

Content Provider - USA TODAY

Standards Report - Showing matching content units as of April 29, 2009, 9:10 am
PDT

Grades: 7

States: California Content Standards

Subjects: Language Arts

California Content Standards

Language Arts

Grade 7

CONTENT STANDARD	CA.1.0.	Reading: Word Analysis, Fluency, and Systematic Vocabulary Development: Students use their knowledge of word origins and word relationships, as well as historical and literary context clues, to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words.
PERFORMANCE STANDARD	1.1.	Vocabulary and Concept Development: Identify idioms, analogies, metaphors, and similes in prose and poetry. Content Provider - USA TODAY Lesson 36: Critic's corner: Everyone's a critic!
PERFORMANCE STANDARD	1.3.	Vocabulary and Concept Development: Clarify word meanings through the use of definition, example, restatement, or contrast. Content Provider - USA TODAY Lesson 7: SMART Lesson 21: Summarizing and analyzing an article Lesson 22: Vocabulary development Lesson 29: Ad evaluation: What's for sale? Lesson 40: Predictions and inferences Lesson 47: The Weather Page: Synthesizing information and drawing conclusions Lesson 55: Thinking about technology Lesson 56: Entrepreneurs: Finding solutions to problems
CONTENT STANDARD	CA.2.0.	Reading: Reading Comprehension (Focus on Informational Materials): Students read and understand grade-level-appropriate material. They describe and connect the essential ideas, arguments, and perspectives of the text by using their knowledge of text structure, organization, and purpose.
PERFORMANCE STANDARD	2.1.	Structural Features of Informational Materials: Understand and analyze the differences in structure and purpose between various categories of informational materials (e.g., textbooks, newspapers,

instructional manuals, signs).

Content Provider - USA TODAY

Lesson 1: Personal Poster
Lesson 2: Introducing USA TODAY
Lesson 3: The inverted pyramid
Lesson 4: Found poems
Lesson 5: Quick Write: Notetaking
Lesson 6: Why are advertisements effective?
Lesson 7: SMART
Lesson 8: Cornell Notes
Lesson 9: TV Tonight
Lesson 10: Using the Question Matrix
Lesson 11: Is the information reliable?
Lesson 12: Across the USA
Lesson 13: SQP2RS
Lesson 14: Letter to the editor
Lesson 15: Question, Answer, Relationship (QAR)
Lesson 16: Frayer Model
Lesson 17: Ad aware
Lesson 18: Analyzing problems
Lesson 19: USA TODAY Snapshots: Thinking about thinking
Lesson 20: USA TODAY Snapshots and Bloom's Taxonomy
Lesson 21: Summarizing and analyzing an article
Lesson 22: Vocabulary development
Lesson 23: Across the USA: Graphic representations
Lesson 24: ReQuest
Lesson 25: RAFT
Lesson 26: The Weather Page: Comparing data
Lesson 27: Reading and evaluating information
Lesson 28: Creating a narrative from a photograph
Lesson 29: Ad evaluation: What's for sale?
Lesson 30: Discussion Web strategy: Comprehend, evaluate
Lesson 31: Alphabet soup strategy for a summary
Lesson 32: SQ3R: Discovering the main idea
Lesson 33: Writing a scouting report: Interpreting sports statistics and information
Lesson 34: Questioning the author: Discovering the author's point of view
Lesson 35: Anticipation guide
Lesson 36: Critic's corner: Everyone's a critic!
Lesson 37: Writing movie and TV reviews
Lesson 38: Snapshots: Synthesize this!
Lesson 39: Reading the TV listings
Lesson 40: Predictions and inferences
Lesson 41: React to reading with a Quick Write
Lesson 42: Movie reviews
Lesson 43: Chain reactions
Lesson 44: Discovering the main idea
Lesson 45: Expressing your opinion
Lesson 46: Identifying contrasts

Lesson 47: The Weather Page: Synthesizing information and drawing conclusions
Lesson 48: Cause & effect
Lesson 49: Snapshots: Reading between the lines
Lesson 50: T.A.P.S.:
Topic-Audience-Purpose-Speaker
Lesson 51: Persuasive text: How do they DO that?
Lesson 52: Evaluating validity and reliability
Lesson 53: USA TODAY Snapshots: From symbols to words
Lesson 54: Persuasive texts: Save the last word for me!
Lesson 55: Thinking about technology
Lesson 56: Entrepreneurs: Finding solutions to problems

PERFORMANCE STANDARD 2.3.

Structural Features of Informational Materials:
Analyze text that uses the cause-and-effect organizational pattern.

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PERFORMANCE STANDARD 2.4.

Comprehension and Analysis of Grade-Level-Appropriate Text: Identify and trace the development of an author's argument, point of view, or perspective in text.

Content Provider - USA TODAY

Lesson 1: Personal Poster
 Lesson 2: Introducing USA TODAY
 Lesson 6: Why are advertisements effective?
 Lesson 21: Summarizing and analyzing an article
 Lesson 25: RAFT
 Lesson 29: Ad evaluation: What's for sale?
 Lesson 30: Discussion Web strategy: Comprehend, evaluate
 Lesson 34: Questioning the author: Discovering the author's point of view
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Lesson 54: Persuasive texts: Save the last word for me!

PERFORMANCE STANDARD 2.5.

Comprehension and Analysis of
Grade-Level-Appropriate Text: Understand and
explain the use of a simple mechanical device by
following technical directions.

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PERFORMANCE STANDARD 2.6.

Expository Critique: Assess the adequacy, accuracy, and appropriateness of the author's evidence to support claims and assertions, noting instances of bias and stereotyping.

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CONTENT STANDARD

CA.3.0.

Reading: Literary Response and Analysis: Students read and respond to historically or culturally significant works of literature that reflect and enhance their studies of history and social science. They clarify the ideas and connect them to other literary works.

PERFORMANCE STANDARD

3.3.

Narrative Analysis of Grade-Level-Appropriate Text: Analyze characterization as delineated through a character's thoughts, words, speech patterns, and actions; the narrator's description; and the thoughts, words, and actions of other characters.

Content Provider - USA TODAY

Lesson 42: Movie reviews

CONTENT STANDARD	CA.1.0.	Writing: Writing Strategies: Students write clear, coherent, and focused essays. The writing exhibits students' awareness of the audience and purpose. Essays contain formal introductions, supporting evidence, and conclusions. Students progress through the stages of the writing process as needed.
PERFORMANCE STANDARD	1.1.	Organization and Focus: Create an organizational structure that balances all aspects of the composition and uses effective transitions between sentences to unify important ideas. Content Provider - USA TODAY Lesson 14: Letter to the editor Lesson 31: Alphabet soup strategy for a summary Lesson 39: Reading the TV listings Lesson 44: Discovering the main idea Lesson 45: Expressing your opinion Lesson 46: Identifying contrasts Lesson 47: The Weather Page: Synthesizing information and drawing conclusions Lesson 51: Persuasive text: How do they DO that? Lesson 52: Evaluating validity and reliability Lesson 53: USA TODAY Snapshots: From symbols to words Lesson 56: Entrepreneurs: Finding solutions to problems
PERFORMANCE STANDARD	1.2.	Organization and Focus: Support all statements and claims with anecdotes, descriptions, facts and statistics, and specific examples. Content Provider - USA TODAY Lesson 36: Critic's corner: Everyone's a critic! Lesson 37: Writing movie and TV reviews Lesson 44: Discovering the main idea Lesson 45: Expressing your opinion Lesson 51: Persuasive text: How do they DO that? Lesson 52: Evaluating validity and reliability Lesson 53: USA TODAY Snapshots: From symbols to words Lesson 55: Thinking about technology Lesson 56: Entrepreneurs: Finding solutions to problems
PERFORMANCE STANDARD	1.3.	Organization and Focus: Use strategies of notetaking, outlining, and summarizing to impose structure on composition drafts.

Content Provider - USA TODAY

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PERFORMANCE STANDARD

1.5.

Research and Technology: Give credit for both quoted and paraphrased information in a bibliography by using a consistent and sanctioned format and methodology for citations.

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 Lesson 35: Anticipation guide

		<p>Lesson 36: Critic's corner: Everyone's a critic!</p> <p>Lesson 44: Discovering the main idea</p> <p>Lesson 47: The Weather Page: Synthesizing information and drawing conclusions</p> <p>Lesson 48: Cause & effect</p> <p>Lesson 49: Snapshots: Reading between the lines</p> <p>Lesson 50: T.A.P.S.: Topic-Audience-Purpose-Speaker</p> <p>Lesson 53: USA TODAY Snapshots: From symbols to words</p> <p>Lesson 54: Persuasive texts: Save the last word for me!</p> <p>Lesson 56: Entrepreneurs: Finding solutions to problems</p>
PERFORMANCE STANDARD	1.6.	<p>Research and Technology: Create documents by using word-processing skills and publishing programs; develop simple databases and spreadsheets to manage information and prepare reports.</p> <p>Content Provider - USA TODAY</p> <p>Lesson 33: Writing a scouting report: Interpreting sports statistics and information</p> <p>Lesson 45: Expressing your opinion</p> <p>Lesson 47: The Weather Page: Synthesizing information and drawing conclusions</p> <p>Lesson 52: Evaluating validity and reliability</p> <p>Lesson 55: Thinking about technology</p>
PERFORMANCE STANDARD	1.7.	<p>Evaluation and Revision: Revise writing to improve organization and word choice after checking the logic of the ideas and the precision of the vocabulary.</p> <p>Content Provider - USA TODAY</p> <p>Lesson 4: Found poems</p> <p>Lesson 12: Across the USA</p> <p>Lesson 25: RAFT</p> <p>Lesson 29: Ad evaluation: What's for sale?</p> <p>Lesson 36: Critic's corner: Everyone's a critic!</p> <p>Lesson 45: Expressing your opinion</p>
CONTENT STANDARD	CA.2.0.	<p>Writing: Writing Applications (Genres and Their Characteristics): Students write narrative, expository, persuasive, and descriptive texts of at least 500 to 700 words in each genre. The writing demonstrates a command of standard American English and the research, organizational, and drafting strategies outlined in Writing Standard 1.0.</p>
PERFORMANCE STANDARD	2.1.	<p>Write fictional or autobiographical narratives.</p>
GRADE LEVEL EXPECTATION	2.1.a.	<p>Develop a standard plot line (having a beginning, conflict, rising action, climax, and denouement) and point of view.</p>

		<p>Content Provider - USA TODAY Lesson 25: RAFT Lesson 28: Creating a narrative from a photograph</p>
GRADE LEVEL EXPECTATION	2.1.b.	Develop complex major and minor characters and a definite setting.
		<p>Content Provider - USA TODAY Lesson 28: Creating a narrative from a photograph</p>
GRADE LEVEL EXPECTATION	2.1.c.	Use a range of appropriate strategies (e.g., dialogue; suspense; naming of specific narrative action, including movement, gestures, and expressions).
		<p>Content Provider - USA TODAY Lesson 28: Creating a narrative from a photograph</p>
CONTENT STANDARD	CA.2.0.	Writing: Writing Applications (Genres and Their Characteristics): Students write narrative, expository, persuasive, and descriptive texts of at least 500 to 700 words in each genre. The writing demonstrates a command of standard American English and the research, organizational, and drafting strategies outlined in Writing Standard 1.0.
PERFORMANCE STANDARD	2.2.	Write responses to literature.
GRADE LEVEL EXPECTATION	2.2.a.	Develop interpretations exhibiting careful reading, understanding, and insight.
		<p>Content Provider - USA TODAY Lesson 36: Critic's corner: Everyone's a critic! Lesson 37: Writing movie and TV reviews Lesson 42: Movie reviews</p>
GRADE LEVEL EXPECTATION	2.2.b.	Organize interpretations around several clear ideas, premises, or images from the literary work.
		<p>Content Provider - USA TODAY Lesson 36: Critic's corner: Everyone's a critic! Lesson 37: Writing movie and TV reviews Lesson 42: Movie reviews</p>
GRADE LEVEL EXPECTATION	2.2.c.	Justify interpretations through sustained use of examples and textual evidence.
		<p>Content Provider - USA TODAY Lesson 36: Critic's corner: Everyone's a critic! Lesson 37: Writing movie and TV reviews Lesson 42: Movie reviews</p>
CONTENT STANDARD	CA.2.0.	Writing: Writing Applications (Genres and Their Characteristics): Students write narrative, expository, persuasive, and descriptive texts of at least 500 to 700 words in each genre. The writing demonstrates a

command of standard American English and the research, organizational, and drafting strategies outlined in Writing Standard 1.0.

PERFORMANCE STANDARD 2.3.

Write research reports.

GRADE LEVEL EXPECTATION 2.3.b.

Convey clear and accurate perspectives on the subject.

Content Provider - USA TODAY

Lesson 14: Letter to the editor

GRADE LEVEL EXPECTATION 2.3.c.

Include evidence compiled through the formal research process (e.g., use of a card catalog, Reader's Guide to Periodical Literature, a computer catalog, magazines, newspapers, dictionaries).

Content Provider - USA TODAY

Lesson 5: Quick Write: Notetaking

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Lesson 8: Cornell Notes

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Lesson 38: Snapshots: Synthesize this!

Lesson 41: React to reading with a Quick Write

Lesson 43: Chain reactions

Lesson 44: Discovering the main idea

Lesson 45: Expressing your opinion

Lesson 46: Identifying contrasts

Lesson 50: T.A.P.S.:

Topic-Audience-Purpose-Speaker

Lesson 51: Persuasive text: How do they DO that?

Lesson 52: Evaluating validity and reliability

Lesson 53: USA TODAY Snapshots: From symbols to words

Lesson 55: Thinking about technology

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GRADE LEVEL EXPECTATION 2.3.d.

Document reference sources by means of footnotes and a bibliography.

		<p>Content Provider - USA TODAY Lesson 11: Is the information reliable? Lesson 21: Summarizing and analyzing an article Lesson 27: Reading and evaluating information Lesson 52: Evaluating validity and reliability Lesson 54: Persuasive texts: Save the last word for me!</p>
CONTENT STANDARD	CA.2.0.	Writing: Writing Applications (Genres and Their Characteristics): Students write narrative, expository, persuasive, and descriptive texts of at least 500 to 700 words in each genre. The writing demonstrates a command of standard American English and the research, organizational, and drafting strategies outlined in Writing Standard 1.0.
PERFORMANCE STANDARD	2.4.	Write persuasive compositions.
GRADE LEVEL EXPECTATION	2.4.a.	State a clear position or perspective in support of a proposition or proposal.
		<p>Content Provider - USA TODAY Lesson 14: Letter to the editor Lesson 37: Writing movie and TV reviews Lesson 42: Movie reviews Lesson 45: Expressing your opinion Lesson 51: Persuasive text: How do they DO that?</p>
GRADE LEVEL EXPECTATION	2.4.b.	Describe the points in support of the proposition, employing well-articulated evidence.
		<p>Content Provider - USA TODAY Lesson 14: Letter to the editor Lesson 37: Writing movie and TV reviews Lesson 42: Movie reviews Lesson 45: Expressing your opinion Lesson 51: Persuasive text: How do they DO that?</p>
GRADE LEVEL EXPECTATION	2.4.c.	Anticipate and address reader concerns and counterarguments.
		<p>Content Provider - USA TODAY Lesson 14: Letter to the editor Lesson 37: Writing movie and TV reviews Lesson 42: Movie reviews Lesson 45: Expressing your opinion Lesson 51: Persuasive text: How do they DO that?</p>
CONTENT STANDARD	CA.2.0.	Writing: Writing Applications (Genres and Their Characteristics): Students write narrative, expository, persuasive, and descriptive texts of at least 500 to 700 words in each genre. The writing demonstrates a command of standard American English and the research, organizational, and drafting strategies outlined in Writing Standard 1.0.

PERFORMANCE STANDARD	2.5.	Write summaries of reading materials.
GRADE LEVEL EXPECTATION	2.5.a.	<p>Include the main ideas and most significant details.</p> <p>Content Provider - USA TODAY Lesson 4: Found poems Lesson 6: Why are advertisements effective? Lesson 8: Cornell Notes Lesson 11: Is the information reliable? Lesson 13: SQP2RS Lesson 18: Analyzing problems Lesson 21: Summarizing and analyzing an article Lesson 23: Across the USA: Graphic representations Lesson 25: RAFT Lesson 27: Reading and evaluating information Lesson 30: Discussion Web strategy: Comprehend, evaluate Lesson 31: Alphabet soup strategy for a summary Lesson 37: Writing movie and TV reviews Lesson 40: Predictions and inferences Lesson 42: Movie reviews Lesson 44: Discovering the main idea Lesson 45: Expressing your opinion Lesson 50: T.A.P.S.: Topic-Audience-Purpose-Speaker Lesson 53: USA TODAY Snapshots: From symbols to words Lesson 56: Entrepreneurs: Finding solutions to problems</p>
GRADE LEVEL EXPECTATION	2.5.b.	<p>Use the student's own words, except for quotations.</p> <p>Content Provider - USA TODAY Lesson 42: Movie reviews</p>
GRADE LEVEL EXPECTATION	2.5.c.	<p>Reflect underlying meaning, not just the superficial details.</p> <p>Content Provider - USA TODAY Lesson 42: Movie reviews</p>
CONTENT STANDARD	CA.1.0.	Written and Oral English Language Conventions: Students write and speak with a command of standard English conventions appropriate to the grade level.
PERFORMANCE STANDARD	1.1.	<p>Sentence Structure: Place modifiers properly and use the active voice.</p> <p>Content Provider - USA TODAY Lesson 6: Why are advertisements effective? Lesson 10: Using the Question Matrix Lesson 11: Is the information reliable? Lesson 12: Across the USA Lesson 13: SQP2RS</p>

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PERFORMANCE STANDARD

1.3.

