

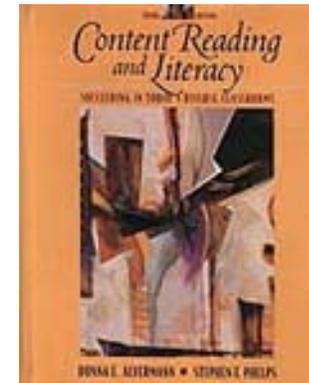
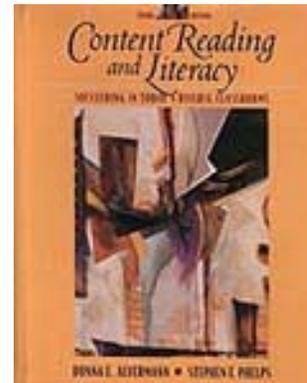
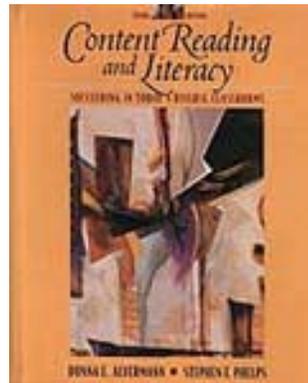
Content Reading and Literacy

by Donna E. Alvermann and Stephen F. Phelps

Allyn Bacon Publishing

correlated to

Texas Essential Knowledge and Skills for English
Grades 6-12



Content Reading and Literacy

Allyn Bacon Publishing

correlated to

Texas Essential Knowledge and Skills for English Grades 6-8

110.22. English Language Arts and Reading, Grade 6.	
(b) Knowledge and skills.	
6. Reading/word identification. The student uses a variety of word recognition strategies. The student is expected to:	
A. apply knowledge of letter-sound correspondences, language structure, and context to recognize words (4-8);	Chapter 8: Increasing Vocabulary and Conceptual Growth, 246-282
B. use structural analysis to identify root words with prefixes such as <i>dis-</i> , <i>non-</i> , <i>in-</i> , and suffixes such as <i>-ness</i> , <i>-tion</i> , and <i>-able</i> (4-6); and	Chapter 8: Increasing Vocabulary and Conceptual Growth, 246-282
C. locate the meanings, pronunciations, and derivations of unfamiliar words using dictionaries, glossaries, and other sources (4-8).	Chapter 8: Increasing Vocabulary and Conceptual Growth, 246-282
7. Reading/fluency. The student reads with fluency and understanding in texts at appropriate difficulty levels. The student is expected to:	
A. read regularly in independent-level materials (texts in which no more than approximately 1 in 20 words is difficult for the reader) (6);	Teacher is learning to help students read regularly in independent-level materials throughout this book.
B. read regularly in instructional-level materials that are challenging but manageable (texts in which no more than approximately 1 in 10 words is difficult for the reader) (6);	Teacher is learning to help students read regularly in instructional-level materials that are challenging but manageable throughout this book.
C. demonstrate characteristics of fluent and effective readers (4-6);	Teacher is learning to help students demonstrate characteristics of fluent and effective readers throughout this book.
D. adjust reading rate based on purposes for reading (4-8);	Teacher is learning to help students adjust reading rate based on purposes for reading throughout this book.
E. read aloud in selected texts in ways that both reflect understanding of the text and engage the listeners (4-8); and	Teacher is learning to help students read aloud in selected texts in ways that both reflect understanding of the text and engage the listeners throughout this book.
F. read silently with increasing ease for longer periods (4-8).	Teacher is learning to help students read silently with increasing ease for longer periods throughout this book.

110.22. English Language Arts and Reading, Grade 6, cont.	
8. Reading/variety of texts. The student reads widely for different purposes in varied sources. The student is expected to:	
A. read classic and contemporary works (2-8);	Chapter 7: Reading to Learn, 204-244; Chapter 12: Developing Lifetime Readers: Literature in Content Area Classes, 374-400
B. select varied sources such as plays, anthologies, novels, textbooks, poetry, newspapers, manuals, and electronic texts when reading for information or pleasure (6-8);	Chapter 7: Reading to Learn, 204-244; Chapter 12: Developing Lifetime Readers: Literature in Content Area Classes, 374-400
C. read for varied purposes such as to be informed, to be entertained, to appreciate the writer's craft, and to discover models for his/her own writing (4-8); and	Chapter 7: Reading to Learn, 204-244; Chapter 12: Developing Lifetime Readers: Literature in Content Area Classes, 374-400
D. read to take action such as to complete forms, make informed recommendations, and write a response (6-8).	Chapter 7: Reading to Learn, 204-244; Chapter 12: Developing Lifetime Readers: Literature in Content Area Classes, 374-400; Chapter 10: Writing Across the Curriculum, 308-351
9. Reading/vocabulary development. The student acquires an extensive vocabulary through reading and systematic word study. The student is expected to:	
A. develop vocabulary by listening to selections read aloud (4-8);	Chapter 8: Increasing Vocabulary and Conceptual Growth, 246-282
B. draw on experiences to bring meanings to words in context such as interpreting idioms, multiple-meaning words, and analogies (6-8);	Chapter 8: Increasing Vocabulary and Conceptual Growth, 246-282
C. use multiple reference aids, including a thesaurus, a synonym finder, a dictionary, and software, to clarify meanings and usage (4-8);	Chapter 8: Increasing Vocabulary and Conceptual Growth, 246-282
D. determine meanings of derivatives by applying knowledge of the meanings of root words such as <i>like</i> , <i>pay</i> or <i>happy</i> and affixes such as <i>dis-</i> , <i>pre-</i> or <i>un-</i> (4-8);	Chapter 8: Increasing Vocabulary and Conceptual Growth, 246-282
E. study word meanings systematically such as across curricular content areas and through current events (4-8);	Chapter 8: Increasing Vocabulary and Conceptual Growth, 246-282
F. distinguish denotative and connotative meanings (6-8); and	Chapter 8: Increasing Vocabulary and Conceptual Growth, 246-282
G. use word origins as an aid to understanding historical influences on English word meanings (6-8).	Chapter 8: Increasing Vocabulary and Conceptual Growth, 246-282

110.22. English Language Arts and Reading, Grade 6, cont.	
10. Reading/comprehension. The student comprehends selections using a variety of strategies. The student is expected to:	
A. use his/her own knowledge and experience to comprehend (4-8);	Prior Knowledge: Activating, 22-23, 187-203; Appropriate, 24; Assessing and Building of, 182-187; Graphic Organizers, 182-183; List-Group-Label Strategy, 182; Reading and Listening, 183-185; Role of, 170-182; Sufficient, 24; Writing, 186-187
B. establish and adjust purposes for reading such as reading to find out, to understand, to interpret, to enjoy, and to solve problems (4-8);	Chapter 6: Preparing to Read, 176-203; Chapter 7: Reading to Learn, 204-244
C. monitor his/her own comprehension and make modifications when understanding breaks down such as by rereading a portion aloud, using reference aids, searching for clues, and asking questions (4-8);	Language, Diversity and Culture: 36-61, 226-228,
D. describe mental images that text descriptions evoke (4-8);	Chapter 9: Responding to Reading, 283-307
E. use the text's structure or progression of ideas such as cause and effect or chronology to locate and recall information (4-8);	Sensing and Responding to Text Structure: 232-235
F. determine a text's main (or major ideas) and how those ideas are supported with details (4-8);	211-212
G. paraphrase and summarize text to recall, inform, or organize ideas (4-8);	325-330
H. draw inferences such as conclusions or generalizations and support them with text evidence and experience (4-8);	Chapter 9: Responding to Reading, 283-307
I. find similarities and differences across texts such as in treatment, scope, or organization (4-8);	Teacher is learning to help student in improving their reading skills, which will help him/her to find similarities and differences across texts such as in treatment, scope, or organization. See Chapter 6: Preparing to Read, 176-203; Chapter 7: Reading to Learn, 204-244; Chapter 9: Responding to Reading, 283-307
J. distinguish fact and opinion in various texts (4-8);	Teacher is learning to help student in improving their reading skills, which will help him/her to distinguish fact and opinion in various texts.
K. answer different types and levels of questions such as open-ended, literal, and interpretative as well as test-like questions such as multiple choice, true-false, and short answer (4-8);	Chapter 9: Responding to Reading, 283-307; Chapter 10: Writing Across the Curriculum, 308-351
L. represent text information in different ways such as in outline, timeline, or graphic organizer (4-8); and	Summarizing, 325-330; Note Taking, 367-371; Outlining, 342; Writing Report, 342-346
M. use study strategies to learn and recall important ideas from texts such as preview, question, reread, and record (6-8).	Chapter 11; Studying and Study Strategies, 352-373

110.22. English Language Arts and Reading, Grade 6, cont.	
11. Reading/literary response. The student expresses and supports responses to various types of texts. The student is expected to:	
A. offer observations, make connections, react, speculate, interpret, and raise questions in response to texts (4-8);	Chapter 9: Responding to Reading, 283-307; Chapter 10: Writing Across the Curriculum, 308-351
B. interpret text ideas through such varied means as journal writing, discussion, enactment, and media (4-8);	Chapter 9: Responding to Reading, 283-307; Chapter 10: Writing Across the Curriculum, 308-351
C. support responses by referring to relevant aspects of text and his/her own experiences (4-8); and	Chapter 9: Responding to Reading, 283-307; Chapter 10: Writing Across the Curriculum, 308-351; Prior Knowledge: Activating, 22-23, 187-203; Appropriate, 24; Assessing and Building of, 182-187; Graphic Organizers, 182-183; List-Group-Label Strategy, 182; Reading and Listening, 183-185; Role of, 170-182; Sufficient, 24; Writing, 186-187
D. connect, compare, and contrast ideas, themes, and issues across text (4-8).	Chapter 9: Responding to Reading, 283-307; Chapter 10: Writing Across the Curriculum, 308-351
12. Reading/text structures/literary concepts. The student analyzes the characteristics of various types of texts (genres). The student is expected to:	
A. identify the purposes of different types of texts such as to inform, influence, express, or entertain (4-8);	Teachers are learning to strengthen and deepen students reading skills, which will help them to identify the purposes of different types of texts such as to inform, influence, express, or entertain. Chapter 7: Reading to Learn, 204-244; Chapter 9: Responding to Reading, 283-307; Chapter 10: Writing Across the Curriculum, 308-351; Chapter 12: Developing Lifetime Readers: Literature in Content Area Classes, 374-400
B. recognize the distinguishing features of genres, including biography, historical fiction, informational texts, and poetry (4-8);	Chapter 7: Reading to Learn, 204-244; Chapter 9: Responding to Reading, 283-307; Chapter 10: Writing Across the Curriculum, 308-351; Chapter 12: Developing Lifetime Readers: Literature in Content Area Classes, 374-400
C. compare communication in different forms such as contrasting a dramatic performance with a print version of the same story or comparing story variants (2-8);	Teachers are learning to strengthen and deepen students reading skills, which will help them to compare communication in different forms such as contrasting a dramatic performance with a print version of the same story or comparing story variants. Chapter 7: Reading to Learn, 204-244; Chapter 9: Responding to Reading, 283-307; Chapter 10: Writing Across the Curriculum, 308-351; Chapter 12: Developing Lifetime Readers: Literature in Content Area Classes, 374-400
D. understand and identify literary terms such as playwright, theater, stage, act, dialogue, analogy, and scene across a variety of literary forms (texts) (6-7);	Chapter 7: Reading to Learn, 204-244; Chapter 8: Increasing Vocabulary and Conceptual Growth, 246-282; Chapter 9: Responding to Reading, 283-307; Chapter 10: Writing Across the Curriculum, 308-351; Chapter 12: Developing Lifetime Readers: Literature in Content Area Classes, 374-400
E. understand literary forms by recognizing and distinguishing among such types of text as stories, poems, myths, fables, tall tales, limericks, plays, biographies, and autobiographies (3-7);	Chapter 7: Reading to Learn, 204-244; Chapter 8: Increasing Vocabulary and Conceptual Growth, 246-282; Chapter 9: Responding to Reading, 283-307; Chapter 10: Writing Across the Curriculum, 308-351; Chapter 12: Developing Lifetime Readers: Literature in Content Area Classes, 374-400
F. analyze characters, including their traits, motivations, conflicts, points of view, relationships, and changes they undergo (4-8);	Chapter 7: Reading to Learn, 204-244; Chapter 8: Increasing Vocabulary and Conceptual Growth, 246-282; Chapter 9: Responding to Reading, 283-307; Chapter 10: Writing Across the Curriculum, 308-351; Chapter 12: Developing Lifetime Readers: Literature in Content Area Classes, 374-400
G. recognize and analyze story plot, setting, and problem resolution (4-8);	Chapter 7: Reading to Learn, 204-244; Chapter 8: Increasing Vocabulary and Conceptual Growth, 246-282; Chapter 9: Responding to Reading, 283-307; Chapter 10: Writing Across the Curriculum, 308-351; Chapter 12: Developing Lifetime Readers: Literature in Content Area Classes, 374-400
H. describe how the author's perspective or point of view affects the text (4-8);	Chapter 7: Reading to Learn, 204-244; Chapter 9: Responding to Reading, 283-307; Chapter 10: Writing Across the Curriculum, 308-351; Chapter 12: Developing Lifetime Readers: Literature in Content Area Classes, 374-400

