



Literature

The Reader's Choice
American Literature
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STANDARDS	PAGE REFERENCES
<p>1. READING Students use the reading process to demonstrate understanding of literary and informational texts.</p> <p>I. Students use the reading process to apply a variety of comprehension strategies before, during, and after reading.</p>	
<p>A. Students demonstrate understanding in their reading of grade-appropriate texts based on a variety of text features, such as evidence presented, text format, and use of language including:</p> <ol style="list-style-type: none"> 1. Literal comprehension (main idea, summarizing, paraphrasing) and 2. Inferential comprehension (prediction, cause/effect, compare/contrast, drawing conclusions). 	<p>Student Edition: 120 #4, 192 #4, R22-R23 <i>Group Activity</i> 224 <i>Preview the Article</i> 118, 189, 350, 494, 805 <i>Reading Strategy</i> 48, 50, 52, 83, 84, 87, 118, 123, 128, 183, 186, 229, 231, 236, 240, 266, 271, 273, 277, 369, 372, 395, 397, 398, 401, 406, 414, 417, 568, 571, 700, 703, 810, 928, 934, 1089, 1093, 1097, 1106, 1144, 1145, 1146, 1148, 1152, 1252, 1256, 1259, 1261, 1262, 1266, 1281, 1283, 1303, 1305, 1308</p> <p>Teacher Wraparound Edition: DL 195; RS 128, 372, 1283, 1305, 1308; SP 190, 418, 912</p>

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<p>B. Students use a range of strategies (using word origins; understanding multiple meanings; inferring meaning from context; inferring literal, figurative, and technical meanings; understanding technical and subject-specific words; interpreting allusions, such as to mythology or American and British literary works) to develop vocabulary.</p>	<p>Student Edition: 121, 264, 358, 799, 875, 939 #5, 973, 1158, 1309, R20 <i>Literary Element</i> 183, 184, 185 <i>Reading Strategy</i> 1203, 1205, 1206, 1277, 1279 <i>Review</i> 1224 <i>Vocabulary Practice</i> 888, 939, 972, 1206, 1250, 1275, 1297, 1328 <i>Vocabulary Tip</i> 877, 936, 1209, 1269, 1291, 1325</p> <p>Teacher Wraparound Edition: ELC 973, 987, 1275, 1287; F 121, 264, 358; LE 184, 185; SP 1158; T 264, 875, 1309</p>
<p>II. Students demonstrate an understanding of literary texts.</p>	
<p>A. Students read a variety of literary genres from American literature and various world cultures and understand the defining characteristics of these literary texts and the relationship between literature and the historical period, culture, and societal context, such as the influence of literary works on political events.</p>	<p>The following references provide a small sample of the literary selections and genres found in the text, with emphasis on the historical, cultural and political aspects of the selections.</p> <p>Student Edition: 20-21, 104-105, 225-226, 320-321, 348-349, 470-471, 532-533, 640-641, 730-731, 1020-1021, 1108-1109, 1310-1311 <i>Comparing Literature Across Time and Place</i> 33-46, 210-224, 336-347, 545-561, 677-688, 978-998, 1171-1181 <i>Connect to Today</i> 328, 478, 648 <i>Reading Strategy</i> 914, 919, 920, 924, 1192, 1325, 1327, 1328 <i>Wrap-Up: Comparing Literature</i> 46, 224, 347, 561, 688, 998, 1181</p> <p>Teacher Wraparound Edition: RS 919, 920, 924, 1327, 1328</p>

