

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



correlated to the

**Common Core State Standards Initiative,
English Language Arts: Grades 7 – 9**

2010

*TM & © Scholastic Inc. All rights reserved.
SCHOLASTIC, Expert 21, and associated logos are trademarks and/or
registered trademarks of Scholastic Inc.*

Expert 21 – Course I, Vol. 1 & 2 – Scholastic Publishing correlated to
Common Core State Standards Initiative English Language Arts Grade 7

<p>College and Career Readiness Standards for Reading</p> <p>The grades 6–12 standards on the following pages define what students should understand and be able to do in each grade and build toward the ten College and Career Readiness Standards.</p>	
<p><i>Key Ideas and Details</i></p>	
<p>1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p>	<p>SB Vol. 1, pgs 94, 97, 99, 101, 103, 105, 107, T22-T23 TE Vol. 1, pgs 94, 97, 99, 101, 103, 105, 107, T22-T23</p>
<p>2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p>	<p>SB Vol. 1, pgs. 8, 18, 30, 34, 46, 56, 82, 94, 108, 112, 122, 132, 158, 170, 182, 186, 200, 210, 236, 248, 256, 260, 270, 284; SB Vol. 2, pgs. 8, 16, 32, 36, 46, 60, 86, 92, 108, 112, 120, 136, 164, 178, 190, 194, 206, 220, 246, 258, 272, 276, 284, 296</p> <p>TE Vol. 1, pgs. 8, 18, 30, 34, 46, 56, 82, 94, 108, 112, 122, 132, 158, 170, 182, 186, 200, 210, 236, 248, 256, 260, 270, 284; TE Vol. 2, pgs. 8, 16, 32, 36, 46, 60, 86, 92, 108, 112, 120, 136, 164, 178, 190, 194, 206, 220, 246, 258, 272, 276, 284, 296</p>
<p>3. Analyze in detail where, when, why, and how events, ideas, and characters develop and interact over the course of a text.</p>	<p>SB Vol. 1, pgs. 8, 18, 30, 34, 46, 56, 82, 94, 108, 112, 122, 132, 158, 170, 182, 186, 200, 210, 236, 248, 256, 260, 270, 284; SB Vol. 2, pgs. 8, 16, 32, 36, 46, 60, 86, 92, 108, 112, 120, 136, 164, 178, 190, 194, 206, 220, 246, 258, 272, 276, 284, 296</p> <p>TE Vol. 1, pgs. 8, 18, 30, 34, 46, 56, 82, 94, 108, 112, 122, 132, 158, 170, 182, 186, 200, 210, 236, 248, 256, 260, 270, 284; TE Vol. 2, pgs. 8, 16, 32, 36, 46, 60, 86, 92, 108, 112, 120, 136, 164, 178, 190, 194, 206, 220, 246, 258, 272, 276, 284, 296</p>
<p><i>Craft and Structure</i></p>	
<p>4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and explain how specific word choices shape meaning or tone.</p>	<p>SB Vol. 1, pgs. 261, 265, 271, 274, 279; SB Vol. 2, pgs. 37, 41, 47, 51, 55 TE Vol. 1, pgs 261, 271, 284; TE Vol. 2, pgs. 37, 41, 47, 51, 55</p>
<p>5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section or chapter) relate to each other and the whole.</p>	<p>SB Vol. 1, pgs. 10, 20, 28, 36, 48, 54, 84, 90, 96, 114, 124, 128; SB Vol. 2, pgs. 10, 18, 28, 38, 48, 58, 88, 94, 104, 114, 122, 134, 166, 176, 180, 196, 208, 216, 248, 260, 268, 278, 286, 294</p> <p>TE Vol. 1, pgs. 10, 20, 28, 36, 48, 54, 84, 90, 96, 114, 124, 128; SB Vol. 2, pgs. 10, 18, 28, 38, 48, 58, 88, 94, 104, 114, 122, 134, 166, 176, 180, 196, 208, 216, 248, 260, 268, 278, 286, 294</p>

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

<p>Reading Standards for Literature 6–12</p> <p>Following are the standards for grades 6–12, which relate to their College and Career Readiness counterparts by number. They offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades.</p>	
<p><i>Key Ideas and Details</i></p>	
<p>1. Cite specific textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<p>SB Vol. 1, pgs. 8, 18, 30, 34, 46, 56, 82, 94, 108, 112, 122, 132, 158, 170, 182, 186, 200, 210, 236, 248, 256, 260, 270, 284; SB Vol. 2, pgs. 8, 16, 32, 36, 46, 60, 86, 92, 108, 112, 120, 136, 164, 178, 190, 194, 206, 220, 246, 258, 272, 276, 284, 296</p> <p>TE Vol. 1, pgs. 8, 18, 30, 34, 46, 56, 82, 94, 108, 112, 122, 132, 158, 170, 182, 186, 200, 210, 236, 248, 256, 260, 270, 284; TE Vol. 2, pgs. 8, 16, 32, 36, 46, 60, 86, 92, 108, 112, 120, 136, 164, 178, 190, 194, 206, 220, 246, 258, 272, 276, 284, 296</p>
<p>2. Analyze how a theme or central idea develops over the course of a text, drawing on key details.</p>	<p>SB Vol. 1, pgs. 8, 34, 82, 112, 158, 200, 236, 248; Vol. 2, pgs. 8, 16, 86, 92, 178, 206, 246, 284-Navigating Text</p> <p>TE Vol. 1, pgs. 8, 34, 82, 112, 158, 200, 236, 248; Vol. 2, pgs. 8, 16, 86, 92, 178, 206, 246, 284-Navigating Text</p>
<p>3. Describe how a story’s plot unfolds (in a series of episodes or as a problem to be solved) as well as how characters adapt or change as they move toward a resolution.</p>	<p>SB Vol. 1, pgs. 8, 18, 30, 34, 46, 56, 82, 94, 108, 112, 122, 132, 158, 170, 182, 186, 200, 210, 236, 248, 256, 260, 270, 284; SB Vol. 2, pgs. 8, 16, 32, 36, 46, 60, 86, 92, 108, 112, 120, 136, 164, 178, 190, 194, 206, 220, 246, 258, 272, 276, 284, 296</p> <p>TE Vol. 1, pgs. 8, 18, 30, 34, 46, 56, 82, 94, 108, 112, 122, 132, 158, 170, 182, 186, 200, 210, 236, 248, 256, 260, 270, 284; TE Vol. 2, pgs. 8, 16, 32, 36, 46, 60, 86, 92, 108, 112, 120, 136, 164, 178, 190, 194, 206, 220, 246, 258, 272, 276, 284, 296</p>
<p><i>Craft and Structure</i></p>	
<p>4. Interpret the figurative and connotative meanings of words and phrases as they are used in a text.</p>	<p>SB Vol. 1, pgs. 10, 20, 28, 36, 48, 54, 84, 90, 96, 114, 124, 128; SB Vol. 2, pgs. 10, 18, 28, 38, 48, 58, 88, 94, 104, 114, 122, 134, 166, 176, 180, 196, 208, 216, 248, 260, 268, 278, 286, 294</p> <p>TE Vol. 1, pgs. 10, 20, 28, 36, 48, 54, 84, 90, 96, 114, 124, 128; SB Vol. 2, pgs. 10, 18, 28, 38, 48, 58, 88, 94, 104, 114, 122, 134, 166, 176, 180, 196, 208, 216, 248, 260, 268, 278, 286, 294</p>
<p>5. Explain the effect of such devices as flashbacks and foreshadowing on the development of the plot and meaning of a text.</p>	<p>SB Vol. 1, pgs 37; SB Vol. 2, 125, 170</p> <p>TE Vol. 1, pgs, 37; TE Vol. 2, 125, 170</p>

<p>6. Describe how an author establishes the point of view of the speaker or a character in a poem, drama, or story.</p>	<p>SB Vol. 1, pgs. 260, 263, 264, 267, 268, T30-T31; SB Vol. 2, pgs. 194, 197, 199, 201, 203, 204, T28-T29</p> <p>TE Vol. 1, pgs. 260, 263, 264, 267, 268, T30-T31; TE Vol. 2, pgs. 194, 197, 199, 201, 203, 204, T28-T29</p>
<p><i>Integration of Knowledge and Ideas</i></p>	
<p>7. Analyze how illustrations, diagrams, multimedia elements, and words contribute to the meaning and tone of a print or digital text (e.g., graphic novel, multimedia presentation of fiction).</p>	<p>SB Vol. 1, pgs. 4, 8, 30, 33, 34, 56, 108, 132, 182, 210, 256, 284; SB Vol. 2, pgs. 32, 60, 108, 136, 190, 220, 272, 296</p> <p>TE Vol. 1, pgs. 4, 8, 30, 33, 34, 56, 108, 132, 182, 210, 256, 284; TE Vol. 2, pgs. 32, 60, 108, 136, 190, 220, 272, 296</p>
<p>8. (Not applicable to literature)</p>	<p>N/A</p>
<p>9. Analyze stories in the same genre (e.g., mysteries, adventure stories), comparing and contrasting their approaches to similar themes and topics.</p>	<p>SB Vol. 1, pgs. 8, 18, 30, 34, 46, 56, 82, 94, 108, 112, 122, 132, 158, 170, 182, 186, 200, 210, 236, 248, 256, 260, 270, 284; SB Vol. 2, pgs. 8, 16, 32, 36, 46, 60, 86, 92, 108, 112, 120, 136, 164, 178, 190, 194, 206, 220, 246, 258, 272, 276, 284, 296</p> <p>TE Vol. 1, pgs. 8, 18, 30, 34, 46, 56, 82, 94, 108, 112, 122, 132, 158, 170, 182, 186, 200, 210, 236, 248, 256, 260, 270, 284; TE Vol. 2, pgs. 8, 16, 32, 36, 46, 60, 86, 92, 108, 112, 120, 136, 164, 178, 190, 194, 206, 220, 246, 258, 272, 276, 284, 296</p>
<p><i>Range and Level of Text Complexity</i></p>	
<p>10. Read literature independently, proficiently, and fluently in the grades 6–8 text complexity band; read texts at the high end of the range with scaffolding as needed.</p>	<p>SB Vol. 1, pgs. 8, 18, 30, 34, 46, 56, 82, 94, 108, 112, 122, 132, 158, 170, 182, 186, 200, 210, 236, 248, 256, 260, 270, 284; SB Vol. 2, pgs. 8, 16, 32, 36, 46, 60, 86, 92, 108, 112, 120, 136, 164, 178, 190, 194, 206, 220, 246, 258, 272, 276, 284, 296</p> <p>TE Vol. 1, pgs. 8, 18, 30, 34, 46, 56, 82, 94, 108, 112, 122, 132, 158, 170, 182, 186, 200, 210, 236, 248, 256, 260, 270, 284; TE Vol. 2, pgs. 8, 16, 32, 36, 46, 60, 86, 92, 108, 112, 120, 136, 164, 178, 190, 194, 206, 220, 246, 258, 272, 276, 284, 296</p>
<p>Reading Standards for Informational Text 6–12</p>	
<p><i>Key Ideas and Details</i></p>	
<p>1. Cite specific textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<p>SB Vol. 1, pgs. 8, 18, 30, 34, 46, 56, 82, 94, 108, 112, 122, 132, 158, 170, 182, 186, 200, 210, 236, 248, 256, 260, 270, 284; SB Vol. 2, pgs. 8, 16, 32, 36, 46, 60, 86, 92, 108, 112, 120, 136, 164, 178, 190, 194, 206, 220, 246, 258, 272, 276, 284, 296</p> <p>TE Vol. 1, pgs. 8, 18, 30, 34, 46, 56, 82, 94, 108, 112, 122, 132, 158, 170, 182, 186, 200, 210, 236, 248, 256, 260, 270, 284; TE Vol. 2, pgs. 8, 16, 32, 36, 46, 60, 86, 92, 108, 112, 120, 136, 164, 178, 190, 194, 206, 220, 246, 258, 272, 276, 284, 296</p>

