



# Literature

The Reader's Choice  
American Literature

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STANDARDS	PAGE REFERENCES
English Language Arts - Standard A - Performance Standards Grade 12	
A.12.1 Use effective reading strategies to achieve their purposes in reading.	
Apply sophisticated word meaning and word analysis strategies, such as knowledge of roots, cognates, suffixes, and prefixes, to understand unfamiliar words	<b>Student Edition:</b> R20 <i>Vocabulary Practice</i> 101, 493, 804 <i>Vocabulary Tip</i> 97, 483 <i>Vocabulary Workshop</i> 121, 875 <b>Teacher Wraparound Edition:</b> ELC 115, 875, 973
Gather information to help achieve understanding when the meaning of a text is unclear	<b>Student Edition:</b> R20 <i>Reading Strategy</i> 89, 516, 1206 <i>Vocabulary Practice</i> 516, 566, 571 <i>Vocabulary Tip</i> 203, 505, 563, 568, 810, 1014 <i>Vocabulary Workshop</i> 264, 358, 973 <b>Teacher Wraparound Edition:</b> SP 62
Apply knowledge of expository structures, such as the deductive or inductive development of an argument, to the comprehension and evaluation of texts	<b>Student Edition:</b> 114-116, R24 <i>Reading Strategy</i> 113, 117 <b>Teacher Wraparound Edition:</b> RS 114

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Identify propaganda techniques and faulty reasoning in texts	<p><b>Student Edition:</b>  R24-R25  <i>Interdisciplinary Activity</i> 989  <i>Literary Activity</i> 104-105  <i>Reading Strategy</i> 357  <i>Vocabulary Workshop</i> 1158</p> <p><b>Teacher Wraparound Edition:</b>  SP 104-105</p>
Explain and evaluate the influence of format on the readability and meaning of a text	<p><b>Student Edition:</b>  20-21, 200-201, 330, 332, 333, 348-349, 650-651, 995-997, 1020-1021, 1310-1311  <i>Responding and Thinking Critically</i> 651, 1311</p> <p><b>Teacher Wraparound Edition:</b>  BI 651</p>
Distinguish between fact and opinion in nonfiction texts	<p><b>Student Edition:</b>  362-365, 1292-1295, R24  <i>Reading Strategy</i> 361, 366, 1291, 1297</p> <p><b>Teacher Wraparound Edition:</b>  RS 363, 364, 1292, 1293</p>
Consider the context of a work when determining the meaning of abbreviations and acronyms as well as the technical, idiomatic, and figurative meanings of term	<p><b>Student Edition:</b>  183-184, 187, 203-208, 1015-1017, R20, R57  <i>Literary Element</i> 185, 188, 203, 209, 1014, 1018  <i>Vocabulary Practice</i> 591  <i>Vocabulary Workshop</i> 121, 264, 973</p> <p><b>Teacher Wraparound Edition:</b>  ELC 449; SP 292; T 264</p>
<b>A.12.2 Read, interpret, and critically analyze literature.</b>	
Explain the structure of selected classical and contemporary works of literature, in whole and in part, from various cultures and historical periods, and illustrate ways in which authors use syntax, imagery, figures of speech, allusions, symbols, irony, and other devices in the context of history, culture, and style	<p><b>Student Edition:</b>  10-11, 76-79, 168-169, 204-208, 320-321, 332-334, 470-471, 640-641, 792-796, 858-859, 1134-1135, R24  <i>Literary Element</i> 75, 80, 203, 209, 266, 568, 653, 655, 1281  <i>Perspectives</i> 27-32, 142-145, 292-295  <i>Reading Strategy</i> 80, 331, 335  <i>Writing About Literature</i> 798, 1297</p> <p><b>Teacher Wraparound Edition:</b>  ELC 79, 1021</p>

STANDARDS	PAGE REFERENCES
<p>Draw on a broad base of knowledge about the universal themes of literature such as initiation, love and duty, heroism, illusion and reality, salvation, death and rebirth, and explain how these themes are developed in a particular work of literature</p>	<p><b>Student Edition:</b>  20-21, 169, 226-227, 731, 870-872  <i>Big Idea</i> 180  <i>Comparing the Big Idea</i> 210, 545  <i>Comparing Themes</i> 1171  <i>Literary Elements</i> 179, 679, 869, 873  <i>Literature Groups</i> 36  <i>Writing About Literature</i> 26, 186, 1229</p> <p><b>Teacher Wraparound Edition:</b>  LE 169; SP 204</p>
<p>Investigate and report on ways in which a writer has influenced or been influenced by historical, social, and cultural issues or events</p>	<p><b>Student Edition:</b>  10-11, 112, 122, 168-169, 193, 195-198, 320-321, 394, 402-404, 470-471, 640-641, 858-859, 979, 981-987, 1134-1135  <i>Comparing Cultures</i> 33, 210, 998  <i>Perspectives</i> 27-32, 142-145, 292-295  <i>Reading Strategy</i> 80, 331, 335  <i>Time</i> 118-119  <i>Writing About Literature</i> 199, 798, 1297  <i>Writing Activity</i> 405</p> <p><b>Teacher Wraparound Edition:</b>  ELC 1021</p>
<p>Develop, explain, and defend interpretations of complex literary works</p>	<p><b>Student Edition:</b>  108-110, 204-208, 212-216, 282-289, R23-R24  <i>Literary Criticism</i> 291, 1169, 1225  <i>Responding and Thinking Critically</i> 111, 209, 217, 290  <i>Speaking, Listening, and Viewing Workshop</i> 624-625  <i>Writing About Literature</i> 186  <i>Writing Workshop</i> 614-623  <i>You're the Critic</i> 239, 383, 413, 483, 887</p> <p><b>Teacher Wraparound Edition:</b>  RS 213</p>

