



Literature

The Reader's Choice
Course 5

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STANDARDS	PAGE REFERENCES
<p>12.1.1 By the end of the twelfth grade, students will identify the main idea and supporting details in what they have read.</p>	
<p>Example indicators:</p>	
<ul style="list-style-type: none"> • Read selections to develop and answer literal, inferential/interpretive, and critical questions. 	<p>Student Edition: <i>Literature Preview</i> 436, 495, 551, 618, 670, 719, 834, 971, 1121 <i>Reading Preview</i> 13, 121, 181, 265, 338, 354, 374, 430, 531, 587 <i>Set a Purpose for Reading</i> 1065</p>
<ul style="list-style-type: none"> • Interpret information from graphs, charts, and diagrams, such as maps, blueprints, or schematics. 	<p>Student Edition: <i>Visual Literacy</i> 760</p>

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<ul style="list-style-type: none"> • Answer literal, inferential/interpretive and critical questions. 	<p>Student Edition: 482 <i>After You Read</i> 29 <i>Big Idea</i> 145 <i>Discussion Starter</i> 684 <i>Literary Analysis</i> 185, 572 <i>Literary Element</i> 103, 826 <i>Literature Groups</i> 63 <i>Quickwrite</i> 680 <i>Reading and Vocabulary</i> 129, 555 <i>Reading Check</i> 523, 709 <i>Reading Strategy</i> 37, 735 <i>Responding and Thinking Critically</i> 34, 590</p> <p>Teacher Wraparound Edition: SP 151, 604</p>
<ul style="list-style-type: none"> • Evaluate information for relevance and accuracy. 	<p>Student Edition: 513 #6 <i>Literary Element</i> 210, 901 <i>Reading and Vocabulary</i> 289 <i>Reading Preview</i> 279, 551, 653 <i>Responding and Thinking Critically</i> 644 #4 <i>Setting a Purpose for Reading</i> 915 <i>Writing and Extending</i> 556, 616 <i>You're the Critic</i> 61 #1, 177 #2, 426 #2</p>
<ul style="list-style-type: none"> • Skim and scan for specific purposes. 	<p>Student Edition: <i>Preview the Article</i> 186, 491, 763, 1020, 1172 <i>Reading Preview</i> 618</p> <p>Teacher Wraparound Edition: DI 1091</p>
<p>12.1.2 By the end of the twelfth grade, students will locate, evaluate, and use primary and secondary resources for research.</p>	
<p>Example indicators:</p>	
<ul style="list-style-type: none"> • Use print reference materials (gazetteer, atlas, specialized index, handbook, manual, government document, book of quotations, college and career resources, and citation style manual). 	<p>Student Edition: R36 <i>Encyclopedia Sources</i> 1095 <i>Primary Source Quotations</i> 381, 1132 <i>Vocabulary Practice</i> 1227</p>

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<ul style="list-style-type: none"> • Use electronic resources (CD-ROM, software, online resources, and multimedia presentation tools). 	<p>Student Edition: <i>Primary Visual Artifact</i> 1226 <i>Writing and Connecting</i> 161, 263, 352, 371</p>
<ul style="list-style-type: none"> • Use library resources (card/electronic catalog, bibliography, periodical, and other informational text). 	<p>Student Edition: <i>Writing Workshop</i> 1095 R36-R38</p>
<ul style="list-style-type: none"> • Identify and gather resources that provide relevant and reliable information. 	<p>Student Edition: R36-R37 <i>Reliable Sources</i> 1095 <i>Writing and Extending</i> 161, 263, 352, 371, 383, 451 <i>Writing Workshop</i> 1089-1090 Teacher Wraparound Edition: DI 741</p>
<p>12.1.3 By the end of the twelfth grade, students will identify and use characteristics to classify different types of text.</p>	
<p>Example indicators:</p>	
<ul style="list-style-type: none"> • Read and distinguish among common forms of literature such as fiction, nonfiction, poetry, and drama. 	<p>Student Edition: 310-311, 312-313, 314-315, 518-519, 520-521, 522-523, 706-707, 708-709, 1110-1111, 1112-1113, 1114-1115 Teacher Wraparound Edition: SP 310, 312, 314, 520, 522, 706, 708; T 311, 312, 314, 521, 523, 706, 709</p>
<ul style="list-style-type: none"> • Identify characteristics of different types of fiction (legend, myth, fantasy, short story, novels, historical fiction). 	<p>Student Edition: 2-3, 4-5, 6-7, 960-961, 962-963, 964-965, 1110-1111, 1112-1113, 1114-1115 Teacher Wraparound Edition: BRF 5; DI 1111; SP 2, 4, 962, 1110; T 2, 3, 4, 5, 6, 7, 960, 961, 962, 963, 964, 965, 1110, 1111, 1112, 1113, 1114</p>
<ul style="list-style-type: none"> • Identify characteristics of different types of nonfiction (autobiography, biography, informational text, essay, technical, editorial, diaries, journals, news articles, memoirs). 	<p>Student Edition: 310-311, 312-313, 314-315, 384-387, 464, 482, 512-513 <i>Grammar and Style</i> 383 <i>Literary Analysis</i> 382, 441, 481 <i>Reading Preview</i> 374, 436 Teacher Wraparound Edition: SP 310, 468; T 312, 384, 385, 386, 387</p>

