



Glencoe

Literature

COURSE 1
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STANDARDS	PAGE REFERENCES
<u>Reading—Grade 6</u>	
<p><i>In sixth grade, students are aware of the author's craft. They are able to adjust their purpose, pace and strategies according to difficulty and/or type of text. Students continue to reflect on their skills and adjust their comprehension and vocabulary strategies to become better readers. Students discuss, reflect, and respond, using evidence from text, to a wide variety of literary genres and informational text. Students read for pleasure and choose books based on personal preference, topic, genre, theme, or author.</i></p>	
<p>EALR 1: The student understands and uses different skills and strategies to read.</p>	
<p>Component 1.2 Use vocabulary (word meaning) strategies to comprehend text.</p>	
<p>1.2.1 Understand and apply dictionary skills and other reference skills.</p> <ul style="list-style-type: none"> Use dictionaries, thesauruses, and glossaries to find or confirm word meanings, pronunciations, <u>syllabication</u>, <u>synonyms</u>, <u>antonyms</u>, parts of speech, and/or clarify shades of meaning. Use text evidence to verify meaning from reference source. 	<p>Student Edition: R50-R58 <i>Revising Tip</i> 570 <i>Vocabulary</i> 10, 74, 162, 240, 394, 478, 502, 626, 775 <i>Vocabulary Practice</i> 413, 499, 619, 637, 656, 769, 800 <i>Vocabulary Workshop</i> 220, 382, 625</p>

<p>1.2.2 Apply a variety of strategies to comprehend words and ideas in complex text.</p> <ul style="list-style-type: none"> • Use word origins to determine the meaning of unknown words. • Use abstract, derived <u>root words</u>, <u>prefixes</u>, and <u>suffixes</u> from Greek and Latin to analyze the meaning of complex words (e.g., process, procession). • Use <u>structural analysis</u> and concept-building <u>vocabulary strategies</u> to understand new words and concepts in <u>informational/expository text</u> and <u>literary/narrative text</u>. • Use <u>prior knowledge</u>, the text, <u>context clues</u>, and <u>graphic features</u> of text to predict, clarify, and/or expand word meanings and concepts. • Self-correct, re-read, read on, and/or slow down to gain meaning of unknown words in <u>informational/expository text</u> and <u>literary/narrative text</u>. 	<p>Student Edition:</p> <p><i>Activate Prior Knowledge</i> 542, 544, 546</p> <p><i>Genre Focus</i> 218</p> <p><i>Literary Element</i> 211, 217 #1-#2, 241, 246 #4</p> <p><i>Monitor Comprehension</i> 97, 98, 99, 515, 517, 518</p> <p><i>Reading Strategy</i> 24, 27 #5, 96, 101 #5, 512, 520 #5-#6, 541, 548 #5-#8</p> <p><i>Text Features</i> 212, 213, 214, 242, 243</p> <p><i>Vocabulary Workshop</i> 23, 220, 382, 485, 761</p>
<p>Component 1.3 Build vocabulary through wide reading.</p>	
<p>1.3.1 Understand and apply new vocabulary.</p> <ul style="list-style-type: none"> • Integrate new vocabulary from <u>informational/expository text</u> and <u>literary/narrative text</u> (including text from a variety of cultures and communities) into written and oral communication. 	<p>Student Edition:</p> <p><i>Academic Vocabulary</i> 42, 67, 93, 133, 169, 187, 196, 216, 225, 230, 260, 313, 329, 342, 355, 372, 380, 392, 413, 476, 483, 499, 509, 519, 534, 547, 602, 637, 656, 681, 690, 744, 769, 800</p> <p><i>Vocabulary Practice</i> 42, 51, 67, 80, 101, 112, 133, 169, 187, 209, 246, 260, 270, 329, 355, 372, 400, 413, 460, 476, 499, 509, 519, 534, 547, 619, 637, 656, 744, 756, 769, 800</p>
<p>1.3.2 Understand and apply content/academic vocabulary critical to the meaning of text. W</p> <ul style="list-style-type: none"> • Identify and define content area vocabulary critical to the meaning of the text and use that knowledge to interpret the text. • Identify words that have different meanings in different content areas and determine the correct meaning from the context (e.g., <i>property</i> in science or social studies). • Select, from multiple choices, the meaning of words or phrases identified in the text. • Use new vocabulary in oral and written communication. 	<p>Student Edition:</p> <p><i>Academic Vocabulary</i> 42, 67, 93, 133, 169, 187, 196, 216, 225, 230, 260, 313, 329, 342, 355, 372, 380, 392, 413, 476, 483, 499, 509, 519, 534, 547, 602, 637, 656, 681, 690, 744, 769, 800</p>

