



# Literature

The Reader's Choice  
Course 5

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STANDARDS	PAGE REFERENCES
<b>READING COMPREHENSION</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>Word Analysis, Vocabulary Development</b>	
1.1 Determine word meaning through word parts, definitions, and context clues.	
a. Analyze the meaning of words using knowledge of roots (see chart).	<b>Student Edition:</b> R20 <i>Vocabulary Practice</i> 30, 185, 206, 397, 451, 499, 568 <i>Vocabulary Tip</i> 195, 447 <b>Teacher Wraparound Edition:</b> DI 3; ELC 1052; SP 789
b. Evaluate the effects of connotation in text.	<b>Student Edition:</b> 49, R20 <i>Vocabulary Practice</i> 237, 596, 629, 633, 637, 641, 651, 892 <i>Vocabulary Tip</i> 631, 635 <b>Teacher Wraparound Edition:</b> DI 965; ELC 49, 257, 399; SP 496, 916, 996

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<p>c. Determine word meaning through analogy and contrast/antonym context clues.</p>	<p><b>Student Edition:</b>  R20  <i>Literary Analysis</i> 620, 625  <i>Vocabulary Practice</i> 18, 48, 1051, 1075  <i>Vocabulary Tip</i> 558, 598, 653, 1078  <b>Teacher Wraparound Edition:</b>  DI 87, 527, 701, 751; SP 364, 438, 514, 682, 1186</p>
<p>d. Distinguish between commonly confused words (i.e., <i>affect/effect</i>; <i>between/among</i>; <i>either/neither</i>; <i>fewer/less</i>; <i>good/well</i>; <i>irregardless/regardless</i>; <i>waste/waist</i>).</p>	<p><b>Student Edition:</b>  534</p>
<p><b>Comprehension of Informational Text</b></p>	
<p>1.2 Comprehend and evaluate informational text (i.e., essays, nonfiction articles, work place and consumer documents, electronic text).</p>	
<p>a. Analyze the purpose of external text features and structures in a variety of electronic texts (e.g., email, electronic newspapers, web pages).</p>	<p><b>Student Edition:</b>  R45  The following references can be adapted to address the focus of this objective.  <i>Writing and Extending</i> 161, 263</p>
<p>b. Analyze the function of multiple internal text structures in a single text.</p>	<p><b>Student Edition:</b>  R21, R24  <i>Literary Analysis</i> 434  <i>Reading Preview</i> 21, 51, 181, 430, 436, 495  <i>Reading and Vocabulary</i> 30, 62, 185, 442, 499, 539, 1043, 1255  <b>Teacher Wraparound Edition:</b>  DI 59; SP 24, 1234; T 184, 431, 438, 1041, 1245; 1254</p>
<p>c. Use explicit and implicit information to arrive at conclusions.</p>	<p><b>Student Edition:</b>  R23  <i>Reading Preview</i> 430  <i>Reading and Vocabulary</i> 434  <b>Teacher Wraparound Edition:</b>  T 432, 433</p>
<p>d. Evaluate text for reliability and accuracy.</p>	<p><b>Student Edition:</b>  <i>Literary Analysis</i> 1227  <i>Writing and Extending</i> 556, 582</p>

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<b>Comprehension of Literary Text</b>	
1.3 Comprehend literature by recognizing the use of literary elements across genres and cultures.	
a. Examine the relationship between oral and written narratives.	<b>Student Edition:</b> 1031-1034, 1036-1037, 1076, 1087 <i>Reading and Vocabulary</i> 1030 <b>Teacher Wraparound Edition:</b> A 1087; SP 1086; T 1032
b. Understand the uses of character development in conveying theme in literary works.	<b>Student Edition:</b> 94-95 <i>Literary Analysis</i> 128, 160, 931 <i>Literary Element</i> 158, 159, 917, 191, 920, 921, 922, 925, 926, 928 <i>Literary Preview</i> 149, 915 <b>Teacher Wraparound Edition:</b> SP 94; T 151, 152, 153, 924, 927
c. Analyze themes in literature and their connection to politics, history, culture, and economics.	<b>Student Edition:</b> 207, 226, 464, 668, 685, 913, 939, 1076, 1087, 1151, 1160 <i>Before You Read</i> 221, 675, 681, 1084, 1158 <b>Teacher Wraparound Edition:</b> ELC 221, 675, 1085; RRW 225
d. Evaluate setting as it contributes to characterization, plot, or theme.	<b>Student Edition:</b> 10-11, 706-707 <i>Literary Analysis</i> 160, 276 <i>Reading Preview</i> 915 <i>Reading Strategy</i> 916, 917, 920, 922 <i>Reading and Vocabulary</i> 931 <i>Writing and Extending</i> 48 <b>Teacher Wraparound Edition:</b> DI 925; SP 158; T 924, 927
e. Analyze the use of simile, metaphor, pun, irony, symbolism, allusion and personification.	<b>Student Edition:</b> 584-585 <i>Literary Analysis</i> 62, 70, 178, 463, 591, 600, 620, 625, 663 <i>Literature Preview</i> 51, 163, 453 <b>Teacher Wraparound Edition:</b> ELC 169; SP 60

