

**Content Provider - USA TODAY**

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**Grades:** 8

**States:** California Content Standards

**Subjects:** Language Arts

**California Content Standards**

**Language Arts**

**Grade 8**

<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: Analyze idioms, analogies, metaphors, and similes to infer the literal and figurative meanings of phrases.  <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: Use word meanings within the appropriate context and show ability to verify those meanings by definition, restatement, example, comparison, or contrast.  <b>Content Provider - USA TODAY</b> Lesson 7: SMART Lesson 13: SQP2RS Lesson 16: Frayer Model Lesson 18: Analyzing problems Lesson 21: Summarizing and analyzing an article Lesson 22: Vocabulary development Lesson 23: Across the USA: Graphic representations Lesson 29: Ad evaluation: What's for sale? Lesson 30: Discussion Web strategy: Comprehend, evaluate Lesson 31: Alphabet soup strategy for a summary Lesson 33: Writing a scouting report: Interpreting sports statistics and information Lesson 38: Snapshots: Synthesize this! Lesson 40: Predictions and inferences Lesson 41: React to reading with a Quick Write Lesson 44: Discovering the main idea 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>	2.2.	Structural Features of Informational Materials: Analyze text that uses proposition and support patterns.
		<p><b>Content Provider - USA TODAY</b></p> <p>Lesson 1: Personal Poster</p> <p>Lesson 2: Introducing USA TODAY</p> <p>Lesson 3: The inverted pyramid</p> <p>Lesson 4: Found poems</p> <p>Lesson 5: Quick Write: Notetaking</p> <p>Lesson 6: Why are advertisements effective?</p> <p>Lesson 7: SMART</p> <p>Lesson 8: Cornell Notes</p> <p>Lesson 9: TV Tonight</p> <p>Lesson 10: Using the Question Matrix</p> <p>Lesson 11: Is the information reliable?</p> <p>Lesson 12: Across the USA</p> <p>Lesson 13: SQP2RS</p> <p>Lesson 14: Letter to the editor</p> <p>Lesson 15: Question, Answer, Relationship (QAR)</p> <p>Lesson 16: Frayer Model</p> <p>Lesson 17: Ad aware</p> <p>Lesson 18: Analyzing problems</p> <p>Lesson 19: USA TODAY Snapshots: Thinking about thinking</p> <p>Lesson 20: USA TODAY Snapshots and Bloom's Taxonomy</p> <p>Lesson 21: Summarizing and analyzing an article</p> <p>Lesson 22: Vocabulary development</p> <p>Lesson 23: Across the USA: Graphic representations</p> <p>Lesson 24: ReQuest</p> <p>Lesson 25: RAFT</p> <p>Lesson 26: The Weather Page: Comparing data</p> <p>Lesson 27: Reading and evaluating information</p> <p>Lesson 28: Creating a narrative from a photograph</p> <p>Lesson 29: Ad evaluation: What's for sale?</p> <p>Lesson 30: Discussion Web strategy: Comprehend, evaluate</p> <p>Lesson 31: Alphabet soup strategy for a summary</p> <p>Lesson 32: SQ3R: Discovering the main idea</p> <p>Lesson 33: Writing a scouting report: Interpreting sports statistics and information</p> <p>Lesson 34: Questioning the author: Discovering the author's point of view</p> <p>Lesson 35: Anticipation guide</p>

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: Find similarities and differences between texts in the treatment, scope, or organization of ideas.

**Content Provider - USA TODAY**

Lesson 1: Personal Poster  
 Lesson 16: Frayer Model  
 Lesson 17: Ad aware  
 Lesson 18: Analyzing problems  
 Lesson 19: USA TODAY Snapshots: Thinking about thinking  
 Lesson 23: Across the USA: Graphic representations  
 Lesson 33: Writing a scouting report: Interpreting sports statistics and information  
 Lesson 37: Writing movie and TV reviews  
 Lesson 40: Predictions and inferences  
 Lesson 46: Identifying contrasts  
 Lesson 47: The Weather Page: Synthesizing information and drawing conclusions  
 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

**PERFORMANCE STANDARD** 2.4.

Comprehension and Analysis of Grade-Level-Appropriate Text: Compare the original text to a summary to determine whether the summary

accurately captures the main ideas, includes critical details, and conveys the underlying meaning.

