



Literature

The Reader's Choice
Course 5

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STANDARDS	PAGE REFERENCES
<p>R4.1 Apply knowledge of syntax, roots, and word origins, and use context clues and reference materials, 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>R4.2 Summarize information or ideas from a text and make connections between summarized information or sets of ideas and related topics or information. E.B.3</p> <p>R4.3 a. Identify and assess the validity, accuracy, and adequacy of evidence that supports an author's main ideas. b. Critique the power, logic, reasonableness, and audience appeal of arguments advanced in public documents. E.D.2</p> <p>R4.4 Read and follow multi-step directions to complete complex tasks. E.C.2</p>	
<p>The student uses strategies to decode or comprehend the meaning of words in text by:</p>	
<p>[10] 4.1.1 Determining meanings of unfamiliar words in context using knowledge of sounds, syllables, derivational roots and affixes, including cultural derivations (e.g., the root of photography and photosynthesis; kayak)*</p>	<p>Student Edition: R20 <i>Vocabulary Practice</i> 30, 118, 185, 206, 539, 555, 931, 1030, 1133 <i>Vocabulary Tip</i> 111, 536, 555 <i>Vocabulary Workshop</i> 1052, 1068</p> <p>Teacher Wraparound Edition: DI 1068</p>

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<p>[10] 4.1.2 Determining meanings of unfamiliar words by utilizing context clues, literary allusions, syntax, or semantics in</p> <ul style="list-style-type: none"> • dialectical English (e.g., Huck Finn) • other languages adopted into English (pie a la mode) • idiomatic expressions (e.g., “it drives me up a wall”*) 	<p>Student Edition: R20 <i>Literary Element</i> 453, 463, 971, 985 <i>Literary Focus</i> 585 <i>Vocabulary Practice</i> 18, 48, 62, 147, 582, 637 <i>Vocabulary Tip</i> 51, 412, 578, 611, 1231 <i>Vocabulary Workshop</i> 534 Teacher Wraparound Edition: ELC 973; SP 364, 514, 1028, 1242</p>
<p>[10] 4.1.3 Identifying complex relationships among words including synonyms, antonyms, homonyms/homophones, [shades of meaning L], analogies*</p>	<p>Student Edition: <i>Vocabulary Practice</i> 161, 220, 409, 434, 549, 1075 <i>Vocabulary Tip</i> 209, 403, 1070 <i>Vocabulary Workshop</i> 534 Teacher Wraparound Edition: ELC 1229</p>
<p>[10] 4.1.4 Determining the meaning of words in context including [connotation/denotation L], use of precise or <u>technical</u> vocabulary, content-specific vocabulary (symbiosis, suffrage, apartheid), or multiple meanings (e.g., <u>the James Joyce character Stephen Dedalus--Dedalus is a character and reference to Greek mythological figure</u>)</p>	<p>Student Edition: 37-46, 122-127, 362-369, R20 <i>Vocabulary Tip</i> 618 <i>Vocabulary Workshop</i> 49, 130, 372, 767 Teacher Wraparound Edition: ELC 49</p>
<p>[10] 4.1.5 Self-monitoring and self-correcting while reading (e.g. rereading, adjusting reading pace, sub vocalizing, consulting resources, questioning, flexible note talking/mapping, skimming, scanning, etc.)* (L)</p>	<p>Student Edition: R21-R23 <i>Reading Strategy</i> 195, 197, 200, 202, 206 <i>Reading Tip</i> 279, 361, 531, 587, 618 Teacher Wraparound Edition: SP 208, 280, 340, 480</p>
<p>The student reads texts aloud by:</p>	
<p>[10] 3.2.1 Rehearsing and reading aloud with expression from a variety of genres to an audience (L)*</p>	<p>Student Edition: <i>Listening and Speaking</i> 592, 601 <i>Performing</i> 179, 556, 1042 <i>Rehearsing</i> 299, 509, 695, 949, 1099 <i>Speaking, Listening, and Viewing</i> 1264-1265 Teacher Wraparound Edition: DI 1265; ELC 695</p>

