



Literature

Reading with Purpose

Course 2

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STANDARDS	PAGE REFERENCES
<p>R3.1 Apply knowledge of word origins, structure and context clues, and root words, and use dictionaries and glossaries, to determine the meaning of new words and to comprehend text. E.B.1</p> <p>R3.2 Rehearse and read texts aloud to an audience, in performances such as readers' theater, reading to younger students or peers, or as part of formal presentations including research reports and literature responses. E.B.1</p> <p>R3.3 Restate and summarize information or ideas from a text and connect new information or ideas to prior knowledge and experience. E.B.3</p> <p>R3.4 Clarify and connect main ideas and concepts, identify their relationship to other sources and related topics, and provide supporting details. E.B.2</p> <p>R3.5 Read and follow multi-step directions to complete a task, and identify the sequence prescribed. E.C.2</p>	
<p>The student uses strategies to decode or comprehend the meaning of words in text by:</p>	
<p>[7] 3.1.1 Determining meanings of unfamiliar words <u>in context</u> using knowledge of word structure, (prefixes/suffixes, <u>base words</u>, <u>common roots</u>, or <u>word origins</u>)</p>	<p>Student Edition: RH1-RH3 <i>Practice the Skills</i> 17 #2, 18 #4, 19 #5, 27 #2, 28 #3, 31 #8, 43 #3, 49 #3, 59 #2, 67 #2, 69 #5, 86 #8, 89 #12, 98 #5, 106 #2 <i>Skills and Strategies Assessment</i> 126 #6-#10 <i>Vocabulary Check</i> 23 #16, 45 #13, 63 #14-#15, 621 #13, 665 #17-19 <i>Vocabulary Preview</i> 14, 24, 40, 46, 56, 64, 80, 94 Teacher Wraparound Edition: ELC 18</p>

STANDARDS	PAGE REFERENCES
<p>[7] 3.1.2 Determining meanings of unfamiliar words in context, <u>including words from other languages that have been adopted into English (e.g. déjà vu), using knowledge of language structure including using context clues, prior knowledge, and other resources</u> (e.g. dictionaries, glossaries, thesauruses)</p>	<p>Student Edition: <i>English Language Coach</i> 842, 932, 940, 988 <i>Practice the Skills</i> 934 #1, 942 #1, 992 #5 <i>Vocabulary Check</i> 841, 947 Teacher Wraparound Edition: DI 965, 967</p>
<p>[7] 3.1.3 Identifying <u>complex</u> relationships among words including synonyms, antonyms, homonyms/homophones, [shades of meaning L], and analogies</p>	<p>Student Edition: R52-R53 <i>English Language Coach</i> 268, 276, 300, 310, 418, 424, 440, 448, 456, 476, 496 <i>Practice the Skills</i> 271 #3, 278 #1, 282 #6, 287 #11, 288 #12, 304 #3, 312 #1, 313 #2, 317 #7 <i>Skills and Strategies Assessment</i> 405 <i>Vocabulary Check</i> 275 #15, 291 #10, 309 #18, 319 #13 Teacher Wraparound Edition: DI 582; ELC 255, 263, 265, 352; LC 354; V 285</p>
<p>[7] 3.1.4 Determining the meaning of words in context, including content-specific vocabulary, words with multiple meanings, or precise vocabulary (e.g., vague vs. ambiguous)</p>	<p>Student Edition: RH1-RH3 <i>English Language Coach</i> 138, 146, 158, 168, 231 <i>Practice the Skills</i> 141 #2, 143 #5, 149 #3, 163 #5, 173 #5-#6, 226 #2, 228 #4 <i>Skills and Strategies Assessment</i> 248 #6-#8 <i>Vocabulary Check</i> 151 #16, 621 #13 Teacher Wraparound Edition: ELC 18, 139, 147; LC 960</p>
<p>[7] 3.1.5 Self-monitoring and self-correcting while reading (e.g., adjusting reading pace, rereading difficult or relevant material)* (L)</p>	<p>Student Edition: RH9-RH12 <i>Active Reading Model</i> 775 #4, 935 #2 <i>Genre Focus</i> 774 <i>Practice the Skills</i> 818 #2, 819 #6, 825 #2, 826 #3, 942 #2, 945 #4 <i>Reading Workshop</i> 54-55, 814-815, 930-931 <i>Skills Preview</i> 817, 823, 933, 941 <i>Skills Review</i> 821, 829, 939, 947 Teacher Wraparound Edition: LFL 982</p>