Grammar: Identify all parts of speech and types and structure of sentences.

Content Provider - USA TODAY

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		<p>Lesson 50: T.A.P.S.: Topic-Audience-Purpose-Speaker</p> <p>Lesson 53: USA TODAY Snapshots: From symbols to words</p> <p>Lesson 54: Persuasive texts: Save the last word for me!</p> <p>Lesson 56: Entrepreneurs: Finding solutions to problems</p>
PERFORMANCE STANDARD	1.4.	<p>Grammar: Demonstrate the mechanics of writing (e.g., quotation marks, commas at end of dependent clauses) and appropriate English usage (e.g., pronoun reference).</p> <p>Content Provider - USA TODAY Lesson 53: USA TODAY Snapshots: From symbols to words</p>
PERFORMANCE STANDARD	1.6.	<p>Capitalization: Use correct capitalization.</p> <p>Content Provider - USA TODAY Lesson 53: USA TODAY Snapshots: From symbols to words</p>
PERFORMANCE STANDARD	1.7.	<p>Spelling: Spell derivatives correctly by applying the spellings of bases and affixes.</p> <p>Content Provider - USA TODAY Lesson 53: USA TODAY Snapshots: From symbols to words</p>
CONTENT STANDARD	CA.1.0.	<p>Listening and Speaking: Listening and Speaking Strategies: Deliver focused, coherent presentations that convey ideas clearly and relate to the background and interests of the audience. Students evaluate the content of oral communication.</p>
PERFORMANCE STANDARD	1.1.	<p>Comprehension: Ask probing questions to elicit information, including evidence to support the speaker's claims and conclusions.</p> <p>Content Provider - USA TODAY Lesson 16: Frayer Model Lesson 24: ReQuest Lesson 54: Persuasive texts: Save the last word for me!</p>
PERFORMANCE STANDARD	1.3.	<p>Comprehension: Respond to persuasive messages with questions, challenges, or affirmations.</p> <p>Content Provider - USA TODAY Lesson 9: TV Tonight Lesson 16: Frayer Model Lesson 24: ReQuest</p>

		Lesson 54: Persuasive texts: Save the last word for me!
PERFORMANCE STANDARD	1.7.	<p>Analysis and Evaluation of Oral and Media Communications: Provide constructive feedback to speakers concerning the coherence and logic of a speech's content and delivery and its overall impact upon the listener.</p> <p>Content Provider - USA TODAY Lesson 17: Ad aware Lesson 38: Snapshots: Synthesize this!</p>
PERFORMANCE STANDARD	1.8.	<p>Analysis and Evaluation of Oral and Media Communications: Analyze the effect on the viewer of images, text, and sound in electronic journalism; identify the techniques used to achieve the effects in each instance studied.</p> <p>Content Provider - USA TODAY Lesson 11: Is the information reliable? Lesson 17: Ad aware Lesson 29: Ad evaluation: What's for sale? Lesson 37: Writing movie and TV reviews</p>
CONTENT STANDARD	CA.2.0.	<p>Listening and Speaking: Speaking Applications (Genres and Their Characteristics): Students deliver well-organized formal presentations employing traditional rhetorical strategies (e.g., narration, exposition, persuasion, description). Student speaking demonstrates a command of standard American English and the organizational and delivery strategies outlined in Listening and Speaking Standard 1.0.</p>
PERFORMANCE STANDARD	2.1.	Deliver narrative presentations.
GRADE LEVEL EXPECTATION	2.1.a.	<p>Establish a context, standard plot line (having a beginning, conflict, rising action, climax, and denouement), and point of view.</p> <p>Content Provider - USA TODAY Lesson 40: Predictions and inferences</p>
GRADE LEVEL EXPECTATION	2.1.b.	<p>Describe complex major and minor characters and a definite setting.</p> <p>Content Provider - USA TODAY Lesson 40: Predictions and inferences</p>
GRADE LEVEL EXPECTATION	2.1.c.	<p>Use a range of appropriate strategies, including dialogue, suspense, and naming of specific narrative action (e.g., movement, gestures, expressions).</p> <p>Content Provider - USA TODAY</p>

Lesson 40: Predictions and inferences

CONTENT STANDARD	CA.2.0.	Listening and Speaking: Speaking Applications (Genres and Their Characteristics): Students deliver well-organized formal presentations employing traditional rhetorical strategies (e.g., narration, exposition, persuasion, description). Student speaking demonstrates a command of standard American English and the organizational and delivery strategies outlined in Listening and Speaking Standard 1.0.
PERFORMANCE STANDARD	2.2.	Deliver oral summaries of articles and books.
GRADE LEVEL EXPECTATION	2.2.a.	Include the main ideas of the event or article and the most significant details. Content Provider - USA TODAY Lesson 9: TV Tonight Lesson 38: Snapshots: Synthesize this! Lesson 56: Entrepreneurs: Finding solutions to problems
GRADE LEVEL EXPECTATION	2.2.b.	Use the student's own words, except for material quoted from sources. Content Provider - USA TODAY Lesson 9: TV Tonight Lesson 38: Snapshots: Synthesize this! Lesson 56: Entrepreneurs: Finding solutions to problems
GRADE LEVEL EXPECTATION	2.2.c.	Convey a comprehensive understanding of sources, not just superficial details. Content Provider - USA TODAY Lesson 9: TV Tonight Lesson 38: Snapshots: Synthesize this! Lesson 56: Entrepreneurs: Finding solutions to problems
CONTENT STANDARD	CA.2.0.	Listening and Speaking: Speaking Applications (Genres and Their Characteristics): Students deliver well-organized formal presentations employing traditional rhetorical strategies (e.g., narration, exposition, persuasion, description). Student speaking demonstrates a command of standard American English and the organizational and delivery strategies outlined in Listening and Speaking Standard 1.0.
PERFORMANCE STANDARD	2.3.	Deliver research presentations.
GRADE LEVEL EXPECTATION	2.3.a.	Pose relevant and concise questions about the topic. Content Provider - USA TODAY Lesson 16: Frayer Model Lesson 24: ReQuest

Lesson 54: Persuasive texts: Save the last word for me!

GRADE LEVEL EXPECTATION 2.3.b.

Convey clear and accurate perspectives on the subject.

Content Provider - USA TODAY

Lesson 18: Analyzing problems

Lesson 45: Expressing your opinion

Lesson 51: Persuasive text: How do they DO that?

Lesson 54: Persuasive texts: Save the last word for me!

GRADE LEVEL EXPECTATION 2.3.c.

Include evidence generated through the formal research process (e.g., use of a card catalog, Reader's Guide to Periodical Literature, computer databases, magazines, newspapers, dictionaries).

Content Provider - USA TODAY

Lesson 5: Quick Write: Notetaking

Lesson 7: SMART

Lesson 8: Cornell Notes

Lesson 10: Using the Question Matrix

Lesson 11: Is the information reliable?

Lesson 13: SQP2RS

Lesson 15: Question, Answer, Relationship (QAR)

Lesson 16: Frayer Model

Lesson 23: Across the USA: Graphic representations

Lesson 25: RAFT

Lesson 27: Reading and evaluating information

Lesson 29: Ad evaluation: What's for sale?

Lesson 32: SQ3R: Discovering the main idea

Lesson 33: Writing a scouting report: Interpreting sports statistics and information

Lesson 38: Snapshots: Synthesize this!

Lesson 41: React to reading with a Quick Write

Lesson 43: Chain reactions

Lesson 45: Expressing your opinion

Lesson 46: Identifying contrasts

Lesson 50: T.A.P.S.:

Topic-Audience-Purpose-Speaker

Lesson 51: Persuasive text: How do they DO that?

Lesson 52: Evaluating validity and reliability

Lesson 55: Thinking about technology

Lesson 56: Entrepreneurs: Finding solutions to problems

GRADE LEVEL EXPECTATION 2.3.d.

Cite reference sources appropriately.

Content Provider - USA TODAY

Lesson 18: Analyzing problems

Lesson 27: Reading and evaluating information

Lesson 54: Persuasive texts: Save the last word for me!

CONTENT STANDARD	CA.2.0.	Listening and Speaking: Speaking Applications (Genres and Their Characteristics): Students deliver well-organized formal presentations employing traditional rhetorical strategies (e.g., narration, exposition, persuasion, description). Student speaking demonstrates a command of standard American English and the organizational and delivery strategies outlined in Listening and Speaking Standard 1.0.
PERFORMANCE STANDARD	2.4.	Deliver persuasive presentations.
GRADE LEVEL EXPECTATION	2.4.a.	State a clear position or perspective in support of an argument or proposal.
		<p>Content Provider - USA TODAY Lesson 45: Expressing your opinion Lesson 51: Persuasive text: How do they DO that? Lesson 54: Persuasive texts: Save the last word for me!</p>

Content Provider - USA TODAY

Standards Report - Showing matching content units as of April 29, 2009, 9:11 am
PDT

Grades: 8

States: California Content Standards

Subjects: Language Arts

California Content Standards

Language Arts

Grade 8

CONTENT STANDARD	CA.1.0.	Reading: Word Analysis, Fluency, and Systematic Vocabulary Development: Students use their knowledge of word origins and word relationships, as well as historical and literary context clues, to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words.
PERFORMANCE STANDARD	1.1.	Vocabulary and Concept Development: Analyze idioms, analogies, metaphors, and similes to infer the literal and figurative meanings of phrases. Content Provider - USA TODAY Lesson 36: Critic's corner: Everyone's a critic!
PERFORMANCE STANDARD	1.3.	Vocabulary and Concept Development: Use word meanings within the appropriate context and show ability to verify those meanings by definition, restatement, example, comparison, or contrast. Content Provider - USA TODAY Lesson 7: SMART Lesson 13: SQP2RS Lesson 16: Frayer Model Lesson 18: Analyzing problems Lesson 21: Summarizing and analyzing an article Lesson 22: Vocabulary development Lesson 23: Across the USA: Graphic representations Lesson 29: Ad evaluation: What's for sale? Lesson 30: Discussion Web strategy: Comprehend, evaluate Lesson 31: Alphabet soup strategy for a summary Lesson 33: Writing a scouting report: Interpreting sports statistics and information Lesson 38: Snapshots: Synthesize this! Lesson 40: Predictions and inferences Lesson 41: React to reading with a Quick Write Lesson 44: Discovering the main idea Lesson 47: The Weather Page: Synthesizing information and drawing conclusions Lesson 55: Thinking about technology

		Lesson 56: Entrepreneurs: Finding solutions to problems
CONTENT STANDARD	CA.2.0.	Reading: Reading Comprehension (Focus on Informational Materials): Students read and understand grade-level-appropriate material. They describe and connect the essential ideas, arguments, and perspectives of the text by using their knowledge of text structure, organization, and purpose.
PERFORMANCE STANDARD	2.2.	Structural Features of Informational Materials: Analyze text that uses proposition and support patterns.
		<p>Content Provider - USA TODAY</p> <p>Lesson 1: Personal Poster</p> <p>Lesson 2: Introducing USA TODAY</p> <p>Lesson 3: The inverted pyramid</p> <p>Lesson 4: Found poems</p> <p>Lesson 5: Quick Write: Notetaking</p> <p>Lesson 6: Why are advertisements effective?</p> <p>Lesson 7: SMART</p> <p>Lesson 8: Cornell Notes</p> <p>Lesson 9: TV Tonight</p> <p>Lesson 10: Using the Question Matrix</p> <p>Lesson 11: Is the information reliable?</p> <p>Lesson 12: Across the USA</p> <p>Lesson 13: SQP2RS</p> <p>Lesson 14: Letter to the editor</p> <p>Lesson 15: Question, Answer, Relationship (QAR)</p> <p>Lesson 16: Frayer Model</p> <p>Lesson 17: Ad aware</p> <p>Lesson 18: Analyzing problems</p> <p>Lesson 19: USA TODAY Snapshots: Thinking about thinking</p> <p>Lesson 20: USA TODAY Snapshots and Bloom's Taxonomy</p> <p>Lesson 21: Summarizing and analyzing an article</p> <p>Lesson 22: Vocabulary development</p> <p>Lesson 23: Across the USA: Graphic representations</p> <p>Lesson 24: ReQuest</p> <p>Lesson 25: RAFT</p> <p>Lesson 26: The Weather Page: Comparing data</p> <p>Lesson 27: Reading and evaluating information</p> <p>Lesson 28: Creating a narrative from a photograph</p> <p>Lesson 29: Ad evaluation: What's for sale?</p> <p>Lesson 30: Discussion Web strategy: Comprehend, evaluate</p> <p>Lesson 31: Alphabet soup strategy for a summary</p> <p>Lesson 32: SQ3R: Discovering the main idea</p> <p>Lesson 33: Writing a scouting report: Interpreting sports statistics and information</p> <p>Lesson 34: Questioning the author: Discovering the author's point of view</p> <p>Lesson 35: Anticipation guide</p>

Lesson 36: Critic's corner: Everyone's a critic!
 Lesson 37: Writing movie and TV reviews
 Lesson 38: Snapshots: Synthesize this!
 Lesson 39: Reading the TV listings
 Lesson 40: Predictions and inferences
 Lesson 41: React to reading with a Quick Write
 Lesson 42: Movie reviews
 Lesson 43: Chain reactions
 Lesson 44: Discovering the main idea
 Lesson 45: Expressing your opinion
 Lesson 46: Identifying contrasts
 Lesson 47: The Weather Page: Synthesizing information and drawing conclusions
 Lesson 48: Cause & effect
 Lesson 49: Snapshots: Reading between the lines
 Lesson 50: T.A.P.S.:
 Topic-Audience-Purpose-Speaker
 Lesson 51: Persuasive text: How do they DO that?
 Lesson 52: Evaluating validity and reliability
 Lesson 53: USA TODAY Snapshots: From symbols to words
 Lesson 54: Persuasive texts: Save the last word for me!
 Lesson 55: Thinking about technology
 Lesson 56: Entrepreneurs: Finding solutions to problems

PERFORMANCE STANDARD 2.3.

Comprehension and Analysis of Grade-Level-Appropriate Text: Find similarities and differences between texts in the treatment, scope, or organization of ideas.

Content Provider - USA TODAY

Lesson 1: Personal Poster
 Lesson 16: Frayer Model
 Lesson 17: Ad aware
 Lesson 18: Analyzing problems
 Lesson 19: USA TODAY Snapshots: Thinking about thinking
 Lesson 23: Across the USA: Graphic representations
 Lesson 33: Writing a scouting report: Interpreting sports statistics and information
 Lesson 37: Writing movie and TV reviews
 Lesson 40: Predictions and inferences
 Lesson 46: Identifying contrasts
 Lesson 47: The Weather Page: Synthesizing information and drawing conclusions
 Lesson 49: Snapshots: Reading between the lines
 Lesson 51: Persuasive text: How do they DO that?
 Lesson 53: USA TODAY Snapshots: From symbols to words

PERFORMANCE STANDARD 2.4.

Comprehension and Analysis of Grade-Level-Appropriate Text: Compare the original text to a summary to determine whether the summary

accurately captures the main ideas, includes critical details, and conveys the underlying meaning.

Content Provider - USA TODAY

Lesson 4: Found poems
Lesson 6: Why are advertisements effective?
Lesson 8: Cornell Notes
Lesson 11: Is the information reliable?
Lesson 13: SQP2RS
Lesson 18: Analyzing problems
Lesson 21: Summarizing and analyzing an article
Lesson 23: Across the USA: Graphic representations
Lesson 25: RAFT
Lesson 27: Reading and evaluating information
Lesson 30: Discussion Web strategy: Comprehend, evaluate
Lesson 31: Alphabet soup strategy for a summary
Lesson 37: Writing movie and TV reviews
Lesson 40: Predictions and inferences
Lesson 44: Discovering the main idea
Lesson 45: Expressing your opinion
Lesson 50: T.A.P.S.:
Topic-Audience-Purpose-Speaker
Lesson 53: USA TODAY Snapshots: From symbols to words
Lesson 56: Entrepreneurs: Finding solutions to problems

PERFORMANCE STANDARD 2.5.

