



Literature

Course 2

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Student Edition correlation

STANDARDS	PAGE REFERENCES
The student uses strategies to decode or comprehend meaning of words in text.	
<p>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</p>	
<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>	
The student uses strategies to decode or comprehend meaning of words in text by	
<p>[7] 3.1.1 Determining meanings of unfamiliar words in context using knowledge of word structure, (prefixes/suffixes, <u>base words, common roots, or word origins</u>)</p>	<p>Student Edition: <i>Monitor Comprehension</i> 258 <i>Spelling Link</i> 532 <i>Tip</i> 70, 262, 790 <i>Vocabulary</i> 250, 251 <i>Vocabulary Workshop</i> 70, 262, 790</p>

STANDARDS	PAGE REFERENCES
<p>[7] 3.1.2 Determining meanings of unfamiliar words in context, <u>including words from other languages that have been adopted into English (e.g. déjà vu)</u>, using knowledge of language structure <u>including using context clues, prior knowledge, and other resources</u> (e.g. dictionaries, glossaries, thesauruses)</p>	<p>Student Edition: <i>Academic Vocabulary</i> 89, 260, 366, 372, 395, 409, 417, 431, 480, 634, 726, 852 <i>Reading Strategy</i> 211, 218 #4-#5, 764 <i>Respond and Think Critically</i> 767 #5 <i>Vocabulary</i> 18, 72, 124, 178, 248, 289, 260, 316, 374, 419, 472, 510, 608, 674, 700, 768, 794, 812, 854 <i>Vocabulary Practice</i> 122, 188, 218, 274, 382, 409, 431, 480, 492, 541, 634, 682, 726, 810 <i>Vocabulary Workshop</i> 70, 659, 790</p>
<p>[7] 3.1.3 Identifying <u>complex</u> relationships among words including synonyms, antonyms, homonyms/homophones, shades of meaning, and analogies</p>	<p>Student Edition: <i>Academic Vocabulary</i> 356, 382, 480, 606, 664, 670, 682, 697, 810 <i>Review</i> 727 <i>Vocabulary</i> 316 <i>Vocabulary Practice</i> 296, 301, 431, 623, 654, 710, 726, 788, 810, 852 <i>Vocabulary Skills</i> 345, 461, 593, 753, 887</p>
<p>[7] 3.1.4 Determining the meaning of words in context, including content-specific vocabulary, words with multiple meanings, or precise vocabulary (e.g., vague vs. ambiguous)</p>	<p>Student Edition: <i>Academic Vocabulary</i> 34, 58, 122, 188, 206, 260, 274, 282, 287, 356, 366, 372, 382, 395, 409, 417, 431, 437, 480, 503, 541, 559, 606, 634, 664, 682, 710, 810 <i>Vocabulary Practice</i> 58, 103, 132, 188, 274, 409, 503, 565, 634, 810, 839 <i>Vocabulary Workshop</i> 70, 368</p>
<p>[7] 3.1.5 Self-monitoring and self-correcting while reading (e.g., adjusting reading pace, rereading difficult or relevant material)* (L)</p>	<p>Student Edition: 252, 254, 256, 258, 687, 690, 692, 695 <i>Reading Handbook</i> xxxvi, xxxvii <i>Reading Strategy</i> 243, 249, 261 #5-#6, 685, 697 #5-#6, 795, 811 #5</p>
<p>[7] 3.1.6 Identify multisyllabic words by using knowledge of sound, syllables, and derivational roots (Greek, Latin, Anglo-Saxon; for example, <u>symphony</u>) (ASD)</p>	<p>Student Edition: <i>Vocabulary Workshop</i> 262, 790</p>

STANDARDS	PAGE REFERENCES
The student comprehends literal or inferred meaning from text.	
<i>No state GLE at this level</i>	
The student uses and monitors comprehension strategies (flexibly and as needed) while reading literary and informational text by:	
<ul style="list-style-type: none"> • linking prior knowledge to new ideas and information • summarizing • predicting and making text-based inferences • determining importance • generating questions that clarify and infer • constructing sensory images (e.g. making pictures in one's mind) • making connections • taking notes (ASD) 	
The student reads text aloud.	
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	
The student reads text aloud by	
[7] 3.2:1 Orally interpreting short stories, poetry, and drama to an audience (L)	Student Edition: <i>On Your Own Activity: Write a Poem or Song</i> 587 <i>Research and Report</i> 288, 357, 811 <i>Speaking and Listening</i> 69, 711, 789 <i>Speaking, Listening, and Viewing Workshop</i> 160
[7] 3.2:2 Reading aloud short factual information (e.g., reports, articles) (L)	Student Edition: <i>On Your Own Activity: Create a TV Commercial</i> 339 <i>Speaking and Listening</i> 438, 560, 607, 727 <i>Speaking, Listening, and Viewing Workshop</i> 338, 454, 586, 746