STANDARDS	PAGE REFERENCES
<p>Explain how details of language, setting, plot, character, conflict, point of view, and voice in a work of literature combine to produce a dominant tone, effect, or theme</p>	<p><b>Student Edition:</b>            56-58, 98-100, 226-227, 244-248, 251-260, 520-524, 548-550, 595-605, 929-932  <i>Literary Element</i> 55, 59, 250, 262, 519, 525, 547, 551, 594, 606, 928, 933  <i>Reading Strategy</i> 97, 101  <i>Writing About Literature</i> 655  <i>Writing Workshop</i> 614-623  <b>Teacher Wraparound Edition:</b>            DI 617; LE 260; SP 226</p>
<p>Develop and apply criteria to evaluate the literary merit of unfamiliar works</p>	<p><b>Student Edition:</b>            R23-R24  <i>Literary Critic</i> 291, 1169, 1225  <i>Writing Workshop</i> 614-623, 834-841  <i>You're the Critic</i> 239, 383, 413, 483, 887  <b>Teacher Wraparound Edition:</b>            DI 617</p>
<p><b>A.12.3 Read and discuss literary and nonliterary texts in order to understand human experience.</b></p>	
<p>Examine, explain, and evaluate, orally and in writing, various perspectives concerning individual, community, national, and world issues reflected in literary and nonliterary texts</p>	<p><b>Student Edition:</b>  <i>Literature Group</i> 186  <i>Perspectives</i> 390-392, 416-422, 1144-1146, 1230-1232  <i>Reading Strategy</i> 209, 390  <i>Responding and Thinking Critically</i> 192, 392, 422, 1146, 1232  <i>Time</i> 189-192  <i>Writing</i> 176, 478, 866  <i>Writing About Literature</i> 199  <i>Writing Workshop</i> 614-623, 834-841  <b>Teacher Wraparound Edition:</b>            DI 207; SP 356</p>

STANDARDS	PAGE REFERENCES
Develop and articulate, orally and in writing, defensible points of view on individual, community, national, and world issues reflected in literary and nonliterary texts	<p><b>Student Edition:</b>  <i>Literature Group</i> 186  <i>Perspectives</i> 390-392, 416-422, 1144-1146, 1230-1232  <i>Reading Strategy</i> 209, 390  <i>Responding and Thinking Critically</i> 192, 392, 422, 1146, 1232  <i>Time</i> 189-192  <i>Writing</i> 176, 478, 866  <i>Writing About Literature</i> 199  <i>Writing Workshop</i> 614-623, 834-841</p> <p><b>Teacher Wraparound Edition:</b>  DI 207; SP 356</p>
Identify the devices an author uses to influence readers and critique the effectiveness of their use	<p><b>Student Edition:</b>  20-21, 106-110, 202-209, 211-217, 226-227, 348-349, 386-388, 532-533  <i>Literary Element</i> 48, 52  <i>Perspectives</i> 27-32, 390-392, 725-728, 1192-1195, 1230-1232  <i>Reading Strategy</i> 83, 87, 140, 179, 182, 667, 670, 690, 733, 1000, 1230  <i>Writing About Literature</i> 117, 821, 1169</p> <p><b>Teacher Wraparound Edition:</b>  LG 186; SP 682, 1232</p>
Identify philosophical assumptions and basic beliefs underlying selected texts	<p><b>Student Edition:</b>  106, 108-110, 112, 114-116, 124-126, 178, 180-181, 183-184, 354, 356, 1144-1146, 1149-1151  <i>Literature Group</i> 186  <i>Responding and Thinking Critically</i> 111, 117, 127, 182, 185, 357, 1146, 1152</p> <p><b>Teacher Wraparound Edition:</b>  DI 1151; SP 356</p>
<b>A.12.4 Students will read to acquire information.</b>	
Apply tests of logic and reasoning to informational and persuasive texts	<p><b>Student Edition:</b>  114-116, 356, R24-R25  <i>Literary History</i> 104-105  <i>Reading Strategy</i> 113, 117, 357  <i>Writing About Literature</i> 357</p> <p><b>Teacher Wraparound Edition:</b>  SP 104-105</p>

