



# Literature

The Reader's Choice  
British Literature

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STANDARDS	PAGE REFERENCES
<b>READING COMPREHENSION</b>	
<b>Standard 1: Students will use vocabulary development and an understanding of text elements and structures to comprehend literary and informational grade level text.</b>	
<b>Word Analysis, Vocabulary Development</b>	
<b>1.1 Determine word meaning through word parts, definitions, and context clues.</b>	
<p>a. Analyze the meaning of words using etymologies (e.g., word origins and histories).</p>	<p><b>Student Edition:</b> 73, 735, 993, 1148, R20 <i>Exercise</i> 735, 993 <i>Vocabulary</i> 154 <i>Vocabulary Practice</i> 89, 169, 288, 539, 628, 752, 785, 840, 1078 <i>Vocabulary Tip</i> 781 <b>Teacher Wraparound Edition:</b> A 735, 993; DI 993; ELC 341, 635, 729; F 735; SP 918, 1148</p>
<p>b. Evaluate the use of gender-specific and non-sexist language in text (e.g., s/he, alternating she and he, informal “they”).</p>	<p><b>Student Edition:</b> R49-R50 <i>Grammar and Style</i> 53, 141 <b>Teacher Wraparound Edition:</b> ELC 809; SP 844</p>

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<p>c. Determine word meaning through knowledge of linguistic roots and affixes (e.g., Latin-based languages (Italian, Spanish, Greek, Anglo-Saxon)).</p>	<p><b>Student Edition:</b> 73, 735, 993, 1148, R20 <i>Exercise</i> 735, 993 <i>Vocabulary</i> 154 <i>Vocabulary Practice</i> 89, 169, 288, 539, 628, 752, 785, 840, 1078</p> <p><b>Teacher Wraparound Edition:</b> A 735, 993; DI 993; ELC 341, 635, 729; F 735; SP 918, 1148</p>
<p>d. Distinguish between commonly-confused words (i.e., <i>assure/ensure/insure</i>; <i>coarse/course</i>; <i>formally/formerly</i>; <i>later/latter</i>; <i>stationary/stationery</i>).</p>	<p><b>Student Edition:</b> 1312</p> <p><b>Teacher Wraparound Edition:</b> DI 1017; SP 1312</p>
<p><b>Comprehension of Informational Text</b></p>	
<p>1.2 Comprehend and evaluate informational text (e.g., literary analysis/criticism, historical commentary, political statements, research documents, workplace/consumer documents).</p>	
<p>a. Evaluate the effectiveness of different text features in a variety of printed informational texts.</p>	<p><b>Student Edition:</b> The following references can be adapted to align with the focus of this standard. R22 <i>Grammar and Style</i> 532 <i>Literary Analysis</i> 1115 <i>Literary Element</i> 1111, 1113 <i>Literature Preview</i> 1110, 1172 <i>Organization</i> 1012 <i>Reading Strategy</i> 25, 1062</p> <p><b>Teacher Wraparound Edition:</b> DI 307, 419, 661, 729; ELC 399; SP 110, 634, 646, 654</p>
<p>b. Evaluate the effectiveness of diverse internal text structures in a variety of texts.</p>	<p><b>Student Edition:</b> 89 #3, 732 #2 &amp; #5, 1011-1012, 1155 #2, 1365-1366 <i>Literary Analysis</i> 288, 733 <i>Literary Element</i> 727</p> <p><b>Teacher Wraparound Edition:</b> BRF 459; DI 419, 559, 677; ELC 199, 227; SP 134, 176, 308, 320, 340, 372, 376, 410, 416, 508, 526, 568, 678, 806</p>

