

Content Provider - USA TODAY

Standards Report - Showing matching content units as of April 29, 2009, 8:48 am PDT

Grades: 7-8

States: New York Core Curriculum

Subjects: English Language Learners

New York Core Curriculum

English Language Learners

Grade 7-8

STRAND / STANDARD	NY.1.	English as a Second Language: Students will listen, speak, read, and write in English for information and understanding. Students learning English as a second language will use English to acquire, interpret, apply, and transmit information for content area learning and personal use. They will develop and use skills and strategies appropriate to their level of English proficiency to collect data, facts, and ideas; discover relationships, concepts, and generalizations; and use knowledge generated from oral, written, and electronically produced texts.
STRAND / PERFORMANCE INDICATOR	1.1.	Identify and use reading and listening strategies to make text comprehensible and meaningful. Such strategies include skimming; scanning; previewing; reviewing; discussing; listening selectively; listening for a specific purpose; listening for main ideas and details; note taking; using structural and context clues, cognates, format, sequence, and an understanding of letter-sound relationships to decode difficult words. (L, R)
		Content Provider - USA TODAY Lesson 1: Personal Poster Lesson 2: Introducing USA TODAY Lesson 3: The inverted pyramid Lesson 4: Found poems Lesson 5: Quick Write: Notetaking Lesson 6: Why are advertisements effective? Lesson 7: SMART Lesson 8: Cornell Notes Lesson 9: TV Tonight Lesson 10: Using the Question Matrix Lesson 11: Is the information reliable? Lesson 12: Across the USA Lesson 13: SQP2RS Lesson 14: Letter to the editor Lesson 15: Question, Answer, Relationship (QAR) Lesson 16: Frayer Model Lesson 17: Ad aware Lesson 18: Analyzing problems Lesson 19: USA TODAY Snapshots: Thinking about

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 Lesson 20: USA TODAY Snapshots and Bloom's Taxonomy
 Lesson 21: Summarizing and analyzing an article
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 Lesson 23: Across the USA: Graphic representations
 Lesson 24: ReQuest
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 Lesson 26: The Weather Page: Comparing data
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 Lesson 31: Alphabet soup strategy for a summary
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 Lesson 35: Anticipation guide
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 Lesson 45: Expressing your opinion
 Lesson 46: Identifying contrasts
 Lesson 47: The Weather Page: Synthesizing information and drawing conclusions
 Lesson 48: Cause & effect
 Lesson 49: Snapshots: Reading between the lines
 Lesson 50: T.A.P.S.:
 Topic-Audience-Purpose-Speaker
 Lesson 51: Persuasive text: How do they DO that?
 Lesson 52: Evaluating validity and reliability
 Lesson 53: USA TODAY Snapshots: From symbols to words
 Lesson 54: Persuasive texts: Save the last word for me!
 Lesson 55: Thinking about technology
 Lesson 56: Entrepreneurs: Finding solutions to problems

STRAND / PERFORMANCE INDICATOR

1.2.

Read, gather, view, listen to, organize, discuss, interpret, and analyze information related to academic content areas from various sources. Such sources include nonfiction books for young adults, reference books, magazines, textbooks, the Internet, databases, audio and media presentations, oral interviews, charts, graphs, maps, and diagrams. (L, S, R, W)

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STRAND / PERFORMANCE INDICATOR

1.3.

Select information appropriate to the purpose of the investigation, relate ideas from one written or spoken source to another, and exclude nonessential information. (L, S, R, W)

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STRAND / PERFORMANCE INDICATOR

1.4.

Compare, contrast, categorize, and synthesize to gain a deeper understanding of information and objects. (L, S, R, W)

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STRAND / PERFORMANCE INDICATOR

1.5.

Formulate, ask, and respond to various question forms to obtain, clarify, and extend information and meaning. (L, S, R, W)

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STRAND / PERFORMANCE INDICATOR

1.6.

Make and support inferences about information and ideas with reference to features in oral and written text. Such features include vocabulary, format, facts, sequence, and relevance of details. (L, S, R, W)

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STRAND / PERFORMANCE INDICATOR

1.7.

Present information clearly in a variety of oral and written forms for different audiences and purposes

related to all academic content areas. Such forms include paraphrases, summaries, stories, reports, essays, posters, charts, and other graphics. (S, W)

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Lesson 8: Cornell Notes

Lesson 9: TV Tonight

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Lesson 14: Letter to the editor

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Lesson 20: USA TODAY Snapshots and Bloom's Taxonomy

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STRAND / PERFORMANCE INDICATOR

1.8.

Select a focus, organization, and point of view for oral and written presentations, and justify this selection. (S, W)

Content Provider - USA TODAY

Lesson 25: RAFT

Lesson 31: Alphabet soup strategy for a summary

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

Lesson 45: Expressing your opinion

Lesson 49: Snapshots: Reading between the lines

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

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

STRAND / PERFORMANCE INDICATOR

1.9.

Convey and organize information, using facts, details, illustrative examples, and a variety of patterns and structures. Such patterns and structures include chronological order, cause and effect, problem and solution, and general-to-specific presentation. (S, W)

Content Provider - USA TODAY

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STRAND / PERFORMANCE INDICATOR

1.10.

Distinguish between fact and opinion, and relevant and irrelevant information, and exclude nonessential information in oral and written presentations. (L, S, R, W)

Content Provider - USA TODAY

Lesson 30: Discussion Web strategy: Comprehend, evaluate
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STRAND / PERFORMANCE INDICATOR

1.11.

Use the process of prewriting, drafting, revising, peer editing, and proofreading (the 'writing process') to produce well-constructed informational texts. (L, S, R, W)

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STRAND / PERFORMANCE INDICATOR

1.12.

Convey information and ideas through spoken and written language, using conventions and features of American English appropriate to audience and purpose. Such spoken language features include appropriate grammar, vocabulary, pronunciation, intonation, and a wide variety of sentence structures. Such written language features include appropriate grammar, vocabulary, correct spelling, punctuation, capitalization, paragraphing, and a wide variety of sentence structures. (L, S, R, W)

Content Provider - USA TODAY

Lesson 31: Alphabet soup strategy for a summary
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STRAND / PERFORMANCE INDICATOR

1.13.

Engage in collaborative activities through a variety of student groupings to read, gather, share, discuss, interpret, organize, analyze, and present information. Such groupings include small groups, cooperative learning groups, process writing groups, cross-age groups, research groups, and interest groups. (L, S, R, W)

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STRAND / PERFORMANCE INDICATOR

1.15.

Apply self-monitoring and self-correcting strategies for accurate language production and oral and written presentation, using established criteria for effective presentation of information. Such strategies include referring to illustrations, asking questions, starting over, rephrasing, and exploring alternative ways of saying things. (L, S, R, W)

Content Provider - USA TODAY

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STRAND / PERFORMANCE INDICATOR

1.16.

