



Literature

Reading with Purpose
Course 1

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STANDARDS	PAGE REFERENCES
READING	
Word Recognition and Word Study	
Word Recognition	
<p>R.WS.06.01 explain and use word structure, sentence structure, and prediction to aid in decoding and understanding the meanings of words encountered in context.</p>	<p>Student Edition: RH2-RH3 <i>English Language Coach</i> 40, 378, 384, 404, 410, 422, 428, 442, 450 <i>Practice the Skills</i> 380 #2, 388 #3, 390 #6, 407 #2, 414 #4, 416 #7, 425 #4, 430 #3, 446 #3 <i>Vocabulary Check</i> 383 #15, 397 #17 Teacher Wraparound Edition: ELC 379, 391; LC 392, 432</p>
<p>R.WS.06.02 use structural, syntactic, and semantic analysis to recognize unfamiliar words in context including origins and meanings of foreign words, words with multiple meanings, and knowledge of major word chunks/rimes, and syllabication.</p>	<p>Student Edition: RH2-RH3 <i>English Language Coach</i> 32, 40, 50, 56, 128, 148, 290, 378, 428 <i>Practice the Skills</i> 36 #4, 43 #3, 53 #3, 152 #4, 227 #8 <i>Vocabulary Check</i> 39 #14 Teacher Wraparound Edition: ELC 316, 980; LC 139, 239</p>

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<p>R.WS.06.03 automatically recognize frequently encountered words in print with the number of words that can be read fluently increasing steadily across the school year.</p>	<p>Students are given multiple opportunities to practice reading fluency, including recognizing frequently encountered words.</p> <p>Student Edition: RH5 <i>Listening, Speaking, and Viewing</i> 439, 565, 869</p> <p>Teacher Wraparound Edition: ELC 375; RF 8, 81, 91, 115, 139, 214, 222, 264, 275, 292, 328, 340, 349, 371, 407, 447, 461, 481, 486, 500, 539, 571, 578, 593, 615, 638, 793</p>
<p>R.WS.06.04 know the meanings of words encountered frequently in grade-level reading and oral language contexts.</p>	<p>Student Edition: RH2-RH5 <i>Vocabulary Preview</i> 10, 18, 32, 40, 70, 76, 86, 92, 148, 166, 190, 210, 300, 422, 442, 450, 460</p> <p>Teacher Wraparound Edition: V 128, 160, 196</p>
<p>R.WS.06.05 acquire and apply strategies to identify unknown words and construct meaning.</p>	<p>Student Edition: RH3-RH4 <i>English Language Coach</i> 10, 18, 56, 70, 76, 86, 378, 384, 404, 410, 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</p> <p>Teacher Wraparound Edition: ELC 379; LC 392</p>
Fluency	
<p>R.WS.06.06 fluently read beginning grade-level text and increasingly demanding texts as the year proceeds.</p>	<p>Student Edition: RH5</p> <p>Teacher Wraparound Edition: RF 81, 91, 115, 253, 264, 275, 447, 500, 638, 724, 793, 827, 853, 861, 900, 907, 937, 997</p>
Vocabulary	
<p>R.WS.06.07 in context, determine the meaning of words and phrases including regional idioms, literary and technical terms, and content vocabulary using strategies including connotation, denotation, and authentic content-related resources.</p>	<p>Student Edition: RH4-RH5 <i>English Language Coach</i> 972, 986, 1014, 1050 <i>Practice the Skills</i> 976 #2, 988 #1, 989 #3, 991 #5, 1017 #3, 1023 #11, 1024 #12, 1053 #3 <i>Vocabulary Check</i> 995 #15, 1031 #16, 1049 #15</p> <p>Teacher Wraparound Edition: ELC 105, 499, 677, 1022; LC 155, 977, 992</p>

