

Publisher: EMC/Paradigm Publishing

Title of Instructional Material: *Responding to Literature*

Core Subject Area: Literature		Specific Pages or Item that Correlates:	Comprehensive Coverage of Core Concept
<p>READING Standard: 4080-01 Students use comprehension strategies before reading.</p>	<p><u>Objective: 4080-0101</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: 4080-0102</u> Preview the text.</p> <ul style="list-style-type: none"> • Identify the author’s purpose. • Skim the text for general understanding. • 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: 4080-0103:</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 	<p>Purposes of reading 894-897; reading for information 898-899; reading for experience 894-895</p> <p>Each literary selection has a pre-reading page which explains components such as theme, plot, etc. ex. 5, 12, 35, 56, 57, 69, 79, 104, 118, 123, 137, 152, 159, 185, 200, 209, 223, etc.; Within the readings are questions to monitor the reader’s understanding of the selection; captions 307, 303; forms of writing 904; purposes of reading 894-899</p> <p>Each selection has a “Reader’s Resource” showing connections to history, geography, art, social studies, etc., ex. 5, 12, 35, 56, 57, 69, 79, 104, 118, 123, 137, 152, 159, 185, 200, 209, 223; background information 861, 867, 983</p>	<p>X</p> <p>X</p> <p>X</p>

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	prior knowledge to the main topic.		
Standard: 4080-02 Students use comprehension strategies during reading to actively construct the meaning of text.	<u>Objective: 4080-0201</u> Make text-to-text, text-to-self, and text-to-world connections. <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.	Each selection is preceded by “Reader’s Journal” which gives reader the opportunity to relate text to personal experience ex. 5, 12, 35, 57, 69, 79, 56, 104, 118, 123, 137, 152, 159, 185, 200, 209, 223; The “Reader’s Resource” relates text to other relevant texts, current events, etc; imaginative writing 776; reading strategies 894-897	X
	<u>Objective 4080-0202:</u> Simultaneously and strategically use cueing systems to establish the meaning of unfamiliar words or phrases. <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 word (syntactic cueing system).• Use letter sound correspondence to determine the pronunciation of unfamiliar words graphophonic cueing system).	Word families and origins 634, 900; word context 296, 480; pronunciation 899; context clues 314, 610, 787, 899	X

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	<p><u>Objective 4080-0203:</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><u>Objective 4080-0204:</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. 	<ul style="list-style-type: none"> • Pre-fixes 900-901, 947; suffixes 900-901, 947 • Word families and origins 634, 900 • Vocabulary 91,232; dictionary 661, 899-900, 966; thesaurus 647, 966; glossary 900, 967 • Questioning 907 • Reading strategies 894-897; inferences 897; active reading 894-895, 896-897 • Inferences 897 • Theme 5, 35, 52-53, 90, 118-119, 159, 180, 246-247, 301-302, 467, 490-491, 773, 992; concrete details 272, 279-280, 589, 595 • Summarize 895, 897 	<p>X</p> <p>X</p> <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"> • Form predictions and confirm, revise, or reject them while reading. <p><u>Objective 4080-0205:</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. • Check periodically for comprehension. <p><u>Objective 4080-0206:</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. 	<ul style="list-style-type: none"> • Foreshadowing 987; analysis 873, 877, 982 <p>Image 12, 33, 92, 579, 585, 588, 660, 662; summarizing 895, 897; reading strategies 894-897; Guided reading questions within the selections serve as periodic checks for comprehension</p> <ul style="list-style-type: none"> • Reading strategies 894-897 • Reading strategies 894-897 • Repetition 233, 237, 423, 629, 632, 649, 655 • Internet 839, 840, 898; reference works 898, 909, 966; analysis 873, 877, 982 	<p>X</p> <p>X</p> <p>X</p> <p>X</p> <p>X</p>
<p>Standard: 4080-03 Students use comprehension strategies after reading to reflect on, consolidate, and extend meaning.</p>	<p><u>Objective: 4080-0301</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. 	<ul style="list-style-type: none"> • Chart, reading and researching 804; diagram 839, 854, 859; illustration 839 • Synthesizing 963 	<p>X</p> <p>X</p>

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	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Analyzing 908, 914; debate 294, 958-959; discussion 263, 788; group discussion 91, 788, 953-954, 950 • Summarize 895, 897; analyzing 908, 914 • Group discussion 91, 788, 953-954, 950; expressing ideas visually 764; multimedia presentations 434, 959 • “Reader’s Resource” before each selection connects it to events, other texts ex. 5, 12, 35, 57, 69, 79, 56, 104, 118, 123, 137, 152, 159, 185, 200, 209, 223 	<p>X</p> <p>X</p> <p>X</p> <p>X</p>
