



# Literature

The Reader's Choice  
Course 4

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STANDARDS		PAGE REFERENCES
<b>Phonemic Awareness, Word Recognition and Fluency</b>		
<p><i>Fluency continues to develop past the primary grades. Readers increase their rate of oral reading to near conversational pace. They show their appropriate use of pauses, pitch, stress and intonation that they are reading in clauses and sentence units to support comprehension. They gain control over a wider, complex sight vocabulary and over longer syntactic structures, so that they are able to read progressively more demanding texts with greater ease. Silent reading becomes considerably faster than oral reading and becomes the preferred, more efficient way to process everyday texts.</i></p>		
<b>Acquisition of Vocabulary</b>		
<b>Contextual Understanding</b>		
<p>1. Define unknown words through context clues and the author's use of comparison, contrast and cause and effect.</p>	<p><b>Student Edition:</b> Vocabulary 64, 255, 348, 361, 457, 612, 915, 1072</p> <p><b>Teacher Wraparound Edition:</b> F 66; SP 250, 460; T 187; V 64, 255, 348, 361, 612, 915, 1072</p>	
<b>Conceptual Understanding</b>		
<p>2. Analyze the relationships of pairs of words in analogical statements (e.g., synonyms and antonyms, connotation and denotation) and infer word meanings from these relationships.</p>	<p><b>Student Edition:</b> Vocabulary 76, 86, 130, 177, 186, 311, 325, 476, 597, 773</p> <p>Vocabulary Workshop 875, 1186</p> <p><b>Teacher Wraparound Edition:</b> SP 84, 104, 598, 1186; T 875, 1186; V 265, 868</p>	

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<p>3. Infer the literal and figurative meaning of words and phrases and discuss the function of figurative language, including metaphors, similes, idioms and puns.</p>	<p><b>Student Edition:</b>  <i>Genre Focus</i> 508-509  <i>Literary Analysis</i> 229, 625, 806  <i>Literary Element</i> 122, 130, 586, 590, 649, 722, 745  <i>Literary Focus</i> 574-575  <b>Teacher Wraparound Edition:</b>            ELC 49; LE 755, 770, 975, 991; SP 162, 194, 420, 728</p>
<p>4. Examine and discuss ways historical events have influenced the English language.</p>	<p><b>Student Edition:</b>  <i>Vocabulary</i> 42, 161, 278, 401, 839  <i>Vocabulary Workshop</i> 1022, 1073  <b>Teacher Wraparound Edition:</b>            DI 1073; F 1022, 1073; SP 34, 64, 534, 1022; T 1073</p>
<b>Structural Understanding</b>	
<p>5. Use knowledge of Greek, Latin and Anglo-Saxon roots, prefixes and suffixes to understand complex words and new subject-area vocabulary (e.g., unknown words in science, mathematics and social studies).</p>	<p><b>Student Edition:</b>  <i>Vocabulary</i> 120, 148, 158, 229, 268, 374, 428, 463, 533, 536, 806, 1202  <b>Teacher Wraparound Edition:</b>            ELC 339; SP 242, 534, 630; V 1130</p>
<b>Tools and Resources</b>	
<p>6. Determine the meanings and pronunciations of unknown words by using dictionaries, thesauruses, glossaries, technology and textual features, such as definitional footnotes or sidebars</p>	<p><b>Student Edition:</b>  <i>Vocabulary</i> 850  <i>Vocabulary Workshop</i> 187, 434, 572, 1008, 1022, 1073  <b>Teacher Wraparound Edition:</b>            A 572; DI 1073; ELC 187, 561; SP 338, 434, 494, 630; T 875</p>

STANDARDS	PAGE REFERENCES
<b>Reading process: Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies</b>	
<i>In Grades 8 through 12, students should read purposefully and automatically, using the comprehension and self-monitoring strategies outlined in previous grades. As they encounter increasingly challenging content-area and literary texts, students may more consciously employ these strategies and benefit from teacher modeling of the reading process.</i>	
<b>Comprehension Strategies</b>	
1. Apply reading comprehension strategies, including making predictions, comparing and contrasting, recalling and summarizing and making inferences and drawing conclusions.	<b>Student Edition:</b> <i>Reading Strategy</i> 13, 18, 23, 25, 109, 120, 320, 325, 529, 607, 626, 702, 722, 839, 877 <b>Teacher Wraparound Edition:</b> DI 95, 743; ELC 99, 153; RS 25, 35, 38, 95, 99, 322, 698, 700, 714, 717, 842, 880; SP 14, 32, 136, 272, 376, 712, 726, 1172, 1176-1177
2. Answer literal, inferential, evaluative and synthesizing questions to demonstrate comprehension of grade-appropriate print texts and electronic and visual media.	<b>Student Edition:</b> <i>Reading Strategy</i> 148, 158, 416, 428, 533, 543, 865, 874 <b>Teacher Wraparound Edition:</b> DI 157; RS 869; SP 156, 424, 568, 778, 846, 868
<b>Self-Monitoring Strategies</b>	
3. Monitor own comprehension by adjusting speed to fit the purpose, or by skimming, scanning, reading on, looking back, note taking or summarizing what has been read so far in text.	<b>Student Edition:</b> <i>Preview the Article</i> 88, 429, 537, 808, 1030, 1224 <i>Reading Strategy</i> 13, 21, 148, 158, 416, 428, 519, 522, 533, 536, 695, 721, 1204, 1222 <b>Teacher Wraparound Edition:</b> ELC 809; RS 520, 698, 700, 714; SP 14, 520, 706, 710, 808, 1030, 1206
<b>Independent Reading</b>	
4. Use criteria to choose independent reading materials (e.g., personal interest, knowledge of authors and genres or recommendations from others).	<b>Student Edition:</b> <i>Independent Reading</i> 290-291, 498-499, 672-673, 936-937, 1104-1105, 1268-1269 <b>Teacher Wraparound Edition:</b> BRW 291; DI 291, 499; DL 937; ELC 499; RRW 936, 1105; SP 498, 672, 1104
5. Independently read books for various purposes (e.g., for enjoyment, for literary experience, to gain information or to perform a task).	<b>Student Edition:</b> <i>Big Idea</i> 13, 109, 248, 479, 695, 959 <i>Reading Strategy</i> 426, 428 <b>Teacher Wraparound Edition:</b> BI 14, 110, 249, 481; SP 294, 470, 792, 1106

