



Literature

Course 3

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Student Edition correlation

STANDARDS	PAGE REFERENCES
The student uses strategies to decode or comprehend meaning of words in text.	
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	
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	
The student uses strategies to decode or comprehend the meaning of words in text by	
[8] 3.1.1 Determining meanings of unfamiliar words in context using knowledge of word structure, (prefixes/suffixes, base words, common roots, or word origins)*	Student Edition: <i>Vocabulary Workshop</i> 287, 875
[8] 3.1.2 Determining meanings of unfamiliar words in context, including words from other languages that have been adopted into English (e.g., <u>carpe diem</u>), using knowledge of language structure including using context clues, prior knowledge, and other resources (e.g., dictionaries, glossaries, thesauruses)	Student Edition: <i>Academic Vocabulary</i> 12, 345 <i>Vocabulary</i> 264 <i>Vocabulary Practice</i> 28, 334, 400, 491, 502, 508, 524, 659, 687, 712, 812 <i>Vocabulary Workshop</i> 55, 493, 661, 875

STANDARDS	PAGE REFERENCES
<p>[8] 3.1.3 Identifying complex relationships among words including synonyms, antonyms, homonyms/homophones, shades of meaning, and analogies*</p>	<p>Student Edition: R32-R35 <i>Academic Vocabulary</i> 67, 85, 345, 352, 387, 408, 491, 502, 524, 545, 559, 687 <i>Visual Vocabulary</i> 175 <i>Vocabulary Practice</i> 184, 197, 240, 319, 364, 474, 621, 851 <i>Vocabulary Workshop</i> 661</p>
<p>[8] 3.1.4 Determining the meaning of words in context, including content-specific vocabulary, words with multiple meanings, or precise vocabulary (e.g., angry, vexed; segmented, segregation)</p>	<p>Student Edition: R59-R62 <i>Academic Vocabulary</i> 12, 67, 85, 644, 812 <i>Visual Vocabulary</i> 22, 42, 43, 59, 77, 122, 170, 175, 182, 232, 254, 313, 331, 332, 370, 371, 395, 397, 460, 499, 553, 567, 608 <i>Vocabulary Practice</i> 240 <i>Vocabulary Workshop</i> 402</p>
<p>[8] 4.1.5 Self-monitoring and self-correcting while reading (e.g., rereading, adjusting reading pace, sub-vocalizing, consulting resources, questioning, flexible note taking/mapping, skimming, scanning, etc.) (L)</p>	<p>Student Edition: <i>Preview the Article</i> 87, 159, 380, 561, 630, 871 <i>Reading Strategy</i> 31, 33, 34, 199, 200, 202, 203, 205, 206, 339, 341, 343, 346, 469, 495, 497, 498, 503, 854, 856, 859, 860, 862, 864</p>
<p>[8] 4.1.6 Identify multisyllabic words by using knowledge of sound, syllables, and derivational roots (Greek, Latin, Anglo-Saxon; for example, <i>symphony</i>) (ASD)</p>	<p>Student Edition: <i>Vocabulary Workshop</i> 287, 875</p>

STANDARDS	PAGE REFERENCES
The student comprehends literal or inferred meaning from text.	
<p><i>No state GLE at this level</i></p> <p>The student uses and monitors comprehension strategies (flexibly and as needed) while reading literary and informational text by:</p> <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.	
<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>	
The student reads text aloud by	
<p>[8] 3.2.1 Rehearsing and reading aloud with expression from a variety of genres to an audience (L)</p>	<p>Student Edition: <i>Speaking and Listening</i> 86, 388, 503, 813 <i>Speaking, Listening, and Viewing Workshop</i> 134, 294, 440, 588, 738 <i>Unit Challenge</i> 135, 739</p>
<p>[8] 3.2.2 Giving an oral formal presentation (e.g., research reports, literature responses) (L)</p>	<p>Student Edition: <i>Research and Report</i> 198, 401, 532 <i>Speaking and Listening</i> 86, 335, 388 <i>Speaking, Listening, and Viewing Workshop</i> 134, 294, 440, 588, 738 <i>Unit Challenge</i> 295, 441, 589</p>

