



# Literature

The Reader's Choice  
American Literature

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| STANDARDS   | PAGE REFERENCES  |
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| <p><b>Grade 11 Reading</b><br/>The grade-specific performance indicators that grade 11 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, public, and academic library resources for information and research</li> </ul>  | <p><b>Student Edition:</b><br/>R36<br/><i>Internet Connection</i> 73, 263<br/><i>Learning for Life</i> 813<br/><i>Writing Workshop</i> 445-446, 451<br/><b>Teacher Wraparound Edition:</b><br/>DI 85; RRW 1231</p>   |
| <ul style="list-style-type: none"> <li>Read and follow written directions and procedures to solve problems and accomplish tasks                             <ul style="list-style-type: none"> <li>use workplace documents and technical manuals</li> </ul> </li> </ul> | <p><b>Student Edition:</b><br/>R21, R23, R29</p>   |
| <ul style="list-style-type: none"> <li>Identify and evaluate the reliability and validity of informational sources</li> </ul>   | <p><b>Student Edition:</b><br/>R24-R25, R37<br/><i>Literary History</i> 104-105<br/><i>Time</i> 118-120, 189-192, 350-353, 494-498, 805-808, 1144-1146<br/><i>Writing Workshop</i> 152, 445-446, 451<br/><b>Teacher Wraparound Edition:</b><br/>ELC 1165; SP 104</p> |

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| <ul style="list-style-type: none"> <li>Check the consistency of hypothesis with given information and assumption</li> </ul>  | <p><b>Student Edition:</b><br/>R24-R25<br/><i>Literary History</i> 104-105<br/><i>Perspective</i> 1230-1232</p> <p><b>Teacher Wraparound Edition:</b><br/>BI 1231; SP 104-105</p>  |
| <ul style="list-style-type: none"> <li>Analyze and synthesize information from different sources, making connections and showing relationships to other texts, ideas, and subjects and to the world at large</li> </ul>  | <p><b>Student Edition:</b><br/>416-422, R23<br/><i>Comparing the Big Idea</i> 33, 210, 545<br/><i>Connecting</i> 23, 75, 83, 97, 113, 1197, 1269, 1277, 1291<br/><i>Reading Strategy</i> 416<br/><i>Writing About Literature</i> 26, 430</p> <p><b>Teacher Wraparound Edition:</b><br/>BI 180; RS 416, 418, 419, 421</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 (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"> <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><br/>R21<br/><i>Foldables</i> 1142<br/><i>Reading Strategy</i> 34, 36, 653<br/><i>Speaking, Listening, Viewing Workshop</i> 624-625, 842-843<br/><i>Writing About Literature</i> 199, 773, 977, 1012, 1157, 1279<br/><i>Writing Workshop</i> 614-623, 834-841</p> <p><b>Teacher Wraparound Edition:</b><br/>SP 286</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 <ul style="list-style-type: none"> <li>monitor their own comprehension by questioning, reviewing, revising, and rereading to enhance overall comprehension</li> </ul> </li> </ul>   | <p><b>Student Edition:</b><br/>R21, R23<br/><i>Foldables</i> 1142<br/><i>Interdisciplinary Activity</i> 493, 593, 925<br/><i>Learning for Life</i> 103, 516, 813<br/><i>Reading Strategy</i> 34, 36, 653<br/><i>Writing</i> 176<br/><i>Writing Workshop</i> 614-623, 834-841</p> <p><b>Teacher Wraparound Edition:</b><br/>DI 477, 611</p>       |

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| <ul style="list-style-type: none"> <li>Read literary criticism to increase comprehension and appreciation of literary texts               <ul style="list-style-type: none"> <li>use a variety of written responses, such as double-entry journals and reading logs, to integrate new concepts with existing knowledge</li> </ul> </li> </ul>           | <p><b>Student Edition:</b><br/> <i>Learning for Life</i> 813<br/> <i>Literary Criticism</i> 291, 1275<br/> <i>Perspectives</i> 416-422<br/> <i>You're the Critic</i> 239, 383, 413, 438, 887</p> <p><b>Teacher Wraparound Edition:</b><br/>           DI 885: RRW 621</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><br/> <i>Interdisciplinary Activity</i> 592</p>  |
| <ul style="list-style-type: none"> <li>Read literary texts aloud to convey an interpretation of the work</li> </ul>   | <p><b>Student Edition:</b><br/> <i>Interdisciplinary Activity</i> 821<br/> <i>Partner Activity</i> 723<br/> <i>Performing</i> 93, 249, 415, 714, 825, 1328<br/> <i>Speaking/Listening</i> 328<br/> <i>Speaking, Listening, Viewing Workshop</i> 624-625, 842-843</p> <p><b>Teacher Wraparound Edition:</b><br/>           BRW 41, 1005, 1027; ELC 275; SP 38, 412</p>  |
| <ul style="list-style-type: none"> <li>Interpret multiple levels of meaning and subtleties in 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> | <p><b>Student Edition:</b><br/> <i>Literary Criticism</i> 874<br/> <i>Literature Groups</i> 36, 186, 366, 798, 1019<br/> <i>Speaking, Listening, Viewing Workshop</i> 624-625</p> <p><b>Teacher Wraparound Edition:</b><br/>           BRW 931; SP 624</p>   |
| <ul style="list-style-type: none"> <li>Recognize and analyze the relevance of literature to contemporary and/or personal events and situations</li> </ul>   | <p><b>Student Edition:</b><br/>           24-25, 49-51, 62-64, 84-85, 98-100, 114-116, 180-181, 1184-1185, 1270-1273, 1278, 1292-1295<br/> <i>Connecting</i> 23, 48, 61, 83, 97, 113, 1183, 1197, 1269, 1277, 1291<br/> <i>Creative Writing</i> 87<br/> <i>Writing About Literature</i> 182, 430</p> <p><b>Teacher Wraparound Edition:</b><br/>           ELC 1293</p> |