STANDARDS	PAGE REFERENCES
Component 1.4 Apply word recognition skills and strategies to read fluently.	
<p>1.4.2 Apply <u>fluency</u> to enhance comprehension.</p> <ul style="list-style-type: none"> Read aloud grade-level <u>informational/expository text</u> and <u>literary/narrative text</u> accurately, using appropriate pacing, phrasing, and expression. Read aloud unpracticed grade-level text with fluency in a range of 145-155+ words correct per minute. 	<p>Student Edition: R46 <i>Speaking and Listening</i> 231</p>
<p>1.4.3 Apply different reading rates to match text.</p> <ul style="list-style-type: none"> Adjust reading rate by speeding up or slowing down based on purpose (e.g., pleasure, informational reading, task-oriented reading), text level of difficulty, form, and style. 	<p>Student Edition: R46 <i>Speaking and Listening</i> 231</p>
EALR 2: The student understands the meaning of what is read.	
Component 2:1 Demonstrate evidence of reading comprehension.	
<p>2.1.3 Apply <u>comprehension monitoring strategies</u> during and after reading: determine importance using <u>theme, main idea, and supporting details</u> in grade-level <u>informational/expository text</u> and/or <u>literary/narrative text</u>. W</p> <ul style="list-style-type: none"> State both literal and/or inferred main ideas and provide supporting text-based details. State the <u>theme/message</u> and supporting details in culturally relevant <u>literary/narrative text</u>. Choose, from multiple choices, a title that best fits the selection and provide details from the text to support the choice. Select, from multiple choices, a sentence that best states the theme or main idea of a story, poem, or selection. Organize theme, main idea and supporting details into a self-created <u>graphic organizer</u> to enhance comprehension of text. 	<p>Student Edition: <i>Determine Main Idea and Supporting Details</i> 49, 245, 628, 629, 630, 631, 633, 635 <i>Genre Focus</i> 44, 658 <i>Literary Element</i> 75, 80 #4, 135, 139 #1-#3 <i>Reading Skill</i> 47, 51 #5, 123, 135, 241, 246 #5, 627, 637 #5 <i>Respond Through Writing</i> 188 <i>Review</i> 94 #4, 226 #4-#7, 509 #2, 637 #4 <i>Theme</i> 77, 78, 79 <i>Try It</i> 47, 241, 627</p>

