



# Literature

The Reader's Choice  
Course 5

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## STANDARDS

## PAGE REFERENCES

### Literature Content Standard 1

Students construct meaning as they comprehend, interpret, analyze and respond to literary works.

#### Rationale

*The "meaning" of a piece of work is not a rigid, unchanging interpretation by an expert. Meanings depend upon readers, upon the times, and upon the interaction of reader and literary work. Authors provide clues, judgments, and insights about life that influence a reader's attitude. Students actively engage with text to build their own understanding. Thus, students understand what they read as it relates to what they know.*

#### Benchmarks

Students will:

- propose and pursue questions and answers to the complex elements of literary works (e.g., historical and cultural influence, style, figures of speech).

#### Student Edition:

*Activities 8*  
*After You Read 248 #5*  
*Daily Life and Culture 350*  
*Grammar and Style 19, 63, 250, 277, 592*  
*Literary Analysis 620, 625, 892*  
*Primary Source Quotation 1132*  
*Reading and Vocabulary 81, 382, 596*  
*Writing and Extending 1063*

- develop and define with textual support interpretations of complex literary works.

#### Student Edition:

*Reading and Vocabulary 91, 237, 572, 576, 633, 739, 1157*  
*Reading Preview 83, 228, 570, 631, 719, 1153*

STANDARDS	PAGE REFERENCES
3. analyze the major elements significant to the interpretation process (e.g., point of view, tone, dramatic action).	<b>Student Edition:</b> 868-869, 1112-1113, 1175 #6, 1182-1183 <i>Literary Analysis</i> 205, 236, 262, 1180, 1227 <i>Literature Preview</i> 228, 252, 1177
4. recognize, compare, contrast, make connections, and analyze approaches to literary elements in various works.	<b>Student Edition:</b> 207, 312-313, 464, 522-523, 708-709 <i>Literary Analysis</i> 600, 674 <i>Literary Element</i> 816, 919 <i>Reading and Vocabulary</i> 62, 533, 549, 576 <i>Reading Strategy</i> 60, 532
5. compare and contrast individual and group responses/reactions with author's purpose/intent.	<b>Student Edition:</b> 387 #6, 1175 #6 <i>Reading and Vocabulary</i> 427, 885, 1180 <i>Reading Strategy</i> 741, 873, 875, 878, 880, 1179
6. demonstrate oral, written, and/or artistic responses to ideas and feelings generated in literary works.	<b>Student Edition:</b> 298-299, 508-509, 694-695, 948-949, 1098-1099 <i>Literary Analysis</i> 441 <i>Primary Source Quotations</i> 381 <i>Writing and Extending</i> 206, 359, 371
<b>Literature Content Standard 2</b> <b>Students recognize and evaluate how language, literary devices, and elements contribute to the meaning and impact of literary works.</b>	
<b>Rationale</b> <i>Recognizing how language is used to create meaning and achieve response helps readers gain critical power and assists them as communicators; furthermore, an understanding of language can deepen one's appreciation of literature.</i>	
<b>Benchmarks</b> Students will:	
1. discuss ways in which literary devices and elements (e.g., syntax, imagery, figurative language, allusion, symbols, irony) produce a dominant tone, effect or theme.	<b>Student Edition:</b> 584-585, 1118-1119 <i>Literary Analysis</i> 62, 70, 178, 463, 539, 600, 620, 625, 637, 663 <i>Literary Element</i> 59, 166, 176, 456, 458 <i>Reading and Vocabulary</i> 596, 633 <i>Reading Strategy</i> 588

STANDARDS	PAGE REFERENCES
2. analyze and critique the effectiveness of an author's choice of literary devices/elements.	<b>Student Edition:</b> 1118-1119, R24 <i>Literary Analysis</i> 637 <i>Reading and Vocabulary</i> 596, 598, 833 <i>Reading Strategy</i> 814, 815, 820, 822, 828
3. recognize and articulate how language enhances meaning and conveys power to impact an individual and/or society.	<b>Student Edition:</b> 49, 130, 372, 767, 1052, 1068 <i>After You Read</i> 791 #7 <i>Reading and Vocabulary</i> 237 <i>Reading Preview</i> 635 <i>Reading Strategy</i> 231, 234
4. evaluate how language, literary devices, and forms contribute to the impact of a work on the reader/listener/viewer.	<b>Student Edition:</b> 1118-1119, R23, R24 <i>Literary Analysis</i> 637 <i>Literary Element</i> 628 <i>Reading and Vocabulary</i> 596, 598, 633, 833, 1075 <i>Reading Strategy</i> 814, 815, 820, 822, 828
<p><b>Literature Content Standard 3</b></p> <p><b>Students reflect upon their literary experiences and purposefully select from a range of works.</b></p> <p><b>Rationale</b></p> <p><i>Learning to purposefully select literature to read and films to view which meet individual needs empowers individuals to take charge of their own development, to manage their time, to extend horizons, to challenge favorite viewpoints, to share other lives, to illuminate individual experiences and to grow as lifelong learners.</i></p> <p><b>Benchmarks</b></p> <p>Students will:</p>	
1. use prior experience to select materials and articulate purposes for selection (e.g., learn, enjoy, persuade, exchange information).	<b>Student Edition:</b> 300-301, 510-511, 1161, R21 <i>Reading and Vocabulary</i> 1171 <i>Reading Preview</i> 252 <i>Writing and Extending</i> 147, 263, 335, 442, 499
2. develop and apply criteria to evaluate the reliability, authenticity, and literary merit of information conveyed in a literary work.	<b>Student Edition:</b> 444-445, 482, 493 #8, R24 <i>Reading and Vocabulary</i> 451, 481 <i>Reading Preview</i> 447, 466 <i>Reading Strategy</i> 449, 473
3. recognize literary works as vehicles for acquiring new information, responding to social and workplace needs, and discovering and gaining personal fulfillment.	<b>Student Edition:</b> 186-190, 300-301, 384-385, 491-493, 510-511, 642-644, 664-667, 950-951, 1100-1101, 1266-1267