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<p>[10] 3.2.2 Giving an oral formal presentation (e.g., research reports, literature responses)* (L)</p>	<p>Student Edition: <i>Listening and Speaking</i> 592, 601 <i>Performing</i> 179, 556, 1042 <i>Speaking, Listening, and Viewing</i> 298-299, 508-509, 694-695, 948-949, 1098-1099</p> <p>Teacher Wraparound Edition: ELC 299</p>
<p>The student restates/summarizes and connects information by:</p>	
<p>[10] 4.2.1 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: 322-333, 335, 362-369, R23 <i>Reading Strategy</i> 321, 323, 325, 361, 363, 364, 369, 371, 623, 625 <i>Reading Tip</i> 321</p> <p>Teacher Wraparound Edition: DI 365, 1161</p>
<p>[10] 4.2.2 Connecting information by making inferences and/or drawing conclusions within a text (e.g., why is the information in the chart included), across texts or other summarized information*</p>	<p>Student Edition: 122-127, 253-261, 431-433, R23 <i>Reading Strategy</i> 121, 430, 434, 670, 674 <i>Reading Tip</i> 466</p> <p>Teacher Wraparound Edition: DI 259; RS 432, 433</p>
<p>The student demonstrates understanding of main ideas/arguments by:</p>	
<p>[10] 4.3.1 Identifying or explaining the main ideas in various types of texts (i.e., recognizing or developing appropriate titles, generalizations, assertions)*</p>	<p>Student Edition: 362-369, 404-407, R23 <i>Literary Element</i> 403, 404, 409 <i>Reading Strategy</i> 361, 371 <i>Review</i> 441</p> <p>Teacher Wraparound Edition: LE 404; RS 369; SP 390</p>
<p>[10] 4.3.2 Locating information in narrative and informative text to answer questions related to main ideas or key details*</p>	<p>Student Edition: <i>Perspectives</i> 1064-1067, 1161-1163 <i>Responding and Thinking Critically</i> 190, 493, 667, 766, 1023, 1067, 1163, 1175 <i>Time</i> 186-190, 491-493, 664-667, 763-766, 1020-1023, 1172-1175</p> <p>Teacher Wraparound Edition: BI 189</p>

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<p>[10] 4.3.3 Comparing/contrasting the main ideas or concepts between related texts*</p>	<p>Student Edition: <i>Comparing the Big Idea</i> 207, 226, 464, 668, 685, 913, 939, 1076, 1087, 1151 <i>Writing About Literature</i> 451, 616 Teacher Wraparound Edition: BR 207, 1076</p>
<p>[10] 4.3.4 Explaining connections among main ideas/concepts (text to self, text to text, text to world)* (L)</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>[10] 4.3.5 Locating and using evidence from texts to assess the validity of an author’s main ideas (e.g., is the reasoning logical) and adequacy of support (e.g., is there enough supporting evidence)*</p>	<p>Student Edition: 465, R24-R25 <i>Literary Focus</i> 444-445 <i>Responding and Thinking Critically</i> 190 <i>Time</i> 186-190 <i>Wrap Up</i> 482 <i>Writing About Literature</i> 451 Teacher Wraparound Edition: SP 186</p>
<p>[10] 4.3.6 Using evidence from the text to evaluate the power, logic, reasonableness, and audience appeal of arguments (e.g., identifies bias and propaganda techniques, emotional effect of specific word choices and sentence structures, well-supported logical arguments)*</p>	<p>Student Edition: 448-449 <i>Literary Element</i> 447, 450 <i>Literary Focus</i> 444-445 <i>Reading Strategy</i> 447, 451 <i>Reading Tip</i> 447 <i>Vocabulary Workshop</i> 767 <i>Wrap Up</i> 482 <i>Writing About Literature</i> 451, 762 Teacher Wraparound Edition: DI 767</p>

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The student follows multi-step directions by:	
[10] 4.4.1 Reading, understanding, and applying multi-step directions to perform complex procedures and tasks (e.g., <u>filling out a sample income tax return or permanent fund dividend application</u>)	Student Edition: R44
[10] 4.4.2 Identifying the sequence of steps in a list of directions (e.g., design a science experiment)*	Student Edition: <i>Interdisciplinary Activity</i> 576 <i>Visual Literacy</i> 408
<p>R4.5 Analyze the rules (conventions) of the four genres of fiction (short story, drama, novel and poetry) and non-fiction and the techniques used in these genres, and evaluate the effects of these conventions and techniques on the audience. E.B.2</p> <p>R4.6 Analyze and evaluate how authors use narrative elements and tone in fiction for specific purposes. E.B.2</p> <p>R4.7 Express and support assertions, with evidence from the text or experience, about the effectiveness of a text. E.D.4</p> <p>R4.8 Analyze and evaluate themes across a variety of texts, using textual and experiential evidence. E.B.3</p> <p>R4.9 Analyze the effects of cultural and historical influences on texts. E.E.1</p>	
The student analyzes and evaluates conventions and techniques of techniques of genres by:	
[10] 4.5.1 Analyzing the characteristics and the effect on the reader of non-fiction and the four major structural genres: poetry, drama, novel, short story*	Student Edition: <i>Genre Focus</i> 2-3, 310-311, 520-521, 706-707, 960-961, 1110-1111 <i>Writers on Reading</i> 6-7, 314-315, 524-525, 710-711, 964-965, 1114-1115 Teacher Wraparound Edition: DI 961
[10] 4.5.2 Analyzing the use of literary devices appropriate to genre (i.e., dialogue, simile, metaphor, foreshadowing, personification, time sequence, imagery, repetition, allusion, symbolism, or <u>syntax</u>) to analyze literary works and non-fiction	Student Edition: 112-116, 164-176, 454-462, 588, 589, 619, 662 <i>Literary Elements</i> 163, 178, 453, 587, 591, 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

