

Content Provider - USA TODAY

Standards Report - Showing matching content units as of April 29, 2009, 9:12 am PDT

Grades: 9-10

States: California Content Standards

Subjects: Language Arts

California Content Standards

Language Arts

Grade 9-10

CONTENT STANDARD	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.
PERFORMANCE STANDARD	1.1.	Vocabulary and Concept Development: Identify and use the literal and figurative meanings of words and understand word derivations. (CAHSEE 2005) Content Provider - USA TODAY 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
CONTENT STANDARD	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.
PERFORMANCE STANDARD	2.2.	Structural Features of Informational Materials: Prepare a bibliography of reference materials for a report using a variety of consumer, workplace, and public documents. Content Provider - USA TODAY Lesson 54: Persuasive texts: Save the last word for me!
PERFORMANCE STANDARD	2.3.	Comprehension and Analysis of Grade-Level-Appropriate Text: Generate relevant questions about readings on issues that can be researched.

Content Provider - USA TODAY

Lesson 7: SMART
Lesson 11: Is the information reliable?
Lesson 13: SQP2RS
Lesson 15: Question, Answer, Relationship (QAR)
Lesson 24: ReQuest
Lesson 25: RAFT
Lesson 27: Reading and evaluating information
Lesson 32: SQ3R: Discovering the main idea
Lesson 44: Discovering the main idea

PERFORMANCE STANDARD 2.4.

Comprehension and Analysis of Grade-Level-Appropriate Text: Synthesize the content from several sources or works by a single author dealing with a single issue; paraphrase the ideas and connect them to other sources and related topics to demonstrate comprehension. (CAHSEE 2005)

Content Provider - USA TODAY

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
Lesson 10: Using the Question Matrix
Lesson 11: Is the information reliable?
Lesson 12: Across the USA
Lesson 15: Question, Answer, Relationship (QAR)
Lesson 16: Frayer Model
Lesson 18: Analyzing problems
Lesson 19: USA TODAY Snapshots: Thinking about thinking
Lesson 20: USA TODAY Snapshots and Bloom's Taxonomy
Lesson 21: Summarizing and analyzing an article
Lesson 23: Across the USA: Graphic representations
Lesson 25: RAFT
Lesson 26: The Weather Page: Comparing data
Lesson 29: Ad evaluation: What's for sale?
Lesson 33: Writing a scouting report: Interpreting sports statistics and information
Lesson 36: Critic's corner: Everyone's a critic!
Lesson 38: Snapshots: Synthesize this!
Lesson 39: Reading the TV listings
Lesson 40: Predictions and inferences
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 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

PERFORMANCE STANDARD 2.6.

Comprehension and Analysis of Grade-Level-Appropriate Text: Demonstrate use of sophisticated learning tools by following technical directions (e.g., those found with graphic calculators and specialized software programs and in access guides to World Wide Web sites on the Internet).

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 2.8.

Expository Critique: Evaluate the credibility of an author's argument or defense of a claim by critiquing the relationship between generalizations and evidence, the comprehensiveness of evidence, and the way in which the author's intent affects the structure and tone of the text (e.g., in professional journals, editorials, political speeches, primary source material). (CAHSEE 2005)

Content Provider - USA TODAY

Lesson 1: Personal Poster
 Lesson 2: Introducing USA TODAY
 Lesson 6: Why are advertisements effective?
 Lesson 11: Is the information reliable?
 Lesson 14: Letter to the editor
 Lesson 21: Summarizing and analyzing an article
 Lesson 25: RAFT
 Lesson 27: Reading and evaluating information
 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

