



Glencoe

Literature

COURSE 3
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STANDARDS	PAGE REFERENCES
<u>Reading—Grade 8</u>	
<p><i>In eighth grade, students integrate a variety of comprehension and vocabulary strategies. They are able to adapt their reading to different types of text. Oral and written responses analyze and/or synthesize information from multiple sources to deepen understanding of the content. Students refine their understanding of the author's craft, commenting and critically evaluating text. They continue to analyze and/or synthesize information from multiple sources to deepen understanding of the content. Students continue to read for pleasure.</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>1.2.2 Apply strategies to comprehend words and ideas.</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., statistic, statistician). • Use <u>vocabulary strategies</u> to understand new words and concepts in <u>informational/expository text</u> and <u>literary/narrative text</u>. • Use <u>graphic features</u> to clarify and extend meaning (e.g., science processes, diagrams). 	<p>Student Edition:</p> <p><i>Academic Vocabulary</i> 12, 53, 67, 85, 98, 184, 197, 264, 319, 345, 352, 387, 466, 491, 502, 524, 545, 559, 621, 687, 851</p> <p><i>Review Vocabulary</i> 79</p> <p><i>Tip</i> 55, 287, 402, 493, 661, 875</p> <p><i>Visual Vocabulary</i> 59, 77, 122, 175, 234, 273, 313, 331, 460, 497, 499, 533, 626, 707, 774, 812, 845</p> <p><i>Vocabulary</i> 264, 666</p> <p><i>Vocabulary Practice</i> 28, 34, 53, 176, 184, 197, 215, 240, 319, 334, 364, 400, 491, 502, 508, 524, 570, 621, 629, 659, 687, 712, 851, 864</p> <p><i>Vocabulary Workshop</i> 55, 287, 402, 493, 875</p>

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Component 1.3 Build vocabulary through wide reading.**1.3.2 Understand and apply content/academic vocabulary critical to the meaning of the text, including vocabularies relevant to different contexts, cultures, and communities. **W****

- Integrate new vocabulary from informational/expository text and literary/narrative text (including text from a variety of cultures and communities; (e.g., *lift* as used in England compared to the U.S.A.) into written and oral communication.
- Explain the meaning of content-specific vocabulary words (e.g., photosynthesis, democracy, algorithms).
- Select, from multiple choices, the meaning of a word identified in the text.
- Transfer knowledge of vocabulary learned in content areas to comprehend other grade-level informational/expository text and literary/narrative text (e.g., definition of *solar* in science transferred to understanding science fiction text).

Student Edition:

Academic Vocabulary 12, 28, 53, 67, 85, 98, 105, 176, 184, 197, 240, 264, 319, 334, 345, 352, 364, 387, 400, 408, 415, 466, 491, 502, 508, 524, 531, 545, 559, 621, 644, 659, 687, 712, 812, 851

Tip 55, 287, 402, 493, 661, 875

Vocabulary 264, 666

Vocabulary Practice 28, 34, 53, 176, 184, 197, 215, 240, 319, 334, 364, 400, 491, 502, 508, 524, 570, 621, 629, 659, 687, 712, 851, 864

Vocabulary Skills 141, 301, 447, 595, 745, 893

Vocabulary Workshop 55, 287, 402, 493, 875

Component 1.4 Apply word recognition skills and strategies to read fluently.**1.4.2 Apply fluency to enhance comprehension.**

- Read grade-level and informational/expository text and literary/narrative text orally with accuracy, using appropriate pacing, phrasing, and expression.
- Read aloud unpracticed grade-level text with fluency in a range of 145-155+ words correct per minute.

Student Edition:

Listening and Speaking 813

Presentation Checklist 134,440

Speaking and Listening 86

Speaking, Listening, and Viewing Workshop 134, 440

1.4.3 Apply different reading rates to match text.

- 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.

