

GRADE LEVEL	SUBJECT	QUARTER	OBJECTIVES	WRITING ASSESSMENTS	MATERIALS	K.S.D.E. STATE STANDARDS QUARTER ONE, 8th Grade Language Arts
8	L.A.	ONE	Narrative literature and writing.	Original creative narrative short pieces and expository book report on fiction book.	Literature book, short novels, magazines, internet clips, and magazines. Read and write a book report on student-selected Fiction book using all required eighth grade literature terms from KSDE.	NOTE: The indicators below are incorporated into the activities listed.
				Original narrative using assigned vocabulary words	Various short story selections from our literature books and the novel THE OUTSIDERS by S. E. Hinton	
						I.4.2.2, Expresses information in own words using explicit techniques to appeal to the background and interests of the audience.
			Expository literature and writing.	Expository pieces about personal interest topics	Research, take notes and cite within their original expository writing various sources.	I.4.2.2, Expresses information in own words using explicit techniques to appeal to the background and interests of the audience.
						R.3.8.3, Correctly uses a wide range of conventions, such as spelling, end marks, commas, quotation marks, semicolons, colons, subject and verb agreement, and pronoun agreement.
			Vocabulary.	Use daily vocabulary words to assist in writing creative pieces.	Daily WORD OF THE DAY vocabulary exercises. (ACT preparatory vocabulary word lists.)	R.3.8.4, Writes so that only light editing is needed to polish the test for publication.
			Review Affixes.	Create writing pieces using instructed affixes from state standards list for eighth graders.	KSDE list of affixes for eighth grade.	I.3.9.1, Writes descriptive pieces which may include writing about a time, place, occasion, and object.
			Review figurative language.	Explain specified figurative language present in stories through short writing pieces and class discussions.	Short stories from our class literature books.	R.3.9.1, Forms and revises questions for investigations, including questions arising from readings, assignments, and units of study in order to create a thesis/hypothesis. Uses knowledge, comprehension, application, analysis, synthesis, and evaluation levels of questioning.

			Expository & Narrative terms reviewed.	Write a five-paragraph format report.	Library books and internet sources for research, in-class lessons on five-paragraph format (Writer's Source), and examples provided from a variety of sources.	R.3.9.2, Writes NARRATIVE pieces (e.g., personal narratives, autobiographies, and short stories).
						R.3.9.3, Writes EXPOSITORY pieces (e.g., lab reports, math projects, social studies reports, and summaries).
			Grammar	Daily reviews and teachings.	Use literature pieces we are reading for samples. Use internet sources.	R.3.4.4, Uses transitions to allow ideas to flow smoothly within and between paragraphs.
						I.3.4.5, Writes conclusions that are appropriate for a specific type of writing.
						R.3.5.1, Uses vocabulary and language forms to convey mood and personality (might include humor, suspense, sarcasm, cynicism, originality, and liveliness).
						R.3.5.2, Conveys individual personality to the reader.
						R.3.5.3, Uses a voice appropriate for purpose and audience.
						R.3.6.1, Chooses words and phrases appropriate for specific purposes and various audiences.
						R.3.6.2, Chooses precise words such as powerful verbs, specific nouns, and vivid adjectives and adverbs that create images in the reader's mind.
						R.3.7.1, Varies sentence structure (e.g., simple, compound, and complex) and length of sentences for more effective writing.
						R.3.7.2, Writes with a natural flow.
						R.3.7.3, Uses dialogue that is natural.
						I. Uses complete sentences, including compound and complex.
						R.3.1.1, Uses the writing process in various formats such as notes, outlines, lab reports, journal entries, research reports, speeches, business letters, poems, advertisements, procedures and steps to various projects in the content areas.
						R.3.2.1, Generates and organize the information about a selected topic.
						R.3.2.2, Writes a 1-4 draft about the selected topic.
