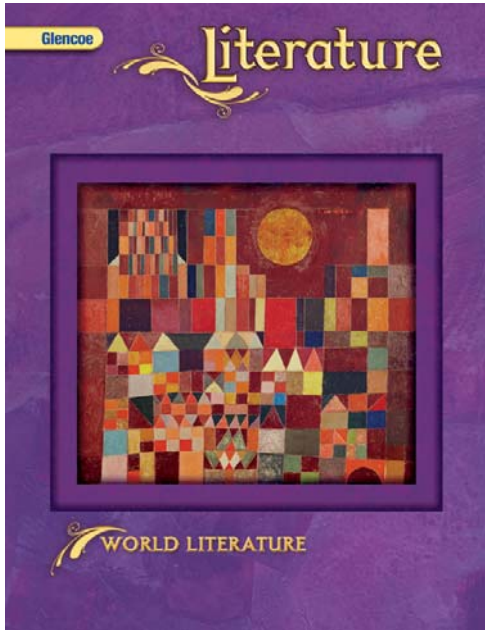
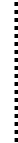




Glencoe

AK + ASD Reading Grade Level
Expectations For Grade 9



Glencoe

Literature

WORLD LITERATURE

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STANDARDS

PAGE REFERENCES

Grade Level Expectations are written for assessment purposes. The GLEs should be written in a way so that it is clear what is expected of classroom instruction and/or state assessment.

Criteria for GLEs

1. The set of GLEs for each grade level should be reasonable to learn within a school year and still allow for learning additional state and local expectations.
2. GLEs should promote coherent, focused, developmentally appropriate instructions, as opposed to isolated instruction just on topics, facts, or individual skills.
3. Concepts, skills, and knowledge should be differentiated between adjacent grade levels.
4. GLEs should be of similar levels of specificity.
5. GLEs should show a continuum of learning. Success in one grade should be a good predictor of success the next year.

The Performance Standards for reading have been organized into the following content strands.

STANDARDS	PAGE REFERENCES
Grade Level Expectations	
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>	
<p>The student uses strategies to decode or comprehend the meaning of words in text by</p> <p>[9] 4.1.1 Determining meanings of unfamiliar words in context using knowledge of <u>sounds, syllables, derivational roots and affixes, including cultural derivations (e.g., the root of photography and photosynthesis; kayak)</u></p>	<p>Student Edition: <i>Vocabulary Workshop</i> 399, 876</p> <p>Teacher Edition: AL/PA 333; EL 333; F 399; V 76, 187, 350, 402, 449, 677, 767; VP 174, 266, 864, 876</p>
<p>[9] 4.1.2 Determining meanings of unfamiliar words by utilizing context clues, literary allusions, syntax, or semantics in</p> <ul style="list-style-type: none"> • dialectical English (e.g., Huck Finn) • other languages adopted into English (pie a la mode) • idiomatic expressions (e.g., “it drives me up a wall”) 	<p>Student Edition: <i>Dialect and Idiom</i> 1269, 1270, 1271, 1273 <i>Literary Element</i> 1229 #1, 1274 #1-#4 <i>Vocabulary Practice</i> 397</p> <p>Teacher Wraparound Edition: EL 47, 63, 257; LE 1268, 1272; V 276; VP 8, 676, 940</p>
<p>[9] 4.1.3 Identifying complex relationships among words including synonyms, antonyms, homonyms/homophones, shades of meaning, analogies*</p>	<p>Student Edition: <i>Vocabulary Practice</i> 89, 118, 140, 332, 504, 515, 527, 562, 572, 693, 833, 1229 <i>Vocabulary Workshop</i> 65, 635</p> <p>Teacher Wraparound Edition: AL 717; AL/PA 635; EL 635; F 635; T 635; V 134, 512, 525, 559, 564, 620, 637, 830, 887, 1033, 1225, 1231</p>
<p>[9] 4.1.4 Determining the meaning of words in context <u>including connotation/denotation</u>, use of precise or technical vocabulary, content-specific vocabulary (<u>symbiosis, suffrage, apartheid</u>), or multiple meanings (e.g., Raven as a character in a myth and also representative of Native Alaskan notion of “trickster”)</p>	<p>Student Edition: <i>Academic Vocabulary</i> 362, 715, 813, 897, 934, 1044 <i>Vocabulary Workshop</i> 36-37, 319, 828, 1242</p> <p>Teacher Wraparound Edition: T 319, 333, 1242; V 351, 862; VP 106, 214, 266, 442, 778, 970, 1076, 1242</p>
<p>[9] 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>Clarify Meaning</i> 804 <i>Reading Handbook</i> R38-R39 <i>Reading Strategy</i> 79, 82 #2, 84, 596, 599, 803</p> <p>Teacher Wraparound Edition: AL 115, 197, 319, 1303; EL 663; RP 108, 300, 580, 664, 740; RSt 81, 602, 831</p>

