

**READING ADVANTAGE**

**LEVEL B © 2005**

correlated to

**Massachusetts**

**English Language Arts**

**Curriculum Framework and**

**Grade Level Standards for**

**Vocabulary, Reading, and Literature**

**Grades 3-10**

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**correlated to**  
**Massachusetts English Language Arts**  
**Curriculum Framework**  
**Grades 3-4**

**L A N G U A G E**

**G E N E R A L S T A N D A R D 1 :**  
**D i s c u s s i o n**

**Students will use agreed-upon rules for informal and formal discussions in small and large groups.**

Learning Standards, Grades 3-4	Reading Advantage Level B
1.2 Follow agreed-upon rules for class discussion and carry out assigned roles in self-run small group discussions.	<b>Teacher’s Edition:</b> xi, 9, 13, 16-17, 19, 23-24, 26, 29, 35, 47, 51, 60, 67, 73-74, 88, 101, 110, 113, 123-124, 132, 141, 151, 154-155, 160-161, 167, 174, 181, 194, 202, 205, 210, 217, 223, 229, 246, 254, 261, 266-267, 295-296, 299, 305, 309, 317, 321, 329, 332, 346, 359

**G E N E R A L S T A N D A R D 2 :**  
**Q u e s t i o n i n g , L i s t e n i n g , a n d C o n t r i b u t i n g**

**Students will pose questions, listen to the ideas of others, and contribute their own information or ideas in group discussions or interviews in order to acquire new knowledge.**

Learning Standards, Grades 3-4	Reading Advantage Level B
2.2 Contribute knowledge to class discussion to develop ideas for a class project and generate interview questions to be used as part of the project.	<b>Teacher’s Edition:</b> xi, 9, 13, 16-17, 19, 23-24, 26, 29, 35, 47, 51, 60, 67, 73-74, 88, 101, 110, 113, 123-124, 132, 141, 151, 154-155, 160-161, 167, 174, 181, 194, 202, 205, 210, 217, 223, 229, 246, 254, 261, 266-267, 295-296, 299, 305, 309, 317, 321, 329, 332, 346, 359

**GENERAL STANDARD 3 :  
Oral Presentation**

**Students will make oral presentations that demonstrate appropriate consideration of audience, purpose, and the information to be conveyed.**

Learning Standards, Grades 3-4	Reading Advantage Level B
3.3 Adapt language to persuade, to explain, or to seek information.	<b>Teacher's Edition:</b> 93, 119, 141, 173, 179, 197, 264, 270, 345
3.4 Give oral presentations about experiences or interests using eye contact, proper place, adequate volume, and clear pronunciation.	<b>Teacher's Edition:</b> 93, 119, 141, 173, 179, 197, 264, 270, 345
3.5 Make informal presentations that have a recognizable organization ( <i>sequencing, summarizing</i> ).	<b>Teacher's Edition:</b> 93, 119, 141, 173, 179, 197, 264, 270, 345
3.6 Express an opinion of a literary work or film in an organized way, with supporting detail.	<b>Teacher's Edition:</b> 173

**GENERAL STANDARD 4 :  
Vocabulary and Concept Development**

**Students will understand and acquire new vocabulary and use it correctly in reading and writing.**

Learning Standards, Grades 3-4	Reading Advantage Level B
4.9 Identify the meaning of common prefixes ( <i>un-, re-, dis-</i> ).	<b>Teacher's Edition:</b> 12, 20, 26, 35, 50, 58, 75, 80, 86, 91, 105, 112, 117, 118, 134, 140, 158, 166, 178, 203, 288, 298, 304, 306, 314, 320, 326, 355, 362, 367
4.10 Identify the meaning of common Greek and Latin roots to determine the meaning of unfamiliar words.	<b>Teacher's Edition:</b> 12, 20, 26, 35, 50, 58, 75, 80, 86, 91, 105, 112, 117, 118, 134, 140, 158, 166, 178, 203, 288, 298, 304, 306, 314, 320, 326, 355, 362, 367
4.11 Identify the meaning of common idioms and figurative phrases (e.g., "last straw," "cold feet," "I'm in hot water").	<b>Teacher's Edition:</b> 269, 276
4.12 Identify playful uses of language ( <i>puns, jokes, palindromes</i> ).	<b>Teacher's Edition:</b> 320, 369
4.13 Determine the meaning of unknown words using their context.	<b>Teacher's Edition:</b> 18, 41, 63-64, 73, 146, 171, 202, 226, 233, 240, 294, 304

Learning Standards, Grades 3-4	Reading Advantage Level B
4.14 Recognize and use words with multiple meanings ( <i>sentence, school, hard</i> ) and be able to determine which meaning is intended from the context of the sentence.	<b>Teacher's Edition:</b> 10, 20, 110-111, 154-155, 209, 276, 286-287, 319, 336, 361, 368
4.15 Determine meanings of words and alternate word choices using a dictionary or thesaurus.	<b>Teacher's Edition:</b> 20, 118, 203, 218, 257, 274, 288, 312, 355, 367
4.16 Identify and apply the meaning of the terms <i>antonym, synonym, and homophone</i> .	<b>Teacher's Edition:</b> 10, 20, 79, 86, 102, 110-111, 154-155, 183, 209, 218, 245, 257, 269, 274, 276, 286-287, 312, 319, 336, 344, 350, 356, 361, 362, 368

**GENERAL STANDARD 5 :  
Structure and Origins of Modern English**

**Students will analyze standard English grammar and usage and recognize how its vocabulary has developed and been influenced by other languages.**

Learning Standards, Grades 3-4	Reading Advantage Level B
5.6 Identify four basic parts of speech ( <i>adjective, noun, verb, adverb</i> ).	<b>Teacher's Edition:</b> 20, 233, 286-287
5.8 Identify words or word parts from other languages that have been adopted into the English language.	<b>Teacher's Edition:</b> 149

**GENERAL STANDARD 6 :  
Formal and Informal English**

**Students will describe, analyze, and use appropriately formal and informal English.**

Learning Standards, Grades 3-4	Reading Advantage Level B
6.2 Recognize dialect in the conversational voices in American folk tales.	<b>Teacher's Edition:</b> 320
6.3 Identify formal and informal language use in advertisements read, heard, and/or seen.	<b>Teacher's Edition:</b> 140

# READING AND LITERATURE

## GENERAL STANDARD 7 : Beginning Reading

**Students will understand the nature of written English and the relationship of letters and spelling patterns in the sounds of speech.**

Learning Standards, Grades 3-4	Reading Advantage Level B
7.8 Use letter-sound knowledge to decode written English.	<b>Teacher's Edition:</b> xix, 12, 20, 26, 35, 42, 50, 58, 67, 75, 80, 86, 92, 105, 112, 118, 126, 134, 140, 148, 158, 166, 172, 178, 184, 196, 203, 212, 220, 228, 234, 245, k 252, 258, 263, 269, 276, 288, 298, 306, 314, 320, 326, 336, 344, 350, 356, 362, 368
7.9 Read grade-appropriate imaginative/literary and informational/expository text with comprehension.	<b>Teacher's Edition:</b> 12, 21, 27, 36, 42, 51, 59, 68, 76, 80, 86, 93, 105, 112, 118-119, 126, 135, 140, 149, 159, 167, 172, 178, 185, 197, 204, 212-213, 221, 228, 235, 245, 252, 258, 263, 270, 277, 289, 298, 306-307, 315, 321, 337, 345, 351, 357, 363, 369
7.10 Read aloud grade-appropriate imaginative/literary and informational/expository text fluently, accurately, and with comprehension, using appropriate timing, change in voice, and expression.	<b>Teacher's Edition:</b> 12, 21, 27, 36, 42, 51, 59, 68, 76, 80, 86, 93, 105, 112, 118-119, 126, 135, 140, 149, 159, 167, 172, 178, 185, 197, 204, 212-213, 221, 228, 235, 245, 252, 258, 263, 270, 277, 289, 298, 306-307, 315, 321, 337, 345, 351, 357, 363, 369

## GENERAL STANDARD 8 : Understanding a Text

**Students will identify the basic facts and main ideas in a text and use them as the basis for interpretation.**

Learning Standards, Grades 3-4	Reading Advantage Level B
<b>For imaginative/literary texts:</b>	<b>Teacher's Edition:</b> 159
8.11 Identify and show the relevance of foreshadowing clues.	
8.12. Identify sensory details and figurative language.	<b>Teacher's Edition:</b> 269, 276, 298
8.14 Make judgments about setting, characters, and events and support them with evidence from the text.	<b>Teacher's Edition:</b> 35, 37, 39, 50, 78, 144-145, 148, 152-153, 158, 159, 239-240, 331, 336-337

<b>Learning Standards, Grades 3-4</b>	<b>Reading Advantage Level B</b>
<b>For informational/expository texts:</b>	<b>Teacher's Edition:</b> 113, 119, 351
8.15 Locate facts that answer the reader's questions.	
8.16 Distinguish cause from effect.	<b>Teacher's Edition:</b> xvi, 79, 80, 101, 131, 217, 311, 325, 354
8.17 Distinguish fact from opinion or fiction.	<b>Teacher's Edition:</b> 84-85, 178, 263, 294
8.18 Summarize main ideas and supporting details in text.	<b>Teacher's Edition:</b> xv, 24, 54, 86, 118, 130, 163, 164, 166, 172, 178, 182, 184, 204, 216, 249, 252, 257, 324, 326, 349, 365-366, 368-369

**GENERAL STANDARD 9 :  
Making Connections**

**Students will deepen their understanding of a literary or non-literary work by relating it to its contemporary context or historical background.**

<b>Learning Standards, Grades 3-4</b>	<b>Reading Advantage Level B</b>
9.3 Identify similarities and differences between the characters or events in a literary work and the actual experiences in an author's life.	<b>Teacher's Edition:</b> xviii

**GENERAL STANDARD 10 :  
Genre**

**Students will identify, analyze, and apply knowledge of the characteristics of different genres.**

<b>Learning Standards, Grades 3-4</b>	<b>Reading Advantage Level B</b>
10.2 Distinguish among forms of literature such as poetry, prose, fiction, nonfiction, and drama and apply this knowledge as a strategy for reading and writing.	<b>Teacher's Edition:</b> xvi, 28, 37, 44, 47, 77, 78, 80, 82, 88, 92, 98, 99, 109, 126, 134, 142, 145, 146, 148, 150, 153, 158, 160, 168, 174, 180, 190, 200-201, 203, 205, 214, 220, 234, 236, 239, 245, 265, 271, 276, 282, 291, 316, 317, 322, 328, 331, 336-337, 338

## GENERAL STANDARD 11 :

### Theme

Students will identify, analyze, and apply knowledge of theme in a literary work and provide evidence from the text to support their understanding.

Learning Standards, Grades 3-4	Reading Advantage Level B
11.2 Identify themes as lessons in folktales, fables, and Greek myths for children.	<b>Teacher's Edition:</b> 81, 268

## GENERAL STANDARD 12 :

### Fiction

Students will identify, analyze, and apply knowledge of the structure and elements of fiction and provide evidence from the text to support their understanding.

