



# Literature

The Reader's Choice

Course 5

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STANDARDS	PAGE REFERENCES
<p><b>1. READING</b> Students use the reading process to demonstrate understanding of literary and informational texts.</p>	
<p><b>I. Students use the reading process to apply a variety of comprehension strategies before, during, and after reading.</b></p>	
<p>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:</p> <ol style="list-style-type: none"> <li>1. Literal comprehension (main idea, summarizing, paraphrasing) and</li> <li>2. Inferential comprehension (prediction, cause/effect, compare/contrast, drawing conclusions).</li> </ol>	<p><b>Student Edition:</b> 122-127, 322-333, 431-433, 835-848, R21-R23 <i>Reading Strategy</i> 321, 335, 834, 837, 839, 842 <i>Reading Tip</i> 466 <i>Responding and Thinking Critically</i> 190 <i>Time</i> 186-190 <i>Writing About Literature</i> 129 <i>Writing Workshop</i> 503 <b>Teacher Wraparound Edition:</b> DI 45, 259, 323, 457; ELC 331; SP 684, 1114</p>
<p>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.</p>	<p><b>Student Edition:</b> R20 <i>Literary Element</i> 453, 463 <i>Vocabulary Practice</i> 18, 48, 62, 147, 582, 637, 641 <i>Vocabulary Tip</i> 51, 412, 578, 611, 627, 647 <i>Vocabulary Workshop</i> 49, 130, 372, 534, 767, 1052, 1068 <b>Teacher Wraparound Edition:</b> DI 965; ELC 319; SP 102, 514</p>

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<b>II. Students demonstrate an understanding of literary texts.</b>	
<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><b>Student Edition:</b>  66-69, 98-107, 122-127, 182-184, 322-333, 390-395, 448-449, 454-462, 1079-1082, 1084-1085, 1086  <i>Big Idea</i> 191  <i>Comparing Cultural Beliefs</i> 1087  <i>Comparing Literature</i> 913, 939, 1076  <i>Connecting to the Historical Narrative</i> 321  <i>Daily Life and Culture</i> 248, 350, 592, 884, 984, 1062  <i>Literary Criticism</i> 71  <i>Literary Element</i> 321, 334  <i>Interdisciplinary Activity</i> 1030, 1063  <i>Internet Connection</i> 352  <i>Reading Strategy</i> 65, 71  <i>Responding and Thinking Critically</i> 128, 450, 463  <i>Time</i> 664-667  <i>Writing About Literature</i> 147, 185, 582, 1083  <i>Writing Workshop</i> 290-297  <b>Teacher Wraparound Edition:</b>  ELC 665, 1055; SP 964, 1036</p>
<p>B. Students understand elements of literature including:</p> <ol style="list-style-type: none"> <li>1. Character development (character's actions, beliefs, motives, reactions, and feelings);</li> <li>2. Point of view including underlying author purpose;</li> <li>3. Setting including historical/cultural context;</li> <li>4. Universal themes including the philosophical assumptions and underlying beliefs of author's work; and</li> <li>5. Complex elements of plot development including time and sequence elements such as flashback and foreshadowing.</li> </ol>	<p><b>Student Edition:</b>  <i>Genre Focus</i> 2-3, 960-961  <i>Literary Analysis Model</i> 4-5  <i>Literary Element</i> 13, 18, 21, 29, 104, 160, 812, 816, 1039, 1207, 1227  <i>Literary Focus</i> 10-11, 94-95  <i>Review</i> 47, 160, 276  <i>Writers on Reading</i> 6, 964-965  <i>Writing About Literature</i> 30, 48, 81, 92, 109, 117, 129, 147, 161, 181, 237, 263, 277, 335, 616, 986, 1051  <b>Teacher Wraparound Edition:</b>  DI 101, 115, 1167; SP 10-11, 136, 150</p>

