

**Content Provider - USA TODAY**

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

**Grades:** 11-12

**States:** California Content Standards

**Subjects:** Language Arts

**California Content Standards**

**Language Arts**

**Grade 11-12**

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

**PERFORMANCE STANDARD** 2.2.

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

**Content Provider - USA TODAY**

Lesson 1: Personal Poster

Lesson 2: Introducing USA TODAY

Lesson 3: The inverted pyramid

Lesson 4: Found poems

Lesson 5: Quick Write: Notetaking

Lesson 6: Why are advertisements effective?

Lesson 7: SMART

Lesson 8: Cornell Notes

Lesson 9: TV Tonight

Lesson 10: Using the Question Matrix

Lesson 11: Is the information reliable?

Lesson 12: Across the USA

Lesson 13: SQP2RS

Lesson 14: Letter to the editor

Lesson 15: Question, Answer, Relationship (QAR)

Lesson 16: Frayer Model

Lesson 17: Ad aware

Lesson 18: Analyzing problems

Lesson 19: USA TODAY Snapshots: Thinking about thinking

Lesson 20: USA TODAY Snapshots and Bloom's Taxonomy

Lesson 21: Summarizing and analyzing an article

Lesson 22: Vocabulary development

Lesson 23: Across the USA: Graphic representations

Lesson 24: ReQuest

Lesson 25: RAFT

Lesson 26: The Weather Page: Comparing data

Lesson 27: Reading and evaluating information

Lesson 28: Creating a narrative from a photograph

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

Lesson 30: Discussion Web strategy: Comprehend, evaluate

Lesson 31: Alphabet soup strategy for a summary

Lesson 32: SQ3R: Discovering the main idea

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

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

Lesson 35: Anticipation guide

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

Lesson 37: Writing movie and TV reviews

Lesson 38: Snapshots: Synthesize this!

Lesson 39: Reading the TV listings

Lesson 40: Predictions and inferences

Lesson 41: React to reading with a Quick Write

Lesson 42: Movie reviews

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

**PERFORMANCE STANDARD** 2.3.

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

**Content Provider - USA TODAY**

Lesson 1: Personal Poster  
 Lesson 2: Introducing USA TODAY  
 Lesson 3: The inverted pyramid  
 Lesson 4: Found poems  
 Lesson 5: Quick Write: Notetaking  
 Lesson 6: Why are advertisements effective?  
 Lesson 7: SMART  
 Lesson 8: Cornell Notes  
 Lesson 9: TV Tonight  
 Lesson 10: Using the Question Matrix  
 Lesson 11: Is the information reliable?  
 Lesson 12: Across the USA  
 Lesson 13: SQP2RS  
 Lesson 14: Letter to the editor  
 Lesson 15: Question, Answer, Relationship (QAR)  
 Lesson 16: Frayer Model  
 Lesson 17: Ad aware  
 Lesson 18: Analyzing problems  
 Lesson 19: USA TODAY Snapshots: Thinking about thinking  
 Lesson 20: USA TODAY Snapshots and Bloom's Taxonomy  
 Lesson 21: Summarizing and analyzing an article  
 Lesson 22: Vocabulary development  
 Lesson 23: Across the USA: Graphic representations  
 Lesson 24: ReQuest  
 Lesson 25: RAFT  
 Lesson 26: The Weather Page: Comparing data

Lesson 27: Reading and evaluating information  
 Lesson 28: Creating a narrative from a photograph  
 Lesson 29: Ad evaluation: What's for sale?  
 Lesson 30: Discussion Web strategy: Comprehend, evaluate  
 Lesson 31: Alphabet soup strategy for a summary  
 Lesson 32: SQ3R: Discovering the main idea  
 Lesson 33: Writing a scouting report: Interpreting sports statistics and information  
 Lesson 34: Questioning the author: Discovering the author's point of view  
 Lesson 35: Anticipation guide  
 Lesson 36: Critic's corner: Everyone's a critic!  
 Lesson 37: Writing movie and TV reviews  
 Lesson 38: Snapshots: Synthesize this!  
 Lesson 39: Reading the TV listings  
 Lesson 40: Predictions and inferences  
 Lesson 41: React to reading with a Quick Write  
 Lesson 42: Movie reviews  
 Lesson 43: Chain reactions  
 Lesson 44: Discovering the main idea  
 Lesson 45: Expressing your opinion  
 Lesson 46: Identifying contrasts  
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 Lesson 51: Persuasive text: How do they DO that?  
 Lesson 52: Evaluating validity and reliability  
 Lesson 53: USA TODAY Snapshots: From symbols to words  
 Lesson 54: Persuasive texts: Save the last word for me!  
 Lesson 55: Thinking about technology  
 Lesson 56: Entrepreneurs: Finding solutions to problems

**PERFORMANCE STANDARD**

2.4.

