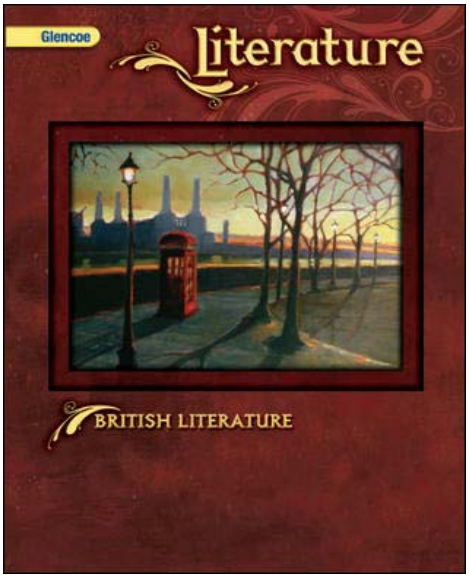
English Language Arts
Grade-Level Expectations
Grade 11

Delaware



Glencoe Literature

BRITISH LITERATURE

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The **red** bulleted lines are the "New" to 11th Grade from 10th Grade Delaware standards.

STANDARDS	PAGE REFERENCES
11th Grade-Level Expectations	
Standard ONE: Students will use written and oral English appropriate for various purposes and audiences.	
Persuasive	
Audience (audience-centered) • Write to audiences that can be increasingly distant and abstract (e.g., unknown audiences such as politicians, leaders/owners of businesses [CEOS], foreign entities [governing bodies,, foreign leaders] in addition to more familiar "others" from previous grades) • Write in a manner that demonstrates an awareness of the audience (e.g., prior knowledge, motivation)	**Student Edition:** *Write with Style* 249, 1119 *Writing* 536 *Speaking and Listening* 558 *Writing Workshop* 646, 647, 648, 649, 652, 969, 970, 1316, 1317, 1318, 1321, 1322 *Respond Through Writing* 949 **Teacher Edition:** WA 970; WP 372, 1314; WS 648

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

STANDARDS	PAGE REFERENCES
Continued from cell above. Audience (audience-centered) • Write to audiences that can be increasingly distant and abstract (e.g., unknown audiences such as politicians, leaders/owners of businesses [CEOS], foreign entities [governing bodies,, foreign leaders] in addition to more familiar "others" from previous grades) • Write in a manner that demonstrates an awareness of the audience (e.g., prior knowledge, motivation) • Communicate necessary background information and/or definitions for a given audience • Acknowledge reader's positions or beliefs about ideas or issues, understand implications for the writer, and adjust content accordingly • Write to audiences that can be increasingly distant and abstract (e.g., unknown audiences such as politicians, leaders/owners of businesses [CEOS] in addition to more familiar "others" from previous grades)	**Continued from cell above.** **Student Edition:** *Write with Style* 249, 1119 *Writing* 536 *Speaking and Listening* 558 *Writing Workshop* 646, 647, 648, 649, 652, 969, 970, 1316, 1317, 1318, 1321, 1322 *Respond Through Writing* 949 **Teacher Edition:** WA 970; WP 372, 1314; WS 648
Form • Letters to appropriate individuals/organizations (e.g., editor, boards, business, personnel) • Persuasive essays • Advertisements • Editorials • Reviews • Proposals • Debate briefs • Position papers • Legislative/legal documents	**Student Edition:** *Write with Style* 249 *Writing* 419, 536 *Writing Workshop* 646-653, 966-973, 1316-1323 *Write a Review* 657 *Respond Through Writing* 704, 823, 949, 1248 **Teacher Edition:** AL 593, 797, 875; V 696; WP 18, 138, 372, 1080, 1314

STANDARDS	PAGE REFERENCES
Development • Develop and present a clear defensible position that supports, opposes, or qualifies the issue or question • Acknowledge and evaluate readers' anticipated position(s) on the issue and/or anticipated opposition (e.g., construct an alternative argument) • Acknowledge assumptions within argument; expose and respond to unstated assumptions in opposition • Present a clear defensible position that supports, opposes, or qualifies the issue or question • Support the position with reasons that could include relevant facts, statistics, credible personal and expert opinions, examples, and/or insightful commentary • Acknowledge and evaluate readers' anticipated position(s) on the issue and/or anticipated opposition (e.g., recognize alternative view points, propose solutions, make concessions, present a rebuttal) • Acknowledge assumptions within argument • Write an original(e.g., beyond the obvious) and effective title, when appropriate • Avoid unsupported reasons/logical fallacies (e.g., begging, "it's not fair," circular reasoning, partial truths, jumping to conclusions, jargon, faulty cause/ effect statements, inadequately warranted claims) • Use (when appropriate) persuasive and propaganda techniques (e.g., appeal to emotion, name calling, exaggeration/hyperbole, bandwagon, transfer, testimonial, parallelism, analogy) • Identify and use primary and secondary sources when appropriate, avoiding plagiarism • TBW: combine information from text and prior knowledge to elaborate upon ideas in writing (text-to-self, text-to-text, text-to-world connections) that reveal to the reader the writer's depth of understanding of the issue	**Student Edition:** *Write with Style* 249 *Writing* 419, 536 *Writing Workshop* 646, 648, 649, 651, 652, 966, 967, 1316, 1318, 1321, 1322 *Respond Through Writing* 704, 823, 949, 1248 **Teacher Edition:** WP 138, 372, 1314; WS 648

STANDARDS	PAGE REFERENCES

Organization
• Present reasons in a logical order (weakest to strongest argument, strongest to weakest argument, inductive or deductive reasoning
• Organize writing by selecting text structures that strengthen the argument
• Develop an introduction that presents a thesis and:
  ◦ Takes a clear position and establishes self as authority
  ◦ Clarifies the issue in a way that clearly establishes a need for solution/action
  ◦ Provides necessary background
  ◦ Commands readers' attention (e.g., invokes or appeals to reader) when appropriate
• Provides criteria for evaluation of opposition Use subtle transition words/phrases that show increasingly more abstract relationships and make connections (e.g., controlling the pace tracing development of the perspective and/or logic of the argument)
• Develop a conclusion that moves beyond summary (e.g., "call to action" or "next step," answers the "so what?" question about the significance of the issue, raises related issues or consequence of non-action, provides perspective)
	Student Edition:
	Write with Style 249
	Speaking and Listening 198
	Writing Workshop 646, 649, 651, 652, 966, 968, 969, 971, 972, 1316, 1317, 1319, 1320, 1321, 1322
	Respond Through Writing 704, 949
	Teacher Edition:
	AL 649, 823, 1321; WP 968; WS 648, 650, 1322; WT 972, 1321

STANDARDS	PAGE REFERENCES
Sentence Structure • Vary sentence beginnings (experiment with placement of phrases/clauses in sentences and inverted construction In order to capture the audience's attention and establish a distinctive style, tone, and voice • Use complete sentences to express thoughts • Vary sentence structure (e.g., simple, compound, complex, compound-complex sentences) • Vary kinds of sentences (declarative, explanatory, interrogative, imperative) • Vary sentence lengths • Vary sentence beginnings (experiment with placement of phrases/clauses in sentences • Write sentences that create purpose-specific rhythm and flow naturally	**Student Edition:** R29 *Grammar Workshop* 96-97, 280, 713, 935, 1145 *Grammar Tip* 435, 1265 *Write with Style* 630 *Writing Workshop* 852, 966, 971, 972 **Teacher Edition:** AL 1145; EL 477, 935; GP 146; WP 972, 1160; WT 215
Word Choice Use vivid and precise words with the audience's needs and writer's purpose, style and voice in mind: • Use specific, concrete language and phrasing • Use adjectives and adverbs to describe, illustrate, and modify (clarify meaning) • Use action verbs when possible • Use words that convey appropriate voice (e.g., attitude, emotion, point of view, commitment) and add depth to writing • Use a variety of accurate words and phrases that avoid repetition • Use a purposeful range of formal/informal language depending on the audience • Use non-literal language (e.g., idioms, slang, figurative language, dialect, pun) • Use words that have denotations or connotations appropriate for the writing purpose • Use words that create consistent style and tone for the writing occasion • Purposely use active and passive voice	**Student Edition:** R29 *Write with Style* 249, 630, 736, 889, 1076 *Writing Workshop* 646, 647, 649, 853, 1160, 1318, 1321, 1322 **Teacher Edition:** EL 473, 1323; RP 14; VP 254; WP 210, 852, 970, 972, 1320; WT 1160, 1323

