



# Literature

Reading with Purpose  
Course 3

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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>		
1. Define unknown words through context clues and the author's use of comparison, contrast and cause and effect.	<p><b>Student Edition:</b> <i>English Language Coach</i> 16, 30, 44, 48, 54, 56, 57, 76, 98, 100, 101, 106, 118, 222, 418</p>	
<b>Conceptual Understanding</b>		
2. Apply knowledge of connotation and denotation to determine the meaning of words.	<p><b>Student Edition:</b> <i>English Language Coach</i> 932, 935, 942, 947, 966, 968, 969, 978, 986, 1000, 1006, 1011, 1020, 1023, 1026</p>	
3. Identify the relationships of pairs of words in analogical statements (e.g., synonyms and antonyms) and infer word meanings from these relationships.	<p><b>Student Edition:</b> <i>English Language Coach</i> 54, 56, 57, 162, 167, 170, 174, 258, 259, 264, 267</p> <p><b>Teacher Wraparound Edition:</b> EL 63, 119, 466; V 54</p>	

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<p>4. Infer the literal and figurative meaning of words and phrases and discuss the function of figurative language, including metaphors, similes and idioms.</p>	<p><b>Student Edition:</b>  <i>Key Literary Element</i> 472, 473  <i>Skills Review</i> 475, 859  <i>Skills Preview</i> 849, 889  <i>Literary Element</i> 850, 851, 857  <i>Reviewing Elements</i> 882  <i>Comparing Literature Workshop</i> 890  <i>Comparing Literature</i> 893  <b>Teacher Wraparound Edition:</b>            EL 151, 269, 949</p>
<p>5. Examine and discuss the ways that different events (e.g., cultural, political, social, technological, and scientific events) impact and change the English language.</p>	<p><b>Student Edition:</b>  <i>English Language Coach</i> 764, 781, 783, 796, 804, 809, 824, 848, 874, 892, 906, 1066, 1096, 1134, 1161</p>
<b>Structural Understanding</b>	
<p>6. Use knowledge of Greek, Latin and Anglo-Saxon roots, prefixes and suffixes to understand complex words and new subject-area vocabulary (e.g., unknown words in science, mathematics and social studies).</p>	<p><b>Student Edition:</b>  <i>English Language Coach</i> 560, 572, 586, 594, 606, 612, 620, 636, 734, 764, 796, 824, 848, 874, 892</p>
<b>Tools and Resources</b>	
<p>7. 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> 162, 170, 259, 272, 324, 388, 398, 490, 586, 620, 824, 838, 1158  <i>Vocabulary Check</i> 315</p>
<b>Reading Process: Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies</b>	
<p><i>In Grades 8 through 12, students should read purposefully and automatically, using the comprehension and self-monitoring strategies outlined in previous grades. As they encounter increasingly challenging content-area and literary texts, student may more consciously employ these strategies and benefit from teacher modeling of the reading process.</i></p>	
<b>Comprehension Strategies</b>	
<p>1. Apply reading comprehension strategies, including making predictions, comparing and contrasting, recalling and summarizing and making inferences and drawing conclusions.</p>	<p><b>Student Edition:</b>  <i>Skill Lesson</i> 182-183, 204-205, 238-239, 604-605, 732-733, 846-847, 976-977  <i>Key Reading Skill</i> 189, 212, 361, 364, 739  <i>Skills Review</i> 193, 217, 763</p>

