



Literature

Reading with Purpose

Course 2

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STANDARDS	PAGE REFERENCES
READING FLUENCY AND ACCURACY (R-11)	
<p>R-7-11 Reads grade-level appropriate material with:</p> <ul style="list-style-type: none"> R-7-11.1 Accuracy: reading material appropriate for <u>grade 7</u> with 90-94% accuracy (Local) (See Appendix F for sample titles.) 	<p>Student Edition: RH5, RH6-RH7, RH8, RH9-RH12, RH13-RH15, RH16-RH17, RH18-RH19</p> <p>Teacher Wraparound Edition: BF 91; DI 120; R 653, 774; RF 1, 36; ROYO 242-243; TIPS 120</p>
<ul style="list-style-type: none"> R-7-11.2 Fluency: reading with appropriate silent and oral reading fluency rates as determined by text demands and purpose for reading (Local) (See Appendix C for suggested rates.) 	<p>Student Edition: <i>Listening, Speaking and Viewing 77</i></p> <p>Teacher Wraparound Edition: BF 91; RF 1, 36, 158, 251, 425, 457, 463, 771, 780, 877, 925, 956; RRW 79</p>
<ul style="list-style-type: none"> R-7-11.3 Fluency: reading familiar text with phrasing and expression and with attention to text features, such as punctuation, italics, and dialogue (Local) 	<p>Student Edition: <i>Listening, Speaking, and Viewing 345, 833</i></p> <p>Teacher Wraparound Edition: ELC 653; L 733; LFL 269; RF 158, 172, 345, 425, 463, 473, 771, 811, 857, 963</p>
WORD IDENTIFICATION SKILLS AND STRATEGIES (R-1)	
<p>R-7-1 Applies word identification/decoding strategies by ...</p> <ul style="list-style-type: none"> R-7-1.1 Identifying multi-syllabic words by using knowledge of sounds, syllable division, and word patterns (Local) 	<p>Student Edition: RH1-RH3</p> <p><i>English Language Coach 530, 539, 543, 580</i></p> <p>Teacher Wraparound Edition: EL 525, 530, 580, 626; ELC 152, 191, 228</p>

STANDARDS	PAGE REFERENCES
VOCABULARY STRATEGIES and BREADTH of VOCABULARY (R-2)	
<p>R-7-2 Students identify the meaning of unfamiliar vocabulary by...</p> <ul style="list-style-type: none"> R-7-2.1 Using strategies to unlock meaning (e.g., knowledge of word structure, including prefixes/suffixes and base words, <u>common roots, or word origins</u>; or context clues; or other resources, such as dictionaries, glossaries, thesauruses; or prior knowledge) (State) <p>EXAMPLE (of common root): inspection (in-spec-tion)</p>	<p>Student Edition: RH1-RH2, RH3-RH4 <i>English Language Coach</i> 14, 17, 186, 206, 216, 530, 544, 590, 808</p> <p>Teacher Wraparound Edition: ELC 228; V 654, 720</p>
VOCABULARY STRATEGIES and BREADTH of VOCABULARY (R-3)	
<p>R-7-3</p> <p>Shows breadth of vocabulary knowledge through demonstrating understanding of word meanings and relationships by...</p> <ul style="list-style-type: none"> R-7-3.1 Identifying synonyms, antonyms, homonyms/homophones, or shades of meaning (State) 	<p>Student Edition: <i>English Language Coach</i> 271, 275, 276, 300, 385, 448, 462, 750</p> <p>Teacher Wraparound Edition: EL 985; ELC 255, 263, 352, 354, 434; V 374</p>
<ul style="list-style-type: none"> R-7-3.2 Selecting appropriate words or explaining the use of words in context, including content specific vocabulary, words with multiple meanings, or precise vocabulary (State) 	<p>Student Edition: RH4 <i>English Language Coach</i> 14, 23, 40, 43, 138, 158, 614</p> <p>Teacher Wraparound Edition: EL 31, 81; ELC 133, 139, 526, 545, 611</p>
INITIAL UNDERSTANDING of LITERARY TEXTS (R-4.1 to R-4.3)	
<p>R-7-4</p> <p>Demonstrate initial understanding of elements of literary texts by...</p> <ul style="list-style-type: none"> R-7-4.1 Identifying or describing character(s), setting, problem/solution, or plot as appropriate to text; or identifying any significant changes in character or setting over time; or <u>identifying rising action, climax, or falling action</u> (State) 	<p>Student Edition: <i>Genre Focus</i> 254 <i>Key Literary Elements</i> 323, 349, 351, 357</p> <p>Teacher Wraparound Edition: DI 316; L 260, 261, 397, 398, 426; LFL 257, 427, 972, 974</p>
<ul style="list-style-type: none"> R-7-4.2 Paraphrasing or summarizing key ideas/plot, with major events sequenced, as appropriate to text (State) 	<p>Student Edition: 32 #6, 72 #4, 174 #6, 184 #7 <i>Writing Tip</i> 36 <i>Key Literary Element</i> 367 <i>Comparing Literature</i> 368-369</p> <p>Teacher Wraparound Edition: DI 181; L 260, 349, 378, 397, 398; LFL 232, 292</p>

