

**Content Provider - USA TODAY**

Standards Report - Showing matching content units as of April 29, 2009, 9:10 am  
PDT

**Grades:** 7

**States:** California Content Standards

**Subjects:** Language Arts

**California Content Standards**

**Language Arts**

**Grade 7**

<b>CONTENT STANDARD</b>	CA.1.0.	Reading: Word Analysis, Fluency, and Systematic Vocabulary Development: Students use their knowledge of word origins and word relationships, as well as historical and literary context clues, to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words.
<b>PERFORMANCE STANDARD</b>	1.1.	Vocabulary and Concept Development: Identify idioms, analogies, metaphors, and similes in prose and poetry.  <b>Content Provider - USA TODAY</b> Lesson 36: Critic's corner: Everyone's a critic!
<b>PERFORMANCE STANDARD</b>	1.3.	Vocabulary and Concept Development: Clarify word meanings through the use of definition, example, restatement, or contrast.  <b>Content Provider - USA TODAY</b> Lesson 7: SMART Lesson 21: Summarizing and analyzing an article Lesson 22: Vocabulary development Lesson 29: Ad evaluation: What's for sale? Lesson 40: Predictions and inferences Lesson 47: The Weather Page: Synthesizing information and drawing conclusions Lesson 55: Thinking about technology Lesson 56: Entrepreneurs: Finding solutions to problems
<b>CONTENT STANDARD</b>	CA.2.0.	Reading: Reading Comprehension (Focus on Informational Materials): Students read and understand grade-level-appropriate material. They describe and connect the essential ideas, arguments, and perspectives of the text by using their knowledge of text structure, organization, and purpose.
<b>PERFORMANCE STANDARD</b>	2.1.	Structural Features of Informational Materials: Understand and analyze the differences in structure and purpose between various categories of informational materials (e.g., textbooks, newspapers,

instructional manuals, signs).

**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.

Structural Features of Informational Materials:  
Analyze text that uses the cause-and-effect organizational pattern.

**Content Provider - USA TODAY**

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**PERFORMANCE STANDARD** 2.4.

Comprehension and Analysis of Grade-Level-Appropriate Text: Identify and trace the development of an author's argument, point of view, or perspective in text.

**Content Provider - USA TODAY**

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

**PERFORMANCE STANDARD** 2.5.

Comprehension and Analysis of Grade-Level-Appropriate Text: Understand and explain the use of a simple mechanical device by following technical directions.

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**PERFORMANCE STANDARD** 2.6.

Expository Critique: Assess the adequacy, accuracy, and appropriateness of the author's evidence to support claims and assertions, noting instances of bias and stereotyping.

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**CONTENT STANDARD**

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 clarify the ideas and connect them to other literary works.

**PERFORMANCE STANDARD**

3.3.

Narrative Analysis of Grade-Level-Appropriate Text: Analyze characterization as delineated through a character's thoughts, words, speech patterns, and actions; the narrator's description; and the thoughts, words, and actions of other characters.

**Content Provider - USA TODAY**

Lesson 42: Movie reviews

<b>CONTENT STANDARD</b>	CA.1.0.	Writing: Writing Strategies: Students write clear, coherent, and focused essays. The writing exhibits students' awareness of the audience and purpose. Essays contain formal introductions, supporting evidence, and conclusions. Students progress through the stages of the writing process as needed.
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<b>PERFORMANCE STANDARD</b>	1.1.	Organization and Focus: Create an organizational structure that balances all aspects of the composition and uses effective transitions between sentences to unify important ideas.
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**Content Provider - USA TODAY**

Lesson 14: Letter to the editor

Lesson 31: Alphabet soup strategy for a summary

Lesson 39: Reading the TV listings

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 51: Persuasive text: How do they DO that?

Lesson 52: Evaluating validity and reliability

Lesson 53: USA TODAY Snapshots: From symbols to words

Lesson 56: Entrepreneurs: Finding solutions to problems

<b>PERFORMANCE STANDARD</b>	1.2.	Organization and Focus: Support all statements and claims with anecdotes, descriptions, facts and statistics, and specific examples.
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**Content Provider - USA TODAY**

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

Lesson 37: Writing movie and TV reviews

Lesson 44: Discovering the main idea

Lesson 45: Expressing your opinion

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

<b>PERFORMANCE STANDARD</b>	1.3.	Organization and Focus: Use strategies of notetaking, outlining, and summarizing to impose structure on composition drafts.
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**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)

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**PERFORMANCE STANDARD**

1.5.