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<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"> <li>• Symbolism</li> <li>• Mood/tone</li> <li>• Allusion</li> <li>• Irony</li> <li>• Figurative language (metaphor, simile, personification)</li> <li>• Analogy</li> <li>• Exaggeration</li> <li>• Archetypes</li> <li>• Symbolism</li> </ul>	<p><b>Student Edition:</b>  52-60, 164-176, 454-462, 662, 1040-1041, 1166-1169, 1232-1238, 1242-1254  <i>Genre Focus</i> 520, 960  <i>Grammar and Style</i> 410  <i>Interdisciplinary Activity</i> 1063  <i>Literary Element</i> 51, 62, 163, 178, 453, 463, 663, 1039, 1042, 1165, 1170  <i>Literary Focus</i> 585, 1119, 1182-1183  <i>Reading Strategy</i> 541, 545  <i>Writing About Literature</i> 663, 912, 1239, 1255  <b>Teacher Wraparound Edition:</b>  ELC 95, 1115; SP 296, 404, 602</p>
<p>D. Students use the language and perspectives of literary criticism to evaluate literary works.</p>	<p><b>Student Edition:</b>  R23-R24  <i>Literary Criticism</i> 71, 490, 549, 582, 651  <i>Literature Groups</i> 277, 1051  <i>Writing Workshop</i> 290-297  <i>You're the Critic</i> 61, 177, 396, 426, 554, 614  <b>Teacher Wraparound Edition:</b>  ELC 293</p>
<p><b>III. Students demonstrate understanding of informational texts.</b></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"> <li>1. Explain author's intent;</li> <li>2. Evaluate for accuracy, relevance, and bias; and</li> <li>3. Make generalizations and inferences based on implicit and explicit information.</li> </ol>	<p><b>Student Edition:</b>  448-449, 454-462, R24, R37  <i>Internet Connection</i> 161, 263, 352, 739, 986  <i>Perspectives</i> 1161-1163  <i>Reading Strategy</i> 447, 451  <i>Responding and Thinking Critically</i> 190, 766, 1163, 1175  <i>Time</i> 186-190, 763-766, 1172-1175  <i>Writing Workshop</i> 503, 1088-1097  <b>Teacher Wraparound Edition:</b>  DI 767; RRW 31, 507, 1173; SP 942, 1022, 1092</p>
<p>B. Students conduct research using a variety of grade-appropriate sources and can:</p> <ol style="list-style-type: none"> <li>1. Synthesize relevant data through note-taking and questioning; and</li> <li>2. Analyze and interpret technical data, written directions, and technical manuals.</li> </ol>	<p><b>Student Edition:</b>  R23, R36-R38  <i>Interdisciplinary Activity</i> 30, 383  <i>Internet Connection</i> 352, 739  <i>Writing Workshop</i> 503, 1088-1097  <b>Teacher Wraparound Edition:</b>  DI 1091; RRW 1093; SP 960, 1094</p>

