



# Literature

The Reader's Choice  
Course 4

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STANDARDS	PAGE REFERENCES
<b>READING COMPREHENSION</b>	
<b>Standard 1: Students will use vocabulary development and an understanding of text elements and structures to comprehend literary and informational grade level text.</b>	
<b>Word Analysis, Vocabulary Development</b>	
<b>1.1 Determine word meaning through word parts, definitions, and context clues.</b>	
<p>a. Analyze the meaning of words using knowledge of roots (see chart).</p>	<p><b>Student Edition:</b> R19 <i>Vocabulary</i> 54, 120, 148, 158, 229, 268, 374, 428, 463, 533, 536, 790, 806 <b>Teacher Wraparound Edition:</b> ELC 305, 339, 489; SP 534, 630</p>
<p>b. Distinguish between the connotative and denotative meanings of words.</p>	<p><b>Student Edition:</b> R19-R20 <i>Grammar and Style</i> 1163 <i>Reading Strategy</i> 959, 1179, 1185 <i>Vocabulary</i> 597, 599, 1249, 1257 <i>Vocabulary Workshop</i> 875, 1186 <b>Teacher Wraparound Edition:</b> DI 367; ELC 1049, 1069, 1241; SP 554; V 265, 868</p>

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c. Determine word meaning using sentence structure (e.g., parts of speech, grammatical structures).	<p><b>Student Edition:</b> R19 <i>Vocabulary</i> 56, 64, 248, 255, 341, 361, 457, 577, 579, 877, 885, 904, 915, 980, 993, 1036, 1173 <i>Vocabulary Workshop</i> 187</p> <p><b>Teacher Wraparound Edition:</b> DI 359, 547; ELC 561; SP 306, 1186</p>
d. Distinguish between commonly confused words (i.e., <i>accept/except; advise/advice; council/counsel councilor/counselor; principal/principle; peace/piece; than/then; weather/whether; who/which/that; who's/whose</i> ).	<p><b>Student Edition:</b> R59 <i>Vocabulary Workshop</i> 66</p>
<b>Comprehension of Informational Text</b>	
<b>1.2 Comprehend and evaluate informational text (i.e., web pages, newspapers, magazines, encyclopedias, maps, schedules, product instructions).</b>	
a. Analyze the purpose of external text features and structures in a variety of informational texts (e.g., textbooks, advertisements, posters, graphs, charts, maps, schedules, product instructions).	<p><b>Student Edition:</b> xxxiii-xxxvi, xxxvii, 339 <i>Literary Element</i> 311, 312, 317 <i>Preview the Article</i> 88, 429, 537, 808, 1030, 1224 <i>Reading Strategy</i> 335, 519</p> <p><b>Teacher Wraparound Edition:</b> ELC 809; RS 433; SP 430</p>
b. Comprehend text using internal text structures and their appropriate cue words and phrases (i.e., cause/effect, problem/solution).	<p><b>Student Edition:</b> R21, R23 <i>Literary Analysis</i> 317 <i>Literary Element</i> 416, 421, 422, 426, 427 <i>Reading Strategy</i> 88, 311, 313, 315, 318, 383, 387, 388, 391, 429, 466, 467, 469, 471, 474, 476 <i>Wrap-Up</i> 551</p> <p><b>Teacher Wraparound Edition:</b> DI 87; RS 79, 81, 82, 83, 84, 123, 125, 126, 128, 431; SP 46, 164, 236, 312, 354, 372, 396, 404, 418, 424, 726, 1182</p>

