



Literature

Reading with Purpose
Course 2

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STANDARDS	PAGE REFERENCES
EALR 1: The student understands and uses different skills and strategies to read.	
Component 1.1: Use word recognition skills and strategies to read and comprehend text.	
Component 1.2: Use vocabulary (word meaning) strategies to comprehend text.	
1.2.1 Understand and apply dictionary skills and other reference skills. <ul style="list-style-type: none">Use dictionaries, thesauruses, and glossaries to find or confirm word meanings, pronunciations, syllabication, synonyms, antonyms, parts of speech, and/or clarify shades of meaning.Use text evidence to verify meaning from reference source.	Student Edition: RH3-RH5 <i>Thesaurus R27</i> <i>Vocabulary Check</i> 45 #13, 185, 215, 319 #13, 331 #16, 339 #16 <i>Practice the Skills</i> 182, 183, 190, 312, 317, 539 <i>English Language Coach</i> 186, 300, 530 <i>Vocabulary Preview</i> 418 Teacher Wraparound Edition: ELC 12, 38, 142, 183, 219, 325, 361, 434; EL 173, 182

STANDARDS	PAGE REFERENCES
<p>1.2.2 Apply a variety of strategies to comprehend words and ideas in complex text.</p> <ul style="list-style-type: none"> ▪ Use word origins to determine the meaning of unknown words. ▪ Use abstract, derived root words, prefixes, and suffixes from Greek and Latin to analyze the meaning of complex words (e.g., expose, exposition). ▪ Use structural analysis and concept building vocabulary strategies to understand new words and concepts in literary/narrative text and informational/expository text. ▪ Use prior knowledge, the text, context clues, and graphic features of text to predict, clarify, and/or expand word meanings and concepts. ▪ Self-correct, re-read, read on, and/or slow down to gain meaning when encountering unknown words in literary/narrative and informational/expository text. 	<p>Student Edition: RH1-RH5, RH11 <i>English Language Coach</i> 14, 40, 80, 108, 370, 530, 614, 778, 808 <i>Practice the Skills</i> 539 #10, 592 #2, 811 #4, 859 #9, 942 #1 <i>Key Literary Element</i> 585 <i>Vocabulary Preview</i> 604 <i>Vocabulary Check</i> 621, 739</p> <p>Teacher Wraparound Edition: ELC 12, 47, 160, 263, 300, 413, 526, 539, 881, 930</p>
<p>Component 1.3: Build vocabulary through wide reading.</p>	
<p>1.3.1 Understand and apply new vocabulary.</p> <ul style="list-style-type: none"> ▪ Integrate new vocabulary from informational/expository text and literary/narrative text, including text from a variety of cultures and communities, into written and oral communication. 	<p>Student Edition: RH4-RH5, RH11 <i>Writing Workshop</i> 34-36, 74-76, 292-296, 340-343 <i>Write About Your Reading</i> 150, 358, 492 <i>Comparing Literature Workshop</i> 234-235, 392-393, 754-755 <i>Reading Across Texts Workshop</i> 502-503, 994-995</p> <p>Teacher Wraparound Edition: DI 37, 169, 685, 830; ELC 199, 297, 343; R 69; W 473</p>