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Narrative Text	
<p>R.NT.06.01 describe how characters form opinions about one another in ways that can be fair and unfair in classic, multicultural, and contemporary literature recognized for quality and literary merit.</p>	<p>Student Edition: <i>Comparing Literature Workshop</i> 208-209 <i>Practice the Skills</i> 216 #8, 293 #3, 294 #5 <i>Skills Review</i> 995 <i>Write About Your Reading</i> 296</p> <p>Teacher Wraparound Edition: LE 219, 225, 227, 361, 493, 989, 992; LFL 154, 245; RRW 205; RS 360; TE 200</p>
<p>R.NT.06.02 analyze the structure, elements, style, and purpose of narrative genre including folktales, fantasy, adventure, and action stories.</p>	<p>Student Edition: <i>Genre Focus</i> 118, 484, 930 <i>Practice the Skills</i> 548 #1, 1001 #2, 1002 #4, 1003 #5, 1004 #7, 1005 #8, 1007 #10, 1016 #2, 1025 #14-#15 <i>Skills Preview</i> 129, 547, 999, 1015 <i>Skills Review</i> 137, 1013, 1031</p> <p>Teacher Wraparound Edition: DI 131, 505; LFL 241</p> <p>The following selections also address genre:</p> <p><u>Folktales</u></p> <ul style="list-style-type: none"> • Persephone by Alice Low • All Stories Are Anansi's by Harold Courlander • The Twelve Labors of Hercules by Walker Brents • Pecos Bill by Mary Pope Osborne • The Toad and the Donkey by Toni Cade Bambara • Doc Rabbit, Bruh Fox, and Tar Baby by Virginia Hamilton • The Talking Skull by Donna L. Washington <p><u>Fantasy</u></p> <ul style="list-style-type: none"> • Greyling by Jane Yolen • All Summer in a Day by Ray Bradbury • El Enano by Charles J. Finger • Dragon, Dragon by John Gardner • The Sand Castle by Alma Luz Villanueva • The Walrus and the Carpenter by Lewis Carroll <p><u>Adventure/ Action</u></p> <ul style="list-style-type: none"> • Too Soon A Woman by Dorothy M. Johnson • Dragon, Dragon by John Gardner • The King of Mazy May by Jack London • Aunt Millicent by Mary Steele • Zlateh the Goat by Isaac Beshevis Singer

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<p>R.NT.06.03 analyze how dialogue enhances the plot, characters, and themes; differentiates major and minor characters; and builds climax.</p>	<p>Student Edition: <i>Practice the Skills</i> 500 #5, 504 #9, 505 #11, 1045 #8, 1047 #11, 1053 #4 <i>Skills Preview</i> 497, 1039, 1051 <i>Skills Review</i> 507, 1049, 1055 Teacher Wraparound Edition: DI 498; LE 332, 486, 499, 982; LFL 492; RF 679</p>
<p>R.NT.06.04 analyze how authors use literary devices including dialogue, imagery, mood, and understatement to develop the plot, characters, point of view, and theme.</p>	<p>Student Edition: <i>Comparing Literature Workshop</i> 336-337 <i>Practice the Skills</i> 342 #6, 353 #8, 1045 #8, 1047 #11 <i>Skills Preview</i> 327, 687 <i>Skills Review</i> 335, 1049 Teacher Wraparound Edition: 336A; DI 169; LE 227, 332; LFL 221, 225, 228, 230, 948</p>
<p>Informational Text</p>	
<p>R.IT.06.01 analyze the structure, elements, features, style, and purpose of informational genre, including research reports, “how-to” articles, and essays.</p>	<p>Student Edition: <i>Active Reading Model</i> 7 #6 <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-#3, 42 #1, 265 #5, 557 #3 <i>Reading Workshop</i> 48-49 <i>Skills Preview</i> 11, 19, 263 <i>Skills Review</i> 17, 25, 47, 267</p>
<p>R.IT.06.02 analyze organizational text patterns including descriptive, chronological sequence, and problem/solution.</p>	<p>Student Edition: RH16-RH17 <i>Active Reading Model</i> 125 #10, 259 #7 <i>Practice the Skills</i> 169 #3, 172 #6, 181 #3, 322 #2, 323 #3, 559 #6, 589 #1, 590 #2, 591 #3-#4, 593 #1, 594 #2, 595 #5 <i>Reading Workshop</i> 318-319, 520-521, 544-545 <i>Skills Preview</i> 167, 179, 555 <i>Skills Review</i> 177, 183, 325, 561 Teacher Wraparound Edition: 318A, 520A, 544A</p>