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<p>B. Students understand elements of literature including:</p> <ol style="list-style-type: none"> 1. Character development (character's actions, beliefs, motives, reactions, and feelings); 2. Point of view including underlying author purpose; 3. Setting including historical/cultural context; 4. Universal themes including the philosophical assumptions and underlying beliefs of author's work; and 5. Complex elements of plot development including time and sequence elements such as flashback and foreshadowing. 	<p>Student Edition: 168-169, 613 #6, 470-478 <i>Comparing Themes</i> 1171, 1181 <i>Literary Element</i> 515, 679, 681, 877, 879, 883, 888, 928, 931, 932, 933, 1000, 1011, 1189, 1191 <i>Reading Strategy</i> 594, 599, 604, 607, 608, 610, 715, 718, 723, 941, 950, 956, 1000, 1011, 1014, 1015, 1017, 1019, 1245, 1325, 1328 <i>Review</i> 739, 888, 1011 <i>Visual Literacy</i> 759 <i>Writing About Literature</i> 385, 526, 874, 889, 908, 1019, 1107, 1225, 1297</p> <p>Teacher Wraparound Edition ELC 475; LE 879, 883, 888, 931, 932, 933; RS 599, 604, 607, 608, 610, 1015, 1017, 1019; T 471</p>
<p>C. Students understand the use of a range of complex literary devices/techniques to accomplish author's purpose:</p> <ul style="list-style-type: none"> • Symbolism • Mood/tone • Allusion • Irony • Figurative language (metaphor, simile, personification) • Analogy • Exaggeration • Archetypes • Symbolism 	<p>Student Edition: <i>Literary Element</i> 75, 79, 80, 183, 184, 185, 203, 207, 209, 266, 269, 272, 277, 653, 655, 700, 703, 810, 813, 827, 829 <i>Reading Strategy</i> 673, 675, 676, 743, 748, 760, 1197, 1199, 1201 <i>Writing About Literature</i> 592, 934, 966, 1201</p> <p>Teacher Wraparound Edition: ELC 79, 707; LE 79, 80, 184, 185, 207, 209, 269, 272, 277, 655; RS 675, 676</p>
<p>D. Students use the language and perspectives of literary criticism to evaluate literary works.</p>	<p>Student Edition: 614-623, 834-841 <i>Literary Criticism</i> 1169 <i>Literary History</i> 845 <i>Literature Groups</i> 1019 <i>Writing About Literature</i> 934, 966, 1169, 1201, 1215 <i>You're the Critic</i> 239, 276, 887</p> <p>Teacher Wraparound Edition: DI 615; ELC 615, 835; RRW 621</p>

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III. Students demonstrate understanding of informational texts.	
<p>A. Students read a variety of information genres (e.g., documentaries, speeches, public documents, print news media, Internet, websites, electronic databases, microfiche, almanacs, news) and can:</p> <ol style="list-style-type: none"> 1. Explain author's intent; 2. Evaluate for accuracy, relevance, and bias; and 3. Make generalizations and inferences based on implicit and explicit information. 	<p>Student Edition: 104-105, 819 #8, 1158, R24-R25 <i>Appeals to Logic and Emotion</i> 1338 <i>Ethical and Emotional Appeals</i> 1339 <i>Literary Element</i> 211, 215, 217, 969, 971, 972 <i>Reading Strategy</i> 55, 57, 59, 211, 217, 229, 240, 266, 277, 361, 363, 364, 366, 505, 511, 516, 667, 669, 670, 690, 693, 733, 740, 958, 966, 969, 972, 1000, 1011, 1291, 1293, 1297 <i>Reading Tip</i> 361, 1291 <i>Review</i> 1011 <i>Writing About Literature</i> 128</p> <p>Teacher Wraparound Edition: DI 57, 273; RS 57, 59, 363, 364, 366, 670, 693, 740, 972, 1293, 1297; SP 104, 1336</p>
<p>B. Students conduct research using a variety of grade-appropriate sources and can:</p> <ol style="list-style-type: none"> 1. Synthesize relevant data through note-taking and questioning and 2. Analyze and interpret technical data, written directions, and technical manuals. 	<p>Student Edition: 445-446, 451, R36-R37 <i>Go Online</i> 1343 <i>Internet Connection</i> 263, 939, 1267, 1301 <i>Learning for Life</i> 813 <i>Reading Strategy</i> 416, 419, 421</p> <p>Teacher Wraparound Edition: DI 447; ELC 447; RS 419, 421; SP 274; T 446, 451 Also, see Glencoe's <i>Writer's Choice: Grammar and Composition Grade 12</i> © 2005.</p> <p>Student Edition: 771-775, 776-777, 778, 780-782, 868-872</p> <p>Teacher Wraparound Edition: T 874</p>
<p>C. Students use a process to apply research strategies including:</p> <ol style="list-style-type: none"> 1. Developing a plan for research; 2. Collecting information to narrow and develop a topic; and 3. Using information to support a thesis. 	<p>Student Edition: 445-446, 617-618, 837-838, R36-R38 <i>Supporting Details</i> 448 <i>Supporting Evidence</i> 835, 836, 838 <i>Supporting Facts</i> 449 <i>Thesis Statement</i> 447</p> <p>Teacher Wraparound Edition: DI 445, 617; ELC 617; SP 446, 616, 618; T 446</p>

