



# Literature

The Reader's Choice

**British Literature**

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STANDARDS	PAGE REFERENCES
<p><b>Grade 12 Reading</b> The grade-specific performance indicators that grade 12 students demonstrate as they learn to read 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>• Locate and use school, public, academic, and special library resources for information and research               <ul style="list-style-type: none"> <li>- use primary and secondary sources, such as dictionaries and abstracts</li> <li>- set purpose for reading by asking questions about what they need to know for their research</li> </ul> </li> </ul>	<p><b>Student Edition:</b> 481, 541, R20-R21, R36-R37 <i>Exposition</i> 487 <i>Internet Connection</i> 657, 1096, 1121, 1294 <i>Journalists' Questions</i> 481 <i>Preview the Article</i> 69, 142, 410 <i>Reading Strategy</i> 1243, 1244, 1245 <i>Secondary Source</i> 485 <i>Set a Purpose for Reading</i> 69, 142, 410 <b>Teacher Wraparound Edition:</b> DI 483; RS 1244, 1245; SP 486; T 487</p>
<ul style="list-style-type: none"> <li>• Check consistency of hypothesis with given information and assumption</li> </ul>	<p><b>Student Edition:</b> R24-R25 <i>Reading Strategy</i> 456, 458, 660, 663, 668, 726, 727, 730, 733, 1069, 1072, 1076, 1078, 1082, 1086 <i>Supporting Evidence</i> 483, 484, 485 <i>Thesis Statement</i> 183 <b>Teacher Wraparound Edition:</b> RS 458, 663, 668, 727, 730, 733, 1072, 1076, 1082, 1086</p>

STANDARDS	PAGE REFERENCES
<ul style="list-style-type: none"> <li>Analyze and synthesize information from different sources by making connections and showing relationships to other texts, ideas, subjects, and the world at large               <ul style="list-style-type: none"> <li>employ a range of post-reading practices to think about new learning and to plan future learning</li> </ul> </li> </ul>	<p><b>Student Edition:</b>  <i>Connect</i> 144, 263  <i>Connect to Today</i> 514, 920, 1042  <i>Reading Strategy</i> 142, 197, 198, 202, 206, 266, 267, 269, 623, 625, 628, 1247, 1249, 1255  <i>Wrap-Up: Comparing Literature</i> 643, 887, 947, 1061  <i>Writing About Literature</i> 206, 828</p> <p><b>Teacher Wraparound Edition:</b>  DI 947; RS 198, 202, 206, 267, 269, 625, 628, 1249, 1255; SP 286; T 244, 699</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>Recognize and analyze the relevance of literature to contemporary and/or personal events and situations from short stories, novels, plays, film and video productions, poems, and essays               <ul style="list-style-type: none"> <li>read and discuss literary criticism</li> <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>  1018-1019  <i>Connect</i> 351  <i>Connect to Today</i> 514, 920  <i>Literary Criticism</i> 840, 853, 870, 997, 1147  <i>Reading Strategy</i> 142, 266, 267, 269, 623, 625, 628  <i>Responding and Thinking Critically</i> 407  <i>Writing About Literature</i> 828</p> <p><b>Teacher Wraparound Edition:</b>  CT 514, 920; DI 373, 407; RS 267, 269, 625, 628</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>Comparing Cultures</i> 68, 463, 643, 1266  <i>Comparing Historical Contexts</i> 947  <i>Comparing Literary Traditions</i> 887  <i>Comparing Literature Across Time and Place</i> 1044-1061  <i>Comparing Theme of Passionate Love</i> 947  <i>Comparing Universal Theme</i> 463  <i>Wrap-Up: Comparing Literature</i> 1061</p> <p><b>Teacher Wraparound Edition:</b>  A 1061; CC 68, 463, 643, 1266</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>  406-409  <i>Responding and Thinking Critically</i> 409</p> <p><b>Teacher Wraparound Edition:</b>  DI 315, 353, 373, 407; LH 407; RRW 367; SP 306; T 406</p>

