



Glencoe

Language Arts Content and Performance Standards
Grade 11

Wyoming



Literature

The Reader's Choice

British 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: 144 #6, 483, 486, 591 #5, R21-R23 <i>Literary Element</i> 1289, 1293, 1295 <i>Preview the Article</i> 69, 142, 410, 644, 736, 948 <i>Reading Check</i> 15, 509, 703, 705, 917, 1037, 1237 <i>Reading Strategy</i> 83, 86, 89, 93, 97, 110, 115, 142, 284, 288, 369, 378, 385, 387, 446, 448, 470, 472, 473, 533, 543, 545, 575, 580, 587, 589, 592, 670, 828, 834, 839, 840, 851, 853, 1090, 1092, 1107, 1109, 1123, 1128, 1137, 1243, 1245, 1332, 1335, 1339, 1345, 1350, 1353, 1360 <i>Reading Tip</i> 83, 533, 547, 804, 866, 980, 1078, 1343 <i>Recall and Interpret</i> 89, 278, 529, 827, 832, 983 <i>Review</i> 591, 1086 <i>Visual Literacy</i> 287 <i>Writing About Literature</i> 734, 1311</p> <p>Teacher Wraparound Edition DI 69, 95, 483, 589; ELC 567; LE 1289, 1293; RS 86, 89, 110, 115, 288, 385, 387, 472, 473, 580, 592, 839, 840, 1092, 1109, 1128, 1335, 1350, 1353; SP 96, 232, 242, 410, 462, 534, 646, 672, 836, 1130, 1336</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: 73, 90-91, 207, 444, 611, 735, 993, 1148, 1173, 1312, R20 <i>Exercise</i> 735, 993 <i>Reading Strategy</i> 271, 272, 274, 295, 297, 948 <i>Review</i> 1146 <i>Speaking/Listening</i> 18 <i>Vocabulary</i> 154 <i>Vocabulary Practice</i> 89, 169, 288, 312, 539, 628, 752, 785, 828, 840, 870, 1076, 1115, 1172 <i>Vocabulary Tip</i> 804, 867, 1110, 1167</p> <p>Teacher Wraparound Edition: A 735, 993; BRF 67; DI 15, 347, 829, 993; ELC 19, 25, 81, 207, 295, 341, 347, 477, 537, 635, 729, 1203, 1296; F 375; RS 272, 274, 948; SP 60, 108, 194, 310, 362, 524, 824, 918, 1148, 1158, 1312; T 207</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 primary focus of this text is British literature. The following references cover the relationship between literature and the historical, political, and cultural contexts from which it came and includes selections from British and world literature.</p> <p>Student Edition: 10-18, 242-250, 506-507, 514, 912-920, 1034-1042 <i>Comparing Cultures</i> 68, 463, 643 <i>Comparing Historical Contexts</i> 947 <i>Reading Check</i> 13, 15, 511, 701, 703, 705, 1039 <i>Reading Strategy</i> 193, 760, 762, 764, 829, 960 <i>Wrap-Up: Comparing Literature</i> 1061, 1266 <i>Writing About Literature</i> 992</p> <p>Teacher Wraparound Edition: DI 913; RS 193, 762, 764</p> <p>For a more comprehensive look at American literature, see Glencoe's <i>Literature: The Reader's Choice American Literature</i> © 2007.</p>

STANDARDS	PAGE REFERENCES
<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: 219-220, 975 #8, 1002 #5, 1100 #4, 1209-1211 <i>Comparing Theme of Passionate Love</i> 947 <i>Comparing Tone</i> 1044 <i>Comparing Universal Theme</i> 463 <i>Focus Lesson</i> 680 <i>Learning for Life</i> 387 <i>Literary Element</i> 369, 376, 382, 387, 1245, 1285, 1291, 1293, 1296, 1299, 1302, 1348, 1353 <i>Reading Strategy</i> 931, 936, 1150, 1152, 1155, 1305, 1310 <i>Reading Tip</i> 1305 <i>Review</i> 777, 976, 1075 <i>Writing About Literature</i> 53, 368, 531, 716, 724, 785, 937, 977, 1002, 1076, 1137, 1294, 1317, 1339</p> <p>Teacher Wraparound Edition: DI 1351; LE 1291, 1293, 1299, 1302, 1353; RS 936, 1152, 1155, 1310</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: 123 #6, 1109 #6 <i>Literary Element</i> 260, 263, 274, 294, 297, 415, 418, 422, 1004, 1008, 1175, 1181, 1183, 1185, 1345, 1353 <i>Reading Strategy</i> 940, 941, 942, 1094, 1096, 1110, 1175, 1181, 1183 <i>Review</i> 312, 733, 991, 1353 <i>Writing About Literature</i> 192, 274, 289, 479, 778, 977, 1116, 1354</p> <p>Teacher Wraparound Edition: DI 969, 1181, 1349; ELC 1047, 1111, 1129; LE 263, 274, 297, 422, 1008, 1181, 1183; RS 942, 1096, 1181, 1183</p>

