



Literature

Reading with Purpose
Course 2

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STANDARDS	PAGE REFERENCES
READING COMPREHENSION	
Standard 1: Students will use vocabulary development and an understanding of text elements and structures to comprehend literary and informational grade level text.	
Word Analysis, Vocabulary Development	
1.1 Determine word meaning through word parts, definitions, and context clues.	
<p>a. Identify common prefixes and suffixes to determine meanings of words (see chart).</p>	<p>Student Edition: RH1-2 <i>English Language Coach</i> 300, 370, 530, 558, 590, 822, 854 <i>Practice the Skills</i> 304 #3, 824 #1 <i>Skills and Strategies Assessment</i> 405 #10, 645 #6-#10, 874 #6-#10 <i>Vocabulary Check</i> 577 #19, 783 #16, 829 #17</p> <p>Teacher Wraparound Edition: ELC 152, 228, 573; LC 580, 582, 584</p>

STANDARDS	PAGE REFERENCES
<p>b. Identify the literal and gradient meanings of words.</p>	<p>Student Edition: RH4 <i>English Language Coach</i> 418, 424, 440, 456, 476, 482, 496, 732, 740, 750 <i>Practice the Skills</i> 421 #2, 427 #3, 736 #3, 744 #3, 844 #1, 846 #3 <i>Skills Preview</i> 933</p> <p>Teacher Wraparound Edition: ELC 30, 434, 438, 468, 508; LC 450, 459, 464, 487, 491, 496; LE 972</p>
<p>c. Determine word meaning through definition or explanation context clues.</p>	<p>Student Edition: RH3 <i>English Language Coach</i> 14, 24, 40, 46, 56, 64, 80, 94 <i>Practice the Skills</i> 17 #2, 18 #4, 19 #5, 27 #2, 28 #3, 31 #8, 43 #4, 49 #3, 59 #2, 67 #2, 69 #5, 86 #8, 89 #12, 98 #5, 106 #2 <i>Skills and Strategies Assessment</i> 126 #6-#10 <i>Vocabulary Check</i> 23 #16, 45 #13, 63 #14-#15, 621 #13, 665 #17-#19</p> <p>Teacher Wraparound Edition: ELC 15, 18, 47; V 604, 654, 662, 720</p>
<p>d. Distinguish between commonly confused words (i.e., <i>a lot/allot</i>; <i>board/bored</i>; <i>brake/break</i>; <i>desert/dessert</i>; <i>hear/here</i>; <i>its/it's</i>; <i>led/lead</i>; <i>lie/lay</i>; <i>right/write/rite</i>; <i>to/too/two</i>; <i>your/you're</i>).</p>	<p>Student Edition: R33-R35 <i>English Language Coach</i> 666, 836, 842 <i>Skills and Strategies Assessment</i> 405</p>

STANDARDS	PAGE REFERENCES
Comprehension of Informational Text	
1.2 Comprehend and evaluate informational text (i.e., textbooks, advertisements, posters).	
<p>a. Identify external text features to enhance comprehension (i.e., headings, subheadings, pictures, captions, bolded words, graphs, charts, and tables of contents).</p>	<p>Student Edition: xxx-xxxvii, RH18, 97 <i>Active Reading Model</i> 10 #9, 525 #3 <i>Critical Thinking</i> 928 <i>Genre Focus</i> 4, 524 <i>Practice the Skills</i> 20 #6, 60 #3, 98 #4, 272 #4, 563 #4 <i>Reading Workshop</i> 556-557 <i>Skills and Strategies Assessment</i> 122-123 <i>Skills Preview</i> 15, 47, 95, 269, 559 <i>Skills Review</i> 23, 53, 101, 565, 929 <i>Writing Tip</i> 553 Teacher Wraparound Edition: DI 894; LFL 332; RS 610; TE 11</p>
<p>b. Comprehend text using internal text structures and their appropriate cue words and phrases (i.e., chronological, sequence, and description).</p>	<p>Student Edition: RH10, RH16-RH17 <i>Active Reading Model</i> 9 #8, 134 #6, 526 #5 <i>Genre Focus</i> 4, 132 <i>Practice the Skills</i> 96 #1, 98 #6, 212 #7, 218 #3, 219 #5, 561 #2 <i>Reading Workshop</i> 78-79, 204-205, 474-475, 602-603 <i>Skills Preview</i> 95, 207, 217, 477, 559, 605, 615, 659 <i>Skills Review</i> 101, 215, 221, 565 Teacher Wraparound Edition: DI 60, 218; RS 11</p>

