



Literature

Reading with Purpose

Course 3

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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><i>PO 1. Determine the meaning of vocabulary using linguistic roots and affixes (e.g., Greek, Anglo-Saxon, Latin).</i></p>	<p>Student Edition: RH2 <i>English Language Coach</i> 586, 594, 606, 620, 636, 652 <i>Practice the Skills</i> 589 #1, 591 #7, 596 #1, 598 #4, 599 #8, 609 #3, 612 #7, 624 #4, 639 #3, 655 #2, 681 #11 <i>Vocabulary Check</i> 593, 603, 619, 661</p> <p>Teacher Wraparound Edition: ELC 49, 86, 394; LC 395, 601; V 32, 184</p>
<p><i>PO 2. Use context to identify the intended meaning of unfamiliar words (e.g., definition, example, restatement, synonym, contrast).</i></p>	<p>Student Edition: <i>English Language Coach</i> 16, 30, 44, 54, 64, 76, 118, 123 <i>Practice the Skills</i> 21 #6, 23 #9, 33 #3, 48 #5, 50 #8, 56 #2, 57 #4, 69 #4, 82 #5, 121 #4, 125 #2, 127 #5</p> <p>Teacher Wraparound Edition: ELC 80</p>

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<p>PO 3. Use context to identify the meaning of words with multiple meanings (e.g., definition, example, restatement, contrast).</p>	<p>Student Edition: <i>English Language Coach</i> 298, 310, 324, 330, 338, 356, 406, 418 <i>Practice the Skills</i> 342 #4, 344 #6, 345 #7, 364 #12, 376 #24, 408 #3, 415 #3 Teacher Wraparound Edition: LC 351</p>
<p>PO 4. Determine the meaning of figurative language, including similes, metaphors, personification, idioms, hyperbole, and technical language.</p>	<p>Student Edition: <i>Genre Focus</i> 446 <i>Practice the Skills</i> 472 #1, 473 #1, 850 #2, 851 #4, 857 #1, 882 #1, 893 #1, 894 #2, 895 #4, 896 #5, 897 #6, 902 #16, 903 #18, 1137 #1 <i>Skills Preview</i> 471, 849, 1135 <i>Skills Review</i> 475, 859, 1139</p>
<p>PO 5. 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.</p>	<p>Student Edition: RH3-RH4 <i>English Language Coach</i> 162, 170, 298, 310, 324, 388, 398, 620, 824 <i>Practice the Skills</i> 259 #1, 272 #6, 838 #18 <i>Vocabulary Check</i> 315, 329 Teacher Wraparound Edition: RF 243</p>
<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. Student Edition: RH5 <i>Listening, Speaking, and Viewing</i> 499, 871 Teacher Wraparound Edition: ELC 83; RF 1, 15, 19, 43, 48, 72, 89, 147, 156, 167, 189, 199, 209, 225, 261, 271, 273, 443</p>

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<p>Concept 6: Comprehension Strategies Employ strategies to comprehend text.</p>	
<p><i>PO 1. Predict text content using prior knowledge and text features (e.g., illustrations, titles, topic sentences, key words).</i></p>	<p>Student Edition: RH10 <i>Active Reading Model</i> 152 #3, 156 #7, 157 #8 <i>Genre Focus</i> 150 <i>Practice the Skills</i> 208 #1, 210 #4, 211 #6, 212 #7, 214 #9, 220 #1, 223 #5, 225 #8, 226 #9, 228 #13, 243 #4, 373 #21 <i>Reading Workshop</i> 204-205, 604-605 <i>Skills Preview</i> 207, 219 Teacher Wraparound Edition: 204A; RS 346, 347</p>
<p><i>PO 2. Confirm predictions about text for accuracy.</i></p>	<p>Student Edition: <i>Active Reading Model</i> 552 #10 <i>Practice the Skills</i> 222 #3, 230 #14, 359 #2, 360 #3, #5, 612 #6 <i>Reading Workshop</i> 604-605 <i>Skills Review</i> 217, 233, 627 Teacher Wraparound Edition: 204A</p>
<p><i>PO 3. Generate clarifying questions in order to comprehend text.</i></p>	<p>Student Edition: RH11 <i>Active Reading Model</i> 552 #11, 553 #13, 928 #3 <i>Genre Focus</i> 546 <i>Practice the Skills</i> 588 #1, 590 #6, 597 #3, 600 #9-#10 <i>Reading Workshop</i> 584-585, 956-957 <i>Skills Preview</i> 587, 595, 959, 967 <i>Skills Review</i> 593, 603, 965, 975 Teacher Wraparound Edition: 584A, 956A; RS 598</p>

