



Literature

Reading with Purpose
Course 1

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STANDARDS	PAGE REFERENCES
EALR 1: The student understands and uses different skills and strategies to read.	
Component 1.1: Use word recognition skills and strategies to read and comprehend text.	
Component 1.2: Use vocabulary (word meaning) strategies to comprehend text.	
<p>1.2.1 Understand and apply dictionary skills and other reference skills.</p> <ul style="list-style-type: none"> Use dictionaries, thesauruses, and glossaries to find or confirm word meanings, pronunciations, syllabication, synonyms, antonyms, parts of speech, and/or clarify shades of meaning. Use text evidence to verify meaning from reference source. 	<p>Student Edition: 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</p> <p>Teacher Wraparound Edition: ELC 86, 190; LC 104</p>

STANDARDS	PAGE REFERENCES
<p>1.2.2 Apply a variety of strategies to comprehend words and ideas in complex text.</p> <ul style="list-style-type: none"> ▪ Use word origins to determine the meaning of unknown words. ▪ Use abstract, derived root words, prefixes, and suffixes from Greek and Latin to analyze the meaning of complex words (e.g., process, procession). ▪ Use structural analysis and concept-building vocabulary strategies to understand new words and concepts in informational/expository text and literary/narrative text. ▪ Use prior knowledge, the text, context clues, and graphic features of text to predict, clarify, and/or expand word meanings and concepts. ▪ Self-correct, re-read, read on, and/or slow down to gain meaning of unknown words in informational/expository text and literary/narrative text. 	<p>Student Edition: RH1-RH4 <i>English Language Coach</i> 378, 384, 404, 410, 522, 538, 568, 592 <i>Practice the Skills</i> 527 #5, 532 #13, 549 #3, #5, 574 #5, #7, 577 #10, 578 #12, 594 #3</p> <p>Teacher Wraparound Edition: ELC 260, 379; LC 392; V 428</p>
<p>Component 1.3: Build vocabulary through wide reading.</p>	
<p>1.3.1 Understand and apply new vocabulary.</p> <ul style="list-style-type: none"> ▪ Integrate new vocabulary from informational/expository text and literary/narrative text (including text from a variety of cultures and communities) into written and oral communication. 	<p>Student Edition: RH3-RH4 <i>English Language Coach</i> 10, 40, 56, 70, 86, 378, 384, 404, 568 <i>Vocabulary Check</i> 47 #16 <i>Vocabulary Preview</i> 628</p> <p>Teacher Wraparound Edition: ELC 875; V 422, 442, 554, 568, 658, 746, 820</p>
<p>1.3.2 Understand and apply content/academic vocabulary critical to the meaning of text. W</p> <ul style="list-style-type: none"> ▪ Identify and define content area vocabulary critical to the meaning of the text and use that knowledge to interpret the text. ▪ Identify words that have different meanings in different content areas and determine the correct meaning from the context (e.g., <i>property</i> in science or social studies). ▪ Select, from multiple choices, the meaning of words or phrases identified in the text. ▪ Use new vocabulary in oral and written communication. 	<p>Student Edition: RH4-RH5 <i>Academic Vocabulary</i> 48, 126, 260, 282, 298, 402, 520, 544 <i>English Language Coach</i> 1014 <i>Practice the Skills</i> 20 #2, 53 #3, 1017 #3, 1023 #11, 1024 #12 <i>Vocabulary</i> 452, 454 <i>Vocabulary Check</i> 1031 #16</p>

STANDARDS	PAGE REFERENCES
Component 1.4: Apply word recognition skills and strategies to read fluently.	
<p>1.4.2 Apply fluency to enhance comprehension.</p> <ul style="list-style-type: none"> ▪ Read aloud grade-level informational/expository text and literary/narrative text accurately, using appropriate pacing, phrasing, and expression. ▪ Read aloud unpracticed grade-level text with fluency in a range of 145–155+ words correct per minute. 	<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>1.4.3 Apply different reading rates to match text.</p> <ul style="list-style-type: none"> ▪ Adjust reading rate by speeding up or slowing down based on purpose (e.g., pleasure, informational reading, task-oriented reading), text level of difficulty, form, and style. 	<p>Student Edition: 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>Teacher Wraparound Edition: 996A; R 5, 35, 44, 69, 102; RF 222; RS 9, 1018, 1021, 1026, 1028</p>

