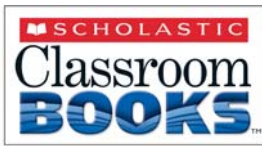


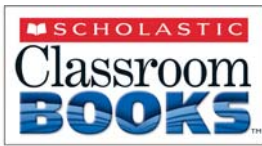
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CORRELATED TO THE COMMON CORE STATE STANDARDS FOR ENGLISH LANGUAGE ARTS

STANDARDS	#Copies	TITLE	AUTHOR	F/NF	LEX	GRL
1. Engage effectively in a range of collaborative discussions with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.	5	Langston Hughes: Poetry for Young People	Hughes	F		
1. Engage effectively in a range of collaborative discussions with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.	5	Becoming Naomi León	Ryan	F	830	V
1. Engage effectively in a range of collaborative discussions with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.	5	Two Miserable Presidents	Sheinkin	NF	920	
1. Engage effectively in a range of collaborative discussions with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.	5	Greek Myths and Legends: Usborne Illustrated Guide	Evans	NF	950	
9. Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.	5	Favorite Greek Myths	Osborne	NF	870	Y
1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.	5	Walt Whitman: Poetry for Young People	Levin	F		
3. Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.	1	The Westing Game	Raskin	F	750	V
3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.	1	Hard Gold: The Colorado Gold Rush of 1859, A Tale of the Old West	Avi	F	740	
6. Explain how an author develops the point of view of the narrator or speaker in a text.	1	The Journal of James Edmond Pease, A Civil War Union Soldier, Virginia, 1863: My Name is America	Murphy	F	1070	W
2. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	1	The Jacket	Clements	F	640	Q
9. Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.	1	The Dark Is Rising	Cooper	F	920	X
6. Explain how an author develops the point of view of the narrator or speaker in a text.	1	Bud, Not Buddy	Curtis	F	950	U
2. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	1	Elijah of Buxton	Curtis	F	1070	
1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	1	The Girl Who Could Fly	Forester	F	920	
5. Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.	1	Savvy	Law	F	1070	
3. Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.	1	Julie of the Wolves	George	F	860	U
3. Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.	1	My Side of the Mountain	George	F	810	U
5. Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.	1	Eleven	Giff	F	600	
4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.	1	Wait Till Helen Comes, A Ghost Story	Hahn	F	750	U
7. Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.	1	Old Yeller	Gipson	F	910	V
5. Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.	1	Shiloh	Naylor	F	890	R
1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	1	The Liberation of Gabriel King	Going	F	780	O
1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	1	Among the Hidden: Shadow Children	Haddix	F	800	Z
5. Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.	1	Ida B, and Her Plans to Maximize Fun, Avoid Disaster, and (Possibly) Save the World	Hannigan	F	970	S
3. Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.	1	The Phantom Tollbooth (The Play)	Juster	F	1000	W



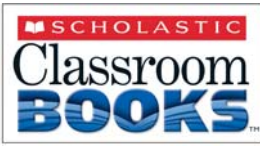
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STANDARDS	#Copies	TITLE	AUTHOR	F/NF	LEX	GRL
5. Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.	1	The Stonekeeper: Amulet	Kibuishi	F		Q
5. Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.	1	The Cloud Searchers: Amulet	Kibuishi	F		
7. Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.	1	Diary of a Wimpy Kid, A Novel in Cartoons	Kinney	F	950	
6. Explain how an author develops the point of view of the narrator or speaker in a text.	1	No More Dead Dogs	Korman	F	610	U
1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	1	A Wrinkle in Time	L'Engle	F	740	W
2. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	1	The Big Field	Lupica	F	970	
1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	1	The Golden Goblet	McGraw	F	930	V
1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	1	Miss Spitfire, Reaching Helen Keller	Miller	F	890	
2. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	1	Island of the Blue Dolphins	O'Dell	F	1000	V
3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.	1	Johnny Tremain	Forbes	F	840	Z
9. Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.	1	American Tall Tales	Osborne	F	970	Q
6. Explain how an author develops the point of view of the narrator or speaker in a text.	1	The Circuit, Stories from the Life of a Migrant Child	Jimenez	F	880	Z
4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.	1	Where the Red Fern Grows	Rawls	F	700	X
7. Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.	1	The Lightning Thief #1: Percy Jackson & the Olympians	Riordan	F	740	W
7. Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.	1	Harry Potter and the Order of the Phoenix	Rowling	F	950	W
2. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	1	Esperanza Rising	Ryan	F	750	V
3. Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.	1	Crash	Spinelli	F	560	V
2. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	1	Stargirl	Spinelli	F	590	V
1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	1	Surviving the Applewhites	Tolan	F	820	U
2. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	1	Dragonwings	Yep	F	870	W
3. Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.	1	Stanford Wong Flunks Big-Time: Millicent Min, Girl Genius	Yee	F	650	S
3. Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.	1	Walk Two Moons	Creech	F	770	W
3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.	1	Washington at Valley Forge	Freedman	NF	1210	
8. Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.	1	Julius Caesar, Dictator for Life: A Wicked History™	Rinaldo	NF	1030	
10. By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	1	The Ancient Romans: People of the Ancient World	Lassieur	NF	1090	R
1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	1	Romans, Internet Linked: Usborne	Marks	NF	920	



