



Literature

The Reader's Choice
American Literature
© 2007

STANDARDS	PAGE REFERENCES
READING COMPREHENSION	
Standard 1: Students will use vocabulary development and an understanding of text elements and structures to comprehend literary and informational grade level text.	
Word Analysis, Vocabulary Development	
1.1 Determine word meaning through word parts, definitions, and context clues.	
a. Analyze the meaning of words using knowledge of roots (see chart).	Student Edition: 121, 875, R20 <i>Vocabulary Practice</i> 101, 483, 804, 825 <i>Vocabulary Tip</i> 97 Teacher Wraparound Edition: ELC 43, 49, 197, 1275, 1309; SP 948
b. Evaluate how words from various cultural origins impact text (e.g., Latin- and Greek-based words, street slang, dialects, ethnic terms).	Student Edition: 121, 973 <i>Vocabulary Practice</i> 607, 928, 956, 1011, 1275, 1297 <i>Vocabulary Tip</i> 1248 Teacher Wraparound Edition: ELC 539, 609, 973, 1015, 1237; SP 1038

STANDARDS	PAGE REFERENCES
<p>c. Determine word meaning through contextual inference. (Combine prior knowledge and text clues to define “trucks” used in an article on skateboarding and an article on transportation.)</p>	<p>Student Edition: 264 <i>Vocabulary Practice</i> 203, 361, 366, 414, 439, 591, 655, 829, 908, 1019 <i>Vocabulary Tip</i> 361</p> <p>Teacher Wraparound Edition: DI 461; ELC 11, 71, 169, 270, 293, 341, 399, 929; SP 14, 252, 470, 646, 910</p>
<p>d. Distinguish between commonly confused words (i.e., <i>allusion/illusion</i>; <i>complement/compliment</i>; <i>imply/infer</i>).</p>	<p>Student Edition: <i>Literary Element</i> 75 (<i>allusion</i> defined) <i>Vocabulary Workshop</i> 799</p> <p>Teacher Wraparound Edition: ELC 619, 799</p>
<p>Comprehension of Informational Text</p>	
<p>1.2 Comprehend and evaluate informational text (i.e., commentary, interviews, primary documents, speeches, essays).</p>	
<p>a. Analyze the purpose of external text features and structures in a variety of printed texts (e.g., books, newspapers, magazines).</p>	<p>Student Edition: R22, R24 <i>Literary Analysis</i> 140, 542, 907 <i>Literature Preview</i> 135 <i>Reading Preview</i> 23, 594, 928 <i>Reading and Vocabulary</i> 26, 262, 607, 934, 1106</p> <p>Teacher Wraparound Edition: DI 1163; SP 584, 1292</p>
<p>b. Evaluate the effectiveness of multiple internal text structures in a single text.</p>	<p>Student Edition: R22, R24 <i>Literary Analysis</i> 140, 542, 907 <i>Literature Preview</i> 135 <i>Reading Preview</i> 23, 594, 928 <i>Reading and Vocabulary</i> 26, 262, 607, 934, 1106</p> <p>Teacher Wraparound Edition: DI 1163; SP 584, 1292</p>

STANDARDS	PAGE REFERENCES
c. Synthesize information from a variety of sources.	<p>Student Edition: R23 <i>Objectives</i> 422 <i>Reading Preview</i> 123 <i>Reading Strategy</i> 125, 126, 416 <i>Reading and Vocabulary</i> 128</p> <p>Teacher Wraparound Edition: DI 1167, 1205, 1305; ELC 1295, 1297; SP 612</p>
d. Analyze multiple texts on the same topic for conflicting information.	<p>Student Edition: R24-R25 <i>Addressing Counterarguments</i> 149 <i>Primary Source Quotation</i> 1010 <i>Real World Connection</i> 615</p> <p>Teacher Wraparound Edition: SP 448, 450</p>
<p>Comprehension of Literary Text</p>	
<p>1.3 Comprehend literature by analyzing the use of literary elements across genres and cultures.</p>	
a. Compare plot structures in works of literature (e.g., plot within a plot, multiple points of view, stream of consciousness).	<p>The following references can be utilized to compare plot structures in works of literature.</p> <p>Student Edition: 730-731 <i>Literary Analysis</i> 262, 384, 525, 664, 933, 1018, 1088 <i>Literature Preview</i> 374, 519, 928</p> <p>Teacher Wraparound Edition: LE 1018; SP 520</p>
b. Explore universal character traits across cultures in literature.	<p>The following references can be utilized to explore character traits across cultures in literature.</p> <p>Student Edition: <i>Literary Analysis</i> 101, 240, 489, 515, 1106 <i>Literature Preview</i> 1089 <i>Reading and Vocabulary</i> 714, 956 <i>Writing and Extending</i> 607</p> <p>Teacher Wraparound Edition: ELC 953; SP 1080, 1092, 1104</p>