STANDARDS	PAGE REFERENCES
<p>2.1.4 Apply <u>comprehension monitoring strategies</u> before, during, and after reading: use <u>prior knowledge</u>. W</p> <ul style="list-style-type: none"> • Connect current issues, previous information and experiences to characters, events, and information within and across culturally relevant text(s). • Activate prior knowledge about a topic and organize information into a graphic organizer to aid in comprehension of text. 	<p>Student Edition: <i>Activate Prior Knowledge</i> 542, 544, 546 <i>Reading Strategy</i> 24, 27 #5, 541, 548 #5-#8 <i>Try It</i> 541</p>
<p>2.1.5 Apply <u>comprehension monitoring strategies</u> before, during, and after reading: <u>predict</u> and <u>infer</u>. W</p> <ul style="list-style-type: none"> • Make, confirm, and revise <u>prediction</u> based on <u>prior knowledge</u> and evidence from the text. • Cite passages from text to confirm or defend predictions and <u>inferences</u>. • Select, from multiple choices, a prediction or inference that could be made from the text (e.g., what the character will do next, what will happen to a character because of an event, what will happen because of an action). • Organize information to support a prediction or inference in a self-created <u>graphic organizer</u> to enhance comprehension of text. 	<p>Student Edition: <i>Activate Prior Knowledge</i> 542, 544, 546 <i>Make Inferences About Characters</i> 250, 251, 253, 256, 257, 349, 350, 353 <i>Make Predictions About Plot</i> 364, 366, 367, 368, 369, 371, 526, 528, 531, 532 <i>Reading Strategy</i> 24, 27 #5, 75, 80 #5, 249, 261 #5-#6, 347, 355 #3-#5, 361, 371 #4-#5, 525, 541, 548 #5-#8 <i>Respond and Think Critically</i> 41 #4, 93 #4, 168 #5, 230 #4, 359 #4, 404 #3, 499 #4, 539 #2, 663 #3, 732 #3, 807 #2 <i>Tip</i> 41, 80, 225, 476, 508, 547, 619, 656, 690 <i>Try It</i> 75, 249, 347, 361, 525, 541</p>
<p>2.1.6 Apply <u>comprehension monitoring strategies</u> to understand fiction, nonfiction, informational, and <u>task-oriented text</u>: <u>monitor for meaning</u>, <u>create mental images</u>, and <u>generate and answer questions</u>.</p> <ul style="list-style-type: none"> • Monitor for meaning by identifying where and why comprehension was lost and use <u>comprehension-repair strategies</u> to regain meaning. • Generate and answer questions about the text before, during, and after reading to aid comprehension. • Use <u>questioning strategies</u> to comprehend text. • Organize images and information into a self-created <u>graphic organizer</u> to enhance comprehension of text. • Use pre-, during, and after-reading tools designed to activate and record <u>prior knowledge</u> to understand text (e.g., <u>semantic mapping</u>, <u>anticipation guide</u>). 	<p>Student Edition: <i>Characteristics of the Genre</i> 659, 803 <i>Monitor Comprehension</i> 97, 98, 99, 515, 517, 518 <i>Question</i> 164, 165, 166 <i>Reading Skill</i> 29, 82 <i>Reading Strategy</i> 24, 27 #5, 96, 101 #5, 163, 169 #2, 347, 494, 512, 520 #5-#6, 640, 641 #5, 643, 541, 548 #5-#8 <i>Try It</i> 96, 163, 512</p>

