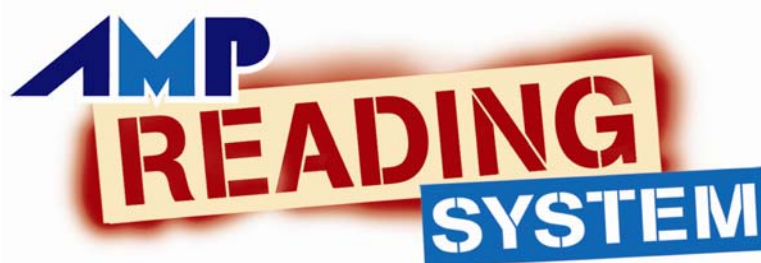


AMP READING SYSTEM



Correlated to the California English-
Language Arts
Content Standards
Grades 6-8

PEARSON

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Grade Six	
Reading	
RW.1.0: 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.	
Word Recognition	AMP Reading System
RW.1.1: Read aloud narrative and expository text fluently and accurately and with appropriate pacing, intonation, and expression.	Teacher's Edition Level 1 L1V1: 6, 74 L1V2: 24, 124, 192 Teacher's Edition Level 2 L2V1: 62, 118, 136 L2V2: 68, 80 Teacher's Edition Level 3 L3V1: 12, 18, 83 L3V2: 174, 207
Vocabulary and Concept Development	AMP Reading System
RW.1.2: Identify and interpret figurative language and words with multiple meanings.	Teacher's Edition Level 1 L1V2: 132, 133 Teacher's Edition Level 2 L2V2: 35 Teacher's Edition Level 3 L3V1: 106, 107 L3V2: 91, 188, 189
RW.1.3: Recognize the origins and meanings of frequently used foreign words in English and use these words accurately in speaking and writing.	Teacher's Edition Level 1 L1V2: 8, 218 Teacher's Edition Level 2 L2V2: 20, 21, 176, 177 Teacher's Edition Level 3 L3V1: 35, 106, 107 L3V2: 8, 176, 177
RW.1.4: Monitor expository text for unknown words or words with novel meanings by using word, sentence, and paragraph clues to determine meaning.	Teacher's Edition Level 1 L1V1: 3, 106, 107, 115 L1V2: 106, 107 Teacher's Edition Level 2 L2V1: 20, 21 L2V2: 59, 115, 171 Teacher's Edition Level 3 L3V1: 92, 107 L3V2: 20, 162
RW.1.5: Understand and explain "shades of meaning" in related words (e.g., softly and quietly).	Teacher's Edition Level 1 L1V1: 132, 133 L1V2: 120 Teacher's Edition Level 2 L2V2: 76, 147, 219

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RC.2.0: 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. The selections in Recommended Literature, Kindergarten Through Grade Twelve illustrate the quality and complexity of the materials to be read by students. In addition, by grade eight, students read one million words annually on their own, including a good representation of grade-level-appropriate narrative and expository text (e.g., classic and contemporary literature, magazines, newspapers, online information). In grade six, students continue to make progress toward this goal.	
Structural Features of Informational Materials	AMP Reading System
RC.2.1: Identify the structural features of popular media (e.g., newspapers, magazines, online information) and use the features to obtain information.	Teacher's Edition Level 3 L3V2: 153
RC.2.2: Analyze text that uses the compare-and-contrast organizational pattern.	Teacher's Edition Level 1 L1V2: 38, 39, 40 Teacher's Edition Level 2 L2V2: 38, 39, 40 Teacher's Edition Level 3 L3V2: 41, 42, 43, 46
Comprehension and Analysis of Grade-Level-Appropriate Text	AMP Reading System
RC.2.3: Connect and clarify main ideas by identifying their relationships to other sources and related topics.	Teacher's Edition Level 1 L1V1: 11, 12, 13, 16, 52 Teacher's Edition Level 2 L2V1: 11, 12, 17, 18, 24, 25 Teacher's Edition Level 3 L3V1: 11, 12, 13, 16
RC.2.4: Clarify an understanding of texts by creating outlines, logical notes, summaries, or reports.	Teacher's Edition Level 1 L1V1: 33, 38, 41, 42, 43 Teacher's Edition Level 2 L2V1: 23, 41, 42, 53 L2V2: 54 Teacher's Edition Level 3 L3V1: 28, 38, 39, 40 L3V2: 54
RC.2.5: Follow multiple-step instructions for preparing applications (e.g., for a public library card, bank savings account, sports club, league membership).	
Expository Critique	AMP Reading System
RC.2.6: Determine the adequacy and appropriateness of the evidence for an author's conclusions.	Teacher's Edition Level 3 L3V2: 38, 39
RC.2.7: Make reasonable assertions about a text through accurate, supporting citations.	Teacher's Edition Level 1 L1V2: 116, 159, 160, 161 Teacher's Edition Level 2 L2V2: 138, 139, 140, 144, 145, 159, 160, 161 Teacher's Edition Level 3 L3V2: 135, 136, 165
RC.2.8: Note instances of unsupported inferences, fallacious reasoning, persuasion, and propaganda in text.	Teacher's Edition Level 3 L3V2: 38, 39

