



Literature

The Reader's Choice
Course 4

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STANDARDS

PAGE REFERENCES

1. READING

Students use the reading process to demonstrate understanding of literary and informational texts.

I. Students use the reading process to apply a variety of comprehension strategies before, during, and after reading.

A. Students demonstrate understanding in their reading of grade-appropriate texts based on a variety of text features, such as evidence presented, text format, and use of language including:

1. Literal comprehension (main idea, summarizing, paraphrasing) and
2. Inferential comprehension (prediction, cause/effect, compare/contrast, drawing conclusions).

Student Edition:

Reading Preview 13, 161, 220
Reading Strategy 16, 222
Reading and Vocabulary 21, 174, 229
Informational Text 537

Teacher Wraparound Edition:

BRF 97; DI 7, 251; RS 538, 539; SP 14, 32, 46, 88, 172, 222, 372, 1030, 1224

B. Students use a range of strategies (using word origins; understanding multiple meanings; inferring meaning from context; inferring literal, figurative, and technical meanings; understanding technical and subject-specific words; interpreting allusions, such as to mythology or American and British literary works) to develop vocabulary.

Student Edition:

Vocabulary 21, 255, 278, 334, 348, 406, 612, 924
Vocabulary Workshop 187, 434, 1022, 1073

Teacher Wraparound Edition:

DI 359, 677; ELC 35, 871, 1225; SP 34, 250, 630, 1186; V 971

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II. Students demonstrate an understanding of literary texts.

<p>A. Students read a variety of literary genres from American literature and various world cultures and understand the defining characteristics of these literary texts and the relationship between literature and the historical period, culture, and societal context, such as the influence of literary works on political events.</p>	<p>Student Edition: <i>Wrap Up</i> 146 <i>Writing and Extending</i> 158, 241, 334, 571 <i>Daily Life and Culture</i> 277, 324, 390, 443 <i>Literary Element</i> 329, 331 <i>Literary Analysis</i> 333, 360 <i>Reading Strategy</i> 353, 358 <i>Reading and Vocabulary</i> 361 Teacher Wraparound Edition: ELC 265, 321; RRW 315, 357</p>
<p>B. Students understand elements of literature including:</p> <ol style="list-style-type: none"> 1. Character development (character's actions, beliefs, motives, reactions, and feelings); 2. Point of view including underlying author purpose; 3. Setting including historical/cultural context; 4. Universal themes including the philosophical assumptions and underlying beliefs of author's work; and 5. Complex elements of plot development including time and sequence elements such as flashback and foreshadowing. 	<p>Student Edition: <i>Writing and Extending</i> 43, 87, 120, 158 <i>Literary Element</i> 136, 140, 163, 165, 255 <i>Literary Analysis</i> 141, 157, 229 Teacher Wraparound Edition: ELC 11; LE 5, 332; SP 52, 62, 384, 848, 882; WT 137</p>
<p>C. Students understand the use of a range of complex literary devices/techniques to accomplish author's purpose:</p> <ul style="list-style-type: none"> • Symbolism • Mood/tone • Allusion • Irony • Figurative language (metaphor, simile, personification) • Analogy • Exaggeration • Archetypes • Symbolism 	<p>Student Edition: <i>Literary Element</i> 59, 61, 79, 81, 353, 359 <i>Literary Analysis</i> 64, 86, 103, 130, 360, 588, 603 Teacher Wraparound Edition: DI 753; LE 58, 90, 781, 991; SP 90, 162, 602</p>