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STANDARDS	#Copies	TITLE	AUTHOR	F/NF	LEX	GRL
2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	1	George vs. George, The American Revolution as Seen from Both Sides	Schanzer	NF	1120	T
3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.	1	Super Storms, Hurricanes, Tsunamis and Other Disasters that Rocked the World: Discovery Channel		NF		
3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.	1	Natural Disasters: DK Eyewitness	Day	NF		
6. Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.	1	Winslow Homer: Getting to Know the World's Greatest Artists	Venezia	NF	940	P
2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.	1	Oil, DK Eyewitness	Farndon	NF		
3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.	1	Revolution: History News!	Maynard	NF	890	
3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.	1	Black Eagles, African Americans in Aviation	Haskins	NF	1160	X
10. By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	1	Oh My Gods! , A Look-It-Up Guide to the Gods of Olympus: Mythlopedia	Bryant	NF	960	
2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	1	Face to Face with Sharks: National Geographic	Doubilet	NF	940	
10. By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	1	The Ancient Greeks: People of the Ancient World	Lassieur	NF	1060	R
4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.	1	Greeks, Internet Linked: Usborne		NF	930	W
1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.	1	Liberty: Blessing or Burden?: Shockwave	Rees	NF	850	T
6. Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.	1	The Secret Agent, and Other Kid Spies: Ten True Tales	Zullo	NF	980	W
6. Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.	1	The 10 Most Wondrous Ancient Sites	Drake	NF	900	V
6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	1	World of Plants, Internet-Linked: Usborne Library of Science	Howell et al	NF		
6. Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.	1	Wacky Trees: Watts Library™ — Plants and Fungi	Souza	NF	1090	S
2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	1	Behind Enemy Lines	Doyle	NF	810	
9. Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.	1	D'Aulaires' Book of Greek Myths	D'Aulaire	NF	1070	
9. Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.	1	The Golden Fleece, And The Heroes Who Lived Before Achilles	Colum	F	980	X
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	1	Kids Write Right, What You Need to Be a Writing Powerhouse	Venolia	NF		
8. Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.	1	Our World of Mysteries, Fascinating Facts About the Planet Earth	Lord	NF	930	W
8. Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.	1	Mysterious Places: Shockwave	Adasiewicz	NF	730	T
6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	1	Seeing Earth From Space	Lauber	NF	890	Y
3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.	1	The Founders, The 39 Stories Behind the U.S. Constitution	Fradin	NF		
6. Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.	1	Through My Eyes	Bridges	NF	860	W
3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.	1	Two Tickets to Freedom, The True Story of William and Ellen Craft, Fugitive Slaves	Freedman	NF	1030	S



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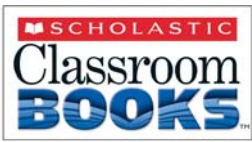
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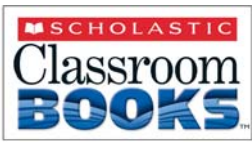
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STANDARDS	#Copies	TITLE	AUTHOR	F/NF	LEX	GRL
2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	1	The Civil Rights Movement in America, Second Series: Cornerstones of Freedom™	Landau	NF	1080	S
6. Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.	1	Why Is Snot Green?, And Other Extremely Important Questions (And Answers)	Murphy	NF	970	
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	1	Woe is I, Jr., The Younger Grammarphobe's Guide to Better English (in Plain English)	O'Conner	NF	750	
10. By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	1	You Can Save the Planet, 50 Ways You Can Make A Difference	Wines	NF	1020	
1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	1	Marching For Freedom, walk Together, Children, and Don't You Grow WEary	Partridge	NF	960	
6. Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.	1	Under the Royal Palms, A Childhood in Cuba	Ada	NF	1070	T