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<ul style="list-style-type: none"> Identify different types of poetry (narrative, haiku, free verse, ballad, limerick, rhyming, couplets, sonnet, epic). 	<p>Student Edition: 520-521, 522-523, 528-529, 584-585, 645-646 <i>Literary Analysis</i> 555, 572, 596, 641 <i>Literary Element</i> 553 <i>Literature Preview</i> 551, 570, 594, 639</p>
<ul style="list-style-type: none"> Analyze and evaluate the works of Nebraska authors. 	<p>Analyzing and evaluating the works of Nebraska authors can be accomplished through teacher/class discussion. Also see Glencoe's <i>Literature: The Reader's Choice: American Literature</i> © 2007.</p>
<p>12.1.4 By the end of the twelfth grade, students will analyze literature to identify the stated or implied theme.</p>	
<p>Example indicators:</p>	
<ul style="list-style-type: none"> Identify the ideas the author uses to create the theme. 	<p>Student Edition: 94-95 <i>Literary Analysis</i> 108, 128, 146, 262, 351, 358 <i>Literary Element</i> 123, 126, 133, 136, 137, 340, 343 <i>Literature Preview</i> 121, 132, 338 <i>Reading Strategy</i> 384 Teacher Wraparound Edition: F 384; T 94</p>
<ul style="list-style-type: none"> Compare works that express a universal theme. 	<p>Student Edition: 207, 226, 464, 482, 668, 685, 913, 939, 1076, 1087, 1151, 1160</p>
<p>12.1.5 By the end of the twelfth grade, students will demonstrate the ability to analyze fiction through identifying and applying knowledge of elements and literary techniques.</p>	
<p>Example indicators:</p>	
<ul style="list-style-type: none"> Identify and analyze the elements of fiction (e.g., plot, conflict, theme, point of view, setting, tone, mood, characterization). 	<p>Student Edition: 10-11, 192-193 <i>Literary Analysis</i> 47, 91, 160, 262, 892, 931, 1127 <i>Literary Element</i> 38, 85, 151, 253, 255, 917 <i>Literature Preview</i> 36, 83, 149, 252, 889, 915</p>
<ul style="list-style-type: none"> Identify and analyze the techniques of fiction (irony, foreshadowing, symbolism, flashback, metaphor, personification, epiphany, oxymoron, dialect). 	<p>Student Edition: 10-11, 584-585 <i>Literary Analysis</i> 18, 29, 62, 70, 80, 118, 178, 600, 620 <i>Literary Element</i> 14, 24, 53, 78 <i>Literature Preview</i> 13, 21, 51, 74, 163 <i>Writing and Extending</i> 129</p>

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<ul style="list-style-type: none"> Identify and analyze characteristics of literature such as satire, parody, and allegory, which overlap or cut across the lines of basic genre classifications. 	<p>Student Edition: <i>Literary Analysis</i> 91, 185, 1018 <i>Literary Element</i> 85, 86, 184, 1012, 1013, 1017 <i>Literature Preview</i> 83, 181, 1010</p>
<p>12.1.6 By the end of the twelfth grade, students will identify and apply knowledge of the text structure and organizational elements to analyze non-fiction or informational text.</p>	
<p>Example indicators:</p>	
<ul style="list-style-type: none"> Analyze the structure of expository text (cause/effect, sequencing, compare/contrast, fact/opinion). 	<p>Student Edition: R23 <i>Reading and Vocabulary</i> 18, 451, 481 <i>Reading Preview</i> 13, 447, 466, 484 <i>Reading Strategy</i> 14, 15, 449, 471, 472, 473, 475, 477, 479, 485, 486, 489</p>
<ul style="list-style-type: none"> Analyze who, what, when, where, how, why, what if questions to interpret nonfiction text. 	<p>Student Edition: <i>After You Read</i> 334, 350, 358, 370, 381, 386 <i>Big Idea</i> 328, 345, 362, 368, 391 <i>Literary Element</i> 343, 376, 378, 379, 393 <i>Reading Strategy</i> 339, 348, 364 <i>Responding and Thinking Critically</i> 287</p>
<ul style="list-style-type: none"> Analyze information from charts, maps, and graphs. 	<p>Student Edition: 602-609 <i>Reading Strategy</i> 602 Teacher Wraparound Edition: T 604, 605, 606, 607, 608, 609</p>
<ul style="list-style-type: none"> Use technical data and procedures found in service manuals, repair manuals, and operators' manuals. 	<p>The following pages represent specialized forms of writing and may be used to help meet this standard. Student Edition: R42, R43, R44, R45</p>

