



# Literature

The Reader's Choice  
**British Literature**

© 2007

STANDARDS	PAGE REFERENCES
<b>READING FLUENCY AND ACCURACY (R-11)</b>	
<p><b>R—12—11</b> <b>Reads grade-level appropriate material with:</b></p> <ul style="list-style-type: none"> <li>R—12—11.1 Accuracy: reading material appropriate for high school with at least 90-94% accuracy (Local) (See Appendix F for sample titles.)</li> </ul>	<p>The following references sample a variety of titles and genres found in the text, including questions/activities to evaluate accuracy and comprehension.</p> <p><b>Student Edition:</b> 69-72, 283-289, 316-336, 494-499, 622-628, 754-759, 768-778, 780-785, 984-992, 1122-1137, 1166-1172, 1192-1198</p> <p><i>Responding and Thinking Critically</i> 72, 336, 759, 776</p> <p><b>Teacher Wraparound Edition:</b> A 495, 496, 497, 499; SP 332, 988, 1126, 1134</p>
<ul style="list-style-type: none"> <li>R—12—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>The following references cover strategies for reading comprehension and lessons/activities directly related to silent and oral reading.</p> <p><b>Student Edition:</b> R20-R25</p> <p><i>Reading Strategy</i> 533, 536, 539, 543, 545, 547, 550, 551</p> <p><i>Reading Tip</i> 517</p> <p><b>Teacher Wraparound Edition:</b> BRF 535, 595, 663, 721; ELC 719; RS 539, 545, 550, 551; SP 548, 612, 670</p>

STANDARDS	PAGE REFERENCES
<ul style="list-style-type: none"> <li>R—12—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> R20-R25 <i>Rubric</i> 1373</p> <p><b>Teacher Wraparound Edition:</b> BRF 349, 359, 363, 377, 783; DI 331, 355, 367, 395; ELC 325, 343, 361, 393, 1373; SP 326, 340, 372, 382, 390; T 1372</p>
<b>WORD IDENTIFICATION SKILLS AND STRATEGIES (R-1)</b>	
<p><b>R–12–1 Applies word identification/decoding strategies by ...</b></p> <ul style="list-style-type: none"> <li>R–12–1.1 Identifying multi-syllabic words by using knowledge of sounds, syllable division, and word patterns (Local)</li> </ul>	<p><b>Student Edition:</b> 73, 444, 735, 993, 1148, 1312, R20 <i>Vocabulary Practice</i> 288, 351, 539, 551, 668 <i>Vocabulary Tip</i> 301, 726</p> <p><b>Teacher Wraparound Edition:</b> DI 355; ELC 365, 373, 377, 379, 507, 521, 636; SP 328, 536, 550</p>
<b>VOCABULARY STRATEGIES and BREADTH of VOCABULARY (R-2)</b>	
<p><b>R–12–2 Students identify the meaning of unfamiliar vocabulary by...</b></p> <ul style="list-style-type: none"> <li>R—12—2.1 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 to determine definition, pronunciation, etymology, or usage of words; or prior knowledge) (Local)</li> </ul>	<p><b>Student Edition:</b> 73, 207, 444, 541, 611, 689, 735, 993, 1025, 1148, 1173, 1312 <i>Vocabulary Practice</i> 288, 351, 539, 551, 668, 828 <i>Vocabulary Tip</i> 301, 726, 804, 866</p> <p><b>Teacher Wraparound Edition:</b> DI 355; ELC 365, 373, 377, 379, 507, 521, 636; SP 328, 536, 550, 824</p>
<ul style="list-style-type: none"> <li>R—12—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> 541, 611, 993 <i>Internet Connection</i> 80, 657 <i>Vocabulary Practice</i> 1121 <i>Vocabulary Tip</i> 266, 781</p> <p><b>Teacher Wraparound Edition:</b> DI 493, 993; ELC 81, 541; F 541, 993</p>