<p>2. Analyze how a central idea develops over the course of a text, drawing on key details.</p>	<p>SB Vol. 1, pgs. 8, 18, 30, 34, 46, 56, 82, 94, 108, 112, 122, 132, 158, 170, 182, 186, 200, 210, 236, 248, 256, 260, 270, 284; SB Vol. 2, pgs. 8, 16, 32, 36, 46, 60, 86, 92, 108, 112, 120, 136, 164, 178, 190, 194, 206, 220, 246, 258, 272, 276, 284, 296</p> <p>TE Vol. 1, pgs. 8, 18, 30, 34, 46, 56, 82, 94, 108, 112, 122, 132, 158, 170, 182, 186, 200, 210, 236, 248, 256, 260, 270, 284; TE Vol. 2, pgs. 8, 16, 32, 36, 46, 60, 86, 92, 108, 112, 120, 136, 164, 178, 190, 194, 206, 220, 246, 258, 272, 276, 284, 296</p>
<p>3. Determine the causes or reasons that link different events, ideas, or information in a text, drawing on key details.</p>	<p>SB Vol. 1, pgs. 6, 18, 32, 46, 54, 58, 80, 82, 122, 156, 170, 186, 208, 234, 260, 270, 286; SB Vol. 2, pgs. 6, 36, 46, 58, 62, 84, 86, 92, 112, 162, 206, 244, 258, 268, 276, 284</p> <p>TE Vol. 1, pgs. 6, 18, 32, 46, 54, 58, 80, 82, 122, 156, 170, 186, 208, 234, 260, 270, 286; TE Vol. 2, pgs. 6, 36, 46, 58, 62, 84, 86, 92, 112, 162, 206, 244, 258, 268, 276, 284</p>
<p><i>Craft and Structure</i></p>	
<p>4. Interpret words and phrases as they are used in a text, including technical, figurative, and connotative meanings, and analyze how an author’s choice of specific words in a text contributes to understanding the ideas or concepts.</p>	<p>SB Vol. 1, pgs. 10, 20, 28, 36, 48, 54, 84, 90, 96, 114, 124, 128; SB Vol. 2, pgs. 10, 18, 28, 38, 48, 58, 88, 94, 104, 114, 122, 134, 166, 176, 180, 196, 208, 216, 248, 260, 268, 278, 286, 294</p> <p>TE Vol. 1, pgs. 10, 20, 28, 36, 48, 54, 84, 90, 96, 114, 124, 128; SB Vol. 2, pgs. 10, 18, 28, 38, 48, 58, 88, 94, 104, 114, 122, 134, 166, 176, 180, 196, 208, 216, 248, 260, 268, 278, 286, 294</p>
<p>5. Describe the structure an author uses to organize a specific text, including how the major sections contribute to the whole.</p>	<p>SB Vol. 1, pgs. 59, 135, 290, 292; SB Vol. 2, pgs. 55, 68, 118, 120, 145, 209, 222</p> <p>TE Vol. 1, pgs. 59, 135, 290, 292; TE Vol. 2, pgs. 55, 68, 118, 120, 145, 209, 222</p>
<p>6. Compare and contrast one author’s point of view on events with that of another (e.g., a memoir written by and a biography on the same person).</p>	<p>SB Vol. 1, pgs. 59, 135, 290, 292; SB Vol. 2, pgs. 55, 68, 118, 120, 145, 209, 222</p> <p>TE Vol. 1, pgs. 59, 135, 290, 292; TE Vol. 2, pgs. 55, 68, 118, 120, 145, 209, 222</p>
<p><i>Integration of Knowledge and Ideas</i></p>	
<p>7. Compare and contrast the accounts of a subject in different mediums (e.g., a person’s life story told in print, video, or multimedia), analyzing which details are emphasized and how the account unfolds in each version.</p>	<p>SB Vol. 1, pgs. 8, 18, 30, 34, 46, 56, 82, 94, 108, 112, 122, 132, 158, 170, 182, 186, 200, 210, 236, 248, 256, 260, 270, 284; SB Vol. 2, pgs. 8, 16, 32, 36, 46, 60, 86, 92, 108, 112, 120, 136, 164, 178, 190, 194, 206, 220, 246, 258, 272, 276, 284, 296</p> <p>TE Vol. 1, pgs. 8, 18, 30, 34, 46, 56, 82, 94, 108, 112, 122, 132, 158, 170, 182, 186, 200, 210, 236, 248, 256, 260, 270, 284; TE Vol. 2, pgs. 8, 16, 32, 36, 46, 60, 86, 92, 108, 112, 120, 136, 164, 178, 190, 194, 206, 220, 246, 258, 272, 276, 284, 296</p>

<p>8. Distinguish among fact, opinion, and reasoned judgment presented in a text.</p>	<p>SB Vol. 1, pgs. 8, 18, 30, 34, 46, 56, 82, 94, 108, 112, 122, 132, 158, 170, 182, 186, 200, 210, 236, 248, 256, 260, 270, 284; SB Vol. 2, pgs. 8, 16, 32, 36, 46, 60, 86, 92, 108, 112, 120, 136, 164, 178, 190, 194, 206, 220, 246, 258, 272, 276, 284, 296</p> <p>TE Vol. 1, pgs. 8, 18, 30, 34, 46, 56, 82, 94, 108, 112, 122, 132, 158, 170, 182, 186, 200, 210, 236, 248, 256, 260, 270, 284; TE Vol. 2, pgs. 8, 16, 32, 36, 46, 60, 86, 92, 108, 112, 120, 136, 164, 178, 190, 194, 206, 220, 246, 258, 272, 276, 284, 296</p>
<p>9. Assess the similarities and differences between two or more texts on the same subject and apply the knowledge gained to inform reading of additional texts.</p>	<p>SB Vol. 1, pgs. 8, 18, 30, 34, 46, 56, 82, 94, 108, 112, 122, 132, 158, 170, 182, 186, 200, 210, 236, 248, 256, 260, 270, 284; SB Vol. 2, pgs. 8, 16, 32, 36, 46, 60, 86, 92, 108, 112, 120, 136, 164, 178, 190, 194, 206, 220, 246, 258, 272, 276, 284, 296</p> <p>TE Vol. 1, pgs. 8, 18, 30, 34, 46, 56, 82, 94, 108, 112, 122, 132, 158, 170, 182, 186, 200, 210, 236, 248, 256, 260, 270, 284; TE Vol. 2, pgs. 8, 16, 32, 36, 46, 60, 86, 92, 108, 112, 120, 136, 164, 178, 190, 194, 206, 220, 246, 258, 272, 276, 284, 296</p>
<p><i>Range and Level of Text Complexity</i></p>	
<p>10. Read informational text independently, proficiently, and fluently in the grades 6–8 text complexity band; read texts at the high end of the range with scaffolding as needed.</p>	<p>SB Vol. 1, pgs. 8, 18, 30, 34, 46, 56, 82, 94, 108, 112, 122, 132, 158, 170, 182, 186, 200, 210, 236, 248, 256, 260, 270, 284; SB Vol. 2, pgs. 8, 16, 32, 36, 46, 60, 86, 92, 108, 112, 120, 136, 164, 178, 190, 194, 206, 220, 246, 258, 272, 276, 284, 296</p> <p>TE Vol. 1, pgs. 8, 18, 30, 34, 46, 56, 82, 94, 108, 112, 122, 132, 158, 170, 182, 186, 200, 210, 236, 248, 256, 260, 270, 284; TE Vol. 2, pgs. 8, 16, 32, 36, 46, 60, 86, 92, 108, 112, 120, 136, 164, 178, 190, 194, 206, 220, 246, 258, 272, 276, 284, 296</p>
<p>College and Career Readiness Standards for Writing</p> <p>The grades 6–12 standards on the following pages define what students should understand and be able to do in each grade and build toward the ten College and Career Readiness Standards.</p>	
<p><i>Text Types and Purposes</i></p>	
<p>1. Write arguments to support a substantive claim with clear reasons and relevant and sufficient evidence.</p>	<p>SB Vol. 1, pgs. 136-143, 214-219, 288-295; SB Vol. 2, pgs. 64-71, 140-147, 224-231, 300-307</p> <p>TE Vol. 1, pgs. 136-143, 214-219, 288-295; TE Vol. 2, pgs. 64-71, 140-147, 224-231, 300-307</p>
<p>2. Write informative/explanatory texts to convey complex information clearly and accurately through purposeful selection and organization of content.</p>	<p>SB Vol. 1, pgs. 136-143, 214-219, 288-295; SB Vol. 2, pgs. 64-71, 140-147, 224-231, 300-307</p> <p>TE Vol. 1, pgs. 136-143, 214-219, 288-295; TE Vol. 2, pgs. 64-71, 140-147, 224-231, 300-307</p>

<p>3. Write narratives to convey real or imagined experiences, individuals, or events and how they develop over time.</p>	<p>SB Vol. 1, pgs. 136-143, 214-219, 288-295; SB Vol. 2, pgs. 64-71, 140-147, 224-231, 300-307 TE Vol. 1, pgs. 136-143, 214-219, 288-295; TE Vol. 2, pgs. 64-71, 140-147, 224-231, 300-307</p>
<p><i>Production and Distribution of Writing</i></p>	
<p>4. Produce writing in which the organization, development, substance, and style are appropriate to task, purpose, and audience.</p>	<p>SB Vol. 1, pgs. 136-143, 214-219, 288-295; SB Vol. 2, pgs. 64-71, 140-147, 224-231, 300-307 TE Vol. 1, pgs. 136-143, 214-219, 288-295; TE Vol. 2, pgs. 64-71, 140-147, 224-231, 300-307</p>
<p>5. Strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p>	<p>SB Vol. 1, pgs. 136-143, 214-219, 288-295; SB Vol. 2, pgs. 64-71, 140-147, 224-231, 300-307 TE Vol. 1, pgs. 136-143, 214-219, 288-295; TE Vol. 2, pgs. 64-71, 140-147, 224-231, 300-307</p>
<p>6. Use technology, including the Internet, to produce, publish, and interact with others about writing.</p>	<p>SB Vol. 1, pgs. 10, 84, 90, 128, 178, 202, 208, 250; SB Vol. 2, pgs. 10, 28, 88, 94, 268 TE Vol. 1, pgs. 10, 84, 90, 128, 178, 202, 208, 250; TE Vol. 2, pgs. 10, 28, 88, 94, 268</p>
<p><i>Research to Build Knowledge</i></p>	
<p>7. Perform short, focused research projects as well as more sustained research in response to a focused research question, demonstrating understanding of the material under investigation.</p>	<p>SB Vol. 1, pgs. 64-67, 139-143, 218-221, 292-295; SB Vol. 2, pgs. 68-71, 144-147, 228-231, 304-307 TE Vol. 1, pgs. 64-67, 139-143, 218-221, 292-295; TE Vol. 2, pgs. 68-71, 144-147, 228-231, 304-307</p>
<p>8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate and cite the information while avoiding plagiarism.</p>	<p>SB Vol. 1, pgs. 64-67, 139-143, 218-221, 292-295; SB Vol. 2, pgs. 68-71, 144-147, 228-231, 304-307 TE Vol. 1, pgs. 64-67, 139-143, 218-221, 292-295; TE Vol. 2, pgs. 68-71, 144-147, 228-231, 304-307</p>
<p>9. Write in response to literary or informational sources, drawing evidence from the text to support analysis and reflection as well as to describe what they have learned.</p>	<p>SB Vol. 1, pgs. 64-67, 139-143, 218-221, 292-295; SB Vol. 2, pgs. 68-71, 144-147, 228-231, 304-307 TE Vol. 1, pgs. 64-67, 139-143, 218-221, 292-295; TE Vol. 2, pgs. 68-71, 144-147, 228-231, 304-307</p>
<p><i>Range of Writing</i></p>	
<p>10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p>	<p>SB Vol. 1, pgs. 64-67, 139-143, 218-221, 292-295; SB Vol. 2, pgs. 68-71, 144-147, 228-231, 304-307 TE Vol. 1, pgs. 64-67, 139-143, 218-221, 292-295; TE Vol. 2, pgs. 68-71, 144-147, 228-231, 304-307</p>

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

b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.	SB Vol. 1, pgs. 64-67, 139-143, 218-221, 292-295; SB Vol. 2, pgs. 68-71, 144-147, 228-231, 304-307 TE Vol. 1, pgs. 64-67, 139-143, 218-221, 292-295; TE Vol. 2, pgs. 68-71, 144-147, 228-231, 304-307
c. Use appropriate links and varied sentence structures to join and clarify ideas.	SB Vol. 1, pgs. 64-67, 139-143, 218-221, 292-295; SB Vol. 2, pgs. 68-71, 144-147, 228-231, 304-307 TE Vol. 1, pgs. 64-67, 139-143, 218-221, 292-295; TE Vol. 2, pgs. 68-71, 144-147, 228-231, 304-307
d. Use straightforward language to create an objective style appropriate for a reader seeking information.	SB Vol. 1, pgs. 64-67, 139-143, 218-221, 292-295; SB Vol. 2, pgs. 68-71, 144-147, 228-231, 304-307 TE Vol. 1, pgs. 64-67, 139-143, 218-221, 292-295; TE Vol. 2, pgs. 68-71, 144-147, 228-231, 304-307
e. Provide a conclusion that follows logically from the information or explanation presented.	SB Vol. 1, pgs. 64-67, 139-143, 218-221, 292-295; SB Vol. 2, pgs. 68-71, 144-147, 228-231, 304-307 TE Vol. 1, pgs. 64-67, 139-143, 218-221, 292-295; TE Vol. 2, pgs. 68-71, 144-147, 228-231, 304-307
3. Write narratives in which they:	
a. Engage and orient the reader by establishing a context and point of view, and organize a sequence of events or experiences.	SB Vol. 1, pgs. 136-143, 214-219, 288-295; SB Vol. 2, pgs. 64-71, 140-147, 224-231, 300-307 TE Vol. 1, pgs. 136-143, 214-219, 288-295; TE Vol. 2, pgs. 64-71, 140-147, 224-231, 300-307
b. Develop narrative elements (e.g., setting, event sequence, characters) using relevant sensory details.	SB Vol. 1, pgs. 136-143, 214-219, 288-295; SB Vol. 2, pgs. 64-71, 140-147, 224-231, 300-307 TE Vol. 1, pgs. 136-143, 214-219, 288-295; TE Vol. 2, pgs. 64-71, 140-147, 224-231, 300-307
c. Use a variety of transition words, phrases, and clauses to convey sequence, shift from one time frame or setting to another, and/or show the relationships among events and experiences.	SB Vol. 1, pgs. 136-143, 214-219, 288-295; SB Vol. 2, pgs. 64-71, 140-147, 224-231, 300-307 TE Vol. 1, pgs. 136-143, 214-219, 288-295; TE Vol. 2, pgs. 64-71, 140-147, 224-231, 300-307
d. Choose words and phrases to develop the events, experiences, and ideas precisely.	SB Vol. 1, pgs. 136-143, 214-219, 288-295; SB Vol. 2, pgs. 64-71, 140-147, 224-231, 300-307 TE Vol. 1, pgs. 136-143, 214-219, 288-295; TE Vol. 2, pgs. 64-71, 140-147, 224-231, 300-307
e. Provide a satisfying conclusion that follows from the events, experiences, or ideas.	SB Vol. 1, pgs. 136-143, 214-219, 288-295; SB Vol. 2, pgs. 64-71, 140-147, 224-231, 300-307 TE Vol. 1, pgs. 136-143, 214-219, 288-295; TE Vol. 2, pgs. 64-71, 140-147, 224-231, 300-307