Comprehension and Analysis of Grade-Level-Appropriate Text: Understand and explain the use of a complex mechanical device by following technical directions.

Content Provider - USA TODAY

Lesson 1: Personal Poster
Lesson 2: Introducing USA TODAY
Lesson 3: The inverted pyramid
Lesson 4: Found poems
Lesson 5: Quick Write: Notetaking
Lesson 6: Why are advertisements effective?
Lesson 7: SMART
Lesson 8: Cornell Notes
Lesson 9: TV Tonight
Lesson 10: Using the Question Matrix
Lesson 11: Is the information reliable?
Lesson 12: Across the USA
Lesson 13: SQP2RS
Lesson 14: Letter to the editor
Lesson 15: Question, Answer, Relationship (QAR)
Lesson 16: Frayer Model
Lesson 17: Ad aware
Lesson 18: Analyzing problems
Lesson 19: USA TODAY Snapshots: Thinking about thinking

Lesson 20: USA TODAY Snapshots and Bloom's Taxonomy
 Lesson 21: Summarizing and analyzing an article
 Lesson 22: Vocabulary development
 Lesson 23: Across the USA: Graphic representations
 Lesson 24: ReQuest
 Lesson 25: RAFT
 Lesson 26: The Weather Page: Comparing data
 Lesson 27: Reading and evaluating information
 Lesson 28: Creating a narrative from a photograph
 Lesson 29: Ad evaluation: What's for sale?
 Lesson 30: Discussion Web strategy: Comprehend, evaluate
 Lesson 31: Alphabet soup strategy for a summary
 Lesson 32: SQ3R: Discovering the main idea
 Lesson 33: Writing a scouting report: Interpreting sports statistics and information
 Lesson 34: Questioning the author: Discovering the author's point of view
 Lesson 35: Anticipation guide
 Lesson 36: Critic's corner: Everyone's a critic!
 Lesson 37: Writing movie and TV reviews
 Lesson 38: Snapshots: Synthesize this!
 Lesson 39: Reading the TV listings
 Lesson 40: Predictions and inferences
 Lesson 41: React to reading with a Quick Write
 Lesson 42: Movie reviews
 Lesson 43: Chain reactions
 Lesson 44: Discovering the main idea
 Lesson 45: Expressing your opinion
 Lesson 46: Identifying contrasts
 Lesson 47: The Weather Page: Synthesizing information and drawing conclusions
 Lesson 48: Cause & effect
 Lesson 49: Snapshots: Reading between the lines
 Lesson 50: T.A.P.S.:
 Topic-Audience-Purpose-Speaker
 Lesson 51: Persuasive text: How do they DO that?
 Lesson 52: Evaluating validity and reliability
 Lesson 53: USA TODAY Snapshots: From symbols to words
 Lesson 54: Persuasive texts: Save the last word for me!
 Lesson 55: Thinking about technology
 Lesson 56: Entrepreneurs: Finding solutions to problems

PERFORMANCE STANDARD 2.6.

Comprehension and Analysis of Grade-Level-Appropriate Text: Use information from a variety of consumer, workplace, and public documents to explain a situation or decision and to solve a problem.

Content Provider - USA TODAY

Lesson 56: Entrepreneurs: Finding solutions to

problems

PERFORMANCE STANDARD 2.7.

Expository Critique: Evaluate the unity, coherence, logic, internal consistency, and structural patterns of text.

Content Provider - USA TODAY

Lesson 1: Personal Poster

Lesson 2: Introducing USA TODAY

Lesson 3: The inverted pyramid

Lesson 4: Found poems

Lesson 5: Quick Write: Notetaking

Lesson 6: Why are advertisements effective?

Lesson 7: SMART

Lesson 8: Cornell Notes

Lesson 9: TV Tonight

Lesson 10: Using the Question Matrix

Lesson 11: Is the information reliable?

Lesson 12: Across the USA

Lesson 13: SQP2RS

Lesson 14: Letter to the editor

Lesson 15: Question, Answer, Relationship (QAR)

Lesson 16: Frayer Model

Lesson 17: Ad aware

Lesson 18: Analyzing problems

Lesson 19: USA TODAY Snapshots: Thinking about thinking

Lesson 20: USA TODAY Snapshots and Bloom's Taxonomy

Lesson 21: Summarizing and analyzing an article

Lesson 22: Vocabulary development

Lesson 23: Across the USA: Graphic representations

Lesson 24: ReQuest

Lesson 25: RAFT

Lesson 26: The Weather Page: Comparing data

Lesson 27: Reading and evaluating information

Lesson 28: Creating a narrative from a photograph

Lesson 29: Ad evaluation: What's for sale?

Lesson 30: Discussion Web strategy: Comprehend, evaluate

Lesson 31: Alphabet soup strategy for a summary

Lesson 32: SQ3R: Discovering the main idea

Lesson 33: Writing a scouting report: Interpreting sports statistics and information

Lesson 34: Questioning the author: Discovering the author's point of view

Lesson 35: Anticipation guide

Lesson 36: Critic's corner: Everyone's a critic!

Lesson 37: Writing movie and TV reviews

Lesson 38: Snapshots: Synthesize this!

Lesson 39: Reading the TV listings

Lesson 40: Predictions and inferences

Lesson 41: React to reading with a Quick Write

Lesson 42: Movie reviews

Lesson 43: Chain reactions

Lesson 44: Discovering the main idea
 Lesson 45: Expressing your opinion
 Lesson 46: Identifying contrasts
 Lesson 47: The Weather Page: Synthesizing information and drawing conclusions
 Lesson 48: Cause & effect
 Lesson 49: Snapshots: Reading between the lines
 Lesson 50: T.A.P.S.:
 Topic-Audience-Purpose-Speaker
 Lesson 51: Persuasive text: How do they DO that?
 Lesson 52: Evaluating validity and reliability
 Lesson 53: USA TODAY Snapshots: From symbols to words
 Lesson 54: Persuasive texts: Save the last word for me!
 Lesson 55: Thinking about technology
 Lesson 56: Entrepreneurs: Finding solutions to problems

CONTENT STANDARD	CA.3.0.	Reading: Literary Response and Analysis: Students read and respond to historically or culturally significant works of literature that reflect and enhance their studies of history and social science. They clarify the ideas and connect them to other literary works.
PERFORMANCE STANDARD	3.4.	<p>Narrative Analysis of Grade-Level-Appropriate Text: Analyze the relevance of the setting (e.g., place, time, customs) to the mood, tone, and meaning of the text.</p> <p>Content Provider - USA TODAY Lesson 14: Letter to the editor Lesson 36: Critic's corner: Everyone's a critic! Lesson 45: Expressing your opinion</p>
PERFORMANCE STANDARD	3.6.	<p>Narrative Analysis of Grade-Level-Appropriate Text: Identify significant literary devices (e.g., metaphor, symbolism, dialect, irony) that define a writer's style and use those elements to interpret the work.</p> <p>Content Provider - USA TODAY Lesson 45: Expressing your opinion Lesson 51: Persuasive text: How do they DO that?</p>
CONTENT STANDARD	CA.1.0.	Writing: Writing Strategies: Students write clear, coherent, and focused essays. The writing exhibits students' awareness of audience and purpose. Essays contain formal introductions, supporting evidence, and conclusions. Students progress through the stages of the writing process as needed.
PERFORMANCE STANDARD	1.1.	Organization and Focus: Create compositions that establish a controlling impression, have a coherent thesis, and end with a clear and well-supported conclusion.

		<p>Content Provider - USA TODAY Lesson 25: RAFT Lesson 45: Expressing your opinion Lesson 53: USA TODAY Snapshots: From symbols to words</p>
PERFORMANCE STANDARD	1.3.	<p>Organization and Focus: Support theses or conclusions with analogies, paraphrases, quotations, opinions from authorities, comparisons, and similar devices.</p> <p>Content Provider - USA TODAY Lesson 36: Critic's corner: Everyone's a critic! Lesson 37: Writing movie and TV reviews Lesson 44: Discovering the main idea Lesson 45: Expressing your opinion Lesson 51: Persuasive text: How do they DO that? Lesson 52: Evaluating validity and reliability Lesson 53: USA TODAY Snapshots: From symbols to words Lesson 55: Thinking about technology Lesson 56: Entrepreneurs: Finding solutions to problems</p>
PERFORMANCE STANDARD	1.4.	<p>Research and Technology: Plan and conduct multiple-step information searches by using computer networks and modems.</p> <p>Content Provider - USA TODAY Lesson 33: Writing a scouting report: Interpreting sports statistics and information Lesson 45: Expressing your opinion Lesson 47: The Weather Page: Synthesizing information and drawing conclusions Lesson 52: Evaluating validity and reliability Lesson 55: Thinking about technology</p>
PERFORMANCE STANDARD	1.5.	<p>Research and Technology: Achieve an effective balance between researched information and original ideas.</p> <p>Content Provider - USA TODAY Lesson 14: Letter to the editor</p>
PERFORMANCE STANDARD	1.6.	<p>Evaluation and Revision: Revise writing for word choice; appropriate organization; consistent point of view; and transitions between paragraphs, passages, and ideas.</p> <p>Content Provider - USA TODAY Lesson 4: Found poems Lesson 12: Across the USA Lesson 25: RAFT</p>

		Lesson 29: Ad evaluation: What's for sale? Lesson 36: Critic's corner: Everyone's a critic! Lesson 45: Expressing your opinion
CONTENT STANDARD	CA.2.0.	Writing: Writing Applications (Genres and Their Characteristics): Students write narrative, expository, persuasive, and descriptive essays of at least 500 to 700 words in each genre. Student writing demonstrates a command of standard American English and the research, organizational, and drafting strategies outlined in Writing Standard 1.0.
PERFORMANCE STANDARD	2.1.	Write biographies, autobiographies, short stories, or narratives.
GRADE LEVEL EXPECTATION	2.1.a.	Relate a clear, coherent incident, event, or situation by using well-chosen details. Content Provider - USA TODAY Lesson 28: Creating a narrative from a photograph Lesson 31: Alphabet soup strategy for a summary Lesson 36: Critic's corner: Everyone's a critic! Lesson 42: Movie reviews Lesson 47: The Weather Page: Synthesizing information and drawing conclusions
GRADE LEVEL EXPECTATION	2.1.b.	Reveal the significance of, or the writer's attitude about, the subject. Content Provider - USA TODAY Lesson 28: Creating a narrative from a photograph
GRADE LEVEL EXPECTATION	2.1.c.	Employ narrative and descriptive strategies (e.g., relevant dialogue, specific action, physical description, background description, comparison or contrast of characters). Content Provider - USA TODAY Lesson 7: SMART Lesson 10: Using the Question Matrix Lesson 18: Analyzing problems Lesson 25: RAFT Lesson 28: Creating a narrative from a photograph Lesson 41: React to reading with a Quick Write Lesson 42: Movie reviews Lesson 55: Thinking about technology Lesson 56: Entrepreneurs: Finding solutions to problems
CONTENT STANDARD	CA.2.0.	Writing: Writing Applications (Genres and Their Characteristics): Students write narrative, expository, persuasive, and descriptive essays of at least 500 to 700 words in each genre. Student writing demonstrates a command of standard American English and the research, organizational, and drafting strategies outlined in Writing Standard 1.0.

PERFORMANCE STANDARD	2.2.	Write responses to literature.
GRADE LEVEL EXPECTATION	2.2.a.	Exhibit careful reading and insight in their interpretations. Content Provider - USA TODAY Lesson 36: Critic's corner: Everyone's a critic! Lesson 37: Writing movie and TV reviews Lesson 42: Movie reviews
GRADE LEVEL EXPECTATION	2.2.b.	Connect the student's own responses to the writer's techniques and to specific textual references. Content Provider - USA TODAY Lesson 36: Critic's corner: Everyone's a critic! Lesson 37: Writing movie and TV reviews Lesson 42: Movie reviews Lesson 45: Expressing your opinion Lesson 51: Persuasive text: How do they DO that?
GRADE LEVEL EXPECTATION	2.2.c.	Draw supported inferences about the effects of a literary work on its audience. Content Provider - USA TODAY Lesson 36: Critic's corner: Everyone's a critic! Lesson 37: Writing movie and TV reviews
GRADE LEVEL EXPECTATION	2.2.d.	Support judgments through references to the text, other works, other authors, or to personal knowledge. Content Provider - USA TODAY Lesson 36: Critic's corner: Everyone's a critic! Lesson 37: Writing movie and TV reviews Lesson 42: Movie reviews
CONTENT STANDARD	CA.2.0.	Writing: Writing Applications (Genres and Their Characteristics): Students write narrative, expository, persuasive, and descriptive essays of at least 500 to 700 words in each genre. Student writing demonstrates a command of standard American English and the research, organizational, and drafting strategies outlined in Writing Standard 1.0.
PERFORMANCE STANDARD	2.3.	Write research reports.
GRADE LEVEL EXPECTATION	2.3.b.	Record important ideas, concepts, and direct quotations from significant information sources and paraphrase and summarize all perspectives on the topic, as appropriate. Content Provider - USA TODAY Lesson 1: Personal Poster Lesson 2: Introducing USA TODAY Lesson 5: Quick Write: Notetaking

Lesson 7: SMART
 Lesson 8: Cornell Notes
 Lesson 9: TV Tonight
 Lesson 10: Using the Question Matrix
 Lesson 11: Is the information reliable?
 Lesson 13: SQP2RS
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 Lesson 15: Question, Answer, Relationship (QAR)
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 Lesson 19: USA TODAY Snapshots: Thinking about thinking
 Lesson 20: USA TODAY Snapshots and Bloom's Taxonomy
 Lesson 21: Summarizing and analyzing an article
 Lesson 23: Across the USA: Graphic representations
 Lesson 25: RAFT
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 Lesson 38: Snapshots: Synthesize this!
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 Lesson 46: Identifying contrasts
 Lesson 47: The Weather Page: Synthesizing information and drawing conclusions
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 Lesson 53: USA TODAY Snapshots: From symbols to words
 Lesson 55: Thinking about technology
 Lesson 56: Entrepreneurs: Finding solutions to problems

GRADE LEVEL EXPECTATION 2.3.d.

Organize and display information on charts, maps, and graphs.

Content Provider - USA TODAY

Lesson 20: USA TODAY Snapshots and Bloom's Taxonomy
 Lesson 47: The Weather Page: Synthesizing information and drawing conclusions

		Characteristics): Students write narrative, expository, persuasive, and descriptive essays of at least 500 to 700 words in each genre. Student writing demonstrates a command of standard American English and the research, organizational, and drafting strategies outlined in Writing Standard 1.0.
PERFORMANCE STANDARD	2.4.	Write persuasive compositions.
GRADE LEVEL EXPECTATION	2.4.b.	<p>Present detailed evidence, examples, and reasoning to support arguments, differentiating between facts and opinion.</p> <p>Content Provider - USA TODAY Lesson 14: Letter to the editor Lesson 36: Critic's corner: Everyone's a critic! Lesson 37: Writing movie and TV reviews Lesson 42: Movie reviews Lesson 44: Discovering the main idea Lesson 45: Expressing your opinion Lesson 51: Persuasive text: How do they DO that? Lesson 52: Evaluating validity and reliability Lesson 53: USA TODAY Snapshots: From symbols to words Lesson 55: Thinking about technology Lesson 56: Entrepreneurs: Finding solutions to problems</p>
GRADE LEVEL EXPECTATION	2.4.c.	<p>Provide details, reasons, and examples, arranging them effectively by anticipating and answering reader concerns and counterarguments.</p> <p>Content Provider - USA TODAY Lesson 14: Letter to the editor Lesson 36: Critic's corner: Everyone's a critic! Lesson 37: Writing movie and TV reviews Lesson 42: Movie reviews Lesson 44: Discovering the main idea Lesson 45: Expressing your opinion Lesson 51: Persuasive text: How do they DO that? Lesson 52: Evaluating validity and reliability Lesson 53: USA TODAY Snapshots: From symbols to words Lesson 55: Thinking about technology Lesson 56: Entrepreneurs: Finding solutions to problems</p>
CONTENT STANDARD	CA.2.0.	Writing: Writing Applications (Genres and Their Characteristics): Students write narrative, expository, persuasive, and descriptive essays of at least 500 to 700 words in each genre. Student writing demonstrates a command of standard American English and the research, organizational, and drafting strategies outlined in Writing Standard 1.0.
PERFORMANCE STANDARD	2.5.	