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| <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 validity of interpretive texts</li> </ul>   | <p><b>Student Edition:</b><br/> R24-R25, R37<br/> <i>Learning for Life</i> 813<br/> <i>Literary Criticism</i> 291, 1275<br/> <i>Literary History</i> 104-105<br/> <i>Perspectives</i> 416-422<br/> <i>Time</i> 118-120, 189-192, 350-353, 494-498, 805-808, 1144-1146<br/> <i>Writing Workshop</i> 152, 445-446, 451<br/> <i>You're the Critic</i> 239, 383, 413, 438, 887</p> <p><b>Teacher Wraparound Edition:</b><br/> DI 885; ELC 1165; RRW 621; SP 104</p> |
| <ul style="list-style-type: none"> <li>• Analyze and evaluate nonfiction <ul style="list-style-type: none"> <li>- identify text structure, using supports such as graphic organizers</li> <li>- preview a text (e.g., in order to build a schema), noticing structural markers, such as headings and subheadings</li> <li>- identify the particular kinds of language used in particular texts</li> </ul> </li> </ul> | <p><b>Student Edition:</b><br/> 909-912, 929-932, 1161-1167, R21-R22<br/> <i>Literary History</i> 104-105<br/> <i>Reading Strategy</i> 928, 934, 1160, 1169<br/> <i>Review: Structure</i> 1168</p> <p><b>Teacher Wraparound Edition:</b><br/> ELC 911; RS 910, 930, 1162, 1163, 1165</p>  |
| <ul style="list-style-type: none"> <li>• Analyze and evaluate fiction, including the effect of diction and figurative language <ul style="list-style-type: none"> <li>- use a variety of written responses, such as double-entry journals and reading logs, to identify literary elements and evaluate their effectiveness</li> </ul> </li> </ul>   | <p><b>Student Edition:</b><br/> 251-260, 484-488, 506-514, 776-782<br/> <i>Grammar and Style</i> 263<br/> <i>Literary Element</i> 483, 489<br/> <i>Literary History</i> 225-226, 480-481<br/> <i>Writing Workshop</i> 614-623</p> <p><b>Teacher Wraparound Edition:</b><br/> ELC 255, 777; LE 485; SP 480, 488</p>  |
| <ul style="list-style-type: none"> <li>• Form opinions and make judgments about literary works, by analyzing and evaluating texts from more than one critical perspective, such as psychological</li> </ul>   | <p><b>Student Edition:</b><br/> R23-R24<br/> <i>Internet Connection</i> 813, 939, 1267<br/> <i>Literary Criticism</i> 291, 874, 1275<br/> <i>Primary Visual Artifact</i> 261<br/> <i>Responding and Thinking Critically</i> 120, 192, 353, 498, 808, 1146<br/> <i>Writing Workshop</i> 146-153, 444-453, 614-623<br/> <i>You're the Critic</i> 239, 383, 413, 438, 887</p> <p><b>Teacher Wraparound Edition:</b><br/> DI 261</p>                                |

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| <ul style="list-style-type: none"> <li>Select, reject, and reconcile ideas and information in light of biases</li> </ul>   | <p><b>Student Edition:</b><br/>56-58, R24-R25<br/><i>Reading Strategy</i> 55, 59<br/><i>Vocabulary Workshop</i> 1158</p> <p><b>Teacher Wraparound Edition:</b><br/>DI 57; RS 57</p>   |
| <ul style="list-style-type: none"> <li>Make judgments about the quality of literary texts and performances by applying personal and academic criteria, such as that found in literary criticism and in political, historical, and scientific analysis</li> </ul> | <p><b>Student Edition:</b><br/>R23-R24<br/><i>Internet Connection</i> 813, 939, 1267<br/><i>Learning for Life</i> 813<br/><i>Literary Criticism</i> 291, 874, 1275<br/><i>Primary Visual Artifact</i> 261<br/><i>Responding and Thinking Critically</i> 120, 192, 353, 498, 808, 1146<br/><i>Writing Workshop</i> 146-153, 444-453, 614-623<br/><i>You're the Critic</i> 239, 383, 413, 438, 887</p> <p><b>Teacher Wraparound Edition:</b><br/>DI 261</p> |
| <p><b>Standard 4: Students will read, write, listen, and speak for social interaction.</b></p>   |   |
| <ul style="list-style-type: none"> <li>Share reading experiences with a peer or adult; for example, read together silently or aloud and discuss reactions to texts</li> </ul>  | <p><b>Student Edition:</b><br/><i>Literature Groups</i> 36, 186, 366, 798, 1019<br/><i>Partner Activity</i> 723<br/><i>Performing</i> 93, 249, 415, 714, 825, 1328<br/><i>Speaking/Listening</i> 328<br/><i>Speaking, Listening, Viewing Workshop</i> 624-625, 842-843</p> <p><b>Teacher Wraparound Edition:</b><br/>BRF 41, 931; SP 38, 412, 624</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><br/>74, 170-171, 172-173, 322-323, 337, 354, 423, 518, 666, 742, 790, 900, 1233, 1258, 1298</p> <p><b>Teacher Wraparound Edition:</b><br/>LO 900, 1298</p>   |

