



# Literature

The Reader's Choice

**Course 4**

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STANDARDS	PAGE REFERENCES
<b>READING FLUENCY AND ACCURACY (R-11)</b>	
<p><b>R—10—11</b> <b>Reads grade-level appropriate material with:</b></p> <ul style="list-style-type: none"> <li>R—10—11.1 Accuracy: reading material appropriate for <u>high school</u> with at least 90-94% accuracy (Local) (See Appendix F for sample titles.)</li> </ul>	<p>Each text states its own readability level. The following examples are within High School range expectations.</p> <p><b>Student Edition:</b> <i>Readability Scores</i> 14, 79, 96, 178, 259, 342, 417, 448, 851, 1069, 1126, 1229</p> <p><b>Teacher Wraparound Edition:</b> BRF 563; T61</p>
<ul style="list-style-type: none"> <li>R—10—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.)</li> </ul>	<p><b>Student Edition:</b> <i>Reading Strategy</i> 424</p> <p><b>Teacher Wraparound Edition:</b> BRF 33, 113, 181, 253, 263, 387, 421, 453, 503, 539, 549, 641</p>
<ul style="list-style-type: none"> <li>R—10—11.3 Fluency: reading familiar text with phrasing and expression, and with attention to text features such as punctuation, italics, and dialogue (Local)</li> </ul>	<p><b>Student Edition:</b> <i>Writing and Extending</i> 445</p> <p><b>Teacher Wraparound Edition:</b> BRF 151, 181, 387, 583, 701, 731, 919, 1133; SP 550, 1012</p>

STANDARDS	PAGE REFERENCES
<b>WORD IDENTIFICATION SKILLS AND STRATEGIES (R-1)</b>	
<p><b>R-10-1 Applies word identification/decoding strategies by ...</b></p> <ul style="list-style-type: none"> <li>R-10-1.1 Identifying multi-syllabic words by using knowledge of sounds, syllable division, and word patterns (Local)</li> </ul>	<p><b>Student Edition:</b> R20 <i>Vocabulary</i> 54, 120, 158, 229, 374, 428, 444, 806</p> <p><b>Teacher Wraparound Edition:</b> ELC 339; SP 242, 630; V 1130</p>
<b>VOCABULARY STRATEGIES and BREADTH of VOCABULARY (R-2)</b>	
<p><b>R-10-2 Students identify the meaning of unfamiliar vocabulary by...</b></p> <ul style="list-style-type: none"> <li>R-10-2.1a Using strategies to unlock meaning (e.g., knowledge of word structure) including prefixes/suffixes, common roots, or word origins; or context clues; or resources including dictionaries, glossaries, or thesauruses <u>to determine definition, pronunciation, etymology, or usage of words;</u> or prior knowledge) (State)</li> </ul>	<p><b>Student Edition:</b> 187, 572, R19 <i>Vocabulary</i> 56, 447, 839</p> <p><b>Teacher Wraparound Edition:</b> BRF 563; ELC 365, 419, 483, 791, 793</p>
<ul style="list-style-type: none"> <li>R-10-2.1b Using strategies to unlock meaning including base words, <u>general and specialized print or electronic resources to determine definition, pronunciation, etymology, or usage of words;</u> or prior knowledge (Local)</li> </ul>	<p><b>Student Edition:</b> 187 <i>Vocabulary</i> 229, 444, 533</p> <p><b>Teacher Wraparound Edition:</b> ELC 365, 791, 725; SP 34, 338, 434, 630</p>
<b>VOCABULARY STRATEGIES and BREADTH of VOCABULARY (R-3)</b>	
<p><b>R-10-3 Shows breadth of vocabulary knowledge through demonstrating understanding of word meanings and relationships by...</b></p> <ul style="list-style-type: none"> <li>R-10-3.1 Identifying synonyms, antonyms, homonyms/homophones, shades of meaning, analogies, <u>idioms</u>, or word origins, <u>including words from dialects</u>, or other languages that have been adopted into our language/<u>standard English</u> (State)</li> </ul>	<p><b>Student Edition:</b> 66 <i>Vocabulary</i> 311, 557, 659, 891, 1057</p> <p><b>Teacher Wraparound Edition:</b> ELC 199, 369, 389, 673; SP 370; WT 152</p>