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

**Content Provider - USA TODAY**

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

Lesson 10: Using the Question Matrix  
Lesson 11: Is the information reliable?  
Lesson 12: Across the USA  
Lesson 13: SQP2RS  
Lesson 14: Letter to the editor  
Lesson 15: Question, Answer, Relationship (QAR)  
Lesson 16: Frayer Model  
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Lesson 19: USA TODAY Snapshots: Thinking about thinking  
Lesson 20: USA TODAY Snapshots and Bloom's Taxonomy  
Lesson 21: Summarizing and analyzing an article  
Lesson 22: Vocabulary development  
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  
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  
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Lesson 44: Discovering the main idea  
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Topic-Audience-Purpose-Speaker  
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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Lesson 55: Thinking about technology

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

**Content Provider - USA TODAY**

Lesson 14: Letter to the editor

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

Lesson 45: Expressing your opinion

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

**PERFORMANCE STANDARD** 3.6.

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

**Content Provider - USA TODAY**

Lesson 9: TV Tonight

Lesson 37: Writing movie and TV reviews

Lesson 39: Reading the TV listings

Lesson 42: Movie reviews

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

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

**CONTENT STANDARD** CA.1.0.

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

**PERFORMANCE STANDARD** 1.1.

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

**Content Provider - USA TODAY**

Lesson 14: Letter to the editor

Lesson 28: Creating a narrative from a photograph

Lesson 37: Writing movie and TV reviews

Lesson 42: Movie reviews

Lesson 45: Expressing your opinion

Lesson 48: Cause & effect

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

**PERFORMANCE STANDARD** 1.2.

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

**Content Provider - USA TODAY**

Lesson 4: Found poems

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

Lesson 11: Is the information reliable?  
 Lesson 15: Question, Answer, Relationship (QAR)  
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 Lesson 56: Entrepreneurs: Finding solutions to problems

**PERFORMANCE STANDARD** 1.8.

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

**Content Provider - USA TODAY**

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

**PERFORMANCE STANDARD** 1.9.

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

**Content Provider - USA TODAY**

Lesson 4: Found poems

Lesson 12: Across the USA

Lesson 25: RAFT

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

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

Lesson 45: Expressing your opinion

Lesson 53: USA TODAY Snapshots: From symbols to words

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

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

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

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

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

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

**Content Provider - USA TODAY**

Lesson 14: Letter to the editor

Lesson 45: Expressing your opinion

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

Lesson 28: Creating a narrative from a photograph  
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 Lesson 50: T.A.P.S.:  
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 Lesson 56: Entrepreneurs: Finding solutions to problems

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

**Content Provider - USA TODAY**

Lesson 53: USA TODAY Snapshots: From symbols to words

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

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

**Content Provider - USA TODAY**

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

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

Inductive and deductive reasoning.

**Content Provider - USA TODAY**

Lesson 4: Found poems

Lesson 8: Cornell Notes

Lesson 13: SQP2RS

Lesson 19: USA TODAY Snapshots: Thinking about thinking

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

Lesson 35: Anticipation guide

Lesson 38: Snapshots: Synthesize this!

Lesson 40: Predictions and inferences

Lesson 48: Cause & effect

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

Lesson 53: USA TODAY Snapshots: From symbols to words

Lesson 55: Thinking about technology

Lesson 56: Entrepreneurs: Finding solutions to problems

**CONTENT STANDARD**

CA.1.0.

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

**PERFORMANCE STANDARD**

1.6.

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

**Content Provider - USA TODAY**

Lesson 42: Movie reviews

**PERFORMANCE STANDARD**

1.11.

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

**Content Provider - USA TODAY**

Lesson 8: Cornell Notes

Lesson 53: USA TODAY Snapshots: From symbols to words

**PERFORMANCE STANDARD**

1.13.

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

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

Lesson 14: Letter to the editor

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

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