STANDARDS	PAGE REFERENCES
Conventions Precisely use standard punctuation… Use standard punctuation (commas, colons, hyphens, dashes, italics, and ellipses): In addition to standard punctuation • Use punctuation to show increasingly abstract relationships (e.g., comma for clarity such as to set off phrases, clauses, colon for lists, parentheses, appositives, semicolon to show relationships) • Use punctuation for rhetorical effect (e.g., dash, colon, ellipses) Demonstrate control of grammar in sophisticated sentence structures (compound, complex, compound-complex) • Agreement of subject/verb, pronoun/antecedent • Verb use (tense) • Pronoun use (number, gender) Use active and passive voice appropriately and consistently Spell frequently used words correctly, and use effective strategies for spelling unfamiliar words Use purposeful parallel structure	**Student Edition:** R29 *Grammar Workshop* 162, 280, 631, 713, 935, 1046 *Writing Workshop* 215, 1323 *Grammar Tip* 279, 397, 704, 725, 752, 1045, 1153 **Teacher Edition:** AL 162, 303; GP 96, 684, 1108; WP 478; WS 652

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STANDARDS	PAGE REFERENCES
Informative	
Form • Depositions • Abstract • Letters to appropriate individuals/organizations (e.g., editor, boards, businesses, personnel) • Summaries • Reports (book report, research reports) • Essays • Articles (feature and/or specialized) • Messages/memos and notices • Biography and Autobiography • Reviews/literary criticism • Proposals • Character analyses	**Student Edition:** *Respond Through Writing* 55, 151, 279, 303, 397, 523, 570, 725, 752, 823, 1045 *Write with Style* 161, 469, 1119 *Write a Review* 219 *Writing Workshop* 470-479, 966-973 *Writing* 743 *Research and Report* 812 **Teacher Edition:** AL 195, 639, 875; RP 666; WP 196, 314, 348, 678, 878, 1080
Development • Select an interesting, yet manageable, thought-provoking, and mature subject or focus for writing and one that meets the requirements of the assignment • Write an effective, thought-provoking title, when appropriate • Select an interesting, yet manageable, thought-provoking subject or focus for writing and one that meets the requirements of the assignment • Write an effective title, when appropriate • Provide relevant information, reasons, and/or details to elaborate or clarify the subject (e.g., personal opinion based on experience/observation, verifiable facts, examples, explanations, definitions) • Analyze and use information from multiple primary and secondary sources to support generalizations and theses, and to generate new ideas and/or perspectives, avoiding plagiarism • TBW: combine information from text and prior knowledge to elaborate upon ideas in writing (text-to-self, text-to-text, text-to-world connections) that reveal to the reader the writer's depth of understanding of the topic	**Student Edition:** *Respond Through Writing* 151, 279, 397, 523, 570, 752, 823, 1045 *Write with Style* 161, 1119 *Writing Workshop* 470, 471, 473, 476, 478, 966, 967, 968, 969, 972 *Research and Report* 812 **Teacher Edition:** EL 471, 475; WP 474, 678, 878

STANDARDS	PAGE REFERENCES
Organization • Plan how to present information in a logical order (e.g., most important to least important information, general to specific, inductive or deductive reasoning) • Organize writing by selecting text structures that clarify or explain the subject • Develop an introduction/hook that presents a thesis that goes beyond the obvious and provides necessary background • Use subtle transition words/phrases that show increasingly more abstract relationships and make connections • Develop a conclusion that moves beyond summary (e.g., reinforcing the importance of the information, raising related issues, and/or generating a new hypothesis) • Organize writing to engage the reader (e.g., use by using other forms and genres) • Use paragraphs to transition between ideas and control and enhance message	**Student Edition:** *Respond Through Writing* 55, 303, 1045 *Write with Style* 161, 469, 1119 *Writing Workshop* 470, 472, 474, 477, 478, 966, 968, 969, 971, 972, 1070 *Research and Report* 546 **Teacher Edition:** AL 823, EL 475, 479; WP 216, 478, 968
Expressive	
Form • Credos • Stories • Journals • Poems • Memoirs • Personal essays	**Student Edition:** *Write with Style* 84, 161, 531, 583, 688, 736, 889, 965, 1076 *Respond Through Writing* 184, 1203 *Writing* 207, 253, 272, 287, 294, 450, 459, 694, 719, 756, 761, 798, 839, 916 *Writing Workshop* 208-215, 846-853, 1154-1161 **Teacher Edition:** WP 38, 320, 566, 828, 878, 1066

STANDARDS	PAGE REFERENCES
Development • Develop increasingly more abstract and interesting ideas for writing that are fresh and original • Create a title that reflects the subject and engages the reader • Use dialogue, description, and narration when appropriate • Use vivid sensory images, figurative language, monologue, and/or allusion, to elaborate details that will convey feelings and/or illustrate events and characters • Use rhetorical devices (e.g., rhetorical question, repetition, direct address) when appropriate • Use strategies such as humor, non-literal language (e.g., puns, double-meanings, purposeful use of ambiguity) alternative narrative techniques (e.g., stream-of-conscious, satire, parody) to engage the reader • TBW: combine information from text and prior knowledge to elaborate ideas in writing (text-to-self, text-to-text, text-to-world connections) that reveal to the reader the writer's depth of understanding of the topic	**Student Edition:** *Write with Style* 84, 161, 531, 583, 630, 688, 736, 889, 1076, 1257 *Respond Through Writing* 95, 184, 570, 1203 *Writing* 132, 253, 264, 287, 839 *Writing Workshop* 208, 212, 214, 846, 1154, 1155, 1157, 1158, 1159, 1160 *Speaking and Listening* 558 **Teacher Edition:** AL 209, 1013; WP 42, 210, 212, 320, 334, 352, 1156, 1158
Organization • Organize writing to engage the reader (e.g., use by using other forms and genres) • Use paragraphs to transition between ideas and control and enhance message • Develop an introduction that hooks the reader and establishes mood and tone • Use transition words/phrases that show and make connections • Use order other than chronological (e.g., flashback, foreshadow, flash-forward) • Develop a conclusion that moves beyond summary (e.g., provide resolution/closure, pose purposeful questions to the reader to keep the reader thinking, refer back to the introduction/hook for circular endings)	**Student Edition:** R29 *Write with Style* 84, 583, 889 *Writing Workshop* 211, 213, 846, 848, 849, 850, 851, 852, 1154, 1155, 1156, 1159, 1160 *Respond Through Writing* 303 **Teacher Edition:** WP 216, 850

