



Literature

The Reader's Choice
Course 5

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STANDARDS	PAGE REFERENCES
READING FLUENCY AND ACCURACY (R-11)	
<p>R—10—11 Reads grade-level appropriate material with:</p> <ul style="list-style-type: none"> 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.) 	<p>Student Edition: 8, 316, 526, 712, 966, 1116 Teacher Wraparound Edition: DI 25, 33, 37, 45, 53, 57, 59, 1159, 1251</p>
<ul style="list-style-type: none"> 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.) 	<p>Student Edition: 300-301, 510-511, 696-697, 950-951, 1100-1101, 1266-1267 Teacher Wraparound Edition: BRI 681, 1159</p>
<ul style="list-style-type: none"> 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) 	<p>Student Edition: 300-301, 510-511, 696-697, 950-951, 1100-1101, 1266-1267 Teacher Wraparound Edition: BRI 681, 1159</p>
WORD IDENTIFICATION SKILLS AND STRATEGIES (R-1)	
<p>R—10—1 Applies word identification/decoding strategies by ...</p> <ul style="list-style-type: none"> R—10—1.1 Identifying multi-syllabic words by using knowledge of sounds, syllable division, and word patterns (Local) 	<p>Student Edition: R20 <i>Vocabulary Practice</i> 30, 118, 129, 185, 206, 397, 451, 539, 555, 568, 931, 1030, 1133, 1227</p>

STANDARDS	PAGE REFERENCES
VOCABULARY STRATEGIES and BREADTH of VOCABULARY (R-2)	
<p>R–10–2 Students identify the meaning of unfamiliar vocabulary by...</p> <ul style="list-style-type: none"> 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) 	<p>Student Edition: 534, 1052, 1068, 1229, R20 <i>Vocabulary Practice</i> 18, 48, 62, 147, 427, 1062 <i>Vocabulary Tip</i> 252, 374</p> <p>Teacher Wraparound Edition: ELC 143; SP 788</p>
<ul style="list-style-type: none"> 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) 	<p>Student Edition: 130, R20 <i>Vocabulary Practice</i> 71, 81, 263, 289, 382, 1008, 1148</p> <p>Teacher Wraparound Edition: ELC 143; SP 788</p>
VOCABULARY STRATEGIES and BREADTH of VOCABULARY (R-3)	
<p>R–10–3 Shows breadth of vocabulary knowledge through demonstrating understanding of word meanings and relationships by...</p> <ul style="list-style-type: none"> 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) 	<p>Student Edition: 534, 1052, 1068 <i>Vocabulary Practice</i> 161, 220, 434, 549, 791, 1019, 1203 <i>Vocabulary Tip</i> 209</p> <p>Teacher Wraparound Edition: ELC 1229</p>
<ul style="list-style-type: none"> 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) <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>Student Edition: 49, R20 <i>Vocabulary Practice</i> 237, 621, 629, 892, 1180 <i>Vocabulary Tip</i> 1177</p>

STANDARDS	PAGE REFERENCES
INITIAL UNDERSTANDING of LITERARY TEXTS (R-4.1 to R-4.3)	
<p>R–10–4 Demonstrate initial understanding of elements of literary texts by...</p> <ul style="list-style-type: none"> 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) 	<p>Student Edition: 10-11 <i>Literary Analysis</i> 18, 276, 931 <i>Literary Element</i> 816, 922 <i>Reading Strategy</i> 15, 159 <i>Reading and Vocabulary</i> 18, 161 <i>Writing and Extending</i> 129, 161 Teacher Wraparound Edition: SP 10; T 938</p>
<ul style="list-style-type: none"> R–10–4.2 Paraphrasing or summarizing key ideas/plot, with major events sequenced, as appropriate to text (State) 	<p>Student Edition: R23, R37 <i>Reading Strategy</i> 323, 324, 325, 327, 328, 333, 553 <i>Reading and Vocabulary</i> 335, 555, 625, 629</p>
<ul style="list-style-type: none"> R-10—4.3 Generating questions before, during, and after reading to enhance//expand understanding and/or gaining new information (Local) 	<p>Student Edition: 207, 226, R21 <i>Reading Strategy</i> 53, 55, 58, 59, 60, 553, 655 <i>Reading and Vocabulary</i> 62, 555 Teacher Wraparound Edition: SP 202</p>
INITIAL UNDERSTANDING of LITERARY TEXTS (R-4.4 to R-4.5)	
<ul style="list-style-type: none"> R--10—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, legends, myths, short stories, epics, <u>novels, dramatic presentations, comedies, tragedies, satires, parodies, memoirs, epistles</u>) (Local) 	<p>Student Edition: 318-319, 714-715, 716-717 <i>Big Idea</i> 337 <i>Literary Analysis</i> 185, 368, 382, 1018 <i>Literary Element</i> 184, 355, 1012, 1013, 1017 <i>Literature Preview</i> 181, 354, 1010</p>
<ul style="list-style-type: none"> 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) 	<p>Student Edition: 10-11, 192-193, 1118-1119 <i>Literary Analysis</i> 178, 463, 663, 1180 <i>Literary Element</i> 166, 172, 455, 1179 <i>Literature Preview</i> 163, 453, 661, 1177</p>