STANDARDS	PAGE REFERENCES
<p style="text-align: center;">The student comprehends literal or inferred meaning from text.</p> <p><i>No state GLE at this level</i></p>	
<p style="text-align: center;">The student reads texts aloud.</p>	
<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>	
<p>The student reads texts aloud by:</p> <p>[9] 3.2.1 Rehearsing and reading aloud with expression from a variety of genres to an audience (L)*</p>	<p>Student Edition:</p> <p><i>Listening and Speaking</i> 699, 827, 982 <i>Speaking, Listening, and Viewing Workshop</i> 660-661</p> <p>Teacher Wraparound Edition:</p> <p>AL 47, 489, 1111; LSP 792, 938; RP 252, 660; SLP 724, 808, 880, 1186; SP 18, 284, 450, 906; SPr 768</p>
<p>[9] 3.2.2 Giving an oral formal presentation (e.g., research reports, literature responses)* (L)</p>	<p>Student Edition:</p> <p><i>Compare Cultures</i> 51, 606 <i>Compare Historical Context</i> 711 <i>Listening and Speaking</i> 332, 634, 934 <i>Research and Report</i> 510, 1071, 1129, 1275 <i>Speaking, Listening, and Viewing Workshop</i> 424-425, 660-661, 842-843, 1300-1301</p> <p>Teacher Wraparound Edition:</p> <p>AL/PA 323, 843, 991; EL 323; SP 46, 50, 104, 190, 256, 268, 322, 902, 1074</p>
<p style="text-align: center;">The student restates/summarizes and connects information.</p>	
<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>	
<p>[9] 4.2.1 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:</p> <p><i>Paraphrase</i> 245 <i>Reading Strategy</i> 242, 247 #1, 811, 813 #1-#2 <i>Reading Strategy Tip</i> 369, 754 <i>Respond and Think Critically</i> 157 #1, 240 #1, 345 #1, 545 #1, 581 #1, 773 #1 <i>Summarize</i> 812 <i>Writing</i> 375</p> <p>Teacher Wraparound Edition:</p> <p>AL 115, 153, 725, 995; EL 369; RP 248, 254, 454, 480, 560, 750, 754; WP 438</p>

