



# Literature

The Reader's Choice  
Course 5

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## STANDARDS

## PAGE REFERENCES

### Phonemic Awareness, Word Recognition and Fluency

*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.*

### Acquisition of Vocabulary

1. Define unknown words through context clues and the author's use of comparison, contrast and cause and effect.

#### Student Edition:

*Reading Preview* 338

*Reading Strategy* 339, 342

*Vocabulary Practice* 18, 48, 62, 147, 417, 533, 615, 633, 739

*Vocabulary Workshop* 534

#### Teacher Wraparound Edition:

DI 27; SP 364, 372, 438; T 344, 347

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.

#### Student Edition:

R20

*Vocabulary Practice* 237, 596, 629, 641, 651, 892

*Vocabulary Workshop* 49, 534, 767, 1229

#### Teacher Wraparound Edition:

DI 67, 87, 949; ELC 49, 1229; SP 14, 32

STANDARDS	PAGE REFERENCES
<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>Literary Focus</i> 584-585  <i>Reading Preview</i> 228, 265  <i>Reading Strategy</i> 231, 234, 235, 266, 268, 270  <i>Reading and Vocabulary</i> 237, 276  <b>Teacher Wraparound Edition:</b>  DI 115; ELC 41; SP 296, 584, 602, 628; T 585;  WT 7</p>
<p>4. Analyze the ways that historical events influenced the English language.</p>	<p><b>Student Edition:</b>  <i>After You Read</i> 450, 463, 481  <i>Literature Preview</i> 374, 389, 447, 453  <b>Teacher Wraparound Edition:</b>  CH 23, 376; DI 1199; ELC 23; PH 5; SP 292, 386, 900; T 31, 33; WT 2, 4</p>
<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 Practice</i> 81, 129, 289, 335, 382, 397, 427, 451, 539, 674, 811  <i>Vocabulary Workshop</i> 1052, 1068  <b>Teacher Wraparound Edition:</b>  DI 11, 67, 1267; ELC 15, 23, 211, 238, 1105;  SP 324, 900</p>
<p>6. Determine the meanings and pronunciations of unknown words by using dictionaries, glossaries, technology and textual features, such as definitional footnotes or sidebars.</p>	<p><b>Student Edition:</b>  1089, 1095  <i>Vocabulary</i> 111, 112, 121, 228, 231, 338  <i>Vocabulary Workshop</i> 1229  <b>Teacher Wraparound Edition:</b>  BRF 395; DI 3, 537, 1199; ELC 143; L 327;  RRW 393, 479; SP 124, 384, 392; T 1095, 1229</p>

STANDARDS	PAGE REFERENCES
<p><b>Reading Process: Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies</b></p>	
<p><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></p>	
<p><b>Comprehension Strategies</b></p>	
<p>1. Apply reading comprehension strategies, including making, comparing and contrasting, recalling and summarizing and making inferences and drawing conclusions.</p>	<p><b>Student Edition:</b>  <i>Reading Preview</i> 430, 627  <i>Reading Strategy</i> 151, 154, 155, 157, 159, 432  <i>Reading and Vocabulary</i> 434, 629  <b>Teacher Wraparound Edition:</b>  DI 333, 357; R 432, 433; SP 45, 46, 380, 894</p>
<p>2. Answer literal, inferential, evaluative and synthesizing questions to demonstrate comprehension of grade-appropriate print texts and electronic and visual media.</p>	<p><b>Student Edition:</b>  <i>After You Read</i> 17, 29, 70, 80, 108, 288, 350, 463, 561, 572  <i>Literature Online</i> 10, 30, 352, 411, 549  <b>Teacher Wraparound Edition:</b>  A 289, 351, 567; T 79, 85</p>
<p><b>Self-Monitoring Strategies</b></p>	
<p>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.</p>	<p><b>Student Edition:</b>  <i>Reading Preview</i> 195, 321  <i>Reading Strategy</i> 197, 200, 202, 323, 324, 325, 327  <i>Reading and Vocabulary</i> 206  <b>Teacher Wraparound Edition:</b>  DI 253, 759, 891; R 196; SP 76, 86, 342, 684, 842, 849; T 331</p>
<p><b>Independent Reading</b></p>	
<p>4. Use criteria to choose independent reading materials (e.g., personal interest, knowledge of authors and genres or recommendations from others).</p>	<p><b>Student Edition:</b>  R21  <i>Genre Focus</i> 2-3, 310-311, 520-521, 706-707, 960-961, 1110-1111  <b>Teacher Wraparound Edition:</b>  DI 9, 125; SP 754</p>