110.22. English Language Arts and Reading, Grade 6, cont.	
12. Reading/text structures/literary concepts. The student analyzes the characteristics of various types of texts (genres).	
I. analyze ways authors organize and present ideas such as through cause/effect, compare/contrast, inductively, deductively, or chronologically (6-8);	Sensing and Responding to Text Structure: 232-235
J. recognize and interpret literary devices such as flashback, foreshadowing, and symbolism (6-8); and	Teachers are learning to strengthen and deepen students reading skills, which will help students recognize and interpret literary devices such as flashback, foreshadowing, and symbolism. Chapter 7: Reading to Learn, 204-244; Chapter 9: Responding to Reading, 283-307; Chapter 10: Writing Across the Curriculum, 308-351; Chapter 12: Developing Lifetime Readers: Literature in Content Area Classes, 374-400
K. recognize how style, tone, and mood contribute to the effect of the text (6-8).	Teachers are learning to strengthen and deepen students reading skills, which will help students recognize how style, tone, and mood contribute to the effect of the text.
13. Reading/inquiry/research. The student inquires and conducts research using a variety of sources. The student is expected to:	
A. form and revise questions for investigations, including questions arising from readings, assignments, and units of study (6-8);	Chapter 9: Responding to Reading, 283-307; Chapter 11: Studying and Study Strategies, 352-373
B. use text organizers, including headings, graphic features, and tables of contents, to locate and organize information (4-8);	Chapter 9: Responding to Reading, 283-307; Chapter 11: Studying and Study Strategies, 352-373
C. use multiple sources, including electronic texts, experts, and print resources, to locate information relevant to research questions (4-8);	Chapter 7: Reading to Learn, 204-244; Chapter 12: Developing Lifetime Readers: Literature in Content Area Classes, 374-400
D. interpret and use graphic sources of information such as maps, graphs, timelines, or tables to address research questions (4-8);	Chapter 9: Responding to Reading, 283-307
E. summarize and organize information from multiple sources by taking notes, outlining ideas, and making charts (4-8);	Studying and Study Strategies: 352-373
F. produce research projects and reports in effective formats for various audiences (6-8);	Studying and Study Strategies, 352-373; Chapter 10: Writing Across the Curriculum, 308-351
G. draw conclusions from information gathered from multiple sources (4-8);	Chapter 9: Responding to Reading, 283-307
H. use compiled information and knowledge to raise additional, unanswered questions (3-8); and	Chapter 9: Responding to Reading, 283-307
I. present organized statements, reports, and speeches using visuals or media to support meaning, as appropriate (6-8),	Chapter 9: Responding to Reading, 283-307; Studying and Study Strategies, 352-373; Chapter 10: Writing Across the Curriculum, 308-351
14. Reading/culture. The student reads to increase knowledge of his/her own culture, the culture of others, and the common elements of cultures. The student is expected to:	
A. compare text events with his/her own and other readers' experiences (4-8);	Chapter 2: Language, Diversity and Culture, 36-61; Prior Knowledge: Activating, 22-23, 187-203; Appropriate, 24; Assessing and Building of, 182-187; Graphic Organizers, 182-183; List-Group-Label Strategy, 182; Reading and Listening, 183-185; Role of, 170-182; Sufficient, 24; Writing, 186-187
B. determine distinctive and common characteristics of cultures through wide reading (4-8); and	Chapter 2: Language, Diversity and Culture, 36-61; Chapter 7: Reading to Learn, 204-244; Chapter 12: Developing Lifetime Readers: Literature in Content Area Classes, 374-400
C. articulate and discuss themes and connections that cross cultures (4-8).	Chapter 2: Language, Diversity and Culture, 36-61; Chapter 7: Reading to Learn, 204-244; Chapter 12: Developing Lifetime Readers: Literature in Content Area Classes, 374-400

§110.23. English Language Arts and Reading, Grade 7.	
B. Knowledge and skills.	
6. Reading/word identification. The student uses a variety of word recognition strategies. The student is expected to:	
A. apply knowledge of letter-sound correspondences, language structure, and context to recognize words (4-8);	Chapter 8: Increasing Vocabulary and Conceptual Growth, 246-282
B. use structural analysis to identify words, including knowledge of Greek and Latin roots and prefixes/suffixes (7-8); and	Chapter 8: Increasing Vocabulary and Conceptual Growth, 246-282
C. locate the meanings, pronunciations, and derivations of unfamiliar words using dictionaries, glossaries, and other sources (4-8).	Chapter 8: Increasing Vocabulary and Conceptual Growth, 246-282
7. Reading/fluency. The student reads with fluency and understanding in texts at appropriate difficulty levels. The student is expected to:	
A. read regularly in independent-level materials (texts in which no more than approximately 1 in 20 words is difficult for the reader) (7);	Teacher is learning to help students read regularly in independent-level materials throughout this book.
B. read regularly in instructional-level materials that are challenging but manageable (texts in which no more than approximately 1 in 10 words is difficult for the reader) (7);	Teacher is learning to help students read regularly in instructional-level materials that are challenging but manageable throughout this book.
C. adjust reading rate based on purposes for reading (4-8);	Teacher is learning to help students adjust reading rate based on purposes for reading
D. read aloud in selected texts in ways that both reflect understanding of the text and engage the listeners (4-8); and	Teacher is learning to help students read aloud in selected texts in ways that both reflect understanding of the text and engage the listeners throughout this book.
E. read silently with increasing ease for longer periods (4-8).	Teacher is learning to help students read silently with increasing ease for longer periods throughout this book.
8. Reading/variety of texts. The student reads widely for different purposes in varied sources. The student is expected to:	
A. read classic and contemporary works (2-8);	Chapter 7: Reading to Learn, 204-244; Chapter 12: Developing Lifetime Readers: Literature in Content Area Classes, 374-400
B. select varied sources such as plays, anthologies, novels, textbooks, poetry, newspapers, manuals, and electronic texts when reading for information or pleasure (6-8);	Chapter 7: Reading to Learn, 204-244; Chapter 12: Developing Lifetime Readers: Literature in Content Area Classes, 374-400
C. read for varied purposes such as to be informed, to be entertained, to appreciate the writer's craft, and to discover models for his/her own writing (4-8); and	Chapter 7: Reading to Learn, 204-244; Chapter 12: Developing Lifetime Readers: Literature in Content Area Classes, 374-400
D. read to take action such as to complete forms, make informed recommendations, and write a response (6-8).	Chapter 7: Reading to Learn, 204-244; Chapter 12: Developing Lifetime Readers: Literature in Content Area Classes, 374-400; Chapter 10: Writing Across the Curriculum, 308-351

§110.23. English Language Arts and Reading, Grade 7, cont.	
9. Reading/vocabulary development. The student acquires an extensive vocabulary through reading and systematic word study. The student is expected to:	
A. develop vocabulary by listening to selections read aloud (4-8);	Chapter 8: Increasing Vocabulary and Conceptual Growth, 246-282
B. draw on experiences to bring meanings to words in context such as interpreting figurative language idioms, multiple-meaning words, and analogies (6-8);	Chapter 8: Increasing Vocabulary and Conceptual Growth, 246-282
C. use multiple reference aids, including a thesaurus, a synonym finder, a dictionary, and software, to clarify meaning and usage (4-8);	Chapter 8: Increasing Vocabulary and Conceptual Growth, 246-282
D. determine meanings of derivatives by applying knowledge of the meanings of root words such as <i>like</i> , <i>pay</i> , or <i>happy</i> and affixes such as <i>dis-</i> , <i>pre-</i> , or <i>un-</i> (4-8);	Chapter 8: Increasing Vocabulary and Conceptual Growth, 246-282
E. study word meanings systematically such as across curricular content areas and through current events (4-8);	Chapter 8: Increasing Vocabulary and Conceptual Growth, 246-282
F. distinguish denotative and connotative meanings (6-8); and	Chapter 8: Increasing Vocabulary and Conceptual Growth, 246-282
G. use word origins as an aid to understanding historical influences on English word meanings (6-8).	Chapter 8: Increasing Vocabulary and Conceptual Growth, 246-282
10. Reading/comprehension. The student uses a variety of strategies to comprehend a wide range of texts of increasing levels of difficulty. The student is expected to:	
A. use his/her own knowledge and experience to comprehend (4-8);	Prior Knowledge: Activating, 22-23, 187-203; Appropriate, 24; Assessing and Building of, 182-187; Graphic Organizers, 182-183; List-Group-Label Strategy, 182; Reading and Listening, 183-185; Role of, 170-182; Sufficient, 24; Writing, 186-187
B. establish and adjust purposes for reading such as reading to find out, to understand, to interpret, to enjoy, and to solve problems (4-8);	Chapter 6: Preparing to Read, 176-203; Chapter 7: Reading to Learn, 204-244
C. monitor his/her own comprehension and make modifications when understanding breaks down such as by rereading a portion aloud, using reference aids, searching for clues, and asking questions (4-8);	Chapter 6: Preparing to Read, 176-203; Chapter 7: Reading to Learn, 204-244
D. describe mental images that text descriptions evoke (4-8);	Chapter 9: Responding to Reading, 283-307
E. use the text's structure or progression of ideas such as cause and effect or chronology to locate and recall information (4-8);	Chapter 9: Responding to Reading, 283-307
F. determine a text's main (or major) ideas and how those ideas are supported with details (4-8);	211-212, Chapter 9: Responding to Reading, 283-307

§110.23. English Language Arts and Reading, Grade 7, cont.	
10. Reading/comprehension. The student uses a variety of strategies to comprehend a wide range of texts of increasing levels of difficulty.	
G. paraphrase and summarize text to recall, inform, or organize ideas (4-8);	325-330
H. draw inferences such as conclusions or generalizations and support them with text evidence and experience (4-8);	Chapter 9: Responding to Reading, 283-307
I. find similarities and differences across texts such as in treatment, scope, or organization (4-8);	Teacher is learning to help student in improving their reading skills, which will help him/her to find similarities and differences across texts such as in treatment, scope, or organization. Chapter 6: Preparing to Read, 176-203; Chapter 7: Reading to Learn, 204-244; Chapter 9: Responding to Reading, 283-307
J. distinguish fact and opinion in various texts (4-8);	Teacher is learning to help student in improving their reading skills, which will help him/her to distinguish fact and opinion in various texts
K. answer different types and levels of questions such as open-ended, literal, and interpretative as well as test-like questions such as multiple choice, true-false, and short answer (4-8);	Chapter 9: Responding to Reading, 283-307; Chapter 10: Writing Across the Curriculum, 308-351
L. represent text information in different ways such as in outline, timeline, or graphic organizer (4-8); and	Summarizing, 325-330; Note Taking, 367-371; Outlining, 342; Writing Report, 342-346
M. use study strategies to learn and recall important ideas from texts such as preview, question, reread, and record (6-8).	Chapter 11: Studying and Study Strategies, 352-373
11. Reading/literary response. The student expresses and supports responses to various types of texts. The student is expected to:	
A. offer observations, make connections, react, speculate, interpret, and raise questions in response to texts (4-8);	Chapter 9: Responding to Reading, 283-307; Chapter 10: Writing Across the Curriculum, 308-351
B. interpret text ideas through such varied means journal writing, discussion, enactment, and media (4-8);	Chapter 9: Responding to Reading, 283-307; Chapter 10: Writing Across the Curriculum, 308-351
C. support responses by referring to relevant aspects of text and his/her own experiences (4-8); and	Chapter 9: Responding to Reading, 283-307; Chapter 10: Writing Across the Curriculum, 308-351; Prior Knowledge: Activating, 22-23, 187-203; Appropriate, 24; Assessing and Building of, 182-187; Graphic Organizers, 182-183; List-Group-Label Strategy, 182; Reading and Listening, 183-185; Role of, 170-182; Sufficient, 24; Writing, 186-187
D. connect, compare, and contrast ideas, themes, and issues across text (4-8).	Chapter 9: Responding to Reading, 283-307; Chapter 10: Writing Across the Curriculum, 308-351

