



Literature

Course 1

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Student Edition correlation

| STANDARDS | PAGE REFERENCES |
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| The student uses strategies to decode or comprehend meaning of words in text. | |
| <p>R1.1 a. Distinguish, reproduce, and manipulate the sounds in words; b. Use a combination of the following to read and comprehend text: knowledge of phonics, alphabet, and alphabetic principle, e.g., recognition of letter shapes, letter names, letter/sound relationships, initial/final consonants, vowels, letter patterns; pictures and visual cues; sight recognition of high frequency vocabulary words; word structure, e.g., root words, prefixes, suffixes, rhyming words; language structure, e.g., word order, grammar; meaning structure, e.g., prior knowledge and context; text structure, e.g., read left to right. E.B.1</p> <p>R2.1 a. Use a combination of the following to read and comprehend text: knowledge of phonetics, language structure, and semantics; text structures such as illustrations, graphs, and headers; self-monitoring and self-correcting strategies; adjusting reading pace or style based on purpose, task, and type of text. b. Use knowledge of word families, phonetics, context clues, visual cues, and structural elements to determine meaning of unfamiliar words.E.B.1</p> | |
| The student uses strategies to decode or comprehend meaning of words in text by | |
| <p>[6] 2.1.1 Demonstrating knowledge of word structure (root words, prefixes, suffixes, abbreviations) and language structure through reading words in text (word order, grammar)*</p> | <p>Student Edition: 23 <i>Grammar Link</i> 393, 657</p> |

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| <p>[6] 2.1.2 Determining the meaning of unfamiliar words using knowledge of word families, phonetics, context and visual cues, structural elements (contractions, compound words, root words, prefixes, suffixes, plurals) *</p> | <p>Student Edition: 23, 220 <i>Academic Vocabulary</i> 216, 225, 230, 260, 313, 342, 372, 380, 392, 483, 519, 602, 637, 681</p> |
| <p>[6] 2.1.3 Obtaining information using text features including pictures, illustrations, text structure (e.g., bolded or italicized text, graphs, charts, headings, or <u>subheadings</u>)</p> | <p>Student Edition: <i>Literary Element</i> 217, 241, 246, 643, 657 <i>Preview the Article</i> 24, 190, 384, 640, 772 <i>Text Features</i> 214, 242, 243, 646, 647, 650, 652, 654, 655</p> |
| <p>[6] 2.1.4 Identifying relationships among words by categorizing (e.g., synonyms, antonyms, homophones, homographs), identifying shades of meaning (e.g., <u>happy, ecstatic</u>), and analogies*</p> | <p>Student Edition: <i>Academic Vocabulary</i> 225, 230, 313, 342, 380, 392 <i>Vocabulary Practice</i> 51, 67, 112, 133, 169, 246, 413, 460, 499, 619, 637, 656, 769</p> |
| <p>[6] 2.1.5 Self-monitoring and self-correcting while reading (e.g., adjusting reading pace)* (L)</p> | <p>Student Edition: xxxvi-xxxix <i>Monitor Comprehension</i> 97, 98, 99, 515, 517, 518 <i>Preview the Article</i> 190 <i>Question</i> 164, 165, 166 <i>Reading Strategy</i> 96, 101, 163, 169, 171, 512, 520, 640, 641 <i>Scan</i> 174, 175, 176 <i>Skim</i> 172, 173</p> |
| <p>[6] 2.1.6 Students will use knowledge of figurative language (e.g., simile, personification, metaphor etc.) and identify them in texts.* (ASD)</p> | <p>Student Edition: 344-345 <i>Analyze Figurative Language</i> 481 <i>Literary Element</i> 357, 359, 377, 381, 401, 660, 663 <i>Metaphor and Simile</i> 358 <i>Personification</i> 378, 379 <i>Reading Skill</i> 479, 483 <i>Reading Strategy</i> 665, 681 <i>Simile</i> 661, 662</p> |
| <p>[6] 2.1.7 Students will spontaneously and purposefully ask questions before, during, and after reading to:</p> <ul style="list-style-type: none"> •Clarify meaning •Speculate about coming text •Determine author’s style, intent, content, or format •Focus attention on components of text •Locate a specific answer in text* (ASD) | <p>Student Edition: xxxvii <i>Question</i> 164, 165, 166 <i>Reading Strategy</i> 163, 169, 640, 641</p> |

