



# Literature

The Reader's Choice  
Course 4

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STANDARDS	PAGE REFERENCES
<p><b>Grade 9 Reading</b> The grade-specific performance indicators that grade 9 students demonstrate as they learn to read include</p>	
<p><b>Standard 1:</b> Students will read, write, listen, and speak for <b>information and understanding</b>.</p>	
<ul style="list-style-type: none"> <li>• Locate and use school and public library resources for information and research               <ul style="list-style-type: none"> <li>- define a purpose for reading by asking questions about what they need to know for their research</li> </ul> </li> </ul>	<p><b>Student Edition:</b> <i>Writing Workshop</i> 1092, 1093 <b>Teacher Wraparound Edition:</b> DI 765; RRW 235, 315, 357; SP 48, 264, 1118, 1260</p>
<ul style="list-style-type: none"> <li>• Use specialized reference sources, such as glossaries and directories</li> </ul>	<p><b>Student Edition:</b> R45-R51 <i>Writing Workshop</i> 1094-1095 <b>Teacher Wraparound Edition:</b> ELC 163, 961, 1241; RRW 117, 707; SP 196</p>
<ul style="list-style-type: none"> <li>• Read and follow written, complex directions and procedures to solve problems and accomplish tasks               <ul style="list-style-type: none"> <li>- demonstrate task awareness by employing flexible strategies</li> </ul> </li> </ul>	<p><b>Student Edition:</b> <i>Writing Workshop</i> 1258, 1261 <i>Speaking, Listening, and Viewing Workshop</i> 1266-1267 <b>Teacher Wraparound Edition:</b> DI 971; RRW 83, 395, 587; SP 938, 982</p>

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<ul style="list-style-type: none"> <li>Skim texts to gain an overall impression and scan texts for particular information               <ul style="list-style-type: none"> <li>focus on key words and phrases to generate research questions</li> </ul> </li> </ul>	<p><b>Student Edition:</b>  <i>Informational Text</i> 88, 537, 808, 1030, 1224</p> <p><b>Teacher Wraparound Edition:</b>            ELC 809; RS 431; SP 10, 40, 430, 808, 896</p>
<ul style="list-style-type: none"> <li>Recognize the defining features and structures of informational texts</li> </ul>	<p><b>Student Edition:</b>  <i>Informational Text</i> 88, 429, 537, 808, 1030, 1224  <i>Literary Element</i> 418  <i>Literary Analysis</i> 427</p> <p><b>Teacher Wraparound Edition:</b>            ELC 809; RS 430, 431, 432, 433; SP 88, 418, 430, 808</p>
<ul style="list-style-type: none"> <li>Interpret and evaluate data, facts, and ideas in informational texts, such as national newspapers, online and electronic databases, and websites</li> </ul>	<p><b>Student Edition:</b>  <i>Responding and Thinking Critically</i> 92, 433, 540, 811, 1034, 1226  <i>Writing and Extending</i> 428  <i>Informational Text</i> 1224</p> <p><b>Teacher Wraparound Edition:</b>            DI 835; RRW 183, 1005; RS 1225; SP 380, 1134</p>
<ul style="list-style-type: none"> <li>Identify and evaluate the validity of informational sources, with assistance</li> </ul>	<p><b>Student Edition:</b>            R23, R36  <i>Literary Analysis</i> 476  <i>Reading and Vocabulary</i> 486  <i>Writing Workshop</i> 1099, 1261  <i>Informational Text</i> 1224  <i>Responding and Thinking Critically</i> 1226 #8</p> <p><b>Teacher Wraparound Edition:</b>            DI 835, 965; RS 1225; SP 1134; WS 1099</p>
<ul style="list-style-type: none"> <li>Distinguish verifiable statement from hypothesis, and assumption and facts from opinion, with assistance</li> </ul>	<p><b>Student Edition:</b>            R23  <i>Reading Preview</i> 459, 1138  <i>Reading Strategy</i> 460  <i>Reading and Vocabulary</i> 463  <i>Before You Read</i> 465  <i>Responding and Thinking Critically</i> 811 #6, 1226 #5</p> <p><b>Teacher Wraparound Edition:</b>            RS 301, 381, 469; SP 308, 480</p>

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<ul style="list-style-type: none"> <li>Analyze information from different sources by making connections and showing relationships to other texts, such as biographies and autobiographies               <ul style="list-style-type: none"> <li>employ a range of post-reading practices</li> </ul> </li> </ul>	<p><b>Student Edition:</b>  <i>Writing and Extending</i> 65, 392, 428, 457, 536  <i>Responding and Thinking Critically</i> 92 #8, 433 #8  <i>Wrap-Up</i> 477, 551, 642, 818, 863</p> <p><b>Teacher Wraparound Edition:</b>            RRW 1269</p>
<p><b>Standard 2: Students will read, write, listen, and speak for literary response and expression.</b></p>	
<ul style="list-style-type: none"> <li>Read, view, and interpret texts and performances in every medium from a wide variety of authors, subjects, and genres (e.g., short stories, novels, plays, film and video productions, poems, and essays)               <ul style="list-style-type: none"> <li>build background by activating prior knowledge through questioning what they already know about the form in which the story is presented and the period in which it was written</li> </ul> </li> </ul>	<p><b>Student Edition:</b>            R20  <i>Reading Preview</i> 328, 1075  <i>Reading Strategy</i> 329, 330, 1076  <i>Reading and Vocabulary</i> 334, 1077  <i>Writing and Extending</i> 925</p> <p><b>Teacher Wraparound Edition:</b>            DI 927; ELC 925; SP 934, 1138, 1268</p>
<ul style="list-style-type: none"> <li>Read, view, and respond independently to literary works that represent a range of social, historical, and cultural perspectives</li> </ul>	<p><b>Student Edition:</b>  <i>Reading and Thinking Critically</i> 141, 246, 254, 277, 317, 324, 360  <i>Wrap-Up</i> 146  <i>Writing and Extending</i> 158, 241, 334  <i>Writing Workshop</i> 281  <i>Speaking, Listening, and Viewing Workshop</i> 288-289</p> <p><b>Teacher Wraparound Edition:</b>            SP 118, 252</p>
<ul style="list-style-type: none"> <li>Recognize a range of literary elements and techniques, such as figurative language, allegory, irony, symbolism, and stream of consciousness, and use these elements to interpret the work               <ul style="list-style-type: none"> <li>check for understanding of texts by engaging in oral reading activities, such as read-arounds, to identify and provide effective examples of literary elements</li> </ul> </li> </ul>	<p><b>Student Edition:</b>  <i>Literary Analysis</i> 86, 103, 130, 229, 603, 745, 789, 1184  <i>Reading Preview</i> 959  <i>Reading and Vocabulary</i> 979</p> <p><b>Teacher Wraparound Edition:</b>            ELC 35, 395, 509; SP 602; WT 153</p>