§110.23. English Language Arts and Reading, Grade 7, cont.	
12. Reading/text structures/literary concepts. The student analyzes the characteristics of various types of texts (genres). The student is expected to:	
A. identify the purposes of different types of texts such as to inform, influence, express, or entertain (4-8);	Teachers are learning to strengthen and deepen students reading skills, which will help them to identify the purposes of different types of texts such as to inform, influence, express, or entertain. Chapter 7: Reading to Learn, 204-244; Chapter 9: Responding to Reading, 283-307; Chapter 10: Writing Across the Curriculum, 308-351; Chapter 12: Developing Lifetime Readers: Literature in Content Area Classes, 374-400
B. recognize the distinguishing features of genres, including biography, historical fiction, informational texts, and poetry (4-8);	Chapter 7: Reading to Learn, 204-244; Chapter 9: Responding to Reading, 283-307; Chapter 10: Writing Across the Curriculum, 308-351; Chapter 12: Developing Lifetime Readers: Literature in Content Area Classes, 374-400
C. compare communication in different forms such as contrasting a dramatic performance with a print version of the same story or comparing story variants (2-8);	Teachers are learning to strengthen and deepen students reading skills, which will help them to compare communication in different forms such as contrasting a dramatic performance with a print version of the same story or comparing story variants. Chapter 7: Reading to Learn, 204-244; Chapter 9: Responding to Reading, 283-307; Chapter 10: Writing Across the Curriculum, 308-351; Chapter 12: Developing Lifetime Readers: Literature in Content Area Classes, 374-400
D. understand and identify literary terms such as playwright, theater, stage, act, dialogue, analogy, and scene across a variety of literary forms (texts) (6-7);	Chapter 7: Reading to Learn, 204-244; Chapter 8: Increasing Vocabulary and Conceptual Growth, 246-282; Chapter 9: Responding to Reading, 283-307; Chapter 10: Writing Across the Curriculum, 308-351; Chapter 12: Developing Lifetime Readers: Literature in Content Area Classes, 374-400
E. understand literary forms by recognizing and distinguishing among such types of text as stories, poems, myths, fables, tall tales, limericks, plays, biographies, and autobiographies (3-7);	Chapter 7: Reading to Learn, 204-244; Chapter 8: Increasing Vocabulary and Conceptual Growth, 246-282; Chapter 9: Responding to Reading, 283-307; Chapter 10: Writing Across the Curriculum, 308-351; Chapter 12: Developing Lifetime Readers: Literature in Content Area Classes, 374-400
F. analyze characters, including their traits, motivations, conflicts, points of view, relationships, and changes they undergo (4-8);	Chapter 7: Reading to Learn, 204-244; Chapter 8: Increasing Vocabulary and Conceptual Growth, 246-282; Chapter 9: Responding to Reading, 283-307; Chapter 10: Writing Across the Curriculum, 308-351; Chapter 12: Developing Lifetime Readers: Literature in Content Area Classes, 374-400
G. recognize and analyze story plot, setting, and problem resolution (4-8);	Chapter 7: Reading to Learn, 204-244; Chapter 8: Increasing Vocabulary and Conceptual Growth, 246-282; Chapter 9: Responding to Reading, 283-307; Chapter 10: Writing Across the Curriculum, 308-351; Chapter 12: Developing Lifetime Readers: Literature in Content Area Classes, 374-400
H. describe how the author's perspective or point of view affects the text (4-8);	Chapter 7: Reading to Learn, 204-244; Chapter 9: Responding to Reading, 283-307; Chapter 10: Writing Across the Curriculum, 308-351; Chapter 12: Developing Lifetime Readers: Literature in Content Area Classes, 374-400
I. analyze ways authors organize and present ideas such as through cause/effect, compare/contrast, inductively, deductively, or chronologically (6-8);	Sensing and Responding to Text Structure: 232-235
J. recognize and interpret literary devices such as flashback, foreshadowing, and symbolism (6-8); and	Teachers are learning to strengthen and deepen students reading skills, which will help students recognize and interpret literary devices such as flashback, foreshadowing, and symbolism. Chapter 7: Reading to Learn, 204-244; Chapter 9: Responding to Reading, 283-307; Chapter 10: Writing Across the Curriculum, 308-351; Chapter 12: Developing Lifetime Readers: Literature in Content Area Classes, 374-400
K. recognize how style, tone, and mood contribute to the effect of the text (6-8).	Teachers are learning to strengthen and deepen students reading skills, which will help students recognize how style, tone, and mood contribute to the effect of the text.

§110.23. English Language Arts and Reading, Grade 7, cont.	
13. Reading/inquiry/research. The student inquires and conducts research using a variety of sources. The student is expected to:	
A. form and revise questions for investigations, including questions arising from readings, assignments, and units of study (6-8);	Chapter 9: Responding to Reading, 283-307; Chapter 11: Studying and Study Strategies, 352-373
B. use text organizers, including headings, graphic features, and tables of contents, to locate and organize information (4-8);	Chapter 9: Responding to Reading, 283-307; Chapter 11: Studying and Study Strategies, 352-373
C. use multiple sources, including electronic texts, experts, and print resources, to locate information relevant to research questions (4-8);	Chapter 7: Reading to Learn, 204-244; Chapter 12: Developing Lifetime Readers: Literature in Content Area Classes, 374-400
D. interpret and use graphic sources of information such as maps, graphs, timelines or tables to address research questions (4-8);	Chapter 9: Responding to Reading, 283-307
E. summarize and organize information from multiple sources by taking notes, outlining ideas, and making charts (4-8);	Studying and Study Strategies: 352-373
F. produce research projects and reports in effective formats for various audiences (6-8);	Studying and Study Strategies, 352-373; Chapter 10: Writing Across the Curriculum, 308-351
G. draw conclusions from information gathered from multiple sources (4-8);	Chapter 9: Responding to Reading, 283-307
H. use compiled information and knowledge to raise additional, unanswered questions (3-8); and	Chapter 9: Responding to Reading, 283-307
I. present organized statements, reports, and speeches using visuals or media to support meaning (6-8).	Chapter 9: Responding to Reading, 283-307; Studying and Study Strategies, 352-373; Chapter 10: Writing Across the Curriculum, 308-351
14. Reading/culture. The student reads to increase knowledge of his/her own culture, the culture of others, and the common elements of cultures. The student is expected to:	
A. compare text events with his/her own and other readers' experiences (4-8);	Chapter 2: Language, Diversity and Culture, 36-61; Prior Knowledge: Activating, 22-23, 187-203; Appropriate, 24; Assessing and Building of, 182-187; Graphic Organizers, 182-183; List-Group-Label Strategy, 182; Reading and Listening, 183-185; Role of, 170-182; Sufficient, 24; Writing, 186-187
B. determine distinctive and common characteristics of cultures through wide reading (4-8); and	Chapter 2: Language, Diversity and Culture, 36-61; Chapter 7: Reading to Learn, 204-244; Chapter 12: Developing Lifetime Readers: Literature in Content Area Classes, 374-400
C. articulate and discuss themes and connections that cross cultures (4-8).	Chapter 2: Language, Diversity and Culture, 36-61; Chapter 7: Reading to Learn, 204-244; Chapter 12: Developing Lifetime Readers: Literature in Content Area Classes, 374-400

§110.24. English Language Arts and Reading, Grade 8.	
B. Knowledge and skills.	
6. Reading/word identification. The student uses a variety of word recognition strategies. The student is expected to:	
A. apply knowledge of letter-sound correspondences, language structure, and context to recognize words (4-8);	Chapter 8: Increasing Vocabulary and Conceptual Growth, 246-282
B. use structural analysis to identify words, including knowledge of Greek and Latin roots and prefixes/suffixes (7-8); and	Chapter 8: Increasing Vocabulary and Conceptual Growth, 246-282
C. locate the meanings, pronunciations, and derivations of unfamiliar words using dictionaries, glossaries, and other sources (4-8).	Chapter 8: Increasing Vocabulary and Conceptual Growth, 246-282
7. Reading/fluency. The student reads with fluency and understanding in texts at appropriate difficulty levels. The student is expected to:	
A. read regularly in independent-level materials (texts in which approximately no more than 1 in 20 words is difficult for the reader) (8);	Teacher is learning to help students read regularly in independent-level materials throughout this book.
B. read regularly in instructional-level materials that are challenging but manageable (texts in which no more than approximately 1 in 10 words is difficult for the reader) (8);	Teacher is learning to help students read regularly in instructional-level materials that are challenging but manageable throughout this book.
C. adjust reading rate based on purposes for reading (4-8);	Teacher is learning to help students adjust reading rate based on purposes for reading throughout this book.
D. read aloud in selected texts in ways that both reflect understanding of the text and engage the listeners (4-8); and	Teacher is learning to help students read aloud in selected texts in ways that both reflect understanding of the text and engage the listeners throughout this book.
E. read silently with increasing ease for longer periods (4-8).	Teacher is learning to help students read silently with increasing ease for longer periods throughout this book.
8. Reading/variety of texts. The student reads widely for different purposes in varied sources. The student is expected to:	
A. read classic and contemporary works (2-8);	Chapter 7: Reading to Learn, 204-244; Chapter 12: Developing Lifetime Readers: Literature in Content Area Classes, 374-400
B. select varied sources such as plays, anthologies, novels, textbooks, poetry, newspapers, manuals, and electronic texts when reading for information or pleasure (6-8);	Chapter 7: Reading to Learn, 204-244; Chapter 12: Developing Lifetime Readers: Literature in Content Area Classes, 374-400
C. read for varied purposes such as to be informed, to be entertained, to appreciate the writer's craft, and to discover models for his/her own writing (4-8); and	Chapter 7: Reading to Learn, 204-244; Chapter 12: Developing Lifetime Readers: Literature in Content Area Classes, 374-400
D. read to take action such as to complete forms, to make informed recommendations, and write a response (6-8).	Chapter 7: Reading to Learn, 204-244; Chapter 12: Developing Lifetime Readers: Literature in Content Area Classes, 374-400; Chapter 10: Writing Across the Curriculum, 308-351

§110.24. English Language Arts and Reading, Grade 8, cont.	
9. Reading/vocabulary development. The student acquires an extensive vocabulary through reading and systematic word study. The student is expected to:	
A. develop vocabulary by listening to selections read aloud (4-8);	Chapter 8: Increasing Vocabulary and Conceptual Growth, 246-282
B. draw on experiences to bring meanings to words in context such as interpreting idioms, multiple-meaning words, and analogies (6-8);	Chapter 8: Increasing Vocabulary and Conceptual Growth, 246-282
C. use multiple reference aids, including a thesaurus, a synonym finder, a dictionary, and software, to clarify meanings and usage (4-8);	Chapter 8: Increasing Vocabulary and Conceptual Growth, 246-282
D. determine meanings of derivatives by applying knowledge of the meanings of root words such as <i>like</i> , <i>pay</i> , or <i>happy</i> and affixes such as <i>dis-</i> , <i>pre-</i> , or <i>un-</i> (4-8);	Chapter 8: Increasing Vocabulary and Conceptual Growth, 246-282
E. study word meanings systematically such as across curricular content areas and through current events (4-8);	Chapter 8: Increasing Vocabulary and Conceptual Growth, 246-282
F. distinguish denotative and connotative meanings (6-8); and	Chapter 8: Increasing Vocabulary and Conceptual Growth, 246-282
G. use word origins as an aid to understanding historical influences on English word meanings (6-8).	Chapter 8: Increasing Vocabulary and Conceptual Growth, 246-282
10. Reading/comprehension. The student comprehends selections using a variety of strategies. The student is expected to:	
A. use his/her own knowledge and experience to comprehend (4-8);	Prior Knowledge: Activating, 22-23, 187-203; Appropriate, 24; Assessing and Building of, 182-187; Graphic Organizers, 182-183; List-Group-Label Strategy, 182; Reading and Listening, 183-185; Role of, 170-182; Sufficient, 24; Writing, 186-187
B. establish and adjust purposes for reading such as reading to find out, to understand, to interpret, to enjoy, and to solve problems (4-8);	Chapter 6: Preparing to Read, 176-203; Chapter 7: Reading to Learn, 204-244
C. monitor his/her own comprehension and make modifications when understanding breaks down such as by rereading a portion aloud, using reference aids, searching for clues, and asking questions (4-8);	Language, Diversity and Culture: 36-61, 226-228
D. describe mental images that text descriptions evoke (4-8);	Chapter 9: Responding to Reading, 283-307
E. use the text's structure or progression of ideas such as cause and effect or chronology to locate and recall information (4-8);	Sensing and Responding to Text Structure: 232-235
F. determine a text's main (or major) ideas and how those ideas are supported with details (4-8);	211-212

§110.24. English Language Arts and Reading, Grade 8, cont.	
G. paraphrase and summarize text to recall, inform, or organize ideas (4-8);	325-330
H. draw inferences such as conclusions or generalizations and support them with text evidence and experience (4-8);	Chapter 9: Responding to Reading, 283-307
I. find similarities and differences across texts such as in treatment, scope, or organization (4-8);	Teacher is learning to help student in improving their reading skills, which will help him/her to find similarities and differences across texts such as in treatment, scope, or organization. Chapter 6: Preparing to Read, 176-203; Chapter 7: Reading to Learn, 204-244; Chapter 9: Responding to Reading, 283-307
J. distinguish fact and opinion in various texts (4-8);	Teacher is learning to help student in improving their reading skills, which will help him/her to distinguish fact and opinion in various texts.
K. answer different types and levels of questions such as open-ended, literal, and interpretative as well as test-like questions such as multiple choice, true-false, and short answer (4-8);	Chapter 9: Responding to Reading, 283-307; Chapter 10: Writing Across the Curriculum, 308-351
L. represent text information in different ways such as in outline, timeline, or graphic organizer (4-8); and	Summarizing, 325-330; Note Taking, 367-371; Outlining, 342; Writing Report, 342-346
M. use study strategies to learn and recall important ideas from texts such as preview, question, reread, and record (6-8).	Chapter 11; Studying and Study Strategies, 352-373
11. Reading/literary response. The student expresses and supports responses to various types of texts. The student is expected to:	
A. offer observations, make connections, react, speculate, interpret, and raise questions in response to texts (4-8);	Chapter 9: Responding to Reading, 283-307; Chapter 10: Writing Across the Curriculum, 308-351
B. interpret text ideas through such varied means as journal writing, discussion, enactment, and media (4-8);	Chapter 9: Responding to Reading, 283-307; Chapter 10: Writing Across the Curriculum, 308-351
C. support responses by referring to relevant aspects of text and his/her own experiences (4-8); and	Chapter 9: Responding to Reading, 283-307; Chapter 10: Writing Across the Curriculum, 308-351
D. connect, compare, and contrast ideas, themes, and issues across text (4-8).	Chapter 9: Responding to Reading, 283-307; Chapter 10: Writing Across the Curriculum, 308-351; Prior Knowledge: Activating, 22-23, 187-203; Appropriate, 24; Assessing and Building of, 182-187; Graphic Organizers, 182-183; List-Group-Label Strategy, 182; Reading and Listening, 183-185; Role of, 170-182; Sufficient, 24; Writing, 186-187