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<p>C. Students use a process to apply research strategies including:</p> <ol style="list-style-type: none"> <li>1. Developing a plan for research;</li> <li>2. Collecting information to narrow and develop a topic; and</li> <li>3. Using information to support a thesis.</li> </ol>	<p><b>Student Edition:</b>  R36-R38  <i>Interdisciplinary Activity</i> 30, 383  <i>Internet Connection</i> 352, 739  <i>Writing Workshop</i> 290-297, 500-507, 1088-1097  <b>Teacher Wraparound Edition:</b>  SP 1090</p>
<p><b>2. WRITING</b>  Students use the writing process and use appropriate strategies to write a variety of expressive and expository pieces.</p>	
<p><b>I. Students apply writing skills to plan, draft, revise, and publish writing for intended audiences.</b></p>	
<p>A. Students write a variety of level-appropriate modes/genres by:</p> <ol style="list-style-type: none"> <li>1. Explaining ideas in their reading.</li> <li>2. Elaborating on concepts in literature.</li> <li>3. Using others' works as models for effective writing.</li> <li>4. Using word processing and other tools of technology to create multimedia presentations.</li> </ol>	<p><b>Student Edition:</b>  R33  <i>Interdisciplinary Activity</i> 371  <i>Writing Workshop</i> 290-297, 500-507, 686-693, 940-947, 1088-1097, 1256-1263  <b>Teacher Wraparound Edition:</b>  SP 52, 170</p>
<p>B. Students use strategies to generate ideas for written work including:</p> <ol style="list-style-type: none"> <li>1. Considering audience and purpose in planning</li> <li>2. Developing a focus.</li> <li>3. Using vivid, specific and relevant details and concepts.</li> </ol>	<p><b>Student Edition:</b>  <i>Focus Lesson</i> 506, 692  <i>Grammar and Style</i> 866, 1134  <i>Revising Check</i> 866  <i>Rubric</i> 686, 940  <i>The Right Topic</i> 943  <i>Writing Workshop</i> 290-297, 500-507, 686-693, 940-947, 1088-1097, 1256-1263  <b>Teacher Wraparound Edition:</b>  DI 501; SP 506, 944, 1260</p>
<p>C. Students use organization skills to:</p> <ol style="list-style-type: none"> <li>1. Arrange paragraphs into logical progression;</li> <li>2. Include a concluding statement; and</li> <li>3. Use transitions in written work.</li> </ol>	<p><b>Student Edition:</b>  R33  <i>Drafting</i> 294, 504, 944  <i>Focus Lesson</i> 1096  <i>Look for Transitions</i> 693  <i>Writing Workshop</i> 290-297, 500-507, 686-693, 940-947, 1088-1097, 1256-1263  <b>Teacher Wraparound Edition:</b>  DI 295; SP 688</p>

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<p>D. Students use meaningful voice by adapting writing for different audiences and purposes by:</p> <ol style="list-style-type: none"> <li>Using suitable content, vocabulary, style, structure, tone and voice;</li> <li>Considering background, age, knowledge of audience; and</li> <li>Using appropriate level of formality.</li> </ol>	<p><b>Student Edition:</b>  R33, R52  <i>Audience and Purpose</i> 1089  <i>Grammar and Style</i> 986, 1228  <i>Writing Workshop</i> 290-297, 500-507, 686-693, 940-947, 1088-1097, 1256-1263</p> <p><b>Teacher Wraparound Edition:</b>  ELC 293; SP 690</p>
<p>E. Students use meaningful sentence construction to achieve logical sentence order and varied sentence structures (parallel, compound-complex, and analogous).</p>	<p><b>Student Edition:</b>  R34  <i>Focus Lesson</i> 296  <i>Grammar and Style</i> 92, 179  <i>Revising Check</i> 92  <i>Writing Workshop</i> 290-297</p> <p><b>Teacher Wraparound Edition:</b>  SP 504</p>
<p>F. Students use meaningful word choice appropriate to purpose to achieve a specific tone.</p>	<p><b>Student Edition:</b>  R33  <i>Focus Lesson</i> 506, 692  <i>Grammar and Style</i> 866  <i>Writing Workshop</i> 290-297, 500-507, 686-693, 940-947, 1088-1097, 1256-1263</p> <p><b>Teacher Wraparound Edition:</b>  DI 501; SP 506, 944</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"> <li>Using commonly confused terms appropriately;</li> <li>Capitalizing names of regions;</li> <li>Using noun-pronoun agreements;</li> <li>Using ellipses and semicolons;</li> <li>Using conditional tenses; and</li> <li>Using parallel structure.</li> </ol>	<p><b>Student Edition:</b>  R34, R46-R52, R53-R57, R58-R60  <i>Focus Lesson</i> 507, 693, 947  <i>Grammar and Style</i> 398, 1204  <i>Grammar Workshop</i> 562, 1205  <i>Tense Consistency</i> 297  <i>Writing Workshop</i> 290-297, 500-507, 686-693, 940-947, 1088-1097, 1256-1263</p> <p><b>Teacher Wraparound Edition:</b>  DI 693; SP 432, 1096, 1216</p>