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<p>2. WRITING Students use the writing process and use appropriate strategies to write a variety of expressive and expository pieces.</p>	
<p>I. Students apply writing skills to plan, draft, revise, and publish writing for intended audiences.</p>	
<p>A. Students write a variety of level-appropriate modes/genres by:</p> <ol style="list-style-type: none"> 1. Explaining ideas in their reading. 2. Elaborating on concepts in literature. 3. Using others' works as models for effective writing. 4. Using word processing and other tools of technology to create multimedia presentations. 	<p>Student Edition: 147-153, 297-303, 444-453, 614-623, 834-841, 1110-1117, 1118-1119, 1334-1341, R30-R32, R33-R34, R35, R36-R39 <i>Interdisciplinary Activity</i> 821, 1206 <i>Listening and Speaking</i> 1297 <i>Performing</i> 1215 <i>Visual Literacy</i> 648, 866 <i>Writing About Literature</i> 925, 934, 956, 977, 989, 1176, 1229, 1245, 1267, 1279, 1323</p> <p>Teacher Wraparound Edition: DI 455, 615; SP 418; SS 155, 455; T 451</p>
<p>B. Students use strategies to generate ideas for written work including:</p> <ol style="list-style-type: none"> 1. Considering audience and purpose in planning. 2. Developing a focus. 3. Using vivid, specific and relevant details and concepts. 	<p>Student Edition: 149, 445-446, 617-618, 837, 1113, 1337-1338 <i>Descriptive Details</i> 298, 301 <i>Focus Lesson</i> 152, 302, 840 <i>Narrative Details</i> 298, 301 <i>What's the Scoop?</i> 1337</p> <p>Teacher Wraparound Edition: DI 151, 297, 299, 445, 617, 835; ELC 617, 1115; SP 616, 620, 1114; T 149, 298, 299, 618, 1112, 1113; WS 302</p>
<p>C. Students use organization skills to:</p> <ol style="list-style-type: none"> 1. Arrange paragraphs into logical progression; 2. Include a concluding statement; and 3. Use transitions in written work. 	<p>Student Edition: 367, 741, R33-R34 <i>Adding Insight</i> 450 <i>Coherent Paragraphs</i> 449 <i>Conclusion</i> 148, 151, 301, 617, 836, 839, 1339 <i>Final Insight</i> 621 <i>Focus Lesson</i> 452, 622 <i>Organization</i> 617, 620 <i>Organization of Major Points</i> 838 <i>Sequence of Events</i> 1112, 1115 <i>Transitions</i> 448</p> <p>Teacher Wraparound Edition: DI 449, 619; SP 150, 622, 1116, 1338; WS 446</p>

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<p>D. Students use meaningful voice by adapting writing for different audiences and purposes by:</p> <ol style="list-style-type: none"> 1. Using suitable content, vocabulary, style, structure, tone and voice; 2. Considering background, age, knowledge of audience; and 3. Using appropriate level of formality. 	<p>Student Edition: R33-R34 <i>Conversational Tone</i> 300 <i>Every Word Counts</i> 837 <i>Focus Lesson</i> 153, 840, 1116 <i>Parallelism</i> 151 <i>Rhetorical Question</i> 150 <i>The Right Tone</i> 445 <i>Tone</i> 1337, 1339 <i>Voice</i> 1336 <i>Writer's Technique</i> 622, 1340</p> <p>Teacher Wraparound Edition: DI 147, 297, 835; ELC 619, 623; SP 148, 620, 838, 840; T 836; WS 840, 1112, 1116</p>
<p>E. Students use meaningful sentence construction to achieve logical sentence order and varied sentence structures (parallel, compound-complex, and analogous).</p>	<p>Student Edition: 81, 279, 367, 741, 926, 1170, 1246, R34 <i>Coherent Paragraphs</i> 449 <i>Focus Lesson</i> 153, 452, 622 <i>Parallelism</i> 151 <i>Sentence Variety</i> 620</p> <p>Teacher Wraparound Edition: SP 452; WP 1116; WS 620</p>
<p>F. Students use meaningful word choice appropriate to purpose to achieve a specific tone.</p>	<p>Student Edition: 544, R33-R34 <i>Conversational Tone</i> 300 <i>Descriptive Details</i> 298, 301 <i>Every Word Counts</i> 837 <i>Focus Lesson</i> 840, 1116 <i>The Right Tone</i> 445 <i>Tone</i> 1337, 1339 <i>Voice</i> 1336 <i>Writer's Technique</i> 622, 1340</p> <p>Teacher Wraparound Edition: DI 147, 297; ELC 449, 619, 623; SP 148, 300, 620, 838, 840; T 836; WS 298, 840, 1112, 1116</p>