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<ul style="list-style-type: none"> <li>Distinguish between different forms of poetry, such as sonnet, lyric, elegy, narrative, epic, and ode</li> </ul>	<p><b>Student Edition:</b>  <i>Literature Preview</i> 609, 959, 1088  <i>Literary Analysis</i> 612, 979, 1090  <i>Genre Focus</i> 946  <i>Wrap-Up</i> 952  <i>Literary History</i> 956-957  <i>Literary Element</i> 969</p> <p><b>Teacher Wraparound Edition:</b>  SP 512, 516, 610; WT 949</p>
<ul style="list-style-type: none"> <li>Compare a film, video, or stage version of a literary work with the written version</li> </ul>	<p><b>Student Edition:</b>  <i>Writing and Extending</i> 925  <i>Writing Workshop</i> 927</p> <p><b>Teacher Wraparound Edition:</b>  DI 927; ELC 925; SP 290, 934, 1138, 1268</p>
<ul style="list-style-type: none"> <li>Read literary texts aloud to convey an interpretation of the work <ul style="list-style-type: none"> <li>engage in a variety of shared reading experiences, such as choral reading and reader's theatre</li> </ul> </li> </ul>	<p><b>Student Edition:</b>  <i>Literary Analysis</i> 607  <i>Writing and Extending</i> 807</p> <p><b>Teacher Wraparound Edition:</b>  BRF 59, 1183; DI 1171; ELC 275, 883; SP 150, 170, 550, 902</p>
<ul style="list-style-type: none"> <li>Read works with a common theme and compare the treatment of that theme by different authors</li> </ul>	<p><b>Student Edition:</b>  <i>Responding and Thinking Critically</i> 92 #8, 433 #8  <i>Wrap-Up</i> 146, 378, 477, 551, 642, 818, 1029, 1177</p> <p><b>Teacher Wraparound Edition:</b>  SP 468</p>
<ul style="list-style-type: none"> <li>Interpret multiple levels of meaning in text</li> </ul>	<p><b>Student Edition:</b>  <i>Responding and Thinking Critically</i> 41 #5, 246 #5, 267 #8, 324 #5, 413 #8, 625 #5  <i>Literary Analysis</i> 182, 229, 462  <i>Literary Element</i> 275</p>
<ul style="list-style-type: none"> <li>Recognize relevance of literature to personal events and situations</li> </ul>	<p><b>Student Edition:</b>  <i>Reading Strategy</i> 179, 183, 343, 346, 395, 396  <i>Reading and Vocabulary</i> 186, 348, 399, 1086  <i>Reading Preview</i> 394, 1079</p> <p><b>Teacher Wraparound Edition:</b>  SP 178</p>

STANDARDS	PAGE REFERENCES
<b>Standard 3: Students will read, write, listen, and speak for critical analysis and evaluation.</b>	
<ul style="list-style-type: none"> <li>Form opinions and make judgments about the accuracy of information and personal texts</li> </ul>	<p><b>Student Edition:</b>  <i>Writing and Extending</i> 326  <i>Responding and Thinking Critically</i> 333 #7, 476 #5, 1226 #8  <i>Reading and Vocabulary</i> 457  <i>Informational Text</i> 1224</p> <p><b>Teacher Wraparound Edition:</b>            LE 332; RS 1225; SP 380, 468, 480</p>
<ul style="list-style-type: none"> <li>Generate a list of significant questions to assist with analysis of text</li> </ul>	<p><b>Student Edition:</b>  <i>Reading Preview</i> 148, 533, 865  <i>Reading Strategy</i> 149, 154  <i>Reading and Vocabulary</i> 158, 874</p> <p><b>Teacher Wraparound Edition:</b>            DI 197, 213; SP 868, 896, 1194</p>
<ul style="list-style-type: none"> <li>Analyze and evaluate nonfiction texts               <ul style="list-style-type: none"> <li>determine the significance and reliability of information</li> <li>focus on key words/phrases that signal that the text is heading in a particular direction</li> </ul> </li> </ul>	<p><b>Student Edition:</b>  <i>Informational Text</i> 88, 537, 1030, 1224  <i>Responding and Thinking Critically</i> 1226 #8</p> <p><b>Teacher Wraparound Edition:</b>            RS 430, 431, 433, 538, 1225; SP 430</p>
<ul style="list-style-type: none"> <li>Analyze and evaluate poetry to recognize the use and effect of               <ul style="list-style-type: none"> <li>rhythm, rhyme, and sound pattern</li> <li>repetition</li> <li>differences between language of the poem and everyday language of readers</li> </ul> </li> </ul>	<p><b>Student Edition:</b>  <i>Literary Analysis</i> 522, 531, 579, 607, 612  <i>Responding and Thinking Critically</i> 545 #6, 603 #6, 625 #6  <i>Writing and Extending</i> 626</p> <p><b>Teacher Wraparound Edition:</b>            ELC 613; LE 513; RS 510; SP 624; WT 510</p>
<ul style="list-style-type: none"> <li>Engage in oral reading activities, such as read-arounds, to identify and provide effective examples of poetic elements</li> </ul>	<p><b>Student Edition:</b>  <i>Literary Analysis</i> 570, 607, 617  <i>Wrap-Up</i> 642  <i>Writing and Extending</i> 647  <i>Reading Preview</i> 659</p> <p><b>Teacher Wraparound Edition:</b>            BRP 621; SP 526, 530, 550, 610</p>

