



Literature

Reading with Purpose
Course 2

© 2007

STANDARDS	PAGE REFERENCES
READING	
Word Recognition and Word Study	
Word Recognition	
<p>R.WS.07.01 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> 14, 24, 45, 94, 138, 146, 186, 370, 580, 582, 589</p> <p>Teacher Wraparound Edition: ELC 152, 660</p>
<p>R.WS.07.02 use structural, syntactic, and semantic analysis to recognize unfamiliar words in context including idioms, analogies, metaphors, similes, knowledge of roots and affixes, major word chunks/rimes, and syllabication.</p>	<p>Student Edition: RH1-RH3 <i>English Language Coach</i> 530, 590, 658, 778, 800, 808, 854, 859 <i>Key Literary Element</i> 785</p> <p>Teacher Wraparound Edition: ELC 28, 160, 732, 824; LC 751; LFL 784</p>
<p>R.WS.07.03 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>Student Edition: RH4-RH5 <i>Vocabulary Check</i> 23, 275, 447, 461 <i>Vocabulary Preview</i> 24, 138, 424, 440, 530, 558, 800</p> <p>Teacher Wraparound Edition: EL 902; ELC 545, 666</p>

STANDARDS	PAGE REFERENCES
<p>R.WS.07.04 know the meanings of words encountered frequently in grade-level reading and oral language contexts.</p>	<p>Student Edition: <i>Vocabulary Check</i> 45, 453, 577 <i>Partner Talk</i> 168, 178 <i>Talk About Your Reading</i> 722, 812</p> <p>Teacher Wraparound Edition: DI 887; EL 19, 27, 133; ELC 413, 491; LE 261; LFL 926; RF 609</p>
<p>R.WS.07.05 acquire and apply strategies to identify unknown words and construct meaning.</p>	<p>Student Edition: RH1-RH5 <i>English Language Coach</i> 14, 138, 322, 418, 530, 580, 784, 940</p> <p>Teacher Wraparound Edition: ELC 12, 47, 139, 160, 434, 682</p>
<p>Fluency</p>	
<p>R.WS.07.06 fluently read beginning grade-level text and increasingly demanding texts as the year proceeds.</p>	<p>Student Edition: RH5, RH6-RH7, RH8, RH9-RH12, RH13-RH15, RH16-RH17, RH18-RH19</p> <p>Teacher Wraparound Edition: DI 120; R 653, 774; RF 1, 36, 91; ROYO 242-243; TIPS 120</p>
<p>Vocabulary</p>	
<p>R.WS.07.07 in context, determine the meaning of words and phrases including cross-cultural expressions, mathematical expressions, scientific procedures, and literary terms using strategies and authentic content-related resources.</p>	<p>Student Edition: 281 footnote, RH3 <i>English Language Coach</i> 17, 18, 19, 27, 63, 96 <i>After You Read</i> 392 #10</p> <p>Teacher Wraparound Edition: DI 5; EL 9, 109; ELC 18, 56, 281</p>
<p>Narrative Text</p>	
<p>R.NT.07.01 identify how the tensions among characters, communities, themes, and issues are related to their own experiences in classic, multicultural, and contemporary literature recognized for quality and literary merit.</p>	<p>Student Edition: <i>After You Read</i> 92 #4 <i>Connect to the Reading</i> 139, 159, 301, 309, 567, 581, 741 <i>Reading Workshop</i> 156-157 <i>Key Reading Skill</i> 164, 167 <i>Talk About Your Reading</i> 588</p> <p>Teacher Wraparound Edition: BQ 639, 811; R 161</p>