		Write documents related to career development, including simple business letters and job applications.
GRADE LEVEL EXPECTATION	2.5.b.	Follow the conventional format for the type of document (e.g., letter of inquiry, memorandum).
		Content Provider - USA TODAY Lesson 14: Letter to the editor Lesson 45: Expressing your opinion
CONTENT STANDARD	CA.1.0.	Written and Oral English Language Conventions: Students write and speak with a command of standard English conventions appropriate to this grade level.
PERFORMANCE STANDARD	1.4.	Grammar: Edit written manuscripts to ensure that correct grammar is used.
		Content Provider - USA TODAY Lesson 4: Found poems Lesson 25: RAFT Lesson 29: Ad evaluation: What's for sale? Lesson 36: Critic's corner: Everyone's a critic! Lesson 45: Expressing your opinion Lesson 51: Persuasive text: How do they DO that? Lesson 53: USA TODAY Snapshots: From symbols to words
PERFORMANCE STANDARD	1.5.	Punctuation and Capitalization: Use correct punctuation and capitalization.
		Content Provider - USA TODAY Lesson 53: USA TODAY Snapshots: From symbols to words
PERFORMANCE STANDARD	1.6.	Spelling: Use correct spelling conventions.
		Content Provider - USA TODAY Lesson 53: USA TODAY Snapshots: From symbols to words
CONTENT STANDARD	CA.1.0.	Listening and Speaking: Listening and Speaking Strategies: Students deliver focused, coherent presentations that convey ideas clearly and relate to the background and interests of the audience. They evaluate the content of oral communication.
PERFORMANCE STANDARD	1.2.	Comprehension: Paraphrase a speaker's purpose and point of view and ask relevant questions concerning the speaker's content, delivery, and purpose.
		Content Provider - USA TODAY Lesson 16: Frayer Model Lesson 24: ReQuest Lesson 54: Persuasive texts: Save the last word for

		me!
PERFORMANCE STANDARD	1.5.	<p>Organization and Delivery of Oral Communication: Use precise language, action verbs, sensory details, appropriate and colorful modifiers, and the active rather than the passive voice in ways that enliven oral presentations.</p> <p>Content Provider - USA TODAY Lesson 17: Ad aware</p>
PERFORMANCE STANDARD	1.8.	<p>Analysis and Evaluation of Oral and Media Communications: Evaluate the credibility of a speaker (e.g., hidden agendas, slanted or biased material).</p> <p>Content Provider - USA TODAY Lesson 6: Why are advertisements effective? Lesson 11: Is the information reliable? Lesson 14: Letter to the editor Lesson 17: Ad aware Lesson 29: Ad evaluation: What's for sale? Lesson 31: Alphabet soup strategy for a summary</p>
PERFORMANCE STANDARD	1.9.	<p>Analysis and Evaluation of Oral and Media Communications: Interpret and evaluate the various ways in which visual image makers (e.g., graphic artists, illustrators, news photographers) communicate information and affect impressions and opinions.</p> <p>Content Provider - USA TODAY Lesson 6: Why are advertisements effective? Lesson 9: TV Tonight Lesson 11: Is the information reliable? Lesson 37: Writing movie and TV reviews</p>
CONTENT STANDARD	CA.2.0.	<p>Listening and Speaking: Speaking Applications (Genres and Their Characteristics): Students deliver well-organized formal presentations employing traditional rhetorical strategies (e.g., narration, exposition, persuasion, description). Student speaking demonstrates a command of standard American English and the organizational and delivery strategies outlined in Listening and Speaking Standard 1.0.</p>
PERFORMANCE STANDARD	2.1.	<p>Deliver narrative presentations (e.g., biographical, autobiographical).</p>
GRADE LEVEL EXPECTATION	2.1.b.	<p>Reveal the significance of, and the subject's attitude about, the incident, event, or situation.</p> <p>Content Provider - USA TODAY Lesson 45: Expressing your opinion Lesson 51: Persuasive text: How do they DO that? Lesson 54: Persuasive texts: Save the last word for me!</p>

CONTENT STANDARD	CA.2.0.	Listening and Speaking: Speaking Applications (Genres and Their Characteristics): Students deliver well-organized formal presentations employing traditional rhetorical strategies (e.g., narration, exposition, persuasion, description). Student speaking demonstrates a command of standard American English and the organizational and delivery strategies outlined in Listening and Speaking Standard 1.0.
PERFORMANCE STANDARD	2.2.	Deliver oral responses to literature.
GRADE LEVEL EXPECTATION	2.2.a.	Interpret a reading and provide insight. Content Provider - USA TODAY Lesson 9: TV Tonight Lesson 16: Frayer Model Lesson 24: ReQuest Lesson 54: Persuasive texts: Save the last word for me!
GRADE LEVEL EXPECTATION	2.2.b.	Connect the students' own responses to the writer's techniques and to specific textual references. Content Provider - USA TODAY Lesson 9: TV Tonight Lesson 16: Frayer Model Lesson 24: ReQuest Lesson 54: Persuasive texts: Save the last word for me!
GRADE LEVEL EXPECTATION	2.2.c.	Draw supported inferences about the effects of a literary work on its audience. Content Provider - USA TODAY Lesson 36: Critic's corner: Everyone's a critic! Lesson 37: Writing movie and TV reviews
CONTENT STANDARD	CA.2.0.	Listening and Speaking: Speaking Applications (Genres and Their Characteristics): Students deliver well-organized formal presentations employing traditional rhetorical strategies (e.g., narration, exposition, persuasion, description). Student speaking demonstrates a command of standard American English and the organizational and delivery strategies outlined in Listening and Speaking Standard 1.0.
PERFORMANCE STANDARD	2.3.	Deliver research presentations.
GRADE LEVEL EXPECTATION	2.3.a.	Define a thesis. Content Provider - USA TODAY Lesson 14: Letter to the editor
GRADE LEVEL EXPECTATION	2.3.b.	Record important ideas, concepts, and direct quotations from significant information sources and paraphrase and summarize all relevant perspectives on

the topic, as appropriate.

Content Provider - USA TODAY

Lesson 18: Analyzing problems

GRADE LEVEL EXPECTATION 2.3.d.

Organize and record information on charts, maps, and graphs.

Content Provider - USA TODAY

Lesson 47: The Weather Page: Synthesizing information and drawing conclusions

Content Provider - USA TODAY

Standards Report - Showing matching content units as of April 29, 2009, 9:12 am PDT

Grades: 9-10

States: California Content Standards

Subjects: Language Arts

California Content Standards

Language Arts

Grade 9-10

CONTENT STANDARD	CA.1.0.	Reading: Word Analysis, Fluency, and Systematic Vocabulary Development: Students apply their knowledge of word origins to determine the meaning of new words encountered in reading materials and use those words accurately.
PERFORMANCE STANDARD	1.1.	Vocabulary and Concept Development: Identify and use the literal and figurative meanings of words and understand word derivations. (CAHSEE 2005) Content Provider - USA TODAY Lesson 7: SMART Lesson 21: Summarizing and analyzing an article Lesson 22: Vocabulary development Lesson 29: Ad evaluation: What's for sale? Lesson 40: Predictions and inferences Lesson 47: The Weather Page: Synthesizing information and drawing conclusions Lesson 55: Thinking about technology Lesson 56: Entrepreneurs: Finding solutions to problems
CONTENT STANDARD	CA.2.0.	Reading: Reading Comprehension (Focus on Informational Materials): Students read and understand grade-level-appropriate material. They analyze the organizational patterns, arguments, and positions advanced.
PERFORMANCE STANDARD	2.2.	Structural Features of Informational Materials: Prepare a bibliography of reference materials for a report using a variety of consumer, workplace, and public documents. Content Provider - USA TODAY Lesson 54: Persuasive texts: Save the last word for me!
PERFORMANCE STANDARD	2.3.	Comprehension and Analysis of Grade-Level-Appropriate Text: Generate relevant questions about readings on issues that can be researched.

Content Provider - USA TODAY

Lesson 7: SMART

Lesson 11: Is the information reliable?

Lesson 13: SQP2RS

Lesson 15: Question, Answer, Relationship (QAR)

Lesson 24: ReQuest

Lesson 25: RAFT

Lesson 27: Reading and evaluating information

Lesson 32: SQ3R: Discovering the main idea

Lesson 44: Discovering the main idea

PERFORMANCE STANDARD 2.4.

Comprehension and Analysis of Grade-Level-Appropriate Text: Synthesize the content from several sources or works by a single author dealing with a single issue; paraphrase the ideas and connect them to other sources and related topics to demonstrate comprehension. (CAHSEE 2005)

Content Provider - USA TODAY

Lesson 1: Personal Poster

Lesson 2: Introducing USA TODAY

Lesson 5: Quick Write: Notetaking

Lesson 7: SMART

Lesson 8: Cornell Notes

Lesson 9: TV Tonight

Lesson 10: Using the Question Matrix

Lesson 11: Is the information reliable?

Lesson 12: Across the USA

Lesson 15: Question, Answer, Relationship (QAR)

Lesson 16: Frayer Model

Lesson 18: Analyzing problems

Lesson 19: USA TODAY Snapshots: Thinking about thinking

Lesson 20: USA TODAY Snapshots and Bloom's Taxonomy

Lesson 21: Summarizing and analyzing an article

Lesson 23: Across the USA: Graphic representations

Lesson 25: RAFT

Lesson 26: The Weather Page: Comparing data

Lesson 29: Ad evaluation: What's for sale?

Lesson 33: Writing a scouting report: Interpreting sports statistics and information

Lesson 36: Critic's corner: Everyone's a critic!

Lesson 38: Snapshots: Synthesize this!

Lesson 39: Reading the TV listings

Lesson 40: Predictions and inferences

Lesson 46: Identifying contrasts

Lesson 47: The Weather Page: Synthesizing information and drawing conclusions

Lesson 48: Cause & effect

Lesson 49: Snapshots: Reading between the lines

Lesson 52: Evaluating validity and reliability

Lesson 53: USA TODAY Snapshots: From symbols to words

Lesson 55: Thinking about technology
Lesson 56: Entrepreneurs: Finding solutions to problems

PERFORMANCE STANDARD 2.6.

Comprehension and Analysis of Grade-Level-Appropriate Text: Demonstrate use of sophisticated learning tools by following technical directions (e.g., those found with graphic calculators and specialized software programs and in access guides to World Wide Web sites on the Internet).

Content Provider - USA TODAY

Lesson 1: Personal Poster
Lesson 2: Introducing USA TODAY
Lesson 3: The inverted pyramid
Lesson 4: Found poems
Lesson 5: Quick Write: Notetaking
Lesson 6: Why are advertisements effective?
Lesson 7: SMART
Lesson 8: Cornell Notes
Lesson 9: TV Tonight
Lesson 10: Using the Question Matrix
Lesson 11: Is the information reliable?
Lesson 12: Across the USA
Lesson 13: SQP2RS
Lesson 14: Letter to the editor
Lesson 15: Question, Answer, Relationship (QAR)
Lesson 16: Frayer Model
Lesson 17: Ad aware
Lesson 18: Analyzing problems
Lesson 19: USA TODAY Snapshots: Thinking about thinking
Lesson 20: USA TODAY Snapshots and Bloom's Taxonomy
Lesson 21: Summarizing and analyzing an article
Lesson 22: Vocabulary development
Lesson 23: Across the USA: Graphic representations
Lesson 24: ReQuest
Lesson 25: RAFT
Lesson 26: The Weather Page: Comparing data
Lesson 27: Reading and evaluating information
Lesson 28: Creating a narrative from a photograph
Lesson 29: Ad evaluation: What's for sale?
Lesson 30: Discussion Web strategy: Comprehend, evaluate
Lesson 31: Alphabet soup strategy for a summary
Lesson 32: SQ3R: Discovering the main idea
Lesson 33: Writing a scouting report: Interpreting sports statistics and information
Lesson 34: Questioning the author: Discovering the author's point of view
Lesson 35: Anticipation guide
Lesson 36: Critic's corner: Everyone's a critic!
Lesson 37: Writing movie and TV reviews
Lesson 38: Snapshots: Synthesize this!

Lesson 39: Reading the TV listings
 Lesson 40: Predictions and inferences
 Lesson 41: React to reading with a Quick Write
 Lesson 42: Movie reviews
 Lesson 43: Chain reactions
 Lesson 44: Discovering the main idea
 Lesson 45: Expressing your opinion
 Lesson 46: Identifying contrasts
 Lesson 47: The Weather Page: Synthesizing information and drawing conclusions
 Lesson 48: Cause & effect
 Lesson 49: Snapshots: Reading between the lines
 Lesson 50: T.A.P.S.:
 Topic-Audience-Purpose-Speaker
 Lesson 51: Persuasive text: How do they DO that?
 Lesson 52: Evaluating validity and reliability
 Lesson 53: USA TODAY Snapshots: From symbols to words
 Lesson 54: Persuasive texts: Save the last word for me!
 Lesson 55: Thinking about technology
 Lesson 56: Entrepreneurs: Finding solutions to problems

PERFORMANCE STANDARD 2.8.

Expository Critique: Evaluate the credibility of an author's argument or defense of a claim by critiquing the relationship between generalizations and evidence, the comprehensiveness of evidence, and the way in which the author's intent affects the structure and tone of the text (e.g., in professional journals, editorials, political speeches, primary source material). (CAHSEE 2005)

Content Provider - USA TODAY

Lesson 1: Personal Poster
 Lesson 2: Introducing USA TODAY
 Lesson 6: Why are advertisements effective?
 Lesson 11: Is the information reliable?
 Lesson 14: Letter to the editor
 Lesson 21: Summarizing and analyzing an article
 Lesson 25: RAFT
 Lesson 27: Reading and evaluating information
 Lesson 29: Ad evaluation: What's for sale?
 Lesson 30: Discussion Web strategy: Comprehend, evaluate
 Lesson 34: Questioning the author: Discovering the author's point of view
 Lesson 35: Anticipation guide
 Lesson 36: Critic's corner: Everyone's a critic!
 Lesson 37: Writing movie and TV reviews
 Lesson 38: Snapshots: Synthesize this!
 Lesson 42: Movie reviews
 Lesson 44: Discovering the main idea
 Lesson 45: Expressing your opinion
 Lesson 46: Identifying contrasts

		<p>Lesson 48: Cause & effect Lesson 50: T.A.P.S.: Topic-Audience-Purpose-Speaker Lesson 51: Persuasive text: How do they DO that? Lesson 52: Evaluating validity and reliability Lesson 54: Persuasive texts: Save the last word for me!</p>
CONTENT STANDARD	CA.3.0.	<p>Reading: Literary Response and Analysis: Students read and respond to historically or culturally significant works of literature that reflect and enhance their studies of history and social science. They conduct in-depth analyses of recurrent patterns and themes.</p>
PERFORMANCE STANDARD	3.2.	<p>Structural Features of Literature: Compare and contrast the presentation of a similar theme or topic across genres to explain how the selection of genre shapes the theme or topic.</p> <p>Content Provider - USA TODAY Lesson 40: Predictions and inferences Lesson 49: Snapshots: Reading between the lines Lesson 54: Persuasive texts: Save the last word for me!</p>
PERFORMANCE STANDARD	3.3.	<p>Narrative Analysis of Grade-Level-Appropriate Text: Analyze interactions between main and subordinate characters in a literary text (e.g., internal and external conflicts, motivations, relationships, influences) and explain the way those interactions affect the plot. (CAHSEE 2005)</p> <p>Content Provider - USA TODAY Lesson 42: Movie reviews</p>
PERFORMANCE STANDARD	3.4.	<p>Narrative Analysis of Grade-Level-Appropriate Text: Determine characters' traits by what the characters say about themselves in narration, dialogue, dramatic monologue, and soliloquy. (CAHSEE 2005)</p> <p>Content Provider - USA TODAY Lesson 42: Movie reviews</p>
PERFORMANCE STANDARD	3.5.	<p>Narrative Analysis of Grade-Level-Appropriate Text: Compare works that express a universal theme and provide evidence to support the ideas expressed in each work. (CAHSEE 2005)</p> <p>Content Provider - USA TODAY Lesson 40: Predictions and inferences Lesson 49: Snapshots: Reading between the lines Lesson 54: Persuasive texts: Save the last word for me!</p>