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<p>12.1.8 By the end of the twelfth grade, students will demonstrate the ability to analyze literary works, nonfiction, films, and media.</p>	
<p>Example indicators:</p>	
<ul style="list-style-type: none"> Analyze philosophical arguments presented in the piece of writing. 	<p>Student Edition: 444-445, R24-R25 <i>Comparing Persuasive Appeals</i> 482 <i>Literary Analysis</i> 450, 463 <i>Literary Element</i> 455, 456, 457, 458, 460 <i>Literature Preview</i> 453 <i>Reading and Vocabulary</i> 451, 481 <i>Reading Preview</i> 447, 466 <i>Reading Strategy</i> 449, 475, 477, 479 Teacher Wraparound Edition: SP 444; T 468, 471, 472, 473</p>
<ul style="list-style-type: none"> Analyze the author’s political ideology. 	<p>Student Edition: <i>Literary Analysis</i> 334, 351, 370, 498 <i>Literary Element</i> 323, 330, 332, 363 <i>Literature Preview</i> 321, 338, 360, 495 <i>Reading and Vocabulary</i> 359, 451, 489 <i>Reading Preview</i> 355, 447, 484 <i>Reading Strategy</i> 449, 485, 886 <i>Responding and Thinking Critically</i> 493</p>
<ul style="list-style-type: none"> Analyze the impact of the reader’s experiences on their interpretations. 	<p>Student Edition: <i>After You Read</i> 620, 884 <i>Literary Analysis</i> 91, 885 <i>Literature Preview</i> 36, 83, 240, 618, 635, 871 <i>Reading and Vocabulary</i> 249, 885 <i>Reading Strategy</i> 246, 247 <i>Responding and Thinking Critically</i> 117 Teacher Wraparound Edition: DI 113</p>

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<p>12.2.1 By the end of the twelfth grade, students will write using standard English (conventions) for sentence structure, usage, punctuation, capitalization, and spelling.</p>	
<p>Example indicators:</p>	
<ul style="list-style-type: none"> • Use correct capitalization, spelling and paragraph indentation. 	<p>Student Edition: R53, R58-R60 <i>Grammar and Style</i> 250, 592 <i>Long Quotations</i> 1093 Teacher Wraparound Edition: SP 284, 1258</p>
<ul style="list-style-type: none"> • Use correct punctuation in sentences with embedded parts (appositives, restrictive and non-restrictive clauses, interruptions, explanatory notes, and examples). 	<p>Student Edition: 72, 887, 1205, R54-R57 <i>Focus Lesson</i> 297, 1097 <i>Grammar and Style</i> 63, 352, 762, 886 Teacher Wraparound Edition: SP 72, 1096</p>
<ul style="list-style-type: none"> • Use all parts of speech correctly. 	<p>Student Edition: <i>Focus Lesson</i> 507, 693, 1263 <i>Grammar Workshop</i> 336, 562 Teacher Wraparound Edition: DI 693, 1150; ELC 297, 336, 987; SP 492, 562, 1262</p>
<ul style="list-style-type: none"> • Use a variety of sentence structures. 	<p>Student Edition: R50-R51 <i>Focus Lesson</i> 297 <i>Grammar and Style</i> 92 <i>Grammar Workshop</i> 238, 987 Teacher Wraparound Edition: DI 238; ELC 238; F 238, 987; T 238, 987</p>
<ul style="list-style-type: none"> • Use correct punctuation and capitalization when writing footnotes/endnotes. 	<p>Student Edition: R38-R41 <i>Writing Workshop</i> 1088-1097</p>

