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The **red** bulleted lines are the “New” to 6th Grade from 5th Grade Delaware standards.

STANDARDS		PAGE REFERENCES	
6th Grade-Level Expectations			
Standard ONE: Students will use written and oral English appropriate for various purposes and audiences.			
Persuasive			
Audience (audience-centered)		Student Edition:	
<ul style="list-style-type: none"> Write in a manner that makes sense to readers Write to audiences that are familiar if not “known” personalities 		426, 566, 721, 832 <i>Respond Through Writing</i> 484, 770 <i>Writing</i> 119, 270, 756	
		Teacher Wraparound Edition:	
		WP 182, 244, 390	
Form		Student Edition:	
<ul style="list-style-type: none"> Editorials Letters and ads 		566-571 <i>Writing</i> 119, 270, 756	
		Teacher Edition:	
		WP 182, 244, 390	

STANDARDS	PAGE REFERENCES
<p>Development</p> <ul style="list-style-type: none"> • Avoid unsupported reasons—partial truths and jumping to conclusions • Use persuasive and propaganda techniques when appropriate • Present clear position that supports or opposes a debatable issue or question • Support the position with reasons that include facts, stats, expert opinions, examples • Acknowledge readers’ anticipated position and/or opposition • Avoid unsupported reasoning (begging, circular reasoning) • Identify and use primary and secondary sources • Avoid copying verbatim • TBW: combine information from text and prior knowledge to elaborate upon ideas that reveal to the reader the writer’s depth of understanding of the issue 	<p>Student Edition: 566-571 <i>Respond Through Writing</i> 484, 770 <i>Speaking and Listening</i> 535, 657 <i>Writing</i> 119, 270, 756</p> <p>Teacher Wraparound Edition: T 567; WP 72, 182, 244</p>
<p>Organization</p> <ul style="list-style-type: none"> • Develop an introduction that clarifies the issue in a way that clearly establishes a need for solution/action • Use transitions that show relationship • Develop a conclusion that moves beyond summary and answers the “so what?” question about the significance of the issue • Text structure that strengthens argument • Intro. and simple thesis • Clear position • Provides background • Conclusion that moves beyond summary • Present reasons in a logical order • Use transitions that show order 	<p>Student Edition: 566-571 <i>Respond Through Writing</i> 484, 770 <i>Speaking and Listening</i> 535, 657</p> <p>Teacher Wraparound Edition: T 567; WP 568</p>

STANDARDS	PAGE REFERENCES
<p>Sentence Structure</p> <ul style="list-style-type: none"> • Experiment with placement of phrases and clauses to vary sentence beginnings • Vary sentence structure, types and lengths of sentences • Use complete sentences to express thoughts • Vary sentence beginnings to capture audience's attention • Write sentences to create a purpose-specific rhythm and flow naturally 	<p>Student Edition: 566-571, 708 <i>Respond Through Writing</i> 484, 770</p> <p>Teacher Wraparound Edition: T 284</p>
<p>Word Choice</p> <ul style="list-style-type: none"> • Use words that have denotations and/or connotations appropriate for the writing purpose • Use more specific, concrete language and phrasing • Use adjectives and adverbs to describe, illustrate, and modify meaning • Use action verbs when possible • Use words that convey appropriate voice • Use a variety of accurate words that avoid repetition • Use a purposeful range of formal/informal language depending on audience • Experiment with non-literal language when appropriate 	<p>Student Edition: 566-571 <i>Respond Through Writing</i> 484, 770</p> <p>Teacher Wraparound Edition: AL 569; WP 244</p>

STANDARDS	PAGE REFERENCES
<p>Conventions</p> <ul style="list-style-type: none"> • Use punctuation to show increasingly abstract relationships (e.g. comma for clarity) • Use capital letters to indicate beginning of sentences, proper nouns, the pronoun “I,” and abbreviations • Use periods, question marks, exclamation marks appropriately • Use commas in letter headings/greetings/closings, in addresses, compound sentences, and items in a series • Use commas after introductory clauses • Control agreement of subject/verb, pronoun/ antecedent • Use appropriate pronouns • Use appropriate verb tense • Control verb and pronoun use • Use conventional spellings with high-frequency words, commonly misspelled words, homographs, homonyms, and homophones 	<p>Student Edition: 566-571 <i>Respond Through Writing</i> 484, 770 <i>Writing</i> 119</p>
Informative	
<p>Form</p> <ul style="list-style-type: none"> • Letters to appropriate organizations • Reviews • Summaries • Essays • Messages/memos • Notices • Articles • Biography and autobiography 	<p>Student Edition: 280-285, 426-431, 704-711, 832-837, R14-R17 <i>Respond Through Writing</i> 43, 188, 414, 510, 801 <i>Research and Report</i> 520 Teacher Wraparound Edition: RP 192, 218, 256, 374, 490; WP 36, 326, 546, 606, 634</p>

