



# Literature

Reading with Purpose  
 Course 1

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STANDARDS	PAGE REFERENCES
<b>Phonemic Awareness, Word Recognition and Fluency</b>	
<p><i>Fluency continues to develop past the primary grades. Readers increase their rate of oral reading to near conversational pace. They show their appropriate use of pauses, pitch, stress and intonation that they are reading in clauses and sentence units to support comprehension. They gain control over a wider, complex sight vocabulary and over longer syntactic structures, so that they are able to read progressively more demanding texts with greater ease. Silent reading becomes considerably faster than oral reading and becomes the preferred, more efficient way to process everyday texts.</i></p>	
<b>Acquisition of Vocabulary</b>	
<b>Contextual Understanding</b>	
<p>1. Define the meaning of unknown words by using context clues and the author's use of definition, restatement and example.</p>	<p><b>Student Edition:</b>            RH1-RH2, R43  <i>English Language Coach</i> 166, 178, 496, 508, 554 #3, 708, 784  <i>Practice the Skills</i> 181 #2, 527 #5, 556 #2, 631 #7, 790 #6, 794 #14, 806 #1, 809 #8  <i>Vocabulary Check</i> 803 #18  <b>Teacher Wraparound Edition:</b>            V 588</p>

STANDARDS	PAGE REFERENCES
<i>Conceptual Understanding</i>	
<p>2. Apply knowledge of connotation and denotation to determine the meaning of words.</p>	<p><b>Student Edition:</b>            RH4  <i>English Language Coach</i> 262, 268, 284, 290  <i>Practice the Skills</i> 265 #4, 274 #6, 286 (1, 4), 292 #1  <i>Vocabulary Check</i> 267, 277, 289  <b>Teacher Wraparound Edition:</b>            ELC 157, 293; LC 258, 274, 1011; V 882</p>
<p>3. Identify analogies and other word relationships, including synonyms and antonyms, to determine the meaning of words.</p>	<p><b>Student Edition:</b>  <i>English Language Coach</i> 128, 148, 220, 284, 290  <i>Practice the Skills</i> 152 #4, 227 #8, 286  <b>Teacher Wraparound Edition:</b>            ELC 129, 229, 928; LC 131, 132, 139, 156, 239, 942; V 210</p>
<p>4. Interpret metaphors and similes to understand new uses of words and phrases in text.</p>	<p><b>Student Edition:</b>  <i>Comparing Literature Workshop</i> 458-459  <i>Practice the Skills</i> 455 #5  <i>Skills Preview</i> 443, 451  <i>Skills Review</i> 457  <i>Writing: Compare the Literature</i> 458-459  <b>Teacher Wraparound Edition:</b>            ELC 105; LE 446, 454, 472; LFL 72, 306, 549, 810</p>
<p>5. Recognize and use words from other languages that have been adopted into the English language.</p>	<p><b>Student Edition:</b>  <i>English Language Coach</i> 648, 658, 686, 708, 732  <i>Practice the Skills</i> 650 #1, 651 #3, 663 #5, 666 #10, 691 #3, 720 #14, 736 #5  <i>Vocabulary Check</i> 657, 669  <b>Teacher Wraparound Edition:</b>            ELC 260, 516, 626, 654, 661</p>

STANDARDS	PAGE REFERENCES
<b>Structural Understanding</b>	
<p>6. Apply the knowledge of prefixes, suffixes and roots and their various inflections to analyze the meanings of words.</p>	<p><b>Student Edition:</b> RH1-RH2 <i>English Language Coach</i> 166, 178, 496, 508, 522, 554, 784, 804 <i>Practice the Skills</i> 498 #1, 527 #5, 532 #13, 556 #2, 594 #3, 790 #6, 794 #14, 806 #1, 809 #8 <i>Vocabulary Check</i> 507 #14, 515 #17, 803 #18 <b>Teacher Wraparound Edition:</b> ELC 166, 274; LC 122; V 428</p>
<p>7. Identify symbols and acronyms and connect them to whole words.</p>	<p><b>Student Edition:</b> 34-37, R41-R42 <i>Talk About Your Reading</i> 38 <b>Teacher Wraparound Edition:</b> EL 60; ELC 604; LE 785, 786, 791, 798, 799, 919; RW 49</p>
<b>Tools and Resources</b>	
<p>8. Determine the meanings and pronunciations of unknown words by using dictionaries, thesauruses, glossaries, technology and textual features, such as definitional footnotes or sidebars.</p>	<p><b>Student Edition:</b> RH3-RH4 <i>English Language Coach</i> 10, 18, 56, 70, 76, 86, 732 <i>Practice the Skills</i> 59 #4, 72 #3, 79 #2, 89 #3, 95 #4-#5, 97 #7, 181 #2, 790 #6 <i>Vocabulary Check</i> 47 #16, 561 #18, 803 #18 <b>Teacher Wraparound Edition:</b> ELC 86, 190; LC 104</p>
<b>Reading Process: Concept of Print, Comprehension Strategies and Self-Monitoring Strategies</b>	
<b>Comprehension Strategies</b>	
<p>1. Establish and adjust purposes for reading, including to find out, to understand, to interpret, to enjoy and to solve problems.</p>	<p><b>Student Edition:</b> RH6-RH7 <i>Before You Read</i> 160, 210, 220, 346, 592 <i>Practice the Skills</i> 12 #1, 13 #3, 15 #7, 21 #3, 130 #1 <i>Reading Workshop</i> 8-9 <i>Set Purposes for Reading</i> 687, 859, 873 <i>Skills Preview</i> 11, 19 <i>Skills Review</i> 17, 25 <b>Teacher Wraparound Edition:</b> 8A, 480I; RS 9, 103</p>