<p>Standard: 4080-04 Students demonstrate independence in reading.</p>	<p><u>Objective: 4080-0401</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: 4080-0402</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. 	<ul style="list-style-type: none"> • Science fiction 281, 293, 313, 315, 323, 468; book club 45, 895; reading strategies 894-897 • Reading strategies 894-897 • Imagery 12, 33, 578, 588, 629, 656, 662 • Reading strategies 894-897 	<p>X</p> <p>X</p> <p>X</p> <p>X</p>

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	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Active reading 894-895, 896-897; informative writing 776 • Analysis 873, 877, 982; self evaluation 115, 176-177, 832, 902, 915; personal essay 601, 619, 671; personal writing 166, 903 • Group discussion 91, 788, 950, 953-954; discussion 263, 788; multimedia presentations 434, 959; book clubs 45, 895; visual information 313, 764, 980 	<p>X</p> <p>X</p> <p>X</p>
<p>Standard: 4080-05 Students read functional, information, and literary texts from different periods, cultures, and genres.</p>	<p><u>Objective: 4080-0501</u> Demonstrate competency in reading and interpreting FUNCTIONAL text.</p> <ul style="list-style-type: none"> • Use comprehension strategies before, during, and after reading a functional text, e.g., directions, instruction manuals, a course syllabus, test instructions. • Preview the text by skimming and noting key features. • Scan for relevant information. • Confirm ongoing meaning by using print and other text features, e.g., graphs, captions, illustrations, models, diagrams, tables. <p><u>Objective: 4080-0502</u> Demonstrate competency in reading and interpreting INFORMATIONAL text.</p>	<ul style="list-style-type: none"> • Reading strategies 894-897; directions 68, 77, 402, 860, 975-976; textbooks 896; test-taking skills 973-974 • Reading strategies 894-897 • Reading strategies 894-897 • Graphic aids 898-899; captions 307, 313; illustrations 839; table 838; diagram 839, 854, 859 	<p>X</p> <p>X</p> <p>X</p> <p>X</p>

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	<ul style="list-style-type: none"> • Use comprehension strategies before, during, and after reading information text, e.g., school textbooks, essays, reference materials, magazines, newspapers. • Preview the text by skimming and noting key features, e.g., headings, sub headings, other visual information. • Identify and use the organization of a text to locate, recall, construct, and predict important information, e.g., comparison/contrast, use/effect, question/answer, problem/solution description, chronology, process. • Scan for relevant information. • Determine the accuracy, validity, and reliability of information. • Use information gained to create and share responses to text. • Recognize combinations of mode and text organization in a single piece. <p><u>Objective: 4080-0503</u> Demonstrate competency in reading and interpreting LITERARY text.</p> <ul style="list-style-type: none"> • Use comprehension strategies before, during, and after reading information text, e.g., myth, essay, poetry, young 	<ul style="list-style-type: none"> • Reading strategies 894-897; textbooks 896; essay 776, 817, 985-986; reference works 898, 909, 966; magazines 78, 672, 968; newspapers 672, 968 • Reading strategies 894-897 • Comparison and contrast 912, 915; organization 909-913; chronology 984; description 325, 338, 852-853, 873, 877, 985; process/how to 915; problem/solution 915; cause and effect order 912, 915; questioning 907 • Analysis 667, 877, 982 • Fact vs. opinion 596, 804, 961 • Interpersonal communication 933; group discussion 91, 788, 953-954, 950 • Mode 776; organization 909-913 • Reading strategies 894-897; myth 366, 989; essay 776, 817, 985-986; concrete poem 578, 597, 601; lyric poem 578, 662, 666, 667, 670, 988; drama 694, 985 	<p>X</p> <p>X</p> <p>X</p> <p>X</p> <p>X</p> <p>X</p> <p>X</p>
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	<p>adult literature, classics.</p> <ul style="list-style-type: none"> • Recognize the features of each literary genre, e.g., poetry line division, condensed language, novel chapter divisions, play dialogue, stage directions. • Recognize and interpret elements of literature, e.g., plot, theme, character, setting, rhythm, rhyme. • Compare and/or contrast the experiences of various cultures that might be reflected in the literature. • Share responses to text, e.g., small group and whole class discussions, book clubs, visual presentations, written response, multimedia. 	<ul style="list-style-type: none"> • Dialogue 57, 67, 151, 352, 694, 701, 739, 985; stage directions 694, 992; novel 468, 989 • Plot 57, 66, 466, 492, 502, 656, 659, 990; theme 5, 35, 52-53, 90, 118-119, 159, 180, 246-247, 301-302, 467, 490-491, 773, 992; characterization 12, 424, 433, 466, 503, 512, 984; setting 137, 150, 346, 469, 502, 763, 991-992; rhyme 578, 579, 584, 611, 618-619, 991; rhythm 5, 10-11, 578, 603, 608, 991 • Comparison and contrast 912, 915; Among cultures represented are African-American, Pakistani, Native American, Puerto Rican, Chinese, Japanese, Israeli, Irish • Group discussion 91, 788, 950, 953-954; book club 45, 895; visual information 313, 764, 980; multimedia 434, 959 	<p>X</p> <p>X</p> <p>X</p> <p>X</p>