STANDARDS	PAGE REFERENCES
<p>1.3.2 Understand and apply content/academic vocabulary critical to the meaning of the text. W</p> <ul style="list-style-type: none"> ▪ Identify and define content/academic vocabulary critical to the meaning of the text and use that knowledge to interpret the text. ▪ Identify words that have different meanings in different content areas and determine the correct meaning from the context (e.g., <i>property</i> in science or social studies). ▪ Select, from multiple choices, the meanings of words or phrases identified in the text. ▪ Use new vocabulary in oral and written communication. 	<p>Student Edition: RH2-RH4, RH4-RH5 <i>English Language Coach</i> 138, 158, 451 #4, 544, 604, 614 <i>Practice Skills</i> 143 #5, 549 #5, 628 #6, 943 <i>Vocabulary</i> 145, 550, 613, 632</p> <p>Teacher Wraparound Edition: EL 143, 226, 241, 549, 630; ELC 12, 219, 630, 639; V 654</p>
<p>Component 1.4: Apply word recognition skills and strategies to read fluently.</p>	
<p>1.4.2 Apply fluency to enhance comprehension.</p> <ul style="list-style-type: none"> ▪ Read aloud grade-level literary/narrative text and informational/expository text accurately, using appropriate pacing, phrasing, and expression. ▪ Read aloud unpracticed grade-level text with fluency in a range of 145–155+ words correct per minute. 	<p>Student Edition: 238–241, 506–511, 956–979, RH1–RH2, RH5 <i>Group Activity</i> 236, 756 <i>Listening, Speaking, and Viewing</i> 345 <i>Talk About Your Reading</i> 460 <i>Key Literary Element</i> 463 <i>Solo Activity</i> 505, 757 <i>Key Literary Element</i> 779, 783 <i>Practice Skills</i> 780</p> <p>Teacher Wraparound Edition: BF 91; DI 241; ELC 653; LFL 154; RF 36, 356, 457, 771, 811, 925</p>
<p>1.4.3 Apply different reading rates to match text.</p> <ul style="list-style-type: none"> ▪ Adjust reading rate by speeding up or slowing down based on purpose (e.g., pleasure, informational reading, task-oriented reading), text level of difficulty, form, and style. 	<p>Student Edition: RH6–RH7, RH8, RH9–RH12 <i>Genre Focus</i> 4, 132, 254, 524, 652–653, 774, 880 <i>Active Reading Model</i> 881 #1 <i>Reading Workshop</i> 912–913 <i>Skills Preview</i> 915, 921 <i>Practice the Skills</i> 917 #3, 922, 923 #4, 925 <i>Skills Review</i> 919, 929</p> <p>Teacher Wraparound Edition: C 4; E 47; R 5, 7, 39, 254, 364, 524, 653; RF 1887</p>

STANDARDS	PAGE REFERENCES
EALR 2: The student understands the meaning of what is read.	
Component 2.1: Demonstrate evidence of reading comprehension.	
<p>2.1.3 Apply comprehension monitoring strategies during and after reading: determine importance using theme, main ideas, and supporting details in grade-level informational/expository text and/or literary/narrative text. W</p> <ul style="list-style-type: none"> ▪ State both literal and/or inferred main ideas and provide supporting text-based details. ▪ State the theme/message and supporting details in culturally relevant literary/narrative text. ▪ Choose, from multiple choices, a title that best fits the selection and provide details from the text to support the choice. ▪ Select, from multiple choices, a sentence that best states the theme or main idea of a story, poem, or selection. ▪ Organize theme, main idea and supporting details into a self-created graphic organizer to enhance text comprehension. 	<p>Student Edition: RH9-RH12 <i>Critical Thinking</i> 32 #6 <i>How to Compare Literature: Theme</i> 102 <i>Practice the Skills</i> 107 #4, 109 #1, 351 #2, 357 #11, 363 #3, 540 #11 <i>Writing: Compare the Literature</i> 111 <i>Answering the Big Question</i> 166 #3, 664 #3 <i>How to Read a Short Story</i> 254 <i>Active Reading Model</i> 265 <i>Reading Workshop</i> 346-347 <i>Skills Preview</i> 349, 361, 531 <i>Skills Review</i> 359, 367</p> <p>Teacher Wraparound Edition: DI 181; LE 593; R 265, 355, 388, 390, 524, 525, 659; RF 36</p>
<p>2.1.4 Apply comprehension monitoring strategies before, during, and after reading: use prior knowledge.</p> <ul style="list-style-type: none"> ▪ Connect current issues, previous information and experiences to characters, events, and information within and across culturally relevant text(s). ▪ Activate prior knowledge about a topic and organize information into a graphic organizer to aid in comprehension of text. 	<p>Student Edition: R8-R9, R22-R23, R49-R50, RH9-RH12 <i>Active Reading Model</i> 5 #3-#4 <i>Get Ready to Read</i> 41, 47 <i>Big Question</i> 51 <i>Reading Strategies</i> 104 <i>Reading Workshop</i> 136-137, 156-157 <i>Connect to the Reading</i> 139 <i>Skills Preview</i> 139, 147, 159 <i>Write to Learn</i> 144 <i>Skills Review</i> 145, 151, 167 <i>Comparing Literature Workshop</i> 222-223</p> <p>Teacher Wraparound Edition: C 17, 139; DI 7, 60; R 132, 136, 817, 819, 823; RRW 815</p>