STANDARDS	PAGE REFERENCES
<b>Reading Applications: Informational, Technical and Persuasive Text</b>	
<p>1. Identify and understand organizational patterns (e.g., cause-effect, problem-solution) and techniques, including repetition of ideas, syntax and word choice, that authors use to accomplish their purpose and reach their intended audience.</p>	<p><b>Student Edition:</b>  <i>Grammar and Style</i> 43, 131, 279, 392, 407, 807, 1223  <i>Literary Analysis</i> 317, 1201  <i>Literary Element</i> 416, 426, 427  <i>Literary Focus</i> 1188-1189  <i>Reading Strategy</i> 88, 311, 383, 429, 466, 476  <b>Teacher Wraparound Edition:</b>            LE 366, 781, 1139; SP 46, 88, 164, 234, 236, 336, 408, 418, 424, 466, 616, 754, 776</p>
<p>2. Critique the treatment, scope and organization of ideas from multiple sources on the same topic.</p>	<p><b>Student Edition:</b>  <i>Literary Criticism</i> 21, 241, 279, 654, 1137  <i>You're the Critic</i> 85, 202, 228, 593, 834, 1245  <b>Teacher Wraparound Edition:</b>            BR 291; DI 1049; LC 279; SP 1208</p>
<p>3. Analyze information found in maps, charts, tables, graphs, diagrams, cutaways and overlays.</p>	<p><b>Student Edition:</b>  <i>Literary Element</i> 311, 312, 317  <i>Preview the Article</i> 88, 429, 537, 808, 1030, 1224  <b>Teacher Wraparound Edition:</b>            DI 243, 249, 417, 655; ELC 195, 337, 657; SP 198, 696, 1048</p>
<p>4. Assess the adequacy, accuracy and appropriateness of an author's details, identifying persuasive techniques (e.g., bandwagon, testimonial, transfer, glittering generalities, emotional word repetition, bait and switch) and examples of propaganda, bias and stereotyping.</p>	<p><b>Student Edition:</b>  <i>Literary Focus</i> 436-437  <i>Reading Strategy</i> 242, 439, 451, 457, 459, 463, 479, 1138, 1224  <b>Teacher Wraparound Edition:</b>            RS 243, 244, 245, 301, 303, 453, 469, 470, 1225; SP 302, 308, 380, 448, 480</p>
<p>5. Analyze an author's implicit and explicit argument, perspective or viewpoint in text.</p>	<p><b>Student Edition:</b>  <i>Literary Focus</i> 436-437  <i>Reading Strategy</i> 410, 414, 447, 449, 466, 476, 1138, 1224  <b>Teacher Wraparound Edition:</b>            SP 442, 468, 470, 480</p>