STANDARDS	PAGE REFERENCES
<p>5. Independently read books for various purposes (e.g., for enjoyment, for literary experience, to gain information or to perform a task).</p>	<p><b>Student Edition:</b>  <i>Writers on Reading</i> 6-7, 314-316, 524-526, 710-712, 964-966, 1114-1116</p> <p><b>Teacher Wraparound Edition:</b>  DI 1103; SP 1102</p>
<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>Reading Strategy</i> 1243, 1245, 1247, 1249, 1254  <i>Reading and Vocabulary</i> 351</p> <p><b>Teacher Wraparound Edition:</b>  DI 293, 571; L 67; SP 106, 348, 1224; T 295, 347, 502</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>Comparing Literature Across Genres</i> 207, 464, 668, 913, 1076, 1151</p> <p><b>Teacher Wraparound Edition:</b>  F 668, 913; SP 208, 670, 1078</p>
<p>3. Evaluate the effectiveness of information found in maps, charts, tables, graphs, diagrams, cutaways and overlays.</p>	<p><b>Student Edition:</b>  R22  <i>Reading Tip</i> 570, 574  <i>Visual Literacy</i> 408  <i>Vocabulary Workshop</i> 49  <i>You're the Critic: Visual Literacy</i> 275</p> <p><b>Teacher Wraparound Edition:</b>  DI 341, 375, 579, 915, 1245; SP 116; T 502, 1098</p>
<p>4. Assess the adequacy, accuracy and appropriateness of an author's details, identifying persuasive techniques (e.g., transfer, glittering generalities, bait and switch) and examples of propaganda, bias and stereotyping.</p>	<p><b>Student Edition:</b>  <i>Before You Read</i> 465  <i>Literary Element</i> 470  <i>Reading Strategy</i> 472, 473, 475, 477</p> <p><b>Teacher Wraparound Edition:</b>  DI 37, 767; F 465; L 470, 475, 479; R 471; SP 38, 466</p>
<p>5. Analyze an author's implicit and explicit argument, perspective or viewpoint in text.</p>	<p><b>Student Edition:</b>  <i>Literary Element</i> 447, 448, 449, 450  <i>Literary Focus</i> 444-445</p> <p><b>Teacher Wraparound Edition:</b>  A 451; F 465; L 444, 449; R 445; SP 386, 448, 458, 466</p>

STANDARDS	PAGE REFERENCES
6. Identify appeals to authority, reason and emotion.	<p><b>Student Edition:</b>  <i>Before You Read</i> 465  <i>Reading Preview</i> 484  <i>Wrap-Up: Comparing Literature</i> 482</p> <p><b>Teacher Wraparound Edition:</b>  A 488; ELC 497; F 940; SP 462, 466; T 485, 941</p>
7. Analyze the effectiveness of the features (e.g., format, graphics, 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>  R22, R46, R64  viii, xxxiii-xxxvii  <i>Reading Preview</i> 495</p> <p><b>Teacher Wraparound Edition:</b>  ELC 443, 445</p>
8. Describe the features of rhetorical devices used in common types of public documents, including newspaper editorials and speeches.	<p><b>Student Edition:</b>  <i>Literary Analysis</i> 481  <i>Literary Element</i> 466, 470, 473, 476, 479  <i>Speaking, Listening, and Viewing Workshop</i> 948-949</p> <p><b>Teacher Wraparound Edition:</b>  ELC 497; L 448, 470, 473, 475, 476; SP 466; T 948; WT 311</p>
<b>Reading Applications: Literary Text</b>	
1. Compare and contrast 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> 3  <i>Literary Element</i> 1207, 1209, 1211, 1216, 1219  <i>Writers on Writing</i> 6</p> <p><b>Teacher Wraparound Edition:</b>  DI 43, 1213; SP 4, 28, 42, 56, 1270; T 3; WT 1126</p>
2. Analyze the features of setting and their importance in a literary text.	<p><b>Student Edition:</b>  <i>Genre Focus</i> 2  <i>Literary Focus</i> 10  <i>Writing About Literature</i> 335  <i>Writing and Extending</i> 19, 48, 289</p> <p><b>Teacher Wraparound Edition:</b>  DI 217; ELC 85; WT 165</p>

