



Literature

Reading with Purpose
Course 3

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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>1.2.2 Apply strategies to comprehend words and ideas.</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., statistic, statistician). ▪ Use vocabulary strategies to understand new words and concepts in literary/narrative text and informational/expository text. ▪ Use graphic features to clarify and extend meaning (e.g., science processes, diagrams). 	<p>Student Edition: RH18 <i>English Language Coach</i> 560, 572, 586, 594, 606, 620, 636, 734, 796, 824, 848, 874, 880, 892</p> <p>Teacher Wraparound Edition: EL 560, 586, 636; ELC 734</p>

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Component 1.3: Build vocabulary through wide reading.	
<p>1.3.2 Understand and apply content/academic vocabulary critical to the meaning of the text, including vocabularies relevant to different contexts, cultures, and communities. W</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 (e.g., <i>lift</i> as used in England compared to the U.S.A.), into written and oral communication. ▪ Explain the meaning of content-specific vocabulary words (e.g., photosynthesis, democracy, algorithms). ▪ Select, from multiple choices, the meanings of words or phrases identified in the text. ▪ Transfer knowledge of vocabulary learned in content areas to comprehend other grade-level informational/expository text and literary/narrative text (e.g., definition of <i>solar</i> in science transferred to understanding science fiction text). 	<p>Student Edition: <i>English Language Coach</i> 16, 21, 30, 112, 125, 222, 298, 301, 305, 310, 324, 406, 408, 415, 418</p> <p>Teacher Wraparound Edition: ELC 734</p>
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 grade-level literary/narrative text and informational/expository text orally with accuracy, 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: 46-51, 151-159, 172-175, 220-231, 300-307, 358-377, 486-487, 638-649, 654-659</p> <p>Teacher Wraparound Edition: RF 15, 19, 311, 634, 855, 903</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-RH7 <i>Skill Lesson</i> 322-323 <i>Skills Preview</i> 325 <i>Key Reading Skill</i> 326</p> <p>Teacher Wraparound Edition: LF 292; RF 19, 147, 311, 471, 519, 744, 808, 947, 1053, 1105</p>

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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 text comprehension. 	<p>Student Edition: RH7, RH12 <i>Talk About Your Reading</i> 114 <i>Skills Preview</i> 241, 607 <i>Skills Review</i> 247, 397, 619 <i>Comparing Literature Workshop</i> 256-257 <i>Comparing Literature</i> 262, 270 <i>Key Reading Skill</i> 294 <i>Skill Lesson</i> 386-387, 1102-1103 <i>Key Literary Element</i> 613</p>
<p>2.1.4 Apply comprehension monitoring strategies for informational and technical materials, complex narratives, and expositions: use prior knowledge.</p> <ul style="list-style-type: none"> ▪ Use previous experience, knowledge of current issues, information previously learned to make connections, draw conclusions, and generalize about what is read (e.g., relate what is learned in chemistry to new learning in biology; connect the author’s perspective and/or the historical context to text). 	<p>Student Edition: <i>Skill Lesson</i> 14-15, 448-449, 732-733 <i>Key Reading Skill</i> 18, 23, 459 <i>Reviewing Skills</i> 127, 224, 261-268, 272-333, 646 <i>Get Ready to Read</i> 406 <i>Reading Across Texts</i> 520</p>

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<p>2.1.5 Apply comprehension monitoring strategies for informational and technical materials, complex narratives, and expositions: predict and infer. W</p> <ul style="list-style-type: none"> ▪ Make inferences based on implicit and explicit information drawn from text and provide justification for those inferences. ▪ Make, confirm, and revise predictions based on prior knowledge and evidence from the text (e.g., using main idea statements, predict what kind of information the author will present next). ▪ Select, from multiple choices, a prediction, inference, or assumption that could be made from the text. ▪ Organize information to support a prediction or inference in a self-created graphic organizer. 	<p>Student Edition: <i>Skill Lesson</i> 182-183, 204-205, 604-605, 634-635 <i>Skills Preview</i> 185, 219, 621, 636 <i>Key Reading Skill</i> 188, 646 <i>Skills Review</i> 217 <i>Reviewing Skills</i> 393</p> <p>Teacher Wraparound Edition: RS 325</p>
<p>2.1.6 Apply comprehension monitoring strategies for informational and technical materials, complex narratives, and expositions: 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. ▪ Develop questions before, during, and after reading and use knowledge of questioning strategies to locate answers. ▪ Use mental imagery while reading. ▪ Organize images and information into a self-created graphic organizer to enhance text comprehension. 	<p>Student Edition: RH10-RH11 <i>Key Reading Skill</i> 552, 882, 883, 884, 969, 970, 971, 972 <i>Skill Lesson</i> 584-585, 956-957 <i>Skills Preview</i> 881, 967 <i>Skills Review</i> 889, 975</p>

