



# Literature

The Reader's Choice  
American Literature  
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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

### Contextual Understanding

1. Recognize and identify how authors clarify meanings of words through context and use definition, restatement, example, comparison, contrast and cause and effect to advance word study.

Students may analyze authors' techniques and explore the meanings of words during activities found on pages:

#### Student Edition:

R20

*Reading Preview* 338, 928

*Vocabulary Workshop* 264

#### Teacher Wraparound Edition:

ELC 17, 171, 189, 1009; SP 14, 292, 322, 470, 628, 646, 838; T 15

STANDARDS	PAGE REFERENCES
<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 evaluate the effectiveness of analogous relationships.</p>	<p><b>Student Edition:</b>  R1, R20  <i>Before You Read</i> 490  <i>Grammar and Style</i> 278  <i>Literary Analysis</i> 185, 492  <i>Reading and Vocabulary</i> 93, 1206  <i>Reading Preview</i> 89, 1203  <i>Vocabulary Workshop</i> 94, 544  <b>Teacher Wraparound Edition:</b>  ELC 255; F 94; SP 270, 284, 544; T 544</p>
<p>3. Examine and explain the influence of the English language on world literature, communications and popular culture.</p>	<p>Students may explore the English language and its influence during activities found on pages:  <b>Student Edition:</b>  <i>Cultural Links</i> 18, 176, 328, 479, 648  <i>Grammar and Style</i> 1107  <b>Teacher Wraparound Edition:</b>  CH 6, 844; DI 785, 1141; LH 154, 164, 172, 841; SP 10; T 457, 844</p>
<b>Structural Understanding</b>	
<p>4. 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>  R20  <i>Reading and Vocabulary</i> 493, 760, 804, 989, 1011, 1250  <i>Reading Preview</i> 483, 928  <i>Vocabulary Workshop</i> 121, 875, 973, 1309  <b>Teacher Wraparound Edition:</b>  DI 191; ELC 973, 1237; SP 948; T 274</p>
<b>Tools and Resources</b>	
<p>5. 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>Reading and Vocabulary</i> 344, 804, 989, 1011, 1250  <i>Vocabulary Workshop</i> 121  <b>Teacher Wraparound Edition:</b>  DI 285; ELC 245, 255, 585, 929, 1009; F 875; SP 476, 948; T 494, 973</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 predictions, comparing and contrasting, recalling and summarizing and making inferences and drawing conclusions.</p>	<p><b>Student Edition:</b>  <i>Before You Read</i> 183  <i>Reading and Vocabulary</i> 103, 435  <i>Reading Preview</i> 67, 113, 123, 500, 535, 653  <b>Teacher Wraparound Edition:</b>  DI 447, 457, 547; SP 132, 144, 212, 538, 574, 588</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> 73, 133, 182, 344, 542, 590  <i>Responding and Thinking Critically</i> 145, 295, 392  <b>Teacher Wraparound Edition:</b>  DI 393, 419, 649; SP 260, 548; T 340</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>  R20-R21  <i>Reading and Vocabulary</i> 291, 566  <i>Reading Preview</i> 281, 633, 653  <b>Teacher Wraparound Edition:</b>  BRF 343, 391, 581; DI 581; ELC 569, 589; SP 196, 654, 1124; T 284, 287, 288</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>Students may create criteria for choosing reading materials for activities found on pages:  <b>Student Edition:</b>  R20  <i>For Independent Reading</i> 306-307, 456-457, 626-627, 844-845, 1120-1121, 1344-1345  <b>Teacher Wraparound Edition:</b>  ELC 457; LH 626; RRW 1345; SP 348, 626, 844; T 307; TT 313G</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>For Independent Reading</i> 306-307, 456-457, 626-627, 844-845, 1120-1121, 1344-1345</p> <p><b>Teacher Wraparound Edition:</b>            DI 317; ELC 457; RRW 1345; SP 306, 348, 626, 844; T 307, 626; TT 313G</p>
<p><b>Reading Applications: Informational, Technical and Persuasive Text</b></p>	
<p>1. Analyze the rhetorical devices used in public documents, including newspaper editorials and speeches.</p>	<p><b>Student Edition:</b>  <i>Literary Analysis</i> 103, 111, 387  <i>Literary History</i> 104-105  <i>Literature Preview</i> 107  <i>Reading and Vocabulary</i> 1201  <i>Reading Preview</i> 107, 1197  <i>Vocabulary Workshop</i> 1158  <i>Writing Workshop</i> 146-153, 1334-1341</p> <p><b>Teacher Wraparound Edition:</b>            SP 104; T 104, 109, 110</p>
<p>2. Analyze and critique organizational patterns and techniques including repetition of ideas, appeals to authority, reason and emotion, syntax and word choice that authors use to accomplish their purpose and reach their intended audience.</p>	<p><b>Student Edition:</b>            R20-R25  <i>Literary Analysis</i> 389  <i>Literary History</i> 104-105  <i>Reading Preview</i> 528  <i>Time</i> 118-120, 189-192, 350-353, 494-498, 805-808, 1144-1146  <i>Writing Workshop</i> 146-153, 444-453, 1334-1341</p> <p><b>Teacher Wraparound Edition:</b>            ELC 109; SP 110</p>
<p>3. Analyze the content from several sources on a single issue, clarifying ideas and connecting them to other sources and related topics.</p>	<p><b>Student Edition:</b>            R36-R37  <i>Internet Connection</i> 440, 939  <i>Learning for Life</i> 813  <i>Writing and Extending</i> 1012  <i>Writing Workshop</i> 451</p> <p><b>Teacher Wraparound Edition:</b>            DI 1095, 1321; ELC 1295; SP 456, 726; T 152, 451, 1119; TT 851G</p>

