



Literature

Reading with Purpose

Course 1

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STANDARDS	PAGE REFERENCES
<p>Strand 1: Reading Process</p> <p>Reading Process consists of the five critical components of reading, which are Phonemic Awareness, Phonics, Fluency, Vocabulary and Comprehension of connected text. These elements support each other and are woven together to build a solid foundation of linguistic understanding for the reader.</p>	
<p>Concept 4: Vocabulary</p> <p>Acquire and use new vocabulary in relevant contexts.</p>	
<p>PO 1. Determine the effect of affixes on root words.</p>	<p>Student Edition:</p> <p>RH2</p> <p><i>English Language Coach</i> 166, 178, 522, 538, 546, 554, 592, 596</p> <p><i>Practice the Skills</i> 181 #2, 524 #2, 527 #5, 532 #13, 541 #1, 549 #5, 556 #2, 594 #3, 790 #6</p> <p><i>Vocabulary Check</i> 177 #16, 537 #16, 543 #12, 553 #18</p> <p>Teacher Wraparound Edition:</p> <p>ELC 274, 890; LC 122; V 428</p>

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<p>PO 2. Use context to identify the meaning of unfamiliar words (e.g., definition, example, restatement, synonym, contrast).</p>	<p>Student Edition: RH1-RH2, R43 <i>English Language Coach</i> 166, 178, 496, 508, 554 #3, 708, 784 <i>Practice the Skills</i> 181 #2, 527 #5, 556 #2, 631 #7, 790 #6, 794 #14, 806 #1, 809 #8 <i>Vocabulary Check</i> 803 #18 Teacher Wraparound Edition: V 588</p>
<p>PO 3. Use context to identify the intended meaning of words with multiple meanings (e.g., definition, example, restatement, or contrast).</p>	<p>Student Edition: <i>English Language Coach</i> 32, 40, 50, 56 <i>Practice the Skills</i> 59 #4 <i>Skills and Strategies Assessment</i> 112 #6-#8 Teacher Wraparound Edition: ELC 201; LC 106</p>
<p>PO 4. Determine the meaning of figurative language, including similes, metaphors, personification, and idioms in prose and poetry.</p>	<p>Student Edition: <i>Active Reading Model</i> 375 #2 <i>Comparing Literature Workshop</i> 458-459 <i>Genre Focus</i> 374 <i>Practice the Skills</i> 446 #4, 455 #5, 461 #1, 463 #1-#3, 465 #4, 976 #2, 988 #1, 989 #3, 991 #5 <i>Skills Preview</i> 443, 451 <i>Skills Review</i> 449, 457 Teacher Wraparound Edition: LE 454, 464; LFL 132, 135, 160, 810</p>
<p>PO 5. <i>Identify the meanings, pronunciations, syllabication, synonyms, antonyms, and parts of speech of words, by using a variety of reference aids, including dictionaries, thesauri, glossaries, and CD-ROM and the Internet when available.</i></p>	<p>Student Edition: RH3-RH4 <i>English Language Coach</i> 10, 18, 56, 70, 76, 86, 732 <i>Practice the Skills</i> 59 #4, 72 #3, 79 #2, 89 #3, 95 #4-#5, 97 #7, 181 #2, 790 #6 <i>Vocabulary Check</i> 47 #16, 561 #18, 803 #18 Teacher Wraparound Edition: ELC 86, 190; LC 104</p>

