



Literature

The Reader's Choice
Course 5

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STANDARDS	PAGE REFERENCES
<p>Strand 1: Reading Process 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 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., Latin, Greek, Anglo-Saxon).</i></p>	<p>Student Edition: R20 <i>Vocabulary Practice</i> 30, 118, 129, 185, 206, 539, 555, 931, 1030, 1133 <i>Vocabulary Tip</i> 111, 536, 551 <i>Vocabulary Workshop</i> 1052, 1068 Teacher Wraparound Edition: DI 1068</p>
<p><i>PO 2. Infer word meanings from context (e.g., definition, example, restatement, comparison/contrast, cause/effect).</i></p>	<p>Student Edition: R20 <i>Vocabulary Practice</i> 30, 118, 129, 185, 206, 539, 555, 931, 1030, 1133 <i>Vocabulary Tip</i> 51, 412, 578, 611 <i>Vocabulary Workshop</i> 534 Teacher Wraparound Edition: SP 514</p>

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<p>PO 3. Determine how the meaning of the text is affected by the writer’s word choice (e.g., literal vs. figurative language, idioms, adages).</p>	<p>Student Edition: 972-983 <i>Literary Element</i> 971, 985 <i>Literary Focus</i> 584-585, 1118-1119, 1182-1183 <i>Writing About Literature</i> 663 Teacher Wraparound Edition: SP 662</p>
<p>PO 4. Identify the meaning of metaphors based on common literary allusions.</p>	<p>Student Edition: 454-462, 599, 619 <i>Literary Element</i> 453, 463, 600, 618, 620 <i>Literary Focus</i> 585 Teacher Wraparound Edition: LE 454, 455, 457</p>
<p>PO 5. Determine the meanings, pronunciations, contextually appropriate synonyms and antonyms, replacement words and phrases, etymologies, and correct spellings of words by using resources such as general and specialized dictionaries, thesauri, glossaries, and CD-ROM and the Internet when available.</p>	<p>Student Edition: R20, R58-R60, R64-R81 <i>Vocabulary Practice</i> 161, 220, 409, 434, 549, 1075 <i>Vocabulary Tip</i> 209,403, 1070 <i>Vocabulary Workshop</i> 130, 1229 Teacher Wraparound Edition: ELC 461, 1229</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>Student Edition: R21, R23 <i>Independent Reading</i> 300-301, 510-511, 696-697, 950-951, 1100-1101, 1266-1267 <i>Listening and Speaking</i> 592 <i>Performing</i> 556 <i>Reading Further</i> 147, 335, 442, 499, 1228 Teacher Wraparound Edition: BRP 697; SP 980</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: 253-261, 565-566, 835-848, 1165-1169, 1232-1238, R21 <i>Reading Strategy</i> 252, 263, 564, 568, 834, 849, 1165, 1171, 1231, 1239 <i>Reading Tip</i> 1165 Teacher Wraparound Edition: DI 45; ELC 343; SP 1196</p>
<p><i>PO 2. Generate clarifying questions in order to comprehend text.</i></p>	<p>Student Edition: 196-204, 1020-1023, R21 <i>Reading Strategy</i> 195, 197, 200, 202, 206, 1020 <i>Reading Tip</i> 279, 587, 670 Teacher Wraparound Edition: DI 253; SP 280</p>
<p><i>PO 3. Use graphic organizers in order to clarify the meaning of the text.</i></p>	<p>Student Edition: R21-R22 <i>Reading Tip</i> 51, 74, 121, 389, 1039, 1054, 1121, 1153 <i>You're the Critic</i> 275 Teacher Wraparound Edition: SP 116</p>
<p><i>PO 4. Connect information and events in text to experience and to related text and sources.</i></p>	<p>Student Edition: R21 <i>Connecting to Personal Experience</i> 109, 249, 389, 397 <i>Connecting to the Story</i> 51, 111, 121, 265, 971, 989, 1010, 1039, 1054, 1121, 1153, 1185, 1231 <i>Reading Tip</i> 338 Teacher Wraparound Edition: DI 69, 155</p>
<p><i>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.</i></p>	<p>Student Edition: 14-16, 22-28, 339-349, 454-462, R22 <i>Literary Element</i> 13 <i>Reading Strategy</i> 13, 18, 21, 181, 185, 351, 453, 463, 539 Teacher Wraparound Edition: RS 458, 459</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>PO 1. Analyze the author's use of literary elements:</p> <ul style="list-style-type: none"> • theme (moral, lesson, meaning, message, view or comment on life), • point of view (e.g., first vs. third, limited vs. omniscient), • characterization (qualities, motives, actions, thoughts, dialogue, development, interactions), • setting (time of day or year, historical period, place, situation), and • plot (exposition, major and minor conflicts, rising action, climax, falling action, and resolution). 	<p>Student Edition: 2-3, 14-16, 22-28, 37-46, 84-89, 112-116, 1040-1041, 1045-1049 <i>Literary Analysis Model</i> 4-5 <i>Literary Element</i> 36, 47, 1039, 1042, 1044 <i>Literary Focus</i> 10-11, 94-95, 192 <i>Wrap Up</i> 8 <i>Writing About Literature</i> 19, 48, 71, 92, 1051 Teacher Wraparound Edition: LE 42; SP 2</p>
<p>PO 2. Analyze the author's use of figurative language, including simile, metaphor, personification, hyperbole, symbolism, allusion, and imagery in a literary selection.</p>	<p>Student Edition: 112-116, 164-176, 454-462, 588, 589, 619, 662 <i>Literary Element</i> 163, 178, 453, 587, 618, 620, 661, 663 <i>Literary Focus</i> 584-585, 1118-1119, 1182-1183 <i>Reading Strategy</i> 91 <i>Writing About Literature</i> 119, 398, 663 Teacher Wraparound Edition: DI 115; SP 662</p>
<p>PO 3. Compare (and contrast) the illustration of the same theme in two different literary genres, using their structural features as the basis for the comparison (e.g., novel and play, poem, short story).</p>	<p>Student Edition: 210-219, 221-223, 224-225, 671-673, 675-676, 677-680, 681-684, 916-930, 932, 933-938, 1079-1082, 1084-1085, 1086, 1154-1156, 1158, 1159 <i>Comparing Literature Across Genres</i> 207, 668, 913, 1076, 1151 <i>Wrap Up</i> 226, 685, 939, 1087, 1160 Teacher Wraparound Edition: BR 1151; SP 226, 1100, 1264</p>