STANDARDS	PAGE REFERENCES
<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>  <i>Performing</i> 1270  <i>Speaking/Listening</i> 18</p> <p><b>Teacher Wraparound Edition:</b>  BRF 349, 363, 377, 382, 1169; DI 395; ELC 1273</p>
<ul style="list-style-type: none"> <li>Read and interpret literary texts from a range of authors, genres, and subjects, including literary criticism</li> </ul>	<p>The following references offer a small sample of the variety of authors and genres found in the text.</p> <p><b>Student Edition:</b>  69-72, 172-195, 254-258, 292-297, 622-628, 670-673, 946, 984-992, 1200-1207, 1271-1275, 1374-1375</p> <p><i>Literary Criticism</i> 840, 853, 870, 997, 1147  <i>Responding and Thinking Critically</i> 529, 573, 647, 732, 792, 959, 1085, 1205, 1317, 1343  <i>Writing About Literature</i> 669, 1087, 1116, 1147, 1172  <i>You're the Critic</i> 990, 1085</p> <p><b>Teacher Wraparound Edition:</b>  DI 361, 407, 1039; ELC 453; RRW 367; SP 366, 462, 566, 830, 968, 1084</p>
<ul style="list-style-type: none"> <li>Interpret multiple levels of meaning and subtleties in text</li> </ul>	<p><b>Student Edition:</b>  611</p> <p><i>Literary Element</i> 169</p> <p><i>Reading Strategy</i> 294, 297, 593, 600, 1185, 1190, 1268</p> <p><b>Teacher Wraparound Edition:</b>  DI 597, 671, 829, 1181; ELC 295, 1013, 1269; RS 297, 600, 1190; SP 194, 1014, 1182; WS 1012</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>Analyze and evaluate nonfiction texts, including professional journals, technical manuals, and position papers, to determine the writer's perspectives, purposes, and intended audience <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>focus on key word/phrases that signal that the text is heading in a particular direction</li> <li>identify the particular kinds of language used in particular texts</li> </ul> </li> </ul>	<p><b>Student Edition:</b>  6-7, 230-232, 238-239, 900-902</p> <p><i>Analyze and Evaluate</i> 144, 412, 647  <i>Preview the Article</i> 69, 142, 1062  <i>Reading Strategy</i> 1062  <i>Viewing the Art</i> 5, 15, 241, 251</p> <p><b>Teacher Wraparound Edition:</b>  DI 7, 239; RS 9, 241, 246, 1062; SP 6, 10, 66, 70, 238, 242, 1062; T 6, 8, 10, 11, 69, 238, 240</p>

STANDARDS	PAGE REFERENCES
<ul style="list-style-type: none"> <li>• Analyze and evaluate poetry in order to recognize the use and effect of               <ul style="list-style-type: none"> <li>- sensory imagery</li> <li>- figurative language</li> <li>- verse form</li> </ul> </li> </ul>	<p><b>Student Edition:</b>            209, 252-253, 428-429, 888-895, 896-897, 1010-1017  <i>Literary Element</i> 465, 468  <i>Reading Strategy</i> 786, 793, 1110, 1115, 1201, 1206, 1268, 1270  <i>Review</i> 1206</p> <p><b>Teacher Wraparound Edition:</b>            DI 1205; RS 793, 1015, 1206; SP 252, 890</p>
<ul style="list-style-type: none"> <li>• Engage in oral reading activities, such as choral readings, and a variety of written responses, such as double entry journals, to identify and distinguish examples of verse form</li> </ul>	<p><b>Student Edition:</b>            1018-1019, 1261 #8  <i>Group Activity</i> 1266  <i>Literary Element</i> 269  <i>Performing</i> 1270  <i>Speaking/Listening</i> 18  <i>Visual Literacy</i> 311  <i>Writing About Literature</i> 264, 300</p> <p><b>Teacher Wraparound Edition:</b>            BI 1260; BRF 349, 363, 377, 382, 1169; DI 395; ELC 1273; SP 252, 268, 296, 1266</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 a social perspective</li> </ul>	<p><b>Student Edition:</b>            R23-R24  <i>Historical Perspective</i> 193-195, 670-673, 829-832  <i>Literacy Perspective</i> 960-962, 1340-1343  <i>Literary Criticism</i> 840, 853, 870, 997, 1147  <i>Visual Perspective</i> 406-409  <i>You're the Critic</i> 990, 1085</p> <p><b>Teacher Wraparound Edition:</b>            SP 898; YC 1085</p>
<ul style="list-style-type: none"> <li>• Select, reject, and reconcile ideas and information in light of beliefs</li> </ul>	<p><b>Student Edition:</b>            427 #1, 950 #1, 962 #1, 997 #1  <i>Connect to Today</i> 514, 920  <i>Reading Strategy</i> 603, 606, 610, 999, 1001, 1002, 1078, 1082, 1086, 1167, 1169, 1172  <i>Review</i> 609  <i>You're the Critic</i> 1085</p> <p><b>Teacher Wraparound Edition:</b>            RS 1001, 1002, 1082, 1086, 1169, 1172; SP 604, 606</p>