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<p>Concept 5: Fluency Read fluently.</p>	
<p>PO 1. Read from a variety of genres with accuracy, automaticity (immediate recognition), and prosody (expression).</p>	<p>Students are given multiple opportunities to practice reading fluency, including automaticity and prosody. See the following page references.</p> <p>Student Edition: RH5 <i>Listening, Speaking, and Viewing</i> 439, 565, 869</p> <p>Teacher Wraparound Edition: ELC 375; RF 8, 81, 91, 115, 139, 214, 222, 264, 275, 292, 328, 340, 349, 371, 407, 447, 461, 481, 486, 500, 539, 571, 578, 593, 615, 638, 793</p>
<p>Concept 6: Comprehension Strategies Employ strategies to comprehend text.</p>	
<p>PO 1. Predict text content using prior knowledge and text features (e.g., illustrations, titles, topic sentences, key words).</p>	<p>Student Edition: RH10 <i>Active Reading Model</i> 121 #4, 122 #6, 622 #6 <i>Genre Focus</i> 118, 618 <i>Practice the Skills</i> 168 #1, 173 #8, 174 #9, 181 #1, 549 #2, 710 #1, 712 #4, 713 #6, 714 #7 <i>Reading Workshop</i> 164-165, 706-707, 1036-1037 <i>Skills Preview</i> 167, 179, 709, 733 <i>Skills Review</i> 177, 183, 743</p> <p>Teacher Wraparound Edition: 164A, 706A; RS 621</p>
<p>PO 2. Confirm predictions about text for accuracy.</p>	<p>Student Edition: RH10 <i>Active Reading Model</i> 935 #8 <i>Practice the Skills</i> 1040 #1, 1041 #3, 1042 #4, 1045 #9, 1046 #10, 1053 #2 <i>Reading Workshop</i> 1036-1037 <i>Skills Preview</i> 1039, 1051 <i>Skills Review</i> 553, 995, 1049, 1055</p> <p>Teacher Wraparound Edition: RS 227, 241, 244</p>

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<p><i>PO 3. Generate clarifying questions in order to comprehend text.</i></p>	<p>Student Edition: RH11 <i>Active Reading Model</i> 120 #2, 121 #5 <i>Genre Focus</i> 118 <i>Practice the Skills</i> 192 #1, 193 #3, 201 #4, 202 #6, 204 #8, 205 #11, 452 #1, 453 #3 <i>Reading Workshop</i> 188-189 <i>Skills Preview</i> 191, 197 <i>Skills Review</i> 195, 207 Teacher Wraparound Edition: 188A; DI 192; RS 119, 198, 203</p>
<p><i>PO 4. Use graphic organizers in order to clarify the meaning of the text.</i></p>	<p>Student Edition: <i>Comparing Literature Workshop</i> 84-85, 208-209, 336-337, 458-459, 744-745 <i>Reading Across Texts Workshop</i> 586-587, 894-895, 1056-1057 <i>Wrap-Up</i> 100, 101, 599, 759, 911, 1073 <i>Writing: Compare the Literature</i> 235 <i>Writing Workshop</i> 278-279 Teacher Wraparound Edition: 26A; DI 142; W 65, 517, 815</p>
<p><i>PO 5. Connect information and events in text to experience and to related text and sources.</i></p>	<p>Student Edition: RH9 <i>Active Reading Model</i> 119 #1, 619 #1 <i>Genre Focus</i> 618 <i>Practice the Skills</i> 130 #2, 132 #4, 628 #1, 629 #4, 630 #5 <i>Reading Workshop</i> 126-127, 624-625 <i>Skills Preview</i> 129, 627, 635 <i>Skills Review</i> 141, 335, 633, 641 Teacher Wraparound Edition: 126A, 624A; T 48; RS 134, 147</p>