STANDARDS	PAGE REFERENCES
<ul style="list-style-type: none"> R--7—4.3 Generating questions before, during, and after reading to enhance//expand understanding and/or gaining new information (Local) 	<p>Student Edition: RH11 <i>Genre Focus</i> 653 <i>Reading Workshop</i> 680-681 <i>Key Reading Skills</i> 683, 687, 689, 695, 697, 701</p> <p>Teacher Wraparound Edition: BQ 650; R 653, 681, 690, 694, 965</p>
INITIAL UNDERSTANDING of LITERARY TEXTS (R-4.4 to R-4.5)	
<ul style="list-style-type: none"> R--7—4.4 Identifying the characteristics of a variety of types/genres of literary text (e.g., literary texts: poetry, plays, fairytales, fantasy, fables, realistic fiction, folktales, historical fiction, mysteries, science fiction, myths, legends, <u>short stories</u> (Local) 	<p>Student Edition: <i>Genre Focus</i> 4-11, 132-135, 254-265, 412-415, 524-527, 652-655, 774-775, 880-883</p> <p>Teacher Wraparound Edition: E 258; ELC 413; L 135, 527; LFL 4; R 653</p>
<ul style="list-style-type: none"> R--7—4.5 Identifying literary devices as appropriate to genre: <u>rhyme schemes</u>, alliteration, simile, dialogue, imagery, <u>metaphors</u>, flashback, onomatopoeia, repetition, or <u>personification</u> (Local) 	<p>Student Edition: <i>Key Literary Elements</i> 132, 254, 413, 524, 653, 774, 880</p> <p>Teacher Wraparound Edition: LFL 8, 11, 132, 257, 414, 524, 774, 880</p>
ANALYSIS and INTERPRETATION OF LITERARY TEXTS/CITING EVIDENCE (R-5.1 to R-5.3)	
<p>R--7--5 Analyze and interpret elements of literary texts, citing evidence where appropriate by...</p> <ul style="list-style-type: none"> R--7--5.1 Explaining or supporting logical predictions (State) 	<p>Student Edition: <i>Reading Workshop</i> 702-703, 952-953 <i>Key Reading Skills</i> 705, 713, 715, 723, 881, 955</p> <p>Teacher Wraparound Edition: R 702, 703, 708, 715, 716, 719, 965</p>
<ul style="list-style-type: none"> R--7--5.2 Describing characters' traits, motivation, or interactions, citing thoughts, words, or actions that reveal characters' traits, motivations, or their changes over time (State) 	<p>Student Edition: 330 #4 <i>Key Literary Element</i> 323, 331</p> <p>Teacher Wraparound Edition: DI 258; L 258, 259, 261, 264, 323, 325, 327, 329, 426; LFL 257, 427</p>
<ul style="list-style-type: none"> R--7--5.3 Making inferences about cause/effect, (e.g., explaining how an event gives rise to the next), <u>internal</u> or external conflicts (e.g., <u>person versus self</u>, person versus person, person versus nature/society/fate), or the relationship among elements within text (State) 	<p>Student Edition: RH13, RH16 <i>Reading Workshop</i> 176-177, 656-657 <i>Key Literary Element</i> 277, 291 <i>Key Reading Skill</i> 665, 667, 669</p> <p>Teacher Wraparound Edition: L 289, LFL 277, R 284, 285, 669, 670</p>