<i>Production and Distribution of Writing</i>	
4. Produce writing in which the organization, development, substance, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Standards 1–3 above.)	SB Vol. 1, pgs. 136-143, 214-219, 288-295; SB Vol. 2, pgs. 64-71, 140-147, 224-231, 300-307 TE Vol. 1, pgs. 136-143, 214-219, 288-295; TE Vol. 2, pgs. 64-71, 140-147, 224-231, 300-307
5. With some guidance and support from peers and adults, strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	SB Vol. 1, pgs. 136-143, 214-219, 288-295; SB Vol. 2, pgs. 64-71, 140-147, 224-231, 300-307 TE Vol. 1, pgs. 136-143, 214-219, 288-295; TE Vol. 2, pgs. 64-71, 140-147, 224-231, 300-307
6. Use technology, including the Internet, to produce, publish, and interact with others about writing, including linking to and citing online sources.	SB Vol. 1, pgs. 10, 84, 90, 128, 178, 202, 208, 250; SB Vol. 2, pgs. 10, 28, 88, 94, 268, TE Vol. 1, pgs. 10, 84, 90, 128, 178, 202, 208, 250; TE Vol. 2, pgs. 10, 28, 88, 94, 268
<i>Research to Build Knowledge</i>	
7. Perform short, focused research projects in response to a question and refocus the inquiry in response to further research and investigation.	SB Vol. 1, pgs. 136-143, 214-219, 288-295; SB Vol. 2, pgs. 64-71, 140-147, 224-231, 300-307 TE Vol. 1, pgs. 136-143, 214-219, 288-295; TE Vol. 2, pgs. 64-71, 140-147, 224-231, 300-307
8. Gather relevant information from multiple print and digital sources, assess the credibility of each source, and quote or paraphrase the data and conclusions of others while avoiding plagiarism and documenting sources.	SB Vol. 1, pgs. 136-143, 214-219, 288-295; SB Vol. 2, pgs. 64-71, 140-147, 224-231, 300-307 TE Vol. 1, pgs. 136-143, 214-219, 288-295; TE Vol. 2, pgs. 64-71, 140-147, 224-231, 300-307
9. Write in response to literary or informational sources, drawing evidence from the text to support analysis and reflection as well as to describe what they have learned.	
a. Apply <i>grade 6 reading standards</i> to literature (e.g., “Analyze stories in the same genre (e.g., mysteries, adventure stories), comparing and contrasting their approaches to similar themes and topics.”).	SB Vol. 1, pgs. 136-143, 214-219, 288-295; SB Vol. 2, pgs. 64-71, 140-147, 224-231, 300-307 TE Vol. 1, pgs. 136-143, 214-219, 288-295; TE Vol. 2, pgs. 64-71, 140-147, 224-231, 300-307
b. Apply <i>grade 6 reading standards</i> to literary nonfiction (e.g., “Distinguish among fact, opinion, and reasoned judgment presented in a text”).	SB Vol. 1, pgs. 136-143, 214-219, 288-295; SB Vol. 2, pgs. 64-71, 140-147, 224-231, 300-307 TE Vol. 1, pgs. 136-143, 214-219, 288-295; TE Vol. 2, pgs. 64-71, 140-147, 224-231, 300-307

<i>Range of Writing</i>	
<p>10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p>	<p>SB Vol. 1, pgs. 136-143, 214-219, 288-295; SB Vol. 2, pgs. 64-71, 140-147, 224-231, 300-307</p> <p>TE Vol. 1, pgs. 136-143, 214-219, 288-295; TE Vol. 2, pgs. 64-71, 140-147, 224-231, 300-307</p>
<p>College and Career Readiness Standards for Speaking and Listening</p> <p>The grades 6–12 standards on the following pages define what students should understand and be able to do in each grade and build toward the six College and Career Readiness Standards.</p>	
<i>Comprehension and Collaboration</i>	
<p>1. Participate effectively in a range of interactions (one-on-one and in groups), exchanging information to advance a discussion and to build on the input of others.</p>	<p>SB Vol. 1, pgs 300; SB Vol. 2, pgs. 77</p> <p>TE Vol. 1, pgs 300; TE Vol. 2, pgs. 77</p> <p>21st Century ToolKit: Expert File 1.5</p>
<p>2. Integrate and evaluate information from multiple oral, visual, or multimodal sources in order to answer questions, solve problems, or build knowledge.</p>	<p>SB Vol. 1, pgs. 21, 23, 25, 27, 49, 51, 53, 55, 99, 101, 103, 105, 107, 125, 127, 129, 131, 173, 175, 177, 179, 191, 193, 195, 197, 275, 277, 279, 281, 283; SB Vol. 2, pgs. 51, 53, 55, 57, 59, 115, 117, 119, 125, 127, 129, 131, 133, 135, 169, 171, 173, 175, 177, 199, 201, 203, 205, 263, 265, 267, 269, 271, 279, 281, 283</p> <p>TE Vol. 1, pgs. 21, 23, 25, 27, 49, 51, 53, 55, 99, 101, 103, 105, 107, 125, 127, 129, 131, 173, 175, 177, 179, 191, 193, 195, 197, 275, 277, 279, 281, 283; TE Vol. 2, pgs. 51, 53, 55, 57, 59, 115, 117, 119, 125, 127, 129, 131, 133, 135, 169, 171, 173, 175</p>
<p>3. Evaluate the speaker's point of view, reasoning, and use of evidence and rhetoric.</p>	<p>SB Vol. 1, pgs. 13, 15, 17, 21, 23, 25, 27, 29, 37, 39, 41, 43, 45, 49, 51, 53, 55, 85, 87, 89, 93, 95, 99, 101, 103, 105, 107, 1117, 119, 121, 123, 125, 127, 129, 131, 163, 165, 167, 169, 170, 173, 175, 177, 179, 181, 191, 193, 195, 197, 199, 203, 205, 207, 209, 245, 247, 249; SB Vol. 2, pgs. 21, 23, 25, 27, 29, 31, 45, 51, 53, 55, 57, 59, 97, 99, 101, 103, 105, 107, 115, 117, 119, 125, 127, 129, 131, 133, 135, 171, 173, 175, 177, 179, 185, 187, 189</p> <p>TE Vol. 1, pgs. 13, 15, 17, 21, 23, 25, 27, 29, 37, 39, 41, 43, 45, 49, 51, 53, 55, 85, 87, 89, 93, 95, 99, 101, 103, 105, 107, 1117, 119, 121, 123, 125, 127, 129, 131, 163, 165, 167, 169, 173, 175, 177, 179, 181, 191, 193, 195, 197, 199, 203, 205, 207, 209, 245, 247, 249; TE Vol. 2, pgs. 21, 23, 25, 27, 29, 31, 45, 51, 53, 55, 57, 59, 97, 99, 101, 103, 105, 107, 115, 117, 119, 125, 127, 129, 131, 133, 135, 171, 173, 175, 177, 179, 185, 187, 189</p> <p>21st Century ToolKit: Expert File 1.5</p>

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

<p>c. Build on the ideas of others by asking relevant questions and contributing appropriate and essential information.</p>	<p>SB Vol. 1, pgs 300; SB Vol. 2, pgs. 77 TE Vol. 1, pgs 300; TE Vol. 2, pgs. 77 21st Century ToolKit: Expert File 1.5</p>
<p>d. Review the key ideas expressed and extend their own thinking in light of new information learned.</p>	<p>SB Vol. 1, pgs. 13, 15, 17, 21, 23, 25, 27, 29, 37, 39, 41, 43, 45, 49, 51, 53, 55, 85, 87, 89, 93, 95, 99, 101, 103, 105, 107, 1117, 119, 121, 123, 125, 127, 129, 131, 163, 165, 167, 169, 170, 173, 175, 177, 179, 181, 191, 193, 195, 197, 199, 203, 205, 207, 209, 245, 247, 249; SB Vol. 2, pgs. 21, 23, 25, 27, 29, 31, 45, 51, 53, 55, 57, 59, 97, 99, 101, 103, 105, 107, 115, 117, 119, 125, 127, 129, 131, 133, 135, 171, 173, 175, 177, 179, 185, 187, 189</p> <p>TE Vol. 1, pgs. 13, 15, 17, 21, 23, 25, 27, 29, 37, 39, 41, 43, 45, 49, 51, 53, 55, 85, 87, 89, 93, 95, 99, 101, 103, 105, 107, 1117, 119, 121, 123, 125, 127, 129, 131, 163, 165, 167, 169, 173, 175, 177, 179, 181, 191, 193, 195, 197, 199, 203, 205, 207, 209, 245, 247, 249; TE Vol. 2, pgs. 21, 23, 25, 27, 29, 31, 45, 51, 53, 55, 57, 59, 97, 99, 101, 103, 105, 107, 115, 117, 119, 125, 127, 129, 131, 133, 135, 171, 173, 175, 177, 179, 185, 187</p>
<p>2. Interpret information presented in visual or multimodal formats and explain how the information clarifies and contributes to a topic or issue under study.</p>	<p>SB Vol. 1, pgs. 21, 23, 25, 27, 49, 51, 53, 55, 99, 101, 103, 105, 107, 125, 127, 129, 131, 173, 175, 177, 179, 191, 193, 195, 197, 275, 277, 279, 281, 283; SB Vol. 2, pgs. 51, 53, 55, 57, 59, 115, 117, 119, 125, 127, 129, 131, 133, 135, 169, 171, 173, 175, 177, 199, 201, 203, 205, 263, 265, 267, 269, 271, 279, 281, 283</p> <p>TE Vol. 1, pgs. 21, 23, 25, 27, 49, 51, 53, 55, 99, 101, 103, 105, 107, 125, 127, 129, 131, 173, 175, 177, 179, 191, 193, 195, 197, 275, 277, 279, 281, 283; TE Vol. 2, pgs. 51, 53, 55, 57, 59, 115, 117, 119, 125, 127, 129, 131, 133, 135, 169, 171, 173, 175</p>
<p>3. Delineate the claims made by a speaker or presenter and detail what evidence supports which claims.</p>	<p>SB Vol. 1, pgs. 13, 15, 17, 21, 23, 25, 27, 29, 37, 39, 41, 43, 45, 49, 51, 53, 55, 85, 87, 89, 93, 95, 99, 101, 103, 105, 107, 1117, 119, 121, 123, 125, 127, 129, 131, 163, 165, 167, 169, 170, 173, 175, 177, 179, 181, 191, 193, 195, 197, 199, 203, 205, 207, 209, 245, 247, 249; SB Vol. 2, pgs. 21, 23, 25, 27, 29, 31, 45, 51, 53, 55, 57, 59, 97, 99, 101, 103, 105, 107, 115, 117, 119, 125, 127, 129, 131, 133, 135, 171, 173, 175, 177, 179, 185, 187, 189</p> <p>TE Vol. 1, pgs. 13, 15, 17, 21, 23, 25, 27, 29, 37, 39, 41, 43, 45, 49, 51, 53, 55, 85, 87, 89, 93, 95, 99, 101, 103, 105, 107, 1117, 119, 121, 123, 125, 127, 129, 131, 163, 165, 167, 169, 173, 175, 177, 179, 181, 191, 193, 195, 197, 199, 203, 205, 207, 209, 245, 247, 249; TE Vol. 2, pgs. 21, 23, 25, 27, 29, 31, 45, 51, 53, 55, 57, 59, 97, 99, 101, 103, 105, 107, 115, 117, 119, 125, 127, 129, 131, 133, 135, 171, 173, 175, 177, 179, 185, 187</p>