STANDARDS	PAGE REFERENCES
<p>2.1.7 Apply <u>comprehension monitoring strategies</u> during and after reading: <u>summarize grade-level informational/expository text and literary/narrative text.</u> W</p> <ul style="list-style-type: none"> • Create a <u>summary</u> including the <u>main idea</u> and the most important text-based facts, details, and/or ideas from <u>informational/expository text</u>. • Summarize the plot/message in culturally relevant <u>literary/narrative text</u>. • Select, from multiple choices, a sentence that best summarizes the story or selection. • Organize summary information for <u>informational/expository text</u> and/or <u>literary/narrative text</u> into a self-created <u>graphic organizer</u> to enhance text comprehension. 	<p>Student Edition: <i>Reading Skill</i> 47, 241, 627 <i>Reading Strategy</i> 643, 657 #6-#7 <i>Respond and Think Critically</i> 41 #2, 112 #2, 196 #2, 400 #2, 448 #1, 534 #2, 602 #2, 760 #1, 814 #2 <i>Respond Through Writing</i> 68,170 <i>Summarize</i> 644, 645, 647, 649, 651, 652, 653 <i>Tip</i> 47, 93, 186, 241, 354, 519, 627, 636 <i>Try It</i> 643 <i>Writing</i> 246, 448, 814</p>
<p>Component 2.2 Understand and apply knowledge of text components to comprehend text.</p>	
<p>2.2.1 Apply understanding of time, order, and/or sequence to aid comprehension of text.</p> <ul style="list-style-type: none"> • Explain the use of <u>foreshadowing</u> to convey meaning in literary/narrative text. • Explain the use of steps in a process to convey meaning in an informational/expository text (e.g., how to make pottery, steps in the oil refinery process). 	<p>Student Edition: <i>Foreshadowing</i> 362, 363, 364, 366, 367, 369, 542, 543, 545 <i>Literary Element</i> 361, 373 #1-#2, 541, 548 #1-#2</p>
<p>2.2.2 Apply understanding of printed and electronic <u>text features</u> to locate information and comprehend text. W</p> <ul style="list-style-type: none"> • Locate information using grade-level appropriate <u>text features</u>. • Interpret and draw conclusions from grade-level appropriate text features such as maps, charts, tables, and graphs, etc. (e.g., given a map of the world, draw a conclusion about why early civilizations thrived where they did). • Use organizational features and <u>electronic sources</u> (such as headings and numberings, CD-ROM, internet, <u>pull-down menus</u>, <u>key word searches</u>, and <u>icons</u>) to access information. • Select, from multiple choices, the purpose of a specific text feature and/or information learned from a text feature. • Explain how specific text features help you understand a selection (e.g., how a chapter heading helps you think about the chapter, how boldface or italics signals a new term that can be found in the glossary). 	<p>Student Edition: <i>Genre Focus</i> 218 <i>Literary Element</i> 211, 217 #1-#2, 241, 246 #4, 643, 657 #1-#3 <i>Research and Report</i> 217, 520, 603 <i>Text Features</i> 212, 213, 214, 242, 243, 645, 646, 647, 650, 652, 654, 655</p>

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<p>2.2.3 Understand and analyze <u>story elements</u>. W</p> <ul style="list-style-type: none"> Use multiple sources of information from the text (e.g., character’s own thoughts/words, what others say about the character, and how others react to the character) to describe how a character changes over time or how the character’s action might contribute to the problem. Identify the major actions that define the plot and how actions lead to conflict or resolution. Explain the influence of setting on character and plot. Identify the <u>point of view</u> used (first, third, or omniscient point of view) in a story. Compare and contrast the same conflict from the point of view of two different characters. Identify the stated <u>themes</u> in text and support with evidence from the text. Identify common recurring themes in books by the same or different authors and support with evidence from the text. Select, from multiple choices, words or sentences that best describe specific story elements from the story, selection, or poem (e.g., character, setting, conflict). 	<p>Student Edition: <i>Analyze Narrator and Point of View</i> 488, 489, 490 <i>Analyze Plot</i> 115, 117, 118 <i>Analyze Story Elements</i> 124, 126, 127, 129, 130, 132 <i>Character</i> 84, 86, 87, 89, 90, 92, 473, 474, 475 <i>Characteristics of the Genre</i> 45, 803 <i>Characterization</i> 116, 117, 348, 349, 351, 352 <i>Evaluate Characterization</i> 396, 397, <i>Genre Focus</i> 44, 658, 802 <i>Literary Element</i> 11, 22 #4, 29, 42 #1-#3, 53, 67 #1, 75, 82, 94 #1-#3, 114, 119 #4, 135, 139 #1-#3, 271, 279 #1-#2, 347, 355 #1, 470, 477 #1, 549, 565 #1-#2, 627, 637 #1-#3, 692, 703 #1-#2 <i>Make Generalizations About Characters</i> 505, 507, 750, 751, 752, 754 <i>Make Inferences About Characters</i> 250, 251, 253, 256, 257, 349, 350, 353 <i>Narrator and Point of View</i> 13, 14, 16, 19, 20 <i>Plot</i> 55, 56, 57, 59, 6062, 63, 64, 65 <i>Point of View</i> 629, 631, 632, 634 <i>Reading Skill</i> 115, 119 #5, 123, 134 #4, 135, 487, 492 #5 <i>Reading Strategy</i> 249, 261 #5-#6, 395, 400 #5, 503, 509 #3-#6, 747, 756 #5 <i>Respond Through Writing</i> 188 <i>Review</i> 42 #4-#6, 67 #2, 94 #4, 226 #4-#7, 261 #2-#4, 373 #3, 509 #2, 745 #5-#6 <i>Setting</i> 30, 33, 35, 37, 39 <i>Try It</i> 82, 249, 395, 487, 503, 747</p>
<p>2.2.4 Apply understanding of <u>text organizational structures</u>.</p> <ul style="list-style-type: none"> Recognize and use previously taught text organizational structures (<i>simple listing, sequential order, description, comparison and contrast, chronological order, cause and effect, and order of importance</i>) to aid comprehension. Recognize and use text written in the text organizational structures of <i>process/procedural</i> to find and organize information and comprehend text. 	<p>Student Edition: <i>Analyze Text Structure</i> 215 <i>Characteristics of the Genre</i> 219 <i>Genre Focus</i> 218 <i>Identify Cause-and-Effect Relationships</i> 264, 266, 267 <i>Literary Element</i> 47, 51 #4, 263, 270 #4, 512, 520 #1-#3 <i>Reading Skill</i> 69, 211, 217 #4-#5, 263, 270 #5 <i>Review</i> 483 #2, 657 #4-#5 <i>Text Structure</i> 49, 50, 265, 266, 268514, 516, 517 <i>Try It</i> 211, 263</p>