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<p>PO 4. Identify how an author's choice of words and imagery sets the tone and advances the work's theme.</p>	<p>Student Edition: 112-116, 253-261, 632, 1208-1225 <i>Literary Element</i> 252, 262, 661, 663 <i>Literary Focus</i> 193, 584-585, 1119, 1182-1183 <i>Reading Strategy</i> 91 <i>Review</i> 1227</p> <p>Teacher Wraparound Edition: DI 115; ELC 15</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: 96-107, 120-127, 388-395, 972-983, 990-1006, 1040-1041, 1045-1049 <i>Comparing Literature Across Genres</i> 207, 913, 1076, 1151 <i>Daily Life and Culture</i> 985 <i>Genre Focus</i> 960-961 <i>Literary Focus</i> 968-969, 1036-1037 <i>Perspectives</i> 31-33, 384-387, 642-644, 1064-1067 <i>Writers on Reading</i> 964-966 <i>Writing Workshop</i> 290-297</p> <p>Teacher Wraparound Edition: SP 964</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>Student Edition: 916-930, 932, 933-938, 972-983, 990-1006, 1011-1017 <i>Big Idea</i> 967 <i>Comparing Literature</i> 913 <i>Genre Focus</i> 960-961 <i>Literary Analysis Model</i> 962-963 <i>Literary Focus</i> 968-969 <i>Wrap Up</i> 913 <i>Writers on Reading</i> 964-966</p> <p>Teacher Wraparound Edition: DI 1003; ELC 967</p>