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<p>D. Students use the language and perspectives of literary criticism to evaluate literary works.</p>	<p>Student Edition: <i>Writing and Extending</i> 21, 241, 256, 279, 399, 414, 428, 654, 1137 <i>You're the Critic</i> 85, 202, 228, 593, 834, 1245 Teacher Wraparound Edition: SP 468, 568, 688, 802, 950</p>
<p>III. Students demonstrate understanding of informational texts.</p>	
<p>A. Students read a variety of information genres (e.g., documentaries, speeches, public documents, print news media, Internet, websites, electronic databases, microfiche, almanacs, news) and can:</p> <ol style="list-style-type: none"> 1. Explain author's intent; 2. Evaluate for accuracy, relevance, and bias; and 3. Make generalizations and inferences based on implicit and explicit information. 	<p>Student Edition: R36 <i>Reading Preview</i> 439 <i>Reading Strategy</i> 441 <i>Responding and Thinking Critically</i> 443 #7 <i>Reading and Vocabulary</i> 444 <i>Writing and Extending</i> 445, 1066 <i>Literary Element</i> 481, 482 <i>Literary Analysis</i> 486 <i>Vocabulary Workshop</i> 1099 Teacher Wraparound Edition: DI 835, 965; LE 436; RS 437, 441, 472, 474; SP 442, 470, 480</p>
<p>B. Students conduct research using a variety of grade-appropriate sources and can:</p> <ol style="list-style-type: none"> 1. Synthesize relevant data through note-taking and questioning and 2. Analyze and interpret technical data, written directions, and technical manuals. 	<p>Student Edition: R35-36 <i>Writing and Extending</i> 120, 204, 256 <i>Writing Workshop</i> 1093, 1094 Teacher Wraparound Edition: DI 153, 765; RRW 117, 201, 235, 303, 635, 707; SP 48, 196, 264, 560, 1260; WS 1095</p>
<p>C. Students use a process to apply research strategies including:</p> <ol style="list-style-type: none"> 1. Developing a plan for research; 2. Collecting information to narrow and develop a topic; and 3. Using information to support a thesis. 	<p>Student Edition: R35, R37 <i>Writing Workshop</i> 929, 932, 1092-1093, 1095, 1096, 1100, 1261 Teacher Wraparound Edition: ELC 1093; RRW 101; SP 28, 412, 752, 965, 1094, 1260; WS 932, 1094</p>

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<p>2. WRITING Students use the writing process and use appropriate strategies to write a variety of expressive and expository pieces.</p>	
<p>I. Students apply writing skills to plan, draft, revise, and publish writing for intended audiences.</p>	
<p>A. Students write a variety of level-appropriate modes/genres by:</p> <ol style="list-style-type: none"> 1. Explaining ideas in their reading. 2. Elaborating on concepts in literature. 3. Using others' works as models for effective writing. 4. Using word processing and other tools of technology to create multimedia presentations. 	<p>Student Edition: <i>Grammar and Style</i> 43, 131, 407, 613 <i>Writing and Extending</i> 65, 76, 104 <i>Writing Workshop</i> 281-282, 927-928</p> <p>Teacher Wraparound Edition: DI 803; ELC 1263; SP 38, 80, 192, 408, 540, 578, 660, 704; WS 282</p>
<p>B. Students use strategies to generate ideas for written work including:</p> <ol style="list-style-type: none"> 1. Considering audience and purpose in planning. 2. Developing a focus. 3. Using vivid, specific and relevant details and concepts. 	<p>Student Edition: R29, R32 <i>Writing and Extending</i> 76 <i>Grammar and Style</i> 230, 407 <i>Writing Workshop</i> 281, 283, 491, 663, 665, 927, 929, 1093, 1259</p> <p>Teacher Wraparound Edition: DI 663; ELC 283; SP 38, 356, 664, 1100</p>
<p>C. Students use organization skills to:</p> <ol style="list-style-type: none"> 1. Arrange paragraphs into logical progression; 2. Include a concluding statement; and 3. Use transitions in written work. 	<p>Student Edition: R32 <i>Writing and Extending</i> 186, 256, 279, 318, 334, 361, 414, 836, 1047 <i>Writing Workshop</i> 491, 929, 1095, 1261 <i>Grammar Workshop</i> 1087</p> <p>Teacher Wraparound Edition: DI 217, 297, 491, 929, 1095, 1261; ELC 931</p>
<p>D. Students use meaningful voice by adapting writing for different audiences and purposes by:</p> <ol style="list-style-type: none"> 1. Using suitable content, vocabulary, style, structure, tone and voice; 2. Considering background, age, knowledge of audience; and 3. Using appropriate level of formality. 	<p>Student Edition: R32 <i>Writing and Extending</i> 230 <i>Writing Workshop</i> 283, 663, 1093, 1259, 1261, 1264 <i>Grammar and Style</i> 1066, 1247 <i>Literary Analysis</i> 1257</p> <p>Teacher Wraparound Edition: DI 331; ELC 667, 1097, 1265; SP 284, 494, 776; WS 494, 1264; WT 929</p>