Student Edition:

Listening and Speaking 813

Presentation Checklist 134,440

Speaking and Listening 86

Speaking, Listening, and Viewing Workshop 134, 440

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EALR 2: The student understands the meaning of what is read.

Component 2:1 Demonstrate evidence of reading comprehension.

2.1.3 Apply comprehension monitoring strategies during and after reading: determine importance using theme, main idea, and supporting details in grade-level informational/expository text and/or literary/narrative text. **W**

- State both literal and/or inferred main ideas and provide supporting text-based details.
- State the theme/message and supporting details in culturally relevant literary/narrative text.
- 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 graphic organizer to enhance text comprehension.

Student Edition:

Assessment 140 #7, 300 #8, 444 #5, 445 #8, 446 #11, 594 #1

Big Question 38

Literary Element-Theme #1-#2

Reading Skill 87, 166, 179, 388

Reading Strategy 31, 35, 101, 106, 164

Respond and Think Critically 34 #1-#2. 38 #1-#1, 152 #1, 207 #3, 554 #4

Review 98, 177

Summarize 104

Test Skills Practice #1

Theme 157

Tip 34

Try It 31, 179

2.1.4 Apply comprehension monitoring strategies for informational and technical materials, complex narratives, and exposition: use prior knowledge. **W**

- Use previous experience, knowledge of current issues, information previously learned to make connections, draw conclusions, and generalize about what is read (e.g., relate what is learned in chemistry to new learning in biology; connect the author's perspective and/or the historical context to text).

Student Edition:

Activate Prior Knowledge 59, 60, 62

Activating Prior Knowledge 650, 652, 654, 655, 656

Connect to Science 523

Reading Strategy 57, 68, 649, 659

Respond and Think Critically 67 #5

Try It 57, 649

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<p>2.1.5 Apply <u>comprehension monitoring strategies</u> for informational and technical materials, complex narratives, and expositions: <u>predict and infer.</u> W</p> <ul style="list-style-type: none"> • Make <u>inferences</u> based on implicit and explicit information drawn from text and provide justification for those inferences. • Make, confirm, and revise <u>predictions</u> based on <u>prior knowledge</u> and evidence from the text (e.g., using <u>main idea</u> statements, predict what kind of information the author will present next). • Select, from multiple choices, a prediction , inference, or <u>assumption</u> that could be made from the text. • Organize information to support a prediction or inference in a self-created <u>graphic organizer</u>. 	<p>Student Edition: <i>Assessment</i> 140 #8, 229 #6 <i>Make Inferences About Characters</i> 41, 44, 48, 691, 693, 695-698, 701, 703-707, 709-711 <i>Make Predictions About Plot</i> 15, 19, 22, 23, 26, 479, 481, 482, 483, 484, 486 <i>Making Generalizations About Theme</i> 820-821, 824, 827, 829, 831, 833, 836, 838, 842, 846 <i>Reading Skill</i> 817, 851 <i>Reading Strategy</i> 14, 28, 40, 53, 477, 491, 690, 713 <i>Respond and Think Critically</i> 6 #3, 27 #2, 34 #2, 38 #3, 67 #2, 79 #2, 152 #2, 158 #3, 176 #3, 183 #1-#2, 215 #5, 221 #2, 239 #3, 363 #2, 368 #3, 378 #3, 383 #2, 456 #3, 508 #2, 523 #3, 531 #2, 559 #4, 563 #3, 570 #2-#3, 604 #3, 620 #4, 629 #3, 633 #2, 644 #3, 658 #2, 666 #2, 687 #2, 712 #3, 756 #2, 812 #2, 850 #2 <i>Tip</i> 264, 334, 345, 352, 559, 570 <i>Try It</i> 14, 40, 477, 690, 817</p>
<p>2.1.6 Apply <u>comprehension monitoring strategies</u> for informational and technical materials, complex narratives, and expositions: <u>monitor for meaning, create mental images, and 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. • Develop questions before, during, and after reading and use knowledge of <u>questioning strategies</u> to locate answers. • Use <u>mental imagery</u> while reading. • Organize images and information into a self-created <u>graphic organizer</u> to enhance text comprehension. 	<p>Student Edition: <i>Monitor Comprehension</i> 33, 341, 343, 497, 498 <i>Question</i> 856, 859, 860, 862 <i>Reading Skill</i> 73, 92, 107, 166, 179, 210, 242, 248, 266, 311, 355, 380, 385, 394 <i>Reading Strategy</i> 14, 31, 34, 35, 38, 40, 57, 101, 106, 159, 189, 223, 228, 231, 330, 339, 346, 348, 411, 495, 503, 854, 864 <i>Try It</i> 31, 223, 339, 355, 495, 854 <i>Visualize</i> 225, 227</p>

