



Literature

The Reader's Choice

Course 5

© 2007

STANDARDS	PAGE REFERENCES
<p>Grade 10 Reading The grade-specific performance indicators that grade 10 students demonstrate as they learn to read include</p>	
<p>Standard 1: Students will read, write, listen, and speak for information and understanding.</p>	
<ul style="list-style-type: none"> Locate and use school and public library resources for information and research <ul style="list-style-type: none"> set purpose for reading by asking questions about what they need to know for their research 	<p>Student Edition: <i>Encyclopedia Sources</i> 1095 <i>Writing and Extending</i> 161, 263, 352, 383</p> <p>Teacher Wraparound Edition: DI 741; SP 344, 392</p>
<ul style="list-style-type: none"> Use specialized reference sources, such as glossaries, directories, and abstracts 	<p>Student Edition: 130 <i>Vocabulary Practice</i> 1227</p> <p>Use of specialized reference sources can be demonstrated through the following strategies: <i>Writing and Extending</i> 161, 263, 352, 383</p> <p>Teacher Wraparound Edition: BRF 395</p>
<ul style="list-style-type: none"> Read and follow written directions and procedures to solve problems and accomplish tasks <ul style="list-style-type: none"> use workplace documents 	<p>Student Edition: R42-R45 <i>Visual Literacy</i> 408 <i>You're the Critic</i> 275</p>

STANDARDS	PAGE REFERENCES
<ul style="list-style-type: none"> Skim texts to gain an overall impression and scan texts for particular information <ul style="list-style-type: none"> focus on key words/phrases to generate questions 	<p>Student Edition: R23 <i>Preview the Article</i> 186, 491, 763, 1020, 1172 <i>Reading Preview</i> 618, 623</p> <p>Teacher Wraparound Edition: SP 642</p>
<ul style="list-style-type: none"> Identify and evaluate the reliability and validity of informational sources 	<p>Student Edition: 314-315 <i>Primary Source Quotation</i> 381 <i>Responding and Thinking Critically</i> 644, 1067 <i>You're the Critic</i> 396</p> <p>Teacher Wraparound Edition: SP 322, 346; T 643</p>
<ul style="list-style-type: none"> Recognize unstated assumptions 	<p>Student Edition: <i>Literary Element</i> 462 <i>Reading Preview</i> 419, 740, 871, 1177 <i>Reading Strategy</i> 384, 475, 477, 479, 746, 873 <i>Reading and Vocabulary</i> 427, 481, 885, 1180</p> <p>Teacher Wraparound Edition: SP 420; T 747</p>
<ul style="list-style-type: none"> Distinguish verifiable statement from hypothesis 	<p>Student Edition: 444-445, R24-R25 <i>Comparing Persuasive Appeal</i> 482 <i>Literary Analysis</i> 450 <i>Reading Preview</i> 447, 484 <i>Reading Strategy</i> 449, 485, 486 <i>Reading and Vocabulary</i> 489</p>
<ul style="list-style-type: none"> Analyze information from different sources, making connections and showing relationships to other texts, ideas, and subjects <ul style="list-style-type: none"> employ a range of post-reading practices to think about new learning and plan further learning 	<p>Student Edition: 208, 226, 464, 913, 939, 1076, 1151, 1160</p>