Learning Standards, Grades 3-4	Reading Advantage Level B
12.2 Identify and analyze the elements of plot, characters, and setting in the stories they read and write.	<b>Teacher's Edition:</b> 35, 37, 39, 50, 78, 144-145, 148, 152-153, 158, 159, 239-240, 331, 336-337

## GENERAL STANDARD 13 :

### Nonfiction

Students will identify, analyze, and apply knowledge of the purposes, structure, and elements of nonfiction or informational materials and provide evidence from the text to support their understanding.

Learning Standards, Grades 3-4	Reading Advantage Level B
13.6 Identify and use knowledge of common textual features ( <i>paragraphs, topic sentences, concluding sentences, glossary</i> ).	<b>Teacher's Edition:</b> 6, 14, 22, 28, 37, 44, 52, 60, 69, 77, 82, 88, 98, 107, 114, 120, 128, 136, 142, 150, 160, 168, 174, 180, 190, 198, 205, 214, 222, 230, 236, 247, 254, 260, 265, 271, 282, 290, 300, 308, 316, 322, 328, 338, 346, 352, 358, 364
13.7 Identify and use knowledge of common graphic features ( <i>charts, maps, diagrams, illustrations</i> ).	<b>Teacher's Edition:</b> 11, 24, 31, 39, 73, 74, 75, 78, 79, 108, 109, 110-111, 113, 115, 116, 119, 124, 160, 161, 190, 193, 199, 201, 217, 222, 283, 284, 303, 323, 324, 358, 359, 360
13.8 Identify and use knowledge of common organizational structures ( <i>chronological order</i> ).	<b>Teacher's Edition:</b> xvi, 39, 71, 75, 80, 86, 92, 109, 112, 177, 285, 288, 293, 298, 311, 314, 354, 356, 360, 362
13.9 Locate facts that answer the reader's questions.	<b>Teacher's Edition:</b> 113, 119, 351

Learning Standards, Grades 3-4	Reading Advantage Level B
13.10 Distinguish cause from effect.	<b>Teacher's Edition:</b> xvi, 79, 80, 101, 131, 217, 311, 325, 354
13.11 Distinguish fact from opinion or fiction.	<b>Teacher's Edition:</b> 84-85, 178, 263, 294
13.12 Summarize main ideas and supporting details.	<b>Teacher's Edition:</b> xv, 24, 54, 86, 118, 130, 163, 164, 166, 172, 178, 182, 184, 204, 216, 249, 252, 257, 324, 326, 349, 365-366, 368-369

**GENERAL STANDARD 14 :**  
**P o e t r y**

**Students will identify, analyze, and apply knowledge of the themes, structure, and elements of poetry and provide evidence from the text to support their understanding.**

Learning Standards, Grades 3-4	Reading Advantage Level B
14.2 Identify rhyme and rhythm, repetition, similes, and sensory images in poems.	<b>Teacher's Edition:</b> 58, 92, 126, 134, 158, 203, 220, 276, 298, 336, 362

**GENERAL STANDARD 15 :**  
**S t y l e   a n d   L a n g u a g e**

**Students will identify and analyze how an author's words appeal to the senses, create imagery, suggest mood, and set tone, and provide evidence from the text to support their understanding.**

Learning Standards, Grades 3-4	Reading Advantage Level B
15.2 Identify words appealing to the senses or involving direct comparisons in literature and spoken language.	<b>Teacher's Edition:</b> 269, 276, 298

**GENERAL STANDARD 16 :**  
**M y t h ,   T r a d i t i o n a l   N a r r a t i v e ,   a n d**  
**C l a s s i c a l   L i t e r a t u r e**

**Students will identify, analyze, and apply knowledge of the themes, structure, and elements of myths, traditional narratives, and classical literature and provide evidence from the text to support their understanding.**

Learning Standards, Grades 3-4	Reading Advantage Level B
16.4 Identify phenomena explained in origin myths ( <i>Prometheus/fire; Pandora/evils</i> ).	<b>Teacher's Edition:</b> 342, 344
16.5 Identify the adventures or exploits of a character type in traditional literature.	<b>Teacher's Edition:</b> 77-79, 81, 150-155, 159, 338-343

Learning Standards, Grades 3-4	Reading Advantage Level B
16.6 Acquire knowledge of culturally significant characters and events in Greek, Roman, and Norse mythology and other traditional literature.	<b>Teacher's Edition:</b> 77-79, 81, 150-155, 159, 338-343

**G E N E R A L S T A N D A R D 17 :**  
**D r a m a t i c L i t e r a t u r e**

**Students will identify, analyze, and apply knowledge of the themes, structure, and elements of drama and provide evidence from the text to support their understanding.**

Learning Standards, Grades 3-4	Reading Advantage Level B
17.2 Identify and analyze the elements of plot and character, as presented through dialogue in scripts that are read, viewed, written, or performed.	<b>Teacher's Edition:</b> 30, 150, 153, 159, 338, 340

**G E N E R A L S T A N D A R D 18 :**  
**D r a m a t i c R e a d i n g a n d P e r f o r m a n c e**

**Students will plan and present dramatic readings, recitations, and performances that demonstrate appropriate consideration of audience and purpose.**

Learning Standards, Grades 3-4	Reading Advantage Level B
18.2 Plan and perform readings of selected texts for an audience, using clear diction and voice quality ( <i>volume, tempo, pitch, tone</i> ) appropriate to the selection, and use teacher-developed assessment criteria to prepare presentations.	<b>Teacher's Edition:</b> 92, 93, 126, 134, 158, 276, 298, 362

**C O M P O S I T I O N**

**G E N E R A L S T A N D A R D 19 :**  
**W r i t i n g**

**Students will write with a clear focus, coherent organization, and sufficient detail.**

Learning Standards, Grades 3-4	Reading Advantage Level B
<p><b>For imaginative/literary writing:</b></p> <p>19.9 Write stories that have a beginning, middle, and end and contain details of setting.</p>	<b>Teacher's Edition:</b> 21, 24-25, 40-41, 48, 274, 286

Learning Standards, Grades 3-4	Reading Advantage Level B
19.10 Write short poems that contain simple sense details.	<b>Teacher's Edition:</b> 59, 68, 87, 92, 167, 277, 327, 363
<b>For informational/expository writing:</b> 19.11 Write brief summaries of information gathered through research.	<b>Teacher's Edition:</b> 113, 119, 351
19.12 Write a brief interpretation or explanation of a literary or informational text using evidence from the text as support.	<b>Teacher's Edition:</b> 146, 148, 154, 221, 239, 258, 268, 270, 332, 336, 345
19.13 Write an account based on personal experience that has a clear focus and sufficient supporting detail.	<b>Teacher's Edition:</b> 258, 262

**GENERAL STANDARD 20 :  
Consideration of Audience and Purpose**  
Students will write for different audiences and purposes.

Learning Standards, Grades 3-4	Reading Advantage Level B
20.2 Use appropriate language for different audiences ( <i>other students, parents</i> ) and purposes ( <i>letter to a friend, thank you note, invitation</i> ).	<b>Teacher's Edition:</b> 93, 124, 228, 234, 264

**GENERAL STANDARD 22 :  
Standard English Conventions**  
Students will use knowledge of standard English conventions in their writing, revising, and editing.

Learning Standards, Grades 3-4	Reading Advantage Level B
22.4 Use knowledge of correct mechanics ( <i>end marks, commas for series, capitalization</i> ), usage ( <i>subject and verb agreement in a simple sentence</i> ), and sentence structure ( <i>elimination of sentence fragments</i> ) when writing and editing.	<b>Teacher's Edition:</b> 20, 233, 286-287
22.5 Use knowledge of letter sounds, word parts, word segmentation, and syllabication to monitor and correct spelling.	<b>Teacher's Edition:</b> xix, 12, 20, 26, 35, 50, 58, 75, 80, 86, 105, 112, 117, 118, 134, 140, 158, 166, 178, 184, 288, 298, 306, 314, 320, 326

Learning Standards, Grades 3-4	Reading Advantage Level B
22.6 Spell most commonly used homophones correctly in their writing ( <i>there, they're, their; two, too, to</i> ).	<b>Teacher's Edition:</b> 86

**GENERAL STANDARD 23 :**  
**Organizing Ideas in Writing**

**Students will organize ideas in writing in a way that makes sense for their purpose.**

Learning Standards, Grades 3-4	Reading Advantage Level B
23.3 Organize plot events of a story in an order that leads to a climax.	<b>Teacher's Edition:</b> 21, 24-25, 40-41, 48, 274, 286
23.4 Organize ideas for a brief response to a reading.	<b>Teacher's Edition:</b> 12, 21, 27, 36, 42, 51, 59, 68, 76, 80, 86, 93, 105, 112, 118-119, 126, 135, 140, 149, 159, 167, 172, 173, 178, 185, 197, 204, 212-213, 221, 228, 235, 245, 252, 258, 263, 270, 277, 289, 298, 306-307, 315, 321, 337, 345, 351, 357, 363, 369

**GENERAL STANDARD 24 :**  
**Research**

**Students will gather information from a variety of sources, analyze and evaluate the quality of the information they obtain, and use it to answer their own questions.**

Learning Standards, Grades 3-4	Reading Advantage Level B
24.2 Identify and apply steps in conducting and reporting research: <ul style="list-style-type: none"> <li>• Define the need for information and formulate open-ended research questions.</li> <li>• Initiate a plan for searching for information.</li> <li>• Locate resources.</li> <li>• Evaluate the relevance of the information.</li> <li>• Interpret, use, and communicate the information.</li> <li>• Evaluate the research project as a whole.</li> </ul>	<b>Teacher's Edition:</b> 13, 21, 27, 42, 51, 76, 80, 87, 93, 106, 113, 119, 141, 149, 159, 167, 173, 179, 185, 197, 204, 221, 229, 235, 246, 270, 277, 289, 299, 307, 327, 345, 351, 357



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**Curriculum Framework**  
**Grade Level Standards for**  
**Vocabulary, Reading, and Literature**  
**Grade 5**

**L A N G U A G E**

**GENERAL STANDARD 4 :**  
**V o c a b u l a r y   a n d   C o n c e p t   D e v e l o p m e n t**

**Students will understand and acquire new vocabulary and use it correctly in reading and writing.**

Grade Level Standards, Grade 5	Reading Advantage Level B
<ul style="list-style-type: none"> <li>Determine the meaning of unfamiliar words using context clues (for example, <i>definitions, examples, explanations in the text</i>).</li> </ul>	<b>Teacher's Edition:</b> 18, 41, 63-64, 73, 146, 171, 202, 226, 233, 240, 294, 304
<ul style="list-style-type: none"> <li>Determine the meanings of unfamiliar words using knowledge of common Greek and Latin roots, suffixes, and prefixes.</li> </ul>	<b>Teacher's Edition:</b> 12, 20, 26, 35, 50, 58, 75, 80, 86, 91, 105, 112, 117, 118, 134, 140, 158, 166, 178, 203, 288, 298, 304, 306, 314, 320, 326, 355, 362, 367
<ul style="list-style-type: none"> <li>Determine pronunciations and meanings of words, as well as alternate word choices and parts of speech, using dictionaries and thesauruses.</li> </ul>	<b>Teacher's Edition:</b> 20, 118, 203, 218, 257, 274, 288, 312, 355, 367

**GENERAL STANDARD 5 :**  
**S t r u c t u r e   a n d   O r i g i n s   o f   M o d e r n   E n g l i s h**

**Students will analyze standard English grammar and usage and recognize how its vocabulary has developed and been influenced by other languages.**

Grade Level Standards, Grade 5	Reading Advantage Level B
<ul style="list-style-type: none"> <li>Identify seven basic parts of speech: <i>noun, pronoun, verb, adverb, adjective, conjunction, preposition</i>.</li> </ul>	<b>Teacher's Edition:</b> 20, 233, 252, 286-287
<ul style="list-style-type: none"> <li>Recognize that a word performs different functions according to its position in a sentence.</li> </ul>	<b>Teacher's Edition:</b> 20, 110-111, 209, 233, 286-287

**GENERAL STANDARD 6 :  
Formal and Informal English**

Students will describe, analyze, and use appropriately formal and informal English.