STANDARDS	PAGE REFERENCES
<p>[9] 4.2.2 Connecting information by making inferences and drawing conclusions <u>within a text (e.g., why is the information in the chart included), across texts or other summarized information</u></p>	<p>Student Edition: <i>Draw Conclusions About Author's Culture</i> 719, 722 <i>Draw Conclusions About Culture</i> 1134 <i>Make Inferences About Characters</i> 61 <i>Make Inferences About Theme</i> 153, 488, 943, 985, 988, 990, 991, 993, 995, 996 <i>Reading Strategy</i> 58, 64 #1, 150, 154 #2, 487, 490 #2, 706 #1-#2, 717, 936, 984, 998 #1-#2, 1132, 1135 #1-#2</p> <p>Teacher Wraparound Edition: AL 891; RP 34, 576, 890; RSt 11, 71, 705, 892</p>
<p>The student demonstrates understanding of main ideas/arguments.</p>	
<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>	
<p>The student demonstrates understanding of main ideas/arguments by</p> <p>[9] 4.3.1 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>Determine Main Idea and Supporting Details</i> 1059 <i>Reading Strategy</i> 915, 1057, 1062, 1173 <i>Respond and Think Critically</i> 157 #1, 240 #1, 345 #1, 545 #1, 581 #1, 747 #1, 773 #1, 917 #1, 1081 #1, 1177 #1, 1263 #1 <i>Respond Through Writing</i> 1011, 1147</p> <p>Teacher Wraparound Edition: AL 251, 1011, 1147; RP 352, 364; RSt 1111, 1174, 1176; WP 952</p>
<p>[9] 4.3.2 Locating information in narrative and informative text to answer questions related to main ideas or key details*</p>	<p>Student Edition: <i>Determine Main Idea and Supporting Details</i> 1059 <i>Literary Element</i> 471 <i>Reading Strategy</i> 362 #1 <i>Respond and Think Critically</i> 229 #7, 331 #5, 375 #7</p> <p>Teacher Wraparound Edition: LE 475; RP 352, 1184; RSt 72, 184, 258, 442, 443, 444, 554, 556, 679, 1112, 1174, 1176</p>
<p>[9] 4.3.3 Comparing/contrasting the main ideas or concepts between related texts*</p>	<p>Student Edition: <i>Compare the Big Idea</i> 38, 51 #1-#3, 400, 415 #1, 594, 606 #1-#3, 702, 711 #1-#3, 918, 925, 1209, 1219 <i>Respond and Think Critically</i> 106 #6, 833 #7</p> <p>Teacher Wraparound Edition: AL/PA 529, 605</p>

STANDARDS	PAGE REFERENCES
<p>[9] 4.3.4 Explaining connections among main ideas/concepts (text to self, text to text, text to world)* (L)</p>	<p>Student Edition: <i>Connect to Personal Experience</i> 53 <i>Reading Strategy</i> 52, 55 #1-#2, 529, 531 #1, 807, 809 #2 <i>Respond and Think Critically</i> 29 #8, 88 #4, 106 #4, 246 #1 Teacher Wraparound Edition: AL/PA 127, 277, 797; RP 330, 600; RSt 188, 190, 808</p>
<p>[9] 4.3.5 Locating and using evidence from texts to assess the validity of an author’s ideas (e.g., is the reasoning logical) and adequacy of support (e.g., is there enough supporting evidence)</p>	<p>Student Edition: <i>Analyze Argument</i> 278, 280, 283 <i>Argument</i> 330 <i>Literary Element</i> 1061 #2 <i>Persuasion</i> 1060 <i>Reading Strategy</i> 234, 290 #1 <i>Respond and Think Critically</i> 240 #7-#8 Teacher Wraparound Edition: LE 1060; RP 352, 962, 1138, 1142; RSt 236, 1058</p>
<p>[9] 4.3.6 Using evidence from the text to evaluate the power, logic, reasonableness, and audience appeal of arguments (e.g., identifies bias and propaganda techniques, emotional effect of specific word choices and sentence structures, well-supported logical arguments)</p>	<p>Student Edition: R60-R63 <i>Analyze Rhetorical Devices</i> 327, 329 <i>Argument</i> 324, 325, 326, 329 <i>Literary Element</i> 321, 331 <i>Reading Strategy</i> 321, 332 #1-#3, 402, 407 #1-#2, 1137, 1146 #1-#2 <i>Recognize Bias</i> 404, 405, 1138, 1140, 1142, 1143 <i>Respond and Think Critically</i> 581 #4 Teacher Wraparound Edition: RP 1138; RS 236; RSt 236, 330, 411; VP 106</p>
<p>[9] 4.3.7 The student uses knowledge of the characteristics of quality writing, which includes ideas, organization, voice, word choice, sentence fluency, and conventions to analyze the writing of others by</p> <ul style="list-style-type: none"> • Identifying themes, main ideas, and organizational structures • Recognizing and evaluating the use of voice in a variety of texts • Recognizing the effect of word choice • Analyzing and evaluating sentence fluency and conventions in others’ writing, both professional and peer (ASD) 	<p>Student Edition: <i>Analyze Diction</i> 32, 768 <i>Analyze Structure</i> 788 <i>Revise</i> 164, 422, 658, 1090 <i>Reading Strategy</i> 25, 30, 33 #1, 767, 769 #1-#2, 787, 789 #1-#2, 1042 <i>Respond and Think Critically</i> 233 #3 Teacher Wraparound Edition: AL 251; LE 126; RP 352, 586, 654, 812; RSt 442; WT 239</p>