Apply learning strategies to acquire information and make texts comprehensible and meaningful. Such strategies include using prior knowledge, graphic organizers, and context clues; planning; note taking; inferencing; questioning; exploring cognates and root

words; and applying ideas to new settings or experiences. (L, S, R, W)

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STRAND / STANDARD	NY.2.	English as a Second Language: Students will listen, speak, read, and write in English for literary response, enjoyment, and expression. Students learning English as a second language will use English for self-expression, artistic creation, and participation in popular culture. They will develop and use skills and strategies appropriate to their level of English proficiency to listen to, read, and respond to oral, written, and electronically produced texts and performances, relate texts and performances to their own lives and other works, and develop an understanding of the diverse social, historical, and cultural dimensions the texts and performances represent.
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STRAND / PERFORMANCE INDICATOR	2.1.	Read, listen to, view, write about, and discuss texts and performances from a wide range of authors, subjects, and genres. Such sources include picture books, myths, fables, poems, stories, plays, novels, and other fiction and nonfiction texts in authentic and modified forms, including works of American popular culture. (L, S, R, W)
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STRAND / PERFORMANCE INDICATOR

2.2.

Identify and use reading and listening strategies to make literary text comprehensible and meaningful. Such strategies include skimming, scanning,

previewing, reviewing, listening selectively, listening for a specific purpose, and listening for main ideas and details. (L, R)

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 Topic-Audience-Purpose-Speaker
 Lesson 51: Persuasive text: How do they DO that?
 Lesson 52: Evaluating validity and reliability
 Lesson 53: USA TODAY Snapshots: From symbols to words
 Lesson 54: Persuasive texts: Save the last word for me!
 Lesson 55: Thinking about technology
 Lesson 56: Entrepreneurs: Finding solutions to problems

STRAND / PERFORMANCE INDICATOR

2.3.

Identify and explain the distinguishing features of the major genres, and use those features to aid comprehension, interpretation, and discussion of literature. (L, S, R, W)

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 Lesson 7: SMART
 Lesson 8: Cornell Notes
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 Lesson 10: Using the Question Matrix
 Lesson 11: Is the information reliable?
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 Lesson 13: SQP2RS
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 Lesson 18: Analyzing problems
 Lesson 19: USA TODAY Snapshots: Thinking about thinking
 Lesson 20: USA TODAY Snapshots and Bloom's Taxonomy
 Lesson 21: Summarizing and analyzing an article
 Lesson 22: Vocabulary development
 Lesson 23: Across the USA: Graphic representations
 Lesson 24: ReQuest
 Lesson 25: RAFT
 Lesson 26: The Weather Page: Comparing data
 Lesson 27: Reading and evaluating information
 Lesson 28: Creating a narrative from a photograph
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 Lesson 31: Alphabet soup strategy for a summary
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 Lesson 33: Writing a scouting report: Interpreting sports statistics and information
 Lesson 34: Questioning the author: Discovering the author's point of view
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STRAND / PERFORMANCE INDICATOR

2.4.

Locate and identify selected literary elements and techniques in texts and relate those elements to those in other works and to students' own experiences. Such elements include setting, character, plot, theme, point of view, repetition, characterization, imagery, foreshadowing, and climax. (L, S, R, W)

Content Provider - USA TODAY

Lesson 35: Anticipation guide
 Lesson 36: Critic's corner: Everyone's a critic!
 Lesson 40: Predictions and inferences
 Lesson 41: React to reading with a Quick Write
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 Lesson 49: Snapshots: Reading between the lines
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STRAND / PERFORMANCE INDICATOR

2.5.

Make predictions, inferences, and deductions, and describe different levels of meaning of literary works

presented orally and in written form, including literal and implied meanings. Strategies include summarizing; explaining; and identifying word choice, point of view, and symbols. (L, S, R, W)

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STRAND / PERFORMANCE INDICATOR

2.6.

Read aloud with confidence, accuracy, and fluency. (S, R)

Content Provider - USA TODAY

Lesson 4: Found poems
 Lesson 10: Using the Question Matrix
 Lesson 21: Summarizing and analyzing an article
 Lesson 23: Across the USA: Graphic representations
 Lesson 25: RAFT
 Lesson 28: Creating a narrative from a photograph
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STRAND / PERFORMANCE INDICATOR

2.7.

Compose and present personal and formal responses to and interpretations of published literary works and the work of peers, referring to details and features of text. Such features include characters, setting, plot,

ideas, events, vocabulary, and text structure. (L, S, R, W)

Content Provider - USA TODAY

Lesson 14: Letter to the editor

Lesson 42: Movie reviews

Lesson 45: Expressing your opinion

Lesson 53: USA TODAY Snapshots: From symbols to words

STRAND / PERFORMANCE INDICATOR

2.8.

Create stories, poems, songs, and plays, including those that reflect traditional and popular American culture, observing the conventions of the genre; create an effective voice, using a variety of writing styles appropriate to different audiences, purposes, and settings. (S, W)

Content Provider - USA TODAY

Lesson 4: Found poems

Lesson 25: RAFT

Lesson 28: Creating a narrative from a photograph

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

Lesson 53: USA TODAY Snapshots: From symbols to words

STRAND / PERFORMANCE INDICATOR

2.9.

Engage in collaborative activities through a variety of student groupings to create and respond to literature. Such groupings include small groups, cooperative learning groups, literature circles, and process writing groups. (L, S, R, W)

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Lesson 9: TV Tonight

Lesson 10: Using the Question Matrix

Lesson 11: Is the information reliable?

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Lesson 13: SQP2RS

Lesson 14: Letter to the editor

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STRAND / PERFORMANCE INDICATOR

2.10.

Create, discuss, interpret, and respond to literary works, using appropriate and effective vocabulary, grammar, spelling, and punctuation in writing, and using appropriate vocabulary, grammar, and pronunciation in speaking. (L, S, R, W)

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STRAND / PERFORMANCE INDICATOR

2.11.

Apply self-monitoring and self-correcting strategies while reading, viewing, discussing, listening to, or producing literary texts and essays. Such strategies include asking questions, starting over, rephrasing, and exploring alternative ways of saying things. (L, S, R, W)

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Lesson 7: SMART
Lesson 11: Is the information reliable?
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Lesson 16: Frayer Model
Lesson 24: ReQuest
Lesson 25: RAFT
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Lesson 44: Discovering the main idea
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STRAND / PERFORMANCE INDICATOR

2.12.

Apply learning strategies to comprehend and make inferences about literature and produce literary responses. Such strategies include asking questions, using prior knowledge, graphic organizers, and context clues; planning; note taking; and exploring cognates and root words. (L, S, R, W)

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and evaluation. Students learning English as a second language will use English to express their opinions and judgments on experiences, messages, ideas, information, and issues from a variety of perspectives. They will develop and use skills and strategies appropriate to their level of English proficiency to reflect on and analyze experiences, messages, ideas, information, and issues presented by others using a variety of established criteria.

STRAND / PERFORMANCE INDICATOR

3.1.

Develop and present clear interpretations, analyses, and evaluations of issues, ideas, texts, and experiences, supporting positions with well-developed arguments. Forms of such presentations include oral (class presentations, speeches, and debates), visual (posters, graphs, charts, and illustrations), and written (essays, position papers, brochures). (L, S, R, W)

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STRAND / PERFORMANCE INDICATOR

3.2.