STANDARDS	PAGE REFERENCES
ANALYSIS and INTERPRETATION OF LITERARY TEXTS/CITING EVIDENCE (R-5.1 to R-5.3)	
<p>R–10–5 Analyze and interpret elements of literary texts, citing evidence where appropriate by...</p> <ul style="list-style-type: none"> R–10–5.1 Explaining and supporting logical predictions or logical outcomes (e.g., drawing conclusions based on interactions between characters or evolving plot) (State) 	<p>Student Edition: <i>Reading Preview</i> 834, 1231 <i>Reading Strategy</i> 837, 838, 840, 842, 844, 845, 846, 847, 848, 1233, 1235, 1237 <i>Reading and Vocabulary</i> 849, 1239</p>
<ul style="list-style-type: none"> R–10–5.2 <u>Examining</u> characterization (e.g., stereotype, antagonist, protagonist), motivation, or interactions (including relationships), citing thoughts, words, or actions that reveal character traits, motivations, or changes over time (State) 	<p>Student Edition: 94-95, 968-969, 1036-1037 <i>Literary Analysis</i> 128, 931 <i>Literary Element</i> 151, 153, 919 <i>Literature Preview</i> 149 <i>Reading Strategy</i> 157 <i>Writing and Extending</i> 161</p> <p>Teacher Wraparound Edition: SP 94, 968-969</p>
<ul style="list-style-type: none"> 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) 	<p>Student Edition: R23 <i>Reading Preview</i> 121, 149, 1044 <i>Reading Strategy</i> 122, 125, 126, 151, 1046 <i>Reading and Vocabulary</i> 129, 161, 1051</p>
ANALYSIS and INTERPRETATION OF LITERARY TEXTS/CITING EVIDENCE (R-5.4 to R-5.6)	
<ul style="list-style-type: none"> 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) <p>EXAMPLE: If this story were told from another character’s point of view, how would the reader’s interpretation be different?</p>	<p>Student Edition: <i>Literary Analysis</i> 276, 288 <i>Literary Element</i> 286 <i>Literature Preview</i> 279 <i>Reading and Vocabulary</i> 286 <i>Writing and Extending</i> 63, 92, 179, 250, 352</p>
<ul style="list-style-type: none"> 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) 	<p>Student Edition: <i>Reading Preview</i> 419, 740, 871 <i>Reading Strategy</i> 384, 422, 425, 741, 744 <i>Reading and Vocabulary</i> 472, 761, 885</p> <p>Teacher Wraparound Edition: SP 420; T 385</p>

STANDARDS	PAGE REFERENCES
ANALYSIS and INTERPRETATION OF LITERARY TEXTS/CITING EVIDENCE (R-6)	
<p>R-10-6 Analyze and interpret author's craft, citing evidence where appropriate by...</p> <ul style="list-style-type: none"> 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</u>, <u>allusion</u>, <u>diction</u>, <u>syntax</u>, or use of punctuation) to analyze literary works (State) 	<p>Student Edition: <i>Literary Analysis</i> 249, 463, 481, 544, 637, 1170 <i>Literary Element</i> 466, 470, 1167 <i>Literature Preview</i> 240, 453, 1165</p>
ANALYSIS and INTERPRETATION OF LITERARY TEXTS/CITING EVIDENCE (R-16)	
<p>R-10-16 Generates a personal response to what is read through a variety of means...</p> <ul style="list-style-type: none"> R-10-16.1 Comparing stories or other texts to related personal experience, prior knowledge, or to other books (Local) 	<p>Student Edition: 226, 482, 685, 939, 1087, 1160 <i>Writing and Extending</i> 417, 1008</p>
<ul style="list-style-type: none"> R-10-16.2 Providing relevant details to support the connections made or judgments (interpretive, analytical, evaluative, or reflective) (Local) 	<p>Student Edition: 226, 482, 685, 939, 1087, 1160 <i>Writing and Extending</i> 109 <i>You're the Critic</i> 275, 396, 426</p>
INITIAL UNDERSTANDING of INFORMATIONAL TEXT (R-7.1 to R-7.2)	
<p>R-10-7 Demonstrate initial understanding of informational texts (expository and practical texts) by...</p> <ul style="list-style-type: none"> 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) 	<p>Student Edition: 294-295, 1091-1095, R22, R24-R25, R38 <i>Your own Insights</i> 1092, 1094</p> <p>Teacher Wraparound Edition: DI 295</p>