STANDARDS	PAGE REFERENCES
<p>PO 6. Apply knowledge of the organizational structures (e.g., chronological order, time-sequence order, cause and effect relationships) of text to aid comprehension.</p>	<p>Student Edition: RH16-RH17 <i>Active Reading Model</i> 125 #10, 259 #7 <i>Practice the Skills</i> 169 #3, 172 #6, 181 #3, 322 #2, 323 #3, 559 #6, 589 #1, 590 #2, 591 #3-#4, 593 #1, 594 #2, 595 #5 <i>Reading Workshop</i> 318-319, 520-521, 544-545 <i>Skills Preview</i> 167, 179, 555 <i>Skills Review</i> 177, 183, 325, 561 Teacher Wraparound Edition: 318A, 520A, 544A</p>
<p>PO 7. Use reading strategies (e.g., drawing conclusions, determining cause and effect, making inferences, sequencing) to comprehend text.</p>	<p>Student Edition: RH13, RH14 <i>After You Read</i> 312 #4, 506 #5 <i>Practice the Skills</i> 308 #1, 309 #3, 310 #5, 499 #4, 504 #10, 505 #12 <i>Reading Workshop</i> 298-299, 494-495 <i>Skills Preview</i> 307, 497 <i>Skills Review</i> 313, 507 Teacher Wraparound Edition: 494A; RS 258, 311, 498, 501, 502, 503</p>
<p>Strand 2: Comprehending Literary Text Comprehending Literary Text identifies the comprehension strategies that are specific in the study of a variety of literature.</p>	
<p>Concept 1: Elements of Literature Identify, analyze, and apply knowledge of the structures and elements of literature.</p>	
<p>PO 1. Describe the plot and its components (e.g., main events, conflict, rising action, climax, falling action, resolution).</p>	<p>Student Edition: <i>Active Reading Model</i> 488 #6, 493 #13 <i>Practice the Skills</i> 548 #1, 550 #8, 551 #11-#12, 806 #2, 807 #4, 808 #5, 810 #9, 811 #11 <i>Skills Preview</i> 547, 805 <i>Skills Review</i> 553, 813 Teacher Wraparound Edition: DI 682; LE 600, 603, 607</p>

STANDARDS	PAGE REFERENCES
<p>PO 2. Identify the theme in works of prose, poetry, and drama.</p>	<p>Student Edition: <i>Active Reading Model</i> 7 #6, 303 #4 <i>Before You Read</i> 320 <i>Genre Focus</i> 5 <i>Listening, Speaking, and Viewing</i> 67 <i>Practice the Skills</i> 80 #3, 286 #2, 322 #1, 323 #4, 513 #6 <i>Skills Preview</i> 77, 285, 509 <i>Skills Review</i> 83, 289, 515 Teacher Wraparound Edition: LE 302, 303, 343; LFL 154, 320; RS 265</p>
<p>PO 3. Describe the motivations of major and minor characters.</p>	<p>Student Edition: <i>Comparing Literature Workshop</i> 208-209, 235 <i>Critical Thinking</i> 194 <i>Practice the Skills</i> 216 #7-#8, 217 #9, 218 #10, 219 #11, 224 #4-#5, 226 #7, 227 #9, 228 #10, 230 #11, 231 #13, 329 #3 <i>Skills Review</i> 195, 207 Teacher Wraparound Edition: CT 217, 232; DI 224; LE 212, 213; TE 200</p>
<p>PO 4. Identify the narrative point of view (e.g., first person, third person, omniscient) in a literary selection.</p>	<p>Student Edition: <i>Active Reading Model</i> 124 #8 <i>Genre Focus</i> 118 <i>Practice the Skills</i> 150 #1, 152 #3, 153 #5, 161 #2, 386 #1, 415 #6, 430 #1, 824 #5 <i>Skills Preview</i> 149, 385, 411, 429, 821 <i>Skills Review</i> 159, 163, 419, 435 Teacher Wraparound Edition: LE 350; LFL 572</p>
<p>PO 5. Analyze the influence of setting (e.g., time of day or year, historical period, place, situation) on the problem and resolution.</p>	<p>Student Edition: <i>Genre Focus</i> 930 <i>Practice the Skills</i> 712 #3, 716 #8, 717 #9, 723 #17, 734 #1, 736 #4, 738 #7, 741 #10 <i>Skills Preview</i> 709, 733 <i>Skills Review</i> 731, 743 Teacher Wraparound Edition: LFL 94, 659</p>

