

## Textbook Alignment to the Utah Core – 12<sup>th</sup> Grade Language Arts

This alignment has been completed using an “Independent Alignment Vendor” from the USOE approved list ([www.schools.utah.gov/curr/imc/indvendor.html](http://www.schools.utah.gov/curr/imc/indvendor.html).) Yes  No

Name of Company and Individual Conducting Alignment: Jefferson Slagle

A “Credential Sheet” has been completed on the above company/evaluator and is (Please check one of the following):

On record with the USOE.

The “Credential Sheet” is attached to this alignment.

Instructional Materials Evaluation Criteria (name and grade of the core document used to align): 12<sup>th</sup> Gr. Language Arts Core Curriculum

Title: World Literature © 2009 ISBN#: 0-07-845497-2

Publisher: Glencoe/McGraw-Hill Publishing Company

Overall percentage of coverage in the *Student Edition (SE)* and *Teacher Edition (TE)* of the Utah State Core Curriculum: 100 %

Overall percentage of coverage in *ancillary materials* of the Utah Core Curriculum: \_\_\_\_\_ %

<b>STANDARD I: (Reading): Students will use vocabulary development and an understanding of text elements and structures to comprehend literary and informational grade level text.</b>				
<b>Percentage of coverage in the <i>student and teacher edition</i> for Standard I: <u>100</u> %</b>		<b>Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard I: _____ %</b>		
<b>OBJECTIVES &amp; INDICATORS</b>		<b>Coverage in <i>Student Edition (SE) and Teacher Edition (TE)</i> (pg #'s, etc.)</b>	<b>Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)</b>	<b><i>Not covered in TE, SE or ancillaries</i> ✓</b>
<b>Objective 1.1:</b> (Word Analysis, Vocabulary Development): Determine word meaning through word parts, definitions, and context clues.				
<b>a.</b>	Analyze the meaning of words using etymologies (e.g., word origins and histories). Evaluate the use of gender-specific and non-sexist language in text (e.g., s/he, alternating she and he, informal “they”).	<b>Student Edition:</b> <i>Vocabulary</i> 30, 125, 402, 449, 608, 754, 961 <i>Vocabulary Practice</i> 33, 132, 317, 407, 617, 752, 760, 885, 1062 <i>Vocabulary Workshop</i> 399, 876 <b>Teacher Wraparound Edition:</b> V 200, 223, 321, 350, 449, 608, 680, 749, 878; VP 174, 266		
<b>b.</b>	Determine word meaning through knowledge of linguistic roots and affixes (e.g., Latin-based languages—Italian, Spanish, etc.).	<b>Student Edition:</b> <i>Vocabulary</i> 58, 596, 820, 1026, 1132 <i>Vocabulary Practice</i> 64, 340, 827, 946, 1031, 1135 <b>Teacher Wraparound Edition:</b> ALP 333; EL 333; V 76, 629, 677, 820, 936; VP 266, 864, 876		

c.	Distinguish between commonly confused words (i.e., assure/ensure/insure; coarse/course; formally/formerly; later/ latter; stationary/stationery).	<b>Student Edition:</b> <i>Vocabulary Workshop</i> 635 <b>Teacher Wraparound Edition:</b> AL 1299; ALP 635; EL 27, 227, 635		
<b>Objective 1.2:</b> (Comprehension of Informational Text): Comprehend and evaluate informational text (e.g., literary analysis/criticism, historical commentary, political statements, research documents, workplace/consumer documents).				
a.	Evaluate the effectiveness of different text features in a variety of printed informational texts.	<b>Student Edition:</b> <i>Preview the Article</i> 155, 342, 542, 770, 1076, 1173 <i>Reading Strategy</i> 541, 596, 599, 1208 <b>Teacher Wraparound Edition:</b> AL 213, 339, 697, 1107; ALP 537; RS 552; TE 232, 237, 348, 353, 860, 1079, 1175		
b.	Evaluate the effectiveness of diverse internal text structures in a variety of texts.	<b>Student Edition:</b> R38 <i>Reading Strategy</i> 155, 375 <i>Literary Element</i> 984, 985, 986, 989, 991, 994 <b>Teacher Wraparound Edition:</b> AL 879, 989, 1155, 1195; RP 152, 156, 418, 442, 578, 692, 878, 1194, 1306; SP 872; TE 1054		