STANDARDS	PAGE REFERENCES
<b>VOCABULARY STRATEGIES and BREADTH of VOCABULARY (R-3)</b>	
<p><b>R-12-3</b>  <b>Shows breadth of vocabulary knowledge through demonstrating understanding of word meanings and relationships by...</b></p> <ul style="list-style-type: none"> <li>R-12-3.1 Identifying synonyms, antonyms, homonyms/homophones, shades of meaning, analogies, idioms, or word origins, including words from dialects, or other languages that have been adopted into standard English (Local)</li> </ul>	<p><b>Student Edition:</b>  73, 444, 541, 611, 735, 993, 1148, 1173, 1312  <i>Literary Element</i> 786, 789, 793  <i>Vocabulary Practice</i> 140, 169, 191, 206, 217, 336  <i>Vocabulary Tip</i> 197, 210, 316, 337, 781</p> <p><b>Teacher Wraparound Edition:</b>  DI 355; ELC 341, 365, 373, 377, 379, 507, 521, 636; LE 789, 793; SP 194, 310, 328, 536, 550, 824</p>
<ul style="list-style-type: none"> <li>R-12-3.2 Selecting appropriate words or explaining the use of words in context, including connotation or denotation, shades of meanings of words/nuances, or idioms; or use of content-specific vocabulary, words with multiple meanings, precise language, or technical vocabulary (Local)</li> </ul>	<p><b>Student Edition:</b>  207, 233, 497, 611, 689, 903, 993, 1148, 1173, 1312  <i>Vocabulary Practice</i> 668, 733, 1115, 1303  <i>Vocabulary Tip</i> 660, 726, 1110, 1296</p> <p><b>Teacher Wraparound Edition:</b>  A 233, 497, 689, 903; ELC 661, 729; SP 894</p>
<b>INITIAL UNDERSTANDING of LITERARY TEXTS (R-4.1 to R-4.3)</b>	
<p><b>R-12-4</b>  <b>Demonstrate initial understanding of elements of literary texts by...</b></p> <ul style="list-style-type: none"> <li>R-12-4.1 Identifying, describing, or making logical predictions about character (such as protagonist or antagonist), setting, problem/solution, or plots/subplots, as appropriate to text; or identifying any significant changes in character, relationships, or setting over time; or identifying rising action, climax, or falling action (Local)</li> </ul>	<p><b>Student Edition:</b>  975 #8, 1002 #5  <i>Analyzing a Professional Model</i> 1209-1211  <i>Reading Strategy</i> 369, 376, 385, 387, 438, 442, 575, 580, 584, 1123, 1128, 1133, 1137</p> <p><b>Teacher Wraparound Edition:</b>  RS 376, 385, 387, 442, 580, 584, 1128, 1133, 1137; SP 384, 968, 974</p>
<ul style="list-style-type: none"> <li>R-12-4.2 Paraphrasing or summarizing key ideas/plot, with major events sequenced, as appropriate to text (Local)</li> </ul>	<p><b>Student Edition:</b>  R21-R23  <i>Reading Strategy</i> 23, 31, 40, 44, 52, 93, 95, 103, 109, 115, 533, 536, 539</p> <p><b>Teacher Wraparound Edition:</b>  DI 27, 29, 31; RS 31, 44, 52, 95, 103, 109, 115, 536, 539; SP 44, 96</p>