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<p>2. Predict or hypothesize as appropriate from information in the text, substantiating with specific references to textual examples that may be in widely separated sections of text.</p>	<p><b>Student Edition:</b>            RH10  <i>Active Reading Model</i> 121 #4, 122 #6, 622 #6  <i>Genre Focus</i> 118, 618  <i>Practice the Skills</i> 168 #1, 173 #8, 174 #9, 181 #1, 549 #2, 710 #1, 712 #4, 713 #6, 714 #7  <i>Reading Workshop</i> 164-165, 706-707  <i>Skills Preview</i> 167, 179, 709, 733  <i>Skills Review</i> 177, 183, 743</p> <p><b>Teacher Wraparound Edition:</b>            164A, 706A; RS 621</p>
<p>3. Make critical comparisons across texts, noting author's style as well as literal and implied content of text.</p>	<p><b>Student Edition:</b>            RH15  <i>After You Read</i> 466, 560 #8, 656 #5  <i>Comparing Literature Workshop</i> 84-85, 208-209, 336-337, 458-459, 586-587, 744-745  <i>Reading Workshop</i> 670-671  <i>Skills Preview</i> 673, 687  <i>Skills Review</i> 685  <i>Writing: Compare the Literature</i> 467  <i>Writing: Reading Across Texts</i> 597</p>
<p>4. Summarize the information in texts, recognizing important ideas and supporting details, and noting gaps or contradictions.</p>	<p><b>Student Edition:</b>            RH12  <i>Active Reading Model</i> 491 #11  <i>After You Read</i> 136, 158, 176, 182, 266, 288, 296, 324, 334, 408, 426, 434, 448, 536, 580, 584, 632  <i>Genre Focus</i> 484  <i>Practice the Skills</i> 578 #13  <i>Reading Workshop</i> 566-567  <i>Skills Preview</i> 569, 582  <i>Skills Review</i> 581, 585  <i>Writing Workshop</i> 26-28, 64-66</p> <p><b>Teacher Wraparound Edition:</b>            26A, 566A</p>

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<p>5. Select, create and use graphic organizers to interpret textual information.</p>	<p><b>Student Edition:</b>  <i>Comparing Literature Workshop</i> 84-85, 208-209, 336-337, 458-459, 744-745  <i>Reading Across Texts Workshop</i> 586-587, 894-895, 1056-1057  <i>Wrap-Up</i> 100, 101, 599, 759, 911, 1073  <i>Writing: Compare the Literature</i> 235  <i>Writing Workshop</i> 278-279</p> <p><b>Teacher Wraparound Edition:</b>  26A; DI 142; W 65, 517, 815</p>
<p>6. Answer literal, inferential, evaluative and synthesizing questions to demonstrate comprehension of grade-appropriate print texts and electronic and visual media.</p>	<p><b>Student Edition:</b>  <i>After You Read</i> 46, 62, 74, 82, 98, 136, 140, 158, 176, 194, 206, 234, 266, 276, 288, 296, 312, 324, 334, 382, 396, 418</p>
<p><b>Self-Monitoring Strategies</b></p>	
<p>7. Monitor own comprehension by adjusting speed to fit the purpose, or by skimming, scanning, reading on, looking back, note taking or summarizing what has been read so far in text.</p>	<p><b>Student Edition:</b>  RH6  <i>Active Reading Model</i> 6 #3, 931 #2  <i>Genre Focus</i> 930  <i>Practice the Skills</i> 34 #2-#3, 42 #2, 44 #4, 1001 #2, 1025 #13-#15  <i>Reading Workshop</i> 30-31, 996-997  <i>Skills Preview</i> 33, 41, 999, 1015  <i>Skills Review</i> 39, 47, 1013</p> <p><b>Teacher Wraparound Edition:</b>  996A; R 5, 35, 44, 69, 102; RF 222; RS 9, 1018, 1021, 1026, 1028</p>
<p>8. List questions and search for answers within the text to construct meaning.</p>	<p><b>Student Edition:</b>  RH11  <i>Active Reading Model</i> 120 #2, 121 #5  <i>Genre Focus</i> 118  <i>Practice the Skills</i> 192 #1, 193 #3, 201 #4, 202 #6, 204 #8, 205 #11, 452 #1, 453 #3  <i>Reading Workshop</i> 188-189  <i>Skills Preview</i> 191, 197  <i>Skills Review</i> 195, 207</p> <p><b>Teacher Wraparound Edition:</b>  188A; DI 192; RS 119, 198, 203</p>