STANDARDS	PAGE REFERENCES
<ul style="list-style-type: none"> <li>R–10–3.2 Selecting appropriate words or explaining the use of words in context, including <u>connotation or denotation</u>, shades of meanings of words/<u>nuances, or idioms</u>; or use of content-specific vocabulary, words with multiple meanings, precise language, or <u>technical vocabulary</u> (State)</li> </ul> <p>EXAMPLE: Students might be asked to explain the meaning of terminology appropriate to the content of the subject area as used in a text passage.</p>	<p><b>Student Edition:</b> 434, 1186, R19 <i>Vocabulary</i> 597, 1249 <i>Grammar and Style</i> 1163</p> <p><b>Teacher Wraparound Edition:</b> DI 367; ELC 233, 1049, 1069; SP 598; V 868</p>
<b>INITIAL UNDERSTANDING of LITERARY TEXTS (R-4.1 to R-4.3)</b>	
<p><b>R–10–4</b> <b>Demonstrate initial understanding of elements of literary texts by...</b></p> <ul style="list-style-type: none"> <li>R–10–4.1 Identifying, describing, or <u>making logical predictions</u> about character (such as <u>protagonist or antagonist</u>), setting, problem/solution, or plots/subplots, as appropriate to text; or identifying any significant changes in character, <u>relationships</u>, or setting over time; or identifying rising action, climax, or falling action (State)</li> </ul>	<p><b>Student Edition:</b> <i>Reading Strategy</i> 25, 842 <i>Literary Element</i> 164, 167, 922, 1012 <i>Visual Literacy</i> 173, 923 <i>Literary Analysis</i> 903, 1020, 1222</p> <p><b>Teacher Wraparound Edition:</b> SP 26, 1058</p>
<ul style="list-style-type: none"> <li>R–10–4.2 Paraphrasing or summarizing key ideas/plot, with major events sequenced, as appropriate to text (State)</li> </ul>	<p><b>Student Edition:</b> <i>Reading Preview</i> 13, 56, 695 <i>Reading and Vocabulary</i> 21, 721, 1222 <i>Reading Strategy</i> 62, 702, 1206</p> <p><b>Teacher Wraparound Edition:</b> SP 14, 520, 1172, 1232</p>
<ul style="list-style-type: none"> <li>R-10—4.3 Generating questions before, during, and after reading to enhance//expand understanding and/or gaining new information (Local)</li> </ul>	<p><b>Student Edition:</b> <i>Reading Preview</i> 148, 865 <i>Reading Strategy</i> 149, 152, 154, 867, 870 <i>Reading and Vocabulary</i> 158, 874</p> <p><b>Teacher Wraparound Edition:</b> DI 197; SP 846, 866</p>