§110.24. English Language Arts and Reading, Grade 8, cont.	
12. Reading/text structure/literary concepts. The student analyzes the characteristics of various types of texts (genres). The student is expected to:	
A. identify the purposes of different types of texts such as to inform, influence, express, or entertain (4-8);	Teachers are learning to strengthen and deepen students reading skills, which will help them to identify the purposes of different types of texts such as to inform, influence, express, or entertain. Chapter 7: Reading to Learn, 204-244; Chapter 9: Responding to Reading, 283-307; Chapter 10: Writing Across the Curriculum, 308-351; Chapter 12: Developing Lifetime Readers: Literature in Content Area Classes, 374-400
B. recognize the distinguishing features of genres, including biography, historical fiction, informational texts, and poetry (4-8);	Chapter 7: Reading to Learn, 204-244; Chapter 9: Responding to Reading, 283-307; Chapter 10: Writing Across the Curriculum, 308-351; Chapter 12: Developing Lifetime Readers: Literature in Content Area Classes, 374-400
C. compare communication in different forms such as contrasting a dramatic performance with a print version of the same story or comparing story variants (2-8);	Teachers are learning to strengthen and deepen students reading skills, which will help them to compare communication in different forms such as contrasting a dramatic performance with a print version of the same story or comparing story variants. Chapter 7: Reading to Learn, 204-244; Chapter 9: Responding to Reading, 283-307; Chapter 10: Writing Across the Curriculum, 308-351; Chapter 12: Developing Lifetime Readers: Literature in Content Area Classes, 374-400
D. understand and identify literary terms such as playwright, theater, stage, act, dialogue, dialect, analogy, and scene across a variety of literary forms (texts) (8);	Chapter 7: Reading to Learn, 204-244; Chapter 8: Increasing Vocabulary and Conceptual Growth, 246-282; Chapter 9: Responding to Reading, 283-307; Chapter 10: Writing Across the Curriculum, 308-351; Chapter 12: Developing Lifetime Readers: Literature in Content Area Classes, 374-400
E. understand literary forms by recognizing and distinguishing among such types of text as myths, fables, tall tales, limericks, plays, biographies, autobiographies, tragedy, and comedy (8);	Chapter 7: Reading to Learn, 204-244; Chapter 8: Increasing Vocabulary and Conceptual Growth, 246-282; Chapter 9: Responding to Reading, 283-307; Chapter 10: Writing Across the Curriculum, 308-351; Chapter 12: Developing Lifetime Readers: Literature in Content Area Classes, 374-400
F. analyze characters, including their traits, motivations, conflicts, points of view, relationships, and changes they undergo (4-8);	Chapter 7: Reading to Learn, 204-244; Chapter 8: Increasing Vocabulary and Conceptual Growth, 246-282; Chapter 9: Responding to Reading, 283-307; Chapter 10: Writing Across the Curriculum, 308-351; Chapter 12: Developing Lifetime Readers: Literature in Content Area Classes, 374-400
G. recognize and analyze story plot, setting, and problem resolution (4-8);	Chapter 7: Reading to Learn, 204-244; Chapter 8: Increasing Vocabulary and Conceptual Growth, 246-282; Chapter 9: Responding to Reading, 283-307; Chapter 10: Writing Across the Curriculum, 308-351; Chapter 12: Developing Lifetime Readers: Literature in Content Area Classes, 374-400
H. describe how the author's perspective or point of view affects the text (4-8);	Chapter 7: Reading to Learn, 204-244; Chapter 9: Responding to Reading, 283-307; Chapter 10: Writing Across the Curriculum, 308-351; Chapter 12: Developing Lifetime Readers: Literature in Content Area Classes, 374-400
I. analyze ways authors organize and present ideas such as through cause/effect, compare/contrast, inductively, deductively, or chronologically (6-8);	Sensing and Responding to Text Structure: 232-235
J. recognize and interpret literary devices such as flashback, foreshadowing, and symbolism (6-8); and	Teachers are learning to strengthen and deepen students reading skills, which will help students recognize and interpret literary devices such as flashback, foreshadowing, and symbolism. Chapter 7: Reading to Learn, 204-244; Chapter 9: Responding to Reading, 283-307; Chapter 10: Writing Across the Curriculum, 308-351; Chapter 12: Developing Lifetime Readers: Literature in Content Area Classes, 374-400
K. recognize how style, tone, and mood contribute to the effect of the text (6-8).	Teachers are learning to strengthen and deepen students reading skills, which will help students recognize how style, tone, and mood contribute to the effect of the text.

§110.24. English Language Arts and Reading, Grade 8, cont.	
13. Reading/inquiry/research. The student inquires and conducts research using a variety of sources. The student is expected to:	
A. form and revise questions for investigations, including questions arising from readings, assignments, and units of study (6-8);	Chapter 9: Responding to Reading, 283-307; Chapter 11: Studying and Study Strategies, 352-373
B. use text organizers, including headings, graphic features, and tables of contents, to locate and organize information (4-8);	Chapter 9: Responding to Reading, 283-307; Chapter 11: Studying and Study Strategies, 352-373
C. use multiple sources, including electronic texts, experts, and print resources, to locate information relevant to research questions (4-8);	Chapter 7: Reading to Learn, 204-244; Chapter 12: Developing Lifetime Readers: Literature in Content Area Classes, 374-400
D. interpret and use graphic sources of information such as maps, graphs, timelines, or tables to address research questions (4-8);	Chapter 9: Responding to Reading, 283-307
E. summarize record and organize information from multiple sources by taking notes, outlining ideas, and making charts (4-8);	Studying and Study Strategies: 352-373
F. produce research projects and reports in effective formats for various audiences (6-8);	Studying and Study Strategies, 352-373; Chapter 10: Writing Across the Curriculum, 308-351
G. draw conclusions from information gathered from multiple sources (4-8);	Chapter 9: Responding to Reading, 283-307
H. use compiled information and knowledge to raise additional, unanswered questions (3-8); and	Chapter 9: Responding to Reading, 283-307
I. present organized statements, reports, and speeches using visuals or media to support meaning (6-8).	Chapter 9: Responding to Reading, 283-307; Studying and Study Strategies, 352-373; Chapter 10: Writing Across the Curriculum, 308-351
14. Reading/culture. The student reads to increase knowledge of his/her own culture, the culture of others, and the common elements of cultures. The student is expected to:	
A. compare text events with his/her own and other readers' experiences (4-8);	Chapter 2: Language, Diversity and Culture, 36-61; Prior Knowledge: Activating, 22-23, 187-203; Appropriate, 24; Assessing and Building of, 182-187; Graphic Organizers, 182-183; List-Group-Label Strategy, 182; Reading and Listening, 183-185; Role of, 170-182; Sufficient, 24; Writing, 186-187
B. determine distinctive and common characteristics of cultures through wide reading (4-8); and	Chapter 2: Language, Diversity and Culture, 36-61; Chapter 7: Reading to Learn, 204-244; Chapter 12: Developing Lifetime Readers: Literature in Content Area Classes, 374-400
C. articulate and discuss themes and connections that cross cultures (4-8).	Chapter 2: Language, Diversity and Culture, 36-61; Chapter 7: Reading to Learn, 204-244; Chapter 12: Developing Lifetime Readers: Literature in Content Area Classes, 374-400

Content Reading and Literacy
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 correlated to
Texas Essential Knowledge and Skills for English
Grades 9-12

Chapter 110. Texas Essential Knowledge and Skills for English Language Arts and Reading Subchapter C. High School	
B. Knowledge and skills.	
6. Reading/word identification/vocabulary development. The student uses a variety of strategies to read unfamiliar words and to build vocabulary. The student is expected to:	
A. expand vocabulary through wide reading, listening, and discussing;	Increasing Vocabulary and Conceptual Growth, Chapter 8: 246-282
B. rely on context to determine meanings of words and phrases such as figurative language, idioms, multiple meaning words, and technical vocabulary;	Increasing Vocabulary and Conceptual Growth, Chapter 8: 246-282
C. apply meanings of prefixes, roots, and suffixes in order to comprehend;	Increasing Vocabulary and Conceptual Growth, Chapter 8: 246-282
D. research word origins, including Anglo-Saxon, Latin, and Greek words;	Increasing Vocabulary and Conceptual Growth, Chapter 8: 246-282
E. use reference material such as glossary, dictionary, thesaurus, and available technology to determine precise meanings and usage; and	Increasing Vocabulary and Conceptual Growth, Chapter 8: 246-282
F. identify the relation of word meanings in analogies, homonyms, synonyms/antonyms, and connotation/denotation.	Increasing Vocabulary and Conceptual Growth, Chapter 8: 246-282
7. Reading/comprehension. The student comprehends selections using a variety of strategies. The student is expected to:	
A. establish a purpose for reading such as to discover, interpret, and enjoy;	Preparing to Read: Chapter 6: 176-203
B. draw upon his/her own background to provide connection to texts;	Preparing to Read: Chapter 6: 176-203
C. monitor reading strategies and modify them when understanding breaks down such as rereading, using resources, and questioning;	Studying and Study Strategies: Chapter 11: 352-373
D. construct images such as graphic organizers based on text descriptions and text structures;	Graphic Organizers: 236-238, 257-258

Chapter 110. Texas Essential Knowledge and Skills for English Language Arts and Reading Subchapter C. High School, cont.	
E. analyze text structures such as compare and contrast, cause and effect, and chronological ordering;	Sensing and Responding to Text Structure: 232-235
F. identify main ideas and their supporting details;	211-212
G. summarize texts;	325-330
H. draw inferences such as conclusions, generalizations, and predictions and support them from text;	Teacher is learning to teach reading skills that will help the student to draw inferences such as conclusions, generalizations, and predictions and support them from text.
I. use study strategies such as skimming and scanning, note taking, outlining, and using study-guide questions to better understand texts; and	Studying and Study Strategies: Chapter 11: 352-373
J. read silently with comprehension for a sustained period of time.	This book gives information throughout that will help teachers teach students to read silently with comprehension for a sustained period of time.
8. Reading/variety of texts. The student reads extensively and intensively for different purposes in varied sources, including world literature. The student is expected to:	
A. read to be entertained, to appreciate a writer's craft, to be informed, to take action, and to discover models to use in his/her own writing;	Preparing to Read, Chapter 6: 176-203; Reading to Learn, Chapter 7: 204-244; Developing Lifetime Readers: Literature in Content Area Classes, Chapter 12: 374-400
B. read in such varied sources as diaries, journals, textbooks, maps, newspapers, letters, speeches, memoranda, electronic texts, and other media;	Preparing to Read, Chapter 6: 176-203; Reading to Learn, Chapter 7: 204-244; Developing Lifetime Readers: Literature in Content Area Classes, Chapter 12: 374-400
C. read world literature, including classic and contemporary works; and	Developing Lifetime Readers: Literature in Content Area Classes, Chapter 12: 374-400
D. interpret the possible influences of the historical context on a literary work.	Developing Lifetime Readers: Literature in Content Area Classes, Chapter 12: 374-400
9. Reading/culture. The student reads widely, including world literature, to increase knowledge of his/her own culture, the culture of others, and the common elements across cultures. The student is expected to:	
A. recognize distinctive and shared characteristics of cultures through reading; and	Language, Diversity and Culture: Chapter 2: 36-61
B. compare text events with his/her own and other readers' experiences.	Language, Diversity and Culture: Chapter 2: 36-61
10. Reading/literary response. The student expresses and supports responses to various types of texts. The student is expected to:	
A. respond to informational and aesthetic elements in texts such as discussions, journals, oral interpretations, and dramatizations;	Responding to Reading, Chapter 9: 283-307; Writing Across the Curriculum, 308-351
B. use elements of text to defend his/her own responses and interpretations; and	Responding to Reading, Chapter 9: 283-307; Writing Across the Curriculum, 308-351
C. compare reviews of literature, film, and performance with his/her own responses.	Responding to Reading, Chapter 9: 283-307; Writing Across the Curriculum, 308-351