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<p>R.IT.06.03 explain how authors use text features including footnotes, bibliographies, introductions, summaries, conclusions, and appendices to enhance the understanding of central, key, and supporting ideas.</p>	<p>Student Edition: 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 Teacher Wraparound Edition: LFL 5; TE 21</p>
<p>Comprehension</p>	
<p>R.CM.06.01 connect personal knowledge, experiences, and understanding of the world to themes and perspectives in text through oral and written responses.</p>	<p>Student Edition: RH8 <i>Active Reading Model</i> 121 #3 <i>Get Ready to Read</i> 11, 129, 429, 1062 <i>Practice the Skills</i> 151 #2, 157 #9, 161 #1, 169 #2, <i>Reading Workshop</i> 146-147 <i>Skills Preview</i> 149, 160 <i>Skills Review</i> 159, 163, 177, 183 Teacher Wraparound Edition: 146A; RS 152</p>
<p>R.CM.06.02 retell through concise summarization grade-level narrative and informational text.</p>	<p>Student Edition: RH12 <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 Teacher Wraparound Edition: 26A, 566A</p>
<p>R.CM.06.03 analyze global themes, universal truths and principles within and across texts to create a deeper understanding by drawing conclusions, making inferences, and synthesizing.</p>	<p>Student Edition: <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, 857 <i>Write About Your Reading</i> 684 Teacher Wraparound Edition: LE 629, 639, 649, 653, 667, 693; LFL 444, 621</p>

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<p>R.CM.06.04 apply significant knowledge from grade-level science, social studies, and mathematics texts.</p>	<p>Student Edition: <i>Practice the Skills</i> 21 #3 <i>Reading Workshop</i> 8-9 <i>Skills Preview</i> 11, 19 <i>Skills Review</i> 17, 25 <i>Write About Your Reading</i> 324 Teacher Wraparound Edition: 8A; DI 13, 173, 452; RF 14</p>
<p>Metacognition</p>	
<p>R.MT.06.01 self-monitor comprehension when reading or listening to text by automatically applying and discussing the strategies used by mature readers to increase comprehension including: predicting, constructing mental images, visually representing ideas in text, questioning, rereading or listening again if uncertain about meaning, inferring, summarizing, and engaging in interpretive discussions.</p>	<p>Student Edition: RH11 <i>Active Reading Model</i> 120 #2, 121 #5, 375 #1 <i>After You Read</i> 408 <i>Genre Focus</i> 118, 374 <i>Practice the Skills</i> 192 #1, 193 #3, 201 #4, 202 #6, 204 #8, 205 #11, 380 #1, 387 #2, 391 #8, 394 #11, 452 #1, 453 #3, 1040 #1, 1041 #3, 1042 #4, 1045 #9, 1046 #10, 1053 #2 <i>Reading Workshop</i> 188-189, 376-377, 938-939, 1036-1037 <i>Skills Preview</i> 191, 197, 379, 385, 941, 1039, 1051 <i>Skills Review</i> 195, 207, 383, 397, 952, 995, 1049, 1055 Teacher Wraparound Edition: 188A, 376A, 938A; DI 192, 242; RF 130; RS 119, 198, 203, 227, 241, 244, 386, 389, 395, 414, 444</p>
<p>R.MT.06.02 plan, monitor, regulate, and evaluate skills, strategies, and processes for their own reading comprehension by applying appropriate metacognitive skills such as SQP3R and pattern guides.</p>	<p>Student Edition: RH12 <i>Practice the Skills</i> 286 #3 <i>Reading Workshop</i> 282-283, 440-441, 646-647 <i>Skills Preview</i> 285, 291, 443 <i>Skills Review</i> 289, 297, 449 Teacher Wraparound Edition: 282A, 440A; ELC 375; RF 91, 139, 253, 264, 275, 340; RS 341, 349, 446, 447</p>

STANDARDS	PAGE REFERENCES
Critical Standards	
<p>R.CS.06.01 compare the appropriateness of shared, individual and expert standards based on purpose, context, and audience in order to assess their own writing and the writing of others.</p>	<p>Student Edition: RH15 <i>After You Read</i> 324 #6, 408 #8, 864 #7 <i>Reading/Critical Thinking</i> 355 #17, 467 #11 <i>Reading Workshop</i> 840-841 <i>Revising Rubric</i> 64, 184, 314, 436, 562, 702, 866, 1032 <i>Skills Preview</i> 843, 859 <i>Skills Review</i> 669, 857, 865 <i>Write About Your Reading</i> 856 <i>Writing: Compare the Literature</i> 99</p> <p>Teacher Wraparound Edition: CT 381, 868, 1034; W 316</p>
Reading Attitude	
<p>R.AT.06.01 be enthusiastic about reading and do substantial reading and writing on their own.</p>	<p>Student Edition: RH5 <i>Reading on Your Own</i> 108-109, 246-247, 364-365, 474-475, 608-609, 766-767, 920-921, 1076-1077</p> <p>Teacher Wraparound Edition: DI 531</p>
WRITING	
Writing Genre	
<p>W.GN.06.01 write a cohesive narrative piece such as a personal narrative, adventure, tall tale, folktale, fantasy, or poetry that includes appropriate conventions to the genre, employing elements of characterization for major and minor characters; internal and/or external conflict; and issues of plot, theme, and imagery.</p>	<p>Student Edition: 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>Teacher Wraparound Edition: 142A, 142B, 814A, 814B; DI 210; LFL 211; RRW 119</p>
<p>W.GN.06.02 write a personal, persuasive, or comparative essay that includes organizational patterns supporting key ideas.</p>	<p>Student Edition: R20, R21 <i>Writing Workshop</i> 278-279, 314-315</p> <p>Teacher Wraparound Edition: RRW 493</p>