<p><u>LISTENING</u> Standard: 4080-06 Students use comprehension strategies before, during, and after listening.</p>	<p><u>Objective: 4080-0601</u> Use comprehension strategies before listening.</p> <ul style="list-style-type: none"> • Establish a purpose for listening e.g., acquiring information/ideas, seeking enjoyment, providing understanding. • Activate prior knowledge, including knowledge of speaker and knowledge of subject matter. • Focus attention, e.g., eliminate distractions, listen selectively, postpone reactions. 	<ul style="list-style-type: none"> • Listening skills 633, 950-952; interview 78, 151, 502, 564, 868, 955-956 • Background information 861, 867, 983 • Communication skills 85, 602, 666, 951-952 	<p>X</p> <p>X</p> <p>X</p>

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	<p><u>Objective: 4080-0602</u> Use comprehension strategies to actively construct meaning from auditory sources.</p> <ul style="list-style-type: none"> • Maintain focus, e.g., filter distractions, listen selectively, postpone, reactions. • Listen actively, e.g., determine organization, ask questions, attend to nonverbal cues. • Use strategies to facilitate retention of information, e.g., repeat information, construct mnemonics, use chunking, take notes. • Listen critically, e.g., separate facts from opinions. • Evaluate inferences. <p><u>Objective: 4080-0603</u> Evaluate and respond after listening to reflect on, consolidate, and extend meaning.</p> <ul style="list-style-type: none"> • Summarize key ideas. • Synthesize information to answer questions, solve problems, and communicate ideas. • Evaluate the usefulness, reliability, and accuracy of information. 	<ul style="list-style-type: none"> • Listening skills 633, 950-952 • Interview 78, 151, 502, 564, 868, 955-956; organization 909-913; questioning 907 • Visual information 313, 764, 980; note taking 965, 969 • Listening skills 633, 950-952; critical thinking 53, 119, 596 • Inferences 897 • Listening skills 633, 950-952; summarizing 965, 971 • Synthesizing 963; communication skills 85, 602, 661, 951-952; problem solving 960; questioning 907 • Reflecting 117, 572, 771, 833, 902, 919, extended definition essay 296-300; fact vs. opinion 596, 804, 961; false arguments 961 	<p>X</p> <p>X</p> <p>X</p> <p>X</p> <p>X</p> <p>X</p> <p>X</p> <p>X</p>
<p>Standard: 4080-07 Students listen in functional, informational, and literary situations.</p>	<p><u>Objective: 4080-0701</u> Demonstrate competency in listening to and interpreting FUNCTIONAL materials.</p>		

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	<ul style="list-style-type: none"> • Use comprehension strategies before, during, and after listening to functional information, e.g., following directions and test instructions, understanding PA announcements, being aware of schedule changes. • Listen for relevant information. • Confirm ongoing meaning, e.g., ask questions, summarize, predict. <p><u>Objective: 4080-0702</u> Demonstrate competency in listening to and interpreting INFORMATIONAL materials.</p> <ul style="list-style-type: none"> • Use comprehension strategies before, during, and after listening to functional information, e.g., school lectures, community forums, media messages. • Identify the organization of information heard and use it to recall, construct, and predict, e.g., comparison/contrast, cause/effect, questions/answer, problem/solution, description, chronology, process. • Determine the accuracy, validity, and reliability of information. • Use information gained to create and share responses to auditory materials. 	<ul style="list-style-type: none"> • Listening skills 633, 950-952; public service announcements 884, 889, 980; test taking skills 973-974; directions 68, 77, 402, 860, 975-976 • Listening skills 633, 950-952 • Questioning 907; summarizing 965, 971; filling out forms 975 • Listening skills 633, 950-952; public service announcements 884, 889, 980; multimedia presentations 434, 959; advertisements 158, 324, 619, 671, 860, 872 • Organization 909-913; comparison and contrast 912, 913, cause and effect 912, 915; questioning 907; description 433, 595, 633, 794, 804, 878, 914; chronological order 912, 914; process 915 • Fact vs. opinion 596, 804, 961 • Group discussion 91, 778, 953-954, 950 	<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"> • Recognize combinations of mode and organization in a single piece. <p><u>Objective: 4080-0703</u> Demonstrate competency in listening to and interpreting LITERARY materials.</p> <ul style="list-style-type: none"> • Use comprehension strategies before, during, and after listening to a literary presentation, e.g., poetry reading, play, retold story. • Recognize and interpret the auditory elements of literature, e.g., sentence fluency, rhythm, rhyme. • Compare and/or contrast the experiences of various cultures that might be reflected in the literature. • Connect the literary presentation to another text, to a situation in life, and/or to an event in the world, where appropriate. • Share responses to auditory text e.g., small group and whole class discussions, book clubs, visual presentations, written response, multimedia. 	<ul style="list-style-type: none"> • Mode 776; organization 909-913 <ul style="list-style-type: none"> • Listening skills 633, 950-952; oral interpretation 610, 680, 957; poetry 158, 256, 957; reading aloud 238, 256, 271, 446; storytelling 68, 256, 958 • Rhythm 5, 10-11, 578, 603, 608, 991; rhyme 578, 579, 584, 611, 618-619, 991 • Compare/contrast 912, 915; Among cultures represented are African-American, Pakistani, Native American, Puerto Rican, Chinese, Japanese, Israeli, Irish • “Reader’s Resource” before each selection connects it to other texts, events, issues, etc. • Group discussion 91, 788, 953-954, 950; book club 45, 895; visual information 313, 764, 980; multimedia presentations 434, 959; personal essay 601, 619, 671 	<p>X</p> <p>X</p> <p>X</p> <p>X</p> <p>X</p> <p>X</p>
