



Glencoe

Literature

COURSE 1
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STANDARDS	PAGE REFERENCES
<p>READING Word Recognition and Word Study</p>	
<p>Word Recognition</p>	
<p>R.WS.06.01 explain and use word structure, sentence structure, and prediction to aid in decoding and understanding the meanings of words encountered in context.</p>	<p>Student Edition: 786 <i>Vocabulary Practice</i> 119, 260 <i>Vocabulary Workshop</i> 23, 220 Teacher Edition: RP 472; T 625; V 102; VP 220</p>
<p>R.WS.06.02 use structural, syntactic, and semantic analysis to recognize unfamiliar words in context including origins and meanings of foreign words, words with multiple meanings, and knowledge of major word chunks/rimes, and syllabication.</p>	<p>Student Edition: 786 <i>Vocabulary Practice</i> 51, 93, 112, 119, 260, 270 <i>Vocabulary Workshop</i> 23, 220, 761 Teacher Edition: RP 472; T 625; V 102; VP 14, 220, 264</p>
<p>R.WS.06.03 automatically recognize frequently encountered words in print with the number of words that can be read fluently increasing steadily across the school year.</p>	<p>Student Edition: <i>Academic Vocabulary</i> 42, 67, 93, 133, 168, 187, 216, 225, 230, 260, 313, 329, 342, 355, 370, 380, 392, 413, 476, 483, 499, 509, 519, 534, 547, 600, 637, 656, 681, 690, 744, 769, 800</p>

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<p>R.WS.06.04 know the meanings of words encountered frequently in grade-level reading and oral language contexts.</p>	<p>Student Edition: <i>Academic Vocabulary</i> 42, 67, 93, 133, 168, 187, 216, 225, 230, 260, 313, 329, 342, 355, 370, 380, 392, 413, 476, 483, 499, 509, 519, 534, 547, 600, 637, 656, 681, 690, 744, 769, 800</p>
<p>R.WS.06.05 acquire and apply strategies to identify unknown words and construct meaning.</p>	<p>Student Edition: <i>Vocabulary Workshop</i> 23, 220, 625, 761 Teacher Edition: AL 81, 625; EL 761; RP 472; T 625; V 81; VP 220, 264</p>
Fluency	
<p>R.WS.06.06 fluently read beginning grade-level text and increasingly demanding texts as the year proceeds.</p>	<p>Student Edition: 12-21, 25-27, 30-40, 49-50, 54-65, 76-79, 97-100, 115-118, 124-132, 164-167, 180-185, 200-208, 317-328, 334-336, 362-371, 385-387, 396-399, 407-411, 452-459, 471-475, 480-481, 504-507, 526-533, 550-556, 557-564, 598-601, 609-618, 628-635, 644-653, 666-679, 686-689, 748-755</p>
Vocabulary	
<p>R.WS.06.07 in context, determine the meaning of words and phrases including regional idioms, literary and technical terms, and content vocabulary using strategies including connotation, denotation, and authentic content-related resources.</p>	<p>Student Edition: <i>Vocabulary Practice</i> 21, 51, 67, 93, 119, 209, 220, 260, 270 Teacher Edition: LEP 272; VP 272; WS 570</p>
Narrative Text	
<p>R.NT.06.01 describe how characters form opinions about one another in ways that can be fair and unfair in classic, multicultural, and contemporary literature recognized for quality and literary merit.</p>	<p>Student Edition: <i>Characteristic of Genre</i> 45 <i>Literary Elements</i> 11, 82, 114, 279, T 38-T 41 <i>Reading Skills</i> 747 <i>Reading Strategy</i> 249, 261 #5- #6, 347, 355 #3-#5, 395, 503, 590 Teacher Edition: LE 11, 82; LEP 4, 108, 644, 736; RP 488</p>
<p>R.NT.06.02 analyze the structure, elements, style, and purpose of narrative genre including folktales, fantasy, adventure, and action stories.</p>	<p>Student Edition: T 38-T 41 <i>After You Read</i> 8, 22, 41, 66, 69, 80, 93-94, 133- 134, 230-231, 270 <i>Literary Elements</i> 227, 406 <i>Reading Skills</i> 123 Teacher Edition: AL 134; LE 90, 92; LEP 8, 224; RP 90, 91, 92</p>

