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A Correlation Between

The Louisiana State Standards and Grade-Level Expectations

and

*Reviewing English Language Arts: Preparing for the Eighth-Grade Test*

and

*English Language Arts: Review and Practice*

by Mary L. Dennis



**Academic Standards and Grade-Level Expectations**  
**Reviewing English Language Arts: Preparing for the Eighth-Grade Test and**  
**English Language Arts: Review and Practice**  
**Amsco Selected Text Pages**

**Reading and Responding:**

***Standard 1:***

<b>Grade-Level Expectations</b>	<b><i>Reviewing English Language Arts</i></b>	<b><i>English Language Arts: Review and Practice</i></b>
<p><b>1. Develop vocabulary using a variety of strategies, including:</b></p> <ul style="list-style-type: none"> <li>• <b>use of connotative and denotative meanings</b></li> <li>• <b>use of Greek, Latin, and Anglo-Saxon roots and word parts (ELA-1-M1)</b></li> </ul>	<p>Develop vocabulary using a variety of strategies: 8 (item 17), 12 (item 25), 41 (Words to Know [WTK]), 49 (WTK), 71–73, 77 (item 3), 78 (item 9), 79 (WTK), 120 (WTK), 138–142, 160 WTK), 215 (item 24), 239 (item 8), 243 (item 17), 246 (item 23)</p> <p>Use of Greek, Latin, and Anglo-Saxon roots and word parts: 4 (item 6), 140–142,</p> <p>Use of connotative and denotative meanings: Not addressed</p>	<p>Develop vocabulary using a variety of strategies: 8 (item 17), 12 (item 25), 41 (Words to Know [WTK]), 49 (WTK), 71–73, 77 (item 3), 78 (item 9), 79 (WTK), 120 (WTK), 138–142, 160 WTK), 191 (9<sup>th</sup> bullet), 193 (item 1), 215 (item 24), 239 (item 8), 243 (item 17), 246 (item 23)</p> <p>Use of Greek, Latin, and Anglo-Saxon roots and word parts: 4 (item 6), 140–142, 191 (9<sup>th</sup> bullet)</p> <p>Use of connotative and denotative meanings: Not addressed</p>
<p><b>2. Interpret story elements, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Stated and implied themes</b></li> <li>• <b>development of character</b></li> </ul>	<p>Theme: 6 (item 9)</p> <p>Characterization: 7 (item 15), 8 (item 16), 17 (item 26), 24 (item 30), 69 (4<sup>th</sup> para.), 145–146, 149, 154 (item 1), 215 (item 22), 223 (item 30)</p>	<p>Theme: 6 (item 9)</p> <p>Characterization: 7 (item 15), 8 (item 16), 17 (item 26), 24 (item 30), 69 (4<sup>th</sup> para.), 145–146, 149, 154 (item 1), 215 (item 22),</p>

<p>types</p> <ul style="list-style-type: none"> <li>effectiveness of ploy sequence and/or subplots</li> <li>the relationship of conflicts and multiple conflicts (e.g., man vs. man, nature, society, self) to plot</li> <li>difference in third-person limited and omniscient points of view (ELA-1-M2)</li> </ul>	<p>Plot and subplot(s): 7 (item 10), 8 (item 18), 214 (item 21), 215 (item 25)</p> <p>Conflict: 7 (item 11), 214 (item 19)</p> <p>Person/Point of view: 169–170</p>	<p>223 (item 30)</p> <p>Plot and subplot(s): 7 (item 10), 8 (item 18), 214 (item 21), 215 (item 25)</p> <p>Conflict: 7 (item 11), 214 (item 19)</p> <p>Person/Point of view: 169–170</p>
<p><b>3. Interpret literary devices, including:</b></p> <ul style="list-style-type: none"> <li>allusions</li> <li>understatements (meiosis)</li> <li>how word choice and images appeal to the senses and suggest mood and tone</li> <li>the use of foreshadowing and flashback to direct plot development</li> <li>the effects of hyperbole and symbolism (ELA-1-M2)</li> </ul>	<p>Allusions: Not addressed</p> <p>Understatements: Not addressed</p> <p>Word choice/Imagery/Mood/Tone: 133–134</p> <p>Foreshadowing/Flashback: Not addressed</p> <p>Hyperbole/Symbolism: 134</p>	<p>Allusions: Not addressed</p> <p>Understatements: Not addressed</p> <p>Word choice/Imagery/Mood/Tone: 133–134</p> <p>Foreshadowing/Flashback: Not addressed</p> <p>Hyperbole/Symbolism: 134</p>
<p><b>4. Draw conclusions and make inferences in print and nonprint responses about ideas and information in grade-appropriate texts, including:</b></p> <ul style="list-style-type: none"> <li>epics</li> </ul>	<p>Draw conclusions and make inferences in grade-appropriate texts: 4 (item 8), 64–68, 78 (item 5), 131–132, 133 (item 6), 191 (8<sup>th</sup> bullet), 206 (item 7), 209 (item 12), 210 (item 15), 227 (item 32), 245 (item 20), 249 (item 27)</p> <p>Epics/consumer materials/public documents: Not</p>	<p>Draw conclusions and make inferences in grade-appropriate texts: 4 (item 8), 64–68, 78 (item 5), 131–132, 133 (item 6), 191 (8<sup>th</sup> bullet), 206 (item 7), 209 (item 12), 210 (item 15), 227 (item 32), 245 (item 20), 249 (item 27)</p>