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<p>Analyze and synthesize the concepts and details encountered in informational texts such as reports, technical manuals, historical papers, and government documents</p>	<p><b>Student Edition:</b>  R23  <i>Perspectives</i> 27-32, 390-392, 416-422  <i>Reading Strategy</i> 416  <i>Responding and Thinking Critically</i> 32, 120, 192, 353, 392, 422  <i>Time</i> 118-120, 189-192, 350-353  <i>Writing Workshop</i> 444-453  <b>Teacher Wraparound Edition:</b>  RS 416, 418, 419, 421</p>
<p>Draw on and integrate information from multiple sources when acquiring knowledge and developing a position on a topic of interest</p>	<p><b>Student Edition:</b>  172-173, 174-175, 178-182, 183-185, 187, 202-208, 212-216  <i>Big Idea</i> 246, 251, 253, 254, 260  <i>Literary Element</i> 181  <i>Literature Group</i> 36, 186  <i>Reading Check</i> 173, 175  <i>Reading Strategy</i> 209  <i>Writing About Literature</i> 182, 186, 217  <b>Teacher Wraparound Edition:</b>  DI 181, 227; SP 20, 184, 204</p>
<p>Evaluate the reliability and authenticity of information conveyed in a text, using criteria based on knowledge of the author, topic, and context and analysis of logic, evidence, propaganda, and language</p>	<p><b>Student Edition:</b>  114-116, 356, R24-R25  <i>Interdisciplinary Activity</i> 989  <i>Literary History</i> 104-105  <i>Reading Strategy</i> 113, 117, 357, 972  <i>Vocabulary Workshop</i> 1158  <i>Writing About Literature</i> 357  <b>Teacher Wraparound Edition:</b>  SP 104-105</p>

STANDARDS	PAGE REFERENCES
<b>English Language Arts, Standard B: Writing Performance Standards - Grade 12</b>	
<b>B.12.1 Create or produce writing to communicate with different audiences for a variety of purposes.</b>	
Write a coherent argument that takes a position, accurately summarizes an opposing position, refutes that position, and cites persuasive evidence	<p><b>Student Edition:</b>  <i>Essay</i> 161  <i>Learning for Life</i> 956  <i>Writing</i> 866  <i>Writing About Literature</i> 773  <i>Writing Workshop</i> 146-153, 1334-1341</p> <p><b>Teacher Wraparound Edition:</b>            SP 148</p>
Compose and publish analytic and reflective writing that conveys knowledge, experience, insights, and opinions to an intended audience	<p><b>Student Edition:</b>  <i>Essay</i> 313  <i>Learning for Life</i> 103  <i>Writing</i> 18, 176, 478  <i>Writing About Literature</i> 199, 217, 655, 670, 676, 703  <i>Writing Workshop</i> 296-303</p> <p><b>Teacher Wraparound Edition:</b>            DI 207</p>
Use rhetorical structures that divide complex thoughts into simpler ones, logical transitions from one thought to another, and language appropriate to the intended audience	<p><b>Student Edition:</b>  <i>Writing Workshop</i> 146-153</p> <p><b>Teacher Wraparound Edition:</b>            WS 150</p>
Write creative fiction that includes an authentic setting, discernible tone, coherent plot, distinct characters, effective detail, believable dialogue, and reasonable resolution of conflict	<p>The following page references can be used to help facilitate this standard.</p> <p><b>Student Edition:</b>  <i>Creative Writing</i> 87  <i>Interdisciplinary Activity</i> 87  <i>Learning for Life</i> 889</p>
Write summaries of complex information (such as information in a lengthy text or a sequence of events), expand or reduce the summaries by adding or deleting detail, and integrate appropriately summarized information into reviews, reports, or essays, with correct citations	<p><b>Student Edition:</b>  <i>Learning for Life</i> 516  <i>Reading Strategy</i> 128, 199, 519</p> <p><b>Teacher Wraparound Edition:</b>            SP 144, 506</p>