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<p>2. 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> 28-29, 104-105, 246-247, 314-315, 514-515, 788-789, 974-975  <i>Comparing Literature Workshop</i> 130-131, 274-275, 684-685, 908-909  <i>Reading Across Texts Workshop</i> 418-419, 528-529, 1032-1033  <i>Skill Lesson</i> 500-501</p>
<b>Self-Monitoring Strategies</b>	
<p>3. Monitor own comprehension by adjusting speed to fit the purpose, or by skimming, scanning, reading on, looking back, not taking or summarizing what has been read so far in text.</p>	<p><b>Student Edition:</b>  <i>Skill Lesson</i> 322-323, 500-501, 584-585, 846-847, 956-957, 976-977  <i>Key Reading Skill</i> 326, 332, 504, 511, 717, 850, 927  <i>Skills Review</i> 507, 515</p>
<b>Independent Reading</b>	
<p>4. Use criteria to choose independent reading materials (e.g., personal interest, knowledge of authors and genres, or recommendations from others).</p>	<p><b>Student Edition:</b>  <i>Genre Focus</i> 4, 150, 292, 446, 546, 712, 926, 1056  <i>Meet the Author</i> 16, 194, 338  <i>Unit Wrap-Up</i> 132-133  <i>Reading on Your Own</i> 700-701, 914-915, 1044-1045</p>
<p>5. Independently read books for various purposes (e.g., for enjoyment, for literary experience, to gain information or to perform a task).</p>	<p><b>Student Edition:</b>  <i>Genre Focus</i> 4, 150, 292, 446, 546, 1056  <i>Unit Wrap-Up</i> 132-133  <i>Reading on Your Own</i> 138-139, 280-281, 434-435, 534-535, 700-701, 914-915, 1044-1045, 1174-1175</p>
<b>Reading Applications: Informational, Technical and Persuasive Text</b>	
<p>1. Compare and contrast text features, including format and headers of various informational texts in terms of their structure and purpose.</p>	<p><b>Student Edition:</b>  RH9  <i>Skill Lesson</i> 238-239, 296-297, 322-323  <i>Key Reading Skill</i> 293, 300, 326, 332  <i>Skills Preview</i> 299, 325, 331  <i>Skills Review</i> 309</p>

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<p>2. Identify and use the organizational structure of a text, such as chronological, compare-contrast, cause-effect, problem-solution, and evaluate its effectiveness.</p>	<p><b>Student Edition:</b>            RH16-RH17  <i>Skills Preview</i> 249, 509, 861  <i>Key Reading Skill</i> 250, 252, 294  <i>Key Text Element</i> 251, 1078  <i>Skills Review</i> 255, 867, 1081  <i>Skill Lesson</i> 336-337  <b>Teacher Wraparound Edition:</b>            TE 863, 1076</p>
<p>3. Compare and contrast the treatment, scope and organization of ideas from different sources on the same topic.</p>	<p><b>Student Edition:</b>  <i>Comparing Literature Workshop</i> 116-117, 131  <i>Skill Lesson</i> 238-239  <i>Reading Across Texts Workshop</i> 404-405, 419, 1018-1019, 1033, 1152-1153, 1167  <i>Skills Review</i> 985  <b>Teacher Wraparound Edition:</b>            DI 55; LF 987; RF 89; RRW 124, 981</p>
<p>4. Analyze information found in maps, charts, tables, graphs, diagrams, cutaways and overlays.</p>	<p><b>Student Edition:</b>            RH9, RH18, 81, 229, 372, 511, 865, 1153  <i>After You Read</i> 37, 203, 603  <i>Before You Read</i> 338, 586, 620, 1140</p>
<p>5. Assess the adequacy, accuracy and appropriateness of an author's details, identifying persuasive techniques (e.g., bandwagon, testimonial and emotional word repetition) and examples of bias and stereotyping.</p>	<p><b>Student Edition:</b>  <i>Genre Focus</i> 926  <i>Key Literary Element</i> 928, 937, 945, 963  <i>Skills Preview</i> 933, 943, 959  <i>Skills Review</i> 941, 951, 965  <i>Reading Across Texts Workshop</i> 1018-1019  <i>Reading Across Texts</i> 1022, 1023, 1024</p>
<p>6. Identify the author's purpose and intended audience for the text.</p>	<p><b>Student Edition:</b>  <i>Skill Lesson</i> 96-97, 1132-1133  <i>Skills Preview</i> 107  <i>Key Reading Skill</i> 115  <i>English Language Coach</i> 486, 487  <i>Reading Across Texts Workshop</i> 1018-1019, 1033  <i>Reading Across Texts</i> 1156  <b>Teacher Wraparound Edition:</b>            R 120, 302, 395, 1098, 1157, 1160</p>