STANDARDS	PAGE REFERENCES
<ul style="list-style-type: none"> <li>R-12—4.3 Generating questions before, during, and after reading to enhance understanding and recall enhance//expand understanding and/or gaining new information (Local)</li> </ul>	<p><b>Student Edition:</b>  <i>Monitoring and Modifying R21</i>  <i>Reading Strategy</i> 447, 448, 543, 545, 1243, 1244, 1245  <i>Reading Tip</i> 547</p> <p><b>Teacher Wraparound Edition:</b>  RS 448, 545, 1244, 1245</p>
<b>INITIAL UNDERSTANDING of LITERARY TEXTS (R-4 .4 to R-4.5)</b>	
<ul style="list-style-type: none"> <li>R--12—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, novels, dramatic presentations, comedies, tragedies, satires, parodies, memoirs, epistles) (Local)</li> </ul>	<p><b>Student Edition:</b>  20-21, 152-153, 208-209, 252-253, 314-315, 612-613, 1066-1067, 1276-1277  <i>Literary Element</i> 388, 404, 547, 550, 551, 834, 839, 840, 999, 1000, 1002, 1314, 1317  <i>Review</i> 991</p> <p><b>Teacher Wraparound Edition:</b>  LE 404, 550, 551, 839, 840, 1000, 1002, 1317</p>
<ul style="list-style-type: none"> <li>R—12—4.5 Identify literary devices as appropriate to genre (e.g., similes, metaphors, alliteration, rhyme scheme, onomatopoeia, imagery, repetition, flashback, foreshadowing, personification, hyperbole, symbolism, allusion, diction, syntax, bias, or point of view) (Local)</li> </ul>	<p><b>Student Edition:</b>  <i>Grammar and Style</i> 405  <i>Literary Element</i> 294, 297, 337, 343, 1107, 1109, 1268, 1270, 1328, 1330, 1332, 1338  <i>Literature Groups</i> 1339  <i>Reading Strategy</i> 1270, 1328, 1330  <i>Review</i> 404, 1338  <i>Writing About Literature</i> 1354</p> <p><b>Teacher Wraparound Edition:</b>  ELC 1321, 1329; LE 297, 1109, 1270, 1330, 1338; RS 1330; SP 1342</p>

STANDARDS	PAGE REFERENCES
<b>ANALYSIS and INTERPRETATION OF LITERARY TEXTS/CITING EVIDENCE (R-5.1 to R-5.3)</b>	
<p><b>R-12-5</b>  <b>Analyze and interpret literary elements within or across texts, citing evidence where appropriate by...</b></p> <ul style="list-style-type: none"> <li>R-12--5.1 Explaining and supporting logical predictions or logical outcomes (e.g., drawing conclusions based on interactions between characters or evolving plot) (Local)</li> </ul>	<p><b>Student Edition:</b>  <i>Reading Strategy</i> 369, 378, 385, 387, 553, 557, 559, 561, 615, 618, 620, 851, 853, 1078, 1083, 1086, 1107, 1109, 1332, 1339  <i>Reading Tip</i> 615  <b>Teacher Wraparound Edition:</b>  RS 378, 385, 387, 557, 559, 561, 620, 853, 1086, 1109, 1339; SP 554</p>
<ul style="list-style-type: none"> <li>R-12--5.2 Examining 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 (Local)</li> </ul>	<p><b>Student Edition:</b>  <i>Literary Element</i> 172, 191, 1046, 1051, 1053, 1075, 1193, 1195, 1197, 1198  <i>Reading Strategy</i> 210, 214, 217, 967, 970, 973, 976, 1305, 1307, 1310  <b>Teacher Wraparound Edition:</b>  LE 191, 1051, 1053, 1075, 1195, 1197, 1198;  RS 214, 217, 970, 973, 976, 1307, 1310; SP 972</p>
<ul style="list-style-type: none"> <li>R-12--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(s) (e.g., describing the interaction among plot/subplots, <u>theme/setting</u>, <u>symbolism/characterization</u>) (Local)</li> </ul>	<p><b>Student Edition:</b>  <i>Literary Element</i> 23, 33, 45, 52, 1305, 1307, 1310  <i>Reading Strategy</i> 1305, 1307, 1310  <i>Review</i> 530, 1075  <i>Writing About Literature</i> 1311  <b>Teacher Wraparound Edition:</b>  LE 33, 45, 52, 1307, 1310; RS 1307, 1310</p>
<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-12-5.4 Explaining how the narrator's point of view, or author's style, <u>or tone</u> is evident and affects the reader's interpretation or <u>is supported throughout the text(s)</u> (Local)</li> </ul>	<p><b>Student Edition:</b>  <i>Literary Element</i> 1069, 1073, 1075, 1345, 1348, 1353  <i>Reading Strategy</i> 940, 941, 942, 1118, 1121, 1150, 1152, 1155  <b>Teacher Wraparound Edition:</b>  LE 1073, 1075, 1348, 1353; RS 941, 942, 1121, 1152, 1155</p>
<ul style="list-style-type: none"> <li>R-12--5.5 Explaining how the author's purpose (e.g., to entertain, inform or persuade) message or theme (which may include universal themes) is supported within the text(s) (Local)</li> </ul>	<p><b>Student Edition:</b>  <i>Literary Element</i> 280, 281, 282  <i>Reading Strategy</i> 154, 158, 163, 166, 169, 854, 857, 861, 863  <b>Teacher Wraparound Edition:</b>  LE 281, 282; RS 158, 163, 166, 169, 857, 861, 863; SP 158</p>