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| <ul style="list-style-type: none"> <li>Recognize the types of language (e.g., informal vocabulary, culture-specific terminology, jargon, colloquialisms, and email conventions) that are appropriate to social communication</li> </ul> | <p><b>Student Edition:</b><br/> 251-260, 484-488, 506-514, 776-782<br/> <i>Grammar and Style</i> 263<br/> <i>Literary Element</i> 483, 489<br/> <i>Literary History</i> 225-226, 480-481<br/> <i>Writing Workshop</i> 614-623, 1116</p> <p><b>Teacher Wraparound Edition:</b><br/> ELC 255, 777; LE 485; SP 480, 488</p> |
| <p><b>Grade 11 Writing</b><br/> The grade-specific performance indicators that grade 11 students demonstrate as they learn to write 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>Use both primary and secondary sources of information for research</li> </ul>  | <p><b>Student Edition:</b><br/> R36<br/> <i>Internet Connection</i> 73, 263, 698, 813, 939, 1267<br/> <i>Primary Visual Artifact</i> 261<br/> <i>Writing About Literature</i> 1012<br/> <i>Writing Workshop</i> 146-153, 444-453</p> <p><b>Teacher Wraparound Edition:</b><br/> DI 257, 261; SP 390, 448</p>             |
| <ul style="list-style-type: none"> <li>Analyze and integrate data, facts, and ideas to communicate information</li> </ul>   | <p><b>Student Edition:</b><br/> R37-R38<br/> <i>Interdisciplinary Activity</i> 493<br/> <i>Learning for Life</i> 516, 789<br/> <i>Writing About Literature</i> 977<br/> <i>Writing Workshop</i> 444-453</p> <p><b>Teacher Wraparound Edition:</b><br/> DI 257</p>  |
| <ul style="list-style-type: none"> <li>Define the meaning of and understand the consequences of plagiarism; investigate electronic safeguards</li> </ul>  | <p><b>Student Edition:</b><br/> R37<br/> <i>Speaking, Listening, Viewing Workshop</i> 454<br/> <i>Writing Workshop</i> 446</p> <p><b>Teacher Wraparound Edition:</b><br/> SP 448</p>   |

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| <ul style="list-style-type: none"> <li>Use a range of organizational strategies, such as clustering, webbing, and mapping, to present information</li> </ul>  | <p><b>Student Edition:</b><br/>R21-R22<br/><i>Speaking, Listening, Viewing Workshop</i> 154-155, 304-305, 454-455, 842-843, 1118-1119<br/><i>Visual Literacy</i> 18, 478, 648<br/><i>Writing Workshop</i> 299</p> <p><b>Teacher Wraparound Edition:</b><br/>DI 447, 455; SP 298</p>                                     |
| <ul style="list-style-type: none"> <li>Maintain a portfolio that includes informational writing</li> </ul>  | <p><b>Student Edition:</b><br/><i>Interdisciplinary Activity</i> 405<br/><i>Learning for Life</i> 789, 956<br/><i>Writer's Portfolio</i> 153, 453, 1341<br/><i>Writing</i> 176, 866<br/><i>Writing About Literature</i> 889, 977, 1012</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>create social, historical, and/or cultural context</li> <li>create multiple levels of meaning</li> </ul> </li> </ul>  | <p><b>Student Edition:</b><br/><i>Writing</i> 18, 176, 328, 478, 648, 966<br/><i>Writing About Literature</i> 199<br/><i>Writing Workshop</i> 296-303, 444-453, 1110-1117</p> <p><b>Teacher Wraparound Edition:</b><br/>SP 306</p>  |
| <ul style="list-style-type: none"> <li>Write interpretive and responsive essays of approximately three to five 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>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</li> <li>compare and contrast the treatment of literary elements in different genres and by more than one author</li> <li>use literary criticism to expand personal analysis of the literary text</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> </ul> </li> </ul> | <p><b>Student Edition:</b><br/><i>Essay</i> 313<br/><i>Learning for Life</i> 813<br/><i>Literary Criticism</i> 291<br/><i>Writing</i> 18, 176, 199<br/><i>Writing About Literature</i> 80, 655, 670, 676<br/><i>Writing Workshop</i> 296-303, 614-623, 834-841</p> <p><b>Teacher Wraparound Edition:</b><br/>DI 207</p> |