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7. Analyze an author's argument, perspective or viewpoint and explain the development of key points.	<b>Student Edition:</b> <i>Skills Preview</i> 55, 967 <i>Key Literary Element</i> 57 <i>Skills Review</i> 61 <i>Literary Element</i> 968, 969 <i>Reading Across Texts Workshop</i> 1018-1019, 1033 <i>Reading Across Texts</i> 1021, 1022, 1027, 1028, 1029, 1156, 1157
8. Recognize how writers cite facts, draw inferences and present opinion in informational text.	<b>Student Edition:</b> <i>Key Reading Skill</i> 927, 934, 935, 939, 946, 947 <i>Skill Lesson</i> 930-931 <i>Skills Preview</i> 933, 934 <i>Skills Review</i> 941, 951 <b>Teacher Wraparound Edition:</b> R 927, 936, 938, 945
9. Distinguish the characteristics of consumer materials (e.g., warranties, product information, instructional materials), functional or workplace documents (e.g., job-related materials, memoranda, instructions) and public documents (e.g., speeches or newspaper editorials).	<b>Student Edition:</b> 81, 486-487, 1002-1003, 1057-1063, 1098-1099, R25-R26 <i>Text Element</i> 32, 34, 86 <i>Text Features</i> 79 <i>Key Text Element</i> 251, 295, 390, 392 <b>Teacher Wraparound Edition:</b> LF 1002
<b>Reading Applications: Literary Text</b>	
1. Identify and explain various types of characters (e.g., flat, round dynamic, static) and how their interactions and conflicts affect the plot.	<b>Student Edition:</b> <i>Skills Preview</i> 163, 561 <i>Key Literary Element</i> 166, 547, 557, 563, 564, 566, 567 <i>Comparing Literature Workshop</i> 662-663 <i>Comparing Literature</i> 665, 671, 676, 677, 679
2. Analyze the influence of setting in relation to other literary elements.	<b>Student Edition:</b> <i>Skills Preview</i> 171, 637, 881 <i>Skills Review</i> 177, 651, 889 <i>Key Literary Element</i> 551, 638, 641, 643, 644, 645 <i>Literary Element</i> 883, 885, 887

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3. Explain how authors pace action and use subplots, parallel episodes and climax.	<b>Student Edition:</b> <i>Genre Focus</i> 150 <i>Key Literary Element</i> 158, 159, 197, 199, 201, 600, 601 <i>Skills Preview</i> 185, 595 <i>Skills Review</i> 203, 603, 1017 <i>Literary Element</i> 1011, 1015
4. Compare and contrast different points of view (e.g., first person and third person limited, omniscient, objective and subjective), and explain how voice affects literary text.	<b>Student Edition:</b> <i>Genre Focus</i> 4 <i>Skills Preview</i> 45 <i>Key Literary Element</i> 46, 47, 49 <i>Skills Review</i> 53 <b>Teacher Wraparound Edition:</b> LE 45, 46, 48, 49; LF 368
5. Identify and explain universal themes across different works by the same author and by different authors.	<b>Student Edition:</b> <i>Key Literary Element</i> 159, 557, 613 <i>Skills Preview</i> 241, 607 <i>Skills Review</i> 247, 619 <i>Comparing Literature Workshop</i> 256-257 <i>Comparing Literature</i> 262, 265 <i>Writing: Compare the Literature</i> 275 <b>Teacher Wraparound Edition:</b> DI 244; LF 606
6. Explain how an author's choice of genre affects the expression of theme or topic.	<b>Student Edition:</b> <i>Genre Focus</i> 150, 546, 712 <i>Key Literary Element</i> 159, 557, 613, 617 <i>Skills Preview</i> 241, 607 <i>Skills Review</i> 247, 619 <i>Comparing Literature Workshop</i> 256-257 <i>Comparing Literature</i> 262, 265 <i>Writing: Compare the Literature</i> 275 <b>Teacher Wraparound Edition:</b> LE 612
7. Identify examples of foreshadowing and flashback in a literary text.	<b>Student Edition:</b> <i>Skills Preview</i> 357 <i>Literary Element</i> 362, 363, 369 <i>Skills Review</i> 379 <b>Teacher Wraparound Edition:</b> LE 360, 362, 369; LF 120, 374

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8. Explain ways the author conveys mood and tone through word choice, figurative language, and syntax.	<p><b>Student Edition:</b>  <i>Key Literary Element</i> 6, 719, 720, 723, 831, 836, 842  <i>Comparing Literature Workshop</i> 116-117  <i>Comparing Literature</i> 129  <i>Writing: Compare the Literature</i> 131  <i>Skills Preview</i> 825</p> <p><b>Teacher Wraparound Edition:</b>            EL 729; LE 312, 729, 831</p>
9. Examine symbols used in literary texts.	<p><b>Student Edition:</b>  <i>Skills Preview</i> 311  <i>Literary Element</i> 312, 313  <i>Skills Review</i> 315  <i>Comparing Literature Workshop</i> 890  <i>Comparing Literature</i> 902, 903, 906  <i>Writing: Compare the Literature</i> 909</p> <p><b>Teacher Wraparound Edition:</b>            LF 215</p>
<b>Writing Processes</b>	
<b>Prewriting</b>	
1. Generate writing ideas through discussions with others and from printed material, and keep a list of writing ideas.	<p><b>Student Edition:</b>            R27  <i>Talk About Your Reading</i> 36  <i>Writing Workshop Part 1</i> 38-39, 178-179, 316-318, 464-465, 580-581, 790-791, 952-953, 1082-1083  <i>Unit Wrap-Up</i> 132, 420, 910-911, 1035</p>
2. Conduct background reading, interviews or surveys when appropriate.	<p><b>Student Edition:</b>            R21  <i>Talk About Your Reading</i> 36  <i>Unit Wrap-Up</i> 149, 277  <i>Writing Workshop Part 1</i> 178, 317, 952, 1082  <i>Listening, Speaking, and Viewing</i> 1084</p> <p><b>Teacher Wraparound Edition:</b>            LF 317, 792, 954; LSV 1084; W 316, 317</p>