STANDARDS	PAGE REFERENCES
The student restates/summarizes and connects information.	
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	
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	
The student restates/summarizes and connects information by	
[8] 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*	Student Edition: <i>After You Read</i> 6, 34, 79, 97, 85, 105, 152, 158, 176, 228, 239, 264, 308, 319, 323, 328, 334, 345, 352, 456, 508, 523, 570, 658, 756, 850 <i>Reading Skill</i> 87, 90 <i>Reading Strategy</i> 101, 103, 104, 106, 159, 231, 234, 237, 240, 411, 415, 505, 506
[8] 3.3.2 Connecting information within a text by making inferences and drawing conclusions across texts or other summarized information*	Student Edition: <i>After You Read</i> 6, 27, 34, 67, 79, 85, 97, 105, 158, 176, 334, 387, 508, 629, 638, 658, 687, 812, 850 <i>Reading Strategy</i> 189, 192, 193, 195, 198, 330, 332, 333, 335, 865 <i>Respond and Think Critically</i> 38, 378, 870, 874
[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)	Student Edition: <i>After You Read</i> 34, 67, 97, 105, 197, 328, 334, 368, 414, 523, 554, 570, 629, 658, 666 <i>Before You Read</i> 8, 30, 91, 188, 209, 320, 384, 458, 533, 606, 623, 670, 689, 758, 816, 851 <i>Reading Strategy</i> 57, 59, 60, 62, 68, 649, 650, 652, 654, 655, 656, 659 <i>Respond and Think Critically</i> 38, 164, 378, 383, 515, 563, 633, 668, 870, 874

STANDARDS	PAGE REFERENCES
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.</p> <p>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>[8] 3.4.1 Identifying or explaining the main ideas in various types of texts (. i.e., recognizing or developing appropriate titles, generalizations, assertions)*</p>	<p>Student Edition: <i>After You Read</i> 67, 85, 105, 392, 502 <i>Comparing Literature</i> 267, 278, 282, 572, 574, 577, 721 <i>Genre Focus</i> 186 <i>Reading Skill</i> 87, 90, 92, 94, 95, 96, 210 <i>Respond and Think Critically</i> 668</p>
<p>[8] 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>After You Read</i> 85, 197, 215, 221, 363 <i>Comparing Literature</i> 268, 269, 275, 279, 432, 572, 576, 577, 721 <i>Reading Skill</i> 90, 94, 95, 96, 98, 105, 212, 214 <i>Respond and Think Critically</i> 246, 668</p>
<p>[8] 3.4.3 Comparing/contrasting the main ideas or concepts between related texts*</p>	<p>Student Edition: <i>Comparing Literature</i> 107, 108, 110, 111, 114, 115, 116, 121, 122, 123, 124, 126, 266, 267, 268, 272, 273, 275, 279, 280, 281, 284, 285, 417, 422, 423, 426, 427, 432, 433, 571, 576, 577, 581, 714, 720, 721, 723, 724, 725, 727, 729, 876, 877, 878, 879</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>After You Read</i> 34, 67, 97, 105, 197, 328, 334, 368, 414, 523, 554, 570, 629, 658, 666 <i>Before You Read</i> 8, 30, 91, 188, 209, 320, 384, 458, 533, 606, 623, 670, 689, 758, 816, 851 <i>Connect to Science</i> 183, 523 <i>Connect to Social Studies</i> 97 <i>Connect to the Art</i> 53 <i>Daily Life and Culture</i> 27, 490 <i>Reading Strategy</i> 57, 59, 60, 62, 68, 649, 650, 652, 654, 655, 656, 659 <i>Respond and Think Critically</i> 38, 164, 378, 383, 515, 563, 633, 668, 870, 874</p>