STANDARDS	PAGE REFERENCES
<p>Development</p> <ul style="list-style-type: none"> • Select an interesting, yet manageable, subject for writing, or one that meets requirements of assignment • Write an effective title • Provide relevant information to elaborate or clarify the subject • Identify and use primary and secondary sources avoiding copying verbatim • TBW: combine information from text and prior knowledge to elaborate upon ideas in writing that reveal to the reader the writer’s depth of understanding of the topic 	<p>Student Edition: 280-285, 426-431, 704-711, 832-837, R14-R17 <i>Respond Through Writing</i> 43, 188, 414, 510, 801 <i>Research and Report</i> 520</p> <p>Teacher Wraparound Edition: RP 192, 218, 256, 374, 490; WP 36, 326, 546, 606, 634</p>
<p>Organization</p> <ul style="list-style-type: none"> • Include a thought-provoking question in the conclusion to help move beyond a summary • Organize by selecting text structures that clarify or explain • Intro/hook that presents simple thesis and is separate from the body • Use transitions that show order or relationships • Develop a conclusion that moves beyond summary 	<p>Student Edition: 280-285, 426-431, 704-711, 832-837, R14-R17 <i>Respond Through Writing</i> 43, 188, 414, 510, 801 <i>Research and Report</i> 520</p> <p>Teacher Wraparound Edition: RP 192, 218, 256, 374, 490; WP 36, 326, 546, 606, 634</p>
Expressive	
<p>Development</p> <ul style="list-style-type: none"> • Develop an interesting idea for writing • Create title that engages reader and reflects subject • Use dialogue, description, and narration • Use sensory images and figurative language • TBW: use text and prior knowledge to make connections 	<p>Student Edition: 140-145 <i>Group Activity</i> 287, 839 <i>On Your Own Activity</i> 147 <i>Respond Through Writing</i> 356, 638, 682 <i>Writing</i> 80, 101, 112, 404</p> <p>Teacher Wraparound Edition: RP 352; WP 230, 276, 326, 366, 376, 418, 544, 610, 674, 812, 818</p>

STANDARDS	PAGE REFERENCES
<p>Organization</p> <ul style="list-style-type: none"> Organize to engage reader Use paragraphs to transition between ideas and control and enhance message Develop an intro./hook, which is separate from the body, that hooks the reader Use transitions that show chronology or relationships Develop a conclusion that satisfies the reader (provides resolution and closure) 	<p>Student Edition: 140-145 <i>Group Activity</i> 287, 839 <i>On Your Own Activity</i> 147 <i>Respond Through Writing</i> 356, 638, 682 <i>Writing</i> 80, 101, 112, 404</p> <p>Teacher Wraparound Edition: RP 352; WP 230, 276, 326, 366, 376, 418, 544, 610, 674, 812, 818</p>
Oral communications	
<p>1.4 Orally communicate information, opinions, and ideas effectively to different audiences for a variety of purposes.</p> <ul style="list-style-type: none"> Choose words and use voice appropriate for audience and purpose Speak and listen for a variety of audiences and purposes Identify and discuss criteria for effective oral presentations Read aloud effectively from previously read material Perform dramatic readings and presentations Speaking from notes or a brief outline, clearly provide precise information and accurate instruction in organized sequential detail Present autobiographical or fictional stories to large and small audiences Participate in group readings Use visual techniques 	<p>Student Edition: 146, 286, 432, 572, 573, 712, R46 <i>Research and Report</i> 691 <i>Speaking and Listening</i> 94, 226, 231, 477, 535, 548, 657</p> <p>Teacher Wraparound Edition: EL 367; LSP 128, 250, 462, 528, 738, 820; LSVP 386; RP 218, 686; WP 16, 246, 348, 446, 732</p>

STANDARDS	PAGE REFERENCES
<p><i>1.5 Listen to and comprehend oral communication</i></p> <ul style="list-style-type: none"> • Listen attentively organizing for clarity when you paraphrase what was said • Follow basic instructions • Listen attentively by making eye contact, facing speaker, asking questions, and paraphrasing what is said • Ask and respond to questions from teacher and group members • Listen to and respond to a variety of media • Retell stories and reports of events in proper sequence • Engage in communication to clarify thoughts, solve problems, make decisions, discuss issues, and extend understanding • Identify the intended messages of ads, entertainment programs, and news sources • Distinguish fact from fantasy and fact from opinion 	<p>Student Edition: 146, 286, 432, 572, 712, 838, R47, R49</p> <p>Teacher Edition: LS 572, 712</p>
<p><i>1.6 Developing vocabulary and using grammar as a means of improving communication</i></p> <ul style="list-style-type: none"> • Use words that reflect a growing range of interests and knowledge • Clarify and explain words and ideas • Give and follow oral directions • Use complex sentence structure • Use appropriate noun/verb agreement, verb tense, pronouns, prefixes and suffixes • Consult dictionaries, thesauruses, and other resources to find and compare definitions, choose among synonyms, and spell words correctly • Use knowledge of roots, prefixes, and suffixes to interpret and convey the meaning of words • Identify common figures of speech and use them appropriately in oral communication • Use punctuation marks that distinguish statements, questions, exclamations, and commands 	<p>Student Edition: 146, 286, 432, 572, 573, 712, R46 <i>Speaking and Listening</i> 535, 548, 657</p> <p>Teacher Wraparound Edition: EL 367; LSP 128, 250, 462, 528, 738, 820; LSVP 386; RP 218, 686; WP 16, 246, 348, 446, 732</p>