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3. Establish a thesis statement for informational writing or a plan for narrative writing.	<p><b>Student Edition:</b> R17, R22-R23 <i>Writing Workshop Part 1</i> 39, 179, 319, 465, 580-581, 791, 953, 1083</p> <p><b>Teacher Wraparound Edition:</b> DI 581; LF 319, 580; W 953, 954</p>
4. Determine a purpose and audience and plan strategies (e.g., adapting focus, content structure and point of view) to address purpose and audience.	<p><b>Student Edition:</b> <i>Writing Workshop Part 1</i> 38-39, 178-179, 316-317, 464-465, 580-581, 790-791, 952-953, 1082-1083 <i>Writing Workshop Part 2</i> 92</p> <p><b>Teacher Wraparound Edition:</b> DI 179, 465, 953; LF 319; W 39, 791</p>
5. Use organizational strategies (e.g., notes and outlines) to plan writing.	<p><b>Student Edition:</b> <i>Writing Workshop Part 1</i> 39, 179, 319, 465, 581, 791, 953, 1083</p> <p><b>Teacher Wraparound Edition:</b> DI 39, 179, 465, 581, 953; W 319, 791</p>
<b>Drafting, Revising and Editing</b>	
6. Organize writing with an effective and engaging introduction, body and a conclusion that summarizes, extends or elaborates on points or ideas in the writing.	<p><b>Student Edition:</b> R20-R21, R25 <i>Writing Tip</i> 40 <i>Writing Workshop Part 1</i> 319, 953-954, 1083 <i>Writing Workshop Part 2</i> 383, 385, 629, 992, 996-997, 1128, 1130</p> <p><b>Teacher Wraparound Edition:</b> DI 383; W 954</p>
7. Vary simple, compound and complex sentence structures.	<p><b>Student Edition:</b> <i>Grammar Link</i> 321, 583, 593, 603, 619, 627, 965 <i>Applying Good Writing Traits</i> 994</p> <p><b>Teacher Wraparound Edition:</b> RF 994; W 994</p>
8. Group related ideas into paragraphs, including topic sentences following paragraph form, and maintain a consistent focus reinforced by parallel structures across paragraphs.	<p><b>Student Edition:</b> R20 <i>Writing Workshop Part 1</i> 39, 319, 954, 1083 <i>Writing Workshop Part 2</i> 380, 383-385, 632, 992, 1128</p> <p><b>Teacher Wraparound Edition:</b> DI 318, 992; W 39</p>

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9. Use precise language, action verbs, sensory details, colorful modifiers and style as appropriate to audience and purpose.	<p><b>Student Edition:</b>  <i>Applying Good Writing Traits</i> 40, 466, 869  <i>Writing Workshop Part 2</i> 92-93, 496, 582  <i>Writing Workshop Part 1</i> 180</p> <p><b>Teacher Wraparound Edition:</b>  DI 234; EL 869, 993; LE 38, 498; W 40, 92, 236</p>
10. Use available technology to compose text.	<p><b>Student Edition:</b>  R27  <i>Writing Tip</i> 235, 317, 381, 630  <i>Cite Your Sources</i> 320  <i>Drafting</i> 465  <i>Presenting</i> 497, 630  <i>Unit Wrap-Up</i> 686  <i>Revising Tip</i> 1129  <i>Editing</i> 1129</p> <p><b>Teacher Wraparound Edition:</b>  DI 316; W 381, 630</p>
11. Reread and analyze clarity of writing and consistency of point of view.	<p><b>Student Edition:</b>  R17-R18  <i>Skills Preview</i> 45, 967  <i>Writing Workshop Part 2</i> 93, 95, 234-235, 380, 628, 631, 868, 992, 1128</p> <p><b>Teacher Wraparound Edition:</b>  DI 629; W 92</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>  <i>Writing Workshop Part 2</i> 92-93, 234, 496, 628, 868, 993, 1128</p> <p><b>Teacher Wraparound Edition:</b>  DI 236; LF 498; RF 1128; W 92, 632, 992</p>
13. Rearrange words, sentences and paragraphs, and add transitional words and phrases to clarify meaning.	<p><b>Student Edition:</b>  <i>Writing Workshop Part 2</i> 496-497, 868, 993, 1128</p> <p><b>Teacher Wraparound Edition:</b>  DI 93; EL 869, 1128; LE 1130; W 93, 235, 236, 380, 383, 497, 994</p>
14. Use resources and reference materials (e.g., dictionaries and thesauruses) to select more effective vocabulary.	<p><b>Student Edition:</b>  RH3-RH4  <i>Writing Workshop Part 2</i> 235, 993</p> <p><b>Teacher Wraparound Edition:</b>  EL 178, 466, 993</p>