STANDARDS	PAGE REFERENCES
<b>INITIAL UNDERSTANDING of LITERARY TEXTS (R-4.4 to R-4.5)</b>	
<ul style="list-style-type: none"> <li>R--10—4.4 Identifying the characteristics of a variety of types/genres of literary text (e.g., <b>literary texts:</b> poetry, plays, fairytales, fantasy, fables, realistic fiction, folktales, historical fiction, mysteries, science fiction, legends, myths, short stories, epics, <u>novels, dramatic presentations, comedies, tragedies, satires, parodies, memoirs, epistles</u>) (Local)</li> </ul>	<p><b>Student Edition:</b> 8, 10-11, 682-683, 688, 690-691, 820-821, 1188-1189 <i>Reading Strategy</i> 335</p> <p><b>Teacher Wraparound Edition:</b> ELC 107; SP 688, 690</p>
<ul style="list-style-type: none"> <li>R—10—4.5 Identify literary devices as appropriate to genre (e.g., similes, metaphors, alliteration, rhyme scheme, onomatopoeia, imagery, repetition, flashback, <u>foreshadowing</u>, personification, hyperbole, <u>symbolism, allusion, diction, syntax, bias, or point of view</u>) (Local)</li> </ul>	<p><b>Student Edition:</b> <i>Literary Analysis</i> 267, 579, 607, 1246 <i>Literary Element</i> 587, 1229</p> <p><b>Teacher Wraparound Edition:</b> DI 191; SP 162, 194, 200, 606, 1026; WT 137</p>
<b>ANALYSIS and INTERPRETATION OF LITERARY TEXTS/CITING EVIDENCE (R-5.1 to R-5.3)</b>	
<p><b>R-10-5</b> <b>Analyze and interpret elements of literary texts, citing evidence where appropriate by...</b></p> <ul style="list-style-type: none"> <li>R-10-5.1 Explaining <u>and</u> supporting logical predictions <u>or</u> logical outcomes (e.g., <u>drawing conclusions based on interactions between characters or evolving plot</u>) (State)</li> </ul>	<p><b>Student Edition:</b> <i>Reading Preview</i> 23, 839 <i>Reading Strategy</i> 25, 29, 38, 845 <i>Reading and Vocabulary</i> 42, 850</p> <p><b>Teacher Wraparound Edition:</b> RS 1026; SP 1030, 1058</p>
<ul style="list-style-type: none"> <li>R-10-5.2 <u>Examining</u> characterization (e.g., stereotype, antagonist, protagonist), motivation, or interactions (<u>including relationships</u>), citing thoughts, words, or actions that reveal character traits, motivations, or changes over time (State)</li> </ul>	<p><b>Student Edition:</b> 106 <i>Literary Element</i> 111, 136, 163, 918, 922 <i>Literary Analysis</i> 119, 1007, 1201 <i>Writing and Extending</i> 836 <i>Visual Literacy</i> 923</p> <p><b>Teacher Wraparound Edition:</b> LE 332; SP 1196</p>
<ul style="list-style-type: none"> <li>R-10-5.3 Making inferences about cause/effect, internal or external conflicts (e.g., person versus self, person versus person, person versus nature/society/fate), or the relationship among elements within text (e.g., describing the interaction among plot/subplots) (State)</li> </ul>	<p><b>Student Edition:</b> <i>Literary Element</i> 14, 985 <i>Literary Analysis</i> 20, 42, 993 <i>Reading Strategy</i> 79, 83, 1015 <i>Reading and Vocabulary</i> 559, 1020</p> <p><b>Teacher Wraparound Edition:</b> LE 143; SP 46, 88</p>