STANDARDS	PAGE REFERENCES
<p>3. Distinguish how conflicts, parallel plots and subplots affect the pacing of action in literary text.</p>	<p><b>Student Edition:</b>  <i>Genre Focus 2</i>  <i>Literary Analysis</i> 29, 62, 80, 351, 833  <i>Literary Element</i> 812, 813, 816, 826  <i>Reading and Vocabulary</i> 48  <i>Writing and Extending</i> 92  <b>Teacher Wraparound Edition:</b>            SP 2, 10, 1216; T 43, 818</p>
<p>4. Interpret universal themes across different works by the same author or by different authors.</p>	<p><b>Student Edition:</b>  <i>Before You Read</i> 1158-1159  <i>Comparing Literature</i> 1076, 1087  <i>Daily Life and Culture</i> 248, 350, 590, 884, 984  <i>Literary Analysis</i> 1083, 1148, 1170  <i>Literary Element</i> 1070, 1071, 1074  <b>Teacher Wraparound Edition:</b>            DI 1071; F 1076</p>
<p>5. 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, 310-311, 520-521, 706-707, 960-961, 1110-1111  <i>Literary Analysis Model</i> 4-5, 313-314, 962-963, 1112-1113  <b>Teacher Wraparound Edition:</b>            T 706, 708, 961, 962</p>
<p>6. Explain how literary techniques, including foreshadowing and flashback, are used to shape the plot of a literary text.</p>	<p><b>Student Edition:</b>  <i>Literary Analysis</i> 47, 1133  <i>Literary Element</i> 13, 14, 18, 21, 23, 24, 28, 29, 1121-1132  <b>Teacher Wraparound Edition:</b>            A 1133; SP 282; T 1124, 1125</p>
<p>7. Recognize how irony is used in a literary text.</p>	<p><b>Student Edition:</b>  <i>Literary Analysis</i> 62, 70  <i>Literary Element</i> 51, 53-60  <b>Teacher Wraparound Edition:</b>            BR 5; SP 602, 1222</p>

STANDARDS	PAGE REFERENCES
8. Analyze the author's use of point of view, mood and tone.	<p><b>Student Edition:</b>  <i>Literary Analysis</i> 91, 1180, 1255  <i>Literary Element</i> 83, 85, 86, 89, 1177-1179, 1241, 1243, 1247, 1251  <i>Literary Focus</i> 1182-1183</p> <p><b>Teacher Wraparound Edition:</b>            SP 84, 174; T 4, 6, 1163</p>
9. Explain how authors use symbols to create broader meanings.	<p><b>Student Edition:</b>  <i>Literary Analysis</i> 178, 663  <i>Literary Element</i> 163, 166, 172, 175, 176, 661</p> <p><b>Teacher Wraparound Edition:</b>            DI 655; L 166, 172, 174, 176</p>
10. Describe the effect of using sound devices in literary texts (e.g., to create rhythm, to appeal to the senses or to establish mood).	<p><b>Student Edition:</b>  <i>Literary Analysis</i> 651, 658  <i>Literary Element</i> 627, 649, 653, 655  <i>Literary Focus</i> 646-647  <i>Reading Preview</i> 661  <i>Reading and Vocabulary</i> 601  <i>Writing About Literature</i> 659</p> <p><b>Teacher Wraparound Edition:</b>            ELC 647; SP 532, 584, 628; T 656</p>
11. Explain ways in which an author develops a point of view and style (e.g., figurative language, sentence structure and tone), and cite specific examples from the text.	<p><b>Student Edition:</b>  <i>Literary Analysis</i> 591, 600  <i>Literary Element</i> 598  <i>Literary Focus</i> 584-585  <i>Literary Preview</i> 587  <i>Reading Preview</i> 228, 265  <i>Reading Strategy</i> 231, 234, 235, 266, 268, 269, 270, 271, 272  <i>Writing About Literature</i> 237, 592</p> <p><b>Teacher Wraparound Edition:</b>            SP 584, 628; T 4, 6, 585</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>  R30, R33  <i>Literary Analysis</i> 409  <i>Literary Element</i> 403, 404  <i>Writing Workshop</i> 290, 293, 500, 503, 686, 689, 940, 942, 1088-1089, 1256, 1260  <b>Teacher Wraparound Edition:</b>  DI 375, 1245; SP 116, 340; T 502, 1098</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>  R30-31, R33  <i>Writing Workshop</i> 290, 293, 500, 503, 686, 689, 940, 942, 1088-1089, 1256, 1260  <b>Teacher Wraparound Edition:</b>  SP 326, 502, 1224</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>  R33, R36, R38  <i>Writing Workshop</i> 290, 293, 500, 503, 686, 689, 940, 942, 1088-1089, 1256, 1260  <b>Teacher Wraparound Edition:</b>  DI 1107; SP 340, 1098</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>  R33-34  <i>Writing Workshop</i> 293, 503, 689, 942, 1089, 1260  <b>Teacher Wraparound Edition:</b>  DI 293; SP 142, 414, 502, 1218, 1224; T 293, 295</p>
<p>5. Use organizational strategies (e.g., notes, outlines) to plan writing.</p>	<p><b>Student Edition:</b>  8, 316, 503, 526, 712, 966  <i>Reading Tip</i> 21, 1231  <i>Speaking, Listening, and Viewing Workshop</i> 948  <i>Writing Workshop</i> 1088-1090  <b>Teacher Wraparound Edition:</b>  DI 293; LS 299; SP 340; WS 502, 504</p>