STANDARDS	PAGE REFERENCES
Standard 2: Students will read, write, listen, and speak for literary response and expression.	
<ul style="list-style-type: none"> Read, view, and interpret texts and performances in every medium (e.g., short stories, novels, plays, film and video productions, poems, and essays) from a wide variety of authors, subjects, and genres <ul style="list-style-type: none"> 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 	<p>Student Edition: R21 <i>Reading Preview</i> 97, 252, 389, 412 <i>Reading Strategy</i> 99, 253, 391, 414 <i>Reading and Vocabulary</i> 109, 249, 263, 397, 417</p>
<ul style="list-style-type: none"> Read, view, and respond independently to literary works that represent a range of social, historical, and cultural perspectives 	<p>Student Edition: 300-301, 510-511, 696-697, 950-951, 1100-1101, 1266-1267</p> <p>Teacher Wraparound Edition: BRW 697; RRW 301, 511, 951, 1101; SP 300</p>
<ul style="list-style-type: none"> Read literary criticism to increase comprehension and appreciation of literary texts, with assistance 	<p>Student Edition: 4-5, 312-313, 522-523, 708-709, 962-963, 1112-1113</p> <p>Teacher Wraparound Edition: SP 4, 312, 522, 708, 962, 1112</p>
<ul style="list-style-type: none"> Recognize how authors use tone to express their ideas or an attitude toward the subject matter or the audience 	<p>Student Edition: 1182-1183 <i>Literary Analysis</i> 262 <i>Literature Preview</i> 252 <i>Reading Preview</i> 531, 587, 971 <i>Reading Strategy</i> 532, 588, 973 <i>Reading and Vocabulary</i> 533, 591, 985</p>
<ul style="list-style-type: none"> Distinguish between different forms of poetry, such as sonnet, lyric, elegy, narrative, epic, and ode, and recognize how the author uses poetic form to convey message or intent 	<p>Student Edition: 520-521, 528-529 <i>Literary Analysis</i> 555, 561, 572, 596, 615 <i>Literary Element</i> 613 <i>Literature Preview</i> 570, 611</p>
<ul style="list-style-type: none"> Compare a film, video, or stage version of a literary work with the written version 	<p>Student Edition: 375-380, 384-387</p> <p>Teacher Wraparound Edition: DI 743, 847; ELC 385; SP 754, 804</p>

STANDARDS	PAGE REFERENCES
<ul style="list-style-type: none"> Read literary texts aloud to convey an interpretation of the work 	<p>Teacher Wraparound Edition: BRF 681, 809, 1159; DI 219, 875, 927; SP 720, 784, 796, 860</p>
<ul style="list-style-type: none"> Interpret literary texts on the basis of an understanding of the genre and the literary period 	<p>Student Edition: 226, 300-301, 510-511, 685, 696-697, 939, 950-951, 1100-1101, 1187, 1266-1267</p>
<ul style="list-style-type: none"> Interpret multiple levels of meaning and subtleties in text 	<p>Student Edition: R26-R27 <i>Reading Preview</i> 97, 121, 321 <i>Reading and Vocabulary</i> 371, 442, 849 <i>Writing and Extending</i> 1204</p> <p>Teacher Wraparound Edition: SP 656, 882</p>
<ul style="list-style-type: none"> Recognize relevance of literature to contemporary and/or personal events and situations 	<p>Student Edition: 226 <i>Daily Life and Culture</i> 248, 350 <i>Literary Analysis</i> 334, 370, 382 <i>Primary Source Quotation</i> 381</p> <p>Teacher Wraparound Edition: ELC 223, 281; RRW 301; SP 214, 322</p>
<p>Standard 3: Students will read, write, listen, and speak for critical analysis and evaluation.</p>	
<ul style="list-style-type: none"> Form opinions and make judgments about the validity of persuasive texts 	<p>Student Edition: 444-445, R24-R25 <i>Comparing Persuasive Appeal</i> 482 <i>Literary Analysis</i> 450, 498 <i>Literary Element</i> 448, 449 <i>Reading Preview</i> 447, 453 <i>Reading and Vocabulary</i> 451, 463</p> <p>Teacher Wraparound Edition: SP 444</p>
<ul style="list-style-type: none"> Generate a list of significant questions to assist with analysis of text 	<p>Student Edition: R21 <i>Reading Preview</i> 181, 551, 834 <i>Reading Strategy</i> 553, 837 <i>Reading and Vocabulary</i> 206, 555</p>