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Component 2.3 Expand comprehension by analyzing, interpreting, and synthesizing information and ideas in literary and informational text.

2.3.1 Analyze informational/expository text and literary/narrative text for similarities and differences and cause and effect relationships.

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- Find similarities and differences within and between texts using text-based evidence (e.g., character's point of view in poetry and narrative; the author's feelings and the poet's feelings; cultural perspectives in a magazine article and an editorial).
- Select, from multiple choices, a sentence that tells how two text elements are alike or different (e.g., character, setting, information).
- Interpret cause and effect relationships within a informational/expository text or literary/narrative text using evidence from the text (e.g., how the time period [setting] of a novel determines a character's behavior, how a situation affected a character, what events either caused or resulted from a problem, or how one situation determines another such as the flow of the Nile dictating early life in Egypt).
- Select, from multiple choices, a sentence that explains or describes cause and effect relationships (e.g., what caused something to happen, what was the result of an action).

Student Edition:

Comparing Literature 273, 274, 275, 276, 277, 278, 416, 417, 418, 419, 421, 422, 423, 424, 693, 694, 697, 698, 699, 700, 701

Genre Focus 218

Identify Cause-and-Effect Relationships 264, 266, 267

Reading Skill 263, 270 #5, 271, 415, 692

Try It 263

Write to Compare 279, 425, 703

2.3.2 Analyze sources for information appropriate to a specific topic or for a specific purpose.

- Select appropriate resources such as an atlas, newspaper, magazine, memo, directory, or schedule to locate information on a specific topic or for a specific purpose.
- Sort information gathered from various sources by topic and decide on the utility of the information for a specific purpose.

Student Edition:

Conduct Research 575

Media Workshop 521

Research and Report 217, 520, 603

Respond Through Writing 43

Writing Workshop 704-705

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<p>2.3.3 Understand the functions (to make the story more interesting and convey a message) of literary devices. W</p> <ul style="list-style-type: none"> Recognize previously taught literary devices (<u>simile</u>, <u>personification</u>, humor, <u>metaphor</u>, <u>idiom</u>, imagery, exaggeration, and dialogue) and explain how they make the story more interesting and/or convey a message. Identify literary devices such as <u>irony</u> and <u>sarcasm</u> and explain how they make the story more interesting and/or convey a message. Select, from multiple choices, a sentence from the story/poem/selection that is an example of a specific literary device. 	<p>Student Edition:</p> <p><i>Analyze Figurative Language</i> 481</p> <p><i>Characteristics of the Genre</i> 345</p> <p><i>Dialogue</i> 105, 106, 107, 110, 111, 737, 740, 741, 743</p> <p><i>Diction</i> 397, 398</p> <p><i>Evaluate Description</i> 667, 668, 669, 670, 671, 673, 675, 678, 679</p> <p><i>Genre Focus</i> 344, 802</p> <p><i>Imagery</i> 195</p> <p><i>Irony</i> 811, 813</p> <p><i>Literary Element</i> 103, 112 #4, 194, 197 #1-#2, 357, 359 #5, 377, 381 #1-#3, 395, 660, 663 #5, 735, 745 #1-#4, 808, 814 #4</p> <p><i>Metaphor and Simile</i> 358</p> <p><i>Personification</i> 378, 379</p> <p><i>Reading Skill</i> 479, 483 #3-#4</p> <p><i>Reading Strategy</i> 665, 681 #5-#7</p> <p><i>Respond and Think Critically</i> 400 #4, 482 #4</p> <p><i>Review</i> 231 #3-#5, 330 #3-#4, 769 #2</p> <p><i>Simile</i> 661, 662</p> <p><i>Tip</i> 482</p> <p><i>Try It</i> 479</p> <p><i>Vocabulary Workshop</i> 485</p>
<p>Component 2.4 Think critically and analyze author’s use of language, style, purpose, and perspective in literary and informational text.</p>	
<p>2.4.1 Apply the skills of drawing conclusions, providing a response, and expressing insights about informational/expository text and literary/narrative text. W</p> <ul style="list-style-type: none"> Draw a conclusion from grade-level text (e.g., what is the most important idea the author is trying to make in the story/poem/selection, how the selection might be useful to someone who wanted to do something related) and provide details to support the answer. Select, from multiple choices, a statement that best represents the most important conclusion that may be drawn from the selection. 	<p>Student Edition:</p> <p><i>Draw Conclusions About Author’s Perspective</i> 686, 687, 688</p> <p><i>Draw Conclusions About Meaning and Purpose</i> 465, 466, 467</p> <p><i>Reading Strategy</i> 464, 685, 691 #5</p> <p><i>Try It</i> 685</p>

