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AMSCO SCHOOL PUBLICATIONS, INC.

A Correlation Between
The Maryland State Standards
and
*English Language Arts
Review and Practice*
by Mary L. Dennis

Academic Standards
Reviewing English Language Arts
Amsco Selected Text Pages

Goal 1: The student will demonstrate the ability to respond to a text by employing personal experiences and critical analysis.

1.1. Expectation The student will use effective strategies before, during, and after reading, viewing, and listening to self-selected and assigned materials.

Indicators of learning:

<p>1. The student will use pre-reading strategies appropriate to both the text and purpose for reading by surveying the text, accessing prior knowledge, formulating questions, setting purpose(s) and making predictions</p>	<p>Surveying the text (titles, subheadings, pictures, captions): 51–53, 54–55 (items 1–5), 191</p> <p>Linking experiences and prior knowledge about the topic, author, or type of material to the text: 53 (item 3)</p> <p>Setting a purpose for reading: 50–51, 122, 132 (item 1)</p> <p>Predicting developments, topics, or ideas: 53 (item 3)</p>
<p>2. The student will use during-reading strategies appropriate to both the text and purpose for reading by visualizing, making connections, and using fix-up strategies such as rereading, questioning, and summarizing.</p>	<p>Using visual aids such as maps and charts: Not addressed</p> <p>Making connections between ideas within the text and relevant prior knowledge: 53 (item 3)</p> <p>Identifying the organizational pattern of the text: 45–46, 68, 127–129, 133 (item 5), 191</p> <p>Identifying the meaning of words and phrases as they are used in context: 8 (item 17), 12 (item 25), 71–73, 74, 77 (item 3), 78 (item 9), 138–140, 191, 193 (item 1), 215 (item 24), 239 (item 8), 246 (item 23)</p>

	<p>Focusing on similarities or differences in organizational patterns, purpose, and relevant prior knowledge across texts: Not addressed</p> <p>Rereading: 2, 203, 236</p> <p>Questioning: 123–127</p> <p>Summarizing: 123</p>
<p>3. The student will use after-reading strategies appropriate to both the text and purpose for reading by summarizing, comparing, contrasting, synthesizing, drawing conclusions, and validating the purpose for reading.</p>	<p>Summarizing significant ideas:</p> <ul style="list-style-type: none"> • Identify details: 3 (item 2), 4 (item 4), 7 (item 12), 11 (item 22), 61–64, 74, 77 (item 1), 78 (item 6), 122–123, 149 (item 2), 157 (item 3), 191, 193 (item 5), 205 (item 2), 206 (item 6), 209 (item 11), 214 (item 18), 239 (item 3), 241 (item 9), 242 (item 12) • Identify the main idea: 6 (item 9), 53 (item 1), 54–58, 74, 77 (item 2), 122, 152, 191, 209 (item 9), 257 (item 32) <p>Comparing and contrasting:</p> <p>Synthesizing: 11 (item 21), 27 (item 33)</p> <p>Drawing conclusions: 4 (item 8), 11 (item 24), 131, 132 (item 4), 133 (item 6), 146, 154 (item 2), 191, 210 (item 15), 243 (item 19)</p> <p>Confirming the usefulness or purpose for reading the text: Not addressed</p>
<p>4. The student will apply before-, during-, and after-reading strategies when responding to non-print text, e.g., film,</p>	<p>Apply before-, during-, and after-reading strategies when responding to non-print text, e.g., film, speakers, theatre, performance, audio texts, and interactive media: 13–20, 79–112, 216–229, 247–251</p>

<p>speakers, theatre, performance, audio texts, and interactive media.</p>	
<p>5. The student will identify specific structural elements of particular literary forms: poetry, short story, novel, drama, essay, biography, autobiography, journalistic writing, and film.</p>	<p>Will identify specific structural elements of particular literary forms: poetry, short story, novel, drama, essay, biography, autobiography, journalistic writing, and film: 50, 121, 134, 190</p>

1.2. Expectation The student will construct, examine, and extend meaning of traditional and contemporary works recognized as having significant literary merit.

