b> 8, 20, 30, 34, 44, 54, 82, 92, 104, 108, 122, 130, 158, 168, 184, 188, 198, 212, 240, 248, 262, 266, 278, 292
6. Analyze how an author presents the points of view of different characters in a story or drama, including their different reactions to the same person or event(s).	<b>SB Vol. 1 pgs.</b> 210, 213, 214, 216, T32-T33 <b>TE Vol. 1 pgs.</b> 210, 213, 214, 216, T32-T33
<i>Integration of Knowledge and Ideas</i>	
7. Compare and contrast a text to its filmed, staged, or multimedia version, including examining some techniques unique to each medium (e.g., lighting, sound, color, camera focus and angles).	<b>SB Vol. 1 pgs.</b> 8, 13, 16, 20, 24, 27, 28, 30, 92, 125, T2-T3; <b>SB Vol. 2 pgs.</b> 20, 23, 24, 27, 34, 37, 39, 41, 43, 53, 118, T4-T5 <b>TE Vol. 1 pgs.</b> 8, 13, 16, 20, 24, 27, 28, 30, 92, 125, T2-T3; <b>TE Vol. 2 pgs.</b> 20, 23, 24, 27, 34, 37, 39, 41, 43, 53, 118, T4-T5
8. (Not applicable to literature)	N/A
9. Analyze a specific case in which a modern work of fiction draws on patterns of events or character types found in traditional literature (e.g., the hero, the quest).	<b>SB Vol. 1 pgs.</b> 8, 11, 13, 14, 16, 19, 128, T18-T19; <b>SB Vol. 2 pgs.</b> 266, 269, 270, 273, 275, 277, T22-T23, T32-T33 <b>TE Vol. 1 pgs.</b> 8, 11, 13, 14, 16, 19, 128, T18-T19; <b>TE Vol. 2 pgs.</b> 266, 269, 270, 273, 275, 277, T22-T23, T32-T33



<i>Range and Level of Text Complexity</i>	
<b>10.</b> Read literature independently, proficiently, and fluently in the grades 6–8 text complexity band; read “stretch” texts in the grades 9–10 text complexity band with scaffolding as needed.	<b>SB Vol. 1 pgs.</b> 8, 20, 34, 38, 54, 60, 88, 102, 114, 118, 130, 142, 170, 184, 192, 196, 210, 220, 248, 260, 274, 278, 292, 304; <b>SB Vol. 2 pgs.</b> 8, 20, 30, 34, 44, 54, 82, 92, 104, 108, 122, 130, 158, 168, 184, 188, 198, 212, 240, 248, 262, 266, 278, 292 <b>TE Vol. 1 pgs.</b> 8, 20, 34, 38, 54, 60, 88, 102, 114, 118, 130, 142, 170, 184, 192, 196, 210, 220, 248, 260, 274, 278, 292, 304; <b>TE Vol. 2 pgs.</b> 8, 20, 30, 34, 44, 54, 82, 92, 104, 108, 122, 130, 158, 168, 184, 188, 198, 212, 240, 248, 262, 266, 278, 292
Reading Standards for Informational Text 6–12	
<i>Key Ideas and Details</i>	
<b>1.</b> Cite several sources of textual evidence when useful to support analysis of what the text says explicitly as well as inferences drawn from the text.	<b>SB Vol. 1 pgs.</b> 118, 121, 123, 124, 127, 129, T26-T27; <b>SB Vol. 2 pgs.</b> 188, 191, 193, 195, 197, T28-T29 <b>TE Vol. 1 pgs.</b> 118, 121, 123, 124, 127, 129, T26-T27; <b>TE Vol. 2 pgs.</b> 188, 191, 193, 195, 197, T28-T29
<b>2.</b> Analyze how two or more central ideas in a text relate to one another, drawing on key details.	<b>SB Vol. 1 pgs.</b> 278, 281, 283, 285, 286, 289, 290, T30-T31; <b>SB Vol. 2 pgs.</b> 248, 251, 253, 255, 257, T30-T31 <b>TE Vol. 1 pgs.</b> 278, 281, 283, 285, 286, 289, 290, T30-T31; <b>TE Vol. 2 pgs.</b> 248, 251, 253, 255, 257, T30-T31
<b>3.</b> Describe in detail how an author introduces, illustrates, and elaborates a key idea in a text (e.g., through examples or anecdotes).	<b>SB Vol. 1 pgs.</b> 118, 121, 123, 124, 127, 129, T26-T27; <b>SB Vol. 2 pgs.</b> 188, 191, 193, 195, 197, T28-T29 <b>TE Vol. 1 pgs.</b> 118, 121, 123, 124, 127, 129, T26-T27; <b>TE Vol. 2 pgs.</b> 188, 191, 193, 195, 197, T28-T29
<i>Craft and Structure</i>	
<b>4.</b> Interpret words and phrases as they are used in a text, including technical, figurative, and connotative meanings, and describe in detail how an author’s choice of specific words affects meaning and tone.	<b>SB Vol. 1 pgs.</b> 260, 263, 264, 266, 269, T34-T35; <b>SB Vol. 2 pgs.</b> 158, 163, 164, 167, T26-T27 <b>TE Vol. 1 pgs.</b> 260, 263, 264, 266, 269, T34-T35; <b>TE Vol. 2 pgs.</b> 158, 163, 164, 167, T26-T27
<b>5.</b> Describe how any given sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.	<b>SB Vol. 1 pgs.</b> 118, 121, 123, 124, 127, 129, T26-T27; <b>SB Vol. 2 pgs.</b> 188, 191, 193, 195, 197, T28-T29 <b>TE Vol. 1 pgs.</b> 118, 121, 123, 124, 127, 129, T26-T27; <b>TE Vol. 2 pgs.</b> 188, 191, 193, 195, 197, T28-T29

<p><b>6.</b> Describe an author’s point of view or purpose in a text and analyze how the author distinguishes his or her point of view from that of others.</p>	<p><b>SB Vol. 1 pgs.</b> 210, 213, 214, 216, T32-T33  <b>TE Vol. 1 pgs.</b> 210, 213, 214, 216, T32-T33</p>
<p><i>Integration of Knowledge and Ideas</i></p>	
<p><b>7.</b> Compare and contrast the impression conveyed by a printed text to that conveyed when listening to or viewing a video or multimedia presentation of it (e.g., analyzing how the delivery of a speech affects its impact).</p>	<p><b>SB Vol. 1 pgs.</b> 29; <b>SB Vol. 2 pgs.</b> 209  <b>TE Vol. 1 pgs.</b> 29; <b>TE Vol. 2 pgs.</b> 209</p>
<p><b>8.</b> Identify the stated and unstated premises of an argument and explain how they contribute to the conclusions reached.</p>	<p><b>SB Vol. 1 pgs.</b> 34, 60, 114, 142, 192, 220, 274; <b>SB Vol. 2 pgs.</b> 30, 54, 104, 130, 184, 262, 292  <b>TE Vol. 1 pgs.</b> 34, 60, 114, 142, 192, 220, 274; <b>TE Vol. 2 pgs.</b> 30, 54, 104, 130, 184, 262, 292</p>
<p><b>9.</b> Analyze where two or more texts provide conflicting information on the same subject and determine whether the texts disagree on matters of fact or on matters of interpretation.</p>	<p><b>SB Vol. 1 pgs.</b> 278, 281, 283, 285, 286, 289, 290, T30-T31; <b>SB Vol. 2 pgs.</b> 248, 251, 253, 255, 257, T30-T31  <b>TE Vol. 1 pgs.</b> 278, 281, 283, 285, 286, 289, 290, T30-T31; <b>TE Vol. 2 pgs.</b> 248, 251, 253, 255, 257, T30-T31</p>
<p><i>Range and Level of Text Complexity</i></p>	
<p><b>10.</b> Read informational text independently, proficiently, and fluently in the grades 6–8 text complexity band; read “stretch” texts in the grades 9–10 text complexity band with scaffolding as needed.</p>	<p><b>SB Vol. 1 pgs.</b> 8, 20, 34, 38, 54, 60, 88, 102, 114, 118, 130, 142, 170, 184, 192, 196, 210, 220, 248, 260, 274, 278, 292, 304; <b>SB Vol. 2 pgs.</b> 8, 20, 30, 34, 44, 54, 82, 92, 104, 108, 122, 130, 158, 168, 184, 188, 198, 212, 240, 248, 262, 266, 278, 292  <b>TE Vol. 1 pgs.</b> 8, 20, 34, 38, 54, 60, 88, 102, 114, 118, 130, 142, 170, 184, 192, 196, 210, 220, 248, 260, 274, 278, 292, 304; <b>TE Vol. 2 pgs.</b> 8, 20, 30, 34, 44, 54, 82, 92, 104, 108, 122, 130, 158, 168, 184, 188, 198, 212, 240, 248, 262, 266, 278, 292</p>
<p>College and Career Readiness Standards for Writing  The grades 6–12 standards on the following pages define what students should understand and be able to do in each grade and build toward the ten College and Career Readiness Standards.</p>	
<p><i>Text Types and Purposes</i></p>	
<p><b>1.</b> Write arguments to support a substantive claim with clear reasons and relevant and sufficient evidence.</p>	<p><b>SB Vol. 1 pgs.</b> 67, 68-69, 71, 146-147, 150-153, 228-231, 312-315; <b>SB Vol. 2 pgs.</b> 62-65, 134, 135, 138-140, 220-223, 299, 300-301, 303  <b>TE Vol. 1 pgs.</b> 67, 68-69, 150-153, 228-231, 312-315; <b>TE Vol. 2 pgs.</b> 62-65, 138-140, 220-223, 299, 300-301</p>

<p><b>2.</b> Write informative/explanatory texts to convey complex information clearly and accurately through purposeful selection and organization of content.</p>	<p><b>SB Vol. 1 pgs.</b> 64-71, 146-153, 224-231, 308-315; <b>SB Vol. 2 pgs.</b> 58, 59, 134-141, 216-223  <b>TE Vol. 1 pgs.</b> 64-71, 146-153, 224-231, 308-315, T-40-47; <b>TE Vol. 2 pgs.</b> 58, 59, 134-141, 216-223T-36-T-41</p>
<p><b>3.</b> Write narratives to convey real or imagined experiences, individuals, or events and how they develop over time.</p>	<p><b>SB Vol. 1 pgs.</b> 64-71, 146-153, 224-231, 308-315; <b>SB Vol. 2 pgs.</b> 58, 59, 134-141, 216-223  <b>TE Vol. 1 pgs.</b> 64-71, 146-153, 224-231, 308-315, T-40-47; <b>TE Vol. 2 pgs.</b> 58, 59, 134-141, 216-223T-36-T-41</p>
<p><i>Production and Distribution of Writing</i></p>	
<p><b>4.</b> Produce writing in which the organization, development, substance, and style are appropriate to task, purpose, and audience.</p>	<p><b>SB Vol. 1 pgs.</b> 64-71, 146-153, 224-231, 308-315; <b>SB Vol. 2 pgs.</b> 58, 59, 134-141, 216-223  <b>TE Vol. 1 pgs.</b> 64-71, 146-153, 224-231, 308-315, T-40-47; <b>TE Vol. 2 pgs.</b> 58, 59, 134-141, 216-223T-36-T-41</p>
<p><b>5.</b> Strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p>	<p><b>SB Vol. 1 pgs.</b> 64-71, 146-153, 224-231, 308-315; <b>SB Vol. 2 pgs.</b> 58, 59, 134-141, 216-223  <b>TE Vol. 1 pgs.</b> 64-71, 146-153, 224-231, 308-315, T-40-47; <b>TE Vol. 2 pgs.</b> 58, 59, 134-141, 216-223T-36-T-41</p>
<p><b>6.</b> Use technology, including the Internet, to produce, publish, and interact with others about writing.</p>	<p><b>SB Vol. 1 pgs.</b> 29; <b>SB Vol. 2 pgs.</b> 209  <b>TE Vol. 1 pgs.</b> 29; <b>TE Vol. 2 pgs.</b> 209</p>
<p><i>Research to Build Knowledge</i></p>	
<p><b>7.</b> Perform short, focused research projects as well as more sustained research in response to a focused research question, demonstrating understanding of the material under investigation.</p>	<p><b>SB Vol. 1 pgs.</b> 66, 67, 148, 149, 226, 227, 310, 311; <b>SB Vol. 2 pgs.</b> 60, 61, 136, 137, 218, 219, 298, 299  <b>TE Vol. 1 pgs.</b> 66, 67, 148, 149, 226, 227, 310, 311; <b>TE Vol. 2 pgs.</b> 60, 61, 136, 137, 218, 219, 298, 299</p>
<p><b>8.</b> Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate and cite the information while avoiding plagiarism.</p>	<p><b>SB Vol. 1 pgs.</b> 66, 67, 148, 149, 226, 227, 310, 311; <b>SB Vol. 2 pgs.</b> 60, 61, 136, 137, 218, 219, 298, 299  <b>TE Vol. 1 pgs.</b> 66, 67, 148, 149, 226, 227, 310, 311; <b>TE Vol. 2 pgs.</b> 60, 61, 136, 137, 218, 219, 298, 299</p>
<p><b>9.</b> Write in response to literary or informational sources, drawing evidence from the text to support analysis and reflection as well as to describe what they have learned.</p>	<p><b>SB Vol. 1 pgs.</b> 278, 281, 283, 285, 286, 289, 290; <b>SB Vol. 2 pgs.</b> 248, 251, 253, 255, 257  <b>TE Vol. 1 pgs.</b> 278, 281, 283, 285, 286, 289, 290, T-36-T-37; <b>TE Vol. 2 pgs.</b> 248, 251, 253, 255, 257, T-30-T-31</p>