		<p>Lesson 48: Cause & effect 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 54: Persuasive texts: Save the last word for me!</p>
CONTENT STANDARD	CA.3.0.	<p>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 patterns and themes.</p>
PERFORMANCE STANDARD	3.2.	<p>Structural Features of Literature: Compare and contrast the presentation of a similar theme or topic across genres to explain how the selection of genre shapes the theme or topic.</p> <p>Content Provider - USA TODAY Lesson 40: Predictions and inferences Lesson 49: Snapshots: Reading between the lines Lesson 54: Persuasive texts: Save the last word for me!</p>
PERFORMANCE STANDARD	3.3.	<p>Narrative Analysis of Grade-Level-Appropriate Text: Analyze interactions between main and subordinate characters in a literary text (e.g., internal and external conflicts, motivations, relationships, influences) and explain the way those interactions affect the plot. (CAHSEE 2005)</p> <p>Content Provider - USA TODAY Lesson 42: Movie reviews</p>
PERFORMANCE STANDARD	3.4.	<p>Narrative Analysis of Grade-Level-Appropriate Text: Determine characters' traits by what the characters say about themselves in narration, dialogue, dramatic monologue, and soliloquy. (CAHSEE 2005)</p> <p>Content Provider - USA TODAY Lesson 42: Movie reviews</p>
PERFORMANCE STANDARD	3.5.	<p>Narrative Analysis of Grade-Level-Appropriate Text: Compare works that express a universal theme and provide evidence to support the ideas expressed in each work. (CAHSEE 2005)</p> <p>Content Provider - USA TODAY Lesson 40: Predictions and inferences Lesson 49: Snapshots: Reading between the lines Lesson 54: Persuasive texts: Save the last word for me!</p>

PERFORMANCE STANDARD	3.9.	<p>Narrative Analysis of Grade-Level-Appropriate Text: Explain how voice, persona, and the choice of a narrator affect characterization and the tone, plot, and credibility of a text. (CAHSEE 2005)</p> <p>Content Provider - USA TODAY Lesson 14: Letter to the editor Lesson 36: Critic's corner: Everyone's a critic! Lesson 42: Movie reviews Lesson 45: Expressing your opinion</p>
PERFORMANCE STANDARD	3.11.	<p>Literary Criticism: Evaluate the aesthetic qualities of style, including the impact of diction and figurative language on tone, mood, and theme, using the terminology of literary criticism. (Aesthetic approach) (CAHSEE 2005)</p> <p>Content Provider - USA TODAY Lesson 45: Expressing your opinion Lesson 51: Persuasive text: How do they DO that?</p>
CONTENT STANDARD	CA.1.0.	<p>Writing: Writing Strategies: Students write coherent and focused essays that convey a well-defined perspective and tightly reasoned argument. The writing demonstrates students' awareness of the audience and purpose. Students progress through the stages of the writing process as needed.</p>
PERFORMANCE STANDARD	1.1.	<p>Organization and Focus: Establish a controlling impression or coherent thesis that conveys a clear and distinctive perspective on the subject and maintain a consistent tone and focus throughout the piece of writing. (CAHSEE 2005)</p> <p>Content Provider - USA TODAY Lesson 36: Critic's corner: Everyone's a critic! Lesson 45: Expressing your opinion Lesson 49: Snapshots: Reading between the lines Lesson 53: USA TODAY Snapshots: From symbols to words</p>
PERFORMANCE STANDARD	1.2.	<p>Organization and Focus: Use precise language, action verbs, sensory details, appropriate modifiers, and the active rather than the passive voice. (CAHSEE 2005)</p> <p>Content Provider - USA TODAY Lesson 6: Why are advertisements effective? Lesson 29: Ad evaluation: What's for sale? 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>

PERFORMANCE STANDARD	1.3.	<p>Research and Technology: Use clear research questions and suitable research methods (e.g., library, electronic media, personal interview) to elicit and present evidence from primary and secondary sources.</p> <p>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</p>
PERFORMANCE STANDARD	1.4.	<p>Research and Technology: Develop the main ideas within the body of the composition through supporting evidence (e.g., scenarios, commonly held beliefs, hypotheses, definitions). (CAHSEE 2005)</p> <p>Content Provider - USA TODAY Lesson 14: Letter to the editor Lesson 25: RAFT 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>
PERFORMANCE STANDARD	1.5.	<p>Research and Technology: Synthesize information from multiple sources and identify complexities and discrepancies in the information and the different perspectives found in each medium (e.g., almanacs, microfiche, news sources, in-depth field studies, speeches, journals, technical documents). (CAHSEE 2005)</p> <p>Content Provider - USA TODAY Lesson 1: Personal Poster Lesson 2: Introducing USA TODAY Lesson 9: TV Tonight Lesson 10: Using the Question Matrix Lesson 11: Is the information reliable? Lesson 15: Question, Answer, Relationship (QAR) Lesson 16: Frayer Model Lesson 18: Analyzing problems Lesson 19: USA TODAY Snapshots: Thinking about thinking</p>