STANDARDS	PAGE REFERENCES
<p>R.NT.07.02 analyze the structure, elements, style, and purpose of narrative genre including mystery, poetry, memoir, drama, myths, and legends.</p>	<p>Student Edition: <i>Genre Focus</i> 132, 254, 652-653, 774 <i>Key Literary Element</i> 419, 423 <i>Reading Workshop</i> 454-455, 602-603, 656-657, 730-731 <i>Key Reading Skill</i> 461, 615, 665, 739 <i>After You Read</i> 980</p> <p>The following selections also address genre:</p> <p><u>Mystery</u></p> <ul style="list-style-type: none"> • Framed by Don Wulfson • After Twenty Years by O. Henry • Loser by Aimee Bender <p><u>Poetry</u></p> <ul style="list-style-type: none"> • Where You Are by Jack Anderson • First Book by Rita Dove • How I Learned English by Gregory Djanikian • The Highwayman by Alfred Noyes • I'll Walk the Tightrope by Margaret Danner • The Courage That My Mother Had by Edna St. Vincent Millay • Two People I Want to Be Like by Eve Merriam • The Cremation of Sam McGee by Robert Service • Big Yellow Taxi by Joni Mitchell • Birdfoot's Grampa by Joseph Bruchac • Aunt Sue's Stories by Langston Hughes • I Ask My Mother to Sing by Li-Young Lee • One by James Berry • Annabel Lee by Edgar Allen Poe • Face It by Janet S. Wong • Almost Ready by Arnold Adoff • Miracles by Walt Whitman • The Pasture by Robert Frost • Growing Pains by Jean Little • The Women's 400 Meters by Lillian Morrison • To James by Frank Horne • Slam, Dunk, & Hook by Yusef Komunyakaa • The Carcajou and the Kincajou by Ogden Nash • The Termite by Ogden Nash • There Is No Word for Goodbye by Mary Tall Mountain

STANDARDS	PAGE REFERENCES
<p>Continued...</p> <p>R.NT.07.02 analyze the structure, elements, style, and purpose of narrative genre including mystery, poetry, memoir, drama, myths, and legends.</p>	<p>Continued...</p> <p>The following selections also address genre:</p> <p><u>Memoir</u></p> <ul style="list-style-type: none"> • The Day It Rained Cockroaches by Paul Zindel from <i>The Pigman and Me</i> • Rosa Parks: My Story from <i>Rosa Parks</i> with Jim Haskins • <i>Toward a Rainbow Nation</i> by Lavendhri Pillay • <i>Red Scarf Girl</i> by Ji-li-Jiang • <i>Barrio Boy</i> from Ernesto Galarza • <i>Names/ Nombres</i> by Julia Alvarez • <i>Zlata’s Diary</i> from Zlata Filipovic <p><u>Drama</u></p> <ul style="list-style-type: none"> • Graduation Address by Robert L. Fontaine • <i>The Monsters Are Due on Maple Street</i> by Rod Serling <p><u>Myth</u></p> <ul style="list-style-type: none"> • <i>The Bunyans</i> by Audrey Wood • <i>The Lion, the Hare, and the Hyena</i> retold by Phyllis Savory • <i>Aunty Misery</i> retold by Judith Ortiz Cofer <p><u>Legend</u></p> <ul style="list-style-type: none"> • <i>The Highwayman</i> by Alfred Noyes • <i>The Bunyans</i> by Audrey Wood
<p>R.NT.07.03 analyze the role of antagonists, protagonists, internal and external conflicts, and abstract themes.</p>	<p>Student Edition:</p> <p><i>Literary Element</i> 25, 31, 591, 593, 595, 665</p> <p><i>Genre Focus</i> 254</p> <p><i>Key Literary Element</i> 277, 283, 291</p> <p>Teacher Wraparound Edition:</p> <p>L 261, 263, 593; LFL 102, 277, 349</p>
<p>R.NT.07.04 analyze author’s craft including the use of theme, antagonists, protagonists, overstatement, understatement, and exaggeration.</p>	<p>Student Edition:</p> <p><i>Key Literary Element</i> 531, 543, 547, 899, 907</p> <p><i>Reading Across Texts</i> 622-623</p> <p>Teacher Wraparound Edition:</p> <p>ELC 413; L 413, 537, 541, 623; LE 527, 532; LFL 414; R 548</p>