<ul style="list-style-type: none"> <li>• consumer materials</li> <li>• public documents (ELA-1-M3)</li> </ul>	addressed	Epics/consumer materials/public documents: Not addressed
<b>5. Interpret ideas and information in a variety of texts (e.g., scientific reports, technical guidelines, business memos) and make connections to real-life situations and other texts (ELA-1-M4)</b>	<p>Interpret ideas and information in a variety of texts: 2–4, 5–8, 9–12, 22–27, 50–51, 51–53, 75–78, 129–132, 136–138, 143–145, 147–149, 153–155, 156–159, 203–206, 207–210, 211–215, 222–229, 236–239, 240–243, 244–246, 253–259</p> <p>Connect texts to real-life situations: 31 (item 34), 233 (item 34), 263 (item 34)</p>	<p>Interpret ideas and information in a variety of texts: 2–4, 5–8, 9–12, 22–27, 50–51, 51–53, 75–78, 129–132, 136–138, 143–145, 147–149, 153–155, 156–159, 203–206, 207–210, 211–215, 222–229, 236–239, 240–243, 244–246, 253–259</p> <p>Connect texts to real-life situations: 31 (item 34), 233 (item 34), 263 (item 34)</p>

*Standard 6:*

<b>Grade-Level Expectations</b>	<b><i>Reviewing English Language Arts</i></b>	<b><i>English Language Arts: Review and Practice</i></b>
<b>6. Analyze universal themes found in a variety of world and multicultural texts in oral and written responses (ELA-6-M1)</b>	Analyze universal themes found in a variety of world and multicultural texts: 27 (item 33), 229 (item 33)	Analyze universal themes found in a variety of world and multicultural texts: 27 (item 33), 229 (item 33)
<b>7. Compare and contrast elements (e.g., plot, setting, character, theme) in multiple genres (ELA-6-M2)</b>	Compare and contrast elements in multiple genres: 27 (item 33), 121, 157 (item 4), 259 (item 33)	Compare and contrast elements in multiple genres: 27 (item 33), 121, 157 (item 4), 259 (item 33)
<b>8. Use knowledge of the distinctive characteristics to</b>	Use knowledge/explain significance of various genres: 50, 69, 121	Use knowledge/explain significance of various genres: 50, 69, 121

<p><b>classify and explain the significance of various genres, including:</b></p> <ul style="list-style-type: none"> <li>• <b>fiction (e.g., mystery, novel)</b></li> <li>• <b>nonfiction (e.g., workplace documents, editorials)</b></li> <li>• <b>poetry (e.g., lyric, narrative)</b></li> <li>• <b>drama (e.g., plays) (ELA-6-M3)</b></li> </ul>	<p>Fiction: 69, 121</p> <p>Nonfiction: 69, 121</p> <p>Poetry: 121, 133–138</p> <p>Drama: 121</p>	<p>Fiction: 69, 121</p> <p>Nonfiction: 69, 121</p> <p>Poetry: 121, 133–138</p> <p>Drama: 121</p>
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*Standard 7:*

<b>Grade-Level Expectations</b>	<b><i>Reviewing English Language Arts</i></b>	<b><i>English Language Arts: Review and Practice</i></b>
<p><b>9. Demonstrate understanding of information in grade-appropriate texts using a variety of strategies, including:</b></p> <ul style="list-style-type: none"> <li>• <b>sequencing events to examine and evaluate information</b></li> <li>• <b>summarizing and paraphrasing to examine and evaluate information</b></li> <li>• <b>interpreting stated or implied main ideas</b></li> <li>• <b>comparing and contrasting literary elements and ideas</b></li> </ul>	<p>Demonstrate understanding of information in texts using a variety of strategies: 2–4, 5–8, 9–12, 22–27, 51–53, 75–78, 129–132, 136–138, 143–145, 147–149, 153–155, 156–159, 203–206, 2070210, 211–215, 222–229, 236–239, 240–243, 244–246, 253–259</p> <p>Sequencing events: 206 (item 6), 241 (item 9)</p> <p>Summarizing and paraphrasing: 6 (item 9), 27 (item 33), 209 (item 9), 257 (item 32)</p> <p>Interpreting stated or implied main ideas: 18 (item 27), 25 (item 32), 54–58, 77 (item 2), 122, 131 (1<sup>st</sup> bullet), 132 (item 1)</p>	<p>Demonstrate understanding of information in texts using a variety of strategies: 2–4, 5–8, 9–12, 22–27, 51–53, 75–78, 129–132, 136–138, 143–145, 147–149, 153–155, 156–159, 203–206, 2070210, 211–215, 222–229, 236–239, 240–243, 244–246, 253–259</p> <p>Sequencing events: 159 (item 3), 206 (item 6), 241 (item 9)</p> <p>Summarizing and paraphrasing: 6 (item 9), 27 (item 33), 209 (item 9), 257 (item 32)</p> <p>Interpreting stated or implied main ideas:</p>