Assess, compare, and evaluate the quality of spoken or written texts and visual presentations, using different criteria related to the organization, subject area, and purpose of text. Text types include editorials, letters to the editor, political speeches, illustrations, charts, and advertisements. (L, S, R, W)

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STRAND / PERFORMANCE INDICATOR

3.3.

Recognize and communicate personal and multiple points of view within and among groups, in discussing, interpreting, and evaluating information in texts and presentations. (L, S, R, W)

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STRAND / PERFORMANCE INDICATOR

3.4.

Evaluate students' own and others' work, individually and collaboratively, on the basis of a variety of criteria. Criteria include visual presentation, clarity of ideas, logic, originality, comprehensiveness, and use of English vocabulary, grammar, and register. (L, S, R, W)

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STRAND / PERFORMANCE INDICATOR

3.5.

Recognize, explain, and evaluate how structural features affect readers' and listeners' understanding and appreciation of text. Such features include organization, syntax, repetition of words or ideas, vocabulary, and visuals. (L, S, R, W)

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STRAND / PERFORMANCE INDICATOR

3.6.

Speak and write, using the conventions and features of American English, to effectively influence an audience (e.g., to persuade, negotiate, argue). Such spoken language features include appropriate grammar, vocabulary, pronunciation, and intonation. Such written language features include appropriate grammar, vocabulary, correct spelling, punctuation, and capitalization. (S, W)

Content Provider - USA TODAY

Lesson 14: Letter to the editor

Lesson 37: Writing movie and TV reviews

Lesson 42: Movie reviews

Lesson 45: Expressing your opinion

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

STRAND / PERFORMANCE INDICATOR

3.7.

Engage in collaborative activities through a variety of groupings to discuss, share, reflect on, develop, and express opinions and evaluations about a variety of experiences, ideas, and information. Such groupings include small groups, discussion groups, process writing groups, and cooperative learning groups. (L, S, R, W)

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

STRAND / PERFORMANCE INDICATOR

3.8.

Apply self-monitoring and self-correcting strategies, using established criteria for effective oral and written presentation, to adjust presentation and language production to effectively express opinions and evaluations. Such strategies include asking questions, starting over, rephrasing, and exploring alternative ways of saying things. (L, S, R, W)

Content Provider - USA TODAY

Lesson 4: Found poems
 Lesson 16: Frayer Model
 Lesson 17: Ad aware
 Lesson 24: ReQuest
 Lesson 25: RAFT
 Lesson 29: Ad evaluation: What's for sale?
 Lesson 36: Critic's corner: Everyone's a critic!
 Lesson 39: Reading the TV listings
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STRAND / PERFORMANCE INDICATOR

3.9.

Apply learning strategies to examine and interpret a variety of materials. Such strategies include using prior knowledge, graphic organizers, and context

clues; planning; note taking; and exploring cognates and root words. (L, S, R, W)

Content Provider - USA TODAY

Lesson 1: Personal Poster

Lesson 2: Introducing USA TODAY

Lesson 3: The inverted pyramid

Lesson 4: Found poems

Lesson 5: Quick Write: Notetaking

Lesson 6: Why are advertisements effective?

Lesson 7: SMART

Lesson 8: Cornell Notes

Lesson 9: TV Tonight

Lesson 10: Using the Question Matrix

Lesson 11: Is the information reliable?

Lesson 12: Across the USA

Lesson 13: SQP2RS

Lesson 14: Letter to the editor

Lesson 15: Question, Answer, Relationship (QAR)

Lesson 16: Frayer Model

Lesson 17: Ad aware

Lesson 18: Analyzing problems

Lesson 19: USA TODAY Snapshots: Thinking about thinking

Lesson 20: USA TODAY Snapshots and Bloom's Taxonomy

Lesson 21: Summarizing and analyzing an article

Lesson 22: Vocabulary development

Lesson 23: Across the USA: Graphic representations

Lesson 24: ReQuest

Lesson 25: RAFT

Lesson 26: The Weather Page: Comparing data

Lesson 27: Reading and evaluating information

Lesson 28: Creating a narrative from a photograph

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

Lesson 30: Discussion Web strategy: Comprehend, evaluate

Lesson 31: Alphabet soup strategy for a summary

Lesson 32: SQ3R: Discovering the main idea

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

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

Lesson 35: Anticipation guide

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

Lesson 37: Writing movie and TV reviews

Lesson 38: Snapshots: Synthesize this!

Lesson 39: Reading the TV listings

Lesson 40: Predictions and inferences

Lesson 41: React to reading with a Quick Write

Lesson 42: Movie reviews

Lesson 43: Chain reactions

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STRAND / STANDARD	NY.4.	English as a Second Language: Students will listen, speak, read, and write in English for classroom and social interaction. Students learning English as a second language will use English to interact with others in social and classroom situations. They will develop and use skills and strategies appropriate to their level of English proficiency to communicate effectively with regard to audience, purpose, and setting.
STRAND / PERFORMANCE INDICATOR	4.1.	Use a variety of oral, print, and electronic forms for social communication and for writing to or for self, applying the conventions of social writing. Such forms include friendly notes, invitations, and electronic messages, diary entries, and notes to self. (L, S, R, W) Content Provider - USA TODAY Lesson 14: Letter to the editor Lesson 45: Expressing your opinion
STRAND / PERFORMANCE INDICATOR	4.2.	Describe, read about, participate in, or recommend a favorite activity, book, song, or other interest to various audiences. Such audiences include peers, classes, teachers, and other adults. (L, S, R, W) Content Provider - USA TODAY Lesson 1: Personal Poster Lesson 2: Introducing USA TODAY Lesson 3: The inverted pyramid Lesson 4: Found poems Lesson 5: Quick Write: Notetaking Lesson 6: Why are advertisements effective? Lesson 7: SMART Lesson 8: Cornell Notes Lesson 9: TV Tonight Lesson 10: Using the Question Matrix Lesson 11: Is the information reliable? Lesson 12: Across the USA

Lesson 13: SQP2RS
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STRAND / PERFORMANCE INDICATOR

Request and provide information and assistance, orally or in writing, for personal, social, and academic purposes. (L, S, R, W)

Content Provider - USA TODAY

Lesson 16: Frayer Model

Lesson 24: ReQuest

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

STRAND / PERFORMANCE INDICATOR

4.4.

Listen attentively, take turns speaking, and build on others' ideas when engaged in pair, group, or full-class discussions on personal, social, community, and academic topics. (L, S)

Content Provider - USA TODAY

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Lesson 4: Found poems

Lesson 5: Quick Write: Notetaking

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STRAND / PERFORMANCE INDICATOR

4.6.

Understand and use a variety of oral communication strategies in American English for various social and academic purposes. Such strategies include making confirmation checks, clarifying or requesting clarification, paraphrasing, and repairing miscommunication. (L, S)

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STRAND / PERFORMANCE INDICATOR

4.7.

Follow oral and written directions to participate in classroom and social activities, and provide directions to peers in selected interactions. (L, S, R, W)

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STRAND / PERFORMANCE INDICATOR

4.9.