STANDARDS	PAGE REFERENCES
<p>2.1.5 Apply comprehension monitoring strategies before, during, and after reading: predict and infer. W</p> <ul style="list-style-type: none"> ▪ Make, confirm, and revise prediction based on prior knowledge and evidence from the text. ▪ Cite passages from text to confirm or defend prediction and inferences. ▪ Select, from multiple choices, a prediction or inference that could be made from the text (e.g., what the character will do next, what will happen to a character because of an event, what will happen because of an action). ▪ Organize information to support a prediction or inference in a self-created graphic organizer to enhance text comprehension. 	<p>Student Edition: R8-R9 <i>Reading Workshop</i> 176-177, 702-703, 952-953 <i>Skills Preview</i> 179, 187, 705 <i>Practice the Skills</i> 180 #1, 181 #3, 182 #6, 189 #2, 190 #8-#9, 193 #10, 194 #11, 708 #5 <i>Critical Thinking</i> 184 #5-#6 <i>Skills Review</i> 185, 197, 713</p> <p>Teacher Wraparound Edition: C 65, 70, 183, 306, 317, 511, 540, 655, 686, 847</p>
<p>2.1.6 Apply comprehension monitoring strategies to understand fiction, nonfiction, informational text, and task-oriented text: monitor for meaning, create mental images, and generate and answer questions.</p> <ul style="list-style-type: none"> ▪ Monitor for meaning by identifying where and why comprehension was lost and use comprehension repair strategies to regain meaning. ▪ Generate and answer questions about the text before, during, and after reading to aid comprehension. ▪ Use questioning strategies to comprehend text. ▪ Create and describe mental images to understand text. ▪ Organize images and information into a self-created graphic organizer to enhance text comprehension. 	<p>Student Edition: <i>Reading Workshop</i> 12-13, 136-137, 156-157, 320-321, 680-681, 702-703, 730-731, 814-815, 834-835, 884-885, 912-913 <i>Skills Preview</i> 683, 733, 893, 915, 921 <i>Write About Your Reading</i> 738 <i>Get Ready to Read</i> 887, 893</p> <p>Teacher Wraparound Edition: C 561, 721; CT 15, 17, 19, 21; DI 20, 529; LFL 895; R 529</p>

STANDARDS	PAGE REFERENCES
<p>2.1.7 Apply comprehension monitoring strategies during and after reading: summarize grade-level informational/expository text and literary/narrative text. W</p> <ul style="list-style-type: none"> ▪ Create a summary including the main idea and the most important text-based facts, details, and/or ideas from informational/expository text. ▪ Summarize the plot in culturally relevant literary/narrative texts. ▪ Select, from multiple choices, a sentence that best summarizes the story or selection. ▪ Organize summary information for informational/expository text and/or literary/narrative text into a self-created graphic organizer to enhance text comprehension. 	<p>Student Edition: <i>Writing Workshop Part 1</i> 34-36 <i>Writing Workshop Part 2</i> 74-76 <i>Critical Thinking</i> 184 #7, 196 #6, 220 #4, 466 #4 <i>Write About Your Reading</i> 452 <i>Reading Workshop</i> 528-529, 578-579 <i>Practice the Skills</i> 532 #2, 534 #4, 536 #7, 540 #11, 547 #3 <i>Skills Review</i> 543, 551, 589 <i>Make a Note of It</i> 553</p> <p>Teacher Wraparound Edition: DI 529, 535; R 529, 538, 546, 547; RRW 34, 36, 528; W 35</p>
<p>Component 2.2: Understand and apply knowledge of text components to comprehend text.</p>	
<p>2.2.1 Apply understanding of time, order, and/or sequence to aid comprehension of text.</p> <ul style="list-style-type: none"> ▪ Explain an author's development of time and sequence through the use of literary devices (e.g., diary entries within a text) and/or the use of traditional/cultural organizational structures. ▪ Explain the use of steps in a process to convey meaning in an informational/expository text (e.g., obtaining a passport, how the laser was discovered). 	<p>Student Edition: <i>Reading Workshop</i> 78-79, 204-205 <i>Skills Preview</i> 81, 95, 207, 217 <i>Practice the Skills</i> 82 #2, 84 #5-#6, 90 #13, 96 #1, 98 #1-#3, 134 #6, 212 #7, 218 #3, 219 #5 <i>Skills Review</i> 93, 101, 215, 221 <i>Write About Your Reading</i> 101 <i>Time Order</i> 200</p> <p>Teacher Wraparound Edition: DI 82, 94, 204; LFL 80; R 79, 83, 86, 96, 212; RRW 79</p>