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<p>W.GN.06.03 formulate research questions using multiple resources and perspectives that allow them to organize, analyze, and explore problems and pose solutions that culminate in a final presented project using the writing process.</p>	<p>Student Edition: 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</p> <p>Teacher Wraparound Edition: DI 120, 321, 899; LFL 174; RRW 27, 189, 193</p>
<p>Writing Process</p>	
<p>W.PR.06.01 set a purpose, consider audience, and replicate authors' styles and patterns when writing a narrative or informational piece.</p>	<p>Student Edition: 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>Teacher Wraparound Edition: 278A, 642A, 814A</p>
<p>W.PR.06.02 apply a variety of pre-writing strategies for both narrative (e.g., graphic organizers designed to develop a plot that includes major and minor characters, builds climax, and uses dialogue to enhance a theme) and informational writing (e.g., problem/solution or sequence).</p>	<p>Student Edition: R17, R21, R27 <i>Wrap-Up</i> 100, 101, 236, 356, 357, 598, 599, 910, 911 <i>Write About Your Reading</i> 24, 656, 700 <i>Writing Workshop</i> 26, 27, 142, 278, 398, 516-517, 642, 814, 966</p> <p>Teacher Wraparound Edition: 142A, 278A; LFL 268</p>
<p>W.PR.06.03 revise drafts for clarity, coherence, and consistency in content, voice, and genre characteristics with audience and purpose in mind.</p>	<p>Student Edition: R17-R18, R27 <i>Wrap-Up</i> 236, 357, 599 <i>Writing Workshop</i> 64, 184, 280, 314, 436-437, 562, 702, 866-867, 1032</p> <p>Teacher Wraparound Edition: 398A, 516A; DI 210</p>
<p>W.PR.06.04 draft focused ideas for a specific purpose using multiple paragraphs, sentence variety, and voice to meet the needs of an audience (e.g., word choice, level of formality, and use of example) when writing compositions.</p>	<p>Student Edition: R17-R18 <i>Wrap-Up</i> 100, 236, 357, 598, 599, 759, 1072, 1073 <i>Write About Your Reading</i> 158 <i>Writing Workshop</i> 26, 142-143, 279, 399, 518, 643, 815, 967</p>

STANDARDS	PAGE REFERENCES
<p>W.PR.06.05 proofread and edit writing using grade-level checklists and other appropriate resources both individually and in groups.</p>	<p>Student Edition: 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>
Personal Style	
<p>W.PS.06.01 exhibit personal style and voice to enhance the written message in both narrative (e.g., personification, humor, element of surprise) and informational writing (e.g., emotional appeal, strong opinion, credible support).</p>	<p>Student Edition: <i>Write About Your Reading</i> 700 <i>Writing Tip</i> 399 <i>Writing Workshop</i> 28, 314-315, 400, 436-438, 644, 702, 703, 816, 867, 868</p> <p>Teacher Wraparound Edition: 26B, 278A, 398B, 642B, 966A, 966B; DI 185, 1033; W 314</p>
Grammar and Usage	
<p>W.GR.06.01 in the context of writing, correctly use style conventions (e.g., Modern Language Association Handbook) and a variety of grammatical structures in writing including indefinite and predicate pronouns; transitive and intransitive verbs; adjective and adverbial phrases; adjective and adverbial subordinate clauses; comparative adverbs and adjectives; superlatives, conjunctions; compound sentences; appositives; independent and dependent clauses; introductory phrases; periods; commas; quotation marks; and use of underlining and italics for specific purposes.</p>	<p>Student Edition: R18, R19, R29-R31, R38-R41 <i>Grammar Link</i> 277, 289, 297, 397, 507, 519, 543, 553, 561, 581, 585, 633, 701, 893, 969, 995, 1049 <i>Writing Tip</i> 315 <i>Writing Workshop</i> 144, 315, 563, 703, 867, 1033</p>
Spelling	
<p>W.SP.06.01 in the context of writing, correctly spell frequently encountered and frequently misspelled words.</p>	<p>Student Edition: 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</p>