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<p>Write autobiographical and biographical narratives in a mature style characterized by suitable vocabulary, descriptive detail, effective syntax, an appropriate voice, a variety of sentence structures, clear coordination and subordination of ideas, and rhetorical devices that help establish tone and reinforce meaning</p>	<p><b>Student Edition:</b>  <i>Writing About Literature</i> 101  <i>Writing Activity</i> 405  <i>Writing Workshop</i> 1110-1117  <b>Teacher Wraparound Edition:</b>            ELC 1115</p>
<p>Prepare and publish technical writing such as memos, applications, letters, reports and resumes for various audiences, attending to details of layout and format as appropriate to purpose</p>	<p><b>Student Edition:</b>            R42-R45  <i>Activity</i> R42, R43, R44, R45  <i>Writing About Literature</i> 493</p>
<p>Write in a variety of situations (impromptu, over time, in collaboration or alone) and adapt strategies, such as revision, technology, and the use of reference materials, to the situation</p>	<p><b>Student Edition:</b>            R31, R33-R34  <i>Email Exchange</i> 623  <i>Internet Connection</i> 440, 939  <i>Learning for Life</i> 813  <i>Revising Check</i> 263, 1267  <i>Writing Workshop</i> 146-153, 296-303, 444-453, 614-623, 834-841, 1110-1117, 1334-1341  <b>Teacher Wraparound Edition:</b>            DI 453, 621, 1117</p>
<p>Use a variety of writing technologies, including pen and paper as well as computers</p>	<p><b>Student Edition:</b>  <i>Email Exchange</i> 623  <i>Writing Workshop</i> 303, 841, 1341  <b>Teacher Wraparound Edition:</b>            DI 453, 621, 1117</p>
<p>Write for a variety of readers, including peers, teachers, and other adults, adapting content, style, and structure to audience and situation</p>	<p><b>Student Edition:</b>  <i>Internet Connection</i> 493, 925  <i>Learning for Life</i> 789, 956  <i>Writing About Literature</i> 140, 199, 217, 977, 1012  <i>Writing Workshop</i> 146-153, 296-303, 444-453, 614-623, 834-841, 1110-1117, 1334-1341  <b>Teacher Wraparound Edition:</b>            DI 621</p>

STANDARDS	PAGE REFERENCES
<b>B.12.2 Plan, revise, edit, and publish clear and effective writing.</b>	
<p>Write essays demonstrating the capacity to communicate knowledge, opinions, and insights to an intended audience through a clear thesis and effective organization of supporting ideas</p>	<p><b>Student Edition:</b>  <i>Essay</i> 161  <i>Writing</i> 18, 176, 478  <i>Writing About Literature</i> 87, 217, 430, 670, 676  <i>Writing Workshop</i> 444-453, 614-623</p> <p><b>Teacher Wraparound Edition:</b>            SP 446, 618</p>
<p>Develop a composition through a series of drafts, using a revision strategy based on purpose and audience, personal style, self-awareness of strengths and weaknesses as a writer, and feedback from peers and teachers</p>	<p><b>Student Edition:</b>            R31  <i>Email Exchange</i> 623  <i>Revising Check</i> 241, 263, 385, 440, 761, 889, 1012, 1267  <i>Writing About Literature</i> 186, 1169, 1201, 1245  <i>Writing Workshop</i> 152, 302, 452, 622, 840, 1116, 1340</p> <p><b>Teacher Wraparound Edition:</b>            DI 303; SP 452, 1170, 1340; WS 622</p>
<p>Given a writing assignment to be completed in a limited amount of time, produce a well developed, well organized, clearly written response in effective language and a voice appropriate for audience and purpose</p>	<p><b>Student Edition:</b>  <i>Interdisciplinary Activity</i> 493, 593, 925  <i>Learning for Life</i> 103, 516, 813  <i>Writing About Literature</i> 140, 217, 889, 1012, 1157  <i>Writing Activity</i> 405, 688  <i>Writing Workshop</i> 614-623, 834-841</p> <p><b>Teacher Wraparound Edition:</b>            SP 812</p>
<b>B.12.3 Understand the function of various forms, structures, and punctuation marks of standard American English and use them appropriately in oral and written communications.</b>	
<p>Understand the form and function of words, phrases, and clauses, including inter-related clauses in complex sentences, and use them effectively</p>	<p><b>Student Edition:</b>            R46, R49, R56  <i>Chart</i> R47  <i>Creative Writing</i> 87  <i>Grammar and Style</i> 385, 592, 724  <i>Grammar Workshop</i> 81, 141, 279, 741, 926, 1170, 1246  <i>Revising Check</i> 385  <i>Writing Workshop</i> 452</p> <p><b>Teacher Wraparound Edition:</b>            DI 81; SP 232, 234, 452</p>

STANDARDS	PAGE REFERENCES
Use correct tenses, including conditionals, to indicate the relative order and relationship of events,	<p><b>Student Edition:</b>  R51-R52  <i>Grammar and Style</i> 761  <i>Revising Check</i> 761  <i>Writing Workshop</i> 1117</p> <p><b>Teacher Wraparound Edition:</b>  RC 761; SP 180, 199, 300, 1156</p>
Employ principles of agreement, including subject-verb, pronoun-noun, and preposition-pronoun	<p><b>Student Edition:</b>  <i>Grammar and Style</i> 440  <i>Revising Check</i> 440  <i>Writing Workshop</i> 623, 1341</p> <p><b>Teacher Wraparound Edition:</b>  SP 312, 420, 462, 1288</p>
Punctuate compound, complex, and compound-complex sentences correctly, including appropriate use of dialogue, citations, colons, hyphens, dashes, ellipses, and italics	<p><b>Student Edition:</b>  R34, R54-R57  <i>Grammar Workshop</i> 141, 517  <i>Revising Check</i> 724  <i>Writing Workshop</i> 303</p> <p><b>Teacher Wraparound Edition:</b>  ELC 841; SP 174, 258, 436, 1294</p>
Employ the conventions of capitalization	<p><b>Student Edition:</b>  R53</p>
Spell frequently used words correctly and use effective strategies for spelling unfamiliar words	<p><b>Student Edition:</b>  R32, R34, R58-R60  <i>Writing Workshop</i> 153, 303, 453, 623, 841, 1117, 1341</p> <p><b>Teacher Wraparound Edition:</b>  DI 1337; T 453, 1117</p>
Recognize common errors in the use of language and know how (and when) to correct them	<p><b>Student Edition:</b>  <i>Grammar Workshop</i> 81, 279, 367, 741, 926, 1170, 1246  <i>Take Another Look</i> 1117  <i>Writing Workshop</i> 303, 623, 1117</p> <p><b>Teacher Wraparound Edition:</b>  SP 272, 1126, 1170, 1294</p>