Grade Level Standards, Grade 5	Reading Advantage Level B
<ul style="list-style-type: none"> <li>Write stories using formal language in prose.</li> </ul>	<b>Teacher's Edition:</b> 21, 24-25, 40-41, 48, 274, 286

**READING AND LITERATURE**

**GENERAL STANDARD 8 :  
Understanding a Text**

Students will identify the basic facts and main ideas in a text and use them as the basis for interpretation.

Grade Level Standards, Grade 5	Reading Advantage Level B
<ul style="list-style-type: none"> <li>Identify and draw conclusions from the author's use of sensory details.</li> </ul>	<b>Teacher's Edition:</b> 30, 55, 81, 134, 184, 207, 220-221, 320, 340
<ul style="list-style-type: none"> <li>Identify and draw conclusions from the author's use of description of setting, characters, and events.</li> </ul>	<b>Teacher's Edition:</b> 152, 153, 154, 159, 340, 342, 345
<ul style="list-style-type: none"> <li>Identify and analyze main ideas and supporting details.</li> </ul>	<b>Teacher's Edition:</b> xv, 24, 54, 86, 118, 130, 163, 164, 166, 172, 178, 182, 184, 204, 216, 249, 252, 257, 324, 326, 349, 365-366, 368-369

**GENERAL STANDARD 10 :  
Genre**

Students will identify, analyze, and apply knowledge of the characteristics of different genres.

Grade Level Standards, Grade 5	Reading Advantage Level B
<ul style="list-style-type: none"> <li>Identify the characteristics of various genres (for example, <i>poetry, informational and expository nonfiction, dramatic literature, fiction, subgenres of fiction such as mystery, adventure, historical, or contemporary realistic novels and short stories</i>).</li> </ul>	<b>Teacher's Edition:</b> xvi, 28, 37, 44, 47, 77, 78, 80, 82, 88, 92, 98, 99, 109, 126, 134, 142, 145, 146, 148, 150, 153, 158, 160, 168, 174, 180, 190, 200-201, 203, 205, 214, 220, 234, 236, 239, 245, 265, 271, 276, 282, 291, 316, 317, 322, 328, 331, 336-337, 338

## GENERAL STANDARD 11 :

### Theme

Students will identify, analyze, and apply knowledge of theme in a literary work and provide evidence from the text to support their understanding.

Grade Level Standards, Grade 5	Reading Advantage Level B
<ul style="list-style-type: none"><li>Apply knowledge of the concept that theme refers to the main idea and meaning of a literary passage or selection.</li></ul>	<b>Teacher's Edition:</b> 81, 239, 261, 263, 268, 320

## GENERAL STANDARD 12 :

### Fiction

Students will identify, analyze, and apply knowledge of the structure and elements of fiction and provide evidence from the text to support their understanding.

Grade Level Standards, Grade 5	Reading Advantage Level B
<ul style="list-style-type: none"><li>Identify the elements of setting, characterization, conflict, and plot structure.</li></ul>	<b>Teacher's Edition:</b> 35, 37, 39, 50, 78, 144-145, 148, 152-153, 158, 159, 239-240, 331, 336-337
<ul style="list-style-type: none"><li>Identify personality traits of characters and how their thoughts, words, and actions reveal their personalities.</li></ul>	<b>Teacher's Edition:</b> 35, 50, 145, 148, 153, 158-159, 239-240, 337
<ul style="list-style-type: none"><li>Describe how main characters change over time.</li></ul>	<b>Teacher's Edition:</b> 50, 145, 148, 158-159, 239-240, 337

## GENERAL STANDARD 13 :

### Nonfiction

Students will identify, analyze, and apply knowledge of the purposes, structure, and elements of nonfiction or informational materials and provide evidence from the text to support their understanding.

Grade Level Standards, Grade 5	Reading Advantage Level B
<ul style="list-style-type: none"><li>Identify and use knowledge of common textual features (for example, <i>title, headings, key words, captions, paragraphs, topic sentences, table of contents, index, glossary</i>).</li></ul>	<b>Teacher's Edition:</b> 6, 14, 22, 28, 37, 44, 52, 60, 69, 77, 82, 88, 98, 107, 114, 120, 128, 136, 142, 150, 160, 168, 174, 180, 190, 198, 205, 214, 222, 230, 236, 247, 254, 260, 265, 271, 282, 290, 300, 308, 316, 322, 328, 338, 346, 352, 358, 364
<ul style="list-style-type: none"><li>Identify and use knowledge of common graphic features (for example, <i>charts, graphs, maps, diagrams, captions, illustrations</i>).</li></ul>	<b>Teacher's Edition:</b> 11, 24, 31, 39, 73, 74, 75, 78, 79, 108, 109, 110-111, 113, 115, 116, 119, 124, 160, 161, 190, 193, 199, 201, 217, 222, 283, 284, 303, 323, 324, 358, 359, 360

Grade Level Standards, Grade 5	Reading Advantage Level B
<ul style="list-style-type: none"> <li>Identify common organizational structures (for example, <i>chronological order</i>, <i>cause and effect</i>).</li> </ul>	<b>Teacher's Edition:</b> xvi, 39, 71, 75, 80, 86, 92, 109, 112, 177, 285, 288, 293, 298, 311, 314, 354, 356, 360, 362
<ul style="list-style-type: none"> <li>Identify and summarize main ideas, supporting ideas, and supporting details.</li> </ul>	<b>Teacher's Edition:</b> xv, 24, 54, 86, 118, 130, 163, 164, 166, 172, 178, 182, 184, 204, 216, 249, 252, 257, 324, 326, 349, 365-366, 368-369

## GENERAL STANDARD 14 :

### P o e t r y

**Students will identify, analyze, and apply knowledge of the themes, structure, and elements of poetry and provide evidence from the text to support their understanding.**

Grade Level Standards, Grade 5	Reading Advantage Level B
<ul style="list-style-type: none"> <li>Identify and respond to the effects of sound, figurative language, and graphics in order to uncover meaning in poetry.</li> </ul>	<b>Teacher's Edition:</b> 58, 92, 126, 134, 158, 203, 220, 276, 298, 336, 362
<ul style="list-style-type: none"> <li>Sound (for example, <i>alliteration and rhyme scheme: free verse; couplets; A, B, A, B</i>)</li> </ul>	<b>Teacher's Edition:</b> 92, 158, 276, 298
<ul style="list-style-type: none"> <li>Figurative language (for example, <i>metaphor, simile</i>)</li> </ul>	<b>Teacher's Edition:</b> 336
<ul style="list-style-type: none"> <li>Graphics (for example, <i>capital letters</i>)</li> </ul>	<b>Teacher's Edition:</b> 220, 276, 336, 362

## GENERAL STANDARD 15 :

### S t y l e   a n d   L a n g u a g e

**Students will identify and analyze how an author's words appeal to the senses, create imagery, suggest mood, and set tone, and provide evidence from the text to support their understanding.**

Grade Level Standards, Grade 5	Reading Advantage Level B
<ul style="list-style-type: none"> <li>Identify sensory details, figurative language, and rhythm or flow when responding to literature.</li> </ul>	<b>Teacher's Edition:</b> 58, 92, 126, 134, 158, 203, 220, 276, 298, 336, 362

**GENERAL STANDARD 16:  
Myth, Traditional Narrative, and  
Classical Literature**

**Students will identify, analyze, and apply knowledge of the themes, structure, and elements of myths, traditional narratives, and classical literature and provide evidence from the text to support their understanding.**

Grade Level Standards, Grade 5	Reading Advantage Level B
<ul style="list-style-type: none"> <li>Identify common structures of traditional literature (for example, <i>that characters or story elements often come in threes, such as three bears, three sisters, three wishes, or three tasks; or that there are magic helpers, such as talking animals, fairies, genies or elves</i>).</li> </ul>	<b>Teacher's Edition:</b> 77, 78-79, 80

**GENERAL STANDARD 17:  
Dramatic Literature**

**Students will identify, analyze, and apply knowledge of the themes, structure, and elements of drama and provide evidence from the text to support their understanding.**

Grade Level Standards, Grade 5	Reading Advantage Level B
<ul style="list-style-type: none"> <li>Identify and analyze structural elements unique to dramatic literature (for example, <i>scenes, acts, cast of characters, stage directions</i>).</li> </ul>	<b>Teacher's Edition:</b> 30, 150, 153, 159, 338, 340



**Reading Advantage Level B © 2005**  
**correlated to**  
**Massachusetts English Language Arts**  
**Curriculum Framework**  
**Grades 5-6**

**L A N G U A G E**

**G E N E R A L S T A N D A R D 1 :**  
**D i s c u s s i o n**

**Students will use agreed-upon rules for informal and formal discussions in small and large groups.**

Learning Standards, Grades 5-6	Reading Advantage Level B
1.3 Apply understanding of agreed-upon rules and individual roles in order to make decisions.	<b>Teacher's Edition:</b> xi, 9, 17, 24, 31, 40, 42, 47, 55, 58, 72, 84, 93, 101, 110, 123, 131, 145, 154, 163, 176-177, 182-183, 193-194, 201, 217, 225, 232, 239, 250, 256-257, 259, 264, 267-268, 273-274, 285-286, 289, 293-294, 299, 303, 311, 318-319, 321, 324-325, 327, 331-332, 341, 348-349, 351, 354, 357, 360, 363, 366

**G E N E R A L S T A N D A R D 2 :**  
**Q u e s t i o n i n g , L i s t e n i n g , a n d C o n t r i b u t i n g**

**Students will pose questions, listen to the ideas of others, and contribute their own information or ideas in group discussions or interviews in order to acquire new knowledge.**

Learning Standards, Grades 5-6	Reading Advantage Level B
2.3 Gather relevant information for a research project or composition through interviews.	<b>Teacher's Edition:</b> xi, 9, 17, 24, 31, 40, 42, 47, 55, 58, 72, 84, 93, 101, 110, 123, 131, 145, 154, 163, 176-177, 182-183, 193-194, 201, 217, 225, 232, 239, 250, 256-257, 259, 264, 267-268, 273-274, 285-286, 289, 293-294, 299, 303, 311, 318-319, 321, 324-325, 327, 331-332, 341, 348-349, 351, 354, 357, 360, 363, 366

### GENERAL STANDARD 3 :

#### Oral Presentation

Students will make oral presentations that demonstrate appropriate consideration of audience, purpose, and the information to be conveyed.