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<p>R.NT.06.03 analyze how dialogue enhances the plot, characters, and themes; differentiates major and minor characters; and builds climax.</p>	<p>Student Edition: T 38-T 41 <i>After You Read 8 #2-#3</i> <i>Literary Elements</i> 103, 112, 231, 330, 356, 735, 745, 769, 802 Teacher Edition: LE 103; RP 118; WP 356</p>
<p>R.NT.06.04 analyze how authors use literary devices including dialogue, imagery, mood, and understatement to develop the plot, characters, point of view, and theme.</p>	<p>Student Edition: T 38-T 41 <i>Literary Elements</i> 75, 80, 82, 103, 112, 114, 135, 194, 197, 314, 503, 525, 535, 487, 735, 809 Teacher Edition: LE 103, 135, 114, 194, 525, 796, 828; LEP 224; RP 200, 370; WP 82</p>
Informational Text	
<p>R.IT.06.01 analyze the structure, elements, features, style, and purpose of informational genre, including research reports, “how-to” articles, and essays.</p>	<p>Student Edition: T 38-T 41 <i>After You Read 8</i>, 22, 41, 66, 69, 80, 93-94, 133-134, 230-231, 270 <i>Literary Elements</i> 169, 187, 211, 216, 218-219, 241, 263 <i>Reading Skills</i> 123 Teacher Edition: RP 200, 232</p>
<p>R.IT.06.02 analyze organizational text patterns including descriptive, chronological sequence, and problem/solution.</p>	<p>Student Edition: T 38-T 41 <i>Characteristic of Genre</i> 218-219 <i>Literary Elements</i> 218-219, 263, 512, 520, 657 <i>Reading Skills</i> 211</p>
<p>R.IT.06.03 explain how authors use text features including footnotes, bibliographies, introductions, summaries, conclusions, and appendices to enhance the understanding of central, key, and supporting ideas.</p>	<p>Student Edition: R 15-R 17 <i>Literary Elements</i> 218-219, 263, 512, 520, 657</p>
Comprehension	
<p>R.CM.06.01 connect personal knowledge, experiences, and understanding of the world to themes and perspectives in text through oral and written responses.</p>	<p>Student Edition: T 38- T 41 <i>Reading Strategy</i> 8, 11, 24, 179, 304, 333, 384, 541, 604 Teacher Edition: RP 70, 130, 164, 310, 506, 630, 698, 766, 816, 826</p>

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<p>R.CM.06.02 retell through concise summarization grade-level narrative and informational text.</p>	<p>Student Edition: <i>After You Read</i> 8, 27, 160 <i>Respond and Think Critically</i> 27, 72, 193, 235, 304, 336, 376, 387, 448, 463, 539, 602, 606, 641, 760, 774, 814 <i>Respond Through Writing</i> 68, 170 Teacher Edition: A 170; W 814; WP 86, 100, 118, 126, 241, 225, 288</p>
<p>R.CM.06.03 analyze global themes, universal truths and principles within and across texts to create a deeper understanding by drawing conclusions, making inferences, and synthesizing.</p>	<p>Student Edition: 44-45, T 38- T 41 <i>Reading Skills</i> 374 <i>Reading Strategy</i> 347, 776 <i>Respond and Think Critically</i> 342, 807 Teacher Edition: RP 76, 86, 106, 130, 168, 254, 452, 458, 538, 550, 574, 598, 692, 764, 820, 826; WP 126</p>
<p>R.CM.06.04 apply significant knowledge from grade-level science, social studies, and mathematics texts.</p>	<p>Student Edition: <i>Connect to Science</i> 168 <i>Connect to Social Studies</i> 41</p>
<p>Metacognition</p>	
<p>R.MT.06.01 self-monitor comprehension when reading or listening to text by automatically applying and discussing the strategies used by mature readers to increase comprehension including: predicting, constructing mental images, visually representing ideas in text, questioning, rereading or listening again if uncertain about meaning, inferring, summarizing, and engaging in interpretive discussions.</p>	<p>Student Edition: 44-45, T 38- T 41 <i>After You Read</i> 354, 412 <i>Reading Skills</i> 114, 123, 374 <i>Reading Strategy</i> 53, 75, 96, 101, 249, 640, Teacher Edition: RS 53, 75, 96, 106, 114; RP 24, 34, 44, 50, 64, 76, 80, 86, 100, 106, 108, 118, 124, 126, 130, 254, 358, 558, 574, 598, 608, 622, 692; WP 86, 168, 258</p>
<p>R.MT.06.02 plan, monitor, regulate, and evaluate skills, strategies, and processes for their own reading comprehension by applying appropriate metacognitive skills such as SQP3R and pattern guides.</p>	<p>Student Edition: 44-45, T 38- T 41 <i>After You Read</i> 354, 412 <i>Reading Skills</i> 114, 123, 374 <i>Reading Strategy</i> 53, 75, 96, 101, 249, 640, Teacher Edition: RS 53, 75, 96, 106, 114; RP 24, 34, 44, 50, 64, 76, 80, 86, 100, 106, 108, 118, 124, 126, 130, 254, 358, 558, 574, 598, 608, 622, 692; WP 86, 168, 258</p>

