

A TEKS-Aligned Educator's Guide for  
Grades 7 to 12

# Surviving Minimized

Written by Andrea White

Published by River Grove Books

*Zert Cage accepts a dare. The 13-year-old sneaks out of his house to engage in a Trash War with his friends. Nothing out of the ordinary about that. Except that it's 2083, and the world is falling apart. The Nuclear Mistake has left the oceans dead and brown, and grime and pollution are the way of life for anyone not wealthy enough to live in the Up Cities, which float high above the surface of the earth. Those left behind in the Low Cities wear gas masks when they go outside to avoid the Superpox, a highly infectious and deadly disease with a vaccine that few can afford.*

*When the Trash War goes all wrong—Zert encounters Superpox and also has a brush with the law—he must do something drastic to secure a vaccine and avoid a long stint in Teen Jail.*

*Zert and his father get wind of a top secret project to save people from both the disease and the wasteland that the earth has become and agree to allow themselves to be shrunk to the size of their thumbs and transported to an as-yet-undisturbed national park.*

*With signs of infection appearing on Zert's arm, they act quickly, and overnight, they become outsiders in a community of minimized people who are trying to thrive in the wild using insects as food. Roach stew? Cricket farming? Predators bigger than he is? Zert must find a way to fit in with this new world if he's going to survive.*

Guide created by  
Debbie Gonzales, MFA



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## Book Discussion Bookmarks

- Print **Book Discussion Bookmarks** on cardstock.
- Use scissors to trim around the borders of the bookmarks.
- Distribute bookmarks to students.
- Instruct students to write their names on a bookmark and to write the **Assigned Reading Completion Date** determined by the teacher or reading group leader on the spaces provided.
- The **Discussion** sections featured in this guide explore literary concepts that correspond with the content presented in each section.

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## Discussion: Chapters 1-12

**“Cribbie,” Zert yelled to his friend. “That poog’s got Superpox!” He jammed his O-mask over his nose and mouth, yanking the straps tighter to make sure it was sealed (3).**

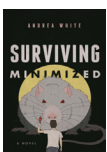
- Consider how the action taking place in this moment sets the story in motion.
  - Cribbie is not wearing a mask in this scene. What does his willingness to risk contracting Superpox by doing so reveal about his character.
  - Predict why Zert has chosen Cribbie to be his best friend.
  - Zert removed his mask for a short time, as well. Explain why he did so.
  - Describe the mood of this scene. Explore ways that the tone of the scene serves to introduce the theme of the story.
- 

**Zert passed the shiny boxes of their best-selling products: the Xterminators. The Xterminators were just vacuums on wheels that sucked up roaches and other insect pests—as long as the insects weighed less than a couple of spools of thread. The Xterminators were cheap and the city was overrun with roaches, so they sold well. Or they used to before the Quarantine (18).**

- The word *pest* is defined as something that presents a problem, an irritation, or troublesome. Discuss how roaches and insects are pesty. Why are these creatures problematic?
  - The word *isolation* means closed off, confined, and quarantined. A quarantine is used to separate and restrict the movement of people, oftentimes as an effort to control the perpetuation disease and illness. Consider the isolated way of life Zert experiences in Low City, DC. Who does he depend on? Who depends on him?
  - Zert’s father once made a good living exterminating pests. Explain why business slowed down after the Quarantine happened.
- 

**“The outdoors is dangerous,” Zert said. He stared out the cracked back window, which his father taped to keep out the bad air (43).**

- Determine why Zert feels that the outdoors is *dangerous*. Imagine what living in fear of the outdoors might be like.
- Justify Zert’s feelings of fear. Imagine how limiting his life must have been like being defined by such fear.
- Note that, in this scene, Zert seems to be more concerned with the dangers of being outdoors than becoming thumbsized. Explain why this is so.



**The smallest forge our future (58).**

- Make a connection between the quote above and the storyline. List ways that the Rosies serve to forge the future of life.
- Determine why Zert chose to crush the roach that scampered by. What does this action reveal about his emotional state at this place in the story.
- Zert stomped on a roach and then ground his heel on the word future printed on the green grass mat on the porch. What does the act of stomping and grinding say about Zert's perception of his future?
- Consider how the green grass mat serves as foreshadowing for the journey Zert is about to take.

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**His father's neck turned red. "We won't need money where we're going," he said (66).**

- Determine how Zert and his father will survive without money.
- List the sacrifices Zert is leaving behind to become a Rosie.
- Do you think that Zert will benefit in any way by becoming a Rosie? How so?