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RL.3.0: 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. The selections in Recommended Literature, Kindergarten Through Grade Twelve illustrate the quality and complexity of the materials to be read by students.	
Structural Features of Literature	AMP Reading System
RL.3.1: Identify the forms of fiction and describe the major characteristics of each form.	
Narrative Analysis of Grade-Level-Appropriate Text	AMP Reading System
RL.3.2: Analyze the effect of the qualities of the character (e.g., courage or cowardice, ambition or laziness) on the plot and the resolution of the conflict.	
RL.3.3: Analyze the influence of setting on the problem and its resolution.	
RL.3.4: Define how tone or meaning is conveyed in poetry through word choice, figurative language, sentence structure, line length, punctuation, rhythm, repetition, and rhyme.	Teacher's Edition Level 3 L3V2: 150, 152, 158, 159
RL.3.5: Identify the speaker and recognize the difference between first- and third-person narration (e.g., autobiography compared with biography).	
RL.3.6: Identify and analyze features of themes conveyed through characters, actions, and images.	
RL.3.7: Explain the effects of common literary devices (e.g., symbolism, imagery, metaphor) in a variety of fictional and nonfictional texts.	
Literary Criticism	AMP Reading System
RL.3.8: Critique the credibility of characterization and the degree to which a plot is contrived or realistic (e.g., compare use of fact and fantasy in historical fiction).	
Writing	
WS.1.0: Students write clear, coherent, and focused essays. The writing exhibits students' awareness of the audience and purpose. Essays contain formal introductions, supporting evidence, and conclusions. Students progress through the stages of the writing process as needed.	
Organization and Focus	AMP Reading System
WS.1.1: Choose the form of writing (e.g., personal letter, letter to the editor, review, poem, report, narrative) that best suits the intended purpose.	
WS.1.2: Create multiple-paragraph expository compositions:	AMP Reading System
WS.1.2.a: Engage the interest of the reader and state a clear purpose.	Teacher's Edition Level 1 L1V2: 228, 229 Teacher's Edition Level 2 L2V2: 228, 229 Teacher's Edition Level 3 L3V2: 228, 229

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WS.1.2.b: Develop the topic with supporting details and precise verbs, nouns, and adjectives to paint a visual image in the mind of the reader.	Teacher's Edition Level 1 L1V2: 228, 229 Teacher's Edition Level 2 L2V2: 228, 229 Teacher's Edition Level 3 L3V2: 228, 229
WS.1.2.c: Conclude with a detailed summary linked to the purpose of the composition.	Teacher's Edition Level 1 L1V2: 228, 229 Teacher's Edition Level 2 L2V2: 228, 229 Teacher's Edition Level 3 L3V2: 228, 229
WS.1.3: Use a variety of effective and coherent organizational patterns, including comparison and contrast; organization by categories; and arrangement by spatial order, order of importance, or climactic order.	Teacher's Edition Level 1 L1V2: 228, 229 Teacher's Edition Level 2 L2V2: 228, 229 Teacher's Edition Level 3 L3V2: 228, 229
Research and Technology	AMP Reading System
WS.1.4: Use organizational features of electronic text (e.g., bulletin boards, databases, keyword searches, e-mail addresses) to locate information.	
WS.1.5: Compose documents with appropriate formatting by using word-processing skills and principles of design (e.g., margins, tabs, spacing, columns, page orientation).	
Evaluation and Revision	AMP Reading System
WS.1.6: Revise writing to improve the organization and consistency of ideas within and between paragraphs.	Teacher's Edition Level 1 L1V2: 228, 229 Teacher's Edition Level 2 L2V2: 228, 229 Teacher's Edition Level 3 L3V2: 228, 229
W.2.0: Students write narrative, expository, persuasive, and descriptive texts 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.	
W.2.1: Write narratives:	AMP Reading System
W.2.1.a: Establish and develop a plot and setting and present a point of view that is appropriate to the stories.	
W.2.1.b: Include sensory details and concrete language to develop plot and character.	
W.2.1.c: Use a range of narrative devices (e.g., dialogue, suspense).	
W.2.2: Write expository compositions (e.g., description, explanation, comparison and contrast, problem and solution):	AMP Reading System
W.2.2.a: State the thesis or purpose.	Teacher's Edition Level 1 L1V2: 228, 229 Teacher's Edition Level 2 L2V2: 228, 229 Teacher's Edition Level 3 L3V2: 228, 229

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W.2.2.b: Explain the situation.	Teacher's Edition Level 1 L1V2: 228, 229 Teacher's Edition Level 2 L2V2: 228, 229 Teacher's Edition Level 3 L3V2: 228, 229
W.2.2.c: Follow an organizational pattern appropriate to the type of composition.	Teacher's Edition Level 1 L1V2: 228, 229 Teacher's Edition Level 2 L2V2: 228, 229 Teacher's Edition Level 3 L3V2: 228, 229
W.2.2.d: Offer persuasive evidence to validate arguments and conclusions as needed.	
W.2.3: Write research reports:	AMP Reading System
W.2.3.a: Pose relevant questions with a scope narrow enough to be thoroughly covered.	
W.2.3.b: Support the main idea or ideas with facts, details, examples, and explanations from multiple authoritative sources (e.g., speakers, periodicals, online information searches).	
W.2.3.c: Include a bibliography.	
W.2.4: Write responses to literature:	AMP Reading System
W.2.4.a: Develop an interpretation exhibiting careful reading, understanding, and insight.	Teacher's Edition Level 1 L1V1: 13 Teacher's Edition Level 2 L2V1: 4, 128, 140 L2V2: 46, 63, 84, 93, 102 Teacher's Edition Level 3 L3V1: 140, 152 L3V2: 166, 181, 214
W.2.4.b: Organize the interpretation around several clear ideas, premises, or images.	Teacher's Edition Level 1 L1V1: 13 Teacher's Edition Level 2 L2V1: 4, 128, 140 L2V2: 46, 63, 84, 93, 102 Teacher's Edition Level 3 L3V1: 140, 152 L3V2: 166, 181, 214
W.2.4.c: Develop and justify the interpretation through sustained use of examples and textual evidence.	Teacher's Edition Level 1 L1V1: 13 Teacher's Edition Level 2 L2V1: 4, 128, 140 L2V2: 46, 63, 84, 93, 102 Teacher's Edition Level 3 L3V1: 140, 152 L3V2: 166, 181, 214
W.2.5: Write persuasive compositions:	AMP Reading System
W.2.5.a: State a clear position on a proposition or proposal.	
W.2.5.b: Support the position with organized and relevant evidence.	
W.2.5.c: Anticipate and address reader concerns and counterarguments.	