STANDARDS	PAGE REFERENCES
Critical Standards	
<p>R.CS.06.01 compare the appropriateness of shared, individual and expert standards based on purpose, context, and audience in order to assess their own writing and the writing of others.</p>	<p>Student Edition: This objective can be met through independent reading and writing in the classroom or through homework assignments.</p>
Reading Attitude	
<p>R.AT.06.01 be enthusiastic about reading and do substantial reading and writing on their own.</p>	<p>Student Edition: This objective can be met through independent reading and writing in the classroom or through homework assignments.</p>
WRITING	
Writing Genre	
<p>W.GN.06.01 write a cohesive narrative piece such as a personal narrative, adventure, tall tale, folktale, fantasy, or poetry that includes appropriate conventions to the genre, employing elements of characterization for major and minor characters; internal and/or external conflict; and issues of plot, theme, and imagery.</p>	<p>Student Edition: 140-145 <i>Writing</i> 80, 101 Teacher Edition: WP 32, 332, 390, 404, 418, 610, 632, 812, 818</p>
<p>W.GN.06.02 write a personal, persuasive, or comparative essay that includes organizational patterns supporting key ideas.</p>	<p>Student Edition: 426-431, 566-571 <i>Respond Through Writing</i> 484 Teacher Edition: WP 546</p>
<p>W.GN.06.03 formulate research questions using multiple resources and perspectives that allow them to organize, analyze, and explore problems and pose solutions that culminate in a final presented project using the writing process.</p>	<p>Student Edition: 426-431, R 14- R 17 <i>Research and Report</i> 217, 520 Teacher Edition: RP 192, 218, 396, 410, 412, 490, 510, 530, 646, 730, 748, 782, 822; RR 217; WP 326, 425, 634, 652, 818</p>
Writing Process	
<p>W.PR.06.01 set a purpose, consider audience, and replicate authors' styles and patterns when writing a narrative or informational piece.</p>	<p>Student Edition: 140-145, 426-431, 566-571 <i>Writing</i> 80, 101 <i>Write with Style</i> 197, 381, 393, 500</p>

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<p>W.PR.06.02 apply a variety of pre-writing strategies for both narrative (e.g., graphic organizers designed to develop a plot that includes major and minor characters, builds climax, and uses dialogue to enhance a theme) and informational writing (e.g., problem/solution or sequence).</p>	<p>Student Edition: <i>Writing Workshop</i> 140-142, 280-282, 426-431, 566-568, 704-707, 832-834</p> <p>Teacher Edition: T 140, 280, 282, 283, 427, 428, 429, 566, 567, 568, 704, 705, 706, 707, 832, 833, 834, 835; WP 834; WS 428, 568, 569, 835; WT 429, 569</p>
<p>W.PR.06.03 revise drafts for clarity, coherence, and consistency in content, voice, and genre characteristics with audience and purpose in mind.</p>	<p>Student Edition: <i>Writing Workshop</i> 144, 284, 430, 570, 708-710, 836</p> <p>Teacher Edition: T 142, 143, 284, 430, 570, 708, 710, 836; WP 836; WT 142</p>
<p>W.PR.06.04 draft focused ideas for a specific purpose using multiple paragraphs, sentence variety, and voice to meet the needs of an audience (e.g., word choice, level of formality, and use of example) when writing compositions.</p>	<p>Student Edition: <i>Writing Workshop</i> 144, 284, 430, 570, 708-710, 832-837</p> <p>Teacher Edition: T 142, 143, 144, 284, 430, 570, 708, 710, 836; WP 836; WT 142, 144</p>
<p>W.PR.06.05 proofread and edit writing using grade-level checklists and other appropriate resources both individually and in groups.</p>	<p>Student Edition: <i>Writing Workshop</i> 145, 285, 431, 571, 711, 832-837</p> <p>Teacher Edition: T 145, 285, 431, 571, 711, 837</p>
<p>Personal Style</p>	
<p>W.PS.06.01 exhibit personal style and voice to enhance the written message in both narrative (e.g., personification, humor, element of surprise) and informational writing (e.g., emotional appeal, strong opinion, credible support).</p>	<p>Student Edition: 140-145, 426-431, 566-571 <i>Respond Through Writing</i> 484 <i>Writing</i> 80, 101</p> <p>Teacher Edition: WP 32, 332, 390, 404, 418, 586, 610, 632, 812, 818</p>