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The student reads texts aloud by:	
<p>[7] 3.2.1 Orally interpreting short stories, poetry, and drama to an audience (L)</p>	<p>Student Edition: RH5 <i>Listening, Speaking, and Viewing</i> 345, 729, 833 <i>Talk About Your Reading</i> 460</p> <p>Teacher Wraparound Edition: RF 1, 158, 211, 233, 251, 304, 389, 457, 487, 649, 670, 693, 749, 771, 780, 811, 818, 833, 857, 951, 963</p>
<p>[7] 3.2.2 Reading aloud short factual information (e.g., reports, articles) (L)</p>	<p>Student Edition: RH5</p> <p>Teacher Wraparound Edition: DI 628; RF 36, 148, 463, 473, 925</p>
The student restates/summarizes and connects information by:	
<p>[7] 3.3.1 Restating and summarizing main ideas or events, in correct sequence, after reading a text (e.g., paraphrasing, constructing a topic outline, charting or mapping main ideas or events) or identifies accurate restatements and summaries of main ideas or events or generalizations of a text*</p>	<p>Student Edition: RH12 <i>After You Read</i> 52 #2, 62 #4, 100 #3, 144 #3, 150 #4, 550 #3, 564 #4, 928 #4 <i>Genre Focus</i> 524 <i>Reading Workshop</i> 528-529 <i>Skills and Strategies Assessment</i> 127 <i>Skills Preview</i> 545 <i>Skills Review</i> 551 <i>Writing Workshop</i> 34-36, 74-76</p> <p>Teacher Wraparound Edition: DI 848; RRW 528</p>
<p>[7] 3.3.2 Connecting information within a text by making inferences and/or drawing conclusions across texts or other summarized information</p>	<p>Student Edition: <i>Comparing Literature Workshop</i> 111, 222-223, 235, 368-369, 748-749, 852-853 <i>Critical Thinking</i> 492 #5 <i>Practice the Skills</i> 662 #4, 672 #7, 685 #2, 690 #2, 720 #8 <i>Reading Across Texts Workshop</i> 494-495, 622-623, 982-983 <i>Skills Preview</i> 323 <i>Skills Review</i> 701 <i>Write About Your Reading</i> 995</p>

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<p>[7] 3.3.3 Connecting new information or ideas to prior knowledge and experience by citing or explaining relevant examples or concepts (e.g., cells get energy from glucose just as cars get energy from gas) (L)</p>	<p>Student Edition: <i>Get Ready to Read</i> 57, 269 <i>Practice the Skills</i> 170 #1, 172 #4, 208 #1 <i>Reading Workshop</i> 156-157 <i>Skills Preview</i> 159, 169 <i>Skills Review</i> 167, 175, 291</p> <p>Teacher Wraparound Edition: RS 233, 255, 278, 314, 336, 372, 375, 531, 545, 567, 581</p>
<p>The student demonstrates understanding of main ideas/arguments by:</p>	
<p>[7] 3.4.1 Identifying or explaining the main ideas in various types of texts (i.e., <u>recognizing or developing appropriate titles, generalizations, assertions</u>)</p>	<p>Student Edition: RH11 <i>Active Reading Model</i> 265 #11 <i>Genre Focus</i> 254, 524 <i>Practice the Skills</i> 351 #2, 357 #11, 363 #3, 547 #3 <i>Reading Workshop</i> 346-347, 528-529 <i>Skills and Strategies Assessment</i> 127 <i>Skills Preview</i> 349, 361, 531, 545 <i>Skills Review</i> 359, 367 <i>Writing Workshop</i> 34-36, 74-76, 553</p>
<p>[7] 3.4.2 Locating information in narrative and informative text to answer questions related to main ideas or key details*</p>	<p>Student Edition: After You Read 32, 62, 72, 92, 100, 144, 150, 166, 184, 196, 214, 220, 274, 308, 318, 330, 338, 358, 432, 446</p> <p>Teacher Wraparound Edition: CT 17, 27</p>
<p>[7] 3.4.3 Comparing/contrasting the main ideas or concepts between related texts</p>	<p>Student Edition: <i>Comparing Literature Workshop</i> 102-103, 222-223, 368-369, 748-749, 852-853 <i>Reading Across Texts Workshop</i> 494-495, 622-623, 982-983 <i>Write About Your Reading</i> 995 <i>Writing: Compare the Literature</i> 111, 235, 393, 755, 861 <i>Writing: Reading Across Texts</i> 503, 633</p>

