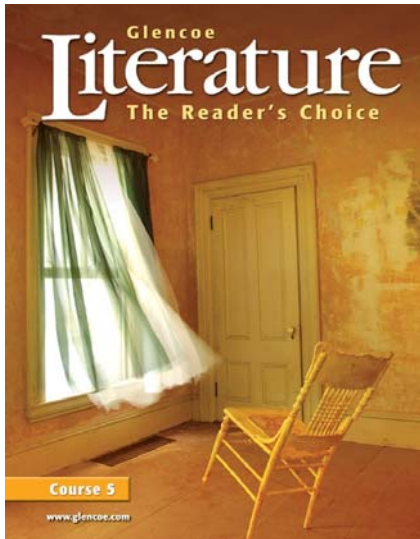




Glencoe

Curricular Standards for
Reading Education
Ninth - Twelfth Grades

Kansas



Literature

The Reader's Choice

Course 5

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STANDARDS	PAGE REFERENCES
Standard 1: Reading	
Reading: The student reads and comprehends text across the curriculum.	
Benchmark 1: The student uses skills in alphabets to construct meaning from text.	
Benchmark 2: The student reads fluently.	
1. adjusts reading rate to support comprehension when reading <i>narrative, expository, technical, and persuasive texts</i> .	Student Edition: R21 Teacher Wraparound Edition: DI 1091, 1161; SP 76
Benchmark 3: The student expands vocabulary.	
1. ▲ determines meaning of words or phrases using context clues (e.g., definitions, <i>restatements, examples, descriptions, comparison-contrast, clue words, cause-effect</i>) from sentences or paragraphs.	Student Edition: R20 <i>Vocabulary Practice</i> 18, 48, 62, 147, 582, 637 <i>Vocabulary Tip</i> 51, 412, 578, 611 <i>Vocabulary Workshop</i> 534 Teacher Wraparound Edition: SP 102, 514

STANDARDS	PAGE REFERENCES
<p>2. locates and uses reference materials available in the classroom, school, and public libraries (e.g., dictionaries, thesauri, atlases, encyclopedias, internet) that are appropriate to the task.</p>	<p>Student Edition: R36 <i>Interdisciplinary Activity</i> 30, 371, 428, 849, 1063 <i>Internet Connection</i> 161, 263, 352, 739, 986 <i>Vocabulary Workshop</i> 1229 Teacher Wraparound Edition: DI 1199; ELC 143; RRW 31, 1173; SP 124</p>
<p>3. ▲ determines meaning of words through structural analysis, using knowledge of ▲Greek, ▲Latin, and Anglo-Saxon ▲roots, ▲<i>prefixes</i>, and ▲<i>suffixes</i> to understand complex words, including words in science, mathematics, and social studies.</p>	<p>Student Edition: R20 <i>Vocabulary Practice</i> 30, 118, 129, 185, 206, 539 <i>Vocabulary Tip</i> 111, 151, 536, 551 <i>Vocabulary Workshop</i> 1052, 1068 Teacher Wraparound Edition: DI 1068; SP 1156</p>
<p>4. ▲ identifies, interprets, and analyzes the use of <i>figurative language</i>, including <i>similes</i>, <i>metaphors</i>, <i>analogies</i>, <i>hyperbole</i>, <i>onomatopoeia</i>, <i>personification</i>, <i>idioms</i>, <i>imagery</i>, and <i>symbolism</i>.</p>	<p>Student Edition: 164-176, 599, 619, 972-983 <i>Genre Focus</i> 520 <i>Grammar and Style</i> 410 <i>Literary Element</i> 163, 178, 971, 985 <i>Literary Focus</i> 585, 1119, 1182-1183 <i>Reading Strategy</i> 91 <i>Reading Tip</i> 403 <i>Review</i> 600 <i>Writing About Literature</i> 119, 398, 663, 1239 Teacher Wraparound Edition: DI 115, 1123; ELC 95, 99; SP 296, 570, 584, 662</p>
<p>5. discriminates between <i>connotative</i> and <i>denotative</i> meanings and interprets the <i>connotative</i> power of words.</p>	<p>Student Edition: 37-46, R20 <i>Vocabulary Practice</i> 237, 596, 621, 629, 641, 651 <i>Vocabulary Tip</i> 594, 618, 627, 649 <i>Vocabulary Workshop</i> 49, 767 Teacher Wraparound Edition: DI 965; ELC 49; T 49</p>