PERFORMANCE STANDARD	3.9.	<p>Narrative Analysis of Grade-Level-Appropriate Text: Explain how voice, persona, and the choice of a narrator affect characterization and the tone, plot, and credibility of a text. (CAHSEE 2005)</p> <p>Content Provider - USA TODAY Lesson 14: Letter to the editor Lesson 36: Critic's corner: Everyone's a critic! Lesson 42: Movie reviews Lesson 45: Expressing your opinion</p>
PERFORMANCE STANDARD	3.11.	<p>Literary Criticism: Evaluate the aesthetic qualities of style, including the impact of diction and figurative language on tone, mood, and theme, using the terminology of literary criticism. (Aesthetic approach) (CAHSEE 2005)</p> <p>Content Provider - USA TODAY Lesson 45: Expressing your opinion Lesson 51: Persuasive text: How do they DO that?</p>
CONTENT STANDARD	CA.1.0.	<p>Writing: Writing Strategies: Students write coherent and focused essays that convey a well-defined perspective and tightly reasoned argument. The writing demonstrates students' awareness of the audience and purpose. Students progress through the stages of the writing process as needed.</p>
PERFORMANCE STANDARD	1.1.	<p>Organization and Focus: Establish a controlling impression or coherent thesis that conveys a clear and distinctive perspective on the subject and maintain a consistent tone and focus throughout the piece of writing. (CAHSEE 2005)</p> <p>Content Provider - USA TODAY Lesson 36: Critic's corner: Everyone's a critic! Lesson 45: Expressing your opinion Lesson 49: Snapshots: Reading between the lines Lesson 53: USA TODAY Snapshots: From symbols to words</p>
PERFORMANCE STANDARD	1.2.	<p>Organization and Focus: Use precise language, action verbs, sensory details, appropriate modifiers, and the active rather than the passive voice. (CAHSEE 2005)</p> <p>Content Provider - USA TODAY Lesson 6: Why are advertisements effective? Lesson 29: Ad evaluation: What's for sale? Lesson 31: Alphabet soup strategy for a summary Lesson 36: Critic's corner: Everyone's a critic! Lesson 42: Movie reviews Lesson 47: The Weather Page: Synthesizing information and drawing conclusions</p>

PERFORMANCE STANDARD	1.3.	<p>Research and Technology: Use clear research questions and suitable research methods (e.g., library, electronic media, personal interview) to elicit and present evidence from primary and secondary sources.</p> <p>Content Provider - USA TODAY Lesson 33: Writing a scouting report: Interpreting sports statistics and information Lesson 45: Expressing your opinion Lesson 47: The Weather Page: Synthesizing information and drawing conclusions Lesson 52: Evaluating validity and reliability Lesson 55: Thinking about technology</p>
PERFORMANCE STANDARD	1.4.	<p>Research and Technology: Develop the main ideas within the body of the composition through supporting evidence (e.g., scenarios, commonly held beliefs, hypotheses, definitions). (CAHSEE 2005)</p> <p>Content Provider - USA TODAY Lesson 14: Letter to the editor Lesson 25: RAFT Lesson 36: Critic's corner: Everyone's a critic! Lesson 37: Writing movie and TV reviews Lesson 44: Discovering the main idea Lesson 45: Expressing your opinion Lesson 51: Persuasive text: How do they DO that? Lesson 52: Evaluating validity and reliability Lesson 53: USA TODAY Snapshots: From symbols to words Lesson 55: Thinking about technology Lesson 56: Entrepreneurs: Finding solutions to problems</p>
PERFORMANCE STANDARD	1.5.	<p>Research and Technology: Synthesize information from multiple sources and identify complexities and discrepancies in the information and the different perspectives found in each medium (e.g., almanacs, microfiche, news sources, in-depth field studies, speeches, journals, technical documents). (CAHSEE 2005)</p> <p>Content Provider - USA TODAY Lesson 1: Personal Poster Lesson 2: Introducing USA TODAY Lesson 9: TV Tonight Lesson 10: Using the Question Matrix Lesson 11: Is the information reliable? Lesson 15: Question, Answer, Relationship (QAR) Lesson 16: Frayer Model Lesson 18: Analyzing problems Lesson 19: USA TODAY Snapshots: Thinking about thinking</p>

Lesson 20: USA TODAY Snapshots and Bloom's Taxonomy
 Lesson 21: Summarizing and analyzing an article
 Lesson 23: Across the USA: Graphic representations
 Lesson 25: RAFT
 Lesson 26: The Weather Page: Comparing data
 Lesson 29: Ad evaluation: What's for sale?
 Lesson 33: Writing a scouting report: Interpreting sports statistics and information
 Lesson 36: Critic's corner: Everyone's a critic!
 Lesson 38: Snapshots: Synthesize this!
 Lesson 39: Reading the TV listings
 Lesson 40: Predictions and inferences
 Lesson 46: Identifying contrasts
 Lesson 47: The Weather Page: Synthesizing information and drawing conclusions
 Lesson 48: Cause & effect
 Lesson 49: Snapshots: Reading between the lines
 Lesson 52: Evaluating validity and reliability
 Lesson 53: USA TODAY Snapshots: From symbols to words
 Lesson 55: Thinking about technology
 Lesson 56: Entrepreneurs: Finding solutions to problems

PERFORMANCE STANDARD 1.6. Research and Technology: Integrate quotations and citations into a written text while maintaining the flow of ideas.

Content Provider - USA TODAY

Lesson 11: Is the information reliable?
 Lesson 21: Summarizing and analyzing an article
 Lesson 27: Reading and evaluating information
 Lesson 52: Evaluating validity and reliability
 Lesson 54: Persuasive texts: Save the last word for me!

PERFORMANCE STANDARD 1.7. Research and Technology: Use appropriate conventions for documentation in the text, notes, and bibliographies by adhering to those in style manuals (e.g., Modern Language Association Handbook, The Chicago Manual of Style).

Content Provider - USA TODAY

Lesson 54: Persuasive texts: Save the last word for me!

PERFORMANCE STANDARD 1.9. Evaluation and Revision: Revise writing to improve the logic and coherence of the organization and controlling perspective, the precision of word choice, and the tone by taking into consideration the audience, purpose, and formality of the context. (CAHSEE 2005)

Content Provider - USA TODAY

Lesson 4: Found poems

Lesson 12: Across the USA

Lesson 25: RAFT

Lesson 29: Ad evaluation: What's for sale?

Lesson 36: Critic's corner: Everyone's a critic!

Lesson 45: Expressing your opinion

CONTENT STANDARD

CA.2.0.

Writing: Writing Applications (Genres and Their Characteristics): Students combine the rhetorical strategies of narration, exposition, persuasion, and description to produce texts of at least 1,500 words each. Student writing demonstrates a command of standard American English and the research, organizational, and drafting strategies outlined in Writing Standard 1.0.

PERFORMANCE STANDARD

2.1.

Write biographical or autobiographical narratives or short stories.

GRADE LEVEL EXPECTATION

2.1.a.

Relate a sequence of events and communicate the significance of the events to the audience. (CAHSEE 2005)

Content Provider - USA TODAY

Lesson 28: Creating a narrative from a photograph

GRADE LEVEL EXPECTATION

2.1.b.

Locate scenes and incidents in specific places. (CAHSEE 2005)

Content Provider - USA TODAY

Lesson 28: Creating a narrative from a photograph

GRADE LEVEL EXPECTATION

2.1.c.

Describe with concrete sensory details the sights, sounds, and smells of a scene and the specific actions, movements, gestures, and feelings of the characters; use interior monologue to depict the characters' feelings. (CAHSEE 2005)

Content Provider - USA TODAY

Lesson 28: Creating a narrative from a photograph

Lesson 29: Ad evaluation: What's for sale?

GRADE LEVEL EXPECTATION

2.1.d.

Pace the presentation of actions to accommodate changes in time and mood. (CAHSEE 2005)

Content Provider - USA TODAY

Lesson 28: Creating a narrative from a photograph

GRADE LEVEL EXPECTATION

2.1.e.

Make effective use of descriptions of appearance, images, shifting perspectives, and sensory details. (CAHSEE 2005)

Content Provider - USA TODAY

Lesson 7: SMART
 Lesson 10: Using the Question Matrix
 Lesson 18: Analyzing problems
 Lesson 25: RAFT
 Lesson 28: Creating a narrative from a photograph
 Lesson 29: Ad evaluation: What's for sale?
 Lesson 41: React to reading with a Quick Write
 Lesson 42: Movie reviews
 Lesson 55: Thinking about technology
 Lesson 56: Entrepreneurs: Finding solutions to problems

CONTENT STANDARD	CA.2.0.	Writing: Writing Applications (Genres and Their Characteristics): Students combine the rhetorical strategies of narration, exposition, persuasion, and description to produce texts of at least 1,500 words each. Student writing demonstrates a command of standard American English and the research, organizational, and drafting strategies outlined in Writing Standard 1.0.
PERFORMANCE STANDARD	2.2.	Write responses to literature.
GRADE LEVEL EXPECTATION	2.2.a.	Demonstrate a comprehensive grasp of the significant ideas of literary works. (CAHSEE 2005) Content Provider - USA TODAY Lesson 36: Critic's corner: Everyone's a critic! Lesson 37: Writing movie and TV reviews Lesson 42: Movie reviews
GRADE LEVEL EXPECTATION	2.2.b.	Support important ideas and viewpoints through accurate and detailed references to the text or to other works. (CAHSEE 2005) Content Provider - USA TODAY Lesson 36: Critic's corner: Everyone's a critic! Lesson 37: Writing movie and TV reviews Lesson 42: Movie reviews
GRADE LEVEL EXPECTATION	2.2.c.	Demonstrate awareness of the author's use of stylistic devices and an appreciation of the effects created. (CAHSEE 2005) Content Provider - USA TODAY Lesson 36: Critic's corner: Everyone's a critic! Lesson 37: Writing movie and TV reviews Lesson 42: Movie reviews Lesson 45: Expressing your opinion Lesson 51: Persuasive text: How do they DO that?
GRADE LEVEL EXPECTATION	2.2.d.	Identify and assess the impact of perceived ambiguities, nuances, and complexities within the text. (CAHSEE 2005)

Content Provider - USA TODAY

Lesson 36: Critic's corner: Everyone's a critic!

Lesson 37: Writing movie and TV reviews

Lesson 42: Movie reviews

CONTENT STANDARD	CA.2.0.	Writing: Writing Applications (Genres and Their Characteristics): Students combine the rhetorical strategies of narration, exposition, persuasion, and description to produce texts of at least 1,500 words each. Student writing demonstrates a command of standard American English and the research, organizational, and drafting strategies outlined in Writing Standard 1.0.
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PERFORMANCE STANDARD	2.3.	Write expository compositions, including analytical essays and research reports.
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GRADE LEVEL EXPECTATION	2.3.a.	Marshal evidence in support of a thesis and related claims, including information on all relevant perspectives. (CAHSEE 2005)
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Content Provider - USA TODAY

Lesson 36: Critic's corner: Everyone's a critic!

Lesson 37: Writing movie and TV reviews

Lesson 44: Discovering the main idea

Lesson 45: Expressing your opinion

Lesson 51: Persuasive text: How do they DO that?

Lesson 52: Evaluating validity and reliability

Lesson 53: USA TODAY Snapshots: From symbols to words

Lesson 55: Thinking about technology

Lesson 56: Entrepreneurs: Finding solutions to problems

GRADE LEVEL EXPECTATION	2.3.c.	Make distinctions between the relative value and significance of specific data, facts, and ideas. (CAHSEE 2005)
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Content Provider - USA TODAY

Lesson 1: Personal Poster

Lesson 2: Introducing USA TODAY

Lesson 9: TV Tonight

Lesson 10: Using the Question Matrix

Lesson 11: Is the information reliable?

Lesson 14: Letter to the editor

Lesson 15: Question, Answer, Relationship (QAR)

Lesson 16: Frayer Model

Lesson 18: Analyzing problems

Lesson 19: USA TODAY Snapshots: Thinking about thinking

Lesson 20: USA TODAY Snapshots and Bloom's Taxonomy

Lesson 21: Summarizing and analyzing an article

Lesson 23: Across the USA: Graphic representations

Lesson 25: RAFT

Lesson 26: The Weather Page: Comparing data
 Lesson 29: Ad evaluation: What's for sale?
 Lesson 33: Writing a scouting report: Interpreting sports statistics and information
 Lesson 36: Critic's corner: Everyone's a critic!
 Lesson 38: Snapshots: Synthesize this!
 Lesson 39: Reading the TV listings
 Lesson 40: Predictions and inferences
 Lesson 46: Identifying contrasts
 Lesson 47: The Weather Page: Synthesizing information and drawing conclusions
 Lesson 48: Cause & effect
 Lesson 49: Snapshots: Reading between the lines
 Lesson 52: Evaluating validity and reliability
 Lesson 53: USA TODAY Snapshots: From symbols to words
 Lesson 55: Thinking about technology
 Lesson 56: Entrepreneurs: Finding solutions to problems

GRADE LEVEL EXPECTATION 2.3.d.

Include visual aids by employing appropriate technology to organize and record information on charts, maps, and graphs.

Content Provider - USA TODAY

Lesson 20: USA TODAY Snapshots and Bloom's Taxonomy

GRADE LEVEL EXPECTATION 2.3.e.

Anticipate and address readers' potential misunderstandings, biases, and expectations. (CAHSEE 2005)

Content Provider - USA TODAY

Lesson 25: RAFT
 Lesson 36: Critic's corner: Everyone's a critic!
 Lesson 48: Cause & effect
 Lesson 53: USA TODAY Snapshots: From symbols to words

CONTENT STANDARD CA.2.0.

Writing: Writing Applications (Genres and Their Characteristics): Students combine the rhetorical strategies of narration, exposition, persuasion, and description to produce texts of at least 1,500 words each. Student writing demonstrates a command of standard American English and the research, organizational, and drafting strategies outlined in Writing Standard 1.0.

PERFORMANCE STANDARD 2.4.

Write persuasive compositions.

GRADE LEVEL EXPECTATION 2.4.a.

Structure ideas and arguments in a sustained and logical fashion. (CAHSEE 2005)

Content Provider - USA TODAY

Lesson 14: Letter to the editor

		<p>Lesson 37: Writing movie and TV reviews Lesson 42: Movie reviews Lesson 45: Expressing your opinion Lesson 51: Persuasive text: How do they DO that?</p>
GRADE LEVEL EXPECTATION	2.4.b.	<p>Use specific rhetorical devices to support assertions (e.g., appeal to logic through reasoning; appeal to emotion or ethical belief; relate a personal anecdote, case study, or analogy). (CAHSEE 2005)</p> <p>Content Provider - USA TODAY Lesson 14: Letter to the editor Lesson 37: Writing movie and TV reviews Lesson 42: Movie reviews Lesson 45: Expressing your opinion Lesson 51: Persuasive text: How do they DO that?</p>
GRADE LEVEL EXPECTATION	2.4.c.	<p>Clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations, and expressions of commonly accepted beliefs and logical reasoning. (CAHSEE 2005)</p> <p>Content Provider - USA TODAY Lesson 14: Letter to the editor Lesson 37: Writing movie and TV reviews Lesson 42: Movie reviews Lesson 45: Expressing your opinion Lesson 51: Persuasive text: How do they DO that?</p>
GRADE LEVEL EXPECTATION	2.4.d.	<p>Address readers' concerns, counterclaims, biases, and expectations. (CAHSEE 2005)</p> <p>Content Provider - USA TODAY Lesson 14: Letter to the editor Lesson 37: Writing movie and TV reviews Lesson 42: Movie reviews Lesson 45: Expressing your opinion Lesson 51: Persuasive text: How do they DO that?</p>
CONTENT STANDARD	CA.2.0.	<p>Writing: Writing Applications (Genres and Their Characteristics): Students combine the rhetorical strategies of narration, exposition, persuasion, and description to produce texts of at least 1,500 words each. Student writing demonstrates a command of standard American English and the research, organizational, and drafting strategies outlined in Writing Standard 1.0.</p>
PERFORMANCE STANDARD	2.5.	<p>Write business letters.</p>
GRADE LEVEL EXPECTATION	2.5.a.	<p>Provide clear and purposeful information and address the intended audience appropriately. (CAHSEE 2005)</p> <p>Content Provider - USA TODAY Lesson 14: Letter to the editor</p>

		Lesson 45: Expressing your opinion
GRADE LEVEL EXPECTATION	2.5.b.	<p>Use appropriate vocabulary, tone, and style to take into account the nature of the relationship with, and the knowledge and interests of, the recipients. (CAHSEE 2005)</p> <p>Content Provider - USA TODAY Lesson 14: Letter to the editor Lesson 45: Expressing your opinion</p>
GRADE LEVEL EXPECTATION	2.5.c.	<p>Highlight central ideas or images. (CAHSEE 2005)</p> <p>Content Provider - USA TODAY Lesson 14: Letter to the editor Lesson 45: Expressing your opinion</p>
GRADE LEVEL EXPECTATION	2.5.d.	<p>Follow a conventional style with page formats, fonts, and spacing that contribute to the documents' readability and impact. (CAHSEE 2005)</p> <p>Content Provider - USA TODAY Lesson 14: Letter to the editor Lesson 45: Expressing your opinion</p>
CONTENT STANDARD	CA.1.0.	Written and Oral English Language Conventions: Students write and speak with a command of standard English conventions.
PERFORMANCE STANDARD	1.2.	<p>Grammar and Mechanics of Writing: Understand sentence construction (e.g., parallel structure, subordination, proper placement of modifiers) and proper English usage (e.g., consistency of verb tenses). (CAHSEE 2005)</p> <p>Content Provider - USA TODAY Lesson 10: Using the Question Matrix Lesson 11: Is the information reliable? Lesson 12: Across the USA Lesson 13: SQP2RS Lesson 18: Analyzing problems Lesson 19: USA TODAY Snapshots: Thinking about thinking Lesson 21: Summarizing and analyzing an article Lesson 23: Across the USA: Graphic representations Lesson 25: RAFT Lesson 26: The Weather Page: Comparing data Lesson 27: Reading and evaluating information Lesson 28: Creating a narrative from a photograph Lesson 30: Discussion Web strategy: Comprehend, evaluate Lesson 31: Alphabet soup strategy for a summary Lesson 35: Anticipation guide Lesson 36: Critic's corner: Everyone's a critic!</p>

Lesson 44: Discovering the main idea
Lesson 47: The Weather Page: Synthesizing information and drawing conclusions
Lesson 48: Cause & effect
Lesson 49: Snapshots: Reading between the lines
Lesson 50: T.A.P.S.:
Topic-Audience-Purpose-Speaker
Lesson 53: USA TODAY Snapshots: From symbols to words
Lesson 54: Persuasive texts: Save the last word for me!
Lesson 56: Entrepreneurs: Finding solutions to problems

PERFORMANCE STANDARD 1.3.

