



# Literature

Reading with Purpose

Course 1

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STANDARDS	PAGE REFERENCES
<p><b>R2.1</b> a. Use a combination of the following to read and comprehend text: knowledge of phonetics, language structure, and semantics; text structures such as illustrations, graphs, and headers; self-monitoring and self-correcting strategies; adjusting reading pace or style based on purpose, task, and type of text.</p> <p>b. Use knowledge of word families, phonetics, context clues, visual cues, and structural elements to determine meaning of unfamiliar words. E.B.1</p> <p><b>R2.2</b> Infer meaning from text. E.B.1</p> <p><b>R2.3</b> Read texts aloud with rhythm, flow, and expression, demonstrating knowledge of punctuation and other conventions of print. E.B.1</p> <p><b>R2.4</b> a. Retell stories in correct sequence.</p> <p>b. Restate and summarize information or ideas from a text. E.B.2</p> <p><b>R2.5</b> Locate evidence in the text and from related experiences to support understanding of a main idea. E.D.2</p>	
<p>The student uses strategies to decode or comprehend meaning of words in text by:</p>	
<p><b>[6] 2.1.1</b> Demonstrating knowledge of word structure (root words, prefixes, suffixes, abbreviations) and language structure through reading words in text (word order, grammar)*</p>	<p><b>Student Edition:</b> RH1-RH2 <i>English Language Coach</i> 166, 178, 496, 508, 522, 554, 784, 804 <i>Practice the Skills</i> 498 #1, 527 #5, 532 #13, 556 #2, 594 #3, 790 #6, 794 #14, 806 #1, 809 #8 <i>Vocabulary Check</i> 507 #14, 515 #17, 803 #18</p> <p><b>Teacher Wraparound Edition:</b> ELC 166, 274; LC 122; V 428</p>

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<p><b>[6] 2.1.2</b> Determining the meaning of unfamiliar words using knowledge of word families, phonetics, context and visual cues, structural elements (contractions, compound words, root words, prefixes, suffixes, plurals)*</p>	<p><b>Student Edition:</b> RH1-RH4 <i>English Language Coach</i> 378, 384, 404, 410, 522, 538, 568, 592 <i>Practice the Skills</i> 527 #5, 532 #13, 549 #3, #5, 574 #5, #7, 577 #10, 578 #12, 594 #3 <b>Teacher Wraparound Edition:</b> ELC 260, 379; LC 392; V 428</p>
<p><b>[6] 2.1.3</b> Obtaining information using text features including pictures, illustrations, text structure (e.g., bolded or italicized text, graphs, charts, headings, or <u>subheadings</u>)</p>	<p><b>Student Edition:</b> 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 <b>Teacher Wraparound Edition:</b> LFL 5; TE 21</p>
<p><b>[6] 2.1.4</b> Identifying relationships among words by categorizing (e.g., synonyms, antonyms, homophones, homographs), [identifying shades of meaning (e.g., <u>happy</u>, <u>ecstatic</u>), L] and <u>analogies</u>*</p>	<p><b>Student Edition:</b> RH4 <i>English Language Coach</i> 128, 148, 220, 262, 268, 284, 290 <i>Practice the Skills</i> 152 #4, 227 #8, 265 #4, 274 #6, 286 #4, 292 #1 <i>Vocabulary Check</i> 267, 277, 289 <b>Teacher Wraparound Edition:</b> ELC 129, 157, 229, 293, 302, 708, 928; LC 131, 132, 139, 156, 239, 258, 274, 942, 1011; V 210, 882</p>
<p><b>[6] 2.1.5</b> Self-monitoring and self-correcting while reading (e.g., adjusting reading pace)* (L)</p>	<p><b>Student Edition:</b> RH10, RH11 <i>Active Reading Model</i> 120 #2, 121 #5, 375 #6 <i>Genre Focus</i> 118, 374 <i>Practice the Skills</i> 192 #1, 193 #3, 201 #4, 202 #6, 204 #8, 205 #11, 452 #1, 453 #3, 1041 #3, 1042 #4, 1045 #9, 1046 #10, 1053 #2 <i>Reading Workshop</i> 188-189, 376-377, 938-939, 1036-1037 <i>Skills Preview</i> 191, 197, 379, 385, 941, 1039, 1051 <i>Skills Review</i> 195, 207, 383, 397, 952, 995, 1049, 1055 <b>Teacher Wraparound Edition:</b> 188A, 376A, 938A; DI 192, 242; RF 130; RS 119, 198, 203, 227, 241, 244, 386, 389, 395, 414, 444</p>