STANDARDS	PAGE REFERENCES
<p>Benchmark 4: The student comprehends a variety of texts (<i>narrative, expository, technical, and persuasive</i>).</p>	
<p>1. identifies characteristics of <i>narrative, expository, technical, and persuasive texts</i>.</p>	<p>Student Edition: <i>Genre Focus</i> 2-3, 310-311, 520-521, 706-707, 960-961, 1110-1111 <i>Literary Focus</i> 10-11, 94-95, 192-193, 318-319, 400-401, 444-445, 528-529, 584-585, 646-647, 714-715, 868-869, 968-969, 1036-1037, 1118-1119, 1182-1183 <i>Writing About Literature</i> 556, 1171, 1228 Teacher Wraparound Edition: SP 192, 322, 528, 1182</p>
<p>2. ▲ understands the purpose of text features (e.g., title, graphs/charts and maps, table of contents, pictures/illustrations, boldface type, italics, glossary, index, headings, subheadings, topic and summary sentences, captions, sidebars, underlining, numbered or bulleted lists, footnotes, annotations) and uses such features to locate information in and to gain meaning from appropriate-level texts.</p>	<p>Student Edition: R22-R23, R46-R57, R61-R63, R64-R81, R85-R94, R95-R97, R98-R100, R101-R106 <i>List</i> 189 <i>Perspective</i> 31-34, 602-609 <i>Reading Strategy</i> 602 <i>Responding and Thinking Critically</i> 609 <i>Table</i> R47, R48, R50 <i>Test Taking Tip</i> 1229 <i>Visual Literacy</i> 408 Teacher Wraparound Edition: DI 365; SP 384</p>
<p>3. uses prior knowledge, content, and text type features to make, to revise, and to confirm predictions.</p>	<p>Student Edition: 253-261, 835-848, 1166-1169, 1232-1238, R21, R23 <i>Reading Strategy</i> 252, 263, 834, 837, 839, 842, 848, 849, 1165, 1169, 1171, 1231, 1235, 1239 Teacher Wraparound Edition: DI 45, 317, 323; RS 839, 845, 1237; SP 22</p>

STANDARDS	PAGE REFERENCES
<p>4. generates and responds logically to literal, inferential, evaluative, synthesizing, and <i>critical thinking</i> questions before, during, and after reading the text.</p>	<p>Student Edition: R21 <i>Big Idea</i> 191, 399, 443, 527, 645, 713, 867, 967, 1035 <i>Perspectives</i> 31-33, 384-387, 602-609, 642-644, 893-895, 1031-1034, 1064-1067, 1161-1163 <i>Preview the Article</i> 186, 491, 664, 763, 1020, 1172 <i>Reading Strategy</i> 195, 197, 200, 202, 206 <i>Responding and Thinking Critically</i> 34, 190, 387, 609, 644, 667, 766, 895, 1023, 1067, 1163, 1175 <i>Time</i> 186-190, 491-493, 664-667, 763-766, 1020-1023, 1172-1175</p> <p>Teacher Wraparound Edition: DI 253; ELC 665; SP 280</p>
<p>5. ▲ uses information from the text to make inferences and draw conclusions.</p>	<p>Student Edition: 122-127, 253-261, 431-433, R23 <i>Reading Strategy</i> 121, 430, 434, 670, 674 <i>Reading Tip</i> 466</p> <p>Teacher Wraparound Edition: DI 259; RS 310, 432, 433</p>
<p>6. ▲ analyzes and evaluates how authors use text structure (e.g., <i>sequence, problem-solution, comparison-contrast, description, cause-effect</i>) to help achieve their purposes.</p>	<p>Student Edition: 2, 14-16, 22-28, 339-349, 431-433, 454-462, R22 <i>Grammar and Style</i> 428 <i>Literary Element</i> 13, 430, 434 <i>Perspectives</i> 1031-1034, 1161-1163 <i>Reading Strategy</i> 13, 18, 21, 30, 181, 185, 338, 351, 463, 539, 1161 <i>Reading Tip</i> 338</p> <p>Teacher Wraparound Edition: RS 458, 459; SP 246, 348, 1234</p>
<p>7. ▲ compares and contrasts varying aspects (e.g., <i>characters' traits and motives, themes, problem-solution, cause-effect</i> relationships, ideas and concepts, procedures, viewpoints, <i>authors' purposes, persuasive</i> techniques, use of literary devices, thoroughness of supporting evidence) in one or more appropriate-level texts.</p>	<p>Student Edition: <i>Comparing Literature</i> 207, 464, 668, 913, 1076, 1151 <i>Interdisciplinary Activity</i> 1063 <i>Reading Strategy</i> 587, 591 <i>Wrap Up</i> 226, 482, 685, 939, 1087, 1160 <i>Writing About Literature</i> 335</p> <p>Teacher Wraparound Edition: SP 1146, 1224</p>

