



# Literature

The Reader's Choice

British Literature

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STANDARDS	PAGE REFERENCES
<p><b>Strand 1: Reading Process</b> Reading Process consists of the five critical components of reading, which are Phonemic Awareness, Phonics, Fluency, Vocabulary and Comprehension of connected text. These elements support each other and are woven together to build a solid foundation of linguistic understanding for the reader.</p>	
<p><b>Concept 4: Vocabulary</b> Acquire and use new vocabulary in relevant contexts.</p>	
<p><i>PO 1. Draw inferences about meaning of new vocabulary, based on knowledge of linguistic roots and affixes (e.g., Latin, Greek, Anglo-Saxon).</i></p>	<p><b>Student Edition:</b> 73, 735, 993, 1148 <i>Vocabulary Practice</i> 89, 351 <i>Vocabulary Tip</i> 301, 533 <b>Teacher Wraparound Edition:</b> ELC 341; SP 348, 536, 1148; T 1148</p>
<p><i>PO 2. Identify the meaning of metaphors based on literary allusions and conceits.</i></p>	<p><b>Student Edition:</b> <i>Literary Element</i> 294, 295, 297, 520, 527, 530, 603, 609 <i>Reading Strategy</i> 1110, 1115 <i>Writing About Literature</i> 1354 <b>Teacher Wraparound Edition:</b> DI 341; ELC 1111; LE 527, 530, 609; RS 1115</p>

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<p><b>Concept 5: Fluency</b> Read fluently.</p>	
<p><i>PO 1. Read from a variety of genres with accuracy, automaticity (immediate recognition), and prosody (expression).</i></p>	<p><b>Student Edition:</b> 682-683, R21-R25 <i>Reading Strategy</i> 142, 260, 262, 264, 547, 550, 551, 718, 721, 724 <i>Rubric</i> 683, 1217</p> <p><b>Teacher Wraparound Edition:</b> BRF 261, 377, 397, 413, 801, 1007; DI 144, 215, 683; ELC 491, 683, 1019; RS 262, 264, 550, 551; SP 68, 186, 402, 548, 670, 1372; SS 1373; T 682, 1216, 1372</p>
<p><b>Concept 6: Comprehension Strategies</b> Employ strategies to comprehend text.</p>	
<p><i>PO 1. Predict text content using prior knowledge and text features (e.g., illustrations, titles, topic sentences, key words).</i></p>	<p><b>Student Edition:</b> 6-9, 238-239 <i>Drawing Inferences</i> R23 <i>Preview the Article</i> 69, 142, 1062 <i>Reading Strategy</i> 142, 197, 198, 202, 206, 369, 374, 375, 379, 385, 387, 1062 <i>Viewing the Art</i> 5, 15, 241, 251</p> <p><b>Teacher Wraparound Edition:</b> DI 7, 239; RS 9, 198, 202, 206, 241, 246, 385, 387, 1062; SP 6, 10, 66, 238, 242, 1062; T 6, 8, 10, 11, 69, 238, 240</p>
<p><i>PO 2. Generate clarifying questions in order to comprehend text.</i></p>	<p><b>Student Edition:</b> <i>Monitoring and Modifying</i> R21 <i>Reading Strategy</i> 446, 448, 543, 545, 1243, 1244, 1245 <i>Reading Tip</i> 1185</p> <p><b>Teacher Wraparound Edition:</b> RS 448, 545, 1244, 1245</p>

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<p><i>PO 3. Use graphic organizers in order to clarify the meaning of the text.</i></p>	<p><b>Student Edition:</b>  R21-R22  <i>Group Activity</i> 1008  <i>Journalists' Question</i> 481  <i>Make a Plan</i> 891  <i>Organize Your Argument</i> 677  <i>Partner Activity</i> 827, 1086  <i>Reading Tip</i> 743, 1004, 1046  <i>Review</i> 668  <i>Writing About Literature</i> 937, 1087</p> <p><b>Teacher Wraparound Edition:</b>  DI 695; SP 696, 700, 702</p>
<p><i>PO 4. Connect information and events in text to experience and to related text and sources.</i></p>	<p><b>Student Edition:</b>  <i>Connect</i> 144, 263  <i>Reading Strategy</i> 142, 197, 198, 202, 206, 266, 267, 269, 623, 625, 628  <i>Wrap-Up: Comparing Literature</i> 947, 1061  <i>Writing About Literature</i> 206, 828</p> <p><b>Teacher Wraparound Edition:</b>  DI 947; RS 198, 202, 206, 267, 269, 625, 628; SP 286; T 699, 244</p>
<p><i>PO 5. Apply knowledge of organizational structures (e.g., chronological order, sequence-time order, cause and effect relationships, logical order, classification schemes, problem-solution) of text to aid comprehension.</i></p>	<p><b>Student Edition:</b>  R22  <i>Grammar and Style</i> 531  <i>Reading Strategy</i> 23, 25, 31, 52, 258, 388, 389, 392, 404, 415, 419, 421, 423, 565, 567, 570, 574</p> <p><b>Teacher Wraparound Edition:</b>  RS 25, 31, 52, 258, 389, 392, 404, 419, 421, 423, 567, 570, 574; SP 256</p>