Research and Technology: Give credit for both quoted and paraphrased information in a bibliography by using a consistent and sanctioned format and methodology for citations.

**Content Provider - USA TODAY**

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

Lesson 30: Discussion Web strategy: Comprehend, evaluate

Lesson 31: Alphabet soup strategy for a summary

Lesson 35: Anticipation guide

		<p>Lesson 36: Critic's corner: Everyone's a critic!</p> <p>Lesson 44: Discovering the main idea</p> <p>Lesson 47: The Weather Page: Synthesizing information and drawing conclusions</p> <p>Lesson 48: Cause &amp; effect</p> <p>Lesson 49: Snapshots: Reading between the lines</p> <p>Lesson 50: T.A.P.S.: Topic-Audience-Purpose-Speaker</p> <p>Lesson 53: USA TODAY Snapshots: From symbols to words</p> <p>Lesson 54: Persuasive texts: Save the last word for me!</p> <p>Lesson 56: Entrepreneurs: Finding solutions to problems</p>
<b>PERFORMANCE STANDARD</b>	1.6.	<p>Research and Technology: Create documents by using word-processing skills and publishing programs; develop simple databases and spreadsheets to manage information and prepare reports.</p> <p><b>Content Provider - USA TODAY</b></p> <p>Lesson 33: Writing a scouting report: Interpreting sports statistics and information</p> <p>Lesson 45: Expressing your opinion</p> <p>Lesson 47: The Weather Page: Synthesizing information and drawing conclusions</p> <p>Lesson 52: Evaluating validity and reliability</p> <p>Lesson 55: Thinking about technology</p>
<b>PERFORMANCE STANDARD</b>	1.7.	<p>Evaluation and Revision: Revise writing to improve organization and word choice after checking the logic of the ideas and the precision of the vocabulary.</p> <p><b>Content Provider - USA TODAY</b></p> <p>Lesson 4: Found poems</p> <p>Lesson 12: Across the USA</p> <p>Lesson 25: RAFT</p> <p>Lesson 29: Ad evaluation: What's for sale?</p> <p>Lesson 36: Critic's corner: Everyone's a critic!</p> <p>Lesson 45: Expressing your opinion</p>
<b>CONTENT STANDARD</b>	CA.2.0.	<p>Writing: Writing Applications (Genres and Their Characteristics): Students write narrative, expository, persuasive, and descriptive texts of at least 500 to 700 words in each genre. The 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>	2.1.	<p>Write fictional or autobiographical narratives.</p>
<b>GRADE LEVEL EXPECTATION</b>	2.1.a.	<p>Develop a standard plot line (having a beginning, conflict, rising action, climax, and denouement) and point of view.</p>

		<p><b>Content Provider - USA TODAY</b> Lesson 25: RAFT Lesson 28: Creating a narrative from a photograph</p>
<b>GRADE LEVEL EXPECTATION</b>	2.1.b.	Develop complex major and minor characters and a definite setting.
		<p><b>Content Provider - USA TODAY</b> Lesson 28: Creating a narrative from a photograph</p>
<b>GRADE LEVEL EXPECTATION</b>	2.1.c.	Use a range of appropriate strategies (e.g., dialogue; suspense; naming of specific narrative action, including movement, gestures, and expressions).
		<p><b>Content Provider - USA TODAY</b> Lesson 28: Creating a narrative from a photograph</p>
<b>CONTENT STANDARD</b>	CA.2.0.	Writing: Writing Applications (Genres and Their Characteristics): Students write narrative, expository, persuasive, and descriptive texts of at least 500 to 700 words in each genre. The 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.	Develop interpretations exhibiting careful reading, understanding, and insight.
		<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.	Organize interpretations around several clear ideas, premises, or images from the literary work.
		<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.	Justify interpretations through sustained use of examples and textual evidence.
		<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.	Writing: Writing Applications (Genres and Their Characteristics): Students write narrative, expository, persuasive, and descriptive texts of at least 500 to 700 words in each genre. The writing demonstrates a

command of standard American English and the research, organizational, and drafting strategies outlined in Writing Standard 1.0.

PERFORMANCE STANDARD 2.3.

Write research reports.

GRADE LEVEL EXPECTATION 2.3.b.