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| <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><br/> <i>Essay</i> 313<br/> <i>Interdisciplinary Activity</i> 925<br/> <i>Learning for Life</i> 103, 813<br/> <i>Literary Criticism</i> 291<br/> <i>Writing</i> 18, 176, 199<br/> <i>Writing About Literature</i> 80, 655, 670, 676<br/> <i>Writing Activity</i> 405<br/> <i>Writing Workshop</i> 296-303, 614-623, 834-841</p> <p><b>Teacher Wraparound Edition:</b><br/> DI 207</p> |
| <ul style="list-style-type: none"> <li>Maintain a portfolio that includes literary, interpretive, and responsive writing</li> </ul>   | <p><b>Student Edition:</b><br/> <i>Essay</i> 313<br/> <i>Writer's Portfolio</i> 303, 623, 841, 1117<br/> <i>Writing About Literature</i> 199, 655, 670, 676<br/> <i>Writing Activity</i> 405, 688</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>Develop critiques from more than one perspective, such as historical, cultural, and social</li> </ul>  | <p><b>Student Edition:</b><br/> <i>Learning for Life</i> 813, 956<br/> <i>Literary Criticism</i> 87, 278, 291, 1169<br/> <i>Writing</i> 478<br/> <i>You're the Critic</i> 239, 383, 413, 438, 887</p> <p><b>Teacher Wraparound Edition:</b><br/> RRW 442</p>  |
| <ul style="list-style-type: none"> <li>Analyze a wide range of texts using resources such as recognized experts, knowledge from school subjects and reading, and personal experience</li> </ul>                   | <p><b>Student Edition:</b><br/> <i>Learning for Life</i> 813<br/> <i>Literary Criticism</i> 1275<br/> <i>Perspectives</i> 416-422, 441-443<br/> <i>Writing Workshop</i> 614-623, 834-841</p> <p><b>Teacher Wraparound Edition:</b><br/> RS 442</p>  |
| <ul style="list-style-type: none"> <li>Use strategies designed to influence or persuade in writing speeches, editorials, and advertisements</li> </ul>  | <p><b>Student Edition:</b><br/> R35<br/> <i>Essay</i> 161<br/> <i>Writing</i> 866<br/> <i>Writing About Literature</i> 128<br/> <i>Writing Workshop</i> 146-153, 1334-1341</p> <p><b>Teacher Wraparound Edition:</b><br/> DI 147; SP 148; WS 148</p>  |

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| <ul style="list-style-type: none"> <li>Use telecommunication to participate in Listserv discussion groups</li> </ul>   | <p><b>Student Edition:</b><br/>           Listserv is not specifically mentioned; however, participation in discussion groups can be found on pages 36, 43, 186, 188, 278, 366, 385, 516, 543, 566, 683, 740, 798, 821, 874, 1019, 1187, 1297</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><br/> <i>Literary Criticism</i> 87, 278, 291, 1169, 1275<br/> <i>Writer’s Portfolio</i> 623, 841<br/> <i>Writing About Literature</i> 182</p>  |
| <p><b>Standard 4: Students will read, write, listen, and speak for social interaction.</b></p>   |  |
| <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><br/> <i>Writing About Literature</i> 140 can be shared with a writing partner.</p>  |
| <ul style="list-style-type: none"> <li>Respect age, gender, and cultural traditions of the recipient</li> </ul>  | <p><b>Student Edition:</b><br/> <i>Writing About Literature</i> 140 can be used to meet this standard.</p>   |
| <p><b>Grade 11 Listening</b><br/>           The grade-specific performance indicators that grade 11 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 and analyze information from media presentations, such as documentary films, news broadcasts, and taped interviews</li> </ul>                         | <p>The following speeches and related activities can be utilized to address this standard:</p> <p><b>Student Edition:</b><br/>           218-219, 356, 388, 529, 725-728, 886, 970<br/> <i>Group Activity</i> 224<br/> <i>Interdisciplinary Activity</i> 972<br/> <i>Literary Element</i> 357<br/> <i>Responding and Thinking Critically</i> 389, 530, 728, 887, 972<br/> <i>Writing About Literature</i> 357</p> <p><b>Teacher Wraparound Edition:</b><br/>           CH 219; DI 971; SP 356, 1342-1343</p> |

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| <ul style="list-style-type: none"> <li>Anticipate the speaker's points and assess their validity</li> </ul>  | <p>The following speeches and related activities can be utilized to address this standard:</p> <p><b>Student Edition:</b><br/> 218-219, 356, 388, 529, 725-728, 886, 970<br/> <i>Group Activity</i> 224<br/> <i>Interdisciplinary Activity</i> 972<br/> <i>Literary Element</i> 357<br/> <i>Responding and Thinking Critically</i> 389, 530, 728, 887, 972<br/> <i>Writing About Literature</i> 357</p> <p><b>Teacher Wraparound Edition:</b><br/> CH 219; DI 971; SP 356, 1342-1343</p> <p>Also see pages 849-851 of Glencoe's <i>Writer's Choice: Grammar and Composition Grade 11</i> © 2005.</p>   |
| <ul style="list-style-type: none"> <li>Synthesize information from different sources by condensing, combining, or categorizing data, facts, and ideas</li> </ul> | <p>The following speeches and related activities can be utilized to address this standard:</p> <p><b>Student Edition:</b><br/> 218-219, 356, 388, 529, 725-728, 886, 970<br/> <i>Group Activity</i> 224<br/> <i>Interdisciplinary Activity</i> 972<br/> <i>Literary Criticism</i> 278, 516, 543, 566, 740, 874<br/> <i>Literary Element</i> 357<br/> <i>Literature Groups</i> 36, 186, 366, 798, 1019, 1187<br/> <i>Responding and Thinking Critically</i> 389, 530, 728, 887, 972<br/> <i>Writing About Literature</i> 357</p> <p><b>Teacher Wraparound Edition:</b><br/> CH 219; DI 971; SP 356, 1342-1343</p> <p>Also see pages 849-851 of Glencoe's <i>Writer's Choice: Grammar and Composition Grade 11</i> © 2005.</p> |
| <ul style="list-style-type: none"> <li>Recognize appropriate voice, tone, diction, and syntax</li> </ul>   | <p><b>Student Edition:</b><br/> <i>Literary Element</i> 357, 530</p> <p><b>Teacher Wraparound Edition:</b><br/> SP 356</p> <p>Also see pages 849-851 of Glencoe's <i>Writer's Choice: Grammar and Composition Grade 11</i> © 2005.</p>   |