<p><b>c.</b></p>	<p>Identify an author’s implicit and stated assumptions about a subject based on the evidence in the text.</p>	<p><b>Student Edition:</b>  <i>Respond and Think Critically</i>  157 #5, 240 #7, 246 #4, 273 #3, 331 #2,  340 #7, 375 #4, 527 #6, 581 #4, 688 #4,  693 #3, 706 #5, 1197 #3, 1263 # 4  <i>Big Idea</i> 326, 337, 406, 570, 598  <i>Reading Strategy</i> 688, 1261  <i>Reading Check</i> 957  <i>Listening and Speaking</i> 1260  <b>Teacher Wraparound Edition:</b>  RP 1138, 1228; RS 236, 1262</p>		
<p><b>d.</b></p>	<p>Evaluate multiple texts on the same topic for reliability and accuracy.</p>	<p><b>Student Edition:</b>  R32  <i>Research and Report</i> 89, 1071  <i>Respond Through Writing</i> 119  <i>Reading Strategy</i> 234, 407  <i>Respond and Think Critically</i> 240 #7,  581 #4  <i>Writing Workshop</i> 1089  <i>Speaking, Listening, and Viewing</i>  <i>Workshop</i> 1093  <i>Connect to Social Studies</i> 1129  <i>Listening and Speaking</i> 1160  <b>Teacher Wraparound Edition:</b>  ALP 111, 237, 441, 823, 1109, 1173;  RP 1080; WS 1084</p>		

<b>Objective 1.3:</b> (Comprehension of Literary Text): Comprehend and compare culturally and historically significant literary forms.			
<b>a.</b>	Evaluate the author’s use of common literary elements (e.g., plot, characterization, point of view, theme, setting).	<p><b>Student Edition:</b>  <i>Literary Element</i> 86, 88, 112, 340, 465, 503, 572, 610, 615, 617, 1151, 1159  <i>Respond and Think Critically</i> 88 #6, 100 #7, 519 #3, 616 #5  <i>Reading Strategy</i> 154, 488  <b>Teacher Wraparound Edition:</b>  LE 115, 475, 611, 1153, 1156, 1158;  RP 48, 212, 220, 306, 566; WP 96, 112</p>	
<b>b.</b>	Analyze archetypes in works from a variety of cultures and historical periods (e.g., the questing hero, the trickster, the anti-hero, the superhero).	<p><b>Student Edition:</b>  <i>Literary Element</i> 17, 19, 21, 22, 193, 197, 206, 209, 230, 397, 449, 451, 454, 458, 465, 572  <i>Respond and Think Critically</i> 22 #9, 55 #8, 396 #8  <i>Wrap Up</i> 51  <i>Big Idea</i> 202, 213, 221  <i>Respond Through Writing</i> 466  <b>Teacher Wraparound Edition:</b>  ALP 211, 565, 733; BI 233; LE 995; 466; SP 14, 564; WP 882</p>	
<b>c.</b>	Analyze themes in literature and how they represent or comment on humanity or life in general.	<p><b>Student Edition:</b>  <i>Respond and Think Critically</i> 100 #7, 809 #3  <i>Literary Element</i> 473, 476, 933, 1019, 1250  <i>Reading Strategy</i> 488, 490, 946, 985, 988, 990, 991, 996, 998  <i>Discussion Starter</i> 603  <i>Respond Through Writing</i> 947  <b>Teacher Wraparound Edition:</b>  ALP 337; LE 475; RP 714, 1008</p>	

d.	Evaluate the impact of setting and historical context on literary works.	<p><b>Student Edition:</b>  <i>Literary Element</i> 112, 114, 340, 465, 698, 1149, 1151, 1159  <i>Respond and Think Critically</i> 519 #3, 967 #6  <i>Discussion Starter</i> 707  <i>Reading Strategy</i> 743</p> <p><b>Teacher Wraparound Edition:</b>  ALP 325; LE 115, 745, 1153, 1156, 1158; LEP 618, 1192, 1234; RP 212, 426, 628, 1270; WP 326</p>		
e.	Analyze the characteristics of sub-genres (e.g., satire, parody, allegory).	<p><b>Student Edition:</b>  <i>Reading Strategy</i> 17, 20  <i>Wrap Up</i> 51  <i>Literary Element</i> 142, 145, 147, 148, 487, 490, 899, 909, 942, 944, 946, 964  <i>Literary History</i> 468-469  <i>Reading Strategy</i> 533, 541  <i>Respond and Think Critically</i> 875 #7</p> <p><b>Teacher Wraparound Edition:</b>  AL 53, 487, 871; RS 534, 537</p>		
f.	Compare types of modern poetry (e.g., traditional, popular, rap, song lyrics, poetry slams, etc.).	<p><b>Teacher Wraparound Edition:</b>  RS 190</p>		