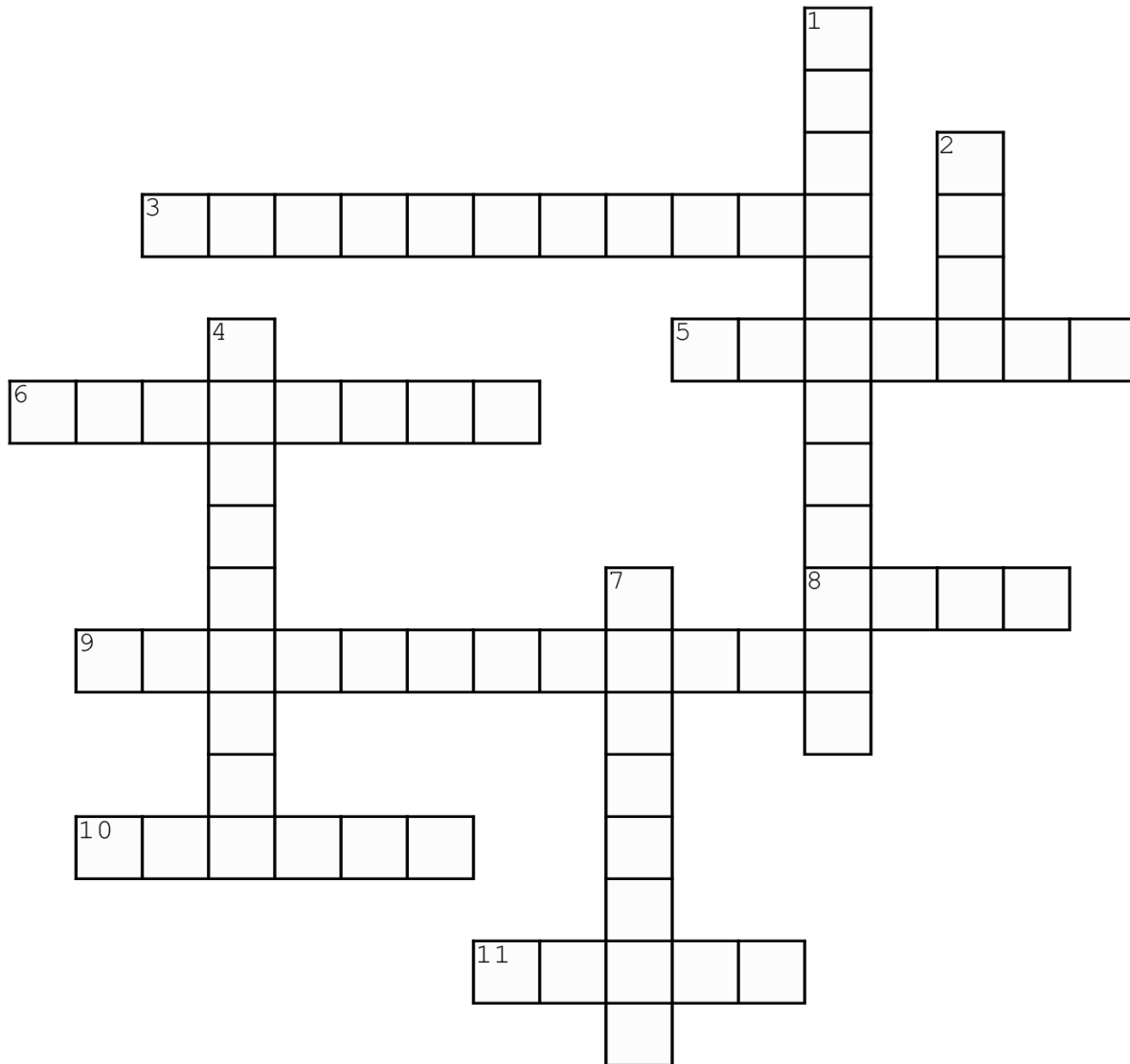


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## Crossword Puzzle



## Across:

- 3. A cosmetic product
- 5. Zert's best friend
- 6. A deadly disease
- 8. Zert's pet rat
- 9. Zert's uncle
- 10. Term for people who have been minimized
- 11. Personal communication device

## Down:

- 1. Cage & Son's best-selling product
- 2. Zert's pet wolf
- 4. Reality show produced by Zert's uncle
- 5. Incarcerations facility for teens