STANDARDS	PAGE REFERENCES
Handwriting	
<p>W.HW.06.01 write neat and legible compositions.</p>	<p>Student Edition: R25 <i>Wrap-Up</i> 101 <i>Writing Tip</i> 65, 185, 563 <i>Writing Workshop</i> 65, 185, 563, 703, 867</p> <p>Teacher Wraparound Edition: 642B</p>
Writing Attitude	
<p>W.AT.06.01 be enthusiastic about writing and learning to write.</p>	<p>Enthusiasm about writing will increase as students have the opportunity to learn and practice writing skills.</p> <p>Student Edition: <i>Wrap-Up</i> 236, 598, 599, 759, 911, 1072 <i>Writing Workshop</i> 26-28, 64-66, 142-143, 278-279, 314-316, 398-399, 436-438, 515-518, 562-564, 642-643, 702-704, 814-815, 866-868, 966-967, 1032-1034</p> <p>Teacher Wraparound Edition: 26A, 26B, 142A, 142B, 278A, 278B, 398A, 398B, 516A, 516B</p>
SPEAKING	
Conventions	
<p>S.CN.06.01 adjust their use of language to communicate effectively with a variety of audiences and for different purposes by asking and responding to questions and remarks to engage the audience when presenting.</p>	<p>Student Edition: R46 <i>Listening, Speaking, and Viewing</i> 705 <i>Talk About Your Reading</i> 176 <i>Writing Workshop</i> 314-315, 1032</p> <p>Teacher Wraparound Edition: LFL 681; RRW 977</p>
<p>S.CN.06.02 speak effectively using rhyme, rhythm, cadence, and word play for effect in narrative and informational presentations.</p>	<p>Student Edition: 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>Teacher Wraparound Edition: DI 704, 1033; LFL 798; RF 58, 81, 222, 793, 1075</p>

STANDARDS	PAGE REFERENCES
<p>S.CN.06.03 present in standard American English if it is their first language. (Students whose first language is not English will present in their developing version of standard American English.)</p>	<p>Student Edition: R46 <i>Writing Workshop</i> 314-315, 562-563, 1032, 1033</p> <p>Teacher Wraparound Edition: 966A, 966B; DI 490</p>
<p>Discourse</p>	
<p>S.DS.06.01 engage in interactive, extended discourse to socially construct meaning in book clubs, literature circles, partnerships, or other conversation protocols.</p>	<p>Student Edition: <i>Listening, Speaking, and Viewing</i> 187 <i>Talk About Your Reading</i> 16, 38, 194, 434, 456, 542, 580, 632, 730, 828 <i>Wrap-Up</i> 910</p> <p>Teacher Wraparound Edition: DI 120, 303, 634, 741; LFL 586, 755; RRW 594, 651, 824</p>
<p>S.DS.06.02 respond to multiple text types in order to compare/contrast ideas, form, and style; to evaluate quality; take a stand and support an issue; and to identify personally with a universal theme.</p>	<p>Student Edition: <i>Talk About Your Reading</i> 16, 194, 266, 304, 434, 456, 542, 580, 632, 828, 984</p> <p>Teacher Wraparound Edition: DI 120, 303, 579, 741; LFL 586; RRW 651, 824</p>
<p>S.DS.06.03 discuss written narratives that include a variety of literary and plot devices (e.g., established context plot, point of view, sensory details, dialogue, and suspense).</p>	<p>Student Edition: <i>Talk About Your Reading</i> 434, 580, 828, 952, 984</p> <p>Teacher Wraparound Edition: DI 579, 741; LFL 755; RRW 651, 824</p>
<p>S.DS.06.04 plan a focused and coherent informational presentation using an informational organizational pattern (e.g., problem/solution, sequence); select a focus question to address and organize the message to ensure that it matches the intent and the audience to which it will be delivered.</p>	<p>Student Edition: <i>Listening, Speaking, and Viewing</i> 1035 <i>Talk About Your Reading</i> 176 <i>Writing Workshop</i> 966-967, 1032-1034</p> <p>Teacher Wraparound Edition: DI 482, 490, 737; RRW 451, 535, 691, 982</p>
<p>LISTENING & VIEWING</p>	
<p>Conventions</p>	
<p>L.CN.06.01 respond to, evaluate, and analyze the speaker's effectiveness and content when listening to or viewing a variety of speeches and presentations.</p>	<p>Student Edition: <i>Listening, Speaking, and Viewing</i> 439, 1035</p> <p>Teacher Wraparound Edition: DI 704; RF 1032; RRW 317</p>

