

**GLENCOE CORRELATION**  
**LITERATURE: THE READER'S CHOICE**  
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**WASHINGTON**

Reading Essential Academic Learning Requirements  
 Benchmark 2 – Grade 7

OBJECTIVES	PAGE REFERENCES
<b>READING ESSENTIAL ACADEMIC LEARNING REQUIREMENTS</b>	
<b>1. The student understands and uses different skills and strategies to read.</b>	
To meet this standard, the student will:	
<b>BENCHMARK 2 - GRADE 7</b>	
<b>1.1 use word recognition and word meaning skills to read and comprehend text</b>	
use language structure to understand reading materials including sentence structure, prefixes, suffixes, contractions, and simple abbreviations	SE: R64, R65, R72-R73 <i>Vocabulary Skills</i> 283 <i>Vocabulary</i> 367, 512, 731 TWE: VS 568, 582, 698
integrate appropriate reading strategies to adapt reading to different types of text	SE: R67-R68, R69-R70, R75-R76 <i>Reading and Thinking Skills</i> 157
use a variety of reading strategies to comprehend words and ideas including self-correcting, re-reading, reading-on, and slowing down	SE: R75-R76 <i>Active Reading Strategies</i> 62 <i>Reading and Thinking Skills</i> 157
understand and apply reading strategies including word origins, word roots, prefixes, suffixes; making predictions; and verifying and revising understanding while reading	SE: R75-R76 <i>Active Reading Strategies</i> 352, 444, 562, 664
analyze text for a specific purpose	SE: R70, R75-R76
interpret general and specialized vocabulary critical to the meaning of the text	SE: R73-R74 <i>Vocabulary Preview</i> 166, 284, 408 TWE: VS 259
<b>1.2 build vocabulary through reading</b>	
construct general and specialized vocabularies through reading and specific fields of academic study <i>such as science, social studies, mathematics, and the arts</i>	SE: <i>Vocabulary Preview</i> 54, 116, 268 <i>Question</i> 566
<b>1.3 read fluently, adjusting reading for purpose and material</b>	
read both orally and silently with ease	SE: R68-R69 <i>Listening, Speaking, and Viewing</i> 203 TWE: RM 181 LSM 20, 46, 220 MIN 157
adjust reading pace to accommodate the form, style, and difficulty of material and purpose of reading; sample text rather than focusing on every detail	SE: R67-R68, R70 <i>Reading and Thinking Skills</i> 157 TWE: RM 38, 181, 567, 733
<b>1.4 understand elements of literature -- fiction</b>	
identify literary devices (figurative language, exaggeration, irony, humor, dialogue)	SE: R71 <i>Literary Elements</i> 36, 225, 250, 648, 765 <i>Genre Focus</i> 663 TWE: LE 133

<b>OBJECTIVES</b>	<b>PAGE REFERENCES</b>
understand sentence structure, paragraphs, and chapters	SE: R79-R80 <i>Genre Focus</i> 560-561
analyze literary elements (plot, characters, setting, theme, point of view, conflict, resolution)	SE: <i>Genre Focus</i> 350-351 <i>Literary Elements</i> 49, 100, 146, 346, 633, 781 TWE: TS 350-351
<b>1.5 use features of nonfiction text and computer software</b>	
locate specific information to pursue an interest or complete a project; analyze the validity of electronic information	SE: R48, R53 <i>Writing Workshop</i> 595 <i>Internet Connection</i> 59, 320, 469 TWE: IC 59 IDC 69, 171 RWC 273
use organizational features of printed text (titles, headings, table of contents, indexes, glossaries, prefaces, appendices, captions, etc.)	SE: R89 <i>Genre Focus</i> 560-561 TWE: RM 126, 329
use organization features of electronic information (microfiche headings and numberings, CD-ROM, internet, etc.)	SE: R53 <i>Media Connection</i> 418, 420, 733 <i>Technology Skills</i> 252-253, 460-461
<b>2. The student understands the meaning of what is read.</b>	
To meet this standard, the student will:	
<b>2.1 comprehend important ideas and details</b>	
demonstrate comprehension of complex texts including fiction, nonfiction, information, and task-oriented texts	SE: <i>Genre Focus</i> 350-351, 560-561 <i>Literary Elements</i> 590
readily identify and comprehend the main idea and supporting facts and details; summarize ideas in own words	SE: R79-R80 <i>Reading and Thinking</i> 297, 512 <i>Reading and Thinking Skills</i> 576 TWE: RM 126, 411
link characters, events, and information to prior knowledge, previous experience, and current issues to increase understanding	SE: R75 <i>Active Reading Strategies</i> 62, 179, 445, 769
make, confirm, or revise predictions and inferences based on the reading text	SE: R76, R93-R94 <i>Reading and Thinking</i> 51, 227, 623 <i>Active Reading Strategies</i> 352
<b>2.2 expand comprehension by analyzing, interpreting, and synthesizing information and ideas</b>	
compare, contrast, and make connections within and among several texts	SE: R82, R88 <i>Comparing Selections</i> 84, 155, 244, 347, 712 TWE: COS 77, 255, 331, 630
use logical sequence to accurately retell stories; order and/or sequence parts of text	SE: R80 <i>Literary Elements</i> 83, 573 <i>Reading and Thinking</i> 794 TWE: RM 8, 222 MIN 292