<b>STANDARD II: (Writing): Students will write informational and literary text to reflect on and recreate experiences, report observations, and persuade others.</b>			
<b>Percentage of coverage in the <i>student and teacher edition</i> for Standard II: <u>100</u> %</b>		<b>Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard II: _____%</b>	
<b>OBJECTIVES &amp; INDICATORS</b>		<b>Coverage in <i>Student Edition(SE) and Teacher Edition (TE)</i> (pg #'s, etc.)</b>	<b>Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)</b>
<b>Objective 2.1:</b> (Writing to Learn): Evaluate ideas and information to refine thinking through writing.			<i>Not covered in TE, SE or ancillaries</i>
<b>a.</b>	Evaluate the merit of varied ideas and opposing opinions.	<b>Student Edition:</b> <i>Respond and Think Critically</i> 157 #5, 240 #2, 249 #3, 340 #5, 545 #5, 698 #8, 1177 #6 <i>Speaking, Listening, and Viewing Workshop</i> 166-167 <i>You're the Critic</i> 229, 483, 759, 945 <i>Listening and Speaking</i> 341, 593 <i>Research and Report</i> 510 <i>Visual Literacy</i> 571, 649 <i>Big Idea</i> 732 <b>Teacher Wraparound Edition:</b> LP 166; LSP 630, 690; RP 588; RS 238; SLP 680	

<p><b>b.</b></p>	<p>Evaluate ideas and examine causes and effects.</p>	<p><b>Student Edition:</b>  <i>Reading Check</i> 12, 76, 188, 356, 445, 446, 555  <i>Respond and Think Critically</i> 157 #5, 331 #5, 340 #4, 345 #5  <i>You're the Critic</i> 229  <i>Respond Through Writing</i> 231, 969  <i>Reading Strategy</i> 525, 527  <b>Teacher Wraparound Edition:</b>  ALP 377, 643; RP 224, 350, 462, 498, 550, 560; RS 10, 381, 446</p>		
<p><b>c.</b></p>	<p>Evaluate connections between texts, between texts and self, and between texts and different world connections.</p>	<p><b>Student Edition:</b>  <i>Wrap Up</i> 51, 415, 606, 711  <i>Reading Strategy</i> 52, 631  <i>Respond and Think Critically</i> 106 #6, 157 #8, 229 #8, 290 #8, 331 #9, 340 #8, 464 #8, 527 #8, 545 #6, 571 #9  <i>Respond Through Writing</i> 485  <i>Listening and Speaking</i> 634  <b>Teacher Wraparound Edition:</b>  ALP 277, 385, 391, 457, 533, 591, 605; RP 466, 600, 626; RS 542</p>		

<b>Objective 2.2:</b> (Extended Writing): Write to critique literary text and to evaluate informational text. (Emphasize expository writing. Students should use the entire writing process to produce at least one extended piece per term, not necessarily limited to the type of writing emphasized at individual grade levels.)			
<b>a.</b>	Write in formal style and format (e.g., academic papers, business reports, multi-media presentations, etc.).	<b>Student Edition:</b> R22, R23, R27, R30 <i>Respond Through Writing</i> 119, 573, 1241 <i>Connect to Art</i> 504 <i>Writing</i> 805 <i>Writing Workshop</i> 1082-1091, 1292-1299 <i>Speaking, Listening, and Viewing Workshop</i> 1092-1095 <i>Connect to Social Studies</i> 1129 <i>Connect to Science</i> 1198 <b>Teacher Wraparound Edition:</b> ALP 557; WP 222, 772, 904	
<b>b.</b>	Analyze information and systematically organize to support central ideas, concepts, and themes.	<b>Student Edition:</b> <i>Write with Style</i> 101 <i>Respond Through Writing</i> 231, 318, 398, 485, 573, 651, 761, 914, 947, 969 <i>Listening and Speaking</i> 332, 634 <i>Writing Workshop</i> 655, 834, 836, 837, 839, 840, 1295 <b>Teacher Wraparound Edition:</b> AL 1297; ALP 189, 237, 1117; EL 893; WP 510, 882, 892	