STANDARDS	PAGE REFERENCES
The student follows written directions.	
<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 [9] 4.4.1 <u>Reading, understanding, and applying multi-step directions to perform complex procedures and tasks</u> (e.g., filling out a catalog order)</p>	<p>Student Edition: R20-R21, R31-R34 <i>Activity</i> R24 <i>Assessment</i> 170, 428, 664, 850, 1098, 1304 <i>Speaking, Listening, and Viewing Workshop</i> 166-167, 424-425, 660-661, 842-843, 1092-1095, 1300-1301 <i>Writing Workshop</i> 162-165, 419-423, 654-659, 837-841, 1083-1091, 1295-1299</p>
<p>[9] 4.4.2 Identifying the sequence of steps in a list of directions (e.g., <u>design a science experiment</u>)</p>	<p>Student Edition: R26, R27 <i>Activity</i> R26, R27</p>
The student analyzes content and structure of genres.	
<p>R3.6 Analyze basic rules (conventions) of the four genres of fiction (short story, drama, novel, and poetry). E.B.2</p> <p>R4.5 Analyze the rules (conventions) of the four genres of fiction (short story, drama, novel and poetry) and non-fiction and the techniques used in these genres, and evaluate the effects of these conventions and techniques on the audience. E.B.2</p>	
<p>The student analyzes and evaluates conventions and techniques of genres by [9] 4.5.1 Identifying the characteristics and the effect on the reader of non-fiction and the four major structural genres: poetry, drama, novel, short story*</p>	<p>Student Edition: <i>Analyze Structure</i> 122 <i>Identify Genre</i> 18, 20 <i>Literary Element</i> 58, 369, 375 #2, 830, 920 <i>Literary History</i> 190-191, 248-249, 468-469, 736-737, 1012-1013, 1162-1163 <i>Narrative Poetry</i> 370, 372 <i>Reading Strategy</i> 17, 22 #1-#2, 121, 155, 533, 541 #1-#2</p> <p>Teacher Wraparound Edition: LEP 1244; RP 152, 156, 248, 1058; RSt 248, 534, 535, 537</p>

STANDARDS	PAGE REFERENCES
<p>[9] 4.5.2 Identifying or explaining use of literary devices appropriate to genre (i.e., dialogue, simile, metaphor, personification, foreshadowing, time sequence, imagery, repetition, <u>allusion</u> or <u>symbolism</u>) to analyze literary works</p>	<p>Student Edition: <i>Analogy</i> 620, 622 <i>Analyze Sound Devices</i> 902, 904, 908, 911 <i>Archetype</i> 19, 21 <i>Dialogue</i> 1028 <i>Interpret Imagery</i> 921 <i>Literary Element</i> 17, 22 #1-#2, 84, 88 #1-#2, 140 #1-#2, 620, 624 #1-#2, 763, 765 #1-#2, 767, 769 #1-#2, 1026, 1030 #1-#2 <i>Metaphor</i> 768 <i>Personification</i> 135, 138, 139 <i>Plot</i> 85, 86, 87 <i>Reading Strategy</i> 899, 913 #1-#3, 920, 922 #1-#2 <i>Review: Symbol</i> 1061 #1-#3 <i>Simile</i> 764 Teacher Wraparound Edition: AL/PA 903; LP 996</p>
<p>[9] 4.5.3 Evaluating the intended effects of the author’s use of conventions and techniques of genres on the reader (e.g., making inferences and judgments about ironic or hyperbolic statements, identifying impact of rich imagery, identifying multiple levels of meaning)</p>	<p>Student Edition: <i>Imagery</i> 705 <i>Irony</i> 295, 296, 298, 301, 303 <i>Literary Element</i> 55 #1-#2, 704, 706 #1-#2 <i>Reading Strategy</i> 704 <i>Respond and Think Critically</i> 503 #7, 515 #6 Teacher Wraparound Edition: AL 53; LE 129; LEP 26; RP 116, 374, 936; WP 308</p>