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Written and Oral English Language Conventions	
WC.1.0: Students write and speak with a command of standard English conventions appropriate to this grade level.	
Sentence Structure	AMP Reading System
WC.1.1: Use simple, compound, and compound-complex sentences; use effective coordination and subordination of ideas to express complete thoughts.	Teacher's Edition Level 1 L1V1: 56D, 56F, 112F Teacher's Edition Level 2 L2V1: 56C, 56E, 172 L2V2: 56F, 112F Teacher's Edition Level 3 L3V1: 112F, 173 L3V2: 56C, 56E, 112E
Grammar	AMP Reading System
WC.1.2: Identify and properly use indefinite pronouns and present perfect, past perfect, and future perfect verb tenses; ensure that verbs agree with compound subjects.	Teacher's Edition Level 1 L1V1: 172, 173 Teacher's Edition Level 2 L2V1: 56E, 56F, 170, 171, 172, 173 L2V2: 56C, 56D, 112C, 112D Teacher's Edition Level 3 L3V1: 56E, 56F L3V2: 56E
Punctuation	AMP Reading System
WC.1.3: Use colons after the salutation in business letters, semicolons to connect independent clauses, and commas when linking two clauses with a conjunction in compound sentences.	
Capitalization	AMP Reading System
WC.1.4: Use correct capitalization.	Teacher's Edition Level 1 L1V1: 56C, 56D L1V2: 56E, 168F, 228, 229
Spelling	AMP Reading System
WC.1.5: Spell frequently misspelled words correctly (e.g., their, they're, there).	Teacher's Edition Level 1 L1V1: 56C, 56D L1V2: 56E, 168F, 228, 229 Teacher's Edition Level 2 L2V1: 56C, 112C L2V2: 56E, 112C, 228, 229 Teacher's Edition Level 3 L3V1: 56C, 56D L3V2: 56E, 112E, 228, 229
Listening and Speaking	
L.1.0: 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.	
Comprehension	AMP Reading System
L.1.1: Relate the speaker's verbal communication (e.g., word choice, pitch, feeling, tone) to the nonverbal message (e.g., posture, gesture).	
L.1.2: Identify the tone, mood, and emotion conveyed in the oral communication.	
L.1.3: Restate and execute multiple-step oral instructions and directions.	

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Organization and Delivery of Oral Communication	AMP Reading System
L.1.4: Select a focus, an organizational structure, and a point of view, matching the purpose, message, occasion, and vocal modulation to the audience.	
L.1.5: Emphasize salient points to assist the listener in following the main ideas and concepts.	
L.1.6: Support opinions with detailed evidence and with visual or media displays that use appropriate technology.	
L.1.7: Use effective rate, volume, pitch, and tone and align nonverbal elements to sustain audience interest and attention.	
Analysis and Evaluation of Oral and Media Communications	AMP Reading System
L.1.8: Analyze the use of rhetorical devices (e.g., cadence, repetitive patterns, use of onomatopoeia) for intent and effect.	
L.1.9: Identify persuasive and propaganda techniques used in television and identify false and misleading information.	
L.2.0: 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.	
L.2.1: Deliver narrative presentations:	AMP Reading System
L.2.1.a: Establish a context, plot, and point of view.	
L.2.1.b: Include sensory details and concrete language to develop the plot and character.	
L.2.1.c: Use a range of narrative devices (e.g., dialogue, tension, or suspense).	
L.2.2: Deliver informative presentations:	AMP Reading System
L.2.2.a: Pose relevant questions sufficiently limited in scope to be completely and thoroughly answered.	
L.2.2.b: Develop the topic with facts, details, examples, and explanations from multiple authoritative sources (e.g., speakers, periodicals, online information).	
L.2.3: Deliver oral responses to literature:	AMP Reading System
L.2.3.a: Develop an interpretation exhibiting careful reading, understanding, and insight.	
L.2.3.b: Organize the selected interpretation around several clear ideas, premises, or images.	
L.2.3.c: Develop and justify the selected interpretation through sustained use of examples and textual evidence.	
L.2.4: Deliver persuasive presentations:	AMP Reading System
L.2.4.a: Provide a clear statement of the position.	
L.2.4.b: Include relevant evidence.	
L.2.4.c: Offer a logical sequence of information.	

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L.2.4.d: Engage the listener and foster acceptance of the proposition or proposal.	
L.2.5: Deliver presentations on problems and solutions:	AMP Reading System
L.2.5.a: Theorize on the causes and effects of each problem and establish connections between the defined problem and at least one solution.	
L.2.5.b: Offer persuasive evidence to validate the definition of the problem and the proposed solutions.	

