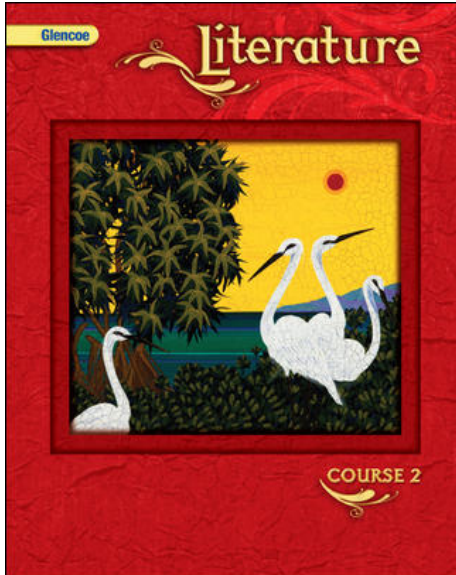




Glencoe

English Language Arts
Grade-Level Expectations
Grade 7



COURSE 2

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The red bulleted lines are the "New" to 7th Grade from 6th Grade Delaware standards.

STANDARDS	PAGE REFERENCES
7th Grade-Level Expectations	
Standard ONE: Students will use written and oral English appropriate for various purposes and audiences.	
Persuasive	
<p>Audience (audience-centered)</p> <ul style="list-style-type: none"> Write in a manner that demonstrates audience awareness (prior knowledge, motivation). Acknowledge reader's position or beliefs Necessary background definitions Write to audiences that are increasingly distant 	<p>Student Edition: <i>Literary Elements</i> 534 <i>Respond Through Writing</i> 410 <i>Speaking and Listening</i> 560 <i>Writing Product</i> 595 <i>Writing Workshop</i> 580</p> <p>Teacher Edition: A 410; WP 534</p>

Codes used for Teacher Edition pages are the initial caps of headings on that page

STANDARDS	PAGE REFERENCES
<p>Form</p> <ul style="list-style-type: none"> • Persuasive essay • Reviews • Letters, editorials, and ads 	<p>Student Edition: <i>Genre Focus</i> 534 <i>Literary Elements</i> 534 <i>Respond Through Writing</i> 410, 853 <i>Speaking and Listening</i> 560 <i>Speaking, Listening, and Viewing Workshop</i> 586 <i>Try It</i> 582 <i>Unit Challenge</i> 587 <i>Writing</i> 565, 647 <i>Writing Product</i> 595 <i>Writing Workshop</i> 580-585</p> <p>Teacher Edition: ApL 585; F 534, 580; T 534, 535, 587; WP 566</p>
<p>Development</p> <ul style="list-style-type: none"> • Jargon • Transfer testimonial • Original and effective titles • Rhetorical devices • Persuasive/propaganda techniques • Exaggeration and hyperbole • Identify and use primary and secondary sources • Connections in TBW 	<p>Student Edition: <i>Analyze a Student Model</i> 583 <i>Genre Focus</i> 535 <i>Literary Elements</i> 534 <i>Media Workshop</i> 566 <i>Respond Through Writing</i> 410, 853 <i>Revise</i> 584 <i>Speaking, Listening, and Viewing Workshop</i> 586 <i>Try It</i> 534 <i>Unit Challenge</i> 587 <i>Writing Plan</i> 580 <i>Writing Product</i> 595</p> <p>Teacher Edition: ApL 581, 853; EL 535, 583, 587, 853; RP 534; T 535, 581, 583, 584, 587, 853; WP 534, 566; WT 585</p>

STANDARDS	PAGE REFERENCES
<p>Organization</p> <ul style="list-style-type: none"> • Introduction and thesis command reader's attention • Increasingly subtle transitions • Text structure that strengthens argument • present arguments in logical order • Introduction and simple thesis <ul style="list-style-type: none"> • Clear position • Clarifies issue • Establishes need for action/solution • Provides background • Conclusion that moves beyond summary 	<p>Student Edition: R14-R17 <i>Analyze a Student Model</i> 583 <i>Draft</i> 581-582 <i>Genre Focus</i> 535 <i>Get Organized</i> 581 <i>Literary Elements</i> 534 <i>Respond Through Writing</i> 410, 853 <i>Revise</i> 584 <i>Speaking, Listening, and Viewing Workshop</i> 586 <i>Try It</i> 534 <i>Unit Challenge</i> 587 <i>Writing Plan</i> 580 <i>Writing Product</i> 595</p> <p>Teacher Edition: EL 535; RP 534; T 534, 535, 580, 581, 582, 583, 584, 587; WP 534, 566, 582</p>
<p>Sentence Structure</p> <ul style="list-style-type: none"> • Establishes convincing tone, style and voice • Compound-complex sentences • Vary sentence structure, types and lengths of sentences • Write sentences that create purpose-specific rhythm and flow 	<p>Student Edition: R20-R28 <i>Apply Good Writing Traits</i> 742 <i>Edit and Proofread</i> 585 <i>Revising Tip</i> 584 <i>Write with Style</i> 283 <i>Writing Practice</i> 742</p> <p>Teacher Edition: EL 587; T 582, 585</p>
<p>Word Choice</p> <ul style="list-style-type: none"> • Commitment (voice) • Use words for a specific purpose • Avoid repetition • Non-literal language (idioms, figurative language) • Denotations/connotations • Use words that convey appropriate voice, attitude, emotion, and point of view 	<p>Student Edition: R20-R27 <i>Apply Good Writing Traits</i> 582 <i>Edit and Proofread</i> 585 <i>Precise and Vivid Language</i> 583 <i>Speech Checklist</i> 586 <i>Try It</i> 582 <i>Writing Practice</i> 584</p> <p>Teacher Edition: EL 587; T 582, 585</p>

