



Literature

The Reader's Choice
British Literature

© 2007

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. 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.

Student Edition:

207, 1173, 1312

Academic Vocabulary 1190

Vocabulary Practice 311, 592, 828, 1115

Vocabulary Tip 116, 470, 603

Teacher Wraparound Edition:

BRF 17; ELC 69, 207, 1173; T 207, 1173

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.

Student Edition:

444, 611

Vocabulary Practice 52, 140, 217, 600, 716, 847, 1086, 1190, 1339

Vocabulary Tip 438, 553, 660, 1247

Teacher Wraparound Edition:

T 444

| STANDARDS | PAGE REFERENCES |
|---|--|
| 3. Examine and explain the influence of the English language on world literature, communications and popular culture. | Student Edition: 73, 90-91, 993, 1148 <i>Connect to Today</i> 18 Teacher Wraparound Edition: DI 993 |
| 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). | Student Edition: 73, 735, 993, 1148, R59-R60 <i>Vocabulary Practice</i> 89, 304, 551, 785, 955 Teacher Wraparound Edition: F 735; SP 1148; T 735, 993, 1148 |
| 5. Determine the meanings and pronunciations of unknown words by using dictionaries, thesauruses, glossaries, technology and textual features, such as definitional footnotes or sidebars. | Student Edition: 541 Teacher Wraparound Edition: ELC 541 |
| <p>Reading Process: Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies</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>Comprehension Strategies</p> | |
| 1. Apply reading comprehension strategies, including making predictions, comparing and contrasting, recalling and summarizing and making inferences and drawing conclusions. | Student Edition: <i>After You Read</i> 123 #2, 195 #2, 217 #3 <i>Before You Read</i> 575 <i>Reading Check</i> 17 <i>Reading Preview</i> 255, 438, 553, 1123, 1139 <i>Reading Strategy</i> 1335 <i>Reading and Vocabulary</i> 451, 1147 Teacher Wraparound Edition: DI 87; SP 440; T 1141 |
| 2. Answer literal, inferential, evaluative and synthesizing questions to demonstrate comprehension of grade-appropriate print texts and electronic and visual media. | Student Edition: 68, 887 <i>After You Read</i> 79, 89, 258, 387 <i>Reading Check</i> 245, 509 <i>Responding and Thinking Critically</i> 72, 315, 412 |

| STANDARDS | PAGE REFERENCES |
|---|---|
| Self-Monitoring Strategies | |
| <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>Student Edition: 72 #2, R21-R23 <i>Reading Preview</i> 83, 172, 547, 804 <i>Reading Strategy</i> 85, 177, 550, 736 <i>Reading and Vocabulary</i> 89, 191, 551, 828</p> |
| Independent Reading | |
| <p>4. Use criteria to choose independent reading materials (e.g., personal interest, knowledge of authors and genres or recommendations from others).</p> | <p>Student Edition: 228-229, 492-493, 684-685, 898-899, 1020-1021, 1218-1219, 1374-1375 <i>Glencoe Literature Library</i> 493 Teacher Wraparound Edition: SP 684, 1374</p> |
| <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>Student Edition: 228-229, 492-493, 684-685, 898-899, 1020-1021, 1218-1219, 1374-1375 <i>Glencoe Literature Library</i> 493</p> |
| Reading Applications: Informational, Technical and Persuasive Text | |
| <p>1. Analyze the rhetorical devices used in public documents, including newspaper editorials and speeches.</p> | <p>Student Edition: <i>Grammar and Style</i> 601 <i>Literary Analysis</i> 288, 422, 591, 1190 <i>Literary Element</i> 286, 417, 420, 588, 590 <i>Literature Preview</i> 284, 415, 587 <i>Reading Preview</i> 871 <i>Reading Strategy</i> 872 <i>Reading and Vocabulary</i> 874</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>Student Edition: R24 <i>Connect to Today</i> 18 <i>Grammar and Style</i> 585 <i>Literary Analysis</i> 311, 461, 620 <i>Literary Element</i> 616, 618 <i>Literature Preview</i> 305, 615 <i>Reading Preview</i> 415 <i>Reading Strategy</i> 419, 420, 421 <i>Reading and Vocabulary</i> 423 <i>Writing and Extending</i> 657 Teacher Wraparound Edition: T 65</p> |