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| <b>Standard 2: Students will read, write, listen, and speak for literary response and expression.</b>  |   |
| <ul style="list-style-type: none"> <li>Interpret and respond to texts from a variety of genres, authors, and subjects</li> </ul>   | <p><b>Student Edition:</b><br/> <i>Speaking/Listening</i> 328<br/> <i>Speaking, Listening, Viewing Workshop</i> 624-625, 842-843<br/> <i>Writing About Literature</i> 87, 182, 430, 889, 1157, 1176, 1279, 1284<br/> <i>Writing Activity</i> 405, 561</p> <p><b>Teacher Wraparound Edition:</b><br/>           SP 306</p>   |
| <ul style="list-style-type: none"> <li>Respond to authors' reading and discussing their works</li> </ul>   | <p><b>Student Edition:</b><br/>           886<br/> <i>After You Read</i> 887<br/> <i>Learning for Life</i> 813<br/> <i>Literary Criticism</i> 1275<br/> <i>You're the Critic</i> 239, 383, 413, 438, 887</p> <p><b>Teacher Wraparound Edition:</b><br/>           DI 885; RRW 621</p>   |
| <ul style="list-style-type: none"> <li>Recognize and respond to historical and contemporary social, political, and cultural conditions in presentation of literary text</li> </ul> | <p><b>Student Edition:</b><br/>           27-32, 142-145, 390-392<br/> <i>Comparing Cultures</i> 1181<br/> <i>Literature Groups</i> 1187<br/> <i>Performing</i> 65<br/> <i>Reading Strategy</i> 73<br/> <i>Writing About Literature</i> 182, 1176</p> <p><b>Teacher Wraparound Edition:</b><br/>           ELC 1021, 1293</p>   |
| <ul style="list-style-type: none"> <li>Identify how format and language are used in presentations to communicate the author's message and evoke a response</li> </ul>              | <p><b>Student Edition:</b><br/>           104-105, 108-110, 251-260<br/> <i>Group Activity</i> 606<br/> <i>Literary Element</i> 250, 262<br/> <i>Partner Activity</i> 262<br/> <i>Reading Strategy</i> 107<br/> <i>Using Abstract and Concrete Language</i> 263<br/> <i>Writing About Literature</i> 111, 117</p> <p><b>Teacher Wraparound Edition:</b><br/>           ELC 255, 259</p> |

| STANDARDS   | PAGE REFERENCES   |
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| <ul style="list-style-type: none"> <li>Recognize how presentation style affects the emotional response of listeners</li> </ul>  | <p><b>Student Edition:</b><br/> 104-105, 108-110, 251-260<br/> <i>Group Activity</i> 606<br/> <i>Literary Element</i> 250, 262<br/> <i>Partner Activity</i> 262<br/> <i>Reading Strategy</i> 107<br/> <i>Speaking, Listening, Viewing Workshop</i> 624-625<br/> <i>Using Abstract and Concrete Language</i> 263<br/> <i>Writing About Literature</i> 111, 117</p> <p><b>Teacher Wraparound Edition:</b><br/> ELC 255, 259</p>   |
| <ul style="list-style-type: none"> <li>Listen to comprehend, interpret, and respond to texts and performances, such as reviews and critiques of literary texts</li> </ul> | <p><b>Student Edition:</b><br/> <i>Listening and Speaking</i> 1297<br/> <i>Literary Criticism</i> 278, 516, 543, 566, 740, 874<br/> <i>Literature Groups</i> 36, 186, 188, 366, 798, 1019, 1187<br/> <i>Speaking, Listening, Viewing Workshop</i> 624-625</p> <p><b>Teacher Wraparound Edition:</b><br/> SP 752</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>Determine points of view, clarify positions, make judgments, and form opinions</li> </ul>  | <p><b>Student Edition:</b><br/> 218-219, 356, 362-365, 388, 529, 725-728, 886, 970, 1292-1295, R24<br/> <i>Group Activity</i> 224<br/> <i>Interdisciplinary Activity</i> 972<br/> <i>Literary Criticism</i> 278, 516, 543, 566, 740, 874<br/> <i>Literary Element</i> 357<br/> <i>Literature Groups</i> 36, 186, 366, 798, 1019, 1187<br/> <i>Reading Strategy</i> 361, 366, 1291, 1297<br/> <i>Responding and Thinking Critically</i> 389, 530, 728, 887, 972<br/> <i>Writing About Literature</i> 357</p> <p><b>Teacher Wraparound Edition:</b><br/> CH 219; DI 971; RS 363, 364, 1292, 1293; SP 356, 1342-1343</p> |