<p><u>VIEWING</u> Standard: 4080-08 Students use comprehension strategies before, during, and after</p>	<p><u>Objective: 4080-0801</u> Use comprehension strategies before viewing.</p>		

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<p>viewing.</p>	<ul style="list-style-type: none"> • Establish a purpose for viewing, e.g., acquiring information/ideas, seeking enjoyment, providing understanding. • Activate prior knowledge, including knowledge of media, knowledge of subject. • Focus both visual and auditory attention. <p><u>Objective: 4080-0802</u> Use comprehension strategies during viewing to actively construct meaning from visual materials.</p> <ul style="list-style-type: none"> • Focus attention, e.g., eliminate distractions, listen/watch selectively, postpone reactions. • Use visual and auditory skills to determine organization, e.g., comparison/contrast, cause/effect, question/answer, problem/solution, description, chronology, process. • Use strategies according to the organizational pattern to help increase retention of information, e.g., repeat information, construct mnemonics, take notes, use a graphic representation. • Listen and view critically, e.g., separate fact from opinion. • Evaluate inferences. 	<ul style="list-style-type: none"> • Multimedia presentations 434, 959; visual information 313, 764, 980 • Background information 861, 867, 983; media sources 314, 967-969 • Listening skills 633, 950-952 <ul style="list-style-type: none"> • Listening skills 633, 950-952 • Organization 909-913; comparison/contrast 912, 915; cause/effect 912, 915; problem/solution 915; description 433, 595, 633, 794, 804, 878, 914; chronology 912, 914; process 915 • Note taking 965, 969; graphic aids 898-899 • Fact vs. opinion 596, 804, 961 • Inferences 897 	<p>X</p> <p>X</p> <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"> • Confirm ongoing meaning by using auditory features, e.g., dialogue, discussion, description, volume. <p><u>Objective: 4080-0902</u> Demonstrate competency in viewing and interpreting INFORMATIONAL materials.</p> <ul style="list-style-type: none"> • Use comprehension strategies before, during, and after viewing functional materials, e.g., documentaries, photo essays, commercials, multimedia presentations. • Preview information presented visually by skimming and scanning promotional materials, e.g., ads in newspapers, introductory programs, documentary video covers, documentary movie trailers. • Identify the organization of information presented visually, and use it to recall, construct, and predict, e.g., compare/contrast, cause/effect, question/answer, problem/solution, description, chronology, process. • Scan for relevant information. • Determine the accuracy, validity, and reliability of information viewed. • Use the information gained visually and auditorily to create and share responses. 	<ul style="list-style-type: none"> • Dialogue 57, 67, 151, 352, 694, 701, 739, 985; description 325, 338, 852-853, 873, 877, 985; discussion 325, 338, 852-853, 873, 877, 985 <ul style="list-style-type: none"> • Advertisements 158, 324, 619, 671, 860, 872; multimedia presentations 434, 959 <ul style="list-style-type: none"> • News reports 238, 324, 454, 794; newspapers 815; speech 392, 794, 956-957 <ul style="list-style-type: none"> • Organization 909-913; prediction 346; compare/contrast 912, 915; cause/effect 912, 915; process 915; chronology 912, 914; questioning 907; description 433, 595, 633, 794, 804, 878, 914; problem/solution 915 <ul style="list-style-type: none"> • Reflecting 117, 572, 771, 833, 902, 919 • Critical thinking 53, 119, 595 <ul style="list-style-type: none"> • Group discussion 91, 788, 950, 953-954; critical thinking 53, 119, 595 	<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"> • Recognize combinations of mode and text organization in a single piece. <p><u>Objective: 4080-0903</u> Demonstrate competency in viewing and interpreting LITERARY materials.</p> <ul style="list-style-type: none"> • Use comprehension strategies before, during, and after viewing a literary presentation, e.g., play, movie, poetry reading, choral reading, readers' theater. • Recognize the elements of each literary genre to increase understanding and appreciation of visual literature, e.g., myth, essay, poetry, young adult literature, classics. • Recognize and interpret the visual elements of literature, e.g., setting, description. • Compare/contrast the experiences of various cultures that might be reflected in visual literature. • Share responses to text, e.g., small group and whole class discussions, book clubs, visual presentations, written response, multimedia. 	<ul style="list-style-type: none"> • Mode 776, organization 909-913 • Drama 694, 985; poetry reading 158, 256,957; oral interpretation 610, 680, 957 • Myth 366, 989; essay 776, 817, 985-986; book review 167 • Visual information 313, 764, 980; setting 137, 150, 346, 469, 502, 763, 991-992; description 325, 338, 852-853, 873, 877, 985 • Compare/contrast 912, 915; Among cultures represented are African-American, Pakistani, Native American, Puerto Rican, Chinese, Japanese, Israeli, Irish • Group discussion 91, 788, 950, 953-954; book club 45, 895; multimedia presentation 434, 959; reflecting 117, 572, 771, 833, 902, 919 	<p>X</p> <p>X</p> <p>X</p> <p>X</p> <p>X</p>