STANDARDS	PAGE REFERENCES
<b>ANALYSIS and INTERPRETATION OF LITERARY TEXTS/CITING EVIDENCE (R-6)</b>	
<p><b>R-12-6</b>  <b>Analyze and interpret author’s craft <u>within or across texts</u>, citing evidence where appropriate by...</b></p> <ul style="list-style-type: none"> <li>R-12-6.1a. Demonstrating knowledge of author’s style or use of literary elements and devices (e.g., <u>simile, metaphor, point of view</u>, imagery, repetition, flashback, foreshadowing, personification, hyperbole, symbolism, analogize allusion, diction, syntax, genre, or bias, or use of punctuation, etc.) to analyze literary works (Local)</li> </ul>	<p><b>Student Edition:</b>  <i>Grammar and Style</i> 405  <i>Literary Element</i> 294, 297, 337, 343, 1107, 1109, 1268, 1270, 1328, 1330, 1332, 1338  <i>Literature Groups</i> 1339  <i>Reading Strategy</i> 940, 942, 1118, 1121, 1270, 1328, 1330  <i>Review</i> 404, 1338  <i>Writing About Literature</i> 448, 592, 1116, 1155, 1245, 1275, 1354</p> <p><b>Teacher Wraparound Edition:</b>  ELC 1321, 1329; LE 297, 1109, 1270, 1330, 1338; RS 942, 1121, 1330; SP 1342</p>
<ul style="list-style-type: none"> <li>R-12-6.1.b. <u>Examining author’s style or use of literary devices to convey theme</u> (Local)</li> </ul>	<p><b>Student Edition:</b>  <i>Grammar and Style</i> 405  <i>Literary Element</i> 294, 297, 337, 343, 1107, 1109, 1268, 1270, 1328, 1330, 1332, 1338  <i>Literature Groups</i> 1339  <i>Reading Strategy</i> 940, 942, 1118, 1121, 1270, 1328, 1330  <i>Review</i> 404, 1338  <i>Writing About Literature</i> 1116, 1155, 1245, 1275, 1354</p> <p><b>Teacher Wraparound Edition:</b>  ELC 1321, 1329; LE 297, 1109, 1270, 1330, 1338; RS 942, 1121, 1330; SP 1342</p>
<b>ANALYSIS and INTERPRETATION OF LITERARY TEXTS/CITING EVIDENCE (R-16)</b>	
<p><b>R-12-16</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-12-16.1 Comparing stories or other texts to related personal experience, prior knowledge, or to other books (Local)</li> </ul>	<p><b>Student Edition:</b>  <i>Connect</i> 144, 263  <i>Reading Strategy</i> 142, 197, 198, 202, 206, 266, 267, 269  <i>Wrap-Up: Comparing Literature</i> 947</p> <p><b>Teacher Wraparound Edition:</b>  DI 947; RS 198, 202, 206, 267, 269; SP 286; T 244, 699</p>
<ul style="list-style-type: none"> <li>R-12-16.2 Providing relevant details to support the connections made or judgments (interpretive, analytical, evaluative, or reflective) (Local)</li> </ul>	<p><b>Student Edition:</b>  <i>Comparing Profiles</i> 1266  <i>Reading Strategy</i> 284, 285, 288, 670, 1078, 1082, 1086, 1314, 1317</p> <p><b>Teacher Wraparound Edition:</b>  RS 285, 288, 670, 1082, 1086, 1317; SP 672, 986</p>