<p><b>within and across texts</b></p> <ul style="list-style-type: none"> <li>• <b>making inferences and drawing conclusions</b></li> <li>• <b>predicting the outcome of a story or situation</b></li> <li>• <b>identifying literary devices (ELA-7-M1)</b></li> </ul>	<p>Comparing and contrasting literary elements and ideas within and across texts: 27 (item 33), 102–106, 127–128, 135–138, 157 (item 4), 163–167, 229 (item 33), 251 (item 29)</p> <p>Making inferences and drawing conclusions: 4 (item 8), 64–68, 78 (item 5), 131–132, 133 (item 6), 206 (item 7), 209 (item 12), 210 (item 15), 227 (item 32), 245 (item 20), 249 (item 27)</p> <p>Predicting the outcome of a story or situation: 53 (item 3)</p> <p>Identifying literary devices: 133–134</p> <p>(Other strategies:)</p> <p>Identifying details: 3 (item 2), 4 (item 5), 11 (item 22), 61–64, 77 (item 1), 78 (item 4), 122, 205 (item 2), 206 (item 8), 209 (item 13), 214 (item 18), 218 (item 26), 239 (item 3), 242 (item 10), 249 (item 26), 255 (item 30)</p>	<p>18 (item 27), 25 (item 32), 54–58, 77 (item 2), 122, 131 (1<sup>st</sup> bullet), 132 (item 1), 191 (5<sup>th</sup> bullet)</p> <p>Comparing and contrasting literary elements and ideas within and across texts: 27 (item 33), 101–106, 127–128, 135–138, 155 (item 4), 157 (item 4), 159 (Extended Response), 163–167, 229 (item 33), 251 (item 29)</p> <p>Making inferences and drawing conclusions: 4 (item 8), 64–68, 78 (item 5), 131–132, 133 (item 6), 191 (8<sup>th</sup> bullet), 206 (item 7), 209 (item 12), 210 (item 15), 227 (item 32), 245 (item 20), 249 (item 27)</p> <p>Predicting the outcome of a story or situation: 53 (item 3)</p> <p>Identifying literary devices: 133–134</p> <p>(Other strategies:)</p> <p>Identifying details: 3 (item 2), 4 (item 5), 11 (item 22), 61–64, 77 (item 1), 78 (item 4), 122, 159 (item 1), 191 (6<sup>th</sup> bullet), 205 (item 2), 206 (item 8), 209 (item 13), 214 (item 18), 218 (item 26), 239 (item 3), 242 (item 10), 249 (item 26), 255 (item 30)</p>
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<p><b>10. Explain the relationship between life experiences and texts to generate solutions to problems (ELA-7-M2)</b></p>	<p>Explain the relationship between life experiences and texts to generate solutions to problems: Not addressed</p>	<p>Explain the relationship between life experiences and texts to generate solutions to problems: Not addressed</p>
<p><b>11. Use technical information and other available resources (e.g., Web sites, interviews) to solve problems (ELA-7-M2)</b></p>	<p>Use technical information and other available resources to solve problems: Not addressed</p>	<p>Use technical information and other available resources to solve problems: 190 (Act. 2)</p>
<p><b>12. Evaluate the effectiveness of an author’s purpose (ELA-7-M3)</b></p>	<p>Evaluate the effectiveness of an author’s purpose: 3 (item 1), 4 (item 7), 10 (item 19), 69–70, 78 (item 10), 131 (2<sup>nd</sup> bullet), 132 (item 2), 205 (item 1), 243 (item 18)</p>	<p>Evaluate the effectiveness of an author’s purpose: 3 (item 1), 4 (item 7), 10 (item 19), 69–70, 78 (item 10), 131 (2<sup>nd</sup> bullet), 132 (item 2), 157 (item 2), 193 (item 2), 205 (item 1), 243 (item 18)</p>
<p><b>13. Analyze an author’s viewpoint by assessing appropriateness of evidence and persuasive techniques (e.g., appeal to authority, social disapproval) (ELA-7-M3)</b></p>	<p>Analyze an author’s viewpoint by assessing evidence and persuasive techniques: 11 (item 20), 131 (4<sup>th</sup> bullet), 132 (item 3)</p>	<p>Analyze an author’s viewpoint by assessing evidence and persuasive techniques: 11 (item 20), 131 (4<sup>th</sup> bullet), 132 (item 3), 159 (item 2)</p>
<p><b>14. Analyze grade-appropriate print and nonprint texts using various reasoning skills, including:</b></p> <ul style="list-style-type: none"> <li>• identifying cause-effect relationships</li> <li>• raising questions</li> <li>• reasoning inductively and deductively</li> </ul>	<p>Analyze grade-appropriate print and nonprint texts using various reasoning skills: 2–4, 5–8, 9–12, 22–27, 51–53, 75–78, 129–132, 136–138, 143–145, 147–149, 153–155, 156–159, 203–206, 2070210, 211–215, 222–229, 236–239, 240–243, 244–246, 253–259</p> <p>Identifying cause-effect relationships: 4 (item 4),</p>	<p>Analyze grade-appropriate print and nonprint texts using various reasoning skills: 2–4, 5–8, 9–12, 22–27, 51–53, 75–78, 129–132, 136–138, 143–145, 147–149, 153–155, 156–159, 203–206, 2070210, 211–215, 222–229, 236–239, 240–243, 244–246, 253–259</p>