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<p>WRITING Standard: 4080-10 Students use process strategies before, during, and after composing.</p>	<p><u>Objective: 4080-1001</u> Use pre-writing strategies to prepare to write.</p> <ul style="list-style-type: none"> • Set a purpose for writing. • Identify the intended audience. • Generate ideas for a topic. • Select and focus ideas. • Select a format according to the topic and purpose, e.g., poem, letter, essay, journal entry. • Gather information from appropriate resources, e.g., interviews, journals, dictionaries, books, magazines, the Internet, E-mail, CD-ROMs, films, audio-visual media, appendices, indices, glossaries, tables of contents. • Use resources ethically, e.g., observe copyright laws, use correct citations. • Elicit feedback on quality of initial ideas from peers, teachers, family members, and others. <p><u>Objective: 4080-1002</u> Use composing strategies to construct a written draft.</p> <ul style="list-style-type: none"> • Establish a main idea or identify a central theme for writing. 	<ul style="list-style-type: none"> • Writing plan 47-48, 241-242, 297, 356, 457-458, 567-567, 684, 768, 830-832; purpose 903 • Audience 113, 241, 356, 567, 768, 830, 903 • Brainstorming 241-242, 905-906; main idea 911 • Gathering ideas 905-906 • Forms of writing 904 <ul style="list-style-type: none"> • Interviews 234, 671, 868, 909; journals 110, 136, 402, 491, 609, 816, 906; Internet 78, 238, 454, 839, 868, 898, 967, 971; computerized catalog 965; atlases 602, 967; dictionary 661, 899-900, 966; glossary 900, 967; parts of a book 896 <ul style="list-style-type: none"> • Plagiarism 971; endnotes and footnotes 970, 972 <ul style="list-style-type: none"> • Peer evaluation 50, 299, 769, 832, 902, 915 <ul style="list-style-type: none"> • Main idea 911; thesis statement 168, 910; topic 904-905, 913 	<p>X</p> <p>X</p> <p>X</p> <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"> • Select organizational pattern(s) to structure information, e.g., comparison/contrast, cause/effect, question/answer, problem/answer, description, chronology, process. • Elaborate ideas through the use of detail, e.g., statistics, examples, illustrations, photos, charts, graphs, tables. • Generate additional ideas as needed. • Use information problem-solving skills, i.e., The Big Six: task definition, information-seeking strategies, location and access, use of information, syntheses, evaluation. • Elicit feedback from peers, teachers, family members, and others according to an analytical assessment system, i.e, attend to ideas, organization, voice, word choice, sentence fluency, conventions. <p><u>Objective: 4080-1003</u> Use revision strategies to improve a written draft.</p> <ul style="list-style-type: none"> • Re-examine audience and purpose and adjust draft. • Evaluate own and others' writing according to an analytic assessment, e.g., the writer's ability to select, elaborate, and organize ideas, achieve 	<ul style="list-style-type: none"> • Organization 909-913; comparison/contrast 912, 915; cause and effect order 912, 915; questioning 907; problem/solution 915; description 433, 595, 633, 794, 804, 878, 914; chronology 912, 914; process/how to 915 • Drafting 49-50, 114-115, 242-243, 298, 356, 458-459, 560-569, 769, 832, 902, 913-914; charts 804; graphic aids 898-899; table 838 • Main idea 911; topic 804-905, 913 • Synthesizing 963; self evaluation 115, 176-177, 832, 902, 915 • Peer evaluation 50, 299, 769, 832, 902, 915; voice 113, 356, 457, 567, 684, 768, 830, 904; point-by-point organization 682-688; revising 50-51, 299, 770, 833, 916-917 • Audience 113, 241, 356, 567, 768, 830, 903; purpose 903 • Analyzing 908, 914; organization 909-913; voice 113, 356, 457, 567, 684, 768, 830, 904 	<p>X</p> <p>X</p> <p>X</p> <p>X</p> <p>X</p> <p>X</p> <p>X</p>