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<p>G. Students use grade level-appropriate language conventions for spelling, capitalization, punctuation, grammar, and usage by:</p> <ol style="list-style-type: none"> 1. Using commonly confused terms appropriately; 2. Capitalizing names of regions; 3. Using noun-pronoun agreements; 4. Using ellipses and semicolons; 5. Using conditional tenses; and 6. Using parallel structure. 	<p>Student Edition: 81, 141, 279, 517, 741, 926, 1170, 1246, R32, R34, R53-R57, R58-R60 <i>Focus Lesson</i> 303, 453, 623, 841, 1117, 1341 Teacher Wraparound Edition: ELC 841; T 453, 623, 841, 1117, 1341</p>
<p>H. Students use strategies to draft and revise written work such as producing multiple drafts.</p>	<p>Student Edition: 150, 152, 300, 302, 447, 452, 618, 622, 838, 840, 1114, 1116, 1338, 1340, R31, R38 <i>Writer's Technique</i> 303 Teacher Wraparound Edition: ELC 301; SP 1340; WP 150, 152, 302, 447, 452, 619, 838, 840, 1114, 1116; WS 618, 622, 1117, 1340</p>
<p>I. Students use strategies to edit and publish written work.</p>	<p>Student Edition: 153, 303, 453, 623, 841, 1117, 1341, R32, R34 <i>Take Another Look</i> 1117 <i>Writer's Technique</i> 1341 Teacher Wraparound Edition: DI 153, 303, 1117; T 153, 303, 623, 841, 1117; WP 453</p>
<p>II. Students use appropriate strategies to write a variety of expressive and expository pieces.</p>	
<p>A. Students write and share literary analyses, using grade level-appropriate strategies by:</p> <ol style="list-style-type: none"> 1. Examining literature from several critical perspectives; 2. Analyzing author's stylistic devices and effects; 3. Analyzing author's use of literary elements; and 4. Using information in a text to support assertions. 	<p>Student Edition: 614-623, 624-625, 834-841, 842-843 <i>Literary Criticism</i> 1169 <i>Primary Source</i> 616, 619 <i>Supporting Evidence</i> 835, 836, 838 <i>Writing About Literature</i> 263, 347, 526, 592, 655, 670, 712, 934, 966, 1201, 1215 <i>You're the Critic</i> 239, 276, 887 Teacher Wraparound Edition: DI 615, 621; ELC 615, 835; RRW 621; SP 526; WP 622</p>