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Grade Seven	
Reading	
RW.1.0: 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.	
Vocabulary and Concept Development	AMP Reading System
RW.1.1: Identify idioms, analogies, metaphors, and similes in prose and poetry.	Teacher’s Edition Level 1 L1V1: 64, 65 L1V2: 20, 21, 162 Teacher’s Edition Level 2 L2V1: 35, 36 L2V2: 162, 163, 203 Teacher’s Edition Level 3 L3V1: 50, 51, 76, 77 L3V2: 106, 107
RW.1.2: Use knowledge of Greek, Latin, and Anglo-Saxon roots and affixes to understand content-area vocabulary.	Teacher’s Edition Level 1 L1V1: 8, 35, 91 L1V2: 35, 203 Teacher’s Edition Level 2 L2V1: 8, 50, 132 L2V2: 64, 106 Teacher’s Edition Level 3 L3V1: 8, 91, 162 L3V2: 76, 120
RW.1.3: Clarify word meanings through the use of definition, example, restatement, or contrast.	Teacher’s Edition Level 1 L1V1: 2, 44, 58 L1V2: 100, 156 Teacher’s Edition Level 2 L2V1: 14, 85 L2V2: 58, 156, 212 Teacher’s Edition Level 3 L3V1: 29, 91, 126 L3V2: 20, 162
RC.2.0: 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. The selections in Recommended Literature, Kindergarten Through Grade Twelve illustrate the quality and complexity of the materials to be read by students. In addition, by grade eight, students read one million words annually on their own, including a good representation of grade-level-appropriate narrative and expository text (e.g., classic and contemporary literature, magazines, newspapers, online information). In grade seven, students make substantial progress toward this goal.	
Structural Features of Informational Materials	AMP Reading System
RC.2.1: Understand and analyze the differences in structure and purpose between various categories of informational materials (e.g., textbooks, newspapers, instructional manuals, signs).	Teacher’s Edition Level 1 L1V2: 5, 11, 23, 39, 40 Teacher’s Edition Level 2 L2V2: 5, 17, 26, 41, 47 Teacher’s Edition Level 3 L3V2: 5, 11, 17, 18, 32
RC.2.2: Locate information by using a variety of consumer, workplace, and public documents.	

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RC.2.3: Analyze text that uses the cause-and-effect organizational pattern.	Teacher's Edition Level 1 L1V2: 41, 42, 43, 49, 52 Teacher's Edition Level 2 L2V2: 41, 42, 43, 153, 154, 155, 158, 165 Teacher's Edition Level 3 L3V3: 40, 165
Comprehension and Analysis of Grade-Level-Appropriate Text	AMP Reading System
RC.2.4: Identify and trace the development of an author's argument, point of view, or perspective in text.	Teacher's Edition Level 3 L3V1: 96, 102, 108 L3V2: 38, 39, 40
RC.2.5: Understand and explain the use of a simple mechanical device by following technical directions.	
Expository Critique	AMP Reading System
RC.2.6: Assess the adequacy, accuracy, and appropriateness of the author's evidence to support claims and assertions, noting instances of bias and stereotyping.	Teacher's Edition Level 3 L3V1: 96, 102, 108 L3V2: 38, 39, 40
RL.3.0: 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. The selections in Recommended Literature, Kindergarten Through Grade Twelve illustrate the quality and complexity of the materials to be read by students.	
Structural Features of Literature	AMP Reading System
RL.3.1: Articulate the expressed purposes and characteristics of different forms of prose (e.g., short story, novel, novella, essay).	Teacher's Edition Level 1 L1V2: 226 Teacher's Edition Level 2 L2V2: 226
Narrative Analysis of Grade-Level-Appropriate Text	AMP Reading System
RL.3.2: Identify events that advance the plot and determine how each event explains past or present action(s) or foreshadows future action(s).	
RL.3.3: Analyze characterization as delineated through a character's thoughts, words, speech patterns, and actions; the narrator's description; and the thoughts, words, and actions of other characters.	Teacher's Edition Level 2 L2V2: 4, 125, 128, 131, 134
RL.3.4: Identify and analyze recurring themes across works (e.g., the value of bravery, loyalty, and friendship; the effects of loneliness).	
RL.3.5: Contrast points of view (e.g., first and third person, limited and omniscient, subjective and objective) in narrative text and explain how they affect the overall theme of the work.	
Literary Criticism	AMP Reading System
RL.3.6: Analyze a range of responses to a literary work and determine the extent to which the literary elements in the work shaped those responses.	