Learning Standards, Grades 5-6	Reading Advantage Level B
3.8 Give oral presentations for various purposes, showing appropriate changes in delivery ( <i>gestures, vocabulary, pace, visuals</i> ) and using language for dramatic effect.	<b>Teacher's Edition:</b> 93, 119, 141, 173, 179, 197, 264, 270, 345

### GENERAL STANDARD 4 :

#### Vocabulary and Concept Development

Students will understand and acquire new vocabulary and use it correctly in reading and writing.

Learning Standards, Grades 5-6	Reading Advantage Level B
4.17 Determine the meaning of unfamiliar words using context clues ( <i>definition, example</i> ).	<b>Teacher's Edition:</b> 18, 41, 63-64, 73, 146, 171, 202, 226, 233, 240, 294, 304
4.18 Determine the meaning of unfamiliar words using knowledge of common Greek and Latin roots, suffixes, and prefixes.	<b>Teacher's Edition:</b> 12, 20, 26, 35, 50, 58, 75, 80, 86, 91, 105, 112, 117, 118, 134, 140, 158, 166, 178, 203, 288, 298, 304, 306, 314, 320, 326, 355, 362, 367
4.19 Determine pronunciations, meanings, alternate word choices, and parts of speech of words using dictionaries and thesauruses.	<b>Teacher's Edition:</b> 20, 118, 203, 218, 257, 274, 288, 312, 355, 367

### GENERAL STANDARD 5 :

#### Structure and Origins of Modern English

Students will analyze standard English grammar and usage and recognize how its vocabulary has developed and been influenced by other languages.

Learning Standards, Grades 5-6	Reading Advantage Level B
5.9 Identify the eight basic parts of speech ( <i>noun, pronoun, verb, adverb, adjective, conjunction, preposition, interjection</i> ).	<b>Teacher's Edition:</b> 233, 286-287
5.12 Recognize that a word performs different functions according to its position in the sentence.	<b>Teacher's Edition:</b> 20, 110-111, 209, 233, 286-287

**GENERAL STANDARD 6 :  
Formal and Informal English**

Students will describe, analyze, and use appropriately formal and informal English.

Learning Standards, Grades 5-6	Reading Advantage Level B
6.4 Demonstrate through role-playing appropriate use of formal and informal language.	<b>Teacher's Edition:</b> 42, 112
6.5 Write stories using a mix of formal and informal language.	<b>Teacher's Edition:</b> 21, 24-25, 40-41, 48, 274, 286

**READING AND LITERATURE**

**GENERAL STANDARD 8 :  
Understanding a Text**

Students will identify the basic facts and main ideas in a text and use them as the basis for interpretation.

Learning Standards, Grades 5-6	Reading Advantage Level B
<b>For imaginative/literary texts:</b>	<b>Teacher's Edition:</b> 269, 276, 298
8.19 Identify and analyze sensory details and figurative language.	
8.20 Identify and analyze the author's use of dialogue and description.	<b>Teacher's Edition:</b> 152, 153, 154, 159, 340, 342, 345
<b>For informational/expository texts:</b>	<b>Teacher's Edition:</b> xvi, 39, 71, 75, 80, 86, 92, 109, 112, 177, 285, 288, 293, 298, 311, 314, 354, 356, 360, 362
8.21 Recognize organizational structures ( <i>chronological order, logical order, cause and effect, classification schemes</i> ).	
8.22 Identify and analyze main ideas, supporting ideas, and supporting details.	<b>Teacher's Edition:</b> xv, 24, 54, 86, 118, 130, 163, 164, 166, 172, 178, 182, 184, 204, 216, 249, 252, 257, 324, 326, 349, 365-366, 368-369

**G E N E R A L   S T A N D A R D   9 :**  
**M a k i n g   C o n n e c t i o n s**

**Students will deepen their understanding of a literary or non-literary work by relating it to its contemporary context or historical background.**

Learning Standards, Grades 5-6	Reading Advantage Level B
9.4     Relate a literary work to information about its setting.	<b>Teacher’s Edition:</b> 142, 145, 149, 245

**G E N E R A L   S T A N D A R D   1 0 :**  
**G e n r e**

**Students will identify, analyze, and apply knowledge of the characteristics of different genres.**

Learning Standards, Grades 5-6	Reading Advantage Level B
10.3     Identify and analyze the characteristics of various genres ( <i>poetry, fiction, nonfiction, short story, dramatic literature</i> ) as forms with distinct characteristics and purposes.	<b>Teacher’s Edition:</b> xvi, 28, 37, 44, 47, 77, 78, 80, 82, 88, 92, 98, 99, 109, 126, 134, 142, 145, 146, 148, 150, 153, 158, 160, 168, 174, 180, 190, 200-201, 203, 205, 214, 220, 234, 236, 239, 245, 265, 271, 276, 282, 291, 316, 317, 322, 328, 331, 336-337, 338

**G E N E R A L   S T A N D A R D   1 1 :**  
**T h e m e**

**Students will identify, analyze, and apply knowledge of theme in a literary work and provide evidence from the text to support their understanding.**

Learning Standards, Grades 5-6	Reading Advantage Level B
11.3     Apply knowledge of the concept that theme refers to the main idea and meaning of a selection, whether it is implied or stated.	<b>Teacher’s Edition:</b> 81, 239, 261, 263, 268, 320

**G E N E R A L   S T A N D A R D   1 2 :**  
**F i c t i o n**

**Students will identify, analyze, and apply knowledge of the structure and elements of fiction and provide evidence from the text to support their understanding.**

Learning Standards, Grades 5-6	Reading Advantage Level B
12.3     Identify and analyze the elements of setting, characterization, and plot (including conflict).	<b>Teacher’s Edition:</b> 35, 37, 39, 50, 78, 144-145, 148, 152-153, 158, 159, 239-240, 331, 336-337

## GENERAL STANDARD 13 :

### N o n f i c t i o n

**Students will identify, analyze, and apply knowledge of the purposes, structure, and elements of nonfiction or informational materials and provide evidence from the text to support their understanding.**

Learning Standards, Grades 5-6	Reading Advantage Level B
13.13 Identify and use knowledge of common textual features ( <i>paragraphs, topic sentences, concluding sentences, glossary, index</i> ).	<b>Teacher's Edition:</b> 6, 14, 22, 28, 37, 44, 52, 60, 69, 77, 82, 88, 98, 107, 114, 120, 128, 136, 142, 150, 160, 168, 174, 180, 190, 198, 205, 214, 222, 230, 236, 247, 254, 260, 265, 271, 282, 290, 300, 308, 316, 322, 328, 338, 346, 352, 358, 364
13.14 Identify and use knowledge of common graphic features ( <i>charts, maps, diagrams, captions, illustrations</i> ).	<b>Teacher's Edition:</b> 11, 24, 31, 39, 73, 74, 75, 78, 79, 108, 109, 110-111, 113, 115, 116, 119, 124, 160, 161, 190, 193, 199, 201, 217, 222, 283, 284, 303, 323, 324, 358, 359, 360
13.15 Identify and use knowledge of common organizational structures ( <i>chronological order, logical order, cause and effect, classification schemes</i> ).	<b>Teacher's Edition:</b> xvi, 39, 71, 75, 80, 86, 92, 109, 112, 177, 285, 288, 293, 298, 311, 314, 354, 356, 360, 362
13.17 Identify and analyze main ideas, supporting ideas, and supporting details.	<b>Teacher's Edition:</b> xv, 24, 54, 86, 118, 130, 163, 164, 166, 172, 178, 182, 184, 204, 216, 249, 252, 257, 324, 326, 349, 365-366, 368-369

## GENERAL STANDARD 14 :

### P o e t r y

**Students will identify, analyze, and apply knowledge of the themes, structure, and elements of poetry and provide evidence from the text to support their understanding.**

Learning Standards, Grades 5-6	Reading Advantage Level B
14.3 Respond to and analyze the effects of sound, figurative language, and graphics in order to uncover meaning in poetry: <ul style="list-style-type: none"> <li>• sound (<i>alliteration, onomatopoeia, rhyme scheme</i>);</li> <li>• figurative language (<i>personification, metaphor, simile, hyperbole</i>); and</li> <li>• graphics (<i>capital letters, line length</i>).</li> </ul>	<b>Teacher's Edition:</b> 58, 92, 126, 134, 158, 203, 220, 276, 298, 336, 362

**GENERAL STANDARD 15 :  
Style and Language**

**Students will identify and analyze how an author’s words appeal to the senses, create imagery, suggest mood, and set tone, and provide evidence from the text to support their understanding.**

Learning Standards, Grades 5-6	Reading Advantage Level B
15.3 Identify imagery, figurative language, rhythm, or flow when responding to literature.	<b>Teacher’s Edition:</b> 58, 92, 126, 134, 158, 203, 220, 276, 298, 336, 362
15.4 Identify and analyze the importance of shades of meaning in determining word choice in a piece of literature.	<b>Teacher’s Edition:</b> 342

**GENERAL STANDARD 16 :  
Myth, Traditional Narrative, and  
Classical Literature**

**Students will identify, analyze, and apply knowledge of the themes, structure, and elements of myths, traditional narratives, and classical literature and provide evidence from the text to support their understanding.**

Learning Standards, Grades 5-6	Reading Advantage Level B
16.7 Compare traditional literature from different cultures.	<b>Teacher’s Edition:</b> 77-79, 81, 150-155, 159, 338-343
16.8 Identify common structures ( <i>magic helper, rule of three, transformation</i> ) and stylistic elements ( <i>hyperbole, refrain, simile</i> ) in traditional literature.	<b>Teacher’s Edition:</b> 77, 78-79, 80, 150, 152, 153, 158, 338

**GENERAL STANDARD 17 :  
Dramatic Literature**

**Students will identify, analyze, and apply knowledge of the themes, structure, and elements of drama and provide evidence from the text to support their understanding.**

Learning Standards, Grades 5-6	Reading Advantage Level B
17.3 Identify and analyze structural elements particular to dramatic literature ( <i>scenes, acts, cast of characters, stage directions</i> ) in the plays they read, view, write, and perform.	<b>Teacher’s Edition:</b> 30, 150, 153, 159, 338, 340