STANDARDS	PAGE REFERENCES
<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</li> </ul>	<p><b>Student Edition:</b>  483-487, 675-676, 1010-1017, 1364-1371, R23-R25  <i>Literary Criticism</i> 853, 997, 1191  <i>Reading Strategy</i> 660, 663, 668, 871, 874  <i>Rubric</i> 897  <i>Writing About Literature</i> 828, 977, 1172  <i>You're the Critic</i> 990, 1085</p> <p><b>Teacher Wraparound Edition:</b>  DI 1365, 1367; ELC 1365; LS 897, 1019; RS 874;  SP 898; T 894, 1016; WL 1172; YC 1085</p>
<ul style="list-style-type: none"> <li>Analyze and evaluate the intellectual and/or emotional impact of specific texts on the reader</li> </ul>	<p><b>Student Edition:</b>  591 #1, 609 #1, 628 #1, 647 #1, 656 #1, 741 #1,  827 #1  <i>Connecting to the Essay</i> 834  <i>Learning for Life</i> 610  <i>Reading Strategy</i> 834, 840  <i>Writing About Literature</i> 592</p> <p><b>Teacher Wraparound Edition:</b>  RS 840</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>  <i>Group Activity</i> 599, 643, 1205  <i>Literature Groups</i> 551, 592  <i>Partner Activity</i> 561, 620  <i>Performing</i> 1270  <i>Speaking/Listening</i> 18, 514, 920</p> <p><b>Teacher Wraparound Edition:</b>  BRF 349, 363, 377, 382, 1169; DI 395; ELC 1273;  LS 491</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>Analyze and Evaluate</i> 732, 752  <i>Comparing Cultures</i> 463, 643, 1266  <i>Connecting to the Essay</i> 726  <i>Group Activity</i> 732</p> <p><b>Teacher Wraparound Edition:</b>  CC 463, 643, 1266; GA 732; SP 554</p>

STANDARDS	PAGE REFERENCES
<ul style="list-style-type: none"> <li>Understand and anticipate the author's use of tone, diction, and language appropriate to social communication, in a variety of texts and conventions</li> </ul>	<p><b>Student Edition:</b>  <i>Conversational Tone</i> 223  <i>Literary Element</i> 255, 258, 649, 656, 854, 863, 1247, 1248, 1255, 1332, 1338  <i>Reading Strategy</i> 1118, 1121  <i>Review</i> 561, 656, 1190, 1324</p> <p><b>Teacher Wraparound Edition:</b>  ELC 1249; LE 258, 656, 863, 1248, 1338; RS 1121</p>
<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>  <i>Conversational Tone</i> 223  <i>Literary Element</i> 718, 720, 723, 786, 789, 793, 1247, 1248, 1255  <i>Review</i> 1190</p> <p><b>Teacher Wraparound Edition:</b>  LE 720, 789, 1248, 1255</p>
<p><b>Grade 12 Writing</b>  The grade-specific performance indicators that grade 12 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 and integrate a wide range of organizational strategies to present information</li> </ul>	<p><b>Student Edition:</b>  677, 683, 891, R33  <i>Organization</i> 484, 679, 892, 893  <i>Writing About Literature</i> 540, 585, 734</p> <p><b>Teacher Wraparound Edition:</b>  DI 677; ELC 485; SP 678, 682, 892; WS 484, 679, 892</p>
<ul style="list-style-type: none"> <li>Define the meaning of and understand the consequences of plagiarism; investigate college and university policies</li> </ul>	<p><b>Student Edition:</b>  482, 487, R37-R41  <i>Attention: Plagiarism</i> 482  <i>Citing Titles</i> 1371  <i>Give Due Credit</i> 489</p> <p><b>Teacher Wraparound Edition:</b>  WP 681, 1371</p>
<ul style="list-style-type: none"> <li>Maintain a portfolio that includes informational writing</li> </ul>	<p><b>Student Edition:</b>  <i>Writer's Portfolio</i> 489, 681, 1017, 1371</p> <p><b>Teacher Wraparound Edition:</b>  DI 681; SP 224</p>