STANDARDS	PAGE REFERENCES
<p>Conventions</p> <ul style="list-style-type: none"> • Punctuation for rhetorical effect • Use standard punctuation correctly • Consistency with verb tense • Parallel structure • Commas and colons • Subject-verb agreement • Punctuation to show abstract relationships • Use conventional spellings 	<p>Student Edition: R20-R45 <i>Edit and Proofread</i> 585 <i>Grammar and Focus</i> 585, 745 <i>Grammar Link</i> 635 <i>Grammar Tip</i> 59, 219, 585, 624</p> <p>Teacher Edition: T 585</p>
Informative	
<p>App. Form</p> <ul style="list-style-type: none"> • Reviews • Letters to appropriate organizations • Articles • Biography and autobiography 	<p>Student Edition: <i>Group Activity</i> 747 <i>Respond Through Writing</i> 59, 123, 219, 505 <i>Speaking, Listening, and Viewing Workshop</i> 747 <i>Writing</i> 565 <i>Writing Workshop</i> 738-745</p> <p>Teacher Edition: A 59, 123, 219; ApL 747; EL 59, 123, 219; F 738</p>
<p>Development</p> <ul style="list-style-type: none"> • Analyze and use information from multiple primary and secondary sources to support thesis and to generate new ideas/ perspectives, avoiding plagiarism • Effective titles • Relevant information, reasons, and or details to elaborate and clarify subject • Select interesting, yet manageable subject appropriate to assignment • TBW: combine information from text with prior knowledge to elaborate ideas 	<p>Student Edition: <i>Draft</i> 740-741, 743 <i>Evaluate Your Information</i> 739 <i>Group Activity</i> 747 <i>Plan and Conduct Your Research</i> 739 <i>Respond Through Writing</i> 59, 123, 219, 504 <i>Revising Tip</i> 744 <i>Speaking, Listening, and Viewing Workshop</i> 746 <i>Writing</i> 565 <i>Writing Plan</i> 738</p> <p>Teacher Edition: A 123, 219; ApL 739, 743, 745, 747; CH 739; EL 123, 219; RP 504, 744; T 740; WP 740</p>

STANDARDS	PAGE REFERENCES
<p>Organization</p> <ul style="list-style-type: none"> • Present information in a logical order • Intro./hook provides necessary background info. • Increasingly subtle transitions that make connections • Conclusion that moves beyond summary and reinforces the importance of information • Organize by selecting text structures that clarify or explain • Intro./hook that presents simple thesis 	<p>Student Edition: <i>Draft</i> 740-741, 743 <i>Get Organized</i> 740 <i>Group Activity</i> 747 <i>Prewriting Tip</i> 448 <i>Respond Through Writing</i> 59, 123, 219, 504 <i>Speaking, Listening, and Viewing Workshop</i> 746 <i>Writing</i> 565 <i>Writing Plan</i> 738 <i>Writing Tip</i> 447</p> <p>Teacher Edition: A 219; ApL 741, 747; EL 123, 219, 741, 743; T 740, 743; WP 450</p>
Expressive	
<p>Form</p> <ul style="list-style-type: none"> • Poems, memoirs, personal essays, journals 	<p>Student Edition: <i>Connect to the Poem</i> 202 <i>Connect to the Short Story</i> 264 <i>On Your Own Activity</i> 587 <i>Respond Through Writing</i> 123 <i>Speaking, Listening, and Viewing Workshop</i> 160 <i>Write with Style</i> 367, 383, 523 <i>Writing</i> 83, 106, 239, 392, 399, 532, 839 <i>Writing Workshop</i> 154-159</p> <p>Teacher Edition: A 123; ApL 367; F 154, 160; T 587; W 106</p>

STANDARDS	PAGE REFERENCES
<p>Development</p> <ul style="list-style-type: none"> • Fresh and original ideas • Use rhetorical devices • Use strategies such as humor and non-literal language (idioms) • Use sensory images to describe • 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:</p> <p><i>Analyze a Student Model</i> 157</p> <p><i>Connect to the Poem</i> 202</p> <p><i>Connect to the Short Story</i> 264</p> <p><i>On Your Own Activity</i> 587</p> <p><i>Prewrite</i> 154-155</p> <p><i>Respond Through Writing</i> 123</p> <p><i>Revising Tip</i> 158</p> <p><i>Speaking, Listening, and Viewing Workshop</i> 160</p> <p><i>Write with Style</i> 367, 383, 523</p> <p><i>Writing</i> 83, 106, 239, 392, 399, 532, 839</p> <p><i>Writing Plan</i> 154</p> <p>Teacher Edition:</p> <p>ApL 367; EL 123, 155, 587; T 157, 583; W 106; WP 156, 158</p>
<p>Organization</p> <ul style="list-style-type: none"> • Develop introduction that establishes mood • Use increasingly subtle transition words/phrases that make connections • Use order other than chronological, such as flashback and foreshadowing • In conclusion, pose purposeful questions to the reader to keep reader thinking • Organize to engage reader • Use variety of genres—poetry, drama, prose • Introduction that hooks reader 	<p>Student Edition:</p> <p><i>Apply Good Writing Traits</i> 156</p> <p><i>Connect to the Poem</i> 202</p> <p><i>Connect to the Short Story</i> 264</p> <p><i>Draft</i> 155-156</p> <p><i>Drafting Tip</i> 156</p> <p><i>On Your Own Activity</i> 587</p> <p><i>Respond Through Writing</i> 123</p> <p><i>Speaking, Listening, and Viewing Workshop</i> 160</p> <p><i>Write with Style</i> 367, 383, 523</p> <p><i>Writing</i> 83, 106, 239, 392, 399, 532, 839</p> <p><i>Writing Plan</i> 154</p> <p>Teacher Edition:</p> <p>A 123; EL 155; T 155, 156, 157, 587; W 106</p>