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<p>H. Students use strategies to draft and revise written work such as producing multiple drafts.</p>	<p><b>Student Edition:</b>  R31  <i>Grammar and Style</i> 92, 277, 352, 866, 986, 1063  <i>Grammar Workshop</i> 238, 336, 562, 987, 1150  <i>Revising Check</i> 19, 63, 92, 179, 352, 398, 410, 545, 556, 616, 866, 986, 1063, 1134, 1204, 1228  <i>Writing Workshop</i> 294-296, 504-506, 690-692, 944-946, 1091-1096, 1261-1262  <b>Teacher Wraparound Edition:</b>  DI 297, 1095</p>
<p>I. Students use strategies to edit and publish written work.</p>	<p><b>Student Edition:</b>  R32, R34  <i>Grammar Workshop</i> 72, 887, 1205  <i>Writing Workshop</i> 297, 507, 693, 947, 1097, 1263  <b>Teacher Wraparound Edition:</b>  DI 1097</p>
<p><b>II. Students use appropriate strategies to write a variety of expressive and expository pieces.</b></p>	
<p>A. Students write and share literary analyses, using grade level-appropriate strategies by:</p> <ol style="list-style-type: none"> <li>1. Examining literature from several critical perspectives;</li> <li>2. Analyzing author's stylistic devices and effects;</li> <li>3. Analyzing author's use of literary elements; and</li> <li>4. Using information in a text to support assertions.</li> </ol>	<p><b>Student Edition:</b>  R23-R24  <i>Literary Criticism</i> 71, 549, 582, 651  <i>Reading Strategy</i> 409  <i>Writing About Literature</i> 19, 63, 119, 161, 352, 371, 659, 892, 1134, 1255  <i>Writing Workshop</i> 290-297  <i>You're the Critic</i> 61, 177, 396, 426, 554, 614  <b>Teacher Wraparound Edition:</b>  ELC 293</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"> <li>1. Convey a unifying theme or tone;</li> <li>2. Use sensory details to describe sights, sounds, movement, and gestures;</li> <li>3. Use interior monologue to convey feelings; and</li> <li>4. Pace action with changes in time and mood.</li> </ol>	<p><b>Student Edition:</b>  R35  <i>Writing Workshop</i> 290-297, 686-693, 940-947, 1256-1263  <b>Teacher Wraparound Edition:</b>  SP 52, 100, 176, 356, 1174</p>

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<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"> <li>1. Use appropriate organizational form; and</li> <li>2. Use formal language and tone.</li> </ol>	<p><b>Student Edition:</b>  R42-R45  <i>Learning for Life</i> 289  <i>Real World Connection</i> 687</p> <p><b>Teacher Wraparound Edition:</b>  SP 224</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"> <li>1. Using evidence to support a thesis;</li> <li>2. Addressing author biases and concerns;</li> <li>3. Using information and ideas from primary and secondary sources; and</li> <li>4. Documenting sources using appropriate standard formats.</li> </ol>	<p><b>Student Edition:</b>  R35  <i>Writing Workshop</i> 940-947, 1088-1097</p> <p><b>Teacher Wraparound Edition:</b>  SP 44, 186, 458</p>
<p><b>3. SPEAKING AND LISTENING</b>  <b>Students use listening and speaking skills for a variety of purposes and audiences.</b></p>	
<p>1. Students speak for a variety of purposes including:</p> <ol style="list-style-type: none"> <li>a. Explaining a speaker's or performer's intent; and</li> <li>b. Evaluating the accuracy, relevance, and bias of sources.</li> </ol>	<p><b>Student Edition:</b>  <i>Internet Connection</i> 352  <i>Learning for Life</i> 206, 1019  <i>Listening and Speaking</i> 119, 250, 633  <i>Literature Groups</i> 410  <i>Performing</i> 481, 1042, 1204  <i>Speaking, Listening, and Viewing</i> 298-299, 508-509, 694-695, 948-949, 1098-1099, 1264-1265</p> <p><b>Teacher Wraparound Edition:</b>  LS 949, 1265</p>
<p>2. Students use others' works for models for effective speaking.</p>	<p><b>Student Edition:</b>  <i>Be a Listener Too</i> 299  <i>Listening and Speaking</i> 250, 398, 1149  <i>Literary Criticism</i> 490  <i>Performing</i> 1204  <i>Watch a Public Speaker</i> 949</p> <p><b>Teacher Wraparound Edition:</b>  LS 695</p>