STANDARDS	PAGE REFERENCES
<b>ANALYSIS and INTERPRETATION OF LITERARY TEXTS/CITING EVIDENCE (R-5.4 to R-5.6)</b>	
<ul style="list-style-type: none"> <li>R–10–5.4 Explaining how the narrator’s point of view or <u>author’s style</u> is evident and affects the reader’s interpretation (State)</li> </ul> <p>EXAMPLE: If this story were told from another character’s point of view, how would the reader’s interpretation be different?</p>	<p><b>Student Edition:</b>  <i>Literary Element</i> 223, 233, 236, 238  <i>Literary Analysis</i> 229, 240, 267, 278</p> <p><b>Teacher Wraparound Edition:</b>  LE 856; SP 96</p>
<ul style="list-style-type: none"> <li>R–10–5.5 Explaining how the <u>author’s purpose</u> (e.g., to entertain, inform or persuade) message or theme (which may include universal themes) is supported within the text (State)</li> </ul>	<p><b>Student Edition:</b>  818  <i>Literary Element</i> 150, 321  <i>Literary Analysis</i> 157, 325, 348, 391  <i>Reading Strategy</i> 272  <i>Reading and Vocabulary</i> 278</p> <p><b>Teacher Wraparound Edition:</b>  SP 52, 276, 470</p>
<b>ANALYSIS and INTERPRETATION OF LITERARY TEXTS/CITING EVIDENCE (R-6)</b>	
<p><b>R–10–6</b>  <b>Analyze and interpret author’s craft, citing evidence where appropriate by...</b></p> <ul style="list-style-type: none"> <li>R–10–6.1 Demonstrating knowledge of author’s style or use of literary elements and devices (i.e., imagery, repetition, flashback, foreshadowing, personification, hyperbole, symbolism, <u>analogy, allusion, diction, syntax</u>, or use of punctuation) to analyze literary works (State)</li> </ul>	<p><b>Student Edition:</b>  <i>Literary Element</i> 50, 214, 587, 1232, 1239  <i>Literary Analysis</i> 53, 216, 588, 603, 1246</p> <p><b>Teacher Wraparound Edition:</b>  SP 194, 1026</p>
<b>ANALYSIS and INTERPRETATION OF LITERARY TEXTS/CITING EVIDENCE (R-16)</b>	
<p><b>R—10—16</b>  <b>Generates a personal response to what is read through a variety of means...</b></p> <ul style="list-style-type: none"> <li>R—10—16.1 Comparing stories or other texts to related personal experience, prior knowledge, or to other books (Local)</li> </ul>	<p><b>Student Edition:</b>  146, 378, 477, 551, 642, 818, 1177</p> <p><b>Teacher Wraparound Edition:</b>  SP 342, 468, 638, 1060, 1176</p>
<ul style="list-style-type: none"> <li>R—10—16.2 Providing relevant details to support the connections made or judgments (interpretive, analytical, evaluative, or reflective) (Local)</li> </ul>	<p><b>Student Edition:</b>  92 #5, 333 #5, 443 #6, 1045 #6  <i>Literary Analysis</i> 20, 874, 979, 1007, 1072  <i>You’re the Critic</i> 228</p> <p><b>Teacher Wraparound Edition:</b>  SP 1042</p>

STANDARDS	PAGE REFERENCES
<b>INITIAL UNDERSTANDING of INFORMATIONAL TEXT (R-7.1 to R-7.2)</b>	
<p><b>R-10-7</b>  <b>Demonstrate initial understanding of informational texts (expository and practical texts) by...</b></p> <ul style="list-style-type: none"> <li>R-10-7.1 Obtaining information from text features [e.g., table of contents, glossary, index, transition words/phrases, transitional devices (including <u>use of white space</u>), bold or italicized text, headings, subheadings, graphic organizers, charts, graphs, or illustrations] (State)</li> </ul>	<p><b>Student Edition:</b>  R20-R21  <i>Informational Text</i> 88, 429, 537, 808, 1030, 1224  <b>Teacher Wraparound Edition:</b>  ELC 809; SP 90, 430, 696, 808</p>
<ul style="list-style-type: none"> <li>R-10-7.2 Using information from the text to answer questions; to state the main/central ideas; to provide supporting details; <u>to explain visual components supporting the text; or, to interpret maps, charts, timelines, tables, or diagrams.</u> (State)</li> </ul>	<p><b>Student Edition:</b>  92 #2, 419, 1226 #8  <i>Literary Analysis</i> 427  <i>Informational Text</i> 537, 1030  <b>Teacher Wraparound Edition:</b>  DI 417; RS 89, 539; SP 424, 1224</p>
<b>INITIAL UNDERSTANDING of INFORMATIONAL TEXT (R-7.3)</b>	
<p><b>R-10-7</b>  <b>Demonstrate initial understanding of informational texts (expository and practical texts) by...</b></p> <ul style="list-style-type: none"> <li>R-10-7.3 Organizing information to show understanding or relationships among facts, ideas, and events (e.g., representing main/central ideas or details within text through charting, mapping, paraphrasing, summarizing, comparing/contrasting, outlining. (State)</li> </ul>	<p>The following examples apply to a variety of texts, including informational texts.  <b>Student Edition:</b>  92 #8  <i>Informational Text</i> 88, 429, 537  <i>Reading Preview</i> 416  <b>Teacher Wraparound Edition:</b>  DI 91, 417, 429, 1031; SP 424, 432, 538, 808</p>
<b>INITIAL UNDERSTANDING of INFORMATIONAL TEXT (R-7.4 to R-7.5)</b>	
<p><b>R-10-7</b>  <b>Demonstrate initial understanding of informational texts (expository and practical texts) by...</b></p> <ul style="list-style-type: none"> <li>R-10-7.4 Generating questions before, during, and after reading to enhance understanding and recall; expand understanding and/or gain new information (Local)</li> </ul>	<p>The following examples apply to a variety of texts, including informational texts.  <b>Student Edition:</b>  <i>Reading Preview</i> 148, 865  <i>Reading Strategy</i> 154, 867  <i>Reading and Vocabulary</i> 158, 874  <i>Informational Text</i> 429, 808, 1030, 1224  <b>Teacher Wraparound Edition:</b>  DI 91; SP 868, 1224</p>