STANDARDS	PAGE REFERENCES
Oral communications	
<p><i>1.4 Orally communicate information, opinions, and ideas effectively to different audiences for a variety of purposes</i></p> <ul style="list-style-type: none"> • Choose words and use voice appropriate to 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, communicate precise information and accurate instructions in clearly organized sequenced detail • Present autobiographical or fictional stories that recount events effectively to large and small audiences • Participate in group readings • Use visual techniques to communicate ideas 	<p>Student Edition: <i>Group Activity</i> 747, 881 <i>Oral Report Checklist</i> 746 <i>Present</i> 433 <i>Presentation Checklist</i> 160, 338, 454 <i>Research and Report</i> 288, 811 <i>Speaking and Listening</i> 438, 560, 607, 711, 727, 789 <i>Speaking, Listening, and Viewing Workshop</i> 160, 338, 454, 586, 746 <i>Speech Checklist</i> 586</p> <p>Teacher Edition: F 160, 338, 454, 586, 746; LSP 160, 338, 438, 746; T 160, 338, 454, 586, 746</p>
<p><i>1.5 Listen to and comprehend oral communications</i></p> <ul style="list-style-type: none"> • Follow basic instructions • Listen attentively by making eye contact, facing the speaker, asking questions, and paraphrasing what is said and organizing for clarity • Ask and respond to questions from teachers and group members • Engage in communication to clarify thoughts, solve problems, make decisions, discuss issues, and extend understandings • Identify the intended messages of ads, entertainment programs, and news sources • Distinguish fact from fantasy and fact from opinion 	<p>Student Edition: <i>Speaking and Listening</i> 35, 189, 493 <i>Speaking, Listening, and Viewing Workshop</i> 160, 338, 454, 586, 746, 880</p> <p>Teacher Edition: F 160, 586; LSP 160, 338, 454, 586, 746, 880; T 160, 454, 880</p>

STANDARDS	PAGE REFERENCES
<p>1.6 <i>Developing vocabulary and using grammar as a means of improving communication</i></p> <ul style="list-style-type: none"> • Summarize information conveyed in an oral communication accounting for key ideas, structure, and relationship of parts to the whole • 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 • Use punctuation marks that distinguish statements, questions, exclamations, and commands 	<p>Student Edition: <i>Speaking and Listening</i> 35, 189, 432, 493, 552, 682 <i>Speaking, Listening, and Viewing Workshop</i> 160, 338, 454, 586, 746, 880 <i>Group Activity</i> 161, 587, 747, 881</p> <p>Teacher Edition: F 160, 586; LSP 160, 338, 454, 586, 746, 880; T 160, 454, 880</p>
<p>1.7 <i>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 lang. 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: <i>Group Activity</i> 161, 587, 747, 881 <i>Speaking and Listening</i> 35, 189, 432, 493, 552, 682 <i>Speaking, Listening, and Viewing Workshop</i> 586, 880</p> <p>Teacher Edition: LSP 880; T 880</p>

STANDARDS	PAGE REFERENCES
<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: <i>Spelling Link</i> 532 <i>Vocabulary Workshop</i> 659, 790</p> <p>Teacher Edition: EL 195, 231; F 659, 790; LH 777; T 659, 790; VP 66, 226, 790</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: <i>Academic Vocabulary</i> 852 <i>Tip</i> 70, 368 <i>Vocabulary Practice</i> 296 <i>Vocabulary Workshop</i> 70, 368, 659</p> <p>Teacher Edition: EL 195, 237, 659, 781; F 70, 368; RP 764; T 70, 368; VP 70, 368; WP 368</p>

STANDARDS	PAGE REFERENCES
During Reading	
<p><i>2.3 Self-monitor comprehension by generating a purpose for reading and taking appropriate action</i></p> <ul style="list-style-type: none"> • Generate and answer questions • Summarize/paraphrase • Reread • Making (based on text clues) and revising predictions • Adjust reading rate • Inferences • Mental imagery • Analyzing story/literary elements • Graphic organizers or other note-taking techniques • Explain personal connections • Analyzing text structure • Use illustrations to construct meaning 	<p>Student Edition: <i>Analyze Plot</i> 771, 773, 776, 777, 780, 781, 782, 785, 786 <i>Graphic Organizer</i> 276 <i>Literary Element</i> 223 <i>Make Predictions About Plot</i> 651, 653 <i>Question</i> 225, 226, 228, 232, 233, 234, 235, 236, 238 <i>Reading Skill</i> 769, 789 <i>Reading Strategy</i> 61, 69, 223, 649 <i>Respond and Think Critically</i> 239 #4, 239 #5, 654 #5 <i>Summarize</i> 64, 66, 67 <i>Text Structure</i> 225, 227, 230, 231, 232, 234 <i>Tip</i> 860 <i>Try It</i> 61, 223, 649, 769</p> <p>Teacher Edition: ApL 227, 653, 777; EL 223, 769, 771; F 61; LE 223, 231, 234; LEP 776; RP 62, 223, 652; RS 61, 67, 223, 228, 649, 651, 653, 769, 771, 780, 781, 785; SSP 780; W 654; WP 62</p>
After Reading	
<p><i>2.4 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: <i>Make Predictions About Plot</i> 197, 200, 651, 653 <i>Reading Strategy</i> 195, 649 <i>Respond and Think Critically</i> 201 #5, 654 #5 <i>Try It</i> 195</p> <p>Teacher Edition: ApL 15; RS 195, 197, 200, 649, 651, 653</p>