STANDARDS	PAGE REFERENCES
Oral communications	
1.4 Orally communicate information, opinions, and ideas effectively to different audiences for a variety of purposes. • Develop and deliver a speech that conveys information and ideas in logical fashion for a selected audience, using language and voice that clarify and reinforce meaning • Construct and present a coherent argument, summarizing then refuting opposing positions, and citing persuasive evidence • Participate effectively in question-and-answer sessions following presentations • Demonstrate confidence and poise during presentations, interacting effectively with the audience, and selecting language and gestures mindful of their effort • Interpret literary works orally, citing textual data in support of assertions • Synthesize and present results of research projects, accurately summarizing and illustrating the main ideas, using appropriate technological aids, and offering support for the conclusions • Speak fluently with varied inflection and effective eye contact, enunciating clearly at an appropriate rate and volume • Identify and discuss criteria for effective oral presentations (e.g., eye contact, projection, tone, volume, rate, articulation) • Use visual techniques appropriately • Prepare and conduct interviews	**Student Edition:** *Speaking and Listening* 198, 260, 415, 429, 443, 558, 641 *Speaking, Listening, and Viewing Workshop* 216-217, 480-483, 654-655, 854-855, 1324-1325 *Research and Report* 546 *Internet Connection* 834 *Research and Report* 1101 *Connect to Art* 1137 **Teacher Edition:** AL 75; LSP 1248, 1284; SP 854, 1070; SS 654, 655, 854, 1324, 1325; WP 480, 482

STANDARDS	PAGE REFERENCES

1.5 Listen to and comprehend oral communication
 	
• Analyze both literal and connotative meanings
• Distinguish between relevant and irrelevant information
• Analyze messages for their accuracy and usefulness
• Evaluate a speaker's use of diction, tone, syntax, rhetorical structure, and conventions of language considering the purpose and context of the communication
• Ask and respond to questions from teachers and other group members
• Summarize and explain information conveyed in an oral communication accounting for key ideas, structure and relationship of parts to the whole
• Distinguish among purposes for listening (e.g., gaining information, being entertained) and take notes as appropriate
• Evaluate the reliability of information in oral communication using criteria based on:
  ◦ The topic
  ◦ The context
  ◦ Analysis of logic, evidence, propaganda devices (e.g., bandwagon, double speak, name-calling)
  ◦ Style
• Relate a speaker's ideas and information to prior knowledge and experience
• Consider the specific situation and current conditions when responding to instructions
	Student Edition:
	Speaking and Listening 260, 443, 641, 1092
	Speaking, Listening, and Viewing Workshop 483, 655, 854, 974, 975, 1324, 1325
	Teacher Edition:
	EL 1325; LS 217, 481, 655, 855, 975, 1163, 1325; RP 1328

STANDARDS	PAGE REFERENCES
1.6 Develop vocabulary and the ability to use words, phrases, idioms, and various grammatical structures as a means of improving communication • Consult handbooks, and grammar texts when choosing words, phrases, and expressions for use in oral and written presentations • Explain how writers and speakers choose words and use figurative language such as similes, metaphors, personification, hyperbole, and allusion to achieve specific effects • Choose words purposefully and evaluate the use of words in communications designed to inform, explain, and persuade • Examine the origin, history, denotation, connotation, and use of English words and phrases by consulting dictionaries, thesauruses, handbooks, and other sources of information about the language • Evaluate the effects of different types of language, such as literary and technical, formal and informal, in communications designed to narrate, inform, explain, persuade, and entertain • Use language appropriate to the background, knowledge, and age of an audience • Recognize and exercise options in modes of expression and choice of words when speaking and writing, especially when revising written work • Consult dictionaries and thesauruses for use in oral and written presentations • Identify common figures of speech and use them appropriately in oral communication	**Student Edition:** *Reading Check* 239 *Vocabulary Workshop* 254, 950, 1102 *Literary Element* 414, 598, 600, 629, 744, 819 *Speaking and Listening* 558 *Write with Style* 583, 630 *Internet Connection* 834 *Reading Strategy* 904 **Teacher Edition:** AL 593; EL 581, 929; GP 950; LE 235, 626; LSP 532; RP 946; RS 1182; SP 974; V 417, 881; VP 254, 540, 782, 1102, 1120; WP 238, 638, 970

STANDARDS	PAGE REFERENCES
1.7 Participate effectively in a discussion • Demonstrate the ability to extend a discussion by adding relevant information or asking pertinent questions • Perform various roles in a discussion including leader, participant, and moderator • Detect and evaluate a speaker's bias • Consider the ideas and opinions of other speakers thoughtfully before responding • Evaluate the validity and adequacy of ideas, arguments, hypotheses, and evidence • Evaluate the purpose of discussions by examining their context and the motivation of participants • Explain and advance opinions by citing evidence and referring to authoritative sources • Employ strategies (e.g., summarizing main ideas, identifying areas of agreement) to solve problems, resolve conflicts, and conclude discussions • Convey criticism in a respectful and supportive way	**Student Edition:** *Primary Visual Artifact* 182 *Speaking and Listening* 443, 1092, 1278 *Primary Source Quotation* 750 *You're the Critic* 821 *Discussion Starter* 901, 902, 1013 *Wrap Up* 903 *Speaking, Listening, and Viewing Workshop* 974-975 *Visual Literacy* 1068 *Daily Life & Culture* 1263 **Teacher Edition:** AL 1333; EL 847; LS 975; LSP 768; LVP 296; RP 504; SS 974
Standard TWO: Students will construct, examine, and extend the meaning of literary, informative, and technical texts through listening, reading, and viewing.	
Before Reading	
2.1 Use effective decoding skills to comprehend printed texts • Apply and use the meanings of high frequency Greek and Latin derived roots and affixes to determine meaning of unknown words (e.g., bio, derm, anti, graph, tele) • Read orally from familiar text at an appropriate rate, with accuracy and prosody	**Student Edition:** *Vocabulary Practice* 260, 341, 736, 743, 834, 1110 *Vocabulary Workshop* 705, 950, 1102 **Teacher Edition:** AL 27, 527, 747, 1125; EL 203, 609, 643, 691, 1065; GP 950; SLP 36; V 400; VP 518, 528, 1046

STANDARDS	PAGE REFERENCES
2.2 Seek meaning of unknown words as a way of comprehending texts Use prior knowledge in conjunction with the following strategies to determine the meaning of unknown words by: • Reading and rereading other sentences in the text to identify and use words that help unlock the meaning of unknown words • Analyzing illustrations to clarify meanings of abstract words and concepts • Looking for and using context clues provided by synonyms and antonyms • Using knowledge of homonyms and homographs to avoid reading confusion • Using word cues (e.g., metaphors, similes) • Using appositives • Selecting the correct definition of words that have multiple meanings	**Student Edition:** *Vocabulary Workshop* 56-57, 199, 1266 *Vocabulary Practice* 132, 302, 396, 419, 463, 575, 829, 934, 1050 **Teacher Edition:** AL 409; EL 57, 167, 199; V 346, 788; VP 128, 300, 420, 444, 552, 676, 718, 728, 996
During Reading	
2.3a Self-monitor comprehension by generating a purpose for reading and taking appropriate action • Assimilate prior knowledge • Generate and answer questions • Summarize • Reread to clarify information • Make and revise predictions • Adjust reading rate • Infer information • Use mental imagery • Seek the meaning of unknown vocabulary • Analyze story/literary elements and text structure	**Student Edition:** *Reading Strategy* 81, 164, 183, 189, 360, 362, 370, 407, 415, 1019 *Respond Through Writing* 55 **Teacher Edition:** AL 43; RP 28, 32, 34, 52, 60, 108, 144, 166, 174, 190, 312, 322, 350, 740, 754, 932, 1048; RS 166, 1021