STANDARDS	PAGE REFERENCES
<b>English Language Arts Performance Standard C Oral Language Grade 12</b>	
<b>C.12.1 Prepare and deliver formal oral presentations appropriate to specific purposes and audiences.</b>	
Develop and deliver a speech that conveys information and ideas in logical fashion for a selected audience, using language that clarifies and reinforces meaning	<b>Student Edition:</b> <i>Listening and Speaking</i> 209, 1191 <i>Speaking/Listening</i> 1142 <i>Speaking, Listening, and Viewing Workshop</i> 154-155, 304-305, 454-455, 624-625, 842-843 <i>Writing About Literature</i> 1157 <b>Teacher Wraparound Edition:</b> SP 1180
Construct and present a coherent argument, summarizing then refuting opposing positions, and citing persuasive evidence	<b>Student Edition:</b> <i>Speaking, Listening, and Viewing Workshop</i> 154-155, 454-455, 624-625, 1342-1343 <b>Teacher Wraparound Edition:</b> DI 147
Participate effectively in question-and-answer sessions following presentations	<b>Student Edition:</b> <i>Speaking, Listening, and Viewing Workshop</i> 155 <b>Teacher Wraparound Edition:</b> LS 1119
Summarize narrative and numerical information accurately and logically in presentations	<b>Student Edition:</b> <i>Speaking, Listening, and Viewing Workshop</i> 154-155, 304-305, 454-455 <b>Teacher Wraparound Edition:</b> DI 305
Demonstrate confidence and poise during presentations, interacting effectively with the audience, and selecting language and gestures mindful of their effect	<b>Student Edition:</b> <i>Performing</i> 93, 249, 665, 714, 1328 <i>Speaking, Listening, and Viewing Workshop</i> 155, 305, 455, 625, 843, 1119 <b>Teacher Wraparound Edition:</b> SP 412; SS 1343
Demonstrate the ability to debate an issue from either side	<b>Student Edition:</b> <i>Interdisciplinary Activity</i> 972 <i>Listening and Speaking</i> 1012 <i>Literature Groups</i> 1019 <i>Speaking/Listening</i> 18 <i>Speaking, Listening, and Viewing Workshop</i> 1342-1343 <b>Teacher Wraparound Edition:</b> DI 153

STANDARDS	PAGE REFERENCES
Interpret literary works orally, citing textual data in support of assertions	<b>Student Edition:</b> <i>Speaking/Listening</i> 328 <i>Speaking, Listening, and Viewing Workshop</i> 624-625, 842-843 <b>Teacher Wraparound Edition:</b> SP 412, 624, 752
Synthesize and present results of research projects, accurately summarizing and illustrating the main ideas, using appropriate technological aids, and offering support for the conclusions	<b>Student Edition:</b> <i>Speaking, Listening, and Viewing Workshop</i> 454-455 <b>Teacher Wraparound Edition:</b> DI 455; SS 155
Speak fluently with varied inflection and effective eye contact, enunciating clearly at an appropriate rate and volume	<b>Student Edition:</b> <i>Speaking, Listening, and Viewing Workshop</i> 155, 305, 455, 625, 843, 1119, 1342 <b>Teacher Wraparound Edition:</b> SS 843
Observe the appropriate etiquette when expressing thanks and receiving praise	Etiquette is not directly addressed; however showing politeness and respect is covered on the following page. <b>Student Edition:</b> 625
<b>C.12.2 Listen to, discuss, and comprehend oral communications.</b>	
Attend to both literal and connotative meanings	<b>Student Edition:</b> <i>Perspectives</i> 725-728 <b>Teacher Wraparound Edition:</b> ELC 727
Distinguish between relevant and irrelevant information	<b>Student Edition:</b> <i>Techniques for Listening to a Debate</i> 1343 <b>Teacher Wraparound Edition:</b> SP 1342-1343
Distinguish fact from opinion, evaluate logic, and identify manipulative techniques	<b>Student Edition:</b> 108-110, 356, 970-971 <i>Reading Strategy</i> 969, 970, 972 <i>Techniques for Listening to a Debate</i> 1343 <b>Teacher Wraparound Edition:</b> FO 355; SP 108-109, 1342-1343
Analyze messages for their accuracy and usefulness	<b>Student Edition:</b> <i>Techniques for Listening to a Debate</i> 1343 <b>Teacher Wraparound Edition:</b> SP 1342-1343