# COMPOSITION

## GENERAL STANDARD 19 :

### Writing

**Students will write with a clear focus, coherent organization, and sufficient detail.**

Learning Standards, Grades 5-6	Reading Advantage Level B
<p><b>For imaginative/literary writing:</b></p> <p>19.14 Write stories or scripts containing the basic elements of fiction (<i>characters, dialogue, setting, plot with a clear resolution</i>).</p>	<p><b>Teacher's Edition:</b> 153, 154, 158, 159, 338, 345</p>
<p>19.15 Write poems using poetic techniques (<i>alliteration, onomatopoeia</i>), figurative language (<i>simile, metaphor</i>), and graphic elements (<i>capital letters, line length</i>).</p>	<p><b>Teacher's Edition:</b> 58, 92, 126, 134, 158, 203, 220, 276, 298, 336, 362</p>
<p><b>For informational/expository writing:</b></p> <p>19.16 Write brief research reports with clear focus and supporting detail.</p>	<p><b>Teacher's Edition:</b> 113, 119, 351</p>
<p>19.17 Write a short explanation of a process that includes a topic statement, supporting details, and a conclusion.</p>	<p><b>Teacher's Edition:</b> 75, 259</p>
<p>19.18 Write formal letters to correspondents such as authors, newspapers, businesses, or government officials.</p>	<p><b>Teacher's Edition:</b> 93, 124, 228, 234, 264</p>

## GENERAL STANDARD 20 :

### Consideration of Audience and Purpose

**Students will write for different audiences and purposes.**

Learning Standards, Grades 5-6	Reading Advantage Level B
<p>20.3 Make distinctions among fiction, nonfiction, dramatic literature, and poetry, and use these genres selectively when writing for different purposes.</p>	<p><b>Teacher's Edition:</b> xvi, 28, 37, 44, 47, 77, 78, 80, 82, 88, 92, 98, 99, 109, 126, 134, 142, 145, 146, 148, 150, 153, 158, 160, 168, 174, 180, 190, 200-201, 203, 205, 214, 220, 234, 236, 239, 245, 265, 271, 276, 282, 291, 316, 317, 322, 328, 331, 336-337, 338</p>

**GENERAL STANDARD 22 :  
Standard English Conventions**

Students will use knowledge of standard English conventions in their writing, revising, and editing.

Learning Standards, Grades 5-6	Reading Advantage Level B
22.7 Use additional knowledge of correct mechanics ( <i>apostrophes, quotation marks, comma use in compound sentences, paragraph indentations</i> ), correct sentence structure ( <i>elimination of fragments and run-ons</i> ), and correct standard English spelling ( <i>commonly used homophones</i> ) when writing, revising, and editing.	<b>Teacher's Edition:</b> 20, 233, 286-287

**GENERAL STANDARD 23 :  
Organizing Ideas in Writing**

Students will organize ideas in writing in a way that makes sense for their purpose.

Learning Standards, Grades 5-6	Reading Advantage Level B
23.6 Decide on the placement of descriptive details about setting, characters, and events in stories.	<b>Teacher's Edition:</b> 21, 24-25, 40-41, 48, 274, 286
23.7 Group related ideas and place them in logical order when writing summaries or reports.	<b>Teacher's Edition:</b> 17-18, 35, 48, 56, 113, 119, 164, 184, 257, 325, 349, 351, 363
23.8 Organize information about a topic into a coherent paragraph with a topic sentence, sufficient supporting detail, and a concluding sentence.	<b>Teacher's Edition:</b> 113, 119, 351

**GENERAL STANDARD 24 :  
Research**

**Students will gather information from a variety of sources, analyze and evaluate the quality of the information they obtain, and use it to answer their own questions.**

Learning Standards, Grades 5-6	Reading Advantage Level B
<p>24.3 Apply steps for obtaining information from a variety of sources, organizing information, documenting sources, and presenting research in individual and group projects:</p> <ul style="list-style-type: none"> <li>• use an expanded range of print and non-print sources (<i>atlases, data bases, electronic, on-line resources</i>);</li> <li>• follow established criteria for evaluating information;</li> <li>• locate specific information within resources by using indexes, tables of contents, electronic search key words;</li> <li>• organize and present research using the grades 5-6 Learning Standards in the Composition Strand as a guide for writing; and</li> <li>• provide appropriate documentation in a consistent format.</li> </ul>	<p><b>Teacher’s Edition:</b> 13, 21, 27, 42, 51, 76, 80, 87, 93, 106, 113, 119, 141, 149, 159, 167, 173, 179, 185, 197, 204, 221, 229, 235, 246, 270, 277, 289, 299, 307, 327, 345, 351, 357</p>



**Reading Advantage Level B © 2005**  
**correlated to**  
**Massachusetts English Language Arts**  
**Curriculum Framework**  
**Grade Level Standards for**  
**Vocabulary, Reading, and Literature**  
**Grade 7**

**L A N G U A G E**

**GENERAL STANDARD 4 :**  
**V o c a b u l a r y   a n d   C o n c e p t   D e v e l o p m e n t**

**Students will understand and acquire new vocabulary and use it correctly in reading and writing.**

Grade Level Standards, Grade 7	Reading Advantage Level B
<ul style="list-style-type: none"> <li>Determine the meanings of unfamiliar words using context clues (for example, <i>contrast or cause and effect stated in the text</i>).</li> </ul>	<b>Teacher's Edition:</b> 18, 41, 63-64, 73, 146, 171, 202, 226, 233, 240, 294, 304
<ul style="list-style-type: none"> <li>Determine the meanings of unfamiliar words using knowledge of common Greek and Latin roots, suffixes, and prefixes.</li> </ul>	<b>Teacher's Edition:</b> 12, 20, 26, 35, 50, 58, 75, 80, 86, 91, 105, 112, 117, 118, 134, 140, 158, 166, 178, 203, 288, 298, 304, 306, 314, 320, 326, 355, 362, 367
<ul style="list-style-type: none"> <li>Determine pronunciations, meanings, alternate word choices, parts of speech, or etymologies of words using dictionaries and thesauruses.</li> </ul>	<b>Teacher's Edition:</b> 20, 118, 203, 218, 274, 288, 312, 355, 367

**GENERAL STANDARD 6 :**  
**F o r m a l   a n d   I n f o r m a l   E n g l i s h**

**Students will describe, analyze, and use appropriately formal and informal English.**

Grade Level Standards, Grade 7	Reading Advantage Level B
<ul style="list-style-type: none"> <li>Identify the language styles of different characters in literary works.</li> </ul>	<b>Teacher's Edition:</b> 30, 55, 81, 134, 184, 207, 220-221, 320

# READING AND LITERATURE

## GENERAL STANDARD 8 : Understanding a Text

**Students will identify the basic facts and main ideas in a text and use them as the basis for interpretation.**

Grade Level Standards, Grade 7	Reading Advantage Level B
<ul style="list-style-type: none"> <li>Use knowledge of genre characteristics to analyze a text.</li> </ul>	<b>Teacher's Edition:</b> xvi, 28, 37, 44, 47, 77, 78, 80, 82, 88, 92, 98, 99, 109, 126, 134, 142, 145, 146, 148, 150, 153, 158, 160, 168, 174, 180, 190, 200-201, 203, 205, 214, 220, 234, 236, 239, 245, 265, 271, 276, 282, 291, 316, 317, 322, 328, 331, 336-337, 338
<ul style="list-style-type: none"> <li>Interpret mood in a text and give supporting evidence.</li> </ul>	<b>Teacher's Edition:</b> 51, 68, 76, 80, 159, 197
<ul style="list-style-type: none"> <li>Identify evidence in a text used to support an argument.</li> </ul>	<b>Teacher's Edition:</b> xviii, 176, 177, 179

## GENERAL STANDARD 10 : Genre

**Students will identify, analyze, and apply knowledge of the characteristics of different genres.**

Grade Level Standards, Grade 7	Reading Advantage Level B
<ul style="list-style-type: none"> <li>Identify how authors use characteristics of various genres (for example, <i>poetry, fiction, nonfiction, short story, dramatic literature</i>) to accomplish different purposes.</li> </ul>	<b>Teacher's Edition:</b> xvi, 44, 47, 77, 78, 80, 92, 126, 134, 142, 145, 146, 148, 150, 153, 158, 190, 200-201, 203, 205, 220, 236, 239, 245, 265, 276, 328, 331, 336-337, 338

## GENERAL STANDARD 11 : Theme

**Students will identify, analyze, and apply knowledge of theme in a literary work and provide evidence from the text to support their understanding.**

Grade Level Standards, Grade 7	Reading Advantage Level B
<ul style="list-style-type: none"> <li>Identify and supply evidence for a theme in a selection.</li> </ul>	<b>Teacher's Edition:</b> 81, 239, 261, 263, 268, 320

## GENERAL STANDARD 12 :

### F i c t i o n

**Students will identify, analyze, and apply knowledge of the structure and elements of fiction and provide evidence from the text to support their understanding.**

Grade Level Standards, Grade 7	Reading Advantage Level B
<ul style="list-style-type: none"> <li>Analyze the connections among setting, characterization, conflict, plot, and/or theme.</li> </ul>	<b>Teacher's Edition:</b> 35, 37, 39, 50, 78, 144-145, 148, 152-153, 158, 159, 239-240, 331, 336-337
<ul style="list-style-type: none"> <li>Analyze characters' personality traits, motivations, and interactions with others and give supporting evidence from their words, actions, or thoughts.</li> </ul>	<b>Teacher's Edition:</b> 35, 50, 145, 148, 153, 158-159, 239-240, 337
<ul style="list-style-type: none"> <li>Analyze the ways characters change or interact with others over time and give supporting evidence from the text.</li> </ul>	<b>Teacher's Edition:</b> 50, 145, 148, 158-159, 239-240, 337

## GENERAL STANDARD 13 :

### N o n f i c t i o n

**Students will identify, analyze, and apply knowledge of the purposes, structure, and elements of nonfiction or informational materials and provide evidence from the text to support their understanding.**

Grade Level Standards, Grade 7	Reading Advantage Level B
<ul style="list-style-type: none"> <li>Identify and use knowledge of common textual features (for example, <i>introduction, conclusion, transition words, concluding sentences</i>).</li> </ul>	<b>Teacher's Edition:</b> 6, 14, 22, 28, 37, 44, 52, 60, 69, 77, 82, 88, 98, 107, 114, 120, 128, 136, 142, 150, 160, 168, 174, 180, 190, 198, 205, 214, 222, 230, 236, 247, 254, 260, 265, 271, 282, 290, 300, 308, 316, 322, 328, 338, 346, 352, 358, 364
<ul style="list-style-type: none"> <li>Identify and use knowledge of common graphic features to analyze nonfiction texts.</li> </ul>	<b>Teacher's Edition:</b> 11, 24, 31, 39, 73, 74, 75, 78, 79, 108, 109, 110-111, 113, 115, 116, 119, 124, 160, 161, 190, 193, 199, 201, 217, 222, 283, 284, 303, 323, 324, 358, 359, 360
<ul style="list-style-type: none"> <li>Identify common organizational structures (for example, <i>logical order, comparison and contrast, cause and effect relationships</i>).</li> </ul>	<b>Teacher's Edition:</b> xvi, 39, 71, 75, 80, 86, 92, 109, 112, 177, 285, 288, 293, 298, 311, 314, 354, 356, 360, 362
<ul style="list-style-type: none"> <li>Recognize arguments for and against an issue.</li> </ul>	<b>Teacher's Edition:</b> 174, 176, 177, 178, 179
<ul style="list-style-type: none"> <li>Identify evidence in a text that supports an argument.</li> </ul>	<b>Teacher's Edition:</b> 174, 176, 177, 178, 179

## GENERAL STANDARD 14 :

### P o e t r y

Students will identify, analyze, and apply knowledge of the themes, structure, and elements of poetry and provide evidence from the text to support their understanding.