11. Reading/literary concepts. The student analyzes literary elements for their contributions to meaning in literary texts. The student is expected to:	
A. recognize the theme (general observation about life or human nature) within a text;	Teacher is learning to teach reading skills that will help prepare student to recognize the theme (general observation about life or human nature) within a text.
B. analyze the relevance of setting and time frame to text's meaning;	Teacher is learning to teach reading skills that will help prepare student to analyze the relevance of setting and time frame to text's meaning.
C. analyze characters and identify time and point of view;	Teacher is learning to teach reading skills that will help prepare student to analyze characters and identify time and point of view.
D. identify basic conflicts;	Teacher is learning to teach reading skills that will help prepare student to identify basic conflicts.
E. analyze the development of plot in narrative text;	Teacher is learning to teach reading skills that will help prepare student to analyze the development of plot in narrative text.
F. recognize and interpret important symbols;	Teacher is learning to teach reading skills that will help prepare student to recognize and interpret important symbols.
G. recognize and interpret poetic elements like metaphor, simile, personification, and the effect of sound on meaning; and	Teacher is learning to teach reading skills that will help prepare student to recognize and interpret poetic elements like metaphor, simile, personification, and the effect of sound on meaning.
H. understand literary forms and terms such as author, drama, biography, autobiography, myth, tall tale, dialogue, tragedy and comedy, structure in poetry, epic, ballad, protagonist, antagonist, paradox, analogy, dialect, and comic relief as appropriate to the selections being read.	Teacher is learning to teach reading skills that will help prepare student to understand literary forms and terms such as author, drama, biography, autobiography, myth, tall tale, dialogue, tragedy and comedy, structure in poetry, epic, ballad, protagonist, antagonist, paradox, analogy, dialect, and comic relief as appropriate to the selections being read.
12. Reading/analysis/evaluation. The student reads critically to evaluate texts. The student is expected to:	
A. analyze characteristics of text, including its structure, word choices, and intended audience;	Reading to Learn, Chapter 7: 204-244; Increasing Vocabulary and Conceptual Growth, Chapter 8: 246-282; Responding to Reading, Chapter 9: 283-307-307
B. evaluate the credibility of information sources and determine the writer's motives;	Reading to Learn, Chapter 7: 204-244; Increasing Vocabulary and Conceptual Growth, Chapter 8: 246-282; Responding to Reading, Chapter 9: 283-307-307
C. analyze text to evaluate the logical argument and to determine the mode of reasoning used such as induction and deduction; and	Reading to Learn, Chapter 7: 204-244; Increasing Vocabulary and Conceptual Growth, Chapter 8: 246-282; Responding to Reading, Chapter 9: 283-307-307
D. analyze texts such as editorials, documentaries, and advertisements for bias and use of common persuasive techniques.	Reading to Learn, Chapter 7: 204-244; Increasing Vocabulary and Conceptual Growth, Chapter 8: 246-282; Responding to Reading, Chapter 9: 283-307-307
13. Reading/inquiry/research. The student reads in order to research self-selected and assigned topics. The student is expected to:	
A. generate relevant, interesting, and researchable questions;	Reading to Learn, Chapter 7: 204-244; Responding to Reading, Chapter 9: 283-307; Writing Across the Curriculum, 308-351
B. locate appropriate print and non-print information using texts and technical resources, periodicals and book indices, including databases and the Internet;	Reading to Learn, Chapter 7: 204-244; Responding to Reading, Chapter 9: 283-307; Writing Across the Curriculum, 308-351
C. organize and convert information into different forms such as charts, graphs, and drawings;	Reading to Learn, Chapter 7: 204-244; Responding to Reading, Chapter 9: 283-307; Writing Across the Curriculum, 308-351
D. adapt researched material for presentation to different audiences and for different purposes, and cite sources completely; and	Reading to Learn, Chapter 7: 204-244; Responding to Reading, Chapter 9: 283-307; Writing Across the Curriculum, 308-351
E. draw conclusions from information gathered.	Reading to Learn, Chapter 7: 204-244; Responding to Reading, Chapter 9: 283-307; Writing Across the Curriculum, 308-351

§110.43. English II	
B. Knowledge and skills.	
6. Reading/word identification/vocabulary development. The student acquires an extensive vocabulary through reading and systematic word study. The student is expected to:	
A. expand vocabulary through wide reading, listening, and discussing;	Increasing Vocabulary and Conceptual Growth, Chapter 8: 246-282
B. rely on context to determine meanings of words and phrases such as figurative language, idioms, multiple meaning words, and technical vocabulary;	Increasing Vocabulary and Conceptual Growth, Chapter 8: 246-282
C. apply meanings of prefixes, roots, and suffixes in order to comprehend;	Increasing Vocabulary and Conceptual Growth, Chapter 8: 246-282
D. research word origins as an aid to understanding meanings, derivations, and spellings as well as influences on the English language;	Increasing Vocabulary and Conceptual Growth, Chapter 8: 246-282
E. use reference material such as glossary, dictionary, thesaurus, and available technology to determine precise meanings and usage;	Increasing Vocabulary and Conceptual Growth, Chapter 8: 246-282
F. discriminate between connotative and denotative meanings and interpret the connotative power of words; and	Increasing Vocabulary and Conceptual Growth, Chapter 8: 246-282
G. read and understand analogies.	Increasing Vocabulary and Conceptual Growth, Chapter 8: 246-282
7. Reading/comprehension. The student comprehends selections using a variety of strategies. The student is expected to:	
A. establish a purpose for reading such as to discover, interpret, and enjoy;	Preparing to Read: Chapter 6: 176-203
B. draw upon his/her own background to provide connection with texts;	Preparing to Read: Chapter 6: 176-203
C. monitor his/her own reading strategies and make modifications when understanding breaks down such as by rereading, using resources, and questioning;	Studying and Study Strategies: Chapter 11: 352-373
D. construct images such as graphic organizers based on text descriptions and text structures;	Graphic Organizers: 236-238, 257-258
E. analyze text structures such as compare and contrast, cause and effect, and chronological ordering for how they influence understanding;	Sensing and Responding to Text Structure: 232-235
F. produce summaries of texts by identifying main ideas and their supporting details;	211-212, 325-330
G. draw inferences such as conclusions, generalizations, and predictions and support them with text evidence and experience;	Reading to Learn, Chapter 7: 204-244; Responding to Reading, Chapter 9: 283-307; Writing Across the Curriculum, 308-351
H. use study strategies such as skimming and scanning, note taking, outlining, and using study-guide questions to better understand texts; and	Studying and Study Strategies: Chapter 11: 352-373
I. read silently with comprehension for a sustained period of time.	This book gives information throughout that will help teachers teach students to read silently with comprehension for a sustained period of time.

§110.43. English II, cont.	
8. Reading/variety of texts. The student reads extensively and intensively for different purposes in varied sources, including world literature. The student is expected to:	
A. read to be entertained, to appreciate a writer's craft, to be informed, to take action, and to discover models to use in his/her own writing;	Reading to Learn, Chapter 7: 204-244; Developing Lifetime Readers: Literature in Content Area Classes, Chapter 12: 374-400
B. read in varied sources such as diaries, journals, textbooks, maps, newspapers, letters, speeches, memoranda, electronic texts, and other media;	Reading to Learn, Chapter 7: 204-244; Developing Lifetime Readers: Literature in Content Area Classes, Chapter 12: 374-400
C. read world literature, including classic and contemporary works; and	Reading to Learn, Chapter 7: 204-244; Developing Lifetime Readers: Literature in Content Area Classes, Chapter 12: 374-400
D. interpret the possible influences of the historical context on a literary work.	Reading to Learn, Chapter 7: 204-244; Developing Lifetime Readers: Literature in Content Area Classes, Chapter 12: 374-400
9. Reading/culture. The student reads widely, including world literature, to increase knowledge of his/her own culture, the culture of others, and the common elements across cultures. The student is expected to:	
A. recognize distinctive and shared characteristics of cultures through reading; and	Language, Diversity and Culture: Chapter 2: 36-61
B. compare text events with his/her own and other readers' experiences.	Language, Diversity and Culture: Chapter 2: 36-61
10. Reading/literary response. The student expresses and supports responses to various types of texts. The student is expected to:	
A. respond to informational and aesthetic elements in texts such as discussions, journals, oral interpretations, and enactments;	Responding to Reading, Chapter 9: 283-307; Writing Across the Curriculum, 308-351
B. use elements of text to defend his/her own responses and interpretations; and	Reading to Learn, Chapter 7: 204-244; Responding to Reading, Chapter 9: 283-307; Writing Across the Curriculum, 308-351
C. compare reviews of literature, film, and performance with his/her own responses.	Reading to Learn, Chapter 7: 204-244; Responding to Reading, Chapter 9: 283-307; Writing Across the Curriculum, 308-351
11. Reading/literary concepts. The student analyzes literary elements for their contributions to meaning in literary texts. The student is expected to:	
A. compare and contrast varying aspects of texts such as themes, conflicts, and allusions;	Teachers are learning to teach skills that will help student compare and contrast varying aspects of texts such as themes, conflicts, and allusions in the following: Reading to Learn, Chapter 7: 204-244; Responding to Reading, Chapter 9: 283-307; Writing Across the Curriculum, 308-351.
B. analyze relevance of setting and time frame to text's meaning;	Teachers are learning to teach skills that will help student analyze relevance of setting and time frame to text's meaning in the following: Reading to Learn, Chapter 7: 204-244; Responding to Reading, Chapter 9: 283-307; Writing Across the Curriculum, 308-351.

§110.43. English II, cont.	
11. Reading/literary concepts. The student analyzes literary elements for their contributions to meaning in literary texts.	
C. describe and analyze the development of plot and identify conflicts and how they are addressed and resolved;	Teachers are learning to teach skills that will help student describe and analyze the development of plot and identify conflicts and how they are addressed and resolved in the following: Reading to Learn, Chapter 7: 204-244; Responding to Reading, Chapter 9: 283-307; Writing Across the Curriculum, 308-351.
D. analyze the melodies of literary language, including its use of evocative words and rhythms;	Teachers are learning to teach skills that will help student analyze the melodies of literary language, including its use of evocative words and rhythms in the following: Reading to Learn, Chapter 7: 204-244; Responding to Reading, Chapter 9: 283-307; Writing Across the Curriculum, 308-351.
E. connect literature to historical contexts, current events, and his/her own experiences; and	Teachers are learning to teach skills that will help student connect literature to historical contexts, current events, and his/her own experiences in the following: Reading to Learn, Chapter 7: 204-244; Responding to Reading, Chapter 9: 283-307; Writing Across the Curriculum, 308-351.
F. understand literary forms and terms such as author, drama, biography, autobiography, myth, tall tale, dialogue, tragedy and comedy, structure in poetry, epic, ballad, protagonist, antagonist, paradox, analogy, dialect, and comic relief as appropriate to the selections being read.	Teachers are learning to teach skills that will help student understand literary forms and terms such as author, drama, biography, autobiography, myth, tall tale, dialogue, tragedy and comedy, structure in poetry, epic, ballad, protagonist, antagonist, paradox, analogy, dialect, and comic relief as appropriate to the selections being read in the following: Reading to Learn, Chapter 7: 204-244; Responding to Reading, Chapter 9: 283-307; Writing Across the Curriculum, 308-351.
12. Reading/analysis/evaluation. The student reads critically to evaluate texts and the authority of sources. The student is expected to:	
A. analyze the characteristics of clearly written texts, including the patterns of organization, syntax, and word choice;	Reading to Learn, Chapter 7: 204-244; Responding to Reading, Chapter 9: 283-307; Writing Across the Curriculum, 308-351
B. evaluate the credibility of information sources, including how the writer's motivation may affect that credibility; and	Teacher is learning to teach student reading skills that will help student to evaluate the credibility of information sources, including how the writer's motivation may affect that credibility. Reading to Learn, Chapter 7: 204-244; Responding to Reading, Chapter 9: 283-307; Writing Across the Curriculum, 308-351
C. recognize logical, deceptive, and/or faulty modes of persuasion in texts.	Teacher is learning to teach student reading skills that will help student to recognize logical, deceptive, and/or faulty modes of persuasion in texts. Reading to Learn, Chapter 7: 204-244; Responding to Reading, Chapter 9: 283-307; Writing Across the Curriculum, 308-351
13. Reading/inquiry/research. The student reads in order to research self-selected and assigned topics. The student is expected to:	
A. generate relevant, interesting, and researchable questions;	Responding to Reading, Chapter 9: 283-307; Writing Across the Curriculum, 308-351
B. locate appropriate print and non-print information using text and technical resources, including databases and the Internet;	Reading to Learn, Chapter 7: 204-244; Responding to Reading, Chapter 9: 283-307; Writing Across the Curriculum, 308-351
C. use text organizers such as overviews, headings, and graphic features to locate and categorize information;	Responding to Reading, Chapter 9: 283-307; Writing Across the Curriculum, 308-351; Studying and Study Strategies, Chapter 11: 352-373
D. produce reports and research projects in varying forms for audiences; and	Writing Across the Curriculum: 308-351
E. draw conclusions from information gathered.	Reading to Learn, Chapter 7: 204-244; Responding to Reading, Chapter 9: 283-307; Writing Across the Curriculum, 308-351