STANDARDS	PAGE REFERENCES
<i>Drafting, Revising and Editing</i>	
<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>  <i>Revising Check</i> 19, 63, 92, 383, 410, 490, 592  <i>Writing Workshop</i> 290-297, 500-507, 686-693, 940-947, 1088-1097, 1256-1263</p> <p><b>Teacher Wraparound Edition:</b>  DI 295, 307; SP 294, 936; T 1262</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>  R34, R50-51  <i>Grammar and Style</i> 92  <i>Grammar Workshop</i> 238, 987, 1150</p> <p><b>Teacher Wraparound Edition:</b>  DI 238; SP 378, 440, 504, 676, 798, 936, 1216; WS 505</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>  R30-32  <i>Writing Workshop</i> 290-297, 500-507, 686-693, 940-947, 1088-1097, 1256-1263</p> <p><b>Teacher Wraparound Edition:</b>  SP 414, 1218, 1224; T 293, 295, 502, 503</p>
<p>9. Use language, including precise language, action verbs, sensory details and 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>  R31, R33, R38  <i>Writing Workshop</i> 296, 506, 692, 946, 1096, 1262</p> <p><b>Teacher Wraparound Edition:</b>  DI 327, 763; ELC 293, 297, 619; SP 414, 1260</p>
<p>10. Use available technology to compose text.</p>	<p><b>Student Edition:</b>  <i>Interdisciplinary Activity</i> 371, 849  <i>Internet Connection</i> 739  <i>Speaking, Listening, and Viewing Workshop</i> 299, 509, 695, 949, 1099, 1265</p> <p><b>Teacher Wraparound Edition:</b>  LO 277, 289, 304, 495, 762; SP 764, 1022, 1140</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>Revising Check</i> 19, 63, 92, 383, 410, 490, 592, 866  <i>Writing Workshop</i> 296, 506, 692, 946, 1096, 1262</p> <p><b>Teacher Wraparound Edition:</b>  DI 293, 1095; LS 299; SP 340; WS 502, 504</p>