STANDARDS	PAGE REFERENCES
c. Compare recurring and universal themes in literary works.	<p>The following references can be utilized to compare recurring and universal themes in literary works.</p> <p>Student Edition: 33, 46, 210, 224, 336, 347, 545, 561, 677, 688, 978, 998, 1171, 1181</p>
d. Analyze how culture – the shared beliefs, values, and behaviors of a particular society at a particular time and place – influences setting.	<p>Student Edition: 10-17, 168-175, 320-327, 470-477, 640-647, 858-865, 1134-1141 <i>Literary Analysis</i> 606, 739, 773 <i>Literary Element</i> 770, 772</p> <p>Teacher Wraparound Edition: RWC 325; SP 170; T 642</p>
e. Analyze the use of irony, tone, and/or mood.	<p>Student Edition: 435 #7, 542 #7, 773 #9 <i>Grammar and Style</i> 263 <i>Literary Analysis</i> 335, 571, 739, 933, 1244 <i>Literary Element</i> 570, 735, 736 <i>Reading and Vocabulary</i> 530, 681</p> <p>Teacher Wraparound Edition: SP 734, 1246</p>
f. Distinguish poetic narrative from prose.	<p>Student Edition: 663 #9, 676 #8 <i>Literary Analysis</i> 249, 664, 681 <i>Literary Element</i> 245, 248 <i>Literature Preview</i> 243, 657</p> <p>Teacher Wraparound Edition: DI 661; LE 248; T 245</p>

STANDARDS	PAGE REFERENCES
WRITING	
Standard 2: Students will write informational and literary text to reflect on and recreate experiences, report observations, and persuade others.	
Writing to Learn	
2.1 Analyze and synthesize ideas and information to refine thinking through writing.	
a. Form conclusions and recommend action.	Student Edition: R38 <i>Conclusion</i> 151, 301, 617 <i>Connect to Today</i> 176 <i>Draw Conclusions</i> 450 <i>Reading and Vocabulary</i> 188, 199 <i>Writing and Extending</i> 128 Teacher Wraparound Edition: ELC 151; SP 450; WAL 199
b. Integrate facts, events, or ideas to create new ideas.	Student Edition: R38 <i>Conclusion</i> 151, 301, 617 <i>Connect to Today</i> 176 <i>Draw Conclusions</i> 450 <i>Reading and Vocabulary</i> 188, 199 <i>Writing and Extending</i> 128
c. Consolidate and synthesize connections between texts, between texts and self, and between texts and different world connections.	Student Edition: 33, 46, 210, 545, 561 <i>Literary Analysis</i> 681, 988 <i>Writing and Extending</i> 87
Extended Writing. Students should use the entire writing process to produce at least one extended piece per term, not necessarily limited to the type of writing emphasized at individual grade levels.	
2.2 Write to analyze literary text and explain informational text. (Emphasize expository writing.)	
a. Select an organizational pattern that suits the topic.	Student Edition: 146, 150-151, 444, 447-451, 614, 615-617, 618-621, 834, 835-836, 838, 839, R30, R33 <i>Writing and Extending</i> 516 Teacher Wraparound Edition: SP 150, 618; T 446, 839

STANDARDS	PAGE REFERENCES
<p>b. Provide detailed evidence and examples to substantiate arguments.</p>	<p>Student Edition: 300-301 <i>Essay</i> 161 <i>Narrative Details</i> 298 <i>Narrative Details/Chronological Order</i> 297 <i>Reasons and Supporting Evidence</i> 151 <i>Supporting Details</i> 298 <i>Supporting Evidence/Facts</i> 148 <i>Supporting Evidence/Statistics</i> 147 <i>Supporting Facts</i> 449 <i>Writing and Extending</i> 87, 415, 440, 516 Teacher Wraparound Edition: SP 448</p>
<p>c. Support arguments with logic and text references.</p>	<p>Student Edition: 146-153, 1334-1340, R35, R38 <i>Literary Analysis</i> 117, 199 Teacher Wraparound Edition: DI 147, 1335</p>
<p>Revision and Editing</p>	
<p>2.3 Revise and edit to strengthen ideas, organization, voice, word choice, sentence fluency and conventions.</p>	
<p>a. Evaluate and revise for:</p> <p>Sufficiently developed key ideas and specific details that directly support and advance the thesis statement.</p> <p>Control of organizational elements in multiple paragraph texts (e.g., thesis, details, leads, conclusions, and transitions).</p> <p>Correct use of active and passive voice.</p> <p>Consistent, appropriate voice.</p> <p>Rhythm created through sentence construction (i.e., parallel sentence structure).</p> <p>Words intentionally and skillfully used.</p>	<p>Student Edition: 152-153, 302-303, 452-453, 622-623, 840-841, 1340-1341, R31 <i>Focus Lesson</i> 840 <i>Grammar and Style</i> 241, 263 <i>Literary Analysis</i> 111 Teacher Wraparound Edition: SP 152, 1340; T 302, 452, 622, 840</p>
<p>b. Edit for:</p> <p>Commas with introductory phrases and clauses.</p> <p>Correct use of relative pronouns.</p> <p>Capitalization of the first word in a sentence enclosed in parentheses (e.g., “She grinned again. (That grin!)”</p> <p>Spelling.</p>	<p>Student Edition: 141, R49-R50, R53, R54-R55 <i>Focus Lesson</i> 303, 1341 <i>Writing and Extending</i> 128, 186 Teacher Wraparound Edition: ELC 299, 841; T 453, 841</p>