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Writing	
WS.1.0: Students write clear, coherent, and focused essays. The writing exhibits students' awareness of the audience and purpose. Essays contain formal introductions, supporting evidence, and conclusions. Students progress through the stages of the writing process as needed.	
Organization and Focus	AMP Reading System
WS.1.1: Create an organizational structure that balances all aspects of the composition and uses effective transitions between sentences to unify important ideas.	Teacher's Edition Level 1 L1V2: 112 E, 112F, 228, 229 Teacher's Edition Level 2 L2V2: 112E, 112F, 228, 229 Teacher's Edition Level 3 L3V2: 112E, 112F, 228, 229
WS.1.2: Support all statements and claims with anecdotes, descriptions, facts and statistics, and specific examples.	Teacher's Edition Level 1 L1V2: 112 E, 112F, 228, 229 Teacher's Edition Level 2 L2V2: 112E, 112F, 228, 229 Teacher's Edition Level 3 L3V2: 112E, 112F, 228, 229
WS.1.3: Use strategies of note-taking, outlining, and summarizing to impose structure on composition drafts.	Teacher's Edition Level 1 L1V1: 33, 38, 41, 42, 43 Teacher's Edition Level 2 L2V1: 23, 41, 42, 53 L2V2: 54 Teacher's Edition Level 3 L3V1: 28, 38, 39, 40 L3V2: 54
Research and Technology	AMP Reading System
WS.1.4: Identify topics; ask and evaluate questions; and develop ideas leading to inquiry, investigation, and research.	
WS.1.5: Give credit for both quoted and paraphrased information in a bibliography by using a consistent and sanctioned format and methodology for citations.	
WS.1.6: Create documents by using word-processing skills and publishing programs; develop simple databases and spreadsheets to manage information and prepare reports.	
Evaluation and Revision	AMP Reading System
WS.1.7: Revise writing to improve organization and word choice after checking the logic of the ideas and the precision of the vocabulary.	Teacher's Edition Level 1 L1V2: 112 E, 112F, 228, 229 Teacher's Edition Level 2 L2V2: 112E, 112F, 228, 229 Teacher's Edition Level 3 L3V2: 112E, 112F, 228, 229
W.2.0: Students write narrative, expository, persuasive, and descriptive texts of at least 500 to 700 words in each genre. The writing demonstrates a command of standard American English and the research, organizational, and drafting strategies outlined in Writing Standard 1.0.	
W.2.1: Write fictional or autobiographical narratives:	AMP Reading System
W.2.1.a: Develop a standard plot line (having a beginning, conflict, rising action, climax, and denouement) and point of view.	

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W.2.1.b: Develop complex major and minor characters and a definite setting.	
W.2.1.c: Use a range of appropriate strategies (e.g., dialogue; suspense; naming of specific narrative action, including movement, gestures, and expressions).	
W.2.2: Write responses to literature:	AMP Reading System
W.2.2.a: Develop interpretations exhibiting careful reading, understanding, and insight.	
W.2.2.b: Organize interpretations around several clear ideas, premises, or images from the literary work.	
W.2.2.c: Justify interpretations through sustained use of examples and textual evidence.	
W.2.3: Write research reports:	AMP Reading System
W.2.3.a: Pose relevant and tightly drawn questions about the topic.	
W.2.3.b: Convey clear and accurate perspectives on the subject.	
W.2.3.c: Include evidence compiled through the formal research process (e.g., use of a card catalog, Reader's Guide to Periodical Literature, a computer catalog, magazines, newspapers, dictionaries).	
W.2.3.d: Document reference sources by means of footnotes and a bibliography.	
W.2.4: Write persuasive compositions:	AMP Reading System
W.2.4.a: State a clear position or perspective in support of a proposition or proposal.	
W.2.4.b: Describe the points in support of the proposition, employing well-articulated evidence.	
W.2.4.c: Anticipate and address reader concerns and counterarguments.	
W.2.5: Write summaries of reading materials:	AMP Reading System
W.2.5.a: Include the main ideas and most significant details.	Teacher's Edition Level 1 L1V1: 40, 46, 49, 52, 55 Teacher's Edition Level 2 L2V1: 39, 40, 42, 48 L2V2: 54 Teacher's Edition Level 3 L3V1: 24, 27, 31, 48 L3V2: 54
W.2.5.b: Use the student's own words, except for quotations.	Teacher's Edition Level 1 L1V1: 40, 46, 49, 52, 55 Teacher's Edition Level 2 L2V1: 39, 40, 42, 48 L2V2: 54 Teacher's Edition Level 3 L3V1: 24, 27, 31, 48 L3V2: 54

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W.2.5.c: Reflect underlying meaning, not just the superficial details.	<p>Teacher’s Edition Level 1 L1V1: 40, 46, 49, 52, 55</p> <p>Teacher’s Edition Level 2 L2V1: 39, 40, 42, 48 L2V2: 54</p> <p>Teacher’s Edition Level 3 L3V1: 24, 27, 31, 48 L3V2: 54</p>
C: Written and Oral English Language Conventions	
WC.1.0: Students write and speak with a command of standard English conventions appropriate to the grade level.	
Sentence Structure	
WC.1.1: Place modifiers properly and use the active voice.	<p>Teacher’s Edition Level 1 L1V2: 112 E, 112F, 228, 229</p> <p>Teacher’s Edition Level 2 L2V2: 112E, 112F, 228, 229</p> <p>Teacher’s Edition Level 3 L3V2: 112E, 112F, 228, 229</p>
Grammar	
AMP Reading System	
WC.1.2: Identify and use infinitives and participles and make clear references between pronouns and antecedents.	
WC.1.3: Identify all parts of speech and types and structure of sentences.	<p>Teacher’s Edition Level 1 L1V1: 56D, 56F, 112F, 173 L1V2: 56F</p> <p>Teacher’s Edition Level 2 L2V1: 56C, 56E, 112C L2V2: 56C, 56E</p> <p>Teacher’s Edition Level 3 L3V1: 56F, 112F, 173 L3V2: 56C, 56E</p>
WC.1.4: Demonstrate the mechanics of writing (e.g., quotation marks, commas at end of dependent clauses) and appropriate English usage (e.g., pronoun reference).	<p>Teacher’s Edition Level 1 L1V1: 173 L1V2: 112F, 168F, 229, 250</p> <p>Teacher’s Edition Level 2 L2V1: 56F, 56G, 112F L2V2: 229, 230</p> <p>Teacher’s Edition Level 3 L3V1: 173 L3V2: 56F, 112F, 229, 230</p>
Punctuation	
AMP Reading System	
WC.1.5: Identify hyphens, dashes, brackets, and semicolons and use them correctly.	
Capitalization	
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WC.1.6: Use correct capitalization.	<p>Teacher’s Edition Level 1 L1V1: 173 L1V2: 112F, 168F, 229, 250</p> <p>Teacher’s Edition Level 2 L2V1: 56F, 56G, 112F L2V2: 229, 230</p> <p>Teacher’s Edition Level 3 L3V1: 173 L3V2: 56F, 112F, 229, 230</p>