STANDARDS	PAGE REFERENCES
<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> R31, R33, R38 <i>Writing Workshop</i> 296, 506, 692, 946, 1096, 1262 <b>Teacher Wraparound Edition:</b> DI 1095; T 295, 506, 692</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> R31, R33-34 <i>Writing Workshop</i> 292, 295, 296, 693, 946, 1096 <b>Teacher Wraparound Edition:</b> SP 298; T 295</p>
<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> R36, R46, R64 1089, 1095 <i>Vocabulary Workshop</i> 1229 <b>Teacher Wraparound Edition:</b> BRF 395; DI 537, 1199; ELC 143; L 327; RRW 479; SP 124, 384; T 1229; WS 1095</p>
<p>15. Proofread writing, edit to improve conventions (e.g., grammar, spelling, punctuation and capitalization), identify and correct run-ons and eliminate inappropriate or informal language.</p>	<p><b>Student Edition:</b> R32, R34, R58-60 <i>Revising Checklist</i> 19, 63, 92, 119, 250, 352, 398, 428, 556 <i>Writing Workshop</i> 297, 507, 693, 947, 1097, 1263 <b>Teacher Wraparound Edition:</b> DI 238, 1095; ELC 1233; SP 758</p>
<p>16. Apply tools (e.g., rubric, checklist and feedback) to judge the quality of writing.</p>	<p><b>Student Edition:</b> R31, R33 <i>Writing Workshop</i> 290, 296, 500, 506, 686, 692, 940, 946, 1256, 1262 <b>Teacher Wraparound Edition:</b> DI 297; T 296, 507, 1263</p>

STANDARDS	PAGE REFERENCES
<b>Publishing</b>	
<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> R32, R34 <i>Speaking, Listening, and Viewing Workshop</i> 298-299, 508-509, 694-695, 948-949, 1098-1099, 1264-1265</p> <p><b>Teacher Wraparound Edition:</b> T 297, 507, 693, 947, 1097, 1263</p>
<b>Writing Applications</b>	
<p>1. Write narratives that:</p> <ol style="list-style-type: none"> <li>sustain reader interest by pacing action and developing an engaging plot (e.g., tension and suspense);</li> <li>use a range of strategies and literary devices including figurative language and specific narration; and</li> <li>include an organized, well-developed structure.</li> </ol>	<p><b>Student Edition:</b> R35 <i>Speaking, Listening, and Viewing Workshop</i> 298-299, 508-509, 1264-1265 <i>Test Preparation and Practice</i> 307, 517, 1273 <i>Writing About Literature</i> 1239, 1255 <i>Writing Workshop</i> 290-297, 502-507, 1256-1263</p> <p><b>Teacher Wraparound Edition:</b> ELC 691; SP 68, 100, 414, 1218, 1224; T 293, 295, 502, 503</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> <i>Literary Criticism</i> 19 <i>Test Preparation and Practice</i> 517, 703, 1107, 1273 <i>Writing About Literature</i> 568, 892, 1008, 1051, 1063, 1134, 1149, 1204, 1228, 1239, 1255</p> <p><b>Teacher Wraparound Edition:</b> A 572, 576, 739; DI 559; SP 6, 154</p>
<p>3. Write business letters, letters to the editor and job applications that:</p> <ol style="list-style-type: none"> <li>address audience needs, stated purpose and context in a clear and efficient manner;</li> <li>follow the conventional style appropriate to the text using proper technical terms;</li> <li>include appropriate facts and details;</li> <li>exclude extraneous details and inconsistencies; and</li> <li>provide a sense of closure to the writing.</li> </ol>	<p><b>Student Edition:</b> R42-45 <i>Learning for Life</i> 289</p> <p><b>Teacher Wraparound Edition:</b> ELC 407; RRW 437, 787</p>