STANDARDS	PAGE REFERENCES
The student follows written directions.	
R3.5 Read and follow multi-step directions to complete a task, and identify the sequence prescribed. E.C.2	
R4.4 Read and follow multi-step directions to complete complex tasks. E.C.2	
The student follows multi-step directions by	
[8] 3.5.1 Completing a task by following written, multi-step directions (e.g., answer a multi-faceted text question)*	Student Edition: R8-R9, R10, R15, R17, R46 <i>Assessment</i> 138-143, 298-303, 444-449, 592-597, 742-747, 890-895 <i>Media Workshop</i> 229 <i>Speaking, Listening, and Viewing Workshop</i> 134, 294, 440, 588, 738 <i>Understand Technical Directions</i> 205-206 <i>Unit Challenge</i> 135, 295, 441, 589, 739, 887 <i>Writing Workshop</i> 128-133, 288-293, 434-439, 582-587, 730-737, 880, 885
[8] 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)*	Student Edition: R8-R9, R10, R15, R17, R46 <i>Assessment</i> 138-143, 298-303, 444-449, 592-597, 742-747, 890-895 <i>Media Workshop</i> 229 <i>Speaking, Listening, and Viewing Workshop</i> 134, 294, 440, 588, 738 <i>Understand Technical Directions</i> 205-206 <i>Unit Challenge</i> 135, 295, 441, 589, 739, 887 <i>Writing Workshop</i> 128-133, 288-293, 434-439, 582-587, 730-737, 880, 885
[8] 3.5.3 Completing a task by following oral directions. (ASD)	Student Edition: R47 If the teacher reads the directions on the pages listed for standard 3.5.1 above, those same pages will meet this standard as well.

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	
[8] 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> 70, 186, 336, 540, 646, 814 <i>Literary Element</i> 14, 28, 40, 53, 73, 79, 82, 86, 92, 98, 179, 184, 210, 215, 320, 323, 339, 346, 348, 353, 366, 368, 385, 388, 389, 392, 403, 409, 458, 467, 469, 474, 505, 509, 517, 524, 671, 688, 690, 713, 759, 813, 817, 851 <i>Reading Strategy</i> 14, 28, 40, 53, 73, 79, 210, 215, 458, 467, 469, 474, 517, 524, 641, 645, 817, 851
[8] 3.6.2 Identifying or explaining use of literary devices appropriate to genre (i.e., dialogue, simile, metaphor, personification, foreshadowing, time sequence, imagery, or repetition) to analyze literary works*	Student Edition: <i>Genre Focus</i> 70, 336 <i>Literary Element</i> 31, 86, 92, 98, 218, 221, 223, 348, 353, 403, 409, 532, 565, 570, 607, 621, 662, 666, 690, 713, 759, 813 <i>Reading Skill</i> 92, 98, 355, 364, 671, 688, 759, 813
[8] 3.6.3 Identifying and explaining use of literary sound devices appropriate to genre (e.g. rhyme scheme, alliteration, onomatopoeia) (ASD)	Student Edition: <i>Genre Focus</i> 336 <i>Literary Element</i> 31, 33, 34, 86, 339, 340, 342, 344, 346, 366, 367, 368, 385, 386, 388, 389, 391, 392
[8] 3.6.4 Identify and explain use of irony appropriate to genre (ASD)	Student Edition: <i>Genre Focus</i> 646 <i>Literary Element</i> 671, 673, 674, 676, 678, 679, 681, 682, 684, 688