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c. Infer meaning from implicit information in text.	<p><b>Student Edition:</b> R22 <i>Reading Strategy</i> 109, 111, 112, 113, 114, 115, 116, 118, 120 <i>Responding and Thinking Critically</i> 92, 540, 564, 811, 889, 1034, 1140, 1226</p> <p><b>Teacher Wraparound Edition:</b> RS 107; SP 136, 272, 386</p>
d. Distinguish relevant from merely interesting information.	<p><b>Student Edition:</b> R36 <i>Literary Element</i> 442, 444 <i>Reading Strategy</i> 451, 453, 454, 457, 479, 480, 481, 483, 486, 1224</p> <p><b>Teacher Wraparound Edition:</b> RS 539; SP 816, 856, 1224</p>
<p><b>Comprehension of Literary Text</b></p>	
<p>1.3 Comprehend literature by evaluating the contribution to meaning of several literary elements within a work of literature.</p>	
a. Describe how conflict, character, and plot work together.	<p><b>Student Edition:</b> <i>Genre Focus</i> 2-3 <i>Literary Analysis</i> 20, 42, 185 <i>Literary Element</i> 13, 891, 903, 980, 983, 984, 985, 989, 990, 993, 1204, 1218, 1222 <i>Literary Focus</i> 10-11, 106-107</p> <p><b>Teacher Wraparound Edition:</b> LE 898, 1012; SP 26, 892, 960</p>
b. Explain how character is developed through implication and inference.	<p><b>Student Edition:</b> <i>Literary Element</i> 165, 169, 170, 174, 917, 919 <i>Literary Focus</i> 106-107 <i>Reading Strategy</i> 722, 723, 727, 728, 729, 732, 734, 735, 736, 738, 739, 740, 742, 743, 745, 924 <i>Writing About Literature</i> 1021</p> <p><b>Teacher Wraparound Edition:</b> DI 259; LE 165, 169, 170, 332; RS 194, 199, 737, 738, 739, 740, 1214, 1220, 1236; SP 908</p>

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<p>c. Relate themes in literary works to real-life events.</p>	<p><b>Student Edition:</b>  <i>Comparing Literature</i> 132  <i>Literary Element</i> 1148  <i>Reading Strategy</i> 177, 186, 399, 599, 1143, 1146, 1149  <i>Writing About Literature</i> 326, 647  <b>Teacher Wraparound Edition:</b>            ELC 1031; SP 862</p>
<p>d. Analyze how setting contributes to characterization, plot, or theme.</p>	<p><b>Student Edition:</b>  <i>Literary Analysis</i> 53, 75, 174, 240, 406  <i>Literary Element</i> 904, 915  <i>Literary Focus</i> 10-11  <i>Writing About Literature</i> 87, 120  <b>Teacher Wraparound Edition:</b>            ELC 1153; LE 343; RS 262; SP 36; WT 905</p>
<p>e. Interpret figurative language in literature (i.e., simile, metaphor, personification, hyperbole, and symbolism).</p>	<p><b>Student Edition:</b>  <i>Genre Focus</i> 508-509  <i>Literary Analysis</i> 229, 625, 806  <i>Literary Element</i> 122, 124, 130, 586, 587, 588, 590, 594, 597, 598, 599, 649, 651, 653, 722, 724, 725, 727, 730, 731, 736, 743, 745  <i>Literary Focus</i> 574-575  <i>Wrap-Up</i> 514  <b>Teacher Wraparound Edition:</b>            DI 591; ELC 35, 387, 395, 509; LE 37, 168, 344, 376, 377, 548, 634, 715, 785, 981, 991; SP 162, 402, 602, 1026; WT 153</p>
<p>f. Identify the speaker in a poetic text.</p>	<p><b>Student Edition:</b>  <i>Literary Analysis</i> 594  <i>Literary Element</i> 525, 526, 527  <b>Teacher Wraparound Edition:</b>            LE 526, 630</p>