Grammar and Mechanics of Writing: Demonstrate an understanding of proper English usage and control of grammar, paragraph and sentence structure, diction, and syntax. (CAHSEE 2005)

Content Provider - USA TODAY

Lesson 10: Using the Question Matrix
Lesson 11: Is the information reliable?
Lesson 12: Across the USA
Lesson 13: SQP2RS
Lesson 18: Analyzing problems
Lesson 19: USA TODAY Snapshots: Thinking about thinking
Lesson 21: Summarizing and analyzing an article
Lesson 23: Across the USA: Graphic representations
Lesson 25: RAFT
Lesson 26: The Weather Page: Comparing data
Lesson 27: Reading and evaluating information
Lesson 28: Creating a narrative from a photograph
Lesson 30: Discussion Web strategy: Comprehend, evaluate
Lesson 31: Alphabet soup strategy for a summary
Lesson 35: Anticipation guide
Lesson 36: Critic's corner: Everyone's a critic!
Lesson 44: Discovering the main idea
Lesson 47: The Weather Page: Synthesizing information and drawing conclusions
Lesson 48: Cause & effect
Lesson 49: Snapshots: Reading between the lines
Lesson 50: T.A.P.S.:
Topic-Audience-Purpose-Speaker
Lesson 53: USA TODAY Snapshots: From symbols to words
Lesson 54: Persuasive texts: Save the last word for me!
Lesson 56: Entrepreneurs: Finding solutions to problems

PERFORMANCE STANDARD 1.4.

Manuscript Form: Produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization.

Content Provider - USA TODAY

Lesson 53: USA TODAY Snapshots: From symbols to words

PERFORMANCE STANDARD

1.5.

Manuscript Form: Reflect appropriate manuscript requirements, including title page presentation, pagination, spacing and margins, and integration of source and support material (e.g., in-text citation, use of direct quotations, paraphrasing) with appropriate citations.

Content Provider - USA TODAY

Lesson 11: Is the information reliable?
Lesson 21: Summarizing and analyzing an article
Lesson 27: Reading and evaluating information
Lesson 29: Ad evaluation: What's for sale?
Lesson 52: Evaluating validity and reliability
Lesson 54: Persuasive texts: Save the last word for me!

CONTENT STANDARD

CA.1.0.

Listening and Speaking: Listening and Speaking Strategies: Students formulate adroit judgments about oral communication. They deliver focused and coherent presentations of their own that convey clear and distinct perspectives and solid reasoning. They use gestures, tone, and vocabulary tailored to the audience and purpose.

PERFORMANCE STANDARD

1.1.

Comprehension: Formulate judgments about the ideas under discussion and support those judgments with convincing evidence.

Content Provider - USA TODAY

Lesson 1: Personal Poster
Lesson 2: Introducing USA TODAY
Lesson 3: The inverted pyramid
Lesson 4: Found poems
Lesson 5: Quick Write: Notetaking
Lesson 6: Why are advertisements effective?
Lesson 7: SMART
Lesson 8: Cornell Notes
Lesson 9: TV Tonight
Lesson 10: Using the Question Matrix
Lesson 11: Is the information reliable?
Lesson 12: Across the USA
Lesson 13: SQP2RS
Lesson 14: Letter to the editor
Lesson 15: Question, Answer, Relationship (QAR)
Lesson 16: Frayer Model
Lesson 17: Ad aware
Lesson 18: Analyzing problems
Lesson 19: USA TODAY Snapshots: Thinking about thinking

Lesson 20: USA TODAY Snapshots and Bloom's Taxonomy
 Lesson 21: Summarizing and analyzing an article
 Lesson 22: Vocabulary development
 Lesson 23: Across the USA: Graphic representations
 Lesson 24: ReQuest
 Lesson 25: RAFT
 Lesson 26: The Weather Page: Comparing data
 Lesson 27: Reading and evaluating information
 Lesson 28: Creating a narrative from a photograph
 Lesson 29: Ad evaluation: What's for sale?
 Lesson 30: Discussion Web strategy: Comprehend, evaluate
 Lesson 31: Alphabet soup strategy for a summary
 Lesson 32: SQ3R: Discovering the main idea
 Lesson 33: Writing a scouting report: Interpreting sports statistics and information
 Lesson 34: Questioning the author: Discovering the author's point of view
 Lesson 35: Anticipation guide
 Lesson 36: Critic's corner: Everyone's a critic!
 Lesson 37: Writing movie and TV reviews
 Lesson 38: Snapshots: Synthesize this!
 Lesson 39: Reading the TV listings
 Lesson 40: Predictions and inferences
 Lesson 41: React to reading with a Quick Write
 Lesson 42: Movie reviews
 Lesson 43: Chain reactions
 Lesson 44: Discovering the main idea
 Lesson 45: Expressing your opinion
 Lesson 46: Identifying contrasts
 Lesson 47: The Weather Page: Synthesizing information and drawing conclusions
 Lesson 48: Cause & effect
 Lesson 49: Snapshots: Reading between the lines
 Lesson 50: T.A.P.S.:
 Topic-Audience-Purpose-Speaker
 Lesson 51: Persuasive text: How do they DO that?
 Lesson 52: Evaluating validity and reliability
 Lesson 53: USA TODAY Snapshots: From symbols to words
 Lesson 54: Persuasive texts: Save the last word for me!
 Lesson 55: Thinking about technology
 Lesson 56: Entrepreneurs: Finding solutions to problems

PERFORMANCE STANDARD 1.2.

Comprehension: Compare and contrast the ways in which media genres (e.g., televised news, news magazines, documentaries, online information) cover the same event.

Content Provider - USA TODAY
 Lesson 17: Ad aware

PERFORMANCE STANDARD	1.3.	<p>Organization and Delivery of Oral Communication: Choose logical patterns of organization (e.g., chronological, topical, cause and effect) to inform and to persuade, by soliciting agreement or action, or to unite audiences behind a common belief or cause.</p> <p>Content Provider - USA TODAY Lesson 18: Analyzing problems</p>
PERFORMANCE STANDARD	1.5.	<p>Organization and Delivery of Oral Communication: Recognize and use elements of classical speech forms (e.g., introduction, first and second transitions, body, conclusion) in formulating rational arguments and applying the art of persuasion and debate.</p> <p>Content Provider - USA TODAY Lesson 30: Discussion Web strategy: Comprehend, evaluate</p>
PERFORMANCE STANDARD	1.8.	<p>Organization and Delivery of Oral Communication: Produce concise notes for extemporaneous delivery.</p> <p>Content Provider - USA TODAY Lesson 5: Quick Write: Notetaking Lesson 8: Cornell Notes Lesson 30: Discussion Web strategy: Comprehend, evaluate Lesson 49: Snapshots: Reading between the lines Lesson 50: T.A.P.S.: Topic-Audience-Purpose-Speaker</p>
PERFORMANCE STANDARD	1.11.	<p>Analysis and Evaluation of Oral and Media Communications: Assess how language and delivery affect the mood and tone of the oral communication and make an impact on the audience.</p> <p>Content Provider - USA TODAY Lesson 6: Why are advertisements effective? Lesson 9: TV Tonight Lesson 11: Is the information reliable? Lesson 37: Writing movie and TV reviews</p>
PERFORMANCE STANDARD	1.14.	<p>Analysis and Evaluation of Oral and Media Communications: Identify the aesthetic effects of a media presentation and evaluate the techniques used to create them (e.g., compare Shakespeare's Henry V with Kenneth Branagh's 1990 film version).</p> <p>Content Provider - USA TODAY Lesson 9: TV Tonight Lesson 37: Writing movie and TV reviews Lesson 39: Reading the TV listings</p>

		Lesson 42: Movie reviews Lesson 47: The Weather Page: Synthesizing information and drawing conclusions Lesson 54: Persuasive texts: Save the last word for me!
CONTENT STANDARD	CA.2.0.	Listening and Speaking: Speaking Applications (Genres and Their Characteristics): Students deliver polished formal and extemporaneous presentations that combine the traditional rhetorical strategies of narration, exposition, persuasion, and description. Student speaking demonstrates a command of standard American English and the organizational and delivery strategies outlined in Listening and Speaking Standard 1.0.
PERFORMANCE STANDARD	2.1.	Deliver narrative presentations.
GRADE LEVEL EXPECTATION	2.1.a.	Narrate a sequence of events and communicate their significance to the audience. Content Provider - USA TODAY Lesson 40: Predictions and inferences
GRADE LEVEL EXPECTATION	2.1.b.	Locate scenes and incidents in specific places. Content Provider - USA TODAY Lesson 40: Predictions and inferences
CONTENT STANDARD	CA.2.0.	Listening and Speaking: Speaking Applications (Genres and Their Characteristics): Students deliver polished formal and extemporaneous presentations that combine the traditional rhetorical strategies of narration, exposition, persuasion, and description. Student speaking demonstrates a command of standard American English and the organizational and delivery strategies outlined in Listening and Speaking Standard 1.0.
PERFORMANCE STANDARD	2.2.	Deliver expository presentations.
GRADE LEVEL EXPECTATION	2.2.a.	Marshal evidence in support of a thesis and related claims, including information on all relevant perspectives. Content Provider - USA TODAY Lesson 18: Analyzing problems
GRADE LEVEL EXPECTATION	2.2.b.	Convey information and ideas from primary and secondary sources accurately and coherently. Content Provider - USA TODAY Lesson 18: Analyzing problems
GRADE LEVEL EXPECTATION	2.2.d.	Include visual aids by employing appropriate technology to organize and display information on

		charts, maps, and graphs.
		Content Provider - USA TODAY Lesson 20: USA TODAY Snapshots and Bloom's Taxonomy
GRADE LEVEL EXPECTATION	2.2.e.	Anticipate and address the listener's potential misunderstandings, biases, and expectations.
		Content Provider - USA TODAY Lesson 18: Analyzing problems
CONTENT STANDARD	CA.2.0.	Listening and Speaking: Speaking Applications (Genres and Their Characteristics): Students deliver polished formal and extemporaneous presentations that combine the traditional rhetorical strategies of narration, exposition, persuasion, and description. Student speaking demonstrates a command of standard American English and the organizational and delivery strategies outlined in Listening and Speaking Standard 1.0.
PERFORMANCE STANDARD	2.3.	Apply appropriate interviewing techniques.
GRADE LEVEL EXPECTATION	2.3.b.	Make notes of responses.
		Content Provider - USA TODAY Lesson 20: USA TODAY Snapshots and Bloom's Taxonomy Lesson 47: The Weather Page: Synthesizing information and drawing conclusions Lesson 51: Persuasive text: How do they DO that?
GRADE LEVEL EXPECTATION	2.3.d.	Respond correctly and effectively to questions.
		Content Provider - USA TODAY Lesson 9: TV Tonight Lesson 16: Frayer Model Lesson 24: ReQuest Lesson 54: Persuasive texts: Save the last word for me!
CONTENT STANDARD	CA.2.0.	Listening and Speaking: Speaking Applications (Genres and Their Characteristics): Students deliver polished formal and extemporaneous presentations that combine the traditional rhetorical strategies of narration, exposition, persuasion, and description. Student speaking demonstrates a command of standard American English and the organizational and delivery strategies outlined in Listening and Speaking Standard 1.0.
PERFORMANCE STANDARD	2.4.	Deliver oral responses to literature.
GRADE LEVEL EXPECTATION	2.4.a.	Advance a judgment demonstrating a comprehensive grasp of the significant ideas of works or passages

(i.e., make and support warranted assertions about the text).

Content Provider - USA TODAY

Lesson 1: Personal Poster

Lesson 2: Introducing USA TODAY

Lesson 3: The inverted pyramid

Lesson 4: Found poems

Lesson 5: Quick Write: Notetaking

Lesson 6: Why are advertisements effective?

Lesson 7: SMART

Lesson 8: Cornell Notes

Lesson 9: TV Tonight

Lesson 10: Using the Question Matrix

Lesson 11: Is the information reliable?

Lesson 12: Across the USA

Lesson 13: SQP2RS

Lesson 14: Letter to the editor

Lesson 15: Question, Answer, Relationship (QAR)

Lesson 16: Frayer Model

Lesson 17: Ad aware

Lesson 18: Analyzing problems

Lesson 19: USA TODAY Snapshots: Thinking about thinking

Lesson 20: USA TODAY Snapshots and Bloom's Taxonomy

Lesson 21: Summarizing and analyzing an article

Lesson 22: Vocabulary development

Lesson 23: Across the USA: Graphic representations

Lesson 24: ReQuest

Lesson 25: RAFT

Lesson 26: The Weather Page: Comparing data

Lesson 27: Reading and evaluating information

Lesson 28: Creating a narrative from a photograph

Lesson 29: Ad evaluation: What's for sale?

Lesson 30: Discussion Web strategy: Comprehend, evaluate

Lesson 31: Alphabet soup strategy for a summary

Lesson 32: SQ3R: Discovering the main idea

Lesson 33: Writing a scouting report: Interpreting sports statistics and information

Lesson 34: Questioning the author: Discovering the author's point of view

Lesson 35: Anticipation guide

Lesson 36: Critic's corner: Everyone's a critic!

Lesson 37: Writing movie and TV reviews

Lesson 38: Snapshots: Synthesize this!

Lesson 39: Reading the TV listings

Lesson 40: Predictions and inferences

Lesson 41: React to reading with a Quick Write

Lesson 42: Movie reviews

Lesson 43: Chain reactions

Lesson 44: Discovering the main idea

Lesson 45: Expressing your opinion

Lesson 46: Identifying contrasts
 Lesson 47: The Weather Page: Synthesizing information and drawing conclusions
 Lesson 48: Cause & effect
 Lesson 49: Snapshots: Reading between the lines
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 Topic-Audience-Purpose-Speaker
 Lesson 51: Persuasive text: How do they DO that?
 Lesson 52: Evaluating validity and reliability
 Lesson 53: USA TODAY Snapshots: From symbols to words
 Lesson 54: Persuasive texts: Save the last word for me!
 Lesson 55: Thinking about technology
 Lesson 56: Entrepreneurs: Finding solutions to problems

CONTENT STANDARD	CA.2.0.	Listening and Speaking: Speaking Applications (Genres and Their Characteristics): Students deliver polished formal and extemporaneous presentations that combine the traditional rhetorical strategies of narration, exposition, persuasion, and description. Student speaking demonstrates a command of standard American English and the organizational and delivery strategies outlined in Listening and Speaking Standard 1.0.
PERFORMANCE STANDARD	2.5.	Deliver persuasive arguments (including evaluation and analysis of problems and solutions and causes and effects).
GRADE LEVEL EXPECTATION	2.5.b.	Use rhetorical devices to support assertions (e.g., by appeal to logic through reasoning; by appeal to emotion or ethical belief; by use of personal anecdote, case study, or analogy).
		Content Provider - USA TODAY Lesson 42: Movie reviews
CONTENT STANDARD	CA.2.0.	Listening and Speaking: Speaking Applications (Genres and Their Characteristics): Students deliver polished formal and extemporaneous presentations that combine the traditional rhetorical strategies of narration, exposition, persuasion, and description. Student speaking demonstrates a command of standard American English and the organizational and delivery strategies outlined in Listening and Speaking Standard 1.0.
PERFORMANCE STANDARD	2.6.	Deliver descriptive presentations.
GRADE LEVEL EXPECTATION	2.6.a.	Establish clearly the speaker's point of view on the subject of the presentation.
		Content Provider - USA TODAY Lesson 45: Expressing your opinion Lesson 51: Persuasive text: How do they DO that?

Lesson 54: Persuasive texts: Save the last word for me!

GRADE LEVEL EXPECTATION 2.6.b.