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STANDARDS	#COPIES	TITLE	AUTHOR	F/NF	LEX	GRL
1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.	5	The Call of the Wild: Scholastic Classics	London	F	1120	Y
1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.	5	20,000 Leagues Under the Sea: Scholastic Classics	Verne	F	1030	Z
1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.	5	The Wednesday Wars	Schmidt	F	990	
1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.	5	Four Perfect Pebbles, A Holocaust Story	Lazan	NF	1080	T
1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.	5	Darkness over Denmark, The Danish Resistance and the Rescue of the Jews	Levine	NF	890	U
1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.	5	Marching For Freedom, Walk Together, Children, and Don't You Grow Weary	Partridge	NF	960	
2. Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.	1	Al Capone Does My Shirts	Choldenko	F	600	X
7. Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium	1	Stormbreaker: Alex Rider Adventure	Horowitz	F	670	Z
2. Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.	1	The Giver	Lowry	F	760	Y
3. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).	1	All of the Above	Pearsall	F	1000	U
6. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.	1	Freak the Mighty	Philbrick	F	1000	W
7. Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).	1	Harry Potter and the Half-Blood Prince	Rowling	F	1030	W
4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.	1	Robert Frost: Poetry for Young People	Schmidt	F		
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.	1	Robert Browning: Poetry for Young People	Gillooly	F		
2. Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.	1	The Ruins of Gorlan, Book One: Ranger's Apprentice	Flanagan	F	920	X
7. Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).	1	The Adventures of Sherlock Holmes: Scholastic Classics	Doyle	F	1080	
7. Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).	1	Treasure Island: Scholastic Classics	Stevenson	F	1100	Z
6. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.	1	The Shakespeare Stealer	Blackwood	F	840	T
1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	1	Zach's Lie	Smith	F	580	R
5. Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.	1	Sir Arthur Conan Doyle's Sherlock Holmes and the Blue Carbuncle	Ryder	F		
1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	1	3 Thrillers From Poe		F	450	L
2. Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.	1	Drums, Girls, and Dangerous Pie	Sonnenblick	F	940	V
2. Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.	1	Zen and the Art of Faking It	Sonnenblick	F	840	



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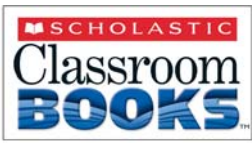
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2. Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.	1	Firegirl	Abbott	F	670	Q
1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	1	So B. It	Weeks	F	860	
5. Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.	1	Heartbeat	Creech	F	520	W
3. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).	1	Replay	Creech	F	850	T
2. Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.	1	Heat	Lupica	F	940	V
3. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).	1	Home of the Brave	Applegate	F		W
5. Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.	1	Out of the Dust	Hesse	F		X
5. Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.	1	Witness	Hesse	F		W
1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	1	Pictures of Hollis Woods	Giff	F	650	V
1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	1	Shooting the Moon	Dowell	F	890	
3. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).	1	The Evolution of Calpurnia Tate	Kelly	F	830	
9. Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.	1	Sacajawea	Bruchac	F	840	Y
1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	1	Schooled	Korman	F	740	
6. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.	1	Smiles to Go	Spinelli	F	490	
3. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).	1	Tangerine	Bloor	F	680	U
2. Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.	1	The Black Pearl	O'Dell	F	980	X
7. Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).	1	Shiloh	Naylor	F	890	R
6. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.	1	Seedfolks	Fleischman	F	710	S
7. Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).	1	Holes	Sachar	F	660	V
3. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).	1	The River: Hatchet #2	Paulsen	F	960	R
3. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).	1	Brian's Winter: Hatchet #3	Paulsen	F	1140	R
3. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).	1	Shooting Kabul	Senzai	F	800	
9. Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.	1	Satchel Paige: Striking Out Jim Crow	James Sturm	F		
6. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.	1	Artemis Fowl: The Graphic Novel	Eoin Colfer	F		
3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.	1	Scholastic Pocket Guide to the English Language		NF		
6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	1	Chemistry, Getting A Big Reaction!	Green	NF		
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.	1	Fields of Fury, The American Civil War	McPherson	NF	970	W
3. Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).	1	Woodsong	Paulsen	NF	1090	T
10. By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	1	Anne Frank: Diary of a Young Girl	Frank	NF	1080	Y