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

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

2. Observe conventions of capitalization, punctuation, and spelling.	
a. Use commas, parentheses, or dashes to set off nonrestrictive/parenthetical elements.*	SB Vol. 1, pgs. 66, 142, 220, 294; SB Vol. 2, pgs. 70, 146, 230, 306 TE Vol. 1, pgs. 66, 142, 220, 294; TE Vol. 2, pgs. 70, 146, 230, 306
b. Spell correctly.	SB Vol. 1, pgs. 66, 142, 220, 294; SB Vol. 2, pgs. 70, 146, 230, 306 TE Vol. 1, pgs. 66, 142, 220, 294; TE Vol. 2, pgs. 70, 146, 230, 306
3. Make effective language choices.	
a. Vary sentence patterns for meaning, reader/listener interest, and style.*	SB Vol. 1, pgs. 64-67, 139-143, 218-221, 292-295; SB Vol. 2, pgs. 68-71, 144-147, 228-231, 304-307 TE Vol. 1, pgs. 64-67, 139-143, 218-221, 292-295; TE Vol. 2, pgs. 68-71, 144-147, 228-231, 304-307
<i>Vocabulary Acquisition and Use</i>	
4. Determine word meanings (based on grade 6 reading).	
a. Determine or clarify the meaning of unknown or multiple-meaning words through the use of one or more strategies, such as using semantic clues (e.g., sentence and paragraph context, the organizational pattern of the text); using syntactic clues (e.g., the word's position or function in the sentence); analyzing the word's sounds, spelling, and meaningful parts; and consulting reference materials, both print and digital.	SB Vol. 1, pgs. 35, 57, 113, 123, 133, 183, 201, 211, 257; SB Vol. 2, pgs. 87, 94, 109, 165, 179, 191, 221, 247, 259, 273 TE Vol. 1, pgs. 35, 57, 113, 123, 133, 183, 201, 211, 257; TE Vol. 2, pgs. 87, 94, 109, 165, 179, 191, 221, 247, 259, 273
b. Use a known root as a clue to the meaning of an unknown word (e.g., <i>audience, auditory, audible</i>).	SB Vol. 1, pgs. 9, 19, 31, 35, 47, 57, 83, 95, 109, 113, 123, 132, 159, 171, 183, 187, 201, 211, 237, 249, 257, 261, 271, 285; SB Vol. 2, pgs. 9, 17, 33, 37, 47, 61, 87, 93, 109, 113, 121, 137, 165, 179, 191, 195, 207, 221, 247, 259, 272, 277, 285, 297 TE Vol. 1, pgs. 9, 19, 31, 35, 47, 57, 83, 95, 109, 113, 123, 132, 159, 171, 183, 187, 201, 211, 237, 249, 257, 261, 271, 285; TE Vol. 2, pgs. 9, 17, 33, 37, 47, 61, 87, 93, 109, 113, 121, 137, 165, 179, 191, 195, 207, 221, 247, 259, 272, 277, 285, 297
c. Verify the preliminary determination of a word's meaning (e.g., by checking the inferred meaning in context or looking up the word in a dictionary).	SB Vol. 1, pgs. 35, 57, 113, 123, 133, 183, 201, 211, 257; SB Vol. 2, pgs. 87, 94, 109, 165, 179, 191, 221, 247, 259, 273 TE Vol. 1, pgs. 35, 57, 113, 123, 133, 183, 201, 211, 257; TE Vol. 2, pgs. 87, 94, 109, 165, 179, 191, 221, 247, 259, 273
d. Interpret various figures of speech (e.g., personification) relevant to particular texts.	SB Vol. 1, pgs. 261, 265, 271, 274, 279; SB Vol. 2, pgs. 37, 41, 47, 51, 55 TE Vol. 1, pgs. 261, 271, 284; TE Vol. 2, pgs. 37, 41, 47, 51, 55

<p>5. Understand word relationships.</p>	
<p>a. Trace the network of uses and meanings that different words have and the interrelationships among those meanings and uses.</p>	<p>SB Vol. 1, pgs. 261, 271, 284; SB Vol. 2, pgs. 9, 113, 121, 137, 277, 285, 297 TE Vol. 1, pgs. 261, 271, 284; TE Vol. 2, pgs. 9, 113, 121, 137, 277, 285, 297</p>
<p>b. Distinguish a word from other words with similar denotations but different connotations.</p>	<p>SB Vol. 1, pgs. 261, 265, 271, 274, 279; SB Vol. 2, pgs. 37, 41, 47, 51, 55 TE Vol. 1, pgs. 261, 271, 284; TE Vol. 2, pgs. 37, 41, 47, 51, 55</p>
<p>6. Use grade-appropriate general academic vocabulary and English language arts-specific words and phrases taught directly and gained through reading and responding to texts.</p>	<p>SB Vol. 1, pgs. 35, 57, 113, 123, 133, 183, 201, 211, 257; SB Vol. 2, pgs. 87, 94, 109, 165, 179, 191, 221, 247, 259, 273 TE Vol. 1, pgs. 35, 57, 113, 123, 133, 183, 201, 211, 257; TE Vol. 2, pgs. 87, 94, 109, 165, 179, 191, 221, 247, 259, 273</p>

Expert 21 – Course II, Vol. 1 & 2 – Scholastic Publishing correlated to
Common Core State Standards Initiative English Language Arts Grade 8

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

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

<i>Range and Level of Text Complexity</i>	
<p>10. Read complex texts independently, proficiently, and fluently, sustaining concentration, monitoring comprehension, and, when useful, rereading.</p>	<p>SB Vol. 1 pgs. 8, 20, 34, 38, 54, 60, 88, 102, 114, 118, 130, 142, 170, 184, 192, 196, 210, 220, 248, 260, 274, 278, 292, 304; SB Vol. 2 pgs. 8, 20, 30, 34, 44, 54, 82, 92, 104, 108, 122, 130, 158, 168, 184, 188, 198, 212, 240, 248, 262, 266, 278, 292</p> <p>TE Vol. 1 pgs. 8, 20, 34, 38, 54, 60, 88, 102, 114, 118, 130, 142, 170, 184, 192, 196, 210, 220, 248, 260, 274, 278, 292, 304; TE Vol. 2 pgs. 8, 20, 30, 34, 44, 54, 82, 92, 104, 108, 122, 130, 158, 168, 184, 188, 198, 212, 240, 248, 262, 266, 278, 292</p>
<p>Reading Standards for Literature 6–12</p> <p>Following are the standards for grades 6–12, which relate to their College and Career Readiness counterparts by number. They offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades.</p>	
<i>Key Ideas and Details</i>	
<p>1. Cite a wide range of evidence throughout the text when useful to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<p>SB Vol. 1 pgs. 118, 121, 123, 124, 127, 129, T26-T27; SB Vol. 2 pgs. 188, 191, 193, 195, 197, T28-T29</p> <p>TE Vol. 1 pgs. 118, 121, 123, 124, 127, 129, T26-T27; TE Vol. 2 pgs. 188, 191, 193, 195, 197, T28-T29</p>
<p>2. Analyze how recurring images or events contribute to the development of a theme or central idea in a text.</p>	<p>SB Vol. 1 pgs. 278, 281, 283, 285, 286, 289, 290, T30-T31; SB Vol. 2 pgs. 248, 251, 253, 255, 257, T30-T31</p> <p>TE Vol. 1 pgs. 278, 281, 283, 285, 286, 289, 290, T30-T31; TE Vol. 2 pgs. 248, 251, 253, 255, 257, T30-T31</p>
<p>3. Analyze how elements of a story or drama interact (e.g., how plot and setting are integral to one another; how the setting affects characters).</p>	<p>SB Vol. 1 pgs. 118, 121, 123, 124, 127, 129, T26-T27; SB Vol. 2 pgs. 188, 191, 193, 195, 197, T28-T29</p> <p>TE Vol. 1 pgs. 118, 121, 123, 124, 127, 129, T26-T27; TE Vol. 2 pgs. 188, 191, 193, 195, 197, T28-T29</p>

<i>Craft and Structure</i>	
4. Explain the comparisons an author makes through metaphors, allusions, or analogies in a text and analyze how those comparisons contribute to meaning.	SB Vol. 1 pgs. 8, 20, 34, 38, 54, 60, 88, 102, 114, 118, 130, 142, 170, 184, 192, 196, 210, 220, 248, 260, 274, 278, 292, 304; SB Vol. 2 pgs. 8, 20, 30, 34, 44, 54, 82, 92, 104, 108, 122, 130, 158, 168, 184, 188, 198, 212, 240, 248, 262, 266, 278, 292 TE Vol. 1 pgs. 8, 20, 34, 38, 54, 60, 88, 102, 114, 118, 130, 142, 170, 184, 192, 196, 210, 220, 248, 260, 274, 278, 292, 304; TE Vol. 2 pgs. 8, 20, 30, 34, 44, 54, 82, 92, 104, 108, 122, 130, 158, 168, 184, 188, 198, 212, 240, 248, 262, 266, 278, 292
5. Compare a poem with a conventional structure, such as a sonnet, to a poem without a proscribed structure, such as a free verse poem.	SB Vol. 1 pgs. 8, 20, 34, 38, 54, 60, 88, 102, 114, 118, 130, 142, 170, 184, 192, 196, 210, 220, 248, 260, 274, 278, 292, 304; SB Vol. 2 pgs. 8, 20, 30, 34, 44, 54, 82, 92, 104, 108, 122, 130, 158, 168, 184, 188, 198, 212, 240, 248, 262, 266, 278, 292 TE Vol. 1 pgs. 8, 20, 34, 38, 54, 60, 88, 102, 114, 118, 130, 142, 170, 184, 192, 196, 210, 220, 248, 260, 274, 278, 292, 304; TE Vol. 2 pgs. 8, 20, 30, 34, 44, 54, 82, 92, 104, 108, 122, 130, 158, 168, 184, 188, 198, 212, 240, 248, 262, 266, 278, 292
6. Explain how a difference in the perspective or knowledge of characters and the audience (e.g., created through the device of dramatic irony) produces suspense or humor.	SB Vol. 1 pgs. 210, 213, 214, 216, T32-T33 TE Vol. 1 pgs. 210, 213, 214, 216, T32-T33
<i>Integration of Knowledge and Ideas</i>	
7. Analyze to what degree a filmed or live production of a drama or story stays faithful to or departs from the script or text.	SB Vol. 1 pgs. 8, 13, 16, 20, 24, 27, 28, 30, 92, 125, T2-T3; SB Vol. 2 pgs. 20, 23, 24, 27, 34, 37, 39, 41, 43, 53, 118, T4-T5 TE Vol. 1 pgs. 8, 13, 16, 20, 24, 27, 28, 30, 92, 125, T2-T3; TE Vol. 2 pgs. 20, 23, 24, 27, 34, 37, 39, 41, 43, 53, 118, T4-T5
8. (Not applicable to literature)	N/A
9. Compare a fictional portrayal of a time, place, or character to historical sources from the same period as a means of understanding how authors use or alter history.	SB Vol. 1 pgs. 8, 11, 13, 14, 16, 19, 128, T18-T19; SB Vol. 2 pgs. 266, 269, 270, 273, 275, 277, T22-T23, T32-T33 TE Vol. 1 pgs. 8, 11, 13, 14, 16, 19, 128, T18-T19; TE Vol. 2 pgs. 266, 269, 270, 273, 275, 277, T22-T23, T32-T33

<i>Range and Level of Text Complexity</i>	
10. Read literature independently, proficiently, and fluently in the grades 6–8 text complexity band; read “stretch” texts in the grades 9–10 text complexity band with scaffolding as needed.	SB Vol. 1 pgs. 8, 20, 34, 38, 54, 60, 88, 102, 114, 118, 130, 142, 170, 184, 192, 196, 210, 220, 248, 260, 274, 278, 292, 304; SB Vol. 2 pgs. 8, 20, 30, 34, 44, 54, 82, 92, 104, 108, 122, 130, 158, 168, 184, 188, 198, 212, 240, 248, 262, 266, 278, 292 TE Vol. 1 pgs. 8, 20, 34, 38, 54, 60, 88, 102, 114, 118, 130, 142, 170, 184, 192, 196, 210, 220, 248, 260, 274, 278, 292, 304; TE Vol. 2 pgs. 8, 20, 30, 34, 44, 54, 82, 92, 104, 108, 122, 130, 158, 168, 184, 188, 198, 212, 240, 248, 262, 266, 278, 292
Reading Standards for Informational Text 6–12	
<i>Key Ideas and Details</i>	
1. Cite a wide range of evidence throughout the text when useful to support analysis of what the text says explicitly as well as inferences drawn from the text.	SB Vol. 1 pgs. 118, 121, 123, 124, 127, 129, T26-T27; SB Vol. 2 pgs. 188, 191, 193, 195, 197, T28-T29 TE Vol. 1 pgs. 118, 121, 123, 124, 127, 129, T26-T27; TE Vol. 2 pgs. 188, 191, 193, 195, 197, T28-T29
2. Provide an objective summary of a text, accurately conveying an author’s view and specific points.	SB Vol. 1 pgs. 278, 281, 283, 285, 286, 289, 290, T30-T31; SB Vol. 2 pgs. 248, 251, 253, 255, 257, T30-T31 TE Vol. 1 pgs. 278, 281, 283, 285, 286, 289, 290, T30-T31; TE Vol. 2 pgs. 248, 251, 253, 255, 257, T30-T31
3. Analyze how an author introduces, illustrates, and elaborates two or more significant ideas in a text, including how the relationship between the ideas is expressed.	SB Vol. 1 pgs. 118, 121, 123, 124, 127, 129, T26-T27; SB Vol. 2 pgs. 188, 191, 193, 195, 197, T28-T29 TE Vol. 1 pgs. 118, 121, 123, 124, 127, 129, T26-T27; TE Vol. 2 pgs. 188, 191, 193, 195, 197, T28-T29
<i>Craft and Structure</i>	
4. Explain the comparisons an author makes through metaphors, allusions, and analogies in a text and analyze how those comparisons contribute to meaning.	SB Vol. 1 pgs. 260, 263, 264, 266, 269, T34-T35; SB Vol. 2 pgs. 158, 163, 164, 167, T26-T27 TE Vol. 1 pgs. 260, 263, 264, 266, 269, T34-T35; TE Vol. 2 pgs. 158, 163, 164, 167, T26-T27
5. Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.	SB Vol. 1 pgs. 118, 121, 123, 124, 127, 129, T26-T27; SB Vol. 2 pgs. 188, 191, 193, 195, 197, T28-T29 TE Vol. 1 pgs. 118, 121, 123, 124, 127, 129, T26-T27; TE Vol. 2 pgs. 188, 191, 193, 195, 197, T28-T29