Indicators of learning:

<p>1. The student will consider the contributions of plot, character, setting, conflict, and point of view when constructing the meaning of a text.</p>	<p>Plot sequence of events (including cause and effect relationships, events that are rising action, climax, turning point, falling action, or resolution): 7, (items 10–15); 8 (item 18), 78 (item 7), 214 (item 21), 215 (item 25), 246 (item 22)</p> <p>Characters’ defining traits, motivations, and developments: 8 (item 16), 25 (item 32), 215 (item 22), 245 (item 21)</p> <p>Details about setting and mood: 215 (item 23), 246 (item 25)</p> <p>Conflicts: 214 (item 19)</p> <p>Author’s or speaker’s perspective: 25 (item 32)</p> <p>Effect of first- or third-person narration: 169–170</p>
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<p>2. The student will examine meaning by determining how the speaker, organization, sentence structure, word choice, tone, rhythm, and imagery reveal an author’s purpose.</p>	<p>Organization, sentence structure: 45–46</p> <p>Word choice, tone, rhythm: 249 (item 27)</p> <p>Imagery: 134, 138 (item 1)</p>
<p>3. The student will explain the effectiveness of stylistic elements such as syntax, rhetorical devices, and choice of details which communicate an author’s purpose.</p>	<p>Effectiveness of the following in communicating an author’s purpose:</p> <p>Syntax: 25 (item 32), 137 (item 2), 249 (item 27)</p> <p>Rhetorical devices: 134, 149 (item 3)</p> <p>Choice of details: 249 (item 28)</p>
<p>4. The student will explain connections between and among themes and styles of two or more texts.</p>	<p>Comparing themes of two or more texts: 101–102, 105, 111 (item 3), 135, 137 (item 2), 150–152, 155 (item 4), 229 (item 33), 251 (item 29), 259 (item 33)</p> <p>Comparing styles of two or more texts: Not addressed</p>
<p>5. The student will extend or further develop meaning by explaining the implications of the text for the reader or contemporary society.</p>	<p>Implications of the text for the reader: Not addressed</p> <p>Implications of the text for contemporary society: Not addressed</p>
<p>6. The student will extend or further develop meaning by comparing texts presented in different media.</p>	<p>Comparing texts presented in different media: 189–190</p>

1.3. Expectation The student will explain and give evidence to support perceptions about print and non-print works.

Indicators of learning:

<p>1. The student will explain how language and textual devices create meaning.</p>	<p>Explain how language and textual devices create meaning: 122–123, 133–134</p>
<p>2. The student will interpret a work by using a critical approach (e.g., reader response, historical, cultural, biographical, structural) that is supported with textual references.</p>	<p>Reader response approach: 20 (item 29), 160–200, 256 (item 31)</p> <p>Historical approach: Not addressed</p> <p>Cultural approach: Not addressed</p> <p>Biographical approach: 229 (item 33)</p> <p>Structural approach: 127–131</p>
<p>3. The student will identify features of language that create voice and tone.</p>	<p>Analyzing the effects of certain words and phrases on the tone or voice: 134</p> <p>Identifying the overall tone created by language choices: 131, 169–172</p> <p>Comparing and contrasting tone and voice across two or more texts: 169–170</p>
<p>4. The student will explain how devices such as staging, lighting, blocking, special effects, graphics, language, and other techniques unique to a non-print medium are used to create meaning and evoke response.</p>	<p>Effects of devices used in non-print medium: 189–190</p>

<p>5. The student will explain how common and universal experiences serve as the source of literary themes which cross time and cultures.</p>	<p>Identifying the experiences, emotions, issues, and ideas in a text or across texts that give rise to universal literary themes: 27 (item 33), 101–106, 112 (item 4), 135–136, 137 (item 2), 150–152, 155 (item 4), 159, 229 (item 33), 259 (item 33)</p>
<p>6. The student will assess the literary merit of a text.</p>	<p>Assess the literary merit of a text: 125, 132 (item 1)</p>

Goal 2: The student will demonstrate the ability to compose in a variety of modes by developing content, employing specific forms, and selecting language appropriate for a particular audience and purpose.

