



# Literature

The Reader's Choice  
Course 4

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STANDARDS	PAGE REFERENCES
<p><b>Strand 1: Reading Process</b></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><b>Concept 4: Vocabulary</b></p> <p>Acquire and use new vocabulary in relevant contexts.</p>	
<p>PO 1. Determine the meaning of vocabulary, using linguistic roots and affixes (e.g., Latin, Greek, Anglo-Saxon).</p>	<p><b>Student Edition:</b> 1022, R19 <i>Vocabulary</i> 42, 334, 444, 463, 533, 924, 1020</p> <p><b>Teacher Wraparound Edition:</b> DI 987; ELC 793; SP 34, 534, 630</p>
<p>PO 2. Infer word meanings from context (e.g., definition, example, restatement, comparison/contrast, cause/effect).</p>	<p><b>Student Edition:</b> <i>Vocabulary</i> 64, 348, 457, 579, 745, 885, 993, 1072, 1173</p> <p><b>Teacher Wraparound Edition:</b> DI 677; ELC 471, 1225</p>
<p>PO 3. Distinguish between the denotative and connotative meanings of words.</p>	<p><b>Student Edition:</b> 875, 1186, R19 <i>Vocabulary</i> 597, 599, 1249, 1257</p> <p><b>Teacher Wraparound Edition:</b> ELC 233, 1069; SP 598; V 868</p>

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<p>PO 4. Identify the meaning of metaphors based on common literary allusions.</p>	<p><b>Student Edition:</b> 511, 575 <i>Literature Preview</i> 590, 597 <i>Literary Analysis</i> 594, 599, 625 <i>Literary Element</i> 598</p> <p><b>Teacher Wraparound Edition:</b> DI 591; LE 592; SP 126</p>
<p>PO 5. Identify the meanings, pronunciations, syllabication, synonyms, antonyms, parts of speech, and correct spellings by using resources such as general and specialized dictionaries, thesauri, glossaries, and CD-ROM and the Internet when available.</p>	<p><b>Student Edition:</b> 572, R19 <i>Vocabulary</i> 13, 94, 130, 891, 1057</p> <p><b>Teacher Wraparound Edition:</b> BRF 563; ELC 365, 419, 483, 791</p>
<p><b>Concept 5: Fluency</b> Read fluently.</p>	
<p>PO 1. Read from a variety of genres with accuracy, automaticity (immediate recognition), and prosody (expression).</p>	<p><b>Student Edition:</b> <i>Writing and Extending</i> 445</p> <p><b>Teacher Wraparound Edition:</b> BRF 113, 151, 181, 253, 731, 919, 1133; SP 550, 1012</p>
<p><b>Concept 6: Comprehension Strategies</b> 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><b>Student Edition:</b> <i>Informational Text</i> 88, 808, 1030, 1224</p> <p><b>Teacher Wraparound Edition:</b> DI 501; ELC 809; SP 24, 32, 696, 1030</p>
<p>PO 2. Generate clarifying questions in order to comprehend text.</p>	<p><b>Student Edition:</b> <i>Reading Preview</i> 148, 597, 865 <i>Reading Strategy</i> 149, 154, 867, 870 <i>Reading and Vocabulary</i> 158, 874</p> <p><b>Teacher Wraparound Edition:</b> DI 197; SP 846, 866</p>
<p>PO 3. Use graphic organizers in order to clarify the meaning of the text.</p>	<p><b>Student Edition:</b> R20-21 <i>Visual Literacy</i> 41, 173, 254, 485, 923, 1064, 1135</p> <p><b>Teacher Wraparound Edition:</b> DI 417, 675; SP 1272</p>