§110.44. English III	
B. Knowledge and skills.	
6. Reading/word identification/vocabulary development. The student acquires an extensive vocabulary through reading and systematic word study. The student is expected to:	
A. expand vocabulary through wide reading, listening, and discussing;	Increasing Vocabulary and Conceptual Growth, Chapter 8: 246-282
B. rely on context to determine meanings of words and phrases such as figurative language, connotation and denotation of words, analogies, idioms, and technical vocabulary;	Increasing Vocabulary and Conceptual Growth, Chapter 8: 246-282
C. apply meanings of prefixes, roots, and suffixes in order to comprehend;	Increasing Vocabulary and Conceptual Growth, Chapter 8: 246-282
D. research word origins as an aid to understanding meanings, derivations, and spellings as well as influences on the English language;	Increasing Vocabulary and Conceptual Growth, Chapter 8: 246-282
E. use reference material such as glossary, dictionary, thesaurus, and available technology to determine precise meaning and usage;	Increasing Vocabulary and Conceptual Growth, Chapter 8: 246-282
F. discriminate between connotative and denotative meanings and interpret the connotative power of words; and	Increasing Vocabulary and Conceptual Growth, Chapter 8: 246-282
G. read and understand analogies.	Increasing Vocabulary and Conceptual Growth, Chapter 8: 246-282
7. Reading/comprehension. The student comprehends selections using a variety of strategies. The student is expected to:	
A. establish and adjust purpose for reading such as to find out, to understand, to interpret, to enjoy, and to solve problems;	Preparing to Read: Chapter 6: 176-203
B. draw upon his/her own background to provide connection to texts;	Preparing to Read: Chapter 6: 176-203
C. monitor his/her own reading strategies and make modifications when understanding breaks down such as by rereading, using resources, and questioning;	Studying and Study Strategies: Chapter 11: 352-373
D. construct images such as graphic organizers based on text descriptions and text structures;	Graphic Organizers: 236-238, 257-258
E. analyze text structures such as compare/contrast, cause/effect, and chronological order for how they influence understanding;	Sensing and Responding to Text Structure: 232-235
F. produce summaries of texts by identifying main ideas and their supporting details;	211-212, 325-330
G. draw inferences such as conclusions, generalizations, and predictions and support them with text evidence and experience;	Reading to Learn, Chapter 7: 204-244; Responding to Reading, Chapter 9: 283-307; Writing Across the Curriculum, 308-351
H. use study strategies such as note taking, outlining, and using study-guide questions to better understand texts; and	Studying and Study Strategies: Chapter 11: 352-373
I. read silently with comprehension for a sustained period of time.	This book gives information throughout that will help teachers teach students to read silently with comprehension for a sustained period of time.

§110.44. English III, cont.	
8. Reading/variety of texts. The student reads extensively and intensively for different purposes and in varied sources, including American literature. The student is expected to:	
A. read to be entertained, to appreciate a writer's craft, to be informed, to take action, and to discover models to use in his/her own writing;	Reading to Learn, Chapter 7: 204-244; Developing Lifetime Readers: Literature in Content Area Classes, Chapter 12: 374-400
B. read in varied sources such as diaries, journals, textbooks, maps, newspapers, letters, speeches, memoranda, electronic texts, and other media;	Reading to Learn, Chapter 7: 204-244; Developing Lifetime Readers: Literature in Content Area Classes, Chapter 12: 374-400
C. read American and other world literature, including classic and contemporary works; and	Reading to Learn, Chapter 7: 204-244; Developing Lifetime Readers: Literature in Content Area Classes, Chapter 12: 374-400
D. interpret the possible influences of the historical context on literary works.	Reading to Learn, Chapter 7: 204-244; Developing Lifetime Readers: Literature in Content Area Classes, Chapter 12: 374-400
9. Reading/culture. The student reads widely, including American literature, to increase knowledge of his/her own culture, the culture of others, and the common elements across cultures. The student is expected to:	
A. recognize distinctive and shared characteristics of cultures through reading; and	Language, Diversity and Culture: Chapter 2: 36-61
B. compare text events with his/her own and other readers' experiences.	Language, Diversity and Culture: Chapter 2: 36-61
10. Reading/literary response. The student expresses and supports responses to various types of texts. The student is expected to:	
A. respond to informational and aesthetic elements in texts such as discussions, journal entries, oral interpretations, enactments, and graphic displays;	Responding to Reading, Chapter 9: 283-307; Writing Across the Curriculum, 308-351
B. use elements of text to defend, clarify, and negotiate responses and interpretations; and	Reading to Learn, Chapter 7: 204-244; Responding to Reading, Chapter 9: 283-307; Writing Across the Curriculum, 308-351
C. analyze written reviews of literature, film, and performance to compare with his/her own responses.	Reading to Learn, Chapter 7: 204-244; Responding to Reading, Chapter 9: 283-307; Writing Across the Curriculum, 308-351
11. Reading/literary concepts. The student analyzes literary elements for their contributions to meaning in literary texts. The student is expected to:	
A. compare and contrast aspects of texts such as themes, conflicts, and allusions both within and across texts;	Teachers are learning to teach skills that will help student compare and contrast aspects of texts such as themes, conflicts, and allusions both within and across texts in the following: Reading to Learn, Chapter 7: 204-244; Responding to Reading, Chapter 9: 283-307; Writing Across the Curriculum, 308-351.
B. analyze relevance of setting and time frame to text's meaning;	Teachers are learning to teach skills that will help student analyze relevance of setting and time frame to text's meaning in the following: Reading to Learn, Chapter 7: 204-244; Responding to Reading, Chapter 9: 283-307; Writing Across the Curriculum, 308-351.
C. describe the development of plot and identify conflicts and how they are addressed and resolved;	Teachers are learning to teach skills that will help student describe the development of plot and identify conflicts and how they are addressed and resolved in the following: Reading to Learn, Chapter 7: 204-244; Responding to Reading, Chapter 9: 283-307; Writing Across the Curriculum, 308-351.

§110.44. English III, cont.	
11. Reading/literary concepts. The student analyzes literary elements for their contributions to meaning in literary texts.	
D. analyze the melodies of literary language, including its use of evocative words and rhythms;	Teachers are learning to teach skills that will help student analyze the melodies of literary language, including its use of evocative words and rhythms in the following: Reading to Learn, Chapter 7: 204-244; Responding to Reading, Chapter 9: 283-307; Writing Across the Curriculum, 308-351.
E. connect literature to historical contexts, current events, and his/her own experiences; and	Teachers are learning to teach skills that will help student connect literature to historical contexts, current events, and his/her own experiences in the following: Reading to Learn, Chapter 7: 204-244; Responding to Reading, Chapter 9: 283-307; Writing Across the Curriculum, 308-351.
F. understand literary forms and terms such as author, drama, biography, myth, tall tale, dialogue, tragedy and comedy, structure in poetry, epic, ballad, protagonist, antagonist, paradox, analogy, dialect, and comic relief as appropriate to the selections being read.	Teachers are learning to teach skills that will help student understand literary forms and terms such as author, drama, biography, autobiography, myth, tall tale, dialogue, tragedy and comedy, structure in poetry, epic, ballad, protagonist, antagonist, paradox, analogy, dialect, and comic relief as appropriate to the selections being read in the following: Reading to Learn, Chapter 7: 204-244; Responding to Reading, Chapter 9: 283-307; Writing Across the Curriculum, 308-351.
12. Reading/analysis/evaluation. The student reads critically to evaluate texts and the authority of sources. The student is expected to:	
A. analyze the characteristics of clearly written texts, including the patterns of organization, syntax, and word choice;	Reading to Learn, Chapter 7: 204-244; Responding to Reading, Chapter 9: 283-307; Writing Across the Curriculum, 308-351
B. evaluate the credibility of information sources, including how the writer's motivation may affect that credibility; and	Teacher is learning to teach student reading skills that will help student to evaluate the credibility of information sources, including how the writer's motivation may affect that credibility. Reading to Learn, Chapter 7: 204-244; Responding to Reading, Chapter 9: 283-307; Writing Across the Curriculum, 308-351
C. recognize logical, deceptive, and/or faulty modes of persuasion in texts.	Teacher is learning to teach student reading skills that will help student to recognize logical, deceptive, and/or faulty modes of persuasion in texts. Reading to Learn, Chapter 7: 204-244; Responding to Reading, Chapter 9: 283-307; Writing Across the Curriculum, 308-351
13. Reading/inquiry/research. The student reads in order to research self-selected and assigned topics. The student is expected to:	
A. generate relevant, interesting, and researchable questions;	Responding to Reading, Chapter 9: 283-307; Writing Across the Curriculum, 308-351
B. locate appropriate print and non-print information using text and technical resources, including databases and the Internet;	Reading to Learn, Chapter 7: 204-244; Responding to Reading, Chapter 9: 283-307; Writing Across the Curriculum, 308-351
C. use text organizers such as overviews, headings, and graphic features to locate and categorize information;	Responding to Reading, Chapter 9: 283-307; Writing Across the Curriculum, 308-351; Studying and Study Strategies, Chapter 11: 352-373
D. produce reports and research projects in varying forms for audiences; and	Writing Across the Curriculum: 308-351
E. draw conclusions from information gathered.	Reading to Learn, Chapter 7: 204-244; Responding to Reading, Chapter 9: 283-307; Writing Across the Curriculum, 308-351

§110.45. English IV	
B. Knowledge and skills.	
6. Writing/evaluation. The student evaluates his/her own writing and the writings of others. The student is expected to:	
A. evaluate how well writing achieves its purposes and engage in conversations with peers and the teacher about aspects of his/her own writing and the writings of others;	Responding to Reading: Chapter 9: 283-307
B. analyze and discuss published pieces as writing models and apply criteria developed by self and others to evaluate writing; and	Responding to Reading: Chapter 9: 283-307
C. accumulate and review his/her own written work to determine its strengths and weaknesses and to set his/her own goals as a writer.	Responding to Reading, Chapter 9: 283-307; Writing Across the Curriculum, 308-351
7. Reading/word identification/vocabulary development. The student acquires an extensive vocabulary through reading and systematic word study. The student is expected to:	
A. expand vocabulary through wide reading, listening, and discussing;	Increasing Vocabulary and Conceptual Growth: Chapter 8: 246-282
B. rely on context to determine meanings of words and phrases such as figurative language, idioms, multiple meaning words, and technical vocabulary;	Increasing Vocabulary and Conceptual Growth: Chapter 8: 246-282
C. apply meanings of prefixes, roots, and suffixes in order to comprehend;	Increasing Vocabulary and Conceptual Growth: Chapter 8: 246-282
D. research word origins as an aid to understanding meanings, derivations, and spellings as well as influences on the English language;	Increasing Vocabulary and Conceptual Growth: Chapter 8: 246-282
E. use reference material such as glossary, dictionary, thesaurus, and available technology to determine precise meanings and usage;	Increasing Vocabulary and Conceptual Growth: Chapter 8: 246-282
F. discriminate between denotative and connotative meanings and interpret the connotative power of words; and	Increasing Vocabulary and Conceptual Growth: Chapter 8: 246-282
G. read and understand analogies.	Increasing Vocabulary and Conceptual Growth: Chapter 8: 246-282

§110.45. English IV, cont.	
8. Reading/comprehension. The student comprehends selections using a variety of strategies. The student is expected to:	
A. establish and adjust purpose for reading such as to find out, to understand, to interpret, to enjoy, and to solve problems;	Preparing to Read: Chapter 6: 176-203
B. draw upon his/her own background to provide connection to texts;	Preparing to Read: Chapter 6: 176-203
C. monitor his/her own reading strategies and modify when necessary;	Studying and Study Strategies: Chapter 11: 352-373
D. construct images such as graphic organizers based on text descriptions and text structures;	Graphic Organizers: 236-238, 257-258
E. analyze text structures such as compare/contrast, cause/effect, and chronological order for how they influence understanding;	Sensing and Responding to Text Structure: 232-235
F. produce summaries of texts by identifying main idea and supporting detail;	211-212, 325-330
G. draw inferences and support them with textual evidence and experience;	Reading to Learn, Chapter 7: 204-244; Responding to Reading, Chapter 9: 283-307; Writing Across the Curriculum, 308-351
H. use study strategies such as note taking, outlining, and using study-guide questions to better understand texts; and	Studying and Study Strategies: Chapter 11: 352-373
I. read silently with comprehension for a sustained period of time.	This book gives information throughout that will help teachers teach students to read silently with comprehension for a sustained period of time.
9. Reading/variety of texts. The student reads extensively and intensively for different purposes in varied sources, including British literature, in increasingly demanding texts. The student is expected to:	
A. read to be entertained, to appreciate a writer's craft, to be informed, to take action, and to discover models to use in his/her own writing;	Reading to Learn, Chapter 7: 204-244; Developing Lifetime Readers: Literature in Content Area Classes, Chapter 12: 374-400
B. read in varied sources such as diaries, journals, textbooks, maps, newspapers, letters, speeches, memoranda, electronic texts, and other media;	Reading to Learn, Chapter 7: 204-244; Developing Lifetime Readers: Literature in Content Area Classes, Chapter 12: 374-400
C. read British and other world literature, including classic and contemporary works; and	Reading to Learn, Chapter 7: 204-244; Developing Lifetime Readers: Literature in Content Area Classes, Chapter 12: 374-400
D. interpret the possible influences of the historical context on a literary work.	Reading to Learn, Chapter 7: 204-244; Developing Lifetime Readers: Literature in Content Area Classes, Chapter 12: 374-400
10. Reading/culture. The student reads widely, including British literature, to increase knowledge of his/her own culture, the culture of others, and the common elements across culture. The student is expected to:	
A. recognize distinctive and shared characteristics of cultures through reading;	Language, Diversity and Culture: Chapter 2: 36-61
B. compare text events with his/her own and other readers' experiences; and	Language, Diversity and Culture: Chapter 2: 36-61
C. recognize and discuss themes and connections that cross cultures.	Language, Diversity and Culture: Chapter 2: 36-61