STANDARDS	PAGE REFERENCES
<p>4. Distinguish between valid and invalid inferences and provide evidence to support the findings, noting instances of unsupported inferences, fallacious reasoning, propaganda techniques, bias and stereotyping.</p>	<p><b>Student Edition:</b>  R25  <i>Reading and Vocabulary</i> 59, 571  <i>Reading Preview</i> 55, 568, 1067  <b>Teacher Wraparound Edition:</b>  DI 273; SP 104, 880, 1028, 1070; T 271, 272, 1068, 1071, 1072, 1074, 1075, 1076</p>
<p>5. Examine an author’s implicit and explicit philosophical assumptions and beliefs about a subject.</p>	<p><b>Student Edition:</b>  <i>Before You Read</i> 44  <i>Reading and Vocabulary</i> 87, 740, 1011  <i>Reading Preview</i> 1000  <i>Writing and Extending</i> 821  <i>You’re the Critic</i> 383  <b>Teacher Wraparound Edition:</b>  DI 1015; SP 692; T 691, 738, 1002, 1004, 1005, 1008, 1009</p>
<p>6. Evaluate the effectiveness and validity of arguments in public documents and their appeal to various audiences.</p>	<p><b>Student Edition:</b>  <i>Internet Connection</i> 440  <i>Writing and Extending</i> 1012  <i>Writing Workshop</i> 444-453  <b>Teacher Wraparound Edition:</b>  DI 1055; ELC 1069; RRW 115, 1037, 1065, 1077, 1083, 1093, 1137; SP 108, 110, 949, 994, 1180</p>
<p>7. Analyze the structure and features of functional and workplace documents, including format, sequence and headers, and how authors use these features to achieve their purposes and to make information accessible and usable.</p>	<p>Students may analyze documents during activities found on pages:  <b>Student Edition:</b>  R20-R25, R36-R41, R42-R45  <i>Test Preparation and Practice</i> 1124  <i>Writing Workshop</i> 146-151, 444-451, 1334-1339  <b>Teacher Wraparound Edition:</b>  ELC 151; RRW 473, 915, 947, 1073, 1231; SP 1124; WT 1341</p>
<p>8. Critique functional and workplace documents (e.g., instructions, technical manuals, travel schedules and business memoranda) for sequencing of information and procedures, anticipation of possible reader misunderstandings and visual appeal.</p>	<p>Students may critique documents during activities found on pages:  <b>Student Edition:</b>  R20-R25, R29, R36-R41, R42-R45  <i>Test Preparation and Practice</i> 1124  <i>Writing Workshop</i> 146-151, 444-451, 1334-1339  <b>Teacher Wraparound Edition:</b>  ELC 151; RRW 473, 947, 1073, 1231; SP 1124; WT 1341</p>

