



Literature

Reading with Purpose
Course 3

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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: R43 RH1-RH2 <i>Practice the Skills</i> 563 #2, 564 #6, 589 #3, 591 #7, 596 #1, 598 #4, 599 #8, 609 #3, 612 #7, 624 #4, 639 #3, 737 #3, 740 #7, 748 #20 <i>Vocabulary Check</i> 593, 603, 619, 627, 651 <i>Vocabulary Preview</i> 560, 572, 586, 594, 606, 620, 636, 734 Teacher Wraparound Edition: EL 560, 561, 572, 586, 620, 636, 757, 852; ELC 49, 86, 1161; V 32, 734, 880</p>

STANDARDS	PAGE REFERENCES
<p>b. Extend the meanings of words through understanding of connotation.</p>	<p>Student Edition: RH4 <i>Practice the Skills</i> 935 #3, 947 #5, 989 #2, 1011 #6, 1022 #5, 1029 #7 <i>Vocabulary Check</i> 941, 951, 985, 991 <i>Vocabulary Preview</i> 932, 942, 978, 986, 1000, 1006, 1020, 1026</p> <p>Teacher Wraparound Edition: EL 981, 982, 983, 988, 989, 1006, 1010, 1015, 1021, 1023, 1025; ELC 932, 993, 1006; LFL 1026</p>
<p>c. Determine word meaning through restatement or synonym.</p>	<p>Student Edition: RH3-RH5 <i>Practice the Skills</i> 56 #2, 57 #4, 167 #6, 174 #3, 259 #1, 264 #6, 272 #6, 393 #7 <i>Vocabulary Check</i> 61, 169, 177, 274, 403 <i>Vocabulary Preview</i> 54, 162, 170, 258, 267</p> <p>Teacher Wraparound Edition: EL 162, 170, 258; ELC 63, 119, 267, 466; V 54</p>
<p>d. Distinguish between commonly confused words (i.e., <i>capital/capitol</i>; <i>cell/sale/sell</i>; <i>choose/chose</i>; <i>emigrate/immigrate</i>; <i>farther/further</i>; <i>knew/new</i>; <i>loose/lose</i>; <i>passed/past</i>; <i>quiet/quit/quite</i>; <i>their/they're/there</i>; <i>weak/week</i>).</p>	<p>Student Edition: R33-R35 <i>Grammar Link: Confused Words</i> 1081 <i>Grammar Link: Misused Words</i> 1073 <i>Practice the Skills</i> 301 #3, 305 #8, 312 #1, 327 #2, 332 #3, 342 #4, 344 #6, 345 #7, 408 #3 <i>Vocabulary Check</i> 315 <i>Vocabulary Preview</i> 298, 324, 330, 338, 356, 406</p> <p>Teacher Wraparound Edition: ELC 299, 324</p>

STANDARDS	PAGE REFERENCES
Comprehension of Informational Text	
1.2 Comprehend and evaluate informational text (i.e., textbooks, biographies/autobiographies, persuasive essays, letters, graphs, charts).	
<p>a. Use external text features to enhance comprehension (i.e., headings, subheadings, pictures, captions, sidebars, annotations, italics, bolded words, graphs, and charts).</p>	<p>Student Edition: R27 RH18 <i>Active Reading Model</i> 295 #7 <i>Genre Focus</i> 292 <i>Practice the Skills</i> 79 #2, 86 #9, 390 #1, 392 #5, 407 #1 <i>Skills Preview</i> 77, 389 <i>Skills Review</i> 91, 397, 515 <i>Vocabulary Preview</i> 98 <i>Writing Workshop</i> 320 Teacher Wraparound Edition: DI 82, 391; LFL 77, 322; TE 77, 79, 81, 82, 86, 88, 293, 389, 390, 394</p>
<p>b. Comprehend text using internal text structures and their appropriate cue words and phrases (i.e., question/answer, comparison/contrast).</p>	<p>Student Edition: RH10, RH16-RH17 <i>Practice the Skills</i> 103 #6, 341 #2, 350 #14, 352 #16, 353 #17, 358 #1, 361 #7, 364 #11, 365 #13, 367 #15, 372 #20, 1090 #2 <i>Reading Workshop</i> 336-337, 1086-1087 <i>Skills Preview</i> 99, 339, 357 <i>Skills Review</i> 355, 379, 1095 Teacher Wraparound Edition: DI 1086; ELC 154; RS 154, 295, 348, 350, 364, 367, 374, 394, 400, 409, 411, 1087, 1091, 1092, 1093</p>