						R.3.2.3, Revises the draft to clarify and add ideas to reorganize and eliminate extraneous information to produce and improve product.
						R.3.2.4, Proofreads and edits for conventions and format.
						R.3.2.5, Publishes a legible copy.
						R.3.3.1, Produces multiparagraph compositions that develop one theme.
						R.3.3.2, Understands and uses strategies for generating ideas, which may include brainstorming, listing, webbing, working in pairs or cooperative groups and gleaning information from print sources for generating ideas.
						R.3.4.1, Writes introductions that engage the reader.
						R.3.4.2, Writes a cohesive piece with an introduction appropriate to specific type of writing.
						R.3.4.3, Writes supporting details presented in a logical order.
						T.1.4.15, ^ Distinguishes between fact and opinion, and recognizes propaganda (e.g., advertising, media, politics, warfare), bias, and stereotypes in various types of appropriate-level texts.
						T.2.1.1, ^ Describes different aspects of characters (e.g., their physical traits, personality traits, feelings, actions, motives) and analyzes how major characters are developed (e.g., through their thoughts, words, speech patterns, actions)

					T.2.1.2 ^ Identifies and describes the setting (e.g., environment, time of day or year, historical period, situation, place) and analyzes connections between the setting and other story elements (e.g., character, plot).
					T.2.1.3, ^ Identifies major and minor elements of the plot (e.g., conflict, crisis/turning moment, climax, resolution, rising action, falling action, subplots, parallel episodes) and explains how these elements relate to one another.
					R.2.1.4, Recognizes aspects of theme (e.g., moral, lesson, meaning, message, author's ideas about the subject) and recurring themes across works (e.g., bravery, loneliness, loyalty, friendship).
					T.2.1.5, ^ Identifies the use of literary devices (e.g., ^ foreshadowing, ^ flashback, ^ figurative language, ^ imagery, symbolism) in a text and how the author uses such devices to help establish tone and mood.
					R.2.2.1, Identifies common structures and stylistic elements in literature, folklore, and myths from a variety of cultures.
					R.2.2.2, Compares and contrasts customs and ideas within literature representing a variety of cultures.
					T.1.4.2 ^ Understands the purpose of text features (e.g., title, graphs/charts and maps, table of contents, pictures and illustrations, boldface type, italics, glossary, index, headings, subheadings, topic and summary sentences.
					T.1.4.3, uses prior knowledge, content, text type and text features to make, revise, and confirm predictions.
					R.1.4.4, Generates and responds logically to literal, inferential, evaluative, synthesizing, and critical thinking questions before, during, and after reading the text.
					T.1.4.5, ^ Uses information from the text to make inferences and draw conclusions.
					T.1.4.6, ^ Analyzes how text structure (e.g., sequence, problem-solution, comparison-contrast, description, cause-effect) helps support comprehension of text.
					T.1.4.7 ^ Compares and contrasts varying aspects (e.g. characters' traits and motives, themes, problem-solution, cause-effect relationships, ideas and concepts, procedures, viewpoints, authors' purposes, persuasive techniques)
					T.1.4.8 ^ Explains cause-effect relationships in appropriate-level narrative, expository, technical, and persuasive texts.
					T.1.4.9, ^ Uses paraphrasing and organizational skills to summarize information (e.g., stated and implied ideas, main events, important details) from appropriate-level narrative, expository, technical, and persuasive texts in logical order.
					T.1.4.11. ^ Explains the relationship between an author's use of literary devices in a text (e.g., foreshadowing, flashback, irony, symbolism, tone, mood) and his or her purpose for writing the text.
					R.1.4.12, Establishes purposes for both assigned and self-selected reading (e.g., to be informed, to follow directions, to be entertained to solve problems).
					R.1.2.1, Uses knowledge of conventions and text features to read fluently at instructional or independent reading levels.
					R.1.2.2, Reads expressively with appropriate pace, phrasing, intonation, and rhythm of speech.