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<ul style="list-style-type: none"> <li>• Analyze and evaluate fiction, including               <ul style="list-style-type: none"> <li>- the development of a central idea or theme</li> <li>- the development of characters and their actions</li> <li>- the elements of the plot, such as conflict, climax, and resolution</li> <li>- the significance of the title</li> </ul> </li> </ul>	<p><b>Student Edition:</b>  <i>Literary Analysis</i> 20, 157, 174, 185, 317  <i>Writing and Extending</i> 21, 104  <i>Visual Literacy</i> 41, 173  <i>Responding and Thinking Critically</i> 53 #7, 75 #9, 141 #8, 185 #7</p> <p><b>Teacher Wraparound Edition:</b>            LE 332; SP 26, 52</p>
<ul style="list-style-type: none"> <li>• Form opinions and make judgments about literary works, by analyzing and evaluating texts from a critical perspective</li> </ul>	<p><b>Student Edition:</b>  <i>You're the Critic</i> 85, 202, 228, 593, 834, 1245  <i>Writing and Extending</i> 279, 654, 1137</p> <p><b>Teacher Wraparound Edition:</b>            SP 480</p>
<ul style="list-style-type: none"> <li>• Select, reject, and reconcile ideas and information in light of prior knowledge and experiences</li> </ul>	<p><b>Student Edition:</b>  <i>Reading Strategy</i> 181, 330, 343  <i>Reading and Vocabulary</i> 186, 334, 348, 399, 1077, 1086  <i>Reading Preview</i> 328</p> <p><b>Teacher Wraparound Edition:</b>            RS 182; SP 178</p>
<p><b>Standard 4:</b> Students will read, write, listen, and speak for social interaction.</p>	
<ul style="list-style-type: none"> <li>• Share reading experiences with a peer or adult; for example, read together silently or aloud or discuss reactions to texts</li> </ul>	<p><b>Student Edition:</b>  <i>Wrap-Up</i> 642  <i>Writing and Extending</i> 836</p> <p><b>Teacher Wraparound Edition:</b>            BRF 59, 113, 127, 143, 151, 181, 731, 845; ELC 275; SP 870</p>
<ul style="list-style-type: none"> <li>• Consider the age, gender, social position, and cultural traditions of the writer</li> </ul>	<p><b>Student Edition:</b>  <i>Before You Read</i> 44, 133, 438  <i>Wrap-Up</i> 146  <i>Reading Strategy</i> 323, 354  <i>Responding and Thinking Critically</i> 324 #7  <i>Daily Life and Culture</i> 324  <i>Reading and Vocabulary</i> 325</p> <p><b>Teacher Wraparound Edition:</b>            ELC 265, 321; SP 272</p>

STANDARDS	PAGE REFERENCES
<ul style="list-style-type: none"> <li>Recognize the types of language (e.g., informal vocabulary, culture-specific terminology, jargon, colloquialisms, email conventions) that are appropriate to social communication</li> </ul>	<p><b>Student Edition:</b>  <i>Literary Element</i> 71  <i>Literary Analysis</i> 75  <i>Reading Preview</i> 248  <i>Reading and Vocabulary</i> 255  <i>Vocabulary Workshop</i> 434</p> <p><b>Teacher Wraparound Edition:</b>  BRF 71, 253; DI 155, 331, 345; ELC 249, 253, 389, 911; RRW 251; SP 74, 820</p>
<p><b>Grade 9 Writing</b>  The grade-specific performance indicators that grade 9 students demonstrate as they learn to write include</p>	
<p><b>Standard 1:</b> Students will read, write, listen, and speak for information and understanding.</p>	
<ul style="list-style-type: none"> <li>Use both primary and secondary sources of information for research</li> </ul>	<p><b>Student Edition:</b>  R29, R35  <i>Writing and Extending</i> 571  <i>Writing Workshop</i> 1092, 1093, 1094, 1098-1099</p> <p><b>Teacher Wraparound Edition:</b>  SP 976, 1094</p>
<ul style="list-style-type: none"> <li>Select and limit topics for informational writing, with assistance</li> </ul>	<p><b>Student Edition:</b>  R35  <i>Writing Workshop</i> 1092, 1093, 1259, 1261</p> <p><b>Teacher Wraparound Edition:</b>  DI 499; SP 102, 1132; WS 1094</p>
<ul style="list-style-type: none"> <li>Analyze data and facts to communicate information</li> </ul>	<p><b>Student Edition:</b>  <i>Writing and Extending</i> 104  <i>Writing Workshop</i> 1096-1099</p> <p><b>Teacher Wraparound Edition:</b>  DI 765, 835, 965; RRW 101, 1033; SP 226, 918, 1132, 1146</p>
<ul style="list-style-type: none"> <li>Take notes from written and oral texts, such as lectures and interviews</li> </ul>	<p><b>Student Edition:</b>  R29, R36  <i>Speaking, Listening, and Viewing Workshop</i> 289  <i>Writing Workshop</i> 1092, 1094</p> <p><b>Teacher Wraparound Edition:</b>  LS 1267; SP 18, 288, 1262; WS 1095</p>