STANDARDS	PAGE REFERENCES
c. Infer meaning from explicit information in text.	<p>Student Edition: RH13 <i>Active Reading Model</i> 152 #2 <i>Critical Thinking</i> 36, 90, 176, 308, 462, 578, 866, 964, 1110 <i>Genre Focus</i> 150 <i>Practice the Skills</i> 187 #2, 188 #3, 189 #4 <i>Reading Workshop</i> 182-183 <i>Skills Preview</i> 185 <i>Skills Review</i> 193</p> <p>Teacher Wraparound Edition: RS 157, 158, 213, 221, 224, 226, 229, 270, 272, 325</p>
d. Distinguish fact from opinion.	<p>Student Edition: R47 RH14 <i>Active Reading Model</i> 927 #2 <i>Genre Focus</i> 292, 926 <i>Practice the Skills</i> 327 #3, 934 #1, 935 #2, 939 #8, 946 #3, 947 #4 <i>Reading Across Texts</i> 1156 #2 <i>Reading Workshop</i> 930-931 <i>Skills Preview</i> 325, 933, 943 <i>Skills Review</i> 329, 941, 951 <i>Writing Workshop</i> 953</p> <p>Teacher Wraparound Edition: DI 930; RS 927, 930, 931, 936, 937, 938, 945, 947</p>

STANDARDS	PAGE REFERENCES
Comprehension of Literary Text	
1.3 Comprehend literature by differentiating the uses of literary elements in narrative texts.	
<p>a. Determine which incidents are important to moving the plot forward (e.g., flashback, foreshadowing).</p>	<p>Student Edition: <i>Active Reading Model</i> 155 #6, 158 #9, 159 #10, 553 #12, 555 #16 <i>Genre Focus</i> 150, 546 <i>Practice the Skills</i> 197 #2-#3, 198 #5, 199 #7, 201 #10-#11, 209 #3, 213 #8, 362 #8, 363 #10, 369 #17-#18, 519 #1, 521 #4, 596 #2, 598 #6, 601 #12, 1011 #5 <i>Reading Across Texts Workshop</i> 516-517 <i>Skills Preview</i> 195, 207, 357, 595 <i>Skills Review</i> 203, 217, 379, 603, 1017, 1073 <i>Writing: Reading Across Texts</i> 529 <i>Writing Workshop</i> 580-581</p> <p>Teacher Wraparound Edition: DI 236, 375; LE 156, 178, 368, 369, 370; LFL 150, 369, 373, 518, 604</p>
<p>b. Describe a character's traits based on what other characters think, say, and do.</p>	<p>Student Edition: R10 <i>Active Reading Model</i> 547 #1, 549 #5, 557 #18 <i>Comparing Literature Workshop</i> 662-663 <i>Genre Focus</i> 546 <i>Practice the Skills</i> 563 #3, 567 #10, 665 #1, 669 #8, 670 #10, 673 #13, 675 #1, 680 #10, 681 #12, 683 #14 <i>Skills Preview</i> 561 <i>Skills Review</i> 571 <i>Writing: Compare the Literature</i> 685</p> <p>Teacher Wraparound Edition: LE 156, 159, 164, 717, 771, 785; LFL 368, 414, 470, 502; W 180</p>

STANDARDS	PAGE REFERENCES
c. Identify themes in literary works.	<p>Student Edition: <i>Active Reading Model</i> 159 #11, 557 #19 <i>Comparing Literature Workshop</i> 256-257 <i>Genre Focus</i> 150, 546 <i>Practice the Skills</i> 244 #5, 262 #4, 263 #5, 270 #3, 271 #4, 613 #8, 1093 #6 <i>Skills Preview</i> 241, 607 <i>Skills Review</i> 247, 619 <i>Writing: Compare the Literature</i> 275</p> <p>Teacher Wraparound Edition: LE 607, 612, 613, 1092; LFL 606, 642, 842, 904</p>
d. Identify descriptive details and imagery that establish setting.	<p>Student Edition: <i>Active Reading Model</i> 551 #9 <i>Genre Focus</i> 4, 546 <i>Practice the Skills</i> 21 #5, 590 #5, 638 #1, 644 #12, 883 #3, 887 #11, 1068 #1 <i>Skills Preview</i> 17, 587, 637, 881, 1067 <i>Skills Review</i> 29, 593, 651, 889, 1073 <i>Writing: Compare the Literature</i> 580-581, 790-792</p> <p>Teacher Wraparound Edition: DI 236; LE 719, 722, 723, 726, 1065; LFL 4, 349, 368, 373, 414, 415, 450, 451, 520, 647, 870, 896, 1066</p>
e. Compare types of figurative language (i.e., simile, metaphor, and symbolism).	<p>Student Edition: <i>Comparing Literature Workshop</i> 890-891 <i>Genre Focus</i> 446 <i>Practice the Skills</i> 472 #1, 473 #1, 850 #2, 851 #4, 857 #1, 896 #5, 1137 #1, 1142 #1, 1143 #3 <i>Skills Preview</i> 471, 849, 1135, 1141 <i>Skills Review</i> 475, 859, 1139, 1151 <i>Writing: Compare the Literature</i> 909</p> <p>Teacher Wraparound Edition: LE 368, 375, 498, 527, 853, 891, 1063; LFL 215, 245, 300, 362, 415, 616, 890</p>

