

Publisher: EMC/Paradigm Publishing

Title of Instructional Material: *Exploring Literature*

Core Subject Area: Literature		Specific Pages or Item that Correlates:	Comprehensive Coverage of Core Concept
<p>READING Standard: 4070-01 Students use comprehension strategies before reading.</p>	<p><u>Objective: 4070-0101</u> Establish a purpose prior to reading a text selection.</p> <ul style="list-style-type: none"> • Read to learn. • Read for enjoyment. • Read to gather information for decision making. • Read to perform a task. <p><u>Objective: 4070-0102</u> Preview the text.</p> <ul style="list-style-type: none"> • Identify the author’s purpose. • Skim the text for general understanding. 	<ul style="list-style-type: none"> • Background information 159, 173; concrete details 769, 778; concrete language 844, 847; concrete poem 289, 294, 612, 625, 628; informative writing 768; theme 49, 58, 533, 569, 575, 577, 595; textbooks 867; news articles 824, 868; summary 849, 854 • Book clubs 75, 394, 858, 867; colorful language 232-234, 612; figurative language 127, 137; For Your Reading List 75, 145, 229, 315, 454, 521, 601, 675, 758, 816, 858; imaginative writing 768; reader’s journal 867; suspense 113, 124, 327, 338, 385, 392, 656, 659, 687, 710, 757 • Researching 25, 42, 48, 94, 104, 126, 137, 144, 174, 208, 261, 499, 506, 554, 568, 576, 629, 654, 790, 798, 807, 815, 837, 929-930; brainstorming 431, 453, 490, 529, 553; comparing 261, 339, 445, 467, 479, 490, 514, 554, 568, 927; avoiding false arguments & propaganda 195, 925-926; fact & opinion, distinguishing 925; thinking skills 924; researching careers 490 • Field guides 452; inventing a new sport 323; libraries 929-930; directions 837, 848, 939-940; evaluating media sources 48, 60, 228, 261, 431, 445, 480, 490, 553, 568, 644, 668, 815, 931-933; applications 369 • Aim 357, 369, 650, 653, 768, 831, 836; theme 49, 58, 533, 569, 575, 577, 595; mood 341, 354, 370, 383, 534, 538, 555; motive 61, 74, 491, 497; plot 27, 41, 532, 541, 553 • Aim 357, 369, 650, 653, 768, 831, 836; theme 49, 58, 533, 569, 575, 577, 595; mood 341, 354, 370, 383, 534, 538, 555; motive 61, 74, 491, 497; plot 27, 41, 532, 541, 553 	<p>X</p> <p>X</p> <p>X</p> <p>X</p> <p>X</p> <p>X</p>

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	<ul style="list-style-type: none"> • Scan for specific information. • Determine text format by noting key features, e.g. headlines, captions, bold print. • Choose strategies to suit identified purpose, e.g., functional, formational, literary. <p><u>Objective: 4070-0103:</u> Activate and build upon prior knowledge.</p> <ul style="list-style-type: none"> • Access and review prior knowledge of content. • Build interest or understanding by relating prior knowledge to the main topic. 	<ul style="list-style-type: none"> • News articles 824, 868; background information 159, 173; charts 314, 822; concrete details 769, 778; graph 822; informative writing 768; scientific writing 799, 806; stage directions 241, 259, 686, 687, 734; statistical charts 319 • Captions 838, 841; choosing a form 876; news article 824, 868; interpreting 208, 384, 529, 683; newspapers of news magazines 261, 356, 445, 932; forms 369, 939 • Aim 357, 369, 650, 653, 768, 831, 836; characterization 113, 125, 515, 520, 532, 555, 566, 687, 710, 757; concrete poem 289, 294, 612, 625, 628; conflict 5, 24, 515, 520, 687, 757; context clues 871; point of view 197, 363, 385, 392, 405, 415, 555, 567, 780, 789; symbolism 95, 102, 105, 112 • Background information 159, 173; book reviews 229; key 838, 841; Prereading is included with each unit. • Background information 159, 173; book reviews 229; key 838, 841; Prereading is included with each unit. 	<p>X</p> <p>X</p> <p>X</p> <p>X</p> <p>X</p>
<p>Standard: 4070-02 Students use comprehension strategies during reading to actively construct the meaning of text.</p>	<p><u>Objective: 4070-0201</u> Make text-to-text, text-to-self, and text-to-world connections.</p> <ul style="list-style-type: none"> • Relate text to other relevant texts. • Relate text to life situations and experiences. • Relate text to an event or issue in the world. • Use text connections to create mental images spontaneously and purposefully. 	<p>Symbolism 95, 102, 105, 112; symbols 95, 102, 105, 112, 480, 507, 513, 612, 645, 649, 661, 663; theme 49, 58, 533, 569, 575, 577, 595; analogy 799, 806; fables 472, figure of speech 612, 613, 618, 666, 667; imagery 43, 89, 94, 612, 613, 618, 619, 625, 625, 628, 669, 673; irony 49, 59, 95, 102, 481, 619, 624; meaning 612; metaphor 289, 294, 612, 613, 618, 664, 687, 757; oral tradition 139, 143, 209, 472, 490, 500, 505; parables 472; news articles 824, 868</p>	<p>X</p>