Convey clear and accurate perspectives on the subject.

**Content Provider - USA TODAY**

Lesson 14: Letter to the editor

GRADE LEVEL EXPECTATION 2.3.c.

Include evidence compiled through the formal research process (e.g., use of a card catalog, Reader's Guide to Periodical Literature, a computer catalog, magazines, newspapers, dictionaries).

**Content Provider - USA TODAY**

Lesson 5: Quick Write: Notetaking

Lesson 7: SMART

Lesson 8: Cornell Notes

Lesson 10: Using the Question Matrix

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Lesson 13: SQP2RS

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Lesson 37: Writing movie and TV reviews

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Lesson 41: React to reading with a Quick Write

Lesson 43: Chain reactions

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 51: Persuasive text: How do they DO that?

Lesson 52: Evaluating validity and reliability

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GRADE LEVEL EXPECTATION 2.3.d.

Document reference sources by means of footnotes and a bibliography.

**Content Provider - USA TODAY**

Lesson 11: Is the information reliable?

Lesson 21: Summarizing and analyzing an article

Lesson 27: Reading and evaluating information

Lesson 52: Evaluating validity and reliability

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

**CONTENT STANDARD**

CA.2.0.

Writing: Writing Applications (Genres and Their Characteristics): Students write narrative, expository, persuasive, and descriptive texts of at least 500 to 700 words in each genre. The writing demonstrates a command of standard American English and the research, organizational, and drafting strategies outlined in Writing Standard 1.0.

**PERFORMANCE STANDARD**

2.4.

Write persuasive compositions.

**GRADE LEVEL EXPECTATION** 2.4.a.

State a clear position or perspective in support of a proposition or proposal.

**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?

**GRADE LEVEL EXPECTATION** 2.4.b.

Describe the points in support of the proposition, employing well-articulated evidence.

**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?

**GRADE LEVEL EXPECTATION** 2.4.c.

Anticipate and address reader concerns and counterarguments.

**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?

**CONTENT STANDARD**

CA.2.0.

Writing: Writing Applications (Genres and Their Characteristics): Students write narrative, expository, persuasive, and descriptive texts of at least 500 to 700 words in each genre. The 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 summaries of reading materials.
<b>GRADE LEVEL EXPECTATION</b>	2.5.a.	<p>Include the main ideas and most significant details.</p> <p><b>Content Provider - USA TODAY</b>  Lesson 4: Found poems  Lesson 6: Why are advertisements effective?  Lesson 8: Cornell Notes  Lesson 11: Is the information reliable?  Lesson 13: SQP2RS  Lesson 18: Analyzing problems  Lesson 21: Summarizing and analyzing an article  Lesson 23: Across the USA: Graphic representations  Lesson 25: RAFT  Lesson 27: Reading and evaluating information  Lesson 30: Discussion Web strategy: Comprehend, evaluate  Lesson 31: Alphabet soup strategy for a summary  Lesson 37: Writing movie and TV reviews  Lesson 40: Predictions and inferences  Lesson 42: Movie reviews  Lesson 44: Discovering the main idea  Lesson 45: Expressing your opinion  Lesson 50: T.A.P.S.:  Topic-Audience-Purpose-Speaker  Lesson 53: USA TODAY Snapshots: From symbols to words  Lesson 56: Entrepreneurs: Finding solutions to problems</p>
<b>GRADE LEVEL EXPECTATION</b>	2.5.b.	<p>Use the student's own words, except for quotations.</p> <p><b>Content Provider - USA TODAY</b>  Lesson 42: Movie reviews</p>
<b>GRADE LEVEL EXPECTATION</b>	2.5.c.	<p>Reflect underlying meaning, not just the superficial details.</p> <p><b>Content Provider - USA TODAY</b>  Lesson 42: Movie reviews</p>
<b>CONTENT STANDARD</b>	CA.1.0.	Written and Oral English Language Conventions: Students write and speak with a command of standard English conventions appropriate to the grade level.
<b>PERFORMANCE STANDARD</b>	1.1.	<p>Sentence Structure: Place modifiers properly and use the active voice.</p> <p><b>Content Provider - USA TODAY</b>  Lesson 6: Why are advertisements effective?  Lesson 10: Using the Question Matrix  Lesson 11: Is the information reliable?  Lesson 12: Across the USA  Lesson 13: SQP2RS</p>

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 Lesson 28: Creating a narrative from a photograph  
 Lesson 30: Discussion Web strategy: Comprehend, evaluate  
 Lesson 31: Alphabet soup strategy for a summary  
 Lesson 35: Anticipation guide  
 Lesson 36: Critic's corner: Everyone's a critic!  
 Lesson 44: Discovering the main idea  
 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 53: USA TODAY Snapshots: From symbols to words  
 Lesson 54: Persuasive texts: Save the last word for me!  
 Lesson 56: Entrepreneurs: Finding solutions to problems

**PERFORMANCE STANDARD**

1.3.

