



Glencoe

Literature

COURSE 5

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STANDARDS	PAGE REFERENCES
<p align="center">Strand 1: Reading Process</p> <p>Reading Process consists of the five critical components of reading, which are Phonemic Awareness, Phonics, Fluency, Vocabulary and Comprehension of connected text. These elements support each other and are woven together to build a solid foundation of linguistic understanding for the reader.</p>	
<p align="center">Concept 4: Vocabulary</p> <p>Acquire and use new vocabulary in relevant contexts.</p>	
<p>PO 1. Determine the meaning of vocabulary, using linguistic roots and affixes (e.g., Latin, Greek, Anglo-Saxon).</p>	<p>Student Edition: <i>Vocabulary Practice</i> 111, 121, 257, 350, 495, 515, 575, 622, 835, 923, 977, 1114 <i>Vocabulary Workshop</i> 967 Teacher Edition: EL 55, 663; V 104, 342, 573; VP 260</p>
<p>PO 2. Infer word meanings from context (e.g., definition, example, restatement, comparison/contrast, cause/effect).</p>	<p>Student Edition: <i>Vocabulary Practice</i> 16, 140, 319, 374, 447, 479, 552, 571, 684, 782, 1082 Teacher Edition: V 11, 369, 548; VP 94, 1094</p>

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<p>PO 3. Determine how the meaning of the text is affected by the writer’s word choice (e.g., literal vs. figurative language, idioms, adages).</p>	<p>Student Edition: <i>Analyze Diction</i> 543 <i>Diction</i> 574 <i>The Language of Poetry</i> 532-533 <i>Literary Element</i> 575 #1-#2 <i>Reading Strategy</i> 546 #1-#2</p> <p>Teacher Edition: AL 411, 443, 471, 537; EL 87, 427, 1117; LE 532, 1017; LEP 378; RS 533</p>
<p>PO 4. Identify the meaning of metaphors based on common literary allusions.</p>	<p>Student Edition: <i>Literary Element</i> 557 #2 <i>Metaphor and Simile</i> 556 <i>Writing</i> 562</p> <p>Teacher Edition: CH 91; EL 393; LEP 468; RP 158, 268; WT 471</p>
<p>PO 5. Determine the meanings, pronunciations, contextually appropriate synonyms and antonyms, replacement words and phrases, etymologies, and correct spellings of words by using resources such as general and specialized dictionaries, thesauri, glossaries, and CD-ROM and the Internet when available.</p>	<p>Student Edition: <i>Vocabulary Practice</i> 364, 414, 502, 605, 936, 987 <i>Vocabulary Workshop</i> 72, 1117</p> <p>Teacher Edition: AdL 1101; AL 119; EL 105, 115, 135, 251, 369, 535; T 1117; V 74, 104, 145, 535, 569, 982; VP 72</p>
<p>Concept 5: Fluency</p> <p>Read fluently.</p>	
<p>PO 1. Read from a variety of genres with accuracy, automaticity (immediate recognition), and prosody (expression).</p>	<p>Teacher Edition: AL 483, 499; EL 117, 133, 161, 337, 513, 757, 1099; LSP 666; SP 70, 852</p>
<p>Concept 6: Comprehension Strategies</p> <p>Employ strategies to comprehend text.</p>	
<p>PO 1. Predict text content using prior knowledge and text features (e.g., illustrations, titles, topic sentences, key words).</p>	<p>Student Edition: <i>Making a Prediction</i> R 39 <i>Preview the Article</i> 178 #1-#2, 439 #1-#2, 612 #1-#2, 709 #1-#2, 937 #1-#2, 1083 #1-#2</p> <p>Teacher Edition: EL 847; RP 200, 330, 618, 982</p>