STANDARDS	PAGE REFERENCES
c. Retell, paraphrase and summarize from informational text.	<p>Student Edition: RH12 <i>Active Reading Model</i> 525 #2 <i>After You Read</i> 52 #2, 62 #4, 100 #3, 144 #3, 150 #4, 550 #3, 564 #4, 928 #4 <i>Genre Focus</i> 524 <i>Practice the Skills</i> 547 #3 <i>Reading Workshop</i> 528-529 <i>Skills Preview</i> 545 <i>Skills Review</i> 367, 551 <i>Writing Workshop</i> 34-36, 74-76, 553</p> <p>Teacher Wraparound Edition: DI 848; ELC 611; RRW 848</p>
d. Distinguish main idea and supporting details in text.	<p>Student Edition: RH11 <i>Practice the Skills</i> 363 #3 <i>Reading Workshop</i> 346-347 <i>Skills Preview</i> 361 <i>Skills Review</i> 367</p> <p>Teacher Wraparound Edition: DI 507, 848; LFL 527; RRW 347, 578</p>
<p>Comprehension of Literary Text</p>	
<p>1.3 Comprehend literature using elements of narrative and poetic text.</p>	
a. Identify narrative plot structure (e.g., exposition, rising action, climax, falling action, resolution).	<p>Student Edition: <i>Comparing Literature Workshop</i> 368-369 <i>Practice the Skills</i> 279 #3, 280 #4, 281 #5, 283 #7, 289 #13, 351 #3, 353 #5, 354 #7, 357 #10-#12, 372 #2, 379 #9, 381 #11, 382 #13 <i>Skills Preview</i> 277, 349 <i>Skills Review</i> 291, 359</p> <p>Teacher Wraparound Edition: LFL 431, 704, 719</p>
b. Describe a character's traits as revealed by the narrator (e.g., thoughts, words, speech patterns, and actions).	<p>Student Edition: <i>Practice the Skills</i> 325 #2, 329 #6, 685 #2, 690 #2, 692 #4, 694 #8, 696 #11, 698 #15 <i>Skills Preview</i> 323, 683, 689 <i>Skills Review</i> 331, 687, 701</p> <p>Teacher Wraparound Edition: DI 316; LE 264, 654, 695, 706, 717; LFL 257, 261, 652, 736</p>

STANDARDS	PAGE REFERENCES
c. Distinguish topic from theme in literature.	<p>Student Edition: <i>Comparing Literature Workshop</i> 102-103 <i>Genre Focus</i> 653 <i>Practice the Skills</i> 107 #4, 109 #1, 593 #3, 655 #6, 663 #5, 673 #8, 685 #2 <i>Skills Preview</i> 531, 591, 659, 667 <i>Skills Review</i> 595, 665, 675 <i>Talk About Your Reading</i> 722</p> <p>Teacher Wraparound Edition: LFL 791</p>
d. Define and describe settings in literature (e.g., place, time, and customs).	<p>Student Edition: <i>Comparing Literature Workshop</i> 222-223 <i>Practice the Skills</i> 181 #2, 182 #4, 183 #7, 188 #1, 191 #7, 225 #1, 227 #3, 229 #4, 232 #1, 386 #1 <i>Skills Preview</i> 179, 187 <i>Skills Review</i> 185, 197</p> <p>Teacher Wraparound Edition: LE 373; LFL 190, 292</p>
e. Identify figurative language (i.e., simile and metaphor).	<p>Student Edition: <i>Comparing Literature Workshop</i> 852-853 <i>Genre Focus</i> 774 <i>Get Ready to Read</i> 750 <i>Practice the Skills</i> 786 #1, 789 #5, 804 #6, 805 #7, 855 #1, 857 #5-#6, 858 #8, 859 #10-#11 <i>Skills Preview</i> 785, 801, 809, 837, 843 <i>Skills Review</i> 793, 807, 813 <i>Writing: Compare the Literature</i> 861</p> <p>Teacher Wraparound Edition: LC 109; LFL 350, 629, 784</p>
f. Identify main ideas and/or emotions in a wide range of poetry.	<p>Student Edition: <i>After You Read</i> 460 #5-#6 <i>Genre Focus</i> 774 <i>Get Ready to Read</i> 41, 457 <i>Practice the Skills</i> 42 #2, 109 #1, 458 #1-#2, 593 #3-#4 <i>Skills Preview</i> 591 <i>Skills Review</i> 595, 813, 851</p> <p>Teacher Wraparound Edition: ELC 867; RS 388, 389, 390</p>