<i>Range of Writing</i>	
<b>10.</b> Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	<b>SB Vol. 1 pgs.</b> 278, 281, 283, 285, 286, 289, 290; <b>SB Vol. 2 pgs.</b> 248, 251, 253, 255, 257 <b>TE Vol. 1 pgs.</b> 278, 281, 283, 285, 286, 289, 290, T-36-T-37; <b>TE Vol. 2 pgs.</b> 248, 251, 253, 255, 257, T-30-T-31
Writing Standards 6–12 Following are the standards for grades 6–12, which relate to their College and Career Readiness counterparts by number. They offer a focus for instruction in each year to help ensure that students gain adequate exposure to a range of skills and applications. Growth in writing ability is characterized by an increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas. At the same time, the content and sources that students address in their writing grow in demand every year.	
<i>Text Types and Purposes</i>	
<b>1.</b> Write arguments in which they:	
a. Introduce a claim about a topic or issue, acknowledge alternate or opposing claims, and organize the reasons and evidence logically to support the claim.	<b>SB Vol. 1 pgs.</b> 64-71, 146-153, 224-231, 308-315; <b>SB Vol. 2 pgs.</b> 58, 59, 134-141, 216-223 <b>TE Vol. 1 pgs.</b> 64-71, 146-153, 224-231, 308-315, T-40-47; <b>TE Vol. 2 pgs.</b> 58, 59, 134-141, 216-223T-36-T-41
b. Support the claim with logical reasoning and detailed, relevant evidence that demonstrate a comprehensive understanding of the topic.	<b>SB Vol. 1 pgs.</b> 64-71, 146-153, 224-231, 308-315; <b>SB Vol. 2 pgs.</b> 58, 59, 134-141, 216-223 <b>TE Vol. 1 pgs.</b> 64-71, 146-153, 224-231, 308-315, T-40-47; <b>TE Vol. 2 pgs.</b> 58, 59, 134-141, 216-223T-36-T-41
c. Use words, phrases, and clauses to convey the relationships among the claims, reasons, and evidence.	<b>SB Vol. 1 pgs.</b> 64-71, 146-153, 224-231, 308-315; <b>SB Vol. 2 pgs.</b> 58, 59, 134-141, 216-223 <b>TE Vol. 1 pgs.</b> 64-71, 146-153, 224-231, 308-315, T-40-47; <b>TE Vol. 2 pgs.</b> 58, 59, 134-141, 216-223T-36-T-41
d. Sustain an objective style and tone.	<b>SB Vol. 1 pgs.</b> 64-71, 146-153, 224-231, 308-315; <b>SB Vol. 2 pgs.</b> 58, 59, 134-141, 216-223 <b>TE Vol. 1 pgs.</b> 64-71, 146-153, 224-231, 308-315, T-40-47; <b>TE Vol. 2 pgs.</b> 58, 59, 134-141, 216-223T-36-T-41

e. Provide a concluding statement or section that follows logically from the argument.	<b>SB Vol. 1 pgs.</b> 64-71, 146-153, 224-231, 308-315; <b>SB Vol. 2 pgs.</b> 58, 59, 134-141, 216-223 <b>TE Vol. 1 pgs.</b> 64-71, 146-153, 224-231, 308-315, T-40-47; <b>TE Vol. 2 pgs.</b> 58, 59, 134-141, 216-223T-36-T-41
<b>2. Write informative/explanatory texts in which they:</b>	
a. Introduce and establish a topic that provides a sense of what is to follow and organize information appropriate to the purpose, using strategies such as definition, classification, comparison/contrast, and cause/effect.	<b>SB Vol. 1 pgs.</b> 278, 281, 283, 285, 286, 289, 290; <b>SB Vol. 2 pgs.</b> 248, 251, 253, 255, 257 <b>TE Vol. 1 pgs.</b> 278, 281, 283, 285, 286, 289, 290, T-36-T-37; <b>TE Vol. 2 pgs.</b> 248, 251, 253, 255, 257, T-30-T-31
b. Develop the topic with relevant and accurate facts, definitions, concrete details, quotations, or other information and examples.	<b>SB Vol. 1 pgs.</b> 278, 281, 283, 285, 286, 289, 290; <b>SB Vol. 2 pgs.</b> 248, 251, 253, 255, 257 <b>TE Vol. 1 pgs.</b> 278, 281, 283, 285, 286, 289, 290, T-36-T-37; <b>TE Vol. 2 pgs.</b> 248, 251, 253, 255, 257, T-30-T-31
c. Use appropriate links and varied sentence structures to create cohesion and clarify ideas.	<b>SB Vol. 1 pgs.</b> 67, 68-69, 71, 146-147, 150-153, 228-231, 312-315; <b>SB Vol. 2 pgs.</b> 62-65, 134, 135, 138-140, 220-223, 299, 300-301, 303 <b>TE Vol. 1 pgs.</b> 67, 68-69, 150-153, 228-231, 312-315; <b>TE Vol. 2 pgs.</b> 62-65, 138-140, 220-223, 299, 300-301
d. Use precise language and sustain an objective style appropriate for a reader seeking information.	<b>SB Vol. 1 pgs.</b> 64-71, 146-153, 224-231, 308-315; <b>SB Vol. 2 pgs.</b> 58, 59, 134-141, 216-223 <b>TE Vol. 1 pgs.</b> 64-71, 146-153, 224-231, 308-315, T-40-47; <b>TE Vol. 2 pgs.</b> 58, 59, 134-141, 216-223T-36-T-41
e. Provide a conclusion that follows logically from the information or explanation presented.	<b>SB Vol. 1 pgs.</b> 64-71, 146-153, 224-231, 308-315; <b>SB Vol. 2 pgs.</b> 58, 59, 134-141, 216-223 <b>TE Vol. 1 pgs.</b> 64-71, 146-153, 224-231, 308-315, T-40-47; <b>TE Vol. 2 pgs.</b> 58, 59, 134-141, 216-223T-36-T-41
<b>3. Write narratives in which they:</b>	
a. Engage and orient the reader by establishing a context and point of view, and purposefully organize a sequence of events or experiences.	<b>SB Vol. 1 pgs.</b> 64-71, 146-153, 224-231, 308-315; <b>SB Vol. 2 pgs.</b> 58, 59, 134-141, 216-223 <b>TE Vol. 1 pgs.</b> 64-71, 146-153, 224-231, 308-315, T-40-47; <b>TE Vol. 2 pgs.</b> 58, 59, 134-141, 216-223T-36-T-41

b. Develop narrative elements (e.g., setting, conflict, complex characters) with relevant and specific sensory details.	<b>SB Vol. 1 pgs.</b> 64-71, 146-153, 224-231, 308-315; <b>SB Vol. 2 pgs.</b> 58, 59, 134-141, 216-223 <b>TE Vol. 1 pgs.</b> 64-71, 146-153, 224-231, 308-315, T-40-47; <b>TE Vol. 2 pgs.</b> 58, 59, 134-141, 216-223T-36-T-41
c. Use a variety of techniques to convey sequence, shift from one time frame or setting to another, and/or show the relationships among events or experiences.	<b>SB Vol. 1 pgs.</b> 64-71, 146-153, 224-231, 308-315; <b>SB Vol. 2 pgs.</b> 58, 59, 134-141, 216-223 <b>TE Vol. 1 pgs.</b> 64-71, 146-153, 224-231, 308-315, T-40-47; <b>TE Vol. 2 pgs.</b> 58, 59, 134-141, 216-223T-36-T-41
d. Choose words and phrases to develop the events, experiences, and ideas precisely and to create mood.	<b>SB Vol. 1 pgs.</b> 64-71, 146-153, 224-231, 308-315; <b>SB Vol. 2 pgs.</b> 58, 59, 134-141, 216-223 <b>TE Vol. 1 pgs.</b> 64-71, 146-153, 224-231, 308-315, T-40-47; <b>TE Vol. 2 pgs.</b> 58, 59, 134-141, 216-223T-36-T-41
e. Provide a satisfying conclusion that follows from the events, experiences, or ideas.	<b>SB Vol. 1 pgs.</b> 64-71, 146-153, 224-231, 308-315; <b>SB Vol. 2 pgs.</b> 58, 59, 134-141, 216-223 <b>TE Vol. 1 pgs.</b> 64-71, 146-153, 224-231, 308-315, T-40-47; <b>TE Vol. 2 pgs.</b> 58, 59, 134-141, 216-223T-36-T-41
<i>Production and Distribution of Writing</i>	
4. Produce writing in which the organization, development, substance, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Standards 1–3 above.)	<b>SB Vol. 1 pgs.</b> 64, 146, 224, 308; <b>SB Vol. 2 pgs.</b> 134, 216, 296 <b>TE Vol. 1 pgs.</b> 64, 146, 224, 308; <b>TE Vol. 2 pgs.</b> 134, 216, 296
5. With some guidance and support from peers and adults, strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach after rethinking how well questions of purpose have been addressed.	<b>SB Vol. 1 pgs.</b> 66, 67, 148, 149, 226, 227, 310, 311; <b>SB Vol. 2 pgs.</b> 60, 61, 136, 137, 218, 219, 298, 299 <b>TE Vol. 1 pgs.</b> 66, 67, 148, 149, 226, 227, 310, 311; <b>TE Vol. 2 pgs.</b> 60, 61, 136, 137, 218, 219, 298, 299
6. Use technology, including the Internet, to produce, publish, and interact with others about writing, including presenting and citing information in a digital format.	<b>SB Vol. 1 pgs.</b> 29; <b>SB Vol. 2 pgs.</b> 209 <b>TE Vol. 1 pgs.</b> 29; <b>TE Vol. 2 pgs.</b> 209
<i>Research to Build Knowledge</i>	
7. Perform short, focused research projects in response to a question and generate additional related and focused questions for further research and investigation.	<b>SB Vol. 1 pgs.</b> 66, 67, 148, 149, 226, 227, 310, 311; <b>SB Vol. 2 pgs.</b> 60, 61, 136, 137, 218, 219, 298, 299 <b>TE Vol. 1 pgs.</b> 66, 67, 148, 149, 226, 227, 310, 311; <b>TE Vol. 2 pgs.</b> 60, 61, 136, 137, 218, 219, 298, 299

<p><b>8.</b> Gather relevant information from multiple print and digital sources using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others, avoiding plagiarism and following a standard format for citation.</p>	<p><b>SB Vol. 1 pgs.</b> 66, 67, 148, 149, 226, 227, 310, 311; <b>SB Vol. 2 pgs.</b> 60, 61, 136, 137, 218, 219, 298, 299  <b>TE Vol. 1 pgs.</b> 66, 67, 148, 149, 226, 227, 310, 311; <b>TE Vol. 2 pgs.</b> 60, 61, 136, 137, 218, 219, 298, 299</p>
<p><b>9.</b> Write in response to literary or informational sources, drawing evidence from the text to support analysis and reflection as well as to describe what they have learned.</p>	<p><b>SB Vol. 1 pgs.</b> 278, 281, 283, 285, 286, 289, 290; <b>SB Vol. 2 pgs.</b> 248, 251, 253, 255, 257  <b>TE Vol. 1 pgs.</b> 278, 281, 283, 285, 286, 289, 290, T-36-T-37; <b>TE Vol. 2 pgs.</b> 248, 251, 253, 255, 257, T-30-T-31</p>
<p>a. Apply <i>grade 7 reading standards</i> to literature (e.g., “Analyze a specific case in which a modern work of fiction draws on patterns of events or character types found in traditional literature (e.g., the hero, the quest).</p>	<p><b>SB Vol. 1 pgs.</b> 278, 281, 283, 285, 286, 289, 290; <b>SB Vol. 2 pgs.</b> 248, 251, 253, 255, 257  <b>TE Vol. 1 pgs.</b> 278, 281, 283, 285, 286, 289, 290, T-36-T-37; <b>TE Vol. 2 pgs.</b> 248, 251, 253, 255, 257, T-30-T-31</p>
<p>b. Apply <i>grade 7 reading standards</i> to literary nonfiction (e.g., “Identify the stated and unstated premises of an argument and explain how they contribute to the conclusions reached”).</p>	<p><b>SB Vol. 1 pgs.</b> 278, 281, 283, 285, 286, 289, 290; <b>SB Vol. 2 pgs.</b> 248, 251, 253, 255, 257  <b>TE Vol. 1 pgs.</b> 278, 281, 283, 285, 286, 289, 290, T-36-T-37; <b>TE Vol. 2 pgs.</b> 248, 251, 253, 255, 257, T-30-T-31</p>
<p><i>Range of Writing</i></p>	
<p><b>10.</b> Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p>	<p><b>SB Vol. 1 pgs.</b> 278, 281, 283, 285, 286, 289, 290; <b>SB Vol. 2 pgs.</b> 248, 251, 253, 255, 257  <b>TE Vol. 1 pgs.</b> 278, 281, 283, 285, 286, 289, 290, T-36-T-37; <b>TE Vol. 2 pgs.</b> 248, 251, 253, 255, 257, T-30-T-31</p>
<p>College and Career Readiness Standards for Speaking and Listening  The grades 6–12 standards on the following pages define what students should understand and be able to do in each grade and build toward the six College and Career Readiness Standards.</p>	
<p><i>Comprehension and Collaboration</i></p>	
<p><b>1.</b> Participate effectively in a range of interactions (one-on-one and in groups), exchanging information to advance a discussion and to build on the input of others.</p>	<p><b>SB Vol. 1 pgs.</b> 34, 60, 114, 142, 192, 220, 274; <b>SB Vol. 2 pgs.</b> 30, 54, 104, 130, 184, 262, 292  <b>TE Vol. 1 pgs.</b> 34, 60, 114, 142, 192, 220, 274; <b>TE Vol. 2 pgs.</b> 30, 54, 104, 130, 184, 262, 292</p>
<p><b>2.</b> Integrate and evaluate information from multiple oral, visual, or multimodal sources in order to answer questions, solve problems, or build knowledge.</p>	<p><b>SB Vol. 1 pgs.</b> 29; <b>SB Vol. 2 pgs.</b> 209  <b>TE Vol. 1 pgs.</b> 29; <b>TE Vol. 2 pgs.</b> 209</p>