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	<p>sentence fluency, use appropriate and effective word choice, authentic voice, appropriate conventions.</p> <ul style="list-style-type: none"> • Use reference books for revision, e.g., thesaurus, different kinds of dictionaries, student handbook, atlas, almanac, Reader’s Guide, newspaper, encyclopedia. • Elicit feedback on writing according to an analytical assessment, e.g., the writer’s ability to select, elaborate, and organize ideas, achieve sentence fluency, use appropriate and effective word choice, authentic voice, appropriate conventions. <p><u>Objective: 4080-1004</u> Edit text to conform to the conventions of standard English that include capitalization, punctuation, usage, and correct spelling.</p> <ul style="list-style-type: none"> • Identify and correct errors in usage, e.g., misplaced modifiers, unnecessary fragments, run-on sentences, incorrectly combined sentences, incorrect subject-verb agreement, incorrect adverb usage, incorrect use of the possessive case, incorrectly applied present and future tenses. 	<ul style="list-style-type: none"> • Revising 50-51, 299, 770, 833, 916-917; reference works 898, 909, 966; thesaurus 647, 966; library materials 680, 965-966; encyclopedia 596-967; newspapers 672, 968; dictionary 661, 899-900, 966; atlas 602, 967 • Peer evaluation 50, 299, 769, 832, 902, 912; self evaluation 115, 176-177, 832, 902, 915 • Usage errors 886-887, 934-935; adverbs 409, 922, 939, 942; verb tense 244-245, 392, 402, 937-939; sentences 11, 48-49, 356-357, 458-459, 595-596, 683-685, 832, 924-931, 940-943; sentence variety 568-569, 684-686; apostrophe 944 	<p>X</p> <p>X</p> <p>X</p>
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	<ul style="list-style-type: none"> • Identify and correct errors in capitalization, e.g., sentence beginning, proper adjectives and nouns, titles, proper noun phrases. • Identify and correct errors in punctuation, e.g., appropriate end punctuation, introductory commas, capitals with historic periods. • Identify and correct misspellings of words in the context of sentences. • Evaluate own and others' writing according to standard language usage. • Elicit feedback on standard language usage from peers, teachers, family members, and others. 	<ul style="list-style-type: none"> • Capitalization 671, 945-947; nouns 198-199, 208, 671, 922, 926, 935, 941; sentences 11, 48-49, 356-357, 458-459, 595-596, 683-685, 832, 924-931, 940-943 • Commas 770-771, 943-944; dash 671-672, 945; quotation marks 945; semi-colons 347, 944; parenthetical expressions 633, 940-941 • Spelling errors 947-949 • Self evaluation 115, 176-177, 832, 902, 915 • Peer evaluation 50, 299, 769, 832, 902, 915 	<p>X</p> <p>X</p> <p>X</p> <p>X</p> <p>X</p>
<p>Standard: 4080-11 Students write functional, informational, and literary texts for various purposes, audiences, and situations.</p>	<p><u>Objective: 4080-1005</u> Participate in post-writing strategies to make writing public.</p> <ul style="list-style-type: none"> • Prepare finished products for publication, e.g., for school assignments in language arts and other content courses, on electronic bulletin boards, for public display, in school and commercial publications. • Share with peers, teachers, family members, and others. 	<ul style="list-style-type: none"> • Proofreading 51, 174, 833, 902, 917-918, publishing 771, 833, 902, 917-918; manuscript preparation 918 • Technical writing 830-831; writing portfolio 918-919 	<p>X</p> <p>X</p>

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	<p><u>Objective: 4080-1101</u> Demonstrate competency in writing FUNCTIONAL text.</p> <ul style="list-style-type: none"> • Use writing process strategies to construct functional text, e.g., to give directions, instructions, report findings. • Use text features to indicate organization, e.g., headings, subheadings, other visual information. • Confirm ongoing meaning by using visual text features, e.g., graphs, captions, illustrations, models, diagrams, tables. <p><u>Objective: 4080-1102</u> Demonstrate competency in writing INFORMATIONAL text.</p> <ul style="list-style-type: none"> • Use writing process strategies to construct informational text, e.g., school reports, essays, magazine and newspaper articles. • Use text features to indicate organization, e.g., headings, subheadings, other visual information. • Select organizational pattern(s) to indicate important information, e.g., comparison/contrast, cause/effect, question/answer, problem/solution, description, chronology, process. 	<ul style="list-style-type: none"> • Process/how to 915; directions 68, 77, 402, 860, 975-976; news reports and articles 238, 324, 454, 794; informative writing 903 • Organization 909-913; visual information 313, 764, 980 • Graphic aids 898-899; diagram 839, 854, 859; table 838 • Informative writing 903; news articles 238, 324, 454, 794; essay 296-300, 601, 619, 671; research paper 168-178 • Organization 909-913 • Comparison/contrast 912, 915; cause and effect order 912, 915; questioning 907; problem/solution 915; description 433, 595, 633, 794, 804, 878, 914; chronology 912, 914; process/how to 915 	<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"> • Use accurate, valid, and reliable information. • Use a mix of types of text organization as necessary. <p><u>Objective: 4080-1103</u> Demonstrate competency in writing LITERARY text.</p> <ul style="list-style-type: none"> • Use writing process strategies to construct a literary text, e.g., myth, narrative, essay, poem. • Use features of each literary genre, e.g., character, plot, meter, setting, chronology. • Use elements of literature, e.g., theme, metaphor, symbolism, types of conflict, dialogue. <p><u>Objective: 4080-1104</u> Demonstrate increased competency in writing.