STANDARDS	PAGE REFERENCES
The student restates/summarizes information.	
<p>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</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>	
The student restates/summarizes information by	
<p>[7] 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*</p>	<p>Student Edition: 64, 66, 67 <i>Big Question</i> 239 #6 <i>Reading Handbook</i> xxxviii <i>Reading Strategy</i> 61, 69 <i>Respond and Think Critically</i> 6 #1, 103 #2, 206 #1, 273 #2, 301 #2, 382 #1, 408 #2, 522 #2, 602 #1, 634 #2, 762 #1, 860 #2 <i>Respond Through Writing</i> 219</p>
<p>[7] 3.3.2 Connecting information within a text by making inferences and drawing conclusions across texts or other summarized information</p>	<p>Student Edition: 377, 378, 379, 441, 442, 443, 444, 445, 446, 571, 572, 573, 574, 576, 577, 578, 729, 731, 732, 734, 735, 736, 863, 864, 866, 867, 869, 870, 871 <i>Big Question</i> 331, 447, 579, 728, 737, 873 <i>Reading Skill</i> 375, 383 #6, 439, 728, 862</p>
<p>[7] 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: <i>Before You Read</i> 86, 90, 104, 124, 222, 302, 354, 472, 543, 547, 626, 684, 716, 794, 830, 854 <i>Reading Strategy</i> 19, 35, 211, 218 #4-#5, 764, 767 #5</p>
The student demonstrates an understanding of main idea/arguments.	
<p>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</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>	
The student demonstrates an understanding of main ideas/arguments by	
<p>[7] 3.4.1 Identifying or explaining the main ideas in various types of texts (. i.e., <u>recognizing or developing appropriate titles, generalizations, assertions</u>)</p>	<p>Student Edition: 544, 545 <i>Reading Skill</i> 144, 149 #5, 543</p>

STANDARDS	PAGE REFERENCES
<p>[7] 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>Reading Skill</i> 149 #5 <i>Respond and Think Critically</i> 6, 57, 110, 149, 188, 260, 301, 352, 382, 431, 470, 502, 565, 602, 639, 696, 726, 767, 788, 827, 839, 851, 860</p>
<p>[7] 3.4.3 Comparing/contrasting the main ideas or concepts between related texts</p>	<p>Student Edition: 377, 378, 379, 441, 442, 443, 444, 445, 446, 571, 572, 573, 574, 576, 577, 578, 729, 731, 732, 734, 735, 736, 863, 864, 866, 867, 869, 870, 871 <i>Big Question</i> 331, 447, 579, 728, 737, 873 <i>Reading Skill</i> 375, 383 #6, 439, 728, 862</p>
<p>[7] 3.4.4 Explaining connections among main ideas/concepts (text to self, text to text, text to world) (L)</p>	<p>Student Edition: <i>Reading Strategy</i> 19, 647 #5 <i>Respond and Think Critically</i> 106 #4, 110 #4, 239 #2, 282 #4, 296 #2, 387 #2, 395 #1, 399 #1, 431 #2, 502 #1, 526 #4, 529 #4, 532 #4, 639 #4, 654 #1, 715 #2, 726 #6, 767 #2, 827 #3</p>
<p>The student follows written directions.</p>	
<p>R3.5 Read and follow multi-step directions to complete a task, and identify the sequence prescribed. E.C.2</p>	
<p>R4.4 Read and follow multi-step directions to complete complex tasks. E.C.2</p>	
<p>The student follows multi-step directions by</p>	
<p>[7] 3.5.1 Completing a task by following written, multi-step directions (e.g., <u>answer a multi-faceted text question</u>)</p>	<p>Student Edition: <i>Speaking, Listening, and Viewing Workshop</i> 160, 338, 454, 586, 746, 880 <i>Writing Workshop</i> 154-159, 332-337, 448-453, 580-585, 738-745, 874-879 <i>Unit Challenge</i> 161, 339, 455, 587, 747, 881</p>
<p>[7] 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: <i>Speaking, Listening, and Viewing Workshop</i> 160, 338, 454, 586, 746, 880 <i>Writing Workshop</i> 154-159, 332-337, 448-453, 580-585, 738-745, 874-879 <i>Unit Challenge</i> 161, 339, 455, 587, 747, 881</p>
<p>[7] 3.5.3 Completing a task by following <u>oral</u> directions. (ASD)</p>	<p>Student Edition: Although the text does not address following oral directions specifically, it does contain the following exercises about active listening: <i>Speaking, Listening, and Viewing Workshop</i> 160, 880</p>