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<p>15. Proofread writing, edit to improve conventions (e.g., grammar, spelling, punctuation and capitalization) and identify and correct fragments and run-ons.</p>	<p><b>Student Edition:</b> R28-R29 <i>Writing Workshop Part 2</i> 93, 235, 380, 497, 630, 868, 992, 1129 <i>Grammar Link</i> 329, 355 <b>Teacher Wraparound Edition:</b> EL 790; W 1129</p>
<p>16. Apply tools (e.g., rubric, checklist and feedback) to judge the quality of writing.</p>	<p><b>Student Edition:</b> <i>Revising Rubric</i> 92, 234, 380, 496, 868, 993, 1128 <b>Teacher Wraparound Edition:</b> RF 382, 994, 1084; RRW 380; W 92, 993</p>
<p><b>Publishing</b></p>	
<p>17. Prepare for publication (e.g., for display or for sharing with others) writing that follows a manuscript form appropriate for the purpose, which could include 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>	<p><b>Student Edition:</b> R18, R27 <i>Presenting</i> 93, 382, 497, 630, 869, 993 <i>Publishing and Presenting</i> 235 <i>Unit Wrap-Up</i> 420 <i>Listening, Speaking, and Viewing</i> 871 <i>Publishing</i> 1129 <i>Applying Good Writing Traits</i> 1131 <b>Teacher Wraparound Edition:</b> DI 235</p>
<p><b>Writing Applications</b></p>	
<p>1. Write narratives that:</p> <ol style="list-style-type: none"> <li>sustain reader interest by pacing action and developing an engaging plot (e.g., tension and suspense);</li> <li>use literary devices to enhance style and tone; and</li> <li>create complex characters in a definite, believable setting.</li> </ol>	<p><b>Student Edition:</b> R21 <i>Writing Workshop Part 1</i> 38-40, 178-180, 580-582, 790-792 <i>Writing Workshop Part 2</i> 92-93, 234-236, 628-630, 868-869 <i>Applying Good Writing Traits</i> 466 <b>Teacher Wraparound Edition:</b> CT 581; DI 791; EL 178; LE 580; LF 628</p>
<p>2. Write responses to literature that organize an insightful interpretation around several clear ideas, premises or images and support judgments with specific references to the original text, to other texts, authors and to prior knowledge.</p>	<p><b>Student Edition:</b> <i>Comparing Literature Workshop</i> 116-117, 131, 256-257, 275, 662-663, 685, 890-891, 909 <i>After You Read</i> 378-379, 402-403, 822-823 <i>Reading Across Texts Workshop</i> 516-517, 529, 1018-1019, 1033</p>