<p>6. Compare and contrast the points of view and purposes of two authors writing about the same topic.</p>	<p>SB Vol. 1 pgs. 210, 213, 214, 216, T32-T33 TE Vol. 1 pgs. 210, 213, 214, 216, T32-T33</p>
<p><i>Integration of Knowledge and Ideas</i></p>	
<p>7. Evaluate the advantages and disadvantages of using different mediums (e.g., text, video, multimedia) to present a particular topic or idea.</p>	<p>SB Vol. 1 pgs. 29; SB Vol. 2 pgs. 209 TE Vol. 1 pgs. 29; TE Vol. 2 pgs. 209</p>
<p>8. Evaluate an argument’s claims and reasoning as well as the degree to which evidence supports each claim.</p>	<p>SB Vol. 1 pgs. 34, 60, 114, 142, 192, 220, 274; SB Vol. 2 pgs. 30, 54, 104, 130, 184, 262, 292 TE Vol. 1 pgs. 34, 60, 114, 142, 192, 220, 274; TE Vol. 2 pgs. 30, 54, 104, 130, 184, 262, 292</p>
<p>9. Compare and contrast how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.</p>	<p>SB Vol. 1 pgs. 278, 281, 283, 285, 286, 289, 290, T30-T31; SB Vol. 2 pgs. 248, 251, 253, 255, 257, T30-T31 TE Vol. 1 pgs. 278, 281, 283, 285, 286, 289, 290, T30-T31; TE Vol. 2 pgs. 248, 251, 253, 255, 257, T30-T31</p>
<p><i>Range and Level of Text Complexity</i></p>	
<p>10. Read informational text independently, proficiently, and fluently in the grades 6–8 text complexity band; read “stretch” texts in the grades 9–10 text complexity band with scaffolding as needed.</p>	<p>SB Vol. 1 pgs. 8, 20, 34, 38, 54, 60, 88, 102, 114, 118, 130, 142, 170, 184, 192, 196, 210, 220, 248, 260, 274, 278, 292, 304; SB Vol. 2 pgs. 8, 20, 30, 34, 44, 54, 82, 92, 104, 108, 122, 130, 158, 168, 184, 188, 198, 212, 240, 248, 262, 266, 278, 292 TE Vol. 1 pgs. 8, 20, 34, 38, 54, 60, 88, 102, 114, 118, 130, 142, 170, 184, 192, 196, 210, 220, 248, 260, 274, 278, 292, 304; TE Vol. 2 pgs. 8, 20, 30, 34, 44, 54, 82, 92, 104, 108, 122, 130, 158, 168, 184, 188, 198, 212, 240, 248, 262, 266, 278, 292</p>
<p>College and Career Readiness Standards for Writing The grades 6–12 standards on the following pages define what students should understand and be able to do in each grade and build toward the ten College and Career Readiness Standards.</p>	
<p><i>Text Types and Purposes</i></p>	
<p>1. Write arguments to support a substantive claim with clear reasons and relevant and sufficient evidence.</p>	<p>SB Vol. 1 pgs. 67, 68-69, 71, 146-147, 150-153, 228-231, 312-315; SB Vol. 2 pgs. 62-65, 134, 135, 138-140, 220-223, 299, 300-301, 303 TE Vol. 1 pgs. 67, 68-69, 150-153, 228-231, 312-315; TE Vol. 2 pgs. 62-65, 138-140, 220-223, 299, 300-301</p>

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

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

e. Provide a concluding statement or section that follows logically from the argument.	SB Vol. 1 pgs. 64-71, 146-153, 224-231, 308-315; SB Vol. 2 pgs. 58, 59, 134-141, 216-223 TE Vol. 1 pgs. 64-71, 146-153, 224-231, 308-315, T-40-47; TE Vol. 2 pgs. 58, 59, 134-141, 216-223T-36-T-41
2. Write informative/explanatory texts in which they:	
a. Introduce and establish a topic and organize information under broader concepts or categories.	SB Vol. 1 pgs. 278, 281, 283, 285, 286, 289, 290; SB Vol. 2 pgs. 248, 251, 253, 255, 257 TE Vol. 1 pgs. 278, 281, 283, 285, 286, 289, 290, T-36-T-37; TE Vol. 2 pgs. 248, 251, 253, 255, 257, T-30-T-31
b. Develop the topic with well-chosen, relevant, and accurate facts, concrete details, quotations, or other information and examples.	SB Vol. 1 pgs. 278, 281, 283, 285, 286, 289, 290; SB Vol. 2 pgs. 248, 251, 253, 255, 257 TE Vol. 1 pgs. 278, 281, 283, 285, 286, 289, 290, T-36-T-37; TE Vol. 2 pgs. 248, 251, 253, 255, 257, T-30-T-31
c. Use varied links and sentence structures to create cohesion and clarify information and ideas.	SB Vol. 1 pgs. 67, 68-69, 71, 146-147, 150-153, 228-231, 312-315; SB Vol. 2 pgs. 62-65, 134, 135, 138-140, 220-223, 299, 300-301, 303 TE Vol. 1 pgs. 67, 68-69, 150-153, 228-231, 312-315; TE Vol. 2 pgs. 62-65, 138-140, 220-223, 299, 300-301
d. Use precise language and domain-specific and technical wording (when appropriate) and sustain a formal, objective style appropriate for a reader seeking information.	SB Vol. 1 pgs. 64-71, 146-153, 224-231, 308-315; SB Vol. 2 pgs. 58, 59, 134-141, 216-223 TE Vol. 1 pgs. 64-71, 146-153, 224-231, 308-315, T-40-47; TE Vol. 2 pgs. 58, 59, 134-141, 216-223T-36-T-41
e. Provide a conclusion that follows logically from the information or explanation presented.	SB Vol. 1 pgs. 64-71, 146-153, 224-231, 308-315; SB Vol. 2 pgs. 58, 59, 134-141, 216-223 TE Vol. 1 pgs. 64-71, 146-153, 224-231, 308-315, T-40-47; TE Vol. 2 pgs. 58, 59, 134-141, 216-223T-36-T-41
3. Write narratives in which they:	
a. Engage and orient the reader by establishing a context and point of view, and purposefully organize a progression of events or experiences.	SB Vol. 1 pgs. 64-71, 146-153, 224-231, 308-315; SB Vol. 2 pgs. 58, 59, 134-141, 216-223 TE Vol. 1 pgs. 64-71, 146-153, 224-231, 308-315, T-40-47; TE Vol. 2 pgs. 58, 59, 134-141, 216-223T-36-T-41

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

<p>8. Gather relevant information from multiple print and digital sources using advanced search features; assess the credibility and accuracy of each source; and quote or paraphrase the evidence, avoiding plagiarism and following a standard format for citation.</p>	<p>SB Vol. 1 pgs. 66, 67, 148, 149, 226, 227, 310, 311; SB Vol. 2 pgs. 60, 61, 136, 137, 218, 219, 298, 299 TE Vol. 1 pgs. 66, 67, 148, 149, 226, 227, 310, 311; TE Vol. 2 pgs. 60, 61, 136, 137, 218, 219, 298, 299</p>
<p>9. Write in response to literary or informational sources, drawing evidence from the text to support analysis and reflection as well as to describe what they have learned.</p>	
<p>a. Apply <i>grade 8 reading standards</i> to literature (e.g., “Compare a fictional portrayal of a time, place, or character to historical sources from the same period as a means of understanding how authors use or alter history”).</p>	<p>SB Vol. 1 pgs. 278, 281, 283, 285, 286, 289, 290; SB Vol. 2 pgs. 248, 251, 253, 255, 257 TE Vol. 1 pgs. 278, 281, 283, 285, 286, 289, 290, T-36-T-37; TE Vol. 2 pgs. 248, 251, 253, 255, 257, T-30-T-31</p>
<p>b. Apply <i>grade 8 reading standards</i> to literary nonfiction (e.g., “Evaluate an argument’s claims and reasoning as well as the degree to which evidence supports each claim”).</p>	<p>SB Vol. 1 pgs. 278, 281, 283, 285, 286, 289, 290; SB Vol. 2 pgs. 248, 251, 253, 255, 257 TE Vol. 1 pgs. 278, 281, 283, 285, 286, 289, 290, T-36-T-37; TE Vol. 2 pgs. 248, 251, 253, 255, 257, T-30-T-31</p>
<i>Range of Writing</i>	
<p>10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p>	<p>SB Vol. 1 pgs. 278, 281, 283, 285, 286, 289, 290; SB Vol. 2 pgs. 248, 251, 253, 255, 257 TE Vol. 1 pgs. 278, 281, 283, 285, 286, 289, 290, T-36-T-37; TE Vol. 2 pgs. 248, 251, 253, 255, 257, T-30-T-31</p>
<p>College and Career Readiness Standards for Speaking and Listening The grades 6–12 standards on the following pages define what students should understand and be able to do in each grade and build toward the six College and Career Readiness Standards.</p>	
<i>Comprehension and Collaboration</i>	
<p>1. Participate effectively in a range of interactions (one-on-one and in groups), exchanging information to advance a discussion and to build on the input of others.</p>	<p>SB Vol. 1 pgs. 34, 60, 114, 142, 192, 220, 274; SB Vol. 2 pgs. 30, 54, 104, 130, 184, 262, 292 TE Vol. 1 pgs. 34, 60, 114, 142, 192, 220, 274; TE Vol. 2 pgs. 30, 54, 104, 130, 184, 262, 292</p>
<p>2. Integrate and evaluate information from multiple oral, visual, or multimodal sources in order to answer questions, solve problems, or build knowledge.</p>	<p>SB Vol. 1 pgs. 29; SB Vol. 2 pgs. 209 TE Vol. 1 pgs. 29; TE Vol. 2 pgs. 209</p>

3. Evaluate the speaker's point of view, reasoning, and use of evidence and rhetoric.	SB Vol. 1 pgs. 36, 69, 150; SB Vol. 2 pgs. 62, 138, 300 TE Vol. 1 pgs. 36, 69, 150; TE Vol. 2 pgs. 62, 138, 300 21st Century ToolKit: Expert File 1.6
<i>Presentation of Knowledge and Ideas</i>	
4. Present information, evidence, and reasoning in a clear and well-structured way appropriate to purpose and audience.	SB Vol. 1 pgs. 34, 60, 114, 142, 192, 220, 274; SB Vol. 2 pgs. 30, 54, 104, 130, 184, 262, 292 TE Vol. 1 pgs. 34, 60, 114, 142, 192, 220, 274; TE Vol. 2 pgs. 30, 54, 104, 130, 184, 262, 292
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding.	SB Vol. 1 pgs. 29; SB Vol. 2 pgs. 209 TE Vol. 1 pgs. 29; TE Vol. 2 pgs. 209
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating a command of formal English when indicated or appropriate.	SB Vol. 1 pgs. 70, 152, 230, 314; SB Vol. 2 pgs. 64, 140, 222, 302 TE Vol. 1 pgs. 70, 152, 230, 314; TE Vol. 2 pgs. 64, 140, 222, 302
Speaking and Listening Standards 6–12 Following are the standards for grades 6–12, which relate to their College and Career Readiness counterparts by number. They offer a focus for instruction in each year to help ensure that students gain adequate exposure to a range of skills and applications.	
<i>Comprehension and Collaboration</i>	
1. Initiate and engage actively in group discussions on <i>grade 8 topics, texts, and issues</i> being studied in class.	
a. Prepare for discussions by completing reading or conducting research and explicitly draw on that material in discussions.	SB Vol. 1 pgs. 34, 60, 114, 142, 192, 220, 274; SB Vol. 2 pgs. 30, 54, 104, 130, 184, 262, 292 TE Vol. 1 pgs. 34, 60, 114, 142, 192, 220, 274; TE Vol. 2 pgs. 30, 54, 104, 130, 184, 262, 292
b. Cooperate with peers to set clear goals and deadlines.	SB Vol. 1 pgs. 95; SB Vol. 2 pgs. 112 TE Vol. 1 pgs. 95; TE Vol. 2 pgs. 112
c. Advance a discussion by asking questions, responding precisely, and sharing factual knowledge and observations supported by credible evidence.	SB Vol. 1 pgs. 95; SB Vol. 2 pgs. 112 TE Vol. 1 pgs. 95; TE Vol. 2 pgs. 112
d. Ensure a hearing for the range of positions on an issue.	SB Vol. 1 pgs. 95; SB Vol. 2 pgs. 112 TE Vol. 1 pgs. 95; TE Vol. 2 pgs. 112