<ul style="list-style-type: none"> <li>• <b>generating a theory or hypothesis</b></li> <li>• <b>distinguishing facts from opinions and probability (ELA-7-M4)</b></li> </ul>	<p>11 (item 23), 18 (item 28), 20 (item 29), 24 (item 31), 78 (item 7), 127–128, 205 (item 3), 209 (item 10)</p> <p>Raising questions: 123–125, 129 (2<sup>nd</sup> bullet)</p> <p>Reasoning inductively and deductively: Not addressed</p> <p>Generating a theory or hypothesis: 206 (item 5)</p> <p>Distinguishing facts from opinions: 61–64</p>	<p>Identifying cause-effect relationships: 4 (item 4), 11 (item 23), 18 (item 28), 20 (item 29), 24 (item 31), 78 (item 7), 127–128, 193 (item 6), 205 (item 3), 209 (item 10)</p> <p>Raising questions: 107 (item 5), 123–125, 129 (2<sup>nd</sup> bullet)</p> <p>Reasoning inductively and deductively: Not addressed</p> <p>Generating a theory or hypothesis: 206 (item 5)</p> <p>Distinguishing facts from opinions: 61–64</p>
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**Writing:**

*Standard 2:*

<b>Grade-Level Expectations</b>	<i>Reviewing English Language Arts</i>	<i>English Language Arts: Review and Practice</i>
<p><b>15. Write complex, multi-paragraph compositions on student- or teacher-selected topics organized with the following:</b></p> <ul style="list-style-type: none"> <li>• <b>a clearly stated focus or central idea</b></li> </ul>	<p>Develop multi-paragraph compositions: 20 (item 29), 27 (item 33), 31 (item 34), 157 (item 4), 160–199, 220 (item 29), 229 (item 33), 233 (item 34), 251 (item 29), 259 (item 33)</p> <p>Clearly stated focus or central idea: 96–98, 162, 164, 165, 171</p>	<p>Develop multi-paragraph compositions: 20 (item 29), 27 (item 33), 31 (item 34), 110, 112 (item 4), 157 (item 4), 160–199, 220 (item 29), 229 (item 33), 233 (item 34), 251 (item 29), 259 (item 33)</p> <p>Clearly stated focus or central idea: 96–98, 103–104, 110, 162, 164, 165, 171</p>

<ul style="list-style-type: none"> <li>• <b>important ideas or events stated in a selected order</b></li> <li>• <b>organizational patterns (e.g., comparison/contrast, order of importance, chronological order) appropriate to the topic</b></li> <li>• <b>elaboration (anecdotes, relevant facts, examples, and/or specific details)</b></li> <li>• <b>transitional words and phrases that unify ideas and points (ELA-2-M1)</b></li> </ul>	<p>Important ideas or events stated in a selected order: 40</p> <p>Organizational patterns appropriate to the topic: 40, 45–46, 161</p> <p>Elaboration (anecdotes, facts, examples, details): 40, 110, 161</p> <p>Transitional words and phrases: 110</p>	<p>Important ideas or events stated in a selected order: 40</p> <p>Organizational patterns appropriate to the topic: 40, 45–46, 161</p> <p>Elaboration (anecdotes, facts, examples, details): 40, 110, 161</p> <p>Transitional words and phrases: 110</p>
<p><b>16. Organize individual paragraphs with topic sentences, relevant elaboration, and concluding sentences (ELA-2-M1)</b></p>	<p>Organize individual paragraphs: 18 (item 27), 24 (item 31), 25 (item 32), 137 (item 1), 149 (item 2), 154 (item 2), 155 (item 3), 218 (item 27) 224 (item 31), 227 (item 32), 249 (item 27), 256 (item 31), 257 (item 32)</p> <p>Topic sentences: 96–98</p> <p>Elaboration: 96–98, 162–167</p> <p>Concluding sentences: 164, 165, 167</p>	<p>Organize individual paragraphs: 18 (item 27), 24 (item 31), 25 (item 32), 101 (item 2), 110, 111 (item 1), 137 (item 1), 149 (item 2), 154 (item 2), 155 (item 3), 218 (item 27) 224 (item 31), 227 (item 32), 249 (item 27), 256 (item 31), 257 (item 32)</p> <p>Topic sentences: 96–98, 110</p> <p>Elaboration: 96–98, 110, 162–167</p> <p>Concluding sentences: 164, 165, 167, 172</p>
<p><b>17. Develop grade-appropriate compositions on student- or teacher-selected topics that include the following:</b></p>	<p>Develop compositions suited to an identified audience and purpose: 18 (item 27), 20 (item 29), 24 (item 31), 25 (item 32), 27 (item 33), 31 (item 34), 137 (item 1), 149 (item 2), 154 (item</p>	<p>Develop compositions suited to an identified audience and purpose: 18 (item 27), 20 (item 29), 24 (item 31), 25 (item 32), 27 (item 33), 31 (item 34), 101 (item</p>