STANDARDS	PAGE REFERENCES
<p>8. ▲ explains and analyzes <i>cause-effect</i> relationships in appropriate level <i>narrative, expository, technical, and persuasive texts</i>.</p>	<p>Student Edition: 22-28, 182-184, 339-349, 793-810 <i>Reading Strategy</i> 21, 23, 29, 181, 185, 338, 342, 348, 351, 792, 795, 811 Teacher Wraparound Edition: RS 23, 184, 348, 795</p>
<p>9. ▲ uses <i>paraphrasing</i> and organizational skills to <i>summarize</i> information (stated and implied <i>main ideas</i>, main events, important details, underlying meaning) from appropriate-level <i>narrative, expository, technical, and persuasive texts</i> in logical or sequential order, clearly preserving the author's intent.</p>	<p>Student Edition: R21-R22, R37 <i>Note Taking</i> 65, 316 <i>Reading Strategy</i> 321, 335 <i>Reading Tip</i> 361, 1025 <i>Rubric</i> 1096 <i>Visual Literacy</i> 275, 408 <i>Writing About Literature</i> 129, 179, 451, 762 <i>Writing Workshop</i> 1090 Teacher Wraparound Edition: DI 457; SP 116, 340, 1098</p>
<p>10. ▲ identifies the <i>topic, main idea(s)</i>, supporting details, and <i>theme(s)</i> in text across the content areas and from a variety of sources in appropriate-level texts.</p>	<p>Student Edition: 122-127, 133-145, 339-349, 1208-1225 <i>Literary Element</i> 121, 128, 132, 146, 338, 351 <i>Literary Focus</i> 94 <i>Reading Strategy</i> 121, 129, 186, 1207, 1227 <i>Review</i> 262, 358 <i>Time</i> 186-190 <i>Writing About Literature</i> 109, 179 Teacher Wraparound Edition: SP 38, 1114</p>
<p>11. ▲ analyzes and evaluates how an author's style (e.g., word choice, sentence structure) and use of literary devices (e.g., <i>foreshadowing, flashback, irony, symbolism, tone, mood, satire, imagery</i>, point of view, <i>allusion, overstatement, paradox</i>) work together to achieve his or her purpose for writing text.</p>	<p>Student Edition: 281-287, 404-407 <i>Grammar and Style</i> 19, 92, 277, 383, 659, 1228 <i>Literary Element</i> 13, 21, 111, 181, 279, 288, 1121 <i>Literature Groups</i> 1134 <i>Reading Strategy</i> 403, 409, 594 <i>Writing About Literature</i> 237, 277, 352, 912, 1063, 1134, 1255 Teacher Wraparound Edition: SP 84, 192</p>