Establish clearly the speaker's relationship with that subject (e.g., dispassionate observation, personal involvement).

Content Provider - USA TODAY

Lesson 45: Expressing your opinion

Lesson 51: Persuasive text: How do they DO that?

Lesson 54: Persuasive texts: Save the last word for me!

Content Provider - USA TODAY

Standards Report - Showing matching content units as of April 29, 2009, 9:13 am
PDT

Grades: 11-12

States: California Content Standards

Subjects: Language Arts

California Content Standards

Language Arts

Grade 11-12

CONTENT STANDARD	CA.1.0.	Reading: Word Analysis, Fluency, and Systematic Vocabulary Development: Students apply their knowledge of word origins to determine the meaning of new words encountered in reading materials and use those words accurately.
PERFORMANCE STANDARD	1.2.	Vocabulary and Concept Development: Apply knowledge of Greek, Latin, and Anglo-Saxon roots and affixes to draw inferences concerning the meaning of scientific and mathematical terminology. Content Provider - USA TODAY Lesson 38: Snapshots: Synthesize this! Lesson 47: The Weather Page: Synthesizing information and drawing conclusions Lesson 55: Thinking about technology
CONTENT STANDARD	CA.2.0.	Reading: Reading Comprehension (Focus on Informational Materials): Students read and understand grade-level-appropriate material. They analyze the organizational patterns, arguments, and positions advanced.
PERFORMANCE STANDARD	2.1.	Structural Features of Informational Materials: Analyze both the features and the rhetorical devices of different types of public documents (e.g., policy statements, speeches, debates, platforms) and the way in which authors use those features and devices. Content Provider - USA TODAY Lesson 13: SQP2RS Lesson 17: Ad aware Lesson 18: Analyzing problems Lesson 29: Ad evaluation: What's for sale? Lesson 30: Discussion Web strategy: Comprehend, evaluate Lesson 44: Discovering the main idea Lesson 48: Cause & effect Lesson 54: Persuasive texts: Save the last word for me! Lesson 55: Thinking about technology

PERFORMANCE STANDARD 2.2.

Comprehension and Analysis of Grade-Level-Appropriate Text: Analyze the way in which clarity of meaning is affected by the patterns of organization, hierarchical structures, repetition of the main ideas, syntax, and word choice in the text.

Content Provider - USA TODAY

Lesson 1: Personal Poster

Lesson 2: Introducing USA TODAY

Lesson 3: The inverted pyramid

Lesson 4: Found poems

Lesson 5: Quick Write: Notetaking

Lesson 6: Why are advertisements effective?

Lesson 7: SMART

Lesson 8: Cornell Notes

Lesson 9: TV Tonight

Lesson 10: Using the Question Matrix

Lesson 11: Is the information reliable?

Lesson 12: Across the USA

Lesson 13: SQP2RS

Lesson 14: Letter to the editor

Lesson 15: Question, Answer, Relationship (QAR)

Lesson 16: Frayer Model

Lesson 17: Ad aware

Lesson 18: Analyzing problems

Lesson 19: USA TODAY Snapshots: Thinking about thinking

Lesson 20: USA TODAY Snapshots and Bloom's Taxonomy

Lesson 21: Summarizing and analyzing an article

Lesson 22: Vocabulary development

Lesson 23: Across the USA: Graphic representations

Lesson 24: ReQuest

Lesson 25: RAFT

Lesson 26: The Weather Page: Comparing data

Lesson 27: Reading and evaluating information

Lesson 28: Creating a narrative from a photograph

Lesson 29: Ad evaluation: What's for sale?

Lesson 30: Discussion Web strategy: Comprehend, evaluate

Lesson 31: Alphabet soup strategy for a summary

Lesson 32: SQ3R: Discovering the main idea

Lesson 33: Writing a scouting report: Interpreting sports statistics and information

Lesson 34: Questioning the author: Discovering the author's point of view

Lesson 35: Anticipation guide

Lesson 36: Critic's corner: Everyone's a critic!

Lesson 37: Writing movie and TV reviews

Lesson 38: Snapshots: Synthesize this!

Lesson 39: Reading the TV listings

Lesson 40: Predictions and inferences

Lesson 41: React to reading with a Quick Write

Lesson 42: Movie reviews

Lesson 43: Chain reactions
 Lesson 44: Discovering the main idea
 Lesson 45: Expressing your opinion
 Lesson 46: Identifying contrasts
 Lesson 47: The Weather Page: Synthesizing information and drawing conclusions
 Lesson 48: Cause & effect
 Lesson 49: Snapshots: Reading between the lines
 Lesson 50: T.A.P.S.:
 Topic-Audience-Purpose-Speaker
 Lesson 51: Persuasive text: How do they DO that?
 Lesson 52: Evaluating validity and reliability
 Lesson 53: USA TODAY Snapshots: From symbols to words
 Lesson 54: Persuasive texts: Save the last word for me!
 Lesson 55: Thinking about technology
 Lesson 56: Entrepreneurs: Finding solutions to problems

PERFORMANCE STANDARD 2.3.

Comprehension and Analysis of Grade-Level-Appropriate Text: Verify and clarify facts presented in other types of expository texts by using a variety of consumer, workplace, and public documents.

Content Provider - USA TODAY

Lesson 1: Personal Poster
 Lesson 2: Introducing USA TODAY
 Lesson 3: The inverted pyramid
 Lesson 4: Found poems
 Lesson 5: Quick Write: Notetaking
 Lesson 6: Why are advertisements effective?
 Lesson 7: SMART
 Lesson 8: Cornell Notes
 Lesson 9: TV Tonight
 Lesson 10: Using the Question Matrix
 Lesson 11: Is the information reliable?
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 Lesson 56: Entrepreneurs: Finding solutions to problems

PERFORMANCE STANDARD

2.4.

Comprehension and Analysis of Grade-Level-Appropriate Text: Make warranted and reasonable assertions about the author's arguments by using elements of the text to defend and clarify interpretations.

Content Provider - USA TODAY

Lesson 1: Personal Poster
 Lesson 2: Introducing USA TODAY
 Lesson 3: The inverted pyramid
 Lesson 4: Found poems
 Lesson 5: Quick Write: Notetaking
 Lesson 6: Why are advertisements effective?
 Lesson 7: SMART
 Lesson 8: Cornell Notes
 Lesson 9: TV Tonight

Lesson 10: Using the Question Matrix
Lesson 11: Is the information reliable?
Lesson 12: Across the USA
Lesson 13: SQP2RS
Lesson 14: Letter to the editor
Lesson 15: Question, Answer, Relationship (QAR)
Lesson 16: Frayer Model
Lesson 17: Ad aware
Lesson 18: Analyzing problems
Lesson 19: USA TODAY Snapshots: Thinking about thinking
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Lesson 21: Summarizing and analyzing an article
Lesson 22: Vocabulary development
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Lesson 24: ReQuest
Lesson 25: RAFT
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Lesson 33: Writing a scouting report: Interpreting sports statistics and information
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Lesson 51: Persuasive text: How do they DO that?
Lesson 52: Evaluating validity and reliability
Lesson 53: USA TODAY Snapshots: From symbols to words
Lesson 54: Persuasive texts: Save the last word for me!
Lesson 55: Thinking about technology

		Lesson 56: Entrepreneurs: Finding solutions to problems
PERFORMANCE STANDARD	2.5.	<p>Comprehension and Analysis of Grade-Level-Appropriate Text: Analyze an author's implicit and explicit philosophical assumptions and beliefs about a subject.</p> <p>Content Provider - USA TODAY Lesson 1: Personal Poster Lesson 2: Introducing USA TODAY Lesson 6: Why are advertisements effective? Lesson 21: Summarizing and analyzing an article Lesson 25: RAFT Lesson 29: Ad evaluation: What's for sale? Lesson 30: Discussion Web strategy: Comprehend, evaluate Lesson 34: Questioning the author: Discovering the author's point of view Lesson 35: Anticipation guide Lesson 36: Critic's corner: Everyone's a critic! Lesson 37: Writing movie and TV reviews Lesson 38: Snapshots: Synthesize this! Lesson 42: Movie reviews Lesson 44: Discovering the main idea Lesson 45: Expressing your opinion Lesson 46: Identifying contrasts Lesson 48: Cause & effect Lesson 50: T.A.P.S.: Topic-Audience-Purpose-Speaker Lesson 51: Persuasive text: How do they DO that? Lesson 54: Persuasive texts: Save the last word for me!</p>
CONTENT STANDARD	CA.3.0.	Reading: Literary Response and Analysis: Students read and respond to historically or culturally significant works of literature that reflect and enhance their studies of history and social science. They conduct in-depth analyses of recurrent themes.
PERFORMANCE STANDARD	3.2.	<p>Narrative Analysis of Grade-Level-Appropriate Text: Analyze the way in which the theme or meaning of a selection represents a view or comment on life, using textual evidence to support the claim.</p> <p>Content Provider - USA TODAY Lesson 40: Predictions and inferences Lesson 49: Snapshots: Reading between the lines Lesson 54: Persuasive texts: Save the last word for me!</p>
PERFORMANCE STANDARD	3.3.	Narrative Analysis of Grade-Level-Appropriate Text: Analyze the ways in which irony, tone, mood, the author's style, and the 'sound' of language achieve specific rhetorical or aesthetic purposes or both.

Content Provider - USA TODAY

Lesson 14: Letter to the editor

Lesson 36: Critic's corner: Everyone's a critic!

Lesson 45: Expressing your opinion

Lesson 51: Persuasive text: How do they DO that?

PERFORMANCE STANDARD 3.6.

Narrative Analysis of Grade-Level-Appropriate Text: Analyze the way in which authors through the centuries have used archetypes drawn from myth and tradition in literature, film, political speeches, and religious writings (e.g., how the archetypes of banishment from an ideal world may be used to interpret Shakespeare's tragedy Macbeth).

Content Provider - USA TODAY

Lesson 9: TV Tonight

Lesson 37: Writing movie and TV reviews

Lesson 39: Reading the TV listings

Lesson 42: Movie reviews

Lesson 47: The Weather Page: Synthesizing information and drawing conclusions

Lesson 54: Persuasive texts: Save the last word for me!

CONTENT STANDARD CA.1.0.

Writing: Writing Strategies: Students write coherent and focused texts that convey a well-defined perspective and tightly reasoned argument. The writing demonstrates students' awareness of the audience and purpose and progression through the stages of the writing process.

PERFORMANCE STANDARD 1.1.

Organization and Focus: Demonstrate an understanding of the elements of discourse (e.g., purpose, speaker, audience, form) when completing narrative, expository, persuasive, or descriptive writing assignments.

Content Provider - USA TODAY

Lesson 14: Letter to the editor

Lesson 28: Creating a narrative from a photograph

Lesson 37: Writing movie and TV reviews

Lesson 42: Movie reviews

Lesson 45: Expressing your opinion

Lesson 48: Cause & effect

Lesson 51: Persuasive text: How do they DO that?

PERFORMANCE STANDARD 1.2.

Organization and Focus: Use point of view, characterization, style (e.g., use of irony), and related elements for specific rhetorical and aesthetic purposes.

Content Provider - USA TODAY

Lesson 4: Found poems

		Lesson 25: RAFT Lesson 28: Creating a narrative from a photograph
PERFORMANCE STANDARD	1.3.	<p>Organization and Focus: Structure ideas and arguments in a sustained, persuasive, and sophisticated way and support them with precise and relevant examples.</p> <p>Content Provider - USA TODAY Lesson 14: Letter to the editor Lesson 37: Writing movie and TV reviews Lesson 42: Movie reviews Lesson 45: Expressing your opinion Lesson 51: Persuasive text: How do they DO that?</p>
PERFORMANCE STANDARD	1.4.	<p>Organization and Focus: Enhance meaning by employing rhetorical devices, including the extended use of parallelism, repetition, and analogy; the incorporation of visual aids (e.g., graphs, tables, pictures); and the issuance of a call for action.</p> <p>Content Provider - USA TODAY Lesson 4: Found poems</p>
PERFORMANCE STANDARD	1.5.	<p>Organization and Focus: Use language in natural, fresh, and vivid ways to establish a specific tone.</p> <p>Content Provider - USA TODAY Lesson 31: Alphabet soup strategy for a summary Lesson 36: Critic's corner: Everyone's a critic! Lesson 42: Movie reviews Lesson 47: The Weather Page: Synthesizing information and drawing conclusions</p>
PERFORMANCE STANDARD	1.6.	<p>Research and Technology: Develop presentations by using clear research questions and creative and critical research strategies (e.g., field studies, oral histories, interviews, experiments, electronic sources).</p> <p>Content Provider - USA TODAY Lesson 14: Letter to the editor</p>
PERFORMANCE STANDARD	1.7.	<p>Research and Technology: Use systematic strategies to organize and record information (e.g., anecdotal scripting, annotated bibliographies).</p> <p>Content Provider - USA TODAY Lesson 1: Personal Poster Lesson 2: Introducing USA TODAY Lesson 5: Quick Write: Notetaking Lesson 8: Cornell Notes Lesson 9: TV Tonight Lesson 10: Using the Question Matrix</p>

Lesson 11: Is the information reliable?
 Lesson 15: Question, Answer, Relationship (QAR)
 Lesson 16: Frayer Model
 Lesson 18: Analyzing problems
 Lesson 19: USA TODAY Snapshots: Thinking about thinking
 Lesson 20: USA TODAY Snapshots and Bloom's Taxonomy
 Lesson 21: Summarizing and analyzing an article
 Lesson 23: Across the USA: Graphic representations
 Lesson 25: RAFT
 Lesson 26: The Weather Page: Comparing data
 Lesson 29: Ad evaluation: What's for sale?
 Lesson 30: Discussion Web strategy: Comprehend, evaluate
 Lesson 33: Writing a scouting report: Interpreting sports statistics and information
 Lesson 36: Critic's corner: Everyone's a critic!
 Lesson 38: Snapshots: Synthesize this!
 Lesson 39: Reading the TV listings
 Lesson 40: Predictions and inferences
 Lesson 46: Identifying contrasts
 Lesson 47: The Weather Page: Synthesizing information and drawing conclusions
 Lesson 48: Cause & effect
 Lesson 49: Snapshots: Reading between the lines
 Lesson 50: T.A.P.S.:
 Topic-Audience-Purpose-Speaker
 Lesson 52: Evaluating validity and reliability
 Lesson 53: USA TODAY Snapshots: From symbols to words
 Lesson 54: Persuasive texts: Save the last word for me!
 Lesson 55: Thinking about technology
 Lesson 56: Entrepreneurs: Finding solutions to problems

PERFORMANCE STANDARD 1.8.

Research and Technology: Integrate databases, graphics, and spreadsheets into word-processed documents.

Content Provider - USA TODAY

Lesson 33: Writing a scouting report: Interpreting sports statistics and information
 Lesson 45: Expressing your opinion
 Lesson 47: The Weather Page: Synthesizing information and drawing conclusions
 Lesson 52: Evaluating validity and reliability
 Lesson 55: Thinking about technology

PERFORMANCE STANDARD 1.9.

Evaluation and Revision: Revise text to highlight the individual voice, improve sentence variety and style, and enhance subtlety of meaning and tone in ways that are consistent with the purpose, audience, and genre.

Content Provider - USA TODAY

Lesson 4: Found poems

Lesson 12: Across the USA

Lesson 25: RAFT

Lesson 29: Ad evaluation: What's for sale?

Lesson 36: Critic's corner: Everyone's a critic!