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<p>2.2.2 Apply understanding of printed and electronic text features to locate information and comprehend text. W</p> <ul style="list-style-type: none"> ▪ Locate information using grade-level appropriate text features. ▪ Interpret and draw conclusions from grade-level appropriate text features such as maps, charts, tables, and graphs, etc. (e.g., given a bar graph on how a demographic group spends its money, draw a conclusion about how the group spends its time). ▪ Use organizational features and electronic sources (such as headings and numberings, CD-ROM, Internet, pulldown menus, key word searches, and icons) to access information. ▪ Select from multiple choices, the purpose of a specific text feature, and/or information learned from a text feature. ▪ Explain how specific text features help you understand a selection (e.g., how margin entries provide additional information to assist in comprehension, how specific symbols are used, such as the numeration for footnotes). 	<p>Student Edition: <i>Key Element</i> 15, 23, 25, 33, 47, 53, 57, 63 <i>Practice the Skills</i> 20 #6, 26 #1, 30 #6, 48 #2, 51 #5, 58 #1, 563 #4, 570 #2 <i>Genre Focus</i> 524 <i>Active Reading Model</i> 525 #3 <i>Reading Workshop</i> 556-557 <i>Skills Review</i> 565, 577 <i>Skills Preview</i> 567</p> <p>Teacher Wraparound Edition: C 561; DI 57; E 15, 47, 58; R 563, 610; T 917; VA 661; VP 478</p>

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<p>2.2.3 Understand and analyze story elements. W</p> <ul style="list-style-type: none"> ▪ Use multiple sources of information from the text (e.g., character’s own thoughts/words, what others say about the character, and how others react to the character) to describe how major and minor characters change over time. ▪ Identify the important events that lead to conflicts and explain how each does or does not contribute to the resolution. ▪ Explain the influence of setting on mood, character, and plot. ▪ Identify the point of view used (first, third, or omniscient point of view) and interpret how point of view influences the text. ▪ Explain how a story would change if the narrator’s perspective changed. ▪ Identify implied themes in text and support with evidence from the text. ▪ Compare/contrast common recurring themes in books by the same or different authors. ▪ Select, from multiple choices, words or sentences that best describe specific story elements from the story, selection, or poem. 	<p>Student Edition: <i>Literary Element</i> 65, 139, 179, 207, 277, 349, 457, 531, 559, 591, 605, 683, 705 <i>Comparing Literature Workshop</i> 102, 222-223, 368, 752 <i>Genre Focus</i> 254, 652-653 <i>Reading Workshop</i> 456</p> <p>Teacher Wraparound Edition: DI 316; L 260; LFL 102, 105, 132, 190, 192, 368, 779, 962</p>
<p>2.2.4 Apply understanding of text organizational structures.</p> <ul style="list-style-type: none"> ▪ Recognize and use previously taught organizational structures (<i>simple listing, sequential order, description, comparison and contrast, chronological order, cause and effect, order of importance, and process/procedural</i>) to aid comprehension. ▪ Identify and use text written in <i>concept/definition</i> and <i>problem/solution</i> organizational structure to find and organize information and comprehend text. 	<p>Student Edition: <i>Understand Text Structure</i> 4 <i>Practice the Skills</i> 9 #8, 212 #7, 479 #3, 484 #1, 485 #2, 607 #2, 663 #6 <i>Reading Workshop</i> 78-79, 204-205, 474-475, 602-603, 656-657 <i>Skills Preview</i> 81, 605, 659, 667 <i>Skills Review</i> 93 <i>Identifying Sequence</i> 132 <i>Key Reading Skills</i> 207</p> <p>Teacher Wraparound Edition: DI 82; L 559, 567, 617; LFL 604; R 96, 605, 657; RF 475; RRW 79</p>