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| <p>[6] 2.1.8 Students will use a variety of reading strategies to comprehend informational text (e.g., skimming, scanning, and locating specific information to support opinion).* (ASD)</p> | <p>Student Edition: xxxvi-xxxix <i>Monitor Comprehension</i> 97, 98, 99, 515, 517, 518 <i>Preview the Article</i> 190 <i>Question</i> 164, 165, 166 <i>Reading Strategy</i> 96, 101, 163, 169, 171, 512, 520, 640, 641 <i>Scan</i> 174, 175, 176 <i>Skim</i> 172, 173</p> |
| <p>[6] 2.1.9 Students will demonstrate increased vocabulary.* (ASD)</p> | <p>Student Edition: 220 <i>Vocabulary Practice</i> 42, 51, 67, 80, 93, 101, 112, 119, 133, 187, 209, 260, 270, 313, 329, 355, 372, 380, 413, 460, 476, 499, 519</p> |
| <p>[6] 2.1.10 Students will use word reference materials (e.g., dictionary, thesaurus).* (ASD)</p> | <p>Student Edition: 428, 625 <i>Academic Vocabulary</i> 260, 519, 637, 681 <i>Write with Style</i> 381</p> |
| <p>The student comprehends literal or inferred meaning from text.</p> | |
| <p>R1.2 a. Comprehend literal meaning from text. b. Use a variety of strategies to support comprehension, including predicting, questioning, rereading, and monitoring own comprehension. E.B.1 R2.2 Infer meaning from text. E.B.1</p> | |
| <p>The student comprehends literal or inferred meaning from text by</p> | |
| <p>[6] 2.2.1 Locating information explicitly stated in narrative and informational text to answer literal-comprehension questions*</p> | <p>Student Edition: <i>After You Read</i> 22, 41, 66, 80, 93, 101, 112, 119, 133, 168, 186, 216, 225, 230, 239, 246, 260, 270, 313, 329, 333, 342</p> |
| <p>[6] 2.2.2 Self-monitoring comprehension by formulating questions while reading (e.g., <u>what circumstances influenced a character to make a specific decision</u>) or rereading (e.g., for clarification, confirmation, correction)* (L)</p> | <p>Student Edition: xxxvii <i>Question</i> 164, 165, 166 <i>Reading Strategy</i> 163, 169, 640, 641</p> |
| <p>[6] 2.2.3 Making inferences (e.g., predicts logical outcomes, such as how would the story have been different if _____, deduces missing outcome or information, such as where a story takes place if not directly stated)*</p> | <p>Student Edition: <i>After You Read</i> 41, 93, 112, 119, 168, 186, 209, 230, 246, 270, 304, 308, 333, 359, 372, 380 <i>TIP</i> 80, 225, 329, 342, 690</p> |

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| <p>[6] 2.2.4 Drawing conclusions based on information presented explicitly in the text (e.g., cause and effect, character motivation, <u>predictions</u>)</p> | <p>Student Edition: <i>After You Read</i> 22, 41, 80, 101, 119, 196, 209, 216 <i>Draw Conclusions About Author’s Perspective</i> 686, 687, 688 <i>Draw Conclusions About Meaning and Purpose</i> 465, 466, 467 <i>Reading Strategy</i> 464, 685, 691 <i>TIP</i> 66, 112, 133</p> |
| <p>[6] 2.2.5 Students will make and confirm or contradict predictions by using prior knowledge, illustrations, titles, topic sentences, key words, and foreshadowing.* (ASD)</p> | <p>Student Edition: <i>Foreshadowing</i> 363 <i>Make Predictions About Plot</i> 76, 77, 78, 364, 366, 367, 368, 369, 371, 526, 528, 531, 532 <i>Reading Strategy</i> 75, 80, 361, 373, 525, 535</p> |
| <p>[6] 2.2.6 Students will consider and discuss author’s purpose(s).* (ASD)</p> | <p>Student Edition: <i>Author’s Purpose</i> 165, 166 <i>Comparing Literature</i> 418, 424 <i>Literary Element</i> 163, 169, 415, 425 <i>Reading Skill</i> 199, 209, 470, 477 <i>Reading Strategy</i> 464 <i>Recognize Author’s Purpose</i> 201, 202, 204, 205, 206, 208, 473, 474 <i>Review</i> 187, 217</p> |
| <p>The student reads text aloud.</p> | |
| <p>R1.3 Read texts aloud with expression, demonstrating knowledge of punctuation and other conventions of print. E.B.1</p> | |
| <p>R2.3 Read texts aloud with rhythm, flow, and expression, demonstrating knowledge of punctuation and other conventions of print. E.B.1</p> | |
| <p>The student reads text aloud by</p> | |
| <p>[6] 2.3.1 Reading orally with rhythm, flow and expression, showing understanding of punctuation and other conventions of print* (L)</p> | <p>Student Edition: 146 <i>Speaking and Listening</i> 94, 231, 477</p> |