STANDARDS	PAGE REFERENCES
<ul style="list-style-type: none"> 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) 	<p>Student Edition: 226, 302-304 <i>After You Read</i> 128 <i>Literary Analysis</i> 481, 576 <i>Primary Visual Artifact</i> 488 <i>Responding and Thinking Critically</i> 190 <i>Wrap-Up</i> 8</p> <p>Teacher Wraparound Edition: DI 853; RRW 187, SP 218</p>
INITIAL UNDERSTANDING of INFORMATIONAL TEXT (R-7.3)	
<p>R–10–7 Demonstrate initial understanding of informational texts (expository and practical texts) by...</p> <ul style="list-style-type: none"> 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) 	<p>Student Edition: 504-505, 1090, R30 <i>Paraphrase</i> 1092 <i>Summary</i> 1093 <i>Writing and Extending</i> 92, 451, 762</p> <p>Teacher Wraparound Edition: DI 853; RRW 187; SP 218</p>
INITIAL UNDERSTANDING of INFORMATIONAL TEXT (R-7.4 to R-7.5)	
<p>R–10–7: Demonstrate initial understanding of informational texts (expository and practical texts) by...</p> <ul style="list-style-type: none"> R-10-7.4 Generating questions before, during, and after reading to enhance understanding and recall; expand understanding and/or gain new information (Local) 	<p>Student Edition: 4-5, R21 <i>After You Read</i> 554 <i>Big Idea</i> 407 <i>Literature Preview</i> 611 <i>Reading Check</i> 313 <i>Reading Preview</i> 195 <i>Reading Strategy</i> 619 <i>Reading and Vocabulary</i> 206</p> <p>Teacher Wraparound Edition: SP 312</p>
<ul style="list-style-type: none"> R-10-7.5 Identifying the characteristics of a variety of types of text (e.g., reference - <u>See Appendix A for suggestions</u>), 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 practical/functional (See Appendix A for suggestions) (Local) 	<p>Student Edition: 130, R36, R44, R45, R63 <i>Primary Visual Artifact</i> 1226 <i>Works Cited</i> 1095 <i>Writing and Extending</i> 161, 263, 352 <i>You're the Critic</i> 61, 177</p>

STANDARDS	PAGE REFERENCES
ANALYSIS and INTERPRETATION OF INFORMATIONAL TEXTS/CITING EVIDENCE (R-8.1 to R-8.2)	
<p>R–10–8 Analyze and interpret informational text, citing evidence as appropriate by...</p> <ul style="list-style-type: none"> R–10–8.1 Explaining connections about information <i>within</i> a text, <i>across</i> texts, or to related ideas (State) <p>EXAMPLE: Students are asked to compare information presented in two textual excerpts.</p>	<p>Student Edition: 294-295, 1091-1095, R22, R24-R25, R38 <i>Your Own Insights</i> 1092, 1094</p> <p>Teacher Wraparound Edition: DI 295</p>
<ul style="list-style-type: none"> 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) <p>EXAMPLE: How does the title of the article reflect the author’s perspective?</p>	<p>Student Edition: 294-295, 1091-1095, R22, R24-R25, R38 <i>Your Own Insights</i> 1092, 1094</p> <p>Teacher Wraparound Edition: DI 295</p>
<ul style="list-style-type: none"> 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) 	<p>Student Edition: R23 <i>Reading Preview</i> 121, 149, 1044 <i>Reading Strategy</i> 122, 125, 126, 151, 1046 <i>Reading and Vocabulary</i> 129, 161, 1051</p>
ANALYSIS and INTERPRETATION OF INFORMATIONAL TEXTS/CITING EVIDENCE (R-8.3 to R-8.6)	
<p>R–10–8 Analyze and interpret informational text, citing evidence as appropriate by...</p> <ul style="list-style-type: none"> R–10–8.4 Distinguishing fact from opinion, and evaluating possible bias/propaganda or conflicting information within or across texts (State) 	<p>Student Edition: <i>Reading Preview</i> 484 <i>Reading Strategy</i> 485, 486 <i>Reading and Vocabulary</i> 489</p> <p>Teacher Wraparound Edition: T 485, 486</p>
<ul style="list-style-type: none"> R–10–8.5 Making inferences about causes <u>and/or</u> effects (State) 	<p>Student Edition: R23 <i>Reading Preview</i> 121, 149, 1044 <i>Reading Strategy</i> 122, 125, 126, 151, 1046 <i>Reading and Vocabulary</i> 129, 161, 1051</p>