| STANDARDS | PAGE REFERENCES |
|--|---|
| 3. Analyze the content from several sources on a single issue, clarifying ideas and connecting them to other sources and related topics. | Student Edition: 454, 463, 621, 643, 875, 887, 938, 947, 1044, 1061, 1257, 1266 |
| 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. | Student Edition: 1173, R24-R25 <i>Reading Preview</i> 352, 603, 661, 1167 <i>Reading Strategy</i> 353, 355, 356, 367, 605, 606, 608, 661, 663, 664, 1169, 1170 <i>Reading and Vocabulary</i> 368, 610, 668, 1172 |
| 5. Examine an author's implicit and explicit philosophical assumptions and beliefs about a subject. | Student Edition: 1173 <i>Objectives</i> 1343 <i>Reading Preview</i> 1193 <i>Reading Strategy</i> 1196, 1342 <i>Reading and Vocabulary</i> 1198 Teacher Wraparound Edition: SP 1194; T 1196 |
| 6. Evaluate the effectiveness and validity of arguments in public documents and their appeal to various audiences. | Student Edition: 1173, R24-R25 <i>Reading Preview</i> 352, 603, 661, 1167 <i>Reading Strategy</i> 353, 355, 356, 367, 605, 606, 608, 661, 663, 664, 1169, 1170 <i>Reading and Vocabulary</i> 368, 610, 668, 1172 |
| 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. | Student Edition: R42-R45 |
| 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. | Student Edition: R42-R45 |

| STANDARDS | PAGE REFERENCES |
|--|--|
| Reading Applications: Literary Text | |
| <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>Student Edition: 54 <i>After You Read</i> 168, 190 #8 <i>Literary Analysis</i> 52, 205, 1198 <i>Literary Element</i> 1194, 1195, 1197 <i>Literature Preview</i> 1193 <i>Reading Preview</i> 1193 <i>Reading Strategy</i> 212, 214, 216 <i>Reading and Vocabulary</i> 217, 976 <i>Responding and Thinking Critically</i> 195 #4, #5, #7 <i>Writing and Extending</i> 1339</p> |
| <p>2. Analyze the historical, social and cultural context of setting.</p> | <p>Student Edition: 20-21, 452-453, 848-849, 1340-1343 <i>Before You Read</i> 55 <i>Literary Analysis</i> 89, 628 <i>Literary Element</i> 85, 86, 626, 627 <i>Literature Preview</i> 83, 623 <i>Reading Strategy</i> 193 <i>Writing and Extending</i> 1076 Teacher Wraparound Edition: ELC 21, 849</p> |
| <p>3. Explain how voice and narrator affect the characterization, plot and credibility.</p> | <p>Student Edition: <i>Grammar and Style</i> 778 <i>Literary Analysis</i> 312, 656, 1282 <i>Literary Element</i> 309, 651, 1071, 1072, 1073, 1074, 1280, 1281 <i>Literature Preview</i> 305, 649, 1069, 1269 <i>Writing and Extending</i> 1137</p> |
| <p>4. Evaluate the author's use of point of view in a literary text.</p> | <p>Student Edition: <i>Literary Analysis</i> 976, 1075, 1353 <i>Literary Element</i> 1348, 1351 <i>Literature Preview</i> 1345 <i>Writing and Extending</i> 1294</p> |
| <p>5. Analyze variations of universal themes in literary texts.</p> | <p>Student Edition: 10-17, 242-249, 506-513, 698-705, 912-919, 1036-1041, 1234-1239 <i>Big Idea</i> 590, 808, 954, 1169</p> |