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<p>PO 6. Draw conclusions about the style, mood, and meaning of literary text based on the author's word choice.</p>	<p>Student Edition: <i>Comparing Literature Workshop</i> 336-337, 355 <i>Practice the Skills</i> 271 #2, 273 #4, 275 #7, 329 #2-#3, 342 #6, 344 #9-#10, 345 #11, 347 #1-#2, 348 #3 <i>Skills Preview</i> 269, 327 <i>Skills Review</i> 277, 335 Teacher Wraparound Edition: LE 272, 331, 332; LFL 353</p>
<p>PO 7. Identify the characteristics and structural elements of poetry (e.g., stanza, verse, rhyme scheme, line breaks, alliteration, consonance, assonance, rhythm, repetition, figurative language).</p>	<p>Student Edition: <i>Active Reading Model</i> 375 <i>Genre Focus</i> 374 <i>Practice the Skills</i> 381 #3, 407 #3, 424 #2 <i>Skills Preview</i> 379, 405, 423 <i>Skills Review</i> 383, 409, 427 <i>Standardized Test Practice</i> 476 Teacher Wraparound Edition: LE 380, 406, 461, 463, 471, 472; LFL 472; RF 1075</p>
<p>PO 8. Identify various genres of fiction (e.g., mysteries, science fiction, historical fiction, adventures, fantasies, fables, myths) based upon their characteristics.</p>	<p>Student Edition: R10-R16 <i>Active Reading Model</i> 375 #3-#4 <i>Genre Focus</i> 374, 484, 618, 776, 930 <i>Get Ready to Read</i> 746-747, 750 <i>Practice the Skills</i> 381 #3, 748 #1-#2, 749 #3-#4, 753 #4-#7, 754 #8, 755 #9 <i>Skills Preview</i> 138, 379, 627 <i>Skills Review</i> 141, 383, 633 Teacher Wraparound Edition: LFL 974</p>

STANDARDS	PAGE REFERENCES
<p>Concept 2: Historical and Cultural Aspects of Literature Recognize and apply knowledge of the historical and cultural aspects of American, British, and world literature.</p>	
<p>PO 1. Describe the historical and cultural aspects found in cross-cultural works of literature.</p>	<p>Student Edition: <i>Active Reading Model</i> 623 #9 <i>After You Read</i> 206, 828 <i>Genre Focus</i> 618 <i>Get Ready to Read</i> 385, 746-747, 785 <i>Practice the Skills</i> 654 #5-#6, 660 #1-#2, 664 #6, 665 #8, 738 #7, 794 #12-#13, 800 #21 <i>Skills Preview</i> 649, 659, 733 <i>Skills Review</i> 633, 657, 669</p>
<p>PO 2. Identify common structures and stylistic elements in literature, folklore, and myths from a variety of cultures.</p>	<p>Student Edition: <i>After You Read</i> 640, 656, 668 <i>Genre Focus</i> 618 <i>Get Ready to Read</i> 746-747 <i>Practice the Skills</i> 636 #2, 664 #6 <i>Skills Preview</i> 627, 635, 673 <i>Skills Review</i> 633, 641, 857 <i>Write About Your Reading</i> 684 Teacher Wraparound Edition: LE 629, 639, 649, 653, 667, 693; LFL 444, 621</p>
<p>Strand 3: Comprehending Informational Text Comprehending Informational Text delineates specific and unique skills that are required to understand the wide array of informational text that is a part of our day-to-day experiences.</p>	
<p>Concept 1: Expository Text Identify, analyze, and apply knowledge of the purpose, structures, and elements of expository text.</p>	
<p>PO 1. Restate the main idea (explicit or implicit) and supporting details in expository text.</p>	<p>Student Edition: <i>Active Reading Model</i> 6 #4, 778 #3 <i>Genre Focus</i> 776 <i>Practice the Skills</i> 264 #2 <i>Reading Workshop</i> 68-69 Teacher Wraparound Edition: 68A; DI 173; LFL 738; RS 897, 899</p>