STANDARDS	PAGE REFERENCES
<b>INITIAL UNDERSTANDING of INFORMATIONAL TEXT (R-7.1 to R-7.2)</b>	
<p><b>R-12-7</b>  <b>Demonstrate initial understanding of informational texts (expository and practical texts) by...</b></p> <ul style="list-style-type: none"> <li>R-12-7.1 Obtaining information from text features [e.g., table of contents, glossary, index, transition words/phrases, transitional devices (including use of white space), bold or italicized text, headings, subheadings, graphic organizers, charts, graphs, or illustrations] (Local)</li> </ul>	<p><b>Student Edition:</b>  6-7, 238-239  <i>Preview the Article</i> 69, 142, 1062  <i>Reading Strategy</i> 1062  <i>Viewing the Art</i> 5, 15, 241, 251</p> <p><b>Teacher Wraparound Edition:</b>  DI 7, 239; RS 9, 241, 246, 1062; SP 6, 10, 66, 238, 242; T 6, 8, 10, 11, 69, 238, 240</p>
<ul style="list-style-type: none"> <li>R-12-7.2 Using information from the text to answer questions, <u>perform specific tasks, or solve problems</u>; to state the main/central ideas; to provide supporting details; to explain visual components supporting the text; or to interpret maps, charts, timelines, tables, or diagrams (Local)</li> </ul>	<p><b>Student Edition:</b>  6-7, 238-239  <i>Preview the Article</i> 69, 142, 1062  <i>Reading Strategy</i> 284, 288, 1062  <i>Responding and Thinking Critically</i> 72, 144, 287, 412, 647  <i>Viewing the Art</i> 5, 15, 241, 251</p> <p><b>Teacher Wraparound Edition:</b>  DI 7, 239; RS 9, 241, 246, 288, 1062; SP 6, 10, 66, 70, 238, 242; T 6, 8, 10, 11, 69, 238, 240</p>
<b>INITIAL UNDERSTANDING of INFORMATIONAL TEXT (R-7.3)</b>	
<p><b>R-12-7</b>  <b>Demonstrate initial understanding of informational texts (expository and practical texts) by...</b></p> <ul style="list-style-type: none"> <li>R-12-7.3 Organizing information to show understanding or relationships among facts, ideas, and events (e.g., representing main/central ideas or details within text through charting (including flowcharts), mapping, paraphrasing, summarizing, comparing/contrasting, outlining, or connecting information with related ideas, etc.) (Local)</li> </ul>	<p><b>Student Edition:</b>  R21-R22  <i>Foldables</i> 514  <i>Journalists' Questions</i> 481  <i>Partner Activity</i> 191, 591  <i>Plan the Plot</i> 1212  <i>Reading Tip</i> 197, 517, 533  <i>Writing About Literature</i> 192, 1294</p> <p><b>Teacher Wraparound Edition:</b>  SP 504, 506, 508, 510</p>