| STANDARDS  | PAGE REFERENCES   |
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| <ul style="list-style-type: none"> <li>Use the perspectives of other individuals, groups, recognized experts, and prior knowledge to analyze and evaluate presentations</li> </ul> | <p><b>Student Edition:</b><br/> 218-219, 356, 388, 529, 725-728, 886, 970<br/> <i>Group Activity</i> 224<br/> <i>Interdisciplinary Activity</i> 972<br/> <i>Learning for Life</i> 813<br/> <i>Literary Criticism</i> 278, 516, 543, 566, 740, 874<br/> <i>Literary Element</i> 357<br/> <i>Literature Groups</i> 36, 186, 366, 798, 1019, 1187<br/> <i>Responding and Thinking Critically</i> 389, 530, 728, 887, 972<br/> <i>Writing About Literature</i> 357</p> <p><b>Teacher Wraparound Edition:</b><br/> CH 219; DI 971; SP 356, 1342-1343</p>   |
| <ul style="list-style-type: none"> <li>Evaluate content and organization of the presentations, applying criteria such as the validity of the speaker's conclusion</li> </ul>       | <p><b>Student Edition:</b><br/> 218-219, 356, 388, 529, 725-728, 886, 970<br/> <i>Group Activity</i> 224<br/> <i>Interdisciplinary Activity</i> 972<br/> <i>Literary Criticism</i> 278, 516, 543, 566, 740, 874<br/> <i>Literary Element</i> 357<br/> <i>Literature Groups</i> 36, 186, 366, 798, 1019, 1187<br/> <i>Responding and Thinking Critically</i> 389, 530, 728, 887, 972<br/> <i>Writing About Literature</i> 357</p> <p><b>Teacher Wraparound Edition:</b><br/> CH 219; DI 971; SP 356, 1342-1343</p> <p>Also see pages 849-851 of Glencoe's <i>Writer's Choice: Grammar and Composition Grade 11</i> © 2005.</p> |
| <ul style="list-style-type: none"> <li>Recognize the use of protocols and traditional practices in interviewing and other forms of speaking</li> </ul>                             | <p><b>Student Edition:</b><br/> <i>Learning for Life</i> 829, 1245</p> <p><b>Teacher Wraparound Edition:</b><br/> SP 348</p> <p>Also see pages 852-854, 856-857 of Glencoe's <i>Writer's Choice: Grammar and Composition Grade 11</i> © 2005.</p>   |

| STANDARDS   | PAGE REFERENCES   |
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| <ul style="list-style-type: none"> <li>Evaluate the impact of the medium on the message</li> </ul>  | <p><b>Student Edition:</b><br/> <i>Interdisciplinary Activity</i> 530<br/> <i>Listening and Speaking</i> 1201<br/> <i>Writing About Literature</i> 389</p> <p><b>Teacher Wraparound Edition:</b><br/> DI 753</p> <p>Also see pages 859-862, 863-865 of Glencoe's <i>Writer's Choice: Grammar and Composition Grade 11</i> © 2005.</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 or acquaintances</li> </ul> | <p>The following activities and strategies can be utilized to address this standard:</p> <p><b>Student Edition:</b><br/> <i>Listening and Speaking</i> 1297<br/> <i>Literary Criticism</i> 278, 516, 543, 566, 740, 874<br/> <i>Literature Groups</i> 36, 186, 366, 798, 1019, 1187</p> <p>Also see pages 849-850 of Glencoe's <i>Writer's Choice: Grammar and Composition Grade 11</i> © 2005.</p> |
| <ul style="list-style-type: none"> <li>Respect the age, gender, social position, and cultural traditions of the speaker</li> </ul>                          | <p>The following activities and strategies can be utilized to address this standard:</p> <p><b>Student Edition:</b><br/> <i>Listening and Speaking</i> 1297<br/> <i>Literary Criticism</i> 278, 516, 543, 566, 740, 874<br/> <i>Literature Groups</i> 36, 186, 366, 798, 1019, 1187</p> <p>Also see pages 849-851 of Glencoe's <i>Writer's Choice: Grammar and Composition Grade 11</i> © 2005.</p> |
| <ul style="list-style-type: none"> <li>Listen for multiple levels of meaning, articulated and unspoken</li> </ul>   | <p>The following activities and strategies can be utilized to address this standard:</p> <p><b>Student Edition:</b><br/> <i>Listening and Speaking</i> 1297<br/> <i>Literary Criticism</i> 278, 516, 543, 566, 740, 874<br/> <i>Literature Groups</i> 36, 186, 366, 798, 1019, 1187</p> <p>Also see pages 849-851 of Glencoe's <i>Writer's Choice: Grammar and Composition Grade 11</i> © 2005.</p> |