STANDARDS	PAGE REFERENCES
The student analyzes and evaluates 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>	
<p>The student analyzes and evaluates literary elements and devices by</p> <p>[9] 4.6.1 Identifying or describing or making logical predictions about (citing evidence and support from text) plot, setting, character, point of view, theme, and <u>tone</u></p>	<p>Student Edition: <i>Character</i> 128, 130 <i>Literary Element</i> 25, 29 #1-#2, 108, 125, 131 #1-#2, 471, 476 #1-#2, 497, 503 #1-#2, 695 <i>Make and Verify Predictions</i> 136, 139 <i>Point of View</i> 498 <i>Reading Strategy</i> 134, 140 #1-#2 <i>Review: Plot</i> 650 <i>Review: Theme</i> 484 #1-#2, 572 <i>Review: Tone</i> 100 #1-#2, 331 <i>Setting</i> 111, 112, 114 <i>Theme</i> 473, 928, 932 <i>Tone</i> 26, 697</p> <p>Teacher Wraparound Edition: AL 113; LE 115, 475, 930; LEP 618; RP 126, 212, 458, 714</p>
<p>[9] 4.6.2 Comparing and contrasting literary elements and devices in a variety of works by a variety of authors*</p>	<p>Student Edition: <i>Compare the Big Idea</i> 711 #1-#2 <i>Compare Fables</i> 594, 606 <i>Compare Sonnets</i> 918, 925 <i>Compare Style</i> 400, 415, 702, 711, 1209, 1219 <i>Literary Element</i> 39 <i>Reading Strategy</i> 33 #2</p> <p>Teacher Wraparound Edition: RP 514, 566; RSt 414</p>
<p>[9] 4.6.3 Analyzing and evaluating the importance to the story of plot, setting, character, point of view, and theme*</p>	<p>Student Edition: <i>Analyze Plot</i> 929, 931 <i>Literary Element</i> 927, 933 #1-#2 <i>Reading Strategy</i> 927 <i>Review: Plot</i> 946 <i>Review: Theme</i> 1019 #1-#2 <i>Theme</i> 928, 932</p> <p>Teacher Wraparound Edition: AL 1203; AL/PA 931; LEP 618, 1026; RP 138, 306, 628, 632, 916, 978, 1008, 1202, 1236</p>

STANDARDS	PAGE REFERENCES
<p>[9] 4.6.4 Citing evidence from the text to analyze and evaluate the author's intent for utilizing literary elements and devices and tone</p>	<p>Student Edition: <i>Literary Element</i> 525, 527 #1-#2, 1015, 1019 #1-#2 <i>Reading Strategy</i> 517, 519 #1-#2, 706 #1-#2 <i>Respond and Think Critically</i> 407 #6, 495 #5, 519 #9 <i>Tone</i> 26, 1017</p> <p>Teacher Wraparound Edition: AL/PA 493; RP 152, 374, 654, 812, 936, 1218; WP 308</p>
<p>The student analyzes content of text to differentiate fact from 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</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>	
<p>The student expresses opinion/differentiates fact from opinion/critiques the effectiveness of text by</p> <p>[9] 4.7.1 Identifying bias/propaganda by citing textual evidence*</p>	<p>Student Edition: <i>Activity</i> 847 #2-#3 <i>Reading Strategy</i> 402, 407 #1-#2, 1137, 1146 #2 <i>Recognize Bias</i> 404, 405, 1138, 1140, 1142, 1143 <i>Respond and Think Critically</i> 581 #4</p> <p>Teacher Wraparound Edition: RS 236; RSt 411</p>
<p>[9] 4.7.2 Analyzing author's purpose (e.g. to narrate, inform, entertain, explain, persuade) by citing textual evidence*</p>	<p>Student Edition: <i>Analyze Persuasion</i> 336, 338 <i>Author's Purpose</i> 403, 405 <i>Literary Element</i> 402, 407 #1-#2 <i>Reading Strategy</i> 335, 521, 830, 833 #1-#2, 1026 <i>Recognize Author's Purpose</i> 1029 <i>Review: Author's Purpose</i> 727 #1-#2</p> <p>Teacher Wraparound Edition: RP 360, 384, 508, 908, 1174</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>	
<p>The student connects themes by</p> <p>[9] 4.8.1 <u>Analyzing and evaluating</u> evidence within the text to identify an author’s message, theme, or purpose</p>	<p>Student Edition: <i>Analyze Persuasion</i> 336, 338 <i>Analyze Rhetorical Devices</i> 327 <i>Author’s Purpose</i> 403, 405 <i>Compare the Big Idea</i> 606 #3 <i>Literary Element</i> 321, 402, 407 #1-#2 <i>Reading Strategy</i> 335, 830, 833 #1-#2 <i>Respond and Think Critically</i> 375 #7, 509 #4</p> <p>Teacher Wraparound Edition: AL/PA 243; LE 553; RP 360, 506, 508, 908; RSt 522, 680</p>
<p>[9] 4.8.2 <u>Analyzing and evaluating</u> textual evidence to make thematic connections between texts</p>	<p>Student Edition: <i>Compare the Big Idea</i> 38, 51 #1-#3, 400, 415 #1, 594, 606 #1-#3, 702, 711 #1-#3, 918, 925, 1209, 1219 <i>Compare Responses to Love</i> 918, 925 #1-#3</p> <p>Teacher Wraparound Edition: AL/PA 529, 605</p>
<p>[9] 4.8.3 <u>Analyzing and evaluating</u> thematic connections between texts related to personal experiences, the experience of others, prior knowledge, and the broader world of ideas (L)</p>	<p>Student Edition: <i>Compare the Big Idea</i> 51 #1-#3, 415 #1-#2, 702, 711 #3, 918 <i>Reading Strategy</i> 359, 362 #1-#2, 529, 685, 688 #1-#2, 807, 809 #2 <i>Respond and Think Critically</i> 340 #1, 396 #9, 464 #8, 490 #7-#8, 693 #5, 945 #8</p> <p>Teacher Wraparound Edition: AL/PA 391, 411; RP 600; RSt 354, 356</p>