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<b>Independent Reading</b>	
9. Use criteria to choose independent reading materials (e.g., personal interest, knowledge of authors and genres, or recommendations from others).	<b>Student Edition:</b> R21 <i>Reading on Your Own</i> 108-109, 246-247, 364-365, 474-475, 608-609, 766-767, 920-921, 1076-1077 <i>Writing Workshop</i> 26
10. Independently read books for various purposes (e.g., for enjoyment, for literary experience, to gain information or to perform a task).	<b>Student Edition:</b> RH5 <i>Reading on Your Own</i> 108-109, 246-247, 364-365, 474-475, 608-609, 766-767, 920-921, 1076-1077 <b>Teacher Wraparound Edition:</b> DI 531
<b>Reading Applications: Informational, Technical and Persuasive Text</b>	
1. Use text features, such as chapter titles, headings and subheading; parts of books, including index, appendix, table of contents and online tools (search engines) to locate information.	<b>Student Edition:</b> RH18 <i>Genre Focus</i> 4-5 <i>Practice the Skills</i> 12 #1, 13 #3, 14 #4, 15 #6, 20 #1, 22 #5, 34 #1, 42 #1, 45 #5 <i>Skills Preview</i> 11, 19, 33, 41, 555 <i>Skills Review</i> 17, 25, 39, 47 <b>Teacher Wraparound Edition:</b> LFL 5; TE 21
2. Analyze examples of cause and effect and fact and opinion.	<b>Student Edition:</b> RH14, RH16 <i>Active Reading Model</i> 487 #5, 489 #7 <i>Genre Focus</i> 256 <i>Practice the Skills</i> 264 #1, 270 #1, 273 #5 <i>Reading Workshop</i> 260-261, 520-521 <i>Skills Preview</i> 263, 269 <i>Skills Review</i> 267, 277 <b>Teacher Wraparound Edition:</b> 260A, 520A; DI 7; RS 257, 271, 593

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<p>3. Compare and contrast important details about a topic, using different sources of information, including books, magazines, newspapers and online resources</p>	<p><b>Student Edition:</b>  <i>Practice the Skills</i> 1059 #2, 1060 #3, 1061 #5, 1063 #1, 1064 #3, 1066 #6, 1067 #9  <i>Reading Across Texts Workshop</i> 586-587, 894-895, 1056-1057  <i>Write About Your Reading</i> 1071  <i>Writing: Reading Across Texts</i> 597, 909  <b>Teacher Wraparound Edition:</b>            586A, 670A, 1056A; RS 1063</p>
<p>4. Compare original text to a summary to determine the extent to which the summary adequately reflects the main ideas and critical details of the original text.</p>	<p><b>Student Edition:</b>  <i>Reading Workshop</i> 566-567  <i>Writing Workshop</i> 26, 64-65  <b>Teacher Wraparound Edition:</b>            26A</p>
<p>5. Analyze information found in maps, charts, tables, graphs, diagrams and cutaways.</p>	<p><b>Student Edition:</b>            RH18  <i>Active Reading Model</i> 6 #4  <i>Analyzing the Graphic</i> 36  <i>Practice the Skills</i> 14 #4, 15 #6, 22 #5, 53 #2  <i>Reading Workshop</i> 48-49  <i>Skills Preview</i> 19, 57  <i>Skills Review</i> 25, 183  <i>Skills and Strategies Assessment</i> 111  <b>Teacher Wraparound Edition:</b>            DI 179, 181, 271, 877, 1059; RS 52; TE 180; VG 23</p>
<p>6. Identify an author's argument or viewpoint and assess the adequacy and accuracy of details used.</p>	<p><b>Student Edition:</b>            RH15  <i>Active Reading Model</i> 258 #4  <i>After You Read</i> 266, 324 #6  <i>Practice the Skills</i> 264 #1, 275 #7, 323 #4  <i>Skills Preview</i> 263, 285, 301, 321  <i>Skills Review</i> 267, 277, 305, 325  <b>Teacher Wraparound Edition:</b>            BQ 156; LE 302, 303, 343; LFL 154, 320; RS 265</p>

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<p>7. Identify and understand an author's purpose for writing, including to explain, entertain, persuade or inform.</p>	<p><b>Student Edition:</b>  <i>Active Reading Model 7 #6, 303 #4</i>  <i>Before You Read 320</i>  <i>Genre Focus 5</i>  <i>Listening, Speaking, and Viewing 67</i>  <i>Practice the Skills 80 #3, 286 #2, 322 #1, 323 #4, 513 #6</i>  <i>Skills Preview 77, 285, 509</i>  <i>Skills Review 83, 289, 515</i></p> <p><b>Teacher Wraparound Edition:</b>            BQ 156; LE 302, 303, 343; LFL 154, 320; RS 265</p>
<p>8. Summarize information from informational text, identifying the treatment, scope and organization of ideas.</p>	<p><b>Student Edition:</b>            RH12, RH19  <i>Reading Workshop 566-567</i>  <i>Skills Preview 569</i>  <i>Skills Review 207</i>  <i>Write About Your Reading 54, 324</i>  <i>Writing Workshop 26-28, 64-66</i></p> <p><b>Teacher Wraparound Edition:</b>            26A, 26B, 566A; RRW 27</p>
<p><b>Reading Applications: Literary Text</b></p>	
<p>1. Analyze the techniques authors use to describe characters, including narrator or other characters' point of view; character's own thoughts, words or actions.</p>	<p><b>Student Edition:</b>  <i>Comparing Literature Workshop 208-209</i>  <i>Practice the Skills 193 #4, 203 #7, 205 #9-#10, 211 #1, 212 #2, 213 #3, 215 #5-#6, 216 #7-#8, 224 #4-#5</i>  <i>Skills Preview 191, 197</i>  <i>Skills Review 195, 207</i></p> <p><b>Teacher Wraparound Edition:</b>            208A; DI 169; LE 124; LFL 150, 204; TE 199, 200</p>
<p>2. Identify the features of setting and explain their importance in literary text.</p>	<p><b>Student Edition:</b>  <i>Genre Focus 930</i>  <i>Practice the Skills 712 #3, 716 #8, 717 #9, 723 #17, 734 #1, 736 #4, 738 #7, 741 #10</i>  <i>Skills Preview 709, 733</i>  <i>Skills Review 731, 743</i></p> <p><b>Teacher Wraparound Edition:</b>            LFL 94, 659</p>