| STANDARDS | PAGE REFERENCES |
|--|--|
| 6. Recognize characteristics of subgenres, including satire, parody and allegory, and explain how choice of genre affects the expression of a theme or topic. | Student Edition: <i>Literary Analysis</i> 169, 539, 991, 1324 <i>Literary Element</i> 157, 160, 161, 162, 164, 166, 167, 537, 1320, 1321, 1322 <i>Literature Preview</i> 154, 533, 1319 <i>Writing and Extending</i> 778 |
| 7. Compare and contrast varying characteristics of American, British, world and multi-cultural literature. | Student Edition: 54-68, 454-463, 621-643, 875-887, 938-947, 1044-1061, 1257-1266 Teacher Wraparound Edition: A 463; DI 947; SP 58, 880; T 638, 1048, 1260 |
| 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. | Student Edition: <i>Literary Analysis</i> 123, 793, 853, 879, 1121 <i>Literary Element</i> 118, 119, 787, 789, 878, 1119 <i>Literature Preview</i> 851, 876, 1118 <i>Reading Preview</i> 1110 <i>Reading and Vocabulary</i> 1115 |
| Writing Processes | |
| Prewriting | |
| 1. Generate writing ideas through discussions with others and from printed material, and keep a list of writing ideas. | Student Edition: 221, 481, 891, 1013, 1367, R30 Teacher Wraparound Edition: ELC 221, 677; T 221, 487, 677, 1013, 1212, 1367 |
| 2. Determine the usefulness of and apply appropriate pre-writing tasks (e.g., background reading, interviews or surveys). | Student Edition: 677, R30 <i>The following Quickwrite prompts can be adapted to meet this objective:</i> 57, 459, 462, 638, 642, 881, 886, 945, 1058 Teacher Wraparound Edition: ELC 1367; SP 1212; T 1212 |
| 3. Establish and develop a clear thesis statement for informational writing or a clear plan or outline for narrative writing. | Student Edition: 221, 481-482, 677, 891, 1013, 1212, 1367, R30 Teacher Wraparound Edition: T 482, 1013, 1367 |
| 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. | Student Edition: 221, 481-482, 677, 891, 1013, 1212, 1367, R30 Teacher Wraparound Edition: T 677, 1367 |

| STANDARDS | PAGE REFERENCES |
|---|--|
| 5. Use organizational strategies (e.g., notes and outlines) to plan writing. | Student Edition: 221, 481-482, 677, 891, 1013, 1212, 1367, R30 Teacher Wraparound Edition: T 891, 1013, 1367 |
| <i>Drafting, Revising and Editing</i> | |
| 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. | Student Edition: 222, 483-487, 678-679, 892-893, 1014-1015, 1213, 1368-1369 <i>Writing and Extending</i> 264, 313, 437, 531, 540, 585, 734 |
| 7. Use a variety of sentence structures and lengths (e.g., simple, compound and complex sentences; parallel or repetitive sentence structure). | Student Edition: 978, 1088, 1199, R34, R47, R50 <i>Focus Lesson</i> 681, 894, 1215 <i>Grammar and Style</i> 313, 1207 <i>Literary Analysis</i> 1172 <i>Reading Preview</i> 871 <i>Reading and Vocabulary</i> 874 |
| 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. | Student Edition: 222-223, 483-486, 678-679, 892-893, 1014-1015, 1212-1213, 1368-1369, R31 <i>Focus Lesson</i> 488-489 Teacher Wraparound Edition: ELC 489, 679; SP 892 |
| 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. | Student Edition: <i>Descriptive Details</i> 223, 890, 893 <i>Focus Lesson</i> 1214 <i>Grammar and Style</i> 405 <i>Literary Analysis</i> 1282 <i>Supporting Evidence/Details</i> 483 Teacher Wraparound Edition: DI 219; SP 220 |
| 10. Use available technology to compose text. | Student Edition: <i>Writing and Extending</i> 657 <i>Technology can be used with the following writing experiences:</i> 218-225, 480-489, 674-681, 888-895, 1010-1017, 1208-1215, 1364-1371, R34 |
| 11. Reread and analyze clarity of writing, consistency of point of view and effectiveness of organizational structure. | Student Edition: 224, 488, 680, 894, 1010, 1214, 1370, R31, R38 Teacher Wraparound Edition: SP 894; T 488, 680, 1370 |