<ul style="list-style-type: none"> <li>• <b>word choices (diction) appropriate to the identified audience and/or purpose</b></li> <li>• <b>vocabulary selected to clarify meaning, create images, and set a tone</b></li> <li>• <b>information/ideas selected to engage the interest of the reader</b></li> <li>• <b>clear voice (individual personality)</b></li> <li>• <b>variety in sentence structure (ELA-2-H2)</b></li> </ul>	<p>2), 155 (item 3), 157 (item 4), 160–199, 218 (item 27), 220 (item 29), 224 (item 31), 227 (item 32), 229 (item 33), 233 (item 34), 249 (item 27), 251 (item 29), 256 (item 31), 257 (item 32), 259 item 33)</p> <p>Use word choices appropriate to the identified audience/purpose: 169–170, 173</p> <p>Select vocabulary to clarify meaning, create images, and set a tone: 169–170</p> <p>Select information/ideas to engage the interest of the reader: 96–98, 162–167</p> <p>Use clear voice (individual personality): 169–170, 173</p>	<p>2), 111 (item 1), 112 (item 4), 137 (item 1), 149 (item 2), 154 (item 2), 155 (item 3), 157 (item 4), 160–199, 218 (item 27), 220 (item 29), 224 (item 31), 227 (item 32), 229 (item 33), 233 (item 34), 249 (item 27), 251 (item 29), 256 (item 31), 257 (item 32), 259 item 33)</p> <p>Use word choices appropriate to the identified audience/purpose: 169–170, 173</p> <p>Select vocabulary to clarify meaning, create images, and set a tone: 169–170</p> <p>Select information/ideas to engage the interest of the reader: 96–98, 110, 162–167</p> <p>Use clear voice (individual personality): 169–170, 173, 184</p>
<p><b>18. Develop grade-appropriate compositions by identifying and applying writing processes such as the following:</b></p> <ul style="list-style-type: none"> <li>• <b>selecting topic and form</b></li> <li>• <b>prewriting (e.g., brainstorming, researching, raising questions, generating graphic organizers)</b></li> <li>• <b>drafting</b></li> </ul>	<p>Selecting topic and form: 96–98, 162–163</p> <p>Prewriting (e.g., brainstorming, clustering, outlining, generating main idea/thesis statements): 46–47, 91–93, 150–151, 162–167, 170–171, 178–181</p> <p>Drafting: 46–47</p> <p>Conferencing (e.g., with peers and teachers): 176, 183</p>	<p>Selecting topic and form: 96–98, 162–163</p> <p>Prewriting (e.g., brainstorming, clustering, outlining, generating main idea/thesis statements): 46–47, 91–93, 150–151, 103–104, 162–167, 170–171, 178–181, 185</p> <p>Drafting: 46–47</p> <p>Conferencing (e.g., with peers and teachers): 176, 183</p>