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<p>c. Identify an author's implicit and stated assumptions about a subject based on the evidence in the text.</p>	<p><b>Student Edition:</b>  195 #2, 1104 #5, 1155 #2, 1173  <i>Big Idea</i> 650  <i>Discussion Starter</i> 1056  <i>Exercise</i> 1173  <i>Literary Analysis</i> 561  <i>Literary Element</i> 726, 727, 729, 733  <i>Reading Preview</i> 1069  <i>Reading Strategy</i> 154, 156, 158, 169, 726, 727, 729, 733, 1340  <i>Reading and Vocabulary</i> 1076</p> <p><b>Teacher Wraparound Edition:</b>  A 1173; F 1173; LE 726, 729, 733; RS 156, 158, 169, 727, 729, 733; SP 626</p>
<p>d. Evaluate multiple texts on the same topic for reliability and accuracy.</p>	<p><b>Student Edition:</b>  256-257 &amp; 1168-1171, 1173, R24  <i>Exercise</i> 1173  <i>Literary Element</i> 258, 1167, 1169, 1171, 1172  <i>Reading Strategy</i> 1167, 1169, 1170, 1172</p> <p>The following references can be modified to align to this standard.</p> <p><i>Evaluating Credibility</i> 338, 339, 661, 663  <i>Reading Preview</i> 337  <i>Reading Strategy</i> 355, 356, 608  <i>Reading and Vocabulary</i> 351, 368, 610, 668</p> <p><b>Teacher Wraparound Edition:</b>  A 1173; ELC 1171; F 1173; LE 1169, 1171, 1172; RS 1169, 1170, 1172</p>
<p><b>Comprehension of Literary Text</b></p>	
<p>1.3 Comprehend and compare culturally and historically significant literary forms.</p>	
<p>a. Evaluate the author's use of common literary elements (e.g., plot, characterization, point of view, theme, setting).</p>	<p><b>Student Edition:</b>  <i>Literary Analysis</i> 115, 539, 976, 1075, 1293  <i>Literature Preview</i> 93, 172, 1193  <i>Writing and Extending</i> 53, 1191</p> <p><b>Teacher Wraparound Edition:</b>  DI 685, 783; SP 772, 1072, 1074, 1084, 1142, 1144</p>

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<p>b. Analyze archetypes in works from a variety of cultures and historical periods (e.g., the questing hero, the trickster, the antihero, the super hero).</p>	<p><b>Student Edition:</b>  12-13, 54, 68, 69-72, 208, 848-849  <i>Big Idea 27</i>  <i>Literary Analysis</i> 52, 191, 205, 600  <i>Literary Element</i> 172, 176, 178, 183, 184, 188, 191  <i>Review</i> 205</p> <p><b>Teacher Wraparound Edition:</b>  F 54; LE 176, 178, 183, 184, 188, 191; R 205</p>
<p>c. Analyze themes in literature and how they represent or comment on humanity or life in general.</p>	<p><b>Student Edition:</b>  54, 68, 454, 463, 621, 643, 875, 887, 938, 1044, 1061, 1257, 1266  <i>Literary Element</i> 301, 302, 304, 1285, 1286, 1289, 1291, 1293  <i>Writing About Literature</i> 423</p> <p><b>Teacher Wraparound Edition:</b>  DI 783; LE 302, 304, 1286, 1289, 1291, 1293; SP 1084</p>
<p>d. Evaluate the impact of setting and historical context on literary works.</p>	<p><b>Student Edition:</b>  12-17, 153 # 2, 195 #7, 244-249, 453 #2, 508-513, 673 #7, 700-705, 914-919, 965 #3, 1036-1041, 1104 #6, 1234-1239, 1276-1277  <i>Comparing Historical Contexts</i> 947  <i>Literary Element</i> 1296, 1298, 1299, 1300, 1302  <i>Reading Strategy</i> 193</p> <p><b>Teacher Wraparound Edition:</b>  CHC 947; DI 685; LE 1298, 1299, 1300, 1302; RS 193</p>
<p>e. Analyze the characteristics of sub-genres (e.g., satire, parody, allegory).</p>	<p><b>Student Edition:</b>  <i>Before You Read</i> 1057  <i>Literary Analysis</i> 169, 539, 991, 1324  <i>Literary Element</i> 154, 169, 565, 567, 569, 571, 573, 575, 577, 580, 584  <i>Literature Preview</i> 154, 533, 1319  <i>Writing and Extending</i> 778</p> <p><b>Teacher Wraparound Edition:</b>  LE 169, 567, 569, 571, 573, 577, 580, 584; SP 164, 566, 572</p>
<p>f. Compare types of modern poetry (e.g., traditional, popular, rap, song lyrics, poetry slams, etc).</p>	<p><b>Student Edition:</b>  946, 1234-1235, 1257-1266</p> <p><b>Teacher Wraparound Edition:</b>  BI 1119, 1120, 1260; DI 869; SP 946, 1112, 1188</p>