| STANDARDS | PAGE REFERENCES |
|--|---|
| 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. | Student Edition: 224, 488, 680, 894, 1010, 1214, 1370, R31, R38 |
| 13. Rearrange words, sentences and paragraphs, and add transitional words and phrases to clarify meaning and achieve specific aesthetic and rhetorical purposes. | Student Edition: 224, 488, 680, 894, 1010, 1214, 1370, R31, R38 |
| 14. Use resources and reference materials (e.g., dictionaries and thesauruses) to select effective and precise vocabulary that maintains consistent style, tone and voice. | Student Edition: 541 Teacher Wraparound Edition: ELC 541 |
| 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. | Student Edition: 225, 489, 680, 894, 1017, 1215, 1371, R32 <i>Focus Lesson</i> 1017, 1215 Teacher Wraparound Edition: DI 1017; SP 894, 1016 |
| 16. Apply tools (e.g., rubric, checklist and feedback) to judge the quality of writing. | Student Edition: R32, R46-R60 Teacher Wraparound Edition: T 225, 489, 680, 681, 894, 895, 1016, 1017, 1214, 1370 |
| Publishing | |
| 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. | Student Edition: 225, 489, 680, 895, 1010, 1215, 1371, R32 Teacher Wraparound Edition: DI 681; T 225, 489, 1371 |

| STANDARDS | PAGE REFERENCES |
|---|--|
| Writing Applications | |
| <p>1. Write reflective compositions that:</p> <ol style="list-style-type: none"> use personal experiences as a basis for reflection on some aspect of life; draw abstract comparisons between specific incidents and abstract concepts; maintain a balance between describing incidents and relating them to more general, abstract ideas that illustrate personal beliefs; and move from specific examples to generalizations about life. | <p>Student Edition: 218-225 <i>Essay</i> 235, 905 <i>Literary Analysis</i> 519, 620, 798 <i>Writing and Extending</i> 206, 423, 585, 610, 657, 726, 810</p> |
| <p>2. Write responses to literature that:</p> <ol style="list-style-type: none"> advance a judgment that is interpretative, analytical, evaluative or reflective; support key ideas and viewpoints with accurate and detailed references to the text or to other works and authors; analyze the author’s use of stylistic devices and express an appreciation of the effects the devices create; identify and assess the impact of possible ambiguities, nuances and complexities within text; anticipate and answer a reader’s questions, counterclaims or divergent interpretations; and provide a sense of closure to the writing. | <p>Student Edition: <i>Essay</i> 499 <i>Literary Analysis</i> 351, 368, 448 <i>Writing and Extending</i> 80, 141, 405, 562 Teacher Wraparound Edition: SP 204</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"> report, organize and convey information accurately; use formatting techniques that make a document user-friendly; and anticipate readers’ problems, mistakes and misunderstandings. | <p>Student Edition: R42-R45 <i>Literary Analysis</i> 752 <i>Writing and Extending</i> 610, 828</p> |

| STANDARDS | PAGE REFERENCES |
|---|--|
| <p>4. Write informational essays or reports, including research, that:</p> <ul style="list-style-type: none"> a. develop a controlling idea that conveys a perspective on the subject; b. create an organizing structure appropriate to purpose, audience and context; c. include information on all relevant perspectives, considering the validity and reliability of primary and secondary sources; d. make distinctions about the relative value and significance of specific data, facts and ideas; e. anticipate and address a reader's potential biases, misunderstandings and expectations; and f. provide a sense of closure to the writing. | <p>Student Edition: <i>Literary Analysis</i> 1198 <i>Writing and Extending</i> 313, 1256, 1311</p> |
| <p>5. Write persuasive compositions that:</p> <ul style="list-style-type: none"> a. articulate a clear position; b. support assertions using rhetorical devices, including appeals to emotion or logic and personal anecdotes; and c. develop arguments using a variety of methods (e.g., examples, beliefs, expert opinion, cause-effect reasoning). | <p>Student Edition: 674-681 <i>Essay</i> 691 <i>Writing and Extending</i> 443, 574, 937 Teacher Wraparound Edition: SP 606</p> |
| <p>6. Produce informal writings (e.g., journals, notes and poems) for various purposes.</p> | <p>Student Edition: <i>Literary Analysis</i> 387, 561, 997 <i>Quickwrite</i> 638, 945, 1265 <i>Visual Literary</i> 287, 311, 1114 Teacher Wraparound Edition: DI 201, 375; SP 330</p> |
| <p>Writing Conventions</p> | |
| <p>Spelling</p> | |
| <p>1. Use correct spelling conventions.</p> | <p>Student Edition: R58-R60</p> |