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<p><i>PO 4. Use graphic organizers in order to clarify the meaning of the text.</i></p>	<p>Student Edition: RH7 <i>Comparing Literature Workshop</i> 116-117, 256-257, 662-663, 890-891 <i>Reading Across Texts Workshop</i> 404-405, 516-517, 1018-1019, 1152-1153 <i>Reading Workshop</i> 63, 977 <i>Skills Review</i> 29, 177, 975 <i>Talk About Your Reading</i> 506, 570 <i>Write About Your Reading</i> 192</p> <p>Teacher Wraparound Edition: DI 82, 294, 301, 343; LFL 170, 184</p>
<p><i>PO 5. Connect information and events in text to experience and to related text and sources.</i></p>	<p>Student Edition: RH8 <i>Active Reading Model</i> 5 #2, 6 #5, 9 #8, 10 #9 <i>Genre Focus</i> 4, 926 <i>Practice the Skills</i> 18 #1, 20 #3, 23 #8, 24 #10, 26 #12, 27 #13, 81 #4, 83 #6 <i>Reading Workshop</i> 14-15 <i>Skills Preview</i> 17, 31 <i>Skills Review</i> 29, 37</p> <p>Teacher Wraparound Edition: 14A; RS 47</p>
<p><i>PO 6. Apply knowledge of the organizational structures (e.g., chronological order, compare and contrast, cause and effect relationships, logical order, by classification) of text to aid comprehension.</i></p>	<p>Student Edition: RH16-RH17 <i>Practice the Skills</i> 102 #4, 103 #5-#6, 250 #1, 341 #2, 350 #14, 352 #16, 353 #17, 358 #1, 361 #7, 364 #11 <i>Reading Workshop</i> 336-337 <i>Skills Preview</i> 99, 249, 339, 357 <i>Skills Review</i> 105, 255, 355, 379</p>
<p><i>PO 7. Use reading strategies (e.g., drawing conclusions, determining cause and effect, making inferences, sequencing) to interpret text.</i></p>	<p>Student Edition: RH13, RH14, RH16-RH17 <i>Practice the Skills</i> 187 #2, 776 #15 <i>Reading Workshop</i> 182-183, 634-635, 732-733, 1086-1087 <i>Skills Preview</i> 185, 195, 637, 653, 735, 765, 1089 <i>Skills Review</i> 193, 203, 651, 661, 763, 789, 1095</p>

STANDARDS	PAGE REFERENCES
<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><i>PO 1. Analyze plot development (e.g., conflict, subplots, parallel episodes) to determine how conflicts are resolved.</i></p>	<p>Student Edition: <i>Active Reading Model</i> 159 #10, 555 #16 <i>Practice the Skills</i> 197 #2-#3, 198 #5, 199 #7, 201 #10-#11, 596 #2, 598 #6, 600 #11, 601 #12, 1011 #5, 1015 #10 <i>Skills Preview</i> 195, 207, 595, 1007 <i>Skills Review</i> 203, 217, 603, 1017 Teacher Wraparound Edition: LE 196, 200</p>
<p><i>PO 2. Compare (and contrast) themes across works of prose, poetry, and drama.</i></p>	<p>Student Edition: <i>Comparing Literature Workshop</i> 256-257, 275 <i>Practice the Skills</i> 260 #2, 262 #4, 263 #5, 265 #7, 266 #8, 269 #2, 270 #3, 271 #4, 273 #7 Teacher Wraparound Edition: 256A</p>
<p><i>PO 3. Describe a character, based upon the thoughts, words, and actions of the character, the narrator's description, and other characters.</i></p>	<p>Student Edition: <i>Active Reading Model</i> 547 #1, 549 #5, 557 #18 <i>Comparing Literature Workshop</i> 662-663, 685 <i>Genre Focus</i> 546 <i>Practice the Skills</i> 563 #3, 566 #8, 567 #10, 665 #1-#2, 666 #3-#4, 667 #5, 668 #6-#7, 670 #10, 671 #11, 682 #13, 683 #14 <i>Skills Preview</i> 561 <i>Skills Review</i> 571 Teacher Wraparound Edition: 662A</p>
<p><i>PO 4. Contrast points of view (e.g., first vs. third, limited vs. omniscient) in literary text.</i></p>	<p>Student Edition: <i>Active Reading Model</i> 6 #4 <i>Practice the Skills</i> 46 #1, 47 #3-#4, 49 #6, 57 #3, 968 #1, 969 #4 <i>Skills Preview</i> 45, 55, 967 <i>Skills Review</i> 53, 61, 975 Teacher Wraparound Edition: LE 48; LFL 414, 1124</p>