STANDARDS	PAGE REFERENCES
ANALYSIS and INTERPRETATION OF LITERARY TEXTS/CITING EVIDENCE (R-5.4 to R-5.6)	
<ul style="list-style-type: none"> R–7–5.4 Explaining how the narrator’s point of view affects the reader’s interpretation (State) 	<p>Student Edition: 144 #4, 150 #5 <i>Key Literary Element</i> 132, 139, 141, 145, 147, 148, 151, 159, 162</p> <p>Teacher Wraparound Edition: L 141, 148; LE 139, LFL 132</p>
<ul style="list-style-type: none"> R–7–5.5 Explaining how the author’s message or theme is supported within the text (State) 	<p>Student Edition: <i>Literary Element</i> 65, 73, 81, 85, 93, 591, 595 <i>Comparing Literature Workshop</i> 102-103 <i>Key Literary Element</i> 653, 659, 665, 667</p> <p>Teacher Wraparound Edition: L 593, 672; LFL 102</p>
ANALYSIS and INTERPRETATION OF LITERARY TEXTS/CITING EVIDENCE (R-6)	
<p>R–7–6 Analyze and interpret author’s craft, citing evidence where appropriate by...</p> <ul style="list-style-type: none"> R–7–6.1 Demonstrating knowledge of use of literary elements and devices (i.e., imagery, exaggeration, <u>repetition</u>, <u>flashback</u>, forshadowing, or <u>personification</u> to analyze literary works (State) <p>EXAMPLE: Why did the author choose to use flashback in this story?</p>	<p>Student Edition: <i>Key Literary Elements</i> 132, 413, 653 <i>Key Literary Element</i> 785, 801, 837, 887, 933</p> <p>Teacher Wraparound Edition: EL 351; ELC 413; L 281, 779; LFL 312, 350, 742</p>
<ul style="list-style-type: none"> R–7–6.2 Demonstrating knowledge of use of literary elements and devices (e.g., <u>rhyme schemes</u>, alliteration, simile, dialogue, <u>metaphors</u>, onomatopoeia, repetition, or idioms) to analyze literary works (Local) 	<p>Student Edition: <i>Key Literary Element</i> 311, 779, 785, 817, 821, 933 <i>English Language Coach</i> 658, 665, 704, 732, 740</p> <p>Teacher Wraparound Edition: ELC 750; LFL 751, 774, 784</p>
ANALYSIS and INTERPRETATION OF LITERARY TEXTS/CITING EVIDENCE (R-16)	
<p>R–7–16 Generates a personal response to what is read through a variety of means...</p> <ul style="list-style-type: none"> R–7–16.1 Comparing stories or other texts to related personal experience, prior knowledge, or to other books (Local) 	<p>Student Edition: RH9 <i>Comparing Literature Workshop</i> 102-111, 222-235, 368-393, 748-755 <i>Reading Workshop</i> 136-137, 156-157, 176-177, 298-299 <i>Critical Thinking</i> 144, 792, 890 <i>Reading Across Texts</i> 494-503, 982-995</p> <p>Teacher Wraparound Edition: CT 91</p>

STANDARDS	PAGE REFERENCES
<ul style="list-style-type: none"> R—7—16.2 Providing relevant details to support the connections made or judgments (interpretive, analytical, evaluative, or reflective) (Local) 	<p>Student Edition: 44 #6, 235 #8, 274 #4, 290 #3, 442 #4, 460 #6, 664 #3 <i>Write About Your Reading</i> 44, 712 <i>Talk About Your Reading</i> 432, 812</p> <p>Teacher Wraparound Edition: C 8, 26, 142, 260</p>
INITIAL UNDERSTANDING of INFORMATIONAL TEXT (R-7.1 to R-7.2)	
<p>R-7-7 Demonstrate initial understanding of informational texts (expository and practical texts) by...</p> <ul style="list-style-type: none"> R-7-7.1 Obtaining information from text features (e.g., table of contents, glossary, index, transition words/phrases, bold or italicized text, headings, subheadings, graphic organizers, charts, graphs, or illustrations) (State) 	<p>Student Edition: RH16-RH17, RH18, R21 <i>Genre Focus</i> 4, 524 <i>Key Text Element</i> 15, 41, 57, 95 <i>Reading Workshop</i> 556-557 <i>Key Reading Skill</i> 565</p> <p>Teacher Wraparound Edition: LFL 4, 8, 11; R 5</p>
<ul style="list-style-type: none"> R-7-7.2 Using information from the text to answer questions, <u>to state the main/central ideas, or to provide supporting details</u> (State) 	<p>Student Edition: 564 #1-#4, 612 #1-#3 <i>Key Reading Skill</i> 48 <i>Key Text Element</i> 48, 51, 58 <i>Skills Review</i> 63 <i>Reading Workshop</i> 346-347, 528-529</p> <p>Teacher Wraparound Edition: E 6; DI 60; R 7, 9, 605; RRW 347</p>
INITIAL UNDERSTANDING of INFORMATIONAL TEXT (R-7.3)	
<p>R-7-7 Demonstrate initial understanding of informational texts (expository and practical texts) by...</p> <ul style="list-style-type: none"> R-7-7.3 Organizing information to show understanding (e.g., representing main/central ideas or details within text through charting, mapping, paraphrasing, summarizing, or comparing/contrasting) (State) 	<p>Student Edition: 150 #4, 446 #3, 480 #3, 564 #4 <i>Writing About Your Reading</i> 22 <i>Writing Workshop</i> 34-36, 74-76 <i>Reading Workshop</i> 474-475, 528-529, 578-579 <i>Key Reading Skill</i> 477, 481</p> <p>Teacher Wraparound Edition: DI 35, 74, 474</p>