STANDARDS	PAGE REFERENCES
<ul style="list-style-type: none"> • Analyze and evaluate nonfiction texts, including <ul style="list-style-type: none"> - determine the writer's perspectives, purposes, and intended audiences - determine the reliability and significance of information - recognize the format and its significance to content 	<p>Student Edition: 130, R36, R44-R45, R63 <i>Primary Visual Artifact</i> 1226 <i>Works Cited</i> 1095 <i>Writing and Extending</i> 161, 263, 352 <i>You're the Critic</i> 61, 177</p>
<ul style="list-style-type: none"> • Analyze and evaluate poetry in order to recognize the use and effect of <ul style="list-style-type: none"> - sensory imagery - figurative language - verse form 	<p>Student Edition: 520-521, 522-523, 528-529, 584-585 <i>Literary Analysis</i> 591, 600, 620, 633 <i>Literature Preview</i> 618 <i>Reading Preview</i> 574 <i>Reading and Vocabulary</i> 539, 576</p>
<ul style="list-style-type: none"> • Evaluate poetry to recognize the use and effect of verse form 	<p>Student Edition: <i>Grammar and Style</i> 556 <i>Literary Analysis</i> 561, 576, 581, 596, 615 <i>Literature Preview</i> 570</p>
<ul style="list-style-type: none"> • Analyze and evaluate fiction, including <ul style="list-style-type: none"> - the background in which the text is written - the effect created by the author's tone or mood 	<p>Student Edition: 10-11, 1182-1183 <i>Literary Analysis</i> 91, 262, 427, 1227, 1255 <i>Literary Element</i> 85, 86, 89, 253, 255, 1247</p>
<ul style="list-style-type: none"> • Form opinions and make judgments about literary works, by analyzing and evaluating texts from more than one critical perspective, such as cultural and historical 	<p>Student Edition: 294-295, 644 #4 & #5, 1091-1095, R22, R24-R25, R38 <i>Reading Preview</i> 279 <i>Reading and Vocabulary</i> 289 <i>Your Own Insights</i> 1092, 1094 Teacher Wraparound Edition: DI 295</p>
<ul style="list-style-type: none"> • Select, reject, and reconcile ideas and information in light of beliefs 	<p>Student Edition: 294-295, 644 #4 & #5, 1091-1095, R22, R24-R25, R38 <i>Reading Preview</i> 279 <i>Reading and Vocabulary</i> 289 <i>Your Own Insights</i> 1092, 1094 Teacher Wraparound Edition: DI 295</p>

STANDARDS	PAGE REFERENCES
<ul style="list-style-type: none"> Make judgments about the quality of literary texts and performances by applying personal and academic criteria, such as that found in literary criticism 	<p>Student Edition: <i>Primary Visual Artifact</i> 17, 90, 117 <i>Visual Literacy</i> 1202 <i>Writing and Extending</i> 63, 109, 277, 417 <i>You're the Critic</i> 61, 177</p> <p>Teacher Wraparound Edition: DI 1037</p>
<p>Standard 4: Students will read, write, listen, and speak for social interaction.</p>	
<ul style="list-style-type: none"> Share reading experiences with a peer or adult; for example, read together silently or aloud, or discuss reactions to texts 	<p>Student Edition: <i>Comparing Sound Devices</i> 685 <i>Writing and Extending</i> 19, 410, 417, 490, 556, 592, 616, 1019, 1134</p>
<ul style="list-style-type: none"> Consider the age, gender, social position, and cultural traditions of the writer 	<p>Student Edition: 96, 148, 239, 337, 373, 491-493, 563, 669, 870, 896 <i>Primary Source Quotation</i> 381</p>
<ul style="list-style-type: none"> Recognize the types of language (e.g., informal vocabulary, culture-specific terminology, jargon, colloquialisms, and email conventions) that are appropriate to social communication 	<p>Student Edition: 372, R45 <i>Reading Preview</i> 812 <i>Reading and Vocabulary</i> 596</p>
<p>Grade 10 Writing The grade-specific performance indicators that grade 10 students demonstrate as they learn to write include</p>	
<p>Standard 1: Students will read, write, listen, and speak for information and understanding.</p>	
<ul style="list-style-type: none"> Use both primary and secondary sources of information for research 	<p>Student Edition: 940-947, 1088-1097, R36-R41 <i>Encyclopedia Sources</i> 1095 <i>Variety of Sources</i> 1095</p> <p>Teacher Wraparound Edition: SP 1090, 1092</p>
<ul style="list-style-type: none"> Select and limit topics for informational writing 	<p>Student Edition: 293, 503, 689, 942-943, 1089-1090, R30, R36 <i>Writing and Extending</i> 442</p> <p>Teacher Wraparound Edition: DI 1089; SP 502</p>