STANDARDS	PAGE REFERENCES
WRITING	
Standard 2: Students will write informational and literary text to reflect on and recreate experiences, report observations, and persuade others.	
Writing to Learn	
2.1 Retell or summarize and make connections to clarify thinking through writing.	
a. Retell significant events in sequence.	<p>Student Edition: <i>Active Reading Model</i> 134 #6 <i>After You Read</i> 52 #2 <i>Genre Focus</i> 132 <i>Practice the Skills</i> 82 #2, 84 #5, 218 #3, 219 #5, 484 #1 <i>Reading Workshop</i> 78-79, 204-205, 528-529 <i>Skills Preview</i> 207, 217 <i>Skills Review</i> 93, 215, 221 <i>Writing Workshop</i> 34-36, 74-76</p> <p>Teacher Wraparound Edition: DI 426, 489, 898; LFL 232; RF 679</p>
b. Summarize essential information from literary or informational text.	<p>Student Edition: RH12 <i>After You Read</i> 52 #2, 62 #4, 100 #3, 144 #3, 150 #4, 550 #3, 564 #4, 928 #4 <i>Genre Focus</i> 524 <i>Reading Workshop</i> 528-529 <i>Skills and Strategies Assessment</i> 127 <i>Skills Preview</i> 545 <i>Skills Review</i> 551 <i>Writing Workshop</i> 34-36, 74-76</p> <p>Teacher Wraparound Edition: DI 848; RRW 528</p>
c. Connect text to self.	<p>Student Edition: <i>Get Ready to Read</i> 25, 57, 81, 147, 179, 187, 207, 269 <i>Practice the Skills</i> 164 #7, 170 #1, 172 #4, 208 #1, 211 #6, 284 #8 <i>Reading Workshop</i> 156-157 <i>Skills Preview</i> 159, 169 <i>Skills Review</i> 167, 175, 291</p> <p>Teacher Wraparound Edition: RS 233, 255, 278, 314, 336, 372, 375, 531, 545, 567, 581</p>

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<p>Extended Writing. Students should use the entire writing process to produce at least one extended piece per term, not necessarily limited to the type of writing emphasized at individual grade levels.</p>	
<p>2.2 Write to identify and reflect on feelings to recreate experiences. (Emphasize autobiographical or narrative essays.)</p>	
<p>a. Relate a clear, coherent incident, event, or situation with simple reflection.</p>	<p>Student Edition: R21 <i>Writing Workshop</i> 152-153, 292-296, 340-344, 676-678, 724-728 Teacher Wraparound Edition: DI 118; ELC 135</p>
<p>b. Sequence events chronologically.</p>	<p>Student Edition: <i>Writing Workshop</i> 200, 294, 676-678 Teacher Wraparound Edition: ELC 135</p>
<p>c. Use sensory details.</p>	<p>Student Edition: R20 <i>Write About Your Reading</i> 44, 274, 820 <i>Writing Workshop</i> 794-796, 830-831, 908-909, 948-949 Teacher Wraparound Edition: DI 118, 200; LFL 910; RRW 752; W 154</p>
<p>Revision and Editing</p>	
<p>2.3 Revise and edit to strengthen ideas, organization, voice, word choice, sentence fluency and conventions.</p>	
<p>a. Evaluate and revise for: Use of a unifying idea or topic. A clear beginning, middle, and end, with sequential transitions. Appropriate tone and voice. Varied sentence structure. Appropriate word choice for topic.</p>	<p>Student Edition: R17-R18, R27 <i>Wrap-Up</i> 236, 997 <i>Writing Workshop</i> 74-75, 198-200, 340-341, 343-344, 468, 470, 472, 596, 724, 830-831, 948-949</p>

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b. Edit for: Correct subject-verb agreement. Correct use of commas in a series. Correct use of possessives. Correct capitalization of sentence beginnings or proper nouns. Correct end punctuation on simple and compound sentences. Spelling.	Student Edition: R18, R27 <i>Wrap-Up</i> 394, 757, 997 <i>Writing Workshop</i> 75, 201, 342, 471, 598, 725, 726, 727, 831, 949
INQUIRY/RESEARCH/ORAL PRESENTATION	
Standard 3: Students will understand the process of seeking and giving information in conversations, group discussions, written reports, and oral presentations.	
Process of Inquiry	
3.1 Use the process of inquiry to formulate questions and engage in gathering information.	
a. Formulate text-supported, open-ended questions.	Student Edition: R21 <i>Wrap-Up</i> 635 <i>Write About Your Reading</i> 330, 338, 938 <i>Writing Tip</i> 553 <i>Writing Workshop</i> 552 Teacher Wraparound Edition: DI 159; RRW 605, 845
b. Gather relevant information to answer questions.	Student Edition: RH18, R21 <i>Reading Workshop</i> 912-913 <i>Wrap-Up</i> 635, 997 <i>Write About Your Reading</i> 338 <i>Writing: Compare the Literature</i> 111, 235, 393, 755, 861 <i>Writing Workshop</i> 553 Teacher Wraparound Edition: DI 159; RRW 194, 217, 223, 397, 695, 709, 717, 752, 913, 924