STANDARDS	PAGE REFERENCES
<p>2.1.7 Apply <u>comprehension monitoring strategies</u> for informational and technical materials, complex narratives, and expositions: determine importance and <u>summarize text</u>. W</p> <ul style="list-style-type: none"> • Create an informational <u>summary</u> that includes an introductory statement, <u>main ideas</u>, and supporting text-based details; make connections among the key ideas from the entire text; use own words in an objective voice; is accurate to the original text; and avoids interpretation or judgment. • Create a literary summary that includes an introduction stating the <u>theme</u> and/or author's message supported by text-based evidence; use own words in an objective voice; is accurate to the original text. • Select, from multiple choices, a sentence that best summarizes the text. • Organize summary information for informational/expository, technical materials, and complex narratives into a self-created graphic organizer to enhance text comprehension. 	<p>Student Edition: <i>Assessment</i> 140 #7, 300 #8, 444 #5, 445 #8, 594 #1 <i>Reading Skill</i> 87, 90, 817, 851 <i>Respond Through Writing</i> 54, 185, 492 <i>Try It</i> 817 <i>Writing</i> 215, 570 <i>Writing Plan</i> 434 <i>Writing Workshop</i> 434-439, 880-885</p>
<p>Component 2.2 Understand and apply knowledge of text components to comprehend text.</p>	
<p>2.2.1 Analyze an author's use of time, order, and/or sequence to extend comprehension of text.</p> <ul style="list-style-type: none"> • Analyze an author's development of time and sequence through the use of <u>literary devices</u> such as <u>foreshadowing</u>, <u>flashbacks</u>, <u>dream sequences</u>, <u>parallel episodes</u> and the use of traditional and/or cultural-based organizational patterns. • Explain the use of order or steps in a process to convey meaning in an <u>informational/expository text</u> (e.g., scientific experiments, legislative processes, mathematical procedures, Native American talking circles and ceremonies). 	<p>Student Edition: <i>Analyze Text Structure</i> 672-673, 676, 679, 683, 685-686 <i>Flashback</i> 611, 614 <i>Foreshadowing</i> 692, 694, 699, 702-704, 706, 708 <i>Identify Sequence</i> 94-96 <i>Literary Element</i> 223, 607, 621, 690, 713 <i>Reading Skill</i> 92, 98, 671, 688 <i>Respond and Think Critically</i> 812 #5</p>