STANDARDS	PAGE REFERENCES
<b>INITIAL UNDERSTANDING of INFORMATIONAL TEXT (R-7.4 to R-7.5)</b>	
<p><b>R–12–7:</b>  <b>Demonstrate initial understanding of informational texts (expository and practical texts) by...</b></p> <ul style="list-style-type: none"> <li>R—12--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><b>Student Edition:</b>  <i>Journalists’ Question</i> 481  <i>Preview the Article</i> 69, 142, 410  <i>Reading Tip</i> 547  <i>Responding and Thinking Critically</i> 72, 144, 412  <i>Set a Purpose for Reading</i> 69, 142, 410  <b>Teacher Wraparound Edition:</b>  A 72, 144, 412</p>
<ul style="list-style-type: none"> <li>R--12--7.5 Identifying the characteristics of a variety of types of text (e.g., <b>reference</b> - See Appendix A for suggestions), public documents (drivers’ manuals) and discourse, essays (including literary criticisms), articles, technical manuals, editorials/commentaries, primary source documents, periodicals, job-related materials, speeches, on-line reading, documentaries; and <b>practical/functional</b> (See Appendix A for suggestions) (Local)</li> </ul>	<p><b>Student Edition:</b>  541, 612-613, R35, R42-R45  <i>Analyzing a Professional Model</i> 675-676  <i>Internet Connection</i> 657  <i>Literary Element</i> 146, 150, 388, 660, 668  <i>Secondary Source</i> 485  <i>Writing About Literature</i> 669  <b>Teacher Wraparound Edition:</b>  ELC 147, 481, 541; LE 150, 668; SP 486</p>
<b>ANALYSIS and INTERPRETATION OF INFORMATIONAL TEXTS/CITING EVIDENCE (R-8.1 to R-8.2)</b>	
<p><b>R–12–8</b>  <b>Analyze and interpret informational text (<u>which may include technical writing</u>), citing evidence as appropriate by...</b></p> <ul style="list-style-type: none"> <li>R–12–8.1 <u>Explaining connections among ideas across multiple</u> texts (Local)</li> </ul>	<p><b>Student Edition:</b>  1104 #6, 1363 #7  <i>Comparing Literature</i> 621  <i>Reading Strategy</i> 1101  <i>Wrap-Up: Comparing Literature</i> 643  <b>Teacher Wraparound Edition:</b>  A 643; SP 1102</p>
<ul style="list-style-type: none"> <li>R—12--8.2 Synthesizing and evaluating information within or across text(s) (e.g., constructing appropriate titles; or formulating assertions or controlling ideas) (Local)</li> </ul>	<p><b>Student Edition:</b>  1104 #6, 1363 #7  <i>Analyzing a Workshop Model</i> 483-486  <i>Comparing Literature</i> 621  <i>Preview the Article</i> 69, 142, 1062  <i>Reading Strategy</i> 69, 142, 644, 736, 1101  <i>Responding and Thinking Critically</i> 72, 144, 409, 1065  <i>Wrap-Up: Comparing Literature</i> 643  <b>Teacher Wraparound Edition:</b>  A 144, 409, 643, 1065; DI 144; RS 142; SP 70, 1102; T 69, 71</p>

STANDARDS	PAGE REFERENCES
<ul style="list-style-type: none"> <li>R—12--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 (Local)</li> </ul>	<p><b>Student Edition:</b>  667 #8, 902  <i>Reading Strategy</i> 284, 285, 288, 553, 557, 561, 660, 663, 668  <i>Review</i> 288, 573  <i>Writing About Literature</i> 1087</p> <p><b>Teacher Wraparound Edition:</b>  RS 285, 288, 557, 561, 663, 668; SP 554, 630</p>
<b>ANALYSIS and INTERPRETATION OF INFORMATIONAL TEXTS/CITING EVIDENCE (R-8.3 to R-8.6)</b>	
<p><b>R–12–8</b>  <b>Analyze and interpret informational text (which may include technical writing), citing evidence as appropriate by...</b></p> <ul style="list-style-type: none"> <li>R-12--8.4 <u>Critiquing author’s use of strategies to achieve intended purpose or message (e.g., to inform, explain, entertain, persuade) (Local)</u></li> </ul> <p>EXAMPLE (critique public documents): May include analysis of using anecdotes, addressing counterclaims, appealing to audience, using emotionally-laden language</p> <p>EXAMPLE (critique functional documents): May include visual appeal, logical sequences, awareness of possible reader misunderstanding</p>	<p><b>Student Edition:</b>  1173  <i>Analyzing a Professional Model</i> 675-676  <i>Literary Element</i> 1167, 1169, 1171, 1172  <i>Literary Response</i> R23-R25  <i>Reading Strategy</i> 1167, 1169, 1170, 1172  <i>Types of Appeals</i> 677  <i>Writing About Literature</i> 628, 1087</p> <p><b>Teacher Wraparound Edition:</b>  ELC 629; LE 1169, 1171, 1172; RS 1169, 1170, 1172; SP 676</p>
<ul style="list-style-type: none"> <li>R-12--8.5 Making inferences about causes and effects (Local)</li> </ul>	<p><b>Student Edition:</b>  <i>Analyzing Text Structure</i> R22  <i>Reading Check</i> 15, 509, 703, 705, 917, 1037, 1237  <i>Reading Strategy</i> 147, 148, 150, 644</p> <p><b>Teacher Wraparound Edition:</b>  RC 15, 509, 703, 705, 917, 1037, 1237; RS 148, 150</p>