STANDARDS	PAGE REFERENCES
<p><i>1.7 Participate effectively in a discussion</i></p> <ul style="list-style-type: none"> • Initiate conversation with peers and adults • Follow rules for conversation • Participate in a variety of roles in group discussions • Use appropriate voice level in group settings • Ask and respond to questions in group settings • Use oral language to extend learning • Volunteer relevant information, ask relevant questions, and answer questions directly • Use appropriate eye contact and other nonverbal cues • Reflect on the ideas and opinions of others and respond thoughtfully • Ask for clarification and explanation of unfamiliar words and ideas • Summarize information conveyed through discussion 	<p>Student Edition: 838, R49 <i>Comparing Literature</i> 139, 279, 425, 565, 831 <i>Speaking and Listening</i> 261, 330, 373, 745</p> <p>Teacher Wraparound Edition: AL 445; EL 541</p>
<p>Standard TWO: Students will construct, examine, and extend the meaning of literary, informative, and technical texts through listening, reading, and viewing.</p>	
<p>Before Reading</p>	
<p><i>2.1 Use effective decoding skills to comprehend printed texts</i></p> <ul style="list-style-type: none"> • Apply and use the meanings of high frequency Greek and Latin derived roots and affixes to determine meaning of unknown words • Read orally from familiar text at an appropriate rate, with accuracy and prosody 	<p>Student Edition: 23, 146 <i>Grammar Link</i> 393, 657 <i>On Your Own Activity</i> 147 <i>Speaking and Listening</i> 94, 231, 477 <i>Tip</i> 761</p> <p>Teacher Wraparound Edition: AL 797, 801; EL 23, 77, 99, 393, 663, 693; LSP 398, 700, 780; LSVP 386; RP 274, 358, 806; SP 6; VP 264</p>
<p><i>2.2 Seek meaning of unknown words as a way of comprehending texts</i></p> <ul style="list-style-type: none"> • Determine the meaning of unknown words by using: context clues, prior knowledge, reading other sentences, using illustrations, word cues (similes and metaphors), appositives • Select the correct definition of words that have multiple meanings • Using illustrations 	<p>Student Edition: 220, 485 <i>Academic Vocabulary</i> 260, 413, 483, 519</p> <p>Teacher Wraparound Edition: RP 472; VP 220</p>

STANDARDS	PAGE REFERENCES
During Reading	
<p>2.3 <i>Self-monitor comprehension by generating a purpose for reading and taking appropriate action</i></p> <ul style="list-style-type: none"> • Analyzing story/literary elements • Explain personal connections to the text • Generate and answer questions • Summarize/paraphrase • Reread • Making (based on text clues) and revising predictions • Adjust reading rate • Inferences • Mental imagery • Graphic organizers or other note-taking techniques • Analyzing text structure • Use illustrations to construct meaning 	<p>Student Edition: xxxvi-xxxix</p> <p><i>Monitor Comprehension</i> 97, 98, 99, 515, 517, 518</p> <p><i>Preview the Article</i> 190</p> <p><i>Question</i> 164, 165, 166</p> <p><i>Reading Strategy</i> 96, 101, 163, 169, 171, 512, 520, 640, 641</p> <p><i>Scan</i> 174, 175, 176</p> <p><i>Skim</i> 172, 173</p>
After Reading	
<p>2.4a <i>Demonstrate overall understanding of printed texts by making predictions as necessary</i></p> <ul style="list-style-type: none"> • Predict likely outcomes based on clues in text, knowledge of text structure, and knowledge of a variety of genres • Adjust previous predictions based on new information • Identify logical and/or complementary information for a text 	<p>Student Edition:</p> <p><i>Make Predictions About Plot</i> 76, 77, 78, 364, 366, 367, 368, 369, 371, 526, 528, 531, 532</p> <p><i>Reading Strategy</i> 75, 80, 361, 373, 525, 535</p>
<p>2.4b <i>Demonstrate overall understanding of technical and informative texts by identifying text features and text structures</i></p> <ul style="list-style-type: none"> • Apply knowledge of text structures in informative/ technical texts to make meaning of text • Describe essential information from text features to enhance understanding • Describe the unique features of various informative texts 	<p>Student Edition: 218-219</p> <p><i>After You Read</i> 177</p> <p><i>Literary Element</i> 211, 217, 241, 246, 643, 657</p> <p><i>Preview the Article</i> 24, 190, 384, 640, 772</p> <p><i>Text Features</i> 212, 213, 214, 242, 243, 646, 647, 650, 652, 654, 655</p> <p>Teacher Wraparound Edition: AL 177; RP 176; VP 172</p>