3. Evaluate the speaker's point of view, reasoning, and use of evidence and rhetoric.	<b>SB Vol. 1 pgs.</b> 36, 69, 150; <b>SB Vol. 2 pgs.</b> 62, 138, 300 <b>TE Vol. 1 pgs.</b> 36, 69, 150; <b>TE Vol. 2 pgs.</b> 62, 138, 300 <b>21<sup>st</sup> Century ToolKit: Expert File 1.6</b>
<i>Presentation of Knowledge and Ideas</i>	
4. Present information, evidence, and reasoning in a clear and well-structured way appropriate to purpose and audience.	<b>SB Vol. 1 pgs.</b> 34, 60, 114, 142, 192, 220, 274; <b>SB Vol. 2 pgs.</b> 30, 54, 104, 130, 184, 262, 292 <b>TE Vol. 1 pgs.</b> 34, 60, 114, 142, 192, 220, 274; <b>TE Vol. 2 pgs.</b> 30, 54, 104, 130, 184, 262, 292
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding.	<b>SB Vol. 1 pgs.</b> 29; <b>SB Vol. 2 pgs.</b> 209 <b>TE Vol. 1 pgs.</b> 29; <b>TE Vol. 2 pgs.</b> 209
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating a command of formal English when indicated or appropriate.	<b>SB Vol. 1 pgs.</b> 70, 152, 230, 314; <b>SB Vol. 2 pgs.</b> 64, 140, 222, 302 <b>TE Vol. 1 pgs.</b> 70, 152, 230, 314; <b>TE Vol. 2 pgs.</b> 64, 140, 222, 302
Speaking and Listening Standards 6–12 Following are the standards for grades 6–12, which relate to their College and Career Readiness counterparts by number. They offer a focus for instruction in each year to help ensure that students gain adequate exposure to a range of skills and applications.	
<i>Comprehension and Collaboration</i>	
1. Initiate and engage actively in group discussions on <i>grade 7 topics, texts, and issues</i> being studied in class.	<b>SB Vol. 1 pgs.</b> 36, 69, 150; <b>SB Vol. 2 pgs.</b> 62, 138, 300 <b>TE Vol. 1 pgs.</b> 36, 69, 150; <b>TE Vol. 2 pgs.</b> 62, 138, 300 <b>21<sup>st</sup> Century ToolKit: Expert File 1.5</b>
a. Prepare for discussions by completing reading or conducting research and explicitly draw on that material in discussions.	<b>SB Vol. 1 pgs.</b> 34, 60, 114, 142, 192, 220, 274; <b>SB Vol. 2 pgs.</b> 30, 54, 104, 130, 184, 262, 292 <b>TE Vol. 1 pgs.</b> 34, 60, 114, 142, 192, 220, 274; <b>TE Vol. 2 pgs.</b> 30, 54, 104, 130, 184, 262, 292
b. Cooperate with peers to set clear goals and deadlines.	<b>SB Vol. 1 pgs.</b> 95; <b>SB Vol. 2 pgs.</b> 112 <b>TE Vol. 1 pgs.</b> 95; <b>TE Vol. 2 pgs.</b> 112
c. Advance a discussion by asking questions, responding precisely, and sharing factual knowledge and observations.	<b>SB Vol. 1 pgs.</b> 95; <b>SB Vol. 2 pgs.</b> 112 <b>TE Vol. 1 pgs.</b> 95; <b>TE Vol. 2 pgs.</b> 112



d. Ensure a hearing for the range of positions on an issue.	<b>SB Vol. 1 pgs. 95; SB Vol. 2 pgs. 112</b> <b>TE Vol. 1 pgs. 95; TE Vol. 2 pgs. 112</b>
e. Take the views of others into account and, when warranted, modify their own views in light of the evidence presented.	<b>SB Vol. 1 pgs. 95; SB Vol. 2 pgs. 112</b> <b>TE Vol. 1 pgs. 95; TE Vol. 2 pgs. 112</b>
<b>2.</b> Determine the main ideas and supporting elements presented in oral, visual, or multimodal formats and explain how the information clarifies and contributes to an understanding of a topic or issue under study.	<b>SB Vol. 1 pgs. 117, 321; SB Vol. 2 pgs. 57, 265</b> <b>TE Vol. 1 pgs. 117, 321; TE Vol. 2 pgs. 57, 265</b> <b>21<sup>st</sup> Century ToolKit: Expert Files 5.2, 5.3, 5.5, 5.6, 5.7, 5.11, 5.15</b>
<b>3.</b> Evaluate a speaker's or presenter's reasoning and claims as well as the degree to which each claim is logically supported by the evidence provided.	<b>SB Vol. 1 pgs. 36, 69, 150; SB Vol. 2 pgs. 62, 138, 300</b> <b>TE Vol. 1 pgs. 36, 69, 150; TE Vol. 2 pgs. 62, 138, 300</b>
<i>Presentation of Knowledge and Ideas</i>	
<b>4.</b> Present claims and findings with relevant and specific descriptions, facts, and examples, and use appropriate eye contact, adequate volume, and clear pronunciation.	<b>SB Vol. 1 pgs. 34, 60, 114, 142, 192, 220, 274; SB Vol. 2 pgs. 30, 54, 104, 130, 184, 262, 292</b> <b>TE Vol. 1 pgs. 34, 60, 114, 142, 192, 220, 274; TE Vol. 2 pgs. 30, 54, 104, 130, 184, 262, 292</b>
<b>5.</b> Incorporate digital media and visual displays of data when helpful and in a manner that strengthens the presentation.	<b>SB Vol. 1 pgs. 117, 321; SB Vol. 2 pgs. 57, 265</b> <b>TE Vol. 1 pgs. 117, 321; TE Vol. 2 pgs. 57, 265</b> <b>21<sup>st</sup> Century ToolKit: Expert Files 5.2, 5.3, 5.5, 5.6, 5.7, 5.11, 5.15</b>
<b>6.</b> Adapt speech to a variety of contexts and communicative tasks, demonstrating a command of formal English when indicated or appropriate. (See "Conventions" in Language, on pages 47–50, for specific demands.)	<b>SB Vol. 1 pgs. 70, 152, 230, 314; SB Vol. 2 pgs. 64, 140, 222, 302</b> <b>TE Vol. 1 pgs. 70, 152, 230, 314; TE Vol. 2 pgs. 64, 140, 222, 302</b>
College and Career Readiness Standards for Language The grades 6–12 standards on the following pages define what students should understand and be able to do in each grade and build toward the six College and Career Readiness Standards.	
<i>Conventions in Writing and Speaking</i>	
<b>1.</b> Demonstrate a command of the conventions of standard English grammar and usage.	<b>SB Vol. 1 pgs. 70, 152, 230, 314; SB Vol. 2 pgs. 64, 140, 222, 302</b> <b>TE Vol. 1 pgs. 70, 152, 230, 314; TE Vol. 2 pgs. 64, 140, 222, 302</b>
<b>2.</b> Demonstrate a command of the conventions of capitalization, punctuation, and spelling.	<b>SB Vol. 1 pgs. 70, 152, 230, 314; SB Vol. 2 pgs. 64, 140, 222, 302</b> <b>TE Vol. 1 pgs. 70, 152, 230, 314; TE Vol. 2 pgs. 64, 140, 222, 302</b>

<p><b>3.</b> Make effective choices about language, punctuation, and sentence structure for meaning and style.</p>	<p><b>SB Vol. 1 pgs.</b> 70, 152, 230, 314; <b>SB Vol. 2 pgs.</b> 64, 140, 222, 302  <b>TE Vol. 1 pgs.</b> 70, 152, 230, 314; <b>TE Vol. 2 pgs.</b> 64, 140, 222, 302</p>
<p><i>Vocabulary Acquisition and Use</i></p>	
<p><b>4.</b> Determine the meaning of words and phrases encountered through conversations, reading, and media use.</p>	<p><b>SB Vol. 1 pgs.</b> 8, 20, 34, 38, 54, 60, 88, 102, 114, 118, 130, 142, 170, 184, 192, 196, 210, 220, 248, 260, 274, 278, 292, 304; <b>SB Vol. 2 pgs.</b> 8, 20, 30, 34, 44, 54, 82, 92, 104, 108, 122, 130, 158, 168, 184, 188, 198, 212, 240, 248, 262, 266, 278, 292  <b>TE Vol. 1 pgs.</b> 8, 20, 34, 38, 54, 60, 88, 102, 114, 118, 130, 142, 170, 184, 192, 196, 210, 220, 248, 260, 274, 278, 292, 304; <b>TE Vol. 2 pgs.</b> 8, 20, 30, 34, 44, 54, 82, 92, 104, 108, 122, 130, 158, 168, 184, 188, 198, 212, 240, 248, 262, 266, 278, 292</p>
<p><b>5.</b> Understand the nuances of and relationships among words.</p>	<p><b>SB Vol. 1 pgs.</b> 8, 20, 34, 38, 54, 60, 88, 102, 114, 118, 130, 142, 170, 184, 192, 196, 210, 220, 248, 260, 274, 278, 292, 304; <b>SB Vol. 2 pgs.</b> 8, 20, 30, 34, 44, 54, 82, 92, 104, 108, 122, 130, 158, 168, 184, 188, 198, 212, 240, 248, 262, 266, 278, 292  <b>TE Vol. 1 pgs.</b> 8, 20, 34, 38, 54, 60, 88, 102, 114, 118, 130, 142, 170, 184, 192, 196, 210, 220, 248, 260, 274, 278, 292, 304; <b>TE Vol. 2 pgs.</b> 8, 20, 30, 34, 44, 54, 82, 92, 104, 108, 122, 130, 158, 168, 184, 188, 198, 212, 240, 248, 262, 266, 278, 292</p>
<p><b>6.</b> Use grade-appropriate general academic vocabulary and domain-specific words and phrases purposefully acquired as well as gained through conversation and reading and responding to texts.</p>	<p><b>SB Vol. 1 pgs.</b> 8, 20, 34, 38, 54, 60, 88, 102, 114, 118, 130, 142, 170, 184, 192, 196, 210, 220, 248, 260, 274, 278, 292, 304; <b>SB Vol. 2 pgs.</b> 8, 20, 30, 34, 44, 54, 82, 92, 104, 108, 122, 130, 158, 168, 184, 188, 198, 212, 240, 248, 262, 266, 278, 292  <b>TE Vol. 1 pgs.</b> 8, 20, 34, 38, 54, 60, 88, 102, 114, 118, 130, 142, 170, 184, 192, 196, 210, 220, 248, 260, 274, 278, 292, 304; <b>TE Vol. 2 pgs.</b> 8, 20, 30, 34, 44, 54, 82, 92, 104, 108, 122, 130, 158, 168, 184, 188, 198, 212, 240, 248, 262, 266, 278, 292</p>

Language Standards 6–12 Following are the standards for grades 6–12, which relate to their College and Career Readiness counterparts by number. They offer a focus for instruction in each year to help ensure that students gain adequate exposure to a range of skills and applications.	
<i>Conventions in Writing and Speaking</i>	
<b>1. Observe conventions of grammar and usage.</b>	
a. Explain the function of phrases and clauses in general and their functions in specific sentences.	<b>SB Vol. 1 pgs.</b> 70, 152, 230, 314; <b>SB Vol. 2 pgs.</b> 64, 140, 222, 302 <b>TE Vol. 1 pgs.</b> 70, 152, 230, 314; <b>TE Vol. 2 pgs.</b> 64, 140, 222, 302
b. Chose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.	<b>SB Vol. 1 pgs.</b> 64, 65, 68, 69, 308, 309, 312, 313; <b>SB Vol. 2 pgs.</b> 216, 217, 220, 221 <b>TE Vol. 1 pgs.</b> 64, 65, 68, 69, 308, 309, 312, 313; <b>TE Vol. 2 pgs.</b> 216, 217, 220, 221
c. Place phrases and clauses within a sentence, avoiding misplaced and dangling modifiers	<b>SB Vol. 1 pgs.</b> 70, 152, 230, 314; <b>SB Vol. 2 pgs.</b> 64, 140, 222, 302 <b>TE Vol. 1 pgs.</b> 70, 152, 230, 314; <b>TE Vol. 2 pgs.</b> 64, 140, 222, 302
<b>2. Observe conventions of capitalization, punctuation, and spelling.</b>	
a. Use a comma before a coordinating conjunction in a compound sentence.	<b>SB Vol. 1 pgs.</b> 70, 152, 230, 314; <b>SB Vol. 2 pgs.</b> 64, 140, 222, 302 <b>TE Vol. 1 pgs.</b> 70, 152, 230, 314; <b>TE Vol. 2 pgs.</b> 64, 140, 222, 302
b. Spell correctly.	<b>SB Vol. 1 pgs.</b> 70, 152, 230, 314; <b>SB Vol. 2 pgs.</b> 64, 140, 222, 302 <b>TE Vol. 1 pgs.</b> 70, 152, 230, 314; <b>TE Vol. 2 pgs.</b> 64, 140, 222, 302
<b>3. Make effective language choices.</b>	
a. Choose words and phrases that express ideas concisely, eliminating wordiness and redundancy.*	<b>SB Vol. 1 pgs.</b> 67, 68-69, 150-152, 228-230, 312-314; <b>SB Vol. 2 pgs.</b> 62-64, 138-140, 220-222, 299, 300-301 <b>TE Vol. 1 pgs.</b> 67, 68-69, 150-152, 228-230, 312-314; <b>TE Vol. 2 pgs.</b> 62-64, 138-140, 220-222, 299, 300-301