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<p>3. Students use strategies to organize formal presentations including:</p> <ul style="list-style-type: none"> <li>a. Developing an introduction and conclusion;</li> <li>b. Using relevant details to support ideas; and</li> <li>c. Citing information sources.</li> </ul>	<p><b>Student Edition:</b>  <i>Avoid Plagiarism</i> 1098  <i>Internet Connection</i> 352  <i>Speaking, Listening, and Viewing</i> 298-299, 948-949, 1098-1099</p> <p><b>Teacher Wraparound Edition:</b>  DI 509</p>
<p>4. Students use strategies to make persuasive presentations by:</p> <ul style="list-style-type: none"> <li>a. Presenting a coherent argument;</li> <li>b. Citing persuasive evidence;</li> <li>c. Using rhetorical strategies to support reasoning; and</li> <li>d. Addressing counter-arguments and concerns.</li> </ul>	<p><b>Student Edition:</b>  <i>Debating</i> 434  <i>Performing</i> 481  <i>Speaking, Listening, and Viewing</i> 948-949</p> <p><b>Teacher Wraparound Edition:</b>  SP 948</p>
<p>5. Students present oral interpretations of literature.</p>	<p><b>Student Edition:</b>  <i>Learning for Life</i> 1019  <i>Listening and Speaking</i> 48, 119, 250, 633, 1149  <i>Performing</i> 1043, 1209  <i>Speaking, Listening, and Viewing</i> 1264-1265</p> <p><b>Teacher Wraparound Edition:</b>  DI 1265; SP 6-7</p>
<p>6. Students use effective delivery skills (tone, eye contact, rate, volume, pitch, gesture, pronunciation and enunciation) appropriate to audience and purpose.</p>	<p><b>Student Edition:</b>  <i>Performing</i> 1042  <i>Speaking, Listening, and Viewing</i> 299, 509, 695, 949, 1099, 1265</p> <p><b>Teacher Wraparound Edition:</b>  DI 1099; SP 88, 508</p>
<p>7. Students use visual aids or technology (charts, photographs, transparencies, slides, electronic media, text, images, sound effects) to support presentations.</p>	<p><b>Student Edition:</b>  <i>Interdisciplinary Activity</i> 659  <i>Speaking, Listening, and Viewing</i> 299, 508-509, 695, 1098-1099</p> <p><b>Teacher Wraparound Edition:</b>  SP 694; VS 1099</p>

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<p>8. Students use strategies to contribute to group discussions by:</p> <ul style="list-style-type: none"> <li>a. Considering others' ideas and opinions before responding;</li> <li>b. Determining the purpose of discussions;</li> <li>c. Acting as a leader, participant, and moderator; and</li> <li>d. Conveying criticism in a constructive way.</li> </ul>	<p><b>Student Edition:</b>  <i>Interdisciplinary Activity</i> 428  <i>Literary Criticism</i> 490  <i>Literature Groups</i> 63, 92, 109, 129, 237, 277, 359, 410, 417, 1008, 1051, 1134  <i>Primary Visual Artifact</i> 17, 90, 117  <i>Speaking, Listening, and Viewing</i> 1264-1265  <i>You're the Critic</i> 177</p> <p><b>Teacher Wraparound Edition:</b>  LS 1265; SP 6-7, 8, 126; SS 1265</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> <ul style="list-style-type: none"> <li>a. Explaining aesthetic effects of media;</li> <li>b. Using stereotypes;</li> <li>c. Using special effects;</li> <li>d. Explaining techniques and impact of media on audiences, politics, and daily life;</li> <li>e. Techniques used for particular audiences; and</li> <li>f. Impact of media on daily life.</li> </ul>	<p><b>Student Edition:</b>  <i>Ask for Specific Feedback</i> 1099  <i>Be a Listener Too</i> 299  <i>Listening and Speaking</i> 250  <i>Literature Groups</i> 109, 1008</p> <p><b>Teacher Wraparound Edition:</b>  LS 509, 695, 949</p>