STANDARDS	PAGE REFERENCES
<ul style="list-style-type: none"> Analyze data, facts, and ideas to communicate information 	<p>Student Edition: 940-947, 1088-1097, R36-R41 <i>Encyclopedia Sources</i> 1095 <i>Variety of Sources</i> 1095</p> <p>Teacher Wraparound Edition: SP 1090, 1092</p>
<ul style="list-style-type: none"> Take notes and organize information from written and oral texts, such as lectures and interviews 	<p>Student Edition: 940-947, 1088-1097, R36-R41</p> <p>Teacher Wraparound Edition: ELC 1089; SP 942, 1092</p>
<ul style="list-style-type: none"> Use a range of organizational strategies (e.g., clustering, webbing, and mapping) to present information 	<p>Student Edition: 293, 503, 689, 942-943, 1260, R30 <i>Writing and Extending</i> 19, 63, 119, 179, 250, 277</p> <p>Teacher Wraparound Edition: DI 293; SP 294</p>
<ul style="list-style-type: none"> Define the meaning of and understand the consequences of plagiarism; investigate school policy 	<p>Student Edition: R38 <i>Avoid Plagiarism</i> 1090 <i>Check Your Citations</i> 1090</p>
<ul style="list-style-type: none"> Use charts, graphs, and diagrams to support and illustrate informational texts 	<p>Student Edition: 1098-1099, R21, R22, R26-R29 <i>Visual Literacy</i> 408 <i>Writing and Extending</i> 582 <i>You're the Critic</i> 275</p> <p>Teacher Wraparound Edition: DI 607</p>
<ul style="list-style-type: none"> Maintain a portfolio that includes informational writing 	<p>Student Edition: <i>Writer's Portfolio</i> 297, 507, 693, 947, 1097, 1263</p>
<p>Standard 2: Students will read, write, listen, and speak for literary response and expression.</p>	
<ul style="list-style-type: none"> Write original literary texts <ul style="list-style-type: none"> use literary devices, such as figurative language, allegory, irony, symbolism, and stream of consciousness create multiple levels of meaning, with assistance use language and sentence structure creatively to elicit the reader's emotional response 	<p>Student Edition: 500-507, 686-693, 1256-1263</p> <p>Teacher Wraparound Edition: DI 501, 1259; ELC 691, 1257; SP 506, 1258, 1260, 1262</p>

STANDARDS	PAGE REFERENCES
<ul style="list-style-type: none"> • Write interpretive and responsive essays of approximately three pages to <ul style="list-style-type: none"> - express judgments and support them through references to the text, using direct quotations and paraphrase - explain how the author's use of literary devices affects meaning - examine development and impact of literary elements, such as character (protagonist and antagonist), action (conflict, intrigue, suspense, and climax), and setting (locale and time period), in literary texts and performances - compare and contrast the treatment of literary elements in different genres and by more than one author - engage in a variety of prewriting experiences, such as using a variety of visual representations to express interpretations, feelings, and new insights 	<p>Student Edition: 290-297 <i>Literary Analysis</i> 463, 627, 1083 <i>Writing and Extending</i> 48, 119, 149, 398, 1169</p> <p>Teacher Wraparound Edition: ELC 291, 296</p>
<ul style="list-style-type: none"> • Use resources such as personal experience, knowledge from other content areas, and independent reading to create literary, interpretive, and responsive texts 	<p>Student Edition: 290-297, 500-507, 686-693, 940-947, 1088-1097, 1256-1263 <i>Writing and Extending</i> 442</p>
<ul style="list-style-type: none"> • Maintain a portfolio that includes literary, interpretive, and responsive writing 	<p>Student Edition: <i>Writer's Portfolio</i> 297, 507, 693, 947, 1097, 1263</p>
<p>Standard 3: Students will read, write, listen, and speak for critical analysis and evaluation.</p>	
<ul style="list-style-type: none"> • Articulate one or more perspectives, such as one's own and/or those of a special interest group, to summarize arguments on different sides of issues 	<p>Student Edition: <i>Reading Preview</i> 484 <i>Reading Strategy</i> 485, 486 <i>Reading and Vocabulary</i> 489</p> <p>Teacher Wraparound Edition: T 485, 486</p>
<ul style="list-style-type: none"> • Develop critiques from more than one perspective, such as historical and cultural 	<p>Student Edition: R23 <i>Reading Preview</i> 121, 149, 1044 <i>Reading Strategy</i> 122, 125, 126, 151, 1046 <i>Reading and Vocabulary</i> 129, 161, 1051</p>