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<p>3. Identify the main and minor events of the plot, and explain how each incident gives rise to the next.</p>	<p><b>Student Edition:</b>  <i>Active Reading Model</i> 488 #6, 493 #13  <i>Practice the Skills</i> 548 #1, 550 #8, 551 #11-#12, 806 #2, 807 #4, 808 #5, 810 #9, 811 #11  <i>Skills Preview</i> 547, 805  <i>Skills Review</i> 553, 813</p> <p><b>Teacher Wraparound Edition:</b>  DI 682; LE 600, 603, 607</p>
<p>4. Explain first, third and omniscient points of view, and explain how voice affects the text.</p>	<p><b>Student Edition:</b>  <i>Active Reading Model</i> 124 #8  <i>Genre Focus</i> 118  <i>Practice the Skills</i> 124 #8, 150 #1, 152 #3, 153 #5, 161 #2, 386 #1, 415 #6, 430 #1, 824 #5  <i>Skills Preview</i> 149, 385, 411, 429, 821  <i>Skills Review</i> 159, 163, 419, 435</p> <p><b>Teacher Wraparound Edition:</b>  LE 350; LFL 572</p>
<p>5. Identify recurring themes, patterns and symbols found in literature from different eras and cultures.</p>	<p><b>Student Edition:</b>  <i>After You Read</i> 640, 656, 668  <i>Genre Focus</i> 618  <i>Practice the Skills</i> 636 #2, 664 #6  <i>Skills Preview</i> 627, 635, 673  <i>Skills Review</i> 633, 641  <i>Write About Your Reading</i> 684</p> <p><b>Teacher Wraparound Edition:</b>  LE 629, 639, 649, 653, 667, 693; LFL 444, 621</p>
<p>6. Explain the defining characteristics of literary forms and genres, including poetry, drama, myths, biographies, autobiographies, fiction and non-fiction.</p>	<p><b>Student Edition:</b>  R10-R16  <i>Active Reading Model</i> 375 #3-#4  <i>Genre Focus</i> 374, 484, 618, 776, 930  <i>Get Ready to Read</i> 746-747, 750  <i>Practice the Skills</i> 381 #3, 748 #1-#2, 749 #3-#4, 753 #4-#7, 754 #8, 755 #9  <i>Skills Preview</i> 138, 379, 627  <i>Skills Review</i> 141, 383, 633</p> <p><b>Teacher Wraparound Edition:</b>  LFL 974</p>

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<p>7. Distinguish how an author establishes mood and meaning through word choice, figurative language and syntax.</p>	<p><b>Student Edition:</b>  <i>Active Reading Model</i> 259 #8  <i>Comparing Literature Workshop</i> 336-337  <i>Practice the Skills</i> 329 #2, 331 #7, 342 #6, 344 #9, 345 #11, 347 #1, 348 #3  <i>Skills Preview</i> 327  <i>Skills Review</i> 335  <i>Writing: Compare the Literature</i> 355</p> <p><b>Teacher Wraparound Edition:</b>            LE 332; LFL 353</p>
<p><b>Writing Processes</b></p>	
<p><b>Prewriting</b></p>	
<p>1. Generate writing ideas through discussions with others and from printed material, and keep a list of writing ideas.</p>	<p><b>Student Edition:</b>            R17, R21, R27  <i>Comparing Literature Workshop</i> 84-85  <i>Wrap-Up</i> 100, 101, 236, 357, 598, 599  <i>Write About Your Reading</i> 24, 656, 700  <i>Writing Workshop</i> 26, 27, 142, 278, 398, 516-517, 642, 814</p> <p><b>Teacher Wraparound Edition:</b>            LFL 268</p>
<p>2. Conduct background reading, interviews or surveys when appropriate.</p>	<p><b>Student Edition:</b>            R21-R23  <i>Wrap-Up</i> 100, 101, 237, 758  <i>Writing Workshop</i> 26</p> <p><b>Teacher Wraparound Edition:</b>            DI 240, 556, 872, 899, 1037; LFL 143, 174, 300, 1052; RRW 27, 594</p>
<p>3. Establish a thesis statement for informational writing or a plan for narrative writing.</p>	<p><b>Student Edition:</b>            R20, R21, R22-R23  <i>Wrap-Up</i> 100, 599, 1072, 1073  <i>Writing Workshop</i> 27, 28, 64, 66, 278, 314, 516-518, 642-643</p> <p><b>Teacher Wraparound Edition:</b>            26B, 516A, 642A; DI 869, 919</p>