STANDARDS	PAGE REFERENCES
<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 interpretive and responsive essays of approximately 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, such as allegory, stream of consciousness, and irony, 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> </ul> </li> </ul>	<p><b>Student Edition:</b>            480-489, 888-895, 1010-1017, 1364-1371  <i>Exposition</i> 481  <i>Focus Lesson</i> 489, 1017, 1370  <i>Supporting Evidence</i> 484, 485  <b>Teacher Wraparound Edition:</b>            DI 893; ELC 481; SP 484; T 485, 1013; WP 481</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 text</li> </ul>	<p><b>Student Edition:</b>            480-489, 673 #7  <i>Comparing the Big Idea</i> 643, 1061  <i>Interdisciplinary Activity</i> 473, 531, 765, 1303  <i>Reading Strategy</i> 1101, 1255, 1360  <i>Writing About Literature</i> 752  <b>Teacher Wraparound Edition:</b>            CBI 643, 1061</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>  <i>Writer’s Portfolio</i> 225, 489, 681, 1017, 1215, 1371  <b>Teacher Wraparound Edition:</b>            DI 681; SP 224</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, social, and psychological</li> </ul>	<p><b>Student Edition:</b>            R23-R24  <i>Historical Perspective</i> 193-195, 670-673, 829-832  <i>Literacy Perspective</i> 960-962, 1340-1343  <i>Literary Criticism</i> 840, 853, 870, 997, 1147  <i>Responding and Thinking Critically</i> 195, 409, 673, 832, 962  <i>Visual Perspective</i> 406-409  <i>You’re the Critic</i> 990, 1085  <b>Teacher Wraparound Edition:</b>            SP 898; YC 1085</p>

STANDARDS	PAGE REFERENCES
<ul style="list-style-type: none"> <li>Use telecommunication to participate in listserv discussion groups</li> </ul>	<p>The following references provide various group activities and discussion topics. A listserv discussion can be facilitated by teachers with appropriate technology and support.</p> <p><b>Student Edition:</b>  1018-1019  <i>Group Activity</i> 792, 887, 935, 947, 990, 1061  <i>Literature Groups</i> 864  <i>Speaking/Listening</i> 920</p> <p><b>Teacher Wraparound Edition:</b>  CBA 887; CT 1061; SL 920</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>Writer's Portfolio</i> 489, 681, 1017, 1371</p> <p><b>Teacher Wraparound Edition:</b>  DI 681; SP 224</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>  <i>Learning for Life</i> 610  <i>Writing About Literature</i> 610</p> <p><b>Teacher Wraparound Edition:</b>  LL 610; LS 227; SP 654; WS 224, 680, 1012, 1370</p>
<ul style="list-style-type: none"> <li>Respect the age, gender, and cultural traditions of the recipient</li> </ul>	<p><b>Student Edition:</b>  R31</p> <p><b>Teacher Wraparound Edition:</b>  T 1018, 1019; WS 1214</p>