Lesson 20: USA TODAY Snapshots and Bloom's Taxonomy
 Lesson 21: Summarizing and analyzing an article
 Lesson 23: Across the USA: Graphic representations
 Lesson 25: RAFT
 Lesson 26: The Weather Page: Comparing data
 Lesson 29: Ad evaluation: What's for sale?
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 Lesson 36: Critic's corner: Everyone's a critic!
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 Lesson 39: Reading the TV listings
 Lesson 40: Predictions and inferences
 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 52: Evaluating validity and reliability
 Lesson 53: USA TODAY Snapshots: From symbols to words
 Lesson 55: Thinking about technology
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PERFORMANCE STANDARD 1.6. Research and Technology: Integrate quotations and citations into a written text while maintaining the flow of ideas.

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!

PERFORMANCE STANDARD 1.7. Research and Technology: Use appropriate conventions for documentation in the text, notes, and bibliographies by adhering to those in style manuals (e.g., Modern Language Association Handbook, The Chicago Manual of Style).

Content Provider - USA TODAY
 Lesson 54: Persuasive texts: Save the last word for me!

PERFORMANCE STANDARD 1.9. Evaluation and Revision: Revise writing to improve the logic and coherence of the organization and controlling perspective, the precision of word choice, and the tone by taking into consideration the audience, purpose, and formality of the context. (CAHSEE 2005)

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

CONTENT STANDARD

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.

PERFORMANCE STANDARD

2.1.

Write biographical or autobiographical narratives or short stories.

GRADE LEVEL EXPECTATION

2.1.a.

Relate a sequence of events and communicate the significance of the events to the audience. (CAHSEE 2005)

Content Provider - USA TODAY

Lesson 28: Creating a narrative from a photograph

GRADE LEVEL EXPECTATION

2.1.b.

Locate scenes and incidents in specific places. (CAHSEE 2005)

Content Provider - USA TODAY

Lesson 28: Creating a narrative from a photograph

GRADE LEVEL EXPECTATION

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. (CAHSEE 2005)

Content Provider - USA TODAY

Lesson 28: Creating a narrative from a photograph

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

GRADE LEVEL EXPECTATION

2.1.d.

Pace the presentation of actions to accommodate changes in time and mood. (CAHSEE 2005)

Content Provider - USA TODAY

Lesson 28: Creating a narrative from a photograph

GRADE LEVEL EXPECTATION

2.1.e.

Make effective use of descriptions of appearance, images, shifting perspectives, and sensory details. (CAHSEE 2005)

Content Provider - USA TODAY

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

CONTENT STANDARD	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.
PERFORMANCE STANDARD	2.2.	Write responses to literature.
GRADE LEVEL EXPECTATION	2.2.a.	Demonstrate a comprehensive grasp of the significant ideas of literary works. (CAHSEE 2005) Content Provider - USA TODAY Lesson 36: Critic's corner: Everyone's a critic! Lesson 37: Writing movie and TV reviews Lesson 42: Movie reviews
GRADE LEVEL EXPECTATION	2.2.b.	Support important ideas and viewpoints through accurate and detailed references to the text or to other works. (CAHSEE 2005) Content Provider - USA TODAY Lesson 36: Critic's corner: Everyone's a critic! Lesson 37: Writing movie and TV reviews Lesson 42: Movie reviews
GRADE LEVEL EXPECTATION	2.2.c.	Demonstrate awareness of the author's use of stylistic devices and an appreciation of the effects created. (CAHSEE 2005) Content Provider - USA TODAY 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?
GRADE LEVEL EXPECTATION	2.2.d.	Identify and assess the impact of perceived ambiguities, nuances, and complexities within the text. (CAHSEE 2005)

Content Provider - USA TODAY

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

Lesson 37: Writing movie and TV reviews

Lesson 42: Movie reviews

CONTENT STANDARD	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.
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PERFORMANCE STANDARD	2.3.	Write expository compositions, including analytical essays and research reports.
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GRADE LEVEL EXPECTATION	2.3.a.	Marshal evidence in support of a thesis and related claims, including information on all relevant perspectives. (CAHSEE 2005)
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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

GRADE LEVEL EXPECTATION	2.3.c.	Make distinctions between the relative value and significance of specific data, facts, and ideas. (CAHSEE 2005)
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Content Provider - USA TODAY

Lesson 1: Personal Poster

Lesson 2: Introducing USA TODAY

Lesson 9: TV Tonight

Lesson 10: Using the Question Matrix

Lesson 11: Is the information reliable?