STANDARDS	PAGE REFERENCES
<ul style="list-style-type: none"> <li>Use a range of organizational strategies to present information</li> </ul>	<p><b>Student Edition:</b> R29, R36 <i>Writing and Extending</i> 186, 256, 279 <i>Writing Workshop</i> 491, 571, 613, 929, 1095, 1261</p> <p><b>Teacher Wraparound Edition:</b> DI 491, 1095; WS 1095</p>
<ul style="list-style-type: none"> <li>Apply new information in different contexts and situations</li> </ul>	<p><b>Student Edition:</b> <i>Writing and Extending</i> 158 <i>Reading and Vocabulary</i> 186 <i>Writing Workshop</i> 281, 283, 286</p> <p><b>Teacher Wraparound Edition:</b> DI 61, 87, 273; RRW 83; SP 1016, 1044</p>
<ul style="list-style-type: none"> <li>Cite primary and secondary sources of information in bibliography and citations, using an approved style sheet</li> </ul>	<p><b>Student Edition:</b> R35-R40 <i>Writing Workshop</i> 933, 1094, 1099, 1101</p> <p><b>Teacher Wraparound Edition:</b> WS 1097</p>
<ul style="list-style-type: none"> <li>Define the meaning of and understand the consequences of plagiarism</li> </ul>	<p><b>Student Edition:</b> R36</p>
<ul style="list-style-type: none"> <li>Use paraphrase and quotation in order to communicate information most effectively</li> </ul>	<p><b>Student Edition:</b> R36 <i>Writing Workshop</i> 1093, 1097, 1100, 1101 Practice with paraphrasing is found in the following examples.</p> <p><b>Teacher Wraparound Edition:</b> SP 14, 144, 377, 1232</p>
<ul style="list-style-type: none"> <li>Use charts, graphs, or diagrams to illustrate informational text</li> </ul>	<p>The following examples require charts, graphs or diagrams in both written and oral presentations.</p> <p><b>Student Edition:</b> R21 <i>Writing and Extending</i> 230, 1021 <i>Wrap-Up</i> 378 <i>Literary Analysis</i> 915 <i>Speaking, Listening, and Viewing Workshop</i> 1267</p> <p><b>Teacher Wraparound Edition:</b> DI 897, 1003, 1041; RRW 715; SP 264, 702, 842, 1054, 1084</p>

STANDARDS	PAGE REFERENCES
<ul style="list-style-type: none"> <li>Use the language of research, such as documentation, source, note, paraphrase, citation, and bibliography</li> </ul>	<p><b>Student Edition:</b> R35-R37 <i>Writing Workshop</i> 1094-1095, 1098-1099, 1100-1101</p> <p><b>Teacher Wraparound Edition:</b> SP 1094; WS 1095</p>
<ul style="list-style-type: none"> <li>Maintain a portfolio that includes informational writing</li> </ul>	<p><b>Student Edition:</b> <i>Writing and Extending</i> 158 <i>Writing Workshop</i> 927, 1093</p> <p><b>Teacher Wraparound Edition:</b> DI 499, 1003; RRW 83, 799; SP 102, 204, 1004</p>
<p><b>Standard 2: Students will read, write, listen, and speak for literary response and expression.</b></p>	
<ul style="list-style-type: none"> <li>Write original literary texts <ul style="list-style-type: none"> <li>use elements of literary text, such as plot, character, setting, dialogue, conflict, and suspense, to engage the reader</li> <li>maintain consistent point of view, including first-person, third-person, or omniscient narrator</li> <li>create a personal voice</li> </ul> </li> </ul>	<p><b>Student Edition:</b> R34 <i>Quickwrite</i> 11, 1189 <i>Writing and Extending</i> 1163 <i>Literary Analysis</i> 1257</p> <p><b>Teacher Wraparound Edition:</b> DI 61, 87, 1251, 1273; SP 102, 338, 1032</p>
<ul style="list-style-type: none"> <li>Write interpretive and responsive essays of approximately three pages to <ul style="list-style-type: none"> <li>express judgments and support them through references to the text, using direct quotations and paraphrase</li> <li>explain how the author's use of literary devices affects meaning</li> <li>engage in a variety of prewriting experiences, such as using a variety of visual representations to express interpretations, feelings, and new insights</li> <li>compare and contrast the treatment of literary elements in different genres and by more than one author</li> </ul> </li> </ul>	<p><b>Student Edition:</b> <i>Writing and Extending</i> 158, 186, 613, 647, 654 <i>Writing Workshop</i> 280-281, 283, 662-663, 665, 926-927, 929</p> <p><b>Teacher Wraparound Edition:</b> ELC 281</p>
<ul style="list-style-type: none"> <li>Use resources such as personal experience, knowledge from other content areas, and independent reading to create literary, interpretive, and responsive texts</li> </ul>	<p><b>Student Edition:</b> <i>Wrap-Up</i> 146 <i>Writing and Extending</i> 158, 230, 414, 487, 654, 885 <i>Writing Workshop</i> 281 <i>Literary Analysis</i> 527, 559</p> <p><b>Teacher Wraparound Edition:</b> RRW 936; SP 548</p>