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Evaluate a speaker's use of diction, tone, syntax, rhetorical structure, and conventions of language considering the purpose and context of the communication	<b>Student Edition:</b> 108-110, 356, 388, 529, 1149-1151 <i>Connecting to the Speech</i> 387 <i>Literary Element</i> 107, 109, 110, 111, 528, 530, 1148, 1149, 1150, 1151, 1152 <i>Writing About Literature</i> 357 <b>Teacher Wraparound Edition:</b> ELC 109; FO 355
Relate a speaker's ideas and information to prior knowledge and experience	<b>Student Edition:</b> <i>Connecting to the Speech</i> 355
Consider the specific situation and current conditions when responding to instructions	<b>Student Edition:</b> <i>Speaking, Listening, and Viewing Workshop</i> 1342-1343
<b>C.12.3 Participate effectively in discussion.</b>	
Detect and evaluate a speaker's bias	The following speeches can be used to help facilitate this standard. <b>Student Edition:</b> 108-110, 356, 388, 529, 970-971, 1149-1151
Consider the ideas and opinions of other speakers thoughtfully before responding	<b>Student Edition:</b> <i>Speaking, Listening, and Viewing Workshop</i> 1343 <b>Teacher Wraparound Edition:</b> LS 625, 1119
Evaluate the validity and adequacy of ideas, arguments, hypotheses, and evidence	<b>Student Edition:</b> 108-110, 356, 388, 529, 970-971, 1149-1151 <i>Group Activity</i> 998 <i>Literature Groups</i> 798 <i>Perspectives</i> 725-728 <i>Responding and Thinking Critically</i> 728, 972 <b>Teacher Wraparound Edition:</b> SP 726-727
Be aware of and try to control counterproductive emotional responses to a speaker or ideas conveyed in a discussion	The following pages can be used to help facilitate this standard. <b>Student Edition:</b> 1342-1343 <i>Interdisciplinary Activity</i> 972 <b>Teacher Wraparound Edition:</b> LS 625, 1119

STANDARDS	PAGE REFERENCES
Appraise the purpose of discussions by examining their context and the motivation of participants	<b>Student Edition:</b> <i>Speaking, Listening, and Viewing Workshop</i> 624-625 <b>Teacher Wraparound Edition:</b> SP 624
Perform various roles in a discussion, including leader, participant, and moderator	<b>Student Edition:</b> <i>Speaking, Listening, and Viewing Workshop</i> 624-625 <b>Teacher Wraparound Edition:</b> FO 624; SP 752
Demonstrate the ability to extend a discussion by adding relevant information or asking pertinent questions	<b>Student Edition:</b> <i>Listening and Speaking</i> 1297 <i>Literary Criticism</i> 516, 543, 566, 740 <b>Teacher Wraparound Edition:</b> SP 752
Explain and advance opinions by citing evidence and referring to authoritative sources	<b>Student Edition:</b> <i>Discussion Starter</i> 43 <i>Literature Groups</i> 188, 366, 385, 566 <b>Teacher Wraparound Edition:</b> SP 752
Employ strategies such as summarizing main ideas or identifying areas of agreement to solve problems, resolve conflicts, and conclude discussions	<b>Student Edition:</b> <i>Literary Criticism</i> 740 <i>Literature Groups</i> 798, 1019 <b>Teacher Wraparound Edition:</b> SP 1344
Convey criticism in a respectful and supportive way	<b>Student Edition:</b> Page 1343 can be used to help facilitate this goal. <b>Teacher Wraparound Edition:</b> LS 625, 1119
<b>English Language Arts, Standard D: Language Performance Standards - Grade 12</b>	
<b>D.12.1 Develop their vocabulary and ability to use words, phrases, idioms, and various grammatical structures as a means of improving communication.</b>	
Examine the origin, history, denotation, connotation, and usage of English words and phrases by consulting dictionaries, thesauruses, handbooks, and other sources of information about the language	<b>Student Edition:</b> <i>Vocabulary Workshop</i> 121, 358, 544, 973 <b>Teacher Wraparound Edition:</b> T 121