Lesson 14: Letter to the editor

Lesson 15: Question, Answer, Relationship (QAR)

Lesson 16: Frayer Model

Lesson 18: Analyzing problems

Lesson 19: USA TODAY Snapshots: Thinking about thinking

Lesson 20: USA TODAY Snapshots and Bloom's Taxonomy

Lesson 21: Summarizing and analyzing an article

Lesson 23: Across the USA: Graphic representations

Lesson 25: RAFT

Lesson 26: The Weather Page: Comparing data
 Lesson 29: Ad evaluation: What's for sale?
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 Lesson 52: Evaluating validity and reliability
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 Lesson 56: Entrepreneurs: Finding solutions to problems

GRADE LEVEL EXPECTATION 2.3.d.

Include visual aids by employing appropriate technology to organize and record information on charts, maps, and graphs.

Content Provider - USA TODAY

Lesson 20: USA TODAY Snapshots and Bloom's Taxonomy

GRADE LEVEL EXPECTATION 2.3.e.

Anticipate and address readers' potential misunderstandings, biases, and expectations. (CAHSEE 2005)

Content Provider - USA TODAY

Lesson 25: RAFT
 Lesson 36: Critic's corner: Everyone's a critic!
 Lesson 48: Cause & effect
 Lesson 53: USA TODAY Snapshots: From symbols to words

CONTENT STANDARD 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.

PERFORMANCE STANDARD 2.4.

Write persuasive compositions.

GRADE LEVEL EXPECTATION 2.4.a.

Structure ideas and arguments in a sustained and logical fashion. (CAHSEE 2005)

Content Provider - USA TODAY

Lesson 14: Letter to the editor

		<p>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>
GRADE LEVEL EXPECTATION	2.4.b.	<p>Use specific rhetorical devices to support assertions (e.g., appeal to logic through reasoning; appeal to emotion or ethical belief; relate a personal anecdote, case study, or analogy). (CAHSEE 2005)</p> <p>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?</p>
GRADE LEVEL EXPECTATION	2.4.c.	<p>Clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations, and expressions of commonly accepted beliefs and logical reasoning. (CAHSEE 2005)</p> <p>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?</p>
GRADE LEVEL EXPECTATION	2.4.d.	<p>Address readers' concerns, counterclaims, biases, and expectations. (CAHSEE 2005)</p> <p>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?</p>
CONTENT STANDARD	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>
PERFORMANCE STANDARD	2.5.	<p>Write business letters.</p>
GRADE LEVEL EXPECTATION	2.5.a.	<p>Provide clear and purposeful information and address the intended audience appropriately. (CAHSEE 2005)</p> <p>Content Provider - USA TODAY Lesson 14: Letter to the editor</p>

		Lesson 45: Expressing your opinion
GRADE LEVEL EXPECTATION	2.5.b.	<p>Use appropriate vocabulary, tone, and style to take into account the nature of the relationship with, and the knowledge and interests of, the recipients. (CAHSEE 2005)</p> <p>Content Provider - USA TODAY Lesson 14: Letter to the editor Lesson 45: Expressing your opinion</p>
GRADE LEVEL EXPECTATION	2.5.c.	<p>Highlight central ideas or images. (CAHSEE 2005)</p> <p>Content Provider - USA TODAY Lesson 14: Letter to the editor Lesson 45: Expressing your opinion</p>
GRADE LEVEL EXPECTATION	2.5.d.	<p>Follow a conventional style with page formats, fonts, and spacing that contribute to the documents' readability and impact. (CAHSEE 2005)</p> <p>Content Provider - USA TODAY Lesson 14: Letter to the editor Lesson 45: Expressing your opinion</p>
CONTENT STANDARD	CA.1.0.	Written and Oral English Language Conventions: Students write and speak with a command of standard English conventions.
PERFORMANCE STANDARD	1.2.	<p>Grammar and Mechanics of Writing: Understand sentence construction (e.g., parallel structure, subordination, proper placement of modifiers) and proper English usage (e.g., consistency of verb tenses). (CAHSEE 2005)</p> <p>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 Lesson 36: Critic's corner: Everyone's a critic!</p>