STANDARDS	PAGE REFERENCES
<p><b>Grade 12 Listening</b> The grade-specific performance indicators that grade 12 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, taped interviews, and debates</li> </ul>	<p><b>Student Edition:</b> <i>Rehearsing</i> 897 <i>Responding and Thinking Critically</i> 409 <i>Using a Model</i> 1372</p> <p><b>Teacher Wraparound Edition:</b> DI 1171; ELC 677; T 1216; VS 227</p> <p>Also see Glencoe's <i>Writer's Choice: Grammar and Composition Grade 12</i> © 2005.</p> <p><b>Student Edition:</b> 860-861</p> <p><b>Teacher Wraparound Edition:</b> CC 856; CL 861; MA 860; T 861</p>
<ul style="list-style-type: none"> <li>Recognize the speaker's use of voice, tone, diction, and syntax in school and public forums, debates, and panel discussions</li> </ul>	<p><b>Student Edition:</b> 1019</p> <p><i>Focus Lesson</i> 680</p> <p><i>Rubric</i> 227, 491, 1018, 1373</p> <p><b>Teacher Wraparound Edition:</b> ELC 1371; LS 227; T 1019</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 from a variety of genres, authors, and subjects</li> </ul>	<p>The following references offer a small sample of the variety of authors and genres found in the text.</p> <p><b>Student Edition:</b> 69-72, 172-195, 254-258, 292-297, 622-628, 670-673, 946, 984-992, 1200-1207, 1271-1275, 1374-1375</p> <p><i>Responding and Thinking Critically</i> 529, 573, 647, 732, 792, 959, 1085, 1205, 1317, 1343</p> <p><i>Writing About Literature</i> 669, 1087, 1116, 1147, 1172</p> <p><b>Teacher Wraparound Edition:</b> DI 361, 407, 1039; ELC 453; RRW 367; SP 366, 462, 566, 830, 968, 1084</p>
<ul style="list-style-type: none"> <li>Respond to authors' reading and discussing their works</li> </ul>	<p><b>Teacher Wraparound Edition:</b> DI 1171; ELC 1373; LS 897; SP 946; T 1216</p>

STANDARDS	PAGE REFERENCES
<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>  227, 491, 683, 897, 1216-1217  <i>Analyzing the Model</i> 491  <i>Chart</i> 683  <i>Gaining the Attention</i> 1217  <i>Types of Appeals</i> 677</p> <p><b>Teacher Wraparound Edition:</b>  ELC 227; SP 226, 490, 494, 1014, 1216</p>
<ul style="list-style-type: none"> <li>Recognize how presentation styles affect the emotional responses of listeners</li> </ul>	<p><b>Student Edition:</b>  227, 491, 683, 897  <i>Analyzing the Model</i> 491  <i>Rehearsing</i> 897  <i>Rubric</i> 1373  <i>Using Visual Media</i> 683</p> <p><b>Teacher Wraparound Edition:</b>  DI 683, 1217; ELC 1373; LS 1217; SP 896, 1372; T 896, 1372, 1373</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 to clarify positions, make judgments, and form opinions</li> </ul>	<p><b>Student Edition:</b>  <i>Literary Element</i> 280, 281, 282, 1075, 1345, 1348, 1353  <i>Reading Strategy</i> 553, 559, 561, 854, 857, 863, 1100, 1107, 1109, 1193, 1198  <i>Review</i> 976  <i>Speaking and Listening</i> 947</p> <p><b>Teacher Wraparound Edition:</b>  LE 281, 282; RS 857, 863, 1100, 1109; SP 554, 1194</p>