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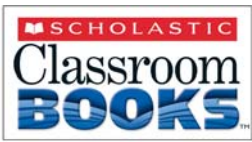
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STANDARDS	#COPIES	TITLE	AUTHOR	F/NF	LEX	GRL
9. Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.	1	Harriet Tubman: Secret Agent, How Daring Slaves and Free Blacks Spied For the Union During the Civil War	Allen	NF	1120	W
10. By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	1	The Greek Gods	Evslin	NF	840	U
1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text	1	Albert Einstein: DK Biography	Wishinsky	NF	1040	
3. Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).	1	The Cotton Gin: Inventions That Shaped the World	Masters	NF	1210	Y
9. Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.	1	Freedom Train, The Story of Harriet Tubman	Sterling	NF	910	T
3. Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).	1	Survival: Usborne True Stories	Dowswell	NF	1080	X
3. Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).	1	Escape: Usborne True Stories	Dowswell	NF	970	
10. By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	1	Truce: The Day the Soldiers Stopped Fighting	Murphy	NF		
6. Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.	1	Heroes of the Holocaust, True Stories of Rescues by Teens	Bovsun	NF	920	Y
3. Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).	1	The Girl Who Survived, A True Story of the Holocaust	Bierman	NF		
4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.	1	Restless Spirit, The Life and Work of Dorothea Lange	Partridge	NF	970	Z
3. Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).	1	I Am an American, A True Story of Japanese Internment	Stanley	NF	1180	Z
6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	1	Archaeology Detectives, Uncovering the Past	Adams	NF		
10. By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	1	What a Beast!, A Look-It-Up Guide to the Monsters and Mutants of Olympus: Mythlopedia	Kelly	NF		
6. Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.	1	Daniel Alexander Payne, Great Black Leader	Bishop	NF		
6. Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.	1	Great Explorers: Discovering the World		NF		
3. Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).	1	Orphan Train Rider, One Boy's True Story	Warren	NF	960	T
5. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.	1	The Manhattan Project, Second Series: Cornerstones of Freedom™	Elish	NF	1000	S
6. Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.	1	The Disaster of the Hindenburg, The Last Flight of the Greatest Airship Ever Built	Tanaka	NF	940	Z
10. By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	1	An Indian Winter	Freedman	NF	1150	U
10. By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	1	Volcanoes: Watts Library™ — Earth Science	Trueit	NF	1160	T
8. Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.	1	Crime Scene Investigators: Ten True Tales	Zullo	NF	940	
6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	1	The Water Cycle: Watts Library™ — Earth Science	Trueit	NF	1130	S
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.	1	Lincoln, A Photobiography	Freedman	NF	1110	V



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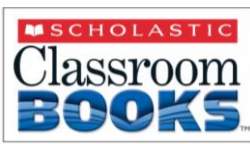
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STANDARDS	#Copies	TITLE	AUTHOR	F/NF	LEX	GRL
3. Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).	1	The First Woman Doctor, The Story of Elizabeth Blackwell, M.D.	Baker	NF	1120	T
3. Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).	1	Lost Star, The Story of Amelia Earhart	Lauber	NF	870	T
7. Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).	1	The 10 Greatest Movies From Books		NF	1010	
6. Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.	1	The 10 Most Significant Documents in History		NF	980	
5. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.	1	Don't Know Much About American History	Davis	NF		
4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.	1	Mummies, Bones, & Body Parts	Wilcox	NF	900	U