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<p>D. Students use the language and perspectives of literary criticism to evaluate literary works.</p>	<p>Student Edition: 1010-1017, 1364-1371, R23-R24 <i>Historical Perspective</i> 193-195, 670-673, 829-832 <i>Literacy Perspective</i> 960-962, 1340-1343 <i>Literary Criticism</i> 123, 734, 803, 840, 853, 870, 997, 1147, 1192 <i>Real-World Connection</i> 1365 <i>Responding and Thinking Critically</i> 195, 409, 673, 832, 962 <i>Visual Perspective</i> 406-409 <i>You're the Critic</i> 441, 990, 1085</p> <p>Teacher Wraparound Edition: DI 1015, 1365, 1367, 1371; ELC 1365; F 1010, 1364; SP 898; WS 1012; YC 1085</p>
<p>III. Students demonstrate understanding of informational texts.</p>	
<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: 287 #3, 412 #5, 441 #5, 551 #8, 667 #8, 675-676, 1172 #7, 1173, R23-R25 <i>Emotional Appeal</i> 675 <i>Literary Criticism</i> 669 <i>Literary Element</i> 1167, 1169, 1172 <i>Logical Appeal</i> 675 <i>Reading Strategy</i> 410, 438, 442, 553, 559, 561, 615, 617, 618, 620, 649, 657, 660, 664, 668, 726, 727, 733, 1078, 1083, 1086, 1167, 1169, 1172 <i>Reading Tip</i> 649 <i>Real-World Connection</i> 675 <i>Review</i> 573, 609 <i>Types of Appeals</i> 677 <i>Writing About Literature</i> 443, 1087</p> <p>Teacher Wraparound Edition: DI 285; ELC 677, 1171; LE 1169, 1172; RS 410, 559, 561, 617, 618, 620, 657, 664, 668, 733, 1083, 1086, 1169, 1172; SP 148, 554, 616, 618, 626, 676</p>