2.1. Expectation: The student will compose oral, written, and visual presentations which inform, persuade, and express personal ideas:

Indicators of Learning:

<p>1. The student will compose to inform by using appropriate types of prose (e.g., to explain a process, to discuss cause and effect).</p>	<p>Compose to inform: Oral: Not addressed Written: 31 (item 34), 160–197, 218 (item 28), 220 (item 29), 227 (item 32) Visual: Not addressed</p>
<p>2. The student will compose to describe, using prose and/or poetic forms.</p>	<p>Compose to describe: Oral: Not addressed Written: 112 (item 4) Visual: Not addressed</p>
<p>3. The student will compose to express personal ideas, using prose and/or poetic forms.</p>	<p>Compose to express personal ideas: Oral: 194 Written: 177–185 Visual: Not addressed</p>

<p>4. The student will compose persuasive texts that support, modify, or refute a position and include effective rhetorical strategies.</p>	<p>Compose persuasive texts:</p> <p>Oral: 194</p> <p>Written: Not addressed</p> <p>Visual: Not addressed</p>
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2.2. Expectation: The student will compose texts using the prewriting, drafting, and revision strategies of effective writers and speakers.

Indicators of Learning:

<p>1. The student will use a variety of prewriting strategies to generate and develop ideas.</p>	<p>Generating ideas (brainstorm): 26, 30, 46–47, 112, 178–179, 219, 228, 232, 250</p> <p>Developing ideas (listing, free-writing): 46–47, 112, 180–181, 219, 228, 232, 250, 258, 262</p> <p>Beginning a plan for composing (e.g., graphic organizers, finding relevant information sources): 162–167, 180–181</p> <p>Identifying relevant sources of information: 179–180</p>
<p>2. The student will select and organize ideas for specific audiences and purposes.</p>	<p>Logical sequence of ideas or sentences: 38, 180–181, 161–167, 183, 185, 233, 263</p> <p>Coherence of ideas: 38, 184, 199, 233, 263</p> <p>Appropriate organizational structure emphasizing purpose and/or audience: 45–46, 161–167, 233, 263</p>

<p>3. The student will revise texts for clarity, completeness, and effectiveness.</p>	<p>Order (organization) of ideas: 184, 185, 199</p> <p>Details: 184, 185, 199</p> <p>Conciseness: 184, 185, 199</p> <p>Coherence (focus on central idea): 184, 185, 199</p> <p>Clear antecedents: Not addressed</p> <p>Clear modifiers: Not addressed</p> <p>Active voice: Not addressed</p> <p>Topic and/or summary sentence: 31 (item 34)</p> <p>Elaboration or support sentences: 179–181, 184</p> <p>Transitional devices: 110</p> <p>Clear connectors: 110</p> <p>Word choice (commonly confused words): 174</p> <p>Misplaced and dangling modifiers, clauses, and phrases: 108</p> <p>Placing limiting modifiers carefully: Not addressed</p> <p>Shifts in person, number, tense, mood: Not addressed</p> <p>Keeping a quotation or question consistently direct or indirect. Not addressed</p>
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	Sequencing ideas in a sentence for effectiveness and emphasis: 108–109 Logical coordination or subordination of ideas: 108–109
4. The student will rehearse oral texts for effective application of diction, intonation, and rhetorical strategies, such as introductions, sequence, illustrations, and conclusions.	Rehearse oral texts: 187
5. The student will use suitable traditional and electronic resources to refine presentations and edit texts for effective and appropriate use of language and conventions, such as capitalization, punctuation, spelling, and pronunciation.	Use of resources (dictionary, language handbook, thesaurus, spell checker, grammar checker, style manual): Not addressed
6. The student will prepare the final product for presentation to an audience.	Present final product to an audience: 187–188, 194

2.3. Expectation: The student will compose texts using the prewriting, drafting, and revision strategies of effective writers and speakers.

Indicators of Learning:

1. The student will identify sources of information on a self-selected and/or given topic.	Identify sources: Not addressed Dictionary: Not addressed
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	<p>Thesaurus: Not addressed</p> <p>Encyclopedia: Not addressed</p> <p>Magazines: Not addressed</p> <p>Newspapers: Not addressed</p> <p>Nonfiction books: Not addressed</p> <p>Card catalogue: Not addressed</p> <p>On-line Web sites: Not addressed</p>
<p>2. The student will use various information retrieval sources (traditional and electronic) to obtain information on a self-selected and/or given topic.</p>	<p>Traditional: Not addressed</p> <p>Electronic: Not addressed</p>
<p>3. The student will use a systematic process for recording, documenting, and organizing information.</p>	<p>Select a method for recording information (notetaking, graphic organizers, outlining, using a web): 82–83, 85–95, 216, 247</p> <p>Identifying types of information to include in a reference citation: Not addressed</p>
<p>4. The student will take a position and support it with documented information from an authoritative source.</p>	<p>Take a position: 194</p> <p>Support a position with documented information: Not addressed</p>

5. The student will synthesize information from two or more sources to fulfill a self-selected or given purpose.	Synthesize information from two or more sources for a purpose: 27 (item 33), 101–106, 135–136, 137 (item 2), 150, 155 (item 4), 159, 229 (item 33), 259 (item 33)
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Goal 3: The student will demonstrate the ability to control language by applying the conventions of standard English in writing and speaking.