STANDARDS	PAGE REFERENCES
<b>Reading Applications: Literary Text</b>	
<p>1. Compare and contrast motivations and reactions of literary characters confronting similar conflicts (e.g., individual vs. nature, freedom vs. responsibility, individual vs. society), using specific examples of characters' thoughts, words and actions.</p>	<p><b>Student Edition:</b>  <i>Comparing Literature</i> 1171-1181  <i>Literary Analysis</i> 820  <i>Literature Preview</i> 814  <i>Reading Preview</i> 1023, 1067  <i>Writing and Extending</i> 526</p> <p><b>Teacher Wraparound Edition:</b>  DI 1029; SP 1045, 1054, 1072, 1080; T 1025, 1026, 1029, 1030, 1039, 1042, 1043, 1065</p>
<p>2. Analyze the historical, social and cultural context of setting.</p>	<p><b>Student Edition:</b>  <i>Comparing Literature</i> 981-987  <i>Historical, Social, and Cultural Forces</i> 10-18, 168-176, 320-328, 470-478, 640-648, 858-866, 1134-1142  <i>Literary History</i> 226-227, 1020-1021  <i>Literature Preview</i> 107, 528  <i>Reading Preview</i> 48, 75</p> <p><b>Teacher Wraparound Edition:</b>  ELC 77, 983, 1021</p>
<p>3. Explain how voice and narrator affect the characterization, plot and credibility.</p>	<p><b>Student Edition:</b>  <i>After You Read</i> 383 #3  <i>Literary Analysis</i> 127, 414, 525, 988  <i>Literature Preview</i> 374, 406, 980  <i>Reading and Vocabulary</i> 101  <i>Reading Preview</i> 97</p> <p><b>Teacher Wraparound Edition:</b>  T 98, 100, 409, 411, 412, 982-984, 986</p>
<p>4. Evaluate the author's use of point of view in a literary text.</p>	<p><b>Student Edition:</b>  <i>Before You Read</i> 44  <i>Literary Analysis</i> 262, 384, 525, 1011  <i>Literature Preview</i> 374, 519</p> <p><b>Teacher Wraparound Edition:</b>  SP 520; T 375, 376, 379, 380, 382, 521, 523, 524</p>

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<p>5. Analyze variations of universal themes in literary texts.</p>	<p><b>Student Edition:</b>  <i>After You Read</i> 759  <i>Comparing Literature</i> 33-46, 210-224, 336-347, 545-561, 677-688, 978-998, 1171-1181  <i>Literary Analysis</i> 182, 542, 681, 773  <i>Reading and Vocabulary</i> 277  <i>Writing and Extending</i> 87, 186, 440, 543  <b>Teacher Wraparound Edition:</b>  T 1180</p>
<p>6. Recognize characteristics of subgenres, including satire, parody and allegory, and explain how choice of genre affects the expression of a theme or topic.</p>	<p><b>Student Edition:</b>  267-276  R1  <i>Literary Analysis</i> 26, 80, 681, 1244  <i>Literary History</i> 226-227, 348-349, 480-481, 650-651  <i>Literature Preview</i> 1234  <i>Reading and Vocabulary</i> 1245  <i>Reading Preview</i> 1234  <b>Teacher Wraparound Edition:</b>  DI 995; T 1236, 1239</p>
<p>7. Analyze the characteristics of various literary periods and how the issues influenced the writers of those periods.</p>	<p><b>Student Edition:</b>  <i>Before You Read</i> 1312-1313  <i>Comparing Literature</i> 210-224, 1171-1181  <i>Literary Analysis</i> 52  <i>Literary History</i> 20-21, 104-105, 200-201, 226-227, 348-349, 480-481, 532-533, 650-651, 730-731, 1020-1021, 1108-1109, 1310-1311  <i>Reading Preview</i> 48</p>
<p>8. Evaluate ways authors develop point of view and style to achieve specific rhetorical and aesthetic purposes (e.g., through use of figurative language irony, tone, diction, imagery, symbolism and sounds of language), citing specific examples from text to support analysis.</p>	<p><b>Student Edition:</b>  <i>Before You Read</i> 44  <i>Literary Analysis</i> 262, 384, 1186, 1284  <i>Literary History</i> 650-651  <i>Literature Preview</i> 374, 528, 1183  <i>Reading Preview</i> 243, 673  <b>Teacher Wraparound Edition:</b>  ELC 255, 1185; SP 382; T 51, 1003</p>