Use appropriate vocabulary, expressions, language, routines, and interaction styles for various audiences and formal and informal social or school situations, noticing how intention is realized through language. Such expressions and routines include asking permission, making and responding to requests, greeting, making promises, thanking, and apologizing. Such situations include chatting with friends, participating in group discussions, greeting a principal or other adult, making purchases. (L, S, R, W)

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STRAND / PERFORMANCE INDICATOR

4.10.

Demonstrate appropriate classroom behaviors (e.g., participating in small group and whole class discussions, being courteous, respecting the person and property of others). (L, S, R, W)

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STRAND / PERFORMANCE INDICATOR

4.12.

Apply self-monitoring and self-correcting strategies in social and classroom interactions. Such strategies include asking questions, starting over, rephrasing,

and exploring alternative pronunciations or wording. (L, S, R, W)

Content Provider - USA TODAY

Lesson 16: Frayer Model

Lesson 24: ReQuest

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

STRAND / STANDARD

NY.5.

English as a Second Language: Students will demonstrate cross-cultural knowledge and understanding. Students will demonstrate cross-cultural knowledge and sensitivity in communicating with others of varied social, cultural, and linguistic backgrounds. They will develop and use culturally appropriate behaviors, and a knowledge of local and U.S. cultures and practices, in their interactions with others in their new cultural environment.

STRAND / PERFORMANCE INDICATOR

5.1.

Demonstrate an understanding of cultural and language patterns and norms in American English, including different regional and social varieties of English. Such patterns and norms include levels of formality, slang, humor, idioms, rhetorical patterns, and standard versus nonstandard dialects. (L, S, R, W)

Content Provider - USA TODAY

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

STRAND / PERFORMANCE INDICATOR

5.2.

Demonstrate an understanding of a broad range of U.S. cultural and political referents through institutions, functions, and processes at the local and national levels, and compare/contrast these with parallels in the students' native community. Such cultural and political referents include holidays, symbols, traditions, customs, governance systems, and schooling. (L, S, R, W)

Content Provider - USA TODAY

Lesson 35: Anticipation guide

Lesson 38: Snapshots: Synthesize this!

STRAND / PERFORMANCE INDICATOR

5.5.

Compare and contrast oral traditions, myths, folktales, and literature from the United States and international regions and cultures, including the students' own, and identify similarities and differences and universal cultural themes. (L, S, R, W)

Content Provider - USA TODAY

Lesson 40: Predictions and inferences

Lesson 49: Snapshots: Reading between the lines

Lesson 54: Persuasive texts: Save the last word for

Content Provider - USA TODAY

Standards Report - Showing matching content units as of April 29, 2009, 8:51 am
PDT

Grades: 9-12

States: New York Core Curriculum

Subjects: English Language Learners

New York Core Curriculum

English Language Learners

Grade 9-12

STRAND / STANDARD	NY.1.	English as a Second Language: Students will listen, speak, read, and write in English for information and understanding. Students learning English as a second language will use English to acquire, interpret, apply, and transmit information for content area learning and personal use. They will develop and use skills and strategies appropriate to their level of English proficiency to collect data, facts, and ideas; discover relationships, concepts, and generalizations; and use knowledge generated from oral, written, and electronically produced texts.
STRAND / PERFORMANCE INDICATOR	1.1.	Identify and use reading and listening strategies to make text comprehensible and meaningful. Such strategies include skimming; scanning; previewing; reviewing; discussing; listening selectively; listening for a specific purpose; listening for main ideas and details; note taking; using structural and context clues, cognates, format, sequence, and an understanding of letter-sound relationships to decode difficult words. (L, R)
		Content Provider - USA TODAY Lesson 1: Personal Poster Lesson 2: Introducing USA TODAY Lesson 3: The inverted pyramid Lesson 4: Found poems Lesson 5: Quick Write: Notetaking Lesson 6: Why are advertisements effective? Lesson 7: SMART Lesson 8: Cornell Notes Lesson 9: TV Tonight Lesson 10: Using the Question Matrix Lesson 11: Is the information reliable? Lesson 12: Across the USA Lesson 13: SQP2RS Lesson 14: Letter to the editor Lesson 15: Question, Answer, Relationship (QAR) Lesson 16: Frayer Model Lesson 17: Ad aware Lesson 18: Analyzing problems Lesson 19: USA TODAY Snapshots: Thinking about

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STRAND / PERFORMANCE INDICATOR

1.2.

Read, gather, view, listen to, organize, discuss, interpret, and analyze information related to academic content areas from various sources. Such sources include nonfiction books for young adults, reference books, magazines, textbooks, the Internet, databases, audio and media presentations, oral interviews, charts, graphs, maps, and diagrams. (L, S, R, W)

Content Provider - USA TODAY

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Lesson 5: Quick Write: Notetaking

Lesson 9: TV Tonight

Lesson 10: Using the Question Matrix

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Lesson 52: Evaluating validity and reliability

Lesson 53: USA TODAY Snapshots: From symbols to words

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

Lesson 55: Thinking about technology

STRAND / PERFORMANCE INDICATOR

1.3.

Select information appropriate to the purpose of the investigation with suitable supporting material. Such material includes facts, details, illustrative examples, anecdotes, and personal experiences. (L, S, R, W)

Content Provider - USA TODAY

Lesson 5: Quick Write: Notetaking

Lesson 7: SMART

Lesson 8: Cornell Notes

Lesson 10: Using the Question Matrix

Lesson 11: Is the information reliable?

Lesson 13: SQP2RS

Lesson 15: Question, Answer, Relationship (QAR)

Lesson 16: Frayer Model

Lesson 17: Ad aware

Lesson 23: Across the USA: Graphic representations

Lesson 25: RAFT

Lesson 27: Reading and evaluating information

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

STRAND / PERFORMANCE INDICATOR

1.4.

Compare, contrast, categorize, and synthesize information and objects, and identify complexities and discrepancies in the information. (L, S, R, W)

Content Provider - USA TODAY

Lesson 1: Personal Poster
 Lesson 2: Introducing USA TODAY
 Lesson 9: TV Tonight
 Lesson 10: Using the Question Matrix
 Lesson 11: Is the information reliable?
 Lesson 15: Question, Answer, Relationship (QAR)
 Lesson 16: Frayer Model
 Lesson 17: Ad aware
 Lesson 18: Analyzing problems
 Lesson 19: USA TODAY Snapshots: Thinking about thinking
 Lesson 20: USA TODAY Snapshots and Bloom's Taxonomy
 Lesson 21: Summarizing and analyzing an article
 Lesson 23: Across the USA: Graphic representations
 Lesson 25: RAFT
 Lesson 26: The Weather Page: Comparing data
 Lesson 29: Ad evaluation: What's for sale?
 Lesson 33: Writing a scouting report: Interpreting sports statistics and information
 Lesson 36: Critic's corner: Everyone's a critic!
 Lesson 37: Writing movie and TV reviews
 Lesson 38: Snapshots: Synthesize this!
 Lesson 39: Reading the TV listings
 Lesson 40: Predictions and inferences
 Lesson 41: React to reading with a Quick Write
 Lesson 46: Identifying contrasts
 Lesson 47: The Weather Page: Synthesizing information and drawing conclusions
 Lesson 48: Cause & effect
 Lesson 49: Snapshots: Reading between the lines
 Lesson 51: Persuasive text: How do they DO that?
 Lesson 52: Evaluating validity and reliability

Lesson 53: USA TODAY Snapshots: From symbols to words
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STRAND / PERFORMANCE INDICATOR

1.5.