STANDARDS	PAGE REFERENCES
<ul style="list-style-type: none"> <li>R-12--8.6 Evaluating the clarity and accuracy of information (e.g. consistency, effectiveness of organizational pattern, or logic of arguments) (Local)</li> </ul>	<p><b>Student Edition:</b>  1173  <i>Analyzing a Professional Model</i> 675-676  <i>Literary Element</i> 1167, 1169, 1171, 1172  <i>Literary Response</i> R23-R25  <i>Reading Strategy</i> 660, 664, 668, 1078, 1079, 1083, 1086, 1167, 1169, 1170, 1172  <i>Types of Appeals</i> 677  <i>Writing About Literature</i> 628</p> <p><b>Teacher Wraparound Edition:</b>  ELC 629; LE 1169, 1171, 1172; RS 664, 668, 1079, 1083, 1086, 1169, 1170, 1172; SP 148, 676</p>
<b>READING STRATEGIES: Strategies for Monitoring and Adjusting (R-12)</b>	
<p><b>R—12—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-12--12.1 Using a range of self-monitoring and self-correction approaches (e.g., rereading, adjusting rate, sub-vocalizing, consulting resources, questioning, using flexible note taking/mapping systems, skimming, scanning, etc.) (Local)</li> </ul>	<p><b>Student Edition:</b>  R21-R25  <i>Connect</i> 72, 412, 732, 1363  <i>Reading Strategy</i> 369, 387, 533, 539, 726, 729, 733, 985, 1090, 1092, 1259, 1261, 1332, 1335, 1339</p> <p><b>Teacher Wraparound Edition:</b>  DI 69, 385; RS 375, 379, 387, 539, 729, 1092, 1261, 1335, 1339; SP 384, 1070, 1130, 1336</p>

STANDARDS	PAGE REFERENCES
<b>READING STRATEGIES: Reading Comprehension Strategies (R-13)</b>	
<p><b>R—12—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>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); or using cues for text structures (e.g., chronological, cause/effect, compare/contrast, proposition and support) (Local)</p> <p>(See also Appendix D)</p>	<p><b>Student Edition:</b>  R21-25  <i>Reading Strategy</i> 83, 85, 88, 89, 93, 103, 109, 113, 115, 172, 174, 177, 181, 191, 260, 262, 264, 446, 448, 533, 536, 539, 543, 545, 1185, 1186, 1190, 1243, 1244, 1245, 1319, 1322, 1324  <i>Reading Tip</i> 1185</p> <p><b>Teacher Wraparound Edition:</b>  DI 181, 385; ELC 187; RS 85, 88, 89, 109, 113, 115, 174, 177, 181, 191, 262, 264, 448, 536, 539, 545, 1186, 1190, 1244, 1245, 1322, 1324; SP 136, 174, 1066</p>
<b>BREADTH OF READING: Reading Widely and Extensively (R-14)</b>	
<p><b>R—12—14</b>  <b>Demonstrates the habit of reading widely and extensively* by...</b></p> <ul style="list-style-type: none"> <li>R—12—14.1 Reading with frequency, including in-school, out-of-school, and summer reading (Local)</li> </ul>	<p>The text includes a variety of choices for in-school reading and instruction; in addition, the following references provide suggestions and guidance for out-of-school reading and study.</p> <p><b>Student Edition:</b>  228-229, 492-493, 684-685, 898-899, 1020-1021, 1218-1219, 1374-1375</p> <p><b>Teacher Wraparound Edition:</b>  SP 1374; T 1020</p>
<ul style="list-style-type: none"> <li>R—12—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>The following page references offer a small sample of the variety of authors and genres found in the text.</p> <p><b>Student Edition:</b>  69-72, 172-195, 254-258, 292-297, 622-628, 670-673, 946, 984-992, 1200-1207, 1271-1275, 1374-1375</p>
<ul style="list-style-type: none"> <li>R—12—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>  292-313, 454-463, 621-643, 875-887, 938-947, 1044-1061</p> <p><b>Teacher Wraparound Edition:</b>  A 463, 643, 887, 947, 1061; BRF 887; DI 947, 1061</p>