Grade Level Standards, Grade 7	Reading Advantage Level B
<ul style="list-style-type: none"><li>Identify and respond to the effects of form, sound, figurative language, and graphics in order to uncover meaning in poetry.</li></ul>	<b>Teacher's Edition:</b> 58, 92, 126, 134, 158, 203, 220, 276, 298, 336, 362
<ul style="list-style-type: none"><li>Form (for example, <i>haiku</i>, <i>epic</i>, <i>sonnet</i>)</li></ul>	<b>Teacher's Edition:</b> 158, 226, 362
<ul style="list-style-type: none"><li>Sound (for example, <i>alliteration</i>, <i>onomatopoeia</i>, <i>rhyme schemes</i>)</li></ul>	<b>Teacher's Edition:</b> 92, 158, 276, 298
<ul style="list-style-type: none"><li>Figurative language (for example, <i>personification</i>, <i>metaphor</i>, <i>simile</i>, <i>hyperbole</i>)</li></ul>	<b>Teacher's Edition:</b> 336
<ul style="list-style-type: none"><li>Graphics (for example, <i>capital letters</i>, <i>line length</i>, <i>word position</i>)</li></ul>	<b>Teacher's Edition:</b> 220, 276, 336, 362

## GENERAL STANDARD 15 :

### S t y l e a n d L a n g u a g e

Students will identify and analyze how an author's words appeal to the senses, create imagery, suggest mood, and set tone, and provide evidence from the text to support their understanding.

Grade Level Standards, Grade 7	Reading Advantage Level B
<ul style="list-style-type: none"><li>Identify and analyze imagery and figurative language.</li></ul>	<b>Teacher's Edition:</b> 58, 92, 126, 134, 158, 203, 220, 276, 298, 336, 362
<ul style="list-style-type: none"><li>Identify how an author's use of words creates mood.</li></ul>	<b>Teacher's Edition:</b> 30, 55, 81, 134, 184, 207, 220-221, 320

**GENERAL STANDARD 17 :  
D r a m a t i c L i t e r a t u r e**

**Students will identify, analyze, and apply knowledge of the themes, structure, and elements of drama and provide evidence from the text to support their understanding.**

Grade Level Standards, Grade 7	Reading Advantage Level B
<ul style="list-style-type: none"> <li>• Identify and analyze elements of setting, plot, and characterization in plays that are read, viewed, written, and/or performed.</li> </ul>	<b>Teacher’s Edition:</b> 30, 150, 153, 159, 338, 340
<ul style="list-style-type: none"> <li>• Setting (for example, <i>place, historical period, time of day</i>).</li> </ul>	<b>Teacher’s Edition:</b> 338
<ul style="list-style-type: none"> <li>• Plot (for example, <i>exposition, conflict, rising action, falling action</i>).</li> </ul>	<b>Teacher’s Edition:</b> 153, 340
<ul style="list-style-type: none"> <li>• Characterization (for example, <i>character motivations, actions, thoughts, development</i>).</li> </ul>	<b>Teacher’s Edition:</b> 153, 159, 340

**Reading Advantage Level B © 2005**  
 correlated to  
**Massachusetts English Language Arts**  
**Curriculum Framework**  
**Grades 7-8**

**L A N G U A G E**

**G E N E R A L S T A N D A R D 1 :  
D i s c u s s i o n**

**Students will use agreed-upon rules for informal and formal discussions in small and large groups.**

Learning Standards, Grades 7-8	Reading Advantage Level B
1.4 Know and apply rules for formal discussions ( <i>classroom, parliamentary debate, town meeting rules</i> ).	<b>Teacher’s Edition:</b> xi, 9, 17, 24, 31, 40, 42, 47, 55, 58, 72, 84, 93, 101, 110, 123, 131, 145, 154, 163, 176-177, 182-183, 193-194, 201, 217, 225, 232, 239, 250, 256-257, 259, 264, 267-268, 273-274, 285-286, 289, 293-294, 299, 303, 311, 318-319, 321, 324-325, 327, 331-332, 341, 348-349, 351, 354, 357, 360, 363, 366

**G E N E R A L S T A N D A R D 2 :  
Q u e s t i o n i n g , L i s t e n i n g , a n d C o n t r i b u t i n g**

**Students will pose questions, listen to the ideas of others, and contribute their own information or ideas in group discussions or interviews in order to acquire new knowledge.**

Learning Standards, Grades 7-8	Reading Advantage Level B
2.4 Integrate relevant information gathered from group discussions and interviews for reports.	<b>Teacher’s Edition:</b> xi, 9, 17, 24, 31, 40, 42, 47, 55, 58, 72, 84, 93, 101, 110, 123, 131, 145, 154, 163, 176-177, 182-183, 193-194, 201, 217, 225, 232, 239, 250, 256-257, 259, 264, 267-268, 273-274, 285-286, 289, 293-294, 299, 303, 311, 318-319, 321, 324-325, 327, 331-332, 341, 348-349, 351, 354, 357, 360, 363, 366

**GENERAL STANDARD 3 :  
Oral Presentation**

**Students will make oral presentations that demonstrate appropriate consideration of audience, purpose, and the information to be conveyed.**

Learning Standards, Grades 7-8	Reading Advantage Level B
3.10 Present an organized interpretation of a literary work, film, or dramatic production.	<b>Teacher's Edition:</b> 93, 119, 141, 173, 179, 197, 264, 270, 345
3.11 Use appropriate techniques for oral persuasion.	<b>Teacher's Edition:</b> 93, 119, 141, 173, 179, 197, 264, 270, 345
3.12 Give oral presentations to different audiences for various purposes, showing appropriate changes in delivery ( <i>gestures, vocabulary, pace, visuals</i> ) and using language for dramatic effect.	<b>Teacher's Edition:</b> 93, 119, 141, 173, 179, 197, 264, 270, 345

**GENERAL STANDARD 4 :  
Vocabulary and Concept Development**

**Students will understand and acquire new vocabulary and use it correctly in reading and writing.**

Learning Standards, Grades 7-8	Reading Advantage Level B
4.20 Determine the meaning of unfamiliar words using context clues ( <i>contrast, cause and effect</i> ).	<b>Teacher's Edition:</b> 18, 41, 63-64, 73, 146, 171, 202, 226, 233, 240, 294, 304
4.21 Determine the meaning of unfamiliar words by using knowledge of common Greek and Latin roots, suffixes, and prefixes.	<b>Teacher's Edition:</b> 12, 20, 26, 35, 50, 58, 75, 80, 86, 91, 105, 112, 117, 118, 134, 140, 158, 166, 178, 203, 288, 298, 304, 306, 314, 320, 326, 355, 362, 367
4.22 Determine pronunciations, meanings, alternate word choices, parts of speech, or etymologies of words using dictionaries and thesauruses.	<b>Teacher's Edition:</b> 20, 118, 203, 218, 274, 288, 312, 355, 367

**GENERAL STANDARD 5 :  
Structure and Origins of Modern English**

Students will analyze standard English grammar and usage and recognize how its vocabulary has developed and been influenced by other languages.

Learning Standards, Grades 7-8	Reading Advantage Level B
5.22 Describe the origins and meanings of common words, as well as of foreign words or phrases used frequently in written English.	<b>Teacher's Edition:</b> 149

**GENERAL STANDARD 6 :  
Formal and Informal English**

Students will describe, analyze, and use appropriately formal and informal English.

Learning Standards, Grades 7-8	Reading Advantage Level B
6.7 Analyze the language styles of different characters in literary works.	<b>Teacher's Edition:</b> 30, 55, 81, 134, 184, 207, 220-221, 320

**READING AND LITERATURE**

**GENERAL STANDARD 8 :  
Understanding a Text**

Students will identify the basic facts and main ideas in a text and use them as the basis for interpretation.

Learning Standards, Grades 7-8	Reading Advantage Level B
<b>For imaginative/literary texts:</b>	
8.23 Use knowledge of genre characteristics to analyze a text.	<b>Teacher's Edition:</b> xvi, 28, 37, 44, 47, 77, 78, 80, 82, 88, 92, 98, 99, 109, 126, 134, 142, 145, 146, 148, 150, 153, 158, 160, 168, 174, 180, 190, 200-201, 203, 205, 214, 220, 234, 236, 239, 245, 265, 271, 276, 282, 291, 316, 317, 322, 328, 331, 336-337, 338
8.24 Interpret mood and tone, and give supporting evidence in a text.	<b>Teacher's Edition:</b> 51, 68, 76, 80, 159, 197
8.25 Interpret a character's traits, emotions, or motivation and give supporting evidence from a text.	<b>Teacher's Edition:</b> 35, 50, 145, 148, 153, 158-159, 239-240, 337
<b>For informational/expository texts:</b>	
8.26 Recognize organizational structures and use of arguments for and against an issue.	<b>Teacher's Edition:</b> xvi, 39, 71, 75, 80, 86, 92, 109, 112, 177, 285, 288, 293, 298, 311, 314, 354, 356, 360, 362

Learning Standards, Grades 7-8		Reading Advantage Level B
8.27	Identify evidence used to support an argument.	<b>Teacher's Edition:</b> xviii, 176, 177, 179
8.28	Distinguish between the concepts of theme in a literary work and author's purpose in an expository text.	<b>Teacher's Edition:</b> 9, 24, 31, 40, 47, 55, 58, 81, 138, 176, 178, 207, 217, 220-221, 239, 261, 263, 268, 306, 320, 348

**GENERAL STANDARD 9 :  
Making Connections**

**Students will deepen their understanding of a literary or non-literary work by relating it to its contemporary context or historical background.**

Learning Standards, Grades 7-8		Reading Advantage Level B
9.5	Relate a literary work to artifacts, artistic creations, or historical sites of the period of its setting.	<b>Teacher's Edition:</b> 151, 193, 196, 200

**GENERAL STANDARD 10 :  
Genre**

**Students will identify, analyze, and apply knowledge of the characteristics of different genres.**

Learning Standards, Grades 7-8		Reading Advantage Level B
10.4	Identify and analyze the characteristics of various genres ( <i>poetry, fiction, nonfiction, short story, dramatic literature</i> ) as forms chosen by an author to accomplish a purpose.	<b>Teacher's Edition:</b> xvi, 44, 47, 77, 78, 80, 92, 126, 134, 142, 145, 146, 148, 150, 153, 158, 190, 200-201, 203, 205, 220, 236, 239, 245, 265, 276, 328, 331, 336-337, 338