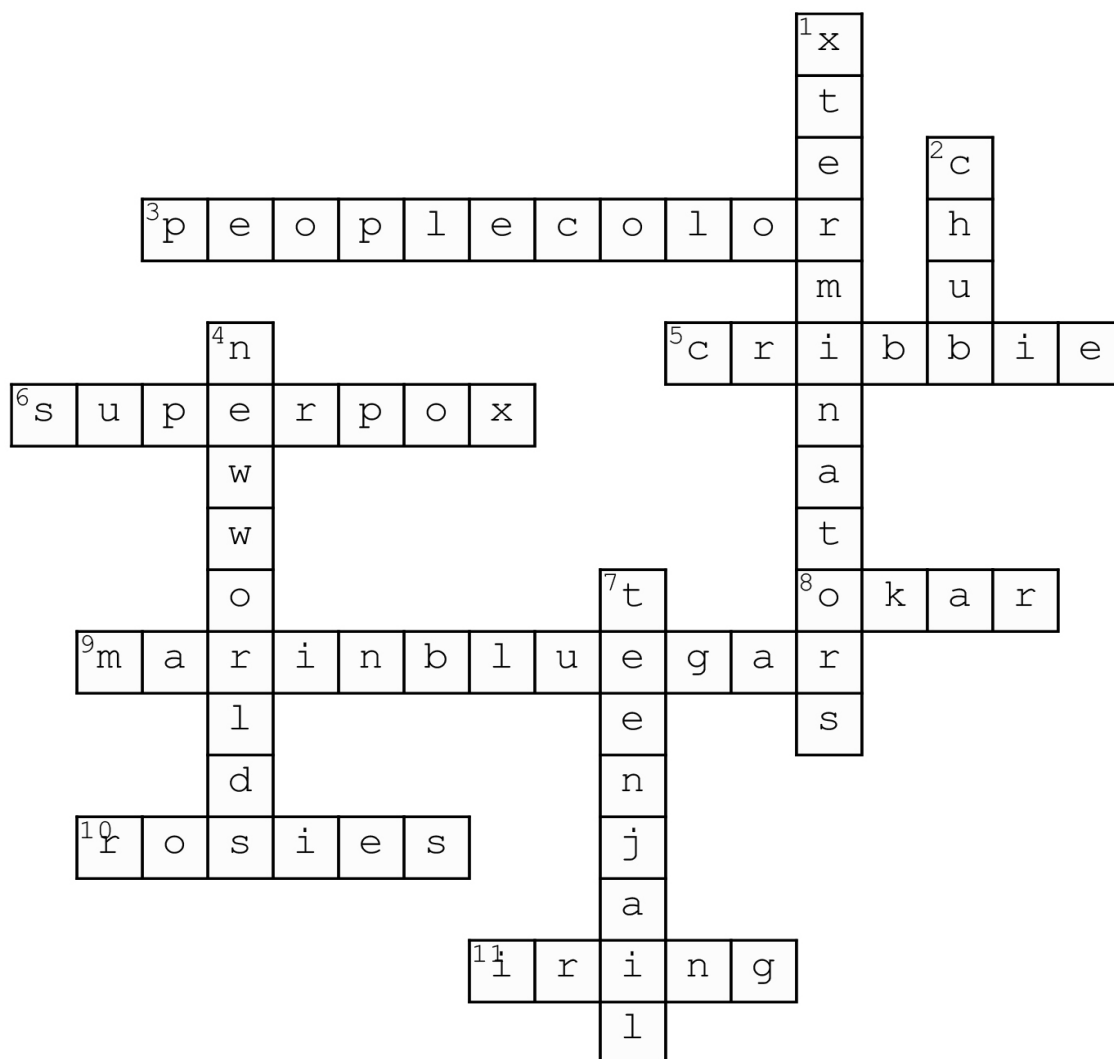


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## Crossword Puzzle Answers

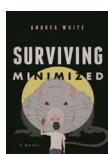


## Across:

3. A cosmetic product
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## Discussion: Chapters 13-21

**“It’s...it’s beautiful,” Zert said. But that didn’t seem to capture how small he felt compared to the forever blue sky, how colorless he felt compared to the green world around him, how clean the air was. The air tasted brand-new, not used by hundreds of people and companies and then spit out, like old chewing gum (75).**

- Examine Zert’s reaction to his new surroundings in relation to the atmosphere of Low City, DC.
- Note that Zert felt colorless compared to the “green world” around him. Describe what feeling *colorless* might be like.
- Consider Zert’s response to the remarkably clean, fresh quality of the air. Consider how air might taste brand-new.
- Do you think that there was time when Low City, DC’s surroundings were green and clean,

---

**His rat-skin cap crooked on his head, Jack walked over and shook the man’s hand like men used to in the old days before the Epidemics (90).**

- Donjumpers Gibson is an unusual looking fellow, with his necklace of animal teeth around his neck and a rat-skin cap on his head. And yet, Zert’s father eagerly shakes his hand upon first greeting him. This action is in direct conflict with the manner of which he might greet a stranger in Low City, DC. Determine why he chose to greet Don G., a complete stranger, in this way.
- Explore reasons why Don G. seemed to be suspicious of Zert. Consider why Don G. asked Zert, rather than his father, if he was thinking about settling in Paradise.
- On page 92, Don G. explained that minimized kids “don’t do well here.” Predict why Don G. confessed that if he had his way, “we’d ban them all.” Why do you think minimized kids are not easily accepted in this community?

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**In Low City, DC, he had always hated those scuttling insects, with their hairy legs and dodgy antenna. And now in Rosieland he was supposed to *eat* them (113)?**

- Explore the notion that “scuttling insects” have always been a source of Zert’s survival, either by exterminating them in Low City, DC or eating them in Paradise.
- Compare and contrast Beth and Millicent. Identify ways that they are similar and how they differ. Consider their reactions toward Zert. Explain why they seem to perceive him in altering ways.





## Compare & Contrast Character Analysis

**Objective:** To explore how lines of dialogue reveal dialogue.

**Materials:**

- *Surviving Minimized*, the book
- The Character Connections template (Guide, pg. 10)
- Pencil or pen
- Paper

**Procedure:**

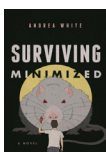
- Discuss the characters of Zert, Beth, Millicent, and Cribbie. Examine how their words and actions reveal their nature.
- Compare and contrast each character. Tell how each is similar and different from one another.
- Consider how their character traits serve to add tension and drama to the story.
- Using the **Character Connections** template as a guide, identify what each character wants. Search through the text to discover a line of dialogue that best reveals each character's desire.
- Next, examine each character's needs. Find lines of text that support your impression of each character's weakness.
- Lastly, find one line of dialogue that best depicts each character's true nature.
- Participate in a discussion analyzing the characters, citing lines in the text to support your perceptions. Tell how particular lines of dialogue reveal character.
- Write an informative essay exploring a personal connection with the characters. Identify which character you feel most compatible with. List reasons why. Or write about the character that challenges you, the one you least admire. Justify reasons why this is so.