STANDARDS	PAGE REFERENCES
<p>4. Write informational essays or reports, including research that:</p> <ol style="list-style-type: none"> <li>pose relevant and tightly drawn questions that engage the reader.</li> <li>provide a clear and accurate perspective on the subject.</li> <li>create an organizing structure appropriate to the purpose, audience and context.</li> <li>support the main ideas with facts, details, examples and explanations from sources; and</li> <li>document sources and include bibliographies.</li> </ol>	<p><b>Student Edition:</b>  <i>Test Preparation and Practice</i> 517, 703, 1107, 1273  <i>Writing About Literature</i> 1063, 1134, 1149, 1157, 1171, 1204, 1228, 1239, 1255  <i>Writing Workshop</i> 500-509</p> <p><b>Teacher Wraparound Edition:</b>            SP 330, 764, 872, 874</p>
<p>5. Write persuasive compositions that:</p> <ol style="list-style-type: none"> <li>support arguments with detailed evidence;</li> <li>exclude irrelevant information; and</li> <li>cite sources of information.</li> </ol>	<p><b>Student Edition:</b>  <i>Speaking, Listening, and Viewing Workshop</i> 948-949  <i>Test Preparation and Practice</i> 957  <i>Writing Workshop</i> 940-947</p> <p><b>Teacher Wraparound Edition:</b>            DI 941; SP 44, 186, 942; T 941</p>
<p>6. Produce informal writings (e.g., journals, notes and poems) for various purposes.</p>	<p><b>Student Edition:</b>  <i>Interdisciplinary Activity</i> 561, 576  <i>Writing About Literature</i> 556, 568, 572, 596, 601, 931, 1019, 1075, 1180  <i>Writing Workshop</i> 686-693</p> <p><b>Teacher Wraparound Edition:</b>            SP 528, 548, 560</p>
<p><b>Writing Conventions</b></p>	
<p><b>Spelling</b></p>	
<p>1. Use correct spelling conventions.</p>	<p><b>Student Edition:</b>            R32, R34, R58-60            297, 507, 693, 947, 1063, 1097  <i>Vocabulary Workshop</i> 534</p> <p><b>Teacher Wraparound Edition:</b>            DI 1095, 1097; SP 534; T 693, 1263</p>

STANDARDS	PAGE REFERENCES
<b>Punctuation and Capitalization</b>	
2. Use correct capitalization and punctuation.	<b>Student Edition:</b> R46, R53 622, 624 <i>Grammar and Style</i> 250, 592, 616 <b>Teacher Wraparound Edition:</b> A 250, 592; B 622; ELC 517, 1127; SP 758, 876, 998, 1138
<b>Grammar and Usage</b>	
3. Use clauses (e.g., main, subordinate) and phrases (e.g., gerund, infinitive, participial).	<b>Student Edition:</b> R34, R50-51 <i>Grammar and Style</i> 1134 <i>Grammar Workshop</i> 238, 987, 1150 <b>Teacher Wraparound Edition:</b> DI 238; ELC 175; SP 222, 378, 440, 504, 676, 798, 936, 1124, 1216; WS 505
4. Use parallel structure to present items in a series and items juxtaposed for emphasis.	<b>Student Edition:</b> R12 <i>Literary Element</i> 623, 624, 625 <b>Teacher Wraparound Edition:</b> ELC 107; SP 172, 1216; T 624
5. Use proper placement of modifiers.	<b>Student Edition:</b> <i>Grammar Workshop</i> 562, 1150 <i>Revising Check</i> 866 <b>Teacher Wraparound Edition:</b> DI 27, 1150; SP 130, 876, 1128
<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.	<b>Student Edition:</b> <i>Speaking, Listening, and Viewing Workshop</i> 948-949, 1098-1099, 1264-1265 <b>Teacher Wraparound Edition:</b> ELC 299, 1265; SP 368; T 949, 1099, 1265

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> R36-37 <i>Interdisciplinary Activity</i> 371, 849 <i>Internet Connection</i> 161, 739</p> <p><b>Teacher Wraparound Edition:</b> DI 1235; SP 98, 330, 368, 384, 392, 860, 1092; SS 949; 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> R37 <i>Speaking, Listening, and Viewing Workshop</i> 1098</p> <p><b>Teacher Wraparound Edition:</b> SP 98, 344, 368, 942, 1092; SS 949; T 1099</p>
<p>4. Evaluate and systematically organize important information, and select appropriate sources to support central ideas, concepts and themes.</p>	<p><b>Student Edition:</b> R38-41, R54-57 1095 <i>Writing and Extending</i> 179</p> <p><b>Teacher Wraparound Edition:</b> DI 293, 1091; LO 1228, 1230; SP 286, 328, 330, 340, 344, 368, 384, 392, 828</p>
<p>5. Integrate quotations and citations into written text to maintain a flow of ideas.</p>	<p><b>Student Edition:</b> R38-41 1095 <i>Revising Check</i> 63, 352</p> <p><b>Teacher Wraparound Edition:</b> SP 340, 368, 692, 1248; WS 504</p>
<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> R39-41</p> <p><b>Teacher Wraparound Edition:</b> SP 330, 368, 692, 1248; WS 504</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> <i>Interdisciplinary Activity</i> 30 <i>Speaking, Listening, and Viewing Workshop</i> 299, 509, 695, 949, 1099, 1265</p> <p><b>Teacher Wraparound Edition:</b> DI 235, 689, 829, 1243; SP 204, 330, 344, 392; RRW 103</p>