</p> <ul style="list-style-type: none"> • Write widely and consistently, e.g., self-selected pieces, assigned papers, letters, notes, E-mail. • Document writing improvement e.g., portfolios, analytic assessment records, writing journals. <p><u>Objective: 4080-1105</u> Write for a variety of purposes, in various rhetorical modes and genres.</p> <ul style="list-style-type: none"> • Use narration to recount experiences. 	<ul style="list-style-type: none"> • Fact vs. opinion 595, 804, 961; false arguments 961 • Organization 909-913 • Process/how to 915; myth 366, 989; essay 296-300, 601, 619, 671; poetry 11, 110, 112-117, 433, 660, 816, 860; narrative writing 903, 914 • Character sketch 91, 339, 512, 660, 766-767; plot 57, 66, 466, 492, 502, 656, 659, 990, rhythm 5, 10-11, 578, 603, 608, 991; setting 137, 150, 346, 469, 502, 763, 991-992; chronology 912, 914 • Theme 5, 35, 52-53, 90, 118-119, 159, 180, 246-247, 301-302, 467, 490-491, 773, 992; metaphor 35, 198, 255, 578, 588, 673, 988; symbolism 200, 208, 513, 563-564, 578, 898, 922; conflict 264, 271, 805, 816, 984, 986, 987; dialogue 57, 67, 151, 352, 694, 701, 739, 985 • Freewriting 906; quick write 684-685; letter 11, 44, 256, 271, 479, 764, 827, 976-977; note taking 170-171 • Writing portfolio 918-919; journals 110, 136, 402, 491, 609, 816, 906 • Narrative writing 903, 914 	<p>X</p> <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"> • Use description to create sensory imagery. • Write genres for expressive aims, e.g., anecdotes, diary entries, friendly letters, monologues, journal entries, memoirs. • Write genres for literary aims, e.g., character sketch, description of setting, poetry, fable, folktale, legend. • Mix modes in a single piece. <p><u>Objective: 4080-1106</u> Use writing to learn.</p> <ul style="list-style-type: none"> • Describe and use the steps in the writing process. • Describe the relationship between reading and writing activities in content-area classrooms. • Use writing as a learning tool in the content areas, e.g., content journals, learning logs, free writing, paraphrasing and summarizing, research reports, lab reports, reader response journals, dialogue journals, character journals, social justice notebooks. 	<ul style="list-style-type: none"> • Description 433, 595, 633, 794, 804, 878, 914 • Anecdotes 377, 385, 815-816, 817, 826, 983; diary entry 271, 479, 764, 853; letter 11, 44, 256, 271, 479, 764, 827, 976-977; speech 392, 794, 956-957; journal 110, 136, 402, 491, 609, 816, 906; autobiographical essay 666; memoir 988 • Character sketch 91, 339, 512, 660, 766-767; poetry 11, 110, 112-117, 633, 660, 816, 860; fable 366; folk tale 366, 393, 401, 986; legend 456-461 • Mode 776 • Process 915; prewriting 113, 168-171, 356, 830, 902-913 • Point-by-point organization 682-688 • Freewriting 906; journals 110, 136, 402, 491, 609, 816, 906; paraphrase 171; summary 158, 166, 794; research paper 168-178 	<p>X</p> <p>X</p> <p>X</p> <p>X</p> <p>X</p> <p>X</p>
<p><u>SPEAKING</u> Standard 4080-12 Students use process strategies before, during, and after speaking.</p>	<p><u>Objective: 4080-1201</u> Use strategies to prepare for a speech.</p>		

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	<ul style="list-style-type: none"> • Set a purpose that reflects the speaker’s intentions, e.g., special occasion, information, persuasion. • Identify attributes of the intended audience. • Activate audience’s prior knowledge and provide additional background knowledge where necessary. • Anticipate possible barriers to communication with audience, e.g., lack of prior knowledge, firmly-held prior opinions. • Generate or gather ideas in consideration of a topic, e.g., brainstorm, use note-taking skills, graphic organizers. • Select and focus ideas. • Generate speech text. • Prepare and practice all aspects of delivery. <p><u>Objective: 4080-1202</u> Use strategies to deliver an effective speech.</p> <ul style="list-style-type: none"> • Activate prior knowledge and provide additional background knowledge if necessary. • Convey the central ideas and supporting details of the speech clearly. • Use voice and body language to support meaning. • Vary tone, pitch, and pace of speech to aid communication. 	<ul style="list-style-type: none"> • Speech 392, 794, 956-957; purpose 903 • Audience 113, 241, 356, 567, 768, 830, 903 • Background information 861, 867, 983 • Fact vs. opinion 596, 804, 961 • Brainstorming 241-242, 905-906; notetaking 170-171; expressing ideas visually 764 • Brainstorming 241-242, 905-906 • Speech 392, 794, 956-957 • Expressing ideas visually 764; speech 392, 794, 956-957 • Background info 861, 867, 983 • Speech 392, 794, 956-957 • Expressing ideas visually 764 • Speech 392, 794, 956-957 	<p>X</p> <p>X</p> <p>X</p> <p>X</p> <p>X</p> <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"> • Adjust speech to accommodate audience response. • Demonstrate ethical and appropriate use of resources to enhance speech, e.g., the Internet, library resources, others' ideas. • Use conventions of spoken language that are appropriate to the audience and that reflect standard usage. <p><u>Objective: 4080-1203</u> Analyze and evaluate the effectiveness of a speech.</p> <ul style="list-style-type: none"> • Elicit feedback on speech from peers, teachers, family members, and others. • Use self-monitoring techniques. 	<ul style="list-style-type: none"> • Speech 392, 794, 956-957 • Internet 78, 238, 454, 839, 868, 898, 967, 971; library materials 680, 965-969; collaboration 955; multimedia presentations 434, 959 • Reference works 898, 909, 966; usage errors 886-887, 934-935 • Peer evaluation 50, 299, 769, 832, 902, 915; teamwork 827, 980-981 • Analyzing 908, 914, 963; self evaluation 115, 176-177, 832, 902, 915 	<p>X</p> <p>X</p> <p>X</p> <p>X</p> <p>X</p>