*Explore and list character's desires here.*

*Explore and list character's weaknesses here.*

*State the most character revealing line of dialogue here.*

<p><b>Zert</b></p> <p>Wants:</p> <p>Needs:</p> <p>Citation:</p>	<p><b>Millicent</b></p> <p>Wants:</p> <p>Needs:</p> <p>Citation:</p>
<p><b>Cribbie</b></p> <p>Wants:</p> <p>Needs:</p> <p>Citation:</p>	<p><b>Beth</b></p> <p>Wants:</p> <p>Needs:</p> <p>Citation:</p>



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# Character Connections

<i>Zert</i>	<i>Millicent</i>
Wants	Wants
Needs	Needs
Citation	Citation

<i>Cribbie</i>	<i>Beth</i>
Wants	Wants
Needs	Needs
Citation	Citation

Arrows indicate connections from Millicent and Beth to Zert and Cribbie.



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Discussion: Chapters 22-33

***Kicked out on the first day. Zert stood up and ran out the door of the schoolhouse (126).***

- Analyze Zert’s frustration with the PeopleColor School classroom setting. Identify reasons why he lashed out at Beth in this scene.
- The word *progressive* is defined as advanced, dynamic, broad-minded. Though the equipment and processes practiced in the school seem rudimentary, is it possible that the education the students in the PeopleColor School is progressive?
- To the entire Rosie community, Zert represents the attitude of *minimized* kids. While experiencing great frustration in the classroom setting, he states that the abacuses used at the PeopleColor School were for “cavemen.” Using this scenario as an example, analyze the perception of the Rosie community has regarding the attitude of minimized people. Is their resistance to allow them to assimilate in the community justified? How so?

---

***Casey frowned at him as if she guessed his thoughts. “Zert, the BIG world has many problems. We are trying to create a self-sustaining world to show them the way, if things were to fall apart” (137).***

- The word *ingenuity* described the quality of being clever, original, and inventive. Consider the ingenuity required to create a self-sustaining lifestyle such the one being established in Paradise.
- Return to page 5 of this guide and revisit the discussion of the quote “The smallest forge our future” (58). Consider how the words found on page 58 of the book relate to the one printed above. Who and what are the “smallest” creatures referenced? How can they “forge” the future?

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***These kids had never even flipped on a light switch, so how could he possibly explain dense light? Think of something in nature. “Holostatues are people made of moonlight” (150).***

- In this scene, Millicent is asking a question about holostatues; something that was commonplace in Zert’s prior life. John chose to disregard Zert’s response, even before he even spoke. Interpret John’s reaction. Why did John assume that Zert would consider her question to be silly or worthless.
- Note that, in an effort to help Millicent gain understanding, Zert sought to discover a way to make a connection between life experiences and those of the Rosies by referencing the correlation between dense light and moonlight. Explore how Zert’s desire to help Millicent’s understanding demonstrates a change in his character.



**Through the clear walls of PeopleColor Schoolhouse, he could see Soap Liberty lying faceup on the ground. She looked as plain and homemade as ever. He squinted to see her better. Maybe it was just the angle of the sun, but the chunky thing that was supposed to be a torch liked like, well... a roach (160).**

- Juxtapose the setting described in the quote above with that featured on page 43, more specifically notice the different visual perception of the windows. Discuss how each setting communicates the emotional tone of the scene.
- Consider how the objects used to comprise this scene represent Zert's growth as a character.
  - ~ Discuss how Soap Liberty represents both his life back in Low City, DC and his quest for survival and acceptance in Paradise.
  - ~ Juxtapose the "clear walls" and "angle of sun" with the grim darkness of life in Low City, DC. Discuss how the change in environment changed Zert's perspective.
- The Statue of Liberty's actual torch symbolizes the path the liberty and freedom. Make a connection between this symbolism and a roach, as a valued creature in Paradise. Explore ways that this insect represents a path to freedom.

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**"Part of your problem, Zert," his father said, "is that you hold yourself apart. If you tried harder to be part of the group, you wouldn't be so unhappy" (179).**

- The term *authentic* means to be genuine, real, and dependable. Zert's father reminds his son that, to earn favor with the Paradise community they must "...mind [our] manners, act enthusiastic, and do everything [they] can." Make a connection between being authentic and the way Zert's father encourages his son to behave.
- In the beginning of the story, Zert's father kept his son isolated. Explain his motivation to do so then.
- At this point in the story, Zert's father desires for his son to make positive relationships with the Paradise community. Do you think he truly understands the issues Zert's faces to do so?
- Examine Zert's father's desire for his son's happiness. Is Zert's father more interested in his son's assimilation in the community or his inner happiness? Explain your answer.