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<p>2.2.2 Apply understanding of complex organizational features of printed text and electronic sources. W</p> <ul style="list-style-type: none"> • Use <u>text features</u> to verify, support, or clarify meaning. • Select, from multiple choices, the purpose of a specific text feature and/or information learned from a text feature. • Use the features of electronic information to communicate, gain information, or research a topic. 	<p>Student Edition:</p> <p><i>Genre Focus</i> 186-187 <i>Literary Element</i> 179, 184 <i>Reading Skill</i> 871, 874 <i>Reading Strategies</i> 199 <i>Research and Report</i> 177, 198, 346, 532 <i>Respond and Think Critically</i> 538 #4 <i>Respond Through Writing</i> 365 <i>Text Features</i> 180 <i>Writing Workshop</i> 288-293, 730-731</p>
<p>2.2.3 Understand and analyze story elements. W</p> <ul style="list-style-type: none"> • Interpret how situations, actions, and other characters influence a character’s personality and development. • Explain how a story’s <u>plots</u> and <u>subplots</u> contribute to (or don’t advance) the conflict and resolution. • Explain the influence of <u>setting</u> on mood, <u>character</u>, and <u>plot</u>. • Explain the author’s <u>point of view</u> and interpret how it influences the text. • Compare/contrast common recurring <u>themes</u> in books by the same or different authors. 	<p>Student Edition:</p> <p><i>Analyze Characters</i> 395, 397, 399 <i>Analyze Conflict</i> 566, 568 <i>Analyze Setting</i> 356, 357, 360 <i>Character</i> 42, 47 <i>Conflict</i> 313, 314, 317 <i>Literary Elements</i> 8, 12, 14, 28, 40, 53, 70, 73, 86, 101, 107, 154, 286, 311, 319, 355, 571 <i>Making Inferences About Characters</i> 41, 44, 48 <i>Narrator and Point of View</i> 9, 11 <i>Plot</i> 16, 18-19, 24, 26 <i>Reading Skill</i> 73, 248, 365, 355, 364, 394, 401, 565, 570 <i>Reading Strategy</i> 40, 53, 690 <i>Respond and Think Critically</i> 52 #4 <i>Review</i> 68, 198, 240, 265, 364, 415, 491, 621, 688 <i>Tip</i> 52, 319</p>
<p>2.2.4 Apply understanding of text organizational structures.</p> <ul style="list-style-type: none"> • Recognize and use knowledge of previously taught <u>text organizational structures</u> (<i>description, comparison and contrast, sequential order, chronological order, cause and effect, order of importance, process/procedural, concept/definition, and problem/solution</i>) to aid comprehension. • Identify text written in <i>episodic</i> and <i>generalization/principle</i> organizational structure to find and/or organize information and comprehend text. 	<p>Student Edition:</p> <p><i>Analyze Cause and Effect Relationships</i> 549, 551-552 <i>Analyze Text Structure</i> 672-673, 676, 679, 683, 685-686 <i>Compare and Contrast</i> 534-537 <i>Genre Focus</i> 186-187 <i>Identify Cause and Effect Relationships</i> 121, 214 <i>Reading Skill</i> 92, 107, 210, 215, 266, 380, 383, 417, 533, 548, 554, 571, 671, 714, 876 <i>Respond and Think Critically</i> 538 # 3 <i>Tip</i> 215, 531</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.

W

- Compare and contrast information from multiple sources to gain a broader understanding of a topic (e.g., compare and contrast a variety of ecosystems using text-based evidence).
- Compare and contrast how characters react to the same event using text-based evidence.
- Select, from multiple choices, a sentence that tells how two text elements are alike or different (e.g., characters, events, information/facts).
- Explain how certain actions cause certain effects (e.g., how the women's suffrage movement changed the face of politics today or how Indian boarding schools contributed to the loss of Native American languages and culture; how the internment of Japanese Americans during World War II affected traditional Japanese family structure).

Student Edition:

Analyze Cause and Effect Relationships 549, 551, 552

Compare and Contrast 534-537

Genre Focus 186-187

Identify Cause and Effect Relationships 212, 214

Reading Skill 107, 210, 215, 266, 380, 383, 417, 533, 548, 554, 571, 714, 876

Respond and Think Critically 538 #4, 850 #4

Tip 531

2.3.2 Analyze and evaluate informational materials for relevance in meeting a specific purpose.

- Examine information from a variety of sources, select appropriate information based on purpose, and defend selection citing evidence from text.