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<p>2.1.7 Apply comprehension monitoring strategies for informational and technical materials, complex narratives, and expositions: determine importance and summarize text. W</p> <ul style="list-style-type: none"> ▪ Create an informational summary that includes an introductory statement, main ideas, and supporting text-based details; makes connections among the key ideas from the entire text; uses own words in an objective voice; is accurate to the original text; and avoids interpretation or judgment. ▪ Create a literary summary that includes an introduction stating the theme and/or author's message supported by text-based evidence; use own words in an objective voice; is accurate to the original text. ▪ Select, from multiple choices, a sentence that best summarizes the text. ▪ Organize summary information for informational/expository, technical materials, and complex narratives into a self-created graphic organizer to enhance text comprehension. 	<p>Student Edition: RH 12 <i>After You Read</i> 52, 60, 74, 114, 202, 866 <i>Genre Focus</i> 712 <i>Key Reading Skill</i> 717, 850 <i>Skill Lesson</i> 846-847 <i>Skills Preview</i> 849, 861 <i>Skills Review</i> 859, 867</p>
<p>Component 2.2: Understand and apply knowledge of text components to comprehend text.</p>	
<p>2.2.1 Analyze an author's use of time, order, and/or sequence to extend comprehension of text.</p> <ul style="list-style-type: none"> ▪ Analyze an author's development of time and sequence through the use of literary devices such as foreshadowing, flashbacks, dream sequences, parallel episodes, and the use of traditional and/or cultural-based organizational patterns. ▪ Explain the use of order or steps in a process to convey meaning in an informational/expository text (e.g., scientific experiments, legislative processes, mathematical procedures, Native American talking circles and ceremonies). 	<p>Student Edition: RH10, RH17 <i>Skills Preview</i> 99, 249, 357, 509 <i>Text Element</i> 103 <i>Key Text Element</i> 251 <i>Skills Review</i> 255 <i>Skill Lesson</i> 336-337 <i>Literary Element</i> 362, 369 <i>Skills Review</i> 379</p> <p>Teacher Wraparound Edition: LF 120, 374</p>

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<p>2.2.2 Apply understanding of complex organizational features of printed text and electronic sources. W</p> <ul style="list-style-type: none"> ▪ Use text features to verify, support, or clarify meaning. ▪ Select, from multiple choices, the purpose of a specific text feature and/or information learned from a text feature. ▪ Use the features of electronic information to communicate, gain information, or research a topic. 	<p>Student Edition: RH9, RH18 <i>Skills Preview</i> 31, 77, 299 <i>Text Element</i> 34, 79, 86 <i>Key Reading Skill</i> 293, 300, 326, 332 <i>Skill Lesson</i> 296-297, 322-323 <i>Skills Review</i> 309</p>
<p>2.2.3 Understand and analyze story elements. W</p> <ul style="list-style-type: none"> ▪ Interpret how situations, actions, and other characters influence a character's personality and development. ▪ Explain how a story's plots and subplots contribute to (or don't advance) the conflict and resolution. ▪ Explain the influence of setting on mood, character, and plot. ▪ Explain the author's point of view and interpret how it influences the text. ▪ Compare/contrast common recurring themes in books by the same or different authors. 	<p>Student Edition: <i>Genre Focus</i> 4, 150, 546 <i>Skills Preview</i> 45, 163, 171, 241 <i>Key Literary Element</i> 158, 159, 197, 547, 551, 557 <i>Comparing Literature Workshop</i> 256-257, 662-663</p>
<p>2.2.4 Apply understanding of text organizational structures.</p> <ul style="list-style-type: none"> ▪ Recognize and use knowledge of previously taught text organizational structures (<i>description, comparison and contrast, sequential order, chronological order, cause and effect, order of importance, process/procedural, concept/definition, and problem/solution</i>) to aid comprehension. ▪ Identify text written in <i>episodic</i> and <i>generalization/principle</i> organizational structure to find and/or organize information and comprehend text. 	<p>Student Edition: 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</p> <p>Teacher Wraparound Edition: TE 863, 1076</p>

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Component 2.3: Expand comprehension by analyzing, interpreting, and synthesizing information and ideas in literary and informational text.