STANDARDS	PAGE REFERENCES
<ul style="list-style-type: none"> <li>Maintain a portfolio that includes literary, interpretive, and responsive writing</li> </ul>	<p><b>Student Edition:</b>  <i>Writing and Extending</i> 21, 104, 131, 326, 361, 487  <i>Wrap-Up</i> 146  <i>Writing Workshop</i> 281  <i>Literary Analysis</i> 527, 579</p> <p><b>Teacher Wraparound Edition:</b>  DI 217</p>
<p><b>Standard 3: Students will read, write, listen, and speak for critical analysis and evaluation.</b></p>	
<ul style="list-style-type: none"> <li>State an opinion or present a judgment by developing a thesis and providing supporting evidence, arguments, and details</li> </ul>	<p><b>Student Edition:</b>  <i>Writing and Extending</i> 54, 65, 76, 186, 279, 318, 334, 361, 399, 428  <i>Writing Workshop</i> 280, 926, 1092</p> <p><b>Teacher Wraparound Edition:</b>  DI 1261; SP 1100, 1264</p>
<ul style="list-style-type: none"> <li>Analyze a variety of texts using resources such as knowledge from school subjects, readings, and personal experiences</li> </ul>	<p><b>Student Edition:</b>  <i>Discussion Starter</i> 54, 861  <i>Reading Preview</i> 177, 341  <i>Reading Strategy</i> 181, 395  <i>Reading and Vocabulary</i> 186, 348, 399  <i>Writing and Extending</i> 230, 654, 885, 1086</p> <p><b>Teacher Wraparound Edition:</b>  DI 1129; SP 178, 976</p>
<ul style="list-style-type: none"> <li>Use strategies designed to influence or persuade in advertisements</li> </ul>	<p><b>Student Edition:</b>  <i>Speaking, Listening, and Viewing Workshop</i> 1266-1267</p> <p><b>Teacher Wraparound Edition:</b>  B 436; DI 1041, 1243; RRW 1005; SP 262, 472, 952, 1266</p>
<ul style="list-style-type: none"> <li>Maintain a writing portfolio that includes writing for critical analysis and evaluation</li> </ul>	<p><b>Student Edition:</b>  <i>Writing and Extending</i> 241, 279, 318, 334, 392, 399, 428, 457, 463, 523, 595, 654  <i>Literary Analysis</i> 374, 449  <i>Writing Workshop</i> 927</p> <p><b>Teacher Wraparound Edition:</b>  SP 688</p>

STANDARDS	PAGE REFERENCES
<b>Standard 4: Students will read, write, listen, and speak for social interaction.</b>	
<ul style="list-style-type: none"> <li>Share the process of writing with peers and adults; for example, write a condolence note, get-well card, or thank-you letter with writing partner(s)</li> </ul>	<p><b>Student Edition:</b> <i>Writing and Extending</i> 204, 334, 487, 836</p> <p><b>Teacher Wraparound Edition:</b> DI 237, 857; SP 64, 290, 530, 946, 1016</p>
<ul style="list-style-type: none"> <li>Respect the age, gender, and cultural traditions of the recipient</li> </ul>	<p>The following examples involve writing while considering the audience.</p> <p><b>Student Edition:</b> <i>Writing Workshop</i> 281, 283, 489, 491, 663, 665, 927, 1093, 1259 <i>Writing and Extending</i> 487</p>
<ul style="list-style-type: none"> <li>Write and share personal reactions to experiences, events, and observations, using a form of social communication</li> </ul>	<p><b>Student Edition:</b> <i>Wrap-Up</i> 146, 378, 477, 551, 642, 818 <i>Writing and Extending</i> 175, 186, 414 <i>Discussion Starter</i> 549</p> <p><b>Teacher Wraparound Edition:</b> DI 291, 379; RRW 101, 113, 183</p>
<ul style="list-style-type: none"> <li>Identify and model the social communication techniques of published authors</li> </ul>	<p><b>Student Edition:</b> <i>Reading Check</i> 7, 305, 513, 687, 951, 1119</p> <p><b>Teacher Wraparound Edition:</b> LE 7; RS 304</p>
<ul style="list-style-type: none"> <li>Distinguish between the conventions of academic writing and the conventions of email</li> </ul>	<p><b>Student Edition:</b> <i>Writing Workshop</i> 283, 1261 <i>Grammar and Style</i> 1247</p> <p><b>Teacher Wraparound Edition:</b> DI 331, 345; ELC 911, 1097, 1265; RRW 251; SP 494; WT 929</p>
<ul style="list-style-type: none"> <li>Maintain a portfolio that includes writing for social interaction</li> </ul>	<p><b>Student Edition:</b> <i>Writing and Extending</i> 175 <i>Quickwrite</i> 437</p> <p><b>Teacher Wraparound Edition:</b> DI 151</p>

STANDARDS	PAGE REFERENCES
<p><b>Grade 9 Listening</b> The grade-specific performance indicators that grade 9 students demonstrate as they learn to listen include</p>	
<p><b>Standard 1: Students will read, write, listen, and speak for information and understanding.</b></p>	
<ul style="list-style-type: none"> <li>Interpret information from media presentations, such as news broadcasts and taped interviews</li> </ul>	<p><b>Student Edition:</b> <i>Writing Workshop</i> 1093 <b>Teacher Wraparound Edition:</b> LS 1267; SP 670, 1266; SS 1266</p>
<ul style="list-style-type: none"> <li>Listen to and follow complex directions or instructions</li> </ul>	<p><b>Student Edition:</b> <i>Writing and Extending</i> 217 <b>Teacher Wraparound Edition:</b> DI 835; ELC 537; RRW 73, 83, 101, 587; SP 72, 96, 102, 264, 530, 876, 938</p>
<ul style="list-style-type: none"> <li>Identify the speaker’s purpose and motive for communicating information</li> </ul>	<p><b>Teacher Wraparound Edition:</b> LS 289, 671, 935; SP 966, 1266</p>
<ul style="list-style-type: none"> <li>Recognize appropriate voice and tone</li> </ul>	<p>Listening to and using appropriate voice and tone is discussed in the following examples. <b>Student Edition:</b> <i>Wrap-Up</i> 378 <b>Teacher Wraparound Edition:</b> BRF 143, 1199; DI 1157; SP 818, 898; SS 671, 1070, 1103, 1266</p>
<p><b>Standard 2: Students will read, write, listen, and speak for literary response and expression.</b></p>	
<ul style="list-style-type: none"> <li>Interpret and respond to texts and performances from a variety of genres, authors, and subjects</li> </ul>	<p><b>Student Edition:</b> <i>Responding and Thinking Critically</i> 92, 119, 157, 246, 254, 347, 360, 443, 462, 527, 584, 745, 903 <i>Literary Analysis</i> 903 <b>Teacher Wraparound Edition:</b> SP 118</p>
<ul style="list-style-type: none"> <li>Respond to authors’ reading and discussing their works</li> </ul>	<p><b>Student Edition:</b> <i>Reading Check</i> 305, 513, 687, 951, 1119 <i>Responding and Thinking Critically</i> 889 <b>Teacher Wraparound Edition:</b> DI 513; LE 7; RS 6, 304, 305, 887, 888, 950</p>
<ul style="list-style-type: none"> <li>Recognize features of literary genres in interpreting presentations of literary text</li> </ul>	<p><b>Student Edition:</b> <i>Literary Analysis</i> 531 <i>Writing and Extending</i> 885 <b>Teacher Wraparound Edition:</b> BRF 905; DI 273, 873; SP 82, 102, 690, 830, 852</p>