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<p>c. Validate the accuracy and relevance of information, discriminating between fact and opinion.</p>	<p>Student Edition: R21 <i>Active Reading Model</i> 414 #3 <i>Genre Focus</i> 412-413 <i>Practice the Skills</i> 442 #1, 445 #6, 450 #1, 451 #3, 488 #5 <i>Reading Across Texts Workshop</i> 982-983 <i>Reading Workshop</i> 416-417, 438-439 <i>Skills Preview</i> 441, 449 <i>Skills Review</i> 447, 453, 493 <i>Write About Your Reading</i> 995 <i>Writing Workshop</i> 436, 553 Teacher Wraparound Edition: RRW 553; RS 415, 455</p>
<p>d. Distinguish paraphrasing and summarizing from plagiarizing.</p>	<p>Student Edition: R22 <i>Reading Workshop</i> 528-529 <i>Wrap-Up</i> 635 <i>Writing Workshop</i> 553, 596 Teacher Wraparound Edition: RRW 599</p>
<p>Written Communication of Inquiry</p>	
<p>3.2 Write to report information gathered from the process of inquiry.</p>	
<p>a. Select an appropriate format to report information.</p>	<p>Student Edition: R22-R24 <i>Listening, Speaking, and Viewing</i> 601 <i>Wrap-Up</i> 635, 997 <i>Write About Your Reading</i> 338 <i>Writing Workshop</i> 470-471, 554, 596, 597, 598, 599-600 Teacher Wraparound Edition: DI 735; RRW 223, 397, 897</p>

STANDARDS	PAGE REFERENCES
b. Gather information on an idea or concept.	<p>Student Edition: R21 <i>Wrap-Up</i> 635, 997 <i>Write About Your Reading</i> 338 <i>Writing: Compare the Literature</i> 111, 235, 393, 755, 861 <i>Writing Workshop</i> 553</p> <p>Teacher Wraparound Edition: DI 57, 168, 286, 559; LFL 14, 46, 558; RRW 51, 217, 375, 451, 478, 484</p>
c. Report information using summarization.	<p>Student Edition: R22 <i>Reading Workshop</i> 528-529 <i>Wrap-Up</i> 635 <i>Write About Your Reading</i> 338, 452, 738 <i>Writing Workshop</i> 553, 596</p> <p>Teacher Wraparound Edition: DI 143, 735; RRW 561</p>
d. Use informal contextual citation. (Example: "Gary Paulson says he gets his ideas from...")	<p>Student Edition: R23 <i>Skills Preview</i> 545 <i>Write About Your Reading</i> 338 <i>Writing Workshop</i> 553, 596, 600</p> <p>Teacher Wraparound Edition: DI 143; RRW 599</p>
Oral Communication of Inquiry	
3.3 Communicate ideas and information appropriately in classroom settings.	
a. Determine the purpose for communication (e.g., to respond to writing, to obtain a result, to convey ideas or information, to seek validation).	<p>Student Edition: R45, R46, R48 <i>Listening, Speaking, and Viewing</i> 77, 203, 345, 601, 729 <i>Talk About Your Reading</i> 144, 184, 214, 290, 318, 432, 460, 550, 588, 722, 746, 906 <i>Wrap-Up</i> 505, 634-635</p> <p>Teacher Wraparound Edition: DI 182, 240, 285; RF 866; RRW 490, 663, 696</p>

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<p>b. Use appropriate protocol for asking questions (e.g., turn taking, staying on topic, projecting adequately).</p>	<p>Student Edition: R46, R48 <i>Listening, Speaking, and Viewing</i> 77, 203, 729 <i>Write About Your Reading</i> 938 Teacher Wraparound Edition: DI 326; LFL 436</p>
<p>c. Use appropriate protocol for responding to questions (e.g., respecting others' contributions, staying on topic, projecting adequately).</p>	<p>Student Edition: R46, R48 <i>Listening, Speaking, and Viewing</i> 77, 203, 729 <i>Talk About Your Reading</i> 214, 432, 782, 906, 980 Teacher Wraparound Edition: DI 587</p>
<p>d. Contribute constructively in classroom settings.</p>	<p>Student Edition: R48 <i>Listening, Speaking, and Viewing</i> 203 <i>Literature Groups</i> 52, 144, 184, 214, 290, 318, 432, 588, 906, 980 <i>Small Group</i> 11 <i>Small Group Work</i> 605, 893 <i>Wrap-Up</i> 236, 394, 504, 634, 862 Teacher Wraparound Edition: DI 84, 525; LFL 424; RRW 69</p>