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4. Determine a purpose and audience.	<p><b>Student Edition:</b>  R17, R25  <i>Wrap-Up</i> 100, 357  <i>Write About Your Reading</i> 24, 74, 158, 288, 312, 584, 880, 892, 1012  <i>Writing Workshop</i> 184, 278-279</p> <p><b>Teacher Wraparound Edition:</b>  278A, 642A, 814A</p>
5. Use organizational strategies (e.g., rough outlines, diagrams, maps, webs and Venn diagrams) to plan writing.	<p><b>Student Edition:</b>  <i>Wrap-Up</i> 100, 101, 357, 599, 759, 911  <i>Write About Your Reading</i> 62  <i>Writing Workshop</i> 278, 279, 815</p> <p><b>Teacher Wraparound Edition:</b>  DI 26, 61, 64, 142, 144, 153, 398, 783, 814; LFL 49</p>
<b>Drafting, Revising and Editing</b>	
6. Organize writing, beginning with an introduction, body and a resolution of plot, followed by closing statement or a summary of important ideas and details.	<p><b>Student Edition:</b>  R20-R21  <i>Wrap-Up</i> 599  <i>Write About Your Reading</i> 656  <i>Writing Workshop</i> 279, 316, 564-565, 643, 703-704, 815, 866, 868, 967, 1034</p> <p><b>Teacher Wraparound Edition:</b>  26B, 142A, 516A, 516B, 966A; DI 783; W 563</p>
7. Vary simple, compound and complex sentence structures.	<p><b>Student Edition:</b>  <i>Grammar Link</i> 383, 519, 645, 657, 669, 731  <i>Writing Workshop</i> 280, 705</p> <p><b>Teacher Wraparound Edition:</b>  26B, 278B, 398B, 642B, 814B, 966A, 966B; DI 185</p>
8. Group related ideas into paragraphs, including topic sentences following paragraph form, and maintain a consistent focus across paragraphs.	<p><b>Student Edition:</b>  R20  <i>Editing Checklist</i> 315  <i>Write About Your Reading</i> 158  <i>Writing Tip</i> 815  <i>Writing Workshop</i> 28, 64, 144, 279, 398, 702, 868</p> <p><b>Teacher Wraparound Edition:</b>  516B; DI 26</p>

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9. Vary language and style as appropriate to audience and purpose.	<p><b>Student Edition:</b>  <i>Grammar Link</i> 281  <i>Write About Your Reading</i> 162  <i>Writing Tip</i> 399  <i>Writing Workshop</i> 28, 314-315, 400, 436-438</p> <p><b>Teacher Wraparound Edition:</b>  26B, 142A, 142B, 278A, 278B, 398B, 642B, 814B, 966A, 966B; DI 185, 517; W 314</p>
10. Use available technology to compose text.	<p><b>Student Edition:</b>  R25, R27  <i>Literature Online</i> 65, 315, 399, 439, 517, 815, 867, 967, 1033  <i>Writing Tip</i> 165, 185  <i>Writing Workshop</i> 185, 563, 968</p> <p><b>Teacher Wraparound Edition:</b>  26B, 642B; LO 279</p>
11. Reread and analyze clarity of writing.	<p><b>Student Edition:</b>  R17  <i>Wrap-Up</i> 236, 357, 599  <i>Writing Workshop</i> 64, 184, 280, 314, 562, 702, 866-867, 1032</p> <p><b>Teacher Wraparound Edition:</b>  DI 28</p>
12. Add and delete information and details to better elaborate on a stated central idea and to more effectively accomplish purpose.	<p><b>Student Edition:</b>  R17, R27  <i>Wrap-Up</i> 357  <i>Writing Workshop</i> 64, 66, 143, 184, 279, 280, 314, 316, 436-437, 517-518, 562-563, 643, 702, 815, 867, 868, 1032</p> <p><b>Teacher Wraparound Edition:</b>  142A, 516A; DI 144; LFL 868; WW 316</p>
13. Rearrange words, sentences and paragraphs, and add transitional words and phrases to clarify meaning.	<p><b>Student Edition:</b>  R27  <i>Wrap-Up</i> 100, 357, 599  <i>Write About Your Reading</i> 552  <i>Writing Workshop</i> 64, 184, 280, 314, 436-437, 702, 867, 1032</p>