STANDARDS	PAGE REFERENCES
Informational Text	
<p>R.IT.07.01 analyze the structure, elements, features, style, and purpose of informational genre including persuasive essay, research report, brochure, personal correspondence, autobiography and biography.</p>	<p>Student Edition: <i>Genre Focus</i> 4, 132, 412, 880 <i>Solo Activity</i> 113 <i>Key Literary Element</i> 139, 419 <i>Reading Workshop</i> 417-418, 730-731 <i>Critical Thinking</i> 422 <i>Key Reading Skill</i> 423, 483, 939 Teacher Wraparound Edition: L 926; LFL 882, 920</p>
<p>R.IT.07.02 analyze organizational text patterns including sequential, compare/contrast, and cause/effect.</p>	<p>Student Edition: <i>Reading Workshop</i> 78-79, 204-205, 474-475, 602-603 <i>Key Reading Skill</i> 81, 95, 207, 212, 215, 221, 477, 493, 605, 613, 781</p>
<p>R.IT.07.03 explain how authors use writer’s craft and text features including metaphors, similes, captions, diagrams, and appendices to enhance the understanding of central, key, and supporting ideas.</p>	<p>Student Edition: <i>Key Text Element</i> 95, 101 <i>Key Reading Skill</i> 101, 419, 423 <i>Key Literary Element</i> 419, 421, 837, 843, 933 <i>English Language Coach</i> 732, 736 <i>Comparing Literature Workshop</i> 852-853 Teacher Wraparound Edition: ELC 732; R 99</p>
Comprehension	
<p>R.CM.07.01 connect personal knowledge, experiences, and understanding of the world to themes and perspectives in text through oral and written responses.</p>	<p>Student Edition: <i>Comparing Literature Workshop</i> 102-103, 748-749 <i>Reading Workshop</i> 136-137, 156-157 <i>Key Reading Skill</i> 139, 148, 159, 167, 169, 175, 309 <i>Write About Your Reading</i> 274m 308 <i>Talk About Your Reading</i> 312 Teacher Wraparound Edition: LFL 791</p>
<p>R.CM.07.02 retell through concise summarization grade-level narrative and informational text.</p>	<p>Student Edition: <i>After You Read</i> 308 #3, 318 #4, 338 #3 <i>Key Reading Skill</i> 525, 531, 536, 543, 545, 551 <i>Reading Workshop</i> 528-529 <i>Writing Workshop</i> 553-554 Teacher Wraparound Edition: DI 7; R 531, 592, 735</p>

STANDARDS	PAGE REFERENCES
<p>R.CM.07.03 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>Comparing Literature Workshop</i> 102-103, 748-749 <i>Reading Workshop</i> 176-177, 266-267, 320-321 <i>Reading Across Texts</i> 494-495, 622-623, 982-983 <i>Key Literary Element</i> 659, 675</p> <p>Teacher Wraparound Edition: C 497; LFL 622, 748, 791; W 677</p>
<p>R.CM.07.04 apply significant knowledge from grade-level science, social studies, and mathematics texts.</p>	<p>Student Edition: <i>Reading Workshop</i> 136-137 <i>Key Reading Skill</i> 139 <i>Write About Your Reading</i> 890</p> <p>Teacher Wraparound Edition: CT 561; DI 889, 921; ELC 560, 923, 942; LFL 138, 916; RRW 137, 140, 224, 547</p>
<p>Metacognition</p>	
<p>R.MT.07.01 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: R45, RH6-RH7, RH9-RH12, RH13-RH15 <i>Talk About Your Reading</i> 32, 184, 290, 460, 722, 782 <i>Reading Workshop</i> 54-55, 176-177, 528-529, 702-703, 884-885</p>
<p>R.MT.07.02 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: RH6-RH7, RH8, RH9-RH12, RH13-RH15, RH16-RH17, RH18-RH19 <i>Reading Workshop</i> 814-815 <i>Key Reading Skill</i> 817, 821, 823, 825, 826, 829</p> <p>Teacher Wraparound Edition: LFL 895; RRW 815</p>
<p>Critical Standards</p>	
<p>R.CS.07.01 analyze 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: <i>Writing Workshop</i> 74-75, 198-201, 341, 468-470, 596-597, 830-831 <i>Reading Workshop</i> 454-455 <i>Key Reading Skill</i> 457, 461 <i>Key Literary Element</i> 531</p> <p>Teacher Wraparound Edition: A/C 77; DI 200, 727; ELC 340; LFL 292</p>