STANDARDS	PAGE REFERENCES
2.3c Using appropriate texts, students will be able to self-monitor comprehension while reading by taking appropriate actions to enhance understanding of oral and written text • Use illustrations to construct meaning from text • Reread difficult parts slowly and carefully • Make, confirm, adjust predictions • Visualize what was read for deeper understanding • Skim text to search for connections between and among ideas • Use graphic organizer or other note-taking technique to record important ideas or information • Explain personal connections to the topics or information in text(s) • Restate in own words the main events in the text • Frequently summarize while reading • Frequently paraphrase important ideas or information	**Student Edition:** *Reading Strategy* 87, 94, 101, 108, 152, 256, 259, 362, 461, 518 *Respond Through Writing* 55 *Writing* 341 *Respond and Think Critically* 1023 #1 **Teacher Edition:** EL 1095; RP 28, 34, 44, 60, 7, 108, 144, 172, 266, 312, 344, 402, 514, 592, 636, 642, 700, 814, 884, 1024, 1038, 1094; RS 257; VP 120, 410
After Reading	
2.4a Demonstrate overall understanding of printed texts by making predictions as necessary • 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 in a text • Identify logical, additional, and/or complementary information (e.g., “next” chapter or section) for a text	**Student Edition:** R39 *Reading Strategy* 360, 362, 365, 370, 377, 379, 1094, 1097, 1101 **Teacher Edition:** RP 266, 304, 312, 734, 754, 792, 1028, 1052, 1240; RS 369, 498, 1095

STANDARDS	PAGE REFERENCES
2.4bl/T Demonstrate overall understanding of technical and informative texts by identifying text features and text structures • Apply essential information from text features (e.g., title, author, cover, pictures, table of contents, maps, captions, chapter headings, information from charts and graphs, illustrations, glossaries, indices) to enhance understanding of text • Analyze the unique features of various informative texts (e.g., newspapers, magazines, product information, consumer materials, manuals, editorials) to enhance understanding of text • Analyze text structures in informative/technical texts (sequence or chronological order, classification, definition, process, description, comparison, problem/solution, cause/effect) to make meaning of text	**Student Edition:** *Reading Check* 9, 229, 231, 495, 497 *Preview the Article* 73, 402, 618, 706, 904, 1019, 1311 *Reading Strategy* 549, 558, 618, 706, 1019 **Teacher Edition:** AL 1019; EL 497; RP 88, 620; RS 9, 228, 230, 494, 708, 1021; TE 73; WP 76
2.4bl "Of literary texts by identifying story elements and story structure • Identify character(s) in a literary text or speaker(s) in a poem • Describe the roles (e.g., protagonist/hero, antagonist/villain) characters play in a literary text • Describe the changes in setting (flashback, foreshadowing) • Identify various types of conflict (man vs. man, man vs. nature, man vs. self, man vs. society) • Identify conflict(s) climax(s)/turning point(s) and resolutions(s) • Identify significant details related to the plot to analyze the pattern of organization (compare/contrast, problem/solution, sequence, cause/effect) • Distinguish between main plot and multiple subplots • Identify point of view (first person, third person limited, third person objective, omniscient) • Identify the story structure or organizational pattern in a literary text (e.g., time order, geographic order, order of importance, cause/effect, classification	**Student Edition:** *Reading Strategy* 23, 54, 729, 734, 736, 926, 931, 1030 *Literary Element* 54, 83, 94, 150, 183, 374, 379, 522, 735, 933, 945, 948, 1033 **Teacher Edition:** AL 43; LE 364, 376; LEP 40, 732, 784, 1032; RP 928, 930; WP 730, 1030

STANDARDS	PAGE REFERENCES
2.4c Demonstrate overall understanding by recognizing and interpreting figurative language and literary devices and differentiating between literal and non-literal language • Identify and interpret figurative language and literary devices (e.g., alliteration, repetition, rhythm, dialogue, rhyme, idioms, similes, metaphors, personification, exaggeration or hyperbole, humor, double meanings, symbols, imagery, mood, allusion, puns, and irony, tone, and satire) • Identify and interpret figurative language and literary devices (e.g., alliteration, repetition, rhythm, dialogue, rhyme, idioms, similes, metaphors, personification, exaggeration or hyperbole, humor, double meanings, symbols, imagery, mood, allusion, puns, and irony, and tone) • Analyze how figurative language and literary devices extend meaning	**Student Edition:** *Literary Element* 79, 83, 127, 132, 138, 150, 253, 259, 285, 287, 396, 468, 522, 557, 811, 884, 888, 948 *Respond Through Writing* 151 *Reading Strategy* 287 **Teacher Edition:** LE 60, 63, 65, 71, 239, 362, 612, 614; LEP 770, 810; LP 122; RP 292, 466, 946
2.4d "By retelling or restating through speaking or writing • Summarize a literary text, identifying the main and supporting characters, setting, events, and problem/solution • Summarize the strongly implied reasons why or how events happen in a literary text • Summarize the main ideas and supporting details in an informative/technical text • Retell/restate in order the important events in a text • Restate in order the steps of a task in an informative/technical text	**Student Edition:** *Respond Through Writing* 55, 435 *Reading Strategy* 89, 94, 525 *Writing* 341, 1054 *Respond and Think Critically* 404 #1, 712 #1, 790 #1, 1023 #1, 1058 #1, 1295 #1, 1315 #1 **Teacher Edition:** RP 60, 144, 172, 174, 432, 634, 708, 1024, 1190

STANDARDS	PAGE REFERENCES
2.4e Demonstrate understanding by organizing the important points via summaries, outlines, and/or graphic organizers • Create graphic organizers to assist in comprehension of a text • Use an appropriate organizer based on text structure (e.g., sequence/chronological order, classification, definition, process, description, comparison, problem/solution, cause/effect) • Create an outline • Summarize text capturing most important parts of the original piece	**Student Edition:** *Reading Strategy* 23, 87, 94, 156, 270, 380, 509, 525, 549, 618 *Respond Through Writing* 55, 435 *Visual Literacy* 277 **Teacher Edition:** EL 45; RP 44, 144, 172, 174, 198, 230, 432, 514, 526, 634, 670, 706, 758, 952, 1038, 1096, 1190
2.4f Demonstrate understanding by identifying the author's purpose • Analyze the author's overall purpose(s) for writing (e.g., persuade, entertain, inform, describe, explain how) a text • Identify the intended messages of advertisements, entertainment programs, and news sources • Analyze how the author's purposes shape the content • Analyze the difference between a stated purpose and an underlying reason in TV commercials and advertisements • Create meaning from a variety of media	**Student Edition:** *Literary Element* 268, 270, 271, 278, 557 *Respond and Think Critically* 521 #2, 1109 #5 *Reading Strategy* 813, 816, 820, 822, 1052, 1054 *Activity* 1327, 1328, 1330, 1331 **Teacher Edition:** BI 1327; BO 1326; EL 649; LEP 1140; LH 218; LSP 532; RP 538, 1002, 1084; RS 873, 930; WP 1106, 1330
2.4g Demonstrate understanding by comparing information between and within texts • Compare subtle but relevant similarities and/or differences in ideas, viewpoints, or characters within a single text • Compare subtle but relevant similarities and/or difference in ideas, viewpoints, purposes, plots, settings, or characters presented in two or more texts • Analyze subtle changes in characters (e.g., changes in attitude, situation)	**Student Edition:** *Wrap Up* 72, 455, 617, 845, 903, 1018 *Reading Strategy* 271, 398, 952, 954, 1048 *Respond and Think Critically* 1023 #8 **Teacher Edition:** AL 887, 931; EL 455; RP 148, 170, 644, 774, 776, 882, 1036; RS 615; WP 452, 1276