STANDARDS	PAGE REFERENCES
The student analyzes content and structure of genres.	
R3.6 Analyze basic rules (conventions) of the four genres of fiction (short story, drama, novel, and poetry). E.B.2	
R4.5 Analyze the rules (conventions) of the four genres of fiction (short story, drama, novel and poetry) and the techniques used in these genres, and evaluate the effects of these conventions and techniques on the audience. E.B.2	
The student analyzes conventions and techniques of genres by	
[7] 3.6.1 Identifying 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> 84-85, 220-221, 388-389, 534-535, 672-673, 792-793
[7] 3.6.2 Identifying or explaining use of literary devices appropriate to genre (i.e., dialogue, simile, metaphor, personification, <u>foreshadowing</u> , <u>time sequence</u> , <u>imagery</u> , or <u>repetition</u>) to analyze literary works	Student Edition: 41, 42, 43, 44, 46, 47, 48, 49, 51, 53, 54, 55, 56, 115, 116, 118, 180, 182, 186, 187, 191, 192, 205, 278, 279, 281, 398, 402, 403, 404, 405, 550 <i>Genre Focus</i> 84, 220, 388-389 <i>Literary Element</i> 39, 113, 122 #1-#2, 179, 189 #1-#2, 190, 203, 207 #1, 277, 283 #1-#2, 397, 401, 409 #1-#2, 439, 447, 547, 552 #1-#2, 665 <i>Reading Skill</i> 39 <i>Respond and Think Critically</i> 193 #5, 399 #5 <i>Review</i> 396, 438 #3-#5, 552 #3, 665, 671 #4 #5, 861
[7] 3.6.3 Identifying and explaining use of literary sound devices appropriate to genre (e.g. rhyme scheme, alliteration, onomatopoeia) (ASD)	Student Edition: 191, 192, 365, 391, 398, 415, 605 <i>Genre Focus</i> 388 <i>Literary Element</i> 190, 363, 367 #1-#2, 390, 393, 396 #1-#3, 397, 413, 417 #1-#2 604, 607 #1-#3 <i>Respond and Think Critically</i> 193 #5, 392 #5, 399 #5

STANDARDS**PAGE REFERENCES****[7] 3.6.4 The student demonstrates an understanding of informational (expository and practical) texts by:**

- Obtaining information from text features (e.g., transitional devices, table of contents, glossary, index, bold or italicized text, headings, graphic organizers, charts and graphs, illustrations, or subheadings)
- Using information from the text to answer questions or to state the central idea and provide supporting details
- Organizing information to show understanding (e.g., representing key points within text through charting, mapping, paraphrasing, or summarizing)
- Identifying the characteristics of a variety of types of texts (e.g., **reference**: magazines, textbooks, newspapers, public documents and discourse, technical manuals, internet web sites; and **practical/functional texts**: instructions, recipes, advertisements, ballots, propositions, job applications)
- Identifying and employing knowledge of a text's organizational structure (e.g., chronological, cause/effect, compare/contrast) to comprehend (**ASD**)

Student Edition:

225, 227, 230, 231, 232, 234, 292, 295

After You Read 6, 17, 34, 57, 83, 103, 121, 143, 176, 201, 217, 356, 382, 395, 408, 437, 470, 502, 522, 551, 565, 634, 654, 682, 710, 762, 810, 827, 839, 851, 860

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Index of Authors and Titles R71-R72

