Perfection Learning®

Perfect for YOUR Classroom

Perfection Learning's *Literature & Thought* Program and Minnesota's Language Arts Academic Standards

The *Literature & Thought* program from Perfection Learning is designed to teach middle school and high school students to be critical readers and thinkers through a unique questioning strategy.

- Each anthology begins with an essential question and a set of related cluster (unit) questions. Students explore these questions through reading relevant and challenging fiction and nonfiction selections.
- As students read, they analyze, interpret, compare, and synthesize information.
- Students react to the cluster questions through writing, group discussions, and independent projects.
- At the end of the reading experience, students respond to the essential question.

The following chart explains how the *Literature & Thought* program aligns with the Minnesota Academic Standards.

Minnesota Academic Standards	Literature & Thought Titles
 Reading and Literature Vocabulary Development 	Students are presented "Concept Vocabulary" at the beginning of each thematic text. These words and terms may or may not be in the text selections but represent essential concepts inherent in exploring the essential question. Students will find these concepts useful as they read, discuss, and write about the selections.
	For example, the essential question in <i>Voices of the</i> <i>Holocaust</i> is "Could a holocaust happen here? The <i>Concept Vocabulary</i> includes Aryan race, Final solution, genocide, ghetto, scapegoat, and Third Reich, among others.
	In addition, the teacher guides have reproducible vocabulary words with definitions for each selection, and cluster (unit) vocabulary tests.
 Comprehension Asking and answering questions Use prior knowledge Summarize content Make inferences Cross-content application Understand text structures Distinguish fact from opinion Read critically to determine author's purpose Scan Identify persuasive devises 	 The instruction in <i>Literature & Thought</i> is centered on teaching students to think as they read read for a specific purpose connect literature to their own lives integrate a variety of viewpoints identify and interpret essential information recognize the value of reading literature to help understand the real world. Students are directly taught specific critical thinking skills that they apply in their reading, writing, and speaking. Individual titles focus on four to five higher-level thing skills including analyzing evaluating synthesizing comparing/contrasting defining generalizing classifying
	Each <i>Literature & Thought</i> anthology has a wide variety of genres, including short stories, poetry, essays, articles, book excerpts, letters, and other primary source materials.
	The authors represent a multicultural group of diverse voices such as Langston Hughes, Zora Neale Hurston, Studs Turkel, Eleanor Roosevelt, Rita Dove, Yoshiko Uchida, F. Scott Fitzgerald, Elie Wiesel, Judith Ortiz Cofer, Emily Dickinson, and Gary Paulsen.

	A focus on a specific literary skill is included with every selection. Skills covered include symbolism, foreshadowing, irony, rhyme, mood, tone, voice, contrast, writing style, and others. This knowledge enables students to read on different levels of meaning, including literal and interpretative.
Writing	
 All types of Writing Elements of Composition Research 	Writing is used as a tool to explore the essential question and apply critical thinking skills in the <i>Literature & Thought</i> program. A writing prompt at the end of each cluster (unit) requires students to interpret the selections and relate the information to the essential question of the book. A reproducible organizer in the teacher guides helps students plan their essays.
	Rubrics in the teacher guides focus the students on specific criteria for a strong, coherent written or oral response.
	Students write an essay at the end of their reading, reflecting, and discussions that responds to the essential question of the book. This requires students to synthesize information and data from all the fiction, nonfiction, and primary source selections in the text.
Speaking, Listening, and viewing	 The structure of the questioning/inquiry method in <i>Literature & Thought</i> relies strongly on sharing ideas and responding to other's responses and questions. Students focus on interpreting and synthesizing what they read challenge and contribute to others' ideas modify initial opinions as evidence demands value and learn from their peers become a community of learners and thinkers. Discussion occurs throughout the students' reading about
	and exploration of the essential question. There are discussion guidelines for teachers to follow in the teacher guide. Project choices to display how students respond to
	the essential question include
	 research speaking and listening (poems, debates, songs, speeches) creative writing (short stories, newspaper articles, poems, etc.)
	• artistic expression (poster, leaflet, editorial
	cartoon, painting, cover design, etc.).