STANDARDS	PAGE REFERENCES
EALR 2: The student understands the meaning of what is read.	
Component 2.1: Demonstrate evidence of reading comprehension.	
<p>2.1.3 Apply comprehension monitoring strategies during and after reading: determine importance using theme, main ideas, and supporting details in grade-level informational/expository text and/or literary/narrative text. W</p> <ul style="list-style-type: none"> ▪ State both literal and/or inferred main ideas and provide supporting text-based details. ▪ State the theme/message and supporting details in culturally relevant literary/narrative text. ▪ Choose, from multiple choices, a title that best fits the selection and provide details from the text to support the choice. ▪ Select, from multiple choices, a sentence that best states the theme or main idea of a story, poem, or selection. ▪ Organize theme, main idea and supporting details into a self-created graphic organizer to enhance comprehension of text. 	<p>Student Edition: <i>Active Reading Model</i> 623 #8 <i>Genre Focus</i> 618 <i>Practice the Skills</i> 72 #1, 81 #4-#5, 679 #7, 683 #13, 688 #1, 693 #4, 694 #6, 699 #11-#13 <i>Reading Workshop</i> 68-69 <i>Skills Preview</i> 71, 77, 673, 687 <i>Skills Review</i> 75, 83, 685, 701 Teacher Wraparound Edition: LE 691, 698; LFL 653, 738</p>
<p>2.1.4 Apply comprehension monitoring strategies before, during, and after reading: use prior knowledge.</p> <ul style="list-style-type: none"> ▪ Connect current issues, previous information and experiences to characters, events, and information within and across culturally relevant text(s). ▪ Activate prior knowledge about a topic and organize information into a graphic organizer to aid in comprehension of text. 	<p>Student Edition: RH9 <i>Active Reading Model</i> 119 #1, 619 #1 <i>Genre Focus</i> 618 <i>Practice the Skills</i> 130 #2, 132 #4, 628 #1, 629 #4, 630 #5 <i>Reading Workshop</i> 126-127, 624-625 <i>Skills Preview</i> 129, 627, 635 <i>Skills Review</i> 141, 335, 633, 641 Teacher Wraparound Edition: T48; 126A, 624A; RS 134, 147</p>

STANDARDS	PAGE REFERENCES
<p>2.1.5 Apply comprehension monitoring strategies before, during, and after reading: predict and infer. W</p> <ul style="list-style-type: none"> ▪ Make, confirm, and revise prediction based on prior knowledge and evidence from the text. ▪ Cite passages from text to confirm or defend predictions and inferences. ▪ Select, from multiple choices, a prediction or inference that could be made from the text (e.g., what the character will do next, what will happen to a character because of an event, what will happen because of an action). ▪ Organize information to support a prediction or inference in a self-created graphic organizer to enhance comprehension of text. 	<p>Student Edition: RH10, RH13 <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, 308 #1, 309 #3, 310 #5, 549 #2, 710 #1, 712 #4, 713 #6, 714 #7 <i>Reading Workshop</i> 164-165, 298-299, 706-707 <i>Skills Preview</i> 167, 179, 301, 307, 709, 733 <i>Skills Review</i> 177, 183, 305, 313, 743</p> <p>Teacher Wraparound Edition: 164A, 706A; RS 621</p>
<p>2.1.6 Apply comprehension monitoring strategies to understand fiction, nonfiction, informational, and task-oriented text: monitor for meaning, create mental images, and generate and answer questions.</p> <ul style="list-style-type: none"> ▪ Monitor for meaning by identifying where and why comprehension was lost and use comprehension repair strategies to regain meaning. ▪ Generate and answer questions about the text before, during, and after reading to aid comprehension. ▪ Use questioning strategies to comprehend text. ▪ Organize images and information into a self-created graphic organizer to enhance comprehension of text. ▪ Use pre-, during, and after-reading tools designed to activate and record prior knowledge to understand text (e.g., semantic mapping, anticipation guide). 	<p>Student Edition: RH11 <i>Active Reading Model</i> 120 #2, 121 #5, 375 #1, #6 <i>Genre Focus</i> 118, 374 <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, 376-377, 938-939 <i>Skills Preview</i> 191, 197 <i>Skills Review</i> 195, 207</p> <p>Teacher Wraparound Edition: 188A; CT 394; DI 390; RS 119, 198, 203</p>