STANDARDS	PAGE REFERENCES
<b>BREADTH OF READING: Reading Widely and Extensively (R-17)</b>	
<p><b>R—12—17</b>  <b>Demonstrates participation in a literate community by...</b></p> <ul style="list-style-type: none"> <li>R—12—17.1 Self-selecting reading materials in line with reading ability and personal interests (Local)</li> </ul>	<p><b>Student Edition:</b>  228-229, 492-493, 684-685, 898-899, 1020-1021, 1218-1219, 1374-1375</p> <p><b>Teacher Wraparound Edition:</b>  SP 1374; T 1020</p>
<ul style="list-style-type: none"> <li>R—12—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>  1018-1019  <i>Group Activity</i> 441, 442, 935  <i>Listening and Speaking</i> 716, 1087  <i>Literature Groups</i> 592, 937  <i>Partner Activity</i> 936  <i>Performing</i> 451  <i>Revising</i> R31  <i>Speaking/Listening</i> 920</p> <p><b>Teacher Wraparound Edition:</b>  BRF 349; DI 335; LS 227; SL 920; SP 326</p>
<b>BREADTH OF READING: Reading for Research Across Content Areas (R-15)</b>	
<p><b>R—12—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—12—15.1 Identifying and evaluating potential sources of information (Local)</li> </ul>	<p><b>Student Edition:</b>  541  <i>Conducting a Broad Search</i> R36  <i>Evaluating Your Sources</i> R37  <i>Exposition</i> 487  <i>Internet Connection</i> 977, 1096, 1121, 1294  <i>Literature Online</i> 1054, 1068, 1090, 1106  <i>Using a Model</i> 1372</p> <p><b>Teacher Wraparound Edition:</b>  DI 1015; ELC 481, 541; SP 486; T 487; VS 227</p>
<ul style="list-style-type: none"> <li>R—12—15.2 Evaluating and selecting the information presented, in terms of completeness, relevance, and validity (Local)</li> </ul>	<p><b>Student Edition:</b>  1173, R24-R25  <i>Reading Strategy</i> 660, 663, 664, 668, 726, 727, 730, 733, 1078, 1082, 1086, 1167, 1169, 1172  <i>Writing About Literature</i> 828, 1087</p> <p><b>Teacher Wraparound Edition:</b>  RS 663, 664, 668, 727, 730, 733, 1082, 1086, 1169, 1172</p>

STANDARDS	PAGE REFERENCES
<ul style="list-style-type: none"> <li>R—12—15.3 Organizing, analyzing, and interpreting the information (Local)</li> </ul>	<p><b>Student Edition:</b>  1173, R24-R25  <i>Conducting a Broad Search</i> R36  <i>Gather Details</i> 891  <i>Gather Research</i> 481  <i>Make a Plan</i> 891  <i>Organize Your Argument</i> 677  <i>Reading Strategy</i> 660, 663, 664, 668, 726, 727, 730, 733, 1078, 1082, 1086, 1167, 1169, 1172  <i>Writing About Literature</i> 828, 1087</p> <p><b>Teacher Wraparound Edition:</b>  RS 663, 664, 668, 727, 730, 733, 1082, 1086, 1169, 1172</p>
<ul style="list-style-type: none"> <li>R—12—15.4 Drawing conclusions/judgments and supporting them with evidence (Local)</li> </ul>	<p><b>Student Edition:</b>  <i>Reading Strategy</i> 284, 285, 288, 369, 375, 385, 387, 670, 1078, 1082, 1086, 1314, 1317</p> <p><b>Teacher Wraparound Edition:</b>  RS 285, 288, 375, 385, 387, 670, 1082, 1086, 1317; SP 66, 672, 986</p>