STANDARDS	PAGE REFERENCES
<p>12. establishes purposes for both assigned and self-selected reading (e.g., to be informed, to follow directions, to be entertained, to solve problems).</p>	<p>Student Edition: R21 <i>Big Idea</i> 191, 399, 443, 527, 645, 713, 867, 967, 1035 <i>Setting Purposes for Reading</i> 21, 97, 111, 186, 252, 403, 447, 558, 587, 971, 1010, 1064, 1161 Teacher Wraparound Edition: SP 122</p>
<p>13. follows directions presented in <i>technical text</i>.</p>	<p>Student Edition: 404-407 <i>Perspective</i> 1161-1163 <i>Responding and Thinking Critically</i> 190, 1163, 1175 <i>Time</i> 186-190, 1172 <i>Visual Literacy</i> 408 Teacher Wraparound Edition: SP 1174</p>
<p>14. ▲ identifies the author's position in a <i>persuasive</i> text, describes techniques the author uses to support that position (e.g., <i>bandwagon approach</i>, <i>glittering generalities</i>, <i>testimonials</i>, <i>citing authority</i>, <i>statistics</i>, other techniques that appeal to reason or emotion), and evaluates the <i>effectiveness</i> of these techniques and the credibility of the information provided.</p>	<p>Student Edition: 448-449, 465, 467-469, 482, R24-R25 <i>Literary Element</i> 450 <i>Literary Focus</i> 444-445 <i>Perspective</i> 1064-1067 <i>Reading Strategy</i> 466, 481, 1064 <i>Responding and Thinking Critically</i> 190 <i>Time</i> 186-190 <i>Writing About Literature</i> 451 Teacher Wraparound Edition: RS 468, 469; SP 186</p>
<p>15. ▲ distinguishes between fact and opinion, and recognizes <i>propaganda</i> (e.g., advertising, media, politics, warfare), <i>bias</i>, and <i>stereotypes</i> in various types of appropriate-level texts.</p>	<p>Student Edition: 448-449, R24-R25 <i>Literary Element</i> 447, 450 <i>Literary Focus</i> 444-445 <i>Reading Strategy</i> 447, 451 <i>Reading Tip</i> 447 <i>Responding and Thinking Critically</i> 190 <i>Time</i> 186-190 <i>Vocabulary Workshop</i> 767 <i>Wrap Up</i> 482 <i>Writing About Literature</i> 451, 762 Teacher Wraparound Edition: DI 767</p>

STANDARDS	PAGE REFERENCES
Standard 2: Literature	
Literature: The student responds to a variety of texts.	
Benchmark 1: The student uses literary concepts to interpret and respond to text.	
<p>1. ▲ identifies and describes different types of <i>characters</i> (e.g., <i>protagonist</i>, <i>antagonist</i>, round, flat, static, dynamic) and analyzes the development of <i>characters</i>.</p>	<p>Student Edition: 133-145, 150-159, 164-176, 1040-1041, 1045-1049, 1186-1201, 1208-1225 <i>Genre Focus</i> 3 <i>Literary Element</i> 160, 1039, 1042, 1207, 1227 <i>Literary Focus</i> 95 <i>Reading Strategy</i> 132, 147, 149, 161, 163, 178, 1044, 1051, 1185, 1203 <i>Review</i> 108, 128 <i>Writers on Reading</i> 6 <i>Writing About Literature</i> 30, 109, 161, 263, 986, 1051 Teacher Wraparound Edition: DI 101, 1167; SP 136, 150</p>
<p>2. ▲ analyzes the historical, social, and cultural contextual aspects of the <i>setting</i> and their influence on characters and events in the story or literary text.</p>	<p>Student Edition: 66-69, 150-159, 322-333, 916-930 <i>Daily Life and Culture</i> 248, 350, 884, 984 <i>Literary Element</i> 321, 334 <i>Literary Focus</i> 10 <i>Reading Strategy</i> 65, 71, 915, 917, 920, 931 <i>Review</i> 160, 276 <i>Writing About Literature</i> 48, 147, 335, 1083 <i>Writing Workshop</i> 290-297 Teacher Wraparound Edition: LE 2; RS 920</p>
<p>3. ▲ analyzes and evaluates how the author uses various <i>plot</i> elements (e.g., problem or conflict, climax, resolution, rising action, falling action, subplots, parallel episodes) to advance the <i>plot</i> and make connections between events.</p>	<p>Student Edition: 813-832 <i>Literary Element</i> 812, 816, 828, 833 <i>Literary Focus</i> 10-11 <i>Reading Check</i> 5 <i>Review</i> 29, 236 <i>Writing About Literature</i> 81, 92 Teacher Wraparound Edition: SP 2, 10-11</p>