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## Shifts in Perspective

**Objective:** To analyze the protagonist's change in perception of key elements of the storyline as they relate to his emotional journey.

### Materials:

- *Surviving Minimized*, the book
- The Shifts in Perspective Template (Guide, pg. 14)
- Pencil
- Markers
- Art Paper

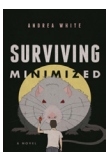
### Procedure:

- Instruct students to explore how the following topics were perceived by Zert at different places in the storyline. Discuss these topics from Zert's perspective. Identify the plot points that brought about the perspective shift in Zert.
  - ~ Trash
  - ~ Insects
  - ~ Pets
  - ~ Environment
  - ~ Family
  - ~ Friends
- Study the **Shifts in Perspective Template**. Tell students to describe each topic as they relate to Zert as he experienced them in Low City, DC and in the Rocky Mountain National Park. Explain how each topic helped to shape Zert as a character.
- Select one topic to explore more deeply. Write and illustrate an essay describing how Zert's perspective of the topic changed as his character developed more fully.

*Explore how the listed topics related to Zert's character development in the early pages of the story.*

Low City, DC		Rocky Mountain National Park
	Trash	
	Insects	
	Pets	
	Environment	
	Family	
	Friends	

*Explore how the listed topics related to Zert's character development in the latter pages of the story.*



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# Shifts in Perspective Template

<i>Low City, DC</i>		<i>Rocky Mountain National Park</i>
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<div style="border: 1px solid black; height: 100px; width: 250px;"></div>	<div style="background-color: #4a7ebb; color: white; padding: 10px; display: inline-block;"> <div style="display: flex; justify-content: space-between; width: 100%;"> <span>←</span> <span>→</span> </div> <p style="margin: 0;">Insects</p> </div>	<div style="border: 1px solid black; height: 100px; width: 250px;"></div>
<div style="border: 1px solid black; height: 100px; width: 250px;"></div>	<div style="background-color: #4a7ebb; color: white; padding: 10px; display: inline-block;"> <div style="display: flex; justify-content: space-between; width: 100%;"> <span>←</span> <span>→</span> </div> <p style="margin: 0;">Pets</p> </div>	<div style="border: 1px solid black; height: 100px; width: 250px;"></div>
<div style="border: 1px solid black; height: 100px; width: 250px;"></div>	<div style="background-color: #4a7ebb; color: white; padding: 10px; display: inline-block;"> <div style="display: flex; justify-content: space-between; width: 100%;"> <span>←</span> <span>→</span> </div> <p style="margin: 0;">Environment</p> </div>	<div style="border: 1px solid black; height: 100px; width: 250px;"></div>
<div style="border: 1px solid black; height: 100px; width: 250px;"></div>	<div style="background-color: #4a7ebb; color: white; padding: 10px; display: inline-block;"> <div style="display: flex; justify-content: space-between; width: 100%;"> <span>←</span> <span>→</span> </div> <p style="margin: 0;">Family</p> </div>	<div style="border: 1px solid black; height: 100px; width: 250px;"></div>
<div style="border: 1px solid black; height: 100px; width: 250px;"></div>	<div style="background-color: #4a7ebb; color: white; padding: 10px; display: inline-block;"> <div style="display: flex; justify-content: space-between; width: 100%;"> <span>←</span> <span>→</span> </div> <p style="margin: 0;">Friends</p> </div>	<div style="border: 1px solid black; height: 100px; width: 250px;"></div>



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Discussion: Chapters 34-40

**“I didn’t know we were putting you in any danger,” Beth said, sitting down next to him. He was about to say, “That was stupid,” when he remembered that he hadn’t thought he was putting Cribbie in any danger on the night they’d snuck out to fight that trash war. He could have stopped Cribbie. Or maybe he could have gotten Cribbie to promise to keep his mask on. He would never know.**

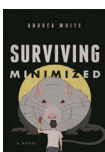
**He had been stupid that night. And death was permanent. He knew now that you didn’t get any do-overs (200).**

- Explore the action in this scene. What does the act of Beth choosing to sit next to Zert while apologizing reveal about her change in character? Conversely, what does Zert decision not to call Beth “stupid” say about his change in character?
- Is Beth being authentic when saying that she “didn’t know” that abandoning him to be alone with a rat more than twice his size (182) was placing Zert in danger.
- In Chapter 34, Zert saves Beth’s life. Consider how doing so offers Zert a do-over, of sorts.
- Examine how each trial revealed a change in Zert and Beth’s perception of each other.

---

**“OK,” Zert called back. He had penned five roaches, three beetles, and six doodlebugs. Now he had to figure out a way to transport them to wherever they were going. He’d find a plastic bottle at the parking lot and pull it back to Paradise on a string. Plastic bottles didn’t weigh much. The, he and his father could drag it to the trickle, and they could float away and live happily ever after (210).**

- Earlier in the story, the Rosies of Paradise demonstrated a spirit of *ingenuity* as they met their survival needs by discovering necessary resources in the natural environment surrounding them. Analyze Zert’s resourcefulness and ingenuity as he plans for he and his father’s survival needs, should they be removed from the community.
- Discuss Zert’s use of *salvageable trash* in this scene.
- Note that, on page 81, Zert didn’t know what a hatchet was. And, in this scene, he’s devising a floating survival transport. Consider the movation behind his character transformation. What events have not only informed his knowledge of what is needed to survive, but his desire to to so.



