



Glencoe

# Literature

AMERICAN LITERATURE

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STANDARDS	PAGE REFERENCES
<b>Strand 1: Reading Process</b>	
<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>	
<b>Concept 4: Vocabulary</b>	
Acquire and use new vocabulary in relevant contexts.	
<p>PO 1. Draw inferences about meaning of new vocabulary, based on knowledge of linguistic roots and affixes (e.g., Latin, Greek, Anglo-Saxon).</p>	<p><b>Student Edition:</b> 131, 873, 975, 1315 <i>Vocabulary Practice</i> 936, 958, 1015, 1314 <b>Teacher Edition:</b> EL 873, 975, 1315; T 131, 873, 975, 1315; VP 1042</p>
<p>PO 2. Identify the meaning of metaphors based on literary allusions and conceits.</p>	<p><b>Student Edition:</b> <i>Literary Element</i> 90, 213, 219, 667, 827 <i>Write With Style</i> 94 <b>Teacher Edition:</b> AL 667; LE 669, 671; RP 90</p>

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<b>Concept 5: Fluency</b>	
<b>Read fluently.</b>	
<p>PO 1. Read from a variety of genres with accuracy, automaticity (immediate recognition), and prosody (expression).</p>	<p><b>Student Edition:</b> 320-321, R40-R41 <i>Literary Element</i> 1309 <i>Reading Strategy</i> 204, 241, 279, 295, 305, 375, 409, 448, 449, 806</p> <p><b>Teacher Edition:</b> AL 297, 1059, 1063, 1171; EL 301; RP 216, 1032, 1310</p>
<b>Concept 6: Comprehension Strategies</b>	
<b>Employ strategies to comprehend text.</b>	
<p>PO 1. Predict text content using prior knowledge and text features (e.g., illustrations, titles, topic sentences, key words).</p>	<p><b>Student Edition:</b> R40-R41 <i>Preview the Article</i> 128, 198, 364, 508 <i>Reading Strategy</i> 241, 252, 388, 398, 909, 982, 992, 1162, 1165</p> <p><b>Teacher Edition:</b> RP 508; RS 1140, 1141; VA 36</p>
<p>PO 2. Generate clarifying questions in order to comprehend text.</p>	<p><b>Student Edition:</b> R41 <i>Reading Strategy</i> 34, 37, 364, 663, 665, 1275, 1281</p> <p><b>Teacher Edition:</b> RP 1276; RS 1279; T 366</p>
<p>PO 3. Use graphic organizers in order to clarify the meaning of the text.</p>	<p><b>Student Edition:</b> 470 <i>Group Activity</i> 1251 <i>Partner Activity</i> 453, 798 <i>Review</i> 304 <i>Tip</i> 115, 700, 705, 802, 1096, 1215, 1265, 1309 <i>Vocabulary Practice</i> 78, 1221 <i>Write With Style</i> 799</p> <p><b>Teacher Edition:</b> EL 705; WP 470</p>

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<p>PO 4. Connect information and events in text to experience and to related text and sources.</p>	<p><b>Student Edition:</b> 871 #1, 897 #1, 941 #7, 968 #1 <i>Reading Strategy</i> 825, 827, 867, 872, 1254 <i>Wrap-Up</i> 236, 567, 1001</p> <p><b>Teacher Edition:</b> RP 230; RS 868, 869</p>
<p>PO 5. Apply knowledge of organizational structures (e.g., chronological order, sequence-time order, cause and effect relationships, logical order, classification schemes, problem-solution) of text to aid comprehension.</p>	<p><b>Student Edition:</b> R40 <i>Literary Element</i> 121, 126, 683, 686, 1156 <i>Reading Strategy</i> 602, 929, 1152, 1168 <i>Review</i> 1177</p> <p><b>Teacher Edition:</b> RP 1152; WP 1156</p>
<p style="text-align: center;"><b>Strand 2: Comprehending Literary Text</b></p> <p>Comprehending Literary Text identifies the comprehension strategies that are specific in the study of a variety of literature.</p>	
<p style="text-align: center;"><b>Concept 1: Elements of Literature</b></p> <p style="text-align: center;">Identify, analyze, and apply knowledge of the structures and elements of literature.</p>	
<p>PO 1. Evaluate the author’s use of literary elements:</p> <ul style="list-style-type: none"> <li>• theme (moral, lesson, meaning, message, view or comment on life),</li> <li>• point of view (e.g., first vs. third, limited vs. omniscient),</li> <li>• characterization (qualities, motives, actions, thoughts, dialogue, development, interactions),</li> <li>• setting (time of day or year, historical period, place, situation), and</li> <li>• plot (exposition, major and minor conflicts, rising action, climax, falling action, and resolution).</li> </ul>	<p><b>Student Edition:</b> 349 #5 <i>Literary Element</i> 189, 193, 241, 252, 388, 398, 602, 615, 929, 935, 1003, 1015, 1283, 1285 <i>Reading Strategy</i> 252, 548, 617, 725, 943, 958, 1018, 1023, 1096, 1114 <i>Respond Through Writing</i> 399 <i>Review</i> 547, 749 <i>Write With Style</i> 548</p> <p><b>Teacher Edition:</b> LE 244, 1006; RP 602, 1112</p>
<p>PO 2. Interpret figurative language, including, personification, hyperbole, symbolism, allusion, imagery, extended metaphor/conceit, and allegory with emphasis upon how the writer uses language to evoke readers’ emotions.</p>	<p><b>Student Edition:</b> 112-113, 444 #6, 831 #3-#4 <i>Literary Element</i> 96, 115, 194, 279, 448, 449, 663, 1193, 1196, 1233, 1235, 1287, 1292 <i>Reading Strategy</i> 115, 119, 444, 1203, 1207, 1233, 1235 <i>Review</i> 1230 <i>Speaking and Listening</i> 1207</p> <p><b>Teacher Edition:</b> AL 1289</p>

