



Glencoe

# Literature

**COURSE 3**  
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STANDARDS	PAGE REFERENCES
<p align="center"><b>Strand 1: Reading Process</b></p> <p>Reading Process consists of the five critical components of reading, which are Phonemic Awareness, Phonics, Fluency, Vocabulary and Comprehension of connected text. These elements support each other and are woven together to build a solid foundation of linguistic understanding for the reader.</p>	
<p align="center"><b>Concept 4: Vocabulary</b></p> <p>Acquire and use new vocabulary in relevant contexts.</p>	
<p><i>PO 1. Determine the meaning of vocabulary using linguistic roots and affixes (e.g., Greek, Anglo-Saxon, Latin).</i></p>	<p><b>Student Edition:</b>  <i>Literature Online 287, 875</i>  <i>Tip 287, 875</i>  <i>Vocabulary Workshop 287, 875</i></p> <p><b>Teacher Wraparound Edition:</b>  A 287, 875; AL 287, 875; F 287, 875; T 287, 875</p>

STANDARDS	PAGE REFERENCES
<p>PO 2. Use context to identify the intended meaning of unfamiliar words (e.g., definition, example, restatement, synonym, contrast).</p>	<p><b>Student Edition:</b>  <i>Academic Vocabulary</i> 12, 53, 659  <i>Literature Online</i> 55  <i>Tip</i> 55  <i>Vocabulary</i> 264  <i>Vocabulary Workshop</i> 55  <b>Teacher Wraparound Edition:</b>  A 55; F 55; T 55</p>
<p>PO 3. Use context to identify the meaning of words with multiple meanings (e.g., definition, example, restatement, contrast).</p>	<p><b>Student Edition:</b>  <i>Academic Vocabulary</i> 12  <i>Literature Online</i> 55, 402  <i>Tip</i> 55, 402  <i>Vocabulary Workshop</i> 55, 402  <b>Teacher Wraparound Edition:</b>  A 55, 402; F 55, 402; T 55, 402; VP 402</p>
<p>PO 4. Determine the meaning of figurative language, including similes, metaphors, personification, idioms, hyperbole, and technical language.</p>	<p><b>Student Edition:</b>  <i>Literary Element</i> 221, 336, 348, 353, 662, 666  <i>Metaphor</i> 350  <i>Review</i> 532  <i>Simile</i> 219, 220  <i>Simile and Metaphor</i> 664, 665  <i>Tip</i> 493  <i>Vocabulary Workshop</i> 493  <b>Teacher Wraparound Edition:</b>  A 493; AL 493; F 493; LE 219, 220, 350, 532, 664, 665; T 493</p>
<p>PO 5. Identify the meanings, pronunciations, syllabication, synonyms, antonyms, and parts of speech of words, by using a variety of reference aids, including dictionaries, thesauri, glossaries, and CD-ROM and the Internet when available.</p>	<p><b>Student Edition:</b>  <i>Tip</i> 661  <i>Vocabulary Practice</i> 474, 851  <i>Vocabulary Workshop</i> 661  <b>Teacher Wraparound Edition:</b>  T 661; VP 661</p>