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<p>12.2.2 By the end of the twelfth grade, students will write compositions with focus, related ideas, and supporting details.</p>	
<p>Example indicators:</p>	
<ul style="list-style-type: none"> • Use a variety of strategies to generate and organize ideas. 	<p>Student Edition: R30 <i>Prewriting</i> 293, 500, 942-943, 1089-1099, 1260 <i>Reading Preview</i> 121, 149, 228, 240, 265, 279, 321, 338, 361 <i>Writing and Extending</i> 119, 179, 237, 352 Teacher Wraparound Edition: DI 293</p>
<ul style="list-style-type: none"> • Write compositions with an introduction, body, and conclusion. 	<p>Student Edition: R30-R32, R36-R41 <i>Introduction</i> 504 <i>Writing and Extending</i> 490, 499, 568, 912, 986, 1008, 1019, 1051, 1171 <i>Writing Workshop</i> 290-297, 500-507, 686-693, 940-947, 1088-1097, 1256-1263 Teacher Wraparound Edition: SP 1090</p>
<ul style="list-style-type: none"> • Select a topic of appropriate breadth for the particular situation. 	<p>Student Edition: R30 <i>Prewriting</i> 293, 500, 942-943, 1089-1099, 1260 <i>Reading Preview</i> 121, 149, 228, 240, 265, 279, 321, 338, 361 <i>Writing and Extending</i> 119, 179, 237, 352 Teacher Wraparound Edition: DI 293</p>
<ul style="list-style-type: none"> • Write narrative, descriptive, and/or expository compositions. 	<p>Student Edition: R30-R32, R36-R41 <i>Writing and Extending</i> 490, 499, 568, 912, 986, 1008, 1019, 1051, 1171 <i>Writing Workshop</i> 290-297, 500-507, 686-693, 940-947, 1088-1097, 1256-1263 Teacher Wraparound Edition: SP 1090</p>
<ul style="list-style-type: none"> • Cite resources. 	<p>Student Edition: 1095, R38-R41</p>

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<ul style="list-style-type: none"> Define plagiarism and fair use standards. 	Student Edition: R37 <i>Avoid Plagiarism</i> 1098 <i>Direct Quotations</i> 1094 <i>Grammar and Style</i> 352 <i>Long Quotations</i> 1093
12.2.3 By the end of the twelfth grade, students will revise and edit persuasive compositions.	
Example indicators:	
<ul style="list-style-type: none"> Revise to improve content, organization, word choice, voice, and sentence fluency. 	Student Edition: R31 <i>Revising</i> 296, 506, 692, 946, 1096, 1262 Teacher Wraparound Edition: DI 295
<ul style="list-style-type: none"> Edit using standard English conventions in their writing across the curriculum. 	Student Edition: R32 <i>Editing and Proofreading</i> 297, 507, 693, 947, 1097, 1263
<ul style="list-style-type: none"> Use legible writing and/or a word processor when publishing written work. 	Student Edition: R32 <i>Editing and Proofreading</i> 297, 507, 693, 947, 1097, 1263
<ul style="list-style-type: none"> Individually develop, explain, and use criteria for assessing their own compositions across the curriculum. 	Student Edition: R32 <i>Editing and Proofreading</i> 297, 507, 693, 947, 1097, 1263 <i>Revising Check</i> 410, 659, 866, 1134, 1228
<ul style="list-style-type: none"> Use established criteria to evaluate their own writing. 	Student Edition: R32 <i>Editing and Proofreading</i> 297, 507, 693, 947, 1097, 1263 <i>Revising Check</i> 410, 659, 866, 1134, 1228