STANDARDS	PAGE REFERENCES
6. Analyze the author's development of key points to support argument or point of view.	<p><b>Student Edition:</b>  <i>Literary Focus</i> 436-437  <i>Reading Strategy</i> 242, 439, 459, 463, 479, 1138, 1224</p> <p><b>Teacher Wraparound Edition:</b>            LE 472; RS 243, 244, 245, 381; SP 302, 308, 480</p>
7. Compare and contrast the effectiveness of the features (e.g., format, sequence, headers) used in various consumer documents (e.g., warranties, product information, instructional materials), functional or workplace documents (e.g., job-related materials, memoranda, instructions) and public documents (e.g., speeches or newspaper editorials).	<p><b>Student Edition:</b>  <i>Preview the Article</i> 88, 429, 808, 1030, 1224  <i>Reading Strategy</i> 429, 519, 522, 655</p> <p><b>Teacher Wraparound Edition:</b>            DI 95, 657; SP 24, 88, 430, 468, 656, 748, 934, 1102, 1138, 1266; T 429</p>
8. Identify the features of rhetorical devices used in common types of public documents, including newspaper editorials and speeches.	<p><b>Student Edition:</b>  <i>Grammar and Style</i> 487  <i>Literary Analysis</i> 456  <i>Literary Element</i> 39, 444, 447, 449, 466, 476  <i>Literary Focus</i> 436-437  <i>Vocabulary Workshop</i> 1186</p> <p><b>Teacher Wraparound Edition:</b>            LE 472; SP 442-443, 470, 472, 474</p>
<b>Reading Applications: Literary Text</b>	
1. Identify and explain an author's use of direct and indirect characterization, and ways in which characters reveal traits about themselves, including dialect, dramatic monologues and soliloquies.	<p><b>Student Edition:</b>  <i>Genre Focus</i> 682  <i>Literary Analysis</i> 325, 427  <i>Literary Element</i> 161, 174, 189, 203, 746, 773, 994, 1007, 1166, 1173  <i>Reading Strategy</i> 189, 203</p> <p><b>Teacher Wraparound Edition:</b>            DI 373; ELC 893; LE 37, 92, 332; SP 582, 842, 908, 1014</p>
2. Analyze the influence of setting in relation to other literary elements.	<p><b>Student Edition:</b>  <i>Literary Analysis</i> 53, 75, 174, 240, 406  <i>Literary Element</i> 904, 915  <i>Literary Focus</i> 10-11  <i>Writing About Literature</i> 874</p> <p><b>Teacher Wraparound Edition:</b>            ELC 11; LE 893, 911, 917; SP 36, 384, 558</p>

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<p>3. Identify ways in which authors use conflicts, parallel plots and subplots in literary texts.</p>	<p><b>Student Edition:</b>  <i>Literary Analysis</i> 130, 185  <i>Literary Element</i> 13, 14, 15, 891, 894, 898, 980, 1008  <i>Literary Focus</i> 10-11  <b>Teacher Wraparound Edition:</b>  DI 11; ELC 11; LE 18, 143, 898; SP 26, 52, 848, 892, 920</p>
<p>4. Evaluate the point of view used in a literary text.</p>	<p><b>Student Edition:</b>  <i>Genre Focus</i> 3  <i>Literary Element</i> 220, 223, 225, 232, 234, 240, 248, 255  <i>Literary Focus</i> 206-207  <i>Reading Strategy</i> 189, 203  <b>Teacher Wraparound Edition:</b>  DI 207; ELC 207, 249; LE 206, 251; SP 206</p>
<p>5. Interpret universal themes across different works by the same author and different authors.</p>	<p><b>Student Edition:</b>  <i>Comparing Literature</i> 132  <i>Literary Element</i> 148, 157, 1057, 1079, 1085  <i>Reading Strategy</i> 270, 278  <i>Wrap-Up</i> 146  <b>Teacher Wraparound Edition:</b>  DI 203, 273; F 132, 133, 147; LE 156; SP 142, 144, 1060</p>
<p>6. Analyze how an author's choice of genre affects the expression of a theme or topic.</p>	<p><b>Student Edition:</b>  <i>Genre Focus</i> 2-3, 300-301, 508-509, 682-683, 946-947, 1114-1115  <i>Wrap-Up</i> 8, 306, 514, 688, 952, 1120  <b>Teacher Wraparound Edition:</b>  AC 8, 306, 514, 688, 952, 1120; DI 947, 1115; ELC 301, 957; SP 300, 512, 686, 946, 952, 956, 1114; T 2, 300, 508, 512, 682, 683</p>
<p>7. Explain how foreshadowing and flashback are used to shape plot in a literary text</p>	<p><b>Student Edition:</b>  <i>Literary Element</i> 45, 53, 1204, 1222, 1228, 1246  <b>Teacher Wraparound Edition:</b>  LE 730; WT 137</p>

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<p>8. Define and identify types of irony, including verbal, situational and dramatic, used in literary texts.</p>	<p><b>Student Edition:</b>  <i>Literary Analysis</i> 103  <i>Literary Element</i> 78, 86, 774, 789  <i>Literary Focus</i> 821  <b>Teacher Wraparound Edition:</b>  LE 778, 793, 975; SP 616; WT 787</p>
<p>9. Analyze ways in which the author conveys mood and tone through word choice, figurative language and syntax.</p>	<p><b>Student Edition:</b>  <i>Grammar and Style</i> 43, 131, 279, 392, 407, 807, 1223  <i>Literary Analysis</i> 1201  <i>Literary Element</i> 597, 722, 745  <i>Literary Focus</i> 574-575, 1188-1189  <i>Reading Strategy</i> 248, 255  <b>Teacher Wraparound Edition:</b>  ELC 509; LE 366, 729, 781, 1139; SP 466, 574, 616, 754, 776, 1188</p>
<p>10. Explain how authors use symbols to create broader meanings.</p>	<p><b>Student Edition:</b>  <i>Genre Focus</i> 508-509  <i>Literary Analysis</i> 229, 1077, 1085  <i>Literary Element</i> 122, 130, 577, 579, 1057, 1065, 1068, 1072, 1075  <i>Literary Focus</i> 574-575, 1054-1055  <b>Teacher Wraparound Edition:</b>  CH 1081; DI 575; LE 511, 1070, 1071; RS 575, 725, 1070; SP 194</p>
<p>11. Identify sound devices, including alliteration, assonance, consonance and onomatopoeia, used in literary texts.</p>	<p><b>Student Edition:</b>  <i>Genre Focus</i> 508-509  <i>Literary Element</i> 519, 529, 605, 623, 625  <i>Writing About Literature</i> 599  <b>Teacher Wraparound Edition:</b>  DI 191; RS 510; SP 200, 234, 530, 606, 624, 754</p>