STANDARDS	PAGE REFERENCES
Evaluate the effects of different types of language, such as literary and technical, formal and informal, in communications designed to narrate, inform, explain, persuade, and entertain	<b>Student Edition:</b> 251-260 <i>Grammar and Style</i> 263 <i>Literary Element</i> 250, 258, 262 <i>Literary History</i> 1310-1311 <i>Writing About Literature</i> 117 <b>Teacher Wraparound Edition:</b> BI 1311; ELC 255
Use language appropriate to the background, knowledge, and age of an audience	<b>Student Edition:</b> <i>Writing Workshop</i> 146-153, 296-303, 444-453, 614-623, 834-841, 1110-1117, 1334-1341 <b>Teacher Wraparound Edition:</b> DI 835
Recognize and exercise options in modes of expression and choice of words when speaking and writing, especially when revising written work	<b>Student Edition:</b> <i>Revising Check</i> 241, 263, 385, 440, 724, 761, 889, 1012, 1267 <i>Writing Workshop</i> 146-153, 296-303, 444-453, 614-623, 834-841, 1110-1117, 1334-1341 <b>Teacher Wraparound Edition:</b> ELC 1117
<b>D.12.2 Recognize and interpret various uses and adaptations of language in social, cultural, regional, and professional situations, and learn to be flexible and responsive in their use of English.</b>	
Evaluate the use of standard American English in public contexts, such as school and work	<b>Student Edition:</b> R42-R45 <i>Writing Workshop</i> 146-153, 296-303, 444-453, 614-623, 834-841, 1110-1117, 1334-1341
Evaluate the choice of words, expressions, and style considering the purpose and context of a communication	<b>Student Edition:</b> <i>Essay</i> 161 <i>Learning for Life</i> 516, 789, 956 <i>Writing</i> 478, 866 <i>Writing About Literature</i> 889, 1157, 1279 <i>Writing Workshop</i> 146-153, 296-303, 444-453, 614-623, 834-841, 1110-1117, 1334-1341 <b>Teacher Wraparound Edition:</b> SP 754

STANDARDS	PAGE REFERENCES
Analyze and explain how immediate context and broader social, cultural, regional, and professional variables influence the use of language, citing characteristics such as level of formality, slang, jargon, and emotional impact	<b>Student Edition:</b> 484-488, 942-954 <i>Literary Element</i> 483, 485, 489, 941, 945, 949, 955 <i>Literary History</i> 1310-1311 <b>Teacher Wraparound Edition:</b> BR 487; DI 971; ELC 639, 953; SP 1138
Draw inferences about values, attitudes, and points of view by analyzing a writer's or speaker's use of English	<b>Student Edition:</b> 112, 114-116, 354, 356, 968, 970-971 <i>Building Background</i> 113, 355, 969 <i>Literary Element</i> 969, 972 <i>Reading Strategy</i> 113 <i>Time</i> 118-120 <i>Writing About Literature</i> 117 <b>Teacher Wraparound Edition:</b> DI 971
Compare form, meaning, and value of different symbol systems--such as alphabets, signs, symbols--and of expressions commonly used in another language	<b>Student Edition:</b> <i>Photo</i> 13, 20
<b>English Language Arts - Standard E: Media &amp; Technology Performance Standards - Grade 12</b>	
<b>E.12.1 Use computers to acquire, organize, analyze, and communicate information.</b>	
Design, format, and produce attractive word-processed documents for various purposes	<b>Student Edition:</b> <i>Activity</i> R43, R45 <i>Email Exchange</i> 623, 1341 <i>Writing Workshop</i> 303, 841, 1117, 1341 <b>Teacher Wraparound Edition:</b> DI 1117
Incorporate information from databases and spreadsheets into reports	<b>Student Edition:</b> <i>Interdisciplinary Activity</i> 493
Integrate graphics appropriately into reports, newsletters, and other documents	<b>Student Edition:</b> <i>Speaking, Listening, and Viewing Workshop</i> 154-155, 304-305, 454-455, 842-843, 1118-1119 <b>Teacher Wraparound Edition:</b> DI 453

STANDARDS	PAGE REFERENCES
Retrieve and reproduce documents across various platforms	<b>Student Edition:</b> R42-R45 <i>Internet Connection</i> 73, 263, 440, 698, 939 <b>Teacher Wraparound Edition:</b> SP 294
Use on-line sources to exchange information	<b>Student Edition:</b> <i>Email Exchange</i> 623, 1341
<b>E.12.2 Make informed judgments about media and products.</b>	
Develop and apply evaluative criteria of accuracy and point of view to broadcast news programs	See Glencoe's <i>Writer's Choice: Grammar and Composition Grade 11</i> © 2005 <b>Student Edition:</b> 863-865
Recognize and explain the impact of various media on daily life	See Glencoe's <i>Writer's Choice: Grammar and Composition Grade 11</i> © 2005 <b>Student Edition:</b> 863-865
Analyze the content and effect of subtle persuasive techniques used on-line and in broadcast and print media	See Glencoe's <i>Writer's Choice: Grammar and Composition Grade 11</i> © 2005 <b>Student Edition:</b> 863-865
Develop and apply criteria for evaluating broadcast programming	See Glencoe's <i>Writer's Choice: Grammar and Composition Grade 11</i> © 2005 <b>Student Edition:</b> 863-865
<b>E.12.3 Create media products appropriate to audience and purpose.</b>	
Create multimedia presentations in connection with major projects, such as research reports or exhibitions	<b>Student Edition:</b> <i>Performing</i> 1215 <i>Speaking, Listening, and Viewing Workshop</i> 1118-1119 <i>Visual Display</i> 224 <i>Visual Literacy</i> 176, 478, 648 <b>Teacher Wraparound Edition:</b> CC 224