STANDARDS	PAGE REFERENCES
2.4h Demonstrate overall understanding by discriminating between fact and opinion • Discriminate between facts and/or subtle opinions in text(s) • Identify facts in a text and determine their relevance to the issue • Identify implied opinions in a text and determine their relevance to the issue • Use word clues (e.g., believe, feel , think, worst, best, least , most, never, always) to determine that a statement is an opinion • Question information in a text to determine if it is factual	**Student Edition:** R39 *Reading Strategy* 402, 585, 590, 624, 625, 628, 630, 633, 637, 641, 1113, 1115, 1116, 1118 *Respond and Think Critically* 404 #4, 640 #4 *Research and Report* 546 **Teacher Edition:** RP 158, 556, 586
2.4i Demonstrate overall understanding of informative and technical texts by making inferences • Make strongly implied inferences about content and concrete ideas in a text and identify appropriate text support • Explain inferences about author's decisions (e.g., paragraphing, quotations, organization of text, formatting devices, mode of development used) • Make reasonable predictions as they read • Test and revise predictions as they read further • Use the combination of background knowledge and explicitly stated information from the text to answer questions they have as they read • Make connections between conclusions they draw and other beliefs or knowledge • Make critical or analytical judgments about what they read • Analyze texts to make generalizations • Create interpretations of text that are adapted as they continue to read and after they read	**Student Edition:** *Respond and Think Critically* 76 #8, 154 #6, 187 #6, 248 #5, 277 #4, 401 #2, 404 #3, 545 #6, 590 #6, 907 #6 *Reading Strategy* 539, 542, 544, 546, 588, 595, 597, 598, 600 *Literary Element* 552 **Teacher Edition:** BI 186; EL 401, 619; RP 586, 596, 604

STANDARDS	PAGE REFERENCES

2.4j Demonstrate "by accepting or rejecting the validity of the information and giving supporting evidence
 	
• Use criteria to evaluate the validity (reliability) of primary and secondary sources of information
• Use criteria to evaluate the author's credibility in order to determine validity and reliability of a source
• Use criteria to evaluate author's perspective in order to determine validity and reliability of a source
• Use date of publication to evaluate the validity and reliability of a source
• Use criteria to evaluate the author's use of
  ◦ Logic
  ◦ Propaganda
  ◦ Bias
  ◦ Language
  ◦ Motives
In order to determine validity and reliability of a source
	Student Edition:
	Literary Element 94, 417, 608
	Respond and Think Critically 187 #7, 404 #4, 645 #2
	Writing Workshop 470, 471, 472, 473, 477, 478
	Activity 1327
	Speaking, Listening, and Viewing Workshop 481, 482
	Research and Report 546
	Big Idea 552
	Reading Strategy 633, 637, 641, 697
	Internet Connection 834
	Teacher Edition:
	AL 275; RP 158, 586, 1274, 1328; RS 644

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 • Draw on prior knowledge and experiences to connect personally to text (text-to-self connections) • Draw on prior knowledge of the world (other books, television, movies) to make text-to-world connections • Students will employ reading strategies (e.g., skimming, scanning) to locate and apply information in varied print and non-print (e.g., computers, electronic, media, interviews) sources for inquiry projects and other authentic tasks • Analyze how connections (text-to-self and text-to-world) are contributing to their understanding of text	**Student Edition:** *Reading Strategy* 73, 152, 257, 259, 603, 605, 607, 608, 942, 944, 948, 956, 958, 1002, 1005, 1010, 1268, 1271, 1297, 1303, 1305 *Respond and Think Critically* 154 #7, 575 #6 *Quickwrite* 451 *Activity* 1329 **Teacher Edition:** AL 127; BI 285; RP 62, 942, 1292, 1332; RS 257, 876

STANDARDS	PAGE REFERENCES
2.5a Critically analyze and evaluate information and messages presented through print by connecting and synthesizing information from many sources • Connect and synthesize information from increasingly different sources to generate new information/new ideas or expand prior knowledge (text-to-text and text-to-self connections) • Synthesize information by comparing, eliminating, and merging disparate pieces into one coherent whole	**Student Edition:** *Respond and Think Critically* 76 #8, 93 #8, 160 #7, 1058 #7 *Daily Life & Culture* 395 *Wrap Up* 455 *Writing Workshop* 470, 476, 478 *Research and Report* 546 *You're the Critic* 568 *Reading Strategy* 1055, 1193, 1195, 1197, 1198, 1200, 1202 *Primary Source Quotation* 1201 **Teacher Edition:** AL 51; RP 1332; RS 1057

2.5b Critically analyze and evaluate… by formulating and expressing opinions
 	
• Analyze information in a text to develop a logical and insightful opinion
• Synthesize experience and knowledge of the world (text-to-world connections) to make, support and apply judgments (that may not be dichotomous) based on the evaluation of complex issues in:
  ◦ Literary text (e.g., character's actions, morals of narratives or poems)
  ◦ Nonfiction
• Analyze information in a text to develop logical opinions
	Student Edition:
	Respond and Think Critically 21 #1, 76 #7, 154 #6, 187 #8, 248 #5, 277 #7, 287 #3, 341 #3, 401 #7, 419 #8, 575 #6
	Literary Element 106
	Quickwrite 451
	Wrap Up 455
	You're the Critic 568, 821
	Teacher Edition:
	AL 51, 127; BI 186, 209, 403; RP 62, 1332; RS 181

STANDARDS	PAGE REFERENCES
2.5d Critically…using critical and divergent thinking, and assimilating prior knowledge to draw conclusions Use prior knowledge of a concept along with information in a text to: • Draw conclusion(including implied main ideas) that require analysis and/or evaluation • Evaluate the author's viewpoint or attitude toward a topic or idea • Evaluate the effect of an author's use of formatting and design techniques (e.g., paragraphing, headings/subheadings, pictures/illustrations, column, font styles [bold, underline, italics, caps], punctuation choices)	**Student Edition:** *Discussion Starter* 71 *Primary Source Quotation* 1201 *Respond and Think Critically* 154 #6, 160 #7, 187 #6, 248 #6, 277 #4, 287 #5, 419 #7, 428 #10, 521 #8, 530 #3, 568 #5, 622 #6 *Literary Element* 246 *Reading Strategy* 417, 419, 539 *Big Idea* 432 *Wrap Up* 455 **Teacher Edition:** EL 401, 497; LH 976; RP 16, 918, 1332
2.5e Critically…and by recognizing the impact of non-literal expressions in informative and technical texts and interpret the effect of literary devices • Evaluate how an author's use of literary devices (figurative language, dialogue and description) and non-literal expressions (idioms, double meanings, puns, irony) in a text affects readers • Evaluate the impact of specific figurative and non-literal (idiomatic) expressions on the meaning of text • Evaluate an author's decision to use specific figurative and non-literal (idiomatic) expressions in a text	**Student Edition:** *Respond and Think Critically* 160 #5, 433 #7, 545 #4, 600 #4, 1295 #3 *Reading Strategy* 275 *Literary Element* 553, 554, 557, 586, 590 *Quickwrite* 616 **Teacher Edition:** EL 31, 795; LE 541, 612; RP 1294; RS 399; VP 1312; WT 637