| STANDARDS  | PAGE REFERENCES   |
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| <ul style="list-style-type: none"> <li>Encourage the speaker with appropriate facial expressions and gestures</li> </ul> | <p>The following activities and strategies can be utilized to address this standard:</p> <p><b>Student Edition:</b><br/> <i>Listening and Speaking</i> 1297<br/> <i>Literary Criticism</i> 278, 516, 543, 566, 740, 874<br/> <i>Literature Groups</i> 36, 186, 366, 798, 1019, 1187</p> <p>Also see pages 849-851 of Glencoe's <i>Writer's Choice: Grammar and Composition Grade 11</i> © 2005.</p>   |
| <ul style="list-style-type: none"> <li>Withhold judgment</li> </ul>  | <p>The following activities and strategies can be utilized to address this standard:</p> <p><b>Student Edition:</b><br/> <i>Listening and Speaking</i> 1297<br/> <i>Literary Criticism</i> 278, 516, 543, 566, 740, 874<br/> <i>Literature Groups</i> 36, 186, 366, 798, 1019, 1187<br/> <i>Speaking, Listening, and Viewing</i> 1343</p> <p>Also see pages 849-851 of Glencoe's <i>Writer's Choice: Grammar and Composition Grade 11</i> © 2005.</p> |
| <ul style="list-style-type: none"> <li>Appreciate the speaker's uniqueness</li> </ul>                                    | <p>The following activities and strategies can be utilized to address this standard:</p> <p><b>Student Edition:</b><br/> <i>Listening and Speaking</i> 1297<br/> <i>Literary Criticism</i> 278, 516, 543, 566, 740, 874<br/> <i>Literature Groups</i> 36, 186, 366, 798, 1019, 1187<br/> <i>Speaking, Listening, and Viewing</i> 1343</p> <p>Also ee pages 849-851 of Glencoe's <i>Writer's Choice: Grammar and Composition Grade 11</i> © 2005.</p>  |

| STANDARDS   | PAGE REFERENCES   |
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| <p><b>Grade 11 Speaking</b><br/>The grade-specific performance indicators that grade 11 students demonstrate as they learn to speak 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>Prepare and give presentations to a variety of audiences on a range of informational topics</li> </ul>   | <p><b>Student Edition:</b><br/><i>Interdisciplinary Activity</i> 821<br/><i>Performing</i> 1215<br/><i>Speaking/Listening</i> 328, 1142<br/><i>Speaking and Listening</i> 46<br/><i>Speaking, Listening, Viewing Workshop</i> 154-155, 304-305, 454-455, 624-625, 842-843, 1118-1119, 1342-1343</p> <p><b>Teacher Wraparound Edition:</b><br/>SP 1180</p> |
| <ul style="list-style-type: none"> <li>Use figures of speech, such as similes and metaphors, to make new ideas and complex information clearer to listeners</li> </ul>                            | <p><b>Student Edition:</b><br/><i>Speaking, Listening, Viewing Workshop</i> 842-843</p>   |
| <ul style="list-style-type: none"> <li>Anticipate and respond to the listener's points of view</li> </ul>   | <p><b>Student Edition:</b><br/><i>Literary Criticism</i> 278, 516, 543, 566, 740, 874<br/><i>Literature Groups</i> 36, 186, 366, 798, 1019, 1187<br/><i>Speaking, Listening, Viewing Workshop</i> 1342-1343</p> <p><b>Teacher Wraparound Edition:</b><br/>SP 624</p>  |
| <ul style="list-style-type: none"> <li>Give directions and explain complex processes</li> </ul>   | <p><b>Student Edition:</b><br/><i>Speaking, Listening, Viewing Workshop</i> 624-625</p>   |
| <ul style="list-style-type: none"> <li>Ask and respond to probing and challenging questions to acquire information</li> </ul>   | <p><b>Student Edition:</b><br/><i>Literary Criticism</i> 278, 516, 543, 566, 740, 874<br/><i>Literature Groups</i> 36, 186, 366, 798, 1019, 1187<br/><i>Speaking, Listening, Viewing Workshop</i> 624-625</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>Use devices such as voice, tone, volume, pitch, rate, body language, rhyme, rhythm, and repetition to create an emotional or aesthetic response</li> </ul> | <p><b>Student Edition:</b><br/><i>Performing</i> 93, 249, 665, 1328<br/><i>Speaking, Listening, Viewing Workshop</i> 155, 305, 455, 843, 1119</p> <p><b>Teacher Wraparound Edition:</b><br/>SP 38, 412</p>  |