STANDARDS	PAGE REFERENCES
<p>2.4bl <i>“Of literary texts by identifying story elements and story structure</i></p> <ul style="list-style-type: none"> • Flashback • Man vs. society • Analyze pattern of organization, particularly cause/effect • First-person and third-person POV • Identify characters or speaker • Describe the roles characters play • Describe changes in setting • Identify various types of conflict • Identify conflicts, climax, resolution • Identify significant details related to plot and analyze the pattern of organization • Distinguish between main plot and subplot • Identify points of view 	<p>Student Edition: 44-45, 344-345, 802-803 <i>Analyze Story Elements</i> 124, 126, 127, 129, 130, 132 <i>Literary Element</i> 227, 231, 406, 620, 735, 763, 769 <i>Reading Skill</i> 123 <i>Review</i> 381, 800 <i>What You’ll Read</i> 724</p>
<p>2.4c <i>Demonstrate overall understanding by recognizing and interpreting figurative language and literary devices and differentiating between literal and non-literal language</i></p> <ul style="list-style-type: none"> • Double meanings, imagery, mood • Alliteration, repetition, rhythm, dialogue, rhyme, idioms, similes, metaphors, personification, exaggeration, hyperbole, humor, symbols • Describe how fig. language and literary devices extend meaning 	<p>Student Edition: 344-345, 485 <i>Analyze Figurative Language</i> 481 <i>Literary Element</i> 357, 359, 377, 381, 401, 660, 663 <i>Metaphor and Simile</i> 358 <i>Personification</i> 378, 379 <i>Reading Skill</i> 479, 483 <i>Reading Strategy</i> 665, 681 <i>Simile</i> 661, 662 Teacher Wraparound Edition: EL 15; EL 499; RP 424</p>
<p>2.4d <i>“By retelling or restating through speaking or writing</i></p> <ul style="list-style-type: none"> • Summarize the main ideas and supporting details in informative/technical text • Summarize by identifying the characters, setting, events, and problem/solution • Retell in order the important events • Restate in order the steps of a task 	<p>Student Edition: <i>After You Read</i> 51, 101, 270, 304, 400, 412, 460, 476, 534, 547, 594, 680, 732, 744, 768, 814 <i>Reading Skill</i> 241, 246, 627, 637 <i>Reading Strategy</i> 643, 657 <i>Summarize</i> 644, 645, 647, 649, 651, 652, 653 <i>TIP</i> 354, 519 Teacher Wraparound Edition: RS 651</p>

STANDARDS	PAGE REFERENCES
<p><i>2.4e Demonstrate understanding by organizing the important points via summaries, outlines, and/or graphic organizers</i></p> <ul style="list-style-type: none"> • Use cause/effect organizer • Create a graphic organizer that identifies story elements • Use appropriate organizer based on text structure • Create an outline • Summarize text capturing most important parts of the original 	<p>Student Edition: xxxviii, R8-R9 <i>Literary Element</i> 231, 261 <i>Reading Skill</i> 29, 119, 123, 135, 199, 211, 241, 263, 271 <i>Reading Strategy</i> 11, 53, 75, 96, 103, 163, 179, 249</p> <p>Teacher Wraparound Edition: AL 243; EL 139; LEP 242; WP 26</p>
<p><i>2.4f Demonstrate understanding by identifying the author's purpose</i></p> <ul style="list-style-type: none"> • Identify how the author's purposes shape content • Identify difference between stated purpose and an underlying reason in TV commercials and advertisements • Describe author's overall purpose for writing • Identify purpose of media's message • Create meaning from a variety of media 	<p>Student Edition: <i>Author's Purpose</i> 165, 166 <i>Comparing Literature</i> 418, 424 <i>Literary Element</i> 163, 169, 415, 425 <i>Reading Skill</i> 199, 209, 470, 477 <i>Reading Strategy</i> 464 <i>Recognize Author's Purpose</i> 201, 202, 204, 205, 206, 208, 473, 474 <i>Review</i> 187, 217</p>
<p><i>2.4g Demonstrate understanding by comparing information between and within texts</i></p> <ul style="list-style-type: none"> • Compare relevant similarities/differences in ideas, viewpoints, purposes, plots, settings, characters in two or more texts • Compare similarities/ differences between ideas, viewpoints, and characters within a single text • Describe changes in characters 	<p>Student Edition: 135, 139, 271, 297, 415, 425, 549 <i>Compare and Contrast Characters</i> 91 <i>Comparing Literature</i> 136, 137, 138, 273, 274, 275, 276, 277, 278, 416, 417, 418, 419, 420, 421, 422, 423, 424, 550, 551, 552, 553</p>
<p><i>2.4h Demonstrate overall understanding by discriminating between fact and opinion</i></p> <ul style="list-style-type: none"> • Use word cues to determine that a statement is an opinion • Question information to determine if it's factual • Discriminate between facts and/or opinions 	<p>Student Edition: 521, 522-523, R48 <i>Distinguish Fact and Opinion</i> 453, 458 <i>Reading Skill</i> 451, 460, 772, 774</p> <p>Teacher Wraparound Edition: RP 266; TN 523, 773</p>

STANDARDS	PAGE REFERENCES
<p><i>2.4i Demonstrate overall understanding of informative and technical texts by making inferences</i></p> <ul style="list-style-type: none"> • Make strongly implied inferences about content and concrete ideas and identify appropriate support • Make inferences about author’s decisions • Make reasonable predictions as they read • Test and revise predictions as they read further • Use combination of background knowledge and stated information to answer questions as you read • Make connections between conclusions they draw and other beliefs or knowledge • Make critical or analytical judgments • Use texts to make generalizations • Create self-motivated interpretations that are adapted as they read 	<p>Student Edition: <i>After You Read</i> 101, 209, 216, 656, 690 <i>Draw Conclusions About Author’s Perspective</i> 686, 687, 688 <i>Draw Conclusions About Meaning and Purpose</i> 465, 466, 467 <i>Reading Strategy</i> 464, 685, 691 <i>Respond and Think Critically</i> 376, 387, 463, 641, 774 <i>TIP</i> 133</p>
<p><i>2.4j Demonstrate “by accepting or rejecting the validity of the information and giving supporting evidence</i></p> <ul style="list-style-type: none"> • Use criteria to evaluate the validity and reliability of primary and secondary sources • Use criteria to evaluate author’s credibility in order to determine validity and reliability of sources • Use criteria to evaluate author’s perspective... • Use date of publication to ... • Use criteria to evaluate the author’s use of logic, propaganda, bias, language, and motives to... 	<p>Student Edition: 521, 705, 710, R14 <i>After You Read</i> 482 <i>Argument</i> 481 <i>Literary Element</i> 479 <i>Research and Report</i> 520 <i>Respond and Think Critically</i> 463 <i>Respond Through Writing</i> 43 Teacher Wraparound Edition: LEP 480; LSP 484; RP 218, 352, 748; WP 326, 634, 652; WT 164</p>