STANDARDS	PAGE REFERENCES
<b>The student comprehends literal or inferred meaning from text by:</b>	
<p><b>[6] 2.2.1</b> Locating information explicitly stated in narrative and informational text to answer literal-comprehension questions*</p>	<p><b>Student Edition:</b>  <i>After You Read</i> 62, 74, 98, 136, 140, 234, 276, 296, 312, 334, 382, 396, 418, 426, 434, 448, 506, 536, 542, 552, 580, 640, 668</p>
<p><b>[6] 2.2.2</b> Self-monitoring comprehension by formulating questions while reading (e.g., <u>what circumstances influenced a character to make a specific decision</u>) or rereading (e.g., for clarification, confirmation, correction)* (L)</p>	<p><b>Student Edition:</b>            RH11  <i>Active Reading Model</i> 120 #2, 121 #5  <i>Genre Focus</i> 118  <i>Practice the Skills</i> 42 #2, 192 #1, 193 #3, 452 #1, 453 #3, 630 #6  <i>Reading Workshop</i> 188-189  <i>Skills Preview</i> 191  <i>Skills Review</i> 195, 457  <b>Teacher Wraparound Edition:</b>            188A; DI 9, 192; RS 119</p>
<p><b>[6] 2.2.3</b> Making inferences (e.g., predicts logical outcomes, such as how would the story have been different if _____, deduces missing outcome or information, such as where a story takes place if not directly stated)*</p>	<p><b>Student Edition:</b>            RH13, RH14, RH15  <i>After You Read</i> 24 #5, 176 #4, 182 #6, 194 #4-#5, 266 #5-#7, 288 #4-#6, 304 #5, 324 #4-#6, 560 #5-#7, 864 #5-#7, 880 #4  <i>Genre Focus</i> 256  <i>Practice the Skills</i> 302 #1  <i>Reading/Critical Thinking</i> 597, 909  <i>Reading Workshop</i> 298-299  <i>Skills Preview</i> 301  <i>Skills Review</i> 305, 865</p>
<p><b>[6] 2.2.4</b> Drawing conclusions based on information presented explicitly in the text (e.g., cause and effect, character motivation, <u>predictions</u>)</p>	<p><b>Student Edition:</b>            RH14  <i>After You Read</i> 62 #5, 182 #5, 288 #4, 324 #5, 334 #5, 498 #2, 742 #5  <i>Practice the Skills</i> 499 #4, 502 #7, 504 #10, 505 #12  <i>Reading Workshop</i> 494-495  <i>Skills Preview</i> 497  <i>Skills Review</i> 507  <b>Teacher Wraparound Edition:</b>            494A; DI 524; RS 498, 501, 503</p>

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<b>The student reads text aloud by:</b>	
<p><b>[6] 2.3.1</b> Reading orally with rhythm, flow and expression, showing understanding of punctuation and other conventions of print* (L)</p>	<p><b>Student Edition:</b> RH5 <i>Listening, Speaking, and Viewing</i> 439, 565, 869</p> <p><b>Teacher Wraparound Edition:</b> 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>
<b>The student restates/summarizes information by;</b>	
<p><b>[6] 2.4.1</b> Restating and summarizing main ideas or events in correct sequence after reading a text (e.g., paraphrasing, constructing a topic outline, using graphic organizers) or identifying accurate restatements and summaries of main ideas or events or generalizations of a text*</p>	<p><b>Student Edition:</b> RH12 <i>Active Reading Model</i> 491 #11 <i>After You Read</i> 136, 158, 176, 182, 266, 288, 296, 324, 334, 408, 426, 434, 448, 536, 580, 584, 632 <i>Genre Focus</i> 484 <i>Practice the Skills</i> 578 #13 <i>Reading Workshop</i> 566-567 <i>Skills Preview</i> 569, 582 <i>Skills Review</i> 581, 585 <i>Writing Workshop</i> 26-28, 64-66</p> <p><b>Teacher Wraparound Edition:</b> 26A, 566A; RS 595, 605, 606</p>
<b>The student demonstrates an understanding of main idea by:</b>	
<p><b>[6] 2.5.1</b> Identifying the main idea or central concept in various types of texts*</p>	<p><b>Student Edition:</b> <i>Active Reading Model</i> 623 #8 <i>Genre Focus</i> 618 <i>Practice the Skills</i> 72 #1, 81 #4-#5, 679 #7, 683 #13, 688 #1, 693 #4, 694 #6, 699 #11-#13 <i>Reading Workshop</i> 68-69 <i>Skills Preview</i> 71, 77, 673, 687 <i>Skills Review</i> 75, 83, 685, 701</p> <p><b>Teacher Wraparound Edition:</b> LE 691, 698; LFL 653, 738</p>
<p><b>[6] 2.5.2</b> Locating information in narrative and informational text to answer questions related to main ideas or key details*</p>	<p><b>Student Edition:</b> <i>After You Read</i> 62, 74, 98, 136, 140, 234, 276, 296, 312, 334, 382, 396, 418, 426, 434, 448, 506, 536, 542, 552, 580, 640, 668</p>