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Spelling	AMP Reading System
WC.1.7: Spell derivatives correctly by applying the spellings of bases and affixes.	Teacher's Edition Level 1 L1V1: 173 L1V2: 112F, 168F, 229, 250 Teacher's Edition Level 2 L2V1: 56F, 56G, 112F L2V2: 229, 230 Teacher's Edition Level 3 L3V1: 173 L3V2: 56F, 112F, 229, 230
Listening and Speaking	
L.1.0: Deliver focused, coherent presentations that convey ideas clearly and relate to the background and interests of the audience. Students evaluate the content of oral communication.	
Comprehension	AMP Reading System
L.1.1: Ask probing questions to elicit information, including evidence to support the speaker's claims and conclusions.	
L.1.2: Determine the speaker's attitude toward the subject.	
L.1.3: Respond to persuasive messages with questions, challenges, or affirmations.	
Organization and Delivery of Oral Communication	AMP Reading System
L.1.4: Organize information to achieve particular purposes and to appeal to the background and interests of the audience.	
L.1.5: Arrange supporting details, reasons, descriptions, and examples effectively and persuasively in relation to the audience.	
L.1.6: Use speaking techniques, including voice modulation, inflection, tempo, enunciation, and eye contact, for effective presentations.	
Analysis and Evaluation of Oral and Media Communications	AMP Reading System
L.1.7: Provide constructive feedback to speakers concerning the coherence and logic of a speech's content and delivery and its overall impact upon the listener.	
L.1.8: Analyze the effect on the viewer of images, text, and sound in electronic journalism; identify the techniques used to achieve the effects in each instance studied.	
L.2.0: 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.	
L.2.1: Deliver narrative presentations:	AMP Reading System
L.2.1.a: Establish a context, standard plot line (having a beginning, conflict, rising action, climax, and denouement), and point of view.	
L.2.1.b: Describe complex major and minor characters and a definite setting.	
L.2.1.c: Use a range of appropriate strategies, including dialogue, suspense, and naming of specific narrative action (e.g., movement, gestures, expressions).	

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L.2.2: Deliver oral summaries of articles and books:	AMP Reading System
L.2.2.a: Include the main ideas of the event or article and the most significant details.	
L.2.2.b: Use the student's own words, except for material quoted from sources.	
L.2.2.c: Convey a comprehensive understanding of sources, not just superficial details.	
L.2.3: Deliver research presentations:	AMP Reading System
L.2.3.a: Pose relevant and concise questions about the topic.	
L.2.3.b: Convey clear and accurate perspectives on the subject.	
L.2.3.c: Include evidence generated through the formal research process (e.g., use of a card catalog, Reader's Guide to Periodical Literature, computer databases, magazines, newspapers, dictionaries).	
L.2.3.d: Cite reference sources appropriately.	
L.2.4: Deliver persuasive presentations:	AMP Reading System
L.2.4.a: State a clear position or perspective in support of an argument or proposal.	
L.2.4.b: Describe the points in support of the argument and employ well-articulated evidence.	

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Grade Eight	
Reading RW.1.0: 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.	
Vocabulary and Concept Development	AMP Reading System
RW.1.1: Analyze idioms, analogies, metaphors, and similes to infer the literal and figurative meanings of phrases.	Teacher’s Edition Level 1 L1V1: 64, 65 L1V2: 20, 21, 162 Teacher’s Edition Level 2 L2V1: 35, 36 L2V2: 162, 163, 203 Teacher’s Edition Level 3 L3V1: 50, 51, 76, 77 L3V2: 106, 107
RW.1.2: Understand the most important points in the history of English language and use common word origins to determine the historical influences on English word meanings.	
RW.1.3: Use word meanings within the appropriate context and show ability to verify those meanings by definition, restatement, example, comparison, or contrast.	Teacher’s Edition Level 1 L1V1: 2, 44, 58 L1V2: 100, 156 Teacher’s Edition Level 2 L2V1: 14, 85 L2V2: 58, 156, 212 Teacher’s Edition Level 3 L3V1: 29, 91, 126 L3V2: 20, 162
RC.2.0: 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. The selections in Recommended Literature, Kindergarten Through Grade Twelve illustrate the quality and complexity of the materials to be read by students. In addition, students read one million words annually on their own, including a good representation of narrative and expository text (e.g., classic and contemporary literature, magazines, newspapers, online information).	
Structural Features of Informational Materials	AMP Reading System
RC.2.1: Compare and contrast the features and elements of consumer materials to gain meaning from documents (e.g., warranties, contracts, product information, instruction manuals).	
RC.2.2: Analyze text that uses proposition and support patterns.	
Comprehension and Analysis of Grade-Level-Appropriate Text	AMP Reading System
RC.2.3: Find similarities and differences between texts in the treatment, scope, or organization of ideas.	Teacher’s Edition Level 1 L1V2: 200, 201, 202, 205 Teacher’s Edition Level 2 L2V2: 200, 201, 202, 105 Teacher’s Edition Level 3 L3V2: 200, 201, 202, 205
RC.2.4: 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.	