<p>Standard 4080-13 Students speak in functional, informational, and literary situations for various purposes and audiences.</p>	<p><u>Objective: 4080-1301</u> Demonstrate speaking competency in FUNCTIONAL situations.</p> <ul style="list-style-type: none"> • Use speaking process strategies to speak to a functional situation, e.g., giving directions, instructions, answers to questions. • Use oral features to indicate organization, e.g., labels and headings, transitional indicators. • Confirm ongoing meaning by observing audience reaction. 	<ul style="list-style-type: none"> • Questioning 907; directions 68, 77, 402, 860, 975-976 • Organization 909-913 • Audience 113, 241, 356, 567, 768, 830, 903 	<p>X</p> <p>X</p> <p>X</p>

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	<ul style="list-style-type: none"> • Apply additional strategies when understanding breaks down, e.g., repeat information, use different illustration. <p><u>Objective: 4080-1302</u> Demonstrate speaking competency in INFORMATIONAL situations.</p> <ul style="list-style-type: none"> • Use speaking process strategies to address informational situations, e.g., oral school reports, essays, peer teaching experiences. • Use oral features to indicate organization, e.g., labels and headings, transitional indicators. • Select organizational pattern(s) to indicate important information, e.g., description, chronology, process. • Use accurate, valid, and reliable information. • Confirm ongoing meaning by observing audience reaction. • Apply additional strategies when understanding breaks down. e.g., repeat information, use a different illustration. • Use a mix of types of organization. <p><u>Objective: 4080-1303</u> Demonstrate speaking competency in LITERARY situations.</p>	<ul style="list-style-type: none"> • Expressing ideas visually 764; illustration 839 <ul style="list-style-type: none"> • Personal essay 601, 619, 671; debate 294, 958-959; public service announcement 884-889, 980 <ul style="list-style-type: none"> • Organization 909-913 <ul style="list-style-type: none"> • Organization 909-913; process 915 <ul style="list-style-type: none"> • Interviewing 78, 151, 502, 564, 868, 955-956 <ul style="list-style-type: none"> • Process 915 <ul style="list-style-type: none"> • Expressing ideas visually 764 <ul style="list-style-type: none"> • Organization 909-913; process 915; collaboration 955 	<p>X</p> <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"> • Use speaking process strategies to present a literary performance, e.g., retold short story, poetry reading. • Use voice variation to maintain audience interest. • Use the textual indicators of written prose and poetry to aid in interpretation. • Use gestures and/or props to elaborate text. <p><u>Objective: 4080-1304</u> Use effective communication strategies in small and large group discussions.</p> <ul style="list-style-type: none"> • Use agreed-upon rules for effective discussions. • Initiate discussion by providing appropriate information or asking for information. • Express reactions and opinions and challenge the opinions of others in a constructive and considerate manner. • Maintain focus, e.g., filter distractions, listen selectively, postpone reactions. • Extend the discussion through clarification, synthesis, and summary of information. • Pose questions for other group members. • Listen attentively to others' ideas and opinions. • Encourage others to participate in the discussion. 	<ul style="list-style-type: none"> • Reading aloud 238, 256, 271, 446; oral interpretation 610, 680, 957 • Reading aloud 238, 256, 271, 446 • Expressing ideas visually 764; storytelling 68, 256, 958 • Expressing ideas visually 764 • Discussion 263, 788 • Discussion 263, 788; collaboration 955 • Communication skills 85, 602, 665, 951-952 • Listening skills 633, 950-952 • Summarizing 965, 971; synthesizing 963 • Group discussion 91, 788, 950, 953-954 • Listening skills 633, 950-952 • Group discussion 91, 788, 950, 953-954; teamwork 827, 980-981 	<p>X</p> <p>X</p> <p>X</p> <p>X</p> <p>X</p> <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">• Monitor and evaluate the discussion.• Apply additional communication strategies when communication breaks down.• Synthesize and share main ideas outside the discussion group.	<ul style="list-style-type: none">• Group discussion 91, 788, 950, 953-954• Group discussion 91, 788, 950, 953-954; Group project 53, 119, 463, 575, 691, 891; teamwork 827, 980-981• Synthesizing 963	X X X
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