					R.1.2.3, Uses knowledge of complex sentence structure to read fluently at instructional or independent reading levels.
					R.1.2.4, Uses a variety of word-recognition strategies (e.g., orthographic patterns, reading and writing text) to read fluently.
					R.1.2.5, Adjust reading rate to support comprehension when reading narrative, expository, technical, and persuasive texts.
					T.1.3.1, ^ Determines the meaning of words or phrases using context clues (e.g., definitions, restatements, examples, descriptions, comparison-contrast, clue words) from sentences or paragraphs.
					T.1.3.2, Locates and uses reference materials available in the classroom, school, and public libraries (e.g., dictionaries, thesauri, atlases, encyclopedia, internet) that are appropriate to the task.

						T.1.3.3, ^ Determines meaning of words through structural analysis, using knowledge of ^ Greek, ^ Latin, and Anglo-Saxon ^ roots, ^ prefixes, and ^ suffixes to understand complex words, including words in science, math and social studies.
						T.1.3.4, ^ Identifies and determines the meaning of figurative language, including ^ similes, ^ metaphors, ^ analogies, ^ hyperbole, ^ onomatopoeia, ^ personification, ^ idioms, ^ imagery, and symbolism.
						R.1.4.1, Identifies characteristics of narrative, expository, technical, and persuasive texts.
GRADE LEVEL	SUBJECT	QUARTER	OBJECTIVES	WRITING ASSESSMENTS	MATERIALS	K.S.D.E STATE STANDARDS QUARTER TWO, 8th Grade Language Arts
8	L.A.	TWO	Expository writing and literature emphasis	Read an expository book of choice, take notes, find website resources, use graphic organizers, write rough draft, edit, publish final copy, then present in speech format to class.	Expository book of choice, websites, reference materials in library, personal interviews, newspapers, magazines and other reference documents.	NOTE: The indicators below are incorporated into the activities listed.
			Persuasive writing and literature.	Writes convincing pieces to convey their or an author's position.	Read persuasive literature and news articles demonstrating author's position.	R.4.1.3, Distinguishes between accurate and inaccurate or misleading information. I.4.1.5, Presents and defends findings and conclusions through a variety of media.
			Technical writing.	Creates appropriate posters, charts, graphs and other visual aides for expository writing projects.		I.4.2.2, Expresses information in own words using explicit techniques to appeal to the background and interests of the audience. R.3.8.2, Uses appropriate paragraphing.
			Multicultural literature.	Students read, examine, interview and discuss multicultural events, places, and people.	Our literature books, library books, and outside reading materials selected by teacher.	R.3.8.3, Correctly uses a wide range of conventions, such as spelling, end marks, commas, quotation marks, semicolons, colons, subject and verb agreement, and pronoun agreement. R.3.8.4, Writes so that only light editing is needed to polish the test for publication.
			Vocabulary.	Daily Vocabulary lessons with affixes being stressed second quarter.	Uses WORD OF THE DAY logs and instruction.	I.3.9.1, Writes descriptive pieces which may include writing about a time, place, occasion, and object.
						R.3.9.1, Forms and revises questions for investigations, including questions arising from readings, assignments, and units of study in order to create a thesis/hypothesis. Uses knowledge, comprehension, application, analysis, synthesis, and evaluation levels of questioning.

			Grammar.	Daily grammar reviews.	Use Elmo to project daily incorrect usage and then correct/explain.	R.3.9.2, Writes NARRATIVE pieces (e.g., personal narratives, autobiographies, and short stories).
						R.3.9.3, Writes EXPOSITORY pieces (e.g., lab reports, math projects, social studies reports, and summaries).
						I.3.9.4, Writes PERSUASIVE pieces (e.g., letters to the editor, advertisements, and essays).
						R.3.9.5, Writes TECHNICAL pieces (e.g., business letters, memos, charts, graphs, posters, and other visual aids).