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<b>WRITING</b>	
<b>Standard 2: Students will write informational and literary text to reflect on and recreate experiences, report observations, and persuade others.</b>	
<b>Writing to Learn</b>	
<b>2.1 Compare multiple ideas and perspectives to extend thinking through writing.</b>	
<p>a. Compare/contrast significant or essential ideas, facts, or events.</p>	<p><b>Student Edition:</b>  <i>Comparing Literature</i> 132, 362, 464, 541, 627, 837, 1023, 1164  <i>Reading Strategy</i> 161, 174, 543, 544, 545, 746, 752, 1036, 1042, 1046, 1166, 1170, 1173  <i>Wrap-Up</i> 146, 378, 477, 551, 642, 863, 1029, 1177  <i>Writing About Literature</i> 1086  <b>Teacher Wraparound Edition:</b>  DI 373; SP 678, 692, 918, 1128, 1154</p>
<p>b. Choose facts, events, or ideas and distinguish their differences or demonstrate their similarities.</p>	<p><b>Student Edition:</b>  <i>Reading Strategy</i> 161, 162, 163, 164, 166, 167, 169, 171, 174, 543, 544, 545, 1036, 1038, 1039, 1042, 1046, 1166, 1170, 1173  <i>Writing About Literature</i> 54  <b>Teacher Wraparound Edition:</b>  DI 863; SP 468, 616, 678</p>
<p>c. Compare/contrast connections between texts, between texts and self, and between texts and different world connections.</p>	<p><b>Student Edition:</b>  <i>Comparing Literature</i> 132, 362, 464, 541, 627, 837, 1023, 1164  <i>Reading Strategy</i> 348, 395, 1048  <i>Responding and Thinking Critically</i> 1052  <i>Wrap-Up</i> 146, 378, 477, 551, 642, 863, 1029, 1177  <b>Teacher Wraparound Edition:</b>  SP 102, 618, 1032</p>

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<p><b>Extended Writing.</b> 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 persuade others. (Emphasize persuasive compositions.)</p>	
<p>a. State a thesis that clearly takes a position.</p>	<p><b>Student Edition:</b> R34 <i>Writing About Literature</i> 65, 186, 279, 318, 361, 428 <i>Writing Workshop</i> 926, 929, 932, 1092, 1261-1262 <b>Teacher Wraparound Edition:</b> SP 472, 474, 736; WAL 43, 326, 392, 399, 428, 523, 1149, 1185</p>
<p>b. Organize writing effectively using leads, details, transitions, conclusions.</p>	<p><b>Student Edition:</b> R34 <i>Writing About Literature</i> 65, 186, 279, 318, 361, 428 <i>Writing Workshop</i> 926-932, 1095, 1261-1265 <b>Teacher Wraparound Edition:</b> DI 297; ELC 931; SP 764, 930; WAL 43, 392, 399, 407, 428, 523, 1149, 1185</p>
<p>c. Refute counter arguments by using personal experience, facts, anecdotes, examples and paraphrased ideas.</p>	<p><b>Student Edition:</b> R34 <i>Writing Workshop</i> 1262 <b>Teacher Wraparound Edition:</b> SP 1262</p>

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<b>Revision and Editing</b>	
<b>2.3 Revise and edit to strengthen ideas, organization, voice, word choice, sentence fluency and conventions.</b>	
<p>a. Evaluate and revise for:</p> <p>Anticipation of and answers to readers' questions.</p> <p>Inviting leads and satisfying conclusions.</p> <p>A variety of voices for different audiences and purposes.</p> <p>Varied sentence structure (i.e., include complex and compound sentences).</p> <p>Carefully chosen vocabulary to achieve voice and purpose.</p>	<p><b>Student Edition:</b></p> <p>R30</p> <p><i>Revising Check</i> 43, 65, 87, 131, 175, 204, 217, 230, 256, 279, 326, 349, 392, 407</p> <p><i>Writing Workshop</i> 286, 494, 668, 932, 1100, 1264</p> <p><b>Teacher Wraparound Edition:</b></p> <p>SP 300, 996</p>
<p>b. Edit for:</p> <p>Correct use of commas in introductory phrases and clauses.</p> <p>Correct use of adverbs.</p> <p>Correct use of colons.</p> <p>Correct use of parentheses.</p> <p>Correct capitalization of languages, races, nationalities, religions or sections of the country.</p> <p>Spelling.</p>	<p><b>Student Edition:</b></p> <p>R31</p> <p><i>Writing About Literature</i> 21, 54, 65, 76, 87, 175, 204, 217, 241, 256, 279, 318, 326, 334, 349</p> <p><i>Writing Workshop</i> 287, 495, 669, 933, 1101, 1265</p> <p><b>Teacher Wraparound Edition:</b></p> <p>ELC 287</p>
<b>INQUIRY/RESEARCH/ORAL PRESENTATION</b>	
<b>Standard 3: Students will understand the process of seeking and giving information in conversations, group discussions, written reports, and oral presentations.</b>	
<b>Process of Inquiry</b>	
<b>3.1 Use the process of inquiry to examine multiple points of view.</b>	
<p>a. Formulate questions to evoke multiple, valid responses from different points of view.</p>	<p><b>Student Edition:</b></p> <p>R35</p> <p><i>Writing Workshop</i> 1093</p> <p><b>Teacher Wraparound Edition:</b></p> <p>DI 765; SP 48, 264, 560, 1260</p>