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<p>[7] 3.4.4 Explaining connections among main ideas/concepts (text to self, text to text, text to world) (L)</p>	<p>Student Edition: <i>Comparing Literature Workshop</i> 111, 222-223, 235, 368-369, 748-749, 852-853 <i>Get Ready to Read</i> 25, 57, 81, 147, 179, 187, 207, 269, 750, 893 <i>Reading Workshop</i> 156-157 <i>Skills Preview</i> 159, 169, 705, 715 <i>Skills Review</i> 167, 175, 291, 713, 723</p> <p>Teacher Wraparound Edition: RS 233, 255, 278, 314, 336, 372, 375, 531, 545, 567, 581</p>
<p>The student follows multi-step directions by:</p>	
<p>[7] 3.5.1 Completing a task by following written, multi-step directions (e.g., <u>answer a multi-faceted text question</u>) (L)</p>	<p>Student Edition: R52 <i>Listening, Speaking, and Viewing</i> 77 <i>Skills and Strategies Assessment</i> 127 <i>Wrap-Up</i> 112-113, 236-237, 394-395, 504-505, 634-635, 756-757, 862-863, 996-997 <i>Writing: Compare the Literature</i> 111, 235, 393, 755, 861 <i>Writing: Read Across the Texts</i> 503, 633</p>
<p>[7] 3.5.2 Identifying the sequence of steps in a <u>list of directions</u> (e.g., <u>what is the first step, what is the second step</u>)</p>	<p>Student Edition: RH6-RH7, RH10, RH18 <i>Skills Preview</i> 95, 915 <i>Write About Your Reading</i> 918</p>

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<p>R3.6 Analyze basic rules (conventions) of the four genres of fiction (short story, drama, novel, and poetry) and non-fiction. E.B.2</p> <p>R3.7 Analyze and evaluate narrative elements including plot, character, setting, and point of view to determine their importance to the story. E.B.2</p> <p>R3.8 a. Differentiate between fact and opinion in text. b. Analyze an author's purpose and offer a critical opinion of the effectiveness of the text in meeting that purpose. E.D.2</p> <p>R3.9 Connect themes to personal experiences, experiences of others, and other texts, and locate evidence from texts to support or illustrate these connections. E.B.3</p> <p>R3.10 Compare and contrast how texts reflect historical and cultural influences. E.E.1</p>	
<p>The student analyzes and evaluates conventions and techniques of genres by:</p>	
<p>[7] 3.6.1 Identifying or analyzing the characteristics and the effect on the reader of non-fiction and the four major structural genres: poetry, drama, novel, short story</p>	<p>Student Edition: <i>Comparing Literature Workshop</i> 368-369, 748-749 <i>Genre Focus</i> 132, 254, 412-413, 652-653, 774 <i>Get Ready to Read</i> 301, 323, 659, 715 <i>Skills Preview</i> 741 <i>Talk About Your Reading</i> 746 <i>Writing: Compare the Literature</i> 235, 755</p> <p>Teacher Wraparound Edition: LFL 105, 108, 154, 370, 707, 733, 759, 808</p>
<p>[7] 3.6.2 Identifying or analyzing the use of literary devices appropriate to genre (i.e., dialogue, simile, metaphor, personification, <u>foreshadowing</u>, <u>time sequence</u>, <u>imagery</u>, or <u>repetition</u>) to analyze literary works and non-fiction</p>	<p>Student Edition: <i>Comparing Literature Workshop</i> 852-853 <i>Genre Focus</i> 774 <i>Get Ready to Read</i> 750 <i>Practice the Skills</i> 786 #1, 789 #5, 804 #6, 805 #7, 855 #1, 857 #5-#6, 858 #8, 859 #10-#11 <i>Skills Preview</i> 785, 801, 809, 837, 843 <i>Skills Review</i> 793, 807, 813 <i>Writing: Compare the Literature</i> 861</p>
<p>The student analyzes and evaluates literary elements and devices by:</p>	
<p>[7] 3.7.1 Identifying or <u>describing or making logical predictions about (citing evidence and support from text)</u> plot, setting, character, point of view, and <u>theme</u></p>	<p>Student Edition: <i>Comparing Literature Workshop</i> 222-223, 368-369 <i>Practice the Skills</i> 181 #2, 182 #4, 183 #7, 188 #1, 191 #7, 371 #1, 382 #13-#14, 386 #1 <i>Skills Preview</i> 179, 187, 277, 323, 349 <i>Skills Review</i> 185, 197, 291, 359</p> <p>Teacher Wraparound Edition: LFL 192</p>