STANDARDS	PAGE REFERENCES
<b>Concept 5: Fluency</b>	
<b>Read fluently.</b>	
<p><i>PO 1. Read from a variety of genres with accuracy, automaticity (immediate recognition), and prosody (expression).</i></p>	<p><b>Student Edition:</b>  <i>Listening and Speaking</i> 813  <i>Presentation Checklist</i> 440  <i>Speaking and Listening</i> 86  <i>Speaking, Listening and Viewing Workshop</i> 134, 440</p> <p><b>Teacher Wraparound Edition:</b>            LS 813; SL 86; SS 134</p>
<b>Concept 6: Comprehension Strategies</b>	
<b>Employ strategies to comprehend text.</b>	
<p><i>PO 1. Predict text content using prior knowledge and text features (e.g., illustrations, titles, topic sentences, key words).</i></p>	<p><b>Student Edition:</b>  <i>Activate Prior Knowledge</i> 59, 60, 62, 650, 652, 654, 655, 656  <i>Reading Skill</i> 871, 874  <i>Reading Strategy</i> 57, 68, 649, 659  <i>Try It</i> 57, 649</p> <p><b>Teacher Wraparound Edition:</b>            A 874 #5; RS 57, 68, 649, 650, 652, 654-656</p>
<p><i>PO 2. Confirm predictions about text for accuracy.</i></p>	<p><b>Student Edition:</b>  <i>Make Predictions About Plot</i> 15, 19, 22, 23, 26, 479, 481, 482, 483, 484, 486  <i>Reading Strategy</i> 14, 28, 477, 491  <i>Respond and Think Critically</i> 570 #3  <i>Try It</i> 477</p> <p><b>Teacher Wraparound Edition:</b>            RS 14, 15, 19, 22, 23, 26, 477, 479, 481-484, 486</p>
<p><i>PO 3. Generate clarifying questions in order to comprehend text.</i></p>	<p><b>Student Edition:</b>  <i>Reading Strategy</i> 31, 34, 339, 495, 854  <i>Try It</i> 31, 339</p> <p><b>Teacher Wraparound Edition:</b>            A 34 #5; RS 31, 495, 854; TI 854</p>

STANDARDS	PAGE REFERENCES
<p><i>PO 4. Use graphic organizers in order to clarify the meaning of the text.</i></p>	<p><b>Student Edition:</b>  <i>Reading Skill</i> 73, 92, 107, 166, 179, 210, 242, 248, 266, 311, 380, 385, 394, 417, 459, 517, 571, 759, 876  <i>Reading Strategy</i> 31, 40, 57, 101, 106, 159, 189, 330, 348, 469, 495, 641, 649, 865  <i>Try It</i> 57  <b>Teacher Wraparound Edition:</b>  RS 31, 40, 189, 210, 495</p>
<p><i>PO 5. Connect information and events in text to experience and to related text and sources.</i></p>	<p><b>Student Edition:</b>  <i>Activate Prior Knowledge</i> 59, 62, 652  <i>Big Question</i> 127, 433, 581, 729, 879  <i>Compare</i> 723  <i>Literary Element – Character</i> 127, 433  <i>Literary Element – Speaker</i> 879  <i>Literary Element – Theme</i> 581  <i>Literary Element – Tone</i> 729  <i>Reading Skill</i> 417, 714, 876  <i>Reading Strategy</i> 57, 68, 659  <i>Try It</i> 57  <i>Write to Compare</i> 127, 433, 581, 729, 879  <b>Teacher Wraparound Edition:</b>  BQ 127, 433, 581, 729, 879; LE 127, 433, 581, 729, 879; RS 714, 876; W 127, 879; WTC 433, 581</p>
<p><i>PO 6. Apply knowledge of the organizational structures (e.g., chronological order, compare and contrast, cause and effect relationships, logical order, by classification) of text to aid comprehension.</i></p>	<p><b>Student Edition:</b>  <i>Analyze Cause-and Effect Relationships</i> 549, 551, 552  <i>Characteristics of the Genre</i> 187  <i>Identify Cause-and Effect Relationships</i> 212, 214  <i>Reading Skill</i> 92, 210, 215, 380, 383, 548, 554, 671  <i>Reading Strategy</i> 469  <i>Review: Text Structure</i> 503  <i>Try It</i> 186, 469  <b>Teacher Wraparound Edition:</b>  RS 92, 210, 212, 214, 215, 380, 383, 548, 549, 551, 552, 554, 671</p>

