

**Washington  
GLE Components**

**Correlated to**

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

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

Washington EALRs	Student Book	Teacher Guide
<b>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.</b>	pp. 11, 54, 70, 90, 124, 142	13, 15, 16, 17, 18, 19, 21, 31, 41, 52, 64
<b>2.1.4 Apply comprehension-monitoring strategies for informational and technical materials, complex narratives, and expositions: use prior knowledge.</b>	pp. 9-13	p. 67
<b>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.</b>	54, 70, 90, 124, 142	pp. 21, 26-30, 31, 36-39, 41, 49, 52, 64
<b>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.</b>	3, 142	pp. 10-11, 14, 15, 23-24, 27, 33-34, 43-44, 56
<b>2.1.7 Apply comprehension-monitoring strategies for informational and technical materials, complex narratives, and expositions: determine importance and summarize the text.</b>	71-90	33-42
<b>Component 2.2 Understand and apply knowledge of text components to comprehend text.</b>	pp. 116-127, 140-149, 184-192, 196-204, 340-347, 451-455	pp. 87, 107, 126, 153, 159, 226, 241, 259, 300
<b>2.2.2 Apply understanding of complex organizational features of printed text and electronic sources.</b>	Entire Book	

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

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

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<b>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.</b>	Entire Text	
<b>EALR 4: The student sets goals and evaluates progress to improve reading.</b>		
<b>Component 4.1 Assess reading strengths and need for improvement.</b>		
<b>4.1.2 Evaluate reading progress and apply goal setting strategies and monitor progress toward meeting reading goals.</b>		
<b>Component 4.2 Develop interests and shares reading experiences.</b>		
<b>4.2.1 Evaluate books and authors to share reading experiences with others.</b>	pp. 54, 70, 90, 124, 142	pp. 62-63