Grammar: Identify all parts of speech and types and structure of sentences.

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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  
 Lesson 30: Discussion Web strategy: Comprehend, evaluate  
 Lesson 31: Alphabet soup strategy for a summary  
 Lesson 35: Anticipation guide  
 Lesson 36: Critic's corner: Everyone's a critic!  
 Lesson 44: Discovering the main idea  
 Lesson 47: The Weather Page: Synthesizing information and drawing conclusions  
 Lesson 48: Cause & effect  
 Lesson 49: Snapshots: Reading between the lines

		<p>Lesson 50: T.A.P.S.: Topic-Audience-Purpose-Speaker</p> <p>Lesson 53: USA TODAY Snapshots: From symbols to words</p> <p>Lesson 54: Persuasive texts: Save the last word for me!</p> <p>Lesson 56: Entrepreneurs: Finding solutions to problems</p>
<b>PERFORMANCE STANDARD</b>	1.4.	<p>Grammar: Demonstrate the mechanics of writing (e.g., quotation marks, commas at end of dependent clauses) and appropriate English usage (e.g., pronoun reference).</p> <p><b>Content Provider - USA TODAY</b> Lesson 53: USA TODAY Snapshots: From symbols to words</p>
<b>PERFORMANCE STANDARD</b>	1.6.	<p>Capitalization: Use correct capitalization.</p> <p><b>Content Provider - USA TODAY</b> Lesson 53: USA TODAY Snapshots: From symbols to words</p>
<b>PERFORMANCE STANDARD</b>	1.7.	<p>Spelling: Spell derivatives correctly by applying the spellings of bases and affixes.</p> <p><b>Content Provider - USA TODAY</b> Lesson 53: USA TODAY Snapshots: From symbols to words</p>
<b>CONTENT STANDARD</b>	CA.1.0.	<p>Listening and Speaking: Listening and Speaking Strategies: Deliver focused, coherent presentations that convey ideas clearly and relate to the background and interests of the audience. Students evaluate the content of oral communication.</p>
<b>PERFORMANCE STANDARD</b>	1.1.	<p>Comprehension: Ask probing questions to elicit information, including evidence to support the speaker's claims and conclusions.</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>PERFORMANCE STANDARD</b>	1.3.	<p>Comprehension: Respond to persuasive messages with questions, challenges, or affirmations.</p> <p><b>Content Provider - USA TODAY</b> Lesson 9: TV Tonight Lesson 16: Frayer Model Lesson 24: ReQuest</p>

		Lesson 54: Persuasive texts: Save the last word for me!
<b>PERFORMANCE STANDARD</b>	1.7.	<p>Analysis and Evaluation of Oral and Media Communications: Provide constructive feedback to speakers concerning the coherence and logic of a speech's content and delivery and its overall impact upon the listener.</p> <p><b>Content Provider - USA TODAY</b> Lesson 17: Ad aware Lesson 38: Snapshots: Synthesize this!</p>
<b>PERFORMANCE STANDARD</b>	1.8.	<p>Analysis and Evaluation of Oral and Media Communications: Analyze the effect on the viewer of images, text, and sound in electronic journalism; identify the techniques used to achieve the effects in each instance studied.</p> <p><b>Content Provider - USA TODAY</b> Lesson 11: Is the information reliable? Lesson 17: Ad aware Lesson 29: Ad evaluation: What's for sale? Lesson 37: Writing movie and TV reviews</p>
<b>CONTENT STANDARD</b>	CA.2.0.	<p>Listening and Speaking: Speaking Applications (Genres and Their Characteristics): Students deliver well-organized formal presentations employing traditional rhetorical strategies (e.g., narration, exposition, persuasion, 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>	2.1.	Deliver narrative presentations.
<b>GRADE LEVEL EXPECTATION</b>	2.1.a.	<p>Establish a context, standard plot line (having a beginning, conflict, rising action, climax, and denouement), and point of view.</p> <p><b>Content Provider - USA TODAY</b> Lesson 40: Predictions and inferences</p>
<b>GRADE LEVEL EXPECTATION</b>	2.1.b.	<p>Describe complex major and minor characters and a definite setting.</p> <p><b>Content Provider - USA TODAY</b> Lesson 40: Predictions and inferences</p>
<b>GRADE LEVEL EXPECTATION</b>	2.1.c.	<p>Use a range of appropriate strategies, including dialogue, suspense, and naming of specific narrative action (e.g., movement, gestures, expressions).</p> <p><b>Content Provider - USA TODAY</b></p>