**“The two scoundrels have made a deal with the holoshow New Worlds. I came to warn everyone here. We need to flee,” Dr. Rosario said.**

**“I knew my uncle was up to something” (226).**

- Throughout the story, Zert expressed suspicion regarding Uncle Marin’s absence after their becoming minimized. Yet, his father downplayed his son’s concerns. Why do you think this is so?
- On page 6, Uncle Marin tells Zert and his father that becoming minimized and traveling to Paradise is a “BIG opportunity,” and that they should join him in doing so. Discuss how this line of dialogue, found in the early pages of the book, serves as foreshadowing for the entire story.

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**“You – the newcomer – have helped save our community, Zert. I would have never have guessed you would be capable of that. But you’ve shown us a few things,” Don G. said. “And if you hadn’t rescued Dr. Rosario, there’s no telling what could have happened to us. I don’t like being wrong, but I have to face that I’ve been wrong about you” (241).**

- The *resolution* is the part of a story’s plot line in which the problem of the story is resolved or worked out. Consider how the quote above communicates the resolution of *Surviving Minimized*.
  - ~ Zert as being an outsider of the community. Tell how he resolved his differences by becoming accepted as a member of Paradise.
  - ~ Examine the transformation of Zert’s thinking regarding trash, insects, and rodents. Discuss how this transformation brought about a shift in Zert’s character.
  - ~ Explain how Cribbie’s death was vindicated. Explore how the notion of a “do-over” helped Zert to come to terms with the role he played in Cribbie’s passing.
  - ~ Make a connection between Zert’s intuition regarding Uncle Marin’s untrustworthy nature and the resolution of the story.
- List the ways that Zert saved the community.
- The word *wrong* is defined as being mistaken, incorrect, or out-of-line. Identify how Don G.’s, as well as the rest of the Rosieland community members’, perception of Zert was mistaken, incorrect, and/or out of line. Tell how acknowledgement of their misperceptions brings about the resolution of the story.





## Theme Search

**Objective:** To explore the theme in a literary text.

**Materials:**

- *Surviving Minimalized*, the book
- Sample - The Theme Search Template (Guide, pg. 18)
- The Theme Search Template (Guide, pg. 19)

**Procedure:**

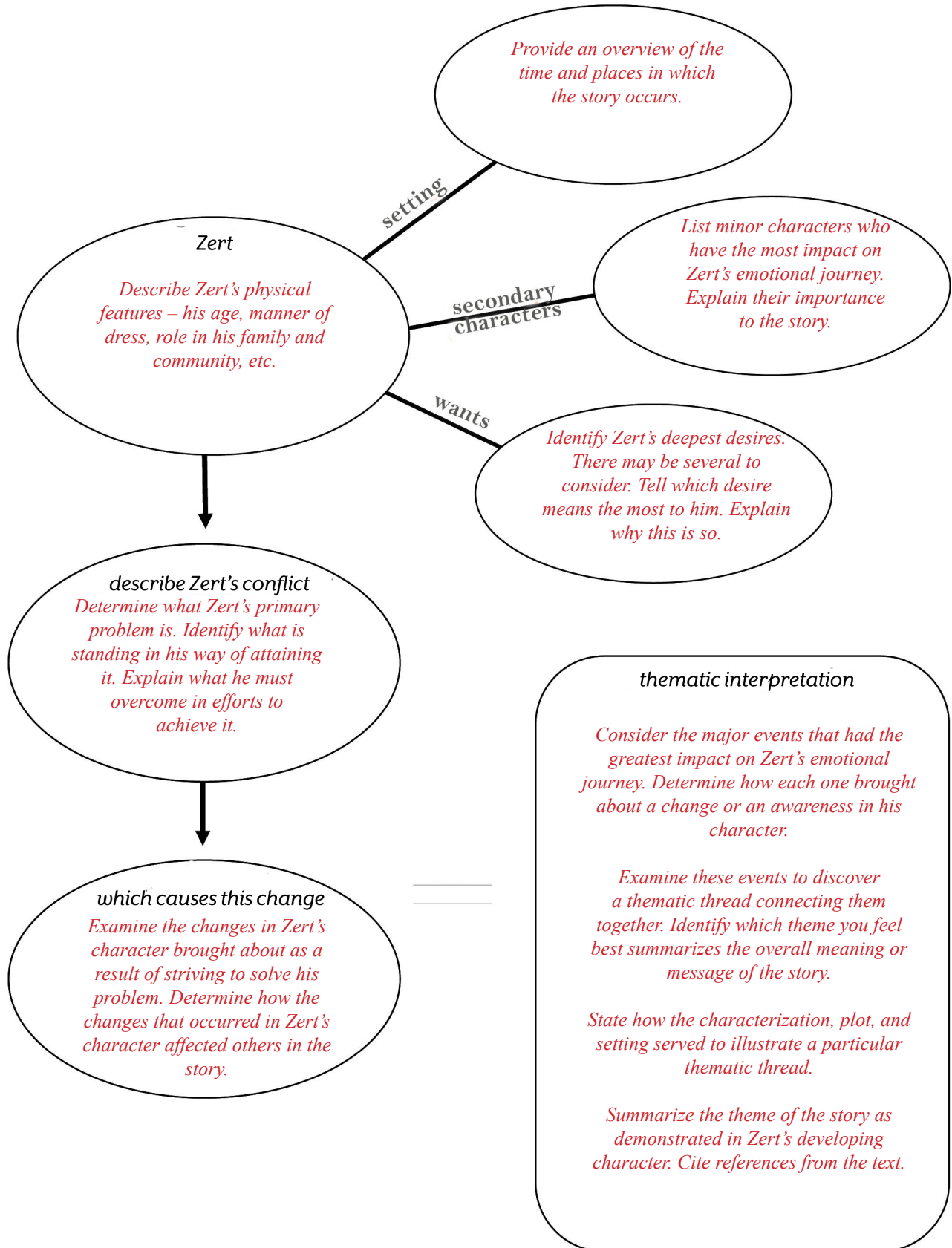
- Print out the **Sample - Theme Search Template** and **Theme Search Template**.
- Explain the definition of the *theme* of a story, that it is the overarching message or idea of the book. State that the theme of a story is revealed by tracing and interpreting the protagonist's emotional journey.
- Use the **Sample - Theme Search Template** when discussing aspects of the lesson.
- Explore the various literary aspects labeled in each oval shape printed on the template as they pertain to the story. Discuss how each aspects relates to each other.
- Instruct students to fill out their **Theme Search Template** according to their perception of the characters and events.
- Analyze the literary aspects detailed in the oval shapes. Use analysis to interpret the overall theme of the story.
- Some suggested themes to explore might be:
  - ~ Family
  - ~ Integrity
  - ~ Courage
  - ~ Deception
  - ~ Truth
  - ~ Survival
  - ~ Hope
  - ~ Trust
  - ~ Persistence
  - ~ Friendship
  - ~ Love
- Write a narrative from Zert's point of view discussing the thematic structure of the story. State how Zert grew as a character as a result of the themes developed in the story.