STANDARDS	PAGE REFERENCES
<p>[8] 3.6.5 The student demonstrates an understanding of informational (expository and practical) texts by:</p> <ul style="list-style-type: none"> • 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 <u>proposition and support</u>, <u>logical/sequential</u>) to comprehend (ASD) 	<p>Student Edition: R10-R13 <i>After You Read</i> 183, 197, 207, 215, 538 <i>Before You Read</i> 178, 188, 199, 209, 533 <i>Genre Focus</i> 186, 540 <i>Literary Element</i> 179, 180, 184, 189, 198, 210, 459, 467, 469, 517, 524 <i>Media Workshop</i> 208, 474 <i>Preview the Article</i> 87, 159, 380, 561, 630, 871 <i>Reading Skill</i> 87, 179, 184, 210, 380, 459, 467, 517, 524, 871 <i>Reading Strategy</i> 159, 189, 198, 199, 469, 561 <i>Respond and Think Critically</i> 90, 164, 215, 383, 474, 563, 633, 874</p>
<p>The student analyzes and evaluates literary elements and devices.</p>	
<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>	
<p>The student analyzes and evaluates literary elements and devices by</p>	
<p>[8] 3.7.1 Identifying or describing or making logical predictions about (citing evidence and support from text) plot, setting, character, point of view, and theme*</p>	<p>Student Edition: <i>Genre Focus</i> 70, 646, 814 <i>Literary Element</i> 8, 12, 14, 28, 40, 53, 68, 73, 82, 86, 92, 98, 101, 106, 107, 127, 154, 198, 240, 265, 266, 286, 311, 335, 355, 364, 415, 548, 565, 571, 581, 621, 688, 851 <i>Reading Skill</i> 73, 817, 851 <i>Reading Strategy</i> 14, 28, 40, 53, 477, 491 <i>Respond and Think Critically</i> 79, 105, 158, 319, 554, 570 <i>Respond Through Writing</i> 241</p>

STANDARDS	PAGE REFERENCES
<p>[8] 3.7.2 Comparing and contrasting literary elements and devices in a variety of works by a variety of authors*</p>	<p>Student Edition: <i>Comparing Literature</i> 107-127, 266-286, 417-433, 571-581, 714-729, 876-879 <i>Reading Skill</i> 533, 534, 535, 536, 537 <i>Respond and Think Critically</i> 85, 158, 215, 246, 319, 328, 352, 363, 414, 490, 515, 531, 545, 554, 563, 620, 638, 712, 812</p>
<p>[8] 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>Reading Skill</i> 73, 74, 75, 79, 249, 250, 251, 265, 355, 356, 357, 360, 364, 385, 388, 394, 395, 397, 399, 401, 565, 568, 759, 762, 766, 772, 780, 781, 793, 803, 813 <i>Respond and Think Critically</i> 570</p>
<p>[8] 3.7.4 Identifying <u>exposition</u>, rising action, climax, falling action, and <u>resolution</u>. (ASD)</p>	<p>Student Edition: <i>Genre Focus</i> 70, 646, 814 <i>Literary Element</i> 14, 16, 18, 19, 25, 26, 28, 53, 73, 75, 76, 77, 101, 103, 198, 311, 313, 314, 317, 364, 851 <i>Reading Skill</i> 248, 250, 252, 254, 255, 258, 263, 265, 759, 762, 768, 769, 806, 813 <i>Reading Strategy</i> 14, 15, 19, 22, 23, 26, 28 <i>Respond and Think Critically</i> 79, 319 <i>Respond Through Writing</i> 241</p>
<p>[8] 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: <i>Genre Focus</i> 70, 814 <i>Literary Element</i> 40, 42, 47, 53, 101, 107, 127, 265, 355, 357, 358, 360, 361, 362, 364, 491, 621 <i>Reading Strategy</i> 40, 41, 44, 48, 53 <i>Respond Through Writing</i> 54</p>
<p>[8] 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: <i>Literary Element</i> 73, 75, 76, 77, 198, 311, 313, 314, 317, 364 <i>Reading Skill</i> 210, 212, 214, 248, 250, 251, 252, 254, 255, 256, 257, 261, 265, 380, 548, 549, 551, 552, 565, 566, 568 <i>Reading Strategy</i> 40, 41, 44, 48, 53, 690, 691, 693, 695, 696, 697, 698, 701, 703, 704, 706, 707, 709, 710, 711, 713 <i>Respond and Think Critically</i> 79, 215, 319, 383, 554, 570</p>