Student Edition:

Research and Report 177, 198, 346, 532, 713

Respond Through Writing 29, 365

Writing Plan 730

Writing Workshop 730-731

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<p>2.3.3 Evaluate the author’s use of literary devices to enhance comprehension. <u>W</u></p> <ul style="list-style-type: none"> Judge the effectiveness of the author’s use of literary devices and explain their use to convey meaning. Select, from multiple choices, a sentence from the story/poem/selection that is an example of a specific literary device. 	<p>Student Edition: <i>Big Question</i> 221, 239 <i>Diction</i> 263 <i>Foreshadowing</i> 692 <i>Literary Element</i> 12, 34, 57, 68, 223, 228, 231, 240, 248, 265, 355, 542, 546, 671, 688, 690, 714, 729 <i>Mood</i> 232, 234, 236 <i>Reading Skill</i> 242 <i>Reading Strategy</i> 38, 246 <i>Style</i> 60, 62, 64, 65 <i>Tip</i> 12 <i>Tone</i> 543 <i>Try It</i> 223</p>
<p>2.3.4 Synthesize information from a variety of sources.</p> <p>Integrate information from different sources (e.g., newspaper article, biographical sketch, poem, oral records) to draw conclusions about character traits and/or author’s assumptions.</p>	<p>Student Edition: <i>Author’s Perspective</i> 495, 498, 501 <i>Big Question</i> 474 <i>Build Background</i> 8, 11, 320 <i>Literary Element</i> 495, 546 <i>Reading Strategy</i> 510, 515 <i>Respond and Think Critically</i> 6 #4, 12 #3, 27 #5, 152 #3, 183 #5, 246 #-#5, 345 #5</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 Analyze <u>informational/expository text</u> and <u>literary/narrative text</u> to draw conclusions and develop insights. <u>W</u></p> <ul style="list-style-type: none"> Draw conclusions from grade-level text (e.g., the most important idea the author is trying to make in the story/poem/selection, what inspiration might be drawn from the story/poem/selection, who might benefit from reading the story/poem/selection). Select, from multiple choices, a statement that best represents the most important conclusion that may be drawn from the selection. 	<p>Student Edition: <i>Big Question</i> 12, 67, 105, 352, 502 <i>Interpret Author’s Meaning</i> 349, 350 <i>Literary Element</i> 495, 498, 501, 503, 546 <i>Reading Skill</i> 242 <i>Reading Strategy</i> 348, 353, 503, 641, 865 <i>Respond and Think Critically</i> 67 #4-#5, 105 #2, 870 #5 <i>Review</i> 546 <i>Try It</i> 641</p>