<i>Vocabulary Acquisition and Use</i>	
<b>4. Determine word meanings (based on grade 7 reading).</b>	
<p>a. Determine or clarify the meaning of unknown or multiple-meaning words through the use of one or more strategies, such as using semantic clues (e.g., sentence and paragraph context, the organizational pattern of the text); using syntactic clues (e.g., the word's position or function in the sentence); analyzing the word's sounds, spelling, and meaningful parts; and consulting reference materials, both print and digital.</p>	<p><b>SB Vol. 1 pgs.</b> 67, 68-69, 150-152, 228-230, 312-314; <b>SB Vol. 2 pgs.</b> 62-64, 138-140, 220-222, 299, 300-301  <b>TE Vol. 1 pgs.</b> 67, 68-69, 150-152, 228-230, 312-314; <b>TE Vol. 2 pgs.</b> 62-64, 138-140, 220-222, 299, 300-301</p>
<p>b. Use a known root as a clue to the meaning of an unknown word (e.g., <i>belligerent</i>, <i>bellicose</i>, <i>rebel</i>).</p>	<p><b>SB Vol. 1 pgs.</b> 8, 20, 34, 38, 54, 60, 88, 102, 114, 118, 130, 142, 170, 184, 192, 196, 210, 220, 248, 260, 274, 278, 292, 304; <b>SB Vol. 2 pgs.</b> 8, 20, 30, 34, 44, 54, 82, 92, 104, 108, 122, 130, 158, 168, 184, 188, 198, 212, 240, 248, 262, 266, 278, 292  <b>TE Vol. 1 pgs.</b> 8, 20, 34, 38, 54, 60, 88, 102, 114, 118, 130, 142, 170, 184, 192, 196, 210, 220, 248, 260, 274, 278, 292, 304; <b>TE Vol. 2 pgs.</b> 8, 20, 30, 34, 44, 54, 82, 92, 104, 108, 122, 130, 158, 168, 184, 188, 198, 212, 240, 248, 262, 266, 278, 292</p>
<p>c. Verify the preliminary determination of a word's meaning (e.g., by checking the inferred meaning in context or looking up the word in a dictionary).</p>	<p><b>SB Vol. 1 pgs.</b> 8, 20, 34, 38, 54, 60, 88, 102, 114, 118, 130, 142, 170, 184, 192, 196, 210, 220, 248, 260, 274, 278, 292, 304; <b>SB Vol. 2 pgs.</b> 8, 20, 30, 34, 44, 54, 82, 92, 104, 108, 122, 130, 158, 168, 184, 188, 198, 212, 240, 248, 262, 266, 278, 292  <b>TE Vol. 1 pgs.</b> 8, 20, 34, 38, 54, 60, 88, 102, 114, 118, 130, 142, 170, 184, 192, 196, 210, 220, 248, 260, 274, 278, 292, 304; <b>TE Vol. 2 pgs.</b> 8, 20, 30, 34, 44, 54, 82, 92, 104, 108, 122, 130, 158, 168, 184, 188, 198, 212, 240, 248, 262, 266, 278, 292</p>
<p>d. Interpret various figures of speech (e.g., allegory) relevant to particular texts.</p>	<p><b>SB Vol. 1 pgs.</b> 8, 20, 34, 38, 54, 60, 88, 102, 114, 118, 130, 142, 170, 184, 192, 196, 210, 220, 248, 260, 274, 278, 292, 304; <b>SB Vol. 2 pgs.</b> 8, 20, 30, 34, 44, 54, 82, 92, 104, 108, 122, 130, 158, 168, 184, 188, 198, 212, 240, 248, 262, 266, 278, 292  <b>TE Vol. 1 pgs.</b> 8, 20, 34, 38, 54, 60, 88, 102, 114, 118, 130, 142, 170, 184, 192, 196, 210, 220, 248, 260, 274, 278, 292, 304; <b>TE Vol. 2 pgs.</b> 8, 20, 30, 34, 44, 54, 82, 92, 104, 108, 122, 130, 158, 168, 184, 188, 198, 212, 240, 248, 262, 266, 278, 292</p>

<p><b>5. Understand word relationships.</b></p>	
<p>a. Trace the network of uses and meanings that different words have and the interrelationships among those meanings and uses.</p>	<p><b>SB Vol. 1 pgs.</b> 197, 201, 204, 211, 215; <b>SB Vol. 2 pgs</b> 9, 13, 19, 41, 43  <b>TE Vol. 1 pgs.</b> 197, 201, 204, 211, 215; <b>TE Vol. 2 pgs</b> 9, 13, 19, 41, 43</p>
<p>b. Distinguish a word from other words with similar denotations but different connotations.</p>	<p><b>SB Vol. 1 pgs.</b> 261, 265, 271, 274, 279; <b>SB Vol. 2 pgs.</b> 277, 279, 285, 288  <b>TE Vol. 1 pgs.</b> 261, 265, 271, 274, 279; <b>TE Vol. 2 pgs.</b> 277, 279, 285, 288</p>
<p><b>6. Use grade-appropriate general academic vocabulary and English language arts–specific words and phrases taught directly and gained through reading and responding to texts.</b></p>	<p><b>SB Vol. 1 pgs.</b> 9, 11, 12, 14, 17, 18, 21, 24, 27, 28, 39, 41, 43, 47, 55, 57, 59, 73, 74, 171, 175, 177, 178, 182, 185, 188, 197, 201, 204, 206, 208, 209, 211, 213, 216, 249, 253, 256, 258, 261, 267, 279, 281, 284, 286, 288, 293, 294, 296, 298; <b>SB Vol. 2 pgs.</b> 9, 10, 15, 21, 24, 25 35, 43, 45, 47, 50, 67, 68, 83, 85, 86, 88, 93, 94, 96, 99, 101, 102, 109, 111, 112, 114, 123, 125, 126, 159, 162, 165, 169, 171, 173, 174, 177, 189, 191, 192, 194, 199, 201, 202, 207, 241, 243, 244, 246, 249, 251, 252, 255, 257, 267, 269, 270, 273, 275, 279, 281, 283, 284  <b>TE Vol. 1 pgs.</b> 9, 11, 12, 14, 17, 18, 21, 24, 27, 28, 39, 41, 43, 47, 55, 57, 59, 73, 74, 171, 175, 177, 178, 182, 185, 188, 197, 201, 204, 206, 208, 209, 211, 213, 216, 249, 253, 256, 258, 261, 267, 279, 281, 284, 286, 288, 293, 294, 296, 298; <b>TE Vol. 2 pgs.</b> 9, 10, 15, 21, 24, 25 35, 43, 45, 47, 50, 67, 68, 83, 85, 86, 88, 93, 94, 96, 99, 101, 102, 109, 111, 112, 114, 123, 125, 126, 159, 162, 165, 169, 171, 173, 174, 177, 189, 191, 192, 194, 199, 201, 202, 207, 241, 243, 244, 246, 249, 251, 252, 255, 257, 267, 269, 270, 273, 275, 279, 281, 283, 284</p>

**Expert 21 – Course III, Vol. 1 & 2 – Scholastic Inc., Correlated to  
Common Core State Standards Initiative, English Language Arts: Grade 8**

<p>College and Career Readiness Standards for Reading</p> <p>The grades 6–12 standards on the following pages define what students should understand and be able to do in each grade and build toward the ten College and Career Readiness Standards.</p>	
<p><i>Key Ideas and Details</i></p>	
<p><b>1.</b> Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p>	<p><b>SB Vol. 1 pgs.</b> 10, 22, 28, 38, 44, 56, 72, 90, 106, 112, 120, 130, 138, 154, 170, 180, 192, 202, 210, 222, 238, 256, 262, 270, 280, 294, 298, 312; <b>SB Vol. 2 pgs.</b> 11, 24, 28, 36, 54, 58, 72, 90, 106, 114, 122, 130, 134, 148, 166, 176, 182, 194, 204, 216, 230, 248, 254, 264, 272, 282, 296, 312</p> <p><b>TE Vol. 1 pgs.</b> 10, 22, 28, 38, 44, 56, 72, 90, 106, 112, 120, 130, 138, 154, 170, 180, 192, 202, 210, 222, 238, 256, 262, 270, 280, 294, 298, 312; <b>TE Vol. 2 pgs.</b> 11, 24, 28, 36, 54, 58, 72, 90, 106, 114, 122, 130, 134, 148, 166, 176, 182, 194, 204, 216, 230, 248, 254, 264, 272, 282, 296, 312</p>
<p><b>2.</b> Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p>	<p><b>SB Vol. 1 pgs.</b> 88, 93, 99, 101, 122, T22-T3; <b>SB Vol. 2 pgs.</b> 120, 12, 1255, 17, T26-T27</p> <p><b>TE Vol. 1 pgs.</b> 88, 93, 99, 101, 122, T22-T3; <b>TE Vol. 2 pgs.</b> 120, 12, 1255, 17, T26-T27</p>
<p><b>3.</b> Analyze in detail where, when, why, and how events, ideas, and characters develop and interact over the course of a text.</p>	<p><b>SB Vol. 1 pgs.</b> 8, 11, 12, 14, 17, 19, 88, 91, 93, 94, 97, 101, 102, 113, 168, 171, 173, 174, 176; <b>SB Vol. 2 pgs</b> 34, 37, 38, 41, 45, 46, 48, 252, 255, 257, 259, 261, 262;</p> <p><b>TE Vol. 1 pgs.</b> 8, 11, 12, 14, 17, 19, 88, 91, 93, 94, 97, 101, 102, 113, 168, 171, 173, 174, 176, T18-T19, T22-T25; <b>TE Vol. 2 pgs</b> 34, 37, 38, 41, 45, 46, 48, 252, 255, 257, 259, 261, 262,T20-T21, T34-T35</p>
<p><i>Craft and Structure</i></p>	
<p><b>4.</b> Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and explain how specific word choices shape meaning or tone.</p>	<p><b>SB Vol. 1 pgs.</b> 254, 258, 299, T28-T29; <b>SB Vol. 2 pgs</b> 135</p> <p><b>TE Vol. 1 pgs.</b> 254, 258, 299, T28-T29; <b>TE Vol. 2 pgs</b> 135</p>

<p><b>5.</b> Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section or chapter) relate to each other and the whole.</p>	<p><b>SB Vol. 1 pgs.</b> 8, 11, 12, 14, 17, 19, 88, 91, 93, 94, 97, 101, 102, 113, 168, 171, 173, 174, 176; <b>SB Vol. 2 pgs</b> 34, 37, 38, 41, 45, 46, 48, 252, 255, 257, 259, 261, 262</p> <p><b>TE Vol. 1 pgs.</b> 8, 11, 12, 14, 17, 19, 88, 91, 93, 94, 97, 101, 102, 113, 168, 171, 173, 174, 176, T18-T19, T22-T25; <b>TE Vol. 2 pgs</b> 34, 37, 38, 41, 45, 46, 48, 252, 255, 257, 259, 261, 262, T20-T21, T34-T35</p>
<p><b>6.</b> Assess how point of view or purpose shapes the content and style of a text.</p>	<p><b>SB Vol. 1 pgs.</b> 42, 45, 47, 48, 50, 53, 55, T20-T21; <b>SB Vol. 2 pgs</b> 52, 55, 56, 59, T22-T23</p> <p><b>TE Vol. 1 pgs.</b> 42, 45, 47, 48, 50, 53, 55, T20-T21; <b>TE Vol. 2 pgs</b> 52, 55, 56, 59, T22-T23</p>
<p><i>Integration of Knowledge and Ideas</i></p>	
<p><b>7.</b> Synthesize and apply information presented in diverse ways (e.g., through words, images, graphs, and video) in print and digital sources in order to answer questions, solve problems, or compare modes of presentation.</p>	<p><b>SB Vol. 1 pgs.</b> 8, 13, 16, 29, 31, 39, 40, 94, 268, T2-T3; <b>SB Vol. 2 pgs</b> 22, 25, 27, 34, 38, 40, 46, 51, 99, T4-T5</p> <p><b>TE Vol. 1 pgs.</b> 8, 13, 16, 29, 31, 39, 40, 94, 268, T2-T3; <b>TE Vol. 2 pgs</b> 22, 25, 27, 34, 38, 40, 46, 51, 99, T4-T5</p>
<p><b>8.</b> Delineate and evaluate the reasoning and rhetoric within a text, including assessing whether the evidence provided is relevant and sufficient to support the text’s claims.</p>	<p><b>SB Vol. 1 pgs.</b> 89, 93, 100, 105, 109, 110; <b>SB Vol. 2 pgs.</b> 247, 249, 253, 256, 261</p> <p><b>TE Vol. 1 pgs.</b> 89, 93, 100, 105, 109, 110; <b>TE Vol. 2 pgs.</b> 247, 249, 253, 256, 261</p>
<p><b>9.</b> Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p>	<p><b>SB Vol. 1 pgs.</b> 50, 52, 54, 73, 74, 155, 186, 188, 190, 239, 240, 312, 314, 316; <b>SB Vol. 2 pgs.</b> 73, 74, 148, 150, 231, 232, 260, 262, 313, 314</p> <p><b>TE Vol. 1 pgs.</b> 50, 52, 54, 73, 74, 155, 186, 188, 190, 239, 240, 312, 314, 316; <b>TE Vol. 2 pgs.</b> 73, 74, 148, 150, 231, 232, 260, 262, 313, 314</p>
<p><i>Range and Level of Text Complexity</i></p>	
<p><b>10.</b> Read complex texts independently, proficiently, and fluently, sustaining concentration, monitoring comprehension, and, when useful, rereading.</p>	<p><b>SB Vol. 1 pgs.</b> 168, 171, 193, 195, 200, 203, 205, 206, 265; <b>SB Vol. 2 pgs.</b> 8, 11, 13, 15, 17, 19, 21, 29, 52, 55, 59, 124</p> <p><b>TE Vol. 1 pgs.</b> 168, 171, 193, 195, 200, 203, 205, 206, 265, T10-T11; <b>TE Vol. 2 pgs.</b> 8, 11, 13, 15, 17, 19, 21, 29, 52, 55, 59, 124 T2-T3</p>