STANDARDS	PAGE REFERENCES
<p><i>2.4b Demonstrate overall understanding of technical and informative texts by identifying text features and text structures</i></p> <ul style="list-style-type: none"> • Apply essential information form text features to enhance understanding • Apply essential information form text features to enhance understanding • Apply knowledge of text structures in informative/technical texts to make meaning of text 	<p>Student Edition: <i>Preview the Article</i> 144, 240, 384, 527, 712, 764 <i>View the Photograph</i> 145</p> <p>Teacher Edition: LEP 384; RP 712; VC 386; VP 145, 146, 148, 241, 242, 528, 529, 713, 714, 715, 765, 766</p>
<p><i>2.4bl “Of literary texts by identifying story elements and story structure</i></p> <ul style="list-style-type: none"> • Identify characters or speaker • Describe the roles characters play • Describe changes in setting (flashback) • 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 (1st and 3rd) 	<p>Student Edition: <i>Analyze Plot</i> 771, 773, 776, 777, 780, 781, 782, 785, 786 <i>Reading Skill</i> 769, 789 <i>Try It</i> 769</p> <p>Teacher Edition: ApL 777; EL 769, 771; LE 192; LEP 776; RP 192, 506; RS 769, 771, 780, 781</p>

STANDARDS	PAGE REFERENCES
<p><i>2.4c 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"> Alliteration, repetition, rhythm, dialogue, rhyme, idioms, similes, metaphors, personification, exaggeration, hyperbole, humor, double meanings, symbols, imagery, mood Describe how fig. language and literary devices extend meaning 	<p>Student Edition: <i>Alliteration</i> 191, 192 <i>Figurative Language</i> 205 <i>Genre Focus</i> 84-85 <i>Imagery</i> 506, 507 <i>Literary Element</i> 190, 203, 207, 390, 413, 417, 505, 506 <i>Repetition</i> 391 <i>Respond and Think Critically</i> 193 #5, 392 #5, 508 #5 <i>Review</i> 417 <i>Rhythm and Meter</i> 415 <i>Tip</i> 509 <i>Vocabulary Workshop</i> 509</p> <p>Teacher Edition: ApL 190, 415, 507; EL 85, 190, 205, 509; F 509; LE 192, 203, 205, 390, 391, 413, 505, 506, 507; LEP 66, 84, 206, 414; LSP 64; RP 204; T 84, 85, 509</p>
<p><i>2.4d “By retelling or restating through speaking or writing</i></p> <ul style="list-style-type: none"> Summarize the strongly implied reasons for why or how events happen Summarize by identifying the characters, setting, events, and problem/solution Summarize the main ideas and supporting details in informative/technical text Retell in order the important events Restate in order the steps of a task 	<p>Student Edition: <i>Identify Sequence</i> 42, 44, 46, 47, 49, 51, 53, 54 <i>Reading Skill</i> 39, 58 <i>Reading Strategy</i> 61, 69, 712 <i>Respond and Think Critically</i> 6 #1, 103 #2, 301 #2, 437 #2, 602 #1, 715 #5 <i>Respond Through Writing</i> 219 <i>Summarize</i> 64, 66, 67 <i>Try It</i> 39, 61 <i>Writing</i> 296</p> <p>Teacher Edition: EL 67, 219, 331; F 61, 712; RS 49, 61, 66, 67, 714; SSP 236; TI 61</p>

<p><i>2.4e Demonstrate by organizing the important points via summaries, outlines, and/or graphic organizers</i></p> <ul style="list-style-type: none"> • Use graphic organizers to assist in comprehension • Use appropriate organizer based on text structure • Create an outline • Summarize text capturing most important parts of the original 	<p>Student Edition: <i>Get Organized</i> 333 <i>Graphic Organizer</i> 276 <i>Reading Skill</i> 9, 324, 401, 562 <i>Reading Strategy</i> 61, 69, 609, 712 <i>Respond and Think Critically</i> 6 #1, 103 #2, 301 #2, 437 #2, 602 #1, 715 #5 <i>Summarize</i> 64, 66, 67 <i>Try It</i> 61 <i>Writing</i> 296</p> <p>Teacher Edition: EL 67, 333; F 61, 712; RS 61, 66, 67, 401, 714; TI 61</p>
<p><i>2.4f Demonstrate understanding by identifying the author's purpose</i></p> <ul style="list-style-type: none"> • Describe how the author's purposes shape content • Describe 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>Media Workshop</i> 247, 566, 625 <i>Reading Skill</i> 265, 274 <i>Recognize Author's Purpose</i> 267, 270, 271 <i>Try It</i> 247, 265, 625</p> <p>Teacher Edition: ApL 625; EL 247; F 247, 566, 625; RS 265, 267; T 247, 566, 625; WP 566</p>
<p><i>2.4g Demonstrate understanding by comparing information between and within texts</i></p> <ul style="list-style-type: none"> • Analyze changes in characters • Compare similarities/differences between ideas, viewpoints, and characters within a single text • Compare relevant similarities/differences in ideas, viewpoints, purposes, plots, settings, characters in two or more texts 	<p>Student Edition: <i>Comparing Literature</i> 151, 152, 325, 326, 327, 328, 329, 330, 571, 572, 573, 574, 576, 577, 578 <i>Literary Element</i> 223 <i>Reading Skill</i> 150, 324, 570 <i>Respond and Think Critically</i> 239 #4 <i>Write to Compare</i> 153, 331, 579</p> <p>Teacher Edition: CL 151, 325, 327, 328, 329, 574, 577, 578; LEP 330; RP 326, 538; RS 150, 324, 570</p>