STANDARDS	PAGE REFERENCES
<b>Writing Processes</b>	
<b>Prewriting</b>	
<p>1. Generate writing ideas through discussions with others and from printed material, and keep a list of writing ideas.</p>	<p><b>Student Edition:</b>  <i>Speaking, Listening, and Viewing Workshop</i> 1102-1103  <i>Writing About Literature</i> 65  <i>Writing Workshop</i> 283, 491, 665, 929, 1093-1095, 1261</p> <p><b>Teacher Wraparound Edition:</b>  DI 281, 929, 1261; RRW 65, 491; SP 490, 1094, 1260; T 283, 491, 665, 929, 1095, 1261</p>
<p>2. Determine the usefulness of and apply appropriate pre-writing tasks (e.g., background reading, interviews or surveys).</p>	<p><b>Student Edition:</b>  <i>Writing Workshop</i> 283, 491, 665, 929, 1093-1095, 1258-1261</p> <p><b>Teacher Wraparound Edition:</b>  DI 929, 1093, 1095, 1261; ELC 1093, 1263; F 1092; SP 1094, 1260, 1262; T 283, 491, 665, 929, 1094, 1095, 1261</p>
<p>3. Establish and develop a clear thesis statement for informational writing or a clear plan or outline for narrative writing.</p>	<p><b>Student Edition:</b>  <i>Speaking, Listening, and Viewing Workshop</i> 1102-1103  <i>Writing About Literature</i> 65, 186, 279, 318, 361, 428  <i>Writing Workshop</i> 283, 491, 665, 926, 929, 932, 1092, 1261-1262</p> <p><b>Teacher Wraparound Edition:</b>  DI 491, 929; SP 930; T 491, 665, 928, 1095</p>
<p>4. Determine a purpose and audience and plan strategies (e.g., adapting focus, content structure and point of view) to address purpose and audience.</p>	<p><b>Student Edition:</b>  <i>Genre Focus</i> 2-3, 300-301, 508-509, 670-671, 682-683, 946-947, 1114-1115  <i>Speaking, Listening, and Viewing Workshop</i> 288-289, 496-497, 934-935, 1102-1103, 1266-1267  <i>Writing Workshop</i> 280-281, 488-489, 662-663, 926-927, 1092-1093, 1258-1259</p> <p><b>Teacher Wraparound Edition:</b>  T 283-287, 491-495, 665-668, 928-933, 1064-1101, 1261-1265</p>

STANDARDS	PAGE REFERENCES
<p>5. Use organizational strategies (e.g., notes and outlines) to plan writing.</p>	<p><b>Student Edition:</b>  <i>Writing About Literature</i> 43, 65, 175, 186, 217, 279, 318, 349, 361, 428, 445, 571, 836, 1163  <i>Writing Workshop</i> 283, 491, 665, 926-932, 1095, 1261-1265</p> <p><b>Teacher Wraparound Edition:</b>  DI 491, 493, 929, 1095, 1261; ELC 1093; SP 538, 702, 808, 840, 1260, 1272; WS 283, 929, 1095, 1261</p>
<p><b>Drafting, Revising and Editing</b></p>	
<p>6. Organize writing to create a coherent whole with an effective and engaging introduction, body and conclusion, and a closing sentence that summarizes, extends or elaborates on points or ideas in the writing.</p>	<p><b>Student Edition:</b>  280-287, 488-495, 662-669, 926-933, 1092-1101, R29-R31, R35-R40  <i>Conclusion</i> 285, 931  <i>Introduction</i> 489, 492, 927  <i>Summary of Story</i> 284  <i>Writing About Literature</i> 334, 1092-1101, 1149, 1185</p> <p><b>Teacher Wraparound Edition:</b>  I 492; SP 930, 1096; T 284, 285</p>
<p>7. Use a variety of sentence structures and lengths (e.g., simple, compound and complex sentences; parallel or repetitive sentence structure).</p>	<p><b>Student Edition:</b>  218  <i>Focus Lesson</i> 287, 669, 1265  <i>Sentence Fluency</i> R33</p> <p><b>Teacher Wraparound Edition:</b>  F 218; SP 218; T 218, 669; WS 1265</p>
<p>8. Use paragraph form in writing, including topic sentences that arrange paragraphs in a logical sequence, using effective transitions and closing sentences and maintaining coherence across the whole through the use of parallel structures.</p>	<p><b>Student Edition:</b>  <i>Conclusion</i> 930  <i>Develop Your Thesis Statement</i> 1095  <i>Focus Lesson</i> 286, 932, 1100  <i>Introduction</i> 930  <i>Main Idea</i> 1096  <i>Make a Plan</i> 491  <i>Order of Events</i> 193, 492  <i>Summary of Story</i> 284  <i>Supporting Details</i> 1096  <i>Thesis</i> 930</p> <p><b>Teacher Wraparound Edition:</b>  DI 1095, 1261; ELC 285, 931; OE 493; SP 930; T 932</p>