**Content Provider - USA TODAY**

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 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

**PERFORMANCE STANDARD** 2.5.

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

**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** 2.6.

Comprehension and Analysis of Grade-Level-Appropriate Text: Use information from a variety of consumer, workplace, and public documents to explain a situation or decision and to solve a problem.

**Content Provider - USA TODAY**

Lesson 56: Entrepreneurs: Finding solutions to

problems

**PERFORMANCE STANDARD** 2.7.

Expository Critique: Evaluate the unity, coherence, logic, internal consistency, and structural patterns of 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

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

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Lesson 31: Alphabet soup strategy for a summary

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Lesson 35: Anticipation guide

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<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 clarify the ideas and connect them to other literary works.
<b>PERFORMANCE STANDARD</b>	3.4.	Narrative Analysis of Grade-Level-Appropriate Text: Analyze the relevance of the setting (e.g., place, time, customs) to the mood, tone, and meaning of the text.  <b>Content Provider - USA TODAY</b> Lesson 14: Letter to the editor Lesson 36: Critic's corner: Everyone's a critic! Lesson 45: Expressing your opinion
<b>PERFORMANCE STANDARD</b>	3.6.	Narrative Analysis of Grade-Level-Appropriate Text: Identify significant literary devices (e.g., metaphor, symbolism, dialect, irony) that define a writer's style and use those elements to interpret the work.  <b>Content Provider - USA TODAY</b> Lesson 45: Expressing your opinion Lesson 51: Persuasive text: How do they DO that?
<b>CONTENT STANDARD</b>	CA.1.0.	Writing: Writing Strategies: Students write clear, coherent, and focused essays. The writing exhibits students' awareness of audience and purpose. Essays contain formal introductions, supporting evidence, and conclusions. Students progress through the stages of the writing process as needed.
<b>PERFORMANCE STANDARD</b>	1.1.	Organization and Focus: Create compositions that establish a controlling impression, have a coherent thesis, and end with a clear and well-supported conclusion.

		<p><b>Content Provider - USA TODAY</b>  Lesson 25: RAFT  Lesson 45: Expressing your opinion  Lesson 53: USA TODAY Snapshots: From symbols to words</p>
<b>PERFORMANCE STANDARD</b>	1.3.	<p>Organization and Focus: Support theses or conclusions with analogies, paraphrases, quotations, opinions from authorities, comparisons, and similar devices.</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 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</p>
<b>PERFORMANCE STANDARD</b>	1.4.	<p>Research and Technology: Plan and conduct multiple-step information searches by using computer networks and modems.</p> <p><b>Content Provider - USA TODAY</b>  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</p>
<b>PERFORMANCE STANDARD</b>	1.5.	<p>Research and Technology: Achieve an effective balance between researched information and original ideas.</p> <p><b>Content Provider - USA TODAY</b>  Lesson 14: Letter to the editor</p>
<b>PERFORMANCE STANDARD</b>	1.6.	<p>Evaluation and Revision: Revise writing for word choice; appropriate organization; consistent point of view; and transitions between paragraphs, passages, and ideas.</p> <p><b>Content Provider - USA TODAY</b>  Lesson 4: Found poems  Lesson 12: Across the USA  Lesson 25: RAFT</p>