| STANDARDS | PAGE REFERENCES |
|--|--|
| Punctuation and Capitalization | |
| 2. Use correct capitalization and punctuation. | Student Edition: R53, R54-R57 <i>Focus Lesson</i> 218, 489, 1017 <i>Grammar and Style</i> 937 Teacher Wraparound Edition: SP 482; T 482 |
| Grammar and Usage | |
| 3. Use correct grammar (e.g., verb tenses, parallel structure, indefinite and relative pronouns). | Student Edition: 151, 290, 658, 978, 1326 <i>Focus Lesson</i> 681, 895, 1371 <i>Grammar and Style</i> 765 Teacher Wraparound Edition: SP 658 |
| Research | |
| 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. | Student Edition: 480-481 <i>Journalists' Questions</i> 481 <i>Real World Connection</i> 481 Teacher Wraparound Edition: SP 482; T 482 |
| 2. Identify appropriate sources and gather relevant information from multiple sources (e.g., school library catalogs, online databases, electronic resources and Internet-based resources). | Student Edition: 481, R37 <i>Reliable Source</i> 487 <i>Secondary Source</i> 485 <i>Supporting Evidence/Quotation</i> 484, 485 Teacher Wraparound Edition: ELC 481; T 484, 485 |
| 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.). | Student Edition: 481, R37 <i>Reliable Source</i> 487 <i>Secondary Source</i> 485 <i>Supporting Evidence/Quotation</i> 484, 485 Teacher Wraparound Edition: ELC 481; T 484, 485 |

| STANDARDS | PAGE REFERENCES |
|---|--|
| <p>4. Analyze the complexities and discrepancies in information and systematically organize relevant information to support central ideas, concepts and themes.</p> | <p>Student Edition: 481, R37 <i>Reliable Source</i> 487 <i>Secondary Source</i> 485 <i>Supporting Evidence/Quotation</i> 484, 485 Teacher Wraparound Edition: ELC 481; T 484, 485</p> |
| <p>5. Integrate quotations and citations into written text to maintain a flow of ideas.</p> | <p>Student Edition: R38 <i>Citing Titles</i> 1371 <i>Direct Quotations</i> 1369 <i>Focus Lesson</i> 489, 1017 <i>Give Due Credit</i> 489 <i>Long Quotations</i> 1369 <i>Writing and Extending</i> 1164</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>Student Edition: R38-R41 <i>Citing Titles</i> 1371 <i>Direct Quotations</i> 1369 <i>Focus Lesson</i> 489, 1017 <i>Give Due Credit</i> 489 <i>Long Quotations</i> 1369 <i>Writing and Extending</i> 1164</p> |
| <p>7. Use a variety of communication techniques including oral, visual, written or multimedia report to present information that supports a clear position about the topic or research question and defend the credibility and validity of the information presented.</p> | <p>Student Edition: 226-227, 480-487, 490-491, 643, 674-681, 682-683, 896-897, 1018-1019, 1372-1373 <i>Connect to Today</i> 18, 514 Teacher Wraparound Edition: T 1019</p> |