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<p>L.CN.06.02 listen to or view critically while demonstrating appropriate social skills of audience behaviors (e.g., eye contact, attentive, supportive); critically examine the verbal and non-verbal strategies during speeches and presentations.</p>	<p>Student Edition: R45, R47 <i>Listening, Speaking, and Viewing</i> 187</p> <p>Teacher Wraparound Edition: RF 489; RRW 819; VP 43</p>
<p>Response</p>	
<p>L.RP.06.01 listen to or view knowledgeably a variety of genre to summarize, take notes on key points, and ask clarifying questions.</p>	<p>Student Edition: R45, R47 <i>Analyzing the Graphic</i> 35 <i>Listening, Speaking, and Viewing</i> 67, 1035 <i>Practice the Skills</i> 286 #1 <i>Wrap-Up</i> 101</p> <p>Teacher Wraparound Edition: RF 489; RRW 819; VP 43</p>
<p>L.RP.06.02 select, listen to or view knowledgeably, and respond thoughtfully to both classic and contemporary texts recognized for quality and literary merit.</p>	<p>Student Edition: R45, R47 <i>Active Reading Model 7</i> #7 <i>Analyzing the Art</i> 416 <i>Listening, Speaking, and Viewing</i> 67, 1035 <i>Practice the Skills</i> 286 #1</p> <p>Teacher Wraparound Edition: VP 43</p>
<p>L.RP.06.03 identify a speaker's affective communication expressed through tone, mood, and emotional cues.</p>	<p>Student Edition: R45</p> <p>Teacher Wraparound Edition: A 317; DI 67, 704</p>
<p>L.RP.06.04 relate a speaker's verbal communications (e.g., tone of voice) to the non-verbal message communicated (e.g., eye contact, posture, and gestures).</p>	<p>Student Edition: R45</p>
<p>L.RP.06.05 respond to multiple text types when listened to or viewed knowledgeably, by discussing, illustrating, and/or writing in order to compare/contrast similarities and differences in idea, form, and style to evaluate quality and to identify personal and universal themes.</p>	<p>Student Edition: R47 <i>After You Read</i> 16, 24, 38, 46, 288, 506 <i>Get Ready to Read</i> 285 <i>Listening, Speaking, and Viewing</i> 67 <i>Skills Review</i> 25, 39, 47, 289, 305, 507</p> <p>Teacher Wraparound Edition: DI 670, 704; LFL 256, 259; VG 23; VI 500</p>

STANDARDS	PAGE REFERENCES
<p>L.RP.06.06 respond to, evaluate, and analyze the credibility of a speaker who uses persuasion to affirm his/her point of view in a speech or presentation.</p>	<p>Student Edition: RH14, RH15, R47 <i>Active Reading Model</i> 257 #1-#3, 258 #4 <i>After You Read</i> 266, 324 #6, 632 #5 <i>Listening, Speaking, and Viewing</i> 67 <i>Practice the Skills</i> 264 #1, 265 #6, 897 #1, 899 #3-#5, 905 #1-#2 <i>Reading Across Texts Workshop</i> 894-895 <i>Reading Workshop</i> 260-261 <i>Skills Preview</i> 263 <i>Skills Review</i> 267</p> <p>Teacher Wraparound Edition: 260A, 894A; DI 896; LFL 259; RRW 257</p>
<p>L.RP.06.07 identify persuasive and propaganda techniques used in television, and identify false and misleading information.</p>	<p>Student Edition: R47 <i>After You Read</i> 288 <i>Genre Focus</i> 256 <i>Get Ready to Read</i> 285 <i>Listening, Speaking, and Viewing</i> 67 <i>Practice the Skills</i> 286 #2-#4, 287 #5 <i>Skills Preview</i> 285 <i>Skills Review</i> 289</p> <p>Teacher Wraparound Edition: LFL 256</p>