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14. Use resources and reference materials (e.g., dictionaries and thesauruses) to select more effective vocabulary.	<p><b>Student Edition:</b> R27</p> <p><b>Teacher Wraparound Edition:</b> 398A; ELC 190, 309, 399</p>
15. Proofread writing, edit to improve conventions (e.g., grammar, spelling, punctuation and capitalization) and identify and correct fragments and run-ons.	<p><b>Student Edition:</b> R18, R19, R27, R33-R35, R43-R44 <i>Wrap-Up</i> 236, 911 <i>Write About Your Reading</i> 864, 1048 <i>Writing Workshop</i> 65, 144, 185, 315, 437, 563, 703, 867, 1033</p>
16. Apply tools (e.g., rubric, checklist and feedback) to judge the quality of writing.	<p><b>Student Edition:</b> R18 <i>Wrap-Up</i> 357, 599, 911 <i>Writing Rubric</i> 26, 142 <i>Writing Workshop</i> 314-315, 814, 816, 866-867</p> <p><b>Teacher Wraparound Edition:</b> A 28, 145, 185, 518, 644, 816; DI 28, 210; RF 145, 703, 816, 968, 1032</p>
<b>Publishing</b>	
17. Prepare for publication (e.g., for display or for sharing with others) writing that follows a format appropriate to the purpose, using such techniques as electronic resources, principles of design (e.g., margins, tabs, spacing and columns) and graphics (e.g., drawings, charts and graphs) to enhance the final product.	<p><b>Student Edition:</b> R18, R25, R27 <i>Wrap-Up</i> 100, 101, 236, 598, 599, 759, 1073 <i>Write About Your Reading</i> 1012 <i>Writing Workshop</i> 65, 185, 315, 438, 563, 703, 867, 968</p> <p><b>Teacher Wraparound Edition:</b> 642B</p>
<b>Writing Applications</b>	
1. Write narratives that maintain a clear focus and point of view and use sensory details and dialogue to develop plot, characters, and a specific setting.	<p><b>Student Edition:</b> R21 <i>Wrap-Up</i> 599, 759, 1073 <i>Write About Your Reading</i> 206, 276, 334, 552 <i>Writing Workshop</i> 141-143, 184-185, 515-518, 562-564, 642-643, 702-704, 814-815, 866-868</p> <p><b>Teacher Wraparound Edition:</b> 142A, 142B, 814A, 814B; DI 210; LFL 211; RRW 119</p>

STANDARDS	PAGE REFERENCES
2. Write responses to novels, stories, poems and plays that provide an interpretation, critique or reflection and that support judgments with specific references to the text.	<p><b>Student Edition:</b>  <i>Write About Your Reading</i> 74, 82, 140, 158, 162, 206, 276, 312, 334, 382, 396, 408, 418, 426, 536, 640, 684, 700</p> <p><b>Teacher Wraparound Edition:</b>  DI 73, 528, 577</p>
3. Write letters that state the purpose, make requests or give compliments and use business letter format.	<p><b>Student Edition:</b>  R25</p> <p><i>Write About Your Reading</i> 54, 82, 158, 560, 880, 1012</p> <p><b>Teacher Wraparound Edition:</b>  RRW 361, 483, 557, 594</p>
4. Write informational essays or reports, including research, that present a literal understanding of the topic, include specific facts, details and examples from multiple sources and create an organizing structure appropriate to the purpose, audience and context.	<p><b>Student Edition:</b>  R20, R21-R24</p> <p><i>Writing Workshop</i> 278-279, 314-315</p> <p><b>Teacher Wraparound Edition:</b>  26A; DI 482, 899; LFL 174; RRW 835</p>
5. Write persuasive essays that establish a clear position and include organized and relevant information to support ideas.	<p><b>Student Edition:</b>  R21</p> <p><i>Write About Your Reading</i> 82, 288, 880</p> <p><i>Writing Workshop</i> 278-279, 314-316, 966</p> <p><b>Teacher Wraparound Edition:</b>  RRW 361, 947, 955</p>
6. Produce informal writings (e.g., journals, notes and poems) for various purposes.	<p><b>Student Edition:</b>  R22-R23, R50</p> <p><i>Write About Your Reading</i> 140, 162, 276, 418, 838, 856, 964</p> <p><i>Write to Learn</i> 57</p> <p><i>Writing Workshop</i> 26, 398-399, 436-438</p> <p><b>Teacher Wraparound Edition:</b>  398A; DI 73, 359, 464, 528, 577, 822, 878; LFL 1067</p>

STANDARDS		PAGE REFERENCES
<b>Writing Conventions</b>		
<b>Spelling</b>		
1. Spell frequently misspelled and high-frequency words correctly.	<b>Student Edition:</b> R19, R27, R33-R35, R43-R44 <i>Proofreading Checklist</i> 185, 867 <i>Writing Tip</i> 185, 315 <i>Writing Workshop</i> 65, 315, 437, 563, 703, 867, 1033	
<b>Punctuation and Capitalization</b>		
2. Use commas, end marks, apostrophes and quotation marks correctly.	<b>Student Edition:</b> R31, R32, R38-R40 <i>Editing Checklist</i> 315, 1033 <i>Grammar Link</i> 397, 561, 581, 585, 657, 685, 701, 1049, 1055 <i>Write About Your Reading</i> 334 <i>Writing Workshop</i> 563, 703, 704	
3. Use semicolons, colons, hyphens, dashes and brackets.	<b>Student Edition:</b> R39, R41 <i>Grammar Link</i> 743, 965, 985, 995, 1013, 1031	
4. Use correct capitalization.	<b>Student Edition:</b> R32, R36-R37 <i>Editing Checklist</i> 315, 563, 1033 <i>Grammar Link</i> 137, 145, 633, 1049 <i>Proofreading Checklist</i> 185, 867	
<b>Grammar and Usage</b>		
5. Use all eight parts of speech (e.g., noun, pronoun, verb, adverb, adjective, conjunction, preposition, interjection).	<b>Student Edition:</b> <i>Grammar Link</i> 17, 25, 47, 137, 141, 145, 177, 183, 195, 207, 267, 277, 281, 289, 297, 325, 401, 409, 537, 803	
6. Use verbs, including perfect tenses, transitive and intransitive verbs and linking verbs.	<b>Student Edition:</b> R30 <i>Grammar Link</i> 29, 39, 47, 55, 63, 75, 83, 401, 409, 803	
7. Use nominative, objective, possessive, indefinite and relative pronouns.	<b>Student Edition:</b> R29, R30 <i>Grammar Link</i> 17, 141, 159, 163, 177, 183, 195, 207, 305, 893 <i>Practice the Skills</i> 202 #5	