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<p><b>[6] 2.5.3</b> <u>Locating references from the text that support understanding of a main idea (e.g., what event in history is similar to this one)</u> (L)</p>	<p><b>Student Edition:</b>  <i>Comparing Literature Workshop</i> 84-85, 208-209, 336-337, 458-459  <i>Reading Workshop</i> 126-127, 146-147, 624-625  <i>Skills Preview</i> 129, 269, 327, 627, 635, 843, 859  <i>Skills Review</i> 141, 277, 335, 633, 641, 669, 857, 865</p>
<p><b>R2.6</b> Read and follow multi-step directions to complete a simple task. E.C.2</p> <p><b>R2.7</b> Explain the characteristics of the following: fiction and non-fiction, prose and poetry, and four major genres of fiction: short story, drama, novel, and poetry. E.B.2</p> <p><b>R2.8</b> a. Define and identify plots, settings, and characters in fiction.  b. Compare and contrast plots, settings and characters in a variety of works by a variety of authors.</p> <p><b>R2.9</b> a. Differentiate between fact and opinion.  b. Express opinions about a text and support these opinions with textual evidence. E.D.2</p> <p><b>R2.10</b> Identify themes in texts and connect them to personal experiences, experiences of others, and other texts. E.B.3</p> <p><b>R2.11</b> Connect cultural events, ideas, settings, and influences from one text to similar texts from other cultures. E.E.1</p>	
<p><b>The student follows written directions by:</b></p>	
<p><b>[6] 2.6.1</b> Completing a task by following written, multi-step directions (e.g., <u>basic science experiment</u>) (L)</p>	<p><b>Student Edition:</b>  <i>After You Read</i> 54  <i>Practice the Skills</i> 53 #2, #4  <i>Reading Workshop</i> 49  <i>Skills Preview</i> 51, 57  <i>Skills Review</i> 55  <b>Teacher Wraparound Edition:</b>  RF 52</p>
<p><b>[6] 2.6.2</b> Identifying the sequence of steps in multi-step directions</p>	<p><b>Student Edition:</b>  RH10  <i>Active Reading Model</i> 7 #5  <i>Practice the Skills</i> 52 #1, 53 #4, 781 #8  <i>Reading Workshop</i> 544-545  <i>Skills Preview</i> 51, 57  <i>Skills Review</i> 55, 63  <b>Teacher Wraparound Edition:</b>  544A; DI 93</p>

STANDARDS	PAGE REFERENCES
<b>The student analyzes content and structure of genres by:</b>	
<p><b>[6] 2.7.1</b> Identifying or explaining the characteristics of the four major genres of fiction: short story, drama, novel, and poetry*</p>	<p><b>Student Edition:</b> 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 <b>Teacher Wraparound Edition:</b> LFL 974</p>
<p><b>[6] 2.7.2</b> Identifying or explaining the characteristics of fiction and non-fiction, <u>prose and poetry</u></p>	<p><b>Student Edition:</b> R10-R16 <i>Active Reading Model</i> 375 #3-#4 <i>Genre Focus</i> 4-5, 118, 256, 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 <b>Teacher Wraparound Edition:</b> LFL 974</p>
<p><b>[6] 2.7.3</b> Identifying or explaining use of literary elements and devices <u>appropriate to genre</u> (i.e., dialogue, rhyme, alliteration, simile, metaphor, or <u>personification</u>)</p>	<p><b>Student Edition:</b> <i>Active Reading Model</i> 375 #2-#4 <i>Comparing Literature Workshop</i> 458-459 <i>Genre Focus</i> 374 <i>Practice the Skills</i> 424 #2, 446 #4, 455 #5, 461 #1, 463 #1-#3, 465 #4 <i>Skills Preview</i> 423, 443, 451 <i>Skills Review</i> 427, 449, 457 <i>Writing: Compare the Literature</i> 458-459 <b>Teacher Wraparound Edition:</b> LE 454, 464; LFL 132, 135, 160, 810; TE 21</p>