STANDARDS	PAGE REFERENCES
<ul style="list-style-type: none"> Analyze texts, using resources such as recognized experts, knowledge from school subjects and reading, and personal experience 	<p>Student Edition: 318-319, 714-715, 716-717 <i>Big Idea</i> 377 <i>Literary Analysis</i> 185, 358, 382, 1018 <i>Literary Element</i> 184, 355, 1012, 1013, 1017 <i>Literature Preview</i> 181, 354, 1010</p>
<ul style="list-style-type: none"> Use strategies designed to influence or persuade in writing editorials 	<p>Student Edition: 940-947, 948-949, R25, R35 <i>Reading Preview</i> 447 <i>Reading Strategy</i> 449 <i>Reading and Vocabulary</i> 451 Teacher Wraparound Edition: DI 945; SP 942, 944, 948</p>
<ul style="list-style-type: none"> Use telecommunication to participate in Listserv discussion groups 	<p>Student Edition: R45</p>
<ul style="list-style-type: none"> Maintain a writing portfolio that includes writing for critical analysis and evaluation 	<p>Student Edition: <i>Writer's Portfolio</i> 297, 507, 693, 947, 1097, 1263</p>
<p>Standard 4: Students will read, write, listen, and speak for social interaction.</p>	
<ul style="list-style-type: none"> 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) 	<p>Student Edition: R42-R45 <i>Writing and Extending</i> 277, 289 Teacher Wraparound Edition: SP 666</p>
<ul style="list-style-type: none"> Respect age, gender, and cultural traditions of the recipient 	<p>Student Edition: R42-R45 <i>Writing and Extending</i> 277, 289 Teacher Wraparound Edition: SP 666</p>
<ul style="list-style-type: none"> Identify and model the social communication techniques of published writers 	<p>Student Edition: 4-5, 8, 312-313, 316, 522-523, 526, 708-709, 712, 962-963, 966, 1112-1113, 1116</p>
<ul style="list-style-type: none"> Distinguish between the conventions of academic writing and the conventions of email and instant messaging 	<p>Student Edition: R30-R31, R33-R34, R36-R41, R42-R45 Teacher Wraparound Edition: ELC 683</p>

STANDARDS	PAGE REFERENCES
<p>Grade 10 Listening The grade-specific performance indicators that grade 10 students demonstrate as they learn to listen include</p>	
<p>Standard 1: Students will read, write, listen, and speak for information and understanding.</p>	
<ul style="list-style-type: none"> Interpret information from media presentations, such as documentary films, news broadcasts, and taped interviews 	<p>Student Edition: 444-445, 940-947 <i>Comparing Persuasive Appeals</i> 482 <i>Literary Analysis</i> 450, 463, 498 <i>Reading and Vocabulary</i> 451</p>
<ul style="list-style-type: none"> Anticipate the speaker’s points and assess their validity, with assistance 	<p>Student Edition: <i>Be a Listener Too</i> 299 <i>Literary Analysis</i> 434, 441 <i>Writing and Extending</i> 237, 410, 1134 Teacher Wraparound Edition: DI 1057; SP 1264; T 1099</p>
<ul style="list-style-type: none"> Determine the need for more information for clarification 	<p>Student Edition: 1088-1097, 1098-1099 <i>Reading Preview</i> 653 <i>Reading Strategy</i> 655 <i>Reading and Vocabulary</i> 658</p>
<ul style="list-style-type: none"> Synthesize information from different sources by combining or categorizing data and facts 	<p>Student Edition: 1088-1097, 1098-1099 <i>Reading Preview</i> 1078 <i>Reading Strategy</i> 1080, 1082 <i>Reading and Vocabulary</i> 1083</p>
<ul style="list-style-type: none"> Recognize appropriate voice, tone, and diction 	<p>Student Edition: 298-299, 508-509, 694-695, 948-949, 1098-1099, 1264-1265, R33 <i>Formal Tone</i> 291 <i>Tone</i> 294, 687, 691</p>
<p>Standard 2: Students will read, write, listen, and speak for literary response and expression.</p>	
<ul style="list-style-type: none"> Interpret and respond to texts from a variety of genres, authors, and subjects 	<p>Student Edition: 207, 226, 464, 482, 668, 685, 915, 939, 1076, 1087, 1151, 1160</p>
<ul style="list-style-type: none"> Respond to authors’ reading and discussing their works 	<p>Student Edition: 4-5, 607, 312-313, 314-315, 522-523, 524-525, 708-709, 710-711, 962-963, 964-965, 1112-1113, 1114-1115</p>