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<p><b>Strand 2: Comprehending Literary Text</b></p>	
<p>Comprehending Literary Text identifies the comprehension strategies that are specific in the study of a variety of literature.</p>	
<p><b>Concept 1: Elements of Literature</b></p>	
<p>Identify, analyze, and apply knowledge of the structures and elements of literature.</p>	
<p>PO 1. Evaluate the author's use of literary elements:</p> <ul style="list-style-type: none"> <li>• <i>theme (moral, lesson, meaning, message, view or comment on life),</i></li> <li>• <i>point of view (e.g., first vs. third, limited vs. omniscient),</i></li> <li>• <i>characterization (qualities, motives, actions, thoughts, dialogue, development, interactions),</i></li> <li>• <i>setting (time of day or year, historical period, place, situation), and</i></li> <li>• <i>plot (exposition, major and minor conflicts, rising action, climax, falling action, and resolution).</i></li> </ul>	<p><b>Student Edition:</b>  <i>Literary Element</i> 93, 97, 102, 108, 115, 369, 376, 383, 387, 1285, 1289, 1291, 1293, 1296, 1298, 1302  <i>Partner Activity</i> 1075  <i>Reading Strategy</i> 769, 772, 777, 967, 976, 1305, 1310  <i>Review</i> 976  <i>Writing About Literature</i> 1137, 1183, 1311  <b>Teacher Wraparound Edition:</b>  LE 102, 108, 115, 376, 383, 387, 1289, 1291, 1293, 1296, 1298, 1302; RS 1310</p>
<p>PO 2. Interpret figurative language, including, personification, hyperbole, symbolism, allusion, imagery, extended metaphor/conceit, and allegory with emphasis upon how the writer uses language to evoke readers' emotions.</p>	<p><b>Student Edition:</b>  168 #6  <i>Literary Element</i> 294, 298, 299, 300, 520, 527, 530, 876, 878, 879  <i>Reading Strategy</i> 294, 297, 1201, 1203, 1204, 1206  <i>Review</i> 312  <i>Writing About Literature</i> 540  <b>Teacher Wraparound Edition:</b>  ELC 295; LE 295, 299, 527, 530, 878, 879; R 312; RS 1203, 1204, 1206</p>
<p>PO 3. Analyze a writer's word choice and imagery as a means to appeal to the reader's senses and to set the tone, providing evidence from the text to support the analysis.</p>	<p><b>Student Edition:</b>  <i>Analyzing a Professional Model</i> 219-220, 675-676, 1209-1211  <i>Writing About Literature</i> 1002, 1109, 1116, 1147, 1155  <b>Teacher Wraparound Edition:</b>  A 1116, 1147, 1155; SP 220</p>
<p>PO 4. Compare (and contrast) literary texts that express a universal theme, providing textual evidence (e.g., examples, details, quotations) as support for the identified theme.</p>	<p><b>Student Edition:</b>  <i>Comparing Literature</i> 454-463, 621-643, 875-887, 938-947  <i>Wrap-Up</i> 463, 643, 887, 947  <b>Teacher Wraparound Edition:</b>  A 463, 643, 887, 947; DI 887, 947; SP 463</p>