3.1. Expectation: The student will demonstrate understanding of the nature and structure of language, including grammar concepts and skills, to strengthen control of oral and written language:

Indicators of Learning:

1. The student will determine the advantages and limitations of speech and writing when communicating in various situations for specific audiences and purposes.	Determine the advantages and limitations of speech in various situations: 189 Determine the advantages and limitations of writing in various situations: 186–187
2. The student will describe how intonation, pitch, volume, pause, and rate all influence meaning.	Describe how intonation, pitch, volume, pause, and rate all influence meaning: Not addressed
3. The student will explain how words are classified grammatically by meaning, position, form, and function.	(Use of words in context:) Subjects: Not addressed Verbs: Not addressed Predicates: Not addressed

	<p>Modifiers: Not addressed</p> <p>Pronouns: Not addressed</p> <p>Pronoun referents: Not addressed</p> <p>(Function in context—not label by grammatical term:)</p> <p>Direct/indirect object: Not addressed</p> <p>Pronoun and antecedent: Not addressed</p> <p>Linking verb: Not addressed</p> <p>Auxiliary verb: Not addressed</p> <p>Appositive: Not addressed</p> <p>Parenthetical remark: Not addressed</p> <p>Interjection: Not addressed</p> <p>Multiple-meaning words: Not addressed</p>
<p>4. The student will differentiate grammatically complete sentences from non-sentences.</p>	<p>Sentence fragments: 175, 176, 183</p> <p>Run-on sentences: 175, 176, 183</p>
<p>5. The student will incorporate subjects, predicates, and modifiers when</p>	<p>Effective use of subjects, predicates, and modifiers: 174</p>

composing original sentences.	Sentence combining: 108–109
6. The student will compound various sentence elements—subjects, predicates, modifiers, phrases, and clauses—to link or contrast related ideas.	Compound sentence elements to link or contrast related ideas: 110
7. The student will vary sentence types—simple, complex, compound, and compound/complex—to sustain reader or listener interest.	Vary sentence types: 108–109
8. The student will expand sentences by positioning clauses and phrases to function as nouns, adjectives, or adverbs.	Expand sentences by positioning clauses and phrases: 108–109
9. The student will recognize, combine, and transform basic sentence patterns to vary sentence structure, to emphasize selected ideas, and to achieve syntactic maturity:	Recognize, combine, and transform basic sentences: 108–109

3.2. Expectation: The student will identify how language choices in writing and speaking affect thoughts and feelings:

Indicators of Learning:

1. The student will choose a level of	Choose a level of language appropriate for a specific audience, situation, or
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<p>language, formal to informal, appropriate for a specific audience, situation, or purpose.</p>	<p>purpose: 169–170</p>
<p>2. The student will differentiate connotative from denotative meanings of words.</p>	<p>Connotative meanings of words: Not addressed</p> <p>Denotative meanings of words: Not addressed</p>
<p>3. The student will describe how readers or listeners might respond differently to the same words.</p>	<p>Describe how readers/listeners might respond differently to the same words: 170</p> <p>Use of on-or below-grade-level words or phrases: 169–170</p>
<p>4. The student will describe regional and social language differences.</p>	<p>Regional language differences: Not addressed</p> <p>Social language differences: 170</p>
<p>5. The student will describe the impact of regional and social variations of language on listener or reader response.</p>	<p>Impact of regional language differences: Not addressed</p> <p>Impact of social language differences: 170</p>

3.3. Expectation: The student will use capitalization, punctuation, and correct spelling appropriately:

Indicators of Learning:

<p>1. The student will edit texts for spelling, capitalization, and punctuation using available resources.</p>	<p>Spelling, affixes, spelling generalizations: 31 (item 34), 175, 176, 183, 220, 229, 251, 263</p> <p>Punctuation: 31 (item 34), 176, 220</p>
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	<p>Terminal: 172, 175</p> <p>Comma: 174, 183</p> <p>Semicolons: 183</p> <p>Apostrophes: 174, 175, 183</p> <p>Colons: Not addressed</p> <p>Capitalization rules: 174</p>
<p>2. The student will use available resources to correct or confirm editorial choices.</p>	<p>Conventions (spelling, capitalization, punctuation): 31 (item 34), 112 (item 4), 150, 155 (item 4), 175</p> <p>Appropriate and consistent verb tense: Not addressed</p> <p>Subject/verb and pronoun/antecedent agreement: 195–196</p> <p>Appropriate case of nouns and pronouns: Not addressed</p> <p>Smooth and informative transitions: 110</p> <p>Concise sentences: 108–109</p> <p>Clear modifiers, connectors, antecedents: Not addressed</p> <p>Revisions for grammar and usage: 31 (item 34), 174–175, 183, 195–197, 220, 229, 251, 263</p> <p>Revisions for clarity and effectiveness: 171–172, 184, 199</p>

Goal 4: The student will demonstrate the ability to evaluate the content, organization, and languages of texts.

4.1. Expectation: The student will describe the effect that a given text, heard or read, has on a listener or reader:

Indicators of Learning:

<p>1. The student will state and explain a personal response to a given text.</p>	<p>State and explain a personal response: 24 (item 30), 27 (item 33), 95–101, 137 (item 1),145–146, 154 (item 1), 160–197, 177–185, 193, 223 (item 30), 224 (item 31), 227 (item 32), 256 (item 31), 257 (item 32)</p>
<p>2. The student will identify specific words, phrases, scenes, images, and symbols that support a personal response to a given text.</p>	<p>Identify specific words, phrases, scenes, images, and symbols that support a personal response: 24 (item 30), 27 (item 33), 95–101, 137 (item 1),145–146, 154 (item 1), 193, 223 (item 30), 224 (item 31), 227 (item 32), 256 (item 31), 257 (item 32)</p>

4.2. Expectation: The student will assess the effectiveness of choice of details, organizational pattern, word choice, syntax, use of figurative language, and rhetorical devices in the student’s own composing:

Indicators of Learning:

<p>1. The student will assess the effectiveness of diction that reveals his or her purpose</p>	<p>Use language appropriate for a particular audience: 161, 169–170 Use language suitable for a given purpose: 161, 169–170</p>
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	Use words, phrases, or sentences that extend meaning in a given context: 110, 161 Use word order or placement of modifiers to provide emphasis: 172
2. The student will explain how the specific language and expression used by the writer or speaker affects reader or listener response.	Explain how the specific language and expression used by the writer or speaker affects reader or listener response: 161, 169–170
3. The student will evaluate the use of transitions and their effectiveness in a text.	Evaluate the use of transitions and their effectiveness in a text: 110
4. The student will explain how repetitions of words, phrases, structural features, and ideas affect the meaning and/or tone of a text.	Explain how repetitions of words, phrases, structural features, and ideas affect the meaning and/or tone of a text: 171–172

4.3. Expectation: The student will evaluate textual changes in a work and explain how these changes alter tone, clarify meaning, address a particular audience, or fulfill a purpose:

Indicators of Learning:

1. The student will alter the tone of his or her text by revising its diction.	Connotation or denotation of words and phrases: Not addressed Tone or attitude: 169–170 Informal or formal writing: 169–170 Purpose (entertain, persuade, inform): 162–163
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	<p>Personal writing vs. writing to be published: 169–170</p> <p>Audience: 169–170</p>
<p>2. The student will justify revisions in syntax and diction from a previous draft of his other same text by explaining how the change affects meaning.</p>	<p>Justify revisions in syntax and diction from a previous draft of his or her same text by explaining how the change affects meaning: Not addressed</p>
<p>3. The student will alter his or her text to present the same content to a different audience via the same or different media.</p>	<p>Alter his or her text to present the same content to a different audience via the same or different media: 170</p>
<p>4. The student will compare the difference in effect of two texts on a given subject.</p>	<p>Compare the difference in effect of two texts on a given subject: 101–102, 137 (item 2), 150–152, 155 (item 4), 159</p>