STANDARDS	PAGE REFERENCES
<p>2.4.2 Analyze <u>author's purpose</u> and evaluate an author's style of writing to influence different audiences. <u>W</u></p> <ul style="list-style-type: none"> Identify and discuss different authors' use of sentence structure, <u>literary devices</u>, and word choice to impact tone, message, and/or reader's reaction. Explain and provide examples of how an author uses a wide variety of language structures to create an intended effect (e.g., words or phrases from another language, dialect, simile, and metaphor). Examine the author's use of <u>language registry</u> (e.g., frozen, formal, consultative, casual, intimate) and how this influences meaning and different audiences. Select, from multiple choices, a sentence that explains why an author includes a specific technique. 	<p>Student Edition: <i>Analyze Diction</i> 608, 611, 612, 613, 614, 615, 617, 618 <i>Genre Focus</i> 336-337 <i>Literary Element</i> 57, 218, 221, 477, 491, 532, 542, 546, 624, 629, 662, 666, 714, 729 <i>Reading Skill</i> 607, 621, 624 <i>Simile</i> 219, 220 <i>Simile and Metaphor</i> 664, 665 <i>Tone</i> 543, 544 <i>Try It</i> 607 <i>Voice</i> 626, 627, 863</p>
<p>2.4.3 Analyze and evaluate text for validity and accuracy. <u>W</u></p> <ul style="list-style-type: none"> Examine and critique the logic (reasoning, <u>assumptions</u>, and beliefs) and use of evidence (existing and missing information; primary and secondary sources) in an author's argument or defense of a claim. 	<p>Student Edition: <i>Analyze Evidence</i> 181, 182, 519, 520 <i>Big Question</i> 454, 455 <i>Distinguish Fact From Opinion</i> 461, 463, 464 <i>Evaluate Argument</i> 472 <i>Reading Skill</i> 179, 184, 242, 459, 467, 517, 524 <i>Reading Strategy</i> 246, 469, 474, 561 <i>Respond and Think Critically</i> 466 #4-#5</p>
<p>2.4.4 Analyze and evaluate the effectiveness of the author's use of <u>persuasive devices</u> to influence an audience. <u>W</u></p> <ul style="list-style-type: none"> Examine and explain the intended effects of persuasive vocabulary (e.g., loaded words, exaggeration, emotional words, euphemisms) that the author uses to influence reader's opinions or actions. Examine and explain the intended effects of <u>propaganda techniques</u> the author uses to influence readers' perspectives. Judge the author's effectiveness in the use of persuasive devices to influence an audience. 	<p>Student Edition: <i>Argument</i> 462, 463, 464 <i>Big Question</i> 454, 455 <i>Characteristics of Genre</i> 540-541 <i>Evaluate Argument</i> 472 <i>Literary Element</i> 459, 467, 546, 624, 714 <i>Media Workshop</i> 475 <i>Reading Skill</i> 459, 467, 667, 668 <i>Respond and Think Critically</i> 466 #4-#5 <i>Review</i> 509 <i>Tone</i> 543, 544 <i>Try It</i> 475</p>

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<p>2.4.5 Analyze text to <u>generalize</u>, express insight, or respond by connecting to other texts or situations. W</p> <ul style="list-style-type: none"> • Generalize about universal <u>themes</u>, human nature, cultural and historical perspectives, etc., from reading multiple texts. • Select, from multiple choices, a sentence that describes the most important idea, concept, or conclusion that can be drawn from the selection. • Provide a response to text that expresses an insight (e.g., author’s perspective, the nature of conflict) or use text-based information to solve a problem not identified in the text (e.g., use information in an article about fitness to design an exercise routine). 	<p>Student Edition: <i>Analyze Cultural Context</i> 167, 168, 169, 170, 172, 173 <i>Big Question</i> 176, 633 <i>Comparing Literature</i> 572, 574, 575, 576, 577, 579 <i>Literary Element</i> 86, 154 <i>Reading Skill</i> 166, 177, 369, 378, 630,, 633 <i>Respond and Think Critically</i> 378 #4</p>
<p>2.4.6 Analyze treatment of concepts within, among, and beyond multiple texts. W</p> <ul style="list-style-type: none"> • Compare and contrast treatments of similar concepts and <u>themes</u> within multiple texts (e.g., how the idea of coming of age is presented in multiple texts representing a variety of cultures). • Select, from multiple choices, a sentence that tells how two pieces of information are alike or different. 	<p>Student Edition: <i>Big Question</i> 127, 285, 286, 433, 729, 879 <i>Compare and Contrast</i> 534-537 <i>Comparing Literature</i> 108, 110-116, 118-119, 121-124, 126, 267-270, 272-274, 277-284, 418-428, 430-432, 716-718, 720-725, 727, 877-878 <i>Literary Element</i> 127, 286, 433, 532, 729, 879 <i>Reading Skill</i> 107, 417, 714, 876 <i>Respond and Think Critically</i> 531 #4, 538 #4, 850 #4 <i>Review</i> 532 <i>Write to Compare</i> 127, 286, 433, 729, 879</p>