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<p>PO 2. Generate clarifying questions in order to comprehend text.</p>	<p>Student Edition: <i>Question</i> 189, 190, 192, 193, 194, 196 <i>Reading Strategy</i> 187 <i>Reading Strategy Tip</i> 376, 497, 619 Teacher Edition: RP 248</p>
<p>PO 3. Use graphic organizers in order to clarify the meaning of the text.</p>	<p>Student Edition: <i>Reading Strategy Tip</i> 65, 158, 187, 287, 477, 739 <i>Review: Conflict</i> 170 <i>Review: Plot</i> 15 <i>Review: Tone</i> 414 Teacher Edition: RP 194; WS 22</p>
<p>PO 4. Connect information and events in text to experience and to related text and sources.</p>	<p>Student Edition: <i>Connect to Personal Experience</i> 91, 93, 94, 98 <i>Reading Strategy</i> 89, 102 #1-#2, 357, 364 #1, 982 Teacher Edition: AdL 1045; EL 129, 175; RP 458, 498, 1052, 1106</p>
<p>PO 5. Apply knowledge of organizational structures (e.g., chronological order, sequence-time order, cause and effect relationships, logical order, by classification, problem-solution) of text to aid comprehension.</p>	<p>Student Edition: <i>Analyze Cause-and-Effect Relationships</i> 19, 20, 22, 23, 176 <i>Identify Problem and Solution</i> 404, 406, 408, 409 <i>Reading Strategy</i> 11, 18, 173, 402 <i>Understanding Text Structure R</i> 38 Teacher Edition: EL 261; RP 98, 114, 208, 232, 424; RS 412</p>

STANDARDS	PAGE REFERENCES
Strand 2: Comprehending Literary Text	
Comprehending Literary Text identifies the comprehension strategies that are specific in the study of a variety of literature.	
Concept 1: Elements of Literature	
Identify, analyze, and apply knowledge of the structures and elements of literature.	
<p>PO 1. Analyze the author's use of literary elements:</p> <ul style="list-style-type: none"> • theme (moral, lesson, meaning, message, view or comment on life), • point of view (e.g., first vs. third, limited vs. omniscient), • characterization (qualities, motives, actions, thoughts, dialogue, development, interactions), • setting (time of day or year, historical period, place, situation), and • plot (exposition, major and minor conflicts, rising action, climax, falling action, and resolution). 	<p>Student Edition: <i>Analyze Plot</i> 159, 163, 165, 166, 168 <i>Analyze Plot and Setting</i> 849, 851, 854, 856, 862 <i>Characterization</i> 851, 852, 853, 855, 856, 858, 863 <i>Literary Element</i> 219, 865 #2 <i>Point of View</i> 222, 224, 226 <i>Reading Strategy</i> 158, 170 #1-#2, 847, 865 #1-#2</p> <p>Teacher Edition: AdL 165; LE 867, 869, 870, 871, 872; LEP 226; RS 858, 862; WT 1121</p>
<p>PO 2. Analyze the author's use of figurative language, including simile, metaphor, personification, hyperbole, symbolism, allusion, and imagery in a literary selection.</p>	<p>Student Edition: <i>Allusion</i> 402, 404, 405, 406, 407, 409, 412 <i>The Language of Poetry</i> 468-469 <i>Literary Element</i> 414 #2</p> <p>Teacher Edition: AL 241; EL 237; LE 14, 403; LEP 240, 378, 468, 520; RP 14; WP 252; WT 237</p>
<p>PO 3. Compare (and contrast) the illustration of the same theme in two different literary genres, using their structural features as the basis for the comparison (e.g., novel and play, poem, short story).</p>	<p>Student Edition: <i>Compare Author's Viewpoint</i> 617 <i>Compare Narrator</i> 217 #1-#3 <i>Compare Theme</i> 873 #1-#2 <i>Comparing Literature Across Genres</i> 198</p> <p>Teacher Edition: RP 214</p>