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<p>3. Write business letters, letters to the editor and job applications that:</p> <ol style="list-style-type: none"> <li>address audience needs, stated purpose and context in a clear and efficient manner;</li> <li>follow the conventional style appropriate to the text using proper technical terms;</li> <li>include appropriate facts and details;</li> <li>exclude extraneous details and inconsistencies; and</li> <li>provide a sense of closure to the writing.</li> </ol>	<p><b>Student Edition:</b>  78-84, R25-R26  <i>Write About Your Reading</i> 990  <i>Writing Workshop Part 1</i> 1082-1083  <i>Writing Workshop Part 2</i> 1128-1129  <b>Teacher Wraparound Edition:</b>  DI 1083; RRW 78; W 1083</p>
<p>4. Write informational essays or reports, including research, that:</p> <ol style="list-style-type: none"> <li>pose relevant and tightly drawn questions that engage the reader;</li> <li>provide a clear and accurate perspective on the subject;</li> <li>create an organizing structure appropriate to the purpose, audience and context;</li> <li>support the main ideas with facts, details, examples and explanations from sources; and</li> <li>document sources and include bibliographies.</li> </ol>	<p><b>Student Edition:</b>  R20-R24  <i>Writing Workshop Part 1</i> 316-320  <i>Write About Your Reading</i> 354, 494, 578  <i>Writing Workshop Part 2</i> 380-382, 385  <i>Writing: Reading Across Texts</i> 419, 1167  <i>Skills Preview</i> 861  <b>Teacher Wraparound Edition:</b>  DI 319; LF 317, 319; W 317, 319, 320</p>
<p>5. Write persuasive compositions that:</p> <ol style="list-style-type: none"> <li>establish and develop a controlling idea;</li> <li>support arguments with detailed evidence;</li> <li>exclude irrelevant information; and</li> <li>cite sources of information.</li> </ol>	<p><b>Student Edition:</b>  R21  <i>Skills Preview</i> 933, 959, 979  <i>English Language Coach</i> 942  <i>Talk About Your Reading</i> 950  <i>Writing Workshop Part 1</i> 952-954  <i>Write About Your Reading</i> 990  <i>Writing Workshop Part 2</i> 992-993  <b>Teacher Wraparound Edition:</b>  DI 939; EL 993; LF 929, 954; W 954, 996</p>
<p>6. Produce informal writings (e.g., journals, notes and poems) for various purposes.</p>	<p><b>Student Edition:</b>  R22, R50  <i>Get Ready to Read</i> 99, 163, 185, 219  <i>Comparing Literature</i> 117, 257, 663, 891  <i>Writing Workshop Part 1</i> 318  <i>Reading Across Texts Workshop</i> 405, 517, 1019, 1153</p>

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<b>Writing Conventions</b>	
<b>Spelling</b>	
1. Use correct spelling conventions.	<b>Student Edition:</b> R43-R44 <i>Writing Tip</i> 93, 235, 381, 630 <i>Editing</i> 497, 993, 1129 <i>Grammar Link</i> 1081 <b>Teacher Wraparound Edition:</b> W 1129
<b>Punctuation and Capitalization</b>	
2. Use correct punctuation and capitalization.	<b>Student Edition:</b> R31-R32, R36-R41 <i>Grammar Link</i> 53, 255, 315, 593, 603, 793, 941, 965, 975, 1095, 1101, 1111 <i>Editing</i> 868
<b>Grammar and Usage</b>	
3. Use all eight parts of speech (e.g., noun, pronoun, verb, adverb, adjective, conjunction, preposition, interjection).	<b>Student Edition:</b> <i>Grammar Link</i> 29, 37, 41, 75, 115, 169, 177, 193, 247, 255, 489, 495, 593, 975, 1085
4. Use clauses (e.g., main, subordinate) and phrases (e.g., gerund, infinitive, participial).	<b>Student Edition:</b> <i>Grammar Link</i> 41, 181, 247, 335, 507, 571, 579, 859, 965 <b>Teacher Wraparound Edition:</b> DI 181
5. Use parallel structure to present items in a series and items juxtaposed for emphasis.	<b>Student Edition:</b> R14, R31, R38 <i>Grammar Link</i> 763 <b>Teacher Wraparound Edition:</b> W 994
6. Use proper placement of modifiers.	<b>Student Edition:</b> <i>Grammar Link</i> 169, 177, 181, 233, 879 <b>Teacher Wraparound Edition:</b> DI 181
7. Maintain the use of appropriate verb tenses.	<b>Student Edition:</b> R30 <i>Grammar Link</i> 41