STANDARDS	PAGE REFERENCES
<b>Communication: Oral and Visual</b>	
<i>Listening and Viewing</i>	
<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> 299, 509, 1265 <i>Interdisciplinary Activity</i> 616 <i>Listening and Speaking</i> 592, 601, 866 <i>Speaking, Listening, and Viewing Workshop</i> 948-949, 1098-1099, 1264-1265</p> <p><b>Teacher Wraparound Edition:</b> L 646, 647; SP 8, 326, 516, 584, 628; T 1265</p>
<p>2. Interpret types of arguments used by the speaker such as authority and appeals to audience.</p>	<p><b>Student Edition:</b> <i>Speaking, Listening, and Viewing Workshop</i> 948-949, 1098-1099, 1264-1265</p> <p><b>Teacher Wraparound Edition:</b> ELC 949; SP 26, 368, 1130; T 949, 1099, 1265</p>
<p>3. Evaluate 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> <i>Speaking, Listening, and Viewing Workshop</i> 948-949, 1098-1099, 1264-1265</p> <p><b>Teacher Wraparound Edition:</b> SP 368, 448; T 948, 949, 1099, 1265</p>
<p>4. Identify how language choice and delivery styles (e.g., repetition, appeal to emotion, eye contact) contribute to meaning.</p>	<p><b>Student Edition:</b> <i>Listening and Speaking</i> 866 <i>Speaking, Listening, and Viewing Workshop</i> 948-949</p> <p><b>Teacher Wraparound Edition:</b> ELC 949; SP 26, 368, 948, 1130; T 949, 1099, 1265</p>
<i>Speaking Skills and Strategies</i>	
<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>Speaking, Listening, and Viewing Workshop</i> 298-299, 508-509, 694-695, 948-949, 1098-1099, 1264-1265</p> <p><b>Teacher Wraparound Edition:</b> DI 415; ELC 299; SP 458, 842, 948, 1098</p>

STANDARDS	PAGE REFERENCES
<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>Listening and Speaking</i> 866  <i>Speaking, Listening, and Viewing Workshop</i>            298-299, 508-509, 694-695, 948-949, 1098-1099, 1264-1265</p> <p><b>Teacher Wraparound Edition:</b>            BR 943; DI 415, 1101; ELC 299; SP 458, 508, 842, 860, 1098; T 298</p>
<p>7. Vary language choices as appropriate to the context of the speech.</p>	<p><b>Student Edition:</b>  <i>Speaking, Listening, and Viewing Workshop</i>            298-299, 508-509, 694-695, 948-949, 1098-1099, 1264-1265</p> <p><b>Teacher Wraparound Edition:</b>            DI 299, 415, 1101; SP 448, 458, 508, 842, 948, 1098; T 298, 948, 949</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>  <i>Listening and Speaking</i> 866  <i>Speaking, Listening, and Viewing Workshop</i>            298-299, 508-509, 1098-1099, 1264-1265</p> <p><b>Teacher Wraparound Edition:</b>            BR 943; SP 448, 458, 694, 948, 1098; T 948, 949</p>
<p>9. Deliver formal and informal descriptive presentations that convey relevant information and descriptive details.</p>	<p><b>Student Edition:</b>  <i>Speaking, Listening, and Viewing Workshop</i>            508-509, 694-695, 1098-1099, 1264-1265</p> <p><b>Teacher Wraparound Edition:</b>            DI 695; SP 1098; T 1265</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; and</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>  <i>Speaking, Listening, and Viewing Workshop</i>            948-949  <i>Writing Workshop</i> 940-947  <b>Teacher Wraparound Edition:</b>            BRF 943; SP 26, 448, 458, 948, 1130; T 948, 949</p>