<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"> ▪ Compare and contrast information from multiple sources to gain a broader understanding of a topic (e.g., compare and contrast a variety of ecosystems using text-based evidence). ▪ Compare and contrast how characters react to the same event using text-based evidence. ▪ Select, from multiple choices, a sentence that tells how two text elements are alike or different (e.g., characters, events, information/facts). ▪ Explain how certain actions cause certain effects (e.g., how the women’s suffrage movement changed the face of politics today or how Indian boarding schools contributed to the loss of Native American languages and culture; how the internment of Japanese Americans during World War II affected traditional Japanese family structure). 	<p>Student Edition: <i>Comparing Literature Workshop</i> 116-117, 131 <i>Skill Lesson</i> 238-239, 336-337, 1086-1087 <i>Key Reading Skill</i> 350, 367, 1060, 1090, 1091 <i>Reading Across Texts Workshop</i> 404-405, 1018-1019, 1152-1153 <i>Skills Preview</i> 1089 <i>Skills Review</i> 1095</p>
<p>2.3.2 Analyze and evaluate informational materials for relevance in meeting a specific purpose.</p> <ul style="list-style-type: none"> ▪ Examine information from a variety of sources, select appropriate information based on purpose, and defend selection citing evidence from text. 	<p>Student Edition: <i>Big Question</i> 85, 89, 1025 <i>After You Read</i> 90, 308, 328, 334, 514, 940, 964, 990 <i>Genre Focus</i> 292 <i>Key Reading Skill</i> 294, 391, 393</p>
<p>2.3.3 Evaluate the author’s use of literary devices to enhance comprehension. W</p> <ul style="list-style-type: none"> ▪ Judge the effectiveness of the author’s use of literary devices and explain their use to convey meaning. ▪ Select, from multiple choices, a sentence from the story/poem/selection that is an example of a specific literary device. 	<p>Student Edition: <i>Skills Preview</i> 471, 849 <i>English Language Coach</i> 472 <i>Key Literary Element</i> 473 <i>Literary Element</i> 850, 851, 857 <i>Reviewing Elements</i> 882 <i>Comparing Literature Workshop</i> 890-891 <i>Comparing Literature</i> 893, 895, 898, 901, 906 <i>Writing: Comparing the Literature</i> 909</p>

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<p>2.3.4 Synthesize information from a variety of sources.</p> <ul style="list-style-type: none"> Integrate information from different sources (e.g., newspaper article, biographical sketch, poem, oral records) to draw conclusions about character traits and/or author’s assumptions. 	<p>Student Edition: <i>Comparing Literature Workshop</i> 256-257, 662-663 <i>Comparing Literature</i> 266, 273, 666, 670, 677, 683 <i>Writing: Compare the Literature</i> 275, 685 <i>Reading Across Texts Workshop</i> 404-405, 1018-1019 <i>Reading Across Texts</i> 412, 416 <i>Writing: Reading Across Texts</i> 1033</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 Analyze informational/expository text and literary/narrative text to draw conclusions and develop insights. W</p> <ul style="list-style-type: none"> Draw conclusions from grade-level text (e.g., the most important idea the author is trying to make in the story/poem/selection, what inspiration might be drawn from the story/poem/selection, who might benefit from reading the story/poem/selection). Select, from multiple choices, a statement that best represents the most important conclusion that may be drawn from the selection. 	<p>Student Edition: <i>After You Read</i> 114, 176, 232, 308, 378, 462, 570 <i>Skill Lesson</i> 732-733 <i>Key Reading Skill</i> 738, 739, 742, 751 <i>Skills Review</i> 763, 823, 845</p>
<p>2.4.2 Analyze author’s purpose and evaluate how an author’s style of writing influences different audiences. W</p> <ul style="list-style-type: none"> Identify and discuss different authors’ use of sentence structure, literary devices, and word choice to impact tone, message, and/or reader’s reaction. Explain and provide examples of how an author uses a wide variety of language structures to create an intended effect (e.g., words or phrases from another language, dialect, simile, and metaphor). Examine the author’s use of language registry (e.g., frozen, formal, consultative, casual, intimate) and how this influences meaning and different audiences. Select, from multiple choices, a sentence that explains why an author includes a specific technique. 	<p>Student Edition: <i>Skill Lesson</i> 96-97, 1132-1133 <i>Skills Preview</i> 99, 107, 1135, 1141 <i>Key Reading Skill</i> 100, 1137, 1143 <i>Skills Review</i> 105, 115, 1139, 1151 <i>English Language Coach</i> 486, 487</p>

