



ARIZONA

Reading Strand Grade 10

Literature: The Reader's Choice: Course 5 © 2002

OBJECTIVES	PAGE REFERENCES
<p>Strand 1: Reading Process Reading Process consists of the five critical components of reading, which are Phonemic Awareness, Phonics, Fluency, Vocabulary and Comprehension of connected text. These elements support each other and are woven together to build a solid foundation of linguistic understanding for the reader.</p>	
<p>Concept 4: Vocabulary Acquire and use new vocabulary in relevant contexts.</p>	
<p>PO 1. Determine the meaning of vocabulary, using linguistic roots and affixes (e.g., Latin, Greek, Anglo-Saxon).</p>	<p>SE: R79 <i>Skill Minilessons</i> 340, 487, 561, 933, 1051 <i>Skill Minilessons</i> 20, 46, 374 <i>Vocabulary Skills</i> 375 TWE: MIN 375</p>
<p>PO 2. Infer word meanings from context (e.g., definition, example, restatement, comparison/contrast, cause/effect).</p>	<p>SE: R78-R79 <i>Skill Minilessons</i> 155, 184, 287 <i>Vocabulary Skills</i> 246, 607, 1059 TWE: MIN 246, 1059 VS 84</p>
<p>PO 3. Determine how the meaning of the text is affected by the writer's word choice (e.g., literal vs. figurative language, idioms, adages).</p>	<p>SE: R79 <i>Literary Elements</i> 680 <i>Responding to Literature</i> 538 <i>Vocabulary Skills</i> 977 TWE: MIN 977</p>
<p>PO 4. Identify the meaning of metaphors based on common literary allusions.</p>	<p>SE: <i>Extending Your Response</i> 606 <i>Literary Elements</i> 599 <i>Responding to Literature</i> 326, 560, 593 <i>Writing Skills</i> 695 TWE: LE 691 RM 597</p>
<p>PO 5. Determine the meanings, pronunciations, contextually appropriate synonyms and antonyms, replacement words and phrases, etymologies, and correct spellings of words by using resources such as general and specialized dictionaries, thesauri, glossaries, and CD-ROM and the Internet when available.</p>	<p>SE: <i>Skill Minilessons</i> 46, 257, 266, 374, 553 <i>Vocabulary Skills</i> 477 TWE: MIN 144, 607</p>
<p>Concept 5: Fluency Read fluently.</p>	
<p>PO 1. Read from a variety of genres with accuracy, automaticity (immediate recognition), and prosody (expression).</p>	<p>SE: R82, R94 <i>Extending Your Response</i> 125, 606 <i>Listening, Speaking, and Viewing</i> 633, 1077 <i>Reading & Thinking Skills</i> 771 <i>Theme Projects</i> 585 TWE: MIN 633</p>

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Concept 6: Comprehension Strategies Employ strategies to comprehend text.	
<i>PO 1. Predict text content using prior knowledge and text features (e.g., illustrations, titles, topic sentences, key words).</i>	SE: R83 <i>Active Reading Strategies</i> 4, 424, 715 <i>Predict</i> 11 <i>Reading & Thinking Skills</i> 223 TWE: ARS 63, 76, 218 MIN 223 P 11 RM 65
<i>PO 2. Generate clarifying questions in order to comprehend text.</i>	SE: <i>Active Reading Strategies</i> 4-5, 424-425, 580-581, 714-715 TWE: ARS 143 Q 424, 581, 715
<i>PO 3. Use graphic organizers in order to clarify the meaning of the text.</i>	SE: <i>Before You Read</i> 298 <i>Comparing Selections</i> 941 <i>Drafting</i> 310 <i>Literary Elements</i> 1026 <i>Literature and Writing</i> 113 TWE: MIN 10, 345 RJ 424 RM 15, 31 T 3
<i>PO 4. Connect information and events in text to experience and to related text and sources.</i>	SE: <i>Comparing Selections</i> 171 <i>Extending Your Response</i> 60 <i>Literature and Writing</i> 154 <i>Media Connection</i> 74 TWE: ARS 148, 228 MIN 119, 174 RM 623 RWC 12
<i>PO 5. Apply knowledge of organizational structures (e.g., chronological order, sequence-time order, cause and effect relationships, logical order, by classification, problem-solution) of text to aid comprehension.</i>	SE: R86-R87 <i>Skill Minilessons</i> 184, 214 TWE: MIN 32, 319 RM 31, 47, 85, 159, 439 WM 78