OBJECTIVES	PAGE REFERENCES
<b>2.3 think critically and analyze authors' use of language, style, purpose, and perspective</b>	
evaluate the validity of what is read	SE: R48 <i>Reading and Thinking Skills</i> 481
recognize that authors make language choices to influence an audience	SE: R61, R87 <i>Literary Elements</i> 765 <i>Active Reading Strategies</i> 179 <i>Reading and Thinking Skills</i> 481 TWE: AC 133
evaluate an author's effectiveness for a chosen audience	SE: <i>Reading and Thinking</i> 125 <i>Active Reading Strategies</i> 179, 769
recognize the author's point of view, tone, and use of persuasive devices	SE: <i>Reading and Thinking</i> 75, 125 <i>Literary Elements</i> 123, 536 <i>Standardized Test Practice</i> 686-687
apply information gained from reading to give a response and express insight	SE: <i>Responding to Literature</i> 279, 295, 416, 590 <i>Active Reading Strategies</i> 63 TWE: CT 161
make generalizations beyond the text to other texts, ideas, or situations	SE: R82 <i>Reading and Thinking</i> 322, 367, 592 <i>Comparing Selections</i> 244, 347, 712 TWE: CT 42, 454
evaluate reasoning and ideas related to a text	SE: <i>Responding to Literature</i> 279, 295, 416, 590 TWE: LE 583 CT 583 AR 587
<b>3. The student reads different materials for a variety of purposes.</b>	
To meet this standard, the student will:	
<b>3.1 read to learn new information</b>	
observe and use signs, labels, and instructions	SE: R56-R57, R59 <i>Extending Your Response</i> 263
evaluate the appropriateness of a variety of resource materials for a specific task	SE: R48, R71-R72
understand and use materials to investigate a topic (reference materials, encyclopedia, manuals, public documents, newspaper and magazine articles, trade publications, etc.)	SE: R48, R53, R71-R72 <i>Vocabulary</i> 321 <i>Vocabulary Skills</i> 636
read and comprehend a full range of texts fluently (instructions, news articles, poetry, novels, short stories, professional-level materials that match career or academic interests, electronic information, etc.)	SE: 176-183, 350-365, 560-575, R69 <i>Media Connection</i> 14, 38, 329 <i>Interdisciplinary Connection</i> 419, 593
<b>3.2 read to perform a task</b>	
read and understand information to perform a specific task (schedules, maps, recipes, instructions, newspaper want ads, consumer reports, travel books, first aid manuals, catalogs, yellow pages, etc.)	SE: R56-R57, R59 <i>Reading and Thinking</i> 470