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RC.2.5: Understand and explain the use of a complex mechanical device by following technical directions.	
RC.2.6: Use information from a variety of consumer, workplace, and public documents to explain a situation or decision and to solve a problem.	
Expository Critique	
RC.2.7: Evaluate the unity, coherence, logic, internal consistency, and structural patterns of text.	
RL.3.0: 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. The selections in Recommended Literature, Kindergarten Through Grade Twelve illustrate the quality and complexity of the materials to be read by students.	
Structural Features of Literature	AMP Reading System
RL.3.1: Determine and articulate the relationship between the purposes and characteristics of different forms of poetry (e.g., ballad, lyric, couplet, epic, elegy, ode, sonnet).	
Narrative Analysis of Grade-Level-Appropriate Text	AMP Reading System
RL.3.2: Evaluate the structural elements of the plot (e.g., subplots, parallel episodes, climax), the plot's development, and the way in which conflicts are (or are not) addressed and resolved.	
RL.3.3: Compare and contrast motivations and reactions of literary characters from different historical eras confronting similar situations or conflicts.	
RL.3.4: Analyze the relevance of the setting (e.g., place, time, customs) to the mood, tone, and meaning of the text.	
RL.3.5: Identify and analyze recurring themes (e.g., good versus evil) across traditional and contemporary works.	
RL.3.6: Identify significant literary devices (e.g., metaphor, symbolism, dialect, irony) that define a writer's style and use those elements to interpret the work.	
Literary Criticism	AMP Reading System
RL.3.7: Analyze a work of literature, showing how it reflects the heritage, traditions, attitudes, and beliefs of its author. (Biographical approach)	
Writing	AMP Reading System
WS.1.0: 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.	Teacher's Edition Level 1 L1V2: 228, 229 Teacher's Edition Level 2 L2V2: 228, 229 Teacher's Edition Level 3 L3V2: 228, 229

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Organization and Focus	AMP Reading System
WS.1.1: Create compositions that establish a controlling impression, have a coherent thesis, and end with a clear and well-supported conclusion.	Teacher's Edition Level 1 L1V2: 228, 229 Teacher's Edition Level 2 L2V2: 228, 229 Teacher's Edition Level 3 L3V2: 228, 229
WS.1.2: Establish coherence within and among paragraphs through effective transitions, parallel structures, and similar writing techniques.	Teacher's Edition Level 1 L1V2: 112E, 112F, 168F, 228, 229 Teacher's Edition Level 2 L2V2: 112F, 168E, 168F, 228, 229 Teacher's Edition Level 3 L3V2: 112E, 112F, 168E, 168F, 229
WS.1.3: Support theses or conclusions with analogies, paraphrases, quotations, opinions from authorities, comparisons, and similar devices.	Teacher's Edition Level 1 L1V2: 228, 229 Teacher's Edition Level 2 L2V2: 228, 229 Teacher's Edition Level 3 L3V2: 228, 229
Research and Technology	AMP Reading System
WS.1.4: Plan and conduct multiple-step information searches by using computer networks and modems.	
WS.1.5: Achieve an effective balance between researched information and original ideas.	
Evaluation and Revision	AMP Reading System
WS.1.6: Revise writing for word choice; appropriate organization; consistent point of view; and transitions between paragraphs, passages, and ideas.	Teacher's Edition Level 1 L1V2: 168E, 168F, 229, 230 Teacher's Edition Level 2 L2V2: 168E, 168F, 229, 230 Teacher's Edition Level 3 L3V2: 168E, 168F, 229, 230
W.2.0: 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.	
W.2.1: Write biographies, autobiographies, short stories, or narratives:	AMP Reading System
W.2.1.a: Relate a clear, coherent incident, event, or situation by using well-chosen details.	
W.2.1.b: Reveal the significance of, or the writer's attitude about, the subject.	
W.2.1.c: Employ narrative and descriptive strategies (e.g., relevant dialogue, specific action, physical description, background description, comparison or contrast of characters).	
W.2.2: Write responses to literature:	AMP Reading System
W.2.2.a: Exhibit careful reading and insight in their interpretations.	Teacher's Edition Level 1 L1V1: 13 Teacher's Edition Level 2 L2V1: 4, 128, 140 L2V2: 46, 63, 84, 93, 102 Teacher's Edition Level 3 L3V1: 140, 152 L3V2: 166, 181, 214

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W.2.2.b: Connect the student's own responses to the writer's techniques and to specific textual references.	
W.2.2.c: Draw supported inferences about the effects of a literary work on its audience.	
W.2.2.d: Support judgments through references to the text, other works, other authors, or to personal knowledge.	
W.2.3: Write research reports:	AMP Reading System
W.2.3.a: Define a thesis.	
W.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.	
W.2.3.c: Use a variety of primary and secondary sources and distinguish the nature and value of each.	
W.2.3.d: Organize and display information on charts, maps, and graphs.	
W.2.4: Write persuasive compositions:	AMP Reading System
W.2.4.a: Include a well-defined thesis (i.e., one that makes a clear and knowledgeable judgment).	
W.2.4.b: Present detailed evidence, examples, and reasoning to support arguments, differentiating between facts and opinion.	
W.2.4.c: Provide details, reasons, and examples, arranging them effectively by anticipating and answering reader concerns and counterarguments.	
W.2.5: Write documents related to career development, including simple business letters and job applications:	AMP Reading System
W.2.5.a: Present information purposefully and succinctly and meet the needs of the intended audience.	
W.2.5.b: Follow the conventional format for the type of document (e.g., letter of inquiry, memorandum).	
W.2.6: Write technical documents:	AMP Reading System
W.2.6.a: Identify the sequence of activities needed to design a system, operate a tool, or explain the bylaws of an organization.	
W.2.6.b: Include all the factors and variables that need to be considered.	
W.2.6.c: Use formatting techniques (e.g., headings, differing fonts) to aid comprehension.	