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Component 2.3: Expand comprehension by analyzing, interpreting, and synthesizing information and ideas in literary and informational text.**2.3.1 Analyze informational/expository text and literary/narrative text for similarities and differences and cause and effect relationships.**

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- Find similarities and differences within and between texts using text-based evidence (e.g., the author's feelings and the poet's feelings; descriptions recorded in a science article vs. poetry; perspectives seen in newspaper articles vs. short story).
- Select, from multiple choices, a sentence that tells how two text elements are alike or different (e.g., character, information/facts).
- Identify and interpret cause and effect relationships within a literary/narrative text or informational/expository text using evidence from the text (e.g., an article and a poem about wolves or a description of the Underground Railroad from a newspaper article, a short story, or a biographical sketch of a leader in the Underground Railroad).
- Select, from multiple choices, a sentence that explains or describes cause and effect relationships (e.g., what caused something to happen, what was the result of an action).

Student Edition:*Genre Focus* 4, 254, 524, 652-653, 774, 880*Reading Workshop* 78-79, 474-475, 656-657*Comparing Literature Workshop* 102-111, 222-235, 748-755*After You Read* 460, 738*Reading Across Texts Workshop* 494-495**Teacher Wraparound Edition:**

C 17, 26; LFL 102, 222, 368, 748, 852; R 660, 669, 670, 673

2.3.2 Analyze and synthesize information for a specific topic or purpose.

- Integrate information from multiple sources for a variety of purposes (e.g., create a report, debate an issue, solve a problem).

Student Edition:

R21-24, R46, RH9-RH15

Active Reading Model 257*Reading Workshop* 320-321, 416-417, 528-529, 656-657*Skills Preview* 323, 419, 531, 659*Practice the Skills* 329, 421, 534*Writing Workshop* 434-436, 552-554*Reading Across Texts Workshop* 622-623*Unit 5 Wrap-Up* 634*Skills Review* 665**Teacher Wraparound Edition:**

A/C 623; C 17, 142, 927, 991; LFL 102; R 321, 328, 335; RRW 321

STANDARDS	PAGE REFERENCES
<p>2.3.3 Understand the functions (to make the story more interesting and convey a message) of literary devices. W</p> <ul style="list-style-type: none"> Recognize previously taught literary devices (simile, metaphor, idiom, imagery, exaggeration, irony, sarcasm, humor, and dialogue) and explain how they make the story more interesting and/or convey a message. Identify literary devices such as analogy and explain how they make the story more interesting and/or convey a message. Select, from multiple choices, a sentence from the story/poem/selection that is an example of a specific literary device. 	<p>Student Edition: 515, 765 #1 <i>Active Reading Model</i> 258 #4, 261 #7, 304 #4 <i>Skills Preview</i> 301 <i>Skills Review</i> 301 <i>Practice the Skills</i> 306 #6, 662 #3, 789 #5 <i>Key Literary Elements</i> 477, 481, 793, 893, 899 <i>Genre Focus</i> 652 <i>English Language Coach</i> 665, 732, 740, 750 Teacher Wraparound Edition: ELC 30, 732, 750; LFL 301, 311, 469, 690, 751, 836, 880</p>
<p>Component 2.4: Think critically and analyze author’s use of language, style, purpose, and perspective in informational and literary text.</p>	
<p>2.4.1 Analyze literary/narrative text and information/expository text to draw conclusions and develop insights. W</p> <ul style="list-style-type: none"> Draw conclusions from grade-level text (e.g., the most important idea the author is trying to make in the story/poem/selection, what inspiration might be drawn from the story/poem/selection, who might benefit from reading the story/poem/selection). Select, from multiple choices, a statement that best represents the most important conclusion that may be drawn from the selection. 	<p>Student Edition: <i>Practice the Skills</i> 106 #3, 279 #2, 357 #11, 363 #3 <i>Genre Focus</i> 251 <i>Active Reading Model</i> 265 #11 <i>Reading Workshop</i> 266-267, 346-347, 680-681 <i>Skills Preview</i> 267, 277, 349, 360 <i>Skills Review</i> 275, 291, 359, 367 <i>Set Purposes for Reading</i> 277 <i>Skills and Strategies Assessment</i> 404 <i>Why Read Folktales?</i> 652 Teacher Wraparound Edition: BQ 51, 317, 711; C 8, 43; L 591, 663; LFL 414; R 809; RRW 979</p>