Formulate, ask, and respond to various questions forms to obtain, clarify, and extend information and meaning. (L, S, R, W)

Content Provider - USA TODAY

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

Lesson 40: Predictions and inferences
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 Lesson 42: Movie reviews
 Lesson 43: Chain reactions
 Lesson 44: Discovering the main idea
 Lesson 45: Expressing your opinion
 Lesson 46: Identifying contrasts
 Lesson 47: The Weather Page: Synthesizing information and drawing conclusions
 Lesson 48: Cause & effect
 Lesson 49: Snapshots: Reading between the lines
 Lesson 50: T.A.P.S.:
 Topic-Audience-Purpose-Speaker
 Lesson 51: Persuasive text: How do they DO that?
 Lesson 52: Evaluating validity and reliability
 Lesson 53: USA TODAY Snapshots: From symbols to words
 Lesson 54: Persuasive texts: Save the last word for me!
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STRAND / PERFORMANCE INDICATOR

1.6.

Make and support inferences about information and ideas with reference to features in oral and written text. Such features include vocabulary, format, facts, sequence, register, and relevance of details. (L, S, R, W)

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STRAND / PERFORMANCE INDICATOR

1.7.

Present information clearly in a variety of oral and written forms for different audiences and purposes related to all academic content areas. Such forms include paraphrases, summaries, stories, research reports, essays, articles, posters, charts, and other graphics. (S, W)

Content Provider - USA TODAY

Lesson 5: Quick Write: Notetaking
 Lesson 7: SMART
 Lesson 8: Cornell Notes
 Lesson 9: TV Tonight
 Lesson 12: Across the USA

Lesson 14: Letter to the editor
 Lesson 18: Analyzing problems
 Lesson 20: USA TODAY Snapshots and Bloom's Taxonomy
 Lesson 21: Summarizing and analyzing an article
 Lesson 28: Creating a narrative from a photograph
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 Lesson 38: Snapshots: Synthesize this!
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 Lesson 44: Discovering the main idea
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 Lesson 46: Identifying contrasts
 Lesson 47: The Weather Page: Synthesizing information and drawing conclusions
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STRAND / PERFORMANCE INDICATOR

1.8.

Select a focus, organization, and point of view for oral and written presentations, and justify this selection. (S, W)

Content Provider - USA TODAY

Lesson 25: RAFT
 Lesson 31: Alphabet soup strategy for a summary
 Lesson 36: Critic's corner: Everyone's a critic!
 Lesson 45: Expressing your opinion
 Lesson 49: Snapshots: Reading between the lines
 Lesson 51: Persuasive text: How do they DO that?
 Lesson 53: USA TODAY Snapshots: From symbols to words
 Lesson 54: Persuasive texts: Save the last word for me!

STRAND / PERFORMANCE INDICATOR

1.9.

Convey and organize information, using facts, details, illustrative examples, and a variety of patterns and structures. Such patterns and structures include chronological order, cause and effect, problem and solution, and general-to-specific presentation. (S, W)

Content Provider - USA TODAY

Lesson 18: Analyzing problems
 Lesson 28: Creating a narrative from a photograph
 Lesson 36: Critic's corner: Everyone's a critic!
 Lesson 37: Writing movie and TV reviews
 Lesson 43: Chain reactions
 Lesson 44: Discovering the main idea
 Lesson 45: Expressing your opinion
 Lesson 48: Cause & effect
 Lesson 51: Persuasive text: How do they DO that?
 Lesson 52: Evaluating validity and reliability
 Lesson 53: USA TODAY Snapshots: From symbols

		to words Lesson 55: Thinking about technology Lesson 56: Entrepreneurs: Finding solutions to problems
STRAND / PERFORMANCE INDICATOR	1.10.	Distinguish between fact and opinion, and relevant and irrelevant information, and exclude nonessential information in oral and written presentations. (L, S, R, W) Content Provider - USA TODAY Lesson 30: Discussion Web strategy: Comprehend, evaluate Lesson 36: Critic's corner: Everyone's a critic! Lesson 49: Snapshots: Reading between the lines
STRAND / PERFORMANCE INDICATOR	1.11.	Use the process of prewriting, drafting, revising, peer editing, and proofreading (the 'writing process') to produce well-constructed informational texts. (L, S, R, W) Content Provider - USA TODAY Lesson 4: Found poems Lesson 14: Letter to the editor Lesson 25: RAFT Lesson 29: Ad evaluation: What's for sale? Lesson 36: Critic's corner: Everyone's a critic! Lesson 42: Movie reviews Lesson 45: Expressing your opinion Lesson 48: Cause & effect Lesson 53: USA TODAY Snapshots: From symbols to words
STRAND / PERFORMANCE INDICATOR	1.12.	Convey information and ideas through spoken and written language, using conventions and features of American English appropriate to audience and purpose. Such spoken language features include appropriate grammar, vocabulary, pronunciation, and intonation. Such written language features include appropriate grammar, vocabulary, correct spelling, punctuation, capitalization, paragraphing, and a wide variety of sentence structures. (L, S, R, W) Content Provider - USA TODAY Lesson 31: Alphabet soup strategy for a summary Lesson 36: Critic's corner: Everyone's a critic! Lesson 42: Movie reviews Lesson 47: The Weather Page: Synthesizing information and drawing conclusions Lesson 53: USA TODAY Snapshots: From symbols to words
STRAND / PERFORMANCE INDICATOR	1.13.	Engage in collaborative activities through a variety of student groupings to read, gather, share, discuss,

interpret, organize, analyze, synthesize, and present information. Such groupings include small groups, cooperative learning groups, process writing groups, cross-age groups, research groups, and interest groups. (L, S, R, W)

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Lesson 4: Found poems

Lesson 5: Quick Write: Notetaking

Lesson 6: Why are advertisements effective?

Lesson 7: SMART

Lesson 8: Cornell Notes

Lesson 9: TV Tonight

Lesson 10: Using the Question Matrix

Lesson 11: Is the information reliable?

Lesson 12: Across the USA

Lesson 13: SQP2RS

Lesson 14: Letter to the editor

Lesson 15: Question, Answer, Relationship (QAR)

Lesson 16: Frayer Model

Lesson 17: Ad aware

Lesson 18: Analyzing problems

Lesson 19: USA TODAY Snapshots: Thinking about thinking

Lesson 20: USA TODAY Snapshots and Bloom's Taxonomy

Lesson 21: Summarizing and analyzing an article

Lesson 22: Vocabulary development

Lesson 23: Across the USA: Graphic representations

Lesson 24: ReQuest

Lesson 25: RAFT

Lesson 26: The Weather Page: Comparing data

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STRAND / PERFORMANCE INDICATOR

1.15.