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<p>2.4.7 Analyze and evaluate the reasoning and ideas underlying an author’s beliefs and assumptions within multiple texts. W</p> <ul style="list-style-type: none"> Examine <u>informational/expository text</u> and <u>literary/narrative text</u> to show how they reflect the heritage, traditions, and beliefs of the author. Compare and critique two author’s beliefs and assumptions about a single topic or issue, citing text-based evidence and decide which author presents the stronger argument. Make judgments about how effectively an author has supported his/her belief and/or assumptions, citing text-based evidence. Select, from multiple choices, a sentence that identifies the author’s opinions, assumptions, and beliefs. Select, from multiple choices, a sentence that describes the faulty reasoning of the author or character. 	<p>Student Edition:</p> <p><i>Analyze Evidence</i> 520</p> <p><i>Big Question</i> 383, 465, 515, 563</p> <p><i>Daily Life and Culture</i> 490</p> <p><i>Distinguishing Fact From Opinion</i> 461, 463, 464</p> <p><i>Evaluate Argument</i> 472</p> <p><i>Literary Element</i> 166, 467, 517</p> <p><i>Reading Skill</i> 177, 459, 517</p> <p><i>Reading Strategy</i> 348, 469, 474</p> <p><i>Tip</i> 176, 545</p> <p><i>Try It</i> 469, 517</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 web-based and other resource materials (including <u>primary sources</u> and <u>secondary sources</u>) for relevance in answering research questions.</p> <ul style="list-style-type: none"> Examine resource materials to determine appropriate <u>primary sources</u> and <u>secondary sources</u> to use for investigating a question, topic, or issue (e.g., encyclopedia and other reference materials, pamphlets, book excerpts, newspaper and magazine articles, letters to an editor). 	<p>Student Edition:</p> <p><i>Reading Skill</i> 533</p> <p><i>Reading Strategy</i> 199</p> <p><i>Research and Report</i> 177, 346, 713</p> <p><i>Respond Through Writing</i> 29, 365</p> <p><i>Skim</i> 200, 202, 203, 205, 206</p> <p><i>Writing Workshop</i> 288, 730-731, 734</p>

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Component 3.2 Read to perform a task.	
<p>3.2.2 Apply understanding of complex information, including <u>functional documents</u>, to perform a task.</p> <ul style="list-style-type: none"> Use functional documents to perform a task (e.g., read applications, legal documents, and use that information to perform everyday life functions). 	<p>Student Edition:</p> <p><i>Big Question</i> 199</p> <p><i>Build a Background</i> 199</p> <p><i>Connect to Functional Documents</i> 199</p> <p><i>Reading Strategy</i> 199</p> <p><i>Respond and Think Critically</i> 207 #1-#5</p> <p><i>Understand Consumer Choice Articles</i> 200-203</p> <p><i>Understand Technical Directions</i> 205-206</p> <p><i>Understand Warranties</i> 203-204</p> <p><i>Writing Tip</i> 207</p> <p><i>Writing Workshop</i> 288-290</p>
Component 3.3 Read for career applications.	
<p>3.3.1 Understand and apply appropriate reading strategies for interpreting <u>technical</u> and <u>non-technical documents</u> used in job-related settings.</p> <ul style="list-style-type: none"> Select, use, monitor, and adjust appropriate strategies for different reading purposes (e.g., skim/scan for big ideas, close reading for details, inferring information from graphs and charts). Use professional-level materials, including electronic information, that match career or academic interests to make decisions. Select and use appropriate skills for reading a variety of documents (e.g., maps, graphs, blueprints, computer manuals). 	<p>Student Edition:</p> <p><i>Informational Text</i> 186-187</p> <p><i>Reading Skill</i> 87, 90</p> <p><i>Reading Strategy</i> 199</p> <p><i>Research and Report</i> 177, 346, 713</p> <p><i>Scan</i> 203, 206</p> <p><i>Skim</i> 200, 202, 203, 205</p> <p><i>Tip</i> 34</p> <p><i>Writing Workshop</i> 288</p>