STANDARDS	PAGE REFERENCES
<p>PO 7. Use reading strategies (e.g., drawing conclusions, determining cause and effect, making inferences, sequencing) to interpret text.</p>	<p><b>Student Edition:</b>  <i>Draw Conclusions About Plot</i> 332, 333  <i>Draw Conclusions About Events</i> 192, 193  <i>Identify Cause-and Effect Relationships</i> 212, 214  <i>Identify Sequence</i> 94, 95, 96  <i>Make Inferences About Characters</i> 41, 44, 48, 691, 693, 695, 696, 697, 698, 701, 703, 704, 706, 707, 709, 710, 711  <i>Reading Skill</i> 92, 98, 210, 215, 380  <i>Reading Strategy</i> 40, 53, 189, 198, 330, 335, 713, 865, 870</p> <p><b>Teacher Wraparound Edition:</b>  A 215 #5; RS 40, 41, 44, 48, 92, 94, 95, 192, 193, 195, 212, 214, 332, 333, 691, 693, 695-698, 701, 703-704, 706-707, 709-711</p>
<p><b>Strand 2: Comprehending Literary Text</b></p>	
<p>Comprehending Literary Text identifies the comprehension strategies that are specific in the study of a variety of literature.</p>	
<p><b>Concept 1: Elements of Literature</b></p>	
<p>Identify, analyze, and apply knowledge of the structures and elements of literature.</p>	
<p>PO 1. Analyze plot development (e.g., conflict, subplots, parallel episodes) to determine how conflicts are resolved.</p>	<p><b>Student Edition:</b>  <i>Analyze Plot</i> 250, 251, 254, 255, 256, 257, 258, 261, 263, 762, 764, 765, 766, 768, 769, 770, 772, 774, 779, 781, 782, 784, 785, 786, 787, 788, 790, 791, 793, 795, 796, 797, 798, 801, 803, 804, 806, 807, 808, 809, 810  <i>Characteristics of the Genre</i> 815  <i>Reading Skill</i> 248, 265, 759, 813  <i>Try It</i> 248</p> <p><b>Teacher Wraparound Edition:</b>  RS 248, 250-258, 261, 263, 762, 764-772, 774, 779, 781, 782, 784-791, 793, 795-798, 801, 803, 804, 806-810; T 815</p>
<p>PO 2. Compare (and contrast) themes across works of prose, poetry, and drama.</p>	<p><b>Student Edition:</b>  <i>Big Question</i> 127, 581, 638, 879  <i>Comparing Literature</i> 572, 574, 575, 576, 577, 579  <i>Literary Element – Theme</i> 581  <i>Reading Skill</i> 533, 571, 817  <i>Write to Compare</i> 581  <i>Writing Tip</i> 581</p> <p><b>Teacher Wraparound Edition:</b>  BQ 127, 581, 638, 879; LE 581; TS 533, 571; T 572, 574-577, 579; WTC 581</p>

STANDARDS	PAGE REFERENCES
<p><i>PO 3. Describe a character, based upon the thoughts, words, and actions of the character, the narrator's description, and other characters.</i></p>	<p><b>Student Edition:</b>  <i>Analyze Characters</i> 74, 75, 78  <i>Analyze Characterization</i> 395, 397, 399  <i>Big Question</i> 127  <i>Character</i> 42, 47  <i>Characterization</i> 357, 358, 360, 361, 362  <i>Characterization Chart</i> 71  <i>Comparing Literature</i> 108, 110-116, 118, 119, 121-124, 126  <i>Literary Element – Character</i> 53, 127  <i>Literary Element – Characterization</i> 355, 364  <i>Making Inferences About Characters</i> 41, 44, 48, 691, 693, 695, 696, 697, 698, 701, 703, 704, 706, 707, 710, 711  <i>Reading Skill</i> 73, 79, 107, 394, 401  <i>Reading Strategy</i> 40, 53, 690, 713  <i>Review: Character</i> 265  <i>Review: Characterization</i> 491, 621  <i>Write to Compare</i> 127</p> <p><b>Teacher Wraparound Edition:</b>  A 53; LE 42, 47; RS 40, 41, 44, 74, 75, 78; T 108, 110-116, 118, 119, 121-124, 126, 691, 693-698, 701, 703, 704, 706, 707, 709-711</p>
<p><i>PO 4. Contrast points of view (e.g., first vs. third, limited vs. omniscient) in literary text.</i></p>	<p><b>Student Edition:</b>  <i>Literary Element – Narrator and Point of View</i> 8, 12  <i>Narrator and Point of View</i> 9, 11  <i>Review: Narrator and Point of View</i> 28, 68, 240, 335  <i>Review: Point of View</i> 688</p> <p><b>Teacher Wraparound Edition:</b>  A 12 #5; LE 9, 11, 68, 335</p>