Apply self-monitoring and self-correcting strategies for accurate language production and oral and written presentation, using established criteria for effective presentation of information. (L, S, R, W)

Content Provider - USA TODAY

Lesson 17: Ad aware
 Lesson 39: Reading the TV listings
 Lesson 53: USA TODAY Snapshots: From symbols to words

STRAND / PERFORMANCE INDICATOR

1.16.

Apply learning strategies to acquire information and make texts comprehensible and meaningful. Such strategies include using prior knowledge, graphic organizers, reference materials, and context cues; planning; note taking; questioning; exploring cognates and root words; and applying ideas to new settings or experiences. (L, S, R, W)

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as a second language will use English for self-expression, artistic creation, and participation in popular culture. They will develop and use skills and strategies appropriate to their level of English proficiency to listen to, read, and respond to oral, written, and electronically produced texts and performances, relate texts and performances to their own lives and other works, and develop an understanding of the diverse social, historical, and cultural dimensions the texts and performances represent.

STRAND / PERFORMANCE INDICATOR

2.1.

Read, listen to, view, write about, and discuss a variety of texts from a wide range of authors, subjects, genres, cultures, and historical periods. Such sources include poems, stories, myths, fables, plays, novels, and other fiction and nonfiction texts, in authentic and modified forms, including works of American popular culture. (L, S, R, W)

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STRAND / PERFORMANCE INDICATOR

2.2.

Apply reading and listening strategies to make literary text comprehensible and meaningful. Such strategies include skimming, scanning, previewing, reviewing, listening selectively, listening for a specific purpose, and listening for main ideas and details. (L, R)

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STRAND / PERFORMANCE INDICATOR

2.3.

Identify and explain the distinguishing features of different literary genres, periods, and traditions, and use those features to aid comprehension, interpretation, and discussion of literature. (L, S, R,

W)

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STRAND / PERFORMANCE INDICATOR

2.4.

Locate and identify a wide range of significant literary elements and techniques in texts and use those elements to interpret the work, comparing and contrasting the work to other works and to students' own experiences. Such elements include setting, character, plot, theme, point of view, figurative language, text structure, repetition, characterization, imagery, foreshadowing, and climax. (L, S, R, W)

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STRAND / PERFORMANCE INDICATOR

2.5.

Make predictions, inferences, and deductions, and describe different levels of meaning of literary works presented orally and in written form, including literal and implied meanings. Strategies include summarizing; explaining; and identifying word choice, point of view, and symbols. (L, S, R, W)

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Lesson 31: Alphabet soup strategy for a summary
Lesson 32: SQ3R: Discovering the main idea
Lesson 33: Writing a scouting report: Interpreting sports statistics and information
Lesson 34: Questioning the author: Discovering the author's point of view
Lesson 35: Anticipation guide
Lesson 36: Critic's corner: Everyone's a critic!
Lesson 37: Writing movie and TV reviews
Lesson 38: Snapshots: Synthesize this!
Lesson 39: Reading the TV listings
Lesson 40: Predictions and inferences
Lesson 41: React to reading with a Quick Write
Lesson 42: Movie reviews
Lesson 43: Chain reactions
Lesson 44: Discovering the main idea
Lesson 45: Expressing your opinion
Lesson 46: Identifying contrasts
Lesson 47: The Weather Page: Synthesizing information and drawing conclusions
Lesson 48: Cause & effect
Lesson 49: Snapshots: Reading between the lines
Lesson 50: T.A.P.S.:
Topic-Audience-Purpose-Speaker
Lesson 51: Persuasive text: How do they DO that?
Lesson 52: Evaluating validity and reliability
Lesson 53: USA TODAY Snapshots: From symbols to words
Lesson 54: Persuasive texts: Save the last word for me!
Lesson 55: Thinking about technology

		Lesson 56: Entrepreneurs: Finding solutions to problems
STRAND / PERFORMANCE INDICATOR	2.6.	<p>Read aloud with confidence, accuracy, fluency, and expression to demonstrate understanding and to convey an interpretation of meaning. (S, R)</p> <p>Content Provider - USA TODAY Lesson 4: Found poems Lesson 10: Using the Question Matrix Lesson 21: Summarizing and analyzing an article Lesson 23: Across the USA: Graphic representations Lesson 25: RAFT Lesson 28: Creating a narrative from a photograph Lesson 30: Discussion Web strategy: Comprehend, evaluate Lesson 31: Alphabet soup strategy for a summary Lesson 32: SQ3R: Discovering the main idea Lesson 34: Questioning the author: Discovering the author's point of view Lesson 35: Anticipation guide Lesson 37: Writing movie and TV reviews Lesson 41: React to reading with a Quick Write Lesson 44: Discovering the main idea Lesson 45: Expressing your opinion Lesson 46: Identifying contrasts Lesson 50: T.A.P.S.: Topic-Audience-Purpose-Speaker Lesson 53: USA TODAY Snapshots: From symbols to words Lesson 54: Persuasive texts: Save the last word for me! Lesson 55: Thinking about technology Lesson 56: Entrepreneurs: Finding solutions to problems</p>
STRAND / PERFORMANCE INDICATOR	2.7.	<p>Compose and present personal and formal responses to and interpretations of published literary works and the work of peers, referring to details and features of text. Such features include characters, setting, plot, ideas, events, vocabulary, and text structure. (L, S, R, W)</p> <p>Content Provider - USA TODAY Lesson 14: Letter to the editor Lesson 42: Movie reviews Lesson 45: Expressing your opinion Lesson 53: USA TODAY Snapshots: From symbols to words</p>
STRAND / PERFORMANCE INDICATOR	2.8.	<p>Create stories, poems, sketches, songs, and plays, including those that reflect traditional and popular American culture, using typical features of a given genre; create an effective voice, using a variety of writing styles appropriate to different audiences,</p>

purposes, and settings. (S, W)

Content Provider - USA TODAY

Lesson 4: Found poems

Lesson 25: RAFT

Lesson 28: Creating a narrative from a photograph

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

Lesson 53: USA TODAY Snapshots: From symbols to words

STRAND / PERFORMANCE INDICATOR

2.9.

Engage in collaborative activities through a variety of student groupings to create and respond to literature. Such groupings include small groups, cooperative learning groups, literature circles, and process writing groups. (L, S, R, W)

Content Provider - USA TODAY

Lesson 1: Personal Poster

Lesson 2: Introducing USA TODAY

Lesson 3: The inverted pyramid

Lesson 4: Found poems

Lesson 5: Quick Write: Notetaking

Lesson 6: Why are advertisements effective?

Lesson 7: SMART

Lesson 8: Cornell Notes

Lesson 9: TV Tonight

Lesson 10: Using the Question Matrix

Lesson 11: Is the information reliable?