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<p>9. Use precise language, action verbs, sensory details, colorful modifiers and style as appropriate to audience and purpose and use techniques to convey a personal style and voice.</p>	<p><b>Student Edition:</b>  <i>Descriptive Details</i> 281  <i>Focus Lesson</i> 494, 668, 1264, 1265  <b>Teacher Wraparound Edition:</b>  DI 663; ELC 283, 1097, 1265; SP 284, 286, 494, 1100; WS 494, 1264, 1265</p>
<p>10. Use available technology to compose text.</p>	<p><b>Student Edition:</b>  R44  <i>Create a Graphic</i> 289  <i>Make a Videotape</i> 497  <i>Record Your Presentation</i> 497  <i>Using Software</i> 1103  <b>Teacher Wraparound Edition:</b>  DI 1103</p>
<p>11. Reread and analyze clarity of writing, consistency of point of view and effectiveness of organizational structure.</p>	<p><b>Student Edition:</b>  <i>Focus Lesson</i> 932, 1100, 1265  <i>Organization</i> R32  <i>Revising</i> R30  <i>Rubric</i> 287, 932  <i>Use the Third Person</i> 933  <i>Writer's Technique</i> 932  <b>Teacher Wraparound Edition:</b>  DI 1095; SP 492, 932, 1264; T 286, 932, 1100; WP 668</p>
<p>12. Add and delete information and details to better elaborate on stated central idea and more effectively accomplish purpose.</p>	<p><b>Student Edition:</b>  <i>Focus Lesson</i> 286, 287, 669, 932, 1100  <i>Revising</i> R30  <b>Teacher Wraparound Edition:</b>  SP 286; WP 668; WS 932</p>
<p>13. Rearrange words, sentences and paragraphs, and add transitional words and phrases to clarify meaning and maintain consistent style, tone and voice.</p>	<p><b>Student Edition:</b>  1087  <i>Focus Lesson</i> 287, 494, 668, 1100, 1264, 1265  <i>Voice</i> R32  <b>Teacher Wraparound Edition:</b>  ELC 667, 931; SP 286, 494, 668; T 1100; WS 494, 1264</p>

STANDARDS	PAGE REFERENCES
<p>14. Use resources and reference materials (e.g., dictionaries and thesauruses) to select effective and precise vocabulary that maintains consistent style, tone and voice.</p>	<p><b>Student Edition:</b> 187, 572, 875, 1186 <i>Exercise 434</i></p> <p><b>Teacher Wraparound Edition:</b> A 434; ELC 187; F 572; SP 434, 494</p>
<p>15. Proofread writing, edit to improve conventions (e.g., grammar, spelling, punctuation and capitalization), identify and correct fragments and run-ons and eliminate inappropriate slang or informal language.</p>	<p><b>Student Edition:</b> 159, 218, 408, 565, 812, 1141, R31 <i>Focus Lesson 287, 495, 669, 1101</i></p> <p><b>Teacher Wraparound Edition:</b> DI 1101; ELC 287, 495; T 287, 669, 1101; WS 668</p>
<p>16. Apply tools (e.g., rubric, checklist and feedback) to judge the quality of writing.</p>	<p><b>Student Edition:</b> R32-R33 <i>Editing/Proofreading R31</i> <i>Literary Analysis 929</i> <i>Rubric 286, 488, 662, 926, 1092</i> <i>Traits of Strong Writing 286, 932</i></p> <p><b>Teacher Wraparound Edition:</b> LS 671, 935, 1103; SP 930, 932, 1096; WS 286</p>
<p><b>Publishing</b></p>	
<p>17. Prepare for publication (e.g., for display or for sharing with others) writing that follows a manuscript form appropriate for the purpose, which could include such techniques as electronic resources, principles of design (e.g., margins, tabs, spacing and columns) and graphics (e.g., drawings, charts and graphs) to enhance the final product.</p>	<p><b>Student Edition:</b> 1102-1103, 1266-1267, R41-R44 <i>Chart 497, 671</i> <i>Communicating with an Audience 671</i> <i>Gathering Your Props 497</i> <i>Preparing a Manuscript R33</i> <i>Presentation R33</i> <i>Using Software 1103</i> <i>Writer's Technique 933</i></p> <p><b>Teacher Wraparound Edition:</b> T 670, 671, 1103; WP 287, 1265</p>