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<b>Writing Processes</b>	
<b>Prewriting</b>	
1. Generate writing ideas through discussions with others and from printed material, and keep a list of writing ideas.	<b>Student Edition:</b> R30, R33, R36 <i>Writing and Extending</i> 1187 <i>Writing Workshop</i> 149, 299, 445-446, 1113, 1337-1338 <b>Teacher Wraparound Edition:</b> DI 299, 1113; T 149, 299, 445, 1113
2. Determine the usefulness of and apply appropriate pre-writing tasks (e.g., background reading, interviews or surveys).	<b>Student Edition:</b> <i>Literary Analysis</i> 829 <i>Writing and Extending</i> 1187 <i>Writing Workshop</i> 149, 299, 445-446, 618-619, 837, 1113, 1337-1338 <b>Teacher Wraparound Edition:</b> DI 299, 445, 1113; T 149, 299, 617, 837
3. Establish and develop a clear thesis statement for informational writing or a clear plan or outline for narrative writing.	<b>Student Edition:</b> <i>Writing and Extending</i> 87 <i>Writing Workshop</i> 149, 446, 618, 837, 1113, 1338 <b>Teacher Wraparound Edition:</b> DI 619; SP 298, 446, 618; T 446, 618, 1113, 1338
4. Determine a purpose and audience and plan strategies (e.g., adapting formality of style, including explanations or definitions as appropriate to audience needs) to address purpose and audience.	<b>Student Edition:</b> R30, R33, R35, R36, R42-R45 <i>Writing Workshop</i> 147-153, 297-303, 444-453, 615, 1113, 1338 <b>Teacher Wraparound Edition:</b> DI 621; SP 1338; T 1113, 1337
5. Use organizational strategies (e.g., notes and outlines) to plan writing.	<b>Student Edition:</b> <i>Writing Workshop</i> 149, 446, 618, 837, 1113, 1338 <b>Teacher Wraparound Edition:</b> DI 447, 619; ELC 313, 447; SP 298; T 446, 618, 1113, 1338
<b>Drafting, Revising and Editing</b>	
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.	<b>Student Edition:</b> <i>Essay</i> 161, 313, 463, 633, 851, 1127, 1351 <i>Writing Workshop</i> 146-153, 297-303, 444-453, 614-623, 834-841, 1110-1117, 1334-1341 <b>Teacher Wraparound Edition:</b> DI 633

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<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-R51  <i>Grammar and Style</i> 592, 1267  <i>Grammar Workshop</i> 279, 926, 1170  <i>Writing Workshop</i> 153, 300-303  <b>Teacher Wraparound Edition:</b>  DI 371; ELC 251, 1007; SP 248, 362, 396, 452, 926, 1170; T 298</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-R35, R38  <i>Grammar Workshop</i> 367  <i>Writing and Extending</i> 87, 128, 543  <i>Writing Workshop</i> 146-153, 297-303, 444-453, 614-623, 834-841, 1110-1117, 1334-1341  <b>Teacher Wraparound Edition:</b>  F 367; SP 150</p>
<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>Writing Workshop</i> 840, 1116, 1340  <b>Teacher Wraparound Edition:</b>  DI 297, 835; ELC 449, 623, 1115; SP 300, 620, 840, 1114, 1338; T 836, 1112, 1337</p>
<p>10. Use available technology to compose text.</p>	<p>Students may use technology to complete writing tasks found on pages:  <b>Student Edition:</b>  <i>Connect to Today</i> 176, 478, 648, 866  <i>Writing and Extending</i> 1215  <i>Writing Workshop</i> 146-153, 297-303, 444-453, 614-623, 834-841, 1110-1117, 1334-1341  <b>Teacher Wraparound Edition:</b>  DI 149, 453, 1117; WT 1341</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>Writing Workshop</i> 146-153, 297-303, 444-453, 614-623, 834-841, 1110-1117, 1334-1341  <b>Teacher Wraparound Edition:</b>  SP 152, 154, 1116; T 152, 447, 617, 618, 1116</p>
<p>12. Add and delete examples and details to better elaborate on a stated central idea, to develop more precise analysis or persuasive argument or to enhance plot, setting and character in narrative texts.</p>	<p><b>Student Edition:</b>  <i>Writing Workshop</i> 146-153, 297-303, 444-453, 614-623, 834-841, 1110-1117, 1334-1341  <b>Teacher Wraparound Edition:</b>  SP 618; T 302, 620, 622, 840, 1111, 1340; WT 303, 452</p>