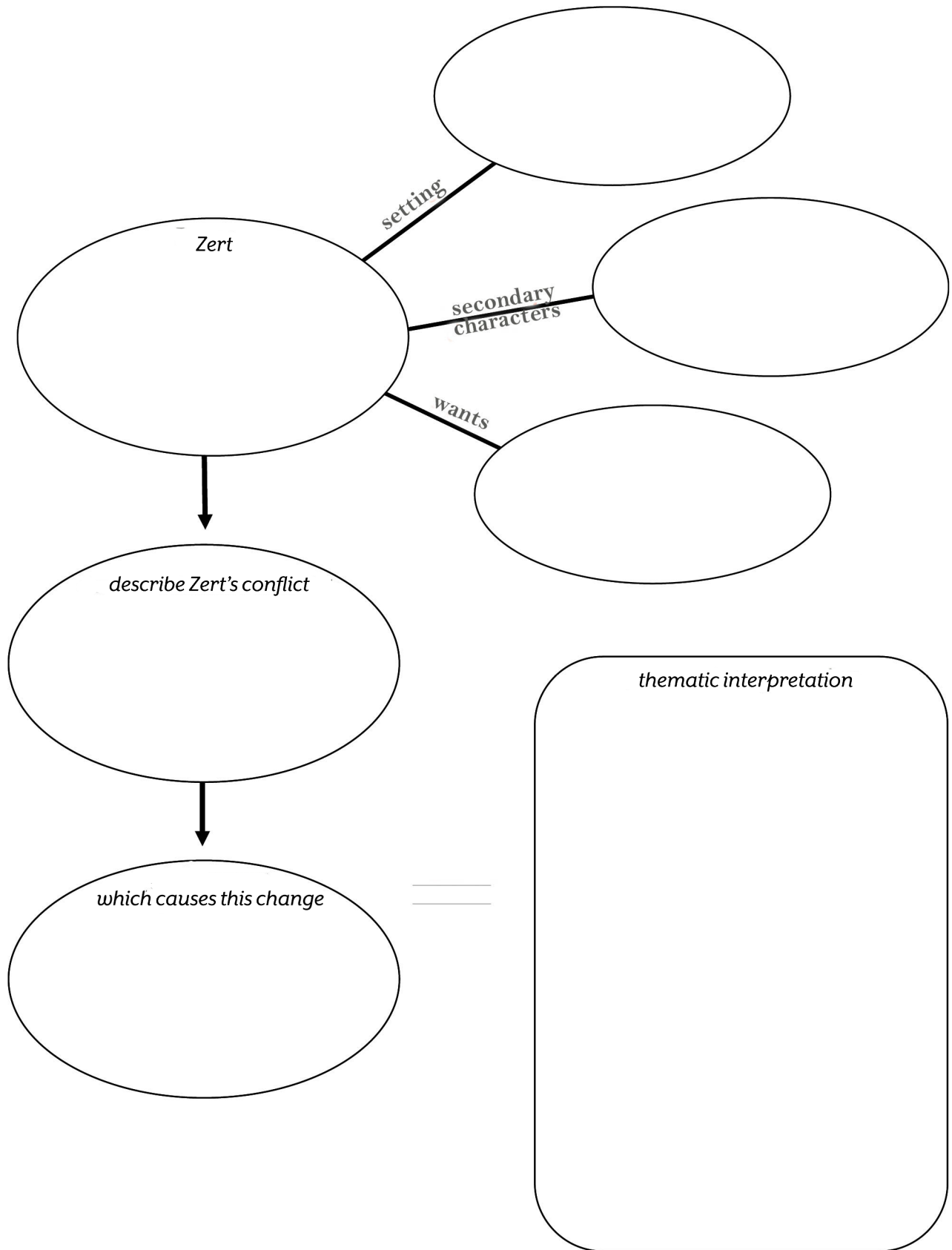
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## Sample - Theme Search Template