STANDARDS	PAGE REFERENCES
<p>4. analyzes <i>themes</i>, tone, and the author’s point-of-view across a variety of literary works and genres using textual evidence and considering audience and purpose.</p>	<p>Student Edition: 133-145, 182-184, 229-235, 253-261 <i>Genre Focus</i> 2-3 <i>Literary Analysis Model</i> 4-5, 1112-1113 <i>Literary Element</i> 132, 146, 228, 236, 252, 262 <i>Literary Focus</i> 94-95, 192-193, 1183 <i>Review</i> 1227 <i>Writing About Literature</i> 147, 185, 237, 1171 Teacher Wraparound Edition: DI 95; RS 1112; SP 84, 846</p>
<p>5. identifies, analyzes, and evaluates the use of literary devices (e.g., <i>foreshadowing</i>, <i>flashback</i>, <i>irony</i>, <i>figurative language</i>, <i>imagery</i>, <i>symbolism</i>, <i>satire</i>, <i>allusion</i>, <i>paradox</i>, <i>dialogue</i>, <i>point of view</i>, <i>overstatement</i>) in a text.</p>	<p>Student Edition: 14-16, 22-28, 112-116, 229-235, 266-274, 1122-1131 <i>Genre Focus</i> 2-3 <i>Literary Analysis Model</i> 4-5, 522-523 <i>Literary Element</i> 13, 18, 21, 29, 111, 118, 181, 185, 1121, 1133 <i>Literary Focus</i> 192-193, 1183 <i>Literature Groups</i> 1134 <i>Writing About Literature</i> 237, 277, 1255 Teacher Wraparound Edition: BRF 5; DI 115; SP 84</p>
<p>Benchmark 2: The student understands the significance of literature and its contributions to various cultures.</p>	
<p>1. recognizes ways that literature from different cultures presents similar <i>themes</i> differently across genres.</p>	<p>Student Edition: 916-930, 932, 933-938, 972-983, 990-1006 <i>Big Idea</i> 967 <i>Comparing Literature</i> 913 <i>Genre Focus</i> 960-961 <i>Literary Analysis Model</i> 962-963 <i>Literary Focus</i> 968-969 <i>Wrap Up</i> 939 <i>Writers on Reading</i> 964-966 <i>Writing About Literature</i> 616 Teacher Wraparound Edition: DI 1003; ELC 967; SP 964, 1036</p>

STANDARDS	PAGE REFERENCES
<p>2. compares and contrasts works of literature that deal with similar <i>topics</i> and problems.</p>	<p>Student Edition: 916-930, 932, 933-938, 1045-1049 <i>Big Idea</i> 967 <i>Comparing Literature</i> 913, 939 <i>Genre Focus</i> 960-961 <i>Literary Analysis Model</i> 962-963 <i>Literary Element</i> 1044, 1050 <i>Literary Focus</i> 968-969 <i>Wrap Up</i> 939 <i>Writers on Reading</i> 964-966 <i>Writing About Literature</i> 616 Teacher Wraparound Edition: DI 1003; ELC 967; SP 964, 1036</p>
<p>3. evaluates distinctive and shared characteristics of cultures through a variety of texts.</p>	<p>Student Edition: 66-69, 916-930, 932, 933-938, 1045-1049, 1079-1082, 1084-1085, 1086 <i>Big Idea</i> 191, 967 <i>Comparing Literature</i> 913, 939, 1076 <i>Daily Life and Culture</i> 248, 350, 592, 884, 984, 1062 <i>Genre Focus</i> 960-961 <i>Literary Analysis Model</i> 962-963 <i>Literary Element</i> 1044, 1050 <i>Literary Focus</i> 968-969 <i>Reading Strategy</i> 65, 71 <i>Wrap Up</i> 939, 1087 <i>Writers on Reading</i> 964-966 <i>Writing About Literature</i> 147, 582, 616, 1083 Teacher Wraparound Edition: DI 1003; ELC 967; SP 964, 1036</p>