**GENERAL STANDARD 12 :  
Fiction**

**Students will identify, analyze, and apply knowledge of the structure and elements of fiction and provide evidence from the text to support their understanding.**

Learning Standards, Grades 7-8		Reading Advantage Level B
12.4	Locate and analyze elements of plot and characterization and then use an understanding of these elements to determine how qualities of the central characters influence the resolution of the conflict.	<b>Teacher's Edition:</b> 35, 37, 39, 50, 78, 144-145, 148, 152-153, 158, 159, 239-240, 331, 336-337

**GENERAL STANDARD 13 :  
Nonfiction**

**Students will identify, analyze, and apply knowledge of the purposes, structure, and elements of nonfiction or informational materials and provide evidence from the text to support their understanding.**

Learning Standards, Grades 7-8	Reading Advantage Level B
13.18 Identify and use knowledge of common textual features ( <i>paragraphs, topic sentences, concluding sentences, introduction, conclusion, footnotes, index, bibliography</i> ).	<b>Teacher's Edition:</b> 6, 14, 22, 28, 37, 44, 52, 60, 69, 77, 82, 88, 98, 107, 114, 120, 128, 136, 142, 150, 160, 168, 174, 180, 190, 198, 205, 214, 222, 230, 236, 247, 254, 260, 265, 271, 282, 290, 300, 308, 316, 322, 328, 338, 346, 352, 358, 364
13.19 Identify and use knowledge of common graphic features ( <i>charts, maps, diagrams</i> ).	<b>Teacher's Edition:</b> 11, 24, 31, 39, 73, 74, 75, 78, 79, 108, 109, 110-111, 113, 115, 116, 119, 124, 160, 161, 190, 193, 199, 201, 217, 222, 283, 284, 303, 323, 324, 358, 359, 360
13.20 Identify and use knowledge of common organizational structures ( <i>logical order, comparison and contrast, cause and effect relationships</i> ).	<b>Teacher's Edition:</b> xvi, 39, 71, 75, 80, 86, 92, 109, 112, 177, 285, 288, 293, 298, 311, 314, 354, 356, 360, 362
13.21 Recognize use of arguments for and against an issue.	<b>Teacher's Edition:</b> 174, 176, 177, 178, 179
13.22 Identify evidence used to support an argument.	<b>Teacher's Edition:</b> 174, 176, 177, 178, 179
13.23 Distinguish between the concepts of theme in a literary work and author's purpose in an expository text.	<b>Teacher's Edition:</b> 9, 24, 31, 40, 47, 55, 58, 81, 138, 176, 178, 207, 217, 220-221, 239, 261, 263, 268, 306, 320, 348

## GENERAL STANDARD 14 :

### P o e t r y

Students will identify, analyze, and apply knowledge of the themes, structure, and elements of poetry and provide evidence from the text to support their understanding.

Learning Standards, Grades 7-8	Reading Advantage Level B
14.4 Respond to and analyze the effects of sound, form, figurative language, and graphics in order to uncover meaning in poetry: <ul style="list-style-type: none"><li>• sound (<i>alliteration, onomatopoeia, internal rhyme, rhyme scheme</i>);</li><li>• figurative language (<i>personification, metaphor, simile, hyperbole</i>);</li><li>• graphics (<i>capital letters, line length, word position</i>).</li></ul>	<b>Teacher's Edition:</b> 58, 92, 126, 134, 158, 203, 220, 276, 298, 336, 362

## GENERAL STANDARD 15 :

### S t y l e   a n d   L a n g u a g e

Students will identify and analyze how an author's words appeal to the senses, create imagery, suggest mood, and set tone, and provide evidence from the text to support their understanding.

Learning Standards, Grades 7-8	Reading Advantage Level B
15.5 Identify and analyze imagery and figurative language.	<b>Teacher's Edition:</b> 58, 92, 126, 134, 158, 203, 220, 276, 298, 336, 362
15.6 Identify and analyze how an author's use of words creates tone and mood.	<b>Teacher's Edition:</b> 30, 55, 81, 134, 184, 207, 220-221, 320

## GENERAL STANDARD 17 :

### D r a m a t i c   L i t e r a t u r e

Students will identify, analyze, and apply knowledge of the themes, structure, and elements of drama and provide evidence from the text to support their understanding.

Learning Standards, Grades 7-8	Reading Advantage Level B
17.5 Identify and analyze elements of setting, plot, and characterization in the plays that are read, viewed, written, and/or performed: <ul style="list-style-type: none"><li>• setting (<i>place, historical period, time of day</i>);</li><li>• plot (<i>exposition, conflict, rising action, falling action</i>); and</li><li>• characterization (<i>character motivations, actions, thoughts, development</i>).</li></ul>	<b>Teacher's Edition:</b> 30, 150, 153, 159, 338, 340

# COMPOSITION

## GENERAL STANDARD 19 :

### Writing

**Students will write with a clear focus, coherent organization, and sufficient detail.**

Learning Standards, Grades 7-8	Reading Advantage Level B
<p><b>For imaginative/literary writing:</b></p> <p>19.19 Write stories or scripts with well-developed characters, setting, dialogue, clear conflict and resolution, and sufficient descriptive detail.</p>	<p><b>Teacher's Edition:</b> 153, 154, 158, 159, 338, 345</p>
<p>19.20 Write poems using poetic techniques (<i>alliteration, onomatopoeia, rhyme scheme</i>), figurative language (<i>simile, metaphor, personification</i>), and graphic elements (<i>capital letters, line length, word position</i>).</p>	<p><b>Teacher's Edition:</b> 58, 92, 126, 134, 158, 203, 220, 276, 298, 336, 362</p>
<p><b>For informational/expository writing:</b></p> <p>19.21 Write reports based on research that include quotations, footnotes or endnotes, and a bibliography.</p>	<p><b>Teacher's Edition:</b> 113, 119, 351</p>
<p>19.22 Write and justify a personal interpretation of literary, informational, or expository reading that includes a topic statement, supporting details from the literature, and a conclusion.</p>	<p><b>Teacher's Edition:</b> 75, 259</p>
<p>19.23 Write multi-paragraph compositions that have clear topic development, logical organization, effective use of detail, and variety in sentence structure.</p>	<p><b>Teacher's Edition:</b> 112, 288, 304</p>

## GENERAL STANDARD 20 :

### Consideration of Audience and Purpose

**Students will write for different audiences and purposes.**

Learning Standards, Grades 7-8	Reading Advantage Level B
<p>20.4 Select and use appropriate rhetorical techniques for a variety of purposes, such as to convince or entertain the reader.</p>	<p><b>Teacher's Edition:</b> xvi, 28, 37, 44, 47, 77, 78, 80, 82, 88, 92, 98, 99, 109, 126, 134, 142, 145, 146, 148, 150, 153, 158, 160, 168, 174, 180, 190, 200-201, 203, 205, 214, 220, 234, 236, 239, 245, 265, 271, 276, 282, 291, 316, 317, 322, 328, 331, 336-337, 338</p>

**GENERAL STANDARD 22 :  
Standard English Conventions**

Students will use knowledge of standard English conventions in their writing, revising, and editing.

Learning Standards, Grades 7-8	Reading Advantage Level B
22.8 Use knowledge of types of sentences ( <i>simple, compound, complex</i> ), correct mechanics ( <i>comma after introductory structures</i> ), correct usage ( <i>pronoun reference</i> ), sentence structure ( <i>complete sentences, properly placed modifiers</i> ), and standard English spelling when writing and editing.	<b>Teacher's Edition:</b> 20, 233, 286-287

**GENERAL STANDARD 23 :  
Organizing Ideas in Writing**

Students will organize ideas in writing in a way that makes sense for their purpose.

Learning Standards, Grades 7-8	Reading Advantage Level B
23.9 Integrate the use of organizing techniques that break up strict chronological order in a story ( <i>starting in the middle of the action, then filling in background information using flashbacks</i> ).	<b>Teacher's Edition:</b> 21, 24-25, 40-41, 48, 274, 286
23.10 Organize information into a coherent essay or report with a thesis statement in the introduction, transition sentences to link paragraphs, and a conclusion.	<b>Teacher's Edition:</b> 113, 119, 351
23.11 Organize ideas for writing comparison-and-contrast essays.	<b>Teacher's Edition:</b> 112, 288, 304

**GENERAL STANDARD 24 :  
Research**

**Students will gather information from a variety of sources, analyze and evaluate the quality of the information they obtain, and use it to answer their own questions.**

<b>Learning Standards, Grades 7-8</b>	<b>Reading Advantage Level B</b>
<p>24.4 Apply steps for obtaining information from a variety of sources, organizing information, documenting sources, and presenting research in individual projects:</p> <ul style="list-style-type: none"> <li>• differentiate between primary and secondary source materials;</li> <li>• differentiate between paraphrasing and using direct quotes in a report;</li> <li>• organize and present research using the grade 7–8 Learning Standards in the Composition Strand as a guide for writing;</li> <li>• document information and quotations and use a consistent format for footnotes or endnotes; and</li> <li>• use standard bibliographic format to document sources.</li> </ul>	<p><b>Teacher’s Edition:</b> 13, 21, 27, 42, 51, 76, 80, 87, 93, 106, 113, 119, 141, 149, 159, 167, 173, 179, 185, 197, 204, 221, 229, 235, 246, 270, 277, 289, 299, 307, 327, 345, 351, 357</p>

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**Curriculum Framework**  
**Grades 9-10**

**L A N G U A G E**

**G E N E R A L S T A N D A R D 1 :  
D i s c u s s i o n**

**Students will use agreed-upon rules for informal and formal discussions in small and large groups.**

Learning Standards, Grades 9-10	Reading Advantage Level B
1.5 Identify and practice techniques such as setting time limits for speakers and deadlines for decision-making to improve productivity of group discussions.	<b>Teacher’s Edition:</b> xi, 9, 17, 24, 31, 40, 42, 47, 55, 58, 72, 84, 93, 101, 110, 123, 131, 145, 154, 163, 176-177, 182-183, 193-194, 201, 217, 225, 232, 239, 250, 256-257, 259, 264, 267-268, 273-274, 285-286, 289, 293-294, 299, 303, 311, 318-319, 321, 324-325, 327, 331-332, 341, 348-349, 351, 354, 357, 360, 363, 366

**G E N E R A L S T A N D A R D 2 :  
Q u e s t i o n i n g , L i s t e n i n g , a n d C o n t r i b u t i n g**

**Students will pose questions, listen to the ideas of others, and contribute their own information or ideas in group discussions or interviews in order to acquire new knowledge.**