STANDARDS	PAGE REFERENCES
<p>2.1.7 Apply comprehension monitoring strategies during and after reading: summarize grade-level informational/expository text and literary/narrative text. W</p> <ul style="list-style-type: none"> ▪ Create a summary including the main idea and the most important text-based facts, details, and/or ideas from informational/expository text. ▪ Summarize the plot/message in culturally relevant literary/narrative text. ▪ Select, from multiple choices, a sentence that best summarizes the story or selection. ▪ Organize summary information for informational/ expository text and/or literary/narrative text into a self-created graphic organizer to enhance text comprehension. 	<p>Student Edition: 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>Teacher Wraparound Edition: 26A, 566A</p>
<p>Component 2.2: Understand and apply knowledge of text components to comprehend text.</p>	
<p>2.2.1 Apply understanding of time, order, and/or sequence to aid comprehension of text.</p> <ul style="list-style-type: none"> ▪ Explain the use of foreshadowing to convey meaning in literary/narrative text. ▪ Explain the use of steps in a process to convey meaning in an informational/expository text (e.g., how to make pottery, steps in the oil refinery process). 	<p>Student Edition: RH10, RH17 <i>Active Reading Model</i> 7 #5 <i>Genre Focus</i> 484 <i>Practice the Skills</i> 53 #4, 169 #3, 172 #6, 181 #3, 781 #8, 875 #3, 876 #5, 877 #6, 878 #8 <i>Reading Workshop</i> 544-545 <i>Skills Preview</i> 51, 57, 167, 179, 547 <i>Skills Review</i> 55, 63, 177, 183</p> <p>Teacher Wraparound Edition: 544A; CT 229; LE 120, 125, 170, 171; LFL 168; RF 151</p>

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<p>2.2.2 Apply understanding of printed and electronic text features to locate information and comprehend text. W</p> <ul style="list-style-type: none"> ▪ Locate information using grade-level appropriate text features. ▪ Interpret and draw conclusions from grade-level appropriate text features such as maps, charts, tables, and graphs, etc. (e.g., given a map of the world, draw a conclusion about why early civilizations thrived where they did). ▪ Use organizational features and electronic sources (such as headings and numberings, CD-ROM, Internet, pull-down menus, key word searches, and icons) to access information. ▪ Select, from multiple choices, the purpose of a specific text feature and/or information learned from a text feature. ▪ Explain how specific text features help you understand a selection (e.g., how a chapter heading helps you think about the chapter, how bold-face or italics signals a new term that can be found in the glossary). 	<p>Student Edition: RH9, RH18 <i>Active Reading Model</i> 6 #1 <i>After You Read</i> 74 #4 <i>Genre Focus</i> 5 <i>Practice the Skills</i> 12 #1, 13 #3, 34 #1, 42 #1-#2, 45 #5 <i>Skills Preview</i> 11, 19, 33, 41, 51, 57 <i>Skills Review</i> 17, 39, 47, 55 <i>Write About Your Reading</i> 324</p>
<p>2.2.3 Understand and analyze story elements. W</p> <ul style="list-style-type: none"> ▪ Use multiple sources of information from the text (e.g., character's own thoughts/words, what others say about the character, and how others react to the character) to describe how a character changes over time or how the character's action might contribute to the problem. ▪ Identify the major actions that define the plot and how actions lead to conflict or resolution. ▪ Explain the influence of setting on character and plot. ▪ Identify the point of view used (first, third, or omniscient point of view) in a story. ▪ Compare and contrast the same conflict from the point of view of two different characters. ▪ Identify the stated themes in text and support with evidence from the text. ▪ Identify common recurring themes in books by the same or different authors and support with evidence from the text. ▪ Select, from multiple choices, words or sentences that best describe specific story elements from the story, selection, or poem (e.g., character, setting, conflict). 	<p>Student Edition: <i>Genre Focus</i> 484, 618, 930 <i>Practice the Skills</i> 193 #4, 200 #3, 205 #9-#10, 415 #6, 430 #1, 548 #1, 550 #8, 551 #11-#12 <i>Skills Preview</i> 191, 197, 411, 429, 547 <i>Skills Review</i> 195, 207, 419, 435, 553</p> <p>Teacher Wraparound Edition: LFL 417</p>