STANDARDS	PAGE REFERENCES
13. Rearrange words, sentences and paragraphs, and add transitional words and phrases to clarify meaning and achieve specific aesthetic and rhetorical purposes.	<p><b>Student Edition:</b>  <i>Writing Workshop</i> 146-153, 297-303, 444-453, 614-623, 834-841, 1110-1117, 1334-1341</p> <p><b>Teacher Wraparound Edition:</b>  DI 449; SP 150, 400, 452, 1114, 1116; T 448, 1114, 1116</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><b>Student Edition:</b>  R33, R46-R60  <i>Grammar and Style</i> 241  <i>Vocabulary Workshop</i> 121, 348, 544, 671</p> <p><b>Teacher Wraparound Edition:</b>  ELC 151, 623; LH 841; SP 148, 304, 620; T 623; WT 622</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><b>Student Edition:</b>  R31-R34, R53-R57, R58-R60  <i>Grammar and Style</i> 1267  <i>Grammar Workshop</i> 141, 1170  <i>Writing and Extending</i> 87, 385, 415, 526, 740, 1169  <i>Writing Workshop</i> 153, 303, 453, 623, 841, 1117</p>
16. Apply tools (e.g., rubric, checklist and feedback) to judge the quality of writing.	<p><b>Student Edition:</b>  R33, R35  <i>Writing Workshop</i> 146, 152, 296, 302, 444, 452, 614, 622, 834, 840, 1110, 1116, 1334, 1340</p> <p><b>Teacher Wraparound Edition:</b>  DI 303; ELC 1117, 1340</p>
<b>Publishing</b>	
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><b>Student Edition:</b>  R32, R42-R45  <i>Writing Workshop</i> 152-153, 302-303, 452-453, 622-623, 840-841, 1116-1117, 1340-1341</p> <p><b>Teacher Wraparound Edition:</b>  CH 1335; DI 303, 453, 621, 1117; WT 1341</p>

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<b>Writing Applications</b>	
<p>1. Write reflective compositions that:</p> <ol style="list-style-type: none"> <li>use personal experiences as a basis for reflection on some aspect of life;</li> <li>draw abstract comparisons between specific incidents and abstract concepts;</li> <li>maintain a balance between describing incidents and relating them to more general, abstract ideas that illustrate personal beliefs; and</li> <li>move from specific examples to generalizations about life.</li> </ol>	<p><b>Student Edition:</b>  <i>Connect to Today</i> 176, 328, 478  <i>Essay</i> 313, 633, 1127  <i>Literary Analysis</i> 199, 217  <i>Writing Workshop</i> 297-303, 1110-1117  <b>Teacher Wraparound Edition:</b>  DI 633; ELC 297, 299, 313; SP 738, 1120</p>
<p>2. Write responses to literature that:</p> <ol style="list-style-type: none"> <li>advance a judgment that is interpretative, analytical, evaluative or reflective;</li> <li>support key ideas and viewpoints with accurate and detailed references to the text or to other works and authors;</li> <li>analyze the author's use of stylistic devices and express an appreciation of the effects the devices create;</li> <li>identify and assess the impact of possible ambiguities, nuances and complexities within text;</li> <li>anticipate and answer a reader's questions, counterclaims or divergent interpretations; and</li> <li>provide a sense of closure to the writing.</li> </ol>	<p><b>Student Edition:</b>  <i>Comparing Literature</i> 347  <i>Literary Analysis</i> 503  <i>Writing and Extending</i> 385, 526, 543, 956  <i>Writing Workshop</i> 614-623, 834-841  <b>Teacher Wraparound Edition:</b>  DI 237, 599, 617, 987; SP 87, 984, 1020</p>
<p>3. Write functional documents (e.g., requests for information, resumes, letters of complaint, memos and proposals) that:</p> <ol style="list-style-type: none"> <li>report, organize and convey information accurately.</li> <li>use formatting techniques that make a document user-friendly.</li> <li>anticipate readers' problems, mistakes and misunderstandings.</li> </ol>	<p><b>Student Edition:</b>  R30-R35, R35-R41, R42-R45  <i>Literary Analysis</i> 217, 789  <i>Real World Connection</i> 1111  <i>The Right Tone</i> 445  <i>Writing and Extending</i> 516  <i>Writing Workshop</i> 1334-1341  <b>Teacher Wraparound Edition:</b>  CH 1335; DI 1335; RRW 947; SP 754, 1006; WT 1341</p>