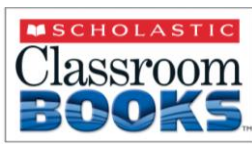


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STANDARDS	#Copies	TITLE	AUTHOR	FNF	LEX	GRL
1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own <u>clearly</u> .	5	Guts	Paulsen	NF	1230	X
1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own <u>clearly</u> .	5	At Her Majesty's Request	Myers	NF	1070	X
1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own <u>clearly</u> .	5	Before Columbus, The Americas of 1491	Mann	NF		
1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own <u>clearly</u> .	5	Nothing But the Truth, A Documentary Novel	Avi	F		U
1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own <u>clearly</u> .	5	Crispin, The Cross of Lead	Avi	F	780	W
1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own <u>clearly</u> .	5	The Hunger Games	Collins	F	810	
3. Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a <u>decision</u> .	1	A Long Way from Chicago: A Long Way to Chicago	Peck	F	750	V
3. Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a <u>decision</u> .	1	A Season of Gifts	Peck	F	690	
2. Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.	1	Crocodile Tears: Alex Rider Adventure	Horowitz	F	740	
6. Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) <u>create such effects as suspense or humor</u> .	1	The Ugly Truth: Diary of a Wimpy Kid	Kinney	F		
7. Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the <u>choices made by the director or actors</u> .	1	Harry Potter and the Deathly Hallows	Rowling	F	980	Z
3. Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a <u>decision</u> .	1	Brian's Hunt: Hatchet #4	Paulsen	F	1180	R
3. Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a <u>decision</u> .	1	Catching Fire: Hunger Games	Collins	F	820	
3. Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a <u>decision</u> .	1	Money Hungry	Flake	F	650	T
9. Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is <u>rendered new</u> .	1	The Titan's Curse: Percy Jackson & the Olympians	Riordan	F	630	
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	1	William Shakespeare: Poetry for Young People	Kastan	F		
4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or <u>allusions to other texts</u> .	1	Edgar Allan Poe: Poetry for Young People	Bagent	F		
7. Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the <u>choices made by the director or actors</u> .	1	The War of the Worlds: Scholastic Classics	Wells	F	1170	Z
3. Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a <u>decision</u> .	1	Kidnapped	Stevenson	F	990	Z
7. Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the <u>choices made by the director or actors</u> .	1	White Fang: Scholastic Classics	London	F	970	Y
10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text <u>complexity band independently and proficiently</u> .	1	The Time Machine: Scholastic Classics	Wells	F	1070	Z
3. Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a <u>decision</u> .	1	Touching Spirit Bear	Mikaelsen	F	670	Y

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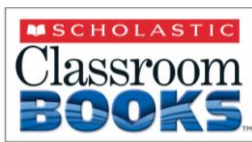


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STANDARDS	#Copies	TITLE	AUTHOR	FNF	LEX	GRL
1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	1	A Single Shard	Park	F	920	U
3. Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.	1	Chu Ju's House	Whelan	F	870	W
6. Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.	1	Closed for the Season	Hahn	F	670	
6. Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.	1	The Old Willis Place	Hahn	F	630	T
6. Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.	1	Fever 1793	Anderson	F	580	X
1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	1	Geronimo, A Novel	Bruchac	F	900	Y
2. Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.	1	Bearwalker	Bruchac	F	860	
2. Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.	1	Million Dollar Throw	Lupica	F	960	
3. Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.	1	Football Hero	Green	F	840	
1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	1	Miracle's Boys	Woodson	F	660	Z
1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	1	My Brother Sam Is Dead	Collier	F	770	Y
3. Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.	1	Peak	Smith	F	780	Y
6. Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.	1	Pemba's Song, A Ghost Story	Hegamin	F	730	Y
1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	1	Hang a Thousand Trees with Ribbons, The Story of Phillis Wheatley	Rinaldi	F	560	
3. Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.	1	Taking Sides	Soto	F	750	S
10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.	1	Tales from Outer Suburbia	Tan	F	1100	
6. Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.	1	Ten Great Mysteries By Edgar Allan Poe	Poe	F		
10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.	1	Eight Tales of Terror	Poe	F	1340	Z
10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.	1	The Adventures of Ulysses	Evslin	F	860	W
10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.	1	The Hobbit	Tolkien	F	1000	Z
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	1	The Best Poems Ever, A Collection of Poetry's Greatest Voices	Mesmer	F		Y
4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.	1	The Dream Keeper, and Other Poems	Hughes	F		
1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	1	The City of Ember	Duprau	F	680	U
6. Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.	1	The Glass Menagerie	Williams	F		Z

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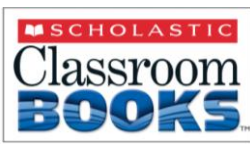