STANDARDS	PAGE REFERENCES
2.5f Critically analyze and evaluate information and messages presented through print by evaluating texts and media presentations for bias and misinformation, completeness, accuracy, clarity of communication, and how the content, techniques, and form of texts and media affect them • Evaluate the fairness and trustworthiness of author's message (author's bias) • Evaluate how persuasive techniques and author's choices (e.g., word choices) shape readers' understandings • Evaluate the strengths and weaknesses of multiple text(s), sources, format, and argument • Analyze the completeness, accuracy, and/or clarity of the information in a complex text • Identify and evaluate information that needs to be checked for accuracy (e.g., data, statistics, sources) and evaluate the credibility of sources • Evaluate the credibility of messages (e.g., thoroughness, depth, breadth, balance, use of fact and opinion, inclusion of logical and/or emotional arguments) • Analyze ambiguous information in complex texts	**Student Edition:** R60 *Literary Element* 94, 417, 418, 419, 608, 1117, 1118 *Respond and Think Critically* 187 #7, 404 #4, 419 #4, 428 #11, 1118 #4 *Writing Workshop* 471, 477 *Research and Report* 546 *Big Idea* 552 *Reading Strategy* 585, 590, 633, 637, 641 *Internet Connection* 834 *Activity* 1327, 1328, 1330 **Teacher Edition:** AL 275, 1327; BI 1327; BO 1326; EL 649, 1117; LSP 532, 1116, 1208; RP 158, 556, 1274, 1328; RS 644; WP 648, 1330
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 • Analyze texts by reading and reacting to passages from a piece of text and critical interpretations of that same work • Listen to and critique opposing interpretations of the same reading and consider how these opinions were formed through classroom dialogue and independent writing • Compare and contrast opposing interpretations of the same reading and consider how these opinions were formed through classroom dialogue and independent writing • Practice critical thinking defending the validity of an assigned point of view even if it opposes their personal interpretation of the reading	**Student Edition:** *Respond and Think Critically* 187 #7 *You're the Critic* 433, 568, 821, 947, 1043 *Activities* 678 *Primary Source Quotation* 750 *Speaking, Listening, and Viewing Workshop* 974-975 *Speaking and Listening* 1092, 1110 **Teacher Edition:** AL 325; CH 857; RP 458, 918, 1164; SP 1212; WP 1186

STANDARDS	PAGE REFERENCES
2.5i, 2.5j Critically…by recognizing a variety of persuasive and propaganda techniques and how they are used in a variety of forms • Identify and describe propaganda techniques (e.g., name calling, exaggeration/ hyperbole, bandwagon, testimonial, broad generalization, red herring, circular thinking, parallelism) • Identify persuasive techniques (e.g., appeal to emotion, appeal to authority, cause/effect, repetition, rhetorical question) • Recognize and identify how propaganda and persuasive techniques are used in a variety of forms (e.g., television, commercials, movies, advertisements, newspapers, billboards, magazines, catalogues and packaging) to enhance the meaning of a text • Evaluate the fairness and trustworthiness of an author's message (author's bias) • Evaluate how propaganda and persuasive techniques and author's choices (e.g., word choices) shape readers' understandings • Evaluate strengths and weaknesses of text(s) sources, format and argument • Evaluate the completeness, accuracy, and/or clarity of the information in a complex text • Identify the information that needs to be checked for accuracy (e.g., data, statistics, sources) and evaluate the credibility of sources • Evaluate the credibility of messages (e.g., thoroughness, depth, breadth, balance, use of fact and opinion, inclusion of logical and/or emotional arguments) • Evaluate ambiguous information in texts	**Student Edition:** R60, R62, R63 *Literary Element* 94, 417, 418, 419, 608, 1117, 1118 *Respond and Think Critically* 187 #7, 404 #4, 419 #4, 428 #11, 1118 #4 *Respond Through Writing* 279 *Writing Workshop* 471, 477 *Research and Report* 546 *Big Idea* 552 *Reading Strategy* 585, 590, 633, 637, 641 *Speaking, Listening, and Viewing Workshop* 655 *Internet Connection* 834 *Activity* 1327, 1328, 1330 **Teacher Edition:** AL 275, 1327; BO 1326; EL 649, 1205; RP 158, 556, 1328; LE 1115; LSP 1116, 1208; RP 1274; RS 644; VP 1120; WP 648, 1330

STANDARDS	PAGE REFERENCES
2.5l Critically…by recognizing and evaluating the literary merit of various texts and media presentations Read a variety of texts and evaluate them using these criteria to determine their literary merit: • Has a unique writing style that is appropriate • Has details • Has purpose • Has clear, distinctive characters • Is understandable • Has an expressive vocabulary • Has an unpredictable plot that is developed • Has a variety of episodes/action • Has an expressive vocabulary • Interpretation of the theme or concept • Presentation of information including accuracy, clarity, and organization, • Delineation of setting	**Student Edition:** *Write a Review* 219, 657 *Respond Through Writing* 823, 949 *You're the Critic* 947 *Research and Report* 1101 *Writing Workshop* 1316, 1319, 1322 *Essay* 1339 **Teacher Edition:** AL 797, 875, 1301, 1319; EL 1317, 1319; RP 856, 918; WP 196, 730, 1080, 1106, 1200
2.6a Critically…and extend meaning by offering a personal response to texts • Revisit text to search for connections between and among ideas • Find and explain personal connections to the topics, events, characters, actions, ideas or information in text(s)	**Student Edition:** *Reading Strategy* 73, 152, 256, 259, 603, 605, 608, 942, 946, 948, 956, 958, 1002, 1010, 1268, 1271, 1297, 1303, 1305 *Respond and Think Critically* 154 #7, 401 #7 **Teacher Edition:** RP 62, 942, 1292; RS 257, 876
2.7b Critically…by identifying the underlying purposes of media messages • Evaluate the difference between a stated purpose and an underlying reason in media messages (e.g., TV commercials, radio, Internet, video games, advertisements) • Identify underlying purposes (e.g., profit vs. nonprofit, humanitarianism, support of artistry) of media messages • Analyze the difference between a stated purpose and an underlying reason in media messages (e.g., TV commercials, radio, Internet, video games, advertisements)	**Student Edition:** R62, R63 *Activity* 1327, 1328, 1330 **Teacher Edition:** LSP 532

STANDARDS	PAGE REFERENCES
Standard THREE: Students will access, organize, and evaluate information gained by listening, reading and viewing.	
3.1a1 Identify and locate a variety of sources including printed materials, personal interviews, oral reporting, forums, and technological forms of information • Select sources (e.g., dictionaries, encyclopedias, interviews, observations, electronic media, computer databases) appropriate to the breadth and depth of the research • Locate information using appropriate sources and strategies • Determine valid resources for researching a topic, including primary and secondary sources • Evaluate the importance and quality of sources • Use multiple sources of information (books, television, videos/DVDs, resource people, cassettes, dictionaries, recordings, encyclopedias, and available databases) • Use text features (e.g., guide words, indices, glossaries, key words, table of contents, cross references) to access info. • Use traditional and electronic search tools • Use teacher-selected Internet sites, search engines, and data bases to access information	**Student Edition:** R31, R32 *Speaking and Listening* 429, 641, 934 *Writing Workshop* 470, 471, 476, 477 *Speaking, Listening, and Viewing Workshop* 481, 482 *Research and Report* 546, 1305 *Internet Connection* 834 *Connect to Social Studies* 1034 *Connect to Art* 1137 **Teacher Edition:** AL 41, 75, 195, 639, 899; EL 471; RP 324, 476, 832, 884, 1274; VS 482; WP 482