STANDARDS	PAGE REFERENCES
<b>WRITING</b>	
<b>Standard 2: Students will write informational and literary text to reflect on and recreate experiences, report observations, and persuade others.</b>	
<b>Writing to Learn</b>	
<b>2.1 Evaluate ideas and information to refine thinking through writing.</b>	
a. Evaluate the merit of varied ideas and opposing opinions.	<b>Student Edition:</b> <i>Counterarguments</i> 676, 678 <i>Literary Analysis</i> 468, 798, 1109, 1155 <i>Writing and Extending</i> 313, 423, 601, 610, 724, 778 <i>Opposing Viewpoints</i> 1366, 1369 <b>Teacher Wraparound Edition:</b> C 678; OV 1369
b. Evaluate ideas and examine causes and effects.	<b>Student Edition:</b> 1010-1017 <i>Literary Analysis</i> 468 <i>Reading Strategy</i> 352, 353, 355, 356, 362, 388, 389, 392, 1167, 1169, 1170, 1172 <i>Writing and Extending</i> 141, 264, 448, 451, 592, 734, 778, 1191, 1198 <b>Teacher Wraparound Edition:</b> DI 631; RS 353, 355, 356, 362, 389, 392, 1169, 1170, 1172; SP 756
c. Evaluate connections between texts, between texts and self, and between texts and different world connections.	<b>Student Edition:</b> <i>Literary Analysis</i> 115, 278, 427, 519, 620, 752, 1002 <i>Writing and Extending</i> 289, 540, 592, 657, 828 <b>Teacher Wraparound Edition:</b> CC 463, 643, 1266; CPP 1067; CUT 463; DI 1055; ELC 555, 645

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<p><b>Extended Writing.</b> 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.</p>	
<p>2.2 Write to critique literary text and to evaluate informational text. (Emphasize expository writing.)</p>	
<p>a. Write in formal style and format (e.g., academic papers, business reports, multi-media presentations, etc).</p>	<p><b>Student Edition:</b>  480-489, R36-R41, R42-R45  <i>Essay</i> 235  <i>Literary Analysis</i> 217, 269  <i>Quickwrite</i> 57  <i>Writing and Extending</i> 53, 192, 264, 828  <b>Teacher Wraparound Edition:</b>  CC 463; ELC 483, 485; SP 484, 654; T 487;  TS 482</p>
<p>b. Analyze information and systematically organize to support central ideas, concepts, and themes.</p>	<p><b>Student Edition:</b>  223-224, 480, 483-485, 677, 1010-1012, 1014-1015, 1368-1369, R33, R37  <i>Literary Analysis</i> 191  <i>Writing and Extending</i> 443  <b>Teacher Wraparound Edition:</b>  DI 1365, 1367, 1369; ELC 485, 487, 679; SP 482, 892, 1012, 1370; T 483, 484, 485; TS 482</p>
<p>c. Convey a particular tone and voice through deliberate word choice.</p>	<p><b>Student Edition:</b>  221, R33  <i>Focus Lesson</i> 680, 895  <i>Literary Analysis</i> 1282  <i>Reading and Vocabulary</i> 847, 936  <i>Traits of Strong Writing</i> 224, 1214  <i>Writing and Extending</i> 724  <b>Teacher Wraparound Edition:</b>  DI 219; ELC 483, 1371; SP 220, 680, 894, 1014, 1018, 1368</p>

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<b>Revision and Editing</b>	
<b>2.3 Revise and edit to strengthen ideas, organization, voice, word choice, sentence fluency and conventions.</b>	
<p>a. Evaluate and revise for:</p> <ul style="list-style-type: none"> <li>Limited topic and controlling idea providing focus for extended pieces.</li> <li>Varied transitions that connect ideas within and between paragraphs.</li> <li>Correct use of active and passive voice.</li> <li>Formal or informal voice specific to purpose.</li> <li>Concise sentence structure to enhance sentence fluency.</li> <li>Words particular to the topic supported within the text for ease of understanding.</li> </ul>	<p><b>Student Edition:</b> 224, 488, 680, 894, 1214, 1370, R31 <i>Grammar and Style</i> 313, 405, 531, 585, 765, 794, 1016, 1207</p> <p><b>Teacher Wraparound Edition:</b> ELC 483, 487, 489, 679, 1019; SP 482, 1012, 1368</p>
<p>b. Edit for:</p> <ul style="list-style-type: none"> <li>Consistent and logical use of tenses.</li> <li>Correct punctuation of dialogue.</li> <li>Correct punctuation of direct quotations.</li> <li>Correct placement of modifiers.</li> <li>Spelling.</li> </ul>	<p><b>Student Edition:</b> 681, 895, 1017, 1215, 1371, R32, R38, R58 <i>Focus Lesson</i> 489, 1017, 1371</p> <p><b>Teacher Wraparound Edition:</b> DI 1017; ELC 675; EP 681; SP 488, 1016</p>
<b>INQUIRY/RESEARCH/ORAL PRESENTATION</b>	
<b>Standard 3: Students will understand the process of seeking and giving information in conversations, group discussions, written reports, and oral presentations.</b>	
<b>Process of Inquiry</b>	
<b>3.1 Use the process of inquiry to explore, compile, and report research.</b>	
<p>a. Address and analyze a question using different types of inquiry (e.g., experimentation, trial and error, survey, interview, and secondary sources).</p>	<p><b>Student Edition:</b> 480-481 <i>Journalists' Questions</i> 481 <i>Reading and Vocabulary</i> 448, 545, 1245 <i>Secondary Source</i> 485</p> <p><b>Teacher Wraparound Edition:</b> DI 336, 483; ELC 481; SP 358, 398, 482, 518</p>