STANDARDS	PAGE REFERENCES
<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>The following references cover the evaluation of logic, bias, argument and evidence in written communication and can be adapted and applied to oral communication.</p> <p><b>Student Edition:</b>  675-676, 1173, R21-R25  <i>Chart</i> 683  <i>Literary Element</i> 1167, 1169, 1171, 1172  <i>Reading Strategy</i> 660, 663, 664, 668, 726, 727, 729, 730, 733, 1078, 1082, 1086, 1167, 1169, 1170, 1172  <i>Types of Appeals</i> 677</p> <p><b>Teacher Wraparound Edition:</b>  DI 729; ELC 677; LE 1169, 1171; LS 683, 1217;  RS 663, 664, 668, 727, 729, 730, 733, 1082, 1086, 1169, 1170, 1172</p>
<ul style="list-style-type: none"> <li>Evaluate the expertise and possible bias of the speaker in order to judge the validity of the content</li> </ul>	<p>The following references cover the evaluation of logic, bias, argument and evidence in written communication and can be adapted and applied to oral communication.</p> <p><b>Student Edition:</b>  675-676, 1173, R21-R25  <i>Literary Element</i> 1167, 1169, 1171, 1172  <i>Reading Strategy</i> 660, 663, 664, 668, 726, 727, 729, 730, 733, 1078, 1082, 1086, 1167, 1169, 1170, 1172  <i>Types of Appeals</i> 677</p> <p><b>Teacher Wraparound Edition:</b>  ELC 677; LE 1169, 1171; RS 663, 664, 668, 727, 729, 730, 733, 1082, 1086, 1169, 1170, 1172</p>
<ul style="list-style-type: none"> <li>Recognize the use of protocols and traditional practices in debating, public speaking, interviewing, reviewing literary works, and other forms of speaking</li> </ul>	<p><b>Student Edition:</b>  <i>Active Listening Tips</i> 897  <i>Chart</i> 1018  <i>Rubric</i> 683, 1017  <i>Time Limits</i> 1019  <i>Working Together</i> 491</p> <p><b>Teacher Wraparound Edition:</b>  DI 897; T 682, 896, 1018, 1019, 1372</p>

STANDARDS	PAGE REFERENCES
<ul style="list-style-type: none"> <li>Evaluate the impact of the medium on the message</li> </ul>	<p><b>Student Edition:</b> 227, 490-491, 897 <i>Analyzing the Model</i> 491 <i>Using a Model</i> 1217, 1372 <i>Using Visual Media</i> 683</p> <p><b>Teacher Wraparound Edition:</b> SS 1373; T 490; VS 227</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> 1019 <i>Active Listening Tips</i> 897 <i>Chart</i> 1018</p> <p><b>Teacher Wraparound Edition:</b> T 1018, 1019</p>
<ul style="list-style-type: none"> <li>Respect the age, gender, social position, and cultural traditions of the speaker</li> </ul>	<p><b>Student Edition:</b> R31 <i>Chart</i> 1018</p> <p><b>Teacher Wraparound Edition:</b> T 1018, 1019; WS 1214</p>
<ul style="list-style-type: none"> <li>Listen for multiple levels of meaning, articulated and unspoken</li> </ul>	<p><b>Student Edition:</b> 1019 <i>Active Listening Tips</i> 897</p> <p>The following references address multiple levels of meaning in written communication and can be adapted and applied to oral communication and listening skills.</p> <p><b>Student Edition:</b> 611 <i>Literary Element</i> 169 <i>Reading Strategy</i> 294, 297, 593, 600, 1185, 1190, 1268</p> <p><b>Teacher Wraparound Edition:</b> DI 597, 671, 829, 1181; ELC 295, 1013, 1269; RS 297, 600, 1190; SP 194, 1014, 1182; WS 1012</p>

STANDARDS	PAGE REFERENCES
<ul style="list-style-type: none"> <li>Encourage the speaker with appropriate facial expressions and gestures</li> </ul>	<p><b>Student Edition:</b> <i>Chart</i> 1019</p> <p><b>Teacher Wraparound Edition:</b> LS 1019; T 1018</p>
<ul style="list-style-type: none"> <li>Withhold judgment</li> </ul>	<p><b>Student Edition:</b> 1019</p> <p><b>Teacher Wraparound Edition:</b> LS 1019; T 1018</p>
<ul style="list-style-type: none"> <li>Appreciate the speaker's uniqueness</li> </ul>	<p>The following references cover basic guidelines for appropriate demeanor and courtesy for group discussions and listening to oral presentations.</p> <p><b>Student Edition:</b> 1019</p> <p><b>Teacher Wraparound Edition:</b> LS 1019; T 1018</p>
<p><b>Grade 12 Speaking</b> The grade-specific performance indicators that grade 12 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, using a variety of techniques, such as multimedia, group presentations, and dramatic approaches</li> </ul>	<p><b>Student Edition:</b> 226-227, 490-491, 681, 682-683, 896-897, 1018-1019, 1216-1217, 1372-1373</p> <p><i>Group Activity</i> 792, 887, 935, 947, 990, 1061</p> <p><i>Literature Groups</i> 864</p> <p><i>Speaking/Listening</i> 920</p> <p><b>Teacher Wraparound Edition:</b> P 225</p>
<ul style="list-style-type: none"> <li>Give directions and explain complex processes</li> </ul>	<p><b>Student Edition:</b> <i>Activity</i> R45</p> <p>Also see Glencoe's <i>Writer's Choice: Grammar and Composition, Grade 12</i> © 2005.</p> <p><b>Student Edition:</b> 425-427</p> <p><i>Activity 12</i> 426</p> <p><b>Teacher Wraparound Edition:</b> PA 426, 427</p>