STANDARDS	PAGE REFERENCES
Reading Attitude	
<p>R.AT.07.01 be enthusiastic about reading and do substantial reading and writing on their own.</p>	<p>Student Edition: <i>Reading on Your Own</i> 120-121, 242-243, 400-401, 512-513, 640-641, 762-763, 868-869, 1000-1001</p> <p>Teacher Wraparound Edition: ROYO 120-121, 242-243, 400-401, 512-513, 640-641, 762-763, 868-869; RRW 585</p>
WRITING	
Writing Genre	
<p>W.GN.07.01 write a cohesive narrative piece such as a memoir, drama, legend, mystery, poetry, or myth that includes appropriate conventions to the genre employing literary and plot devices (e.g., internal and/or external conflicts, antagonists/protagonists, personification).</p>	<p>Student Edition: <i>Writing Workshop</i> 152-154, 198-201, 292-296, 340-344, 676-678, 724-728 <i>Key Literary Element</i> 254, 653</p> <p>Teacher Wraparound Edition: DI 200; ELC 340, 343; LFL 154, 292; W 154</p>
<p>W.GN.07.02 write a research report using a wide variety of resources that includes appropriate organizational patterns (e.g., position statement/supporting evidence, problem statement/solution, or compare/contrast), descriptive language, and informational text features.</p>	<p>Student Edition: R21-R24 <i>Genre Focus</i> 4, 524, 880 <i>Reading Workshop</i> 474-475, 602-603 <i>Writing Workshop</i> 552-554</p> <p>Teacher Wraparound Edition: DI 474, 603; ELC 554; LFL 8, 524, 602, 880</p>
<p>W.GN.07.03 formulate research questions using multiple resources, perspectives, and arguments/counter-arguments to develop a thesis statement that culminates in a final presented project using the writing process.</p>	<p>Student Edition: R21-R24 <i>Writing Workshop</i> 434-436, 468-472, 552-554, 596-600 <i>Reading Workshop</i> 578-579, 680-681 <i>Key Reading Skill</i> 683, 687</p> <p>Teacher Wraparound Edition: DI 435; ELC 554; LFL 469; RRW 681; W 470, 553, 554</p>
Writing Process	
<p>W.PR.07.01 set a purpose, consider audience, and replicate authors' styles and patterns when writing a narrative or informational piece.</p>	<p>Student Edition: <i>Genre Focus</i> 4, 254 <i>Writing Workshop</i> 152-154, 198-202, 552-554, 596-600 <i>Key Literary Element</i> 419, 531, 543</p> <p>Teacher Wraparound Edition: ELC 198; L 531, 532; LFL 202; W 153, 154</p>

STANDARDS	PAGE REFERENCES
<p>W.PR.07.02 apply a variety of pre-writing strategies for both narrative (e.g., graphically depict roles of antagonist/protagonist, internal/external conflict) and informational writing (e.g., position statement/supporting evidence, problem statement/solution, or compare/contrast).</p>	<p>Student Edition: <i>Writing Workshop</i> 152-154, 198-201, 292-296, 340-344 <i>Reading Workshop</i> 474-475, 602-603 Teacher Wraparound Edition: DI 153, 293, 603; ELC 199; LFL 292; RF 475; W 153, 292, 293</p>
<p>W.PR.07.03 revise drafts to reflect different perspectives for multiple purposes and to ensure that content, structure, elements of style and voice, literary devices, and text features are consistent.</p>	<p>Student Edition: R17-R19, R20-R21 <i>Applying Good Writing Traits</i> 35, 294, 796, 910 <i>Writing Workshop</i> 74-75, 198-201, 468-471, 830-831, 948-949 Teacher Wraparound Edition: DI 74, 341, 598, 948; ELC 343; LFL 949</p>
<p>W.PR.07.04 draft focused ideas using titles, leads, and endings in a variety of text structures to achieve a specific purpose for intended audiences when writing compositions.</p>	<p>Student Edition: <i>Genre Focus</i> 4 <i>Active Reading Model</i> 5-6 <i>Writing Workshop</i> 152-154, 292-295, 434-436, 552-554, 794-795, 908-909 <i>Reading Workshop</i> 454-455 Teacher Wraparound Edition: DI 435; ELC 554, LFL 11, 154, 292, 295</p>
<p>W.PR.07.05 proofread and edit writing using grade-level checklists and other appropriate resources both individually and in groups.</p>	<p>Student Edition: <i>Writing Workshop</i> 74-75, 198-201, 340-342, 468-471, 596-598, 724-727, 830-831, 948-949 Teacher Wraparound Edition: C 201; DI 74, 598; ELC 199; LFL 949; W 342, 831</p>
<p>Personal Style</p>	
<p>W.PS.07.01 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>Writing Workshop</i> 152-154, 292-296, 434-436, 552-554, 596-598, 794-796, 908-910 <i>Reading Workshop</i> 416 <i>Key Literary Element</i> 419, 441, 477, 817 <i>Reading Across Texts</i> 622-623 Teacher Wraparound Edition: DI 794; W 296</p>