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<p>PO 4. Connect information and events in text to experience and to related text and sources.</p>	<p><b>Student Edition:</b>            339 #6  <i>Reading Preview</i> 177, 341  <i>Reading Strategy</i> 179, 181, 183, 346  <i>Reading and Vocabulary</i> 186, 348  <i>Literature Preview</i> 1036  <b>Teacher Wraparound Edition:</b>            SP 178, 1168</p>
<p>PO 5. Apply knowledge of organizational structures (e.g., chronological order, sequence-time order, cause and effect relationships, logical order, by classification, problem-solution) of text to aid comprehension.</p>	<p><b>Student Edition:</b>            R21  <i>Informational Text</i> 88, 429, 537, 808  <i>Literary Element</i> 421, 425  <i>Literary Analysis</i> 427  <b>Teacher Wraparound Edition:</b>            DI 87; SP 418, 422, 424</p>
<p><b>Strand 2: Comprehending Literary Text</b>            Comprehending Literary Text identifies the comprehension strategies that are specific in the study of a variety of literature.</p>	
<p><b>Concept 1: Elements of Literature</b>            Identify, analyze, and apply knowledge of the structures and elements of literature.</p>	
<p>PO 1. Describe the author's use of literary elements:</p> <ul style="list-style-type: none"> <li>• theme (moral, lesson, meaning, message, view or comment on life),</li> <li>• point of view (e.g., first vs. third, limited vs. omniscient),</li> <li>• characterization (qualities, motives, actions, thoughts, dialogue, development, interactions),</li> <li>• setting (time of day or year, historical period, place, situation), and</li> <li>• plot (exposition, conflict, rising action, climax, falling action, and resolution).</li> </ul>	<p><b>Student Edition:</b>  <i>Visual Literacy</i> 41  <i>Literary Element</i> 150, 170, 191, 894, 919  <i>Reading and Vocabulary</i> 203  <i>Literary Analysis</i> 229, 903  <b>Teacher Wraparound Edition:</b>            SP 26, 52, 384</p>
<p>PO 2. Explain different elements of figurative language, including simile, metaphor, personification, hyperbole, symbolism, allusion, and imagery in a literary selection.</p>	<p><b>Student Edition:</b>  <i>Literary Element</i> 124, 587, 598  <i>Literary Analysis</i> 130, 229, 579, 588, 594, 599  <b>Teacher Wraparound Edition:</b>            SP 126, 162, 194, 602, 1026</p>

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<p>PO 3. Compare (and contrast) works within a literary genre that deal with similar themes (e.g., compare short stories, novels, short stories, poems).</p>	<p><b>Student Edition:</b> 92 #8, 433 #8, 477, 564 #6, 593 #6, 676, 943 <i>Writing and Extending</i> 445</p> <p><b>Teacher Wraparound Edition:</b> DI 675; SP 468</p>
<p>PO 4. Compare interactions among major characters and minor characters in literary text with emphasis upon how the plot is revealed through action of the dialog.</p>	<p><b>Student Edition:</b> <i>Reading Preview</i> 161, 1036, 1166 <i>Reading Strategy</i> 166, 169, 1039, 1170 <i>Reading and Vocabulary</i> 174, 1046, 1173 <i>Literary Analysis</i> 203, 1173 <i>Literary Element</i> 1172</p> <p><b>Teacher Wraparound Edition:</b> SP 1040</p>
<p><b>Concept 2: Historical and Cultural Aspects of Literature</b> Recognize and apply knowledge of the historical and cultural aspects of American, British, and world literature.</p>	
<p><i>PO 1. Describe the historical and cultural aspects found in cross-cultural works of literature.</i></p>	<p><b>Student Edition:</b> 863 <i>Daily Life and Culture</i> 277, 324, 390, 443, 569, 652, 805, 1019</p> <p><b>Teacher Wraparound Edition:</b> ELC 321; RRW 315, 357</p>
<p>PO 2. Compare (and contrast) classic works of literature that deal with similar topics and problems (e.g., individual and society, meaning of friendship, freedom, responsibility).</p>	<p><b>Student Edition:</b> 146, 246 #6, 551, 642, 818, 863, 1029, 1177</p> <p><b>Teacher Wraparound Edition:</b> DI 863</p>
<p>PO 3. Recognize ways that forms of literature (including poetry, novel and/or short story) present similar themes differently across genres.</p>	<p><b>Student Edition:</b> 92 #8, 146, 246 #6, 339 #6, 378, 551, 642, 818, 863, 1029, 1177</p> <p><b>Teacher Wraparound Edition:</b> SP 656</p>

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<p><b>Strand 3: Comprehending Informational Text</b>            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><b>Concept 1: Expository Text</b>            Identify, analyze, and apply knowledge of the purpose, structures, and elements of expository text.</p>	
<p>PO 1. Compare (and contrast) original text to a summary for accuracy of the main ideas, inclusion of critical details, and the extent to which it conveys the underlying meaning of the original text.</p>	<p>The following page references ask students to summarize/paraphrase in a variety of texts.  <b>Student Edition:</b>  <i>Reading and Vocabulary</i> 21, 721, 1222  <i>Reading Strategy</i> 699, 702, 708  <b>Teacher Wraparound Edition:</b>            SP 484, 520, 1172, 1232</p>
<p>PO 2. Distinguish facts from opinions in expository selections such as editorials, newspaper articles, essays, reviews, and critiques, providing supporting evidence from the text.</p>	<p><b>Student Edition:</b>            246 #4, 1226 #8  <i>Reading and Vocabulary</i> 449, 457, 463  <i>Reading Preview</i> 451, 459  <i>Reading Strategy</i> 460  <i>Informational Text</i> 1138  <b>Teacher Wraparound Edition:</b>            RS 469</p>
<p>PO 3. <i>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><b>Student Edition:</b>            88, 429, 537, 808, 1030, 1224, R20-21  <b>Teacher Wraparound Edition:</b>            ELC 809; SP 430, 808</p>
<p>PO 4. Organize information from both primary and secondary sources by taking notes, outlining ideas, paraphrasing information; and by making charts, conceptual maps, learning logs, and/or timelines. (Connected to Research Strand in Writing)</p>	<p><b>Student Edition:</b>  <i>Reading Preview</i> 352, 383, 394, 447  <i>Literary Analysis</i> 360, 444  <i>Informational Text</i> 537  <b>Teacher Wraparound Edition:</b>            DI 429, 1031; SP 354, 538, 808</p>
<p>PO 5. Interpret graphic sources of information (e.g., charts, maps, diagrams, illustrations, tables, timelines, graphs) to support ideas. (Connected to Research Strand in Writing)</p>	<p><b>Student Edition:</b>            R20-21  <i>Viewing the Photograph</i> 358, 419  <b>Teacher Wraparound Edition:</b>            DI 243; ELC 337; VA 561</p>