e. Qualify or justify, when warranted, their own thinking after listening to others' questions or accounts of the evidence.	SB Vol. 1 pgs. 95; SB Vol. 2 pgs. 112 TE Vol. 1 pgs. 95; TE Vol. 2 pgs. 112
2. Determine the purpose of and perspectives represented in oral, visual, or multimodal formats and evaluate whether the information is laden with social, commercial, or political motives.	SB Vol. 1 pgs. 117, 321; SB Vol. 2 pgs. 57, 265 TE Vol. 1 pgs. 117, 321; TE Vol. 2 21st Century ToolKit: Expert Files 5.2, 5.3, 5.5, 5.6, 5.7, 5.11, 5.15
3. Assess the truth of a speaker's or presenter's premises and the validity of his or her conclusions.	SB Vol. 1 pgs. 36, 69, 150; SB Vol. 2 pgs. 62, 138, 300 TE Vol. 1 pgs. 36, 69, 150; TE Vol. 2 pgs. 62, 138, 300
<i>Presentation of Knowledge and Ideas</i>	
4. Present claims and findings with relevant evidence that is accessible and verifiable to listeners, and use appropriate eye contact, adequate volume, and clear pronunciation.	SB Vol. 1 pgs. 34, 60, 114, 142, 192, 220, 274; SB Vol. 2 pgs. 30, 54, 104, 130, 184, 262, 292 TE Vol. 1 pgs. 34, 60, 114, 142, 192, 220, 274; TE Vol. 2 pgs. 30, 54, 104, 130, 184, 262, 292
5. Incorporate digital media and visual displays of data when helpful and in a manner that strengthens the presentation.	SB Vol. 1 pgs. 117, 321; SB Vol. 2 pgs. 57, 265 TE Vol. 1 pgs. 117, 321; TE Vol. 2 21st Century ToolKit: Expert Files 5.2, 5.3, 5.5, 5.6, 5.7, 5.11, 5.15
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating a command of formal English when indicated or appropriate. (See "Conventions" in Language, on pages 47–50, for specific demands.)	SB Vol. 1 pgs. 70, 152, 230, 314; SB Vol. 2 pgs. 64, 140, 222, 302 TE Vol. 1 pgs. 70, 152, 230, 314; TE Vol. 2 pgs. 64, 140, 222, 302
College and Career Readiness Standards for Language The grades 6–12 standards on the following pages define what students should understand and be able to do in each grade and build toward the six College and Career Readiness Standards.	
<i>Conventions in Writing and Speaking</i>	
1. Demonstrate a command of the conventions of standard English grammar and usage.	SB Vol. 1 pgs. 70, 152, 230, 314; SB Vol. 2 pgs. 64, 140, 222, 302 TE Vol. 1 pgs. 70, 152, 230, 314; TE Vol. 2 pgs. 64, 140, 222, 302
2. Demonstrate a command of the conventions of capitalization, punctuation, and spelling.	SB Vol. 1 pgs. 70, 152, 230, 314; SB Vol. 2 pgs. 64, 140, 222, 302 TE Vol. 1 pgs. 70, 152, 230, 314; TE Vol. 2 pgs. 64, 140, 222, 302
3. Make effective choices about language, punctuation, and sentence structure for meaning and style.	SB Vol. 1 pgs. 70, 152, 230, 314; SB Vol. 2 pgs. 64, 140, 222, 302 TE Vol. 1 pgs. 70, 152, 230, 314; TE Vol. 2 pgs. 64, 140, 222, 302

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

Language Standards 6–12 Following are the standards for grades 6–12, which relate to their College and Career Readiness counterparts by number. They offer a focus for instruction in each year to help ensure that students gain adequate exposure to a range of skills and applications.	
<i>Conventions in Writing and Speaking</i>	
1. Observe conventions of grammar and usage.	
a. Form and use verbs in the active and passive voice.	SB Vol. 1 pgs. 70, 152, 230, 314; SB Vol. 2 pgs. 64, 140, 222, 302 TE Vol. 1 pgs. 70, 152, 230, 314; TE Vol. 2 pgs. 64, 140, 222, 302
b. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive moods.	SB Vol. 1 pgs. 64, 65, 68, 69, 308, 309, 312, 313; SB Vol. 2 pgs. 216, 217, 220, 221 TE Vol. 1 pgs. 64, 65, 68, 69, 308, 309, 312, 313; TE Vol. 2 pgs. 216, 217, 220, 221
c. Recognize and correct inappropriate shifts in verb voice and mood.*	SB Vol. 1 pgs. 70, 152, 230, 314; SB Vol. 2 pgs. 64, 140, 222, 302 TE Vol. 1 pgs. 70, 152, 230, 314; TE Vol. 2 pgs. 64, 140, 222, 302
2. Observe conventions of capitalization, punctuation, and spelling.	
a. Use a comma to separate coordinate adjectives (e.g., <i>It was a fascinating, enjoyable movie</i> but not <i>He wore an old[,] green shirt</i>).	SB Vol. 1 pgs. 70, 152, 230, 314; SB Vol. 2 pgs. 64, 140, 222, 302 TE Vol. 1 pgs. 70, 152, 230, 314; TE Vol. 2 pgs. 64, 140, 222, 302
b. Use a comma, ellipses, or dash to indicate a pause or break.	SB Vol. 1 pgs. 70, 152, 230, 314; SB Vol. 2 pgs. 64, 140, 222, 302 TE Vol. 1 pgs. 70, 152, 230, 314; TE Vol. 2 pgs. 64, 140, 222, 302
c. Spell correctly.	SB Vol. 1 pgs. 67, 68-69, 150-152, 228-230, 312-314; SB Vol. 2 pgs. 62-64, 138-140, 220-222, 299, 300-301 TE Vol. 1 pgs. 67, 68-69, 150-152, 228-230, 312-314; TE Vol. 2 pgs. 62-64, 138-140, 220-222, 299, 300-301
3. Make effective language choices.	
a. Use verbs in the active and passive voice and in the conditional and subjunctive moods to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).	SB Vol. 1 pgs. 67, 68-69, 150-152, 228-230, 312-314; SB Vol. 2 pgs. 62-64, 138-140, 220-222, 299, 300-301 TE Vol. 1 pgs. 67, 68-69, 150-152, 228-230, 312-314; TE Vol. 2 pgs. 62-64, 138-140, 220-222, 299, 300-301

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

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

Expert 21 – Course III, Vol. 1 & 2 – Scholastic Publishing correlated to
Common Core State Standards Initiative English Language Arts Grade 9

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

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

<p>Reading Standards for Literature 6–12</p> <p>Following are the standards for grades 6–12, which relate to their College and Career Readiness counterparts by number. They offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades.</p>	
<p><i>Key Ideas and Details</i></p>	
<p>1. Cite the evidence in the text that most strongly supports a specific analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<p>SB Vol. 1 pgs. 10, 22, 28, 38, 44, 56, 72, 90, 106, 112, 120, 130, 138, 154, 170, 180, 192, 202, 210, 222, 238, 256, 262, 270, 280, 294, 298, 312; SB Vol. 2 pgs. 11, 24, 28, 36, 54, 58, 72, 90, 106, 114, 122, 130, 134, 148, 166, 176, 182, 194, 204, 216, 230, 248, 254, 264, 272, 282, 296, 312</p> <p>TE Vol. 1 pgs. 10, 22, 28, 38, 44, 56, 72, 90, 106, 112, 120, 130, 138, 154, 170, 180, 192, 202, 210, 222, 238, 256, 262, 270, 280, 294, 298, 312; TE Vol. 2 pgs. 11, 24, 28, 36, 54, 58, 72, 90, 106, 114, 122, 130, 134, 148, 166, 176, 182, 194, 204, 216, 230, 248, 254, 264, 272, 282, 296, 312</p>
<p>2. Analyze in detail the development and refinement of a theme or central idea in a text, including how it emerges and how it is shaped and refined by specific details.</p>	<p>SB Vol. 1 pgs. 88, 91, 93, 94, 97, 97, 99, 101, 102, T22-T23; SB Vol. 2 pgs 246, 249, 250, T32-T33</p> <p>TE Vol. 1 pgs. 88, 91, 93, 94, 97, 97, 99, 101, 102, T22-T23; TE Vol. 2 pgs 246, 249, 250, T32-T33</p>
<p>3. Analyze how complex characters, including those with conflicting motivations or divided loyalties, develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</p>	<p>SB Vol. 1 pgs. 8, 11, 12, 14, 17, 19, 113, 168, 171, 173, 174, 176; SB Vol. 2 pgs 34, 37, 38, 41, 45, 46, 48</p> <p>TE Vol. 1 pgs. 8, 11, 12, 14, 17, 19, 113, 168, 171, 173, 174, 176, T18-T19, T24-T25; TE Vol. 2 pgs 34, 37, 38, 41, 45, 46, 48, T20-T21</p>
<p><i>Craft and Structure</i></p>	
<p>4. Evaluate how an author’s use of language, including formality of diction, shapes meaning and tone in a text (e.g., how the language evokes a sense of time and place, how it sets a formal or informal tone).</p>	<p>SB Vol. 1 pgs. 254, 258, 299, T28-T29; SB Vol. 2 pgs 135</p> <p>TE Vol. 1 pgs. 254, 258, 299, T28-T29; TE Vol. 2 pgs 135</p>
<p>5. Analyze how an author structures a text, orders events within it (e.g., parallel plots), and manipulates time (e.g., pacing) to create mystery, tension, or surprise.</p>	<p>SB Vol. 1 pgs. 88, 91, 93, 94, 97, 97, 99, 101, 102, T22-T23; SB Vol. 2 pgs 246, 249, 250, T32-T33</p> <p>TE Vol. 1 pgs. 88, 91, 93, 94, 97, 97, 99, 101, 102, T22-T23; TE Vol. 2 pgs 246, 249, 250, T32-T33</p>

<p>6. Analyze a case in which the author’s work takes a position or stance on a social issue or other topic and describe how the author carries out that purpose.</p>	<p>SB Vol. 1 pgs. 8, 11, 12, 14, 17, 19, 113, T18-T19; SB Vol. 2 pgs 34, 37, 38, 41, 45, 46, 48, T20-T21 TE Vol. 1 pgs. 8, 11, 12, 14, 17, 19, 113, T18-T19; TE Vol. 2 pgs 34, 37, 38, 41, 45, 46, 48, T20-T21</p>
<p><i>Integration of Knowledge and Ideas</i></p>	
<p>7. Compare and contrast the representation of a subject or a key scene in two different artistic mediums (e.g., Auden’s “Musée de Beaux Arts” and Breughel’s <i>Landscape with the Fall of Icarus</i>).</p>	<p>SB Vol. 1 pgs. 88, 91, 93, 94, 97, 97, 99, 101, 102, T22-T23; SB Vol. 2 pgs 246, 249, 250, T32-T33 TE Vol. 1 pgs. 88, 91, 93, 94, 97, 97, 99, 101, 102, T22-T23; TE Vol. 2 pgs 246, 249, 250, T32-T33</p>
<p>8. (Not applicable to literature)</p>	<p>N/A</p>
<p>9. Analyze a wide range of nineteenth- and early-twentieth-century foundational works of American literature, comparing and contrasting approaches to similar ideas or themes in two or more texts from the same period.</p>	<p>SB Vol. 1 pgs. 219, 263, 299; SB Vol. 2 pgs 29, 99, 177, 299 TE Vol. 1 pgs. 219, 263, 299; TE Vol. 2 pgs 29, 99, 177, 299</p>
<p><i>Range and Level of Text Complexity</i></p>	
<p>10. In grade 9, read literature independently, proficiently, and fluently in the grades 9–10 text complexity band; read texts at the high end of the range with scaffolding as needed.</p>	<p>SB Vol. 1 pgs. 168, 171, 193, 195, 200, 203, 205, 206, 265; SB Vol. 2 pgs. 8, 11, 13, 15, 17, 19, 21, 29, 52, 55, 59, 124 TE Vol. 1 pgs. 168, 171, 193, 195, 200, 203, 205, 206, 265, T10-T11; TE Vol. 2 pgs. 8, 11, 13, 15, 17, 19, 21, 29, 52, 55, 59, 124 T2-T3</p>
<p>Reading Standards for Informational Text 6–12</p>	
<p><i>Key Ideas and Details</i></p>	
<p>1. Cite evidence in the text that most strongly supports a specific analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<p>SB Vol. 1 pgs. 208, 211, 213, 215, 217, 218, 221, T26-T27; SB Vol. 2 pgs 52, 55, 56, 59, T-22-T23 TE Vol. 1 pgs. 208, 211, 213, 215, 217, 218, 221, T26-T27; TE Vol. 2 pgs 52, 55, 56, 59, T-22-T23</p>
<p>2. Analyze in detail the development and refinement of a central idea in a text, including how it emerges and is shaped and refined by specific details.</p>	<p>SB Vol. 1 pgs. 8, 13, 16, 29, 31, 39, 40, 94, 268, T2-T3; SB Vol. 2 pgs 22, 25, 27, 34, 38, 40, 46, 51, 99, T4-T5 TE Vol. 1 pgs. 8, 13, 16, 29, 31, 39, 40, 94, 268, T2-T3; TE Vol. 2 pgs 22, 25, 27, 34, 38, 40, 46, 51, 99, T4-T5</p>