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f. Compare poetry on different topics from varied cultures and times.	<b>Student Edition:</b> 668, 685 <i>Big Idea</i> 527, 583, 645 <i>Writing and Extending</i> 659
<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>	
2.1 Interpret and analyze ideas and perspectives to clarify thinking through writing.	
a. Analyze varied ideas and opposing opinions.	<b>Student Edition:</b> 941-942, R35 <i>Literary Analysis</i> 463 <i>Writing and Extending</i> 119, 179, 428, 451, 762, 833
b. Analyze facts, events, or ideas to create meaning.	<b>Student Edition:</b> 290-297, 686-693, R33 <i>Literary Analysis</i> 220, 1083 <i>Reading Preview</i> 419 <i>Writing and Extending</i> 19, 48, 71, 582 <b>Teacher Wraparound Edition:</b> ELC 291; SP 942
c. Identify and analyze assumptions and perceptions by examining connections between texts, between texts and self, and between texts and different world connections.	<b>Student Edition:</b> 291-292, 501-502, 687-688, 941-942, 1091-1095, 1257-1259, 1261 <i>Grammar and Style</i> 383, 410 <i>Literary Analysis</i> 596 <b>Teacher Wraparound Edition:</b> DI 291, 503, 689
<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.	
2.2 Write to persuade others. (Emphasize persuasive compositions.)	
a. Experiment with varied organizational patterns and forms of writing (e.g., memos, letters, reports, essays, brochures).	<b>Student Edition:</b> 293, 503, 689, 940-947, 1088-1097, 1260, R42-R45 <i>Visual Literacy</i> 408 <i>Writing and Extending</i> 161, 277, 289 <b>Teacher Wraparound Edition:</b> DI 293; T 503

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<p>b. Support arguments with personal experience, detailed evidence, examples, and reasoning.</p>	<p><b>Student Edition:</b> 293, 689, 940-947, 1088-1097 <i>Writing and Extending</i> 289, 428 <b>Teacher Wraparound Edition:</b> DI 689; SP 942, 1092; T 293</p>
<p>c. Use persuasive strategies including appeals to logic, emotion, and ethics.</p>	<p><b>Student Edition:</b> 942-943, 944-951, 1088-1090, R35 <b>Teacher Wraparound Edition:</b> BRF 943; SP 942, 944</p>
<p><b>Revision and Editing</b></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"> <li>Adequate support of ideas (e.g., quotations, facts, examples, anecdotes, and excerpts).</li> <li>Control of organizational elements in multiple paragraph texts (e.g., thesis, details, leads, conclusions, and transitions).</li> <li>Correct use of active and passive voice.</li> <li>Appropriate voice for specific audiences.</li> <li>Rhythm created through sentence construction (i.e., parallel sentence structure).</li> <li>Specific word choice for different audiences and purposes.</li> </ul>	<p><b>Student Edition:</b> 296, 506, 692, 946, 1096, 1261, R31 <i>Grammar and Style</i> 19, 63, 92, 277 <b>Teacher Wraparound Edition:</b> DI 1095; SP 502, 1260, 1262; T 296, 506, 946, 1096</p>
<p>b. Edit for:</p> <ul style="list-style-type: none"> <li>Correct subject/verb agreement.</li> <li>Agreement of pronouns and antecedents.</li> <li>Correct sentence construction (i.e., fragments, run-ons).</li> <li>Correct placement of modifiers.</li> <li>Correct capitalization for abbreviations (Ph.D.) or letters that stand alone (U-turn, I-beams).</li> <li>Correct use of commas to set off appositives.</li> <li>Correct use of possessives.</li> <li>Correct use of semicolon.</li> <li>Spelling.</li> </ul>	<p><b>Student Edition:</b> 296, 506, 946, 1096, 1262, R32, R58 <i>Focus Lesson</i> 1097 <i>Grammar and Style</i> 119, 398, 870 <b>Teacher Wraparound Edition:</b> T 296, 507, 947, 1097, 1263</p>