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<b>The student analyzes literary elements and devices by:</b>	
<p><b>[6] 2.8.1</b> Identifying or describing in fiction</p> <ul style="list-style-type: none"> <li>• plot (e.g., main conflict or problem, sequence of events, resolution)</li> <li>• settings (e.g., how it affects the characters or plot)</li> <li>• characters (e.g., physical characteristics, personality traits, motivation, <u>growth and change</u>)</li> <li>• point of view (who is telling the story)</li> </ul>	<p><b>Student Edition:</b>  <i>Genre Focus</i> 484, 618, 930  <i>Practice the Skills</i> 193 #4, 200 #3, 205 #9-#10, 415 #6, 430 #1, 548 #1, 550 #8, 551 #11-#12  <i>Skills Preview</i> 191, 197, 411, 429, 547  <i>Skills Review</i> 195, 207, 419, 435, 553  <b>Teacher Wraparound Edition:</b>  LFL 417</p>
<p><b>[6] 2.8.2</b> Comparing and contrasting plots, settings, characters in a variety of works by a variety of authors*</p>	<p><b>Student Edition:</b>  RH15  <i>After You Read</i> 466, 560 #8, 656 #5  <i>Comparing Literature Workshop</i> 84-85, 208-209, 336-337, 458-459, 586-587, 744-745  <i>Reading Workshop</i> 670-671  <i>Skills Preview</i> 673, 687  <i>Skills Review</i> 685  <i>Writing: Compare the Literature</i> 467  <i>Writing: Reading Across Texts</i> 597</p>
<b>The student analyzes content of text to differentiate fact and opinion by:</b>	
<p><b>[6] 2.9.1</b> Distinguishing fact from opinion in a text*</p>	<p><b>Student Edition:</b>  RH14  <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  <b>Teacher Wraparound Edition:</b>  260A; RS 271, 274</p>

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<p><b>[6] 2.9.2</b> Identifying bias/propaganda by citing textual evidence</p>	<p><b>Student Edition:</b>  <i>Active Reading Model</i> 257 #1, 258 #4  <i>After You Read</i> 324 #6, 632 #5  <i>Genre Focus</i> 256  <i>Listening, Speaking, and Viewing</i> 67  <i>Practice the Skills</i> 286 #2, 287 #5, 293 #3, 294 #5, 303 #2, 511 #2  <i>Skills Preview</i> 285, 291, 301  <i>Skills Review</i> 289, 297, 305, 515  <b>Teacher Wraparound Edition:</b>  260A; RS 271, 274</p>
<p><b>[6] 2.9.3</b> Expressing own opinion about material read and supporting opinions with evidence from text*</p>	<p><b>Student Edition:</b>  RH15  <i>After You Read</i> 140 #5, 176 #5, 288 #6, 324 #6, 560 #7, 742 #4, 864 #7, 1048 #6  <i>Practice the Skills</i> 845 #2-#3, 846 #4, 848 #7, 851 #13, 855 #21, 861 #3, 862 #5  <i>Reading Workshop</i> 840-841  <i>Skills Preview</i> 843, 859  <i>Skills Review</i> 857, 865  <b>Teacher Wraparound Edition:</b>  840A; CT 139, 381, 1004; LFL 150; RS 847, 852, 853, 860</p>
<p><b>The student connects themes by:</b></p>	
<p><b>[6] 2.10.1</b> Identifying author’s message, theme, or purpose, stated or implied (e.g., helping others brings great rewards)*</p>	<p><b>Student Edition:</b>  <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  <b>Teacher Wraparound Edition:</b>  LE 302, 303, 343; LFL 154, 320; RS 265</p>

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<p><b>[6] 2.10.2</b> Identifying themes in texts and making relevant connections to [personal experiences, experiences of others or L] other texts *</p>	<p><b>Student Edition:</b>            RH8  <i>Active Reading Model</i> 121 #3  <i>Get Ready to Read</i> 11, 129, 429, 1062  <i>Practice the Skills</i> 151 #2, 157 #9, 161 #1, 169 #2  <i>Reading Workshop</i> 146-147  <i>Skills Preview</i> 149, 160  <i>Skills Review</i> 159, 163, 177, 183  <b>Teacher Wraparound Edition:</b>            146A; RS 152</p>
<p><b>The student makes connections between cultural influences/events by:</b></p>	
<p><b>[6] 2.11.1</b> Comparing and contrasting cultural events, ideas, settings, and influences in one story or text to similar stories or texts from other cultures (e.g., coming-of-age stories) (L)</p>	<p><b>Student Edition:</b>  <i>After You Read</i> 640, 656, 668  <i>Genre Focus</i> 618  <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  <i>Write to Learn</i> 623  <b>Teacher Wraparound Edition:</b>            LE 629, 639, 649, 653, 667, 693; LFL 444, 621</p>