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<p>B. Students write and share literary texts (such as personal essays, reflective narratives, poetry, plays, literary analyses, speeches) using grade level-appropriate strategies. They are able to:</p> <ol style="list-style-type: none"> 1. Convey a unifying theme or tone; 2. Use sensory details to describe sights, sounds, movement, and gestures; 3. Use interior monologue to convey feelings; and 4. Pace action with changes in time and mood. 	<p>Student Edition: 147-153, 297-303, 444-453, 614-623, 834-841, 1110-1117, 1118-1119, 1334-1341, R30-R32, R33-R34, R35, R36-R39</p> <p><i>Build Suspense with Flashback</i> 1113 <i>Focus Lesson</i> 1116 <i>Interdisciplinary Activity</i> 821, 1206 <i>Listening and Speaking</i> 1297 <i>Performing</i> 1215 <i>The Right Tone</i> 445 <i>Sensory Details</i> 1112, 1115 <i>Temporal Shift</i> 1112 <i>Tone</i> 1337, 1339 <i>Visual Literacy</i> 648, 866 <i>Voice</i> 1336 <i>Writing About Literature</i> 925, 934, 956, 977, 989, 1176, 1229, 1245, 1267, 1279, 1323</p> <p>Teacher Wraparound Edition: DI 455, 615; SP 418; SS 155, 455; T 451</p>
<p>C. Students create technical writing for practical tasks (e.g., scientific procedures, business letters, letters to the editor, resumes, applications) using grade level-appropriate strategies. They are able to:</p> <ol style="list-style-type: none"> 1. Use appropriate organizational form; and 2. Use formal language and tone 	<p>Student Edition: 1334-1341, R42-R45</p> <p><i>Grammar and Style</i> 1012 <i>Learning for Life</i> 516, 789, 956 <i>Writing</i> 866 <i>Writing About Literature</i> 140, 977, 1012</p> <p>Teacher Wraparound Edition: RRW 947</p> <p>Also, see Glencoe's <i>Writer's Choice: Grammar and Composition Grade 12</i> © 2005.</p> <p>Student Edition: 405-413, 414-418, 419-423, 425-427</p> <p>Teacher Wraparound Edition: C 418, 427; CL 407, 411, 417; PA 427; T 689</p>

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<p>D. Students write and present persuasive essays, demonstrations, and reports (research, problem/solution) using grade level-appropriate strategies.</p> <ol style="list-style-type: none"> 1. Using evidence to support a thesis; 2. Addressing author biases and concerns; 3. Using information and ideas from primary and secondary sources; and 4. Documenting sources using appropriate standard formats. 	<p>Student Edition: 146-153, 154-155, 624-625, 1334-1341, 1342-1343, R39-R41 <i>Address Counterarguments</i> 149 <i>Appeals to Logic</i> 151 <i>Focus Lesson</i> 152 <i>Listening and Speaking</i> 1012 <i>Literature Groups</i> 1019 <i>Real-World Connection</i> 147 <i>Reasons</i> 147, 151 <i>Rhetorical Devices</i> 153 <i>Supporting Details</i> 448 <i>Supporting Evidence</i> 147, 148, 150</p> <p>Teacher Wraparound Edition: DI 147; ELC 1341; SP 148, 446, 1336; T 148, 151, 1339; WS 150</p>
<p>3. SPEAKING AND LISTENING Students use listening and speaking skills for a variety of purposes and audiences.</p>	
<ol style="list-style-type: none"> 1. Students speak for a variety of purposes including: <ol style="list-style-type: none"> a. Explaining a speaker's or performer's intent; and b. Evaluating the accuracy, relevance, and bias of sources. 	<p>Student Edition: 154-155, 304-305, 454-455, 624-625, 842-843, 1118-1119, 1342-1343 <i>Group Activity</i> 887 <i>Interdisciplinary Activity</i> 972 <i>Listening and Speaking</i> 1012 <i>Literary Criticism</i> 874 <i>Literary Element</i> 969, 971, 972 <i>Literature Groups</i> 1019, 1308</p> <p>Teacher Wraparound Edition: LE 971, 972</p> <p>The following references cover the evaluation of literature for bias, accuracy and relevance and can be adapted to the evaluation of oral communication.</p> <p>Student Edition: 1158, R24-R25 <i>Literary Element</i> 211, 215, 217 <i>Reading Strategy</i> 55, 57, 59, 211, 213, 217, 361, 363, 364, 366, 1291, 1293, 1297 <i>Reading Tip</i> 361, 1291</p> <p>Teacher Wraparound Edition: DI 57; LE 215, 217; RS 57, 59, 213, 217, 363, 364, 366, 1293, 1297; SP 104, 1336</p>