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<p>PO 5. Analyze the relevance of the setting (e.g., time, place, situation) to the mood and tone of the text.</p>	<p>Student Edition: <i>Practice the Skills</i> 641 #6, 644 #12, 842 #24 <i>Skills Preview</i> 637, 881 <i>Skills Review</i> 651</p>
<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>Active Reading Model</i> 1060 #8 <i>Genre Focus</i> 1056 <i>Practice the Skills</i> 221 #2, 224 #7, 228 #12, 231 #15, 836 #15, 1098 #1 <i>Skills Preview</i> 219, 1097 <i>Skills Review</i> 233, 1101, 1139 Teacher Wraparound Edition: DI 1062; LE 220, 223, 230, 1155; LFL 191</p>
<p>PO 7. Analyze the characteristics and structural elements (essential attributes) of a variety of poetic forms (e.g., epic, lyric, sonnet, ballad, elegy, haiku, free verse).</p>	<p>Student Edition: <i>Get Ready to Read</i> 503 <i>Practice the Skills</i> 190 #5, 453 #1, 479 #3, 504 #1-#4, 505 #5 <i>Skills Preview</i> 185, 399, 451, 477, 1135 <i>Skills Review</i> 193, 455, 481, 507 Teacher Wraparound Edition: LE 186; LFL 312, 446, 470, 532, 874</p>
<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> 1057 #1, 1062 #10 <i>Genre Focus</i> 1056 <i>Practice the Skills</i> 108 #1, 110 #3, 113 #7, 1107 #5, 1109 #8, 1117 #4 <i>Skills Preview</i> 107, 1105 <i>Skills Review</i> 115, 1111, 1127 Teacher Wraparound Edition: 1064A; LE 1062, 1063, 1106, 1108, 1114, 1118; LFL 180, 1058</p>

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<p>PO 2. Identify common structures and stylistic elements in literature, folklore, and myths from a variety of cultures.</p>	<p>Student Edition: <i>Genre Focus</i> 150 <i>Get Ready to Read</i> 195, 241 <i>Practice the Skills</i> 166 #5, 172 #1 <i>Skills Preview</i> 163, 171 <i>Skills Review</i> 169, 177</p> <p>Teacher Wraparound Edition: 256A; LFL 112, 180, 206, 215, 240</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: RH11, RH12 <i>Active Reading Model</i> 294 #4, 1060 #6 <i>Genre Focus</i> 292, 1056 <i>Practice the Skills</i> 390 #2, 391 #3, 393 #6, 395 #10, 850 #1, 1106 #1, 1107 #4 <i>Reading Workshop</i> 386-387, 1102-1103 <i>Skills Preview</i> 389, 1105 <i>Skills Review</i> 397, 859, 1111</p> <p>Teacher Wraparound Edition: 386A, 1102A; LFL 849; RS 392</p>
<p>PO 2. Summarize the main idea (stated or implied) and critical details of expository text, maintaining chronological, sequential, or logical order.</p>	<p>Student Edition: RH12 <i>After You Read</i> 60 #4, 74 #3, 114 #3, 176 #3, 232 #3, 254 #3, 308 #3, 328 #3, 514 #3, 578 #3, 660 #2, 866 #3, 888 #3, 990 #3 <i>Practice the Skills</i> 850 #1 <i>Reading Workshop</i> 846-847 <i>Skills Preview</i> 849 <i>Skills Review</i> 867 <i>Writing Workshop</i> 318</p> <p>Teacher Wraparound Edition: 846A; RRW 1154; RS 862</p>