STANDARDS	PAGE REFERENCES
<ul style="list-style-type: none"> <li>Recognize historical and contemporary social and cultural conditions in presentation of literary texts</li> </ul>	<p><b>Student Edition:</b>  <i>Wrap-Up</i> 146, 361, 463</p> <p><b>Teacher Wraparound Edition:</b>  DI 273, 353; ELC 205; RRW 235, 303; SP 266, 336, 412</p>
<ul style="list-style-type: none"> <li>Connect literary texts to prior knowledge, personal experience, and contemporary situations</li> </ul>	<p><b>Student Edition:</b>  <i>Reading Preview</i> 177, 328, 341, 394, 1146  <i>Reading Strategy</i> 179, 181, 329, 396  <i>Reading and Vocabulary</i> 186, 334, 348, 399, 1149</p> <p><b>Teacher Wraparound Edition:</b>  SP 178, 1168</p>
<ul style="list-style-type: none"> <li>Identify multiple levels of meaning in presentation of literary texts</li> </ul>	<p><b>Student Edition:</b>  <i>Responding and Thinking Critically</i> 41 #5, 246 #5, 267 #8, 324 #5, 413 #8, 625 #5  <i>Literary Analysis</i> 182, 229, 462  <i>Literary Element</i> 275</p>
<p><b>Standard 3: Students will read, write, listen, and speak for critical analysis and evaluation.</b></p>	
<ul style="list-style-type: none"> <li>Recognize and acknowledge various perspectives on issues of local and national concern</li> </ul>	<p><b>Student Edition:</b>  <i>Wrap-Up</i> 146, 477  <i>Writing and Extending</i> 361, 463  <i>Reading and Vocabulary</i> 1149</p> <p><b>Teacher Wraparound Edition:</b>  B 1142; RRW 73, 83, 315; SP 1132, 1134, 1146</p>
<ul style="list-style-type: none"> <li>Determine points of view</li> </ul>	<p><b>Student Edition:</b>  <i>Literary Analysis</i> 229  <i>Literary Element</i> 233, 240</p> <p><b>Teacher Wraparound Edition:</b>  LE 206</p>
<ul style="list-style-type: none"> <li>Use prior knowledge, as well as the perspectives of other individuals, groups, and recognized experts, to analyze and evaluate presentations</li> </ul>	<p><b>Student Edition:</b>  <i>Speaking, Listening, and Viewing Workshop</i> 671</p> <p><b>Teacher Wraparound Edition:</b>  DI 671, 1157; LS 671, 935, 1103, 1267; SP 336, 670, 1102, 1266; SS 1266; VS 497</p>
<ul style="list-style-type: none"> <li>Evaluate the content and organization of the presentations, applying criteria such as point of view and appropriateness and completeness of reasons, examples, and details</li> </ul>	<p><b>Student Edition:</b>  <i>Speaking, Listening, and Viewing Workshop</i> 671</p> <p><b>Teacher Wraparound Edition:</b>  DO 477, 671, 935, 1267; LS 935, 1103, 1267; SP 1102, 1266</p>

STANDARDS	PAGE REFERENCES
<ul style="list-style-type: none"> <li>Evaluate the possible bias of the speaker, in order to judge the validity of the content</li> </ul>	<p>The following examples have students evaluate the bias of writers.</p> <p><b>Student Edition:</b>  R23-R24  <i>Reading Strategy</i> 242, 441  <i>Responding and Thinking Critically</i> 333 #7  <i>Reading Preview</i> 439  <i>Reading and Vocabulary</i> 444  <i>Vocabulary Workshop</i> 1186</p> <p><b>Teacher Wraparound Edition:</b>  RS 243, 244, 245, 309; SP 302</p>
<ul style="list-style-type: none"> <li>Recognize the use of protocols and traditional practices in public speaking</li> </ul>	<p><b>Student Edition:</b>  <i>Speaking, Listening, and Viewing Workshop</i> 289, 497, 671, 935, 1102-1103, 1267</p> <p><b>Teacher Wraparound Edition:</b>  SP 670; SS 671, 935, 1102, 1103, 1266, 1267</p>
<p><b>Standard 4: Students will read, write, listen, and speak for social interaction.</b></p>	
<ul style="list-style-type: none"> <li>Participate as a listener in social conversation with one or more people who are friends, acquaintances, or strangers</li> </ul>	<p><b>Student Edition:</b>  <i>Writing and Extending</i> 131  <i>Wrap-Up</i> 146, 378, 642, 818, 1029  <i>Speaking, Listening, and Viewing Workshop</i> 289  <i>Daily Life and Culture</i> 390</p> <p><b>Teacher Wraparound Edition:</b>  DI 193, 291, 375, 1169; LS 289; RRW 357; SP 226</p>
<ul style="list-style-type: none"> <li>Respect age, gender, social position, and cultural traditions of the speaker</li> </ul>	<p>The following examples discuss showing respect to speakers.</p> <p><b>Teacher Wraparound Edition:</b>  DI 1169; SS 288</p>
<ul style="list-style-type: none"> <li>Listen for multiple levels of meaning, articulated and unspoken</li> </ul>	<p><b>Teacher Wraparound Edition:</b>  DI 1157; SP 878</p>
<ul style="list-style-type: none"> <li>Encourage the speaker with appropriate facial expressions and gestures</li> </ul>	<p>The following example discusses effective group discussion.</p> <p><b>Teacher Wraparound Edition:</b>  DI 1169</p>
<ul style="list-style-type: none"> <li>Withhold judgment</li> </ul>	<p>The following example discusses effective group discussion.</p> <p><b>Teacher Wraparound Edition:</b>  DI 1169</p>