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<p>2. Students use others' works for models for effective speaking.</p>	<p>Student Edition: <i>Go Online</i> 1343 <i>Listen to the Poet</i> 843 Teacher Wraparound Edition: DI 971, 1343; LS 155, 305, 455; SS 305; T 154</p>
<p>3. Students use strategies to organize formal presentations including:</p> <ul style="list-style-type: none"> a. Developing an introduction and conclusion; b. Using relevant details to support ideas; and c. Citing information sources. 	<p>Student Edition: 154-155, 304, 454, 624-625, 1119, 1342-1343 <i>Literary Element</i> 1148, 1150, 1151, 1152 <i>Organization</i> 454 Teacher Wraparound Edition: DI 305, 1119; LE 1150, 1151, 1152; SS 1343; T 454, 624, 1118</p>
<p>4. Students use strategies to make persuasive presentations by:</p> <ul style="list-style-type: none"> a. Presenting a coherent argument; b. Citing persuasive evidence; c. Using rhetorical strategies to support reasoning; and d. Addressing counter-arguments and concerns. 	<p>Student Edition: 146-153, 154-155 <i>Counterarguments</i> 151 <i>Focus Lesson</i> 152 <i>Reasons</i> 147 <i>Rhetorical Devices</i> 153 <i>Supporting Evidence</i> 147, 148 Teacher Wraparound Edition: DI 147, 151; ELC 147, 149; SP 148; T 148</p>
<p>5. Students present oral interpretations of literature.</p>	<p>Student Edition: 624-625, 842-843 <i>Clarifying Meaning</i> 842 <i>Group Activity</i> 438, 688, 874, 887 <i>Literature Groups</i> 186, 188, 1308 <i>Speaking/Listening</i> 478, 648, 866 <i>Using Background Information</i> 842 Teacher Wraparound Edition: SP 842; T 842</p>
<p>6. Students use effective delivery skills (tone, eye contact, rate, volume, pitch, gesture, pronunciation and enunciation) appropriate to audience and purpose.</p>	<p>Student Edition: 305, 843 <i>Rubric</i> 155, 305, 625, 843, 1119 <i>Sound Check</i> 305 <i>Use a Mirror</i> 305 Teacher Wraparound Edition: BRF 843; DI 1343; ELC 155, 625; SP 454; SS 305, 625, 1343; T 304, 624, 842, 843</p>

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<p>7. Students use visual aids or technology (charts, photographs, transparencies, slides, electronic media, text, images, sound effects) to support presentations.</p>	<p>Student Edition: 155, 1118-1119 <i>Interdisciplinary Activity</i> 821, 1206 <i>Listening and Speaking</i> 1297 <i>Performing</i> 1215 <i>Rubric</i> 305 <i>Visual Literacy</i> 648, 866 Teacher Wraparound Edition: DI 455; SS 155, 455</p>
<p>8. Students use strategies to contribute to group discussions by:</p> <ol style="list-style-type: none"> Considering others' ideas and opinions before responding; Determining the purpose of discussions; Acting as a leader, participant, and moderator; and Conveying criticism in a constructive way. 	<p>Student Edition: 624-625, 1342-1343 <i>Ask Questions</i> 625 <i>Listening and Speaking</i> 1012 <i>Literature Groups</i> 1308 <i>Rubric</i> 624, 625 <i>Show Respect</i> 625 <i>Techniques for Listening to a Debate</i> 1343 Teacher Wraparound Edition: LS 625; SP 624</p>
<p>9. Students listen and respond to listener feedback and adjust delivery techniques and content, provide useful feedback to speakers to indicate understanding, and synthesize relevant data from presentations and discussions using strategies such as note-taking and questioning, and observe the techniques and impact of visual media such as:</p> <ol style="list-style-type: none"> Explaining aesthetic effects of media; Using stereotypes; Using special effects; Explaining techniques and impact of media on audiences, politics, and daily life; Techniques used for particular audiences; and Impact of media on daily life. 	<p>Student Edition: <i>Ask Questions</i> 625 <i>Real-World Connection</i> 147 <i>Rubric</i> 624 <i>Show Respect</i> 625 Teacher Wraparound Edition: LS 155, 305; SP 1342; T 1342 For a detailed analysis of media, see Glencoe's <i>Writer's Choice: Grammar and Composition Grade 12</i> © 2005. Student Edition: 855-859, 860-861 Teacher Wraparound Edition: C 859; CC 856; T 856, 857, 861</p>