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<p><b>Literature Content Standard 4</b>  <b>Students interact with print and nonprint literary works from various cultures, ethnic groups, traditional and contemporary viewpoints written by both genders.</b></p>	
<p><b>Rationale</b>  <i>Through the ages, literature has mirrored the sensibilities of the people who have produced those works. Students engaging in a variety of works come to understand that viewpoints, attitudes, and ideas change; that individuals view events in a variety of ways based upon their own frames of reference, beliefs, and experiences.</i></p>	
<p><b>Benchmarks</b>  Students will:</p>	
<p>1. select, read, listen to, and view a variety of traditional and contemporary works from diverse cultures (e.g., American Indian works), genders, genres, historical periods, and styles.</p>	<p><b>Student Edition:</b>  14-16, 75-79, 150-159, 300-301, 322-333, 496-497, 553, 873-883, 1011-1017, 1123-1131  <i>Writing and Extending</i> 499</p>
<p>2. demonstrate how factors of history and culture, gender and genre, influence and give meaning to literature.</p>	<p><b>Student Edition:</b>  2-3, 12, 96, 310-311, 353, 586, 648, 706-707, 718-719, 960-961, 1110-1111</p>
<p>3. create and share responses to literary works (e.g., discuss, write, draw, design, compose, sing, dramatize, produce multi-media presentations).</p>	<p><b>Student Edition:</b>  298-299, 508-509, 694-695, 948-949, 1098-1099  <i>Literary Analysis</i> 441  <i>Primary Source Quotations</i> 381  <i>Writing and Extending</i> 206, 359, 371</p>
<p>4. analyze diverse literature to identify and compare common human experiences within and between cultures.</p>	<p><b>Student Edition:</b>  207, 226, 464, 482, 668, 685, 913, 939, 1076, 1087, 1151, 1160</p>

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<p><b>Literature Content Standard 5</b>  <b>Students use literary works to enrich personal experience and to connect to the broader world of ideas, concepts and issues.</b></p>	
<p><b>Rationale</b>  <i>Literature is a primary vehicle to widen and extend our experiences, to make us more aware of other individuals, issues, cultures and viewpoints and, thus, ourselves, our own cultures and our own attitudes. Literature moves us out of our personal spheres and extends our understanding as we change.</i></p>	
<p><b>Benchmarks</b>  Students will:</p>	
<p>1. examine, explain, and evaluate various perspectives concerning community, national, and world issues reflected in literary works.</p>	<p><b>Student Edition:</b>  450 #7, 488 #8, 493 #9, 674 #8  <i>Analyzing Historical Context</i> 75, 78  <i>Big Idea</i> 904, 909  <i>Daily Life and Culture</i> 350, 1061  <i>Literary Analysis</i> 463  <i>Literary Element</i> 323, 326</p>
<p>2. identify and respond to philosophical assumptions and basic beliefs underlying selected texts.</p>	<p><b>Student Edition:</b>  546, 550, 939  <i>Literature Preview</i> 65, 132, 181, 338, 719, 871, 1010</p>
<p>3. recognize patterns, symbols, and universal themes present across literary works and relate those to personal experience.</p>	<p><b>Student Edition:</b>  667 #6, 960-966, 1036-1037  <i>Literary Analysis</i> 178, 663, 1148  <i>Literary Element</i> 1040, 1048, 1057, 1071  <i>Literature Preview</i> 163</p>
<p>4. investigate and report ways in which authors, their works, and their styles have impacted or been influenced by social and cultural issues or events.</p>	<p><b>Student Edition:</b>  450 #7, 488 #8, 493 #9, 674 #8  <i>Analyzing Historical Context</i> 75, 78  <i>Big Idea</i> 904, 909  <i>Daily Life and Culture</i> 350, 1061  <i>Literary Analysis</i> 463  <i>Literary Element</i> 323, 326</p>