STANDARDS	PAGE REFERENCES
8. Use subject-verb agreement with collective nouns, indefinite pronouns, compound subjects and prepositional phrases.	<b>Student Edition:</b> R29 <i>Grammar Link</i> 163, 645, 669, 701, 817, 829, 839, 857, 865, 881, 893 <i>Writing Workshop</i> 437, 704
<b>Research</b>	
1. Generate a topic, assigned or personal interest, and open-ended questions for research and develop a plan for gathering information.	<b>Student Edition:</b> R17, R21 <i>Wrap-Up</i> 101, 758 <i>Write About Your Reading</i> 514, 864 <i>Writing Workshop</i> 966-967, 968, 1032-1034 <b>Teacher Wraparound Edition:</b> DI 120, 321, 899; LFL 174; RRW 27, 189, 193
2. Identify appropriate sources, and gather relevant information from multiple sources (e.g., school library catalogs, online databases, electronic resources and Internet-based resources).	<b>Student Edition:</b> R21 <i>Listening, Speaking, and Viewing</i> 869 <i>Wrap-Up</i> 101 <b>Teacher Wraparound Edition:</b> DI 41, 43, 78, 148, 156, 240, 899, 1068; LFL 174; RRW 21, 23, 57, 60, 79, 88, 124, 127, 239, 443, 705
3. Identify elements of validity in sources, including publication date, coverage, language, points of view, and discuss primary and secondary sources.	<b>Student Edition:</b> RH14, RH15, R47 <i>Practice the Skills</i> 899 #3-#5, 901 #7, 903 #9, 905 #1-#2 <i>Reading Across Texts Workshop</i> 894-895, 1056-1057 <i>Reading Workshop</i> 260-261, 840-841 <i>Writing: Reading Across Texts</i> 909 <b>Teacher Wraparound Edition:</b> 586A, 1056A
4. Identify important information found in sources and paraphrase the findings in a systematic way (e.g., notes, outlines, charts, tables, graphic organizers).	<b>Student Edition:</b> RH19 <i>Listening, Speaking, and Viewing</i> 187, 869 <i>Reading Across Texts Workshop</i> 586-587, 894-895, 1056-1057 <i>Wrap-Up</i> 101 <b>Teacher Wraparound Edition:</b> 586A; DI 896; RRW 27

STANDARDS	PAGE REFERENCES
5. Compare and contrast important findings and select sources to support central ideas, concepts and themes.	<p><b>Student Edition:</b>  RH15  <i>After You Read</i> 466, 560 #8, 656 #5  <i>Comparing Literature Workshop</i> 84-85, 208-209, 336-337, 458-459, 586-587, 744-745  <i>Reading Across Texts Workshop</i> 1056-1057  <i>Reading Workshop</i> 670-671  <i>Skills Preview</i> 673, 687  <i>Skills Review</i> 685  <i>Write About Your Reading</i> 1071  <i>Writing: Compare the Literature</i> 467  <i>Writing: Reading Across Texts</i> 597, 909</p> <p><b>Teacher Wraparound Edition:</b>  DI 337, 471; RRW 393</p>
6. Use quotations to support ideas.	<p><b>Student Edition:</b>  <i>Wrap-Up</i> 758</p> <p><b>Teacher Wraparound Edition:</b>  DI 901; LFL 300</p>
7. Use an appropriate form of documentation, with teacher assistance, to acknowledge sources (e.g., bibliography, works cited).	<p><b>Student Edition:</b>  R22, R23-R24</p> <p><b>Teacher Wraparound Edition:</b>  LFL 174; RRW 149, 898</p>
8. Use a variety of communication techniques, including oral, visual, written or multimedia reports, to present information that supports a clear position with organized and relevant evidence about the topic or research question.	<p><b>Student Edition:</b>  R20, R21-R24  <i>Listening, Speaking, and Viewing</i> 869  <i>Wrap-Up</i> 101</p> <p><b>Teacher Wraparound Edition:</b>  DI 148, 156, 240, 899, 1068; LFL 174; RRW 60, 79, 88, 193, 239, 331, 338, 411, 431, 446, 451, 691, 728</p>
<b>Communication: Oral and Visual</b>	
<b>Listening and Viewing</b>	
1. Demonstrate active listening strategies (e.g., asking focused questions, responding to cues, making visual contact).	<p><b>Student Edition:</b>  R45  <i>Listening, Speaking, and Viewing</i> 187, 439, 705, 1035  <i>Wrap-Up</i> 101</p> <p><b>Teacher Wraparound Edition:</b>  DI 704; RRW 317</p>