STANDARDS	PAGE REFERENCES
3.1a2 Develop and use procedures to gather information—developing and following a process for research • Formulate a research question or thesis statement • 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, listen, or interact with information and decide what is valuable for research • Extract information (e.g., take notes, make copies) • Organize and interpret gathered information using various graphic organizers (e.g., outlining, webbing) • Record sources in a standard bibliographic format • Relay facts from research • Summarize ways in which the research process and product can be improved	**Student Edition:** R31, R32, R34, R35, R36, R37 *Speaking and Listening* 429, 641, 934 *Writing Workshop* 470, 471, 472, 473, 474, 475, 477, 478 *Speaking, Listening, and Viewing Workshop* 481, 482 *Research and Report* 546, 1305 *Connect to Art* 786, 1137 *Internet Connection* 834 *Connect to Social Studies* 1034 **Teacher Edition:** AL 75, 473, 675, 899, 1037; EL 471, 475; RP 324, 666, 832, 884, 986; WP 472, 480, 482
3.1b Independently extract information to achieve a specific purpose • Use various technologies (e.g., appropriate word processing functions, photocopier, scanner, audiovisual equipment) to extract needed information • Determine the most appropriate form of technology for the task of extracting needed information • Decide what information is valuable for a particular situation • Create own system for organizing information • Select and use various methods (e.g., web, chart) to manage organized information	**Student Edition:** R31 *Writing Workshop* 470, 471, 472 *Speaking, Listening, and Viewing Workshop* 481, 482 *Research and Report* 546, 1305 *Speaking and Listening* 641 *Internet Connection* 834 *Connect to Social Studies* 1034 *Connect to Art* 1137 **Teacher Edition:** AL 481, 639, 1117; RP 476, 1194; SP 1074; VS 480, 481; WP 482

STANDARDS	PAGE REFERENCES
3.2a Use technology to synthesize information into a meaningful format to express ideas and experiences Use technology to synthesize information by • Making a graphic organizer • Making an outline • Using a meaningful format (text, drawings, graphs, diagrams, and graphics) to express ideas • Producing a video production Use varied forms of technology • Word processing • Presentation programs • Digital cameras • Scanners • Multimedia to formulate writing and/or communicate knowledge of products	**Student Edition:** R30 *Speaking, Listening, and Viewing Workshop* 216, 217, 480, 481, 482, 483, 1324, 1325 *Writing Workshop* 479, 653, 853, 1161 *Research and Report* 546, 1305 *Speaking and Listening* 641 *Internet Connection* 834 *Connect to Social Studies* 1034 *Connect to Art* 1137 **Teacher Edition:** AL 145, 363, 481, 939, 1331; RP 592; SP 1074; VS 481; WP 480, 482, 1270, 1330

STANDARDS	PAGE REFERENCES

3.2b Independently present information which is sufficient in quantity and depth to achieve a specific purpose, avoiding plagiarism
 	
• Summarizes, paraphrases, or directly quote information from sources
• Decide how the information fits together
• Decide how the information would best be presented
• Recognize the need to put information from sources in their own words
• List sources of information in bibliographic form that follows as designated format (MLA, APA)
• Present gathered information in an oral or written format, which
  ◦ Uses sentences organized in paragraph form to tell about a designated topic
  ◦ Incorporates information from more than one source
  ◦ Includes information relevant to topic and purpose
  ◦ Identifies source of information
  ◦ Fulfills the identified purpose as clearly indicated in the thesis statement
  ◦ Utilizes an organizational plan for combining paragraphs to address a designated purpose and topic
  ◦ Incorporates information from multiple sources
  ◦ Summarizes and paraphrases information from sources
	Student Edition:
	R32, R34, R35, R36, R37
	Speaking and Listening 429, 641, 934
	Writing Workshop 470, 472, 473, 474, 475, 476, 477, 478, 479
	Speaking, Listening, and Viewing Workshop 481, 482
	Research and Report 546
	Connect to Art 786, 1137
	Internet Connection 834
	Connect to Social Studies 1034
	Teacher Edition:
	AL 75, 1037; EL 475; RP 324, 666, 884, 986; VS 482; WP 474, 480, 482

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STANDARDS	PAGE REFERENCES
3.3a2 Establish criteria by which sources and information can be analyzed for accuracy, bias, stereotypes, and validity • Synthesize information as appropriate to a specific purpose • Differentiate between primary and secondary sources • Evaluate both sources and information as a result of analysis of accuracy, bias, stereotypes, and validity • Formulate logical conclusions based upon information relevant to a specific purpose • Integrate information to express relevant ideas to a specific purpose • Understand how information retrieved does or does not address original problem • Evaluate information in terms of credibility, accuracy, and social, economic, political, legal, and ethical issues that may impact it • Use technology to facilitate evaluation	**Student Edition:** R31, R32 *Literary Element* 94 *Writing Workshop* 470, 471, 472, 475, 476, 477, 478 *Speaking, Listening, and Viewing Workshop* 481, 482 *Research and Report* 546, 1305 *Speaking and Listening* 641, 934 *Activity* 1327, 1328 *Internet Connection* 834 *Connect to Social Studies* 1034 *Connect to Art* 1137 **Teacher Edition:** EL 471; RP 884, 1056, 1274, 1328; RS 644; VS 482; WP 482
3.3b1 Independently interpret information • Use retrieved information to accomplish a specific purpose • Prioritize sources based on relevance • Reevaluate their position on the topic and your research strategy • Consider whether they have uncovered any worthwhile information that might take their research in a different direction • Consider whether they have uncovered any worthwhile information that has caused them to see their topic from a new perspective • Consider whether research needs to be redirected in any way based on material uncovered based on relevance	**Student Edition:** R33 *Writing Workshop* 470, 471, 472, 473, 475, 476, 477, 478 *Speaking, Listening, and Viewing Workshop* 481, 482 *Research and Report* 546, 1305 *Internet Connection* 834 *Speaking and Listening* 934 *Connect to Social Studies* 1034 *Connect to Art* 1137 **Teacher Edition:** RP 884; WP 474, 482

STANDARDS	PAGE REFERENCES
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 Use prior knowledge of a concept along with information in a text to: • Draw conclusions (including implied main ideas)that require analysis and/or evaluation • Evaluate the author's viewpoint or attitude toward a topic or idea when strongly implied • Evaluate the effect of an author's use of basic formatting and design techniques (e.g., paragraphing, headings/subheadings, pictures/ illustrations, columns, font styles [bold, underline, italics, caps], punctuation choices)	**Student Edition:** *Writing Workshop* 470, 473 *Research and Report* 812 *Connect to Social Studies* 1034 *Connect to Art* 1137 **Teacher Edition:** AL 75, 195, 675, 939, 945, 991, 995, 999, 1107; LH 976; RP 356, 884, 1020, 1056; WP 474, 506, 998
Standard FOUR: Students will access, organize, and evaluate information gained by listening, reading and viewing.	
4.1a Connect their own experience to those of literary characters; explain reasons for a character's actions; identify with characters • Evaluate a character's actions in a literary text, critically analyzing the text • Make and support insightful connections between the reader's personal situations and motivations of characters in a text	**Student Edition:** *Respond Through Writing* 95 *Respond and Think Critically* 197 #5, 933 #4, 947 #3, 1010 #3 *Big Idea* 382 *Literary Element* 392, 1004, 1006, 1009, 1010, 1091 *Reading Strategy* 934 *Speaking and Listening* 1092 **Teacher Edition:** AL 857; BI 927; EL 1027; LEP 784; RP 62, 734, 928, 930; RS 181, 257; WP 1030