STANDARDS	PAGE REFERENCES
<p>2.4.2 Analyze an <u>author's style</u> of writing, including language choice, to achieve the <u>author's purpose</u> and influence an audience. W</p> <ul style="list-style-type: none"> Identify and explain the author's purpose. Explain how author's use of word choice, sentence structure and length, and/or <u>literary devices</u> contributes to imagery, suggests a mood, or otherwise influences an audience. 	<p>Student Edition: <i>Author's Purpose</i> 165, 166, 598, 600, <i>Genre Focus</i> 658 <i>Literary Element</i> 163, 169 #1, 414, 425 #1-#2, 451, 460 #4, 597, 603 #1, 815, 831 #1-#2 <i>Recognize Author's Purpose</i> 201, 202, 204, 205206, 208, 473, 474, <i>Reading Skill</i> 199, 209 #5, 470, 477 #3, 757, 760 #5 <i>Review</i> 187 #4-#5, 217 #3, 520 #4 <i>Style</i> 452, 453, 455, 456, 457 <i>Try It</i> 199, 470</p>
<p>2.4.3 Understand how to verify content validity. W</p> <ul style="list-style-type: none"> Identify and explain when an author uses opinion to make a point. Verify facts by checking sources for date of publication, bias, and accuracy. 	<p>Student Edition: <i>Characteristics of the Genre</i> 523 <i>Genre Focus</i> 522, 658 <i>Media Workshop</i> 521 <i>Research and Report</i> 217, 520, 603 <i>Respond Through Writing</i> 43 <i>Writing Workshop</i> 704-705</p>
<p>2.4.4 Analyze the effectiveness of the <u>author's tone</u> and use of <u>persuasive devices</u> for a target audience. W</p> <ul style="list-style-type: none"> Determine the author's target audience(s) and cite examples of details, facts, and/or arguments that appeal to that audience. Interpret the author's tone and support the answer with text-based evidence. Describe the intended effects of persuasive devices and <u>propaganda techniques</u>. 	<p>Student Edition: <i>Analyze Tone</i> 599, 601 <i>Drafting Tip</i> 567 <i>Genre Focus</i> 522 <i>Literary Element</i> 123, 134 #1-#2, 401, 404 #5 <i>Media Workshop</i> 521 <i>Reading Skill</i> 597, 603 #4-#5 <i>Respond Through Writing</i> 484 <i>Review</i> 197 #3-#4, 500 #2 <i>Tone</i> 125, 126, 127, 128, 131, 402, 403, <i>Try It</i> 521, 597</p>
<p>2.4.5 Understand how to <u>generalize/extend</u> information beyond the text to another text or to a broader idea or concept. W</p> <ul style="list-style-type: none"> <u>Generalize</u> about common <u>themes</u>, conflicts, and situations after reading multiple texts. Explain how information in a text could be used to understand a similar situation or concept in another text and cite text-based examples (e.g., historical fiction about Egypt helps understand the role of the pharaohs). 	<p>Student Edition: <i>Literary Element</i> 75, 135, 139 #1-#3 <i>Make Generalizations About Plot</i> 408, 411 <i>Reading Skill</i> 135, 747 <i>Reading Strategy</i> 406, 413 #5</p>

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<p>2.4.6 Analyze ideas and concepts in multiple texts. W</p> <ul style="list-style-type: none"> Find the similarities and differences in how an idea or concept is expressed in multiple texts. Compare the feeling of the authors and/or character as expressed in multiple texts. Select, from multiple choices, a sentence that tells how two pieces of information are alike or different. 	<p>Student Edition: <i>Comparing Literature</i> 273, 274, 275, 276, 277, 278, 416, 417, 418, 419, 421, 422, 423, 424, 693, 694, 697, 698, 699, 700, 701 <i>Reading Skill</i> 271, 415, 692 <i>Write to Compare</i> 279, 425, 703</p>
<p>2.4.7 Analyze the reasoning and ideas underlying an author’s perspective, beliefs, and assumptions. W</p> <ul style="list-style-type: none"> Determine author’s perspective (e.g., opinion about an idea, stand on an issue, perspective on a topic) and cite supporting informational/expository text and literary/narrative text details or facts. <u>Infer</u> and explain the author’s beliefs and assumptions, citing text-based reasons for choice (e.g., describe an author’s background and beliefs and explain how they influence the author’s perspective). Select, from multiple choices, a sentence that describes the author’s or character’s reasoning or problem with the reasoning. 	<p>Student Edition: <i>Author’s Perspective</i> 610, 611, 612, 613, 614, 617 <i>Draw Conclusions About Author’s Perspective</i> 686, 687, 688 <i>Literary Element</i> 608, 619 #4 <i>Reading Strategy</i> 685, 691 #5 <i>Try It</i> 685</p>
<p>EALR 3: The student reads different materials for a variety of purposes.</p>	
<p>Component 3.1 Read to learn new information.</p>	
<p>3.1.1 Analyze appropriateness of a variety of resources and use them to perform a specific task or investigate a topic.</p> <ul style="list-style-type: none"> Locate, select, and use a variety of library, web-based, and Internet materials appropriate to the task or best suited to investigate the topic. Use information from various sources to investigate a topic (e.g., read newspaper want ads, websites, catalogs, yellow pages to decide which products or services to buy). Follow multi-step written directions (e.g., read a manual, complete a project or assignment). 	<p>Student Edition: <i>Conduct Research</i> 575 <i>Media Workshop</i> 521 <i>Research and Report</i> 217, 520, 603 <i>Respond Through Writing</i> 43, 188 <i>Speaking, Listening, and Viewing Workshop</i> 286 <i>Writing Workshop</i> 280-285, 566-571, 704-711</p>