<ul style="list-style-type: none"> <li>• <b>conferencing (e.g., peer and teacher)</b></li> <li>• <b>revising based on feedback and use of various tools (e.g., LEAP21 Writer’s Checklist, rubrics)</b></li> <li>• <b>proofreading/editing</b></li> <li>• <b>publishing using technology (ELA-2-M3)</b></li> </ul>	<p>Revising for content and structure based on feedback: 46</p> <p>Proofreading/editing to improve conventions of language: 46–47, 150, 152, 173–176, 183</p> <p>Publishing using technology: Not addressed</p>	<p>Revising for content and structure based on feedback: 46</p> <p>Proofreading/editing to improve conventions of language: 46–47, 150, 152, 155, 173–176, 183, 194–198</p> <p>Publishing using technology: Not addressed</p>
<p><b>19. Develop grade-appropriate paragraphs and multi-paragraph compositions using the various modes of writing (e.g., description, narration, exposition, and persuasion), emphasizing narration and exposition (ELA-2-M4)</b></p>	<p>Use description mode: 45, 46</p> <p>Use narration mode: Not addressed</p> <p>Use exposition mode: 18 (item 27), 20 (item 29), 24 (item 31), 25 (item 32), 27 (item 33), 31 (item 34), 45–46, 137 (item 1), 149 (item 2), 154 (item 2), 155 (item 3), 157 (item 4), 160–199, 218 (item 27), 220 (item 29), 224 (item 31), 227 (item 32), 229 (item 33), 233 (item 34), 249 (item 27), 251 (item 29), 256 (item 31), 257 (item 32), 259 (item 33)</p> <p>Use persuasion mode: Not addressed</p>	<p>Use description mode: 45, 46</p> <p>Use narration mode: Not addressed</p> <p>Use exposition mode: 18 (item 27), 20 (item 29), 24 (item 31), 25 (item 32), 27 (item 33), 31 (item 34), 45–46, 101 (item 2), 111 (item 1), 112 (item 4), 137 (item 1), 149 (item 2), 154 (item 2), 155 (item 3), 157 (item 4), 160–199, 218 (item 27), 220 (item 29), 224 (item 31), 227 (item 32), 229 (item 33), 233 (item 34), 249 (item 27), 251 (item 29), 256 (item 31), 257 (item 32), 259 (item 33)</p> <p>Use persuasion mode: Not addressed</p>
<p><b>20. Use the various modes to write compositions, including:</b></p> <ul style="list-style-type: none"> <li>• <b>short stories developed with</b></li> </ul>	<p>Write short stories with literary devices: Not addressed</p>	<p>Write short stories with literary devices: Not addressed</p>

<p><b>literary devices</b></p> <ul style="list-style-type: none"> <li>• <b>problem/solution essays</b></li> <li>• <b>essays defending a stated position (ELA-2-M4)</b></li> </ul>	<p>Write problem/solution essays: 183</p> <p>Write essays defending a stated position: 31 (item 34), 177–183, 263 (item 34)</p>	<p>Write problem/solution essays: 183</p> <p>Write essays defending a stated position: 31 (item 34), 177–185, 263 (item 34)</p>
<p><b>21. Develop writing using a variety of complex literary devices, including understatements and allusions (ELA-2-M5)</b></p>	<p>Not addressed</p>	<p>Not addressed</p>
<p><b>22. Write for a wide variety of purposes, including:</b></p> <ul style="list-style-type: none"> <li>• <b>persuasive letters that include appropriate wording and tone and that state an opinion</b></li> <li>• <b>evaluations of advertisements, political cartoons, and speeches</b></li> <li>• <b>text-supported interpretations of elements of grade-appropriate stories, poems, plays, and novels (ELA-2-M6)</b></li> </ul>	<p>Write persuasive letters: Not addressed</p> <p>Write evaluations of ads, political cartoons, and speeches: Not addressed</p> <p>Write text-supported interpretations of elements of stories, poems, plays, and novels: 18 (item 27), 20 (item 29), 24 (item 31), 25 (item 32), 27 (item 33), 31 (item 34), 137 (item 1), 149 (item 2), 154 (item 2), 155 (item 3), 157 (item 4), 160–199, 218 (item 27), 220 (item 29), 224 (item 31), 227 (item 32), 229 (item 33), 233 (item 34), 249 (item 27), 251 (item 29), 256 (item 31), 257 (item 32), 259 (item 33)</p>	<p>Write persuasive letters: Not addressed</p> <p>Write evaluations of ads, political cartoons, and speeches: 190 (Act. 2)</p> <p>Write text-supported interpretations of elements of stories, poems, plays, and novels: 18 (item 27), 20 (item 29), 24 (item 31), 25 (item 32), 27 (item 33), 31 (item 34), 101 (item 2), 111 (item 1), 112 (item 4), 137 (item 1), 149 (item 2), 154 (item 2), 155 (item 3), 157 (item 4), 160–199, 218 (item 27), 220 (item 29), 224 (item 31), 227 (item 32), 229 (item 33), 233 (item 34), 249 (item 27), 251 (item 29), 256 (item 31), 257 (item 32), 259 (item 33)</p>