STANDARDS	PAGE REFERENCES
<b>Writing Applications</b>	
<p>1. Write narratives that:</p> <ul style="list-style-type: none"> <li>a. sustain reader interest by pacing action and developing an engaging plot (e.g., tension and suspense);</li> <li>b. use a range of strategies and literary devices including figurative language and specific narration; and,</li> <li>c. include an organized, well-developed structure.</li> </ul>	<p><b>Student Edition:</b> 488-495, 496-497, 662-669, 670-671, 1258-1265 <i>Focus Lesson</i> 494 <i>Rubric</i> 662</p> <p><b>Teacher Wraparound Edition:</b> DI 663, 1261; SP 496; T 664, 667; WS 494</p>
<p>2. Write responses to literature that organize an insightful interpretation around several clear ideas, premises or images and support judgments with specific references to the original text, to other texts, authors and to prior knowledge.</p>	<p><b>Student Edition:</b> 280-287, 926-933, 934-935 <i>Example</i> 931 <i>Focus Lesson</i> 932 <i>Thesis Statement</i> 930 <i>Writing About Literature</i> 43, 65, 175, 186, 217, 279, 318, 349, 361, 428, 445, 571, 836, 1163</p> <p><b>Teacher Wraparound Edition:</b> T 929, 932; WS 286</p>
<p>3. Write business letters, letters to the editor and job applications that:</p> <ul style="list-style-type: none"> <li>a. address audience needs, stated purpose and context in a clear and efficient manner;</li> <li>b. follow the conventional style appropriate to the text using proper technical terms;</li> <li>c. include appropriate facts and details;</li> <li>d. exclude extraneous details and inconsistencies; and</li> <li>e. provide a sense of closure to the writing.</li> </ul>	<p><b>Student Edition:</b> 1258-1265, R41-R44 <i>Focus Lesson</i> 1264 <i>Learning for Life</i> 76</p> <p><b>Teacher Wraparound Edition:</b> BRF 1259; DI 1265; ELC 1263; LL 76; T 1264; WP 1265</p>
<p>4. Write informational essays or reports, including research that:</p> <ul style="list-style-type: none"> <li>a. pose relevant and tightly drawn questions that engage the reader;</li> <li>b. provide a clear and accurate perspective on the subject;</li> <li>c. create an organizing structure appropriate to the purpose, audience and context;</li> <li>d. support the main ideas with facts, details, examples and explanations from sources; and</li> <li>e. document sources and include bibliographies.</li> </ul>	<p><b>Student Edition:</b> 1092-1101, R35-R40 <i>Explore Your Ideas</i> 1093 <i>Exposition</i> 1099, 1101 <i>Expository Writing</i> R34 <i>Focus Lesson</i> 1100 <i>Traits of Strong Writing</i> 1100 <i>Writing About Literature</i> 43, 65, 175, 186, 217, 279, 318, 349, 361, 428, 445, 571, 836, 1163</p> <p><b>Teacher Wraparound Edition:</b> DI 1095; SP 1096; T 1094, 1096, 1099</p>

STANDARDS	PAGE REFERENCES
5. Write persuasive compositions that: <ol style="list-style-type: none"> <li>establish and develop a controlling idea;</li> <li>support arguments with detailed evidence;</li> <li>exclude irrelevant information; and</li> <li>cite sources of information.</li> </ol>	<b>Student Edition:</b> 1258-1265, 1266-1267 <i>Persuasion</i> 1263 <i>Persuasive Writing</i> R34 <b>Teacher Wraparound Edition:</b> BRP 1259; DI 1261; SP 474, 1260, 1262, 1266; SS 1267; T 1263
6. Produce informal writings (e.g., journals, notes and poems) for various purposes.	<b>Student Edition:</b> <i>Interdisciplinary Activity</i> 571 <i>Writing About Literature</i> 527, 559 <b>Teacher Wraparound Edition:</b> DI 493, 549; SP 512, 530, 540, 548, 574, 612
<b>Writing Conventions</b>	
<b>Spelling</b>	
1. Use correct spelling conventions.	<b>Student Edition:</b> 66, R57-R59 <i>Conventions</i> R33 <i>Editing and Proofreading</i> R31 <i>Exercise</i> 66 <b>Teacher Wraparound Edition:</b> A 66; DI 1101; ELC 287; T 66; WP 495
<b>Punctuation and Capitalization</b>	
2. Use correct capitalization and punctuation.	<b>Student Edition:</b> 1141, R52-R56 <i>Conventions</i> R33 <i>Editing and Proofreading</i> R31 <i>Exercise</i> 1141 <i>Focus Lesson</i> 933 <b>Teacher Wraparound Edition:</b> A 1141; DI 1101; ELC 287, 1141; T 1101; WS 668, 933

STANDARDS	PAGE REFERENCES
<b>Grammar and Usage</b>	
3. Use clauses (e.g., main, subordinate) and phrases (e.g., gerund, infinitive, participial).	<p><b>Student Edition:</b> 159, 218, 408, 1087 <i>Chart R46</i> <i>Clause R45</i> <i>Effective Communication</i> 669 <i>Focus Lesson</i> 287, 669</p> <p><b>Teacher Wraparound Edition:</b> SP 408; T 669</p>
4. Use parallel structure to present items in a series and items juxtaposed for emphasis.	<p><b>Student Edition:</b> 1141 <i>Focus Lesson</i> 1265 <i>Grammar and Style</i> 445 <i>Sentence Fluency</i> R33</p> <p><b>Teacher Wraparound Edition:</b> T 812; WS 1265</p>
5. Use proper placement of modifiers.	<p><b>Student Edition:</b> 159, 408 <i>Chart R46</i> <i>Effective Communication</i> 669 <i>Focus Lesson</i> 669</p> <p><b>Teacher Wraparound Edition:</b> F 159; SP 408; T 159, 669</p>
6. Maintain the use of appropriate verb tenses.	<p><b>Student Edition:</b> 565, 812 <i>Exercise</i> 565</p> <p><b>Teacher Wraparound Edition:</b> A 565; F 812; SP 812; T 565, 812</p>
<b>Research</b>	
1. Compose open-ended questions for research, assigned or personal interest, and modify questions as necessary during inquiry and investigation to narrow the focus or extend the investigation.	<p><b>Student Edition:</b> R29, R35 <i>Developing a Thesis Statement</i> R37 <i>Prewriting</i> 283, 491, 665, 929, 1093-1095</p> <p><b>Teacher Wraparound Edition:</b> SP 18, 48, 1094; T 1094</p>