STANDARDS	PAGE REFERENCES
Grammar and Usage	
<p>W.GR.07.01 in the context of writing, correctly use style conventions (e.g., Modern Language Association Handbook) and a variety of grammatical structures including participial phrases; adverbial subordinate clauses; superlative adjectives and adverbs; present, past, future, continuous verb tenses; parentheses; singular and plural possessive forms; and indefinite pronoun referents.</p>	<p>Student Edition: <i>Grammar Link</i> 33, 63, 101, 155, 167, 175, 331, 339, 359, 543, 551, 613, 679, 687, 701, 841</p>
Spelling	
<p>W.SP.07.01 in the context of writing, correctly spell the derivatives of bases and affixes.</p>	<p>Student Edition: R33-R35, R43-R44 <i>Writing Tip</i> 75, 342, 471, 727, 831, 949 <i>English Language Coach</i> 886, 891, 892 Teacher Wraparound Edition: C 201; DI 597; W 342, 727</p>
Handwriting	
<p>W.HW.07.01 write neat and legible compositions.</p>	<p>Student Edition: <i>Writing Tip</i> 75, 201, 342, 471, 727 <i>Presenting</i> 831, 949</p>
Writing Attitude	
<p>W.AT.07.01 be enthusiastic about writing and learning to write.</p>	<p>Student Edition: <i>Writing Workshop</i> 34-36, 74-76, 152-154, 198-202, 292-296, 340-344, 434-436, 468-472, 552-554, 596-600, 676-678, 724-728, 794-795, 830-832, 908-909, 948-950</p>
SPEAKING	
Conventions	
<p>S.CN.07.01 adjust their use of language to communicate effectively with a variety of audiences and for different purposes by using specialized language related to a topic and selecting words carefully to achieve precise meaning when presenting.</p>	<p>Student Edition: R46 <i>Talk About Your Reading</i> 32 <i>Listening, Speaking, and Viewing</i> 77, 203, 473, 601, 729, 833 <i>Partner Talk</i> 322 <i>Small Group</i> 559 <i>Think-Pair-Share</i> 659 Teacher Wraparound Edition: DI 240; ELC 442, 955; LFL 440</p>

STANDARDS	PAGE REFERENCES
<p>S.CN.07.02 speak effectively using slang, dialect, and colloquial language suitably to create interest and drama in narrative and informational presentations.</p>	<p>Student Edition: <i>Listening, Speaking, and Viewing</i> 345, 729, 833 Teacher Wraparound Edition: DI 601, 727, 728, 729; ELC 653, 688; LFL 949; RF 345, 833, 951, 963; RRW 663</p>
<p>S.CN.07.03 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>Presenting</i> 75, 471 <i>Listening, Speaking, and Viewing</i> 77, 345, 601, 729, 833 Teacher Wraparound Edition: DI 728, 957; LFL 949; RF 345, 473, 951; RRW 472</p>
Discourse	
<p>S.DS.07.01 engage in interactive, extended discourse to socially construct meaning in book clubs, literature circles, partnerships, or other conversation protocols.</p>	<p>Student Edition: <i>Warm-Up Activity</i> 2 <i>Group Discussion</i> 57, 878 <i>Talk About Your Reading</i> 184, 214, 290, 588, 722, 812, 980 <i>Small Group Work</i> 441 <i>Partner Talk</i> 477, 567, 689 Teacher Wraparound Edition: DI 305</p>
<p>S.DS.07.02 respond to multiple text types in order to anticipate and answer questions, offer opinions and solutions, and to identify personally with a universal theme.</p>	<p>Student Edition: <i>Small Group</i> 11 <i>Get Ready to Read</i> 25 <i>Literary Element</i> 25, 591, 659, 667 <i>Key Reading Skill</i> 63 <i>Comparing Literature Workshop</i> 102-103 <i>Big Question</i> 421 <i>After You Read</i> 812, 828, 890, 980 Teacher Wraparound Edition: C 421; L 659</p>

STANDARDS	PAGE REFERENCES
<p>S.DS.07.03 discuss written narratives with a variety of literary and plot devices (e.g., clearly described setting, sequenced events, complex major and minor characters, dialogue, suspense, and specific character actions such as gestures, movements, and expressions).</p>	<p>Student Edition: <i>Key Reading Skill</i> 93 <i>Key Literary Element</i> 179, 185, 301, 689 <i>After You Read</i> 184 <i>Genre Focus</i> 251 <i>Writing Workshop</i> 294 <i>Literary Element</i> 683</p> <p>Teacher Wraparound Edition: L 260, 261; LFL 180, 192, 257, 962</p>
<p>S.DS.07.04 plan and deliver a focused, coherent informational presentation using an informational organizational pattern (e.g., theory/evidence, persuasion, sequence) that incorporates persuasive, non-verbal techniques, and provides explanations and descriptions supportive of the presentation’s focus and the backgrounds and interests of the audience.</p>	<p>Student Edition: R46 <i>Genre Focus</i> 4, 412-413 <i>Listening, Speaking, and Viewing</i> 77, 601 <i>Presenting</i> 471</p> <p>Teacher Wraparound Edition: DI 7, 596, 601; ELC 413; LFL 14, 412; LSV 601; W 471</p>
LISTENING & VIEWING	
Conventions	
<p>L.CN.07.01 distinguish facts from opinions and question their validity when listening to or viewing a variety of speeches and presentations.</p>	<p>Student Edition: R45, R47 <i>Reading Workshop</i> 416-417, 438-439 <i>Key Reading Skill</i> 441, 443, 445 <i>After You Read</i> 442, 446 <i>Presenting</i> 471 <i>Listening, Speaking, and Viewing</i> 473</p> <p>Teacher Wraparound Edition: C 417; DI 441; ELC 438; LFL 418</p>
<p>L.CN.07.02 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, R48 <i>Listening, Speaking, and Viewing</i> 77, 203, 833 <i>Reading Workshop</i> 680-681 <i>Key Reading Skill</i> 683, 687</p> <p>Teacher Wraparound Edition: A/C 473; C 833; DI 203; ELC 471; LFL 440; RRW 472</p>