Lesson 45: Expressing your opinion

Lesson 53: USA TODAY Snapshots: From symbols to words

CONTENT STANDARD	CA.2.0.	Writing: Writing Applications (Genres and Their Characteristics: Students combine the rhetorical strategies of narration, exposition, persuasion, and description to produce texts of at least 1,500 words each. Student writing demonstrates a command of standard American English and the research, organizational, and drafting strategies outlined in Writing Standard 1.0.
PERFORMANCE STANDARD	2.1.	Write fictional, autobiographical, or biographical narratives.
GRADE LEVEL EXPECTATION	2.1.a.	Narrate a sequence of events and communicate their significance to the audience. Content Provider - USA TODAY Lesson 28: Creating a narrative from a photograph
GRADE LEVEL EXPECTATION	2.1.b.	Locate scenes and incidents in specific places. Content Provider - USA TODAY Lesson 28: Creating a narrative from a photograph
GRADE LEVEL EXPECTATION	2.1.c.	Describe with concrete sensory details the sights, sounds, and smells of a scene and the specific actions, movements, gestures, and feelings of the characters; use interior monologue to depict the characters' feelings. Content Provider - USA TODAY Lesson 28: Creating a narrative from a photograph Lesson 29: Ad evaluation: What's for sale?
GRADE LEVEL EXPECTATION	2.1.d.	Pace the presentation of actions to accommodate temporal, spatial, and dramatic mood changes. Content Provider - USA TODAY Lesson 28: Creating a narrative from a photograph
GRADE LEVEL EXPECTATION	2.1.e.	Make effective use of descriptions of appearance, images, shifting perspectives, and sensory details. Content Provider - USA TODAY

Lesson 7: SMART
 Lesson 10: Using the Question Matrix
 Lesson 18: Analyzing problems
 Lesson 25: RAFT
 Lesson 28: Creating a narrative from a photograph
 Lesson 29: Ad evaluation: What's for sale?
 Lesson 41: React to reading with a Quick Write
 Lesson 42: Movie reviews
 Lesson 55: Thinking about technology
 Lesson 56: Entrepreneurs: Finding solutions to problems

CONTENT STANDARD	CA.2.0.	Writing: Writing Applications (Genres and Their Characteristics): Students combine the rhetorical strategies of narration, exposition, persuasion, and description to produce texts of at least 1,500 words each. Student writing demonstrates a command of standard American English and the research, organizational, and drafting strategies outlined in Writing Standard 1.0.
PERFORMANCE STANDARD	2.2.	Write responses to literature.
GRADE LEVEL EXPECTATION	2.2.a.	Demonstrate a comprehensive understanding of the significant ideas in works or passages. Content Provider - USA TODAY Lesson 36: Critic's corner: Everyone's a critic! Lesson 37: Writing movie and TV reviews Lesson 42: Movie reviews
GRADE LEVEL EXPECTATION	2.2.b.	Analyze the use of imagery, language, universal themes, and unique aspects of the text. Content Provider - USA TODAY Lesson 36: Critic's corner: Everyone's a critic! Lesson 37: Writing movie and TV reviews Lesson 42: Movie reviews
GRADE LEVEL EXPECTATION	2.2.c.	Support important ideas and viewpoints through accurate and detailed references to the text and to other works. Content Provider - USA TODAY Lesson 36: Critic's corner: Everyone's a critic! Lesson 37: Writing movie and TV reviews Lesson 42: Movie reviews
GRADE LEVEL EXPECTATION	2.2.d.	Demonstrate an understanding of the author's use of stylistic devices and an appreciation of the effects created. Content Provider - USA TODAY Lesson 36: Critic's corner: Everyone's a critic! Lesson 37: Writing movie and TV reviews

		<p>Lesson 42: Movie reviews Lesson 45: Expressing your opinion Lesson 51: Persuasive text: How do they DO that?</p>
GRADE LEVEL EXPECTATION	2.2.e.	<p>Identify and assess the impact of perceived ambiguities, nuances, and complexities within the text.</p> <p>Content Provider - USA TODAY Lesson 36: Critic's corner: Everyone's a critic! Lesson 37: Writing movie and TV reviews Lesson 42: Movie reviews</p>
CONTENT STANDARD	CA.2.0.	<p>Writing: Writing Applications (Genres and Their Characteristics: Students combine the rhetorical strategies of narration, exposition, persuasion, and description to produce texts of at least 1,500 words each. Student writing demonstrates a command of standard American English and the research, organizational, and drafting strategies outlined in Writing Standard 1.0.</p>
PERFORMANCE STANDARD	2.3.	<p>Write reflective compositions.</p>
GRADE LEVEL EXPECTATION	2.3.a.	<p>Explore the significance of personal experiences, events, conditions, or concerns by using rhetorical strategies (e.g., narration, description, exposition, persuasion).</p> <p>Content Provider - USA TODAY Lesson 4: Found poems Lesson 25: RAFT Lesson 55: Thinking about technology</p>
GRADE LEVEL EXPECTATION	2.3.b.	<p>Draw comparisons between specific incidents and broader themes that illustrate the writer's important beliefs or generalizations about life.</p> <p>Content Provider - USA TODAY Lesson 25: RAFT Lesson 55: Thinking about technology</p>
GRADE LEVEL EXPECTATION	2.3.c.	<p>Maintain a balance in describing individual incidents and relate those incidents to more general and abstract ideas.</p> <p>Content Provider - USA TODAY Lesson 25: RAFT Lesson 55: Thinking about technology</p>
CONTENT STANDARD	CA.2.0.	<p>Writing: Writing Applications (Genres and Their Characteristics: Students combine the rhetorical strategies of narration, exposition, persuasion, and description to produce texts of at least 1,500 words each. Student writing demonstrates a command of</p>

		standard American English and the research, organizational, and drafting strategies outlined in Writing Standard 1.0.
PERFORMANCE STANDARD	2.4.	Write historical investigation reports.
GRADE LEVEL EXPECTATION	2.4.a.	Use exposition, narration, description, argumentation, exposition, or some combination of rhetorical strategies to support the main proposition. Content Provider - USA TODAY Lesson 14: Letter to the editor
GRADE LEVEL EXPECTATION	2.4.b.	Analyze several historical records of a single event, examining critical relationships between elements of the research topic. Content Provider - USA TODAY Lesson 35: Anticipation guide Lesson 38: Snapshots: Synthesize this!
GRADE LEVEL EXPECTATION	2.4.c.	Explain the perceived reason or reasons for the similarities and differences in historical records with information derived from primary and secondary sources to support or enhance the presentation. Content Provider - USA TODAY Lesson 14: Letter to the editor
GRADE LEVEL EXPECTATION	2.4.d.	Include information from all relevant perspectives and take into consideration the validity and reliability of sources. Content Provider - USA TODAY Lesson 14: Letter to the editor
GRADE LEVEL EXPECTATION	2.4.e.	Include a formal bibliography. Content Provider - USA TODAY Lesson 54: Persuasive texts: Save the last word for me!
CONTENT STANDARD	CA.2.0.	Writing: Writing Applications (Genres and Their Characteristics): Students combine the rhetorical strategies of narration, exposition, persuasion, and description to produce texts of at least 1,500 words each. Student writing demonstrates a command of standard American English and the research, organizational, and drafting strategies outlined in Writing Standard 1.0.
PERFORMANCE STANDARD	2.5.	Write job applications and resumes.
GRADE LEVEL EXPECTATION	2.5.d.	Follow the conventional style for that type of document (e.g., resume, memorandum) and use page

formats, fonts, and spacing that contribute to the readability and impact of the document.

Content Provider - USA TODAY

Lesson 14: Letter to the editor

Lesson 45: Expressing your opinion

CONTENT STANDARD	CA.2.0.	Writing: Writing Applications (Genres and Their Characteristics: Students combine the rhetorical strategies of narration, exposition, persuasion, and description to produce texts of at least 1,500 words each. Student writing demonstrates a command of standard American English and the research, organizational, and drafting strategies outlined in Writing Standard 1.0.
PERFORMANCE STANDARD	2.6.	Deliver multimedia presentations.
GRADE LEVEL EXPECTATION	2.6.a.	Combine text, images, and sound and draw information from many sources (e.g., television broadcasts, videos, films, newspapers, magazines, CD- ROMs, the Internet, electronic media-generated images).
		Content Provider - USA TODAY Lesson 9: TV Tonight Lesson 37: Writing movie and TV reviews Lesson 39: Reading the TV listings Lesson 42: Movie reviews Lesson 47: The Weather Page: Synthesizing information and drawing conclusions Lesson 54: Persuasive texts: Save the last word for me!
CONTENT STANDARD	CA.1.0.	Written and Oral English Language Conventions: Students write and speak with a command of standard English conventions.
PERFORMANCE STANDARD	1.1.	Demonstrate control of grammar, diction, and paragraph and sentence structure and an understanding of English usage.
		Content Provider - USA TODAY Lesson 10: Using the Question Matrix Lesson 11: Is the information reliable? Lesson 12: Across the USA Lesson 13: SQP2RS Lesson 18: Analyzing problems Lesson 19: USA TODAY Snapshots: Thinking about thinking Lesson 21: Summarizing and analyzing an article Lesson 23: Across the USA: Graphic representations Lesson 25: RAFT Lesson 26: The Weather Page: Comparing data Lesson 27: Reading and evaluating information

Lesson 28: Creating a narrative from a photograph
 Lesson 30: Discussion Web strategy: Comprehend, evaluate
 Lesson 31: Alphabet soup strategy for a summary
 Lesson 35: Anticipation guide
 Lesson 36: Critic's corner: Everyone's a critic!
 Lesson 44: Discovering the main idea
 Lesson 47: The Weather Page: Synthesizing information and drawing conclusions
 Lesson 48: Cause & effect
 Lesson 49: Snapshots: Reading between the lines
 Lesson 50: T.A.P.S.:
 Topic-Audience-Purpose-Speaker
 Lesson 53: USA TODAY Snapshots: From symbols to words
 Lesson 54: Persuasive texts: Save the last word for me!
 Lesson 56: Entrepreneurs: Finding solutions to problems

PERFORMANCE STANDARD 1.2. Produce legible work that shows accurate spelling and correct punctuation and capitalization.

Content Provider - USA TODAY

Lesson 53: USA TODAY Snapshots: From symbols to words

CONTENT STANDARD CA.1.0. Listening and Speaking Strategies: Listening and Speaking Strategies: Students formulate adroit judgments about oral communication. They deliver focused and coherent presentations that convey clear and distinct perspectives and demonstrate solid reasoning. They use gestures, tone, and vocabulary tailored to the audience and purpose.

PERFORMANCE STANDARD 1.1. Comprehension: Recognize strategies used by the media to inform, persuade, entertain, and transmit culture (e.g., advertisements; perpetuation of stereotypes; use of visual representations, special effects, language).

Content Provider - USA TODAY

Lesson 1: Personal Poster
 Lesson 2: Introducing USA TODAY
 Lesson 6: Why are advertisements effective?
 Lesson 9: TV Tonight
 Lesson 11: Is the information reliable?
 Lesson 17: Ad aware
 Lesson 29: Ad evaluation: What's for sale?
 Lesson 31: Alphabet soup strategy for a summary
 Lesson 37: Writing movie and TV reviews
 Lesson 47: The Weather Page: Synthesizing information and drawing conclusions
 Lesson 50: T.A.P.S.:
 Topic-Audience-Purpose-Speaker

		Lesson 56: Entrepreneurs: Finding solutions to problems
PERFORMANCE STANDARD	1.2.	<p>Comprehension: Analyze the impact of the media on the democratic process (e.g., exerting influence on elections, creating images of leaders, shaping attitudes) at the local, state, and national levels.</p> <p>Content Provider - USA TODAY Lesson 2: Introducing USA TODAY Lesson 6: Why are advertisements effective?</p>
PERFORMANCE STANDARD	1.3.	<p>Comprehension: Interpret and evaluate the various ways in which events are presented and information is communicated by visual image makers (e.g., graphic artists, documentary filmmakers, illustrators, news photographers).</p> <p>Content Provider - USA TODAY Lesson 6: Why are advertisements effective? Lesson 9: TV Tonight Lesson 11: Is the information reliable? Lesson 37: Writing movie and TV reviews Lesson 39: Reading the TV listings Lesson 42: Movie reviews Lesson 47: The Weather Page: Synthesizing information and drawing conclusions Lesson 54: Persuasive texts: Save the last word for me!</p>
PERFORMANCE STANDARD	1.4.	<p>Organization and Delivery of Oral Communication: Use rhetorical questions, parallel structure, concrete images, figurative language, characterization, irony, and dialogue to achieve clarity, force, and aesthetic effect.</p> <p>Content Provider - USA TODAY Lesson 16: Frayer Model Lesson 24: ReQuest Lesson 54: Persuasive texts: Save the last word for me!</p>
CONTENT STANDARD	CA.1.0.	<p>Listening and Speaking Strategies: Listening and Speaking Strategies: Students formulate adroit judgments about oral communication. They deliver focused and coherent presentations that convey clear and distinct perspectives and demonstrate solid reasoning. They use gestures, tone, and vocabulary tailored to the audience and purpose.</p>
PERFORMANCE STANDARD	1.5.	<p>Organization and Delivery of Oral Communication: Distinguish between and use various forms of classical and contemporary logical arguments, including:</p>
GRADE LEVEL EXPECTATION	1.5.a.	

Inductive and deductive reasoning.

Content Provider - USA TODAY

Lesson 4: Found poems

Lesson 8: Cornell Notes

Lesson 13: SQP2RS

Lesson 19: USA TODAY Snapshots: Thinking about thinking

Lesson 29: Ad evaluation: What's for sale?

Lesson 35: Anticipation guide

Lesson 38: Snapshots: Synthesize this!

Lesson 40: Predictions and inferences

Lesson 48: Cause & effect

Lesson 51: Persuasive text: How do they DO that?

Lesson 53: USA TODAY Snapshots: From symbols to words

Lesson 55: Thinking about technology

Lesson 56: Entrepreneurs: Finding solutions to problems

CONTENT STANDARD

CA.1.0.

Listening and Speaking Strategies: Listening and Speaking Strategies: Students formulate adroit judgments about oral communication. They deliver focused and coherent presentations that convey clear and distinct perspectives and demonstrate solid reasoning. They use gestures, tone, and vocabulary tailored to the audience and purpose.

PERFORMANCE STANDARD

1.6.

Organization and Delivery of Oral Communication: Use logical, ethical, and emotional appeals that enhance a specific tone and purpose.

Content Provider - USA TODAY

Lesson 42: Movie reviews

PERFORMANCE STANDARD

1.11.

Analysis and Evaluation of Oral and Media Communications: Critique a speaker's diction and syntax in relation to the purpose of an oral communication and the impact the words may have on the audience.

Content Provider - USA TODAY

Lesson 8: Cornell Notes

Lesson 53: USA TODAY Snapshots: From symbols to words

PERFORMANCE STANDARD

1.13.

Analysis and Evaluation of Oral and Media Communications: Analyze the four basic types of persuasive speech (i.e., propositions of fact, value, problem, or policy) and understand the similarities and differences in their patterns of organization and the use of persuasive language, reasoning, and proof.

		<p>Content Provider - USA TODAY Lesson 42: Movie reviews</p>
PERFORMANCE STANDARD	1.14.	<p>Analysis and Evaluation of Oral and Media Communications: Analyze the techniques used in media messages for a particular audience and evaluate their effectiveness (e.g., Orson Welles' radio broadcast 'War of the Worlds').</p> <p>Content Provider - USA TODAY Lesson 6: Why are advertisements effective? Lesson 9: TV Tonight Lesson 11: Is the information reliable? Lesson 37: Writing movie and TV reviews Lesson 42: Movie reviews</p>
CONTENT STANDARD	CA.2.0.	<p>Listening and Speaking Strategies: Speaking Applications (Genres and Their Characteristics): Students deliver polished formal and extemporaneous presentations that combine traditional rhetorical strategies of narration, exposition, persuasion, and description. Student speaking demonstrates a command of standard American English and the organizational and delivery strategies outlined in Listening and Speaking Standard 1.0.</p>
PERFORMANCE STANDARD	2.2.	<p>Deliver oral reports on historical investigations.</p>
GRADE LEVEL EXPECTATION	2.2.a.	<p>Use exposition, narration, description, persuasion, or some combination of those to support the thesis.</p> <p>Content Provider - USA TODAY Lesson 18: Analyzing problems</p>
GRADE LEVEL EXPECTATION	2.2.b.	<p>Analyze several historical records of a single event, examining critical relationships between elements of the research topic.</p> <p>Content Provider - USA TODAY Lesson 35: Anticipation guide Lesson 38: Snapshots: Synthesize this!</p>
GRADE LEVEL EXPECTATION	2.2.c.	<p>Explain the perceived reason or reasons for the similarities and differences by using information derived from primary and secondary sources to support or enhance the presentation.</p> <p>Content Provider - USA TODAY Lesson 18: Analyzing problems</p>
GRADE LEVEL EXPECTATION	2.2.d.	<p>Include information on all relevant perspectives and consider the validity and reliability of sources.</p> <p>Content Provider - USA TODAY</p>

Lesson 14: Letter to the editor

CONTENT STANDARD	CA.2.0.	Listening and Speaking Strategies: Speaking Applications (Genres and Their Characteristics): Students deliver polished formal and extemporaneous presentations that combine traditional rhetorical strategies of narration, exposition, persuasion, and description. Student speaking demonstrates a command of standard American English and the organizational and delivery strategies outlined in Listening and Speaking Standard 1.0.
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PERFORMANCE STANDARD	2.4.	Deliver multimedia presentations.
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GRADE LEVEL EXPECTATION	2.4.a.	Combine text, images, and sound by incorporating information from a wide range of media, including films, newspapers, magazines, CD-ROMs, online information, television, videos, and electronic media-generated images.
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Content Provider - USA TODAY

- Lesson 9: TV Tonight
- Lesson 37: Writing movie and TV reviews
- Lesson 39: Reading the TV listings
- Lesson 42: Movie reviews
- Lesson 47: The Weather Page: Synthesizing information and drawing conclusions
- Lesson 54: Persuasive texts: Save the last word for me!