STANDARDS	PAGE REFERENCES
<p>2. Identify appropriate sources and gather relevant information from multiple sources (e.g., school library catalogs, online databases, electronic resources and Internet-based resources).</p>	<p><b>Student Edition:</b>            572  <i>Citing Sources</i> 1099  <i>Conduct a Broad Search</i> R35  <i>Evaluating Your Sources</i> R36  <i>Internet Connection</i> 361, 392, 626  <i>Primary Source Quotation</i> 347, 405  <i>Primary Sources</i> 1094, 1098  <i>Reliable Sources</i> 1099  <i>Secondary Sources</i> 1094, 1098  <b>Teacher Wraparound Edition:</b>            DI 1093; RRW 491; SP 1094; T 1099</p>
<p>3. Determine the accuracy of sources and the credibility of the author by analyzing the sources' validity (e.g., authority, accuracy, objectivity, publication date and coverage, etc.).</p>	<p><b>Student Edition:</b>  <i>Evaluating your Sources</i> R36  <i>Internet Connection</i> 626  <i>Primary Source Quotation</i> 347, 405  <i>Reading Strategy</i> 242, 243, 245, 479, 480, 483, 486  <i>Reliable Sources</i> 1099  <b>Teacher Wraparound Edition:</b>            RS 243, 245, 480, 483, 486; SP 380, 480; T 1099</p>
<p>4. Compile and organize important information and select appropriate sources to support central ideas, concepts and themes.</p>	<p><b>Student Edition:</b>            R35-R37  <i>Analyzing a Professional Model</i> 927-928  <i>Exposition</i> 1099  <i>Facts and Examples</i> 1097  <i>Gather Ideas</i> 283, 665  <i>Organize Details</i> 929  <i>Prewriting</i> 1093-1095  <b>Teacher Wraparound Edition:</b>            DI 1095; MI 1096; SD 1096; SP 1094; T 932, 1099</p>
<p>5. Integrate quotations and citations into written text to maintain a flow of ideas.</p>	<p><b>Student Edition:</b>  <i>Exposition</i> 1097  <i>Focus Lesson</i> 932, 933  <i>In-Text Citation</i> 931  <i>Long Direct Quotation</i> 1097  <i>Quotation</i> 927  <i>Quotations</i> 930  <b>Teacher Wraparound Edition:</b>            ITC 931; LDQ 1097; Q 930; T 933, 1097</p>

STANDARDS	PAGE REFERENCES
<p>6. Use style guides to produce oral and written reports that give proper credit for sources and include an acceptable format for source acknowledgement.</p>	<p><b>Student Edition:</b> 1094, R35-R40 <i>Exposition</i> 1097, 1099, 1101</p> <p><b>Teacher Wraparound Edition:</b> T 1097, 1099, 1101</p>
<p>7. Use a variety of communication techniques, including oral, visual, written or multimedia reports, to present information that supports a clear position about the topic or research question and to maintain an appropriate balance between researched information and original ideas.</p>	<p><b>Student Edition:</b> 288-289, 496-497, 934-935, 1092-1101, 1266-1267 <i>Communicating Your Ideas</i> 935 <i>Create a Graphic</i> 289 <i>Create a Visual</i> 1103 <i>Draw Conclusions</i> 1098 <i>Focus Lesson</i> 286, 494 <i>Gathering Your Props</i> 497 <i>Personal Connection</i> 284 <i>Prewriting</i> 283</p> <p><b>Teacher Wraparound Edition:</b> DI 1103; SS 497; T 1094; WS 286</p>
<p><b>Communication: Oral and Visual</b></p>	
<p><b>Listening and Viewing</b></p>	
<p>1. Apply active listening strategies (e.g., monitoring message for clarity, selecting and organizing essential information, noting cues such as changes in pace) in a variety of settings.</p>	<p><b>Student Edition:</b> <i>Chart</i> 289 <i>Summarize and Share</i> 289</p> <p><b>Teacher Wraparound Edition:</b> DI 281, 289, 445; LS 935, 1103, 1267; SP 288, 436, 1102; T 288, 289</p>
<p>2. Identify types of arguments used by the speaker, such as authority and appeals to emotion.</p>	<p><b>Student Edition:</b> 436-437, 465 <i>Literary Element</i> 459, 461, 462 <i>Persuasive Appeals</i> 1267 <i>Reading Strategy</i> 447, 449</p> <p><b>Teacher Wraparound Edition:</b> LE 461, 462; LS 1103; RS 449; SP 1102, 1266; SS 1267</p>