		Lesson 29: Ad evaluation: What's for sale? Lesson 36: Critic's corner: Everyone's a critic! Lesson 45: Expressing your opinion
<b>CONTENT STANDARD</b>	CA.2.0.	Writing: Writing Applications (Genres and Their Characteristics): Students write narrative, expository, persuasive, and descriptive essays of at least 500 to 700 words in each genre. 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 biographies, autobiographies, short stories, or narratives.
<b>GRADE LEVEL EXPECTATION</b>	2.1.a.	Relate a clear, coherent incident, event, or situation by using well-chosen details.  <b>Content Provider - USA TODAY</b> Lesson 28: Creating a narrative from a photograph 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
<b>GRADE LEVEL EXPECTATION</b>	2.1.b.	Reveal the significance of, or the writer's attitude about, the subject.  <b>Content Provider - USA TODAY</b> Lesson 28: Creating a narrative from a photograph
<b>GRADE LEVEL EXPECTATION</b>	2.1.c.	Employ narrative and descriptive strategies (e.g., relevant dialogue, specific action, physical description, background description, comparison or contrast of characters).  <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 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 write narrative, expository, persuasive, and descriptive essays of at least 500 to 700 words in each genre. 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.	Exhibit careful reading and insight in their interpretations.  <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
<b>GRADE LEVEL EXPECTATION</b>	2.2.b.	Connect the student's own responses to the writer's techniques and to specific textual references.  <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 Lesson 45: Expressing your opinion Lesson 51: Persuasive text: How do they DO that?
<b>GRADE LEVEL EXPECTATION</b>	2.2.c.	Draw supported inferences about the effects of a literary work on its audience.  <b>Content Provider - USA TODAY</b> Lesson 36: Critic's corner: Everyone's a critic! Lesson 37: Writing movie and TV reviews
<b>GRADE LEVEL EXPECTATION</b>	2.2.d.	Support judgments through references to the text, other works, other authors, or to personal knowledge.  <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
<b>CONTENT STANDARD</b>	CA.2.0.	Writing: Writing Applications (Genres and Their Characteristics): Students write narrative, expository, persuasive, and descriptive essays of at least 500 to 700 words in each genre. 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>	2.3.	Write research reports.
<b>GRADE LEVEL EXPECTATION</b>	2.3.b.	Record important ideas, concepts, and direct quotations from significant information sources and paraphrase and summarize all perspectives on the topic, as appropriate.  <b>Content Provider - USA TODAY</b> Lesson 1: Personal Poster Lesson 2: Introducing USA TODAY Lesson 5: Quick Write: Notetaking

Lesson 7: SMART  
 Lesson 8: Cornell Notes  
 Lesson 9: TV Tonight  
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 Lesson 56: Entrepreneurs: Finding solutions to problems

**GRADE LEVEL EXPECTATION** 2.3.d.

Organize and display information on charts, maps, and graphs.

**Content Provider - USA TODAY**

Lesson 20: USA TODAY Snapshots and Bloom's Taxonomy  
 Lesson 47: The Weather Page: Synthesizing information and drawing conclusions

		Characteristics): Students write narrative, expository, persuasive, and descriptive essays of at least 500 to 700 words in each genre. 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>	2.4.	Write persuasive compositions.
<b>GRADE LEVEL EXPECTATION</b>	2.4.b.	<p>Present detailed evidence, examples, and reasoning to support arguments, differentiating between facts and opinion.</p> <p><b>Content Provider - USA TODAY</b>  Lesson 14: Letter to the editor  Lesson 36: Critic's corner: Everyone's a critic!  Lesson 37: Writing movie and TV reviews  Lesson 42: Movie 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</p>
<b>GRADE LEVEL EXPECTATION</b>	2.4.c.	<p>Provide details, reasons, and examples, arranging them effectively by anticipating and answering reader concerns and counterarguments.</p> <p><b>Content Provider - USA TODAY</b>  Lesson 14: Letter to the editor  Lesson 36: Critic's corner: Everyone's a critic!  Lesson 37: Writing movie and TV reviews  Lesson 42: Movie 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</p>
<b>CONTENT STANDARD</b>	CA.2.0.	Writing: Writing Applications (Genres and Their Characteristics): Students write narrative, expository, persuasive, and descriptive essays of at least 500 to 700 words in each genre. 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 documents related to career development, including simple business letters and job applications.
<b>GRADE LEVEL EXPECTATION</b>	2.5.b.	Follow the conventional format for the type of document (e.g., letter of inquiry, memorandum).
		<b>Content Provider - USA TODAY</b> Lesson 14: Letter to the editor Lesson 45: Expressing your opinion
<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 this grade level.
<b>PERFORMANCE STANDARD</b>	1.4.	Grammar: Edit written manuscripts to ensure that correct grammar is used.
		<b>Content Provider - USA TODAY</b> Lesson 4: Found poems 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 51: Persuasive text: How do they DO that? Lesson 53: USA TODAY Snapshots: From symbols to words
<b>PERFORMANCE STANDARD</b>	1.5.	Punctuation and Capitalization: Use correct punctuation and capitalization.
		<b>Content Provider - USA TODAY</b> Lesson 53: USA TODAY Snapshots: From symbols to words
<b>PERFORMANCE STANDARD</b>	1.6.	Spelling: Use correct spelling conventions.
		<b>Content Provider - USA TODAY</b> Lesson 53: USA TODAY Snapshots: From symbols to words
<b>CONTENT STANDARD</b>	CA.1.0.	Listening and Speaking: Listening and Speaking Strategies: Students deliver focused, coherent presentations that convey ideas clearly and relate to the background and interests of the audience. They evaluate the content of oral communication.
<b>PERFORMANCE STANDARD</b>	1.2.	Comprehension: Paraphrase a speaker's purpose and point of view and ask relevant questions concerning the speaker's content, delivery, and purpose.
		<b>Content Provider - USA TODAY</b> Lesson 16: Frayer Model Lesson 24: ReQuest Lesson 54: Persuasive texts: Save the last word for