OBJECTIVES	PAGE REFERENCES
<b>3.3 read for literary experience</b>	
read, respond to, and evaluate a variety of traditional and contemporary literature (poetry, essays, short stories, novels, biographies, nonfiction narratives, plays)	SE: 32-37, 116-124, 127-147, 408-416, 530-537, 564-574, 667-677
read, discuss, and use literature to understand a variety of perspectives of self, others, and world issues	SE: 16-28, 54-61, 166-175, 254-258
identify recurring themes in literature <i>such as identity, conflict and struggle, and social and economic change</i>	SE: <i>Literary Elements</i> 27, 319, 792 <i>Genre Focus</i> 768
<b>3.4 read for career applications</b>	
identify particular documents one might be required to read for occupational/career areas of interest	SE: <i>Learning for Life</i> 591
locate and interpret technical and nontechnical documents from different career settings <i>such as blueprints, graphs, tables, and policies</i>	SE: <i>Theme Projects</i> 691
<b>4. The student sets goals and evaluates progress to improve reading.</b>	
To meet this standard, the student will:	
<b>4.1 assess strengths and need for improvement</b>	
use a variety of strategies to monitor reading progress and to overcome difficulties	SE: R66, R68, R69, R75-R81 <i>Active Reading Strategies</i> 62-63, 178-179, 352-353 <i>Reading and Thinking Skills</i> 157
set reading goals and develop strategies to meet goals and monitor progress	SE: <i>Evaluate and Set Goals</i> 108, 208, 302, 400, 800
<b>4.2 seek and offer feedback to improve reading</b>	
develop shared standards and evaluate reading skills <i>such as fluency, comprehension, and text choice</i> for self and others	SE: R66, R67, R69, R75 <i>Reading and Thinking Skills</i> 157
<b>4.3 develop interests and share reading experiences</b>	
express reasons for recommending books to others; share reading experiences with others	SE: <i>Listening and Speaking</i> 28 <i>Listening, Speaking, and Viewing</i> 203 <i>Performing</i> 124, 677, 730
<b>WRITING ESSENTIAL ACADEMIC LEARNING REQUIREMENTS</b>	
<b>1. The student writes clearly and effectively.</b>	
To meet this standard, the student will:	
<b>BENCHMARK 2 - GRADE 7</b>	
<b>1.1 develop concept and design</b>	
demonstrate consistency in focus; construct a logical argument	SE: <i>Writing Workshop</i> 205
write in a number of genres and forms	SE: R46-R47 <i>Writing Workshop</i> 104-107, 204-207, 298-301, 396-399, 482-485, 594-597, 680-683, 796-799
discriminate between essential, intriguing, or useful information and trivia	SE: <i>Writing Workshop</i> 397, 682

OBJECTIVES	PAGE REFERENCES
demonstrate elaboration through examples, details, facts, and/or reasons, etc.	SE: <i>Writing Workshop</i> 205, 595 <i>Creative Writing</i> 59 TWE: WM 300
use effective organizational structures; construct sequenced paragraphs using effective transitions	SE: <i>Writing Workshop</i> 299, 483-484 TWE: WM 398, 596
write coherent paragraphs	TWE: WM 398
write analytically using basic and clear logic	SE: <i>Writing Workshop</i> 483, 595 <i>Reading and Thinking</i> 678, 783 <i>Writing About Literature</i> 174
<b>1.2 use style appropriate to the audience and purpose</b>	
choose voices appropriate to different genres and audiences	SE: <i>Writing Workshop</i> 105, 299, 397, 483, 595, 681, 797
choose language that is precise, engaging, and well-suited to the topic and audience	SE: <i>Writing Workshop</i> 206 <i>Writing Skills</i> 784
use accurate and precise language relevant to content area	SE: <i>Writing Workshop</i> 595
experiment with figurative language and sound patterns	SE: <i>Personal Writing</i> 782
use words appropriate to the chosen purpose	SE: <i>Writing Workshop</i> 206 <i>Writing Skills</i> 784 TWE: WM 106, 189, 798
vary sentence length and structure	SE: <i>Grammar and Language</i> 557 TWE: WM 206
<b>1.3 apply writing conventions</b>	
use compound and complex sentences	SE: R28
employ conventional grammar <i>such as subject/verb agreement and verb tense agreement</i> except for effect	SE: R29 <i>Grammar and Language</i> 51, 783 <i>Grammar Hint</i> 107 <i>Grammar Link</i> 189
apply capitalization and punctuation rules correctly	SE: R30-R37 <i>Grammar Link</i> 265, 528, 713 <i>Grammar and Language</i> 102, 321, 512, 575
spell correctly except for effect in final draft	SE: R40-R42 <i>Proofreading Checklist</i> 107
use paragraphing, stanza division, and other textual markers <i>such as table of contents, title and subtitle, and bullets</i>	SE: <i>Writing Workshop</i> 398, 484, 596
write legibly	This objective can be stressed using any of the creative writing activities.