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Written and Oral English Language Conventions	
WC.1.0: Students write and speak with a command of standard English conventions appropriate to this grade level.	
Sentence Structure	AMP Reading System
WC.1.1: Use correct and varied sentence types and sentence openings to present a lively and effective personal style.	Teacher's Edition Level 1 L1V1: 56D, 56F, 112F Teacher's Edition Level 2 L2V1: 56C, 56E, 172 Teacher's Edition Level 3 L3V1: 112F, 173 L3V2: 56C, 56E, 112E
WC.1.2: Identify and use parallelism, including similar grammatical forms, in all written discourse to present items in a series and items juxtaposed for emphasis.	
WC.1.3: Use subordination, coordination, apposition, and other devices to indicate clearly the relationship between ideas.	
Grammar	AMP Reading System
WC.1.4: Edit written manuscripts to ensure that correct grammar is used.	Teacher's Edition Level 1 L1V2: 112E, 112F, 168F, 228, 229 Teacher's Edition Level 2 L2V2: 112F, 168E, 168F, 228, 229 Teacher's Edition Level 3 L3V2: 112E, 112F, 168E, 168F, 229
Punctuation and Capitalization	AMP Reading System
WC.1.5: Use correct punctuation and capitalization.	Teacher's Edition Level 1 L1V1: 173 L1V2: 112F, 168F, 229, 250 Teacher's Edition Level 2 L2V1: 56F, 56G, 112F L2V2: 229, 230 Teacher's Edition Level 3 L3V1: 173 L3V2: 56F, 112F, 229, 230
Spelling	AMP Reading System
WC.1.6: Use correct spelling conventions.	Teacher's Edition Level 1 L1V1: 173 L1V2: 112F, 168F, 229, 250 Teacher's Edition Level 2 L2V1: 56F, 56G, 112F L2V2: 229, 230 Teacher's Edition Level 3 L3V1: 173 L3V2: 56F, 112F, 229, 230
Listening and Speaking	
L.1.0: 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.	
Comprehension	AMP Reading System
L.1.1: Analyze oral interpretations of literature, including language choice and delivery, and the effect of the interpretations on the listener.	
L.1.2: Paraphrase a speaker's purpose and point of view and ask relevant questions concerning the speaker's content, delivery, and purpose.	

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Organization and Delivery of Oral Communication	AMP Reading System
L.1.3: Organize information to achieve particular purposes by matching the message, vocabulary, voice modulation, expression, and tone to the audience and purpose.	
L.1.4: Prepare a speech outline based upon a chosen pattern of organization, which generally includes an introduction; transitions, previews, and summaries; a logically developed body; and an effective conclusion.	
L.1.5: 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.	
L.1.6: Use appropriate grammar, word choice, enunciation, and pace during formal presentations.	
L.1.7: Use audience feedback (e.g., verbal and nonverbal cues):	AMP Reading System
L.1.7.a: Reconsider and modify the organizational structure or plan.	
L.1.7.b: Rearrange words and sentences to clarify the meaning.	
Analysis and Evaluation of Oral and Media Communications	AMP Reading System
L.1.8: Evaluate the credibility of a speaker (e.g., hidden agendas, slanted or biased material).	
L.1.9: 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.	
L.2.0: 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.	
L.2.1: Deliver narrative presentations (e.g., biographical, autobiographical):	AMP Reading System
L.2.1.a: Relate a clear, coherent incident, event, or situation by using well-chosen details.	
L.2.1.b: Reveal the significance of, and the subject's attitude about, the incident, event, or situation.	
L.2.1.c: Employ narrative and descriptive strategies (e.g., relevant dialogue, specific action, physical description, background description, comparison or contrast of characters).	
L.2.2: Deliver oral responses to literature:	AMP Reading System
L.2.2.a: Interpret a reading and provide insight.	
L.2.2.b: Connect the students' own responses to the writer's techniques and to specific textual references.	
L.2.2.c: Draw supported inferences about the effects of a literary work on its audience.	

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L.2.2.d: Support judgments through references to the text, other works, other authors, or personal knowledge.	
L.2.3: Deliver research presentations:	AMP Reading System
L.2.3.a: Define a thesis.	
L.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.	
L.2.3.c: Use a variety of primary and secondary sources and distinguish the nature and value of each.	
L.2.3.d: Organize and record information on charts, maps, and graphs.	
L.2.4: Deliver persuasive presentations:	AMP Reading System
L.2.4.a: Include a well-defined thesis (i.e., one that makes a clear and knowledgeable judgment).	
L.2.4.b: Differentiate fact from opinion and support arguments with detailed evidence, examples, and reasoning.	
L.2.4.c: Anticipate and answer listener concerns and counterarguments effectively through the inclusion and arrangement of details, reasons, examples, and other elements.	
L.2.4.d: Maintain a reasonable tone.	
L.2.5: Recite poems (of four to six stanzas), sections of speeches, or dramatic soliloquies, using voice modulation, tone, and gestures expressively to enhance the meaning.	