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<p>2.2.4 Apply understanding of text organizational structures.</p> <ul style="list-style-type: none"> ▪ Recognize and use previously taught text organizational structures (<i>simple listing, sequential order, description, comparison and contrast, chronological order, cause and effect, and order of importance</i>) to aid comprehension. ▪ Recognize and use text written in the text organizational structures of <i>process/procedural</i> to find and organize information and comprehend text. 	<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</p> <p>Teacher Wraparound Edition: 318A, 520A, 544A</p>
<p>Component 2.3: Expand comprehension by analyzing, interpreting, and synthesizing information and ideas in literary and informational text.</p>	
<p>2.3.1 Analyze informational/expository text and literary/narrative text for similarities and differences and cause and effect relationships. W</p> <ul style="list-style-type: none"> ▪ Find similarities and differences within and between texts using text-based evidence (e.g., character's point of view in poetry and narrative; the author's feelings and the poet's feelings; cultural perspectives in a magazine article and an editorial). ▪ Select, from multiple choices, a sentence that tells how two text elements are alike or different (e.g., character, setting, information). ▪ Interpret cause and effect relationships within a literary/narrative text or informational/expository text using evidence from the text (e.g., how the time period [setting] of a novel determines a character's behavior, how a situation affected a character, what events either caused or resulted from a problem, or how one situation determines another such as the flow of the Nile dictating early life in Egypt). ▪ Select, from multiple choices, a sentence that explains or describes cause and effect relationships (e.g., what caused something to happen, what was the result of an action). 	<p>Student Edition: RH16 <i>Active Reading Model</i> 487 #5, 489 #7 <i>Comparing Literature Workshop</i> 84-85, 208-209, 336-337, 458-459, 586-587, 744-745 <i>Reading Workshop</i> 520-521, 670-67 <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>Teacher Wraparound Edition: 520A, 670A; DI 7; RS 593</p>

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<p>2.3.2 Analyze sources for information appropriate to a specific topic or for a specific purpose.</p> <ul style="list-style-type: none"> Select appropriate resources such as an atlas, newspaper, magazine, memo, directory, or schedule to locate information on a specific topic or for a specific purpose. Sort information gathered from various sources by topic and decide on the utility of the information for a specific purpose. 	<p>Student Edition: R21 <i>Listening, Speaking, and Viewing</i> 869 <i>Wrap-Up</i> 101</p> <p>Teacher Wraparound Edition: DI 41, 43, 78, 148, 156, 240, 899, 1068; LFL 174; RRW 21, 23, 57, 60, 79, 88, 124, 127, 239, 443, 705</p>
<p>2.3.3 Understand the functions (to make the story more interesting and convey a message) of literary devices. W</p> <ul style="list-style-type: none"> Recognize previously taught literary devices (simile, personification, humor, metaphor, idiom, imagery, exaggeration, and dialogue) and explain how they make the story more interesting and/or convey a message. Identify literary devices such as irony and sarcasm and explain how they make the story more interesting and/or convey a message. Select, from multiple choices, a sentence from the story/poem/selection that is an example of a specific literary device. 	<p>Student Edition: <i>Comparing Literature Workshop</i> 458-459 <i>Genre Focus</i> 374 <i>Practice the Skills</i> 446 #4, 455 #5, 461 #1, 463 #1-#3, 465 #4 <i>Skills Preview</i> 443, 451, 497 <i>Skills Review</i> 449, 457, 507 <i>Writing: Compare the Literature</i> 467</p> <p>Teacher Wraparound Edition: LE 454, 464; LFL 132, 135, 160, 810</p>
<p>Component 2.4: Think critically and analyze author’s use of language, style, purpose, and perspective in informational and literary text.</p>	
<p>2.4.1 Apply the skills of drawing conclusions, providing a response, and expressing insights about informational/expository text and literary/narrative text. W</p> <ul style="list-style-type: none"> Draw a conclusion from grade-level text (e.g., what is the most important idea the author is trying to make in the story/poem/selection, how the selection might be useful to someone who wanted to do something related) and provide details to support the answer. Select, from multiple choices, a statement that best represents the most important conclusion that may be drawn from the selection. 	<p>Student Edition: RH14 <i>After You Read</i> 62 #5, 182 #5, 288 #4, 324 #5, 334 #5, 498 #2, 742 #5 <i>Practice the Skills</i> 499 #4, 502 #7, 504 #10, 505 #12 <i>Reading Workshop</i> 494-495 <i>Skills Preview</i> 497 <i>Skills Review</i> 507</p> <p>Teacher Wraparound Edition: 494A; DI 524; RS 498, 501, 503</p>