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<p>PO 2. Summarize the main idea and critical details of expository text, maintaining chronological or logical order.</p>	<p>Student Edition: RH12, RH19 <i>Reading Workshop</i> 566-567 <i>Skills Preview</i> 569 <i>Skills Review</i> 207 <i>Write About Your Reading</i> 54, 324 <i>Writing Workshop</i> 26-28, 64-66 Teacher Wraparound Edition: 26A, 26B, 566A; RRW 27</p>
<p>PO 3. Distinguish fact from opinion in expository text, providing supporting evidence from text.</p>	<p>Student Edition: <i>Active Reading Model</i> 257 #2, 264 #1, 265 #6, 270 #1, 273 #5 <i>Genre Focus</i> 256 <i>Listening, Speaking, and Viewing</i> 67 <i>Reading Workshop</i> 260-261 <i>Skills Preview</i> 263, 269 <i>Skills Review</i> 267, 277 Teacher Wraparound Edition: 260A; RS 271, 274</p>
<p>PO 4. Identify the author's stated or implied purpose(s) for writing expository text.</p>	<p>Student Edition: <i>Active Reading Model</i> 7 #6, 303 #4 <i>Before You Read</i> 320 <i>Genre Focus</i> 5 <i>Practice the Skills</i> 323 #4, 513 #6 <i>Skills Preview</i> 321, 509 <i>Skills Review</i> 515 Teacher Wraparound Edition: LE 302, 303; LFL 320; RS 265</p>
<p>PO 5. Locate specific information by using organizational features (e.g., table of contents, headings, captions, bold print, italics, glossaries, indices, key/guide words, topic sentences, concluding sentences) of expository text. <i>(Connected to Research Strand in Writing)</i></p>	<p>Student Edition: RH18 <i>Genre Focus</i> 4-5 <i>Practice the Skills</i> 12 #1, 13 #3, 14 #4, 15 #6, 20 #1, 22 #5, 34 #1, 42 #1, 45 #5 <i>Skills Preview</i> 11, 19, 33, 41, 555 <i>Skills Review</i> 17, 25, 39, 47 Teacher Wraparound Edition: LFL 5; TE 21</p>

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<p>PO 6. Locate appropriate print and electronic reference sources (e.g., encyclopedia, atlas, almanac, dictionary, thesaurus, periodical, CD-ROM, website) for a specific purpose. (<u>Connected to Research Strand in Writing</u>)</p>	<p>Student Edition: R21 <i>Listening, Speaking, and Viewing</i> 869 <i>Wrap-Up</i> 101 Teacher Wraparound Edition: DI 41, 43, 78, 148, 156, 240, 899, 1068; LFL 174; RRW 21, 23, 57, 60, 79, 88, 124, 127, 239, 443, 705</p>
<p>PO 7. Interpret graphic features (e.g., charts, maps, diagrams, illustrations, tables, timelines, graphs) of expository text. (<u>Connected to Research Strand in Writing</u>)</p>	<p>Student Edition: RH18 <i>Active Reading Model</i> 6 #4 <i>Analyzing the Graphic</i> 36 <i>Practice the Skills</i> 14 #4, 15 #6, 22 #5, 53 #2 <i>Reading Workshop</i> 48-49 <i>Skills Preview</i> 19, 57 <i>Skills Review</i> 25, 183 <i>Skills and Strategies Assessment</i> 111 Teacher Wraparound Edition: DI 179, 181, 271, 877, 1059; RS 52; TE 180; VG 23</p>
<p>PO 8. Identify the organizational structures (e.g., chronological order, comparison and contrast, cause and effect relationships, logical order) of expository text.</p>	<p>Student Edition: RH16-RH17 <i>Active Reading Model</i> 125 #10, 259 #7 <i>Practice the Skills</i> 169 #3, 172 #6, 181 #3, 322 #2, 323 #3, 559 #6, 589 #1, 590 #2, 591 #3-#4, 593 #1, 594 #2, 595 #5 <i>Reading Workshop</i> 318-319, 520-521, 544-545 <i>Skills Preview</i> 167, 179, 555 <i>Skills Review</i> 177, 183, 325, 561 Teacher Wraparound Edition: 318A, 520A, 544A</p>
<p>PO 9. Draw valid conclusions about expository text, supported by text evidence.</p>	<p>Student Edition: RH14 <i>After You Read</i> 182 #5, 324 #5, 742 #5, 864 #6 <i>Reading/Critical Thinking</i> 909 #13, 1071 #11 <i>Reading Workshop</i> 494-495 Teacher Wraparound Edition: 494A</p>