| STANDARDS   | PAGE REFERENCES  |
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| <b>Standard 3: Students will read, write, listen, and speak for critical analysis and evaluation.</b>   |  |
| <ul style="list-style-type: none"> <li>Express opinions or make judgments about ideas, information, experiences, and issues in literary, scientific, and historic articles, in public documents, and in advertisements</li> </ul> | <p><b>Student Edition:</b><br/> 362-365, 1292-1295, R24<br/> <i>Literary History</i> 104-105<br/> <i>Reading Strategy</i> 361, 366, 1291, 1297<br/> <i>Speaking, Listening, Viewing Workshop</i> 154-155<br/> <i>Time</i> 118-120, 189-192, 350-353, 494-498, 805-808, 1144-1146<br/> <i>Writing Workshop</i> 152, 445-446, 451</p> <p><b>Teacher Wraparound Edition:</b><br/> SP 68, 1184</p> |
| <ul style="list-style-type: none"> <li>Articulate personal opinions to clarify stated positions, persuade or influence groups, or state preferences about topics</li> </ul>   | <p><b>Student Edition:</b><br/> <i>Interdisciplinary Activity</i> 972<br/> <i>Listening and Speaking</i> 1012<br/> <i>Literature Groups</i> 1019<br/> <i>Speaking/Listening</i> 18<br/> <i>Speaking, Listening, Viewing Workshop</i> 154-155, 1342-1343</p> <p><b>Teacher Wraparound Edition:</b><br/> SP 1342-1343</p>  |
| <ul style="list-style-type: none"> <li>Present reasons, examples, and details from sources such as reviews of books, plays, and interviews to defend opinions and judgments</li> </ul>  | <p><b>Student Edition:</b><br/> <i>Learning for Life</i> 813, 829<br/> <i>Listening and Speaking</i> 1297<br/> <i>Literature Groups</i> 36, 186, 188, 366, 1019, 1187<br/> <i>Speaking, Listening, Viewing Workshop</i> 154-155, 454-455, 624-625, 842-843, 1342-1343</p> <p><b>Teacher Wraparound Edition:</b><br/> SP 68, 1184</p>   |
| <ul style="list-style-type: none"> <li>Modify content and presentation strategies on the basis of audience response during presentation</li> </ul>  | <p><b>Student Edition:</b><br/> <i>Speaking, Listening, Viewing Workshop</i> 155, 305, 455</p> <p><b>Teacher Wraparound Edition:</b><br/> ELC 153; SP 356</p>  |
| <ul style="list-style-type: none"> <li>Respond to constructive criticism</li> </ul>   | <p><b>Teacher Wraparound Edition:</b><br/> DI 1343; LS 625, 1119; SP 356</p>   |

| STANDARDS  | PAGE REFERENCES   |
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| <ul style="list-style-type: none"> <li>Use visuals and technology to enhance presentation</li> </ul>                                       | <p><b>Student Edition:</b><br/> <i>Speaking, Listening, Viewing Workshop</i> 154-155, 304-305, 454-455, 624-625, 842-843, 1118-1119, 1342-1343</p> <p><b>Teacher Wraparound Edition:</b><br/>           SS 155</p>  |
| <p><b>Standard 4: Students will read, write, listen, and speak for social interaction.</b></p>   |   |
| <ul style="list-style-type: none"> <li>Speak informally with familiar and unfamiliar people, individually and in group settings</li> </ul> | <p><b>Student Edition:</b><br/> <i>Literary Criticism</i> 278, 516, 543, 566, 740, 874<br/> <i>Literature Groups</i> 36, 186, 366, 798, 1019, 1187<br/> <i>Speaking, Listening, Viewing Workshop</i> 154-155, 304-305, 454-455, 624-625, 842-843, 1118-1119, 1342-1343</p> <p>Also see page 852 of Glencoe's <i>Writer's Choice: Grammar and Composition Grade 11</i> © 2005.</p>   |
| <ul style="list-style-type: none"> <li>Respect the age, gender, social position, and cultural traditions of the listener</li> </ul>        | <p>The following activities and strategies can be utilized to address this standard:</p> <p><b>Student Edition:</b><br/> <i>Literary Criticism</i> 278, 516, 543, 566, 740, 874<br/> <i>Literature Groups</i> 36, 186, 366, 798, 1019, 1187<br/> <i>Speaking, Listening, Viewing Workshop</i> 154-155, 304-305, 454-455, 624-625, 842-843, 1118-1119, 1342-1343</p> <p>Also see pages 852-857 of Glencoe's <i>Writer's Choice: Grammar and Composition Grade 11</i> © 2005.</p> |
| <ul style="list-style-type: none"> <li>Use social communication in workplace settings to foster trust and build goodwill</li> </ul>        | <p>The following activities and strategies can be utilized to address this standard:</p> <p><b>Student Edition:</b><br/> <i>Literary Criticism</i> 278, 516, 543, 566, 740, 874<br/> <i>Literature Groups</i> 36, 186, 366, 798, 1019, 1187<br/> <i>Speaking, Listening, Viewing Workshop</i> 154-155, 304-305, 454-455, 624-625, 842-843, 1118-1119, 1342-1343</p> <p>Also see pages 856-857 of Glencoe's <i>Writer's Choice: Grammar and Composition Grade 11</i> © 2005.</p> |

| STANDARDS  | PAGE REFERENCES  |
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| <ul style="list-style-type: none"> <li>Respond respectfully</li> </ul> | <p>The following activities and strategies can be utilized to address this standard:</p> <p><b>Student Edition:</b><br/> <i>Literary Criticism</i> 278, 516, 543, 566, 740, 874<br/> <i>Literature Groups</i> 36, 186, 366, 798, 1019, 1187<br/> <i>Speaking, Listening, Viewing Workshop</i> 154-155, 304-305, 454-455, 624-625, 842-843, 1118-1119, 1342-1343</p> <p>Also see pages 852-857 of Glencoe's <i>Writer's Choice: Grammar and Composition Grade 11</i><br/> © 2005.</p> |