| STANDARDS | PAGE REFERENCES |
|---|--|
| Communication: Oral and Visual | |
| Listening and Viewing | |
| <p>1. Apply active listening strategies (e.g., monitoring message for clarity, selecting and organizing essential information, noting cues such as changes in pace).</p> | <p>Student Edition: <i>Active Listening Tip</i> 897 <i>Connect to Today</i> 250, 706 <i>Discussion Starter</i> 460 <i>Literary Analysis</i> 404 <i>Primary Visual Artifact</i> 190, 667 <i>Writing and Extending</i> 479, 864 Teacher Wraparound Edition: SP 528; T 221, 897</p> |
| <p>2. Analyze types of arguments used by the speaker, such as causation, analogy and logic.</p> | <p>Student Edition: 682-683, 1372-1373 Teacher Wraparound Edition: T 683</p> |
| <p>3. Critique the clarity, effectiveness and overall coherence of a speaker's key points.</p> | <p>Student Edition: <i>Literary Analysis</i> 959 <i>Writing and Extending</i> 451 Teacher Wraparound Edition: A 778; T 227, 491, 1019, 1217, 1373</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>Student Edition: <i>Literary Analysis</i> 282, 959 <i>Techniques for Delivering</i> 227, 491, 683, 897, 1019, 1217, 1373 <i>Writing and Extending</i> 451, 1325 Teacher Wraparound Edition: A 562, 778; ELC 1373</p> |
| Speaking Skills and Strategies | |
| <p>5. Demonstrate an understanding of the rules of the English language and select language appropriate to purpose and audience.</p> | <p>Student Edition: 226-227, 490-491, 682-683, 896-897, 1018-1019, 1216-1217, 1372-1373 Teacher Wraparound Edition: ELC 227</p> |
| <p>6. Adjust volume, phrasing, enunciation, voice modulation and inflection to stress important ideas and impact audience response.</p> | <p>Student Edition: <i>Techniques for Delivering</i> 227, 491, 683, 897, 1019, 1217, 1373 Teacher Wraparound Edition: BRF 1237; DI 1217, 1239; ELC 491; SP 896; T 683, 1373</p> |

| STANDARDS | PAGE REFERENCES |
|---|--|
| <p>7. Vary language choices as appropriate to the context of the speech.</p> | <p>Student Edition: <i>Techniques for Delivering</i> 227, 491, 683, 897, 1019, 1217, 1373</p> <p>Teacher Wraparound Edition: ELC 683, 1373; SP 226, 1018</p> |
| <p>Speaking Applications</p> | |
| <p>8. Deliver informational presentations (e.g., expository, research) that:</p> <ol style="list-style-type: none"> a. present a clear and distinctive perspective on the subject; b. present events or ideas in a logical sequence; c. support the controlling idea with well-chosen and relevant facts, details, examples, quotations, statistics, stories and anecdotes; d. include an effective introduction and conclusion and use a consistent organizational structure (e.g., cause-effect, compare-contrast, problem-solution); e. use appropriate visual materials (e.g., diagrams, charts, illustrations) and available technology to enhance presentation; and f. draw from and cite multiple sources including both primary and secondary sources and consider the validity and reliability of sources. | <p>Student Edition: 226-227, 480-487, 490-491, 643, 674-681, 682-683, 896-897, 1018-1019, 1372-1373</p> <p><i>Preparing for Discussion</i> 1018</p> <p><i>Technology Skills</i> 1373</p> <p>Teacher Wraparound Edition: T 1216, 1217, 1373</p> |
| <p>9. Deliver formal and informal descriptive presentations that convey relevant information and descriptive details.</p> | <p>Student Edition: 226-227, 490-491</p> <p><i>Connect to Today</i> 18, 250</p> <p><i>Writing and Extending</i> 170</p> <p>Teacher Wraparound Edition: BR 245</p> |

| STANDARDS | PAGE REFERENCES |
|--|--|
| <p>10. Deliver persuasive presentations that:</p> <ul style="list-style-type: none"> a. establish and develop a logical and controlled argument; b. include relevant evidence, differentiating between evidence and opinion, to support a position and to address counter-arguments or listener bias; c. use persuasive strategies, such as rhetorical devices, anecdotes and appeals to emotion, authority, reason, pathos and logic; d. consistently use common organizational structures as appropriate (e.g., cause-effect, compare-contrast, problem-solution); and e. use speaking techniques (e.g., reasoning, emotional appeal, case studies or analogies). | <p>Student Edition: 682-683 <i>Connect to Today</i> 706 <i>Writing and Extending</i> 289</p> |