STANDARDS	PAGE REFERENCES
<p>PO 5. Analyze the relevance of the setting (e.g., time, place, situation) to the mood and tone of the text.</p>	<p><b>Student Edition:</b>  <i>Comparing Literature</i> 267, 268, 269, 270, 272, 275, 278, 279, 280  <i>Literary Element – Mood</i> 231  <i>Literary Element – Setting</i> 92, 266, 286  <i>Mood</i> 234, 236  <i>Reading Skill</i> 266, 355, 624  <i>Respond and Think Critically</i> 97 #5, 629 #5  <i>Review: Setting</i> 415  <i>Setting</i> 93, 94, 96</p> <p><b>Teacher Wraparound Edition:</b>  LE 92-94, 96, 231, 234, 236, 266, 415; RS 266, 355, 624; T 268-283</p>
<p>PO 6. Draw conclusions about the style, mood, and meaning of literary text based on the author's word choice.</p>	<p><b>Student Edition:</b>  <i>Analyze Cultural Context</i> 167, 168, 169, 171, 172  <i>Analyze Diction</i> 608, 611, 612, 613, 614, 615, 617, 618  <i>Author's Perspective</i> 496, 498, 501  <i>Author's Purpose</i> 171, 173  <i>Comparing Literature</i> 267, 268, 269, 270, 272, 275  <i>Interpret Author's Meaning</i> 349  <i>Literary Element – Author's Perspective</i> 503  <i>Literary Element – Author's Purpose</i> 166, 177  <i>Literary Element – Mood</i> 231, 240  <i>Literary Element – Style</i> 57, 68  <i>Literary Element – Tone</i> 542, 546  <i>Literary Element- Voice</i> 624  <i>Mood</i> 232, 234, 236  <i>Reading Skill</i> 166, 266, 607, 621  <i>Reading Strategy</i> 348  <i>Review: Style</i> 401, 659  <i>Style</i> 60, 62, 64, 65, 489</p> <p><b>Teacher Wraparound Edition:</b>  CL 267-270, 272; LE 57, 60, 62, 64, 65, 68, 166, 171, 173, 231-234, 236, 240, 489, 496, 498, 501, 542, 546, 624; RS 172, 607, 608, 611-615, 617-618; TI 607</p>

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<p>PO 7. Analyze the characteristics and structural elements (essential attributes) of a variety of poetic forms (e.g., epic, lyric, sonnet, ballad, elegy, haiku, free verse).</p>	<p><b>Student Edition:</b>  <i>Characterization of the Genre</i> 337  <i>Elegy</i> 642  <i>Genre Focus : Poetry</i> 336  <i>Literary Element – Narrative Poetry</i> 101, 105  <i>Literary Element – Ode</i> 526, 532  <i>Literary Elements – Rhyme and Rhyme Scheme</i> 339, 346  <i>Literary Elements – Rhythm and Meter</i> 366, 368  <i>Literary Element – Sonnet</i> 411, 415  <i>Literary Element – Stanza</i> 320, 323  <i>Narrative Poetry</i> 102, 103  <i>Ode</i> 527-529  <i>Review: Line and Stanza</i> 353  <i>Rhyme and Rhyme Scheme</i> 340, 342, 344  <i>Rhythm and Meter</i> 367  <i>Sonnet</i> 412, 413  <i>Stanza</i> 321</p> <p><b>Teacher Wraparound Edition:</b>  LE 101-103, 320-321, 342, 344, 353, 411-413, 415, 526, 528-530, 532, 641, 642, 645; LEP 340; T 337</p>
<p><b>Concept 2: Historical and Cultural Aspects of Literature</b>  Recognize and apply knowledge of the historical and cultural aspects of American, British, and world literature.</p>	
<p>PO 1. Describe the historical and cultural aspects found in cross-cultural works of literature.</p>	<p><b>Student Edition:</b>  <i>Analyze Cultural Context</i> 167, 168, 169, 171, 172  <i>Reading Skill</i> 166, 177, 369, 378, 630, 633</p> <p><b>Teacher Wraparound Edition:</b>  RS 166-169, 171-1713, 177, 369, 378, 630, 633</p>