STANDARDS	PAGE REFERENCES
<p>2.4.2 Analyze how an author’s style of writing, including language choice, achieves the author’s purpose and influences an audience. W</p> <ul style="list-style-type: none"> ▪ Identify and explain the author’s purpose. ▪ Explain how the author’s style of writing impacts the reader’s enjoyment and/or comprehension of the text. ▪ Examine ways in which author’s style contributes to imagery, suggests a mood, or otherwise influences an audience. 	<p>Student Edition: <i>Key Literary Elements</i> 207, 413, 441, 531, 887 <i>Practice the Skills</i> 209 #2, 213 #8, 631 #4-#5 <i>Active Reading Model</i> 414 #2, 415 #5-#6 <i>Reading Workshop</i> 416-417, 454-455, 730-731, 884-885 <i>Skills Preview</i> 457 <i>Applying Good Writing Traits</i> 469, 796 <i>Reading Across Texts Workshop</i> 622-623 <i>Skills Review</i> 891, 907</p> <p>Teacher Wraparound Edition: A/C 103; L 457, 463, 527, 545, 626; LFL 24, 622; R 454; RRW 455</p>
<p>2.4.3 Evaluate the author’s reasoning and the validity of the author’s position. W</p> <ul style="list-style-type: none"> ▪ Judge the validity of the evidence the author uses to support his/her position (e.g., is the evidence dated, biased, inaccurate) and justify the conclusion. ▪ Decide if the author’s ideas are solid and support your position. 	<p>Student Edition: <i>Reading Workshop</i> 176-177, 454-455, 474-475 <i>Practice the Skills</i> 180 #1, 181 #3, 485 #2, 488 #5-#7, 986 #2, #5, 987 #7, 990 #3, 992 #6 <i>Talk About Your Reading</i> 184 <i>Skills Preview</i> 457, 483 <i>Skills Review</i> 461, 589 <i>Write About Your Reading</i> 492, 995 <i>Reading Across Texts Workshop</i> 982-983 <i>Get Ready to Read</i> 984 <i>Reading/Critical Thinking</i> 995</p> <p>Teacher Wraparound Edition: A/C 495; BQ 489; C 561; ELC 486; LFL 180; R 427, 443, 494, 562, 601</p>

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<p>2.4.4 Analyze and evaluate the effectiveness of the author’s tone and use of persuasive devices. W</p> <ul style="list-style-type: none"> ▪ Judge the effectiveness of the author’s details and arguments for a particular audience and cite examples to justify the decision. ▪ Identify the author’s tone and support the answer with text-based evidence. ▪ Describe the intended effects of persuasive devices and propaganda techniques. 	<p>Student Edition: <i>Genre Focus</i> 412-413 <i>Active Reading Model</i> 414 #1-#3 <i>Reading Workshop 1</i> 416-417, 438-439 <i>Skills Preview</i> 419, 441 <i>Skills Review</i> 423 <i>Get Ready to Read</i> 425 <i>Practice the Skills</i> 426 #2, 429 #5, 431 #8, 442 #1, 445 #6, 488 #5, 500 #2, 501 #3 <i>Talk About Your Reading</i> 432 <i>Write About Your Reading</i> 452 <i>Set Purposes for Reading</i> 499 <i>Writing: Read Across the Texts</i> 503</p> <p>Teacher Wraparound Edition: ELC 413; L 413, 443, 487; LFL 412, 414, 418, 424, 456, 462</p>
<p>2.4.5 Analyze ideas and concepts to generalize/extend information beyond the text. W</p> <ul style="list-style-type: none"> ▪ Generalize about processes, concepts, and common themes after reading multiple texts. ▪ Explain how information in a text could be applied to understand a similar situation or concept in another text and cite text-based examples (e.g., use the concept of symmetry learned in mathematics to understand the concept of symmetry in art). 	<p>Student Edition: RH4-RH5, RH13-RH15 <i>Warm-Up</i> 2-3, 130-131, 522-523, 878-879 <i>Genre Focus</i> 4-11, 132-135, 524-527, 880-883 <i>Reading Workshop</i> 78-79, 176-177, 320-321, 416-417, 454-455, 474-475, 528-529, 656-657, 730-731 <i>Comparing Literature Workshop</i> 102-111</p> <p>Teacher Wraparound Edition: BQ 31, 51, 195, 905; C 183; DI 398; RRW 58, 61, 883, 900</p>
<p>2.4.6 Analyze ideas and concepts in multiple texts. W</p> <ul style="list-style-type: none"> ▪ Differentiate between the similarities and differences in how an idea or concept is expressed in multiple texts. ▪ Compare the feelings of the authors and/or characters as expressed in multiple texts. ▪ Select, from multiple choices, a sentence that tells how two pieces of information are alike or different. 	<p>Student Edition: <i>Comparing Across Texts Workshop</i> 103-111, 222-235, 368-393, 494-505, 622-633, 748-755, 852-861, 982-995 <i>Reading Workshop</i> 136-137, 320-321, 416-417, 474-475, 528-529, 730-731, 776-777 <i>Key Reading Skill</i> 481, 483, 493</p> <p>Teacher Wraparound Edition: A/C 495, 983; C 103; F 222, 368, 622, 623; LFL 102, 222, 622</p>