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<p>E. Students use meaningful sentence construction to achieve logical sentence order and varied sentence structures (parallel, compound-complex, and analogous).</p>	<p>Student Edition: R33 <i>Grammar and Style</i> 65, 87, 131, 445, 487, 836 <i>Grammar Workshop</i> 159, 218, 408 <i>Writing and Extending</i> 230 <i>Vocabulary Workshop</i> 1100 Teacher Wraparound Edition: ELC 15, 385; SP 16, 408, 632, 704, 1110; WS 1265</p>
<p>F. Students use meaningful word choice appropriate to purpose to achieve a specific tone.</p>	<p>Student Edition: R32 <i>Writing and Extending</i> 175, 230 <i>Grammar and Style</i> 230, 407, 1021, 1047 <i>Writing Workshop</i> 494, 664, 668, 1264 Teacher Wraparound Edition: ELC 1097, 1141, 1265; SP 38, 80, 192, 356, 494, 714; WT 929</p>
<p>G. Students use grade level-appropriate language conventions for spelling, capitalization, punctuation, grammar, and usage by:</p> <ol style="list-style-type: none"> 1. Using commonly confused terms appropriately; 2. Capitalizing names of regions; 3. Using noun-pronoun agreements; 4. Using ellipses and semicolons; 5. Using conditional tenses; and 6. Using parallel structure. 	<p>Student Edition: R33 <i>Writing Workshop</i> 287, 495, 669, 933, 1101, 1265 <i>Grammar and Style</i> 565, 807, 1223 <i>Grammar Workshop</i> 812 Teacher Wraparound Edition: DI 565; ELC 287, 495, 565; SP 16, 490, 906, 920, 1098; WS 668</p>
<p>H. Students use strategies to draft and revise written work such as producing multiple drafts.</p>	<p>Student Edition: R30 <i>Writing and Extending</i> 76, 175, 230 <i>Writing Workshop</i> 284-286, 492-494, 666-668, 930-932, 1096-1100, 1262-1264 Teacher Wraparound Edition: DI 287; SP 548; WP 494, 668; WT 932</p>
<p>I. Students use strategies to edit and publish written work.</p>	<p>Student Edition: R31 <i>Writing and Extending</i> 158, 186, 361, 1223 <i>Writing Workshop</i> 287, 495, 669, 933, 1101, 1265 <i>Wrap Up</i> 863 Teacher Wraparound Edition: DI 1101; ELC 287, 487, 933; WP 495, 1101, 1265; WT 933</p>

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II. Students use appropriate strategies to write a variety of expressive and expository pieces.

<p>A. Students write and share literary analyses, using grade level-appropriate strategies by:</p> <ol style="list-style-type: none"> 1. Examining literature from several critical perspectives; 2. Analyzing author's stylistic devices and effects; 3. Analyzing author's use of literary elements; and 4. Using information in a text to support assertions. 	<p>Student Edition: <i>Writing and Extending</i> 65, 87, 104, 120, 318, 392, 407, 523, 1021 <i>Literary Analysis</i> 141, 374 <i>Wrap Up</i> 477 <i>Writing Workshop</i> 926-927, 929, 932 Teacher Wraparound Edition: RS 563, 1028; SP 230, 480, 1192</p>
<p>B. Students write and share literary texts (such as personal essays, reflective narratives, poetry, plays, literary analyses, speeches) using grade level-appropriate strategies. They are able to:</p> <ol style="list-style-type: none"> 1. Convey a unifying theme or tone; 2. Use sensory details to describe sights, sounds, movement, and gestures; 3. Use interior monologue to convey feelings; and 4. Pace action with changes in time and mood. 	<p>Student Edition: <i>Writing and Extending</i> 487, 618 <i>Writing Workshop</i> 488-489; 662-663, 926-927, 929 <i>Literary Analysis</i> 588, 603, 1257 Teacher Wraparound Edition: DI 663, 1273; SP 38, 192, 336, 606, 612</p>
<p>C. Students create technical writing for practical tasks (e.g., scientific procedures, business letters, letters to the editor, resumes, applications) using grade level-appropriate strategies. They are able to:</p> <ol style="list-style-type: none"> 1. Use appropriate organizational form; and 2. Use formal language and tone 	<p>Student Edition: R41, R42, R43, R44 <i>Writing and Extending</i> 76 <i>Writing Workshop</i> 1258-1259, 1261 Teacher Wraparound Edition: DI 499; RRW 17, 101, 669; SP 474, 752, 1004</p>
<p>D. Students write and present persuasive essays, demonstrations, and reports (research, problem/solution) using grade level-appropriate strategies.</p> <ol style="list-style-type: none"> 1. Using evidence to support a thesis; 2. Addressing author biases and concerns; 3. Using information and ideas from primary and secondary sources; and 4. Documenting sources using appropriate standard formats. 	<p>Student Edition: <i>Quickwrite</i> 437 <i>Writing and Extending</i> 487 <i>Writing Workshop</i> 1092-1093, 1099, 1102-1103, 1258-1259, 1266-1267 Teacher Wraparound Edition: RRW 83, 463; SP 472, 474, 736, 752, 1094, 1100, 1264</p>

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3. SPEAKING AND LISTENING

Students use listening and speaking skills for a variety of purposes and audiences.