STANDARDS	PAGE REFERENCES
INITIAL UNDERSTANDING of INFORMATIONAL TEXT (R-7.4 to R-7.5)	
<p>R–7–7: Demonstrate initial understanding of informational texts (expository and practical texts) by...</p> <ul style="list-style-type: none"> R-7-7.4 Generating questions before, during, and after reading to enhance understanding and recall; expand understanding and/or gain new information (Local) 	<p>Student Edition: RH8, RH11, 52 #1 <i>Get Ready to Read</i> 47, 95, 217, 269, 449, 463, 496, 559, 605, 843</p>
<ul style="list-style-type: none"> R-7-7.5 Identifying the characteristics of a variety of types of text (e.g., reference: thesauruses, reports, magazines, newspapers, textbooks, biographies, autobiographies, Internet websites, public documents and discourse, essays, articles, <u>technical manuals</u>; and practical/functional: procedures/instructions, announcements, invitations, book orders, recipes, menus, advertisements, pamphlets) (Local) 	<p>Student Edition: RH18, R21 <i>Key Text Elements</i> 4 <i>English Language Coach</i> 322, 332 <i>Writing Workshop</i> 553 Teacher Wraparound Edition: DI 6, 16; LFL 4, 8, 11; RRW 34, 553; W 553</p>
ANALYSIS and INTERPRETATION OF INFORMATIONAL TEXTS/CITING EVIDENCE (R-8.1 to R-8.2)	
<p>R–7–8 Analyze and interpret informational text, citing evidence as appropriate by...</p> <ul style="list-style-type: none"> R–7–8.1 <u>Explaining connections</u> about information <i>within</i> a text, <i>across</i> texts, <u>or to related ideas</u> (State) 	<p>Student Edition: 100 #1-#3 <i>Reading Text Element</i> 23, 101 <i>Skills Review</i> 53 <i>Connect to the Reading</i> 57 <i>Viewing the Photo</i> 59 <i>Key Reading Skill</i> 95, 98, 101, 559, 565 Teacher Wraparound Edition: E 60; ELC 50; R 562, 563</p>
<ul style="list-style-type: none"> R–7–8.2 <u>Synthesizing and evaluating</u> information within or across text(s) (e.g., constructing appropriate titles; or formulating assertions or controlling ideas) (State) 	<p>Student Edition: 22 #6, 52 #4, 62 #6, 150 #7, 620 #6 <i>Genre Focus</i> 254 <i>Reading Workshop</i> 320-321, 776-777 <i>Key Reading Skills</i> 333, 339 <i>Reading Across Texts</i> 982-995 Teacher Wraparound Edition: C 936; DI 320; R 335; RRW 776</p>