STANDARDS	PAGE REFERENCES
<p>2.4.2 Analyze how an author’s style of writing, including language choice, achieves the author’s purpose and influences an audience. W</p> <ul style="list-style-type: none"> ▪ Identify and explain the author’s purpose. ▪ Explain how author’s use of word choice, sentence structure and length, and/or literary devices contributes to imagery, suggests a mood, or otherwise influences an audience. 	<p>Student Edition: <i>Active Reading Model</i> 257 #3, 303 #4 <i>Before You Read</i> 320 <i>Practice the Skills</i> 265 #5, 271 #2, 273 #4, 275 #7, 329 #2-#3 <i>Skills Preview</i> 77, 263, 269, 285, 327 <i>Skills Review</i> 267, 277, 289 <i>Writing: Compare the Literature</i> 355</p> <p>Teacher Wraparound Edition: LE 264, 272; LFL 154, 259, 320, 336, 353</p>
<p>2.4.3 Understand how to verify content validity. W</p> <ul style="list-style-type: none"> ▪ Identify and explain when an author uses opinion to make a point. ▪ Verify facts by checking sources for date of publication, bias, and accuracy. 	<p>Student Edition: <i>Active Reading Model</i> 257 #2, 258 #4, 264 #1, 265 #6, 270 #1, 273 #5 <i>Genre Focus</i> 256 <i>Listening, Speaking, and Viewing</i> 67 <i>Practice the Skills</i> 286 #2, 287 #5, 303 #2, 511 #2 <i>Reading Workshop</i> 260-261 <i>Skills Preview</i> 263, 269, 285, 301 <i>Skills Review</i> 267, 277, 289, 305, 515</p> <p>Teacher Wraparound Edition: 260A; RS 271, 274</p>
<p>2.4.4 Analyze the effectiveness of the author’s tone and use of persuasive devices for a target audience. W</p> <ul style="list-style-type: none"> ▪ Determine the author’s target audience(s) and cite examples of details, facts, and/or arguments that appeal to that audience. ▪ Interpret the author’s tone and support the answer with text-based evidence. ▪ Describe the intended effects of persuasive devices and propaganda techniques. 	<p>Student Edition: <i>After You Read</i> 324 #6 <i>Listening, Speaking, and Viewing</i> 67 <i>Practice the Skills</i> 286 #2-#3, 287 #5-#6, 293 #3, 294 #5, 303 #2-#4, 503 #8, 511 #2 <i>Skills Preview</i> 285, 291, 301, 321 <i>Skills Review</i> 289, 297, 305, 325, 507, 515</p> <p>Teacher Wraparound Edition: ELC 307; LFL 256, 259, 287, 320</p>
<p>2.4.5 Understand how to generalize/extend information beyond the text to another text or to a broader idea or concept. W</p> <ul style="list-style-type: none"> ▪ Generalize about common themes, conflicts, and situations after reading multiple texts. ▪ Explain how information in a text could be used to understand a similar situation or concept in another text and cite text-based examples (e.g., historical fiction about Egypt helps understand the role of the pharaohs). 	<p>Student Edition: RH15 <i>After You Read</i> 162 #6, 296 #6, 304 #4, 396 #6, 434 #5, 542 #6, 560 #8, 580 #6, 632 #4, 730 #5, 880 #6, 964 #6, 1012 #6</p> <p>Teacher Wraparound Edition: CT 155, 202, 229</p>

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<p>2.4.6 Analyze ideas and concepts in multiple texts. W</p> <ul style="list-style-type: none"> Find the similarities and differences in how an idea or concept is expressed in multiple texts. Compare the feeling of the authors and/or characters as expressed in multiple texts. Select, from multiple choices, a sentence that tells how two pieces of information are alike or different. 	<p>Student Edition: 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>2.4.7 Analyze the reasoning and ideas underlying an author’s perspective, beliefs, and assumptions.</p> <ul style="list-style-type: none"> Determine author’s perspective (e.g., opinion about an idea, stand on an issue, perspective on a topic) and cite supporting informational/expository text and literary/narrative text details or facts. Infer and explain the author’s beliefs and assumptions, citing text-based reasons for choice (e.g., describe an author’s background and beliefs and explain how they influence the author’s perspective). Select, from multiple choices, a sentence that describes the author’s or character’s reasoning or problem with the reasoning. 	<p>Student Edition: RH15 <i>After You Read</i> 266, 324 #6 <i>Practice the Skills</i> 72 #2, 80 #3, 264 #1, 275 #7, 323 #4 <i>Skills Preview</i> 77, 263, 285, 301, 321 <i>Skills Review</i> 75, 83, 267, 277, 305, 325</p> <p>Teacher Wraparound Edition: LE 303, 343; LFL 154</p>
<p>EALR 3: The student reads different materials for a variety of purposes.</p>	
<p>Component 3.1: Read to learn new information.</p>	
<p>3.1.1 Analyze appropriateness of a variety of resources and use them to perform a specific task or investigate a topic.</p> <ul style="list-style-type: none"> Locate, select, and use a variety of library, web-based, and Internet materials appropriate to the task or best suited to investigate the topic. Use information from various sources to investigate a topic (e.g., read newspaper want ads, websites, catalogs, yellow pages to decide which products or services to buy). Follow multi-step written directions (e.g., read a manual, complete a project or assignment). 	<p>Student Edition: R21 <i>Listening, Speaking, and Viewing</i> 869 <i>Wrap-Up</i> 101</p> <p>Teacher Wraparound Edition: DI 41, 43, 78, 148, 156, 240, 899, 1068; LFL 174; RRW 21, 23, 57, 60, 79, 88, 124, 127, 239, 443, 705</p>