§110.45. English IV, cont.	
11. Reading/literary response. The student expresses and supports responses to various types of texts. The student is expected to:	
A. respond to informational and aesthetic elements in texts such as discussions, journal entries, oral interpretations, enactments, and graphic displays;	Responding to Reading: Chapter 9: 283-307
B. use elements of text to defend, clarify, and negotiate responses and interpretations;	Responding to Reading: Chapter 9: 283-307
C. analyze written reviews of literature, film, and performance to compare with his/her own responses; and	Responding to Reading: Chapter 9: 283-307
D. evaluate text through critical analysis.	Responding to Reading: Chapter 9: 283-307
12. Reading/literary concepts. The student analyzes literary elements for their contributions to meaning in literary texts. The student is expected to:	
A. compare and contrast elements of texts such as themes, conflicts, and allusions both within and across texts;	Teachers are learning to teach skills that will help student compare and contrast aspects of texts such as themes, conflicts, and allusions both within and across texts in the following: Reading to Learn, Chapter 7: 204-244; Responding to Reading, Chapter 9: 283-307; Writing Across the Curriculum, 308-351.
B. propose and provide examples of themes that cross texts;	Teachers are learning to teach skills that will help student propose and provide examples of themes that cross texts in the following: Reading to Learn, Chapter 7: 204-244; Responding to Reading, Chapter 9: 283-307; Writing Across the Curriculum, 308-351.
C. analyze relevance of setting and time frame to text's meaning;	Teachers are learning to teach skills that will help student analyze relevance of setting and time frame to text's meaning in the following: Reading to Learn, Chapter 7: 204-244; Responding to Reading, Chapter 9: 283-307; Writing Across the Curriculum, 308-351.
D. describe the development of plot and identify conflicts and how they are addressed and resolved;	Teachers are learning to teach skills that will help describe the development of plot and identify conflicts and how they are addressed and resolved. Reading to Learn, Chapter 7: 204-244; Responding to Reading, Chapter 9: 283-307; Writing Across the Curriculum, 308-351
E. analyze the melodies of literary language, including its use of evocative words and rhythms;	Teachers are learning to teach skills that will help student analyze the melodies of literary language, including its use of evocative words and rhythms in the following: Reading to Learn, Chapter 7: 204-244; Responding to Reading, Chapter 9: 283-307; Writing Across the Curriculum, 308-351.
F. connect literature to historical contexts, current events, and his/her own experiences; and	Teachers are learning to teach skills that will help student connect literature to historical contexts, current events, and his/her own experiences in the following: Reading to Learn, Chapter 7: 204-244; Responding to Reading, Chapter 9: 283-307; Writing Across the Curriculum, 308-351.
G. understand literary forms and terms such as author, drama, biography, autobiography, myth, tall tale, dialogue, tragedy and comedy, structure in poetry, epic, ballad, protagonist, antagonist, paradox, analogy, dialect, and comic relief as appropriate to the selections being read.	Teachers are learning to teach skills that will help student understand literary forms and terms such as author, drama, biography, autobiography, myth, tall tale, dialogue, tragedy and comedy, structure in poetry, epic, ballad, protagonist, antagonist, paradox, analogy, dialect, and comic relief as appropriate to the selections being read in the following: Reading to Learn, Chapter 7: 204-244; Responding to Reading, Chapter 9: 283-307; Writing Across the Curriculum, 308-351.

§110.45. English IV, cont.	
13. Reading/analysis/evaluation. The student reads critically to evaluate texts and the authority of sources. The student is expected to:	
A. analyze the characteristics of clear text such as conciseness, correctness, and completeness;	Teacher is learning to teach student reading skills that will help student. Reading to Learn, Chapter 7: 204-244; Responding to Reading, Chapter 9: 283-307; Writing Across the Curriculum, 308-351
B. evaluate the credibility of information sources, including how the writer's motivation may affect that credibility;	Teacher is learning to teach student reading skills that will help student to evaluate the credibility of information sources, including how the writer's motivation may affect that credibility. Reading to Learn, Chapter 7: 204-244; Responding to Reading, Chapter 9: 283-307; Writing Across the Curriculum, 308-351
C. recognize logical, deceptive, and/or faulty modes of persuasion in text;	Teacher is learning to teach student reading skills that will help student to recognize logical, deceptive, and/or faulty modes of persuasion in texts. Reading to Learn, Chapter 7: 204-244; Responding to Reading, Chapter 9: 283-307; Writing Across the Curriculum, 308-351
D. apply modes of reasoning such as induction and deduction to think critically;	Teacher is learning to teach student reading skills that will help student to apply modes of reasoning such as induction and deduction to think critically. Reading to Learn, Chapter 7: 204-244; Responding to Reading, Chapter 9: 283-307; Writing Across the Curriculum, 308-351
E. describe how a writer's motivation, stance, or position may affect text credibility, structure, and tone; and	Teacher is learning to teach student reading skills that will help student to describe how a writer's motivation, stance, or position may affect text credibility, structure, and tone. Reading to Learn, Chapter 7: 204-244; Responding to Reading, Chapter 9: 283-307; Writing Across the Curriculum, 308-351
F. analyze aspects of texts such as patterns of organization and choice of language for their effect on audiences.	Teacher is learning to teach student reading skills that will help student to analyze aspects of texts such as patterns of organization and choice of language for their effect on audiences. Reading to Learn, Chapter 7: 204-244; Responding to Reading, Chapter 9: 283-307; Writing Across the Curriculum, 308-351
14. Reading/inquiry/research. The student uses reading and research skills to develop self-selected topics. The student is expected to:	
A. generate relevant, interesting, and researchable questions;	Responding to Reading, Chapter 9: 283-307; Writing Across the Curriculum, 308-351
B. locate appropriate print and non-print information using text and technical resources, including databases and the Internet;	Reading to Learn, Chapter 7: 204-244; Responding to Reading, Chapter 9: 283-307; Writing Across the Curriculum, 308-351
C. use text organizers such as overviews, headings, and graphic features to locate and categorize information;	Studying and Study Strategies: Chapter 11: 352-373
D. evaluate the credibility of information sources and their appropriateness for varied needs;	Teacher is learning to teach student reading skills that will help student to evaluate the credibility of information sources and their appropriateness for varied needs. Reading to Learn, Chapter 7: 204-244; Responding to Reading, Chapter 9: 283-307; Writing Across the Curriculum, 308-351
E. organize and record new information in systematic ways such as notes, charts, and graphic organizers;	Reading to Learn, Chapter 7: 204-244; Responding to Reading, Chapter 9: 283-307; Writing Across the Curriculum, 308-351
F. produce research projects and reports in varying forms for audiences; and	Writing Across the Curriculum: 308-351
G. draw relevant questions for further study from the research findings or conclusions.	Responding to Reading, Chapter 9: 283-307; Writing Across the Curriculum, 308-351

§110.46. Independent Study in English	
B. Knowledge and skills.	
2. Reading. The student inquires through reading and researching self-selected and assigned topics. The student is expected to:	
A. read widely to establish a specific area of interest for further study;	Reading to Learn, Chapter 7: 204-244; Responding to Reading, Chapter 9: 283-307; Writing Across the Curriculum, 308-351
B. generate relevant, interesting, and researchable questions with instructor guidance and approval;	Reading to Learn, Chapter 7: 204-244; Responding to Reading, Chapter 9: 283-307; Writing Across the Curriculum, 308-351
C. locate appropriate print and non-print information using text and technical resources, including databases;	Reading to Learn, Chapter 7: 204-244; Responding to Reading, Chapter 9: 283-307; Writing Across the Curriculum, 308-351
D. use text organizers such as overviews, headings, and graphic features to locate and categorize information;	Reading to Learn, Chapter 7: 204-244; Responding to Reading, Chapter 9: 283-307; Writing Across the Curriculum, 308-351; Studying and Study Strategies, 352-373
E. organize and record new information in systematic ways such as notes, charts, and graphic organizers;	Graphic Organizers: 236-238, 257-258
F. produce research projects and reports in various forms for audiences;	Responding to Reading, Chapter 9: 283-307; Writing Across the Curriculum, 308-351
G. draw relevant questions for further study from the research findings or conclusions; and	Responding to Reading, Chapter 9: 283-307; Writing Across the Curriculum, 308-351
H. conduct a research project(s), producing an original work in print or another medium with a demonstration of advanced skill.	Responding to Reading, Chapter 9: 283-307; Writing Across the Curriculum, 308-351

§110.47. Reading I, II, III	
B. Knowledge and skills.	
1. The student uses a variety of word recognition strategies. The student is expected to:	
A. apply knowledge of letter-sound correspondences, language structure, and context to recognize words; and	Increasing Vocabulary and Conceptual Growth: Chapter 8: 246-282
B. use the keys and entry information in dictionaries, glossaries, and other sources to confirm pronunciations and meanings of unfamiliar words.	Increasing Vocabulary and Conceptual Growth: Chapter 8: 246-282
2. The student reads with fluency and understanding in increasingly demanding texts. The student is expected to:	
A. read silently for a sustained period of time;	Teacher is learning to teach reading skills that will help student read silently for a sustained period of time throughout the book.
B. read orally at a rate that enables comprehension; and	Teacher is learning to teach reading skills that will help student read orally at a rate that enables comprehension throughout the book.
C. adjust reading rate according to purpose for reading.	Teacher is learning to teach reading skills that will help student adjust reading rate according to purpose for reading throughout the book.
3. The student reads for different purposes in varied sources. The student is expected to:	
A. read to complete a task, to gather information, to be informed, to solve problems, to answer questions, and for pleasure; and	Reading to Learn, Chapter 7: 204-244; Responding to Reading, Chapter 9: 283-307
B. read sources such as literature, diaries, journals, textbooks, maps, newspapers, letters, speeches, memoranda, electronic texts, technical documents, and other media.	Reading to Learn, Chapter 7: 204-244; Responding to Reading, Chapter 9: 283-307; Developing Lifetime Readers: Literature in Content Area Classes, Chapter 12: 374-400
4. The student builds an extensive vocabulary through reading and systematic word study. The student is expected to:	
A. expand vocabulary by reading, listening, and discussing;	Increasing Vocabulary and Conceptual Growth: Chapter 8: 246-282
B. determine meanings by using context;	Increasing Vocabulary and Conceptual Growth: Chapter 8: 246-282
C. use prefixes, roots, suffixes, word origins, and spelling to understand meanings; and	Increasing Vocabulary and Conceptual Growth: Chapter 8: 246-282
D. employ reference aids such as glossary, dictionary, thesaurus, and available technology to determine meanings.	Increasing Vocabulary and Conceptual Growth: Chapter 8: 246-282

§110.47. Reading I, II, III, cont.	
5. The student comprehends selections using a variety of strategies. The student is expected to:	
A. monitor his/her own reading and adjust when understanding breaks down such as by rereading, using resources, and questioning;	Studying and Study Strategies: Chapter 11: 352-373
B. use previous experience to comprehend;	Preparing to Read: Chapter 6: 176-202
C. determine and adjust purpose for reading such as to find out, to understand, to interpret, to enjoy, and to solve problems;	Studying and Study Strategies: Chapter 11: 352-373
D. find similarities and differences across texts such as explanations, points of view, or themes;	Teacher is leaning to teach students to read in a way that will help student find similarities and differences across texts such as explanations, points of view, or themes.
E. construct images based on text descriptions;	Graphic Organizers: 236-238, 257-258
F. organize, learn, and recall important ideas from texts and oral presentations such as note taking, outlining, using learning logs, rereading, scanning, and skimming;	Studying and Study Strategies: Chapter 11: 352-373
G. summarize texts by identifying main ideas and relevant details;	211-212, 325-330
H. make inferences such as drawing conclusions and making generalizations or predictions, supporting them with text evidence and experience;	Responding to Reading: Chapter 9: 283-307
I. analyze and use text structures such as compare/contrast, cause/effect, and chronological order; and	Sensing and Responding to Text Structure: 232-235
J. use test-taking skills such as highlighting, making marginal notes, previewing questions before reading, noticing key words, employing process of elimination, allotting time, and following directions.	Studying and Study Strategies: Chapter 11: 352-373
6. The student formulates and supports responses to various types of texts. The student is expected to:	
A. respond aesthetically, inquisitively, critically, and actively to texts;	Responding to Reading: Chapter 9: 283-307; Writing Across the Curriculum, 308-351
B. respond to text through discussion, journal writing, performance, and visual representation; and	Responding to Reading: Chapter 9: 283-307; Writing Across the Curriculum, 308-351
C. support responses by adjusting, giving evidence, and clarifying.	Responding to Reading: Chapter 9: 283-307; Writing Across the Curriculum, 308-351