<p>3. Analyze the interactions between and among ideas and events, including how ideas and events influence one another.</p>	<p>SB Vol. 1 pgs. 3, 24, 39, 40, 58, 107, 137, 140, 163, 194, 195, 224, 249, 259, 263, 269, 273; SB Vol. 2 pgs 49, 51, 100, 101, 159, 175, 187, 197, 208, 213, 215, 241, 291, 295</p> <p>TE Vol. 1 pgs. 3, 24, 39, 40, 58, 107, 137, 140, 163, 194, 195, 224, 249, 259, 263, 269, 273; TE Vol. 2 pgs 49, 51, 100, 101, 159, 175, 187, 197, 208, 213, 215, 241, 291, 295</p>
<p><i>Craft and Structure</i></p>	
<p>4. Evaluate how an author's use of language, including formality and type of diction, shapes meaning and tone in a text (e.g., the formality of a court opinion or a newspaper).</p>	<p>SB Vol. 1 pgs. 254, 258, 299, T28-T29; SB Vol. 2 pgs 135</p> <p>TE Vol. 1 pgs. 254, 258, 299, T28-T29; TE Vol. 2 pgs 135</p>
<p>5. Evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.</p>	<p>SB Vol. 1 pgs. 8, 11, 12, 14, 17, 19, 88, 91, 93, 94, 97, 101, 102, 113, 168, 171, 173, 174, 176; SB Vol. 2 pgs 34, 37, 38, 41, 45, 46, 48, 252, 255, 257, 259, 261, 262</p> <p>TE Vol. 1 pgs. 8, 11, 12, 14, 17, 19, 88, 91, 93, 94, 97, 101, 102, 113, 168, 171, 173, 174, 176, T18-T19, T22-T25; TE Vol. 2 pgs 34, 37, 38, 41, 45, 46, 48, 252, 255, 257, 259, 261, 262, T20-T21, T34-T35</p>
<p>6. Analyze documents of historical and literary significance, including foundational U.S. documents (e.g., the Declaration of Independence, the Preamble to the Constitution, the Bill of Rights) for their premises, purposes, and structure.</p>	<p>The teacher can bring in U.S. documents and have students analyze them as they relate to the topical issues today.</p>
<p><i>Integration of Knowledge and Ideas</i></p>	
<p>7. Synthesize information presented in different formats (e.g., text, video, multimedia) to generate a coherent understanding of an issue.</p>	<p>SB Vol. 1 pgs. 168, 171, 193, 195, 200, 203, 205, 206, 265; SB Vol. 2 pgs 8, 11, 13, 15, 17, 19, 21, 29, 52, 55, 59, 124</p> <p>TE Vol. 1 pgs. 168, 171, 193, 195, 200, 203, 205, 206, 265, T10-T11; SB Vol. 2 pgs 8, 11, 13, 15, 17, 19, 21, 29, 52, 55, 59, 124, T2-T3</p> <p>21st Century Toolkit: Expert Files 5.2, 5.3, 5.5, 5.6, 5.7, 5.11, 5.15</p>
<p>8. Assess the truth of an argument's explicit and implicit premises by determining whether the evidence presented in the text justifies the conclusions.</p>	<p>SB Vol. 1 pgs. 8, 11, 12, 14, 17, 19, 113, 168, 171, 173, 174, 176; SB Vol. 2 pgs 34, 37, 38, 41, 45, 46, 48</p> <p>TE Vol. 1 pgs. 8, 11, 12, 14, 17, 19, 113, 168, 171, 173, 174, 176, T18-T19, T24-T25; TE Vol. 2 pgs 34, 37, 38, 41, 45, 46, 48, T20-T21</p>
<p>9. Analyze how authors argue with or otherwise respond to one another's ideas or accounts of key events, evaluating the strength of each author's interpretation.</p>	<p>SB Vol. 1 pgs. 72, 106, 130, 138, 202, 222; SB Vol. 2 pgs. 24, 147, 264, 272, 312</p> <p>TE Vol. 1 pgs. 72, 106, 130, 138, 202, 222; TE Vol. 2 pgs. 24, 147, 264, 272, 312</p>

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

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

b. Develop a claim and counterclaim fairly, supplying evidence for each, while pointing out the strengths of their own claim and the weaknesses of the counterclaim.	SB Vol. 1 pgs. 304-311, T38-T39; SB Vol. 2 pgs 64-304-311, T44-45 TE Vol. 1 pgs. 304-311, T38-T39; TE Vol. 2 pgs 64-304-311, T44-45
c. Use precise words, phrases, and clauses to make clear the relationships between claims and reasons, between reasons and evidence, and between claims and counterclaims.	SB Vol. 1 pgs. 304-311, T38-T39; SB Vol. 2 pgs 64-304-311, T44-45 TE Vol. 1 pgs. 304-311, T38-T39; TE Vol. 2 pgs 64-304-311, T44-45
d. Sustain an objective style and tone while attending to the norms and conventions of the specific discipline as well as to the audience's knowledge of the issue.	SB Vol. 1 pgs. 304-311, T38-T39; SB Vol. 2 pgs 64-304-311, T44-45 TE Vol. 1 pgs. 304-311, T38-T39; TE Vol. 2 pgs 64-304-311, T44-45
e. Provide a concluding statement or section that follows logically from the argument and offers a reflection or recommendation.	SB Vol. 1 pgs. 304-311, T38-T39; SB Vol. 2 pgs 64-304-311, T44-45 TE Vol. 1 pgs. 304-311, T38-T39; TE Vol. 2 pgs 64-304-311, T44-45
2. Write informative/explanatory texts in which they:	
a. Introduce a topic and organize information under broader concepts and categories to make clear the connections and distinctions between key ideas appropriate to the purpose; include formatting (e.g., headings) and graphics (e.g., figures, tables) when useful to clarify ideas.	SB Vol. 1 pgs. 146-153, 230-237, 304-311; SB Vol. 2 pgs 64-71, 222-229, 304-311 TE Vol. 1 pgs. 146-153, 230-237, 304-311, T32-T37; TE Vol. 2 pgs 140-147, 222-229, 304-311, T38-T45
b. Develop a complex topic through well-chosen, relevant, and sufficient facts, concrete details, quotations, extended definitions, or other information and examples.	SB Vol. 1 pgs. 146-153, 230-237, 304-311; SB Vol. 2 pgs 64-71, 222-229, 304-311 TE Vol. 1 pgs. 146-153, 230-237, 304-311, T32-T37; TE Vol. 2 pgs 140-147, 222-229, 304-311, T38-T45
c. Use varied transitions and sentence structures to create cohesion, clarify information and ideas, and link major sections in the text.	SB Vol. 1 pgs. 146-153, 230-237, 304-311; SB Vol. 2 pgs 64-71, 222-229, 304-311 TE Vol. 1 pgs. 146-153, 230-237, 304-311, T32-T37; TE Vol. 2 pgs 140-147, 222-229, 304-311, T38-T45
d. Use precise language and domain-specific and technical wording (when appropriate) to manage the complexity of the topic in a style that responds to the specific discipline and context as well as to the expertise of likely readers.	SB Vol. 1 pgs. 146-153, 230-237, 304-311; SB Vol. 2 pgs 64-71, 222-229, 304-311 TE Vol. 1 pgs. 146-153, 230-237, 304-311, T32-T37; TE Vol. 2 pgs 140-147, 222-229, 304-311, T38-T45
e. Provide a conclusion that follows logically from the information or explanation provided and articulates the implications or significance of the topic.	SB Vol. 1 pgs. 146-153, 230-237, 304-311; SB Vol. 2 pgs 64-71, 222-229, 304-311 TE Vol. 1 pgs. 146-153, 230-237, 304-311, T32-T37; TE Vol. 2 pgs 140-147, 222-229, 304-311, T38-T45

3. Write narratives in which they:	
a. Engage the reader by establishing a problem, situation, or observation and purposefully organize a progression of events or experiences.	SB Vol. 1 pgs. 146-153, 230-237, 304-311; SB Vol. 2 pgs 64-71, 222-229, 304-311 TE Vol. 1 pgs. 146-153, 230-237, 304-311, T32-T37; TE Vol. 2 pgs 140-147, 222-229, 304-311, T38-T45
b. Develop narrative elements (e.g., setting, event sequence, complex characters) with well-chosen, revealing details.	SB Vol. 1 pgs. 146-153, 230-237, 304-311; SB Vol. 2 pgs 64-71, 222-229, 304-311 TE Vol. 1 pgs. 146-153, 230-237, 304-311, T32-T37; TE Vol. 2 pgs 140-147, 222-229, 304-311, T38-T45
c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.	SB Vol. 1 pgs. 146-153, 230-237, 304-311; SB Vol. 2 pgs 64-71, 222-229, 304-311 TE Vol. 1 pgs. 146-153, 230-237, 304-311, T32-T37; TE Vol. 2 pgs 140-147, 222-229, 304-311, T38-T45
d. Use precise language to develop a picture of how the events, experiences, and ideas emerge and unfold.	SB Vol. 1 pgs. 146-153, 230-237, 304-311; SB Vol. 2 pgs 64-71, 222-229, 304-311 TE Vol. 1 pgs. 146-153, 230-237, 304-311, T32-T37; TE Vol. 2 pgs 140-147, 222-229, 304-311, T38-T45
e. Provide a satisfying conclusion that follows from what is experienced, observed, or resolved over the course of the narrative.	SB Vol. 1 pgs. 146-153, 230-237, 304-311; SB Vol. 2 pgs 64-71, 222-229, 304-311 TE Vol. 1 pgs. 146-153, 230-237, 304-311, T32-T37; TE Vol. 2 pgs 140-147, 222-229, 304-311, T38-T45
<i>Production and Distribution of Writing</i>	
4. Produce writing in which the organization, development, substance, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for this standard are defined in Standards 1–3 above.)	SB Vol. 1 pgs. 72, 106, 130, 138, 202; SB Vol. 2 pgs 24, 272 TE Vol. 1 pgs. 72, 106, 130, 138, 202; TE Vol. 2 pgs 24, 272 21st Century ToolKit: Expert Files 2.1, 2.2, 2.3, 2.6, 2.7, 2.8, 2.9
5. Strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific task and context.	SB Vol. 1 pgs. 72, 106, 130, 138, 202; SB Vol. 2 pgs 24, 272 TE Vol. 1 pgs. 72, 106, 130, 138, 202; TE Vol. 2 pgs 24, 272 21st Century ToolKit: Expert Files 2.1, 2.2, 2.3, 2.6, 2.7, 2.8, 2.9

<p>6. Use technology, including the Internet, to produce, publish, and collaborate on a shared writing product, incorporating diverse and sometimes conflicting feedback.</p>	<p>SB Vol. 1: 67-69, 70, 71, 149, 150, 151, 153, 234, 235, 236, 308, 309, 310; SB Vol. 2: 67, 70, 71, 143, 146, 147, 225, 228, 229, 307, 310, 311 TE Vol. 1: 67-69, 70, 71, 149, 150, 151, 153, 234, 235, 236, 308, 309, 310; TE Vol. 2: 67, 70, 71, 143, 146, 147, 225, 228, 229, 307, 310, 311 21st Century ToolKit: Expert Files 2.1, 2.2, 2.3, 2.6, 2.7, 2.8, 2.9</p>
<p><i>Research to Build Knowledge</i></p>	
<p>7. Perform short, focused research projects and more sustained research; synthesize multiple sources on a subject to answer a question or solve a problem.</p>	<p>SB Vol. 1 pgs. 72, 106, 130, 138, 202; SB Vol. 2 pgs 24, 272 TE Vol. 1 pgs. 72, 106, 130, 138, 202; TE Vol. 2 pgs 24, 272 21st Century ToolKit: Expert Files 2.1, 2.2, 2.3, 2.6, 2.7, 2.8, 2.9</p>
<p>8. Assemble evidence gathered from authoritative print and digital sources; assess the credibility and accuracy of the information and its strengths and limitations in terms of answering the research question; and integrate selected information into the text, avoiding overreliance on any one source and following a standard format for citation.</p>	<p>SB Vol. 1 pgs. 72, 106, 130, 138, 202; SB Vol. 2 pgs 24, 272 TE Vol. 1 pgs. 72, 106, 130, 138, 202; TE Vol. 2 pgs 24, 272 21st Century ToolKit: Expert Files 2.1, 2.2, 2.3, 2.6, 2.7, 2.8, 2.9</p>
<p>9. Write in response to literary or informational sources, drawing evidence from the text to support analysis and reflection as well as to describe what they have learned.</p>	
<p>a. Apply <i>grades 9–10 reading standards</i> to literature (e.g., “Analyze a wide range of nineteenth- and early-twentieth-century foundational works of American literature, comparing and contrasting approaches to similar ideas or themes in two or more texts from the same period.”).</p>	<p>SB Vol. 1 pgs. 72, 106, 130, 138, 202; SB Vol. 2 pgs 24, 272 TE Vol. 1 pgs. 72, 106, 130, 138, 202; TE Vol. 2 pgs 24, 272 21st Century ToolKit: Expert Files 2.1, 2.2, 2.3, 2.6, 2.7, 2.8, 2.9</p>
<p>b. Apply <i>grades 9–10 reading standards</i> to literary nonfiction (e.g., “Assess the truth of an argument’s explicit and implicit premises by determining whether the evidence presented in the text justifies the conclusions”).</p>	<p>SB Vol. 1 pgs. 72, 106, 130, 138, 202; SB Vol. 2 pgs 24, 272 TE Vol. 1 pgs. 72, 106, 130, 138, 202; TE Vol. 2 pgs 24, 272 21st Century ToolKit: Expert Files 2.1, 2.2, 2.3, 2.6, 2.7, 2.8, 2.9</p>
<p><i>Range of Writing</i></p>	
<p>10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p>	<p>SB Vol. 1 pgs. 72, 106, 130, 138, 202; SB Vol. 2 pgs 24, 272 TE Vol. 1 pgs. 72, 106, 130, 138, 202; TE Vol. 2 pgs 24, 272 21st Century ToolKit: Expert Files 2.1, 2.2, 2.3, 2.6, 2.7, 2.8, 2.9</p>