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	<p><u>Objective 4070-0202:</u> Simultaneously and strategically use cueing systems to establish the meaning of unfamiliar words or phrases.</p> <ul style="list-style-type: none">• Use context clues to determine the meaning of unfamiliar words (semantic cueing system)• Use sentence structure to determine the meaning of unfamiliar words (syntactic cueing system).• Use letter sound correspondence to determine the pronunciation of unfamiliar words (graphophonic cueing system). <p><u>Objective 4070-0203:</u> Build vocabulary by using a variety of strategies.</p> <ul style="list-style-type: none">• Determine word meaning through studies of root, prefix, suffix, and inflectional endings.• Associate terminology with concepts, e.g., the definition of "democracy" vs. the concept of "democracy."• Clarify word meanings using references, e.g., dictionary, thesaurus, glossary.	<p>Context clues 871, word origins 514, 872-873; base words 196; dramatizing vocabulary 757; sentence functions 26, 446, 629, words in context 138, 499, 871</p> <p>Word origins 514, 872-873, prefixes 196, new words 431, 446, 842, 871-873; Greek language 480; dictionaries 514, 674, 871; word formation 660, 872; thesaurus 356, 655, 930</p>	<p>X</p> <p>X</p>
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	<p><u>Objective 4070-0204:</u> Use comprehension strategies to deepen and broaden understanding of text.</p> <ul style="list-style-type: none">• Generate literal, interpretive, and applied questions during reading.• Construct meaning in reading by flexibly and consciously using the cueing systems, e.g., graphophonic, semantic, syntactic.• Make inferences by using prior knowledge and by locating and putting together information from two or more places in text.• Identify or construct the main idea or theme and distinguish it from detail in text.• Summarize in own words.• Form predictions and confirm, revise, or reject them while reading. <p><u>Objective 4070-0205:</u> Monitor own comprehension.</p> <ul style="list-style-type: none">• Think of examples.• Create visual images.• Connect information.• Summarize in own words.• Use self-questioning to construct meaning.• Identify the impact that the reading environment has on reading.	<p>Collaborative learning 26, 104, 125, 369, 384, 453, 479, 506, 576, 643, 660, 798, 807, 919; asking & answering questions 25, 125, 208, 479, 576, 815; communicating in a large group 683, 917-918; communicating in a small group 137, 144, 154, 400, 431, 446, 529, 568, 609, 819, 917; listening for comprehension 125, 540; words in context 138, 499, 871; word origins 514, 872-873; background information 159, 173; central conflict 481, 488; theme 49, 58, 533, 569, 575, 577, 595; tone 262, 266, 417, 422; concrete details 769, 778; meaning 612; internal conflict 5, 24, 159, 173, 507, 513; external conflict 5, 24; summary 849, 854; foreshadowing 175, 194, 209, 227, 327, 338, 569, 574, 577, 595; plot 27, 41, 532, 541, 553</p> <p>Summary 849, 854, 867; coherence 838, 841; description 5, 24, 296, 312, 577, 595; flashback 650, 653, 687, 734; foreshadowing 175, 194, 209, 227, 327, 338, 569, 574, 577, 595; imagery 43, 89, 94, 612, 613, 618, 619, 624, 625, 628, 669, 673; search 869; SQ3R 869; image 43, 47, 612, 613, 618, 619, 624; meaning 612; reading for experience 866</p>	<p>X</p> <p>X</p>
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	<ul style="list-style-type: none">• Check periodically for comprehension. <p><u>Objective 4070-0206:</u> Apply additional strategies when understanding breaks down.</p> <ul style="list-style-type: none">• Skip the word or phrase and read on.• Read ahead.• Re-read to clarify information.• Consult outside sources, e.g., people, reference materials, the Internet.	SQ3R 868-869; active reading 866; scanning & skimming 864; Each unit includes a section called “Reading Resource” which provides cross-curricular and contextual information; Each unit’s “Reflecting on Your Reading” questions extend the ideas presented throughout the unit; Internet 823, 869; researching 25, 42, 48, 94, 104, 126, 137, 144, 174, 208, 261, 499, 506, 554, 568, 576, 629, 654, 790, 798, 807, 815, 837, 929-930; thesaurus 356, 655, 930; encyclopedias 74, 596, 842, 931	X
Standard: 4070-03 Students use comprehension strategies after reading to reflect on, consolidate, and extend meaning.	<p><u>Objective: 4070-0301</u> Summarize and/or synthesize important information from text.</p> <ul style="list-style-type: none">• Create a graphic representation, e.g., web, diagram, picture, flowchart.• Write a response.• Discuss or debate important information.• Confirm, revise, or reject predictions.• Share responses to text, e.g., small group and whole class discussions, book clubs, visual presentations, written response, multimedia.• Connect the text to another text, to a situation in life, and/or to an event or issue in the world.	Graphic aids 870; graph 822, 830, 836; diagram 823; illustration 823; displaying effective visual material 25, 84, 94, 112, 126, 237, 467, 683, 779, 808, 842, 943; debating 74, 479, 922-923; discussion groups 84, 236, 415, 467, 779; collaborative learning 26, 104, 125, 369, 384, 453, 479, 506, 576, 643, 660, 798, 807, 919; communicating in large groups 683, 917-918; communicating in small groups 137, 144, 154, 400, 431, 446, 529, 568, 609, 819, 917; multimedia presentations 601, 848, 923; Each lesson’s “Reader’s Journal” activities help relate the literature to students’ own lives; book club 866	X