						I.3.9.6, Writes for the purpose of explaining.
						R.3.4.4, Uses transitions to allow ideas to flow smoothly within and between paragraphs.
						I.3.4.5, Writes conclusions that are appropriate for a specific type of writing.
						R.3.5.1, Uses vocabulary and language forms to convey mood and personality (might include humor, suspense, sarcasm, cynicism, originality, and liveliness).
						R.3.5.2, Conveys individual personality to the reader.
						R.3.5.3, Uses a voice appropriate for purpose and audience.
						R.3.6.1, Chooses words and phrases appropriate for specific purposes and various audiences.
						R.3.6.2, Chooses precise words such as powerful verbs, specific nouns, and vivid adjectives and adverbs that create images in the reader's mind.
						R.3.7.1, Varies sentence structure (e.g., simple, compound, and complex) and length of sentences for more effective writing.
						R.3.7.2, Writes with a natural flow.
						R.3.7.3, Uses dialogue that is natural.
						I. Uses complete sentences, including compound and complex.
						R.3.1.1, Uses the writing process in various formats such as notes, outlines, lab reports, journal entries, research reports, speeches, business letters, poems, advertisements, procedures and steps to various projects in the content areas.
						R.3.2.1, Generates and organize the information about a selected topic.
						R.3.2.2, Writes a1-4 draft about the selected topic.
						R.3.2.3, Revises the draft to clarify and add ideas to reorganize and eliminate extraneous information to produce and improve product.
						R.3.2.4, Proofreads and edits for conventions and format.
						R.3.2.5, Publishes a legible copy.
						R.3.3.1, Produces multiparagraph compositions that develop one theme.
						R.3.3.2, Understands and uses strategies for generating ideas, which may include brainstorming, listing, webbing, working in pairs or cooperative groups and gleaning information from print sources for generating ideas.
						R.3.4.1, Writes introductions that engage the reader.
						R.3.4.2, Writes a cohesive piece with an introduction appropriate to specific type of writing.
						R.3.4.3, Writes supporting details presented in a logical order.
						R1.4.13, Follows directions explained in TECHNICAL text.
						T.1.4.14, ^ Identifies the author's position in a PERSUASIVE text and describes techniques the author uses to support that position (e.g., bandwagon approach, glittering generalities, testimonials, citing statistics, other techniques that
						R.2.1.4, Recognizes aspects of theme (e.g., moral, lesson, meaning, message, author's ideas about the subject) and recurring themes across works (e.g., bravery, loneliness, loyalty, friendship).
						R.2.2.1, Identifies common structures and stylistic elements in literature, folklore, and myths from a variety of cultures.
						R.2.2.2, Compares and contrasts customs and ideas within literature representing a variety of cultures.

						R.1.4.4, Generates and responds logically to literal, inferential, evaluative, synthesizing, and critical thinking questions before, during, and after reading the text.
						T.1.4.9, ^ Uses paraphrasing and organizational skills to summarize information (e.g., stated and implied ideas, main events, important details) from appropriate-level narrative, expository, technical, and persuasive texts in logical order.
						R.1.4.12, Establishes purposes for both assigned and self-selected reading (e.g., to be informed, to follow directions, to be entertained to solve problems).
						I. 1.3.5, Distinguishes between connotative and denotative meanings.
						R.1.4.1, Identifies characteristics of narrative, expository, technical, and persuasive texts.
GRADE LEVEL	SUBJECT	QUARTER	OBJECTIVES	WRITING ASSESSMENTS	MATERIALS	K.S.D.E. STATE STANDARDS: QUARTER THREE, 8th gr. Language Arts
8	L.A.	THREE	Writing and reading in Expository, Persuasive, Narrative and Technical	Narrative reading and then writing a persuasive letter to teacher using proper literary and persuasive technique terms to convince the teacher that the book is worth reading. A letter of recommendation format.	Library books from fiction area, reader's choice.	NOTE: The indicators below are incorporated into the activities listed.
