



Literature

Reading with Purpose

Course 3

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STANDARDS

PAGE REFERENCES

- 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
- 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
- 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
- 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
- R3.5** Read and follow multi-step directions to complete a task, and identify the sequence prescribed. E.C.2

The student uses strategies to decode or comprehend the meaning of words in text by:

[8] 3.1.1 Determining meanings of unfamiliar words in context using knowledge of word structure, (prefixes/suffixes, base words, common roots, or word origins)*

Student Edition:

RH2

English Language Coach 586, 594, 606, 620, 636, 652

Practice the Skills 589 #1, 591 #7, 596 #1, 598 #4, 599 #8, 609 #3, 612 #7, 624 #4, 639 #3, 655 #2, 681 #11

Vocabulary Check 593, 603, 619, 661

Teacher Wraparound Edition:

ELC 49, 86, 394; LC 395, 601; V 32, 184

STANDARDS	PAGE REFERENCES
<p>[8] 3.1.2 Determining meanings of unfamiliar words in context, including words from other languages that have been adopted into English (e.g., <u>carpe diem</u>), using knowledge of language structure including using context clues, prior knowledge, and other resources (e.g., dictionaries, glossaries, thesauruses)</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>
<p>[8] 3.1.3 Identifying complex 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> 54, 162, 170, 258, 267, 932, 1006 <i>Practice the Skills</i> 56 #2, 57 #4, 167 #6, 174 #3, 242 #2, 259 #1, 264 #6, 272 #6 <i>Vocabulary Check</i> 177 #12, 403 #16</p> <p>Teacher Wraparound Edition: ELC 63, 119, 351</p>
<p>[8] 3.1.4 Determining the meaning of words in context, including content-specific vocabulary, words with multiple meanings, or precise vocabulary (e.g., <u>angry</u>, <u>vexed</u>; <u>segmented</u>, <u>segregation</u>)</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</p> <p>Teacher Wraparound Edition: DI 304; LC 351</p>
<p>[8] 3.1.5 Self-monitoring and self-correcting while reading (e.g., rereading, adjusting reading pace, <u>sub-vocalizing</u>, <u>consulting resources</u>, <u>questioning</u>, <u>flexible note taking/mapping</u>, <u>skimming</u>, <u>scanning</u>, <u>etc.</u>) (L)</p>	<p>Student Edition: <i>Practice the Skills</i> 326 #1, 504 #1-#3, 511 #3, 567 #9, 588 #1, 590 #6, 597 #3, 599 #7, 600 #9-#10, 644 #11 <i>Reading Workshop</i> 322-323, 500-501, 584-585 <i>Skills Preview</i> 325, 503, 509, 587, 595 <i>Skills Review</i> 329, 507, 515, 603</p> <p>Teacher Wraparound Edition: RS 526, 596</p>
<p>The student reads texts aloud by:</p>	
<p>[8] 3.2.1 Rehearsing and reading aloud with expression from a variety of genres to an audience (L)</p>	<p>Student Edition: RH5 <i>Listening, Speaking, and Viewing</i> 499, 871</p> <p>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>

STANDARDS	PAGE REFERENCES
<p>[8] 3.2.2 Giving an oral formal presentation (e.g., research reports, literature responses) (L)</p>	<p>Student Edition: R18, R46 <i>Listening, Speaking, and Viewing</i> 382 <i>Talk About Your Reading</i> 36, 488, 950</p>
<p>The student restates/summarizes and connects information by:</p>	
<p>[8] 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> 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 Teacher Wraparound Edition: 846A; RRW 1154; RS 862</p>
<p>[8] 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: RH13-RH14 <i>Active Reading Model</i> 152 #2, 550 #6, 551 #8, 716 #5 <i>Critical Thinking</i> 60, 216, 480, 602, 788, 878, 1072 <i>Genre Focus</i> 150, 546, 712 <i>Practice the Skills</i> 187 #2, 188 #3, 189 #4, 638 #2, 639 #4, 738 #4, 739 #6 <i>Reading Workshop</i> 182-183, 634-635, 732-733 <i>Skills Preview</i> 185, 637, 735 <i>Skills Review</i> 193, 651, 763</p>
<p>[8] 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: RH8 <i>Active Reading Model</i> 5 #2, 6 #5, 9 #8, 10 #9 <i>Genre Focus</i> 4 <i>Practice the Skills</i> 20 #3, 24 #10, 26 #12, 27 #13 <i>Reading Workshop</i> 14-15 <i>Skills Preview</i> 17 <i>Skills Review</i> 29 Teacher Wraparound Edition: 14A; RS 47</p>