OBJECTIVES	PAGE REFERENCES
<b>2. The student writes in a variety of forms for different audiences and purposes.</b>	
To meet this standard, the student will:	
<b>2.1 write for different audiences</b>	
write for distant audiences <i>such as pen pals and community members</i>	SE: <i>Technology Skills</i> 190-191, 460-461 <i>Presenting Tip</i> 207 <i>Technology Tip</i> 301
determine and write for the needs of different audiences	SE: <i>Writing Workshop</i> 105, 299, 483, 681, 797 <i>Writing Skills</i> 245
<b>2.2 write for different purposes</b>	
write for a range of purposes including: <ul style="list-style-type: none"> <li>to express him/herself</li> <li>to inform others</li> <li>to create</li> <li>to explain ideas or procedures</li> <li>to persuade others</li> <li>to entertain</li> <li>to debate</li> <li>to question</li> </ul>	SE: <i>Writing Workshop</i> 104, 298, 482, 594, 680, 796
<b>2.3 write in a variety of forms</b>	
write in a variety of forms and genres (narratives, journals, poems, essays, stories, research reports, etc.)	SE: R46-R47 <i>Writing Workshop</i> 104-107, 204-207, 298-301, 396-399, 482-485, 594-597, 680-683, 796-799
vary form, detail, and structure of writing in accordance with intended audience and purpose	SE: <i>Writing Workshop</i> 299, 397, 681 <i>Writing Skills</i> 245
<b>2.4 write for career applications</b>	
identify different forms used to cite sources when writing reports or technical documents, <i>for example, references, footnotes, and endnotes</i>	SE: R50
<b>3. The student understands and uses the steps of the writing process.</b>	
To meet this standard, the student will:	
<b>3.1 prewrite</b>	
use a variety of prewriting strategies (story mapping, listing, webbing, jotting, outlining, freewriting, brainstorming, etc.)	SE: R43 <i>Writing Workshop</i> 104-105, 204-205, 298, 396, 482-483
use available tools and technology <i>such as a simple word processor</i> consistently through the writing process	SE: R53-R54 <i>Technology Skills</i> 52-53 <i>Technology Tip</i> 206 TWE: TT 106, 206, 300, 398, 682
gather information from a variety of sources <i>such as interviews, multimedia, and periodicals</i>	SE: R48, R53 <i>Writing Workshop</i> 595, 796-797
<b>3.2 draft</b>	
elaborate on an initial idea	SE: R44 <i>Writing Workshop</i> 106, 483-484, 596, 681-682, 798
coordinate ideas and perspectives and take variables into account	SE: <i>Writing Workshop</i> 300
construct a clear narrative or present argumentation	SE: <i>Writing Workshop</i> 105, 206, 596, 682

OBJECTIVES	PAGE REFERENCES
<b>3.3 revise</b>	
confer with others to improve text; evaluate suggestions from others	SE: R44-R45 TWE: WM 106, 300, 398, 484
add and delete information and graphics as needed to enhance text and style	SE: <i>Writing Workshop</i> 485 <i>Technology Tip</i> 206 <i>Revising Tip</i> 798 TWE: TT 484, 596, 682, 798
<b>3.4 edit</b>	
use applicable reference tools	SE: R71-R72 <i>Vocabulary</i> 321 <i>Vocabulary Skills</i> 636 TWE: TT 300
correct some errors independently	SE: R44-R45 TWE: WM 106, 300, 798
adjust word choice and sentence structure	SE: R45 <i>Writing Workshop</i> 596 TWE: WM 106, 206 TT 398
correct mechanics and grammar	SE: R42, R45 <i>Writing Workshop</i> 107, 207, 683, 799 <i>Grammar Hint</i> 301, 399
<b>3.5 publish</b>	
select from a variety of publishing options <i>such as school newspaper, bulletin boards, or multimedia formats</i>	SE: R45 <i>Writing Workshop</i> 397, 483, 485, 799
produce a legible, neat final product	SE: <i>Writing Workshop</i> 485, 799
use different technologies to produce a finished product	SE: R53-R54 <i>Technology Tip</i> 799 <i>Technology Skills</i> 52-53 TWE: TT 484, 798
<b>4. The student analyzes and evaluates the effectiveness of written work.</b>	
To meet this standard, the student will:	
<b>4.1 assess own strengths and needs for improvement</b>	
establish and apply own criteria to improve writing	This objective can be stressed using any of the creative writing activities.
analyze the works of effective writers to improve writing	SE: R69-R70
articulate the qualities that make a piece of writing effective	SE: <i>Writing Skills</i> 784
<b>4.2 seek and offer feedback</b>	
accept feedback and edits to revise own writing when appropriate	SE: R44-R45 <i>Writing Workshop</i> 106, 206, 300, 398, 484
offer feedback, with guidance on others' writing, with regard to: <ul style="list-style-type: none"> <li>• concept and design</li> <li>• style</li> <li>• conventions</li> </ul>	SE: <i>Writing Workshop</i> 399

## Codes Used for TWE Pages

AC	Author's Craft
AR	Active Reading
COS	Connecting to Other Selections
CT	Critical Thinking
IC	Internet Connection
IDC	Interdisciplinary Connection
LE	Literary Elements
LSM	Listening and Speaking Minilesson
MIN	Meeting Individual Needs
RM	Reading Minilesson
RWC	Real-World Connection
TS	Teaching Strategies
TT	Technology Tip
VS	Vocabulary Skills
WM	Writing Minilesson