

**Washington
GLE Components**

Correlated to

**The Holocaust
Literature and Thought Program
Perfection Learning Corporation
Grades 9-10**

Washington EALRs	Student Book	Teacher Guide
EALR 1: The student understands and uses different skills and strategies to read		
Component 1.2 Use vocabulary strategies to comprehend text		
1.2.2 Apply strategies to comprehend words and ideas.	14, 33, 34, 62, 86	12, 25, 35, 45, 55
Component 1.3 Build vocabulary through wide reading		
1.3.2 Understand and apply content/academic vocabulary critical to the meaning of the text, including vocabularies relevant to different contexts, cultures, and communities.	14	21-22, 31-32, 41-42, 52-53, 61, 64
EALR 2: The student understands the meaning of what is read.		
Component 2.1 Demonstrate evidence of reading comprehension.		

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2.1.3 Apply comprehension-monitoring strategies during and after reading: determine importance using theme, main idea, and supporting details in grade-level informational/expository text and /or literary/narrative text.	pp. 11, 54, 70, 90, 124, 142	13, 15, 16, 17, 18, 19, 21, 31, 41, 52, 64
2.1.4 Apply comprehension-monitoring strategies for informational and technical materials, complex narratives, and expositions: use prior knowledge.	pp. 9-13	p. 67
2.1.5 Apply comprehension-monitoring strategies for informational and technical materials, complex narratives, and expositions: synthesize ideas from selections to make predictions and inferences.	54, 70, 90, 124, 142	pp. 21, 26-30, 31, 36-39, 41, 49, 52, 64
2.1.6 Apply comprehension monitoring strategies for informational and technical materials, complex narratives, and expositions: monitor for meaning, create mental images, and generate and answer questions.	3, 142	pp. 10-11, 14, 15, 23-24, 27, 33-34, 43-44, 56
2.1.7 Apply comprehension-monitoring strategies for informational and technical materials, complex narratives, and expositions: determine importance and summarize the text.	71-90	33-42
Component 2.2 Understand and apply knowledge of text components to comprehend text.	pp. 116-127, 140-149, 184-192, 196-204, 340-347, 451-455	pp. 87, 107, 126, 153, 159, 226, 241, 259, 300
2.2.2 Apply understanding of complex organizational features of printed text and electronic sources.	Entire Book	

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2.2.3 Analyze story elements.	Entire Book	19
2.2.4 Apply understanding of text organizational structures.		
Component 2.3 Expand comprehension by analyzing, interpreting, and synthesizing information and ideas in literary and informational text.		
2.3.1 Analyze informational/expository text and literary/narrative text for similarities and differences and cause and effect relationships.	pp. 54, 55-70, 90, 124, 142	pp. 23-32, 38, 62-63, 64
2.3.2 Evaluate informational materials, including electronic sources, for effectiveness.		p. 38
2.3.3 Evaluate the use of literary devices to enhance comprehension.		pp. 15, 16, 26, 27, 50, 56, 60
2.3.4 Synthesize information from a variety of sources.	pp. 91-124	pp. 43-53, 62-63, 64
Component 2.4 Think critically and analyze author's use of language, style, purpose, and perspective in literary and informational text.		
2.4.1 Analyze information/expository text and literary/narrative text to draw conclusions and develop insights.	54, 70, 90, 124, 142	
2.4.2 Analyze author's purpose and evaluate an author's style of writing to influence different audiences.		pp. 15, 16, 26, 27, 50, 56, 60
2.4.3 Analyze and evaluate text for validity and accuracy.	54, 70, 90, 124, 142	pp. 38, 58, 62-63
2.4.4 Analyze and evaluate the effectiveness of the author's use of persuasive devices to influence an audience.		pp. 38, 58

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2.4.5 Analyze text to generalize, express insight, or respond by connecting to other texts or situations.	pp. 54, 70, 90, 124, 142	pp. 62-63
2.4.6 Analyze and evaluate the presentation and development of ideas and concepts within, among, and beyond multiple texts.	pp. 54, 70, 90, 124, 142	
2.4.7 Analyze and evaluate the reasoning and ideas underlying an author’s beliefs and assumptions within multiple texts.	pp. 54, 70, 90, 124, 142	pp. 23-32
EALR 3: The student reads different materials for a variety of purposes.		
Component 3.1 Read to learn new information.		
3.1.1 Analyze web-based and other resource materials (including primary sources and secondary sources) for relevance in answering research questions.		pp. 62-63
Component 3.2 Read to perform a task.		
3.2.2 Apply understanding of complex information, including functional documents, to perform a task.		
Component 3.3 Read for career applications.		
3.3.1 Apply appropriate reading strategies for interpreting technical and non-technical documents used in job-related settings.		
Component 3.4 Read for literary experience in a variety of genres.		
3.4.2 Evaluate traditional and contemporary literature written in a variety of genres.	pp. 54, 70, 90, 124, 142	pp. 15, 16, 18, 27, 28, 36, 49, 60
3.4.3 Analyze recurring themes in literature.	pp. 54, 70, 90, 124, 142	

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3.4.4 Analyze and evaluate the great literary works from a variety of cultures to determine their contribution to the understanding of self, others, and the world.	Entire Text	
EALR 4: The student sets goals and evaluates progress to improve reading.		
Component 4.1 Assess reading strengths and need for improvement.		
4.1.2 Evaluate reading progress and apply goal setting strategies and monitor progress toward meeting reading goals.		
Component 4.2 Develop interests and shares reading experiences.		
4.2.1 Evaluate books and authors to share reading experiences with others.	pp. 54, 70, 90, 124, 142	pp. 62-63