STANDARDS	PAGE REFERENCES
<ul style="list-style-type: none"> R-10-8.6 Evaluating the clarity and accuracy of information (e.g. consistency, effectiveness of organizational pattern, or logic of arguments) (State) 	<p>Student Edition: 293, 1084, R24, R36-R36 <i>Encyclopedia Sources</i> 1095 <i>Variety of Sources</i> 1095 <i>Writing and Extending</i> 383</p> <p>Teacher Wraparound Edition: DI 741, 1091; SP 1092</p>
READING STRATEGIES: Strategies for Monitoring and Adjusting (R-12)	
<p>R—10—12 Demonstrates ability to monitor comprehension and strategy use for different types of texts and purposes by...</p> <ul style="list-style-type: none"> 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) 	<p>Student Edition: R21-R22, R26-R29 <i>Grammar and Style</i> 762 <i>Literary Analysis</i> 288, 461, 615 <i>Reading Preview</i> 611 <i>Reading Strategy</i> 602 <i>Writing and Extending</i> 582 <i>You're the Critic</i> 275</p>
READING STRATEGIES: Reading Comprehension Strategies (R-13)	
<p>R —10—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; 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>Student Edition: 294-295, 1091-1095, R22, R24-R25, R38 <i>Your Own Insights</i> 1092, 1094</p> <p>Teacher Wraparound Edition: DI 295</p>

STANDARDS	PAGE REFERENCES
BREADTH OF READING: Reading Widely and Extensively (R-14)	
<p>R—10—14 Demonstrates the habit of reading widely and extensively* by...</p> <ul style="list-style-type: none"> R—10—14.1 Reading with frequency, including in-school, out-of-school, and summer reading (Local) 	<p>Student Edition: 300-301, 510-511, 696-697, 950-951, 1100-1101, 1266-1267</p> <p>Teacher Wraparound Edition: BRI 681, 1159</p>
<ul style="list-style-type: none"> 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) 	<p>Student Edition: 300-301, 510-511, 696-697, 950-951, 1100-1101, 1266-1267</p> <p>Teacher Wraparound Edition: BRI 681, 1159</p>
<ul style="list-style-type: none"> R—10—14.3 Reading multiple texts for depth of understanding an author, a subject, a theme, or genre (Local) 	<p>Student Edition: 226, 300-301, 510-511, 685, 696-697, 950-951, 939, 1087, 1100-1101, 1266-1267</p> <p>Teacher Wraparound Edition: BRI 681, 1159</p>
BREADTH OF READING: Reading Widely and Extensively (R-17)	
<p>R—10—17 Demonstrates participation in a literate community by...</p> <ul style="list-style-type: none"> R—10—17.1 Self-selecting reading materials in line with reading ability and personal interests (Local) 	<p>Student Edition: 300-301, 510-511, 696-697, 950-951, 1100-1101, 1266-1267</p> <p>Teacher Wraparound Edition: BRI 681, 1159</p>
<ul style="list-style-type: none"> 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) 	<p>Student Edition: <i>Primary Visual Artifact</i> 17, 90, 117 <i>You're the Critic</i> 61, 177 <i>Visual Literacy</i> 1202 <i>Writing and Extending</i> 63, 109, 227, 417</p> <p>Teacher Wraparound Edition: DI 1037</p>
BREADTH OF READING: Reading for Research Across Content Areas (R-15)	
<p>R—10—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—10—15.1 Identifying and evaluating potential sources of information (Local) 	<p>Student Edition: 293, 1089, R24, R36-R37 <i>Encyclopedia Sources</i> 1095 <i>Variety of Sources</i> 1095 <i>Writing and Extending</i> 383</p> <p>Teacher Wraparound Edition: DI 741, 1091; SP 1092</p>

STANDARDS	PAGE REFERENCES
<ul style="list-style-type: none"> R—10—15.2 <u>Evaluating and selecting</u> the information presented, in terms of completeness, relevance, <u>and validity</u> (Local) 	<p>Student Edition: 293, 1089, R24, R36-R37 <i>Encyclopedia Sources</i> 1095 <i>Variety of Sources</i> 1095 <i>Writing and Extending</i> 383</p> <p>Teacher Wraparound Edition: DI 741, 1091; SP 1092</p>
<ul style="list-style-type: none"> R—10—15.3 Organizing, analyzing, and interpreting the information (Local) 	<p>Student Edition: 293, 1089-1099, R24-R25, R36-R37</p> <p>Teacher Wraparound Edition: DI 384, 741, 1091, 1092</p>
<ul style="list-style-type: none"> R—10—15.4 <u>Drawing conclusions/judgments</u> and supporting them with evidence (Local) 	<p>Student Edition: 294-295, 1091-1095, R23, R24-R25, R38 <i>Reading Preview</i> 430 <i>Reading Strategy</i> 432, 433 <i>Reading and Vocabulary</i> 434 <i>Your Own Insights</i> 1092, 1094</p> <p>Teacher Wraparound Edition: DI 295</p>