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Strand 2: Comprehending Literary Text Comprehending Literary Text identifies the comprehension strategies that are specific in the study of a variety of literature.	
Concept 1: Elements of Literature Identify, analyze, and apply knowledge of the structures and elements of literature.	
<p>PO 1. Analyze the author's use of literary elements:</p> <ul style="list-style-type: none"> • theme (moral, lesson, meaning, message, view or comment on life), • point of view (e.g., first vs. third, limited vs. omniscient), • characterization (qualities, motives, actions, thoughts, dialogue, development, interactions), • setting (time of day or year, historical period, place, situation), and • plot (exposition, major and minor conflicts, rising action, climax, falling action, and resolution). 	<p>SE: <i>Literary Elements</i> 35, 86, 134, 231, 325, 1026 <i>Responding to Literature</i> 658, 1006, 1057 TWE: LE 30, 34, 130, 147, 159</p>
<p>PO 2. Analyze the author's use of figurative language, including simile, metaphor, personification, hyperbole, symbolism, allusion, and imagery in a literary selection.</p>	<p>SE: <i>Literary Elements</i> 70, 526, 632, 680, 1036 <i>Responding to Literature</i> 105, 440, 631, 898 TWE: AC 434, 1019 LE 67, 630 MIN 434</p>
<p>PO 3. Compare (and contrast) the illustration of the same theme in two different literary genres, using their structural features as the basis for the comparison (e.g., novel and play, poem, short story).</p>	<p>Comparing and contrasting selections is covered in the following pages. SE: <i>Comparing Selections</i> 93, 171, 307, 499, 899, 941, 1043 <i>Literature and Writing</i> 589 TWE: PO 567 TF 597, 604</p>
<p>PO 4. Identify how an author's choice of words and imagery sets the tone and advances the work's theme.</p>	<p>SE: <i>Extending Your Response</i> 606, 685 <i>Literary Elements</i> 70 <i>Responding to Literature</i> 440, 631, 700 <i>Theme Projects</i> 585 TWE: AC 144 LE 604</p>
Concept 2: Historical and Cultural Aspects of Literature Recognize and apply knowledge of the historical and cultural aspects of American, British, and world literature.	
<p>PO 1. Describe the historical and cultural aspects found in cross-cultural works of literature.</p>	<p>SE: <i>Extending Your Response</i> 457 <i>Literary Elements</i> 92 <i>Responding to Literature</i> 513 TWE: ARS 507 CT 446 IC 448, 510 MIN 490, 775</p>
<p>PO 2. Compare (and contrast) classic works of literature that deal with similar topics and problems (e.g., individual and society, meaning of friendship, freedom, responsibility).</p>	<p>SE: <i>Comparing Selections</i> 941 TWE: COS 915, 935, 945 RM 931</p>

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<i>PO 3. Recognize ways that forms of literature (including poetry, novel and/or short story) present similar themes differently across genres.</i>	SE: <i>Comparing Selections</i> 941 TWE: COS 915, 935, 945 RM 931
Strand 3: Comprehending Informational Text Comprehending Informational Text delineates specific and unique skills that are required to understand the wide array of informational text that is a part of our day-to-day experiences.	
Concept 1: Expository Text Identify, analyze, and apply knowledge of the purpose, structures, and elements of expository text.	
<i>PO 1. Compare (and contrast) original text to a summary for accuracy of the main ideas, inclusion of critical details, and the extent to which it conveys the underlying meaning of the original text.</i>	This objective can be met as students learn to summarize various reading selections. SE: R91 <i>Skill Minilessons</i> 474 TWE: RM 475 Comparing and contrasting the summaries on the following pages can be covered in classroom discussions. TWE: 433, 479, 495, 507, 532, 544, 557, 563
<i>PO 2. Distinguish supported inferences from unsupported inferences in expository selections such as editorials, newspaper articles, essays, reviews, and critiques.</i>	SE: R100-R103 TWE: RM 245, 608
<i>PO 3. Locate specific information by using organizational features (e.g., table of contents, headings, captions, bold print, italics, glossaries, indices, key/guide words, topic sentences, concluding sentences, end notes, footnotes, bibliographic references) in expository text. (Connected to Research Strand in Writing)</i>	SE: 433-438, 445-454, 480-485, 507-512 <i>Literature and Writing</i> 539 <i>Responding to Literature</i> 663
<i>PO 4. Organize information from both primary and secondary sources by taking notes, outlining ideas, paraphrasing information; and by making charts, conceptual maps, learning logs and/or timelines for a research document or other assigned tasks. (Connected to Research Strand in Writing)</i>	SE: <i>Comparing Selections</i> 567 <i>Extending Your Response</i> 584, 701 <i>Listening, Speaking, and Viewing</i> 541, 901 TWE: RJ 424 RM 439, 455 WM 520
<i>PO 5. Interpret graphic sources of information (e.g., charts, maps, diagrams, illustrations, tables, timelines, graphs) to support ideas. (Connected to Research Strand in Writing)</i>	SE: R87-R89, 520, 523 <i>Responding to Literature</i> 613, 631 TWE: IC 468 MIN 465
<i>PO 6. Use knowledge of modes of expository writing (e.g., chronological order, comparison and contrast, cause and effect relationships, logical order, classification schemes, sequence-time order, problem-solution, analogy, definition, narrative) to interpret text.</i>	SE: <i>Comparing Selections</i> 567 <i>Extending Your Response</i> 457 <i>Reading & Thinking Skills</i> 458, 989 <i>Writing Workshop</i> 412-415 TWE: MIN 458 PO 567
<i>PO 7. Make relevant inferences by synthesizing concepts and ideas from a single reading selection.</i>	SE: <i>Responding to Literature</i> 513, 538, 588, 605 TWE: CT 447, 453, 462, 463, 510, 564
<i>PO 8. Support conclusions drawn from ideas and concepts in expository text.</i>	SE: <i>Literature and Writing</i> 514 <i>Responding to Literature</i> 429, 440, 456 TWE: CT 446, 454, 455, 497, 668 WM 453