STANDARDS	PAGE REFERENCES
The student connects and evaluates cultural influences/events.	
R3.10 Compare and contrast how texts reflect historical and cultural influences. E.E.1	
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> <p>[9] 4.9.1 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>mythology, colonialism; Western/Eastern medicine</u>) (L)</p>	<p>Student Edition: <i>Activities</i> 15 #2, 77 #2, 357 #2, 557 #2, 959 #2, 1117 #2 <i>Compare the Big Idea</i> 925, 1209, 1219 <i>Compare Cultures</i> 38, 51, 400, 415, 594, 606 <i>Reading Strategy</i> 103 <i>Respond and Think Critically</i> 106 #6</p> <p>Teacher Wraparound Edition: AL/PA 605; EL 831</p>
<p>[9] 4.9.2 Analyzing the effects of historical or cultural influences/events on texts* (L)</p>	<p>Student Edition: <i>Activities</i> 77 #2 <i>Analyze Cultural Context</i> 40, 42, 110, 112, 113, 114, 611, 613, 615 <i>The Art of Translation</i> 56-57, 232-233, 574-575, 700-701, 1054-1055, 1118-1119 <i>Compare Historical Context</i> 702, 711 <i>Reading Strategy</i> 39, 43, 108, 118 #1-#2, 576, 608, 617 #1</p> <p>Teacher Wraparound Edition: AL/PA 1097; BI 612; RP 108, 426, 576, 1302; RSt 48, 580, 614, 703, 1118; WP 326</p>
Demonstrate Positive Attitudes and Behaviors Towards Print	
ASDR M. 16: Demonstrate positive attitudes and behaviors towards print.	
<p>[9] 16.1 The student self-selects reading materials by</p> <ul style="list-style-type: none"> • Identifying and assessing his/her own reading skills, preferences, and interests • Setting appropriate and challenging personal reading goals • Collaborating with a small group of peers to make an appropriate reading choice (ASD) 	<p>Student Edition: <i>Independent Reading</i> 168-169, 426-427, 662-663, 848-849, 1096-1097, 1302-1303</p> <p>Teacher Wraparound Edition: AL 427; AL/PA 219, 311, 427, 667, 743; RP 168</p>

* Assumes a variety of text and increasing complexity