Learning Standards, Grades 9-10	Reading Advantage Level B
2.5 Summarize in a coherent and organized way information and ideas learned from a focused discussion.	<b>Teacher’s Edition:</b> xi, 9, 17, 24, 31, 40, 42, 47, 55, 58, 72, 84, 93, 101, 110, 123, 131, 145, 154, 163, 176-177, 182-183, 193-194, 201, 217, 225, 232, 239, 250, 256-257, 259, 264, 267-268, 273-274, 285-286, 289, 293-294, 299, 303, 311, 318-319, 321, 324-325, 327, 331-332, 341, 348-349, 351, 354, 357, 360, 363, 366

**GENERAL STANDARD 3 :  
O r a l P r e s e n t a t i o n**

**Students will make oral presentations that demonstrate appropriate consideration of audience, purpose, and the information to be conveyed.**

Learning Standards, Grades 9-10	Reading Advantage Level B
3.14 Give formal and informal talks to various audiences and for various purposes using appropriate level of formality and rhetorical devices.	<b>Teacher's Edition:</b> 93, 119, 141, 173, 179, 197, 264, 270, 345
3.15 Analyze effective speeches made for a variety of purposes and prepare and deliver a speech containing some of these features.	<b>Teacher's Edition:</b> 179

**GENERAL STANDARD 4 :  
V o c a b u l a r y   a n d   C o n c e p t   D e v e l o p m e n t**

**Students will understand and acquire new vocabulary and use it correctly in reading and writing.**

Learning Standards, Grades 9-10	Reading Advantage Level B
4.23 Identify and use correctly idioms, cognates, words with literal and figurative meanings, and patterns of word changes that indicate different meanings or functions.	<b>Teacher's Edition:</b> 269, 276
4.24 Use knowledge of Greek, Latin, and Norse mythology, the Bible, and other works often alluded to in British and American literature to understand the meanings of new words.	<b>Teacher's Edition:</b> 12, 20, 26, 35, 50, 58, 75, 80, 86, 91, 105, 112, 117, 118, 134, 140, 158, 166, 178, 203, 288, 298, 304, 306, 314, 320, 326, 355, 362, 367
4.25 Use general dictionaries, specialized dictionaries, thesauruses, or related references as needed to increase learning.	<b>Teacher's Edition:</b> 20, 118, 203, 218, 274, 288, 312, 355, 367

**GENERAL STANDARD 5 :  
Structure and Origins of Modern English**

Students will analyze standard English grammar and usage and recognize how its vocabulary has developed and been influenced by other languages.

Learning Standards, Grades 9-10	Reading Advantage Level B
5.29 Describe the origins and meanings of common words and foreign words or phrases used frequently in written English, and show their relationship to historical events or developments ( <i>glasnost, coup d'état</i> ).	<b>Teacher's Edition:</b> 149

**READING AND LITERATURE**

**GENERAL STANDARD 8 :  
Understanding a Text**

Students will identify the basic facts and main ideas in a text and use them as the basis for interpretation.

Learning Standards, Grades 9-10	Reading Advantage Level B
<b>For imaginative/literary texts:</b>	<b>Teacher's Edition:</b> 340
8.29 Identify and analyze patterns of imagery or symbolism.	
8.30 Identify and interpret themes and give supporting evidence from a text.	<b>Teacher's Edition:</b> 81, 239, 261, 263, 268, 320
<b>For informational/expository texts:</b>	<b>Teacher's Edition:</b> 176
8.31 Analyze the logic and use of evidence in an author's argument.	

**GENERAL STANDARD 9 :  
Making Connections**

Students will deepen their understanding of a literary or non-literary work by relating it to its contemporary context or historical background.

Learning Standards, Grades 9-10	Reading Advantage Level B
9.6 Relate a literary work to primary source documents of its literary period or historical setting.	<b>Teacher's Edition:</b> 51, 197

**GENERAL STANDARD 10 :****Genre**

Students will identify, analyze, and apply knowledge of the characteristics of different genres.

Learning Standards, Grades 9-10	Reading Advantage Level B
10.5 Compare and contrast the presentation of a theme or topic across genres to explain how the selection of genre shapes the message.	Teacher's Edition: 152

**GENERAL STANDARD 11 :****Theme**

Students will identify, analyze, and apply knowledge of theme in a literary work and provide evidence from the text to support their understanding.

Learning Standards, Grades 9-10	Reading Advantage Level B
11.5 Apply knowledge of the concept that the theme or meaning of a selection represents a view or comment on life, and provide support from the text for the identified themes.	Teacher's Edition: 81, 239, 261, 263, 268, 320

**GENERAL STANDARD 12 :****Fiction**

Students will identify, analyze, and apply knowledge of the structure and elements of fiction and provide evidence from the text to support their understanding.

Learning Standards, Grades 9-10	Reading Advantage Level B
12.5 Locate and analyze such elements in fiction as point of view, foreshadowing, and irony.	Teacher's Edition: 159

**GENERAL STANDARD 13 :****Nonfiction**

Students will identify, analyze, and apply knowledge of the purposes, structure, and elements of nonfiction or informational materials and provide evidence from the text to support their understanding.

Learning Standards, Grades 9-10	Reading Advantage Level B
13.24 Analyze the logic and use of evidence in an author's argument	Teacher's Edition: 176, 178, 179
13.25 Analyze and explain the structure and elements of nonfiction works.	Teacher's Edition: 159

## GENERAL STANDARD 14 :

### P o e t r y

Students will identify, analyze, and apply knowledge of the themes, structure, and elements of poetry and provide evidence from the text to support their understanding.

Learning Standards, Grades 9-10	Reading Advantage Level B
14.5 Identify, respond to, and analyze the effects of sound, form, figurative language, graphics, and dramatic structure of poems: <ul style="list-style-type: none"><li>• sound (<i>alliteration, onomatopoeia, rhyme scheme, consonance, assonance</i>);</li><li>• form (<i>ballad, sonnet, heroic couplets</i>);</li><li>• figurative language (<i>personification, metaphor, simile, hyperbole, symbolism</i>); and</li><li>• dramatic structure.</li></ul>	<b>Teacher's Edition:</b> 58, 92, 126, 134, 158, 203, 220, 276, 298, 336, 362

## GENERAL STANDARD 15 :

### S t y l e   a n d   L a n g u a g e

Students will identify and analyze how an author's words appeal to the senses, create imagery, suggest mood, and set tone, and provide evidence from the text to support their understanding.

Learning Standards, Grades 9-10	Reading Advantage Level B
15.7 Evaluate how an author's choice of words advances the theme or purpose of a work.	<b>Teacher's Edition:</b> 30, 55, 81, 134, 184, 207, 220-221, 320

## GENERAL STANDARD 16 :

### M y t h ,   T r a d i t i o n a l   N a r r a t i v e ,   a n d C l a s s i c a l   L i t e r a t u r e

Students will identify, analyze, and apply knowledge of the themes, structure, and elements of myths, traditional narratives, and classical literature and provide evidence from the text to support their understanding.

Learning Standards, Grades 9-10	Reading Advantage Level B
16.11 Analyze the characters, structure, and themes of classical Greek drama and epic poetry.	<b>Teacher's Edition:</b> 77, 78-79, 80, 150, 152, 153, 158, 338

# COMPOSITION

## GENERAL STANDARD 19 :

### Writing

**Students will write with a clear focus, coherent organization, and sufficient detail.**

Learning Standards, Grades 9-10	Reading Advantage Level B
<p><b>For imaginative/literary writing:</b></p> <p>19.24 Write well-organized stories or scripts with an explicit or implicit theme and details that contribute to a definite mood or tone.</p>	<p><b>Teacher's Edition:</b> 153, 154, 158, 159, 338, 345</p>
<p>19.25 Write poems using a range of poetic techniques, forms (<i>sonnet, ballad</i>), and figurative language.</p>	<p><b>Teacher's Edition:</b> 58, 92, 126, 134, 158, 203, 220, 276, 298, 336, 362</p>
<p><b>For informational/expository writing:</b></p> <p>19.26 Write well-organized essays (<i>persuasive, literary, personal</i>) that have a clear focus, logical development, effective use of detail, and variety in sentence structure.</p>	<p><b>Teacher's Edition:</b> 17-18, 35, 48, 56, 164, 184, 204, 257, 263, 325, 349, 363</p>
<p>19.27 Write well-organized research papers that prove a thesis statement using logical organization, effective supporting evidence, and variety in sentence structure.</p>	<p><b>Teacher's Edition:</b> 113, 119, 351</p>

## GENERAL STANDARD 20 :

### Consideration of Audience and Purpose

**Students will write for different audiences and purposes.**

Learning Standards, Grades 9-10	Reading Advantage Level B
<p>20.5 Use different levels of formality, style, and tone when composing for different audiences.</p>	<p><b>Teacher's Edition:</b> xvi, 28, 37, 44, 47, 77, 78, 80, 82, 88, 92, 98, 99, 109, 126, 134, 142, 145, 146, 148, 150, 153, 158, 160, 168, 174, 180, 190, 200-201, 203, 205, 214, 220, 234, 236, 239, 245, 265, 271, 276, 282, 291, 316, 317, 322, 328, 331, 336-337, 338</p>

**GENERAL STANDARD 22 :  
Standard English Conventions**

**Students will use knowledge of standard English conventions in their writing, revising, and editing.**

Learning Standards, Grades 9-10	Reading Advantage Level B
22.9 Use knowledge of types of clauses ( <i>main and subordinate</i> ), verbals ( <i>gerunds, infinitives, participles</i> ), mechanics ( <i>semicolons, colons, hyphens</i> ), usage ( <i>tense consistency</i> ), sentence structure ( <i>parallel structure</i> ), and standard English spelling when writing and editing.	<b>Teacher's Edition:</b> 20, 233, 286-287

**GENERAL STANDARD 23 :  
Organizing Ideas in Writing**

**Students will organize ideas in writing in a way that makes sense for their purpose.**

Learning Standards, Grades 9-10	Reading Advantage Level B
23.12 Integrate all elements of fiction to emphasize the theme and tone of the story.	<b>Teacher's Edition:</b> 21, 24-25, 40-41, 48, 274, 286
23.13 Organize ideas for a critical essay about literature or a research report with an original thesis statement in the introduction, well constructed paragraphs that build an effective argument, transition sentences to link paragraphs into a coherent whole, and a conclusion.	<b>Teacher's Edition:</b> 113, 119, 146, 148, 154, 221, 239, 258, 268, 270, 332, 336, 345, 351

**GENERAL STANDARD 24 :  
Research**

**Students will gather information from a variety of sources, analyze and evaluate the quality of the information they obtain, and use it to answer their own questions.**

Learning Standards, Grades 9-10	Reading Advantage Level B
24.5 Formulate open-ended research questions and apply steps for obtaining and evaluating information from a variety of sources, organizing information, documenting sources in a consistent and standard format, and presenting research.	<b>Teacher's Edition:</b> 13, 21, 27, 42, 51, 76, 80, 87, 93, 106, 113, 119, 141, 149, 159, 167, 173, 179, 185, 197, 204, 221, 229, 235, 246, 270, 277, 289, 299, 307, 327, 345, 351, 357



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