						I.4.1.4, Compiles and organizes information and selects appropriate sources to support central idea, concepts and themes.
			Reading NOTHING BUT THE TRUTH by Avi to instruct in persuasive and technical reading/writing formats.	Diary entries to questions provoking writer to use persuasive writing techniques as story is read.	NOTHING BUT THE TRUTH by Avi and Diary prompts.	I.4.1.5, Presents and defends findings and conclusions through a variety of media.
						R.4.1.6, Categorizes relevant information from multiple sources into major components (e.g., topics, subtopics).
			Interpret author's purpose.	Responsive writing to MLK's "I Have a Dream Speech" by writing paragraphs on their own dreams for themselves, world, and family/friends.	Text and video of Martin Luther King's "I Have a Dream Speech."	I.4.1.7. Documents sources of information using standard format.
						R.4.2.1, Analyzes and understands implications of plagiarism (e.g., ethical, legal)

			Review Affixes.	Daily log entries in response to Word of the Day activities centered on Prefixes, Suffixes and Roots as listed on eighth grade list for state reading assessment.	State reading assessment listing of eighth grade affixes, teacher instruction, and daily Word of the Day logs.	I.4.2.2, Expresses information in own words using explicit techniques to appeal to the background and interests of the audience.
						R.4.2.3, Cites references for all information used or reproduced from any source.
			Review Persuasive Techniques.	Construct outlines, posters and create presentations explaining reviewed information on Persuasive Techniques.	Use handouts from several source books in classroom to generate review materials on Persuasive Techniques. Read NOTHING BUT THE TRUTH by Avi to enhance instruction of those techniques.	R.3.8.2, Uses appropriate paragraphing.
						R.3.8.3, Correctly uses a wide range of conventions, such as spelling, end marks, commas, quotation marks, semicolons, colons, subject and verb agreement, and pronoun agreement.
			Review Literature Terms.	Construct charts, visual aides and create presentations for class after reviewing all listed eighth grade literature terms from state indicator list.	Use handouts from several source books in classroom to generate review materials on Literature Terms. Use KSDE review materials.	R.3.8.4, Writes so that only light editing is needed to polish the test for publication.
GRADE LEVEL	SUBJECT	QUARTER	OBJECTIVES	WRITING ASSESSMENTS	MATERIALS	K.S.D.E. STATE STANDARDS: QUARTER four, 8th gr. L.A.
8	L.A.	FOUR	Uses & recognizes aspects of literature and poetry.	Creates their own original poetry books, conveying narrative, persuasive, technical and expository elements.	Teacher provides instruction on several poetry types and suggests themes for them to use in constructing their own poems for publication in their own poetry books.	NOTE: The indicators below are incorporated into the activities listed.
						R.3.9.3, Writes EXPOSITORY pieces (e.g., lab reports, math projects, social studies reports, and summaries).

			Investigates & questions life and purpose of their own chosen historical person.	Uses references from readings to write about a famous person.	Student chooses an autobiography or biography as main source and then investigates further online and through other historical collections.	I.3.9.4, Writes PERSUASIVE pieces (e.g., letters to the editor, advertisements, and essays).
						R.3.9.5, Writes TECHNICAL pieces (e.g., business letters, memos, charts, graphs, posters, and other visual aids).
			Uses technical writing to convey information.	Using researched information for report on famous person, student creates a technical piece to assist in their class presentation of famous person report.	Student selected autobiography or biography and further online and other historical collections for research.	I.3.9.6, Writes for the purpose of explaining.
						R.4.1.2, Locates appropriate print and non-print information using text and technical resources, including databases.
			Reads a stage play.	Models diary entry format of play and constructs own diary reactions to events of WWII.	Reads the play "Anne Frank" from our literature books.	R.3.4.4, Uses transitions to allow ideas to flow smoothly within and between paragraphs.