# Theme Search Template



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## TEKS Alignment

		Discussion	Crossword Puzzle	Character Analysis	Perspective Shifts	Theme Search
<b>110.19. English Language Arts and Reading, Grade 7</b>						
110.19.b.1	Reading/Fluency. Students read grade-level text with fluency and comprehension. Students are expected to adjust fluency when reading aloud grade-level text based on the reading purpose and the nature of the text.	●	●	●	●	●
110.19.b.2	Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing.	●	●			
110.19.b.3	Reading/Comprehension of Literary Text/Theme and Genre. Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding.	●		●	●	●
110.19.b.6	Reading/Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding.	●		●	●	●
110.19.b.14	Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text.	●		●	●	●
110.19.b.15	Writing/Literary Texts. Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas.	●		●	●	●
110.19.b.19	Oral and Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students will continue to apply earlier standards with greater complexity.	●		●	●	●
110.19.b.26	Listening and Speaking/Listening. Students will use comprehension skills to listen attentively to others in formal and informal settings. Students will continue to apply earlier standards with greater complexity	●		●	●	●
110.19.b.28	Listening and Speaking/Teamwork. Students work productively with others in teams. Students will continue to apply earlier standards with greater complexity.	●	●	●	●	●
<b>110.20. English Language Arts and Reading, Grade 8</b>						
110.20.b.1	Reading/Fluency. Students read grade-level text with fluency and comprehension. Students are expected to adjust fluency when reading aloud grade-level text based on the reading purpose and the nature of the text.	●	●	●	●	●
110.20.b.2	Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing.	●	●			
110.20.b.3	Comprehension of Literary Text/Theme and Genre. Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding.	●		●	●	●
110.20.b.6	Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding	●		●	●	●
110.20.b.14	Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text.	●		●	●	●
110.20.b.15	Writing/Literary Texts. Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas.	●		●	●	●
110.20.b.19	Oral and Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students will continue to apply earlier standards with greater complexity.	●		●	●	●
110.20.b.26	Listening and Speaking/Listening. Students will use comprehension skills to listen attentively to others in formal and informal settings. Students will continue to apply earlier standards with greater complexity.	●	●	●	●	●



110.20.b.28	Listening and Speaking/Teamwork. Students work productively with others in teams. Students will continue to apply earlier standards with greater complexity.	•		•	•	•
<b>110.31. English Language Arts and Reading, English I</b>						
110.31.b.2	Reading/Comprehension of Literary Text/Theme and Genre. Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding.	•	•	•	•	•
110.31.b.5	Reading/Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding.	•		•	•	•
110.31.b.17	Oral and Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students will continue to apply earlier standards with greater complexity.	•	•	•	•	•
110.31.b.24	Listening and Speaking/Listening. Students will use comprehension skills to listen attentively to others in formal and informal settings. Students will continue to apply earlier standards with greater complexity.	•	•	•	•	•
110.31.b.26	Listening and Speaking/Teamwork. Students work productively with others in teams. Students will continue to apply earlier standards with greater complexity.	•	•	•	•	•
<b>110.32. English Language Arts and Reading, English II</b>						
110.32.b.24	Listening and Speaking/Listening. Students will use comprehension skills to listen attentively to others in formal and informal settings. Students will continue to apply earlier standards with greater complexity.	•	•	•	•	•
110.32.b.26	Listening and Speaking/Teamwork. Students work productively with others in teams. Students will continue to apply earlier standards with greater complexity.	•	•	•	•	•
<b>110.33. English Language Arts and Reading, English III</b>						
110.33.b.24	Listening and Speaking/Listening. Students will use comprehension skills to listen attentively to others in formal and informal settings. Students will continue to apply earlier standards with greater complexity.	•	•	•	•	•
110.33.b.26	Listening and Speaking/Teamwork. Students work productively with others in teams. Students will continue to apply earlier standards with greater complexity.	•	•	•	•	•
<b>110.34. English Language Arts and Reading, English IV</b>						
110.34.b.24	Listening and Speaking/Listening. Students will use comprehension skills to listen attentively to others in formal and informal settings. Students will continue to apply earlier standards with greater complexity.	•	•	•	•	•
110.34.b.26	Listening and Speaking/Teamwork. Students work productively with others in teams. Students will continue to apply earlier standards with greater complexity.	•	•	•	•	•





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