**Writing/Proofreading:**

*Standard 3:*

<b>Grade-Level Expectations</b>	<b><i>Reviewing English Language Arts</i></b>	<b><i>English Language Arts: Review and Practice</i></b>
<b>23. Use standard English capitalization and punctuation consistently (EL1-3-M2)</b>	Capitalization: 174 Punctuation: 40, 161, 174–176	Capitalization: 174 Punctuation: 40, 161, 174–176
<b>24. Write paragraphs and compositions following standard English structure and usage, including:</b> <ul style="list-style-type: none"> <li>• varied sentence structures and patterns, including complex sentences</li> <li>• phrases and clauses used correctly as modifiers (ELA-3-M3)</li> </ul>	Not addressed	Varied sentence structures and patterns: 108–109  Phrases and clauses used correctly as modifiers: 108–109
<b>25. Apply knowledge of parts of speech in writing, including:</b> <ul style="list-style-type: none"> <li>• infinitives, participles, and gerunds</li> <li>• superlative and comparative degrees of adjectives</li> <li>• adverbs (ELA-3-M4)</li> </ul>	Apply knowledge of parts of speech in writing: 174, 176  Use infinitives, participles, gerunds: Not addressed  Use superlative and comparative degrees of adjectives: Not addressed  Use adverbs: Not addressed	Apply knowledge of parts of speech in writing: 174, 176, 195–197  Use infinitives, participles, gerunds: Not addressed  Use superlative and comparative degrees of adjectives: Not addressed  Use adverbs: Not addressed
<b>26. Spell high-frequency,</b>	Spell frequently misspelled words and	Spell frequently misspelled words and

<b>commonly confused, frequently misspelled words and derivatives (e.g., roots and affixes) correctly (ELA-3-M5)</b>	derivatives: 40, 175, 176	derivatives: 40, 175, 176
<b>27. Use a variety of resources (e.g., glossaries, dictionaries, thesauruses, spell check), to find correct spellings (ELA-3-H3)</b>	Not addressed	Not addressed

**Speaking and Listening:**

*Standard 4:*

<b>Grade-Level Expectations</b>	<b><i>Reviewing English Language Arts</i></b>	<b><i>English Language Arts: Review and Practice</i></b>
<b>28. Adjust diction and enunciation to suit the purpose for speaking (ELA-4-M1)</b>	Not addressed	Adjust diction and enunciation to suit purpose: 190 (Act. 2)
<b>29. Use standard English grammar, diction, syntax, and pronunciation when speaking (ELA-4-M1)</b>	Not addressed	Use standard English grammar, diction, syntax, and pronunciation when speaking: Not addressed
<b>30. Follow procedures (e.g., read, question, write a response, form groups) from detailed oral instructions (ELA-4-M2)</b>	Follow procedures from detailed oral instructions: 13–20, 79–112, 216–220, 247–251	Follow procedures from detailed oral instructions: 13–20, 79–112, 216–220, 247–251

<b>31.State oral directions/procedures for tasks (ELA-4-M2)</b>	State oral directions/procedures for tasks: Not addressed	State oral directions/procedures for tasks: Not addressed
<b>32. Adjust volume and inflection to suit the audience and purpose of presentations (ELA-4-M3)</b>	Adjust volume and inflections: Not addressed	Adjust volume and inflections: Not addressed
<b>33. Organize oral presentations with a thesis, an introduction, a body/middle developed with relevant details, and a conclusion (ELA-4-M3)</b>	Not addressed	Organize oral presentations with . . .  Thesis: 187–188  Introduction: 187–188  Body w/relevant details: 187–188  Conclusion: 187–188
<b>34. Determine the credibility of the speaker (e.g., hidden agenda, slanted or biased materials) (ELA-4-M4)</b>	Not addressed	Not addressed
<b>35. Deliver grade-appropriate persuasive presentations (ELA-4-M4)</b>	Not addressed	Not addressed
<b>36. Summarize a speaker’s purpose and point of view (ELA-4-M4)</b>	Not addressed	Not addressed
<b>37. Compare, contrast, and</b>	Not addressed	Compare, contrast, and evaluate

<p><b>evaluate information found in a wide variety of text/electronic media (e.g., microprint, public speeches, art form) (ELA-4-M5)</b></p>		<p>information found in a wide variety of text/electronic media: 189 (Act. 1), 190 (Act. 2)</p>
<p><b>38. Participate in group and panel discussions, including:</b></p> <ul style="list-style-type: none"> <li>• <b>explaining the effectiveness and dynamics of group process</b></li> <li>• <b>applying agreed-upon rules for formal and informal discussions</b></li> <li>• <b>assuming a variety of roles (e.g., facilitator, recorder, leader, listener) (ELA-4-M6)</b></li> </ul>	<p>Participate in group and panel discussions: 40 (Review), 60 (Review), 132 (Review)</p> <p>Explain the effectiveness/dynamics of group process: Not addressed</p> <p>Apply rules for formal/informal discussions: Not addressed</p> <p>Assume a variety of roles (facilitator, recorder, leader, listener): Not addressed</p>	<p>Participate in group and panel discussions: 40 (Review), 60 (Review), 132 (Review)</p> <p>Explain the effectiveness/dynamics of group process: Not addressed</p> <p>Apply rules for formal/informal discussions: Not addressed</p> <p>Assume a variety of roles (facilitator, recorder, leader, listener): Not addressed</p>