STANDARDS	PAGE REFERENCES
<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>Present interpretations and responses to literary texts and performances in presentations to school and public audiences</li> </ul>	<p><b>Student Edition:</b> 896-897, 1018-1019, 1215, 1216-1217, 1372-1373</p> <p><b>Teacher Wraparound Edition:</b> DI 1215; P 225, 895; WP 1215, 1371</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 and make judgments about ideas, information, experiences, and issues in literary, scientific, and historical articles, in public documents, and in advertisements</li> </ul>	<p><b>Student Edition:</b> <i>Literature Groups</i> 551 <i>Responding and Thinking Critically</i> 89, 551, 647, 656, 732, 1104, 1172 <i>Writing About Literature</i> 1172</p> <p><b>Teacher Wraparound Edition:</b> A 551; ELC 677; RRW 731</p>
<ul style="list-style-type: none"> <li>Present reasons, examples, and details from sources such as films to defend opinions or judgments</li> </ul>	<p>The following references recommend the use of a wide variety of sources, including film, to support opinions and arguments.</p> <p><b>Student Edition:</b> 481, R36 <i>Exposition</i> 487 <i>Focus Lesson</i> 1370 <i>Listening and Speaking</i> 585 <i>Supporting Evidence</i> 483, 484, 485</p> <p><b>Teacher Wraparound Edition:</b> ELC 481; SP 486, 838; T 487</p>
<ul style="list-style-type: none"> <li>Respond to constructive criticism</li> </ul>	<p><b>Student Edition:</b> R31 <i>Writing About Literature</i> 864, 1137, 1164, 1191, 1303</p> <p><b>Teacher Wraparound Edition:</b> DI 1371; ELC 889; WS 680, 1370</p>
<ul style="list-style-type: none"> <li>Use visuals and technology to enhance presentation</li> </ul>	<p><b>Student Edition:</b> 226-227, 490-491, 897, 1217 <i>Finding the Right Image</i> 226 <i>Technology Skills</i> 1373</p> <p><b>Teacher Wraparound Edition:</b> SS 683, 1217, 1373</p>

STANDARDS	PAGE REFERENCES
<p><b>Standard 4:</b> Students will read, write, listen, and speak for <b>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> 1018-1019 <i>Group Activity</i> 529, 792, 887, 935, 947, 990, 1061 <i>Literature Groups</i> 592, 864 <i>Partner Activity</i> 539, 561, 752, 793 <i>Speaking/Listening</i> 920</p> <p><b>Teacher Wraparound Edition:</b> P 225</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> R31 <i>Chart</i> 1018</p> <p><b>Teacher Wraparound Edition:</b> T 1018, 1019; WS 1214</p>
<ul style="list-style-type: none"> <li>• Use social communication in workplace settings to foster trust and build goodwill</li> </ul>	<p><b>Student Edition:</b> R45 Also see Glencoe's <i>Writer's Choice: Grammar and Composition Grade 12</i> © 2005.</p> <p><b>Student Edition:</b> 414-416 <i>Activity 8</i> 416</p> <p><b>Teacher Wraparound Edition:</b> MA 414; T 415</p>
<ul style="list-style-type: none"> <li>• Respond respectfully</li> </ul>	<p>The following references cover basic guidelines for appropriate demeanor and courtesy for group discussions and activities.</p> <p><b>Student Edition:</b> 1019</p> <p><b>Teacher Wraparound Edition:</b> LS 1019; T 1018</p>