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Concept 2: Functional Text Identify, analyze, and apply knowledge of the purpose, structures, clarity, and relevancy of functional text.	
<i>PO 1. Synthesize information from multiple sources (e.g., texts, maps, illustrations, workplace documents, schematic diagrams) to solve a problem.</i>	This objective can be covered during classroom discussion regarding interpreting graphic aids. SE: 520, 523, R87-R89 <i>Responding to Literature</i> 613, 631 TWE: IC 468 MIN 465
<i>PO 2. Synthesize information from multiple sources (e.g., texts, maps, illustrations, workplace documents, schematic diagrams) to draw conclusions.</i>	This objective can be covered during classroom discussion regarding interpreting graphic aids. SE: 520, 523, R87-R89 <i>Responding to Literature</i> 613, 631 TWE: IC 468 MIN 465
PO 3. Analyze the effectiveness of functional text (e.g., warranties, product information, technical manuals, consumer publications, workplace documents) to achieve its stated purpose(s).	Students can apply the principles of using effective language to achieve a stated purpose by reviewing the following information. SE: R62-R63, R70 <i>Writing Skills</i> 1060 TWE: WC R62
Concept 3: Persuasive Text Explain basic elements of argument in text and their relationship to the author's purpose and use of persuasive strategies.	
PO 1. Describe the central argument and its elements (e.g., argument by cause and effect, analogy, authority, emotion, logic) in persuasive text.	This objective can be met during classroom discussion regarding persuasive text. SE: 423, R63, R103 <i>Listening, Speaking, and Viewing</i> 901 <i>Writing Skills</i> 185 <i>Writing Workshop</i> 234-238 TWE: MIN 235, 901 WM 237
PO 2. Describe how persuasive techniques (e.g., repetition, sentence variety, understatement, overstatement) contribute to the power of persuasive text.	This objective can be met during classroom discussion regarding persuasive text. SE: 423, R63, R103 <i>Listening, Speaking, and Viewing</i> 901 <i>Writing Skills</i> 185 <i>Writing Workshop</i> 234-238 TWE: MIN 235, 901 WM 237
<i>PO 3. Identify unsupported inferences or fallacious reasoning (e.g., circular reasoning, false causality, over-generalization, over-simplification, self-contradiction) in the arguments advanced in persuasive text.</i>	This objective can be met during classroom discussion regarding persuasive text. SE: 423, R63, R103 <i>Listening, Speaking, and Viewing</i> 901 <i>Writing Skills</i> 185 <i>Writing Workshop</i> 234-238 TWE: MIN 235, 901 RM 245 WM 237

Codes Used for TWE Pages

AC	Author's Craft
ARS	Active Reading Strategies
COS	Connecting to Other Selections
CT	Critical Thinking
IC	Interdisciplinary Connection
LE	Literary Elements
MIN	Meeting Individual Needs
P	Predict
PO	Portfolio Options
Q	Question
RJ	Reading Journal
RM	Reading Minilesson
RWC	Real-World Connection
T	Technology
TF	Thematic Focus
VS	Vocabulary Skills
WC	Writing Connection
WM	Writing Minilesson