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<p>PO 3. Analyze the way in which the theme or meaning of a selection represents a view or comment on life, providing textual evidence for the identified theme.</p>	<p><b>Student Edition:</b>            349 #5  <i>Compare Themes</i> 1191  <i>Literary Element</i> 189, 193, 689, 691  <i>Reading Strategy</i> 599, 1096, 1114  <i>Review</i> 547  <b>Teacher Edition:</b>            AL 1249, 1259; RP 1112</p>
<p>PO 4. Explain the writer's use of irony, contradictions, paradoxes, incongruities, and ambiguities in a literary selection.</p>	<p><b>Student Edition:</b>            403 #5, 577 #5, 924 #6  <i>Literary Element</i> 574, 577  <i>Review</i> 935  <b>Teacher Edition:</b>            RP 574, 1094, 1102</p>
<p>PO 5. Analyze an author's development of time and sequence through the use of complex literary devices such as foreshadowing and flashbacks.</p>	<p><b>Student Edition:</b>  <i>Literary Element</i> 539, 547, 875, 886, 900, 907  <i>Reading Strategy</i> 23, 875, 886  <i>Respond Through Writing</i> 253  <i>Review</i> 886, 925  <b>Teacher Edition:</b>            AL 25; EL 23</p>
<p>PO 6. Explain how meaning is enhanced through various features of poetry, including sound (e.g., rhythm, repetition, alliteration, consonance, assonance), structure (e.g., meter, rhyme scheme), and graphic elements (e.g., line length, punctuation, word position).</p>	<p><b>Student Edition:</b>  <i>Literary Element</i> 143, 438, 441, 447, 569, 572, 705, 708, 715, 720, 722, 802, 938, 1203  <i>Reading Strategy</i> 140, 143, 255, 261, 438, 441, 447, 705, 938, 1203, 1223, 1225  <b>Teacher Edition:</b>            EL 715, 721; LSP 805; RP 938</p>
<p style="text-align: center;"><b>Concept 2: Historical and Cultural Aspects of Literature</b>            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><b>Student Edition:</b>            68 #8, 86 #6, 809 #3, #9  <i>Compare Cultures</i> 46, 236  <i>Compare Historical Context</i> 361  <i>Reading Strategy</i> 81, 306, 345, 349, 667, 674, 1051, 1072, 1332, 1335  <b>Teacher Edition:</b>            AL 1061; RP 1052; RS 84, 671, 1062</p>

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<p>PO 2. Relate literary works to the traditions, themes, and issues of their eras.</p>	<p><b>Student Edition:</b>            112-113, 362-363, 1024-1025  <i>Compare Cultures</i> 46, 236, 1001, 1191  <i>Compare Historical Context</i> 361  <i>Compare Literary Trends</i> 698  <i>Compare Social Context</i> 567  <i>Compare The Big Idea</i> 236, 1001, 1191  <i>Compare Themes</i> 1191  <i>Reading Strategy</i> 81, 306, 345, 349, 667, 674, 1051, 1072, 1332, 1335</p> <p><b>Teacher Edition:</b>            AL 1061; RP 1052; RS 84, 671, 1062</p>
<p>PO 3. Analyze culturally or historically significant literary works of American literature that reflect our major literary periods and traditions.</p>	<p>The following references offer a sample of the textbook essays <i>about</i> the major literary periods and traditions in American literature, as well as a small sample of some of the most significant American writers and works found in the textbook.</p> <p><b>Student Edition:</b>            20-21, 112-113, 210-211, 238-239, 362-363, 660-661, 1024-1025, 1116-1117, 1144-1145  <i>Compare Historical Context</i> 361  <i>Compare Literary Trends</i> 698  <i>Respond and Think Critically</i> 93, 193, 274, 304, 403, 412, 452, 506, 749, 885, 924, 1050, 1230, 1280</p>
<p style="text-align: center;"><b>Strand 3: Comprehending Informational Text</b></p> <p>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.</p>	
<p style="text-align: center;"><b>Concept 1: Expository Text</b></p> <p style="text-align: center;">Identify, analyze, and apply knowledge of the purpose, structures, and elements of expository text.</p>	
<p>PO 1. Critique the consistency and clarity of the text's purposes.</p>	<p><b>Student Edition:</b>  <i>Analyze a Workshop Model</i> 155-156, 461-464  <i>Literary Element</i> 221, 228  <i>Reading Strategy</i> 121, 145, 148, 189, 193, 221, 228, 369, 677, 700, 735, 743, 815, 1182, 1198, 1236</p> <p><b>Teacher Edition:</b>            RP 370</p>