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<p>Standard: 4070-04 Students demonstrate independence in reading.</p>	<p><u>Objective: 4070-0401</u> Read increasingly demanding texts with fluency and understanding.</p> <ul style="list-style-type: none">• Read widely and consistently, e.g. at least 1 hour per night from school assignments and recreational interests.• Adjust reading rate to purpose and text difficulty.• Create mental images spontaneously and purposefully. <p><u>Objective: 4070-0402</u> Demonstrate competency in reading self-selected texts.</p> <ul style="list-style-type: none">• Determine when and where to use comprehension strategies before, during, and after reading.• Read independently for a variety of purposes, e.g., to enjoy, gather information, answer questions, accomplish a task.• Select and evaluate texts according to personal criteria.• Share responses to text, e.g., small group and whole class discussions, book clubs, visual presentations, written response, multimedia.	<p>Reading independently 866; Reading to Learn 867-868; For Your Reading List 75, 145, 229, 315, 396, 454, 521, 601, 675, 758, 816, 858; image 43, 47, 612, 613, 618, 619, 624; educating imagination 866; reading rate 866; developing vocabulary 871</p> <p>Active reader 868-869; each selection has a prereading section including a resource, journal, and tool box 105, 127, 139, 159, etc.; guided reading questions are included with text throughout the book 52, 70, 118, etc.; “Investigate, Inquire, and Imagine” follows each selection 93, 103, 172, etc.; reading for experience 866; reading to learn 867; reading for information 869; self- and peer-evaluation 79, 148, 232, 319, 398, 461, 524, 604, 679, 760, 885; book clubs 75, 394, 858, 867; communicating in a large group 683, 917-918; communicating in a small group 137, 144, 154, 400, 431, 446, 529, 568, 609, 819, 917; discussion groups 84, 236, 415, 467, 779; visual presentations 25, 84, 94, 112, 126, 237, 467, 683, 779, 808, 842, 943; multimedia presentations 601, 848, 923</p>	<p>X</p> <p>X</p>
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