STANDARDS	PAGE REFERENCES
f. Distinguish between free verse and rhyme.	<p>Student Edition: <i>Active Reading Model</i> 447 #2 <i>Genre Focus</i> 446 <i>Practice the Skills</i> 453 #1, 504 #2, 504 #4 <i>Skills Preview</i> 451, 503 <i>Skills Review</i> 455, 507 <i>Writing Workshop</i> 465, 497, 498</p> <p>Teacher Wraparound Edition: DI 477; LE 451; LFL 185, 229, 446</p>
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 Evaluate information, interpret ideas, and demonstrate thinking through writing.	
a. Organize events and ideas in order of importance.	<p>Student Edition: <i>Practice the Skills</i> 102 #4, 103 #6, 251 #2, 341 #2, 352 #16, 353 #17 <i>Reading Workshop</i> 336-337 <i>Skills Preview</i> 99, 249, 339, 357, 861, 1075 <i>Skills Review</i> 105, 255, 355, 379, 867, 1081 <i>Writing Workshop</i> 581, 629</p> <p>Teacher Wraparound Edition: DI 39, 41, 179, 383, 581, 953; LFL 99, 319, 580; TE 99; W 93, 319, 383, 581</p>
b. Focus written facts or events around a clearly stated, unifying idea.	<p>Student Edition: <i>Practice the Skills</i> 390 #2, 391 #3, 393 #6, 395 #10, 1106 #1, 1107 #4 <i>Reading Workshop</i> 386-387, 1102-1103 <i>Skills and Strategies Assessment</i> 439, 1179 <i>Skills Preview</i> 389, 1105 <i>Skills Review</i> 397, 1111 <i>Writing Workshop</i> 179, 1128, 1130</p> <p>Teacher Wraparound Edition: DI 179, 236, 318, 465, 581; LFL 319, 580; W 92, 179, 316, 317, 791, 953, 954, 996</p>

STANDARDS	PAGE REFERENCES
<p>c. Connect text to self, text to world and text to text.</p>	<p>Student Edition: <i>Active Reading Model 5 #2</i> <i>Genre Focus 4</i> <i>Practice the Skills 20 #3, 33 #2, 453 #2, 459 #2, 646 #15</i> <i>Reading Across Texts Workshop 516-517, 1152-1153</i> <i>Reading Workshop 14-15, 448-449</i> <i>Skills and Strategies Assessment 143</i> <i>Skills Preview 17, 31, 451, 457</i> <i>Skills Review 29, 37, 455, 463, 651</i></p> <p>Teacher Wraparound Edition: RS 8, 47, 57, 70, 72, 108, 109, 117, 152, 171, 290, 406, 410, 444, 446, 477, 503, 517, 527, 1054, 1078</p>
<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 short biographies, narratives, or memoirs.)</p>	
<p>a. Convey a unifying theme or idea.</p>	<p>Student Edition: <i>Comparing Literature Workshop 256-257</i> <i>Genre Focus 150, 546</i> <i>Skills Preview 241, 607</i> <i>Skills Review 247, 619</i> <i>Writing: Compare the Literature 275</i> <i>Writing Workshop 179-180, 234, 236, 580-581, 629, 1128, 1130</i></p> <p>Teacher Wraparound Edition: DI 179; LE 178, 870; LFL 38, 180, 952; RRW 40; W 179, 316, 319, 790, 953, 954, 1128</p>