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b. Gather information from multiple sources that reflect varied points of view.	<p><b>Student Edition:</b> R35, R36 <i>Interdisciplinary Activity</i> 256, 531 <i>Internet Connection</i> 120, 361, 392, 428, 595, 1066, 1163 <i>Writing Workshop</i> 1092, 1093 <i>You're the Critic</i> 1221</p> <p><b>Teacher Wraparound Edition:</b> DI 765, 835; RRW 91, 539; SP 28, 58, 102, 264, 412, 560, 692, 750, 752, 802, 976, 1094, 1132, 1260</p>
c. Evaluate the credibility of sources.	<p><b>Student Edition:</b> R23-R24, R34, R36 <i>Reading Strategy</i> 479, 480, 481, 483, 486, 1224 <i>Writing Workshop</i> 1099</p> <p><b>Teacher Wraparound Edition:</b> DI 835, 965; SP 380; WS 1099</p>
d. Use primary and secondary sources.	<p><b>Student Edition:</b> R35 <i>Writing Workshop</i> 1093, 1094, 1095, 1098</p> <p><b>Teacher Wraparound Edition:</b> SP 752; WS 1098</p>
<b>Written Communication of Inquiry</b>	
<b>3.2 Write to analyze multiple points of view.</b>	
a. Select an appropriate format to analyze multiple points of view.	<p><b>Student Edition:</b> R35 <i>Internet Connection</i> 361, 595, 1066 <i>Writing Workshop</i> 1092, 1101</p> <p><b>Teacher Wraparound Edition:</b> DI 765; SP 28, 752, 782, 1084, 1118, 1146</p>
b. Compile and analyze information from multiple points of view.	<p><b>Student Edition:</b> R36, R37 <i>Interdisciplinary Activity</i> 256, 531 <i>Internet Connection</i> 361, 1066 <i>Learning for Life</i> 915 <i>Writing Workshop</i> 1094-1095, 1096-1097 <i>You're the Critic</i> 1221</p> <p><b>Teacher Wraparound Edition:</b> DI 765; ELC 1263; RRW 587; SP 752, 802, 976, 1146</p>

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c. Report analysis of multiple points of view using paraphrase, summary, and/or quotations.	<b>Student Edition:</b> R35, R36 <i>Writing Workshop</i> 927, 1093, 1097, 1101 <b>Teacher Wraparound Edition:</b> SP 484; WS 933
d. Use informal and formal citations where appropriate, to support inquiry.	<b>Student Edition:</b> R35, R36, R37, R38, R39, R40 <i>Writing Workshop</i> 927, 933, 1094, 1099, 1101 <b>Teacher Wraparound Edition:</b> WS 1099
<b>Oral Communication of Inquiry</b>	
<b>3.3 Conduct interviews to support inquiry.</b>	
a. Determine the purpose for interviews (e.g., to examine perspectives, to acquire information, to clarify understanding, to respond to writing).	<b>Student Edition:</b> <i>Listening and Speaking</i> 131 <b>Teacher Wraparound Edition:</b> SP 1002, 1062
b. Ask probing questions to seek elaboration and clarification of ideas.	<b>Student Edition:</b> <i>Literature Groups</i> 414 <i>Speaking, Listening, and Viewing Workshop</i> 288-289 <b>Teacher Wraparound Edition:</b> LS 131; SP 18, 1062
c. Make supportive statements to communicate agreement with or acceptance of others' ideas.	<b>Student Edition:</b> <i>Listening and Speaking</i> 131
d. Present interview results.	<b>Student Edition:</b> <i>Listening and Speaking</i> 131 <b>Teacher Wraparound Edition:</b> SP 752, 1002