<p>Reading Standards for Literature 6–12</p> <p>Following are the standards for grades 6–12, which relate to their College and Career Readiness counterparts by number. They offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades.</p>	
<i>Key Ideas and Details</i>	
<p>1. Cite a wide range of evidence throughout the text when useful to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<p><b>SB Vol. 1 pgs.</b> 10, 22, 28, 38, 44, 56, 72, 90, 106, 112, 120, 130, 138, 154, 170, 180, 192, 202, 210, 222, 238, 256, 262, 270, 280, 294, 298, 312; <b>SB Vol. 2 pgs.</b> 11, 24, 28, 36, 54, 58, 72, 90, 106, 114, 122, 130, 134, 148, 166, 176, 182, 194, 204, 216, 230, 248, 254, 264, 272, 282, 296, 312</p> <p><b>TE Vol. 1 pgs.</b> 10, 22, 28, 38, 44, 56, 72, 90, 106, 112, 120, 130, 138, 154, 170, 180, 192, 202, 210, 222, 238, 256, 262, 270, 280, 294, 298, 312; <b>TE Vol. 2 pgs.</b> 11, 24, 28, 36, 54, 58, 72, 90, 106, 114, 122, 130, 134, 148, 166, 176, 182, 194, 204, 216, 230, 248, 254, 264, 272, 282, 296, 312</p>
<p>2. Analyze how recurring images or events contribute to the development of a theme or central idea in a text.</p>	<p><b>SB Vol. 1 pgs.</b> 88, 91, 93, 94, 97, 97, 99, 101, 102, T22-T23; <b>SB Vol. 2 pgs</b> 246, 249, 250, T32-T33</p> <p><b>TE Vol. 1 pgs.</b> 88, 91, 93, 94, 97, 97, 99, 101, 102, T22-T23; <b>TE Vol. 2 pgs</b> 246, 249, 250, T32-T33</p>
<p>3. Analyze how elements of a story or drama interact (e.g., how plot and setting are integral to one another; how the setting affects characters).</p>	<p><b>SB Vol. 1 pgs.</b> 8, 11, 12, 14, 17, 19, 113, 168, 171, 173, 174, 176; <b>SB Vol. 2 pgs</b> 34, 37, 38, 41, 45, 46, 48</p> <p><b>TE Vol. 1 pgs.</b> 8, 11, 12, 14, 17, 19, 113, 168, 171, 173, 174, 176, T18-T19, T24-T25; <b>TE Vol. 2 pgs</b> 34, 37, 38, 41, 45, 46, 48, T20-T21</p>
<i>Craft and Structure</i>	
<p>4. Explain the comparisons an author makes through metaphors, allusions, or analogies in a text and analyze how those comparisons contribute to meaning.</p>	<p><b>SB Vol. 1 pgs.</b> 254, 258, 299, T28-T29; <b>SB Vol. 2 pgs</b> 135; <b>TE Vol. 1 pgs.</b> 254, 258, 299, T28-T29; <b>TE Vol. 2 pgs</b> 135</p>
<p>5. Compare a poem with a conventional structure, such as a sonnet, to a poem without a proscribed structure, such as a free verse poem.</p>	<p><b>SB Vol. 1 pgs.</b> 254, 258, 299; <b>SB Vol. 2 pgs</b> 135</p> <p><b>TE Vol. 1 pgs.</b> 254, 258, 299, T28-T29; <b>TE Vol. 2 pgs</b> 135</p>



<p><b>6.</b> Explain how a difference in the perspective or knowledge of characters and the audience (e.g., created through the device of dramatic irony) produces suspense or humor.</p>	<p><b>SB Vol. 1 pgs.</b> 8, 11, 12, 14, 17, 19, 113, T18-T19; <b>SB Vol. 2 pgs</b> 34, 37, 38, 41, 45, 46, 48, T20-T21  <b>TE Vol. 1 pgs.</b> 8, 11, 12, 14, 17, 19, 113, T18-T19; <b>TE Vol. 2 pgs</b> 34, 37, 38, 41, 45, 46, 48, T20-T21</p>
<p><i>Integration of Knowledge and Ideas</i></p>	
<p><b>7.</b> Analyze to what degree a filmed or live production of a drama or story stays faithful to or departs from the script or text.</p>	<p><b>SB Vol. 1 pgs.</b> 88, 91, 93, 94, 97, 97, 99, 101, 102, T22-T23; <b>SB Vol. 2 pgs</b> 246, 249, 250, T32-T33  <b>TE Vol. 1 pgs.</b> 88, 91, 93, 94, 97, 97, 99, 101, 102, T22-T23; <b>TE Vol. 2 pgs</b> 246, 249, 250, T32-T33</p>
<p><b>8.</b> (Not applicable to literature)</p>	<p>N/A</p>
<p><b>9.</b> Compare a fictional portrayal of a time, place, or character to historical sources from the same period as a means of understanding how authors use or alter history.</p>	<p><b>SB Vol. 1 pgs.</b> 219, 263, 299; <b>SB Vol. 2 pgs</b> 29, 99, 177, 299  <b>TE Vol. 1 pgs.</b> 219, 263, 299; <b>TE Vol. 2 pgs</b> 29, 99, 177, 299</p>
<p><i>Range and Level of Text Complexity</i></p>	
<p><b>10.</b> Read literature independently, proficiently, and fluently in the grades 6–8 text complexity band; read “stretch” texts in the grades 9–10 text complexity band with scaffolding as needed.</p>	<p><b>SB Vol. 1 pgs.</b> 168, 171, 193, 195, 200, 203, 205, 206, 265; <b>SB Vol. 2 pgs.</b> 8, 11, 13, 15, 17, 19, 21, 29, 52, 55, 59, 124  <b>TE Vol. 1 pgs.</b> 168, 171, 193, 195, 200, 203, 205, 206, 265, T10-T11;  <b>TE Vol. 2 pgs.</b> 8, 11, 13, 15, 17, 19, 21, 29, 52, 55, 59, 124 T2-T3</p>
<p>Reading Standards for Informational Text 6–12</p>	
<p><i>Key Ideas and Details</i></p>	
<p><b>1.</b> Cite a wide range of evidence throughout the text when useful to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<p><b>SB Vol. 1 pgs.</b> 208, 211, 213, 215, 217, 218, 221, T26-T27; <b>SB Vol. 2 pgs</b> 52, 55, 56, 59, T-22-T23  <b>TE Vol. 1 pgs.</b> 208, 211, 213, 215, 217, 218, 221, T26-T27; <b>TE Vol. 2 pgs</b> 52, 55, 56, 59, T-22-T23</p>
<p><b>2.</b> Provide an objective summary of a text, accurately conveying an author’s view and specific points.</p>	<p><b>SB Vol. 1 pgs.</b> 8, 13, 16, 29, 31, 39, 40, 94, 268, T2-T3; <b>SB Vol. 2 pgs</b> 22, 25, 27, 34, 38, 40, 46, 51, 99, T4-T5  <b>TE Vol. 1 pgs.</b> 8, 13, 16, 29, 31, 39, 40, 94, 268, T2-T3; <b>TE Vol. 2 pgs</b> 22, 25, 27, 34, 38, 40, 46, 51, 99, T4-T5</p>

<p><b>3.</b> Analyze how an author introduces, illustrates, and elaborates two or more significant ideas in a text, including how the relationship between the ideas is expressed.</p>	<p><b>SB Vol. 1 pgs.</b> 3, 24, 39, 40, 58, 107, 137, 140, 163, 194, 195, 224, 249, 259, 263, 269, 273; <b>SB Vol. 2 pgs</b> 49, 51, 100, 101, 159, 175, 187, 197, 208, 213, 215, 241, 291, 295</p> <p><b>TE Vol. 1 pgs.</b> 3, 24, 39, 40, 58, 107, 137, 140, 163, 194, 195, 224, 249, 259, 263, 269, 273; <b>TE Vol. 2 pgs</b> 49, 51, 100, 101, 159, 175, 187, 197, 208, 213, 215, 241, 291, 295</p>
<p><i>Craft and Structure</i></p>	
<p><b>4.</b> Explain the comparisons an author makes through metaphors, allusions, and analogies in a text and analyze how those comparisons contribute to meaning.</p>	<p><b>SB Vol. 1 pgs.</b> 254, 258, 299, T28-T29; <b>SB Vol. 2 pgs</b> 135</p> <p><b>TE Vol. 1 pgs.</b> 254, 258, 299, T28-T29; <b>TE Vol. 2 pgs</b> 135</p>
<p><b>5.</b> Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.</p>	<p><b>SB Vol. 1 pgs.</b> 8, 11, 12, 14, 17, 19, 88, 91, 93, 94, 97, 101, 102, 113, 168, 171, 173, 174, 176; <b>SB Vol. 2 pgs</b> 34, 37, 38, 41, 45, 46, 48, 252, 255, 257, 259, 261, 262</p> <p><b>TE Vol. 1 pgs.</b> 8, 11, 12, 14, 17, 19, 88, 91, 93, 94, 97, 101, 102, 113, 168, 171, 173, 174, 176, T18-T19, T22-T25; <b>TE Vol. 2 pgs</b> 34, 37, 38, 41, 45, 46, 48, 252, 255, 257, 259, 261, 262, T20-T21, T34-T35</p>
<p><b>6.</b> Compare and contrast the points of view and purposes of two authors writing about the same topic.</p>	<p><b>SB Vol. 1 pgs.</b> 8, 13, 16, 29, 31, 39, 40, 94, 268, T2-T3; <b>SB Vol. 2 pgs</b> 22, 25, 27, 34, 38, 40, 46, 51, 99, T4-T5</p> <p><b>TE Vol. 1 pgs.</b> 8, 13, 16, 29, 31, 39, 40, 94, 268, T2-T3; <b>TE Vol. 2 pgs</b> 22, 25, 27, 34, 38, 40, 46, 51, 99, T4-T5</p>
<p><i>Integration of Knowledge and Ideas</i></p>	
<p><b>7.</b> Evaluate the advantages and disadvantages of using different mediums (e.g., text, video, multimedia) to present a particular topic or idea.</p>	<p><b>SB Vol. 1 pgs.</b> 168, 171, 193, 195, 200, 203, 205, 206, 265; <b>SB Vol. 2 pgs</b> 8, 11, 13, 15, 17, 19, 21, 29, 52, 55, 59, 124</p> <p><b>TE Vol. 1 pgs.</b> 168, 171, 193, 195, 200, 203, 205, 206, 265, T10-T11; <b>SB Vol. 2 pgs</b> 8, 11, 13, 15, 17, 19, 21, 29, 52, 55, 59, 124, T2-T3</p> <p><b>21<sup>st</sup> Century ToolKit: Expert Files 5.2, 5.3, 5.5, 5.6, 5.7, 5.11, 5.15</b></p>
<p><b>8.</b> Evaluate an argument's claims and reasoning as well as the degree to which evidence supports each claim.</p>	<p><b>SB Vol. 1 pgs.</b> 8, 11, 12, 14, 17, 19, 113, 168, 171, 173, 174, 176; <b>SB Vol. 2 pgs</b> 34, 37, 38, 41, 45, 46, 48</p> <p><b>TE Vol. 1 pgs.</b> 8, 11, 12, 14, 17, 19, 113, 168, 171, 173, 174, 176, T18-T19, T24-T25; <b>TE Vol. 2 pgs</b> 34, 37, 38, 41, 45, 46, 48, T20-T21</p>

<p><b>9.</b> Compare and contrast how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.</p>	<p><b>SB Vol. 1 pgs.</b> 72, 106, 130, 138, 202, 222; <b>SB Vol. 2 pgs.</b> 24, 147, 264, 272, 312  <b>TE Vol. 1 pgs.</b> 72, 106, 130, 138, 202, 222; <b>TE Vol. 2 pgs.</b> 24, 147, 264, 272, 312</p>
<p><i>Range and Level of Text Complexity</i></p>	
<p><b>10.</b> Read informational text independently, proficiently, and fluently in the grades 6–8 text complexity band; read “stretch” texts in the grades 9–10 text complexity band with scaffolding as needed.</p>	<p><b>SB Vol. 1 pgs.</b> 168, 171, 193, 195, 200, 203, 205, 206, 265; <b>SB Vol. 2 pgs.</b> 8, 11, 13, 15, 17, 19, 21, 29, 52, 55, 59, 124  <b>TE Vol. 1 pgs.</b> 168, 171, 193, 195, 200, 203, 205, 206, 265, T10-T11; <b>TE Vol. 2 pgs.</b> 8, 11, 13, 15, 17, 19, 21, 29, 52, 55, 59, 124 T2-T3</p>
<p>College and Career Readiness Standards for Writing  The grades 6–12 standards on the following pages define what students should understand and be able to do in each grade and build toward the ten College and Career Readiness Standards.</p>	
<p><i>Text Types and Purposes</i></p>	
<p><b>1.</b> Write arguments to support a substantive claim with clear reasons and relevant and sufficient evidence.</p>	<p><b>SB Vol. 1 pgs.</b> 66, 148, 232, 306; <b>SB Vol. 2 pgs</b> 66, 142, 224, 306  <b>TE Vol. 1 pgs.</b> 66, 148, 232, 306; <b>TE Vol. 2 pgs</b> 66, 142, 224, 306</p>
<p><b>2.</b> Write informative/explanatory texts to convey complex information clearly and accurately through purposeful selection and organization of content.</p>	<p><b>SB Vol. 1 pgs.</b> 146-153, 230-237, 304-311; <b>SB Vol. 2 pgs</b> 64-71, 222-229, 304-311  <b>TE Vol. 1 pgs.</b> 146-153, 230-237, 304-311, T32-T37; <b>TE Vol. 2 pgs</b> 140-147, 222-229, 304-311, T38-T45</p>
<p><b>3.</b> Write narratives to convey real or imagined experiences, individuals, or events and how they develop over time.</p>	<p><b>SB Vol. 1 pgs.</b> 64-71, <b>SB Vol. 2 pgs</b> 140-147  <b>TE Vol. 1 pgs.</b> 64-71, T-32-T33; <b>TE Vol. 2 pgs</b> 140-147, T40-T41</p>
<p><i>Production and Distribution of Writing</i></p>	
<p><b>4.</b> Produce writing in which the organization, development, substance, and style are appropriate to task, purpose, and audience.</p>	<p><b>SB Vol. 1 pgs.</b> 67-69, 70, 71, 149, 150, 151, 153, 234, 235, 236, 308, 309, 310; <b>SB Vol. 2 pgs</b> 67, 70, 71, 143, 146, 147, 225, 228, 229, 307, 310, 311  <b>TE Vol. 1 pgs.</b> 67-69, 70, 71, 149, 150, 151, 153, 234, 235, 236, 308, 309, 310; <b>TE Vol. 2 pgs</b> 67, 70, 71, 143, 146, 147, 225, 228, 229, 307, 310, 311</p>
<p><b>5.</b> Strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p>	<p><b>SB Vol. 1 pgs.</b> 26, 149, 157, 233, 307; <b>SB Vol. 2 pgs</b> 67, 143, 307  <b>TE Vol. 1 pgs.</b> 26, 149, 157, 233, 307; <b>TE Vol. 2 pgs</b> 67, 143, 307</p>