STANDARDS	PAGE REFERENCES
The student demonstrates understanding of main ideas/arguments by:	
<p>[8] 3.4.1 Identifying or explaining the main ideas in various types of texts (i.e., recognizing or developing appropriate titles, generalizations, assertions)*</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 Teacher Wraparound Edition: 386A, 1102A; LFL 849; RS 392</p>
<p>[8] 3.4.2 Locating information in narrative and informative text to answer questions related to main ideas or key details*</p>	<p>Student Edition: <i>After You Read</i> 28, 36, 52, 60, 74, 90, 114, 168, 176, 192, 202, 216, 232, 246, 254, 308, 328, 334, 454, 462</p>
<p>[8] 3.4.3 Comparing/contrasting the main ideas or concepts between related texts*</p>	<p>Student Edition: <i>Comparing Literature Workshop</i> 116-117, 131, 256-257, 275, 404-405, 419, 662-663, 685, 890-891 <i>Reading Across Texts Workshop</i> 404-405, 516-517, 1018-1019, 1033, 1152-1153 <i>Reading Workshop</i> 238-239 <i>Talk About Your Reading</i> 60 Teacher Wraparound Edition: 116A, 238A, 256A, 404A, 662A, 890A</p>
<p>[8] 3.4.4 Explaining connections among main ideas/concepts (text to self, text to text, text to world)* (L)</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 Teacher Wraparound Edition: 14A; RS 47</p>

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The student follows multi-step directions by:	
<p>[8] 3.5.1 Completing a task by following written, multi-step directions (e.g., answer a multi-faceted text question)* (L)</p>	<p>Student Edition: <i>Skills Preview</i> 509 <i>Write About Your Reading</i> 514 Teacher Wraparound Edition: DI 513</p>
<p>[8] 3.5.2 Identifying the sequence of steps in a list of directions (e.g., what is the first step, what is the second step)*</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, 510; RS 513</p>
<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>	
The student analyzes and evaluates conventions and techniques of genres by:	
<p>[8] 3.6.1 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>Genre Focus</i> 4, 150, 292, 446, 546, 712, 926, 1056 <i>Skills Preview</i> 451, 477, 509 <i>Skills Review</i> 455, 481, 515 Teacher Wraparound Edition: ELC 163; LFL 16, 54, 162, 194, 240, 248, 450, 456</p>
<p>[8] 3.6.2 Analyzing the use of literary devices appropriate to genre (i.e., dialogue, simile, metaphor, personification, foreshadowing, time sequence, imagery, or repetition) to analyze literary works and non-fiction*</p>	<p>Student Edition: <i>Genre Focus</i> 446 <i>Practice the Skills</i> 362 #8, 363 #10, 369 #17-#18, 472 #1, 473 #1, 850 #2, 851 #4, 857 #1, 882 #1, 902 #16, 903 #18 <i>Skills Preview</i> 357, 471, 849, 1113, 1135 <i>Skills Review</i> 379, 475, 859, 1127, 1139</p>