STANDARDS	PAGE REFERENCES
<ul style="list-style-type: none"> <li>R-10-7.5 Identifying the characteristics of a variety of types of text (e.g., <b>reference</b> - See Appendix A for suggestions), public documents (<u>drivers' manuals</u>) and discourse, essays (<u>including literary criticisms</u>), articles, technical manuals, <u>editorials/commentaries</u>, <u>primary source documents</u>, <u>periodicals</u>, <u>job-related materials</u>, <u>speeches</u>, <u>on-line reading</u>, <u>documentaries</u>; and <b>practical/functional</b> (See Appendix A for suggestions) (Local)</li> </ul>	<p><b>Student Edition:</b> 280, 436-437, 572, 1094-1095, 1258, 1261, R35, R41-R44 <i>Writing and Extending</i> 428, 445</p> <p><b>Teacher Wraparound Edition:</b> BRF 1259; DI 1261</p>
<p><b>ANALYSIS and INTERPRETATION OF INFORMATIONAL TEXTS/CITING EVIDENCE (R-8.1 to R-8.2)</b></p>	
<p><b>R-10-8</b> <b>Analyze and interpret informational text, citing evidence as appropriate by...</b></p> <ul style="list-style-type: none"> <li>R-10-8.1 Explaining connections about information <i>within</i> a text, <i>across</i> texts, or to related ideas (State)</li> </ul> <p>EXAMPLE: Students are asked to compare information presented in two textual excerpts.</p>	<p><b>Student Edition:</b> 92 #8, 246 #6, 324 #8, 339 #6, 378, 433 #8, 477, 540 #8, 1034 #7 <i>Writing and Extending</i> 445</p> <p><b>Teacher Wraparound Edition:</b> SP 88</p>
<ul style="list-style-type: none"> <li>R-10-8.2 Synthesizing and evaluating information within or across text(s) (e.g., constructing appropriate titles; or formulating assertions or controlling ideas) (State)</li> </ul> <p>EXAMPLE: How does the title of the article reflect the author's perspective?</p>	<p><b>Student Edition:</b> 443 #7, 477, R22-R23 <i>Informational Text</i> 88, 537 <i>Reading Strategy</i> 453, 454 <i>Reading and Vocabulary</i> 457</p> <p><b>Teacher Wraparound Edition:</b> DI 385, 501; SP 468</p>
<ul style="list-style-type: none"> <li>R-10-8.3 Drawing inferences about text, including author's purpose (e.g., to inform, explain, entertain, persuade) or message; or explaining how purpose may affect the interpretation of the text; or using supporting evidence to form or evaluate opinions/judgments and assertions about central ideas that are relevant (State)</li> </ul>	<p><b>Student Edition:</b> 92 #7, 433 #7, 540 #7, 811 #6, 1034 #5, 1226 #7 <i>Informational Text</i> 88, 537, 1224</p> <p><b>Teacher Wraparound Edition:</b> RS 1032; SP 442, 1226</p>