Index of Skills R63-R70

Literary Element 223, 290

Literary Terms Handbook R1-R7

Media Workshop 247

Reading Handbook xxxvi-xxxix

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Understand Schedules 244

Writing Handbook R14-R19

Writing Workshop 739

STANDARDS	PAGE REFERENCES
The student analyzes literary elements and devices.	
<p>R. 3.7 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>R4.6 Analyze and evaluate how authors use narrative elements and tone in fiction for specific purposes. E.B.2</p>	
The student analyzes literary elements and devices by	
<p>[7] 3.7.1 Identifying or <u>describing</u> or making logical predictions about (citing evidence and support from <u>text</u>) plot, setting, character, point of view, and <u>theme</u></p>	<p>Student Edition: 474, 475, 477, 651, 653 <i>Big Question</i> 299 <i>Reading Strategy</i> 195, 473, 481 #5, 649 <i>Respond and Think Critically</i> 654 #5</p>
<p>[7] 3.7.2 Comparing and contrasting literary elements and devices in a variety of works by a variety of authors</p>	<p>Student Edition: 441, 442, 443, 444, 445, 446, 571, 572, 573, 574, 576, 577, 578, 729, 731, 732, 734, 735, 736, 863, 864, 866, 867, 869, 870, 871 <i>Big Question</i> 331, 447, 579, 728, 737, 862, 873 <i>Literary Element</i> 331, 447, 579, 728, 737, 862, 873 <i>Reading Skill</i> 375, 383 #6, 439, 728, 862</p>
<p>[7] 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>Analyze a Student Model</i> 157 <i>Genre Focus</i> 84-85, 534, 672-673, 792-793 <i>Literary Element</i> 9, 19, 35 #1, 58 #1-#2, 61, 73, 91, 135, 150, 324, 862, 873 <i>Reading Skill</i> 91, 495 <i>Respond and Think Critically</i> 17 #4, 83 #4, 143 #4 <i>Respond Through Writing</i> 829 <i>Review</i> 35, 58, 122, 207, 274, 288, 493, 607 <i>Writing Workshop</i> 154-155, 157</p>
<p>[7] 3.7.4 Identifying <u>exposition</u>, rising action, climax, falling action, and <u>resolution</u>. (ASD)</p>	<p>Student Edition: 474, 476, 479 <i>Genre Focus</i> 84-85, 672-673, 792-793 <i>Literary Element</i> 73, 473, 481 <i>Reading Skill</i> 91, 769</p>

STANDARDS	PAGE REFERENCES
<p>[7] 3.7.5 Describing characterization (e.g., stereotype, antagonist, protagonist), motivation, interactions, citing thoughts, words, or actions that reveal characteristic personalities or their changes over time. (ASD)</p>	<p>Student Edition: 105, 278, 280, 512, 514, 515, 517, 519 <i>Genre Focus</i> 84-85 <i>Literary Element</i> 104, 433, 511, 523 <i>Reading Strategy</i> 277, 283 <i>Respond and Think Critically</i> 106 #5 <i>Review</i> 189, 409, 523</p>
<p>[7] 3.7.6 Making inferences about cause/effect, internal or external conflicts (e.g. person vs. self, person vs. person, person vs. nature/society/fate) (ASD)</p>	<p>Student Edition: 677, 678, 680, 681, 773, 776, 777, 780, 781, 782, 785, 786, 856, 857, 858 <i>Literary Element</i> 19, 35 #1, 675 <i>Reading Skill</i> 769, 855, 861 #5 <i>Reading Strategy</i> 135 <i>Review</i> 828 <i>Writing Workshop</i> 154-159</p>
<p>The student analyzes context of text to differentiate fact and opinion.</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 R4.7 Express and support assertions, with evidence from the text or experience, about the effectiveness of a text. E.D.4</p>	
<p>The student expresses opinion/differentiates fact from opinion/critiques the effectiveness of text by</p>	
<p>[7] 3.8.1 Identifying bias/propaganda by citing textual evidence*(L)</p>	<p>Student Edition: <i>Examine Media</i> 827 <i>Literary Element</i> 537, 541 #1 <i>Media Workshop</i> 566 <i>Reading Skill</i> 537, 541 <i>Reading Strategy</i> 290 <i>Recognize Bias</i> 538 <i>Speaking and Listening</i> 552 <i>Speaking, Listening, and Viewing Handbook</i> R48 <i>Speaking, Listening, and Viewing Workshop</i> 586</p>