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 and Mechanics of Writing: Demonstrate an understanding of proper English usage and control of grammar, paragraph and sentence structure, diction, and syntax. (CAHSEE 2005)

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
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Lesson 56: Entrepreneurs: Finding solutions to problems

PERFORMANCE STANDARD 1.4.

Manuscript Form: Produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization.

Content Provider - USA TODAY

Lesson 53: USA TODAY Snapshots: From symbols to words

PERFORMANCE STANDARD

1.5.

Manuscript Form: Reflect appropriate manuscript requirements, including title page presentation, pagination, spacing and margins, and integration of source and support material (e.g., in-text citation, use of direct quotations, paraphrasing) with appropriate citations.

Content Provider - USA TODAY

Lesson 11: Is the information reliable?
Lesson 21: Summarizing and analyzing an article
Lesson 27: Reading and evaluating information
Lesson 29: Ad evaluation: What's for sale?
Lesson 52: Evaluating validity and reliability
Lesson 54: Persuasive texts: Save the last word for me!

CONTENT STANDARD

CA.1.0.

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

PERFORMANCE STANDARD

1.1.

Comprehension: Formulate judgments about the ideas under discussion and support those judgments with convincing evidence.

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
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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 1.2.

Comprehension: Compare and contrast the ways in which media genres (e.g., televised news, news magazines, documentaries, online information) cover the same event.

Content Provider - USA TODAY
 Lesson 17: Ad aware

PERFORMANCE STANDARD	1.3.	<p>Organization and Delivery of Oral Communication: Choose logical patterns of organization (e.g., chronological, topical, cause and effect) to inform and to persuade, by soliciting agreement or action, or to unite audiences behind a common belief or cause.</p> <p>Content Provider - USA TODAY Lesson 18: Analyzing problems</p>
PERFORMANCE STANDARD	1.5.	<p>Organization and Delivery of Oral Communication: Recognize and use elements of classical speech forms (e.g., introduction, first and second transitions, body, conclusion) in formulating rational arguments and applying the art of persuasion and debate.</p> <p>Content Provider - USA TODAY Lesson 30: Discussion Web strategy: Comprehend, evaluate</p>
PERFORMANCE STANDARD	1.8.	<p>Organization and Delivery of Oral Communication: Produce concise notes for extemporaneous delivery.</p> <p>Content Provider - USA TODAY Lesson 5: Quick Write: Notetaking Lesson 8: Cornell Notes Lesson 30: Discussion Web strategy: Comprehend, evaluate Lesson 49: Snapshots: Reading between the lines Lesson 50: T.A.P.S.: Topic-Audience-Purpose-Speaker</p>
PERFORMANCE STANDARD	1.11.	<p>Analysis and Evaluation of Oral and Media Communications: Assess how language and delivery affect the mood and tone of the oral communication and make an impact on the audience.</p> <p>Content Provider - USA TODAY Lesson 6: Why are advertisements effective? Lesson 9: TV Tonight Lesson 11: Is the information reliable? Lesson 37: Writing movie and TV reviews</p>
PERFORMANCE STANDARD	1.14.	<p>Analysis and Evaluation of Oral and Media Communications: Identify the aesthetic effects of a media presentation and evaluate the techniques used to create them (e.g., compare Shakespeare's Henry V with Kenneth Branagh's 1990 film version).</p> <p>Content Provider - USA TODAY Lesson 9: TV Tonight Lesson 37: Writing movie and TV reviews Lesson 39: Reading the TV listings</p>