§110.47. Reading I, II, III, cont.	
7. The student reads texts to find information on self-selected and assigned topics. The student is expected to:	
A. generate relevant, interesting, and researchable questions;	Responding to Reading, Chapter 9: 283-307; Writing Across the Curriculum, 308-351
B. locate appropriate print and non-print information using text and technical resources, including databases;	Reading to Learn, Chapter 7: 204-244; Responding to Reading, Chapter 9: 283-307; Writing Across the Curriculum, 308-351
C. use text organizers such as overviews, headings, and graphic features to locate and categorize information;	Sensing and Responding to Text Structure: 232-235
D. organize and record new information such as notes, charts, and graphic organizers;	Graphic Organizers: 236-238, 257-258
E. communicate information gained from reading; and	Responding to Reading, Chapter 9: 283-307; Writing Across the Curriculum, 308-351
F. use compiled information and knowledge to raise additional unanswered questions.	Reading to Learn, Chapter 7: 204-244; Responding to Reading, Chapter 9: 283-307; Writing Across the Curriculum, 308-351
8. The student reads critically to evaluate texts and the credibility of sources. The student is expected to:	
A. analyze the characteristics of well-constructed text;	Teacher is learning to improve student reading skills so that student may analyze the characteristics of well-constructed text. Reading to Learn, Chapter 7: 204-244; Responding to Reading, Chapter 9: 283-307; Writing Across the Curriculum, 308-351
B. evaluate the credibility of information sources and their appropriateness for assigned and self-selected topics;	Teacher is learning to improve student reading skills so that student may evaluate the credibility of information sources and their appropriateness for assigned and self-selected topics. Reading to Learn, Chapter 7: 204-244; Responding to Reading, Chapter 9: 283-307; Writing Across the Curriculum, 308-351
C. describe how a writer's motivation, stance, or position may affect text credibility, structure, or tone;	Teacher is learning to improve student reading skills so that student may describe how a writer's motivation, stance, or position may affect text credibility, structure, or tone. Reading to Learn, Chapter 7: 204-244; Responding to Reading, Chapter 9: 283-307; Writing Across the Curriculum, 308-351
D. analyze aspects of text, such as patterns of organization and choice of language, for persuasive effect;	Teacher is learning to improve student reading skills so that student may analyze aspects of text, such as patterns of organization and choice of language, for persuasive effect. Reading to Learn, Chapter 7: 204-244; Responding to Reading, Chapter 9: 283-307; Writing Across the Curriculum, 308-351
E. apply modes of reasoning such as induction and deduction to think critically; and	Teacher is learning to improve student reading skills so that student may apply modes of reasoning such as induction and deduction to think critically. Reading to Learn, Chapter 7: 204-244; Responding to Reading, Chapter 9: 283-307; Writing Across the Curriculum, 308-351
F. recognize logical and illogical arguments in text.	Teacher is learning to improve student reading skills so that student may recognize logical and illogical arguments in text. Reading to Learn, Chapter 7: 204-244; Responding to Reading, Chapter 9: 283-307; Writing Across the Curriculum, 308-351
9. The student reads to increase knowledge of his/her own culture, the culture of others, and the common elements of cultures. The student is expected to:	
A. compare text events with his/her own and other readers' experiences; and	Language, Diversity and Culture: Chapter 2: 36-61
B. recognize and discuss literary themes and connections that cross cultures.	Language, Diversity and Culture: Chapter 2: 36-61

§110.48. Reading Application and Study Skills	
B. Knowledge and skills.	
1. The student reads widely for different purposes in varied sources. The student is expected to:	
A. read self-selected and assigned texts in such varied sources as literature, diaries, journals, textbooks, maps, newspapers, letters, speeches, memoranda, electronic texts, and other media; and	Reading to Learn, Chapter 7: 204-244; Developing Lifetime Readers: Literature in Content Area Classes, 374-400
B. read to be entertained, to appreciate a writer's craft, to be informed, to take action, and to discover models to use in his/her own writing.	Reading to Learn, Chapter 7: 204-244; Developing Lifetime Readers: Literature in Content Area Classes, 374-400
2. The student builds an extensive vocabulary through reading and systematic word study. The student is expected to:	
A. expand vocabulary through wide reading, listening, and discussion;	Increasing Vocabulary and Conceptual Growth: Chapter 8: 246-282
B. rely on context to determine meanings of words and phrases such as figurative language, idioms, multiple meaning words, and technical vocabulary;	Increasing Vocabulary and Conceptual Growth: Chapter 8: 246-282
C. apply meanings of prefixes, roots, and suffixes to comprehend;	Increasing Vocabulary and Conceptual Growth: Chapter 8: 246-282
D. investigate word origins as an aid to understanding meanings, derivations, and spellings;	Increasing Vocabulary and Conceptual Growth; Chapter 8: 246-282
E. use reference material such as glossary, dictionary, thesaurus, and available technology to determine precise meaning and usage;	Increasing Vocabulary and Conceptual Growth: Chapter 8: 246-282
F. discriminate between connotative and denotative meanings and interpret the connotative power of words; and	Increasing Vocabulary and Conceptual Growth: Chapter 8: 246-282
G. interpret the meaning of analogies in texts.	Increasing Vocabulary and Conceptual Growth: Chapter 8: 246-282
3. The student comprehends selections using a variety of strategies. The student is expected to:	
A. monitor his/her own reading strategies and make modifications when understanding breaks down such as rereading, using resources, and questioning;	Studying and Study Strategies: Chapter 11: 352-373
B. activate and draw upon background knowledge in order to comprehend;	Preparing to Read: Chapter 6: 176-203
C. establish and adjust both immediate and overarching purposes for reading such as to find out, to understand, to interpret, to enjoy, or to solve problems; and	Preparing to Read: Chapter 6: 176-203
D. construct images based on text descriptions.	Graphic Organizers: 236-238, 257-258

§110.48. Reading Application and Study Skills, cont.	
4. The student reads critically to evaluate texts and the authority of sources. The student is expected to:	
A. analyze the characteristics of clear text;	Teacher is learning to improve student reading skills so that student may analyze the characteristics of clear text. Reading to Learn, Chapter 7: 204-244; Responding to Reading, Chapter 9: 283-307; Writing Across the Curriculum, 308-351
B. evaluate the credibility of information sources and their appropriateness for various needs;	Teacher is learning to improve student reading skills so that student may evaluate the credibility of information sources and their appropriateness for various needs. Reading to Learn, Chapter 7: 204-244; Responding to Reading, Chapter 9: 283-307; Writing Across the Curriculum, 308-351
C. describe how a writer's motivation, expertise, or stance may affect text credibility, structure, or tone;	Teacher is learning to improve student reading skills so that student may describe how a writer's motivation, stance, or position may affect text credibility, structure, or tone. Reading to Learn, Chapter 7: 204-244; Responding to Reading, Chapter 9: 283-307; Writing Across the Curriculum, 308-351
D. analyze aspects of texts such as patterns of organization and choice of language for their effect on audiences;	Teacher is learning to improve student reading skills so that student may analyze aspects of text, such as patterns of organization and choice of language, for their effect on audiences. Reading to Learn, Chapter 7: 204-244; Responding to Reading, Chapter 9: 283-307; Writing Across the Curriculum, 308-351
E. apply modes of reasoning such as induction and deduction to think critically; and	Teacher is learning to improve student reading skills so that student may apply modes of reasoning such as induction and deduction to think critically. Reading to Learn, Chapter 7: 204-244; Responding to Reading, Chapter 9: 283-307; Writing Across the Curriculum, 308-351
F. recognize logical and illogical modes of persuasion in texts.	Teacher is learning to improve student reading skills so that student may recognize logical and illogical modes of persuasion in texts. Reading to Learn, Chapter 7: 204-244; Responding to Reading, Chapter 9: 283-307; Writing Across the Curriculum, 308-351
5. The student uses study strategies to learn from text. The student is expected to:	
A. learn and recall ideas and concepts from text such as previewing, skimming, scanning, rereading, and asking questions;	Preparing to Read, Chapter 6: 176-203; Studying and Study Strategies, Chapter 11: 352-373
B. recall important information by taking notes or making marginal notations;	Studying and Study Strategies: Chapter 11: 352-373
C. summarize information from text through the use of outlines, study guides, or learning logs;	Studying and Study Strategies: Chapter 11: 352-373
D. determine important information in test questions by highlighting and underlining;	Studying and Study Strategies: Chapter 11: 352-373
E. answer different types of questions, including test-like questions such as multiple choice, open-ended, literal, and interpretative;	Studying and Study Strategies: Chapter 11: 352-373
F. produce summaries of texts that include main ideas and their supporting details;	Studying and Study Strategies: Chapter 11: 352-373
G. draw inferences and support them with text evidence and experiences;	Teacher is learning to improve student reading skills to help student draw inferences and support them with text evidence and experiences.
H. draw conclusions from text information; and	Teacher is learning to improve student reading skills to help student draw conclusions from text information.
I. analyze text structures such as compare/contrast, cause/effect, or chronological order for how they influence understanding.	Sensing and Responding to Text Structure: 232-235

§110.48. Reading Application and Study Skills, cont.	
6. The student inquires through reading and researching self-selected and assigned topics. The student is expected to:	
A. generate relevant, interesting, and researchable questions;	Responding to Reading, Chapter 9: 283-307; Writing Across the Curriculum, 308-351
B. locate appropriate print and non-print information using text and technical resources, including databases;	Reading to Learn, Chapter 7: 204-244; Responding to Reading, Chapter 9: 283-307; Writing Across the Curriculum, 308-351
C. use text organizers such as overviews, headings, and graphic features to locate and categorize information;	Reading to Learn, Chapter 7: 204-244; Responding to Reading, Chapter 9: 283-307; Writing Across the Curriculum, 308-351; Studying and Study Strategies, Chapter 11: 352-373
D. organize and record new information in systematic ways such as notes, charts, and graphic organizers;	Studying and Study Strategies: Chapter 11: 352-373
E. produce research projects and reports in various formats for audiences; and	Writing Across the Curriculum: 308-351
F. draw relevant questions for further study from the research findings or conclusions.	Responding to Reading, Chapter 9: 283-307; Writing Across the Curriculum, 308-351
7. The student expresses and supports responses to various types of texts. The student is expected to:	
A. respond to literary texts through various outlets such as discussions, journals, oral interpretations, or enactments;	Responding to Reading, Chapter 9: 283-307; Writing Across the Curriculum, 308-351
B. respond to informational reading through varied and appropriate modes such as writings, performances, projects, graphic displays, and available technology;	Responding to Reading, Chapter 9: 283-307; Writing Across the Curriculum, 308-351
C. negotiate, clarify, and defend responses in large and small discussion groups;	Responding to Reading, Chapter 9: 283-307; Writing Across the Curriculum, 308-351
D. compare reviews of literature	Responding to Reading, Chapter 9: 283-307; Writing Across the Curriculum, 308-351
E. evaluate his/her own responses to reading for evidence of growth in insight	Responding to Reading, Chapter 9: 283-307; Writing Across the Curriculum, 308-351

Content Area Literacy. Elementary school teachers are incredibly versatile people. In one school day, a teacher will teach reading, math, science and social studies. Content area lessons require specific techniques and knowledge that help students navigate different types of texts. Featured partner: National Education Association. Featured Video: Content Area Literacy. See all Content Area Literacy video. Our PBS Series: Launching Young Readers. Reading for Meaning. Learn more about effective classroom strategies to help kids understand and care about what they read. Adventures in Summer Literacy is a fundamental skill that unlocks learning and provides individuals with the means to pursue knowledge and enjoyment independently. Literacy skills need to grow and mature over the course of every person's life, giving each individual the reading, writing and thinking skills needed for success in academic, workforce and personal situations. Unfortunately for many people, literacy skills never develop in the necessary ways. Insufficient literacy skills exclude far too many children, adolescents, and adults from pursuing their academic, career, and life goals. Content literacy—the ability to use reading, writing, talking, listening, and viewing processes to learn subject matter across the curriculum. The major themes underlying content literacy and learning are reflected in the organizing principles described at the beginning of every chapter: All teachers play a critical role in helping students comprehend and respond. The Content Area Reading collections give teachers the resources for comprehensive literacy instruction across subjects. The collections contain both informational texts and literature about the topics to encourage learning about content through a variety of text types. By reading different text types on a variety of academic topics at a range of complexity, students are able to develop the fluency, comprehension, and vocabulary necessary to read and understand the concepts and content taught in today's classrooms. Our vast collection of resources provides opportunities for practicing skills