STANDARDS	PAGE REFERENCES
<p><i>2.4h Demonstrate overall understanding by discriminating between fact and opinion</i></p> <ul style="list-style-type: none"> Discriminate between facts and/or subtle opinions Identify facts and determine their relevance to the issue Use word cues to determine that a statement is an opinion Question information to determine if it is factual 	<p>Student Edition: <i>Analyze Evidence</i> 291, 294 <i>Distinguish Fact and Opinion</i> 305, 307, 309, 310, 313, 314 <i>Reading Skill</i> 303, 527 <i>Reading Strategy</i> 290, 317 <i>Respond and Think Critically</i> 296 #5, 529 #5 <i>Try It</i> 290, 303</p> <p>Teacher Edition: EL 303, 313; RP 292, 294; RS 290, 291, 294, 303, 305, 528; WP 528</p>
<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>Activate Prior Knowledge</i> 213, 215 <i>Author's Purpose</i> 212, 214 <i>Build Background</i> 222, 248, 297, 318, 636 <i>Daily Life and Culture</i> 217 <i>Literary Element</i> 211, 218 <i>Reading Skill</i> 636 <i>Reading Strategy</i> 211, 218 <i>Respond and Think Critically</i> 639, #5, 715 #3 <i>Try It</i> 211 <i>What You'll Read</i> 172</p> <p>Teacher Edition: ApL 637; CH 637; F 172; LE 211, 214; PH 637; RP 214, 218, 636, 637; RS 211, 213, 215, 636, 637</p>

STANDARDS	PAGE REFERENCES
<p>2.4j <i>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:</p> <p><i>Author’s Perspective</i> 555, 556 <i>Evaluate Argument</i> 556, 557, 556, 557 <i>Evaluate Your Information</i> 739 <i>Examine Media</i> 540 <i>Genre Focus</i> 534-535 <i>Literary Element</i> 554 <i>Reading Skill</i> 537, 541 <i>Reading Strategy</i> 384, 554 <i>Recognize Bias</i> 538 <i>Respond and Think Critically</i> 387 #5 <i>Try It</i> 534, 537, 554</p> <p>Teacher Edition:</p> <p>AdL 555; ApL 739; CH 739; EL 535, 537; LE 554, 555; LSP 556; PH 557; RP 534, 554; RS 386, 537, 538, 554, 556, 557; TI 554</p>
<p>2.4k <i>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:</p> <p><i>After You Read</i> 246, 546 <i>Before You Read</i> 243, 543 <i>Connect to Personal Experience</i> 20, 21, 24, 26, 27, 33 <i>Connect to the Article</i> 210 <i>Connect to the Essays</i> 536 <i>Connect to the Poem</i> 390, 530 <i>Connect to the Short Story</i> 178 <i>Main Idea and Details</i> 544, 545 <i>Reading Skill</i> 543 <i>Reading Strategy</i> 19, 35, 244 <i>Respond and Think Critically</i> 260 #6, 387 #2, 387 #5, 408 #6, 682 #6, 788 #6 <i>Skim and Scan</i> 244, 245 <i>Try It</i> 19 <i>Understand Maps</i> 244 <i>Understand Schedules</i> 244 <i>Understand Signs</i> 544 <i>Understand Technical Directions</i> 545</p> <p>Teacher Edition:</p> <p>AdL 245; ApL 245, 543; EL 243, 543, 545; F 243, 530, 543; LSP 244; RP 244; RS 20, 27, 245, 543, 544, 545; WP 544; WT 544, 545</p>

STANDARDS	PAGE REFERENCES
<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"> • Synthesize information by comparing, eliminating, and merging disparate pieces into one coherent whole • Connect and synthesize information across texts to generate new info./ideas or expand prior knowledge • Compare personal experiences and knowledge to make and support judgments about concepts in literary texts and nonfiction 	<p>Student Edition: <i>Connect to Personal Experience</i> 20, 21, 24, 26, 27, 33 <i>Connect to the Essays</i> 536 <i>Connect to the Poem</i> 390, 530 <i>Reading Skill</i> 636 <i>Reading Strategy</i> 19, 35, 211, 218, 244, 831 <i>Respond and Think Critically</i> 408 #6, 639, #5, 682 #6, 715 #3, 788 #6, 839 #5 <i>Synthesize</i> 835, 837 <i>Try It</i> 19, 211, 831</p> <p>Teacher Edition: ApL 637; CH 637; F 172, 530; PH 637; RP 214, 218; RS 20, 27, 831, 835; TI 831; WP 544; WT 544, 545</p>
<p><i>2.5b Critically...by formulating and expressing opinions</i></p>	<p>Student Edition: <i>Distinguish Fact and Opinion</i> 305, 307, 309, 310, 313, 314 <i>Reading Skill</i> 303, 527 <i>Reading Strategy</i> 290, 317 <i>Respond and Think Critically</i> 296 #5, 529 #5 <i>Try It</i> 303</p> <p>Teacher Edition: EL 303, 313; RS 303, 305, 528; WP 528</p>
<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"> • Use information in a text to develop a logical opinion • 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>Analyze Style</i> 377, 378, 379 <i>Literary Element</i> 375, 383 <i>Reading Skill</i> 375, 383 <i>Respond and Think Critically</i> 34 #5, 89 #6, 149 #2, 260 #5, 492 #6, 654 #6 <i>Tone</i> 379, 380, 381 <i>Try It</i> 375</p> <p>Teacher Edition: EL 375, 377; LE 375; LEP 378; RP 376; RS 375, 377; TI 375; WP 740</p>