STANDARDS	PAGE REFERENCES
<b>ANALYSIS and INTERPRETATION OF INFORMATIONAL TEXTS/CITING EVIDENCE (R-8.3 to R-8.6)</b>	
<p><b>R-10-8</b>  <b>Analyze and interpret informational text, citing evidence as appropriate by...</b></p> <ul style="list-style-type: none"> <li>R-10-8.4 Distinguishing fact from opinion, and evaluating possible bias/propaganda or conflicting information within or across texts (State)</li> </ul>	<p><b>Student Edition:</b>  811 #6, 1186, 1226 #8, R23-R24  <i>Reading Preview</i> 439, 459  <i>Reading Strategy</i> 441, 460  <i>Reading and Vocabulary</i> 444, 463  <b>Teacher Wraparound Edition:</b>  RS 469, 1225</p>
<ul style="list-style-type: none"> <li>R-10-8.5 Making inferences about causes <u>and/or</u> effects (State)</li> </ul>	<p>The following examples apply to a variety of texts, including informational texts.</p> <p><b>Student Edition:</b>  <i>Reading Preview</i> 78, 311, 823  <i>Reading Strategy</i> 81, 315, 831  <i>Reading and Vocabulary</i> 86, 318, 835  <b>Teacher Wraparound Edition:</b>  SP 88, 312, 404, 418, 974</p>
<ul style="list-style-type: none"> <li>R-10-8.6 Evaluating the clarity and accuracy of information (e.g. <u>consistency, effectiveness of organizational pattern, or logic of arguments</u>) (State)</li> </ul>	<p><b>Student Edition:</b>  443 #5, 456 #6, 811 #5, 1226 #8  <i>Reading and Vocabulary</i> 449  <i>Reading Strategy</i> 454  <i>Literary Element</i> 468, 471  <i>Quickwrite</i> 469  <b>Teacher Wraparound Edition:</b>  DI 461; SP 468, 480, 810</p>
<b>READING STRATEGIES: Strategies for Monitoring and Adjusting (R-12)</b>	
<p><b>R-10-12</b>  <b>Demonstrates ability to monitor comprehension and strategy use for different types of texts and purposes by...</b></p> <ul style="list-style-type: none"> <li>R-10-12.1 Using a range of self-monitoring and self-correction approaches (e.g., rereading, adjusting rate, sub-vocalizing, consulting resources, questioning, <u>using flexible note taking/mapping systems</u>, skimming, scanning, etc.) (Local)</li> </ul>	<p><b>Student Edition:</b>  R20  <i>Reading Preview</i> 68, 148, 416, 533, 577  <i>Reading Strategy</i> 154, 421  <i>Reading and Vocabulary</i> 158, 428, 536  <b>Teacher Wraparound Edition:</b>  DI 1025; SP 40, 846, 1170</p>

STANDARDS	PAGE REFERENCES
<b>READING STRATEGIES: Reading Comprehension Strategies (R-13)</b>	
<p><b>R —10—13</b>  <b>Uses Comprehension strategies (flexibly and as needed) before, during, and after reading literary and informational text (Local)</b></p> <p>EXAMPLES of reading comprehension strategies might include: using prior knowledge; summarizing; predicting and making text based inferences; determining importance; generating literal, clarifying, inferential, analysis, synthesis, and evaluative 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;</p> <p><u>locating and using text discourse features and elements to support inferences and generalizations about information (e.g. vocabulary, text structure, evidence, format, use of language, arguments used);</u> or using cues for text structures (e.g., chronological, cause/effect, compare/contrast, proposition and support, description, classification, logical, sequential) (Local)</p> <p>(See also Appendix D)</p>	<p><b>Student Edition:</b>  <i>Reading Strategy</i> 16, 111, 154, 1076  <i>Reading and Vocabulary</i> 21, 120, 158, 334, 1077  <i>Reading Preview</i> 148</p> <p><b>Teacher Wraparound Edition:</b>            SP 136, 222, 272</p>
<b>BREADTH OF READING: Reading Widely and Extensively (R-14)</b>	
<p><b>R—10—14</b>  <b>Demonstrates the habit of reading widely and extensively* by...</b></p> <ul style="list-style-type: none"> <li>R—10—14.1 Reading with frequency, including in-school, out-of-school, and summer reading (Local)</li> </ul>	<p><b>Student Edition:</b>            498-499, 936-937  <i>Writing and Extending</i> 65, 407, 457, 1202</p> <p><b>Teacher Wraparound Edition:</b>            DI 937; ELC 499; RRW 491, 936; SP 498</p>
<ul style="list-style-type: none"> <li>R—10—14.2 Reading from a wide range of genres/kinds of text, including primary and secondary sources, and a variety of authors (e.g., literary, informational, and practical/functional texts) (Local)            (See Appendix A)</li> </ul>	<p><b>Student Edition:</b>            44, 55, 146, 340, 429-433, 438, 518, 608, 694, 958, 1150</p> <p><b>Teacher Wraparound Edition:</b>            SP 498</p>
<ul style="list-style-type: none"> <li>R—10—14.3 Reading multiple texts for depth of understanding an author, a subject, a theme, or genre (Local)</li> </ul>	<p><b>Student Edition:</b>            146, 378, 477, 551, 642, 863, 1029  <i>Writing and Extending</i> 65, 407, 457, 1202</p> <p><b>Teacher Wraparound Edition:</b>            DI 753; SP 870</p>