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<p>PO 5. Analyze characteristics of sub genres (e.g., satire, parody, allegory) that overlap or cut across the lines of genre classifications such as poetry, novel, drama, short story, essay or editorial.</p>	<p><b>Student Edition:</b>  <i>Literary Element</i> 154, 161, 164, 167, 169, 533, 534, 537, 539, 565, 567, 569, 571, 573  <i>Review</i> 991</p> <p><b>Teacher Wraparound Edition:</b>            LE 161, 164, 167, 169, 534, 537, 539, 567, 569, 571, 573; SP 164, 566, 572</p>
<p>PO 6. Describe the function of dialogue, scene design, soliloquies, asides, and/or character foils in dramatic literature.</p>	<p><b>Student Edition:</b>            153-154, 314-315, 1276-1277  <i>Literary Element</i> 351, 352, 360, 361, 1272, 1274, 1275  <i>Writing About Literature</i> 336, 351</p> <p><b>Teacher Wraparound Edition:</b>            DI 315, 327, 329; ELC 1277; LE 351, 360, 361, 1274, 1275; SP 318, 326, 344, 346, 356</p>
<p>PO 7. Explain how meaning is enhanced through various features of poetry, including sound (e.g., rhythm, repetition, alliteration, consonance, assonance), structure (e.g., meter, rhyme scheme), graphic elements (e.g., line length, punctuation, word position).</p>	<p><b>Student Edition:</b>            252-253, 428-429, 452-453  <i>Literary Element</i> 255, 256, 431, 434, 436, 438, 465  <i>Reading Strategy</i> 255, 256, 431, 434, 437  <i>Respond and Think Critically</i> 453  <i>Writing About Literature</i> 437, 458</p> <p><b>Teacher Wraparound Edition:</b>            ELC 433; LE 256, 434, 436; RS 256, 434, 437; SP 252; T 432</p>
<p><b>Concept 2: Historical and Cultural Aspects of Literature</b>            Recognize and apply knowledge of the historical and cultural aspects of American, British, and world literature.</p>	
<p>PO 1. Describe the historical and cultural aspects found in cross-cultural works of literature.</p>	<p><b>Student Edition:</b>            1232-1233, 1292 #8, 1302 #8, 1317 #8, 1323 #8  <i>Big Idea</i> 1285, 1291, 1296, 1301, 1314, 1319, 1332, 1345  <i>Comparing Cultures</i> 454, 463, 621, 643, 1257, 1266</p> <p><b>Teacher Wraparound Edition:</b>            BI 1291, 1301; CC 463, 643, 1266</p>

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<p>PO 2. Relate literary works and their authors to the seminal ideas of their eras.</p>	<p><b>Student Edition:</b>            700-705, 715 #9, 723 #8, 732 #9, 792 #9, 803 #8, 914-919, 1234-1239  <i>Big Idea</i> 709, 796, 800, 923, 931  <i>Reading Strategy</i> 781, 783, 785  <b>Teacher Wraparound Edition:</b>            BI 808, 813, 818; RS 783, 785</p>
<p>PO 3. Analyze culturally or historically significant literary works of British and world literature that reflect the major literary periods and traditions.</p>	<p><b>Student Edition:</b>            492-493, 708-716, 898-899, 966-977, 1117-1121, 1122-1137, 1246-1255  <i>Contemporary British Literature</i> 1234-1235  <i>Metaphysical and Cavalier Poets</i> 248-249  <i>Modernist Literature</i> 1038-1039  <i>The Novel</i> 916-917  <i>The Poetic Quest</i> 704-705  <b>Teacher Wraparound Edition:</b>            DI 1039</p>
<p><b>Strand 3: Comprehending Informational Text</b>            Comprehending Informational Text delineates specific and unique skills that are required to understand the wide array of informational text that is a part of our day-to-day experiences.</p>	
<p><b>Concept 1: Expository Text</b>            Identify, analyze, and apply knowledge of the purpose, structures, and elements of expository text.</p>	
<p>PO 1. Critique the effectiveness of the organizational pattern (e.g., logic, focus, consistency, coherence, visual appeal) of expository text.</p>	<p><b>Student Edition:</b>  <i>Organization</i> 484, 679, 892, 893, 1012  <i>Preview the Article</i> 69, 142, 1062  <i>Reading Strategy</i> 255, 256, 258, 565, 567, 570, 574, 1062, 1064  <b>Teacher Wraparound Edition:</b>            ELC 485; RS 256, 258, 567, 570, 574, 1064; SP 568, 1062</p>
<p>PO 2. Determine the accuracy and truthfulness of one source of information by examining evidence offered in the material itself and by referencing and comparing the evidence with information available from multiple sources.</p>	<p><b>Student Edition:</b>            412 #5, 1173  <i>Analyzing a Professional Model</i> 675-676  <i>Literary Element</i> 1167, 1169, 1172  <i>Reading Strategy</i> 410, 726, 727, 733, 1078, 1083, 1086, 1167, 1169, 1172  <b>Teacher Wraparound Edition:</b>            ELC 677, 1171; LE 1169, 1172; RS 410, 733, 1083, 1086, 1169, 1172; SP 148, 676</p>