						I.3.4.5, Writes conclusions that are appropriate for a specific type of writing.
			Reads historical pieces and writes responses.	Write opinions of WWII events through historical readings.	Historical readings as provided by instructor.	R.3.5.1, Uses vocabulary and language forms to convey mood and personality (might include humor, suspense, sarcasm, cynicism, originality, and liveliness).
						R.3.5.2, Conveys individual personality to the reader.
			Views "Anne Frank" movie & writes in response.	Students write reviews and analysis of sections of the original movie "Anne Frank" and shares these in groups.	The original black & white movie of "Anne Frank" and materials from our writing books on how to write reviews and support your opinions.	R.3.5.3, Uses a voice appropriate for purpose and audience.
						R.3.6.1, Chooses words and phrases appropriate for specific purposes and various audiences.

			Read &interpret persuasive literature.	Write carefully thought out and edited paragraph responses to persuasive readings, interpreting author's purpose and identifying specific persuasive techniques within the literature presented.	Readings from internet, magazines, newspapers and books using propaganda.	R.3.6.2, Chooses precise words such as powerful verbs, specific nouns, and vivid adjectives and adverbs that create images in the reader's mind.
						R.3.7.1, Varies sentence structure (e.g., simple, compound, and complex) and length of sentences for more effective writing.
						R.3.7.2, Writes with a natural flow.
			Write news articles.	Using historical events of WWII, students write news articles about those events.	Historical information and readings compiled by teacher.	R.3.7.3, Uses dialogue that is natural.
						I. Uses complete sentences, including compound and complex.
			Building vocabulary.	Writes several different types of reactions to readings using presented vocabulary words.	ACT vocabulary list and Word of the Day lists.	R.3.1.1, Uses the writing process in various formats such as notes, outlines, lab reports, journal entries, research reports, speeches, business letters, poems, advertisements, procedures and steps to various projects in the content areas.
						R.3.2.1, Generates and organize the information about a selected topic.
			Grammar.	Final reviews/usage.	Daily grammar sentences to check/review and teach.	R.3.2.2, Writes a1-4 draft about the selected topic.
						R.3.2.3, Revises the draft to clarify and add ideas to reorganize and eliminate extraneous information to produce and improve product.
						R.3.2.4, Proofreads and edits for conventions and format.
						R.3.2.5, Publishes a legible copy.
						R.3.3.1, Produces multiparagraph compositions that develop one theme.
						R.3.3.2, Understands and uses strategies for generating ideas, which may include brainstorming, listing, webbing, working in pairs or cooperative groups and gleaning information from print sources for generating ideas.
						R.3.4.1, Writes introductions that engage the reader.
						R.3.4.2, Writes a cohesive piece with an introduction appropriate to specific type of writing.
						R.3.4.3, Writes supporting details presented in a logical order.
						R1.4.13, Follows directions explained in TECHNICAL text.
						T.1.4.14, ^ Identifies the author's position in a PERSUASIVE text and describes techniques the author uses to support that position (e.g., bandwagon approach, glittering generalities, testimonials, citing statistics, other techniques that
						R.2.1.4, Recognizes aspects of theme (e.g., moral, lesson, meaning, message, author's ideas about the subject) and recurring themes across works (e.g., bravery, loneliness, loyalty, friendship).

					R.2.2.1, Identifies common structures and stylistic elements in literature, folklore, and myths from a variety of cultures.
					R.2.2.2, Compares and contrasts customs and ideas within literature representing a variety of cultures.
					R.1.4.4, Generates and responds logically to literal, inferential, evaluative, synthesizing, and critical thinking questions before, during, and after reading the text.
					T.1.4.9, ^ Uses paraphrasing and organizational skills to summarize information (e.g., stated and implied ideas, main events, important details) from appropriate-level narrative, expository, technical, and persuasive texts in logical order.