c.	Convey a particular tone and voice through deliberate word choice.	<b>Student Edition:</b> <i>Writing Workshop</i> 158, 160, 419, 422, 652, 653, 655, 657, 658, 838 <i>Write with Style</i> 247, 1020 <i>Respond Through Writing</i> 618 <i>Writing</i> 1291 <b>Teacher Wraparound Edition:</b> EL 433; RP 654; SP 472; WP 162, 728, 824, 892, 1052		
<b>Objective 2.3:</b> (Revision and Editing):Revise and edit to strengthen ideas, organization, voice, word choice, sentence fluency, and conventions.				
a.	Evaluate and revise for: <ul style="list-style-type: none"> <li>• Limited topic and controlling idea providing focus for extended pieces.</li> <li>• Varied transitions that connect ideas within and between paragraphs.</li> <li>• Correct use of active and passive voice.</li> <li>• Formal or informal voice specific to purpose.</li> <li>• Words particular to the topic supported within the text for ease of understanding.</li> <li>• Concise sentence structure to enhance sentence fluency.</li> </ul>	<b>Student Edition:</b> <i>Grammar Workshop</i> 90-91 <i>Listening and Speaking</i> 332 <i>Respond Through Writing</i> 398, 466, 573, 914 <i>Writing Workshop</i> 422 <i>Grammar Tip</i> 969 <b>Teacher Wraparound Edition:</b> AL 161, 417; ALP 573; EL 433; GP 90, 204; WP 422, 510, 656, 840, 854, 874; WT 422, 1090		

b.	Edit for: <ul style="list-style-type: none"> <li>• Correct grade level spelling.</li> <li>• Consistent and logical use of tenses.</li> <li>• Correct punctuation of dialogue.</li> <li>• Correct punctuation of direct quotations.</li> <li>• Correct placement of modifiers.</li> </ul>	<b>Student Edition:</b> <i>Writing Workshop</i> 165, 423, 659, 841, 1091, 1299 <i>Respond Through Writing</i> 231, 318, 398, 466, 485, 573, 618, 651, 728, 761, 801, 969 <i>Grammar Tip</i> 914 <i>Grammar Workshop</i> 1000, 1130 <i>Write with Style</i> 1031 <b>Teacher Wraparound Edition:</b> AL 1087; GP 136, 534, 1298; WP 164, 504, 552, 662, 782, 824, 904, 1114, 1130; WS 423		
<b>STANDARD III: (Inquiry/Research/Oral Presentation): Students will understand the process of seeking and giving information in conversations, group discussions, written reports, and oral presentations.</b>				
Percentage of coverage in the <i>student and teacher edition</i> for Standard III: <u>100</u> %		Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard III: _____ %		
<b>OBJECTIVES &amp; INDICATORS</b>		Coverage in <i>Student Edition (SE) and Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	Not covered in <i>TE, SE or ancillaries</i>
<b>Objective 3.1:</b> (Processes of Inquiry): Use the process of inquiry to explore, compile, and report research.				
a.	Address and analyze a question using different types of inquiry (e.g., experimentation, trial and error, survey, interview, and secondary sources).	<b>Student Edition:</b> R31 <i>Research and Report</i> 89, 1071 <i>Respond Through Writing</i> 119 <i>Listening and Speaking</i> 934, 1160 <i>Writing Workshop</i> 1083, 1086 <i>Interview an Author</i> 1097 <b>Teacher Wraparound Edition:</b> AL 425; ALP 323, 859, 991, 999; SP 104		

<p><b>b.</b></p>	<p>Evaluate the reliability of the information with regard to context and bias.</p>	<p><b>Student Edition:</b>  R32  <i>Reading Strategy</i> 234, 402, 404, 405, 407, 628, 1137, 1138, 1140, 1142, 1143, 1146  <i>Respond and Think Critically</i> 581 #4  <i>Research and Report</i> 1071  <i>Connect to Social Studies</i> 1129'  <i>Listening and Speaking</i> 1160  <b>Teacher Wraparound Edition:</b>  ALP 111, 237, 823, 1109, 1173; RP 402;  RS 236, 411; VP 106; WS 1084</p>		
<p><b>c.</b></p>	<p>Make inferences and draw conclusions based on data or evidence.</p>	<p><b>Student Edition:</b>  <i>Reading Strategy</i> 58, 64, 150, 153  <i>Big Idea</i> 337  <i>Research and Report</i> 510  <i>Respond and Think Critically</i> 562 #6, 809 #5  <b>Teacher Wraparound Edition:</b>  AL 651, 891; RP 11, 34, 576, 890, 1080;  RS 440, 441, 549, 550, 552, 1109, 1111, 1182</p>		
<p><b>d.</b></p>	<p>Evaluate, use, and cite primary and secondary sources.</p>	<p><b>Student Edition:</b>  R32, R34, R35, R36, R37  <i>Respond Through Writing</i> 466, 573  <i>Connect to Art</i> 504  <i>Research and Report</i> 1071  <i>Writing Workshop</i> 1082, 1083, 1084, 1085, 1089, 1090, 1091  <i>Connect to Social Studies</i> 1129  <i>Connect to Science</i> 1198  <b>Teacher Wraparound Edition:</b>  ALP 111, 557, 823; SP 104; WP 278, 348, 772, 904</p>		