STANDARDS	PAGE REFERENCES
<p>b. Order events effectively and experiment with flashback or foreshadowing.</p>	<p>Student Edition: <i>Reading Workshop</i> 336-337 <i>Skills Preview</i> 357, 861, 1075 <i>Skills Review</i> 379, 867, 1081 <i>Write About Your Reading</i> 378 <i>Writing Workshop</i> 39, 93, 179, 318-319, 581, 629, 994</p> <p>Teacher Wraparound Edition: DI 39, 41, 383, 465, 581, 953; ELC 1129; LFL 580; W 93, 179, 319, 383, 384, 581, 629, 1130</p>
<p>c. Use narrative details (e.g., dialogue, description, imagery, symbolism).</p>	<p>Student Edition: <i>Genre Focus</i> 4, 546, 712 <i>Skills Preview</i> 17, 45, 587, 637, 765, 881, 1067, 1113 <i>Skills Review</i> 29, 55, 593, 651, 789, 889, 1073, 1127 <i>Writing Workshop</i> 580-582, 628, 790-792, 868-869</p> <p>Teacher Wraparound Edition: DI 791; ELC 496, 790; LE 497, 498, 580, 581; LFL 628, 792; W 95, 179, 180, 234, 236, 582, 629, 870</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:</p> <ul style="list-style-type: none"> Specific and relevant details that support the idea. An introduction, body, and conclusion with a controlling idea, topic sentences, and supporting details. Appropriate tone and voice. Varied sentence length. Words appropriate to audience. 	<p>Student Edition: R17-R18, R27 <i>Wrap-Up</i> 420 <i>Writing Workshop</i> 92-93, 234-235, 380-381, 496-497, 628-629, 868-869, 992, 1128</p> <p>Teacher Wraparound Edition: CT 383; DI 93, 234, 499, 629, 868, 992; ELC 92, 869; LE 497, 498; LFL 628; W 92, 380, 381, 868, 992, 997</p>

STANDARDS	PAGE REFERENCES
<p>b. Edit for:</p> <ul style="list-style-type: none"> Correct verb tenses. Correct use of relative pronouns. Correct use of quotation marks and commas in dialogue. Correct agreement of pronouns and antecedents. Correct capitalization of titles of books, poems, etc., and titles of courses (e.g., History 202). Spelling. 	<p>Student Edition: R18-R19, R27 <i>Writing Workshop</i> 93, 235, 381, 420, 497, 630, 868, 993, 1126</p> <p>Teacher Wraparound Edition: ELC 993; RF 994; W 93, 381, 630, 993; WS 1129</p>
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 focus thinking toward understanding an idea or concept.	
<p>a. Formulate questions for inquiry (i.e., literal, interpretive inferential, evaluative).</p>	<p>Student Edition: <i>Active Reading Model</i> 552 #11, 553 #13, 928 #3 <i>Genre Focus</i> 546, 926 <i>Practice the Skills</i> 588 #1, 960 #1, 961 #2 <i>Reading Workshop</i> 584-585, 956-957 <i>Skills Preview</i> 587, 959 <i>Skills Review</i> 593, 965 <i>Talk About Your Reading</i> 36 <i>Writing Workshop</i> 316-317, 380</p> <p>Teacher Wraparound Edition: DI 316, 584, 585; LFL 319; RS 546, 552, 553, 584, 585, 928, 956, 957; RW 584A; 956A</p>
<p>b. Choose information that best supports the focus of inquiry.</p>	<p>Student Edition: R21-R24 <i>Active Reading Model</i> 294 #5 <i>Genre Focus</i> 292 <i>Practice the Skills</i> 327 #3 <i>Skills Preview</i> 325 <i>Skills Review</i> 329 <i>Writing Workshop</i> 316-318, 380</p> <p>Teacher Wraparound Edition: DI 316; LFL 317; RRW 40; TE 325; W 317</p>

STANDARDS	PAGE REFERENCES
c. Distinguish between reliable and unreliable sources of information.	<p>Student Edition: R21 RH3-RH4 <i>Practice the Skills</i> 408 #2, 408 #4, 409 #5, 412 #9, 414 #1, 416 #5, 934 #1, 946 #3 <i>Reading Across Texts</i> 1156 #2, 1156 #4, 1163 #5 <i>Reading Across Texts Workshop</i> 404, 1152-1153 <i>Reading Workshop</i> 930-931 <i>Skills Preview</i> 933, 943 <i>Skills Review</i> 941, 951 <i>Writing: Reading Across Texts</i> 1167 <i>Writing Workshop</i> 317</p> <p>Teacher Wraparound Edition: DI 316; LE 404, 405, 407, 408, 412, 416; LFL 404; PT 995; RATW 404A</p>
d. Distinguish primary from secondary sources.	<p>Student Edition: <i>Practice the Skills</i> 408 #2, 408 #4 <i>Reading Across Texts Workshop</i> 404 <i>Writing: Reading Across Texts</i> 1167 <i>Writing Workshop</i> 317</p> <p>Teacher Wraparound Edition: LE 404, 414; LFL 317; W 320</p>
Written Communication of Inquiry	
3.2 Write to demonstrate understanding of an idea or concept.	
a. Select an appropriate format to demonstrate understanding.	<p>Student Edition: R20-R26 <i>Genre Focus</i> 4, 150, 292, 446, 546, 712, 926, 1056 <i>Writing Workshop</i> 38-39, 178-179, 316-319, 464-465, 580-582, 790-792, 952-954, 1082-1084</p> <p>Teacher Wraparound Edition: LFL 38, 180, 292, 446, 712, 792, 926, 952; RS 4, 150, 292, 712; W 790, 791, 792; WW 38A; 178A, 316A, 464A, 580A, 790A, 952A, 1082A</p>