STANDARDS	PAGE REFERENCES
<ul style="list-style-type: none"> R–7–8.3 Drawing inferences about text, including author’s purpose (e.g., to inform, explain, entertain, persuade) or message; <u>or using supporting evidence to form or evaluate</u> opinions/judgments and assertions about central ideas that are relevant (State) <p>EXAMPLE (of evaluating): Given a statement (opinion, judgment, or assertion), students provide evidence from the text that this statement does/does not support the author’s purpose in writing the piece.</p>	<p>Student Edition: 890 #4-#5, 906 # 4-#7, 946 #8 <i>Reading Workshop</i> 176-177, 454-455 <i>Key Reading Skill</i> 179, 457, 461, 467 <i>Critical Thinking</i> 184 <i>Big Question</i> 479 <i>Reading Across Texts Workshop</i> 494-503</p> <p>Teacher Wraparound Edition: R 180, 182, 465</p>
<p>ANALYSIS and INTERPRETATION OF INFORMATIONAL TEXTS/CITING EVIDENCE (R-8.3 to R-8.6)</p>	
<p>R–7–8 Analyze and interpret informational text, citing evidence as appropriate by...</p> <ul style="list-style-type: none"> R–7–8.4 Distinguishing fact from opinion, and identifying possible bias/propaganda or <u>conflicting information within or across texts</u> (State) 	<p>Student Edition: RH14-RH15 <i>Genre Focus</i> 412-413 <i>Reading Workshop</i> 438-439, 454-455 <i>Key Reading Skill</i> 441, 447, 453 <i>Reading Across Texts Workshop</i> 494-503, 982-995</p> <p>Teacher Wraparound Edition: EL 443; ELC 438; R 495; RRW 455; T 414-415</p>
<ul style="list-style-type: none"> R–7–8.5 Making inferences about causes or effects (State) 	<p>Student Edition: RH13, RH16 53 #3, 100 #4-#5, 184 #5-#6, 366 #4 <i>Reading Workshop</i> 176-177, 656-657 <i>Key Reading Skill</i> 179, 659</p> <p>Teacher Wraparound Edition: BQ 51; DI 656; R 180, 181, 656; T 50</p>
<ul style="list-style-type: none"> R-7-8.6 <u>Evaluating the clarity and accuracy of information Local</u> 	<p>Student Edition: 422 #3-#5, 432 #7-#8 RH9-RH12, RH13-RH15, RH16-RH17 <i>Key Reading Skill</i> 101 <i>Reviewing Elements</i> 221 <i>Key Text Element</i> 275</p> <p>Teacher Wraparound Edition: C 149; E 97, 99; R 414, 866; T 420, 421</p>

STANDARDS	PAGE REFERENCES
READING STRATEGIES: Strategies for Monitoring and Adjusting (R-12)	
<p>R—7—12 Demonstrates ability to monitor comprehension for different types of text and purposes by...</p> <ul style="list-style-type: none"> R—7—12.1 Using a range of self-monitoring and self-correction approaches (e.g., predicting and confirming, rereading, adjusting rate, sub-vocalizing, consulting resources, questioning, skimming, scanning, using syntax/language structure, semantics/meaning, or other context cues, etc.) (Local) 	<p>Student Edition: RH2-RH4, RH6-RH7, RH9-RH12, RH18 <i>Key Literary Element</i> 457, 461 <i>Key Reading Skill</i> 653, 654, 817, 915, 917 <i>Reading Workshop</i> 814-815, 912-913 <i>Key Reading Skills</i> 880</p> <p>Teacher Wraparound Edition: R 659</p>
READING STRATEGIES: Reading Comprehension Strategies (R-13)	
<p>R—7—13 Uses comprehension strategies (flexibly and as needed) before, during, and after reading literary and informational text. (Local)</p> <p>EXAMPLES of reading comprehension strategies might include: using prior knowledge; sampling a page for readability; summarizing; predicting and making text based inferences; determining importance; generating literal, clarifying, and inferential questions; constructing sensory images (e.g., making pictures in one’s mind); making connections (text to self, text to text, and text to world); taking notes; locating, using, and analyzing text features (e.g. transition words, subheadings, bold/italicized print, parts of the book); or using text structure clues (e.g. chronological, cause/effect, compare/contrast, proposition and support, description, classification, logical/sequential) (Local) (See also Appendix D)</p>	<p>Student Edition: RH16-RH17, R50 274 #6, 466 #5-#6 <i>Key Reading Skill</i> 5, 531 <i>Key Reading Skills</i> 132 <i>Reading Workshop</i> 176-177, 528-529 <i>Key Literary Element</i> 207, 209 <i>Reviewing Skills</i> 208 <i>Writing Workshop</i> 553</p> <p>Teacher Wraparound Edition: R 5, 257</p>
BREADTH OF READING: Reading Widely and Extensively (R-14)	
<p>R—7—14 Demonstrates the habit of reading widely and extensively* by...</p> <ul style="list-style-type: none"> R—7—14.1 Reading with frequency, including in-school, out-of-school, and summer reading (Local) 	<p>Student Edition: RH5, RH8 <i>Reading on Your Own</i> 120-121, 512-513, 640-641, 762-763, 868-869</p> <p>Teacher Wraparound Edition: ROYO 120, 243, 400, 512-513, 640-641, 762-763, 868-869</p>