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<p>[10] 4.5.3 Evaluating the intended effects of the author’s use of conventions and techniques of genres on the reader (e.g., making inferences and judgments about ironic or hyperbolic statements, identifying impact of rich imagery, identifying multiple levels of meaning)*</p>	<p>Student Edition: 52-60, 84-89, 613, 720-738 <i>Literary Element</i> 51, 53, 62 <i>Literary Focus</i> 585 <i>Reading Strategy</i> 83, 91, 719, 739 <i>Vocabulary Workshop</i> 767 <i>Writing About Literature</i> 1134 Teacher Wraparound Edition: DI 767; RS 86, 88, 725</p>
<p>The student analyzes and literary elements and devices by:</p>	
<p>[10] 4.6.1 Identifying or describing or making logical predictions about (citing evidence and support from text) plot, setting, character, point of view, theme, and tone*</p>	<p>Student Edition: 835-848, 1232-1238, R23 <i>Reading Strategy</i> 834, 849, 1231, 1237, 1239 <i>Reading Tip</i> 834 Teacher Wraparound Edition: RS 1236, 1237</p>
<p>[10] 4.6.2 Comparing and contrasting literary elements and devices in a variety of works by a variety of authors*</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</i> 207, 668, 913, 1076, 1151 <i>Wrap Up</i> 226, 685, 939, 1087, 1160 Teacher Wraparound Edition: SP 1264</p>
<p>[10] 4.6.3 Analyzing and evaluating the importance to the story plot, setting, character, point of view, theme, and <u>tone</u></p>	<p>Student Edition: 2-3, 14-16, 22-28, 37-46, 84-89, 112-116, 1040-1041, 1045-1049 <i>Literary Analysis Model</i> 8-9 <i>Literary Element</i> 36, 47, 1039, 1042, 1044 <i>Literary Focus</i> 10-11, 94-95, 192 <i>Writing About Literature</i> 19, 48, 63, 71, 92 Teacher Wraparound Edition: LE 42; SP 2</p>

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<p>[10] 4.6.4 Citing evidence from the text to analyze and evaluate the author's intent for utilizing literary elements and devices and tone*</p>	<p>Student Edition: 37-46, 84-89, 253-261 <i>Literary Element</i> 36, 40, 47, 83, 91 <i>Reading Strategy</i> 587, 591 <i>Writing About Literature</i> 19, 48, 63, 71, 92 Teacher Wraparound Edition: LE 84, 255</p>
<p>The student expresses opinion/differentiates fact from opinion/critiques the effectiveness of text by:</p>	
<p>[10] 4.7.1 Identifying bias/propaganda by citing textual evidence*</p>	<p>Student Edition: 448-449, R25 <i>Reading Strategy</i> 447, 449, 451 <i>Vocabulary Workshop</i> 767 <i>Writing About Literature</i> 762 Teacher Wraparound Edition: DI 767; RS 449</p>
<p>[10] 4.7.2 Analyzing author's purpose (e.g., to narrate, inform, entertain, explain, persuade) by citing textual evidence*</p>	<p>Student Edition: 362-369, 413-415, 420-425, 496-497, 872-883, 1122-1131, 1178-1179 <i>Literary Element</i> 361, 370, 495, 498 <i>Perspectives</i> 384-387 <i>Reading Strategy</i> 384, 419, 427, 871, 885, 1177, 1180 <i>Writing About Literature</i> 417, 499 Teacher Wraparound Edition: DI 1129; RS 385, 422, 497, 1179</p>
<p>The student connects themes by:</p>	
<p>[10] 4.8.1 Analyzing and evaluating evidence within the text to identify an author's message, theme, or purpose*</p>	<p>Student Edition: 98-107, 182-184, 355-357 <i>Comparing Literature</i> 913 <i>Literary Analysis</i> 108, 358, 865 <i>Literary Element</i> 351 <i>Literary Focus</i> 94-95 <i>Reading Strategy</i> 384 <i>Writing About Literature</i> 185, 352, 417, 499 Teacher Wraparound Edition: DI 95; LE 94</p>

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<p>[10] 4.8.2 Analyzing and evaluating textual evidence to make thematic connections between texts*</p>	<p>Student Edition: 916-930, 932, 933-938, 972-983, 990-1006 <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; ELC 967</p>
<p>[10] 4.8.3 Analyzing and evaluating thematic connections between texts related to personal experiences, the experience of others, prior knowledge, and the broader world of ideas* (L)</p>	<p>Student Edition: 98-107, 241-247, 253-261, 390-395, 1166-1169, R21 <i>Connecting to Personal Experience</i> 97, 109, 240, 249, 389, 397 <i>Literature Groups</i> 109 <i>Reading Strategy</i> 252, 263, 1165, 1170 Teacher Wraparound Edition: SP 40</p>
<p>The student connects and evaluates cultural influences/events by:</p>	
<p>[10] 4.9.1 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>Puritanism; immigration; Harlem Renaissance</u>) (L)</p>	<p>Student Edition: 916-930, 932, 933-938, 972-983, 990-1006 <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; ELC 967</p>

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<p>[10] 4.9.2 Analyzing the effects of historical or cultural influences/events on texts* (L)</p>	<p>Student Edition: 96-107, 120-127, 388-395, 972-983, 990-1006, 1040-1041, 1045-1049 <i>Comparing Literature</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: CH 100, 125, 391, 1040</p>