<p><b>6.</b> Use technology, including the Internet, to produce, publish, and interact with others about writing.</p>	<p><b>SB Vol. 1 pgs.</b> 71, 153, 237, 311; <b>SB Vol. 2 pgs.</b> 71, 147, 229, 311  <b>TE Vol. 1 pgs.</b> 71, 153, 237, 311; <b>TE Vol. 2 pgs.</b> 71, 147, 229, 311</p>
<p><i>Research to Build Knowledge</i></p>	
<p><b>7.</b> Perform short, focused research projects as well as more sustained research in response to a focused research question, demonstrating understanding of the material under investigation.</p>	<p><b>SB Vol. 1 pgs.</b> 72, 106, 130, 138, 202; <b>SB Vol. 2 pgs</b> 24, 272  <b>TE Vol. 1 pgs.</b> 72, 106, 130, 138, 202; <b>TE Vol. 2 pgs</b> 24, 272  <b>21<sup>st</sup> Century ToolKit: Expert Files 2.1, 2.2, 2.3, 2.6, 2.7, 2.8, 2.9</b></p>
<p><b>8.</b> Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate and cite the information while avoiding plagiarism.</p>	<p><b>SB Vol. 1 pgs.</b> 72, 106, 130, 138, 202; <b>SB Vol. 2 pgs</b> 24, 272  <b>TE Vol. 1 pgs.</b> 72, 106, 130, 138, 202; <b>TE Vol. 2 pgs</b> 24, 272  <b>21<sup>st</sup> Century ToolKit: Expert Files 2.1, 2.2, 2.3, 2.6, 2.7, 2.8, 2.9</b></p>
<p><b>9.</b> Write in response to literary or informational sources, drawing evidence from the text to support analysis and reflection as well as to describe what they have learned.</p>	<p><b>SB Vol. 1 pgs.</b> 72, 106, 130, 138, 202; <b>SB Vol. 2 pgs</b> 24, 272  <b>TE Vol. 1 pgs.</b> 72, 106, 130, 138, 202; <b>TE Vol. 2 pgs</b> 24, 272</p>
<p><i>Range of Writing</i></p>	
<p><b>10.</b> Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p>	<p><b>SB Vol. 1 pgs.</b> 72, 106, 130, 138, 202; <b>SB Vol. 2 pgs</b> 24, 272  <b>TE Vol. 1 pgs.</b> 72, 106, 130, 138, 202; <b>TE Vol. 2 pgs</b> 24, 272</p>
<p>Writing Standards 6–12  Following are the standards for grades 6–12, which relate to their College and Career Readiness counterparts by number. They offer a focus for instruction in each year to help ensure that students gain adequate exposure to a range of skills and applications. Growth in writing ability is characterized by an increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas. At the same time, the content and sources that students address in their writing grow in demand every year.</p>	
<p><i>Text Types and Purposes</i></p>	
<p><b>1.</b> Write arguments in which they:</p>	
<p>a. Introduce a claim about a topic or issue, distinguish it from alternate or opposing claims, and organize the reasons and evidence logically to support the claim.</p>	<p><b>SB Vol. 1 pgs.</b> 304-311, T38-T39; <b>SB Vol. 2 pgs</b> 64-304-311, T44-45  <b>TE Vol. 1 pgs.</b> 304-311, T38-T39; <b>TE Vol. 2 pgs</b> 64-304-311, T44-45</p>

b. Support the claim with logical reasoning and detailed and relevant evidence from credible sources to demonstrate a comprehensive understanding of the topic.	<b>SB Vol. 1 pgs.</b> 304-311, T38-T39; <b>SB Vol. 2 pgs</b> 64-304-311, T44-45 <b>TE Vol. 1 pgs.</b> 304-311, T38-T39; <b>TE Vol. 2 pgs</b> 64-304-311, T44-45
c. Use words, phrases, and clauses to make clear the relationships among claims, reasons, counterclaims, and evidence.	<b>SB Vol. 1 pgs.</b> 304-311, T38-T39; <b>SB Vol. 2 pgs</b> 64-304-311, T44-45 <b>TE Vol. 1 pgs.</b> 304-311, T38-T39; <b>TE Vol. 2 pgs</b> 64-304-311, T44-45
d. Sustain an objective style and tone.	<b>SB Vol. 1 pgs.</b> 304-311, T38-T39; <b>SB Vol. 2 pgs</b> 64-304-311, T44-45 <b>TE Vol. 1 pgs.</b> 304-311, T38-T39; <b>TE Vol. 2 pgs</b> 64-304-311, T44-45
e. Provide a concluding statement or section that follows logically from the argument.	<b>SB Vol. 1 pgs.</b> 304-311, T38-T39; <b>SB Vol. 2 pgs</b> 64-304-311, T44-45 <b>TE Vol. 1 pgs.</b> 304-311, T38-T39; <b>TE Vol. 2 pgs</b> 64-304-311, T44-45
<b>2. Write informative/explanatory texts in which they:</b>	
a. Introduce and establish a topic and organize information under broader concepts or categories.	<b>SB Vol. 1 pgs.</b> 146-153, 230-237, 304-311; <b>SB Vol. 2 pgs</b> 64-71, 222-229, 304-311 <b>TE Vol. 1 pgs.</b> 146-153, 230-237, 304-311, T32-T37; <b>TE Vol. 2 pgs</b> 140-147, 222-229, 304-311, T38-T45
b. Develop the topic with well-chosen, relevant, and accurate facts, concrete details, quotations, or other information and examples.	<b>SB Vol. 1 pgs.</b> 146-153, 230-237, 304-311; <b>SB Vol. 2 pgs</b> 64-71, 222-229, 304-311 <b>TE Vol. 1 pgs.</b> 146-153, 230-237, 304-311, T32-T37; <b>TE Vol. 2 pgs</b> 140-147, 222-229, 304-311, T38-T45
c. Use varied links and sentence structures to create cohesion and clarify information and ideas.	<b>SB Vol. 1 pgs.</b> 146-153, 230-237, 304-311; <b>SB Vol. 2 pgs</b> 64-71, 222-229, 304-311 <b>TE Vol. 1 pgs.</b> 146-153, 230-237, 304-311, T32-T37; <b>TE Vol. 2 pgs</b> 140-147, 222-229, 304-311, T38-T45
d. Use precise language and domain-specific and technical wording (when appropriate) and sustain a formal, objective style appropriate for a reader seeking information.	<b>SB Vol. 1 pgs.</b> 146-153, 230-237, 304-311; <b>SB Vol. 2 pgs</b> 64-71, 222-229, 304-311 <b>TE Vol. 1 pgs.</b> 146-153, 230-237, 304-311, T32-T37; <b>TE Vol. 2 pgs</b> 140-147, 222-229, 304-311, T38-T45
e. Provide a conclusion that follows logically from the information or explanation presented.	<b>SB Vol. 1 pgs.</b> 146-153, 230-237, 304-311; <b>SB Vol. 2 pgs</b> 64-71, 222-229, 304-311 <b>TE Vol. 1 pgs.</b> 146-153, 230-237, 304-311, T32-T37; <b>TE Vol. 2 pgs</b> 140-147, 222-229, 304-311, T38-T45

<p><b>3. Write narratives in which they:</b></p>	
<p>a. Engage and orient the reader by establishing a context and point of view, and purposefully organize a progression of events or experiences.</p>	<p><b>SB Vol. 1 pgs.</b> 146-153, 230-237, 304-311; <b>SB Vol. 2 pgs</b> 64-71, 222-229, 304-311  <b>TE Vol. 1 pgs.</b> 146-153, 230-237, 304-311, T32-T37; <b>TE Vol. 2 pgs</b> 140-147, 222-229, 304-311, T38-T45</p>
<p>b. Develop narrative elements (e.g., setting, plot, event sequence, complex characters) with well-chosen, relevant, and specific sensory details.</p>	<p><b>SB Vol. 1 pgs.</b> 146-153, 230-237, 304-311; <b>SB Vol. 2 pgs</b> 64-71, 222-229, 304-311  <b>TE Vol. 1 pgs.</b> 146-153, 230-237, 304-311, T32-T37; <b>TE Vol. 2 pgs</b> 140-147, 222-229, 304-311, T38-T45</p>
<p>c. Use a variety of techniques to convey sequence in multiple storylines, shift from one time frame or setting to another, and/or show the relationships among events or experiences.</p>	<p><b>SB Vol. 1 pgs.</b> 146-153, 230-237, 304-311; <b>SB Vol. 2 pgs</b> 64-71, 222-229, 304-311  <b>TE Vol. 1 pgs.</b> 146-153, 230-237, 304-311, T32-T37; <b>TE Vol. 2 pgs</b> 140-147, 222-229, 304-311, T38-T45</p>
<p>d. Choose words and phrases to effectively develop the events, experiences, and ideas precisely and to create mood.</p>	<p><b>SB Vol. 1 pgs.</b> 146-153, 230-237, 304-311; <b>SB Vol. 2 pgs</b> 64-71, 222-229, 304-311  <b>TE Vol. 1 pgs.</b> 146-153, 230-237, 304-311, T32-T37; <b>TE Vol. 2 pgs</b> 140-147, 222-229, 304-311, T38-T45</p>
<p>e. Provide a satisfying conclusion that follows from the events, experiences, or ideas.</p>	<p><b>SB Vol. 1 pgs.</b> 146-153, 230-237, 304-311; <b>SB Vol. 2 pgs</b> 64-71, 222-229, 304-311  <b>TE Vol. 1 pgs.</b> 146-153, 230-237, 304-311, T32-T37; <b>TE Vol. 2 pgs</b> 140-147, 222-229, 304-311, T38-T45</p>
<p><i>Production and Distribution of Writing</i></p>	
<p><b>4.</b> Produce writing in which the organization, development, substance, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Standards 1–3 above.)</p>	<p><b>SB Vol. 1 pgs.</b> 72, 106, 130, 138, 202; <b>SB Vol. 2 pgs</b> 24, 272  <b>TE Vol. 1 pgs.</b> 72, 106, 130, 138, 202; <b>TE Vol. 2 pgs</b> 24, 272  <b>21<sup>st</sup> Century ToolKit: Expert Files 2.1, 2.2, 2.3, 2.6, 2.7, 2.8, 2.9</b></p>
<p><b>5.</b> With some guidance and support from peers and adults, strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach after rethinking how well questions of purpose and context have been addressed.</p>	<p><b>SB Vol. 1 pgs.</b> 72, 106, 130, 138, 202; <b>SB Vol. 2 pgs</b> 24, 272  <b>TE Vol. 1 pgs.</b> 72, 106, 130, 138, 202; <b>TE Vol. 2 pgs</b> 24, 272  <b>21<sup>st</sup> Century ToolKit: Expert Files 2.1, 2.2, 2.3, 2.6, 2.7, 2.8, 2.9</b></p>

<p><b>6.</b> Use technology, including the Internet, to present and cite information effectively in a digital format, including when publishing and responding to writing.</p>	<p><b>SB Vol. 1:</b> 67-69, 70, 71, 149, 150, 151, 153, 234, 235, 236, 308, 309, 310; <b>SB Vol. 2:</b> 67, 70, 71, 143, 146, 147, 225, 228, 229, 307, 310, 311  <b>TE Vol. 1:</b> 67-69, 70, 71, 149, 150, 151, 153, 234, 235, 236, 308, 309, 310; <b>TE Vol. 2:</b> 67, 70, 71, 143, 146, 147, 225, 228, 229, 307, 310, 311  <b>21<sup>st</sup> Century Toolkit: Expert Files 2.1, 2.2, 2.3, 2.6, 2.7, 2.8, 2.9</b></p>
<p><i>Research to Build Knowledge</i></p>	
<p><b>7.</b> Perform short, focused research projects in response to a question and generate additional related questions that allow for multiple avenues of exploration.</p>	<p><b>SB Vol. 1 pgs.</b> 72, 106, 130, 138, 202; <b>SB Vol. 2 pgs</b> 24, 272  <b>TE Vol. 1 pgs.</b> 72, 106, 130, 138, 202; <b>TE Vol. 2 pgs</b> 24, 272  <b>21<sup>st</sup> Century Toolkit: Expert Files 2.1, 2.2, 2.3, 2.6, 2.7, 2.8, 2.9</b></p>
<p><b>8.</b> Gather relevant information from multiple print and digital sources using advanced search features; assess the credibility and accuracy of each source; and quote or paraphrase the evidence, avoiding plagiarism and following a standard format for citation.</p>	<p><b>SB Vol. 1 pgs.</b> 72, 106, 130, 138, 202; <b>SB Vol. 2 pgs</b> 24, 272  <b>TE Vol. 1 pgs.</b> 72, 106, 130, 138, 202; <b>TE Vol. 2 pgs</b> 24, 272  <b>21<sup>st</sup> Century Toolkit: Expert Files 2.1, 2.2, 2.3, 2.6, 2.7, 2.8, 2.9</b></p>
<p><b>9.</b> Write in response to literary or informational sources, drawing evidence from the text to support analysis and reflection as well as to describe what they have learned.</p>	<p><b>SB Vol. 1 pgs.</b> 72, 106, 130, 138, 202; <b>SB Vol. 2 pgs</b> 24, 272  <b>TE Vol. 1 pgs.</b> 72, 106, 130, 138, 202; <b>TE Vol. 2 pgs</b> 24, 272  <b>21<sup>st</sup> Century Toolkit: Expert Files 2.1, 2.2, 2.3, 2.6, 2.7, 2.8, 2.9</b></p>
<p>a. Apply <i>grade 8 reading standards</i> to literature (e.g., “Compare a fictional portrayal of a time, place, or character to historical sources from the same period as a means of understanding how authors use or alter history”).</p>	<p><b>SB Vol. 1 pgs.</b> 72, 106, 130, 138, 202; <b>SB Vol. 2 pgs</b> 24, 272  <b>TE Vol. 1 pgs.</b> 72, 106, 130, 138, 202; <b>TE Vol. 2 pgs</b> 24, 272  <b>21<sup>st</sup> Century Toolkit: Expert Files 2.1, 2.2, 2.3, 2.6, 2.7, 2.8, 2.9</b></p>
<p>b. Apply <i>grade 8 reading standards</i> to literary nonfiction (e.g., “Evaluate an argument’s claims and reasoning as well as the degree to which evidence supports each claim”).</p>	<p><b>SB Vol. 1 pgs.</b> 72, 106, 130, 138, 202; <b>SB Vol. 2 pgs</b> 24, 272  <b>TE Vol. 1 pgs.</b> 72, 106, 130, 138, 202; <b>TE Vol. 2 pgs</b> 24, 272  <b>21<sup>st</sup> Century Toolkit: Expert Files 2.1, 2.2, 2.3, 2.6, 2.7, 2.8, 2.9</b></p>
<p><i>Range of Writing</i></p>	
<p><b>10.</b> Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p>	<p><b>SB Vol. 1 pgs.</b> 72, 106, 130, 138, 202; <b>SB Vol. 2 pgs</b> 24, 272  <b>TE Vol. 1 pgs.</b> 72, 106, 130, 138, 202; <b>TE Vol. 2 pgs</b> 24, 272  <b>21<sup>st</sup> Century Toolkit: Expert Files 2.1, 2.2, 2.3, 2.6, 2.7, 2.8, 2.9</b></p>