STANDARDS	PAGE REFERENCES
<ul style="list-style-type: none"> <li>Appreciate the speaker's uniqueness</li> </ul>	<b>Teacher Wraparound Edition:</b> DI 353, 1169
<b>Grade 9 Speaking</b> The grade-specific performance indicators that grade 9 students demonstrate as they learn to speak include	
<b>Standard 1: Students will read, write, listen, and speak for information and understanding.</b>	
<ul style="list-style-type: none"> <li>Prepare and give presentations on a range of informational topics</li> </ul>	<b>Student Edition:</b> <i>Writing and Extending</i> 104, 268, 361 <i>Speaking, Listening, and Viewing Workshop</i> 1102-1103 <b>Teacher Wraparound Edition:</b> DI 153; RRW 101; SP 72, 103, 264
<ul style="list-style-type: none"> <li>Use notes or speaking points to assist in delivery</li> </ul>	<b>Student Edition:</b> <i>Speaking, Listening, and Viewing Workshop</i> 288, 496, 670, 935 <b>Teacher Wraparound Edition:</b> SS 670, 1102
<ul style="list-style-type: none"> <li>Express a point of view, providing supporting facts</li> </ul>	<b>Student Edition:</b> <i>Writing and Extending</i> 104, 268, 414, 463, 477 <i>Speaking, Listening, and Viewing Workshop</i> 288, 670, 1102-1103, 1266-1267 <i>Wrap-Up</i> 378 <b>Teacher Wraparound Edition:</b> RRW 101; SS 288
<ul style="list-style-type: none"> <li>Give directions and explain a process</li> </ul>	<b>Student Edition:</b> <i>Quickwrite</i> 1123 <b>Teacher Wraparound Edition:</b> RRW 763; SP 998, 1004
<b>Standard 2: Students will read, write, listen, and speak for literary response and expression.</b>	
<ul style="list-style-type: none"> <li>Express opinions and support them through references to the text <ul style="list-style-type: none"> <li>engage in a variety of collaborative conversations, such as peer-led discussions, paired reading and responding, and cooperative group discussions, to construct meaning</li> </ul> </li> </ul>	<b>Student Edition:</b> <i>Writing and Extending</i> 87, 414 <i>Wrap-Up</i> 146, 378 <i>Speaking, Listening, and Viewing Workshop</i> 288-289, 1102-1103 <i>Daily Life and Culture</i> 324 <i>Discussion Starter</i> 472 <b>Teacher Wraparound Edition:</b> DI 291; SS 288

STANDARDS	PAGE REFERENCES
<ul style="list-style-type: none"> <li>Describe the features of the genre to interpret and respond to literary text</li> </ul>	<p><b>Student Edition:</b>  <i>Wrap-Up</i> 146  <i>Reading Strategy</i> 335, 1058, 1060, 1062  <i>Literary Analysis</i> 391, 449  <i>Reading Preview</i> 1057  <i>Reading and Vocabulary</i> 1065  <i>You're the Critic</i> 1221</p> <p><b>Teacher Wraparound Edition:</b>  ELC 809; LH 16; SP 430</p>
<ul style="list-style-type: none"> <li>Use literary devices, such as volume, rate, rhyme, rhythm, and repetition, to create an emotional or aesthetic response</li> </ul>	<p><b>Student Edition:</b>  <i>Speaking, Listening, and Viewing Workshop</i> 496-497, 671, 935, 1103, 1267</p> <p><b>Teacher Wraparound Edition:</b>  SP 496, 670; SS 670, 671, 935, 1103</p>
<ul style="list-style-type: none"> <li>Use media to support presentation of original and interpretive texts</li> </ul>	<p><b>Student Edition:</b>  <i>Speaking, Listening, and Viewing Workshop</i> 1103, 1266-1267  <i>Writing and Extending</i> 1223</p> <p><b>Teacher Wraparound Edition:</b>  DI 803, 835, 1041, 1103, 1217; ELC 537; SP 72, 1146</p>
<ul style="list-style-type: none"> <li>Ask and respond to questions and follow-up questions to clarify interpretation <ul style="list-style-type: none"> <li>engage in a variety of collaborative conversations, such as peer-led discussions, paired reading and responding, and cooperative group discussions, to make applications of the ideas in the text to other situations, extending the ideas to broaden perspectives</li> </ul> </li> </ul>	<p><b>Student Edition:</b>  <i>Writing and Extending</i> 230, 414  <i>Discussion Starter</i> 472  <i>Speaking, Listening, and Viewing Workshop</i> 1103, 1266-1267</p> <p><b>Teacher Wraparound Edition:</b>  DI 153, 289, 353, 971; LS 1267; RRW 73, 101, 235; SP 226</p>
<p><b>Standard 3: Students will read, write, listen, and speak for critical analysis and evaluation.</b></p>	
<ul style="list-style-type: none"> <li>Express opinions or make judgments about ideas, information, experiences, and issues in literary and historical articles</li> </ul>	<p><b>Student Edition:</b>  <i>Wrap-Up</i> 146, 378, 477, 642  <i>Speaking, Listening, and Viewing Workshop</i> 288-289, 1102-1103  <i>Daily Life and Culture</i> 390  <i>Discussion Starter</i> 472</p> <p><b>Teacher Wraparound Edition:</b>  DI 291; SP 1132</p>