STANDARDS	PAGE REFERENCES
8. Conjugate regular and irregular verbs in all tenses correctly.	<b>Student Edition:</b> R30 <i>Grammar Link</i> 1085 <b>Teacher Wraparound Edition:</b> ELC 1085; GL 1085
<b>Research</b>	
1. Compose open-ended questions for research, assigned or personal interest, and modify questions as necessary during inquiry and investigation.	<b>Student Edition:</b> R21 <i>Talk About Your Reading</i> 36 <i>Writing Workshop Part 1</i> 316-317 <b>Teacher Wraparound Edition:</b> DI 552, 584, 797; RRW 65, 135, 137, 253, 601, 605, 622, 643, 777
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-R22, R50 <i>Talk About Your Reading</i> 36 <i>Comparing Literature Workshop</i> 116-117, 256-257 <i>Unit Warm-Up</i> 149, 277 <i>Writing Workshop Part 1</i> 317-318 <i>Reading Across Texts</i> 404-405 <b>Teacher Wraparound Edition:</b> DI 76, 318; LF 317; RRW 135, 1009; W 318
3. Explain the usefulness and accuracy of sources by determining their validity (e.g., authority, accuracy, objectivity, publication date and coverage) and define primary and secondary sources.	<b>Student Edition:</b> R21 <i>Reading Across Texts</i> 416 <i>Key Reading Skill</i> 927, 934, 939 <i>Key Literary Element</i> 929, 981, 982, 989 <i>Skill Lesson</i> 930-931 <i>Skills Preview</i> 987, 1001 <b>Teacher Wraparound Edition:</b> DI 316; LF 317, 970
4. Select an appropriate structure for organizing information in a systematic way (e.g., notes, outlines, charts, tables and graphic organizers).	<b>Student Edition:</b> RH7, R22-R23, R50 <i>Writing Workshop Part 1</i> 39, 179, 317-319, 465 <i>Comparing Literature Workshop</i> 117, 257 <i>Applying Good Writing Traits</i> 629 <i>Unit Wrap-Up</i> 1035 <b>Teacher Wraparound Edition:</b> DI 318, 465; W 318, 319

STANDARDS	PAGE REFERENCES
<p>5. Compile and organize the important information and select appropriate sources to support central ideas, concepts and themes.</p>	<p><b>Student Edition:</b>  R21-R22, R50  <i>Comparing Literature Workshop</i> 131, 275  <i>Unit Wrap-Up</i> 277, 1035  <i>Writing Workshop Part 1</i> 317-319  <i>Writing Workshop Part 2</i> 383-385  <i>Reading Across Texts Workshop</i> 529  <b>Teacher Wraparound Edition:</b>  DI 318, 383, 465; LF 319; W 318, 319</p>
<p>6. Integrate quotations and citations into written text to maintain a flow of ideas.</p>	<p><b>Student Edition:</b>  R22-R24  <i>Writing Workshop Part 1</i> 320  <i>Writing Workshop Part 2</i> 380  <b>Teacher Wraparound Edition:</b>  W 320, 381, 384, 385</p>
<p>7. Use style guides to produce oral and written reports that give proper credit for sources and include an acceptable format for source acknowledgement.</p>	<p><b>Student Edition:</b>  R22-R24  <i>Writing Workshop Part 1</i> 318, 320  <i>Writing Workshop Part 2</i> 380-381, 384-385  <b>Teacher Wraparound Edition:</b>  CT 385; DI 384; W 320, 384, 385</p>
<p>8. Use a variety of communication techniques, including oral, visual, written or multimedia reports, to present information that supports a clear position about the topic or research question and to maintain an appropriate balance between researched information and original ideas.</p>	<p><b>Student Edition:</b>  R18  <i>Talk About Your Reading</i> 36  <i>Writing Workshop Part 2</i> 382  <b>Teacher Wraparound Edition:</b>  DI 107, 272, 552, 559, 584, 607, 797; RRW 135, 137, 605, 643, 777</p>
<p><b>Communication: Oral and Visual</b></p>	
<p><b>Listening and Viewing</b></p>	
<p>1. Apply active listening strategies (e.g., monitoring message for clarity, selecting and organizing essential information, noting cues such as changes in pace).</p>	<p><b>Student Edition:</b>  R45-R48  <i>Talk About Your Reading</i> 90, 202, 308, 474, 964, 1016  <i>Listening, Speaking, and Viewing</i> 94, 633, 1084  <i>Unit Warm-Up</i> 149  <i>Unit Wrap-Up</i> 277  <b>Teacher Wraparound Edition:</b>  LSV 94, 633, 1084</p>