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<p>2.4.3 Analyze and evaluate text for validity and accuracy. W</p> <ul style="list-style-type: none"> Examine and critique the logic (reasoning, assumptions, and beliefs) and use evidence (existing and missing information; primary and secondary sources) in an author’s argument or defense of a claim. 	<p>Student Edition: <i>Reading Across Texts Workshop</i> 404-405 <i>Reading Across Texts</i> 408, 412, 414, 416 <i>Key Reading Skill</i> 927, 934, 939, 947 <i>Skills Lesson</i> 930-931 <i>Skills Preview</i> 933, 979 <i>Skills Review</i> 941, 985 <i>Key Literary Element</i> 981</p>
<p>2.4.4 Analyze and evaluate the effectiveness of the author’s use of persuasive devices to influence an audience. W</p> <ul style="list-style-type: none"> Examine and explain the intended effects of persuasive vocabulary (e.g., loaded words, exaggeration, emotional words, euphemisms) that the author uses to influence reader’s opinions or actions. Examine and explain the intended effects of propaganda techniques the author uses to influence readers’ perspectives. Judge the author’s effectiveness in the use of persuasive devices to influence an audience. 	<p>Student Edition: <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>2.4.5 Analyze text to generalize, express insight, or respond by connecting to other texts or situations. W</p> <ul style="list-style-type: none"> Generalize about universal themes, human nature, cultural and historical perspectives, etc., from reading multiple texts. Select, from multiple choices, a sentence that describes the most important idea, concept, or conclusion that can be drawn from the selection. Provide a response to text that expresses an insight (e.g., author’s perspective, the nature of conflict) or use text-based information to solve a problem not identified in the text (e.g., use information in an article about fitness to design an exercise routine). 	<p>Student Edition: <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 Teacher Wraparound Edition: DI 244; LE 263, 266; LF 606</p>

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<p>2.4.6 Analyze treatment of concepts within, among, and beyond multiple texts. W</p> <ul style="list-style-type: none"> Compare and contrast treatments of similar concepts and themes within multiple texts (e.g., how the idea of coming of age is presented in multiple texts representing a variety of cultures). Select, from multiple choices, a sentence that tells how two pieces of information are alike or different. 	<p>Student Edition: <i>Genre Focus</i> 150 <i>Key Literary Element</i> 159, 244, 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, 270 <i>Writing: Compare the Literature</i> 275</p> <p>Teacher Wraparound Edition: LE 266</p>
<p>2.4.7 Analyze and evaluate the reasoning and ideas underlying an author’s beliefs and assumptions within multiple texts.</p> <ul style="list-style-type: none"> Examine informational/expository text and literary/narrative text to show how they reflect the heritage, traditions, and beliefs of the author. Compare and critique two author’s beliefs and assumptions about a single topic or issue, citing text-based evidence, and decide which author presents the stronger argument. Make judgments about how effectively an author has supported his/her belief and/or assumptions, citing text-based evidence. Select, from multiple choices, a sentence that identifies the author’s opinions, assumptions, and beliefs. Select, from multiple choices, a sentence that describes the faulty reasoning of the author or character. 	<p>Student Edition: <i>Key Literary Element</i> 110, 928, 929, 937, 981, 982, 989 <i>Key Reading Skill</i> 111, 946 <i>Reading Across Texts Workshop</i> 404-405 <i>Reading Across Texts</i> 412, 416</p> <p>Teacher Wraparound Edition: LE 112, 412, 929</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 web-based and other resource materials (including primary sources and secondary sources) for relevance in answering research questions.</p> <ul style="list-style-type: none"> Examine resource materials to determine appropriate primary sources and secondary sources to use for investigating a question, topic, or issue (e.g., encyclopedia and other reference materials, pamphlets, book excerpts, newspaper and magazine articles, letters to an editor). 	<p>Student Edition: RH21-RH22, R27 <i>Talk About Your Reading</i> 36 <i>Writing Workshop Part 1</i> 317-318 <i>Get Ready to Read</i> 861</p> <p>Teacher Wraparound Edition: DI 76, 316, 1027; LF 317; RRW 65, 68, 135, 253, 667, 1009</p>