STANDARDS	PAGE REFERENCES
<ul style="list-style-type: none"> <li>Articulate personal opinions to clarify stated positions</li> </ul>	<p><b>Student Edition:</b>  <i>Speaking, Listening, and Viewing Workshop</i> 288-289, 670, 1266-1267  <i>Writing and Extending</i> 414, 463</p> <p><b>Teacher Wraparound Edition:</b>  DI 291, 375; RRW 303, 395; SP 226, 1200</p>
<ul style="list-style-type: none"> <li>Present content that is clearly organized and based on knowledge of audience needs and interests</li> </ul>	<p><b>Student Edition:</b>  <i>Speaking, Listening, and Viewing Workshop</i> 289, 497, 671, 935, 1102-1103, 1266-1267</p> <p><b>Teacher Wraparound Edition:</b>  DI 1041; SP 952, 1208</p>
<ul style="list-style-type: none"> <li>Present arguments from different perspectives</li> </ul>	<p><b>Student Edition:</b>  <i>Writing and Extending</i> 463  <i>Wrap-Up</i> 477  <i>Literary Analysis</i> 915, 1007  <i>Speaking, Listening, and Viewing Workshop</i> 1266-1267</p> <p><b>Teacher Wraparound Edition:</b>  DI 477; RRW 73, 101; SP 474, 858, 1200</p>
<ul style="list-style-type: none"> <li>Speak extemporaneously to clarify or elaborate</li> </ul>	<p><b>Teacher Wraparound Edition:</b>  DI 153, 353; LS 1267; SP 1062</p>
<ul style="list-style-type: none"> <li>Respond to constructive criticism</li> </ul>	<p><b>Student Edition:</b>  <i>Speaking, Listening, and Viewing Workshop</i> 289</p> <p><b>Teacher Wraparound Edition:</b>  DI 353, 1169</p>
<ul style="list-style-type: none"> <li>Use visuals and technology to enhance presentation</li> </ul>	<p><b>Student Edition:</b>  <i>Speaking, Listening, and Viewing Workshop</i> 289, 497, 1102-1103, 1266-1267</p> <p><b>Teacher Wraparound Edition:</b>  DI 983, 1041, 1103, 1243; SP 58, 264, 1054, 1146; SS 1103</p>
<ul style="list-style-type: none"> <li>Ask and respond to questions to seek clarity</li> </ul>	<p><b>Student Edition:</b>  <i>Speaking, Listening, and Viewing Workshop</i> 289</p> <p><b>Teacher Wraparound Edition:</b>  DI 153, 289, 353; LS 1267; SP 1062</p>

STANDARDS	PAGE REFERENCES
<b>Standard 4: Students will read, write, listen, and speak for social interaction.</b>	
<ul style="list-style-type: none"> <li>Speaking informally with familiar and unfamiliar people, individually and in group settings</li> </ul>	<p><b>Student Edition:</b>  <i>Wrap-Up</i> 146  <i>Writing and Extending</i> 230  <i>Speaking, Listening, and Viewing Workshop</i> 288-289  <i>Daily Life and Culture</i> 324, 443</p> <p><b>Teacher Wraparound Edition:</b>  BRF 227; DI 353, 375, 379; RRW 357; SP 226, 1266</p>
<ul style="list-style-type: none"> <li>Respect the age, gender, social position, and cultural traditions of the listener</li> </ul>	<p><b>Student Edition:</b>  <i>Speaking, Listening, and Viewing Workshop</i> 671</p> <p><b>Teacher Wraparound Edition:</b>  DI 1169</p>
<ul style="list-style-type: none"> <li>Provide feedback by asking questions designed to encourage further conversation</li> </ul>	<p><b>Student Edition:</b>  <i>Speaking, Listening, and Viewing Workshop</i> 289</p> <p><b>Teacher Wraparound Edition:</b>  DI 289, 375; LS 1267</p>
<ul style="list-style-type: none"> <li>Respond to the listener's interests, needs, and reactions to social conversations</li> </ul>	<p><b>Student Edition:</b>  <i>Speaking, Listening, and Viewing Workshop</i> 289, 671, 1267</p> <p><b>Teacher Wraparound Edition:</b>  LS 1267; SS 1267</p>
<ul style="list-style-type: none"> <li>Use courtesy; for example, avoid sarcasm, ridicule, dominating the conversation, and interrupting</li> </ul>	<p><b>Student Edition:</b>  <i>Speaking, Listening, and Viewing Workshop</i> 289</p> <p><b>Teacher Wraparound Edition:</b>  DI 353, 1169; SS 288</p>
<ul style="list-style-type: none"> <li>Select language and behavior appropriate to the purpose, occasion, and listener</li> </ul>	<p><b>Student Edition:</b>  <i>Writing and Extending</i> 54  <i>Speaking, Listening, and Viewing Workshop</i> 671, 1266-1267</p> <p><b>Teacher Wraparound Edition:</b>  DI 983; SS 1266</p>

STANDARDS	PAGE REFERENCES
<ul style="list-style-type: none"> <li>Adopt the conventions of email to establish friendly tone in electronic-based social communication</li> </ul>	<p><b>Student Edition:</b> R44 <i>Quickwrite</i> 437</p> <p><b>Teacher Wraparound Edition:</b> WT 669</p>
<ul style="list-style-type: none"> <li>Respond respectfully</li> </ul>	<p><b>Student Edition:</b> <i>Speaking, Listening, and Viewing Workshop</i> 289</p> <p><b>Teacher Wraparound Edition:</b> DI 1169; SS 288</p>