<b>Objective 3.2:</b> (Written Communication of Inquiry): Write to evaluate and report research results. Select an appropriate format to evaluate information, determine results and make recommendations.			
<b>a.</b>	Gather, evaluate, and organize research on a specific topic.	<b>Student Edition:</b> R31, R32, R33 <i>Research and Report</i> 89, 510, 1071 <i>Speaking, Listening, and Viewing Workshop</i> 425 <i>Respond Through Writing</i> 466, 485, 573 <i>Connect to Art</i> 504 <i>Writing Workshop</i> 1082, 1083, 1084 <i>Connect to Social Studies</i> 1129 <i>Listening and Speaking</i> 1160 <i>Connect to Science</i> 1198 <b>Teacher Wraparound Edition:</b> AL 425; ALP 823; RP 248; SP 104; WP 772; WS 837	
<b>b.</b>	Support main points using a variety of convincing and relevant information.	<b>Student Edition:</b> R32 <i>Research and Report</i> 89, 510 <i>Write with Style</i> 101 <i>Respond Through Writing</i> 119, 231, 318, 398, 466, 485, 573, 651, 914, 999 <i>Listening and Speaking</i> 332 <i>Writing Workshop</i> 1082, 1084, 1085, 1088 <b>Teacher Wraparound Edition:</b> WP 510, 772	

c.	Use informal and formal citations, where appropriate, to support inquiry.	<p><b>Student Edition:</b>  R34, R35, R36, R37  <i>Connect to Art</i> 504  <i>Writing Workshop</i> 1082, 1083, 1084, 1085, 1089, 1090, 1091  <i>Speaking, Listening, and Viewing Workshop</i> 1094  <i>Connect to Social Studies</i> 1129  <i>Connect to Science</i> 1198</p> <p><b>Teacher Wraparound Edition:</b>  ALP 557; WP 278, 348, 772, 904</p>		
<b>Objective 3.3:</b> (Oral Communication of Inquiry): Make oral presentations of research findings using visual media.				
a.	Evaluate audience, purpose, and information to be conveyed.	<p><b>Student Edition:</b>  <i>Listening and Speaking</i> 132, 332, 341, 634, 827, 1160  <i>Speaking, Listening, and Viewing Workshop</i> 167, 425, 660-661, 1093, 1094, 1095, 1301  <i>Research and Report</i> 510</p> <p><b>Teacher Wraparound Edition:</b>  ALP 485; LP 202; SLP 1054; SP 1094; WP 844</p>		
b.	Anticipate and prepare to answer potential audience questions.	<p><b>Student Edition:</b>  <i>Speaking, Listening, and Viewing Workshop</i> 166-167, 425, 843  <i>Listening and Speaking</i> 341</p> <p><b>Teacher Wraparound Edition:</b>  ALP 859, 1143; EL 179; LP 202</p>		
c.	Respond effectively to audience questions and feedback, refuting counter-arguments.	<p><b>Student Edition:</b>  <i>Speaking, Listening, and Viewing Workshop</i> 166-167  <i>Listening and Speaking</i> 341</p> <p><b>Teacher Wraparound Edition:</b>  ALP 859, 1143; LP 202</p>		

<p><b>d.</b></p>	<p>Present information orally with poise and clear articulation. Enhance presentation with visual media.</p>	<p><b>Student Edition:</b>  <i>Speaking, Listening, and Viewing Workshop</i>  167, 425, 661, 843, 1092-1095, 1301  <i>Listening and Speaking</i> 332, 634, 699, 934, 982  <i>Research and Report</i> 510, 1071, 1275  <i>Connect to Social Studies</i> 1129  <i>Connect to Science</i> 1198  <b>Teacher Wraparound Edition:</b>  ALP 325, 349, 469, 579, 859, 991, 1143, 1163, 1173; RP 660; SLP 988, 1060, 1078; SP 322; VS 660</p>		
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