STANDARDS	PAGE REFERENCES
<p><i>2.4k Demonstrate...by relating the content of the text to real-life situations and applying information from printed, electronic, and oral texts to complete authentic tasks</i></p> <ul style="list-style-type: none"> • Make connections (text-to-self, text-to-text, and text-to-world) • Employ reading strategies to locate and apply information in varied print and non-print sources for inquiry and other authentic tasks 	<p>Student Edition: 155, 171, 175-176, 295, 441, 581, 721, 847, R13 <i>Activate Prior Knowledge</i> 544, 546 <i>After You Read</i> 177 <i>Connect to Personal Experience</i> 13, 14, 17, 18, 20 <i>Connect to the Article</i> 162 <i>Connect to the Textbook Lesson</i> 210 <i>Connect to Today</i> 181, 182, 183, 184, 185 <i>Reading Strategy</i> 11, 22, 24, 27, 190, 193, 541, 548</p> <p>Teacher Edition: EL 175; RP 284; RS 192</p>
<p><i>2.5a Critically analyze and evaluate information and messages presented through print by connecting and synthesizing information from many sources</i></p> <ul style="list-style-type: none"> • Connect and examine information from texts to construct an understanding of the main concepts (text-to-text) 	<p>Student Edition: 280, 704-705, R14-R15 <i>Conduct Research</i> 575 <i>Research and Report</i> 217, 343, 520, 603 <i>Respond and Think Critically</i> 376 <i>Respond Through Writing</i> 43, 484</p> <p>Teacher Wraparound Edition: AL 99, 325, 407, 467; AP 448; LSP 250; RP 36, 192, 212, 218, 352, 374, 396, 490, 530, 606, 782; SSP 68; WP 246, 256, 326, 398, 425, 464</p>
<p><i>2.5b Critically... by formulating and expressing opinions</i></p> <ul style="list-style-type: none"> • Identify information in a text to develop logical opinion 	<p>Student Edition: <i>After You Read</i> 41, 66, 101, 112, 133, 160, 168, 186, 209, 225, 260, 304, 313, 329, 354, 359, 392, 448, 482 <i>Big Question</i> 459 <i>Reading Strategy</i> 395, 400 <i>Write a Review</i> 149</p>

STANDARDS	PAGE REFERENCES
<p><i>2.5d Critically...using critical and divergent thinking, and assimilating prior knowledge to draw conclusions</i></p> <ul style="list-style-type: none"> • Compare personal experiences and knowledge to make and support judgments about concepts in literary texts and nonfiction • Draw conclusions that require analysis and/or evaluation • Analyze the author’s viewpoint or attitude • Describe the effect of an author’s use of basic formatting and design techniques 	<p>Student Edition: <i>After You Read</i> 22, 41, 80, 101, 119, 196, 209, 216 <i>Draw Conclusions About Author’s Perspective</i> 686, 687, 688 <i>Draw Conclusions About Meaning and Purpose</i> 465, 466, 467 <i>Make Inferences About Characters</i> 250, 251, 253, 256 <i>Reading Strategy</i> 464, 685, 691 <i>TIP</i> 66, 112, 133</p>
<p><i>2.5e Critically...and by recognizing the impact of non-literal expressions in informative and technical texts and interpret the effect of literary devices</i></p> <ul style="list-style-type: none"> • Analyze how author’s use of non-literal expressions affects readers • Analyze the impact of specific figurative and non-literal expressions • Analyze an author’s decision to use certain figurative and non-literal expressions • Evaluate fairness and trustworthiness of author’s message/bias 	<p>Student Edition: 344-345 <i>Analyze Figurative Language</i> 481 <i>Literary Element</i> 357, 359, 377, 381, 401, 660, 663 <i>Metaphor and Simile</i> 358 <i>Personification</i> 378, 379 <i>Reading Skill</i> 479, 483 <i>Reading Strategy</i> 665, 681 <i>Simile</i> 661, 662 Teacher Wraparound Edition: AL 159; LEP 556, 702, 778; RP 424; WP 204</p>
<p><i>2.5f Critically...by evaluating texts and media presentations for bias and misinformation, by evaluating texts for completeness, accuracy, and clarity, and by evaluating how the content, techniques, and form affect them</i></p> <ul style="list-style-type: none"> • Analyze how persuasive techniques and author’s choices shape readers’ understandings • Analyze the completeness, accuracy, and/or clarity of texts • Analyze ambiguous information in complex texts • Analyze strengths and weaknesses of sources, format, and arguments • Analyze the author’s inclusion of logical or emotional arguments 	<p>Student Edition: 171, 247, 482, 521, 522-523, R48 <i>Examine Media</i> 482, 508, 636 <i>Media Workshop</i> 521 <i>Reading Strategy</i> 461, 463 <i>Respond Through Writing</i> 770 <i>You’re the Critic</i> 799 Teacher Wraparound Edition: LEP 108; LSP 484; RP 266, 536, 646, 654; T 730; VS 521, WT 164</p>