STANDARDS	PAGE REFERENCES
<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 (PUN) 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 	<p>Student Edition: <i>Figurative Language</i> 205 <i>Genre Focus</i> 388-389 <i>Literary Element</i> 203, 207, 567, 661, 665 <i>Personification</i> 568 <i>Respond and Think Critically</i> 569 #5 <i>Review</i> 623, 671, 727 <i>Symbol</i> 662</p> <p>Teacher Edition: AdL 841; EL 203, 205, 661; LE 203, 205, 567, 568, 661, 662; LEP 206; RP 204; WT 848</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"> Evaluate fairness and trustworthiness of author's message/bias 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: <i>Author's Perspective</i> 555, 556 <i>Evaluate Argument</i> 556, 557, 556, 557 <i>Evaluate Your Information</i> 739 <i>Genre Focus</i> 534-535 <i>Literary Element</i> 554 <i>Reading Skill</i> 537, 541 <i>Reading Strategy</i> 384, 554 <i>Recognize Bias</i> 538 <i>Respond and Think Critically</i> 387 #5 <i>Try It</i> 534, 537, 554</p> <p>Teacher Edition: AdL 555; ApL 739; CH 739; EL 535, 537; LE 554, 555; LSP 556; PH 557; RP 534, 554; RS 386, 537, 538, 554, 556, 557; TI 554</p>
<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 	<p>Student Edition: <i>Interpret Author's Meaning</i> 843, 844, 845, 849, 850 <i>Interpret Meaning</i> 365 <i>Reading Strategy</i> 363, 366, 841, 852 <i>Respond and Think Critically</i> 6 #2, 282 #5, 437 #4, 551 #2, 670 #2, 726 #3 <i>Try It</i> 363, 841</p> <p>Teacher Edition: AdL 843; EL 365; RS 363, 841, 843, 844, 846, 847; TI 841</p>

STANDARDS	PAGE REFERENCES
<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"> • Rhetorical questioning • Identify and describe propaganda techniques • Identify persuasive techniques • Analyze the fairness and trustworthiness of an author’s message • Analyze how persuasive/propaganda techniques shape readers’ understandings • Analyze completeness, accuracy of information in a complex text • Analyze ambiguous information in a text • Analyze strengths and weaknesses of text sources, format, and argument • Analyze author’s inclusion of emotional arguments 	<p>Student Edition: <i>Author’s Perspective</i> 555, 556 <i>Evaluate Argument</i> 556, 557, 556, 557 <i>Evaluate Your Information</i> 739 <i>Genre Focus</i> 534-535 <i>Literary Element</i> 554 <i>Media Workshop</i> 247, 566, 625 <i>Reading Skill</i> 537, 541 <i>Reading Strategy</i> 384, 554 <i>Recognize Bias</i> 538 <i>Respond and Think Critically</i> 387 #5 <i>Try It</i> 247, 534, 537, 554, 625</p> <p>Teacher Edition: AdL 555; ApL 625, 739; CH 739; EL 247, 535, 537; F 247, 566, 625; LE 554, 555; LSP 556; PH 557; RP 534, 554; RS 386, 537, 538, 554, 556, 557; T 247, 566, 625; TI 554; WP 566</p>
<p><i>2.5l 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 	<p>Student Edition: <i>Evaluate Characterization</i> 278, 280 <i>Reading Strategy</i> 277, 283 <i>Respond and Think Critically</i> 201 #6, 206 #6, 382 #4, 508 #5, <i>Try It</i> 277</p> <p>Teacher Edition: EL 277; RP 278, 282; RS 277, 280; TI 277</p>