Lesson 40: Predictions and inferences

<b>CONTENT STANDARD</b>	CA.2.0.	Listening and Speaking: Speaking Applications (Genres and Their Characteristics): Students deliver well-organized formal presentations employing traditional rhetorical strategies (e.g., narration, exposition, persuasion, 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>	2.2.	Deliver oral summaries of articles and books.
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<b>GRADE LEVEL EXPECTATION</b>	2.2.a.	Include the main ideas of the event or article and the most significant details.
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Lesson 9: TV Tonight

Lesson 38: Snapshots: Synthesize this!

Lesson 56: Entrepreneurs: Finding solutions to problems

<b>GRADE LEVEL EXPECTATION</b>	2.2.b.	Use the student's own words, except for material quoted from sources.
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Lesson 9: TV Tonight

Lesson 38: Snapshots: Synthesize this!

Lesson 56: Entrepreneurs: Finding solutions to problems

<b>GRADE LEVEL EXPECTATION</b>	2.2.c.	Convey a comprehensive understanding of sources, not just superficial details.
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Lesson 9: TV Tonight

Lesson 38: Snapshots: Synthesize this!

Lesson 56: Entrepreneurs: Finding solutions to problems

<b>CONTENT STANDARD</b>	CA.2.0.	Listening and Speaking: Speaking Applications (Genres and Their Characteristics): Students deliver well-organized formal presentations employing traditional rhetorical strategies (e.g., narration, exposition, persuasion, 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>	2.3.	Deliver research presentations.
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<b>GRADE LEVEL EXPECTATION</b>	2.3.a.	Pose relevant and concise questions about the topic.
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Lesson 16: Frayer Model

Lesson 24: ReQuest

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

**GRADE LEVEL EXPECTATION** 2.3.b.

Convey clear and accurate perspectives on the subject.

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Lesson 18: Analyzing problems

Lesson 45: Expressing your opinion

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

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

**GRADE LEVEL EXPECTATION** 2.3.c.

Include evidence generated through the formal research process (e.g., use of a card catalog, Reader's Guide to Periodical Literature, computer databases, magazines, newspapers, dictionaries).

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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 23: Across the USA: Graphic representations

Lesson 25: RAFT

Lesson 27: Reading and evaluating information

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

Lesson 32: SQ3R: Discovering the main idea

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

Lesson 38: Snapshots: Synthesize this!

Lesson 41: React to reading with a Quick Write

Lesson 43: Chain reactions

Lesson 45: Expressing your opinion

Lesson 46: Identifying contrasts

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 55: Thinking about technology

Lesson 56: Entrepreneurs: Finding solutions to problems

**GRADE LEVEL EXPECTATION** 2.3.d.

Cite reference sources appropriately.

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Lesson 18: Analyzing problems

Lesson 27: Reading and evaluating information

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

<b>CONTENT STANDARD</b>	CA.2.0.	Listening and Speaking: Speaking Applications (Genres and Their Characteristics): Students deliver well-organized formal presentations employing traditional rhetorical strategies (e.g., narration, exposition, persuasion, description). Student speaking demonstrates a command of standard American English and the organizational and delivery strategies outlined in Listening and Speaking Standard 1.0.
<b>PERFORMANCE STANDARD</b>	2.4.	Deliver persuasive presentations.
<b>GRADE LEVEL EXPECTATION</b>	2.4.a.	State a clear position or perspective in support of an argument or proposal.
		<p><b>Content Provider - USA TODAY</b>  Lesson 45: Expressing your opinion  Lesson 51: Persuasive text: How do they DO that?  Lesson 54: Persuasive texts: Save the last word for me!</p>