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<p>12.2.4 By the end of the twelfth grade, students will use multiple forms to write for different audiences and purposes.</p>	
<p>Example indicators:</p>	
<ul style="list-style-type: none"> • Develop narrative, persuasive, descriptive, technical, and/or expository writing for a designated audience and purpose. 	<p>Student Edition: R30-R32, R36-R41 <i>Writing and Extending</i> 490, 499, 568, 912, 986, 1008, 1019, 1051, 1171 <i>Writing Workshop</i> 290-297, 500-507, 686-693, 940-947, 1088-1097, 1256-1263</p>
<ul style="list-style-type: none"> • Write to describe, explain, persuade, inform and/or entertain. 	<p>Student Edition: R30-R32, R36-R41 <i>Speaking, Listening, and Viewing Workshops</i> 298-299, 508-509, 694-695, 948-949, 1264-1265 <i>Writing and Extending</i> 490, 499, 568, 912, 986, 1008, 1019, 1051, 1171 <i>Writing Workshop</i> 290-297, 500-507, 686-693, 940-947, 1088-1097, 1098-1099, 1256-1263</p>
<p>12.2.5 By the end of twelfth grade, students will demonstrate the ability to use self-generated questions, note taking, summarizing, and outlining while learning.</p>	
<p>Example indicators:</p>	
<ul style="list-style-type: none"> • Use their own questions, summaries, notes, and outlines to learn. 	<p>Student Edition: <i>Reading Preview</i> 13, 132, 181, 252, 279, 321, 403, 436, 531, 611, 652, 719, 812, 915, 989, 1039, 1121, 1177, 1207, 1241 Teacher Wraparound Edition: SP 732</p>
<ul style="list-style-type: none"> • Use their own summaries, notes, and outlines in writing research papers. 	<p>Student Edition: <i>Literary Analysis</i> 185, 409, 441, 533, 865, 931, 1180, 1255 <i>Writing and Extending</i> 19, 147, 263, 289, 553, 616, 659, 762, 1008, 1051, 1134, 1228</p>

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<p>12.3.1 By the end of the twelfth grade, students will participate in student directed discussions by eliciting questions and responses.</p>	
<p>Example indicators:</p>	
<ul style="list-style-type: none"> Participate in and lead group discussions. 	<p>Student Edition: <i>Comparing Sound Devices</i> 685 <i>Daily Life and Culture</i> 248, 350, 984, 1061 <i>Literary Analysis</i> 791 <i>Primary Source Quotation</i> 381, 1132 <i>Primary Visual Artifact</i> 17, 117 <i>Speaking, Listening, and Viewing Workshops</i> 1264-1265 <i>Visual Literacy</i> 1202 <i>Writing and Extending</i> 237, 568, 621, 1008 <i>You're the Critic</i> 61, 177, 614</p> <p>Teacher Wraparound Edition: ELC 1265; SP 868</p>
<ul style="list-style-type: none"> Evaluate and monitor self and peer participation in group discussion. 	<p>Student Edition: <i>Comparing Sound Devices</i> 685 <i>Daily Life and Culture</i> 248, 350, 984, 1061 <i>Literary Analysis</i> 791 <i>Primary Source Quotation</i> 381, 1132 <i>Primary Visual Artifact</i> 17, 117 <i>Speaking, Listening, and Viewing Workshops</i> 1264-1265 <i>Visual Literacy</i> 1202 <i>Writing and Extending</i> 237, 568, 621, 1008 <i>You're the Critic</i> 61, 177, 614</p> <p>Teacher Wraparound Edition: ELC 1265; SP 868</p>
<p>12.3.2 By the end of the twelfth grade, students will make oral presentations that demonstrate consideration of audience, purpose, and information.</p>	
<p>Example indicators:</p>	
<ul style="list-style-type: none"> Deliver formal oral presentations using clear enunciation, gestures, tone, vocabulary, and organization appropriate for a particular audience. 	<p>Student Edition: <i>Literary Analysis</i> 481 <i>Speaking, Listening, and Viewing Workshops</i> 298-299, 508-509, 694-695, 948-949, 1098-1099, 1264-1265 <i>Writing and Extending</i> 179</p>

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<ul style="list-style-type: none"> • Use multimedia to deliver formal presentations. 	<p>Student Edition: <i>Writing and Extending</i> 371</p>
<ul style="list-style-type: none"> • Prepare and deliver oral presentations based on inquiry or research. 	<p>Student Edition: <i>Literary Analysis</i> 481 <i>Speaking, Listening, and Viewing Workshops</i> 298-299, 508-509, 694-695, 948-949, 1098-1099, 1264-1265 <i>Writing and Extending</i> 179</p>
<ul style="list-style-type: none"> • Cite resources. 	<p>Student Edition: <i>Literary Analysis</i> 481 <i>Speaking, Listening, and Viewing Workshops</i> 298-299, 508-509, 694-695, 948-949, 1098-1099, 1264-1265 <i>Writing and Extending</i> 179</p>
<ul style="list-style-type: none"> • Follow required time limits and deadlines for preparation and delivery. 	<p>Student Edition: <i>Literary Analysis</i> 481 <i>Speaking, Listening, and Viewing Workshops</i> 298-299, 508-509, 694-695, 948-949, 1098-1099, 1264-1265 <i>Writing and Extending</i> 179</p>