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<p>PO 4. Identify how an author's choice of words and imagery sets the tone and advances the work's theme.</p>	<p>Student Edition: <i>Analyze Tone</i> 478 <i>Compare and Contrast Tone</i> 536 <i>Reading Strategy</i> 477, 535 <i>Review: Voice</i> 380 <i>Tone</i> 262, 633, 637 <i>Tone and Focus</i> 634 Teacher Edition: AL 443; LEP 564; RP 184; WT 67</p>
<p>Concept 2: Historical and Cultural Aspects of Literature Recognize and apply knowledge of the historical and cultural aspects of American, British, and world literature.</p>	
<p>PO 1. Describe the historical and cultural aspects found in cross-cultural works of literature.</p>	<p>Student Edition: <i>Analyze Cultural Context</i> 56 <i>Analyze Historical Context</i> 66, 67, 69 <i>Compare Cultures</i> 845, 873 #1-#3 <i>Reading Strategy</i> 28, 55, 65, 71, 612 Teacher Edition: CH 151; EL 175; RP 76, 138, 422, 960; RS 30, 57, 68, 613, 615</p>
<p>PO 2. Compare (and contrast) classic works of literature that deal with similar topics and problems (e.g., individual and society, meaning of friendship, freedom, responsibility).</p>	<p>Student Edition: <i>Compare Authors' Cultures</i> 217 <i>Compare the Big Idea</i> 873, 1069 <i>Compare Cultural Beliefs</i> 991 <i>Compare Theme</i> 873 #1-#2 <i>Comparing Literature Across Genres</i> 198 <i>Respond Through Writing</i> 553 Teacher Edition: EL 561; LEP 408; RP 214, 458</p>
<p>PO 3. Recognize ways that forms of literature (including poetry, novel and/or short story) present similar themes differently across genres.</p>	<p>Student Edition: <i>Compare Author's Viewpoint</i> 617 <i>Compare the Big Idea</i> 1069 <i>Compare Narrator</i> 217 #1-#3 <i>Compare Theme</i> 873 #1-#2 <i>Comparing Literature Across Genres</i> 198 Teacher Edition: EL 561; RP 214</p>

STANDARDS	PAGE REFERENCES
Strand 3: Comprehending Informational Text	
Comprehending Informational Text delineates specific and unique skills that are required to understand the wide array of informational text that is a part of our day-to-day experiences.	
Concept 1: Expository Text	
Identify, analyze, and apply knowledge of the purpose, structures, and elements of expository text.	
<p>PO 1. Compare (and contrast) original text to a summary for accuracy of the main ideas, inclusion of critical details, and the extent to which it conveys the underlying meaning of the original text.</p>	<p>Students are called upon to summarize the main idea and supporting details of nonfiction text on the following pages:</p> <p>Student Edition: <i>Respond and Think Critically</i> 31 #1, 182 #1, 355 #1, 441 #1, 712 #1, 941 #1, 1087 #1 <i>Respond Through Writing</i> 415</p> <p>Teacher Edition: SP 30; WP 358, 412</p>
<p>PO 2. Distinguish supported inferences from unsupported inferences in expository selections such as editorials, newspaper articles, essays, reviews, and critiques.</p>	<p>Student Edition: <i>Distinguishing Between Fact and Opinion</i> R39 <i>Respond and Think Critically</i> 182 #3-#4, 712 #5-#6</p> <p>Teacher Edition: RP 334</p>
<p>PO 3. Locate specific information by using organizational features (e.g., table of contents, headings, captions, bold print, italics, glossaries, indices, key/guide words, topic sentences, concluding sentences, end notes, footnotes, bibliographic references) in expository text. <u>(Connected to Research Strand in Writing)</u></p>	<p>Student Edition: <i>Conducting a Broad Search for Information</i> R 31 <i>Vocabulary Workshop</i> 72, 1117</p> <p>Teacher Edition: AL 995; EL 333, 939; RP 352; T 1117; TE 1153</p>
<p>PO 4. Organize information from both primary and secondary sources by taking notes, outlining ideas, paraphrasing information; and by making charts, conceptual maps, learning logs and/or timelines for a research document or other assigned tasks. <u>(Connected to Research Strand in Writing)</u></p>	<p>Student Edition: <i>Connect to Art</i> 339 <i>Connect to Social Studies</i> 530 <i>Research and Report</i> 121, 302 <i>Respond Through Writing</i> 320 <i>Writing Workshop</i> 994</p> <p>Teacher Edition: AdL 1045; AL 811; RP 710; SP 30; WP 222, 714; WS 450, 451</p>
<p>PO 5. Interpret graphic sources of information (e.g., charts, maps, diagrams, illustrations, tables, timelines, graphs) to support ideas. <u>(Connected to Research Strand in Writing)</u></p>	<p>Student Edition: <i>Daily Life and Culture</i> 139 #1-#2 <i>View the Art</i> 345, 372, 386, 397, 433</p> <p>Teacher Edition: EL 425, 1155; LSVP 342; RP 780; SSP 726</p>