					R.1.4.12, Establishes purposes for both assigned and self-selected reading (e.g., to be informed, to follow directions, to be entertained to solve problems).
					I. 1.3.5, Distinguishes between connotative and denotative meanings.
					R.1.4.1, Identifies characteristics of narrative, expository, technical, and persuasive texts.
					R.3.4.3, Writes supporting details presented in a logical order.
					R1.4.13, Follows directions explained in TECHNICAL text.
					T.1.4.14, ^ Identifies the author's position in a PERSUASIVE text and describes techniques the author uses to support that position (e.g., bandwagon approach, glittering generalities, testimonials, citing statistics, other techniques that
					R.2.1.4, Recognizes aspects of theme (e.g., moral, lesson, meaning, message, author's ideas about the subject) and recurring themes across works (e.g., bravery, loneliness, loyalty, friendship).
					R.2.2.1, Identifies common structures and stylistic elements in literature, folklore, and myths from a variety of cultures.
					R.2.2.2, Compares and contrasts customs and ideas within literature representing a variety of cultures.
					R.2.2.3, Analyzes distinctive and shared characteristics of cultures through a variety of texts.
					R.1.4.4, Generates and responds logically to literal, inferential, evaluative, synthesizing, and critical thinking questions before, during, and after reading the text.
					T.1.4.9, ^ Uses paraphrasing and organizational skills to summarize information (e.g., stated and implied ideas, main events, important details) from appropriate-level narrative, expository, technical, and persuasive texts in logical order.
					R.1.4.12, Establishes purposes for both assigned and self-selected reading (e.g., to be informed, to follow directions, to be entertained to solve problems).
					I. 1.3.5, Distinguishes between connotative and denotative meanings.
					R.3.2.2, Writes a1-4 draft about the selected topic.
					R.3.2.3, Revises the draft to clarify and add ideas to reorganize and eliminate extraneous information to produce and improve product.
					R.3.2.4, Proofreads and edits for conventions and format.
					R.3.2.5, Publishes a legible copy.
					R.3.3.1, Produces multiparagraph compositions that develop one theme.
					R.3.3.2, Understands and uses strategies for generating ideas, which may include brainstorming, listing, webbing, working in pairs or cooperative groups and gleaning information from print sources for generating ideas.
					R.3.4.1, Writes introductions that engage the reader.
					R.3.4.2, Writes a cohesive piece with an introduction appropriate to specific type of writing.
					R.3.4.3, Writes supporting details presented in a logical order.
					R1.4.13, Follows directions explained in TECHNICAL text.
					T.1.4.14, ^ Identifies the author's position in a PERSUASIVE text and describes techniques the author uses to support that position (e.g., bandwagon approach, glittering generalities, testimonials, citing statistics, other techniques that

					R.2.1.4, Recognizes aspects of theme (e.g., moral, lesson, meaning, message, author's ideas about the subject) and recurring themes across works (e.g., bravery, loneliness, loyalty, friendship).
					R.2.2.1, Identifies common structures and stylistic elements in literature, folklore, and myths from a variety of cultures.
					R.2.2.2, Compares and contrasts customs and ideas within literature representing a variety of cultures.
					R.2.2.3, Analyzes distinctive and shared characteristics of cultures through a variety of texts.
					R.1.4.4, Generates and responds logically to literal, inferential, evaluative, synthesizing, and critical thinking questions before, during, and after reading the text.
					T.1.4.9, ^ Uses paraphrasing and organizational skills to summarize information (e.g., stated and implied ideas, main events, important details) from appropriate-level narrative, expository, technical, and persuasive texts in logical order.
					R.1.4.12, Establishes purposes for both assigned and self-selected reading (e.g., to be informed, to follow directions, to be entertained to solve problems).
					I. 1.3.5, Distinguishes between connotative and denotative meanings.
					R.1.4.1, Identifies characteristics of narrative, expository, technical, and persuasive texts.