		me!
<b>PERFORMANCE STANDARD</b>	1.5.	<p>Organization and Delivery of Oral Communication: Use precise language, action verbs, sensory details, appropriate and colorful modifiers, and the active rather than the passive voice in ways that enliven oral presentations.</p> <p><b>Content Provider - USA TODAY</b> Lesson 17: Ad aware</p>
<b>PERFORMANCE STANDARD</b>	1.8.	<p>Analysis and Evaluation of Oral and Media Communications: Evaluate the credibility of a speaker (e.g., hidden agendas, slanted or biased material).</p> <p><b>Content Provider - USA TODAY</b> Lesson 6: Why are advertisements effective? Lesson 11: Is the information reliable? Lesson 14: Letter to the editor Lesson 17: Ad aware Lesson 29: Ad evaluation: What's for sale? Lesson 31: Alphabet soup strategy for a summary</p>
<b>PERFORMANCE STANDARD</b>	1.9.	<p>Analysis and Evaluation of Oral and Media Communications: Interpret and evaluate the various ways in which visual image makers (e.g., graphic artists, illustrators, news photographers) communicate information and affect impressions and opinions.</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</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.	<p>Deliver narrative presentations (e.g., biographical, autobiographical).</p>
<b>GRADE LEVEL EXPECTATION</b>	2.1.b.	<p>Reveal the significance of, and the subject's attitude about, the incident, event, or situation.</p> <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>

<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>	2.2.	Deliver oral responses to literature.
<b>GRADE LEVEL EXPECTATION</b>	2.2.a.	Interpret a reading and provide insight.  <b>Content Provider - USA TODAY</b> Lesson 9: TV Tonight Lesson 16: Frayer Model Lesson 24: ReQuest Lesson 54: Persuasive texts: Save the last word for me!
<b>GRADE LEVEL EXPECTATION</b>	2.2.b.	Connect the students' own responses to the writer's techniques and to specific textual references.  <b>Content Provider - USA TODAY</b> Lesson 9: TV Tonight Lesson 16: Frayer Model Lesson 24: ReQuest Lesson 54: Persuasive texts: Save the last word for me!
<b>GRADE LEVEL EXPECTATION</b>	2.2.c.	Draw supported inferences about the effects of a literary work on its audience.  <b>Content Provider - USA TODAY</b> Lesson 36: Critic's corner: Everyone's a critic! Lesson 37: Writing movie and TV reviews
<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>	2.3.	Deliver research presentations.
<b>GRADE LEVEL EXPECTATION</b>	2.3.a.	Define a thesis.  <b>Content Provider - USA TODAY</b> Lesson 14: Letter to the editor
<b>GRADE LEVEL EXPECTATION</b>	2.3.b.	Record important ideas, concepts, and direct quotations from significant information sources and paraphrase and summarize all relevant perspectives on

the topic, as appropriate.

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Lesson 18: Analyzing problems

**GRADE LEVEL EXPECTATION** 2.3.d.

Organize and record information on charts, maps, and graphs.

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