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<p>2.4.7 Analyze the reasoning and ideas underlying an author’s perspective, beliefs, and assumptions.</p> <ul style="list-style-type: none"> Infer and explain the author’s beliefs and assumptions, citing text-based evidence for choice (e.g., describe an author’s background and beliefs and explain how they influence the author’s perspective). Select, from multiple choices, a sentence that describes the author’s or character’s reasoning or problem with the reasoning. 	<p>Student Edition: <i>After You Read</i> 174 <i>Key Literary Element</i> 175 <i>Reading Workshop</i> 176-177, 416-417, 454-455 <i>Skills Preview</i> 179, 419, 457, 463 <i>Skills Review</i> 185, 423, 433, 461, 467 <i>Practice the Skills</i> 465, 485 #2, 488 #5, #7, 491 #10 <i>Skills and Strategies Assessment</i> 515 #4, #6, #7</p> <p>Teacher Wraparound Edition: BQ 357, 458, 848; C 43, 417; L 148, 535; LFL 202, 527; R 660, 661</p>
<p>EALR 3: The student reads different materials for a variety of purposes.</p>	
<p>Component 3.1: Read to learn new information.</p>	
<p>3.1.1 Evaluate appropriateness of a variety of resources and use them to perform a specific task or investigate a topic.</p> <ul style="list-style-type: none"> Select the best sources from library, web-based, and Internet materials for a specific task or to investigate a topic and defend the selection.. Use information from various sources to investigate a topic (e.g., read newspaper want ads, websites, consumer reports, yellow pages to decide which products or services to buy). Follow multi-step directions (e.g., open a locker, fill out school forms, read a technical manual, design a webpage). 	<p>Student Edition: R21-R22, RH 18 <i>Genre Focus</i> 4, 132, 412-413, 524, 880 <i>Key Element</i> 20 #6 <i>Listening, Speaking, and Viewing</i> 77, 473 <i>Reading Workshop</i> 78-79, 730-731, 776-777 <i>Skills Preview</i> 95 <i>Write About Your Reading</i> 100 <i>Skills Review</i> 101 <i>Writing Workshop</i> 553 <i>Key Reading Skill</i> 733 <i>Critical Thinking</i> 918 #5, 928 #8 <i>Reading Across Texts Workshop</i> 982-983</p> <p>Teacher Wraparound Edition: C 183; LFL 4, 46, 436; R 776; RRW 328, 410, 553, 625; W 553</p>