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<ul style="list-style-type: none"> R—7—14.2 Reading from a wide range of genres/kinds of text, <u>including primary and secondary sources</u>, and a variety of authors (e.g., literary, informational, and practical/functional texts) (Local) (See Appendix A) 	<p>Student Edition: 26-31, 58-61, 105-107, 140-143, 208-213, 426-431, 500-501, 506-511, 684-685, 706-711, 734-737, 881-883, 942-945, 956-979, 998-999</p>
<ul style="list-style-type: none"> R—7—14.3 Reading multiple texts for depth of understanding an author, a subject, a theme, or genre (Local) 	<p>Student Edition: 26-31, 255-265, 426-431, 525-527, 751, 824-827 <i>Literary Element</i> 33, 73, 93 <i>Comparing Literature Workshop</i> 102-111 <i>Looking Ahead</i> 251, 521, 771 <i>Reading Workshop</i> 454-455 <i>Key Reading Skill</i> 457, 458</p>
BREADTH OF READING: Reading Widely and Extensively (R-17)	
<p>R—7—17 Demonstrates participation in a literate community by...</p> <ul style="list-style-type: none"> R—7—17.1 Self-selecting reading materials in-line with reading ability and personal interests (Local) 	<p>Student Edition: RH5, RH8 <i>Reading on Your Own</i> 120-121, 242-243, 400-401, 512-513, 640-641, 762-763, 868-869, 1000-1001</p>
<ul style="list-style-type: none"> R—7—17.2 Participating in in-depth discussions about text, ideas, and student writing by offering comments and supporting evidence, recommending books and other materials, and responding to the comments and recommendations of peers, librarians, teachers, and others (Local) 	<p>Student Edition: <i>Small Group</i> 11 <i>Listening, Speaking, and Viewing</i> 203 <i>Talk About Your Reading</i> 32, 214, 290, 318, 432, 460, 550, 588, 722, 746, 782, 812, 980</p>
BREADTH OF READING: Reading for Research Across Content Areas (R-15)	
<p>R—7—15 Research* by reading multiple sources (including print and non-print texts) to solve a problem, or to make a decision, or to formulate a judgment, or to support a thesis by...</p> <ul style="list-style-type: none"> R—7—15.1 Identifying potential sources of information (Local) 	<p>Student Edition: R21, R27, RH18 <i>Genre Focus</i> 4 <i>Writing Workshop</i> 553</p> <p>Teacher Wraparound Edition: DI 6, 16; LFL 4, 8, 418; RRW 10, 13, 86, 375, 470</p>

STANDARDS	PAGE REFERENCES
<ul style="list-style-type: none"> R—7—15.2 Evaluating information presented, in terms of relevance (Local) 	<p>Student Edition: 144 #6, 446 #6-#7, 452 #5, 466 #7, 480 #6 <i>Talk About Your Reading</i> 52 <i>Key Reading Skill</i> 339 <i>Reading Across Texts Workshop</i> 494-503, 982-995 <i>Writing Workshop</i> 553 <i>Reading Workshop</i> 776-777</p> <p>Teacher Wraparound Edition: DI 563; LFL 4; RRW 478, 553</p>
<ul style="list-style-type: none"> R—7—15.3 Gathering, organizing, <u>analyzing</u>, and interpreting the information (Local) 	<p>Student Edition: <i>Reading Workshop</i> 578-579, 730-731, 798-799 <i>Key Reading Skill</i> 581, 589, 733, 813</p> <p>Teacher Wraparound Edition: BQ 811; DI 563, 586; LFL 733; R 731; RRW 579, 585, 587</p>
<ul style="list-style-type: none"> R—7—15.4 Using evidence to support conclusions (Local) 	<p>Student Edition: 220 #5, 564 #1, 612 #5 <i>Key Reading Skill</i> 269, 273, 275, 277, 279, 291 <i>Write About Your Reading</i> 274, 564 <i>Writing Workshop</i> 554</p> <p>Teacher Wraparound Edition: DI 607; ELC 554</p>