Lesson 12: Across the USA

Lesson 13: SQP2RS

Lesson 14: Letter to the editor

Lesson 15: Question, Answer, Relationship (QAR)

Lesson 16: Frayer Model

Lesson 17: Ad aware

Lesson 18: Analyzing problems

Lesson 19: USA TODAY Snapshots: Thinking about thinking

Lesson 20: USA TODAY Snapshots and Bloom's Taxonomy

Lesson 21: Summarizing and analyzing an article

Lesson 22: Vocabulary development

Lesson 23: Across the USA: Graphic representations

Lesson 24: ReQuest

Lesson 25: RAFT

Lesson 26: The Weather Page: Comparing data

Lesson 27: Reading and evaluating information

Lesson 28: Creating a narrative from a photograph

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

Lesson 30: Discussion Web strategy: Comprehend, evaluate

Lesson 31: Alphabet soup strategy for a summary

Lesson 32: SQ3R: Discovering the main idea

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 Lesson 51: Persuasive text: How do they DO that?
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 Lesson 53: USA TODAY Snapshots: From symbols to words
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STRAND / PERFORMANCE INDICATOR

2.10.

Create, discuss, interpret, and respond to literary works, using appropriate and effective vocabulary, grammar, spelling, and punctuation in writing, and using appropriate vocabulary, grammar, and pronunciation in speaking. (L, S, R, W)

Content Provider - USA TODAY

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 Lesson 2: Introducing USA TODAY
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 Lesson 6: Why are advertisements effective?
 Lesson 7: SMART
 Lesson 8: Cornell Notes
 Lesson 9: TV Tonight
 Lesson 10: Using the Question Matrix
 Lesson 11: Is the information reliable?
 Lesson 12: Across the USA
 Lesson 13: SQP2RS
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 Lesson 24: ReQuest
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STRAND / PERFORMANCE INDICATOR

2.11.

Apply self-monitoring and self-correcting strategies while reading, viewing, discussing, listening to, or producing literary texts and essays. Such strategies include asking questions, starting over, rephrasing, and exploring alternative ways of saying things. (L, S, R, W)

Content Provider - USA TODAY

Lesson 7: SMART
Lesson 11: Is the information reliable?
Lesson 13: SQP2RS
Lesson 15: Question, Answer, Relationship (QAR)
Lesson 16: Frayer Model
Lesson 24: ReQuest
Lesson 25: RAFT
Lesson 27: Reading and evaluating information
Lesson 32: SQ3R: Discovering the main idea
Lesson 44: Discovering the main idea
Lesson 53: USA TODAY Snapshots: From symbols to words
Lesson 54: Persuasive texts: Save the last word for me!

STRAND / PERFORMANCE INDICATOR

2.12.

Apply learning strategies to comprehend, make inferences about, and analyze literature, and to produce literary responses. Such strategies include asking questions; using prior knowledge, graphic organizers, and context cues; planning; note taking; and exploring cognates and root words. (L, S, R, W)

Content Provider - USA TODAY

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Lesson 3: The inverted pyramid
Lesson 4: Found poems
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Lesson 7: SMART
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STRAND / STANDARD

NY.3.

English as a Second Language: Students will listen, speak, read, and write in English for critical analysis and evaluation. Students learning English as a second language will use English to express their opinions and judgments on experiences, messages, ideas, information, and issues from a variety of perspectives. They will develop and use skills and strategies appropriate to their level of English proficiency to reflect on and analyze experiences, messages, ideas, information, and issues presented by others using a variety of established criteria.

STRAND / PERFORMANCE INDICATOR

3.1.

Develop and present clear interpretations, analyses, and evaluations of issues, ideas, texts, and experiences; justify and explain the rationale for positions, using persuasive language, tone, evidence, and well-developed arguments. Forms of such presentations include oral (class presentations, speeches, and debates), visual (posters, graphs, charts,

political cartoons, and illustrations), and written (essays, editorials, movie/textbook/book reviews, position papers, and brochures). (L, S, R, W)

Content Provider - USA TODAY

Lesson 1: Personal Poster

Lesson 9: TV Tonight

Lesson 14: Letter to the editor

Lesson 17: Ad aware

Lesson 18: Analyzing problems

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Lesson 23: Across the USA: Graphic representations

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

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STRAND / PERFORMANCE INDICATOR

3.2.

Assess, compare, and evaluate the quality of spoken or written texts and visual presentations, using different criteria related to the organization, subject area, and purpose of text. Text types include editorials, letters to the editor, political speeches, illustrations, charts, movie/textbook/book reviews, and advertisements. (L, S, R, W)

Content Provider - USA TODAY

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 Lesson 56: Entrepreneurs: Finding solutions to problems

STRAND / PERFORMANCE INDICATOR

3.3.

Recognize and communicate personal and multiple points of view within and among groups, in discussing, interpreting, and evaluating information; make inferences about a writer's or speaker's point of view. (L, S, R, W)

Content Provider - USA TODAY

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STRAND / PERFORMANCE INDICATOR

3.4.

Evaluate students' own and others' work, individually and collaboratively, on the basis of a variety of

criteria, and recognize how chosen criteria affect evaluation. Criteria include visual presentation; clarity of ideas; logic; originality; comprehensiveness; and use of English vocabulary, grammar, and register. (L, S, R, W)

Content Provider - USA TODAY

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Lesson 17: Ad aware

Lesson 38: Snapshots: Synthesize this!

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Lesson 42: Movie reviews

Lesson 45: Expressing your opinion

Lesson 53: USA TODAY Snapshots: From symbols to words

STRAND / PERFORMANCE INDICATOR

3.5.

Recognize, explain, evaluate, and analyze how structural features affect readers' and listeners' understanding and appreciation of text. Such features include organization, syntax, repetition of words or ideas, vocabulary, and visuals. (L, S, R, W)

Content Provider - USA TODAY

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Lesson 7: SMART

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Lesson 13: SQP2RS

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STRAND / PERFORMANCE INDICATOR

3.6.

Speak and write, using the conventions and features of American English, to effectively influence an audience (e.g., to persuade, negotiate, argue). Such spoken language features include appropriate grammar, precise vocabulary, pronunciation, intonation, and presentation strategies. Such written language features include appropriate grammar, vocabulary, correct spelling, punctuation, and capitalization. (S, W)

Content Provider - USA TODAY

Lesson 14: Letter to the editor
 Lesson 37: Writing movie and TV reviews
 Lesson 42: Movie reviews
 Lesson 45: Expressing your opinion
 Lesson 51: Persuasive text: How do they DO that?

STRAND / PERFORMANCE INDICATOR

3.7.

Engage in collaborative activities through a variety of groupings to discuss, share, reflect on, develop, and

express, and to interpret opinions and evaluations about a variety of experiences, ideas, and information. Such groupings include small groups, discussion groups, process writing groups, and cooperative learning groups. (L, S, R, W)

Content Provider - USA TODAY

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Lesson 40: Predictions and inferences

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Lesson 43: Chain reactions
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STRAND / PERFORMANCE INDICATOR

3.8.