STANDARDS	PAGE REFERENCES
<p><i>2.5g Critically...through print, speech, and mass media by acknowledging the possibility of a variety of interpretations of the same text; proposing other interpretations as valid if supported by the text</i></p> <ul style="list-style-type: none"> Analyze texts by reading and reacting to passages Listen to and critique opposing interpretations of the same piece and consider, through classroom dialogue and independent reading, how these opinions were formed Compare and contrast opposing interpretations Practice critical thinking by defending the validity of an assigned point of view even if it opposes their personal interpretation of the reading Describe propaganda techniques Identify persuasive techniques 	<p>Student Edition: 521, 522-523 <i>After You Read</i> 448 <i>Argument</i> 481 <i>Literary Element</i> 187, 479, 503 <i>Reading Skill</i> 451, 460, 772, 774 <i>Reading Strategy</i> 461, 463, 509 <i>Respond and Think Critically</i> 463 <i>Text Structure</i> 268 <i>Writing</i> 460</p> <p>Teacher Wraparound Edition: LEP 480; RS 758; SPR 159, 445; WP 522; WT 164</p>
<p><i>2.5i Critically...by recognizing a variety of persuasive and propaganda techniques and how they are used in a variety of forms</i></p> <ul style="list-style-type: none"> Identify exaggeration/ hyperbole, name calling, bandwagon, testimonial, generalizations Analyze the fairness and trustworthiness of an author's message Analyze how persuasive/propaganda techniques shape readers' understandings Analyze ambiguous information in a text Analyze strengths and weaknesses of text sources, format, and argument Analyze completeness, accuracy of information in a text Analyze author's inclusion of emotional arguments 	<p>Student Edition: 521, 522-523 <i>Argument</i> 481 <i>Distinguish Fact and Opinion</i> 453, 458 <i>Examine Media</i> 482, 508 <i>Literary Element</i> 479, 503 <i>Reading Skill</i> 451, 460, 772, 774 <i>Reading Strategy</i> 461, 463, 509</p> <p>Teacher Wraparound Edition: EL 521; LEP 108, 480; RP 266; T 522; TN 523</p>

STANDARDS	PAGE REFERENCES
<p>2.5I <i>Critically...by recognizing and evaluating the literary merit of various texts and media presentations</i></p> <ul style="list-style-type: none"> • Read a variety of texts and rate them on literary merit based on: style, purpose, characters, details, is understandable, expressive vocabulary • Revisit texts to search for connections between and among ideas • Find and explain personal connections to topics, events, characters, actions, ideas, or information in texts 	<p>Student Edition: <i>After You Read</i> 41, 66, 101, 112, 133, 160, 168, 186, 209, 225, 260, 304, 313, 329, 354, 359, 392, 448, 482 <i>Big Question</i> 459 <i>Evaluate Description</i> 667 <i>Reading Strategy</i> 395, 400 <i>Write a Review</i> 149</p>
<p>2.6a <i>critically...and extend meaning by offering a personal response to texts</i></p>	<p>Student Edition: 22, 41, 66, 80, 133, 139, 160, 186, 225, 230, 260, 279, 304, 329, 354, 372 <i>Respond Through Writing</i> 68, 188, 356, 801 <i>Write a Review</i> 149</p>
<p>2.7b <i>critically...by identifying the underlying purposes of media messages</i></p>	<p>Student Edition: 521, R48 <i>Examine Media</i> 482 <i>Reading Strategy</i> 461, 463 Teacher Wraparound Edition: LEP 480; LSP 484; RP 536</p>
<p>Standard THREE: Students will access, organize, and evaluate information gained by listening, reading and viewing.</p>	
<p>3.1a1 <i>Identify and locate a variety of sources including printed materials, personal interviews, oral reporting, forums, and technological forms of information</i></p> <ul style="list-style-type: none"> • Locate information using appropriate sources and strategies • Use multiple sources • Use text features to access information • Use traditional and electronic search tools • Use teacher-selected internet sites and databases to access information • Select appropriate sources 	<p>Student Edition: 280, 704-705, R14-R15 <i>Conduct Research</i> 575 <i>Research and Report</i> 217, 343, 520, 603 <i>Respond and Think Critically</i> 376 <i>Respond Through Writing</i> 43, 484 Teacher Wraparound Edition: AL 99, 325, 407, 467; AP 448; LSP 250; RP 36, 192, 212, 218, 352, 374, 396, 490, 530, 606, 782; SSP 68; WP 246, 256, 326, 398, 425, 464</p>