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7. Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.	1	Our Town, A Play in Three Acts	Wilder	F		
2. Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.	1	The Truth About Truman School	Hillestad Butler	F	640	
6. Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.	1	Eighth Grade Bites: The Chronicles of Vladimir Tod	Brewer	F	780	
6. Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.	1	The Witches	Dahl	F	740	R
8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.	1	Population 1.3 Billion: 24/7: Behind the Headlines: Special Edition		NF	910	
6. Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.	1	Ghosts, And Real-Life Ghost Hunters: 24/7: Science Behind the Scenes: Mystery Files	Teitelbaum	NF	780	
10. By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.	1	Adolf Hitler: A Wicked History™ — 20th Century	Price	NF	1170	
7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.	1	World War II: Profiles	Rosenberg	NF		
10. By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.	1	Joseph Stalin: A Wicked History™ — 20th Century	Mccollum	NF	970	
1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	1	Vincent van Gogh: Artists in Their Time	Green	NF	1050	U
1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	1	Edward Hopper: Artists in Their Time	Foa	NF	1040	U
8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.	1	The Camera: Inventions That Shaped the World	Trueit	NF	1060	Y
6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	1	The Microscope: Inventions That Shaped the World	Petersen	NF	1080	Y
3. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).	1	All in the Family, A Look-It-Up Guide to the Inlaws, Outlaws, and Offspring of Olympus: Mythlopedia	Otfinoski	NF	880	
3. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).	1	She's All That!, A Look-It-Up Guide to the Goddesses of Olympus: Mythlopedia	Bryant	NF		
6. Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.	1	The Ancient Aztecs: People of the Ancient World	Sonneborn	NF	1030	R
1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	1	The Two Great Wars: Shockwave	Scott	NF	830	W
7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.	1	True Stories of the First World War: Usborne True Stories	Dowswell	NF		
3. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).	1	Battle Heroes, Voices from Afghanistan: Ten True Tales	Zullo	NF		
6. Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.	1	War Heroes, Voices from Iraq: Ten True Tales	Zullo	NF	1040	
8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.	1	The 10 Most Remarkable Writers		NF	860	
8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.	1	The 10 Best Plays		NF	920	

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10. By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.	1	Earthquakes: Watts Library™ — Earth Science	Trueit	NF	1190	S
10. By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.	1	An American Plague, The True and Terrifying Story of the Yellow Fever Epidemic	Murphy	NF	1130	Z
1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	1	Black Diamond, The Story of the Negro Baseball Leagues	McKissack	NF	1100	Q
6. Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.	1	Chasing Lincoln's Killer	Swanson	NF	980	
7. Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.	1	Dirty Jobs with Mike Rowe, Get the Real Dirt Behind the World's Dirtiest Jobs	Rowe	NF		
6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	1	Freedom Walkers, The Story of the Montgomery Bus Boycott	Freedman	NF	1110	Z
6. Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.	1	Going Solo	Dahl	NF	1080	T
6. Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.	1	Yellow Star	Roy	F	710	Y
7. Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.	1	Muhammad Ali, King of the Ring	Timplin	NF		
2. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.	1	Puppies, Dogs, and Blue Northers, Reflections on Being Raised by a Pack of Sled Dogs	Paulsen	NF	1280	S
5. Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.	1	Six Days in October: The Stock Market Crash of 1929, A Wall Street Journal Book		NF		
5. Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.	1	Spies of Mississippi, The True Story of the Spy Network that Tried to Destroy the Civil Rights Movement	Bowers	NF	1290	
3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.	1	Spilling Ink, A Young Writer's Handbook	Mazer & Potter	NF		
8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.	1	The Down-to-Earth Guide to Global Warming	David	NF	1090	
2. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.	1	The Forgotten Heroes, The Story of the Buffalo Soldiers	Cox	NF	1140	X
3. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).	1	The Secrets of Alcatraz: Mysteries Unwrapped	Sloate	NF		
7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.	1	Truce	Murphy	NF		Y
6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	1	Up Before Daybreak, Cotton and People in America	Hopkinson	NF	1060	X
4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.	1	Walt Whitman, Words for America	Kerley	NF	970	R
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	1	Woe is I, Jr., The Younger Grammarphobe's Guide to Better English (in Plain English)	O'Conner	NF	750	
7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.	1	World War I, America at War	Perritano	NF		
8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.	1	The 10 Most Memorable Speeches in American History		NF	1000	

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*Comparable substitutions will replace titles that become unavailable.