STANDARDS	PAGE REFERENCES
<p>[7] 3.7.2 Comparing and contrasting literary elements and devices in a variety of works by a variety of authors</p>	<p>Student Edition: <i>Comparing Literature Workshop</i> 102-103, 222-223, 368-369, 748-749, 852-853 <i>Reading Across Texts Workshop</i> 494-495, 622-623, 982-983 <i>Write About Your Reading</i> 995 <i>Writing: Compare the Literature</i> 111, 235, 393, 755, 861 <i>Writing: Reading Across Texts</i> 503, 633</p>
<p>[7] 3.7.3 Analyzing and evaluating the importance to the story of plot, setting, character, point of view, and theme</p>	<p>Student Edition: <i>Comparing Literature Workshop</i> 102-103, 222-223, 368-369 <i>Practice the Skills</i> 66 #1, 67 #3, 181 #2, 182 #4, 183 #7, 188 #1 <i>Skills Preview</i> 65, 81, 169, 179, 187, 323, 349, 361 <i>Skills Review</i> 73, 93, 167, 185, 197, 359</p>
<p>The student expresses opinion/differentiates fact from opinion/critiques the effectiveness of text by:</p>	
<p>[7] 3.8.1 Identifying bias/propaganda by citing textual evidence*</p>	<p>Student Edition: R47 <i>Before You Read</i> 499 <i>Genre Focus</i> 412-413 <i>Listening, Speaking, and Viewing</i> 473 <i>Practice the Skills</i> 421 #2, 426 #2, 429 #5, 430 #6, 498 #2-#4, 500 #2, 986 #5, 992 #6 <i>Reading Across Texts Workshop</i> 494-495, 982-983 <i>Reading Workshop</i> 416-417 <i>Skills Preview</i> 425, 441 <i>Skills Review</i> 423, 433 <i>Vocabulary Preview</i> 462 Teacher Wraparound Edition: 494A</p>

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<p>[7] 3.8.2 Identifying or analyzing author’s purpose (e.g., to narrate, inform, entertain, explain, persuade) by citing textual evidence</p>	<p>Student Edition: <i>Active Reading Model</i> 414 #2, 415 #6 <i>Critical Thinking</i> 422, 446, 452, 460, 466 <i>Genre Focus</i> 412-413 <i>Practice the Skills</i> 421 #4, 426 #1, 458 #1, 464 #1, 465 #4, 500 #1 <i>Reading Workshop</i> 454-455 <i>Skills Preview</i> 419, 425, 441, 449, 457, 463 <i>Skills Review</i> 423, 433, 461, 467</p> <p>Teacher Wraparound Edition: 454A</p>
<p>The student connects themes by:</p>	
<p>[7] 3.9.1 <u>Locating evidence within the text to make connections to an</u> author’s message, theme, or purpose</p>	<p>Student Edition: <i>Comparing Literature Workshop</i> 102-103 <i>Genre Focus</i> 653 <i>Practice the Skills</i> 107 #4, 109 #1, 593 #3, 655 #6, 663 #5, 673 #8, 685 #2 <i>Skills Preview</i> 531, 591, 659, 667 <i>Skills Review</i> 595, 665, 675 <i>Talk About Your Reading</i> 722</p>
<p>[7] 3.9.2 Utilizing textual evidence to make thematic connections between texts</p>	<p>Student Edition: <i>Comparing Literature Workshop</i> 102-103, 111 <i>Practice the Skills</i> 107 #4-#5, 109 #1-#2, 593 #3-#4, 663 #7, 673 #8-#9, 685 #4 <i>Skills Preview</i> 659 <i>Talk About Your Reading</i> 722</p> <p>Teacher Wraparound Edition: 102A; LFL 654</p>
<p>[7] 3.9.3 Making thematic connections between a variety of texts and relating these themes to personal experiences, experiences of others, prior knowledge, and the broader world of ideas (L)</p>	<p>Student Edition: <i>Get Ready to Read</i> 187, 207, 217, 224, 301 <i>Practice the Skills</i> 161 #2, 164 #7, 170 #3, 172 #4, 208 #1, 211 #6, 284 #4, 839 #2 <i>Reading Workshop</i> 156-157, 834-835 <i>Skills Preview</i> 159, 169, 837 <i>Skills Review</i> 167, 175, 215, 291, 841</p>

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The student connects and evaluates cultural influences/events by:	
<p>[7] 3.10.1 Comparing and contrasting cultural events, ideas, settings, and influences in one story or text across other similar stories or texts in other cultures (e.g., <u>creation stories</u>) (L)</p>	<p>Student Edition: <i>Comparing Literature Workshop</i> 102-103 <i>Genre Focus</i> 652-653 <i>Get Ready to Read</i> 591, 741 <i>Practice the Skills</i> 106 #3, 107 #4, 109 #1-#2 <i>Skills Preview</i> 659 <i>Talk About Your Reading</i> 722 <i>Writing: Compare the Literature</i> 111</p> <p>Teacher Wraparound Edition: 102A; DI 591, 683, 720; LFL 654, 961</p>
<p>[7] 3.10 Analyzing the effects of historical or cultural influences/events on texts (L)</p>	<p>Student Edition: <i>Comparing Literature Workshop</i> 748-749, 755 <i>Genre Focus</i> 653 <i>Get Ready to Read</i> 750, 893 <i>Practice the Skills</i> 706 #2, 707 #4, 717 #3, 720 #6, 721 #9, 751 #2, 753 #1 <i>Skills Preview</i> 705, 715 <i>Skills Review</i> 713, 723</p> <p>Teacher Wraparound Edition: 748A; LE 709, 711; LFL 718</p>