STANDARDS	PAGE REFERENCES
<p><i>2.6a Critically...and extend meaning by offering a personal response to texts</i></p> <ul style="list-style-type: none"> • 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>Connect to Personal Experience</i> 20, 21, 24, 26, 27, 33 <i>Connect to the Essays</i> 536 <i>Connect to the Poem</i> 390, 530 <i>Reading Skill</i> 636 <i>Reading Strategy</i> 19, 35, 211, 218, 244 <i>Respond and Think Critically</i> 408 #6, 639, #5, 682 #6, 715 #3, 788 #6 <i>Try It</i> 19, 211</p> <p>Teacher Edition: ApL 637; CH 637; F 172, 530; PH 637; RP 214, 218; RS 20, 27; WP 544; WT 544, 545</p>
<p><i>2.7b critically...by identifying the underlying purposes of media messages</i></p>	<p>Student Edition: <i>Media Workshop</i> 247, 566, 625 <i>Try It</i> 247, 566, 625</p> <p>Teacher Edition: ApL 625; EL 247; F 247, 566, 625; T 247, 566, 625; WP 566</p>
<p>Standard THREE: Students will access, organize, and evaluate information gained by listening, reading and viewing.</p>	
<p><i>3.1a1 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: <i>Draft</i> 740-741, 743 <i>Evaluate Your Information</i> 739 <i>Group Activity</i> 747 <i>Plan and Conduct Your Research</i> 739 <i>Preview the Article</i> 144, 240, 384, 527, 712, 764 <i>Respond Through Writing</i> 59, 123, 219, 504 <i>Revising Tip</i> 744 <i>Speaking, Listening, and Viewing Workshop</i> 746 <i>Writing</i> 565 <i>Writing Plan</i> 738</p> <p>Teacher Edition: A 123, 219; ApL 739, 743, 745, 747; CH 739; EL 123, 219; LEP 384; RP 504, 712, 744; T 740; VC 386; WP 740</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: <i>Draft</i> 740-741, 743 <i>Evaluate Your Information</i> 739 <i>Group Activity</i> 747 <i>Plan and Conduct Your Research</i> 739 <i>Preview the Article</i> 144, 240, 384, 527, 712, 764 <i>Prewrite</i> 154, 332, 448, 580, 738, 874 <i>Respond Through Writing</i> 59, 123, 219, 504 <i>Revising Tip</i> 744 <i>Speaking, Listening, and Viewing Workshop</i> 746 <i>Writing</i> 565 <i>Writing Plan</i> 738</p> <p>Teacher Edition: A 123, 219; ApL 739, 743, 745, 747; CH 739; EL 123, 219; LEP 384; RP 504, 712, 744; T 740; VC 386; WP 740</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: <i>Conduct Research</i> 589 <i>Get Organized</i> 155, 333, 449, 581, 740, 875 <i>Gather Ideas</i> 332 <i>Research and Report</i> 288, 317, 635, 811, 861 <i>Speaking and Listening</i> 607</p> <p>Teacher Edition: T 155, 333, 449, 581, 740, 875; WP 878</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: <i>Conduct Research</i> 589 <i>Get Organized</i> 155, 333, 449, 581, 740, 875 <i>Gather Ideas</i> 332 <i>Present</i> 159, 337, 453, 585, 745, 879 <i>Presenting Tip</i> 159, 337, 453, 585, 745, 879 <i>Research and Report</i> 288, 317, 635, 811, 861 <i>Speaking and Listening</i> 607 <i>Speaking, Listening, and Viewing Workshop</i> 160, 338, 454, 586, 760, 880</p> <p>Teacher Edition: AdL 453; T 155, 333, 338, 449, 581, 740, 760, 875</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"> Utilizes an organizational plan for combining paragraphs to address a designated purpose and topic Incorporates information from multiple sources Summarizes information from sources 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: <i>Research and Report</i> 288, 317, 635, 811, 861 <i>Speaking, Listening, and Viewing Workshop</i> 160, 338, 454, 586, 760, 880 <i>Writing Workshop</i> 154-159, 332-337, 449-453, 581-585, 740-745, 875-879</p> <p>Teacher Edition: ApL 739, 745, 877; EL 335, 449, 583, 741, 875, 877; T 155, 333, 334, 335, 448, 449, 451, 581, 582, 583, 741, 876; WP 336, 452, 582</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"> Independently select sources which are authoritative from teacher selected data bases Independently analyze source and information for accuracy, bias, stereotypes, and validity Differentiate fact from fiction 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: <i>Draft</i> 740-741, 743 <i>Evaluate Your Information</i> 739 <i>Group Activity</i> 747 <i>Plan and Conduct Your Research</i> 739 <i>Preview the Article</i> 144, 240, 384, 527, 712, 764 <i>Prewrite</i> 154, 332, 448, 580, 738, 874 <i>Respond Through Writing</i> 59, 123, 219, 504 <i>Revising Tip</i> 744 <i>Speaking, Listening, and Viewing Workshop</i> 746 <i>Writing</i> 565 <i>Writing Plan</i> 738</p> <p>Teacher Edition: A 123, 219; ApL 739, 743, 745, 747; CH 739; EL 123, 219; LEP 384; RP 504, 712, 744; T 740; VC 386; WP 740</p>

STANDARDS	PAGE REFERENCES
<p><i>3.3b1 Independently interpret information</i></p> <ul style="list-style-type: none"> • Use retrieved information for a specific purpose • Prioritize sources based on relevance • Reevaluate position • Consider whether they have uncovered any worthwhile information that has caused them to see topic differently or take research in different direction 	<p>Student Edition: <i>Independent Reading</i> 162-163, 340-341, 456-457, 588-589, 748-749, 882-883 <i>Keep a Reader Response Journal</i> 341, 457</p> <p>Teacher Edition: ApL 163, 749; EL 589; F 162, 340, 456, 588, 748, 882; RP 162, 340, 588, 882; WP 588</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"> • Draw conclusions that require analysis and/or evaluation • Analyze the author's viewpoint toward a topic • Analyze the effect of an author's use of basic formatting and design techniques 	<p>Student Edition: <i>Analyze Style</i> 377, 378, 379 <i>Literary Element</i> 375, 383 <i>Reading Skill</i> 375, 383 <i>Respond and Think Critically</i> 34 #5, 89 #6, 149 #2, 260 #5, 492 #6, 654 #6 <i>Tone</i> 379, 380, 381 <i>Try It</i> 375</p> <p>Teacher Edition: EL 375, 377; LE 375; LEP 378; RP 376; RS 375, 377; TI 375; WP 740, 876</p>
<p>Standard FOUR: Students will access, organize, and evaluate information gained by listening, reading and viewing.</p>	
<p><i>4.1a 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"> • Describe reasons for a character's actions that requires a critical analysis of the text • Make and support relevant connections between reader's personal situations and motivations of characters 	<p>Student Edition: <i>Draw Conclusions About Characters</i> 181, 182, 187 <i>Literary Element</i> 433, 438 <i>Motivation</i> 435, 436 <i>Reading Strategy</i> 179, 189 <i>Review</i> 523, 635 <i>Speaking and Listening</i> 189 <i>Try It</i> 179</p> <p>Teacher Edition: ApL 181; EL 181; LSP 182; RS 179, 181; TI 179; WP 180</p>