STANDARDS	PAGE REFERENCES
<b>BREADTH OF READING: Reading Widely and Extensively (R-17)</b>	
<p><b>R—10—17</b>  <b>Demonstrates participation in a literate community by...</b></p> <ul style="list-style-type: none"> <li>R—10—17.1 Self-selecting reading materials in line with reading ability and personal interests (Local)</li> </ul>	<p><b>Student Edition:</b>  290-291, 498-499, 672-673, 936-937, 1104-1105, 1268-1269</p> <p><b>Teacher Wraparound Edition:</b>  DI 937; SP 498</p>
<ul style="list-style-type: none"> <li>R—10—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)</li> </ul>	<p><b>Student Edition:</b>  288-289, 378</p> <p><i>Writing and Extending</i> 87, 175, 414  <i>You're the Critic</i> 202  <i>Daily Life and Culture</i> 390  <i>Discussion Starter</i> 861</p> <p><b>Teacher Wraparound Edition:</b>  DI 281, 291; SP 472, 668, 1104</p>
<b>BREADTH OF READING: Reading for Research Across Content Areas (R-15)</b>	
<p><b>R—10—15</b>  <b>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...</b></p> <ul style="list-style-type: none"> <li>R—10—15.1 Identifying and evaluating potential sources of information (Local)</li> </ul>	<p><b>Student Edition:</b>  1094-1095, 1099, R35-R36</p> <p><i>Writing and Extending</i> 120, 361  <i>Informational Text</i> 1224</p> <p><b>Teacher Wraparound Edition:</b>  DI 965; RRW 73; SP 976, 1094</p>
<ul style="list-style-type: none"> <li>R—10—15.2 Evaluating <u>and selecting</u> the information presented, in terms of completeness, relevance, <u>and validity</u> (Local)</li> </ul>	<p><b>Student Edition:</b>  333 #7, 1093, 1099, R36</p> <p><i>Reading Strategy</i> 483  <i>Writing and Extending</i> 885  <i>Informational Text</i> 1224</p> <p><b>Teacher Wraparound Edition:</b>  RS 1225; SP 1094; WS 1095</p>
<ul style="list-style-type: none"> <li>R—10—15.3 Organizing, analyzing, and interpreting the information (Local)</li> </ul>	<p><b>Student Edition:</b>  491, 929, 1095, 1261, R36-R37</p> <p><i>Writing and Extending</i> 43</p> <p><b>Teacher Wraparound Edition:</b>  DI 1095, 1261; WS 1095</p>

STANDARDS	PAGE REFERENCES
<ul style="list-style-type: none"> <li>R—10—15.4 <u>Drawing conclusions/judgments and supporting them with evidence</u> (Local)</li> </ul>	<p><b>Student Edition:</b>            92 #5, 202 #9, 317 #6, 427 #5, 476 #6, 1098  <i>Writing and Extending</i> 104, 268  <i>Daily Life and Culture</i> 277, 324</p> <p><b>Teacher Wraparound Edition:</b>            RRW 73</p>