STANDARDS	PAGE REFERENCES
2. Summarize the main idea and draw conclusions from presentations and visual media.	<p><b>Student Edition:</b>  R45, R47  <i>Active Reading Model 7 #7</i>  <i>Analyzing the Art</i> 416  <i>Analyzing the Graphic</i> 35  <i>Listening, Speaking, and Viewing</i> 67, 187, 1035  <i>Practice the Skills</i> 286 #1  <i>Wrap-Up</i> 101</p> <p><b>Teacher Wraparound Edition:</b>  RF 489; RRW 819; VP 43</p>
3. Interpret the speaker’s purpose in presentations and visual media (e.g., to inform, to entertain, to persuade).	<p><b>Student Edition:</b>  R47  <i>Analyzing the Art</i> 81, 89  <i>Partner Talk</i> 285</p> <p><b>Teacher Wraparound Edition:</b>  DI 67; LFL 287</p>
4. Identify the persuasive techniques (e.g., bandwagon, testimonial, glittering generalities, emotional word repetition and bait and switch) used in presentations and media messages.	<p><b>Student Edition:</b>  R47  <i>Listening, Speaking, and Viewing</i> 67</p> <p><b>Teacher Wraparound Edition:</b>  LFL 287, 320</p>
<b>Speaking Skills and Strategies</b>	
5. Demonstrate an understanding of the rules of the English language and select language appropriate to purpose and audience.	<p><b>Student Edition:</b>  R46  <i>Listening, Speaking, and Viewing</i> 439  <i>Talk About Your Reading</i> 38, 176  <i>Writing Workshop</i> 314-315, 562-563, 1032, 1033</p> <p><b>Teacher Wraparound Edition:</b>  966A, 966B; DI 490; LFL 681; RRW 977</p>
6. Use clear diction and tone, and adjust volume, phrasing and tempo to stress important ideas.	<p><b>Student Edition:</b>  R46  <i>Listening, Speaking, and Viewing</i> 317, 439, 565, 705, 1035  <i>Wrap-Up</i> 357  <i>Writing Workshop</i> 315, 966-967, 968, 1032-1034</p> <p><b>Teacher Wraparound Edition:</b>  DI 704, 1033; LFL 798; RF 58, 81, 222, 793, 1075</p>

STANDARDS	PAGE REFERENCES
<p>7. Adjust speaking content and style according to the needs of the situation, setting and audience.</p>	<p><b>Student Edition:</b>  R46  <i>Listening, Speaking, and Viewing</i> 705  <i>Talk About Your Reading</i> 176  <i>Writing Workshop</i> 314-315, 1032  <b>Teacher Wraparound Edition:</b>  LFL 681; RRW 977</p>
<p><b>Speaking Applications</b></p>	
<p>8. Deliver informational presentations (e.g., expository, research) that:</p> <ol style="list-style-type: none"> <li>a. demonstrate an understanding of the topic and present events or ideas in a logical sequence;</li> <li>b. support the controlling idea or thesis with relevant facts, details, examples, quotations, statistics, stories and anecdotes;</li> <li>c. include an effective introduction and conclusion and use a consistent organizational structure (e.g., cause-effect, compare-contrast);</li> <li>d. use appropriate visual materials (e.g., diagrams, charts, illustrations) and available technology; and</li> <li>e. draw from multiple sources and identify sources used.</li> </ol>	<p><b>Student Edition:</b>  <i>Listening, Speaking, and Viewing</i> 1035  <i>Talk About Your Reading</i> 176  <i>Writing Workshop</i> 966-967, 1032-1034  <b>Teacher Wraparound Edition:</b>  DI 482, 490, 737; RRW 451, 535, 691, 982</p>
<p>9. Deliver formal and informal descriptive presentations that convey relevant information and descriptive details.</p>	<p><b>Student Edition:</b>  <i>Listening, Speaking, and Viewing</i> 439, 1035  <i>Wrap-Up</i> 356, 357, 599, 759  <i>Writing Workshop</i> 966-967, 1032-1034  <b>Teacher Wraparound Edition:</b>  DI 95, 161, 901; RRW 48</p>
<p>10. Deliver persuasive presentations that:</p> <ol style="list-style-type: none"> <li>a. establish a clear position;</li> <li>b. include relevant evidence to support position and to address potential concerns of listeners; and</li> <li>c. follow common organizational structures when appropriate (e.g., cause-effect, compare-contrast, problem-solution).</li> </ol>	<p><b>Student Edition:</b>  <i>Listening, Speaking, and Viewing</i> 317, 1035  <i>Talk About Your Reading</i> 266  <i>Writing Workshop</i> 315, 966-967, 1032-1034  <b>Teacher Wraparound Edition:</b>  RRW 107, 977</p>