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

<p>6. Adapt speech to a variety of contexts and communicative tasks, demonstrating a command of formal English when indicated or appropriate.</p>	<p>SB Vol. 1 pgs. 17, 25, 47, 59, 213, 225; SB Vol. 2 pgs. 107, 151, 185, 231, 243, 249 TE Vol. 1 pgs. 17, 25, 47, 59, 213, 225; TE Vol. 2 pgs. 107, 151, 185, 231, 243, 249 21st Century ToolKit: Expert Files 1.1, 1.2,1.5, 1.6, 1.9</p>
<p>Speaking and Listening Standards 6–12 Following are the standards for grades 6–12, which relate to their College and Career Readiness counterparts by number. They offer a focus for instruction in each year to help ensure that students gain adequate exposure to a range of skills and applications.</p>	
<p><i>Comprehension and Collaboration</i></p>	
<p>1. Initiate and participate effectively in group discussions on <i>grades 9–10 topics, texts, and issues</i> being studied in class.</p>	
<p>a. Prepare for discussions by reading and researching material under study and explicitly draw on that preparation in discussions.</p>	<p>SB Vol. 1 pgs. 17, 25, 47, 59, 213, 225; SB Vol. 2 pgs. 107, 151, 185, 231, 243, 249 TE Vol. 1 pgs. 17, 25, 47, 59, 213, 225; TE Vol. 2 pgs. 107, 151, 185, 231, 243, 249 21st Century ToolKit: Expert Files 1.1, 1.2,1.5, 1.6, 1.9</p>
<p>b. Cooperate with peers to set clear goals and deadlines and to establish roles.</p>	<p>SB Vol. 1 pgs. 29; SB Vol. 2 pgs. 251 TE Vol. 1 pgs. 29; TE Vol. 2 pgs. 251 21st Century ToolKit: Expert Files 1.1, 1.2,1.5, 1.6, 1.9</p>
<p>c. Build on essential information from others' input by asking questions and sharing comments that enrich discussions.</p>	<p>SB Vol. 1 pgs. 29; SB Vol. 2 pgs. 251 TE Vol. 1 pgs. 29; TE Vol. 2 pgs. 251 21st Century ToolKit: Expert Files 1.1, 1.2,1.5, 1.6, 1.9</p>
<p>d. Acknowledge the ideas and contributions of others in the group, reach decisions about the information and ideas under discussion, and complete the task.</p>	<p>SB Vol. 1 pgs. 29; SB Vol. 2 pgs. 251 TE Vol. 1 pgs. 29; TE Vol. 2 pgs. 251 21st Century ToolKit: Expert Files 1.1, 1.2,1.5, 1.6, 1.9</p>
<p>e. Evaluate whether the team has met its goals.</p>	<p>Teachers can assist their students in planning and writing a rubric that can be used for evaluating team goals.</p>

<p>2. Synthesize information presented visually or multimodally with other information presented orally, noting any discrepancies between the data that emerge as a result.</p>	<p>SB Vol. 1 pgs. 35, 63, 117, 145, 199, 229, 277, 302; SB Vol. 2 pgs. 33, 63, 118, 139, 191, 221, 269, 302 TE Vol. 1 pgs. 35, 63, 117, 145, 199, 229, 277, 302; TE Vol. 2 pgs. 33, 63, 118, 139, 191, 221, 269, 302 21st Century Toolkit: Expert Files 1.1, 1.2,1.5, 1.6, 1.9</p>
<p>3. Determine a speaker’s or presenter’s position or point of view by assessing the evidence, word choice, points of emphasis, and tone used.</p>	<p>SB Vol. 1 pgs. 35, 63, 117, 145, 199, 229, 277, 302; SB Vol. 2 pgs. 33, 63, 118, 139, 191, 221, 269, 302 TE Vol. 1 pgs. 35, 63, 117, 145, 199, 229, 277, 302; TE Vol. 2 pgs. 33, 63, 118, 139, 191, 221, 269, 302 21st Century Toolkit: Expert Files 1.1, 1.2,1.5, 1.6, 1.9</p>
<p><i>Presentation of Knowledge and Ideas</i></p>	
<p>4. Plan and deliver relevant and sufficient evidence in support of findings and claims such that listeners can follow the reasoning, adjusting presentation to particular audiences and purposes.</p>	<p>SB Vol. 1 pgs. 48, 184, 220, 259, 290, 296, 321; SB Vol. 2 pgs. 47, 50, 79, 214 TE Vol. 1 pgs. 48, 184, 220, 259, 290, 296, 321; TE Vol. 2 pgs. 47, 50, 79, 214 21st Century Toolkit: Expert Files 1.1, 1.2,1.5, 1.6, 1.9</p>
<p>5. Make strategic use of digital media elements and visual displays of data to enhance understanding.</p>	<p>SB Vol. 1 pgs. 7, 18, 47, 49, 53, 54, 58, 83, 87, 99, 103, 108, 111, 121, 135, 140, 167, 173, 181, 185, 203, 207, 211, 212, 215, 217, 219, 253, 257, 265, 267, 296, 315; SB Vol. 2 pgs. 3, 7, 12, 39, 42, 43, 44, 45, 47, 55, 56, 83, 87, 91, 95, 102, 110, 127, 163, 168, 185, 201, 205, 207, 209, 211, 214, 245, 250, 255, 260, 263, 265, 283, 285, 289 TE Vol. 1 pgs. 7, 18, 47, 49, 53, 54, 58, 83, 87, 99, 103, 108, 111, 121, 135, 140, 167, 173, 181, 185, 203, 207, 211, 212, 215, 217, 219, 253, 257, 265, 267, 296, 315; TE Vol. 2 pgs. 3, 7, 12, 39, 42, 43, 44, 45, 47, 55, 56, 83, 87, 91, 95, 102, 110, 127, 163, 168, 185, 201, 205, 207, 209, 211, 214, 245, 250, 255, 260, 263, 265, 283, 285, 289 21st Century Toolkit: Expert Files 5.2, 5.3, 5.5, 5.6, 5.7, 5.11, 5.15</p>

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

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

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

21st Century ToolKit: Expert Files 1.1, 1.2, 1.5, 1.6, 1.9

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

<i>Vocabulary Acquisition and Use</i>	
4. Determine the meaning of words and phrases encountered through conversations, reading, and media use.	SB Vol. 1 pgs. 89, 93, 100, 105, 109, 110; SB Vol. 2 pgs. 247, 249, 253, 256, 261 TE Vol. 1 pgs. 89, 93, 100, 105, 109, 110; TE Vol. 2 pgs. 247, 249, 253, 256, 261
5. Understand the nuances of and relationships among words.	SB Vol. 1 pgs. 89, 93, 100, 105, 109, 110; SB Vol. 2 pgs. 247, 249, 253, 256, 261 TE Vol. 1 pgs. 89, 93, 100, 105, 109, 110; TE Vol. 2 pgs. 247, 249, 253, 256, 261
6. Use grade-appropriate general academic vocabulary and domain-specific words and phrases purposefully acquired as well as gained through conversation and reading and responding to texts.	SB Vol. 1 pgs. 89, 93, 100, 105, 109, 110; SB Vol. 2 pgs. 247, 249, 253, 256, 261 TE Vol. 1 pgs. 89, 93, 100, 105, 109, 110; TE Vol. 2 pgs. 247, 249, 253, 256, 261
Language Standards 6–12 Following are the standards for grades 6–12, which relate to their College and Career Readiness counterparts by number. They offer a focus for instruction in each year to help ensure that students gain adequate exposure to a range of skills and applications.	
<i>Conventions in Writing and Speaking</i>	
1. Observe conventions of grammar and usage.	
a. Use parallel structure in writing.	SB Vol. 1 pgs. 65, 68, 69, 304, 305, 308, 309; SB Vol. 2 pgs 222, 223, 226, 227 TE Vol. 1 pgs. 65, 65, 68, 69, 304, 305, 308, 309; TE Vol. 2 pgs 222, 223, 226, 227
b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to add variety and interest to writing or presentations.	SB Vol. 1 pgs. 65, 68, 69, 304, 305, 308, 309; SB Vol. 2 pgs 222, 223, 226, 227 TE Vol. 1 pgs. 65, 65, 68, 69, 304, 305, 308, 309; TE Vol. 2 pgs 222, 223, 226, 227
2. Observe conventions of capitalization, punctuation, and spelling.	
a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.	SB Vol. 1 pgs. 70, 152, 236, 310; SB Vol. 2 pgs 70, 146, 228, 310 TE Vol. 1 pgs. 70, 152, 236, 310; TE Vol. 2 pgs 70, 146, 228, 310

b. Use a colon to introduce a list or quotation.	SB Vol. 1 pgs. 70, 152, 236, 310; SB Vol. 2 pgs 70, 146, 228, 310 TE Vol. 1 pgs. 70, 152, 236, 310; TE Vol. 2 pgs 70, 146, 228, 310
c. Spell correctly.	SB Vol. 1 pgs. 70, 152, 236, 310; SB Vol. 2 pgs 70, 146, 228, 310 TE Vol. 1 pgs. 70, 152, 236, 310; TE Vol. 2 pgs 70, 146, 228, 310
3. Make effective language choices.	
a. Write and edit work so that it conforms to the guidelines in a style manual.	SB Vol. 1 pgs. 65, 68, 69, 304, 305, 308, 309; SB Vol. 2 pgs 222, 223, 226, 227 TE Vol. 1 pgs. 65, 65, 68, 69, 304, 305, 308, 309; TE Vol. 2 pgs 222, 223, 226, 227
<i>Vocabulary Acquisition and Use</i>	
4. Determine word meanings (based on grades 9-10 reading).	
a. Determine or clarify the meaning of unknown or multiple-meaning words through the use of one or more strategies, such as using semantic clues (e.g., sentence and paragraph context, the organizational pattern of the text); using syntactic clues (e.g., the word's position or function in the sentence); analyzing the word's sounds, spelling, and meaningful parts; and consulting reference materials, both print and digital.	SB Vol. 1 pgs. 169, 172, 174, 179, 182, 186, 194; SB Vol. 2 pgs. 125, 129, 130, 183, 193, 199, 203, 206, 212, 271, 274, 281, 286, 292 TE Vol. 1 pgs. 169, 172, 174, 179, 182, 186, 194; TE Vol. 2 pgs. 125, 129, 130, 183, 193, 199, 203, 206, 212, 271, 274, 281, 286, 292
b. Verify the preliminary determination of a word's meaning (e.g., by checking the inferred meaning in context or looking up the word in a dictionary).	SB Vol. 1 pgs. 89, 93, 100, 105, 109, 110; SB Vol. 2 pgs. 247, 249, 253, 256, 261 TE Vol. 1 pgs. 89, 93, 100, 105, 109, 110; TE Vol. 2 pgs. 247, 249, 253, 256, 261
c. Interpret various figures of speech (e.g., hyperbole, paradox) and analyze their role in a text.	SB Vol. 1 pgs. 254, 258, 299, T28-T29; SB Vol. 2 pgs 135; TE Vol. 1 pgs. 254, 258, 299, T28-T29; TE Vol. 2 pgs 135
5. Understand word relationships.	
a. Trace the network of uses and meanings that different words have and the interrelationships among those meanings and uses.	SB Vol. 1 pgs. 169, 172, 174, 179, 182, 186, 194; SB Vol. 2 pgs. 125, 129, 130, 183, 193, 199, 203, 206, 212, 271, 274, 281, 286, 292 TE Vol. 1 pgs. 169, 172, 174, 179, 182, 186, 194; TE Vol. 2 pgs. 125, 129, 130, 183, 193, 199, 203, 206, 212, 271, 274, 281, 286, 292

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