STANDARDS	PAGE REFERENCES
Component 3.2 Read to perform a task.	
<p>3.2.2 Apply understanding of a variety of functional documents.</p> <ul style="list-style-type: none"> Locate and use functional documents (e.g., newspapers, magazines, schedules, promotional materials). 	<p>Student Edition: <i>After You Read</i> 177, 468 <i>Before You Read</i> 171, 464 <i>Media Workshop</i> 521 <i>TIME</i> 24-27, 190-193, 384-387, 461-463, 640-641, 772-774 <i>Understand Applications</i> 173-174 <i>Understand Mail-Order Forms</i> 172 <i>Understand Policies</i> 467 <i>Understand Surveys</i> 465-466 <i>Understand Technical Instructions</i> 175</p>
Component 3.4 Read for literary experience in a variety of genres.	
<p>3.4.2 Understand and analyze a variety of literary genres.</p> <ul style="list-style-type: none"> Examine and explain various <u>sub-genres</u> of literary fiction based upon their characteristics. Respond to literature written in a variety of genres based on given criteria (e.g., compare and contrast <u>story elements</u> in texts written in different genres). 	<p>Student Edition: <i>Characteristics of the Genre</i> 45, 219, 345, 523, 659, 803 <i>Comparing Literature</i> 416, 417, 418, 419, 421, 422, 423, 424 <i>Genre Focus</i> 44, 218, 344, 522, 658, 802 <i>Reading Skill</i> 415 <i>Write to Compare</i> 425</p>
<p>3.4.3 Analyze literature from a variety of cultures or historical periods for relationships and recurring themes.</p> <ul style="list-style-type: none"> Explain similarities and differences within and among multiple cultures or historical periods citing text-based evidence (e.g., marriage customs or family vs. community responsibilities). Identify and discuss recurring themes in literature (e.g., identity, struggle). 	<p>Student Edition: <i>BQ: Big Question</i> 4, 5, 7, 159, 299, 300, 301, 302, 303, 446, 447, 585, 586, 587, 588, 589, 591, 592, 593, 725, 726, 727, 728, 729, 731 <i>Comparing Literature</i> 273, 274, 275, 276, 277, 278, 416, 417, 418, 419, 421, 422, 423, 424, 693, 694, 697, 698, 699, 700, 701 <i>Explore the BIG Question</i> 2, 158, 298, 444, 584, 724 <i>Reading Skill</i> 271, 415, 692 <i>Write to Compare</i> 279, 425, 703</p>

STANDARDS	PAGE REFERENCES
EALR 4: The student sets goals and evaluates progress to improve reading.	
Component 4.1 Assess reading strengths and need for improvement.	
<p>4.1.2 Evaluate reading progress and apply strategies for setting grade-level appropriate reading goals.</p> <ul style="list-style-type: none"> • Set reading goals and create a plan to meet those goals. • Monitor progress toward implementing the plan, making adjustments and corrections as needed. 	<p>This objective can be met through classroom assignments and assessments.</p>
Component 4.2 Develop interests and share reading experiences.	
<p>4.2.1 Evaluate books and authors to share common literary experiences.</p> <ul style="list-style-type: none"> • Recommend books to others and explain the reason for the recommendation. • Discuss common reading selections and experiences with others. 	<p>Student Edition: <i>Group Activity</i> 41, 66, 168, 186, 354, 412, 680, 768, 799 <i>Independent Reading</i> 148-149, 288-289, 434-435, 574-575, 714-715, 840-841 (provides independent reading suggestions for students) <i>Partner Talk</i> 28, 113, 262, 405, 620, 746 <i>Speaking and Listening</i> 261, 330, 373, 745 <i>Try It</i> 683</p>