STANDARDS	PAGE REFERENCES
4.1b Connect their own experience to those of literary characters by responding to the sensory, intellectual, and emotional elements • Evaluate the effect of the author's use of imagery and figurative language on a reader • Use ideas from the text to evaluate personal responses to literature (text-to-self connections)	**Student Edition:** *Respond and Think Critically* 160 #5, 248 #4, 545 #4, 687 #1, 756 #5, 1136 #6 *Reading Strategy* 429, 579, 583, 744, 751, 801, 900, 1073 *Literary Element* 449, 822 *Respond Through Writing* 523, 752 *Big Idea* 766 *Writing* 805 *Writing Workshop* 969 **Teacher Edition:** LE 541, 612, 686; LEP 770; RS 257; WP 114; WT 637, 957
4.1c 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 • Read and analyze stories from different cultures and eras to broaden cultural awareness • Demonstrate an understanding of the experiences and feelings of fictional characters (e.g., show empathy for, disagree with, compare to personal or other familiar experiences) based on age, gender, nationalities, races, cultures, and/or disabilities • Compare works of literature from the same historical period written by authors from different (cultural, generational and gender) perspectives	**Student Edition:** *Big Idea* 44 *Respond and Think Critically* 21 #4, 401 #6, 590 #4 *Wrap Up* 72, 455, 617, 845, 903, 1018, 1215 *Reading Strategy* 185, 720, 722, 724, 787 *Daily Life & Culture* 702, 1263 **Teacher Edition:** AL 857, 1003; EL 21, 243; RP 1036; RS 721, 788, 789
4.1e Connect own experiences to those of literary characters by seeking other literary texts and media as the result of literary experience As a result of reading a literary text, students will connect to other texts using the following as guides for connections: • What does this remind me of in another book I've read? • How is this text similar to other things I've read? • How is this different to other books I've read? • Have I read about something like this before? • Seek other texts and media with similar themes and connections	**Student Edition:** *Respond and Think Critically* 187 #7, 268 #6, 401 #2, 521 #6, 798 #7, 807 #3, 920 #8 *Wrap Up* 455 **Teacher Edition:** AL 127, 907, 923, 971; BO 250, 1024, 1026; EL 21, 243, 403, 897; LH 976

STANDARDS	PAGE REFERENCES
4.2a Respond to literary text by making inferences about content, events, characters, setting, and author's decisions • Make strongly implied inferences about content, abstract ideas, events, characters, setting, mood, theme, and tone in a text and identify appropriate support from text • Make inferences about author's choices (e.g., paragraphing, dialogue, organization of text, formatting devices, mode of development, notes to readers) and rhetorical strategies (e.g., persuasive words, anecdotes figurative language, emotional words, humor, questions, repetition, irony) and identify appropriate support from the text • Make reasonable predictions as they read • Test and revise predictions as they read further • Use the combination of background knowledge and explicitly stated information from the text to answer questions they have as they read • Make connections between conclusions they draw and other beliefs or knowledge • Make critical or analytical judgments about what they read • Analyze texts to make generalizations • Create self-motivated interpretations of text that are adapted as they continue to read and after they read	**Student Edition:** *Reading Strategy* 81, 288, 290, 302, 362, 367, 419, 441, 542, 563, 597, 600, 1217, 1219 *You're the Critic* 1043 *Literary Element* 1117, 1118 **Teacher Edition:** LE 1115; RP 104, 166, 322, 332, 376, 596, 754, 918, 932, 1052, 1332; RS 61, 299, 517, 611
4.2b Understand the differences between genres Use knowledge of distinctive characteristics of various genres including but not limited to: • Fiction (e.g., short story, poetry, folk tale, mystery, tall tale, fairy tales, novels, fable, myth, fantasy, science fiction, historic fiction, and realistic fiction) • Literary nonfiction (e.g., letter, biography, speeches, autobiography) • Drama (e.g., classic and/or contemporary multi-act plays) to analyze the meaning of the text	**Student Edition:** *Literary History* 20-21, 200-201, 242-243, 592-593, 922-923 *Literary Element* 94, 189, 197, 380, 396, 525, 557, 569, 580, 582, 785, 795 *Reading Strategy* 398, 739, 743 **Teacher Edition:** AL 1157; LE 196, 235, 993, 1024; LEP 200, 308

STANDARDS	PAGE REFERENCES
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 • Analyze how irony, tone, mood, style, syntax, and sound of language are used for a rhetorical purpose • Evaluate the effect of author's choices (word and content) on the reader • Analyze how the author's writing style influences the reader • Evaluate the effectiveness of an author's choice of words with specific connotations to create mood • Compare styles among texts to determine effects of author's choices • Compare characteristics and elements of various literary forms including short stories, poetry, essays, plays, speeches, and novels • Evaluate an author's decision to use a particular genre in a given situation	**Student Edition:** *Literary Element* 79, 83, 127, 132, 248, 259, 396, 409, 414, 545, 569, 598, 600, 629, 640, 751, 811, 1117, 1118 *Reading Strategy* 125, 132, 293, 342, 345, 357, 359, 755, 893 *Respond and Think Critically* 608 #5 *Wrap Up* 617 *Respond Through Writing* 752 **Teacher Edition:** LE 528, 612, 614, 1115; LEP 544, 746; RP 292; RS 351
4.2f Identify the effect of point of view • Analyze how point of view affects a literary text (e.g., how a story would be different if told from a different point of view) • Analyze how point of view impacts reader • Evaluate the effect of an author's use of point of view such as: first vs. third, limited vs. omniscient, and subjective vs. objective	**Student Edition:** *Literary Element* 266, 272, 735, 933, 1033, 1297, 1300, 1301, 1303, 1304 *Respond and Think Critically* 419 #6, 1091 #8 **Teacher Edition:** AL 143, 539; LE 158, 267; WT 120

STANDARDS	PAGE REFERENCES
4.3a Respond to literary texts and media representing the diversity of American cultural heritage • Read and evaluate complex stories from different cultures and eras to broaden cultural awareness • Empathize with experiences and feelings of fictional characters based on age, gender, nationalities, races, cultures, and/or disabilities • Compare works of literature from the same historical period written by authors from different (cultural, generational, and gender) perspectives	**Student Edition:** *Big Idea* 44 *Respond and Think Critically* 21 #4, 401 #6, 590 #4 *Reading Strategy* 185, 720, 722, 724, 787 *Wrap Up* 72, 455, 617, 845, 903, 1018, 1215 *Daily Life & Culture* 702, 1263 **Teacher Edition:** AL 857, 1003; EL 21, 243; RP 1036; RS 721, 788, 789
4.4a Use literature as a resource for shaping decisions Read stories and relate characters' experiences to shape own decisions by asking questions such as: • I felt like that character when… • If that happened to me, I would… • I can relate to that character because one time…	**Student Edition:** *Respond Through Writing* 95 *Reading Strategy* 152, 256, 956, 1297, 1299, 1303, 1305 *Respond and Think Critically* 124 #1, 154 #7, 590 #8, 933 #1, 1304 #8 *Literary Element* 264 **Teacher Edition:** AL 47; BO 244; EL 881, 1027; RP 62, 942, 1292; RS 257

STANDARDS	PAGE REFERENCES
4.4b Understand social and political issues • Analyze recognized works of literature representing a variety of genres and traditions • Analyze and evaluate an author's viewpoint and message in relation to the historical and cultural context of the author's work • Analyze the clarity and consistency of political assumptions in a selection of literary works or essays on a topic (e.g., suffrage, women's role in organized labor) • Compare works of literature from the same historical period written by authors from different cultural, generational, and gender perspectives • Analyze an author's viewpoint and message in relation to the historical and cultural context of the author's work • Contrast the major periods, themes, styles, and trends and describe how works by members of different cultures relate to one another in each period • Evaluate the philosophical, political, religious, ethical, and social influences of the historical period that shaped the characters, plots, and settings	**Student Edition:** *Respond and Think Critically* 21 #4, 187 #8, 248 #6, 272 #5, 277 #6, 395 #7, 401 #6, 419 #7, 521 #7, 590 #4, 940 #7 *Literary Element* 90, 94, 160 *Reading Strategy* 185, 539, 1206 *Daily Life & Culture* 395, 1263 *Wrap Up* 455, 617, 903, 1018 *Big Idea* 527, 605 *Reading Check* 995 *Connect to Social Studies* 1035 **Teacher Edition:** AL 309, 371, 657, 857, 1003; BI 186, 193, 246; EL 243; RP 366, 564, 1036