STANDARDS	PAGE REFERENCES
<ul style="list-style-type: none"> Recognize features of literary genres in interpreting and responding to presentations of literary texts 	<p>Student Edition: 2-3, 310-311, 520-521, 706-707, 960-961, 1110-1111 <i>Literary Analysis</i> 761, 985 <i>Reading and Vocabulary</i> 544 <i>Writing and Extending</i> 19, 351, 1204</p>
<ul style="list-style-type: none"> Recognize and respond to historical and contemporary social and cultural conditions in presentation of literary texts 	<p>Student Edition: <i>After You Read</i> 108, 381, 450, 498 <i>Daily Life and Culture</i> 248 <i>Literary Analysis</i> 334 <i>Responding and Thinking Critically</i> 493 <i>Writing and Extending</i> 206 Teacher Wraparound Edition: DI 101; ELC 455; SP 204</p>
<ul style="list-style-type: none"> Identify how format and language are used in presentations to communicate the author's message 	<p>Student Edition: 2-3, 310-311, 520-521, 706-707, 960-961, 1110-1111, R23 <i>Literary Analysis</i> 358 <i>Reading Preview</i> 436, 495 <i>Reading and Vocabulary</i> 442, 499 Teacher Wraparound Edition: SP 322</p>
<p>Standard 3: Students will read, write, listen, and speak for critical analysis and evaluation.</p>	
<ul style="list-style-type: none"> Recognize and acknowledge various perspectives on issues of world concern 	<p>Student Edition: <i>After You Read</i> 334, 641 <i>Daily Life and Culture</i> 248 <i>Literary Analysis</i> 334, 641 <i>Literary Element</i> 323 <i>Literature Preview</i> 321 <i>Reading Preview</i> 240, 453 <i>Reading and Vocabulary</i> 249, 463 <i>Responding and Thinking Critically</i> 493 <i>Writing and Extending</i> 451 Teacher Wraparound Edition: ELC 456; SP 456, 496</p>

STANDARDS	PAGE REFERENCES
<ul style="list-style-type: none"> Determine points of view and clarify positions 	<p>Student Edition: 192, 193, R24, R25 <i>Comparing Narrators</i> 226 <i>Literary Analysis</i> 236, 498 <i>Literature Preview</i> 495 <i>Reading Preview</i> 447, 1177 <i>Reading and Vocabulary</i> 451, 1180</p>
<ul style="list-style-type: none"> Evaluate content and organization of the presentations, applying criteria such as relevance of statements in relation to the topic 	<p>Student Edition: 207, 298-299 <i>Writing and Extending</i> 92, 109, 129, 359, 410, 417 <i>You're the Critic</i> 177</p>
<ul style="list-style-type: none"> Evaluate the expertise and possible bias of the speaker, in order to judge the validity of the content 	<p>Student Edition: 192, 193, R24, R25 <i>Comparing Narrators</i> 226 <i>Literary Analysis</i> 236, 498 <i>Literature Preview</i> 495 <i>Reading Preview</i> 447, 1177 <i>Reading and Vocabulary</i> 451, 1180</p>
<ul style="list-style-type: none"> Recognize the use of protocols and traditional practices in debating and public speaking 	<p>Student Edition: 298-299, 508-509, 694-695, 948-949, 1098-1099, 1264-1265 <i>Literary Analysis</i> 434 <i>Writing and Extending</i> 237, 410, 659</p> <p>Teacher Wraparound Edition: DI 509</p>
<ul style="list-style-type: none"> Analyze and evaluate information, ideas, options, issues, themes, and experiences from a range of academic and nonacademic presentations, such as speeches, interviews, and editorials 	<p>Student Edition: <i>Literary Analysis</i> 441 <i>Primary Visual Artifact</i> 17, 90, 117 <i>Writing and Extending</i> 206, 250, 451 <i>You're the Critic</i> 61</p> <p>Teacher Wraparound Edition: DI 299, 603, 1205; ELC 949</p>