STANDARDS	PAGE REFERENCES
<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: 481-482, 541, R36-R38 <i>Exposition</i> 487 <i>Internet Connection</i> 313, 657, 977, 1096, 1121, 1294 <i>Journalists' Questions</i> 481 <i>Literature Online</i> 1054, 1068, 1090, 1106 <i>Primary Source Quotation</i> 1254 <i>Reading Strategy</i> 1101, 1247, 1249, 1253, 1255 <i>Reading Tip</i> 1247 <i>Using a Model</i> 1372</p> <p>Teacher Wraparound Edition: DI 483, 1015; ELC 481, 541; RS 1249, 1253, 1255; SP 482, 486, 816, 908, 926; T 487, 1102; VS 227</p> <p>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: 481-482, 1013, 1367, R30, R36-R38 <i>Exposition</i> 487 <i>Focus Lesson</i> 1370 <i>Journalists' Questions</i> 481 <i>Supporting Evidence</i> 483, 484, 485, 1011, 1012 <i>Thesis Statement</i> 483</p> <p>Teacher Wraparound Edition: DI 1365, 1367; ELC 481; SP 482, 486; T 482, 487, 1212; WS 1012</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: 219-225, 226-227, 480-489, 490-491, 674-681, 888-895, 896-897, 1010-1017, 1208-1215, 1364-1371, R30-R32, R33-R34, R36-R39 <i>Analyzing a Professional Model</i> 219-220, 675-676, 889-890, 1011-1012 <i>Writing About Literature</i> 1002, 1009, 1116, 1137, 1147, 1155, 1164, 1172, 1183, 1191, 1198, 1207, 1245, 1256, 1261, 1275</p> <p>Teacher Wraparound Edition: DI 1015, 1365, 1367; SP 490; VS 490, 491</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: 481-482, 1013, 1367, R30, R36-R38 <i>Descriptive Details</i> 222, 223, 890, 893 <i>Focus Lesson</i> 224, 1214, 1370 <i>Journalists' Questions</i> 481</p> <p>Teacher Wraparound Edition: DI 219, 225; ELC 223; SP 220, 894, 1368; T 220, 1212; WS 677</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: 482, 677, 683, 891, 1013, 1212, R33 <i>Conclusion</i> 893, 1012, 1015, 1366, 1369 <i>Focus Lesson</i> 488 <i>Organization</i> 484, 679, 892, 893 <i>Writing About Literature</i> 141, 540, 657, 1009, 1164, 1191, 1207, 1256</p> <p>Teacher Wraparound Edition: DI 677, 1369; ELC 485, 489, 679; SP 678, 682, 892, 1012, 1370; WS 484, 679, 892, 1366</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: 677, R33, R35 <i>Conversational Tone</i> 223, 1365 <i>Emotional Appeal</i> 675, 679 <i>First Person</i> 889 <i>Focus Lesson</i> 680 <i>Logical Appeal</i> 675 <i>Rubric</i> 674 <i>Tone</i> 1368 <i>Writing Voice</i> 890</p> <p>Teacher Wraparound Edition: A 677; ELC 1369, 1371; SP 676, 680, 894, 1368; WP 489; WS 677</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: 1088, 1199, R34 <i>Focus Lesson</i> 225, 488, 681, 894, 1016, 1214 <i>Traits of Strong Writing</i> 1370</p> <p>Teacher Wraparound Edition: ELC 227, 483, 487, 489, 679; SP 1012, 1214</p>
<p>F. Students use meaningful word choice appropriate to purpose to achieve a specific tone.</p>	<p>Student Edition: 677, R33 <i>Conversational Tone</i> 223, 1365 <i>Emotional Appeal</i> 675, 679 <i>First Person</i> 889, 892 <i>Focus Lesson</i> 680 <i>Logical Appeal</i> 675 <i>Rubric</i> 674 <i>Tone</i> 1368 <i>Traits of Strong Writing</i> 1370 <i>Writing Voice</i> 890</p> <p>Teacher Wraparound Edition: A 677; ELC 1369, 1371; SP 220, 676, 680, 894, 1014, 1368; WP 489; WS 484, 677</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"> Using commonly confused terms appropriately; Capitalizing names of regions; Using noun-pronoun agreements; Using ellipses and semicolons; Using conditional tenses; and Using parallel structure. 	<p>Student Edition: 151, 224-225, 290, 488-489, 658, 680-681, 753, 894-895, 978, 1016-1017, 1088, 1119, 1214-1215, 1312, 1326, 1370-1371, R53-R57, R58-R60 <i>Focus Lesson</i> 225, 489, 681, 894, 895, 1016, 1017, 1214, 1215, 1371 Teacher Wraparound Edition: DI 1017; ELC 487, 1371; SP 680, 894, 1014, 1016, 1214</p>
<p>H. Students use strategies to draft and revise written work such as producing multiple drafts.</p>	<p>Student Edition: 222, 224, 483, 488, 678, 680, 892, 894, 1014, 1016, 1212, 1214, 1368, 1370, R31, R38 Teacher Wraparound Edition: SP 488, 1016; T 680, 894, 1016, 1370; WP 224, 483, 488, 1013, 1214</p>
<p>I. Students use strategies to edit and publish written work.</p>	<p>Student Edition: 225, 489, 681, 895, 1017, 1215, 1371, R32, R34 Teacher Wraparound Edition: DI 680, 895, 1015, 1215; SP 225; T 225, 489, 681, 895, 1017, 1215, 1371</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"> Examining literature from several critical perspectives; Analyzing author's stylistic devices and effects; Analyzing author's use of literary elements; and Using information in a text to support assertions. 	<p>Student Edition: 1010-1017, 1364-1371, R23-R24 <i>Historical Perspective</i> 193-195, 670-673, 829-832 <i>Literacy Perspective</i> 960-962, 1340-1343 <i>Literary Criticism</i> 123, 734, 803, 840, 853, 870, 997, 1147, 1192 <i>Real-World Connection</i> 1365 <i>Visual Perspective</i> 406-409 <i>Writing About Literature</i> 1002, 1009, 1116, 1137, 1147, 1155, 1164, 1172, 1183, 1191, 1198, 1207, 1245, 1256, 1261, 1275 <i>You're the Critic</i> 441, 990, 1085 Teacher Wraparound Edition: DI 1015, 1365, 1367, 1371; ELC 1365; F 1010, 1364; SP 898; WS 1012; YC 1085</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: 218-225, 674-681, 888-895, 896-897, 1010-1017, 1208-1215, 1216-1217, 1364-1371 <i>Climax</i> 1211, 1213 <i>Focus Lesson</i> 224, 680 <i>Resolution</i> 1211, 1213 <i>Rising Action</i> 1211, 1213 <i>Writing</i> 1061 <i>Writing About Literature</i> 752, 874</p> <p>Teacher Wraparound Edition: DI 221; ELC 1371; SP 222, 376, 390; T 220, 1210, 1211</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: R42-R45 <i>Learning for Life</i> 828</p> <p>Teacher Wraparound Edition: ELC 1371</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>
<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: 226-227, 480-489, 490-491, 674-681, 682-683, R36-R41 <i>Attention: Plagiarism</i> 482 <i>Chart</i> 683 <i>Citing Titles</i> 1371 <i>Counterarguments</i> 676, 678 <i>Exposition</i> 487 <i>Focus Lesson</i> 489, 1370 <i>Give Due Credit</i> 489 <i>Long Quotations</i> 1017 <i>Secondary Source</i> 485 <i>Supporting Evidence</i> 483, 484, 485</p> <p>Teacher Wraparound Edition: ELC 481; SP 484, 486; T 487</p>