STANDARDS	PAGE REFERENCES
<p>3. Analyze the credibility of the speaker (e.g., hidden agendas, slanted or biased material) and recognize fallacies of reasoning used in presentations and media messages.</p>	<p><b>Student Edition:</b>            436-437, 1186  <i>Analysis and Evaluation</i> R23-R24  <i>Literary Element</i> 439, 441, 444  <i>Reading Strategies</i> 439, 441, 444  <i>Writing About Literature</i> 463  <b>Teacher Wraparound Edition:</b>            LE 441, 444; LS 1103; RS 441, 444; SP 1102, 1266; T 437</p>
<p>4. Identify the speaker’s choice of language and delivery styles (e.g., repetition, appeal to emotion, eye contact) and explain how they contribute to meaning.</p>	<p><b>Student Edition:</b>  <i>Activity</i> 445  <i>Listening and Speaking</i> 445  <i>Persuasive Appeals</i> 1267  <i>Speaking Effectively</i> 671  <b>Teacher Wraparound Edition:</b>            LS 671, 935, 1103; SP 496, 670, 1102, 1266; SS 935</p>
<p><b>Speaking Skills and Strategies</b></p>	
<p>5. Demonstrate an understanding of the rules of the English language and select language appropriate to purpose and audience.</p>	<p><b>Student Edition:</b>  <i>Choose Carefully</i> 671  <i>Communicating With an Audience</i> 671  <i>Planning Your Presentation</i> 496, 670, 1102  <i>Select Passages</i> 934  <b>Teacher Wraparound Edition:</b>            LS 671; T 1102</p>
<p>6. Adjust volume, phrasing, enunciation, voice modulation and inflection to stress important ideas and impact audience response.</p>	<p><b>Student Edition:</b>  <i>Chart</i> 671, 935  <i>Communicating With an Audience</i> 671  <i>Communicating Your Ideas</i> 935  <i>Listening and Speaking</i> 445  <b>Teacher Wraparound Edition:</b>            SP 670; SS 671, 935; T 670, 934, 1103, 1266</p>

STANDARDS	PAGE REFERENCES
<p>7. Vary language choices as appropriate to the context of the speech.</p>	<p><b>Student Edition:</b>  <i>Adjust Your Format</i> 1267  <i>Communicating With an Audience</i> 671  <i>Persuasive Appeals</i> 1267  <i>Planning for the Discussion</i> 288, 670  <i>Planning Your Persuasive Presentation</i> 1266  <i>Select Passages</i> 934</p> <p><b>Teacher Wraparound Edition:</b>            SP 496; SS 1267; T 288</p>
<p><b>Speaking Applications</b></p>	
<p>8. Deliver informational presentations (e.g., expository, research) that:</p> <ol style="list-style-type: none"> <li>demonstrate an understanding of the topic and present events or ideas in a logical sequence;</li> <li>support the controlling idea or thesis with well-chosen and relevant facts, details, examples, quotations, statistics, stories and anecdotes;</li> <li>include an effective introduction and conclusion and use a consistent organizational structure (e.g., cause-effect, compare-contrast, problem-solution);</li> <li>use appropriate visual materials (e.g., diagrams, charts, illustrations) and available technology to enhance presentation; and</li> <li>draw from multiple sources, including both primary and secondary sources, and identify sources used.</li> </ol>	<p><b>Student Edition:</b>            926-933, 934-935, 1092-1101, 1102-1103  <i>Chart</i> 1092  <i>Create a Visual</i> 1103  <i>Exposition</i> 1099, 1101  <i>Traits of Strong Writing</i> 1100</p> <p><b>Teacher Wraparound Edition:</b>            DI 1095, 1103; SP 930, 1096, 1100; T 928, 929, 932, 933, 1094, 1099</p>
<p>9. Deliver formal and informal descriptive presentations that convey relevant information and descriptive details.</p>	<p><b>Student Edition:</b>            280-287, 488-495, 496-497, 662-669, 670-671  <i>Focus Lesson</i> 668  <i>Narrative Details</i> 285  <i>Tell a Story</i> 491</p> <p><b>Teacher Wraparound Edition:</b>            DI 663; ELC 281, 283; SP 284, 494, 496, 664; T 285</p>

STANDARDS	PAGE REFERENCES
<p>10. Deliver persuasive presentations that:</p> <ul style="list-style-type: none"> <li>a. establish and develop a logical and controlled argument;</li> <li>b. include relevant evidence, differentiating between evidence and opinion, to support a position and to address counter-arguments or listener bias;</li> <li>c. use persuasive strategies, such as rhetorical devices, anecdotes and appeals to emotion, authority and reason;</li> <li>d. use common organizational structures as appropriate (e.g., cause-effect, compare-contrast, problem-solution); and</li> <li>e. use speaking techniques (e.g., reasoning, emotional appeal, case studies or analogies).</li> </ul>	<p><b>Student Edition:</b>  1259-1265, 1266-1267  <i>Focus Lesson</i> 1264, 1265  <i>Persuasion</i> 1263  <i>Persuasive Appeals</i> 1267  <i>Tips for Editorials</i> 1261  <i>Use a Cause-and-Effect Chart</i> 1267</p> <p><b>Teacher Wraparound Edition:</b>  BRF 1259; DI 1261; ELC 1265; SP 1260, 1262, 1266; SS 1267; T 1263</p>