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| The student restates/summarizes information. | |
| <p>R1.4 a. Retell or dramatize a story after reading it. b. Restate information after reading a text. E.B.1</p> | |
| <p>R2.4 a. Retell stories in correct sequence. b. Restate and summarize information or ideas from a text. E.B.2</p> | |
| The student restates/summarizes information by | |
| <p>[6] 2.4.1 Restating and summarizing main ideas or events in correct sequence after reading a text (e.g., paraphrasing, constructing a topic outline, using graphic organizers) or identifying accurate restatements and summaries of main ideas or events* ASD standards require that students should restate, retell, and summarize in oral and written forms. (ASD)</p> | <p>Student Edition: <i>After You Read</i> 41, 51, 101, 209, 260, 270, 304, 308, 400, 412, 448, 460, 476, 499, 519, 534, 547 <i>Reading Strategy</i> 776, 800 <i>TIP</i> 354</p> |
| The student demonstrates an understanding of main idea. | |
| <p>R1.5 Identify the main idea of a passage E.B.1</p> | |
| <p>R2.5 Locate evidence in the text and from related experiences to support understanding of a main idea. E.D.2</p> | |
| The student demonstrates an understanding of main ideas by | |
| <p>[6] 2.5.1 Identifying the main idea or central concept in various types of texts*</p> | <p>Student Edition: 44, 188, 522, 658 <i>Determine Main Idea and Supporting Details</i> 49 <i>Literary Element</i> 75, 80, 135, 139, 494, 500 <i>Reading Skill</i> 47, 51, 123 <i>Review</i> 94, 226, 509, 637 <i>Theme</i> 77, 78, 79</p> |
| <p>[6] 2.5.2 Locating information in narrative and informational text to answer questions related to main ideas or key details*</p> | <p>Student Edition: <i>Literary Element</i> 51, 75, 80, 139, 494, 500 <i>Review</i> 226, 509, 637 <i>Thesis</i> 498</p> |
| <p>[6] 2.5.3 <u>Locating references from the text that support</u> understanding of a main idea (e.g., what event in history is similar to this one) (L)</p> | <p>Student Edition: 188 <i>Determine Main Idea and Supporting Details</i> 49 <i>Literary Element</i> 80, 139 <i>Reading Skill</i> 47, 51 <i>Review</i> 226 <i>Theme</i> 77, 78, 79 <i>Thesis</i> 496</p> |

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| <p>[6] 2.5.4 Students will identify the main idea(s) of text using supporting details through discussion and in writing.* (ASD)</p> | <p>Student Edition: 188 <i>After You Read</i> 51, 80 <i>Literary Element</i> 139 <i>Try It</i> 47</p> |
| <p>[6] 2.5.5 Students will construct meaning of text and interpret purpose using evidence from the text and prior knowledge.* (ASD)</p> | <p>Student Edition: xxxviii, 188 <i>After You Read</i> 51, 66, 80, 93, 112, 133, 209, 239, 304, 308, 329, 333, 359, 380, 404, 448 <i>TIP</i> 22, 101, 508, 547 <i>Writing</i> 160</p> |
| <p>The student follows written directions.</p> | |
| <p>R1.6 Read and follow simple directions to complete a simple task E.C.2 R2.6 Read and follow multi-step directions to complete a simple task E.C.2</p> | |
| <p>The student follows written directions by</p> | |
| <p>[6] 2.6.1 Completing a task by following written, multi-step directions (e.g., <u>basic science experiment</u>)*</p> | <p>Student Edition: 155, 171, 175-176, 295, 441, 581, 721, 847, R13 <i>After You Read</i> 177</p> |
| <p>The student analyzes content and structure of genres.</p> | |
| <p>R1.7 Distinguish between common forms of texts (genres): fiction/nonfiction, prose/poetry, short story/drama. E.B.2 R2.7 Explain the characteristics of the following: fiction and non-fiction, prose and poetry, and four major genres of fiction: short story, drama, novel, and poetry. E.B.2</p> | |
| <p>The student analyzes content and structure of genres by</p> | |
| <p>[6] 2.7.1 Identifying or explaining the characteristics of the four major genres of fiction: short story, drama, novel, and poetry*</p> | <p>Student Edition: 44-45, 344-345, 802-803 <i>Analyze Story Elements</i> 124, 126, 127, 129, 130, 132 <i>Literary Element</i> 227, 231, 406, 620, 735, 763, 769 <i>Reading Skill</i> 123 <i>Review</i> 381, 800 <i>What You'll Read</i> 724</p> |