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<p><i>PO 3. Distinguish fact from opinion in expository text, providing supporting evidence from text.</i></p>	<p>Student Edition: RH14, R47 <i>Active Reading Model</i> 927 #2 <i>Practice the Skills</i> 934 #1, 935 #2, 939 #8, 946 #3, 947 #4 <i>Reading Workshop</i> 930-931 <i>Skills Preview</i> 933, 943 <i>Skills Review</i> 941, 951 Teacher Wraparound Edition: 930A; DI 1031; RS 936, 937, 938, 945</p>
<p><i>PO 4. Identify the author's stated or implied purpose(s) for writing expository text.</i></p>	<p>Student Edition: <i>Active Reading Model</i> 13 #13 <i>Genre Focus</i> 4, 1056 <i>Practice the Skills</i> 111 #4, 1156 #3, 1160 #11, 1162 #2, 1165 #9 <i>Reading Workshop</i> 96-97, 1132-1133 <i>Skills Preview</i> 107 <i>Skills Review</i> 115 Teacher Wraparound Edition: 96A; LE 112; LFL 1088; RS 302</p>
<p><i>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, end notes, footnotes, bibliographic references) in expository text. (Connected to Research Strand in Writing)</i></p>	<p>Student Edition: RH18 <i>Active Reading Model</i> 293 #1 <i>Practice the Skills</i> 32 #1, 34 #4, 79 #2, 86 #9, 300 #1 <i>Skills Preview</i> 31, 77, 171, 325, 331 <i>Skills Review</i> 37, 91, 515 Teacher Wraparound Edition: LFL 322, 510; TE 82, 88, 574, 625</p>
<p><i>PO 6. Locate appropriate print and electronic reference sources (e.g., encyclopedia, atlas, almanac, dictionary, thesaurus, periodical, CD-ROM, website) for a specific purpose. (Connected to Research Strand in Writing)</i></p>	<p>Student Edition: R21, R27 <i>Talk About Your Reading</i> 36 <i>Writing Workshop</i> 316-317 Teacher Wraparound Edition: 316A; DI 272, 508; LFL 1158; RRW 222, 938, 1159</p>
<p><i>PO 7. Differentiate between primary and secondary source materials. (Connected to Research Strand in Writing)</i></p>	<p>Student Edition: <i>Writing Workshop</i> 316-317 Teacher Wraparound Edition: LFL 317, 970</p>

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<p>PO 8. 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> 295 #73 <i>Genre Focus</i> 292 <i>Practice the Skills</i> 390 #1, 392 #5, 407 #1 <i>Skills Preview</i> 389 <i>Skills Review</i> 397 Teacher Wraparound Edition: AP 269; CT 82; LFL 970; TE 81, 293; VP 35, 225</p>
<p>PO 9. Apply knowledge of organizational structures (e.g., chronological order, comparison and contrast, cause and effect relationships, logical order, classification schemes) of expository text to aid comprehension.</p>	<p>Student Edition: RH16-RH17 <i>Active Reading Model</i> 294 #6 <i>Practice the Skills</i> 1078 #3, 1090 #2, 1091 #4, 1099 #3 <i>Reading Workshop</i> 336-337, 1086-1087 <i>Skills Preview</i> 1075 <i>Skills Review</i> 1081, 1095, 1101 Teacher Wraparound Edition: 336A, 1086A; RS 295, 1156, 1157, 1162, 1164, 1165; TE 1076, 1159</p>
<p>PO 10. Make relevant inferences about expository text, supported by text evidence.</p>	<p>Student Edition: <i>After You Read</i> 36 #6, 90 #6, 176 #4-#5, 232 #4-#5, 396 #5, 514 #4-#5, 578 #4 <i>Practice the Skills</i> 410 #6, 411 #7-#8, 416 #4, 656 #3 <i>Reading/Critical Thinking</i> 275 #11, 419 #9 <i>Reading Workshop</i> 634-635 <i>Skills Preview</i> 653 <i>Skills Review</i> 309, 661 Teacher Wraparound Edition: 634A; RS 221, 222, 224, 226, 229, 270, 272, 306, 654, 655</p>
<p>PO 11. Compare (and contrast) the central ideas and concepts from selected readings on a specific topic.</p>	<p>Student Edition: <i>Reading Across Texts Workshop</i> 404-405, 419 Teacher Wraparound Edition: 316A; LFL 572, 987</p>