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<p>b. Evaluate the reliability of the information with regard to context and bias.</p>	<p><b>Student Edition:</b>  481, 1173, R24-R25, R37  <i>Reading Preview</i> 649, 660, 1078, 1167  <i>Reading and Vocabulary</i> 657, 668, 1086, 1172  Reading Strategy 1167, 1169, 1170, 1172, 1193, 1196, 1198</p> <p><b>Teacher Wraparound Edition:</b>  ELC 1171; RS 1169, 1170, 1172, 1196, 1198</p>
<p>c. Make inferences and draw conclusions based on data or evidence.</p>	<p><b>Student Edition:</b>  The following references can be modified to align to this standard.  <i>Reading and Vocabulary</i> 80, 300, 312, 427, 442, 561, 584, 620, 853, 1137, 1275, 1339</p> <p><b>Teacher Wraparound Edition:</b>  ELC 1071; SP 460, 518, 898, 910, 1070, 1176</p>
<p>d. Evaluate, use, and cite primary and secondary sources.</p>	<p><b>Student Edition:</b>  R36, R38-R39, R40, R41  <i>Citing Titles</i> 1371  <i>Give Due Credit</i> 489  <i>Reliable Sources</i> 487  <i>Secondary Source</i> 485  <i>Variety of Sources</i> 487  <i>Writing and Extending</i> 80, 192, 205, 313, 451, 545, 585, 657, 724, 1096, 1121, 1294</p> <p><b>Teacher Wraparound Edition:</b>  RS 487; SP 484; SS 485; VS 487</p>
<p><b>Written Communication of Inquiry</b></p>	
<p><b>3.2 Write to evaluate and report research results.</b></p>	
<p>a. Select an appropriate format to evaluate and report research results.</p>	<p><b>Student Edition:</b>  480-489, 490-491, R36-R39  <i>Real-World Connection</i> 481</p> <p><b>Teacher Wraparound Edition:</b>  DI 1369; ELC 485; SP 1030, 1230</p>

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b. Gather, evaluate, and organize research on a specific topic.	<b>Student Edition:</b> 480-489, 490-491, R36-R39 <i>Journalists' Questions</i> 481 <i>Objectives</i> 480, 491 <i>Variety of Sources</i> 487 <b>Teacher Wraparound Edition:</b> DI 887, 1127, 1231, 1281, 1287; SP 1030, 1230
c. Support main points using a variety of convincing and relevant information.	<b>Student Edition:</b> 480-489, 490-491, R36-R39 <b>Teacher Wraparound Edition:</b> ELC 481; SEQ 484, 485; SP 484; SS 485; T 487
d. Use informal and formal citations where appropriate, to support inquiry.	<b>Student Edition:</b> 489, 1370, R38-R39, R40, R41 <b>Teacher Wraparound Edition:</b> SP 1230; T 487
<b>Oral Communication of Inquiry</b>	
<b>3.3 Make oral presentations of research findings using visual media.</b>	
a. Evaluate audience, purpose, and information to be conveyed.	<b>Student Edition:</b> 683, 897, 1018, 1216, 1372 <b>Teacher Wraparound Edition:</b> LS 227; SP 490; T 1372
b. Anticipate and prepare to answer potential audience questions.	<b>Student Edition:</b> 683, 897, 1018, 1137, 1216, 1372 <b>Teacher Wraparound Edition:</b> T 1018, 1019
c. Respond effectively to audience questions and feedback, refuting counter-arguments.	<b>Student Edition:</b> 683, 1018, 1137, 1216, 1372 <i>Connect to Today</i> 920 <i>Objectives</i> 897 <b>Teacher Wraparound Edition:</b> T 1018, 1019

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<p>d. Present information orally with poise and clear articulation. Enhance presentation with visual media.</p>	<p><b>Student Edition:</b>            226-227, 490-491, 1216-1217  <i>Connect to Today</i> 18, 250  <i>Literary Analysis</i> 258  <i>Using Visual Media</i> 683</p> <p><b>Teacher Wraparound Edition:</b>            DI 683, 897, 1217; ELC 683, 1373; SP 682, 1216;            T 226, 682, 683, 896, 897, 1018, 1019</p>