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<p>PO 6. Use knowledge of modes of expository writing (e.g., chronological order, comparison and contrast, cause and effect relationships, logical order, classification schemes, sequence-time order, problem-solution, analogy, definition, narrative) to interpret text.</p>	<p><b>Student Edition:</b>  <i>Informational Text</i> 88, 429, 808  <i>Reading Strategy</i> 315  <i>Reading and Vocabulary</i> 318  <i>Literary Analysis</i> 427</p> <p><b>Teacher Wraparound Edition:</b>            SP 88, 312, 342, 372, 396, 418, 810</p>
<p>PO 7. Explain how one excerpt relates and contributes to the reading selection (e.g., sentence to paragraph, paragraph to selection).</p>	<p><b>Student Edition:</b>            492, 930, 1093  <i>Grammar and Style</i> 65, 87, 131</p> <p><b>Teacher Wraparound Edition:</b>            SP 366, 930, 1100; WS 1100</p>
<p>PO 8. Support conclusions drawn from ideas and concepts in expository text.</p>	<p><b>Student Edition:</b>            92 #5, 317 #6, 324 #3, 333 #5, 443 #6, 1096-1098  <i>Primary Source Quote</i> 347  <i>Literary Analysis</i> 486</p> <p><b>Teacher Wraparound Edition:</b>            SP 928</p>
<p><b>Concept 2: Functional Text</b>            Identify, analyze, and apply knowledge of the purpose, structures, clarity, and relevancy of functional text.</p>	
<p>PO 1. Synthesize information from multiple sources (e.g., texts, maps, illustrations, workplace documents, schematic diagrams) to solve a problem.</p>	<p><b>Student Edition:</b>            1261-1263, R22</p> <p><b>Teacher Wraparound Edition:</b>            RRW 73, 395, 587, 1033; SP 474</p>
<p>PO 2. Synthesize information from multiple sources (e.g., texts, maps, illustrations, workplace documents, schematic diagrams) to draw conclusions.</p>	<p><b>Student Edition:</b>            1098, 1100, R22, R35, R37  <i>Writing and Extending</i> 571</p> <p><b>Teacher Wraparound Edition:</b>            RRW 101, 303, 357, 799, 847; SP 474</p>
<p>PO 3. Identify the objective(s) of functional text (e.g., warranties, product information, technical manuals, consumer publications, workplace documents).</p>	<p><b>Student Edition:</b>            1107-1108, R41-R44</p> <p><b>Teacher Wraparound Edition:</b>            SP 1106</p>

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<p><b>Concept 3: Persuasive Text</b>            Explain basic elements of argument in text and their relationship to the author's purpose and use of persuasive strategies.</p>	
<p>PO 1. Identify the central argument and its elements (e.g., argument by cause and effect, analogy, authority, emotion, logic) in persuasive text.</p>	<p><b>Student Edition:</b>            443 #5, 477  <i>Reading Preview</i> 447  <i>Literary Element</i> 468, 471  <i>Literary Analysis</i> 476, 486  <b>Teacher Wraparound Edition:</b>            SP 442, 468, 480, 482</p>
<p>PO 2. Evaluate the appropriateness of an author's word choice for an intended audience.</p>	<p><b>Student Edition:</b>            R23  <i>Literary Element</i> 211, 214, 474  <i>Literary Analysis</i> 216  <i>Reading Strategy</i> 249  <i>Reading and Vocabulary</i> 255  <b>Teacher Wraparound Edition:</b>            LE 436</p>
<p>PO 3. Identify unsupported inferences or fallacious reasoning (e.g., circular reasoning, false causality, over-generalization, over-simplification, self-contradiction) in the arguments advanced in persuasive text.</p>	<p><b>Student Edition:</b>            449 #5, 1226 #8, R23-R24  <i>Reading and Vocabulary</i> 457  <i>Literary Analysis</i> 462  <i>Informational Text</i> 1224  <b>Teacher Wraparound Edition:</b>            SP 928, 1264; WS 932</p>