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The student analyzes and evaluates literary elements and devices by:	
<p>[8] 3.7.1 Identifying or describing or making logical predictions about (citing evidence and support from text) plot, setting, character, point of view, and theme*</p>	<p>Student Edition: <i>Comparing Literature Workshop</i> 256-257, 662-663 <i>Genre Focus</i> 150, 546 <i>Practice the Skills</i> 175 #4, 563 #3, 968 #1, 969 #4 <i>Skills and Strategies Assessment</i> 282-283 <i>Skills Preview</i> 171, 561, 967 <i>Skills Review</i> 177, 571, 975 <i>Writing Workshop</i> 580-581, 790-791</p>
<p>[8] 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> 116-117, 131, 256-257, 275, 404-405, 419, 662-663, 685, 890-891 <i>Reading Across Texts Workshop</i> 516-517, 529, 1018-1019, 1033, 1152-1153, 1167 <i>Reading Workshop</i> 238-239 Teacher Wraparound Edition: 116A, 256A, 404A, 516A, 662A</p>
<p>[8] 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> 256-257, 275, 662-663, 685 <i>Practice the Skills</i> 175 #4, 563 #3, 641 #6, 968 #1, 969 #4 <i>Reading Across Texts Workshop</i> 516-517, 529 <i>Skills and Strategies Assessment</i> 282-283 <i>Skills Preview</i> 171, 561, 637, 967 <i>Skills Review</i> 177, 571, 651, 975</p>
The student expresses opinion/differentiates fact from opinion/critiques the effectiveness of text by:	
<p>[8] 3.8.1 Identifying bias/propaganda by citing textual evidence*</p>	<p>Student Edition: <i>Active Reading Model</i> 928 #4, 929 #7 <i>Genre Focus</i> 926 <i>Listening, Speaking, and Viewing</i> 995 <i>Practice the Skills</i> 412 #9, 416 #5, 937 #5, 938 #7, 944 #1, 945 #2, 948 #6, 963 #4, 981 #3, 982 #5, 989 #3, 1002 #1-#2, 1021 #1, 1022 #2-#4 <i>Reading Across Texts Workshop</i> 404-405, 419 <i>Skills Preview</i> 943, 959, 979, 987, 1001 <i>Skills Review</i> 941, 951, 985, 991, 1005 Teacher Wraparound Edition: DI 1031; LE 983, 988, 1002; LFL 302</p>

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<p>[8] 3.8.2 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> 13 #13, 1058 #3 <i>After You Read</i> 940 #2, 964, 1100 #5 <i>Genre Focus</i> 4, 926, 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</p> <p>Teacher Wraparound Edition: 96A; LE 112; LFL 1088; RS 302, 1059, 1061, 1098</p>
<p>The student connects themes by:</p>	
<p>[8] 3.9.1 Locating evidence within the text to make connections to an author’s message, theme, or purpose*</p>	<p>Student Edition: <i>Active Reading Model</i> 159 #11 <i>Comparing Literature Workshop</i> 256-257, 275 <i>Practice the Skills</i> 100 #1, 111 #4, 1137 #2, 1156 #2-#4 <i>Reading Across Texts Workshop</i> 1152-1153, 1167 <i>Reading Workshop</i> 96-97, 1132-1133 <i>Skills Preview</i> 99, 107, 1135, 1141 <i>Skills Review</i> 105, 115, 309, 1139, 1151</p> <p>Teacher Wraparound Edition: 1132A, 1152A; RS 302</p>
<p>[8] 3.9.2 Utilizing textual evidence to make thematic connections between texts*</p>	<p>Student Edition: <i>Comparing Literature Workshop</i> 256-257, 275 <i>Get Ready to Read</i> 195, 241 <i>Practice the Skills</i> 166 #5, 260 #2, 263 #5, 265 #7, 269 #2, 271 #4 <i>Skills Preview</i> 163, 607 <i>Skills Review</i> 169 <i>Warm-Up</i> 2, 148, 292, 444, 544, 710, 924, 1054</p> <p>Teacher Wraparound Edition: 256A; LFL 112, 180, 206, 240</p>
<p>[8] 3.9.3 Making thematic connections between literary and other texts related to personal experiences, experiences of others, prior knowledge, and the broader world of ideas* (L)</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 <i>Warm-Up</i> 2, 148, 292, 444, 544, 710, 924, 1054</p> <p>Teacher Wraparound Edition: 11, 256A</p>

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The student connects and evaluates cultural influences/events by:	
<p>[8] 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>individual/family/community identity formation</u>) (L)</p>	<p>Student Edition: <i>Comparing Literature Workshop</i> 116-117, 131, 256-257, 275 <i>Reading Across Texts Workshop</i> 516-517, 529, 1152-1153, 1167 <i>Reading Workshop</i> 238-239 <i>Skills Preview</i> 163 <i>Skills Review</i> 169</p> <p>Teacher Wraparound Edition: 116A, 256A, 516A, 1152A; ELC 163; LFL 162, 180, 194, 240</p>
<p>[8] 3.10.2 Analyzing the effects of historical or cultural influences/events on texts* (L)</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</p> <p>Teacher Wraparound Edition: 1064A; LE 1062, 1063, 1106, 1108, 1114, 1118; LFL 180, 240, 1058</p>