STANDARDS	PAGE REFERENCES
<p>[7] 3.8.2 Identifying author’s purpose (e.g., to narrate, inform, entertain, explain, persuade) by citing textual evidence* (L)</p>	<p>Student Edition: 843, 844, 845, 849, 850 <i>Literary Element</i> 211 <i>Reading Skill</i> 265, 274 <i>Reading Strategy</i> 841 <i>Recognize Author’s Purpose</i> 267, 270, 271 <i>Review</i> 317 #3-#4</p>
<p>[7] 3.8.3 Evaluate the accuracy and reliability of information presented in all forms of media (e.g., internet, television, newspaper, advertising, etc.) (ASD)</p>	<p>Student Edition: <i>Reading Strategy</i> 290, 384 <i>Respond and Think Critically</i> 296 #5, 387 #5 <i>Respond Through Writing</i> 504 <i>Writing Workshop</i> 739</p>
<p>The student connects themes.</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>R4.8 Analyze and evaluate themes across a variety of texts, using textual and experiential evidence. E.B.3</p>	
<p>The student connects themes by</p>	
<p>[7] 3.9.1 <u>Locating evidence within the text to make connections to an author’s message or theme</u></p>	<p>Student Edition: 496, 500, 501, 555, 556, 643, 644, 646, 705, 706, 709, 843, 844, 845, 849, 850 <i>Genre Focus</i> 84, 534-535, 792 <i>Literary Element</i> 135, 150, 153, 211, 218 #1, 554, 560 #1-#2, 641, 862, 873 <i>Reading Skill</i> 265, 274 #3, 495 <i>Reading Strategy</i> 503, 701, 711 #5, 841, 852 #5-#6 <i>Respond and Think Critically</i> 143 #4, 647 #4 <i>Review</i> 207 #2, 288, 317 #3-#4, 383 #4-#5, 560 #4-#5, 607</p>
<p>[7] 3.9.2 Utilizing textual evidence to make thematic connections between texts</p>	<p>Student Edition: 151, 152, 325, 326, 327, 328, 329, 330, 441, 442, 443, 444, 445, 446, 571, 572, 573, 574, 576, 577, 578, 729, 731, 732, 734, 735, 736, 863, 864, 866, 867, 869, 870, 871 <i>Big Question</i> 153, 331, 447, 579, 737, 873 <i>Literary Element</i> 153, 331, 447, 579, 737, 862, 873 <i>Reading Skill</i> 150, 324, 439, 570, 728, 862</p>

STANDARDS	PAGE REFERENCES
<p>[7] 3.9.3 Making thematic connections between a variety of texts and relating these themes to personal experiences, experiences of others, prior knowledge, and the broader world of ideas (L)</p>	<p>Student Edition: 20, 22, 24, 26, 27, 33, 151, 152, 213, 215, 325, 326, 327, 328, 329, 330, 441, 442, 443, 444, 445, 446, 571, 572, 573, 574, 576, 577, 578, 729, 731, 732, 734, 735, 736, 863, 864, 866, 867, 869, 870, 871</p> <p><i>Before You Read</i> 18, 38, 60, 134, 178, 210, 248, 354, 412, 472, 510, 543, 567, 604, 640, 674, 700, 768, 794, 830, 854</p> <p><i>Big Question</i> 153, 331, 447, 579, 737, 873</p> <p><i>Literary Element</i> 153, 331, 447, 579, 737, 862, 873</p> <p><i>Reading Skill</i> 150, 324, 439, 570, 728, 862</p> <p><i>Reading Strategy</i> 19, 35 #3, 211, 218 #4-#5, 764, 767 #5</p> <p><i>Try It</i> 19, 211</p>
<p>The student connects and evaluates cultural influences/events.</p>	
<p>R3.10 Compare and contrast how texts reflect historical and cultural influences. E.E.1</p> <p>R4.9 Analyze the effects of cultural and historical influences on texts. E.E.1</p>	
<p>The student connects and evaluates cultural influences/events by</p>	
<p>[7] 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>creation stories</u>) (L)</p>	<p>Student Edition: 421, 425, 428, 662</p> <p><i>Genre Focus</i> 84, 534, 792</p> <p><i>Literary Element</i> 135, 150, 324, 420, 432 #1-#2, 661, 665 #1-#3, 862, 873 #1-#2</p> <p><i>Reading Skill</i> 495</p> <p><i>Respond and Think Critically</i> 143 #4</p> <p><i>Review</i> 288, 481 #3-#4, 623 #3-#4</p>
<p>[7] 3.10 Analyzing the effects of historical or cultural influences/events on texts (L)</p>	<p>Student Edition: 421, 425, 428, 662</p> <p><i>Genre Focus</i> 84, 534, 792</p> <p><i>Literary Element</i> 135, 150, 324, 420, 432 #1-#2, 661, 665 #1-#3, 862, 873 #1-#2</p> <p><i>Reading Skill</i> 495</p> <p><i>Respond and Think Critically</i> 143 #4</p> <p><i>Review</i> 288, 481 #3-#4, 623 #3-#4</p>

*Assumes a variety of text and increasing complexity