STANDARDS	PAGE REFERENCES
Standard 4: Students will read, write, listen, and speak for social interaction.	
<ul style="list-style-type: none"> Participate as a listener in social conversation with one or more people who are friends, acquaintances, or strangers 	<p>Student Edition: <i>Literary Analysis</i> 441 <i>Primary Visual Artifact</i> 17, 90, 117 <i>Writing and Extending</i> 206, 250, 451 <i>You're the Critic</i> 61</p> <p>Teacher Wraparound Edition: DI 299, 603, 1205; ELC 949</p>
<ul style="list-style-type: none"> Respect the age, gender, social position, and cultural traditions of the speaker 	<p>Student Edition: <i>Literary Analysis</i> 441 <i>Primary Visual Artifact</i> 17, 90, 117 <i>Writing and Extending</i> 206, 250, 451 <i>You're the Critic</i> 61</p> <p>Teacher Wraparound Edition: DI 299, 603, 1205; ELC 949</p>
<ul style="list-style-type: none"> Listen for multiple levels of meaning, articulated and unspoken 	<p>Student Edition: <i>Literary Analysis</i> 441 <i>Primary Visual Artifact</i> 17, 90, 117 <i>Writing and Extending</i> 206, 250, 451 <i>You're the Critic</i> 61</p> <p>Teacher Wraparound Edition: DI 299, 603, 1205; ELC 949</p>
<ul style="list-style-type: none"> Encourage the speaker with appropriate facial expressions and gestures 	<p>The following <i>Speaking, Listening and Viewing Workshops</i> and other strategies can be utilized to address this standard:</p> <p>Student Edition: 250, 298-299, 508-509, 694-695, 948-949, 1098-1099, 1264-1265</p> <p>Teacher Wraparound Edition: DI 603, 1265</p>
<ul style="list-style-type: none"> Withhold judgment 	<p>The following <i>Speaking, Listening and Viewing Workshops</i> and other strategies can be utilized to address this standard:</p> <p>Student Edition: 250, 298-299, 508-509, 694-695, 948-949, 1098-1099, 1264-1265</p> <p>Teacher Wraparound Edition: DI 603, 1265</p>

STANDARDS	PAGE REFERENCES
<ul style="list-style-type: none"> Appreciate the speaker's uniqueness 	<p>The following <i>Speaking, Listening and Viewing Workshops</i> and other strategies can be utilized to address this standard:</p> <p>Student Edition: 250, 298-299, 508-509, 694-695, 948-949, 1098-1099, 1264-1265</p> <p>Teacher Wraparound Edition: DI 603, 1265</p>
<p>Grade 10 Speaking The grade-specific performance indicators that grade 10 students demonstrate as they learn to speak include</p>	
<p>Standard 1: Students will read, write, listen, and speak for information and understanding.</p>	
<ul style="list-style-type: none"> Prepare and give presentations to a variety of audiences on a range of informational topics 	<p>Student Edition: 298-299, 694-695, 948-949, 1098-1099 <i>Writing and Extending</i> 119, 371, 428, 451, 661</p> <p>Teacher Wraparound Edition: DI 299; SP 694</p>
<ul style="list-style-type: none"> Express a point of view, providing supporting facts and details 	<p>Student Edition: 298-299, 694-695, 948-949, 1098-1099 <i>Writing and Extending</i> 119, 371, 428, 451, 661</p> <p>Teacher Wraparound Edition: DI 299; SP 694</p>
<ul style="list-style-type: none"> Anticipate and acknowledge the listener's points of view 	<p>The following <i>Speaking, Listening and Viewing Workshops</i> and other strategies can be utilized to address this standard:</p> <p>Student Edition: 298-299, 694-695, 948-949, 1098-1099 <i>Writing and Extending</i> 119, 371, 428, 451, 661</p> <p>Teacher Wraparound Edition: DI 299; SP 694</p>
<ul style="list-style-type: none"> Ask and respond to probing questions to acquire information 	<p>The following <i>Speaking, Listening and Viewing Workshops</i> and other strategies can be utilized to address this standard:</p> <p>Student Edition: 298-299, 694-695, 948-949, 1098-1099 <i>Writing and Extending</i> 119, 371, 428, 451, 661</p> <p>Teacher Wraparound Edition: DI 299; SP 694</p>