<p>College and Career Readiness Standards for Speaking and Listening</p> <p>The grades 6–12 standards on the following pages define what students should understand and be able to do in each grade and build toward the six College and Career Readiness Standards.</p>	
<p><i>Comprehension and Collaboration</i></p>	
<p>1. Participate effectively in a range of interactions (one-on-one and in groups), exchanging information to advance a discussion and to build on the input of others.</p>	<p><b>SB Vol. 1 pgs.</b> 17, 25, 47, 59, 213, 225; <b>SB Vol. 2 pgs.</b> 107, 151, 185, 231, 243, 249</p> <p><b>TE Vol. 1 pgs.</b> 17, 25, 47, 59, 213, 225; <b>TE Vol. 2 pgs.</b> 107, 151, 185, 231, 243, 249</p> <p><b>21<sup>st</sup> Century ToolKit: Expert Files 1.1, 1.2,1.5, 1.6, 1.9</b></p>
<p>2. Integrate and evaluate information from multiple oral, visual, or multimodal sources in order to answer questions, solve problems, or build knowledge.</p>	<p><b>SB Vol. 1 pgs.</b> 29; <b>SB Vol. 2 pgs.</b> 251</p> <p><b>TE Vol. 1 pgs.</b> 29; <b>TE Vol. 2 pgs.</b> 251</p> <p><b>21<sup>st</sup> Century ToolKit: Expert Files 1.1, 1.2,1.5, 1.6, 1.9</b></p>
<p>3. Evaluate the speaker’s point of view, reasoning, and use of evidence and rhetoric.</p>	<p><b>SB Vol. 1 pgs.</b> 29; <b>SB Vol. 2 pgs.</b> 251</p> <p><b>TE Vol. 1 pgs.</b> 29; <b>TE Vol. 2 pgs.</b> 251</p> <p><b>21<sup>st</sup> Century ToolKit: Expert Files 1.1, 1.2,1.5, 1.6, 1.9</b></p>
<p><i>Presentation of Knowledge and Ideas</i></p>	
<p>4. Present information, evidence, and reasoning in a clear and well-structured way appropriate to purpose and audience.</p>	<p><b>SB Vol. 1 pgs.</b> 29; <b>SB Vol. 2 pgs.</b> 251</p> <p><b>TE Vol. 1 pgs.</b> 29; <b>TE Vol. 2 pgs.</b> 251</p> <p><b>21<sup>st</sup> Century ToolKit: Expert Files 1.1, 1.2,1.5, 1.6, 1.9</b></p>
<p>5. Make strategic use of digital media and visual displays of data to express information and enhance understanding.</p>	<p><b>SB Vol. 1 pgs.</b> 7, 18, 47, 49, 53, 54, 58, 83, 87, 99, 103, 108, 111, 121, 135, 140, 167, 173, 181, 185, 203, 207, 211, 212, 215, 217, 219, 253, 257, 265, 267, 296, 315; <b>SB Vol. 2 pgs.</b> 3, 7, 12, 39, 42, 43, 44, 45, 47, 55, 56, 83, 87, 91, 95, 102, 110, 127, 163, 168, 185, 201, 205, 207, 209, 211, 214, 245, 250, 255, 260, 263, 265, 283, 285, 289</p> <p><b>TE Vol. 1 pgs.</b> 7, 18, 47, 49, 53, 54, 58, 83, 87, 99, 103, 108, 111, 121, 135, 140, 167, 173, 181, 185, 203, 207, 211, 212, 215, 217, 219, 253, 257, 265, 267, 296, 315; <b>TE Vol. 2 pgs.</b> 3, 7, 12, 39, 42, 43, 44, 45, 47, 55, 56, 83, 87, 91, 95, 102, 110, 127, 163, 168, 185, 201, 205, 207, 209, 211, 214, 245, 250, 255, 260, 263, 265, 283, 285, 289</p> <p><b>21<sup>st</sup> Century ToolKit: Expert Files 5.2, 5.3, 5.5, 5.6, 5.7, 5.11, 5.15</b></p>



<p><b>6.</b> Adapt speech to a variety of contexts and communicative tasks, demonstrating a command of formal English when indicated or appropriate.</p>	<p><b>SB Vol. 1 pgs.</b> 17, 25, 47, 59, 213, 225; <b>SB Vol. 2 pgs.</b> 107, 151, 185, 231, 243, 249  <b>TE Vol. 1 pgs.</b> 17, 25, 47, 59, 213, 225; <b>TE Vol. 2 pgs.</b> 107, 151, 185, 231, 243, 249  <b>21<sup>st</sup> Century ToolKit: Expert Files 1.1, 1.2,1.5, 1.6, 1.9</b></p>
<p>Speaking and Listening Standards 6–12  Following are the standards for grades 6–12, which relate to their College and Career Readiness counterparts by number. They offer a focus for instruction in each year to help ensure that students gain adequate exposure to a range of skills and applications.</p>	
<p><i>Comprehension and Collaboration</i></p>	
<p><b>1.</b> Initiate and engage actively in group discussions on <i>grade 8 topics, texts, and issues</i> being studied in class.</p>	<p><b>SB Vol. 1 pgs.</b> 17, 25, 47, 59, 213, 225; <b>SB Vol. 2 pgs.</b> 107, 151, 185, 231, 243, 249  <b>TE Vol. 1 pgs.</b> 17, 25, 47, 59, 213, 225; <b>TE Vol. 2 pgs.</b> 107, 151, 185, 231, 243, 249  <b>21<sup>st</sup> Century ToolKit: Expert Files 1.1, 1.2,1.5, 1.6, 1.9</b></p>
<p>a. Prepare for discussions by completing reading or conducting research and explicitly draw on that material in discussions.</p>	<p><b>SB Vol. 1 pgs.</b> 17, 25, 47, 59, 213, 225; <b>SB Vol. 2 pgs.</b> 107, 151, 185, 231, 243, 249  <b>TE Vol. 1 pgs.</b> 17, 25, 47, 59, 213, 225; <b>TE Vol. 2 pgs.</b> 107, 151, 185, 231, 243, 249  <b>21<sup>st</sup> Century ToolKit: Expert Files 1.1, 1.2,1.5, 1.6, 1.9</b></p>
<p>b. Cooperate with peers to set clear goals and deadlines.</p>	<p><b>SB Vol. 1 pgs.</b> 29; <b>SB Vol. 2 pgs.</b> 251  <b>TE Vol. 1 pgs.</b> 29; <b>TE Vol. 2 pgs.</b> 251  <b>21<sup>st</sup> Century ToolKit: Expert Files 1.1, 1.2,1.5, 1.6, 1.9</b></p>
<p>c. Advance a discussion by asking questions, responding precisely, and sharing factual knowledge and observations supported by credible evidence.</p>	<p><b>SB Vol. 1 pgs.</b> 29; <b>SB Vol. 2 pgs.</b> 251  <b>TE Vol. 1 pgs.</b> 29; <b>TE Vol. 2 pgs.</b> 251  <b>21<sup>st</sup> Century ToolKit: Expert Files 1.1, 1.2,1.5, 1.6, 1.9</b></p>
<p>d. Ensure a hearing for the range of positions on an issue.</p>	<p><b>SB Vol. 1 pgs.</b> 29; <b>SB Vol. 2 pgs.</b> 251  <b>TE Vol. 1 pgs.</b> 29; <b>TE Vol. 2 pgs.</b> 251  <b>21<sup>st</sup> Century ToolKit: Expert Files 1.1, 1.2,1.5, 1.6, 1.9</b></p>

<p>e. Qualify or justify, when warranted, their own thinking after listening to others' questions or accounts of the evidence.</p>	<p><b>SB Vol. 1 pgs.</b> 35, 63, 117, 145, 199, 229, 277, 302; <b>SB Vol. 2 pgs.</b> 33, 63, 118, 139, 191, 221, 269, 302  <b>TE Vol. 1 pgs.</b> 35, 63, 117, 145, 199, 229, 277, 302; <b>TE Vol. 2 pgs.</b> 33, 63, 118, 139, 191, 221, 269, 302  <b>21<sup>st</sup> Century ToolKit: Expert Files 1.1, 1.2,1.5, 1.6, 1.9</b></p>
<p>2. Determine the purpose of and perspectives represented in oral, visual, or multimodal formats and evaluate whether the information is laden with social, commercial, or political motives.</p>	<p><b>SB Vol. 1 pgs.</b> 35, 63, 117, 145, 199, 229, 277, 302; <b>SB Vol. 2 pgs.</b> 33, 63, 118, 139, 191, 221, 269, 302  <b>TE Vol. 1 pgs.</b> 35, 63, 117, 145, 199, 229, 277, 302; <b>TE Vol. 2 pgs.</b> 33, 63, 118, 139, 191, 221, 269, 302  <b>21<sup>st</sup> Century ToolKit: Expert Files 1.1, 1.2,1.5, 1.6, 1.9</b></p>
<p>3. Assess the truth of a speaker's or presenter's premises and the validity of his or her conclusions.</p>	<p><b>SB Vol. 1 pgs.</b> 35, 63, 117, 145, 199, 229, 277, 302; <b>SB Vol. 2 pgs.</b> 33, 63, 118, 139, 191, 221, 269, 302  <b>TE Vol. 1 pgs.</b> 35, 63, 117, 145, 199, 229, 277, 302; <b>TE Vol. 2 pgs.</b> 33, 63, 118, 139, 191, 221, 269, 302  <b>21<sup>st</sup> Century ToolKit: Expert Files 1.1, 1.2,1.5, 1.6, 1.9</b></p>
<p><i>Presentation of Knowledge and Ideas</i></p>	
<p>4. Present claims and findings with relevant evidence that is accessible and verifiable to listeners, and use appropriate eye contact, adequate volume, and clear pronunciation.</p>	<p><b>SB Vol. 1 pgs.</b> 48, 184, 220, 259, 290, 296, 321; <b>SB Vol. 2 pgs.</b> 47, 50, 79, 214  <b>TE Vol. 1 pgs.</b> 48, 184, 220, 259, 290, 296, 321; <b>TE Vol. 2 pgs.</b> 47, 50, 79, 214  <b>21<sup>st</sup> Century ToolKit: Expert Files 1.1, 1.2,1.5, 1.6, 1.9</b></p>
<p>5. Incorporate digital media and visual displays of data when helpful and in a manner that strengthens the presentation.</p>	<p><b>SB Vol. 1 pgs.</b> 7, 18, 47, 49, 53, 54, 58, 83, 87, 99, 103, 108, 111, 121, 135, 140, 167, 173, 181, 185, 203, 207, 211, 212, 215, 217, 219, 253, 257, 265, 267, 296, 315; <b>SB Vol. 2 pgs.</b> 3, 7, 12, 39, 42, 43, 44, 45, 47, 55, 56, 83, 87, 91, 95, 102, 110, 127, 163, 168, 185, 201, 205, 207, 209, 211, 214, 245, 250, 255, 260, 263, 265, 283, 285, 289  <b>TE Vol. 1 pgs.</b> 7, 18, 47, 49, 53, 54, 58, 83, 87, 99, 103, 108, 111, 121, 135, 140, 167, 173, 181, 185, 203, 207, 211, 212, 215, 217, 219, 253, 257, 265, 267, 296, 315; <b>TE Vol. 2 pgs.</b> 3, 7, 12, 39, 42, 43, 44, 45, 47, 55, 56, 83, 87, 91, 95, 102, 110, 127, 163, 168, 185, 201, 205, 207, 209, 211, 214, 245, 250, 255, 260, 263, 265, 283, 285, 289  <b>21<sup>st</sup> Century ToolKit: Expert Files 5.2, 5.3, 5.5, 5.6, 5.7, 5.11, 5.15</b></p>

**6.** Adapt speech to a variety of contexts and communicative tasks, demonstrating a command of formal English when indicated or appropriate. (See “Conventions” in Language, on pages 47–50, for specific demands.)