STANDARDS	PAGE REFERENCES
Response	
<p>L.RP.07.01 listen to or view knowledgeably a variety of genre to identify, state, and react to a speaker's point of view and bias.</p>	<p>Student Edition: <i>Key Literary Element</i> 139 <i>Reading Workshop</i> 454-455 <i>Key Reading Skill</i> 461 <i>Presenting</i> 471 <i>Group Activity</i> 634 <i>Talk About Your Reading</i> 906 <i>Reading Across Texts</i> 982-983 Teacher Wraparound Edition: ELC 471; L 139; LFL 456, 982; RRW 455; W 470</p>
<p>L.RP.07.02 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: <i>Talk About Your Reading</i> 32, 144, 184, 318, 432, 452, 460, 550, 588, 722, 746, 812 <i>Key Literary Element</i> 441, 559, 715</p>
<p>L.RP.07.03 identify a speaker's attitude toward a subject expressed through tone, mood, emotional cues, and depth of content.</p>	<p>Student Edition: R45, R47 <i>Answering the Big Question</i> 422 <i>Key Literary Element</i> 441, 449 <i>Writing Tip</i> 470 <i>Listening, Speaking, and Viewing</i> 473, 833 Teacher Wraparound Edition: C 569; DI 569, 591; ELC 471; L 546, 631; W 471</p>
<p>L.RP.07.04 ask probing questions of speakers, focusing on claims and conclusions presented.</p>	<p>Student Edition: RH11 <i>After You Read</i> 274 #6 <i>Reading Workshop</i> 438-439, 680-681 <i>Key Reading Skill</i> 453 <i>Listening, Speaking, and Viewing</i> 473 <i>Group Activity</i> 504 Teacher Wraparound Edition: DI 571</p>
<p>L.RP.07.05 respond to multiple text types when listened to or viewed knowledgeably, by discussing, illustrating, and/or writing in order to anticipate and answer questions; determine personal and universal themes; and offer opinions or solutions.</p>	<p>Student Edition: <i>Write About Your Reading</i> 22 <i>Get Ready to Read</i> 47, 301, 659 <i>After You Read</i> 150, 480, 620, 890, 938 <i>Skills Review</i> 215, 319, 687, 807 <i>Group Activity</i> 504 Teacher Wraparound Edition: DI 571</p>

STANDARDS	PAGE REFERENCES
<p>L.RP.07.06 evaluate the credibility of a speaker by determining whether the speaker’s point of view is biased or not.</p>	<p>Student Edition: <i>Key Literary Element</i> 139 <i>Reading Workshop</i> 454-455 <i>Key Reading Skill</i> 461 <i>Presenting</i> 471 <i>Group Activity</i> 634 <i>Talk About Your Reading</i> 906 <i>Reading Across Texts</i> 982-983 Teacher Wraparound Edition: ELC 471; L 139; LFL 456, 982; RRW 455; W 470</p>
<p>L.RP.07.07 identify persuasive and propaganda techniques and analyze the effect on the view of images, text, and sound in the electronic media (e.g., television, movies), and determine if the techniques used achieved their intended effects.</p>	<p>Student Edition: R47 <i>Genre Focus</i> 412-413 <i>Reading Workshop</i> 416-417 <i>Listening, Speaking, and Viewing</i> 473 Teacher Wraparound Edition: C 417; EL 424; ELC 413; L 413; LFL 418, 436, 469; R 412, 425; W 435, 436</p>