STANDARDS	PAGE REFERENCES
Component 3.2: Read to perform a task.	
<p>3.2.2 Apply understanding of a variety of functional documents.</p> <ul style="list-style-type: none"> Locate and use functional documents to perform a task (e.g., catalogs, magazines, schedules). 	<p>Student Edition: RH17, RH18 <i>Genre Focus</i> 4 <i>Key Element</i> 15, 25, 47, 333 <i>Listening, Speaking, and Viewing</i> 77, 951 <i>Reading Workshop</i> 78-79, 912-913 <i>Skills Preview</i> 95, 915 <i>Write About Your Reading</i> 100 <i>Skills Review</i> 101, 919 <i>Practice the Skills</i> 917 #3</p> <p>Teacher Wraparound Edition: LFL 4, 46, 332; R 47, 880; RRW 439, 556, 776, 913, 922</p>
Component 3.3: Read for career applications.	
Component 3.4: Read for literary/narrative experience in a variety of genres.	
<p>3.4.2 Analyze a variety of literary genres.</p> <ul style="list-style-type: none"> Respond to literature written in a variety of genres. Explain why certain genres are best suited to convey a specific message or invoke a particular response from the reader. 	<p>Student Edition: <i>Genre Focus</i> 4, 132, 254, 412-413, 524, 652-653, 774, 880 <i>After You Read</i> 52, 62, 150, 174, 432, 588, 722, 812, 906 <i>Active Reading Model</i> 255-265, 881-883 <i>Skills Review</i> 433</p> <p>Teacher Wraparound Edition: BQ 143; C 27; L 30, 663, 882; R 257, 414, 527, 660, 781</p>
<p>3.4.3 Analyze literature from a variety of cultures or historical periods for relationships and recurring themes.</p> <ul style="list-style-type: none"> Identify multiple perspectives from a variety of cultures or historical periods as expressed in literary genres (e.g., changes in medical practices from 1800 to the present). Identify recurring themes in literature that reflect world wide social and/or economic change (e.g., social change such as characters that change their attitudes after learning about different cultures). 	<p>Student Edition: <i>Reading/Critical Thinking</i> 111, 235, 754 <i>Writing: Compare the Literature</i> 111, 235, 755, 861 <i>After You Read</i> 174, 184, 820, 890, 906 <i>Comparing Literature Workshop</i> 222-223, 748-749 <i>Key Literary Element</i> 705, 713, 715, 723 <i>Answering the Big Question</i> 890, 906, 928</p> <p>Teacher Wraparound Edition: BQ 61, 91; DI 631; L 667; LFL 102, 208, 527, 699, 791; R 241</p>

STANDARDS	PAGE REFERENCES
EALR 4: The student sets goals and evaluates progress to improve reading.	
Component 4.1: Assess reading strengths and need for improvement.	
<p>4.1.2 Evaluate reading progress and apply strategies for setting grade-level appropriate reading goals.</p> <ul style="list-style-type: none"> ▪ Set reading goals and create a plan to meet those goals. ▪ Monitor progress toward implementing the plan, making adjustments and corrections as needed. 	<p>Student Edition: <i>Foldables</i> xxvi RH5-RH17 <i>Plan for the Unit Challenge</i> 3, 651 <i>Genre Focus</i> 4, 132 <i>Reading Workshop</i> 12-13, 54-55, 528-529, 814-815 <i>Skills and Strategies Assessment</i> 122-127 <i>Set Purposes for Reading</i> 349, 715 <i>Unit Warm-Up</i> 410-411 <i>Unit Wrap-Up</i> 504-505 <i>Reading on Your Own</i> 762-763 <i>Before You Read</i> 816-817, 822-823 <i>After You Read</i> 820-821, 828-829 Teacher Wraparound Edition: R 55, 347, 814, 815, 817, 823; RRW 55, 347, 815</p>
Component 4.2: Develop interests and share reading experiences.	
<p>4.2.1 Evaluate books and authors to share common literary experiences.</p> <ul style="list-style-type: none"> ▪ Recommend books to others and explain the reason for the recommendation. ▪ Discuss common reading selections and experiences with others. 	<p>Student Edition: <i>Talk About Your Reading</i> 32, 52, 144, 184, 214, 290, 318, 366, 460, 550, 588, 722, 746, 782, 812, 906, 980 <i>Reading on Your Own</i> 242-243, 512-513 Teacher Wraparound Edition: BQ 2; DI 3; F 120, 242, 400, 512, 640, 762, 868, 1000; R 410</p>