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<p>PO 3. Evaluate the evidence used to support the author's perspective contained within both primary and secondary sources. (<u>Connected to Research Strand in Writing</u>)</p>	<p><b>Student Edition:</b>            900-902  <i>Reading Strategy</i> 660, 663, 668, 1078, 1083, 1086  <i>Review</i> 573  <i>Secondary Source</i> 485  <i>Supporting Evidence</i> 483, 484, 485  <i>Thesis</i> 483  <i>Writing About Literature</i> 1009, 1087</p> <p><b>Teacher Wraparound Edition:</b>            RS 663, 668, 1083, 1086; SE 484, 485; SP 484; SS 485</p>
<p>PO 4. Compare (and contrast) readings on the same topic, by explaining how authors reach the same or different conclusions based upon differences in evidence, reasoning, assumptions, purposes, beliefs, biases, and argument.</p>	<p><b>Student Edition:</b>  <i>Comparing Literature</i> 454-463, 621-643, 875-887, 938-947  <i>Reading Tip</i> 940</p> <p><b>Teacher Wraparound Edition:</b>            A 463, 643, 887, 947; DI 947; SP 463</p>
<p>PO 5. Identify an author's implicit and stated assumptions about a subject, based upon evidence in the selection.</p>	<p><b>Student Edition:</b>            R24  <i>Literary Element</i> 280, 282  <i>Literature Groups</i> 864  <i>Reading Strategy</i> 154, 156, 163, 169, 854, 857, 861, 863, 1107, 1109  <i>Writing About Literature</i> 170</p> <p><b>Teacher Wraparound Edition:</b>            LE 282; RS 156, 163, 169, 857, 861, 863, 1109; SP 158</p>
<p><b>Concept 2: Functional Text</b>            Identify, analyze, and apply knowledge of the purpose, structures, clarity, and relevancy of functional text.</p>	
<p>PO 1. Analyze how the patterns of organization, hierarchic structures, repetition of key ideas, syntax, and word choice influence the clarity and understandability of functional text.</p>	<p><b>Student Edition:</b>  <i>Analyzing a Professional Model</i> 675-676, 889-890, 1011-1012  <i>Literary Element</i> 940, 942  <i>Organization</i> 892, 893  <i>Reading Strategy</i> 1118, 1121  <i>Review</i> 1190  <i>Writing About Literature</i> 1116, 1155, 1245</p> <p><b>Teacher Wraparound Edition:</b>            DI 677; LE 942; RS 1121</p>

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PO 2. Evaluate the logic within functional text.	<p><b>Student Edition:</b>            1173, R24-R25  <i>Analyzing a Professional Model</i> 675-676  <i>Literary Element</i> 1167, 1171, 1172  <i>Reading Strategy</i> 660, 663, 664, 668, 726, 727, 730, 733, 1078, 1082, 1086, 1167, 1169, 1172  <i>Types of Appeals</i> 677  <i>Writing About Literature</i> 828, 1087</p> <p><b>Teacher Wraparound Edition:</b>            ELC 1171; LE 1171, 1172; RS 663, 664, 668, 727, 730, 733, 1082, 1086, 1169, 1172; SP 148</p>
<p><b>Concept 3: Persuasive Text</b>            Explain basic elements of argument in text and their relationship to the author's purpose and use of persuasive strategies.</p>	
PO 1. Evaluate the merit of an argument, action, or policy by citing evidence offered in the material itself and by comparing the evidence with information available in other sources.	<p><b>Student Edition:</b>            1173, R24-R25  <i>Analyzing a Professional Model</i> 675-676  <i>Literary Element</i> 1167, 1171, 1172  <i>Reading Strategy</i> 660, 663, 664, 668, 726, 727, 730, 733, 1078, 1082, 1086, 1167, 1169, 1172  <i>Types of Appeals</i> 677  <i>Writing About Literature</i> 828, 1087</p> <p><b>Teacher Wraparound Edition:</b>            ELC 1171; LE 1171, 1172; RS 663, 664, 668, 727, 730, 733, 1082, 1086, 1169, 1172; SP 148</p>
PO 2. Evaluate the effectiveness of an author's use of rhetorical devices in a persuasive argument.	<p><b>Student Edition:</b>            R24-R25  <i>Analyzing a Professional Model</i> 675-676  <i>Literary Element</i> 1167, 1171, 1172  <i>Reading Strategy</i> 1167, 1172  <i>Types of Appeals</i> 677</p> <p><b>Teacher Wraparound Edition:</b>            LE 1171, 1172; RS 1172; SP 676</p>

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<p>PO 3. <i>Identify unsupported inferences or fallacious reasoning in arguments advanced in persuasive text.</i></p>	<p><b>Student Edition:</b>  1173, R24-R25  <i>Reading Strategy</i> 660, 663, 664, 668, 726, 727, 729, 730, 733, 1078, 1082, 1086, 1167, 1169, 1170, 1172  <i>Types of Appeals</i> 677</p> <p><b>Teacher Wraparound Edition:</b>  ELC 677; RS 663, 664, 668, 727, 729, 730, 733, 1082, 1086, 1169, 1170, 1172</p>
<p>PO 4. Evaluate persuasive sources for adherence to ethics.</p>	<p><b>Student Edition:</b>  1173, R24-R25  <i>Reading Strategy</i> 660, 663, 664, 668, 726, 727, 729, 730, 733, 1078, 1082, 1086, 1167, 1169, 1170, 1172  <i>Types of Appeals</i> 677</p> <p><b>Teacher Wraparound Edition:</b>  ELC 677; RS 663, 664, 668, 727, 729, 730, 733, 1082, 1086, 1169, 1170, 1172</p>