**SB Vol. 1 pgs.** 9, 12, 17, 18, 21, 23, 24, 26, 37, 39, 40, 43, 45, 48, 50, 55, 89, 91, 98, 101, 105, 107, 109, 111, 119, 121, 122, 124, 129, 132, 135, 136, 169, 171, 172, 174, 176, 179, 181, 182, 184, 189, 201, 205, 206, 209, 211, 214, 218, 220, 255, 257, 258, 261, 263, 264, 267, 268, 279, 281, 282, 285, 286, 293, 295, 296; **SB Vol. 2 pgs.** 9, 11, 12, 15, 17, 23, 24, 26, 35, 39, 42, 44, 47, 48, 53, 54, 56, 74, 89, 91, 92, 101, 105, 107, 108, 110, 112, 121, 123, 124, 129, 130, 132, 165, 167, 168, 172, 175, 181, 183, 184, 186, 193, 196, 199, 200, 203, 206, 211, 214, 232, 247, 248, 251, 253, 256, 261, 262, 271, 273, 274, 276, 278, 281, 283, 284, 288, 290, 292

**TE Vol. 1 pgs.** 9, 12, 17, 18, 21, 23, 24, 26, 37, 39, 40, 43, 45, 48, 50, 55, 89, 91, 98, 101, 105, 107, 109, 111, 119, 121, 122, 124, 129, 132, 135, 136, 169, 171, 172, 174, 176, 179, 181, 182, 184, 189, 201, 205, 206, 209, 211, 214, 218, 220, 255, 257, 258, 261, 263, 264, 267, 268, 279, 281, 282, 285, 286, 293, 295, 296; **TE Vol. 2 pgs.** 9, 11, 12, 15, 17, 23, 24, 26, 35, 39, 42, 44, 47, 48, 53, 54, 56, 74, 89, 91, 92, 101, 105, 107, 108, 110, 112, 121, 123, 124, 129, 130, 132, 165, 167, 168, 172, 175, 181, 183, 184, 186, 193, 196, 199, 200, 203, 206, 211, 214, 232, 247, 248, 251, 253, 256, 261, 262, 271, 273, 274, 276, 278, 281, 283, 284, 288, 290, 292

**21<sup>st</sup> Century ToolKit: Expert Files 1.1, 1.2, 1.5, 1.6, 1.9**

<p>College and Career Readiness Standards for Language</p> <p>The grades 6–12 standards on the following pages define what students should understand and be able to do in each grade and build toward the six College and Career Readiness Standards.</p>	
<p><i>Conventions in Writing and Speaking</i></p>	
<p>1. Demonstrate a command of the conventions of standard English grammar and usage.</p>	<p><b>SB Vol. 1 pgs.</b> 9, 12, 17, 18, 21, 23, 24, 26, 37, 39, 40, 43, 45, 48, 50, 55, 89, 91, 98, 101, 105, 107, 109, 111, 119, 121, 122, 124, 129, 132, 135, 136, 169, 171, 172, 174, 176, 179, 181, 182, 184, 189, 201, 205, 206, 209, 211, 214, 218, 220, 255, 257, 258, 261, 263, 264, 267, 268, 279, 281, 282, 285, 286, 293, 295, 296; <b>SB Vol. 2 pgs.</b> 9, 11, 12, 15, 17, 23, 24, 26, 35, 39, 42, 44, 47, 48, 53, 54, 56, 74, 89, 91, 92, 101, 105, 107, 108, 110, 112, 121, 123, 124, 129, 130, 132, 165, 167, 168, 172, 175, 181, 183, 184, 186, 193, 196, 199, 200, 203, 206, 211, 214, 232, 247, 248, 251, 253, 256, 261, 262, 271, 273, 274, 276, 278, 281, 283, 284, 288, 290, 292</p> <p><b>TE Vol. 1 pgs.</b> 9, 12, 17, 18, 21, 23, 24, 26, 37, 39, 40, 43, 45, 48, 50, 55, 89, 91, 98, 101, 105, 107, 109, 111, 119, 121, 122, 124, 129, 132, 135, 136, 169, 171, 172, 174, 176, 179, 181, 182, 184, 189, 201, 205, 206, 209, 211, 214, 218, 220, 255, 257, 258, 261, 263, 264, 267, 268, 279, 281, 282, 285, 286, 293, 295, 296; <b>TE Vol. 2 pgs.</b> 9, 11, 12, 15, 17, 23, 24, 26, 35, 39, 42, 44, 47, 48, 53, 54, 56, 74, 89, 91, 92, 101, 105, 107, 108, 110, 112, 121, 123, 124, 129, 130, 132, 165, 167, 168, 172, 175, 181, 183, 184, 186, 193, 196, 199, 200, 203, 206, 211, 214, 232, 247, 248, 251, 253, 256, 261, 262, 271, 273, 274, 276, 278, 281, 283, 284, 288, 290, 292</p> <p><b>21<sup>st</sup> Century ToolKit: Expert Files 1.1, 1.2, 1.5, 1.6, 1.9</b></p>
<p>2. Demonstrate a command of the conventions of capitalization, punctuation, and spelling.</p>	<p><b>SB Vol. 1 pgs.</b> 65, 68, 69, 304, 305, 308, 309; <b>SB Vol. 2 pgs</b> 222, 223, 226, 227</p> <p><b>TE Vol. 1 pgs.</b> 65, 65, 68, 69, 304, 305, 308, 309; <b>TE Vol. 2 pgs</b> 222, 223, 226, 227</p>
<p>3. Make effective choices about language, punctuation, and sentence structure for meaning and style.</p>	<p><b>SB Vol. 1 pgs.</b> 70, 152, 236, 310; <b>SB Vol. 2 pgs</b> 70, 146, 228, 310</p> <p><b>TE Vol. 1 pgs.</b> 70, 152, 236, 310; <b>TE Vol. 2 pgs</b> 70, 146, 228, 310</p>

<i>Vocabulary Acquisition and Use</i>	
4. Determine the meaning of words and phrases encountered through conversations, reading, and media use.	<b>SB Vol. 1 pgs.</b> 89, 93, 100, 105, 109, 110; <b>SB Vol. 2 pgs.</b> 247, 249, 253, 256, 261 <b>TE Vol. 1 pgs.</b> 89, 93, 100, 105, 109, 110; <b>TE Vol. 2 pgs.</b> 247, 249, 253, 256, 261
5. Understand the nuances of and relationships among words.	<b>SB Vol. 1 pgs.</b> 89, 93, 100, 105, 109, 110; <b>SB Vol. 2 pgs.</b> 247, 249, 253, 256, 261 <b>TE Vol. 1 pgs.</b> 89, 93, 100, 105, 109, 110; <b>TE Vol. 2 pgs.</b> 247, 249, 253, 256, 261
6. Use grade-appropriate general academic vocabulary and domain-specific words and phrases purposefully acquired as well as gained through conversation and reading and responding to texts.	<b>SB Vol. 1 pgs.</b> 89, 93, 100, 105, 109, 110; <b>SB Vol. 2 pgs.</b> 247, 249, 253, 256, 261 <b>TE Vol. 1 pgs.</b> 89, 93, 100, 105, 109, 110; <b>TE Vol. 2 pgs.</b> 247, 249, 253, 256, 261
Language Standards 6–12 Following are the standards for grades 6–12, which relate to their College and Career Readiness counterparts by number. They offer a focus for instruction in each year to help ensure that students gain adequate exposure to a range of skills and applications.	
<i>Conventions in Writing and Speaking</i>	
1. Observe conventions of grammar and usage.	
a. Form and use verbs in the active and passive voice.	<b>SB Vol. 1 pgs.</b> 65, 68, 69, 304, 305, 308, 309; <b>SB Vol. 2 pgs</b> 222, 223, 226, 227 <b>TE Vol. 1 pgs.</b> 65, 65, 68, 69, 304, 305, 308, 309; <b>TE Vol. 2 pgs</b> 222, 223, 226, 227
b. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive moods.	<b>SB Vol. 1 pgs.</b> 65, 68, 69, 304, 305, 308, 309; <b>SB Vol. 2 pgs</b> 222, 223, 226, 227 <b>TE Vol. 1 pgs.</b> 65, 65, 68, 69, 304, 305, 308, 309; <b>TE Vol. 2 pgs</b> 222, 223, 226, 227
c. Recognize and correct inappropriate shifts in verb voice and mood.*	<b>SB Vol. 1 pgs.</b> 65, 68, 69, 304, 305, 308, 309; <b>SB Vol. 2 pgs</b> 222, 223, 226, 227 <b>TE Vol. 1 pgs.</b> 65, 65, 68, 69, 304, 305, 308, 309; <b>TE Vol. 2 pgs</b> 222, 223, 226, 227

<b>2. Observe conventions of capitalization, punctuation, and spelling.</b>	
a. Use a comma to separate coordinate adjectives (e.g., <i>It was a fascinating, enjoyable movie</i> but not <i>He wore an old[,] green shirt</i> ).	<b>SB Vol. 1 pgs.</b> 70, 152, 236, 310; <b>SB Vol. 2 pgs</b> 70, 146, 228, 310 <b>TE Vol. 1 pgs.</b> 70, 152, 236, 310; <b>TE Vol. 2 pgs</b> 70, 146, 228, 310
b. Use a comma, ellipses, or dash to indicate a pause or break.	<b>SB Vol. 1 pgs.</b> 70, 152, 236, 310; <b>SB Vol. 2 pgs</b> 70, 146, 228, 310 <b>TE Vol. 1 pgs.</b> 70, 152, 236, 310; <b>TE Vol. 2 pgs</b> 70, 146, 228, 310
c. Spell correctly.	<b>SB Vol. 1 pgs.</b> 70, 152, 236, 310; <b>SB Vol. 2 pgs</b> 70, 146, 228, 310 <b>TE Vol. 1 pgs.</b> 70, 152, 236, 310; <b>TE Vol. 2 pgs</b> 70, 146, 228, 310
<b>3. Make effective language choices.</b>	
a. Use verbs in the active and passive voice and in the conditional and subjunctive moods to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).	<b>SB Vol. 1 pgs.</b> 65, 68, 69, 304, 305, 308, 309; <b>SB Vol. 2 pgs</b> 222, 223, 226, 227 <b>TE Vol. 1 pgs.</b> 65, 65, 68, 69, 304, 305, 308, 309; <b>TE Vol. 2 pgs</b> 222, 223, 226, 227
<i>Vocabulary Acquisition and Use</i>	
<b>4. Determine word meanings (based on grade 8 reading).</b>	
a. Determine or clarify the meaning of unknown or multiple-meaning words through the use of one or more strategies, such as using semantic clues (e.g., sentence and paragraph context, the organizational pattern of the text); using syntactic clues (e.g., the word's position or function in the sentence); analyzing the word's sounds, spelling, and meaningful parts; and consulting reference materials, both print and digital.	<b>SB Vol. 1 pgs.</b> 169, 172, 174, 179, 182, 186, 194; <b>SB Vol. 2 pgs.</b> 125, 129, 130, 183, 193, 199, 203, 206, 212, 271, 274, 281, 286, 292 <b>TE Vol. 1 pgs.</b> 169, 172, 174, 179, 182, 186, 194; <b>TE Vol. 2 pgs.</b> 125, 129, 130, 183, 193, 199, 203, 206, 212, 271, 274, 281, 286, 292
b. Use a known root as a clue to the meaning of an unknown word (e.g., <i>precede, recede, secede</i> ).	<b>SB Vol. 1 pgs.</b> 89, 93, 100, 105, 109, 110; <b>SB Vol. 2 pgs.</b> 247, 249, 253, 256, 261 <b>TE Vol. 1 pgs.</b> 89, 93, 100, 105, 109, 110; <b>TE Vol. 2 pgs.</b> 247, 249, 253, 256, 261
c. Verify the preliminary determination of a word's meaning (e.g., by checking the inferred meaning in context or looking up the word in a dictionary).	<b>SB Vol. 1 pgs.</b> 89, 93, 100, 105, 109, 110; <b>SB Vol. 2 pgs.</b> 247, 249, 253, 256, 261 <b>TE Vol. 1 pgs.</b> 89, 93, 100, 105, 109, 110; <b>TE Vol. 2 pgs.</b> 247, 249, 253, 256, 261
d. Interpret various figures of speech (e.g. verbal irony, puns) relevant to particular texts.	<b>SB Vol. 1 pgs.</b> 254, 258, 299, T28-T29; <b>SB Vol. 2 pgs</b> 135; <b>TE Vol. 1 pgs.</b> 254, 258, 299, T28-T29; <b>TE Vol. 2 pgs</b> 135

<b>5. Understand word relationships.</b>	
a. Trace the network of uses and meanings that different words have and the interrelationships among those meanings and uses.	<b>SB Vol. 1 pgs.</b> 169, 172, 174, 179, 182, 186, 194; <b>SB Vol. 2 pgs.</b> 125, 129, 130, 183, 193, 199, 203, 206, 212, 271, 274, 281, 286, 292 <b>TE Vol. 1 pgs.</b> 169, 172, 174, 179, 182, 186, 194; <b>TE Vol. 2 pgs.</b> 125, 129, 130, 183, 193, 199, 203, 206, 212, 271, 274, 281, 286, 292
b. Distinguish a word from other words with similar denotations but different connotations.	<b>SB Vol. 1 pgs.</b> 169, 172, 174, 179, 182, 186, 194; <b>SB Vol. 2 pgs.</b> 125, 129, 130, 183, 193, 199, 203, 206, 212, 271, 274, 281, 286, 292 <b>TE Vol. 1 pgs.</b> 169, 172, 174, 179, 182, 186, 194; <b>TE Vol. 2 pgs.</b> 125, 129, 130, 183, 193, 199, 203, 206, 212, 271, 274, 281, 286, 292
<b>6. Use grade-appropriate general academic vocabulary and English language arts–specific words and phrases taught directly and gained through reading and responding to texts.</b>	<b>SB Vol. 1 pgs.</b> 169, 172, 174, 179, 182, 186, 194; <b>SB Vol. 2 pgs.</b> 125, 129, 130, 183, 193, 199, 203, 206, 212, 271, 274, 281, 286, 292 <b>TE Vol. 1 pgs.</b> 169, 172, 174, 179, 182, 186, 194; <b>TE Vol. 2 pgs.</b> 125, 129, 130, 183, 193, 199, 203, 206, 212, 271, 274, 281, 286, 292