STANDARDS	PAGE REFERENCES
The student analyzes context of text to differentiate fact and opinion.	
<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</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>	
The student expresses opinion/differentiates fact from opinion/critiques the effectiveness of text by	
<p>[8] 3.8.1 Identifying bias/propaganda by citing textual evidence*(L)</p>	<p>Student Edition: <i>Genre Focus</i> 540 <i>Literary Element</i> 459, 462, 463, 467, 509, 517, 518, 519, 520, 524 <i>Media Workshop</i> 475 <i>Reading Skill</i> 179, 181, 182, 184, 459, 461, 463, 467, 517, 519, 520, 524 <i>Reading Strategy</i> 469, 472, 561 <i>Respond and Think Critically</i> 474, 563 <i>Try It</i> 179</p>
<p>[8] 3.8. 2 Identifying author's purpose (e.g., to narrate, inform, entertain, explain, persuade) by citing textual evidence**</p>	<p>Student Edition: <i>Genre Focus</i> 540, 646 <i>Literary Element</i> 166, 168, 171, 173, 177, 184, 469, 471, 473, 495, 496, 498, 501, 503, 542, 543, 544, 546 <i>Media Workshop</i> 475 <i>Reading Skill</i> 242 <i>Respond and Think Critically</i> 246, 474, 870 <i>Reading Strategy</i> 865</p>
<p>[8] 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: R48 <i>Literary Element</i> 469, 471, 473 <i>Media Workshop</i> 208, 229, 475 <i>Reading Skill</i> 87, 533, 534, 535, 536, 537, 871 <i>Reading Strategy</i> 469, 472, 561 <i>Respond and Think Critically</i> 90, 563, 874 <i>Try It</i> 459, 469, 517</p>

STANDARDS	PAGE REFERENCES
The student connects themes.	
<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>	
The student connects themes by	
<p>[8] 3.9.1 Locating evidence within the text to make connections to an author’s message or theme*</p>	<p>Student Edition: <i>Genre Focus</i> 70, 646, 814 <i>Literary Element</i> 82, 83, 84, 86, 98, 154, 155, 157, 177, 548, 550, 553, 554, 571 <i>Reading Skill</i> 385, 386, 388, 817, 820, 821, 824, 827, 828, 829, 831, 833, 836, 838, 842, 846, 851 <i>Respond and Think Critically</i> 158 <i>Try It</i> 817</p>
<p>[8] 3.9.2 Utilizing textual evidence to make thematic connections between texts*</p>	<p>Student Edition: <i>Comparing Literature</i> 572, 574, 575, 576, 577, 579 <i>Literary Element</i> 82, 83, 84, 86, 154, 155, 157, 553, 571, 581 <i>Reading Skill</i> 817 <i>Respond and Think Critically</i> 158</p>
<p>[8] 3.9.3 Making thematic connections between literary and other texts related to personal experiences, experiences of others, prior knowledge, and the broader world of ideas* (L)</p>	<p>Student Edition: <i>Genre Focus</i> 70, 814 <i>Literary Element</i> 82, 83, 84, 86, 177, 548, 550, 553, 554 <i>Reading Skill</i> 385, 386, 388, 820, 828, 831, 838, 842 <i>Try It</i> 817</p>
The student connects and evaluates cultural influences/events.	
<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>	
The student connects and evaluates cultural influences/events by	
<p>[8] 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>individual/family/community identity formation</u>) (L)</p>	<p>Student Edition: <i>Comparing Literature</i> 107-127, 266-286, 417-433, 571-581, 714-729, 876-879 <i>Literary Perspective</i> 242-246 <i>Respond and Think Critically</i> 38, 246, 378, 515, 668, 870</p>

STANDARDS	PAGE REFERENCES
<p>[8] 3.10.2 Analyzing the effects of historical or cultural influences/events on texts* (L)</p>	<p>Student Edition: <i>Historical Perspective</i> 35-38, 369-378, 510-515, 865-870 <i>Reading Skill</i> 166, 167, 168, 169, 171, 172, 173, 177, 630, 633, 369 <i>Social Perspective</i> 667-668</p>

*Assumes a variety of text and increasing complexity