STANDARDS	PAGE REFERENCES
b. Gather information from more than one source.	<p>Student Edition: R17, R27, R21-R24 RH18-RH19 <i>Get Ready to Read</i> 171 <i>Wrap-Up</i> 531 <i>Writing: Compare the Literature</i> 275, 685, 909, 1033 <i>Writing: Reading Across Texts</i> 419 <i>Writing Workshop</i> 38, 316-317, 464-465, 580, 952</p> <p>Teacher Wraparound Edition: DI 316, 318; LFL 317; RS 850; W 316, 317, 318, 320, 384, 385</p>
c. Report information by paraphrasing, summarizing, and/or quoting from sources.	<p>Student Edition: RH12 <i>Answering the Big Question</i> 114, 176, 232, 246, 514, 578, 950 <i>Practice the Skills</i> 850 #1, 853 #6, 857 #2 <i>Reading Workshop</i> 846-847 <i>Skills Preview</i> 849 <i>Skills Review</i> 859</p> <p>Teacher Wraparound Edition: DI 318, 384; RS 846, 847, 850; RW 846A; W 320, 384, 385</p>
d. Use informal citation to support inquiry.	<p>Student Edition: R23-R24 <i>Practice the Skills</i> 327 #3 <i>Reading Across Texts</i> 1156 #2 <i>Skills Preview</i> 107, 325 <i>Skills Review</i> 329 <i>Writing Workshop</i> 320, 380, 384-385</p> <p>Teacher Wraparound Edition: DI 384; TE 325, 327; W 320, 384, 385</p>

STANDARDS	PAGE REFERENCES
Oral Communication of Inquiry	
3.3 Participate in and report on small-group learning activities.	
<p>a. Determine the purpose for small-group learning activities (e.g., to respond to writing, to acquire information, to present ideas, to clarify understandings).</p>	<p>Student Edition: <i>Skills Preview</i> 339, 490 <i>Talk About Your Reading</i> 36, 254, 308 <i>Vocabulary Preview</i> 30, 162, 170, 620 <i>Wrap-Up</i> 132, 276, 420, 530, 686, 910, 1034, 1168 <i>Write About Your Reading</i> 52 <i>Writing Workshop</i> 94, 633</p> <p>Teacher Wraparound Edition: LSV 94, 633, 871; T 132, 276, 420, 530, 686, 910, 1034, 1168</p>
<p>b. Identify and assume responsibilities for specific group tasks, including asking relevant questions.</p>	<p>Student Edition: <i>Skills Preview</i> 491 <i>Talk About Your Reading</i> 36, 232, 254, 308 <i>Vocabulary Preview</i> 64, 620 <i>Wrap-Up</i> 132, 276, 420, 530, 686, 910, 1034, 1168 <i>Write About Your Reading</i> 52 <i>Writing Workshop</i> 94, 871</p> <p>Teacher Wraparound Edition: DI 94; LSV 633, 871; T 132, 276, 420, 530, 686, 910, 1034, 1168</p>
<p>c. Respond appropriately to group members' questions and contributions.</p>	<p>Student Edition: <i>Talk About Your Reading</i> 202, 254, 308, 402, 474 <i>Vocabulary Preview</i> 620 <i>Wrap-Up</i> 276, 420, 530, 686 <i>Write About Your Reading</i> 52 <i>Writing Workshop</i> 94, 633, 871</p> <p>Teacher Wraparound Edition: LSV 94, 633; T 276, 420, 530, 686, 910, 1034, 1168</p>

STANDARDS	PAGE REFERENCES
d. Present group reports.	<p>Student Edition: R18, R27 <i>Talk About Your Reading</i> 36, 334 <i>Wrap-Up</i> 276, 420, 686, 910, 1034 <i>Write About Your Reading</i> 52 <i>Writing Workshop</i> 235, 630, 871</p> <p>Teacher Wraparound Edition: DI 94; LSV 871; T 420, 530, 686, 910, 1034, 1168</p>