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<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>	
3.1 Use the process of inquiry to problem solve and deepen understanding.	
a. Formulate essential questions that expose problems and explore issues.	<b>Student Edition:</b> 1088, R36 <i>Literary Analysis</i> 641, 741 <i>Writing and Extending</i> 371, 383, 451 <b>Teacher Wraparound Edition:</b> DI 741
b. Analyze information to determine relevance to essential question.	<b>Student Edition:</b> 1089, 1095, R37 <b>Teacher Wraparound Edition:</b> SP 1092
c. Evaluate the accuracy and relevance of information that reflects multiple points of view.	<b>Student Edition:</b> 644 #6, 1089, 1095, R37 <b>Teacher Wraparound Edition:</b> SP 1090; T 949
d. Evaluate, use, and cite nontraditional sources (e.g., Internet, interviews, media sources).	<b>Student Edition:</b> 508-509, 948-949, 1098-1099, R36-R39, R40, R41 <i>Writing and Extending</i> 161, 206, 263, 352 <b>Teacher Wraparound Edition:</b> T 494, 1099
<b>Written Communication of Inquiry</b>	
3.2 Write to synthesize information to solve a problem or deepen understanding.	
a. Select an appropriate format to synthesize information.	<b>Student Edition:</b> 49, 275, 408, 1090, R21-R22, R36-R37 <i>Summary</i> 1093 <i>Writing and Extending</i> 582 <b>Teacher Wraparound Edition:</b> DI 217, 303; SP 86, 170, 340, 732, 848, 882

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b. Gather and synthesize information to solve a problem or deepen understanding.	<b>Student Edition:</b> R23 <i>Reading Preview</i> 321, 1078 <i>Reading and Vocabulary</i> 335, 1083 <i>Writing and Extending</i> 762 <b>Teacher Wraparound Edition:</b> DI 915; SP 344, 384, 392, 716, 1130, 1137
c. Support synthesis of information using paraphrase, summary, and/or quotations.	<b>Student Edition:</b> 1091-1095, R38-R39 <i>Reading Preview</i> 740 <i>Writing and Extending</i> 371, 383, 451, 1008 <b>Teacher Wraparound Edition:</b> ELC 291; SP 1130
d. Use informal and formal citations where appropriate, to support inquiry.	<b>Student Edition:</b> 504-505, 944-945, R39, R40, R41 <b>Teacher Wraparound Edition:</b> SP 368
<b>Oral Communication of Inquiry</b>	
3.3 Plan and present orally using techniques appropriate to audience and purpose.	
a. Determine audience and purpose for oral presentations (e.g., to inform, to persuade, to entertain).	<b>Student Edition:</b> 298-299, 508-509, 694-695, 948-949, 1098-1099, 1262 <i>Comparing Persuasive Appeals</i> 482 <i>Literary Analysis</i> 434 <i>Writing and Extending</i> 119, 179, 237, 371 <b>Teacher Wraparound Edition:</b> DI 803; SP 752
b. Anticipate and prepare to respond to potential audience questions.	<b>Student Edition:</b> 1264-1265 <i>Daily Life and Culture</i> 350 <i>Literary Analysis</i> 561 <i>Literature Groups</i> 410, 621 <i>Primary Visual Artifact</i> 17 <i>Writing and Extending</i> 92, 129, 428 <i>You're the Critic</i> 61 <b>Teacher Wraparound Edition:</b> SP 458

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<p>c. Respond effectively to audience questions and feedback.</p>	<p><b>Student Edition:</b>  1264-1265  <i>Daily Life and Culture</i> 350  <i>Literary Analysis</i> 561  <i>Literature Groups</i> 410, 621  <i>Primary Visual Artifact</i> 17  <i>Writing and Extending</i> 92, 129, 428  <i>You're the Critic</i> 61</p> <p><b>Teacher Wraparound Edition:</b>  DI 842; ELC 695; SP 746</p>
<p>d. Present orally using visual aids/technology for support.</p>	<p><b>Student Edition:</b>  298-299, 508-509, 694-695, 1098-1099  <i>Writing and Extending</i> 371, 659</p> <p><b>Teacher Wraparound Edition:</b>  DI 243; SP 694, 842</p>