Apply self-monitoring and self-correcting strategies, using established criteria for effective oral and written presentation and standards for a particular genre (e.g., debate, speech, argument), to adjust presentation and language production to effectively express opinions and evaluations. Such strategies include asking questions, starting over, rephrasing, and exploring alternative ways of saying things. (L, S, R, W)

Content Provider - USA TODAY

Lesson 4: Found poems
 Lesson 16: Frayer Model
 Lesson 17: Ad aware
 Lesson 24: ReQuest
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 Lesson 54: Persuasive texts: Save the last word for me!

STRAND / PERFORMANCE INDICATOR

3.9.

Apply learning strategies to examine, interpret, analyze, synthesize, and evaluate a variety of materials. Such strategies include using prior knowledge, graphic organizers, context cues; planning; note taking; and exploring cognates and root words. (L, S, R, W)

Content Provider - USA TODAY

Lesson 1: Personal Poster
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STRAND / STANDARD	NY.4.	English as a Second Language: Students will listen, speak, read, and write in English for classroom and social interaction. Students learning English as a second language will use English to interact with others in social and classroom situations. They will develop and use skills and strategies appropriate to their level of English proficiency to communicate effectively with regard to audience, purpose, and setting.
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STRAND / PERFORMANCE INDICATOR	4.1.	Use a variety of oral, print, and electronic forms for social communication and for writing to or for self, applying the conventions of social writing. Such forms include friendly notes, invitations, and electronic messages, diary entries, and notes to self. (L, S, R, W)
		<p>Content Provider - USA TODAY Lesson 14: Letter to the editor Lesson 45: Expressing your opinion</p>

STRAND / PERFORMANCE INDICATOR	4.2.	Describe, read about, participate in, or recommend a favorite activity, book, song, or other interest to various audiences. Such audiences include peers, classes, teachers, and other adults. (L, S, R, W)
		<p>Content Provider - USA TODAY Lesson 1: Personal Poster Lesson 2: Introducing USA TODAY Lesson 3: The inverted pyramid Lesson 4: Found poems Lesson 5: Quick Write: Notetaking Lesson 6: Why are advertisements effective? Lesson 7: SMART Lesson 8: Cornell Notes Lesson 9: TV Tonight Lesson 10: Using the Question Matrix Lesson 11: Is the information reliable? Lesson 12: Across the USA Lesson 13: SQP2RS Lesson 14: Letter to the editor Lesson 15: Question, Answer, Relationship (QAR) Lesson 16: Frayer Model Lesson 17: Ad aware Lesson 18: Analyzing problems Lesson 19: USA TODAY Snapshots: Thinking about thinking</p>

Lesson 20: USA TODAY Snapshots and Bloom's Taxonomy
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 Lesson 46: Identifying contrasts
 Lesson 47: The Weather Page: Synthesizing information and drawing conclusions
 Lesson 48: Cause & effect
 Lesson 49: Snapshots: Reading between the lines
 Lesson 50: T.A.P.S.:
 Topic-Audience-Purpose-Speaker
 Lesson 51: Persuasive text: How do they DO that?
 Lesson 52: Evaluating validity and reliability
 Lesson 53: USA TODAY Snapshots: From symbols to words
 Lesson 54: Persuasive texts: Save the last word for me!
 Lesson 55: Thinking about technology
 Lesson 56: Entrepreneurs: Finding solutions to problems

STRAND / PERFORMANCE INDICATOR

4.3.

Request and provide information and assistance, orally or in writing, for personal, social, and academic purposes. (L, S, R, W)

Content Provider - USA TODAY

Lesson 16: Frayer Model
 Lesson 24: ReQuest
 Lesson 54: Persuasive texts: Save the last word for

me!

STRAND / PERFORMANCE INDICATOR

4.4.

Listen attentively, take turns speaking, and build on others' ideas when engaged in pair, group, or full-class discussions on personal, social, community, and academic topics. (L, S)

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Lesson 8: Cornell Notes

Lesson 9: TV Tonight

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Lesson 13: SQP2RS

Lesson 14: Letter to the editor

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STRAND / PERFORMANCE INDICATOR

4.6.

Understand and use a variety of context-specific oral communication strategies in American English for a range of personal and academic purposes. Such strategies include making confirmation checks, clarifying or requesting clarification, paraphrasing, and repairing miscommunication. (L, S)

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STRAND / PERFORMANCE INDICATOR

4.7.

Follow oral and written directions to participate in classroom activities, and provide directions to peers in selected interactions. (L, S, R, W)

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STRAND / PERFORMANCE INDICATOR

4.9.

Use appropriate vocabulary, expressions, language, routines, and interaction styles for various audiences and formal and informal social or school situations, noticing how intention is communicated in different ways through language in various contexts. Such expressions and routines include asking permission, making and responding to requests, greeting, making promises, thanking, apologizing. Such situations include chatting with friends, participating in group discussions, greeting a principal or other adult, making purchases, interviewing for a job, and applying to college. (L, S, R, W)

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STRAND / PERFORMANCE INDICATOR

4.10.

Demonstrate appropriate classroom behaviors (e.g., participating in small group and whole class discussions, being courteous, respecting the person and property of others). (L, S, R, W)

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STRAND / PERFORMANCE INDICATOR

4.12.

Apply self-monitoring and self-correcting strategies in social and classroom interactions. Such strategies include asking questions, starting over, rephrasing, and exploring alternative pronunciations or wording. (L, S, R, W)

Content Provider - USA TODAY

Lesson 16: Frayer Model
 Lesson 24: ReQuest

		Lesson 54: Persuasive texts: Save the last word for me!
STRAND / STANDARD	NY.5.	English as a Second Language: Students will demonstrate cross-cultural knowledge and understanding. Students will demonstrate cross-cultural knowledge and sensitivity in communicating with others of varied social, cultural, and linguistic backgrounds. They will develop and use culturally appropriate behaviors, and a knowledge of local and U.S. cultures and practices, in their interactions with others in their new cultural environment.
STRAND / PERFORMANCE INDICATOR	5.1.	Demonstrate an understanding of cultural and language patterns and norms in American English, including different regional and social varieties of English, and identify and interpret how these patterns and norms are used. Such patterns and norms include levels of formality, slang, humor, idioms, rhetorical patterns, and standard versus nonstandard dialects (L, S, R, W) Content Provider - USA TODAY Lesson 36: Critic's corner: Everyone's a critic!
STRAND / PERFORMANCE INDICATOR	5.2.	Demonstrate an understanding of a broad range of U.S. cultural and political referents through institutions, functions, and processes at the local and national levels, and compare/contrast these with parallels in the students' native community. Such cultural and political referents include holidays, symbols, traditions, customs, governance systems, and schooling. (L, S, R, W) Content Provider - USA TODAY Lesson 35: Anticipation guide Lesson 38: Snapshots: Synthesize this!
STRAND / PERFORMANCE INDICATOR	5.5.	Compare and contrast oral traditions, myths, folktales, and literature from different national and international regions and cultures, including the students' own, identifying similarities and differences and universal cultural themes, and exploring how language and literature transmit culture. (L, S, R, W) Content Provider - USA TODAY Lesson 40: Predictions and inferences Lesson 49: Snapshots: Reading between the lines Lesson 54: Persuasive texts: Save the last word for me!