STANDARDS	PAGE REFERENCES
INQUIRY/RESEARCH/ORAL PRESENTATION	
Standard 3: Students will understand the process of seeking and giving information in conversations, group discussions, written reports, and oral presentations.	
Process of Inquiry	
3.1 Use the process of inquiry to draw conclusions.	
a. Formulate questions that direct inquiry.	Student Edition: 304-305, 445, 454-455, 624-625, 1118-1119, 1342-1343 <i>Objectives</i> 444 <i>Reading Preview</i> 179 <i>Reading and Vocabulary</i> 182 Teacher Wraparound Edition: ELC 299; F 444; T 299
b. Analyze information to determine relevance to essential question.	Student Edition: 304, 444-445, 454, 624, 1118, 1342, R30, R37 <i>Reliable Sources</i> 451 <i>Variety of Sources</i> 451 Teacher Wraparound Edition: SP 616
c. Evaluate the accuracy and relevance of information that reflects multiple points of view.	Student Edition: 304, 444-445, 454, 624, 1118, 1342, R30, R37 <i>Reliable Sources</i> 451 <i>Variety of Sources</i> 451 Teacher Wraparound Edition: DI 1335; SP 1340
d. Evaluate, use, and cite primary and secondary sources.	Student Edition: R36-R37, R38-R39, R40, R41 <i>Direct Quotations</i> 448 <i>Embedded Quotation</i> 839 <i>Focus Lesson</i> 841 <i>Give Due Credit</i> 446 <i>Primary Source Quotation</i> 1010 <i>Primary Sources</i> 449 <i>Secondary Sources</i> 449 Teacher Wraparound Edition: SP 448

STANDARDS	PAGE REFERENCES
Written Communication of Inquiry	
3.2 Write to evaluate information and to make recommendations.	
a. Select an appropriate format to evaluate information and to make recommendations.	Student Edition: R38 <i>Conclusion</i> 151, 301, 617 <i>Connect to Today</i> 176 <i>Draw Conclusions</i> 450 <i>Reading and Vocabulary</i> 188, 199 <i>Writing and Extending</i> 128
b. Gather, evaluate, and organize evidence to support a position.	Student Edition: R38 <i>Conclusion</i> 151, 301, 617 <i>Connect to Today</i> 176 <i>Draw Conclusions</i> 450 <i>Reading and Vocabulary</i> 188, 199 <i>Writing and Extending</i> 128
c. Support evaluations and recommendations using paraphrase, summary, and/or quotations.	Student Edition: 444-453, R37, R38 <i>Literary Analysis</i> 127 <i>Reading and Vocabulary</i> 128 <i>Reliability of Sources</i> 451 <i>Variety of Sources</i> 451 <i>Writing and Extending</i> 516 Teacher Wraparound Edition: ELC 447
d. Use informal and formal citations where appropriate, to support inquiry.	Student Edition: R36-R37, R38-R39, R40, R41 <i>Direct Quotations</i> 448 <i>Embedded Quotation</i> 839 <i>Focus Lesson</i> 841 <i>Give Due Credit</i> 446 <i>Primary Source Quotation</i> 1010 <i>Primary Sources</i> 449 <i>Secondary Sources</i> 449 Teacher Wraparound Edition: SP 448

STANDARDS	PAGE REFERENCES
Oral Communication of Inquiry	
3.3 Make informative and persuasive presentations using visual aids/technology.	
a. Determine the purpose for informative and persuasive presentations.	Student Edition: 146-153, 154-155, 1342-1343 <i>Comparing Cultures</i> 46 <i>Literary Analysis</i> 93, 209 Teacher Wraparound Edition: F 154, 1342
b. Identify questions to be addressed in refutations.	Student Edition: 146-153, 154-155, 1342-1343 <i>Literary Analysis</i> 972 <i>Writing and Extending</i> 1012, 1019 Teacher Wraparound Edition: T 1118
c. Refute counterarguments.	Student Edition: 146-153, 154-155, 1342-1343 <i>Literary Analysis</i> 972 <i>Reading Preview</i> 113 <i>Reading and Vocabulary</i> 117 <i>Writing and Extending</i> 1012, 1019
d. Present evidence clearly and convincingly. Enhance presentation with visual media.	Student Edition: 146-153, 154-155, 304-305, 454-455, 1118-1119, 1342-1343 <i>Connect to Today</i> 176, 478, 648, 866 <i>Literary Analysis</i> 1206 <i>Writing and Extending</i> 821, 1215, 1297 Teacher Wraparound Edition: DI 1119