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| <p>[6] 2.7.2 Identifying or explaining the characteristics of fiction and non-fiction, <u>prose and poetry</u></p> | <p>Student Edition: 44-45, 344-345, 658-659, 802-803 <i>Fable</i> 505, 507 <i>Folktale</i> 228 <i>Form</i> 621, 622, 623 <i>Haiku</i> 237 <i>Literary Element</i> 227, 231, 236, 239, 357, 388, 393, 503, 509, 620, 624 <i>Review</i> 381</p> |
| <p>[6] 2.7.3 Identifying or explaining use of literary elements and devices <u>appropriate to genre</u> (i.e., dialogue, rhyme, alliteration, simile, metaphor, or <u>personification</u>)</p> | <p>Student Edition: 45, 344-345, 522, 802 <i>Alliteration and Assonance</i> 805, 806 <i>Literary Element</i> 357, 359, 377, 381, 663, 804, 807 <i>Metaphor and Simile</i> 358 <i>Personification</i> 378, 379 <i>Reading Skill</i> 479, 483 <i>Reading Strategy</i> 665, 681</p> |
| <p>[6] 2.7.4 Students will use technology to seek print sources and information for self and assigned purposes.* (ASD)</p> | <p>Student Edition: 521, 704, R14 <i>Conduct Research</i> 575 <i>Research and Report</i> 217, 343, 520, 603</p> |
| <p>[6] 2.7.5 Students will compare & contrast the language, structure, and characteristics of fiction/non-fiction; poetry/prose.* (ASD)</p> | <p>Student Edition: 135, 139, 271, 297, 415, 425, 549 <i>Comparing Literature</i> 136, 137, 138, 273, 274, 275, 276, 277, 278, 416, 417, 418, 419, 420, 421, 422, 423, 424, 550, 551, 552, 553</p> |

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| The student analyzes literary elements and devices. | |
| <p>R1.8 Identify and describe basic plot, main characters, and setting (time and place) in fiction E.B.2</p> <p>R2.8 a. Define and identify plots, settings, and characters in fiction.</p> <p>b. Compare and contrast plots, settings and characters in a variety of works by a variety of authors</p> | |
| The student analyzes literary elements and devices by | |
| <p>[6] 2.8.1 Identifying or describing in fiction</p> <ul style="list-style-type: none"> • plot (e.g., main conflict or problem, sequence of events, resolution) • settings (e.g., how it affects the characters or plot) • characters (e.g., physical characteristics, personality traits, motivation, growth and change) • point of view (who is telling the story) | <p>Student Edition:</p> <p>44-45, 803</p> <p><i>Character</i> 84, 86, 87, 89, 90, 92</p> <p><i>Literary Element</i> 11, 22, 53, 67, 82, 94, 271, 279</p> <p><i>Narrator and Point of View</i> 13, 14, 16, 19, 20</p> <p><i>Plot</i> 55, 56, 57</p> <p><i>Reading Skill</i> 82</p> <p><i>Review</i> 42</p> |
| <p>[6] 2.8.2 Comparing and contrasting plots, settings, characters in a variety of works by a variety of authors*</p> | <p>Student Edition:</p> <p>135, 139, 271, 279, 415, 425, 510, 549, 565</p> <p><i>Comparing Literature</i> 138, 273, 274, 275, 276, 277, 278, 416, 417, 550, 551, 552, 553, 554, 555, 558, 559, 560, 562, 563</p> <p><i>Reading Skill</i> 82</p> |
| <p>[6] 2.8.3 Comparing Students will compare, contrast, and analyze information from several sources and text forms.* (ASD)</p> | <p>Student Edition:</p> <p>43, 135, 139, 219, 271, 279, 415, 425, 549, 565, 692, 703, 704-705, 815, 831, R14</p> <p><i>Conduct Research</i> 575</p> <p><i>Research and Report</i> 217, 343, 520, 603</p> |
| The student analyzes context of text to differentiate fact and opinion. | |
| <p>R1.9 Express own opinions about texts E.D.1</p> <p>R2.9 a. Differentiate between fact and opinion.</p> <p>b. Express opinions about a text and support these opinions with textual evidence.E.D.2</p> | |
| The student analyzes content of text to differentiate fact and opinion by | |
| <p>[6] 2.9.1 Distinguishing fact from opinion in a text*</p> | <p>Student Edition:</p> <p>521, 522-523</p> <p><i>Distinguish Fact and Opinion</i> 453, 458</p> <p><i>Reading Skill</i> 451, 460, 772, 774</p> |
| <p>[6] 2.9.2 Identifying bias/propaganda by citing textual evidence (L)</p> | <p>Student Edition:</p> <p>521, 522-523</p> <p><i>Reading Strategy</i> 461, 463</p> |