		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.2.0.	Listening and Speaking: Speaking Applications (Genres and Their Characteristics): Students deliver polished formal and extemporaneous presentations that combine the 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.
PERFORMANCE STANDARD	2.1.	Deliver narrative presentations.
GRADE LEVEL EXPECTATION	2.1.a.	Narrate a sequence of events and communicate their significance to the audience. Content Provider - USA TODAY Lesson 40: Predictions and inferences
GRADE LEVEL EXPECTATION	2.1.b.	Locate scenes and incidents in specific places. Content Provider - USA TODAY Lesson 40: Predictions and inferences
CONTENT STANDARD	CA.2.0.	Listening and Speaking: Speaking Applications (Genres and Their Characteristics): Students deliver polished formal and extemporaneous presentations that combine the 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.
PERFORMANCE STANDARD	2.2.	Deliver expository presentations.
GRADE LEVEL EXPECTATION	2.2.a.	Marshal evidence in support of a thesis and related claims, including information on all relevant perspectives. Content Provider - USA TODAY Lesson 18: Analyzing problems
GRADE LEVEL EXPECTATION	2.2.b.	Convey information and ideas from primary and secondary sources accurately and coherently. Content Provider - USA TODAY Lesson 18: Analyzing problems
GRADE LEVEL EXPECTATION	2.2.d.	Include visual aids by employing appropriate technology to organize and display information on

		charts, maps, and graphs.
		Content Provider - USA TODAY Lesson 20: USA TODAY Snapshots and Bloom's Taxonomy
GRADE LEVEL EXPECTATION	2.2.e.	Anticipate and address the listener's potential misunderstandings, biases, and expectations.
		Content Provider - USA TODAY Lesson 18: Analyzing problems
CONTENT STANDARD	CA.2.0.	Listening and Speaking: Speaking Applications (Genres and Their Characteristics): Students deliver polished formal and extemporaneous presentations that combine the 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.
PERFORMANCE STANDARD	2.3.	Apply appropriate interviewing techniques.
GRADE LEVEL EXPECTATION	2.3.b.	Make notes of responses.
		Content Provider - USA TODAY Lesson 20: USA TODAY Snapshots and Bloom's Taxonomy Lesson 47: The Weather Page: Synthesizing information and drawing conclusions Lesson 51: Persuasive text: How do they DO that?
GRADE LEVEL EXPECTATION	2.3.d.	Respond correctly and effectively to questions.
		Content Provider - USA TODAY Lesson 9: TV Tonight Lesson 16: Frayer Model Lesson 24: ReQuest Lesson 54: Persuasive texts: Save the last word for me!
CONTENT STANDARD	CA.2.0.	Listening and Speaking: Speaking Applications (Genres and Their Characteristics): Students deliver polished formal and extemporaneous presentations that combine the 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.
PERFORMANCE STANDARD	2.4.	Deliver oral responses to literature.
GRADE LEVEL EXPECTATION	2.4.a.	Advance a judgment demonstrating a comprehensive grasp of the significant ideas of works or passages

(i.e., make and support warranted assertions about 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

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CONTENT STANDARD	CA.2.0.	Listening and Speaking: Speaking Applications (Genres and Their Characteristics): Students deliver polished formal and extemporaneous presentations that combine the 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.
PERFORMANCE STANDARD	2.5.	Deliver persuasive arguments (including evaluation and analysis of problems and solutions and causes and effects).
GRADE LEVEL EXPECTATION	2.5.b.	Use rhetorical devices to support assertions (e.g., by appeal to logic through reasoning; by appeal to emotion or ethical belief; by use of personal anecdote, case study, or analogy).
		Content Provider - USA TODAY Lesson 42: Movie reviews
CONTENT STANDARD	CA.2.0.	Listening and Speaking: Speaking Applications (Genres and Their Characteristics): Students deliver polished formal and extemporaneous presentations that combine the 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.
PERFORMANCE STANDARD	2.6.	Deliver descriptive presentations.
GRADE LEVEL EXPECTATION	2.6.a.	Establish clearly the speaker's point of view on the subject of the presentation.
		Content Provider - USA TODAY 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 2.6.b.

Establish clearly the speaker's relationship with that subject (e.g., dispassionate observation, personal involvement).

Content Provider - USA TODAY

Lesson 45: Expressing your opinion

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

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