STANDARDS	PAGE REFERENCES
Grammar and Usage	
<p>W.GR.06.01 in the context of writing, correctly use style conventions (e.g., Modern Language Association Handbook) and a variety of grammatical structures in writing including indefinite and predicate pronouns; transitive and intransitive verbs; adjective and adverbial phrases; adjective and adverbial subordinate clauses; comparative adverbs and adjectives; superlatives, conjunctions; compound sentences; appositives; independent and dependent clauses; introductory phrases; periods; commas; quotation marks; and use of underlining and italics for specific purposes.</p>	<p>Student Edition: <i>Grammar Focus</i> 837 <i>Grammar Link</i> 94, 134, 197, 217, 314, 343, 373, 381, 393, 500, 520, 535, 548, 657, 745, <i>Grammar Tip</i> 68, 170, 356, 682 <i>Grammar Workshop</i> 120-121, 189</p> <p>Teacher Edition: GP 20, 474, 614, 624, 786, 824</p>
Spelling	
<p>W.SP.06.01 in the context of writing, correctly spell frequently encountered and frequently misspelled words.</p>	<p>Student Edition: R 43-R 45 <i>Spelling Link</i> 239, 279, 308, 333, 359, 404, 624, 663, 807, 814</p>
Handwriting	
<p>W.HW.06.01 write neat and legible compositions.</p>	<p>The following activities can be used to determine the neatness and legibility of students' handwriting.</p> <p>Student Edition: 140-145, 566-571</p>
Writing Attitude	
<p>W.AT.06.01 be enthusiastic about writing and learning to write.</p>	<p>Student Edition: This objective can be met through independent reading and writing in the classroom or through homework assignments.</p>
SPEAKING	
Conventions	
<p>S.CN.06.01 adjust their use of language to communicate effectively with a variety of audiences and for different purposes by asking and responding to questions and remarks to engage the audience when presenting.</p>	<p>Student Edition: R 46 <i>Speaking and Listening</i> 261, 330, 343, 373, 535, 548, 745 <i>Speaking, Listening and Viewing Workshop</i> 146, 286, 432, 572, 712</p> <p>Teacher Edition: LSP 286, 700, 712, 764, 780, 820, 838; SP 4</p>

STANDARDS	PAGE REFERENCES
<p>S.CN.06.02 speak effectively using rhyme, rhythm, cadence, and word play for effect in narrative and informational presentations.</p>	<p>Student Edition: R 46 <i>Speaking and Listening</i> 261, 330, 343, 373, 535, 548, 745 <i>Speaking, Listening and Viewing Workshop</i> 146, 286, 432, 572, 712 Teacher Edition: LSP 286, 700, 712, 764, 780, 820, 838; SP 4</p>
<p>S.CN.06.03 present in standard American English if it is their first language. (Students whose first language is not English will present in their developing version of standard American English.)</p>	<p>Student Edition: <i>Speaking and Listening</i> 261, 330, 343, 373, 535, 548, 745 <i>Speaking, Listening and Viewing Workshop</i> 146, 286, 432, 572, 712 Teacher Edition: LSP 286, 700, 712, 764, 780, 820, 838</p>
Discourse	
<p>S.DS.06.01 engage in interactive, extended discourse to socially construct meaning in book clubs, literature circles, partnerships, or other conversation protocols.</p>	<p>Student Edition: <i>Group Activity</i> 354, 412, 768, 799 <i>Literary Element</i> 425 <i>Research and Report</i> 343 <i>Speaking and Listening</i> 261, 330, 343, 373, 745 Teacher Edition: LSP 340; RP 274; SL 745; WP 522</p>
<p>S.DS.06.02 respond to multiple text types in order to compare/contrast ideas, form, and style; to evaluate quality; take a stand and support an issue; and to identify personally with a universal theme.</p>	<p>Student Edition: 136, 137-138, 272-276, 277-278, 416-420, 421-424, 550-556, 557-564, 693-698, 699-702, 816-823, 824-830 <i>Comparing Literature</i> 135, 139, 271, 279, 415, 425, 549, 565, 692, 703, 815, 831 Teacher Edition: CL 136; RS 549, 692, 815; WC 831</p>
<p>S.DS.06.03 discuss written narratives that include a variety of literary and plot devices (e.g., established context plot, point of view, sensory details, dialogue, and suspense).</p>	<p>Student Edition: <i>Group Activity</i> 354, 412, 768, 799 <i>Literary Element</i> 425 <i>Research and Report</i> 343 <i>Speaking and Listening</i> 261, 330, 343, 373, 745 Teacher Edition: LSP 340; RP 274; SL 745; WP 522</p>