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<p>PO 6. Use knowledge of modes of expository writing (e.g., chronological order, comparison and contrast, cause and effect relationships, logical order, classification schemes, sequence-time order, problem-solution, analogy, definition, narrative) to interpret text.</p>	<p>Student Edition: <i>Literary Element</i> 376, 380 #1, 429 #1 <i>Respond and Think Critically</i> 616 #7 <i>Structure</i> 377 <i>Understanding Text Structure</i> R38</p> <p>Teacher Edition: RP 424</p>
<p>PO 7. Make relevant inferences by synthesizing concepts and ideas from a single reading selection.</p>	<p>Student Edition: <i>Compare Authors' Viewpoints</i> 430 <i>Respond and Think Critically</i> 616 #4, 844 #4-#5, 941 #5, 1087 #5</p> <p>Teacher Edition: RP 314, 334; RS 626, 628, 629</p>
<p>PO 8. Support conclusions drawn from ideas and concepts in expository text.</p>	<p>Student Edition: <i>Draw Conclusions About Author's Beliefs</i> 325 <i>Draw Conclusions About Meaning</i> 378, 379 <i>Drawing Inferences and Supporting Them</i> R39 <i>Reading Strategy</i> 322, 376 <i>Respond and Think Critically</i> 844 #4</p> <p>Teacher Edition: RP 334, 348</p>
<p>Concept 2: Functional Text</p> <p>Identify, analyze, and apply knowledge of the purpose, structures, clarity, and relevancy of functional text.</p>	
<p>PO 1. Synthesize information from multiple sources (e.g., texts, maps, illustrations, workplace documents, schematic diagrams) to solve a problem.</p>	<p>Student Edition: <i>Connect to Art</i> 339 <i>Connect to Science</i> 27</p> <p>Teacher Edition: RP 196, 306, 660, 1084; WP 1050</p>
<p>PO 2. Synthesize information from multiple sources (e.g., texts, maps, illustrations, workplace documents, schematic diagrams) to draw conclusions.</p>	<p>Student Edition: <i>Research and Report</i> 302 <i>Respond Through Writing</i> 320</p> <p>Teacher Edition: RP 66, 348; WP 296</p>

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<p>PO 3. Analyze the effectiveness of functional text (e.g., warranties, product information, technical manuals, consumer publications, workplace documents) to achieve its stated purpose(s).</p>	<p>Student Edition: <i>Reading Check: Analyze</i> 1142 <i>Reading Check: Evaluate</i> 1155 <i>Respond and Think Critically</i> 1157 #3, 1163 #3 Teacher Edition: EL 1155; SP 1146; TE 1138, 1146, 1147, 1153, 1154</p>
<p>Concept 3: Persuasive Text Explain basic elements of argument in text and their relationship to the author's purpose and use of persuasive strategies.</p>	
<p>PO 1. Describe the central argument and its elements (e.g., argument by cause and effect, analogy, authority, emotion, logic) in persuasive text.</p>	<p>Student Edition: <i>Compare Persuasive Appeals</i> 430 #1-#3 <i>Literary Element</i> 418, 429 <i>Logic and Persuasion Handbook</i> R60-R61 <i>Reading Strategy</i> 842 <i>Respond and Think Critically</i> 429 #2, #5 <i>Rhetorical Devices</i> 424, 426 Teacher Edition: LE 423, 424; RP 734; RS 843, 844</p>
<p>PO 2. Describe how persuasive techniques (e.g., repetition, sentence variety, understatement, overstatement) contribute to the power of persuasive text.</p>	<p>Student Edition: <i>Compare Persuasive Appeals</i> 416, 430 #2-#3 <i>Literary Element</i> 418 <i>Rhetorical Devices</i> 424, 426 Teacher Edition: LE 408, 411, 423, 424; RP 410, 418, 734</p>
<p>PO 3. Identify unsupported inferences or fallacious reasoning (e.g., circular reasoning, false causality, over-generalization, over-simplification, self-contradiction) in the arguments advanced in persuasive text.</p>	<p>Student Edition: <i>Evaluate the Credibility</i> 1139 <i>Identify Assumptions and Ambiguities</i> 423, 425, 427 <i>Logic and Persuasion Handbook</i> R61-R62 <i>Reading Strategy</i> 418, 429 <i>Respond and Think Critically</i> 429 #4 Teacher Edition: RP 428; RS 420, 421</p>