STANDARDS	PAGE REFERENCES
<p><i>3.1a2 Develop and use procedures to gather information—developing and following a process for research</i></p> <ul style="list-style-type: none"> • Select and refine a topic for research • Determine a clear purpose, topic, and audience for research • Gather information from more than one source • Locate information using appropriate sources and strategies • Read, view, or listen and decide what is valuable • Extract information • Record sources in standard bibliographic format • Relay facts from research • Organize and interpret gathered information using variety of graphic organizers • Summarize ways in which the process and product can be improved 	<p>Student Edition: 280, 281, 705-706, 707, 709, R15 <i>Research and Report</i> 217, 520, 603, 691 <i>Respond Through Writing</i> 43, 484</p> <p>Teacher Wraparound Edition: RP 44, 218, 352, 374, 410, 640, 748, 822; RR 217; T 683; WP 288, 326, 398, 425, 634, 652</p>
<p><i>3.1b Independently extract information to achieve a specific purpose</i></p> <ul style="list-style-type: none"> • Select among various technologies the most appropriate one for the task of extracting most needed information • Create a system for organizing information • Use various methods to manage organized information 	<p>Student Edition: 281, 705-706, R15 <i>Research and Report</i> 217, 520, 603, 691 <i>Respond Through Writing</i> 43, 484</p> <p>Teacher Wraparound Edition: RP 44, 218, 374, 410, 640, 822; RR 217; T 683; WP 288, 326, 398, 425</p>
<p><i>3.2a Use technology to synthesize information into a meaningful format to express ideas and experiences</i></p> <ul style="list-style-type: none"> • Use technology to synthesize information by making a graphic organizer, making an outline, using a meaningful format to express ideas • Use word processing, presentation programs, digital cameras to formulate or communicate knowledge 	<p>Student Edition: 280, 185, 704-705, 711, R14-R15, R17, R18-R19 <i>Conduct Research</i> 575 <i>Research and Report</i> 217, 343, 520, 603, 691</p> <p>Teacher Wraparound Edition: AL 407, 467; RP 218, 352, 396, 490, 606; SSP 68; WP 246, 256, 326, 398, 425, 464</p>

STANDARDS	PAGE REFERENCES
<p><i>3.2b Independently present information which is sufficient in quantity and depth to achieve a specific purpose, avoiding plagiarism</i></p> <ul style="list-style-type: none"> • Present results of research in an oral or written format which: fulfill identified purpose indicated in topic sentence, include information relevant to topic and purpose, list sources of information in bibliographic form • Recognize need to put information in your own words • Decide how information fits together and would best be presented 	<p>Student Edition: 705-707, 709, 710, R15, R16, R17 <i>Research and Report</i> 343 <i>Respond Through Writing</i> 43 Teacher Wraparound Edition: RP 218, 640; WP 326, 398, 652</p>
<p><i>3.3a Establish criteria by which sources and information can be analyzed for accuracy, bias, stereotypes, and validity</i></p> <ul style="list-style-type: none"> • Differentiate fact from fiction • Select sources which are authoritative with teacher assistance • With teacher assistance, analyze source and information for accuracy, bias, stereotypes, and validity • Demonstrate how information does or does not address original problem • Evaluate information in terms of credibility and accuracy • Use technology to facilitate evaluation • Formulate conclusions based upon information • Use information to express ideas relevant to specific purpose 	<p>Student Edition: 280, 705, 707, 709, R14 <i>Media Workshop</i> 521 <i>Research and Report</i> 217, 520 Teacher Edition: RP 218, 352, 748; WP 326, 634, 652</p>
<p><i>3.3b2 Independently draw conclusions based upon information relevant to a specific purpose; independently formulate logical conclusions based upon information relevant to a specific purpose</i></p> <ul style="list-style-type: none"> • Analyze the effect of an author's use of basic formatting and design techniques • Draw conclusions that require analysis and/or evaluation • Analyze the author's viewpoint toward a topic 	<p>Student Edition: <i>Author's Purpose</i> 165, 166 <i>Comparing Literature</i> 418, 424 <i>Literary Element</i> 163, 169, 415, 425 <i>Reading Skill</i> 199, 209, 470, 477 <i>Reading Strategy</i> 464 <i>Recognize Author's Purpose</i> 201, 202, 204, 205, 206, 208, 473, 474 <i>Review</i> 187, 217</p>

STANDARDS	PAGE REFERENCES
Standard FOUR: Students will access, organize, and evaluate information gained by listening, reading and viewing.	
<p>4.1a <i>Connect their own experience to those of literary characters; explain reasons for a character's actions; identify with characters</i></p> <ul style="list-style-type: none"> • Critically analyze text • Describe reasons for a character's actions • Make and support relevant connections between reader's personal situations and motivations of characters 	<p>Student Edition: <i>Characterization</i> 117 <i>Connect to Personal Experience</i> 13, 14, 17, 18, 20 <i>Literary Element</i> 114 <i>Make Inferences About Characters</i> 250, 251, 253, 256, 349, 350, 353 <i>Reading Strategy</i> 11, 22, 24, 27, 249, 347, 355, 541, 548</p> <p>Teacher Wraparound Edition: BQ 132; LEP 668; TN 193; WP 56</p>
<p>4.1b <i>Connect their own experience to those of literary characters by responding to the sensory, intellectual, and emotional elements</i></p> <ul style="list-style-type: none"> • Analyze the effect of author's use of imagery and figurative language on reader • Use ideas from text to analyze personal responses 	<p>Student Edition: 344-345 <i>After You Read</i> 482 <i>Connect to Today</i> 183 <i>Evaluate Description</i> 667, 668, 669, 670, 671, 673, 675, 678, 679 <i>Literary Element</i> 377, 525, 535 <i>Mood</i> 526, 527, 529, 530 <i>Reading Skill</i> 479, 483 <i>Reading Strategy</i> 665, 681 <i>Simile</i> 661, 662 <i>Voice</i> 677</p> <p>Teacher Wraparound Edition: LEP 532, 778; RP 630; T 353; WP 238</p>
<p>4.1c <i>Connect their own experience to those of literary characters by relating to the feelings of characters of varying ages, genders, nationalities, races, cultures, religions, and disabilities</i></p> <ul style="list-style-type: none"> • Read and compare stories from different cultures and eras to broaden cultural awareness • Demonstrate an understanding of the experiences and feelings of fictional characters based on age, gender, nationalities, races, cultures, and/or disabilities 	<p>Student Edition: <i>Big Question</i> 229, 238, 239 <i>Daily Life and Culture</i> 412 <i>Connect to Today</i> 181, 182, 183, 184, 185 <i>Folktale</i> 228 <i>Literary Element</i> 226, 227, 413 <i>Myth</i> 407 <i>Reading Strategy</i> 179, 187, 384 <i>Respond and Think Critically</i> 230, 235, 756, 774</p>