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<p>PO 12. Explain how authors use elements (e.g., language choice, organization) of expository text to achieve their purposes.</p>	<p>Student Edition: <i>Practice the Skills</i> 1156 #3 <i>Skills Preview</i> 107 <i>Skills Review</i> 115 Teacher Wraparound Edition: CT 510; LE 112; LFL 1088; RS 302, 1157</p>
<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: RH10 <i>Practice the Skills</i> 510 #1 <i>Skills Preview</i> 509 <i>Write About Your Reading</i> 514 Teacher Wraparound Edition: DI 1160; LFL 23; RS 513; TE 512</p>
<p>PO 2. Determine what information (e.g., steps in directions, legend, supplies needed, illustrations, diagram, sequence) is extraneous in functional text.</p>	<p>Identifying supporting details will aid students in recognizing extraneous information in functional text.</p> <p>Student Edition: <i>Genre Focus</i> 1056 <i>Practice the Skills</i> 393 #6, 395 #10, 1107 #4 <i>Reading Workshop</i> 386-387, 1102-1103 <i>Skills Preview</i> 389, 399, 1105, 1113 <i>Skills Review</i> 397, 403, 1111, 1127 Teacher Wraparound Edition: 386A, 1102A; RS 392, 513</p>
<p>PO 3. Interpret details from a variety of functional text (e.g., warranties, product information, technical manuals, instructional manuals, consumer safety publications) for a specific purpose (e.g., to follow directions, to solve problems, to perform procedures, to answer questions).</p>	<p>Student Edition: <i>After You Read</i> 1004 #5 <i>Practice the Skills</i> 510 #1, 1002 #1-#2, 1003 #3 <i>Skills Preview</i> 509 <i>Skills Review</i> 1005 <i>Write About Your Reading</i> 154 Teacher Wraparound Edition: DI 1003; RS 511, 513; TE 512</p>
<p>PO 4. Evaluate the adequacy of details and facts from functional text to achieve a specific purpose.</p>	<p>Student Edition: <i>After You Read</i> 1004 #6 <i>Practice the Skills</i> 1002 #1-#2 <i>Skills Preview</i> 1001 <i>Skills Review</i> 515, 1005</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: <i>Active Reading Model</i> 1058 #3 <i>After You Read</i> 940 #2, 964, 1100 #5 <i>Genre Focus</i> 926 <i>Practice the Skills</i> 1156 #3, 1160 #11 Teacher Wraparound Edition: LFL 1088; RS 1059, 1061, 1098</p>
<p>PO 2. Evaluate the effectiveness of the facts used to support an author's argument regarding a particular idea, subject, concept, or object.</p>	<p>Student Edition: <i>Genre Focus</i> 926 <i>Practice the Skills</i> 936 #4, 937 #6, 1156 #4, 1163 #5 <i>Reading Workshop</i> 930-931 <i>Skills Preview</i> 959 <i>Skills Review</i> 309 Teacher Wraparound Edition: 1018A; LE 935; RS 1157</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>Active Reading Model</i> 928 #4 <i>Practice the Skills</i> 937 #5, 938 #7, 944 #1, 945 #2, 948 #6, 963 #4, 1002 #1-#2, 1021 #1, 1022 #2-#4 <i>Listening, Speaking, and Viewing</i> 995 <i>Skills Preview</i> 943, 959, 1001 <i>Skills Review</i> 941, 951, 965, 1005 Teacher Wraparound Edition: 1018A; LE 935, 961, 962, 980, 1002</p>
<p>PO 4. Identify specific instances of bias in persuasive text.</p>	<p>Student Edition: <i>Active Reading Model</i> 929 #7 <i>Genre Focus</i> 926 <i>Practice the Skills</i> 412 #9, 416 #5, 981 #3, 982 #5, 989 #3 <i>Reading Across Texts Workshop</i> 404-405, 419 <i>Skills Preview</i> 979, 987 <i>Skills Review</i> 985, 991 Teacher Wraparound Edition: DI 1031; LE 983, 988</p>