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<p><i>PO 3. Recognize ways that forms of literature (including poetry, novel and/or short story) present similar themes differently across genres.</i></p>	<p>Student Edition: 916-930, 932, 933-938, 972-983, 990-1006, 1011-1017 <i>Big Idea</i> 967 <i>Comparing Literature</i> 913 <i>Genre Focus</i> 960-961 <i>Literary Analysis Model</i> 962-963 <i>Literary Focus</i> 968-969 <i>Wrap Up</i> 913 <i>Writers on Reading</i> 964-966 Teacher Wraparound Edition: DI 1003</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><i>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.</i></p>	<p>Student Edition: 602-609, 1024-1029, 1031-1034, 1161-1163 <i>Responding and Thinking Critically</i> 609, 1034 Teacher Wraparound Edition: DI 607; F 1161</p>
<p>PO 2. Distinguish supported inferences from unsupported inferences in expository selections such as editorials, newspaper articles, essays, reviews, and critiques.</p>	<p>Student Edition: 485-487, 677-680, R24-R25 <i>Perspectives</i> 31-33, 642-644, 893-895, 1064-1067, 1161-1163 <i>Reading Strategy</i> 484, 489 <i>Responding and Thinking Critically</i> 34, 434, 644, 895, 1067 <i>Time</i> 186-190, 763-766 Teacher Wraparound Edition: RS 486, 680; SP 186, 678, 1092</p>
<p><i>PO 3. 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: R22, R46-R57, R61-R63, R64-R81, R85-R94, R95-R97, R98-R100, R101-R106, T10-T34 <i>Perspectives</i> 31-34 Teacher Wraparound Edition: SP 384</p>

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<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 for a research document or other assigned tasks. <u>(Connected to Research Strand in Writing)</u></p>	<p>Student Edition: R36-R37 <i>Primary Source Quotation</i> 381 <i>Reading Tip</i> 361 <i>Writing Workshop</i> 1088-1097 Teacher Wraparound Edition: DI 311; RS 1174; SP 326, 340, 1023; T 1090</p>
<p>PO 5. Interpret graphic sources of information (e.g., charts, maps, diagrams, illustrations, tables, timelines, graphs) to support ideas. <u>(Connected to Research Strand in Writing)</u></p>	<p>Student Edition: 602-609, 1031-1034, R22 Teacher Wraparound Edition: DI 1033; RS 604, 605, 606, 607, 608, 609</p>
<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>Student Edition: 339-349, 431-433, R22 <i>Perspectives</i> 1161-1163 <i>Literary Element</i> 430, 434 <i>Reading Strategy</i> 338, 351, 1161 Teacher Wraparound Edition: SP 348</p>
<p>PO 7. Make relevant inferences by synthesizing concepts and ideas from a single reading selection.</p>	<p>Student Edition: 337-349, 431-433, R23 <i>Daily Life and Culture</i> 350 <i>Perspectives</i> 31-33, 642-644, 1031-1034 <i>Responding and Thinking Critically</i> 34, 387, 434, 644, 1034 Teacher Wraparound Edition: SP 960</p>
<p>PO 8. Support conclusions drawn from ideas and concepts in expository text.</p>	<p>Student Edition: 355-357, 431-433, R23 <i>Reading Strategy</i> 354, 359, 430, 434 Teacher Wraparound Edition: RS 432, 433</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. Synthesize information from multiple sources (e.g., texts, maps, illustrations, workplace documents, schematic diagrams) to solve a problem.</p>	<p>Student Edition: Page R22 can be used to help facilitate this goal. Also see Glencoe's <i>Course 5 Active Learning and Note Taking Guide</i>.</p>

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<p>PO 2. Synthesize information from multiple sources (e.g., texts, maps, illustrations, workplace documents, schematic diagrams) to draw conclusions.</p>	<p>Student Edition: Page R22 can be used to help facilitate this goal. Also see Glencoe's <i>Course 5 Active Learning and Note Taking Guide</i>.</p>
<p>PO 3. Analyze the effectiveness of functional text (e.g., warranties, product information, technical manuals, consumer publications, workplace documents) to achieve its stated purpose(s).</p>	<p>See Glencoe's <i>Course 5 Active Learning and Note Taking Guide</i>.</p>
<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. Describe the central argument and its elements (e.g., argument by cause and effect, analogy, authority, emotion, logic) in persuasive text.</p>	<p>Student Edition: 448-449, 454-462, 465, R24 <i>Literary Element</i> 447, 450 <i>Literary Focus</i> 444-445 <i>Perspectives</i> 1064-1067 <i>Responding and Thinking Critically</i> 190, 1067 <i>Time</i> 186-190 Teacher Wraparound Edition: LE 448, 449</p>
<p>PO 2. Describe how persuasive techniques (e.g., repetition, sentence variety, understatement, overstatement) contribute to the power of persuasive text.</p>	<p>Student Edition: 454-462, 465, R24 <i>Literary Element</i> 466 <i>Literary Focus</i> 444-445 <i>Writing About Literature</i> 463 Teacher Wraparound Edition: SP 444, 466</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>Student Edition: 465, 467-469, 482, R25 <i>Reading Strategy</i> 466, 481 Teacher Wraparound Edition: RS 468, 469</p>