STANDARDS	PAGE REFERENCES
<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: <i>Figurative Language</i> 205 <i>Genre Focus</i> 84-85 <i>Imagery</i> 506, 507 <i>Literary Element</i> 203, 207, 505, 506 <i>Respond and Think Critically</i> 508 #5 <i>Tip</i> 509 <i>Vocabulary Workshop</i> 509</p> <p>Teacher Edition: ApL 507; EL 85, 205, 509; F 509; LE 203, 205, 505, 506, 507; LEP 66, 84, 206, 414; LSP 64; RP 204; T 84, 85, 509</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"> Compare works of literature from the same historical period written by authors of different cultural, generational, and gender perspectives 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>Daily Life and Culture</i> 57 <i>Reading Skill</i> 107, 524, 636 <i>Respond and Think Critically</i> 110 #5, 526 #5, 639 #5 <i>View the Art</i> 42 <i>View the Photograph</i> 108, 525</p> <p>Teacher Edition: ApL 109, 637; CH 45, 108, 525; EL 525, 637; F 107; PH 109, 557; RP 108, 524, 638; RS 108, 524, 636, 638; TN 47, 197; VA 42, 525; VP 107, 109, 526; WP 110</p>
<p>4.1e <i>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: <i>Comparing Literature</i> 151, 152, 325, 326, 327, 328, 329, 330, 571, 572, 573, 574, 576, 577, 578 <i>Literary Element</i> 223 <i>Reading Skill</i> 150, 324, 570 <i>Respond and Think Critically</i> 239 #4 <i>Write to Compare</i> 153, 331, 579</p> <p>Teacher Edition: CL 151, 325, 327, 328, 329, 574, 577, 578; LEP 330; RP 326, 538; RS 150, 324, 570</p>

STANDARDS	PAGE REFERENCES
<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 abstract 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>Author's Purpose</i> 212, 214 <i>Build Background</i> 222, 248, 297, 318, 636 <i>Literary Element</i> 211, 218 <i>Make Predictions About Plot</i> 197, 200, 651, 653 <i>Reading Skill</i> 636 <i>Reading Strategy</i> 195, 211, 218, 649 <i>Respond and Think Critically</i> 201 #5, 639, #5, 654 #5, 715 #3 <i>Try It</i> 195, 211 <i>What You'll Read</i> 172</p> <p>Teacher Edition: ApL 15, 637; CH 637; F 172; LE 211, 214; PH 637; RP 214, 218, 636, 637; RS 195, 197, 200, 211, 213, 215, 636, 637, 649, 651, 653</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: <i>Comparing Literature</i> 151, 152, 325, 326, 327, 328, 329, 330, 571, 572, 573, 574, 576, 577, 578 <i>Genre Focus</i> 84-85, 220-221, 388-389, 534-535, 672-673, 792-793</p> <p>Teacher Edition: CL 151, 325, 327, 328, 329, 574, 577, 578; EL 85; LEP 84, 330; RP 326; T 85, 220, 388, 389, 534, 673, 792</p>
<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"> • Analyze the effect of author's choices on the reader • Analyze how the author's writing style influences reader • Analyze how an author creates mood through word choice • Compare styles among texts to determine effects of author's choices • Describe characteristics and elements of various literary forms • Describe the most likely reason an author uses a particular genre 	<p>Student Edition: <i>Analyze Style</i> 377, 378, 379 <i>Genre Focus</i> 84-85, 220-221, 388-389, 534-535, 672-673, 792-793 <i>Literary Element</i> 195, 375, 383 <i>Mood</i> 196, 198, 199 <i>Reading Skill</i> 375, 383 <i>Respond and Think Critically</i> 201 #4 <i>Tone</i> 379, 380, 381 <i>Try It</i> 375</p> <p>Teacher Edition: EL 375, 377; LE 195, 198, 199, 375; LEP 378; RP 376; RS 375, 377; TI 375</p>

STANDARDS	PAGE REFERENCES
<p>4.2f <i>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: <i>Literary Element</i> 9 <i>Narrator and Point of View</i> 11, 16 <i>Point of View</i> 84, 672 <i>Respond and Think Critically</i> 17 #4 <i>Review</i> 35, 274, 493</p> <p>Teacher Edition: EL 9; LE 9, 11</p>
<p>4.3a <i>Respond to literary texts and media representing the diversity of American cultural heritage</i></p> <ul style="list-style-type: none"> Compare works of literature from the same historical period written by authors from different perspectives 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>Daily Life and Culture</i> 57 <i>Reading Skill</i> 107, 524, 636 <i>Respond and Think Critically</i> 110 #5, 526 #5, 639 #5 <i>View the Art</i> 42 <i>View the Photograph</i> 108, 525</p> <p>Teacher Edition: ApL 109, 637; CH 45, 108, 525; EL 525, 637; F 107; PH 109, 557; RP 108, 524, 638; RS 108, 524, 636, 638; TN 47, 197; VA 42, 525; VP 107, 109, 526; WP 110</p>
<p>4.4a <i>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> 20, 22, 24, 26, 27, 33 <i>Reading Strategy</i> 19, 35 <i>Respond and Think Critically</i> 106 #4, 239 #2, 282 #4, 395 #1, 715 #2, 827 #3 <i>Try It</i> 19</p> <p>Teacher Edition: RS 19, 20, 27; TI 19</p>