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<p>S.DS.06.04 plan a focused and coherent informational presentation using an informational organizational pattern (e.g., problem/solution, sequence); select a focus question to address and organize the message to ensure that it matches the intent and the audience to which it will be delivered.</p>	<p>Student Edition: 704-710, R 14- R 17 <i>Speaking, Listening and Viewing Workshop</i> 286, 572</p> <p>Teacher Edition: LSP 286, 700, 712, 838</p>
LISTENING & VIEWING	
Conventions	
<p>L.CN.06.01 respond to, evaluate, and analyze the speaker's effectiveness and content when listening to or viewing a variety of speeches and presentations.</p>	<p>Student Edition: R 47, R 48 <i>Speaking, Listening and Viewing Workshop</i> 572, 838</p> <p>Teacher Edition: LSP 286, 712</p>
<p>L.CN.06.02 listen to or view critically while demonstrating appropriate social skills of audience behaviors (e.g., eye contact, attentive, supportive); critically examine the verbal and non-verbal strategies during speeches and presentations.</p>	<p>Student Edition: R 47, R 48 <i>Speaking, Listening and Viewing Workshop</i> 286, 572, 712, 838</p> <p>Teacher Edition: LSP 286, 700, 712, 838</p>
Response	
<p>L.RP.06.01 listen to or view knowledgeably a variety of genre to summarize, take notes on key points, and ask clarifying questions.</p>	<p>Student Edition: R 47, R 48 <i>Speaking, Listening and Viewing Workshop</i> 286, 572, 712, 838</p> <p>Teacher Edition: LSP 286, 700, 712, 838</p>
<p>L.RP.06.02 select, listen to or view knowledgeably, and respond thoughtfully to both classic and contemporary texts recognized for quality and literary merit.</p>	<p>Student Edition: R 47, R 48 <i>Speaking, Listening and Viewing Workshop</i> 286, 572, 712, 838</p> <p>Teacher Edition: LSP 286, 700, 712, 838</p>
<p>L.RP.06.03 identify a speaker's affective communication expressed through tone, mood, and emotional cues.</p>	<p>Student Edition: R 47 <i>Speaking, Listening and Viewing Workshop</i> 712</p> <p>Teacher Edition: LSP 286, 700, 712, 838</p>

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<p>L.RP.06.04 relate a speaker's verbal communications (e.g., tone of voice) to the non-verbal message communicated (e.g., eye contact, posture, and gestures).</p>	<p>Student Edition: R 47 <i>Speaking, Listening and Viewing Workshop</i> 712</p> <p>Teacher Edition: LSP 286, 700, 712, 838</p>
<p>L.RP.06.05 respond to multiple text types when listened to or viewed knowledgeably, by discussing, illustrating, and/or writing in order to compare/contrast similarities and differences in idea, form, and style to evaluate quality and to identify personal and universal themes.</p>	<p>Student Edition: <i>Reading Skill</i> 415, 692, 838 <i>Write to Compare</i> 425</p> <p>Teacher Edition: RS 415; WC 425</p>
<p>L.RP.06.06 respond to, evaluate, and analyze the credibility of a speaker who uses persuasion to affirm his/her point of view in a speech or presentation.</p>	<p>Student Edition: 247, 521, 683, R 48</p>
<p>L.RP.06.07 identify persuasive and propaganda techniques used in television, and identify false and misleading information.</p>	<p>Student Edition: 247, 521, 683, R 48</p>