STANDARDS	PAGE REFERENCES
Component 3.2: Read to perform a task.	
<p>3.2.2 Apply understanding of a variety of functional documents.</p> <ul style="list-style-type: none"> ▪ Locate and use functional documents (e.g., newspapers, magazines, schedules, promotional materials). 	<p>Student Edition: <i>Genre Focus</i> 4-5 <i>Practice the Skills</i> 42 #1-#2, 44 #4, 45 #5, 52 #1 <i>Skills Preview</i> 11, 19, 33, 42, 51, 285, 451 <i>Skills Review</i> 17, 25, 39, 47, 55, 289</p> <p>Teacher Wraparound Edition: DI 286; LFL 509; RF 34</p>
Component 3.3: Read for career applications.	
Component 3.4: Read for literary/narrative experience in a variety of genres.	
<p>3.4.2 Understand and analyze a variety of literary genres.</p> <ul style="list-style-type: none"> ▪ Examine and explain various sub-genres of literary fiction based upon their characteristics. ▪ Respond to literature written in a variety of genres based on given criteria (e.g., compare and contrast story elements in texts written in different genres). 	<p>Student Edition: <i>Before You Read</i> 746-747 <i>Comparing Literature Workshop</i> 84-85, 208-209, 336-337, 458-459, 744-745 <i>Genre Focus</i> 118, 374, 484, 618, 776, 930 <i>Practice the Skills</i> 381 #3 <i>Skills Preview</i> 379 <i>Skills Review</i> 383</p> <p>Teacher Wraparound Edition: LE 142, 398; LFL 241, 755, 882</p>
<p>3.4.3 Analyze literature from a variety of cultures or historical periods for relationships and recurring themes.</p> <ul style="list-style-type: none"> ▪ Explain similarities and differences within and among multiple cultures or historical periods citing text-based evidence (e.g., marriage customs or family vs. community responsibilities). ▪ Identify and discuss recurring themes in literature (e.g., identity, struggle). 	<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</p> <p>Teacher Wraparound Edition: LE 629, 639, 649, 653, 667, 693; LFL 444, 621</p>

STANDARDS	PAGE REFERENCES
EALR 4: The student sets goals and evaluates progress to improve reading.	
Component 4.1: Assess reading strengths and need for improvement.	
<p>4.1.2 Evaluate reading progress and apply strategies for setting grade-level appropriate reading goals.</p> <ul style="list-style-type: none"> ▪ Set reading goals and create a plan to meet those goals. ▪ Monitor progress toward implementing the plan, making adjustments and corrections as needed. 	<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</p> <p>Teacher Wraparound Edition: 282A, 440A; ELC 375; RF 91, 139, 253, 264, 275, 340; RS 341, 349, 446, 447</p>
Component 4.2: Develop interests and share reading experiences.	
<p>4.2.1 Evaluate books and authors to share common literary experiences.</p> <ul style="list-style-type: none"> ▪ Recommend books to others and explain the reason for the recommendation. ▪ Discuss common reading selections and experiences with others. 	<p>Student Edition: RH15 <i>After You Read</i> 324 #6, 408 #8, 864 #7 <i>Reading Workshop</i> 840-841 <i>Reading/Critical Thinking</i> 355 #17, 467 #11 <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: 840A; CT 381, 868, 1034; W 316</p>