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Component 3.2: Read to perform a task.	
<p>3.2.2 Apply understanding of complex information, including functional documents, to perform a task.</p> <ul style="list-style-type: none"> Use functional documents to perform a task (e.g., read applications, legal documents, and use that information to perform everyday life functions). 	<p>Student Edition: 78-85 <i>Writing Workshop Part 1</i> 38-40, 178-180, 316-320 <i>Writing Workshop Part 2</i> 92-93, 234-235, 380-382 <i>Writing: Compare the Literature</i> 131, 275, 685 <i>Unit Wrap-Up</i> 133, 276-277, 687 <i>Writing: Reading Across the Texts</i> 419, 529</p>
Component 3.3: Read for career applications.	
<p>3.3.1 Understand and apply appropriate reading strategies for interpreting technical and non-technical documents used in job-related settings.</p> <ul style="list-style-type: none"> Select, use, monitor, and adjust appropriate strategies for different reading purposes (e.g., skim/scan for big ideas, close reading for details, inferring information from graphs and charts). Use professional-level materials, including electronic information, that match career or academic interests to make decisions. Select and use appropriate skills for reading a variety of documents (e.g., maps, graphs, blueprints, computer manuals). 	<p>Student Edition: RH6 <i>Skill Lesson</i> 296-297, 322-323 <i>Key Reading Skill</i> 292, 300, 326, 332 <i>Skills Preview</i> 325, 331 Teacher Wraparound Edition: DI 323; LF 292, 322; R 292</p>
Component 3.4: Read for literary/narrative experience in a variety of genres.	
<p>3.4.2 Analyze traditional and contemporary literature written in a variety of genres.</p> <ul style="list-style-type: none"> Respond to literature written in a variety of genres (e.g., explain why certain genres are best suited to convey a specific message or invoke a particular response from the reader). Analyze the characteristics and structural elements/essential attributes in a variety of poetic forms (e.g., epic, sonnet, ballad, haiku, free verse). 	<p>Student Edition: <i>Genre Focus</i> 4, 150, 292, 446, 546, 712, 926, 1056 <i>After You Read</i> 28, 308, 940 <i>Skills Review</i> 169, 455, 571, 763</p>

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<p>3.4.3 Analyze recurring themes in literature.</p> <ul style="list-style-type: none"> Identify motivations and reactions of literary characters from different cultures or historical periods when confronting similar conflicts. Identify and analyze recurring themes in literature across literary genres (e.g., themes of good vs. evil or heroism as expressed in plays, poetry, short stories). 	<p>Student Edition: <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</p> <p>Teacher Wraparound Edition: DI 244; LF 606</p>
<p>3.4.4 Analyze how great literary works from a variety of cultures contribute to the understanding of self, others, and the world.</p> <ul style="list-style-type: none"> Compare and contrast traditional, classic, and/or contemporary works of literature that deal with similar topics and problems (e.g., uses of power, family and community structures; meaning of loyalty, freedom, and responsibility). Relate literary works to the traditions, themes, and issues of the era they represent (e.g., the generation gap, women and children in the workforce). 	<p>Student Edition: <i>Skill Lesson</i> 14-15, 448-449 <i>After You Read</i> 74 <i>Skills Preview</i> 115, 451 <i>Reviewing Skills</i> 127, 224, 261 <i>Talk About Your Reading</i> 232, 950 <i>Get Ready to Read</i> 406 <i>Reading/Critical Thinking</i> 419 <i>Skills Review</i> 475 <i>Reading Across Texts</i> 524, 526</p>
<p>EALR 4: The student sets goals and evaluates progress to improve reading.</p>	
<p>Component 4.1: Assess reading strengths and need for improvement.</p>	
<p>4.1.2 Evaluate reading progress and apply goal setting strategies and monitor progress toward meeting reading goals.</p> <ul style="list-style-type: none"> Set goals for reading and develop a reading improvement plan. Track reading progress through the use of such tools as portfolios, learning logs, self-scoring rubrics, or strategy charts. 	<p>Student Edition: <i>Unit Wrap-Up</i> 132-133 <i>Skills and Strategies Assessment</i> 142-143, 282-285, 436-439, 536-539, 702-705, 916-919, 1046-1049, 1176-1179</p>
<p>Component 4.2: Develop interests and share reading experiences.</p>	
<p>4.2.1 Evaluate books and authors to share reading experiences with others.</p> <ul style="list-style-type: none"> Discuss responses to literary experiences and/or ideas gleaned from informational/expository text with others. 	<p>Student Edition: <i>Talk About Your Reading</i> 60, 114, 254, 334, 402, 454, 474, 506, 592, 626, 762, 964, 984, 1016, 1110</p>