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<p>Continued....</p> <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>The following references cover evaluation of sources for validity, reliability, and bias.</p> <p>Student Edition: 412 #5, 675-676, 1173, R23-R25, R37 <i>Emotional Appeal</i> 675 <i>Literary Criticism</i> 669 <i>Literary Element</i> 1167, 1169, 1172 <i>Logical Appeal</i> 675 <i>Reading Strategy</i> 410, 649, 657, 660, 664, 668, 726, 727, 733, 1078, 1083, 1086, 1167, 1169, 1172 <i>Real-World Connection</i> 675 <i>Types of Appeals</i> 677</p> <p>Teacher Wraparound Edition: ELC 677, 1171; LE 1169, 1172; RS 410, 657, 664, 668, 733, 1083, 1086, 1169, 1172; SP 148, 676</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: 226-227, 490-491, 682-683, 896-897, 1018-1019, 1172, 1216-1217, 1372-1373 <i>Speaking and Listening</i> 643 <i>Speaking/Listening</i> 250, 514, 706, 920</p> <p>Teacher Wraparound Edition: DI 335, 398; LS 491; SP 358</p>
<ol style="list-style-type: none"> 2. Students use others' works for models for effective speaking. 	<p>Student Edition: 257-258, 675-676, 1166-1172 <i>Analyzing the Model</i> 491 <i>Using a Model</i> 1372 <i>Writing About Literature</i> 1172</p> <p>Teacher Wraparound Edition: BRF 1169; DI 1171; ELC 1373; LS 683; T 1216; VS 227, 491</p>
<ol style="list-style-type: none"> 3. Students use strategies to organize formal presentations including: <ol 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: 227, 491, 683, 897, 1216, 1372 <i>Gaining the Attention of Your Audience</i> 1217</p> <p>Teacher Wraparound Edition: LS 683; SP 226, 490</p>

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<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: 674-681, 682-683, R35 <i>Chart</i> 683 <i>Counterarguments</i> 676, 678 <i>Rhetorical Devices</i> 676, 679 <i>Types of Appeals</i> 677 Teacher Wraparound Edition: DI 677; ELC 679; SP 678; T 677</p>
<p>5. Students present oral interpretations of literature.</p>	<p>Student Edition: 896-897, 1018-1019, 1216-1217, 1372-1373 Teacher Wraparound Edition: LS 1217; T 1372</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: <i>Rubric</i> 227, 491, 683, 897, 1019, 1373 Teacher Wraparound Edition: BRF 363, 376; DI 683, 1217; ELC 1373; LS 227, 491, 683, 1019, 1217; SP 382, 896, 1216, 1372; SS 1373; T 226, 682, 896, 1018, 1372</p>
<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: 226-227, 490-491, 897, 1217 <i>Rubric</i> 1217, 1373 <i>Technology Skills</i> 1373 <i>Using Visual Media</i> 683 Teacher Wraparound Edition: SP 490; SS 683, 1217, 1373</p>
<p>8. Students use strategies to contribute to group discussions by:</p> <ul style="list-style-type: none"> a. Considering others' ideas and opinions before responding; b. Determining the purpose of discussions; c. Acting as a leader, participant, and moderator; and d. Conveying criticism in a constructive way. 	<p>Student Edition: 1018-1019, R31 <i>Active Listening Tips</i> 897 <i>Preparing for Discussion</i> 1018 <i>Speaking/Listening</i> 250, 514, 706, 920 Teacher Wraparound Edition: PA 1217; T 1018, 1019</p>

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<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> <ul style="list-style-type: none"> a. Explaining aesthetic effects of media; b. Using stereotypes; c. Using special effects; d. Explaining techniques and impact of media on audiences, politics, and daily life; e. Techniques used for particular audiences; and f. Impact of media on daily life. 	<p>Student Edition: 1019, R31 <i>Active Listening Tips</i> 897 <i>Rubric</i> 1019 <i>Using a Model</i> 1372</p> <p>Teacher Wraparound Edition: ELC 677; LS 897; PA 227, 491, 683, 1217, 1373; T 1018, 1019, 1216</p>