STANDARDS	PAGE REFERENCES
Standard 2: Students will read, write, listen, and speak for literary response and expression.	
<ul style="list-style-type: none"> Describe the features of the genre and the period to interpret and respond to texts 	<p>Student Edition: 2-3, 10-11, 94-95, 192-193, 310-311, 520-521, 528-529, 646-647, 706-707, 960-961, 1110-1111, 1118-1119, 1182-1183</p>
<ul style="list-style-type: none"> Use devices such as voice, tone, volume, pitch, rate, rhyme, rhythm, and repetition to create an emotional or aesthetic response 	<p>Student Edition: 508-509, 694-695, 948-949, 1098-1099, R33 <i>Comparing Sound Devices</i> 685 <i>Techniques for Delivering a Presentation</i> 299</p> <p>Teacher Wraparound Edition: DI 521, 715; ELC 647</p>
Standard 3: Students will read, write, listen, and speak for critical analysis and evaluation.	
<ul style="list-style-type: none"> Express opinions or make judgments about ideas, information, experiences, and issues in literary, scientific, and historical articles and in advertisements 	<p>Student Edition: 298-299, 444-445, 948-949 <i>Reading Preview</i> 484 <i>Reading Strategy</i> 485, 486 <i>Reading and Vocabulary</i> 489</p> <p>Teacher Wraparound Edition: DI 401; T 485, 486</p>
<ul style="list-style-type: none"> Articulate personal opinions to clarify stated positions and persuade or influence groups 	<p>The following <i>Speaking, Listening and Viewing Workshops</i> and other strategies can be utilized to address this standard:</p> <p>Student Edition: 298-299, 694-695, 948-949, 1098-1099 <i>Writing and Extending</i> 119, 371, 428, 451, 661</p> <p>Teacher Wraparound Edition: DI 299; SP 694</p>
<ul style="list-style-type: none"> Present reasons, examples, and details from sources cited to defend opinions and judgments 	<p>The following activities and strategies can be utilized to address this standard:</p> <p>Student Edition: 294-295, 644 #4 & #5, 1091-1095, R22, R24-R25, R28 <i>Reading Preview</i> 279 <i>Reading and Vocabulary</i> 289 <i>Your Own Insights</i> 1090, 1094</p> <p>Teacher Wraparound Edition: DI 1295</p>

STANDARDS	PAGE REFERENCES
<ul style="list-style-type: none"> Modify content on the basis of audience response during presentation 	<p>The following <i>Speaking, Listening and Viewing Workshops</i> and other strategies can be utilized to address this standard:</p> <p>Student Edition: 298-299, 694-695, 948-949, 1098-1099 <i>Writing and Extending</i> 119, 371, 428, 451, 661</p> <p>Teacher Wraparound Edition: DI 299; SP 694</p>
<ul style="list-style-type: none"> Respond to constructive criticism 	<p>The following <i>Speaking, Listening and Viewing Workshops</i> and other strategies can be utilized to address this standard:</p> <p>Student Edition: 298-299, 694-695, 948-949, 1098-1099 <i>Writing and Extending</i> 119, 371, 428, 451, 661</p> <p>Teacher Wraparound Edition: DI 299; SP 694</p>
<ul style="list-style-type: none"> Use visuals and technology to enhance presentation 	<p>Student Edition: 298-299, 508-509, 694-695, 1098-1099 <i>Make Visual Connections</i> 299 <i>Use Visuals to Convey Importance</i> 299 <i>Writing and Extending</i> 659</p> <p>Teacher Wraparound Edition: DI 299; SP 694</p>
<ul style="list-style-type: none"> Ask and respond to questions to seek clarity or to suggest different perspectives 	<p>The following <i>Speaking, Listening and Viewing Workshops</i> and other strategies can be utilized to address this standard:</p> <p>Student Edition: 298-299, 694-695, 948-949, 1098-1099 <i>Writing and Extending</i> 119, 371, 428, 451, 661</p> <p>Teacher Wraparound Edition: DI 299; SP 694</p>
<p>Standard 4: Students will read, write, listen, and speak for social interaction.</p>	
<ul style="list-style-type: none"> Speak informally with familiar and unfamiliar people, individually and in group settings 	<p>The following activities and strategies can be utilized to address this standard:</p> <p>Student Edition: <i>Comparing Sound Devices</i> 685 <i>Writing and Extending</i> 19, 410, 417, 490, 556, 592, 616, 1019, 1134</p>

STANDARDS	PAGE REFERENCES
<ul style="list-style-type: none"> Respect the age, gender, social position, and cultural traditions of the listener 	<p>The following activities and strategies can be utilized to address this standard:</p> <p>Student Edition: <i>Comparing Sound Devices</i> 685 <i>Writing and Extending</i> 19, 410, 417, 490, 556, 592, 616, 1019, 1134</p>
<ul style="list-style-type: none"> Use social communication in workplace settings to foster trust and build goodwill 	<p>The following activities and strategies can be utilized to address this standard:</p> <p>Student Edition: 372 <i>Reading Preview</i> 812 <i>Reading and Vocabulary</i> 596 <i>Writing and Extending</i> 19, 410, 417, 490, 556, 592, 616, 1019, 1134</p>
<ul style="list-style-type: none"> Respond respectfully 	<p>The following activities and strategies can be utilized to address this standard:</p> <p>Student Edition: <i>Comparing Sound Devices</i> 685 <i>Writing and Extending</i> 19, 410, 417, 490, 556, 592, 616, 1019, 1134</p>