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| <p>[6] 2.9.3 Expressing own opinion about material read and supporting opinions with evidence from text*</p> | <p>Student Edition: <i>After You Read</i> 41, 66, 101, 112, 133, 160, 168, 186, 209, 225, 260, 304, 313, 329, 354, 359, 392, 448, 482 <i>Big Question</i> 459 <i>Reading Strategy</i> 395, 400</p> |
| <p>[6] 2.9.4 Students will demonstrate understanding by distinguishing among facts, supported inferences, and opinions. (ASD)</p> | <p>Student Edition: 43, 521, 522-523 <i>Argument</i> 481 <i>Distinguish Fact and Opinion</i> 453, 458 <i>Literary Element</i> 479 <i>Reading Skill</i> 451, 460, 772, 774 <i>Reading Strategy</i> 463</p> |
| <p>[6] 2.9.5 Students will recommend texts for others to read and give reasons (oral and written.)* (ASD)</p> | <p>Student Edition: <i>After You Read</i> 168 <i>Keep a Reader Response Journal</i> 715 <i>Write a Review</i> 149 <i>Writing</i> 756</p> |
| <p>The student connects themes.</p> | |
| <p>R1.10 Make connections between a text and personal experiences, experiences of others, or other texts, and locate details in the text to illustrate these connections.E.B.3 R2.10 Identify themes in texts and connect them to personal experiences, experiences of others, and other texts.E.B.3</p> | |
| <p>The student connects themes by</p> | |
| <p>[6] 2.10.1 Identifying author’s message or theme, stated or implied (e.g., helping others brings great rewards)*</p> | <p>Student Edition: 188 <i>Author’s Purpose</i> 165, 166, 598, 600 <i>Literary Element</i> 163, 169, 415, 425, 597, 603 <i>Reading Skill</i> 199, 209, 334, 336, 470, 477 <i>Recognize Author’s Purpose</i> 201, 204, 205, 206, 208 <i>Review</i> 187, 217, 226</p> |
| <p>[6] 2.10.2 Identifying themes in texts and making relevant connections to [personal experiences, experiences of others or L] other texts *</p> | <p>Student Edition: <i>After You Read</i> 756 <i>Connect to Personal Experience</i> 13, 14, 17, 18, 20 <i>Connect to Today</i> 181, 182, 183, 184, 185 <i>Reading Strategy</i> 11, 179, 187, 384 <i>Respond and Think Critically</i> 387, 641, 760, 774, 799</p> |

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| The student makes connections between cultural influences/events. | |
| <p>R1.11 Identify basic cultural influences in texts. E.E.1</p> <p>R2.11 Connect cultural events, ideas, settings, and influences from one text to similar texts from other cultures. E.E.1</p> | |
| The student makes connections between cultural influences/events by | |
| <p>[6] 2.11.1 Comparing and contrasting cultural events, ideas, settings, and influences in one story or text to similar stories or texts from other cultures (e.g., coming-of-age stories) (L)</p> | <p>Student Edition:</p> <p><i>Analyze Cultural Context</i> 318, 319, 320, 321, 322, 325, 326, 328, 609, 611, 613</p> <p><i>Big Question</i> 238, 239</p> <p><i>Connect to Social Studies</i> 41</p> <p><i>Daily Life and Culture</i> 412</p> <p><i>Literary Element</i> 413</p> <p><i>Myth</i> 407</p> <p><i>Reading Skill</i> 316, 330, 604, 606, 608</p> |

*Assumes a variety of text and increasing complexity