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<p>4. Write informational essays or reports, including research, that:</p> <ul style="list-style-type: none"> <li>a. develop a controlling idea that conveys a perspective on the subject;</li> <li>b. create an organizing structure appropriate to purpose, audience and context;</li> <li>c. include information on all relevant perspectives, considering the validity and reliability of primary and secondary sources;</li> <li>d. make distinctions about the relative value and significance of specific data, facts and ideas;</li> <li>e. anticipate and address a reader's potential biases, misunderstandings and expectations; and</li> <li>f. provide a sense of closure to the writing.</li> </ul>	<p>Students may write essays or reports during activities found on pages:</p> <p><b>Student Edition:</b>  R36-R41  <i>Essay</i> 463, 1351  <i>Writing and Extending</i> 516  <i>Writing Workshop</i> 444-453, 614-623, 834-841</p> <p><b>Teacher Wraparound Edition:</b>  DI 237, 471, 643, 983, 1049, 1095; SP 219, 1048</p>
<p>5. Write persuasive compositions that:</p> <ul style="list-style-type: none"> <li>a. articulate a clear position;</li> <li>b. support assertions using rhetorical devices, including appeals to emotion or logic and personal anecdotes; and</li> <li>c. develop arguments using a variety of methods (e.g., examples, beliefs, expert opinion, cause-effect reasoning).</li> </ul>	<p><b>Student Edition:</b>  R35  <i>Connect to Today</i> 18  <i>Essay</i> 161  <i>Literary Analysis</i> 199, 372  <i>Writing and Extending</i> 128, 186, 543  <i>Writing Workshop</i> 146-153</p> <p><b>Teacher Wraparound Edition:</b>  DI 137, 147, 161, 207, 223; SP 148</p>
<p>6. Produce informal writings (e.g., journals, notes and poems) for various purposes.</p>	<p><b>Student Edition:</b>  <i>Comparing Cultures</i> 46  <i>Literary Analysis</i> 103, 140, 209, 344, 372, 405  <i>Reading Preview</i> 67  <i>Writing and Extending</i> 87, 278, 784</p> <p><b>Teacher Wraparound Edition:</b>  DI 247, 259, 987; ELC 701; SP 796</p>

STANDARDS	PAGE REFERENCES
<b>Writing Conventions</b>	
<b>Spelling</b>	
1. Use correct spelling conventions.	<b>Student Edition:</b> R34, R58-R60 <i>Essay</i> 161, 313, 633, 851, 1127 <i>Writing and Extending</i> 241 <i>Writing Workshop</i> 153, 303, 453, 623, 841, 1117 <b>Teacher Wraparound Edition:</b> T 1117
<b>Punctuation and Capitalization</b>	
2. Use correct capitalization and punctuation.	<b>Student Edition:</b> R32, R34, R53-R57 <i>Essay</i> 161, 313, 633, 851, 1127 <i>Writing Workshop</i> 153, 303, 453, 623, 841, 1117 <b>Teacher Wraparound Edition:</b> DI 633; ELC 841; SP 1064
<b>Grammar and Usage</b>	
3. Use correct grammar (e.g., verb tenses, parallel structure, indefinite and relative pronouns).	<b>Student Edition:</b> R34 <i>Grammar Workshop</i> 81, 141, 279, 367, 517, 741, 926, 1170, 1246 <i>Writing and Extending</i> 186 <i>Writing Workshop</i> 146-153, 297-303, 444-453, 614-623, 834-841, 1110-1117, 1334-1341 <b>Teacher Wraparound Edition:</b> SP 312, 1156; T 1117
<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.	Students may compose questions for activities found on pages: <b>Student Edition:</b> <i>Connect to Today</i> 648 <i>Literary Analysis</i> 829, 972 <i>Writing and Extending</i> 1012, 1187, 1245 <i>Writing Workshop</i> 445 <b>Teacher Wraparound Edition:</b> DI 983, 1135; SP 348, 762, 882, 1048; T 445, 446