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<p>PO 2. Distinguish among different kinds of evidence used to support conclusions (e.g., logical, empirical, anecdotal).</p>	<p><b>Student Edition:</b>  R62  <i>Focus Lesson</i> 160  <i>Reading Strategy</i> 221  <i>Reasons/Support</i> 159  <i>Supporting Evidence</i> 155  <b>Teacher Edition:</b>  EL 155, 225; RP 1354; RS 159</p>
<p>PO 3. Make relevant inferences by synthesizing concepts and ideas from a single reading selection.</p>	<p><b>Student Edition:</b>  <i>Make Inferences</i> 286  <i>Make Inferences About Characters</i> 1266, 1267, 1268  <i>Reading Strategy</i> 279, 574, 577, 710, 713, 1258, 1265  <b>Teacher Edition:</b>  RS 281, 286, 576, 1266, 1267, 1268</p>
<p>PO 4. Compare (and contrast) readings on the same topic, by explaining how authors reach the same or different conclusions based upon differences in evidence, reasoning, assumptions, purposes, beliefs, or biases.</p>	<p><b>Student Edition:</b>  <i>Compare Persuasive Messages</i> 236  <i>Compare Portrayals of People</i> 361  <i>Compare The Big Idea</i> 698, 1191  <i>Compare Themes</i> 1191  <b>Teacher Edition:</b>  RP 230</p>
<p style="text-align: center;"><b>Concept 2: Functional Text</b></p> <p>Identify, analyze, and apply knowledge of the purpose, structures, clarity, and relevancy of functional text.</p>	
<p>PO 1. Analyze the structures of functional text (e.g., their format, graphics and headers) to determine how authors use these features to achieve their purposes.</p>	<p><b>Student Edition:</b>  912 #3, 1352-1357  <i>Preview the Article</i> 128, 198, 364, 508, 806  <i>Reading Strategy</i> 909  <b>Teacher Edition:</b>  AL 909; EL 511; RP 200, 332, 508, 646, 1152; RS 909; T 330, 646, 842; TE 807; VP 911, 1356; VS 1356</p>

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<b>Concept 3: Persuasive Text</b>	
Explain basic elements of argument in text and their relationship to the author's purpose and use of persuasive strategies.	
<p>PO 1. Analyze the power, validity, and truthfulness of the arguments advanced in persuasive text.</p>	<p><b>Student Edition:</b>  1166, 1352-1357, R62-R65  <i>Compare Persuasive Messages</i> 236  <i>Literary Element</i> 221, 228  <i>Persuasive Techniques</i> 159  <i>Reading Strategy</i> 57, 61, 121, 228, 369, 371  <i>Rhetorical Devices</i> 157</p> <p><b>Teacher Edition:</b>  AL 155, 159; EL 155, 1353; RP 232, 370, 1352, 1354; T 156; WP 124</p>
<p>PO 2. Evaluate the arguments an author uses in a document to refute opposing arguments and address reader concerns.</p>	<p><b>Student Edition:</b>  1352-1357, R62-R65  <i>Facts/Support</i> 156  <i>Literary Element</i> 221, 228  <i>Opposing Arguments</i> 159  <i>Reading Strategy</i> 121, 369, 371  <i>Reasons/Support</i> 156, 159</p> <p><b>Teacher Edition:</b>  EL 159; T 159</p>
<p>PO 3. <i>Identify unsupported inferences or fallacious reasoning in arguments advanced in persuasive text.</i></p>	<p><b>Student Edition:</b>  1166, 1352-1357, R62-R65  <i>Reading Strategy</i> 57, 61, 121, 228</p> <p><b>Teacher Edition:</b>  RP 232; WP 124</p>