STANDARDS	PAGE REFERENCES
<p>PO 2. Identify common structures and stylistic elements in literature, folklore, and myths from a variety of cultures.</p>	<p><b>Student Edition:</b>  <i>Analyze Text Structure</i> 672, 673, 676, 679, 683, 685, 686  <i>Before You Read</i> 56, 329  <i>Literary Element – Myth</i> 330, 335  <i>Literary Element – Text Structure</i> 210, 517  <i>Myth</i> 332  <i>Reading Skill</i> 671, 688  <i>Reading Strategy</i> 57  <i>Review: Text Structure</i> 503</p> <p><b>Teacher Wraparound Edition:</b>  LE 330, 332, 335; LEP 332; RS 672-673, 676, 679, 683, 685, 686</p>
<p style="text-align: center;"><b>Strand 3: Comprehending Informational Text</b></p> <p>Comprehending Informational Text delineates specific and unique skills that are required to understand the wide array of informational text that is a part of our day-to-day experiences.</p>	
<p style="text-align: center;"><b>Concept 1: Expository Text</b></p> <p>Identify, analyze, and apply knowledge of the purpose, structures, and elements of expository text.</p>	
<p>PO 1 Restate the main idea (explicit or implicit) and supporting details in expository text.</p>	<p><b>Student Edition:</b>  <i>Analyze Evidence</i> 181, 182  <i>Argument</i> 463, 464  <i>Literary Element – Argument</i> 459, 467  <i>Literary Element – Text Structure</i> 517, 524  <i>Literary Element – Thesis</i> 469, 474  <i>Reading Skill</i> 87, 90, 179, 184  <i>Reading Strategy</i> 164, 469  <i>Respond and Think Critically</i> 633 #1, 874 #1  <i>Text Structure</i> 518, 520, 521  <i>Thesis</i> 471, 473  <i>Try It</i> 179, 469, 517</p> <p><b>Teacher Wraparound Edition:</b>  A 474 #5; LE 469, 473; RP 90; RS 87, 164, 179, 181, 182, 184</p>
<p>PO 2. Summarize the main idea (stated or implied) and critical details of expository text, maintaining chronological, sequential, or logical order.</p>	<p><b>Student Edition:</b>  <i>Respond and Think Critically</i> 523 #1, 756 #1  <i>Respond Through Writing</i> 54, 185  <i>Writing</i> 570</p> <p><b>Teacher Wraparound Edition:</b>  A 54, 185, 523 #1, 756 #1; W 570</p>