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-R41 <i>Internet Connection</i> 73, 263, 939 <i>Writing Workshop</i> 444-453</p> <p><b>Teacher Wraparound Edition:</b> DI 445, 807; ELC 1295; RRW 621; SP 306, 348, 456, 984; T 451, 1119</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>Internet Connection</i> 440 <i>Learning for Life</i> 813 <i>Primary Source Quotation</i> 1010 <i>Reading and Vocabulary</i> 59, 972 <i>Reading Preview</i> 55, 969, 1047 <i>Writing Workshop</i> 444-453, 1338-1340</p> <p><b>Teacher Wraparound Edition:</b> CH 1335; SP 1336; T 152, 451, 1119</p>
<p>4. Analyze the complexities and discrepancies in information and systematically organize relevant information to support central ideas, concepts and themes.</p>	<p><b>Student Edition:</b> <i>Grammar and Style</i> 1012 <i>Reading Preview</i> 179 <i>Writing Workshop</i> 444-453</p> <p><b>Teacher Wraparound Edition:</b> DI 7, 165, 317, 471, 643; RRW 321, 325; SP 8, 316, 328, 466, 638</p>
<p>5. Integrate quotations and citations into written text to maintain a flow of ideas.</p>	<p><b>Student Edition:</b> R38-R41 <i>Writing Workshop</i> 444-453, 614-623, 841</p> <p><b>Teacher Wraparound Edition:</b> BRF 453; DI 451, 763; ELC 841; SP 294, 418, 448; T 448, 449, 453, 616</p>
<p>6. Use style guides to produce oral and written reports that give proper credit for sources, and include appropriate in-text documentation, notes and an acceptable format for source acknowledgement.</p>	<p>Students may use style guides to document sources for activities found on pages:</p> <p><b>Student Edition:</b> R39-R41 <i>Comparing Literature</i> 688 <i>Connect to Today</i> 18, 176, 328, 648, 866, 1142 <i>Writing Workshop</i> 444-453, 838-842</p> <p><b>Teacher Wraparound Edition:</b> DI 451; SP 294, 418; T 453, 841</p>

STANDARDS	PAGE REFERENCES
<p>7. Use a variety of communication techniques (e.g., 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>Listening, Speaking, and Viewing Workshop</i> 154-155, 454-455, 624-625, 842-843, 1118-1119, 1342-1343  <i>Writing Workshop</i> 146-153, 444-453, 614-623, 834-841, 1334-1341</p> <p><b>Teacher Wraparound Edition:</b>  DI 455, 1135; SP 882, 970</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>Connect to Today</i> 18  <i>Listening, Speaking, and Viewing Workshop</i> 625, 1342-1343  <i>Literary Analysis</i> 972  <i>Writing and Extending</i> 1012, 1019</p> <p><b>Teacher Wraparound Edition:</b>  CH 625; DI 971, 1343; ELC 153; T 305, 455, 625, 843, 1119</p>
<p>2. Analyze types of arguments used by a speaker, such as causation, analogy and logic.</p>	<p><b>Student Edition:</b>  <i>Literary Analysis</i> 972  <i>Literature Preview</i> 210  <i>Reading and Vocabulary</i> 972  <i>Reading Preview</i> 113, 355  <i>Speaking, Listening, and Viewing Workshop</i> 154-155, 1342-1343  <i>Vocabulary Workshop</i> 94  <i>Writing and Extending</i> 1012, 1019  <i>Writing Workshop</i> 146-153</p> <p><b>Teacher Wraparound Edition:</b>  SP 1342; T 148, 151, 1342</p>