STANDARDS	PAGE REFERENCES
<p>Concept 2: Functional Text Identify, analyze, and apply knowledge of the purpose, structures, clarity, and relevancy of functional text.</p>	
<p>PO 1. Use information from text and text features to determine the sequence of activities needed to carry out a procedure.</p>	<p>Student Edition: <i>After You Read</i> 54 <i>Practice the Skills</i> 52 #1, 53 #2, #4 <i>Reading Workshop</i> 49 <i>Skills Preview</i> 51, 57 <i>Skills Review</i> 55 Teacher Wraparound Edition: DI 93; RF 52</p>
<p>PO 2. Identify the text features (e.g., directions, legend, illustrations, diagram, sequence, bold face print, headings) of functional text.</p>	<p>Student Edition: RH18 <i>Genre Focus</i> 4-5 <i>Listening, Speaking, and Viewing</i> 67 <i>Practice the Skills</i> 12 #1, 13 #3, 14 #4, 15 #6, 20 #1, 22 #5, 34 #1, 42 #1, 45 #5 <i>Skills Preview</i> 11, 19, 33, 41 <i>Skills Review</i> 17, 25, 39, 47 Teacher Wraparound Edition: LFL 5; TE 21</p>
<p>PO 3. Interpret details from functional text for a specific purpose (e.g., to follow directions, to solve a problem, to perform a procedure, to answer questions).</p>	<p>Student Edition: 52-53 <i>After You Read</i> 24, 54 <i>Skills Preview</i> 11, 19, 51, 285, 451 <i>Skills Review</i> 25, 55, 289 Teacher Wraparound Edition: DI 35, 37, 286; RF 34</p>

STANDARDS	PAGE REFERENCES
<p>Concept 3: Persuasive Text Explain basic elements of argument in text and their relationship to the author's purpose and use of persuasive strategies.</p>	
<p>PO 1. Determine the author's specific purpose for writing the persuasive text.</p>	<p>Student Edition: RH15 <i>Active Reading Model</i> 258 #4, 259 #7 <i>After You Read</i> 266, 324 #6 <i>Practice the Skills</i> 264 #1, 275 #7, 294 #5, 323 #4 <i>Skills Preview</i> 263, 285, 291, 321 <i>Skills Review</i> 267, 277, 305, 325 Teacher Wraparound Edition: BQ 156; LE 302, 303, 343; LFL 154, 320; RS 265</p>
<p>PO 2. Identify the facts and details that support the author's argument regarding a particular idea, subject, concept, or object.</p>	<p>Student Edition: RH11 <i>Practice the Skills</i> 72 #1, 78 #1, 81 #4 <i>Reading Workshop</i> 818-819 <i>Skills Preview</i> 71, 77 <i>Skills Review</i> 75, 83, 267, 297, 305, 325 Teacher Wraparound Edition: RS 916, 919</p>
<p>PO 3. Describe the intended effect of persuasive strategies and propaganda techniques (e.g., bandwagon, peer pressure, repetition, testimonial, transfer, loaded words) that an author uses.</p>	<p>Student Edition: <i>After You Read</i> 296 <i>Active Reading Model</i> 257 #3 <i>Before You Read</i> 320 <i>Listening, Speaking, and Viewing</i> 67 <i>Practice the Skills</i> 286 #2-#3, 287 #5-#6, 293 #3, 303 #4, 322 #1, 323 #4 <i>Skills Preview</i> 285, 291, 301, 321 <i>Skills Review</i> 267, 289, 297, 305, 325 Teacher Wraparound Edition: ELC 307; LE 259, 322; LFL 256, 259, 265, 287, 320; RF 292</p>