STANDARDS	PAGE REFERENCES
Component 3.4 Read for literary experience in a variety of genres.	
<p>3.4.2 Analyze traditional and contemporary literature written in a variety of <u>genres</u>.</p> <ul style="list-style-type: none"> Respond to literature written in a variety of <u>genres</u> (e.g., explain why certain genres are best suited to convey a specific message or invoke a particular response from the reader). Analyze the characteristics and structural elements/essential attributes in a variety of poetic forms (e.g., epic, sonnet, ballad, haiku, free verse). 	<p>Student Edition:</p> <p><i>Elegy</i> 642</p> <p><i>Free Verse</i> 636, 637</p> <p><i>Genre Focus</i> 336-337</p> <p><i>Literary Element</i> 101, 105, 320, 323, 339, 346, 348, 353, 411, 415, 526, 532, 634, 638, 641, 645, 662, 666</p> <p><i>Metaphor</i> 350</p> <p><i>Narrative Poetry</i> 102, 103</p> <p><i>Ode</i> 527, 528, 529</p> <p><i>Review</i> 346, 353, 532, 645</p> <p><i>Rhyme and Rhyme Scheme</i> 340, 342, 344</p> <p><i>Simile and Metaphor</i> 664, 665</p> <p><i>Sonnet</i> 412, 413</p> <p><i>Stanza</i> 321</p>
<p>3.4.3 Understand and analyze recurring <u>themes</u> in literature.</p> <ul style="list-style-type: none"> Identify motivations and reactions of literary characters from different cultures or historical periods when confronting similar conflicts. Identify and analyze recurring themes in literature across literary <u>genres</u> (e.g., themes of good vs. evil or heroism as expressed in plays, poetry, short stories). 	<p>Student Edition:</p> <p><i>Analyze Theme</i> 386</p> <p><i>Big Question</i> 85</p> <p><i>Comparing Literature</i> 574, 575, 576, 577, 579</p> <p><i>Literary Element</i> 86, 154, 158, 571, 581</p> <p><i>Reading Skill</i> 385, 817</p> <p><i>Respond and Think Critically</i> 85 #5</p> <p><i>Theme</i> 155, 157</p> <p><i>Try It</i> 385, 817</p> <p><i>Write to Compare</i> 581</p>
<p>3.4.4 Analyze how great literary works from a variety of cultures contribute to the understanding of self, others, and the world.</p> <ul style="list-style-type: none"> Compare and contrast traditional, classic, and/or contemporary works of literature that deal with similar topics and problems (e.g., uses of power, family and community structures; meaning of loyalty, freedom, and responsibility). Relate literary works to the traditions, themes, and issues of the era they represent (e.g., the generation gap, women and children in the workforce). 	<p>Student Edition:</p> <p><i>Big Question</i> 417, 433, 545, 455, 581, 729, 876, 879</p> <p><i>Comparing Literature</i> 572, 574, 575, 576, 577, 578, 579</p> <p><i>Literary Element</i> 433, 581</p> <p><i>Reading Skill</i> 571, 714, 876</p> <p><i>Write to Compare</i> 581, 879</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 goal setting strategies and monitor progress toward meeting reading goals.</p> <ul style="list-style-type: none"> Set goals for reading and develop a reading improvement plan. Track reading progress through the use of such tools as portfolios, learning logs, self-scoring rubrics, or strategy charts. 	<p>Student Edition: <i>Create a Reading Chart</i> 295 <i>Write a Reading Plan</i> 295</p>
Component 4.2 Develop interests and share reading experiences.	
<p>4.2.1 Evaluate books and authors to share reading experiences with others.</p> <ul style="list-style-type: none"> Discuss responses to literary experiences and/or ideas gleaned from <u>informational/expository text</u> with others. 	<p>Student Edition: <i>Create a Reading Chart</i> 295 <i>Oral Response to Literature</i> 440 <i>Speaking and Listening</i> 546 <i>Write a Reading Plan</i> 295</p>