STANDARDS	PAGE REFERENCES
<p>3. Critique the clarity, effectiveness and overall coherence of a speaker’s key points.</p>	<p>Students may critique speeches during activities found on pages:  <b>Student Edition:</b>  <i>Comparing Literature</i> 46, 688  <i>Connect to Today</i> 18  <i>Literary Analysis</i> 972  <i>Speaking, Listening, and Viewing Workshop</i> 154-155, 304-305, 454-455, 624-625, 842-843, 1118-1119, 1342-1343  <i>Writing and Extending</i> 186, 1012, 1019  <i>You’re the Critic</i> 239  <b>Teacher Wraparound Edition:</b>            SP 844; T 153, 305</p>
<p>4. Evaluate how language choice, diction, syntax and delivery style (e.g., repetition, appeal to emotion, eye contact) affect the mood and tone and impact the audience.</p>	<p>Students may evaluate speeches during activities found on pages:  <b>Student Edition:</b>  <i>Speaking, Listening, and Viewing Workshop</i> 154-155, 304-305, 454-455, 624-625, 842-843, 1118-1119, 1342-1343  <b>Teacher Wraparound Edition:</b>            ELC 153; SP 154, 412; T 154, 155, 305, 454, 625, 1343</p>
<p><b><i>Speaking Skills and Strategies</i></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>Listening, Speaking, and Viewing Workshop</i> 154-155, 304-305, 454-455, 624-625, 842-843, 1118-1119, 1342-1343  <b>Teacher Wraparound Edition:</b>            DI 625; ELC 149; SP 304, 328, 624; T 454, 842, 1118</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>Listening, Speaking, and Viewing Workshop</i> 154-155, 304-305, 454-455, 624-625, 842-843, 1118-1119, 1342-1343  <b>Teacher Wraparound Edition:</b>            SP 152, 153, 560; T 153, 305, 454, 624, 625, 1343</p>

STANDARDS	PAGE REFERENCES
<p>7. Vary language choices as appropriate to the context of the speech.</p>	<p><b>Student Edition:</b>  <i>Comparing Literature</i> 46  <i>Connect to Today</i> 18, 328, 866  <i>Listening, Speaking, and Viewing Workshop</i> 154-155, 304-305, 454-455, 624-625, 842-843, 1118-1119, 1342-1343  <i>Writing Workshop</i> 146-153  <b>Teacher Wraparound Edition:</b>  DI 147, 151; SP 148, 328</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>present a clear and distinctive perspective on the subject;</li> <li>present events or ideas in a logical sequence;</li> <li>support the controlling idea 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 and cite multiple sources including both primary and secondary sources and consider the validity and reliability of sources.</li> </ol>	<p><b>Student Edition:</b>  <i>Comparing Literature</i> 224, 998, 1181  <i>Connect to Today</i> 176, 478, 648, 866, 1142  <i>Listening, Speaking, and Viewing Workshop</i> 154-155, 304-305, 454-455, 624-625, 842-843, 1118-1119, 1342-1343  <b>Teacher Wraparound Edition:</b>  DI 455; T 455</p>
<p>9. Deliver formal and informal descriptive presentations that convey relevant information and descriptive details.</p>	<p><b>Student Edition:</b>  <i>Comparing Literature</i> 998, 1181  <i>Connect to Today</i> 176, 328, 478, 648, 866, 1142  <i>Listening, Speaking, and Viewing Workshop</i> 304-305, 454-455, 624-625, 842-843, 1118-1119  <b>Teacher Wraparound Edition:</b>  DI 455; SP 236</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, reason, pathos and logic;</li> <li>d. consistently 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>Literary Analysis</i> 972  <i>Speaking, Listening, and Viewing Workshop</i> 154-155, 624-625, 1342-1343  <i>Writing and Extending</i> 128, 1012, 1019  <i>Writing Workshop</i> 146-153</p> <p><b>Teacher Wraparound Edition:</b>  DI 151, 153; SP 148, 150, 152, 1342; T 1343</p>