STANDARDS	PAGE REFERENCES
<p>2. Identify and analyze the persuasive techniques (e.g., bandwagon, testimonial, glittering generalities, emotional word repetition and bait and switch) used in presentations and media messages.</p>	<p><b>Student Edition:</b>  R21, R47  <i>Literary Element</i> 486  <i>Skills Preview</i> 933, 959  <i>Key Literary Element</i> 936, 937, 938, 944  <i>Skills Review</i> 941, 965  <i>Listening, Speaking, and Viewing</i> 995  <b>Teacher Wraparound Edition:</b>  DI 995; LE 996; LF 926</p>
<p>3. Determine the credibility of the speaker (e.g., hidden agendas, slanted or biased material) and recognize fallacies of reasoning used in presentations and media messages.</p>	<p><b>Student Edition:</b>  R47  <i>Key Literary Element</i> 929, 937, 981, 989  <i>Skill Lesson</i> 930-931  <i>Key Reading Skill</i> 934, 939, 947  <i>Skills Review</i> 941, 951, 985  <i>Skills Preview</i> 943, 979  <i>Listening, Speaking, and Viewing</i> 995</p>
<p>4. Identify the speaker's choice of language and delivery styles (e.g., repetition, appeal to emotion, eye contact) and how they contribute to meaning.</p>	<p><b>Student Edition:</b>  R45  <i>Skills Preview</i> 485  <i>Literary Element</i> 486  <i>Skills Review</i> 489, 941, 965  <i>Skills Preview</i> 933, 959  <i>Key Literary Element</i> 937, 963  <i>Reading Across Texts Workshop</i> 1018-1019  <b>Teacher Wraparound Edition:</b>  EL 486; LE 487, 961, 962</p>
<p><i>Speaking Skills and Strategies</i></p>	
<p>5. Demonstrate an understanding of the rules of the English language and select language appropriate to purpose and audience.</p>	<p><b>Student Edition:</b>  R28-R32, R46  <i>Listening, Speaking, and Viewing</i> 237, 382, 633, 1084  <i>Talk About Your Reading</i> 308, 488, 888, 950  <i>Applying Good Writing Traits</i> 381  <b>Teacher Wraparound Edition:</b>  DI 307; EL 993; RF 156, 994</p>

STANDARDS	PAGE REFERENCES
<p>6. Adjust volume, phrasing, enunciation, voice modulation and inflection to stress important ideas and impact audience response.</p>	<p><b>Student Edition:</b> R46 <i>Listening, Speaking, and Viewing</i> 237, 382, 499, 871 <i>Talk About Your Reading</i> 402 <b>Teacher Wraparound Edition:</b> DI 94, 237, 499, 772; LSV 871; RF 156, 167, 994; W 237</p>
<p>7. Vary language choices as appropriate to the context of the speech.</p>	<p><b>Student Edition:</b> R46 <i>Listening, Speaking, and Viewing</i> 237, 382, 633, 1084 <i>Talk About Your Reading</i> 308, 488, 888, 950 <b>Teacher Wraparound Edition:</b> DI 307; EL 993; RF 994</p>
<b>Speaking Applications</b>	
<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 well-chosen and 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, problem-solution);</li> <li>d. use appropriate visual materials (e.g., diagrams, charts, illustrations) and available technology; and</li> <li>e. draw from multiple sources, including both primary and secondary sources, and identify sources used.</li> </ol>	<p><b>Student Edition:</b> R20-R24, R46 <i>Writing Workshop Part 1</i> 316-320, 954 <i>Writing Workshop Part 2</i> 380-385 <b>Teacher Wraparound Edition:</b> DI 383; LF 319, 381, 954; S 382; W 317, 318, 319, 953, 954</p>
<p>9. Deliver formal and informal descriptive presentations that convey relevant information and descriptive details.</p>	<p><b>Student Edition:</b> R20, R46 <i>Writing Workshop Part 1</i> 180, 582 <i>Listening, Speaking, and Viewing</i> 237, 499, 871 <i>Applying Good Writing Traits</i> 466 <b>Teacher Wraparound Edition:</b> DI 236, 237; LE 581; LSV 630; RF 630; W 236, 237</p>

STANDARDS	PAGE REFERENCES
<p>Deliver persuasive presentations that:</p> <ul style="list-style-type: none"> <li>a. establish and develop a logical and controlled argument;</li> <li>b. include relevant evidence, differentiating between evidence and opinion to support a position and to address counter-arguments or listener bias; and</li> <li>c. consistently use common organizational structures as appropriate (e.g., cause-effect, compare-contrast, problem-solution).</li> </ul>	<p><b>Student Edition:</b>  R21, R46-R47  <i>Key Reading Skill</i> 927, 934, 939  <i>Key Literary Element</i> 928, 936, 938, 965  <i>Skill Lesson</i> 930-931  <i>Skills Review</i> 941  <i>Writing Workshop Part 1</i> 952-954  <i>Writing Workshop Part 2</i> 992-993  <i>Listening, Speaking, and Viewing</i> 995</p> <p><b>Teacher Wraparound Edition:</b>  DI 953</p>