**Information Resources:**

*Standard 5:*

<b>Grade-Level Expectations</b>	<i>Reviewing English Language Arts</i>	<i>English Language Arts: Review and Practice</i>
<b>39. Locate and select information</b>	Not addressed	Locate and select information using

<p><b>using organizational features of grade-appropriate resources, including:</b></p> <ul style="list-style-type: none"> <li>• <b>complex reference sources (e.g., almanacs, atlases, newspapers, magazines, brochures, map legends, prefaces, appendices).</b></li> <li>• <b>electronic storage devices (e.g., CD-ROMs, diskettes, software, drives)</b></li> <li>• <b>frequently accessed and bookmarked Web addresses</b></li> <li>• <b>organizational features of electronic information (e.g., Web resources including online sources and remote sites) (ELA-5-M1)</b></li> </ul>		<p>resources: Not addressed</p> <p>Complex reference sources: Not addressed</p> <p>Electronic storage devices: Not addressed</p> <p>Web addresses: 190 (Act. 2)</p> <p>Organization features of electronic information): Not addressed</p>
<p><b>40. Locate and integrate information from a variety of grade-appropriate resources, including:</b></p> <ul style="list-style-type: none"> <li>• <b>multiple printed texts (e.g., encyclopedias, atlases, library catalogs, specialized dictionaries, almanacs, technical</b></li> </ul>	<p>Not addressed</p>	<p>Locate and integrate information from resources, including:</p> <p>Electronic sources: 190 (Act. 2)</p> <p>Multiple printed texts/other media sources: Not addressed</p>

<p>encyclopedias)</p> <ul style="list-style-type: none"> <li>• <b>electronic sources (e.g., Web sites and databases)</b></li> <li>• <b>other media sources (e.g., audio and video tapes, films, documentaries, television, radio) (ELA-5-M2)</b></li> </ul>		
<p><b>41. Explain the usefulness and accuracy of sources by determining their validity (e.g., authority, accuracy, objectivity, publication date, coverage) (ELA-5-M2)</b></p>	<p>Not addressed</p>	<p>Not addressed</p>
<p><b>42. Gather and select information using data-gathering strategies/tools, including:</b></p> <ul style="list-style-type: none"> <li>• <b>surveying</b></li> <li>• <b>interviewing</b></li> <li>• <b>paraphrasing (ELA-5-M3)</b></li> </ul>	<p>Gather and select information using data-gathering strategies/tools:</p> <p>Surveying/interviewing/paraphrasing: Not addressed</p> <p>Note-taking: 85–95, 106–107, 216</p>	<p>Gather and select information using data-gathering strategies/tools:</p> <p>Surveying/interviewing/paraphrasing: Not addressed</p> <p>Note-taking: 85–95, 106–107, 111 (Try It Out), 216</p>
<p><b>43. Generate grade-appropriate research reports that include information presented in a variety of forms, including:</b></p> <ul style="list-style-type: none"> <li>• <b>visual representations of</b></li> </ul>	<p>Not addressed</p>	<p>Not addressed</p>

<p><b>data/information</b></p> <ul style="list-style-type: none"> <li>• <b>graphic organizers (e.g., outlines, timelines, charts, webs)</b></li> <li>• <b>works cited lists and/or bibliographies (ELA-5-M3)</b></li> </ul>		
<p><b>44. Use word processing and/or other technology to draft, revise, and publish a variety of works, including documented research reports documented with bibliographies (ELA-5-M4)</b></p>	<p>Not addressed</p>	<p>Not addressed</p>
<p><b>45. Give credit for borrowed information following acceptable use policy, including:</b></p> <ul style="list-style-type: none"> <li>• <b>integrating quotations and citations</b></li> <li>• <b>using endnotes</b></li> <li>• <b>creating bibliographies and/or works cited lists (ELA-5-M5)</b></li> </ul>	<p>Give credit for borrowed information: Not addressed</p> <p>Integrate quotations and citations: 175</p> <p>Use endnotes: Not addressed</p> <p>Create bibliographies and/or works cited lists: Not addressed</p>	<p>Give credit for borrowed information: Not addressed</p> <p>Integrate quotations and citations: 175</p> <p>Use endnotes: Not addressed</p> <p>Create bibliographies and/or works cited lists: Not addressed</p>
<p><b>46. Interpret information from a</b></p>	<p>Not addressed</p>	<p>Not addressed</p>

<p><b>variety of graphic organizers, including timelines, charts, schedules, tables, diagrams, and maps in grade-appropriate sources (ELA-5-M6)</b></p>		
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Total number of standards	=	46
Number of standards met by <i>Reviewing English Language Arts</i>	=	26
Percentage of standards met by <i>Reviewing English Language Arts</i>	=	57%
Total number of standards	=	46
Number of standards met by <i>ELA: Review and Practice</i>	=	33
Percentage of standards met by <i>ELA: Review and Practice</i>	=	72%