<p>1. Students speak for a variety of purposes including:</p> <ul style="list-style-type: none"> a. Explaining a speaker's or performer's intent; and b. Evaluating the accuracy, relevance, and bias of sources. 	<p>The following examples include both written and oral evaluations.</p> <p>Student Edition: Teacher Wraparound Edition: DI 445, 671, 935, 1267; LS 289, 671, 935, 1103, 1267; SP 442, 550, 670, 934, 1102, 1266; SS 1266; VS 497</p>
<p>2. Students use others' works for models for effective speaking.</p>	<p>Student Edition: <i>Writing and Extending</i> 445 <i>Speaking, Listening, and Viewing Workshop</i> 671, 935 Teacher Wraparound Edition: DI 445; LS 1267; SP 336, 670, 934, 1102, 1266; SS 1266</p>
<p>3. Students use strategies to organize formal presentations including:</p> <ul style="list-style-type: none"> a. Developing an introduction and conclusion; b. Using relevant details to support ideas; and c. Citing information sources. 	<p>Student Edition: <i>Writing and Extending</i> 104, 361, 428, 487 <i>Speaking, Listening and Viewing Workshop</i> 496-497, 670-671, 934-935, 1102-1103, 1266-1267 Teacher Wraparound Edition: DI 153, 543; RRW 335; SP 72</p>
<p>4. Students use strategies to make persuasive presentations by:</p> <ul style="list-style-type: none"> a. Presenting a coherent argument; b. Citing persuasive evidence; c. Using rhetorical strategies to support reasoning; and d. Addressing counter-arguments and concerns. 	<p>Student Edition: <i>Writing and Extending</i> 104, 463, 487 <i>Speaking, Listening, and Viewing Workshop</i> 671, 1266-1267 Teacher Wraparound Edition: DI 477, 563, 983, 1041; RRW 73; SP 336, 436, 474, 858, 952, 1200, 1262; SS 1267</p>
<p>5. Students present oral interpretations of literature.</p>	<p>Student Edition: <i>Speaking, Listening, and Viewing Workshop</i> 288-289, 934-935 <i>Writing and Extending</i> 595, 647, 885 <i>Wrap Up</i> 642 Teacher Wraparound Edition: BRF 887, 905, 1001; DI 683; ELC 869; SP 550, 718, 738, 786, 852, 898, 988, 1070</p>

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<p>6. Students use effective delivery skills (tone, eye contact, rate, volume, pitch, gesture, pronunciation and enunciation) appropriate to audience and purpose.</p>	<p>Student Edition: <i>Writing and Extending</i> 445, 647 <i>Speaking, Listening, and Viewing Workshop</i> 496-497; 671, 935, 1103, 1267</p> <p>Teacher Wraparound Edition: BRF 887, 1039; DI 1015; SP 550, 650, 670, 762, 852, 1012; SS 671, 935, 1103</p>
<p>7. Students use visual aids or technology (charts, photographs, transparencies, slides, electronic media, text, images, sound effects) to support presentations.</p>	<p>Student Edition: <i>Writing and Extending</i> 131, 613 <i>Speaking, Listening, and Viewing Workshop</i> 496-497, 671, 1102-1103, 1267</p> <p>Teacher Wraparound Edition: DI 79, 207, 947, 1041, ELC 537; SP 72, 196, 264, 496, 560; SS 497, 1103</p>
<p>8. Students use strategies to contribute to group discussions by:</p> <ol style="list-style-type: none"> Considering others' ideas and opinions before responding; Determining the purpose of discussions; Acting as a leader, participant, and moderator; and Conveying criticism in a constructive way. 	<p>Student Edition: <i>Speaking, Listening, and Viewing Workshop</i> 288-289</p> <p>Teacher Wraparound Edition: BRF 227; DI 289, 353, 1169; ELC 145; LS 289; SP 226, 288; SS 288</p>
<p>9. Students listen and respond to listener feedback and adjust delivery techniques and content, provide useful feedback to speakers to indicate understanding, and synthesize relevant data from presentations and discussions using strategies such as note-taking and questioning, and observe the techniques and impact of visual media such as:</p> <ol style="list-style-type: none"> Explaining aesthetic effects of media; Using stereotypes; Using special effects; Explaining techniques and impact of media on audiences, politics, and daily life; Techniques used for particular audiences; and Impact of media on daily life. 	<p>Student Edition: <i>Speaking, Listening, and Viewing Workshop</i> 288-289 <i>Writing and Extending</i> 626</p> <p>Teacher Wraparound Edition: B 436; DI 237, 281, 289, 445, 761, 927; LS 289, 1103, 1267; RRW 1005; SP 262, 288, 290, 336, 496, 798, 898, 1138</p>