STANDARDS	PAGE REFERENCES
<p><i>4.1e Connect own experiences to those of literary characters by seeking other literary texts and media as the result of literary experience</i></p> <ul style="list-style-type: none"> • Make connections to other similar texts 	<p>Student Edition: 148-149, 288-289, 434-435, 574-575, 714-715, 840-841</p> <p><i>Reading Strategy</i> 541 <i>Text to Text</i> 72</p> <p>Teacher Edition: AL 575; F 288, 574, 714; RP 148, 434, 840</p>
<p><i>4.2a Respond to literary text by making inferences about content, events, characters, setting, and author's decisions</i></p> <ul style="list-style-type: none"> • Make strongly implied inferences about content and concrete ideas and identify appropriate text support • Make inferences about author's decisions • Make reasonable predictions • Test and revise predictions • Use background knowledge and stated information to answer questions as they read • Make connections between conclusions they draw and other beliefs • Make critical or analytical judgments 	<p>Student Edition: <i>Foreshadowing</i> 363</p> <p><i>Make Predictions About Plot</i> 76, 77, 78, 364, 366, 367, 368, 369, 371, 526, 528, 531, 532</p> <p><i>Reading Strategy</i> 75, 80, 361, 373, 525, 535</p>
<p><i>4.2b Understand the differences between genres</i></p> <ul style="list-style-type: none"> • Use knowledge of distinctive characteristics of various genres to explain the meaning of texts 	<p>Student Edition: 44-45, 344-345, 802-803</p> <p><i>Analyze Story Elements</i> 124, 126, 127, 129, 130, 132</p> <p><i>Literary Element</i> 227, 231, 406, 620, 735, 763, 769</p> <p><i>Reading Skill</i> 123</p> <p><i>Review</i> 381, 800</p> <p><i>What You'll Read</i> 724</p>

STANDARDS	PAGE REFERENCES
<p><i>4.2c Interpret the impact of author’s decisions such as word choice, style, content, and literary elements; understand the author’s intent in choosing a particular genre</i></p> <ul style="list-style-type: none"> • Explain how an author creates mood through word choice • Describe characteristics and elements of various literary forms • Describe the most likely reason an author uses a particular genre • Describe the effect of author’s choices on the reader • Describe how the author’s writing style influences reader 	<p>Student Edition: <i>Evaluate Description</i> 667 <i>Literary Element</i> 123, 197, 199, 314, 357, 359, 401 <i>Mood</i> 526, 527, 529, 530 <i>Reading Skill</i> 479, 483 <i>Reading Strategy</i> 665, 681 <i>Style</i> 456, 457 <i>Tone</i> 125, 126, 127, 128 <i>Voice</i> 677</p> <p>Teacher Edition: LEP 98, 224, 702, 778; LH 130; RP 370, 422; WP 204, 688; WT 459</p>
<p><i>4.2f Identify the effect of point of view</i></p> <ul style="list-style-type: none"> • Describe how point of view affects a literary text • Describe how point of view impacts reader 	<p>Student Edition: 44-45, 658 <i>Analyze Narrator and Point of View</i> 488, 489, 490 <i>Comparing Literature</i> 703 <i>Literary Element</i> 11, 22, 42, 53, 67, 82, 94, 271, 279, 627, 637 <i>Narrator and Point of View</i> 13, 14, 16, 19, 20 <i>Point of View</i> 629, 631, 632, 634 <i>Reading Skill</i> 487, 492</p>
<p><i>4.3a Respond to literary texts and media representing the diversity of American cultural heritage</i></p> <ul style="list-style-type: none"> • Read and analyze stories from different cultures and eras to broaden cultural awareness • Sympathize with experiences and feelings of fictional characters 	<p>Student Edition: <i>Analyze Cultural Context</i> 318, 319, 320, 321, 322, 325, 326, 328, 609, 611, 613 <i>Big Question</i> 238, 239 <i>Connect to Social Studies</i> 41 <i>Daily Life and Culture</i> 412 <i>Literary Element</i> 413 <i>Myth</i> 407 <i>Reading Skill</i> 316, 330, 604, 606, 608</p>

STANDARDS	PAGE REFERENCES
<p><i>4.4a Use literature as a resource for shaping decisions</i></p> <ul style="list-style-type: none"> • Read stories and relate characters' experiences to shape own decisions by asking questions such as: <ul style="list-style-type: none"> • I felt like that character when... • If that happened to me, I would... • I can relate to that character because one time... 	<p>Student Edition: <i>Connect to Personal Experience</i> 14, 17, 18, 20 <i>Reading Strategy</i> 11, 22, 187, 190, 193</p> <p>Teacher Edition: RP 70; RS 192; T 191, 192</p>