STANDARDS	PAGE REFERENCES
<p>PO 3. Distinguish fact from opinion in expository text, providing supporting evidence from text.</p>	<p><b>Student Edition:</b>  <i>Distinguish Fact and Opinion</i> 461, 463, 464  <i>Reading Skill</i> 459, 467  <i>Try It</i> 459  <b>Teacher Wraparound Edition:</b>            RS 459, 461, 463, 464, 467; TI 459</p>
<p>PO 4. Identify the author's stated or implied purpose(s) for writing expository text.</p>	<p><b>Student Edition:</b>  <i>Author's Purpose</i> 168, 171, 173  <i>Literary Element</i> 166, 177  <b>Teacher Wraparound Edition:</b>            LE 166, 168, 171, 173, 177</p>
<p>PO 5 Locate specific information by using organizational features (e.g., table of contents, headings, captions, bold print, italics, glossaries, indices, key/guide words, topic sentences, concluding sentences, end notes, footnotes, bibliographic references) in expository text. <u>(Connected to Research Strand in Writing)</u></p>	<p><b>Student Edition:</b>  <i>Research and Report</i> 177  <i>Respond Through Writing</i> 29  <i>Writing Workshop</i> 730-731  <b>Teacher Wraparound Edition:</b>            A 29; AL 29; T 730-731</p>
<p>PO 6. Locate appropriate print and electronic reference sources (e.g., encyclopedia, atlas, almanac, dictionary, thesaurus, periodical, CD-ROM, website) for a specific purpose. <u>(Connected to Research Strand in Writing)</u></p>	<p><b>Student Edition:</b>  <i>Research and Report</i> 177, 346, 713  <i>Writing Workshop</i> 730-731  <b>Teacher Wraparound Edition:</b>            RP 713; T 730-731; WP 346</p>
<p>PO 7. Differentiate between primary and secondary source materials. <u>(Connected to Research Strand in Writing)</u></p>	<p><b>Student Edition:</b>  <i>Prewriting Tip</i> 288  <i>Research and Report</i> 346, 713  <i>Respond Through Writing</i> 29, 365, 525  <i>Writing Workshop</i> 288  <b>Teacher Wraparound Edition:</b>            A 29, 365; AL 29; RP 525; RR 713; WP 346</p>
<p>PO 8. Interpret graphic features (e.g., charts, maps, diagrams, illustrations, tables, timelines, graphs) of expository text. <u>(Connected to Research Strand in Writing)</u></p>	<p><b>Student Edition:</b>  <i>Genre Focus</i> 186-187  <i>Literary Elements – Text Features</i> 179, 184  <i>Reading Skill</i> 871  <i>Text Features</i> 180  <b>Teacher Wraparound Edition:</b>            EL 187; LE 179, 180, 184; RP 186; SSP 186</p>

STANDARDS	PAGE REFERENCES
<p>PO 9. Apply knowledge of organizational structures (e.g., chronological order, comparison and contrast, cause and effect relationships, logical order, classification schemes) of expository text to aid comprehension.</p>	<p><b>Student Edition:</b>  <i>Analyze Cause-and-Effect Relationships</i> 549, 550  <i>Analyze Text Structure</i> 673  <i>Genre Focus</i> 186-187  <i>Identify Cause-and-Effect Relationships</i> 212, 214  <i>Reading Skill</i> 92, 210, 215, 548, 554, 671  <i>Review: Text Structure</i> 503  <i>Try It</i> 210, 671</p> <p><b>Teacher Wraparound Edition:</b>  A 215 #5; EL 187; RP 210, 248, 550, 552; RS 92, 210, 212, 214, 548- 552, 673; T 186</p>
<p><i>PO 10. Make relevant inferences about expository text, supported by text evidence.</i></p>	<p><b>Student Edition:</b>  <i>Respond and Think Critically</i> 183 #2, 197 #3, 383 #2, 523 #3, 545 #2, 874 #2</p> <p><b>Teacher Wraparound Edition:</b>  A #2, 197 #3, 383 #2, 523 #3, 545 #2, 874 #2</p>
<p><i>PO 11. Compare (and contrast) the central ideas and concepts from selected readings on a specific topic.</i></p>	<p><b>Student Edition:</b>  <i>Compare and Contrast</i> 534-537  <i>Reading Skill</i> 107, 266, 417, 533, 571, 714, 876  <i>Respond and Think Critically</i> 215 #2, 531 #4, 712 #6, 850 #4</p> <p><b>Teacher Wraparound Edition:</b>  A 215 #2, 531 #4, 712 #6, 850 #4; RP 532, 536; RS 107, 266, 417, 533-537, 571, 714, 876</p>
<p><i>PO 12. Explain how authors use elements (e.g., language choice, organization) of expository text to achieve their purposes.</i></p>	<p><b>Student Edition:</b>  <i>Analyze Evidence</i> 181, 182  <i>Big Question</i> 563  <i>Literary Element – Tone</i> 546  <i>Reading Skill</i> 179, 184, 380  <i>Reading Strategy</i> 561, 563  <i>Try It</i> 179</p> <p><b>Teacher Wraparound Edition:</b>  A 563 #6; LE 546; RS 179, 181, 534-537, 561-563; TI 179</p>