STANDARDS	PAGE REFERENCES
<p>Develop various media products to inform or entertain others in school or the community such as slide shows, videos, newspapers, sound recordings, literary publications, and brochures</p>	<p><b>Student Edition:</b>  <i>Learning for Life</i> 789  <i>Speaking/Listening</i> 866  <i>Speaking, Listening, and Viewing Workshop</i> 1118-1119</p> <p><b>Teacher Wraparound Edition:</b>            ELC 1035; FO 1118</p>
<p><b>E.12.4 Demonstrate a working knowledge of media production and distribution.</b></p>	
<p>Analyze the effect of media production techniques, such as music, camera angles, fade-outs, and lighting, on different audiences</p>	<p>For media production page references, see Glencoe's <i>Writer's Choice: Grammar and Composition Grade 11</i> © 2005</p> <p><b>Student Edition:</b>            859-862, 865-867, 887-889</p>
<p>Evaluate the impact of various market factors on the effectiveness of media production and distribution</p>	<p>For media production page references, see Glencoe's <i>Writer's Choice: Grammar and Composition Grade 11</i> © 2005</p> <p><b>Student Edition:</b>            859-862, 865-867, 887-889</p>
<p>Identify the impact of image and context on particular audiences receiving the same message</p>	<p>For media production page references, see Glencoe's <i>Writer's Choice: Grammar and Composition Grade 11</i> © 2005</p> <p><b>Student Edition:</b>            859-862, 865-867, 887-889</p>
<p>Develop and apply criteria for evaluating advertising campaigns for a variety of products, past and present</p>	<p>For media production page references, see Glencoe's <i>Writer's Choice: Grammar and Composition Grade 11</i> © 2005</p> <p><b>Student Edition:</b>            859-862, 865-867, 887-889</p>
<p><b>E.12.5 Analyze and edit media work as appropriate to audience and purpose.</b></p>	
<p>Develop and present criteria for evaluating a variety of media products</p>	<p>See Glencoe's <i>Writer's Choice: Grammar and Composition Grade 11</i> © 2005</p> <p><b>Student Edition:</b>            863-865</p>
<p>Evaluate audience feedback on the clarity, form, effectiveness, technical achievement and aesthetic appeal of media work</p>	<p>The following pages can be used to meet this standard. See Glencoe's <i>Writer's Choice: Grammar and Composition Grade 11</i> © 2005</p> <p><b>Student Edition:</b>            863-865</p>

STANDARDS	PAGE REFERENCES
<b>English Language Arts, Standard F: Research &amp; Inquiry Performance Standards - Grade 12</b>	
<b>F.12.1 Conduct research and inquiry on self-selected or assigned topics, issues, or problems and use an appropriate form to communicate their findings.</b>	
Formulate questions addressing issues or problems that can be answered through a well defined and focused investigation	<b>Student Edition:</b> R36 <i>Writing Workshop</i> 444-453 <b>Teacher Wraparound Edition:</b> WP 445
Use research tools found in school and college libraries, take notes, collect and classify sources, and develop strategies for finding and recording information	<b>Student Edition:</b> R36 <i>Learning for Life</i> 813 <i>Writing Workshop</i> 444-453 <b>Teacher Wraparound Edition:</b> DI 445, 447
Conduct interviews, taking notes or recording and transcribing oral information, then summarizing the results	<b>Student Edition:</b> R36-R37 <i>Learning for Life</i> 829, 1245 <i>Writing Workshop</i> 444-453 <b>Teacher Wraparound Edition:</b> DI 447; ELC 447; SP 348
Develop research strategies appropriate to the investigation, considering methods such as questionnaires, experiments, and field studies	<b>Student Edition:</b> <i>Writing Workshop</i> 444-453 <b>Teacher Wraparound Edition:</b> WS 448
Organize research materials and data, maintaining a note-taking system that includes summary, paraphrase, and quoted material	<b>Student Edition:</b> R36-R37 <i>Writing Workshop</i> 444-453 <b>Teacher Wraparound Edition:</b> DI 447; ELC 447; WS 448
Evaluate the usefulness and credibility of data and sources by applying tests of evidence, including bias, position, expertise, adequacy, validity, reliability, and date	<b>Student Edition:</b> R37 <i>Writing Workshop</i> 444-453 <b>Teacher Wraparound Edition:</b> WS 449

STANDARDS	PAGE REFERENCES
Analyze, synthesize, and integrate data, drafting a reasoned report that supports and appropriately illustrates inferences and conclusions drawn from research	<b>Student Edition:</b> R37-R38 <i>Writing Workshop</i> 444-453 <b>Teacher Wraparound Edition:</b> WP 447
Present findings in oral and written reports, correctly citing sources	<b>Student Edition:</b> <i>Speaking, Listening, and Viewing Workshop</i> 454-455 <i>Writing Workshop</i> 444-453 <b>Teacher Wraparound Edition:</b> SP 294, 448