STANDARDS	PAGE REFERENCES
<p><b>Concept 2: Functional Text</b></p> <p>Identify, analyze, and apply knowledge of the purpose, structures, clarity, and relevancy of functional text.</p>	
<p>PO 1. Use information from text and text features to determine the sequence of activities needed to carry out a procedure.</p>	<p><b>Student Edition:</b>            200-206, 534-537  <i>Compare and Contrast</i> 534-537  <i>Reading Skill</i> 533  <i>Reading Strategies</i> 199  <b>Teacher Wraparound Edition:</b>            AL 207; RP 200, 204, 206; RS 199-206, 533-537;            WT 205</p>
<p>PO 2. Determine what information (e.g., steps in directions, legend, supplies needed, illustrations, diagram, sequence) is extraneous in functional text.</p>	<p><b>Student Edition:</b>  <i>Compare and Contrast</i> 534-537  <i>Reading Strategies</i> 199  <b>Teacher Wraparound Edition:</b>            RP 534; RS 199, 534-537</p>
<p>PO 3. Interpret details from a variety of functional text (e.g., warranties, product information, technical manuals, instructional manuals, consumer safety publications) for a specific purpose (e.g., to follow directions, to solve problems, to perform procedures, to answer questions).</p>	<p><b>Student Edition:</b>  <i>Analyze Evidence</i> 181, 182  <i>Big Question</i> 563  <i>Literary Element – Tone</i> 546  <i>Reading Skill</i> 179, 184, 380  <i>Reading Strategy</i> 561, 563  <i>Try It</i> 179  <b>Teacher Wraparound Edition:</b>            A 563 #6; LE 546; RS 179, 181, 534-537, 561-563;            TI 179</p>
<p>PO 4. Evaluate the adequacy of details and facts from functional text to achieve a specific purpose.</p>	<p><b>Student Edition:</b>            200-206, 534-537  <i>Compare and Contrast</i> 534-537  <i>Scan</i> 203, 206  <i>Skim</i> 203, 205  <b>Teacher Wraparound Edition:</b>            AL 203, 535; EL 535; RP 200, 204, 206, 534; RS 205, 534-537; WT 205</p>

STANDARDS	PAGE REFERENCES
<p><b>Concept 3: Persuasive Text</b></p> <p>Explain basic elements of argument in text and their relationship to the author's purpose and use of persuasive strategies.</p>	
<p>PO 1. Determine the author's specific purpose for writing the persuasive text.</p>	<p><b>Student Edition:</b>  <i>Analyze Evidence</i> 181, 182  <i>Big Question</i> 179  <i>Literary Element – Text Structure</i> 517  <i>Reading Skill</i> 179  <i>Review: Author's Purpose</i> 184  <i>Text Structure</i> 518, 521</p> <p><b>Teacher Wraparound Edition:</b>  AL 179; EL 181; LE 517, 518, 521; RP 184, 518;  RS 181, 182, 184; S 179</p>
<p>PO 2. Evaluate the effectiveness of the facts used to support an author's argument regarding a particular idea, subject, concept, or object.</p>	<p><b>Student Edition:</b>  <i>Analyze Evidence</i> 181, 182, 519  <i>Reading Skill</i> 179, 517  <i>Text Structure</i> 518  <i>Try It</i> 179, 517</p> <p><b>Teacher Wraparound Edition:</b>  LE 517; RP 518; RS 179, 181, 182, 517, 519, 520;  TI 179, 517</p>
<p>PO 3. Describe the intended effect of persuasive strategies and propaganda techniques (e.g., bandwagon, peer pressure, repetition, testimonial, transfer, loaded words) that an author uses.</p>	<p><b>Student Edition:</b>  <i>Media Workshop</i> 475  <i>Try It</i> 475</p> <p><b>Teacher Wraparound Edition:</b>  AL 475; T 475</p>
<p>PO 4. Identify specific instances of bias in persuasive text.</p>	<p><b>Student Edition:</b>  <i>Reading Strategy</i> 561, 563</p> <p><b>Teacher Wraparound Edition:</b>  A 563 #5; RS 561, 562</p>