

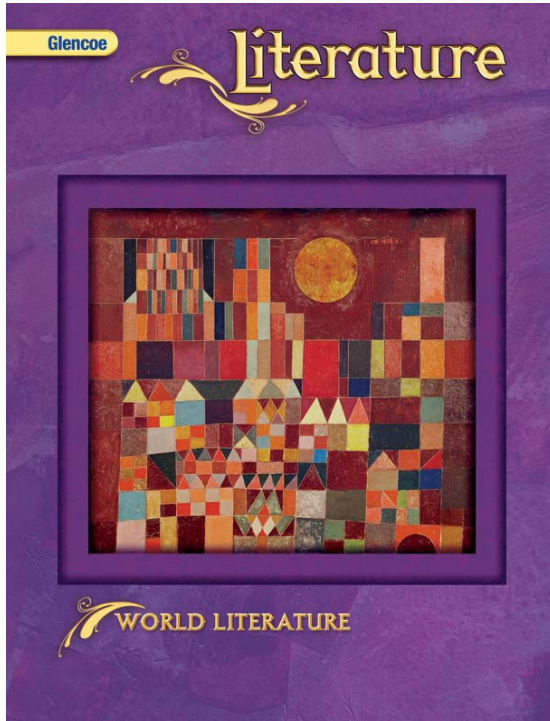


Glencoe

English Language Arts
Benchmarks and Indicators
Grade Twelve



Ohio



Glencoe
Literature

WORLD LITERATURE

© 2009

STANDARDS	PAGE REFERENCES
Grade Twelve	
Phonemic Awareness, Word Recognition and Fluency	
<i>Fluency continues to develop past the primary grades. Readers increase their rate of oral reading to near conversational pace. They show their appropriate use of pauses, pitch, stress and intonation that they are reading in clauses and sentence units to support comprehension. They gain control over a wider, complex sight vocabulary and over longer syntactic structures, so that they are able to read progressively more demanding texts with greater ease. Silent reading becomes considerably faster than oral reading and becomes the preferred, more efficient way to process everyday texts.</i>	
Acquisition of Vocabulary	
1. Recognize and identify how authors clarify meanings of words through context and use definition, restatement, example, comparison, contrast and cause and effect to advance word study.	Student Edition: <i>Vocabulary Practice</i> 397 <i>Vocabulary Tip</i> 25, 79, 492, 521, 620, 637, 791, 887 Teacher Edition: EL 9; RP 866; V 492, 620, 637, 862, 1050; VP 8, 214, 676, 778

STANDARDS	PAGE REFERENCES
2. Analyze the relationships of pairs of words in analogical statements (e.g., synonyms and antonyms, connotation and denotation) and evaluate the effectiveness of analogous relationships.	<p>Student Edition: <i>Vocabulary Practice</i> 89, 118, 332, 504, 527, 562, 693, 833, 1160, 1229 <i>Vocabulary Tip</i> 84, 497, 525, 559, 690, 830, 1225</p> <p>Teacher Edition: V 497, 1149; VP 884</p>
3. Examine and explain the influence of the English language on world literature, communications and popular culture.	<p>Student Edition: 556 <i>The Art of Translation</i> 232-233, 700-701, 1054-1055</p> <p>Teacher Edition: BI 56; EL 901; LH 916; RP 556, 700; RS 556; WP 844</p>
4. Use knowledge of Greek, Latin and Anglo-Saxon roots, prefixes and suffixes to understand complex words and new subject-area vocabulary (e.g., unknown words in science, mathematics and social studies).	<p>Student Edition: <i>Vocabulary Practice</i> 64, 407, 968 <i>Vocabulary Tip</i> 749, 754, 878, 961, 1132 <i>Vocabulary Workshop</i> 399, 876</p> <p>Teacher Edition: AL/PA 333; EL 333, 399, 681; F 399; V 187, 350, 449, 680; VP 266</p>
5. Determine the meanings and pronunciations of unknown words by using dictionaries, thesauruses, glossaries, technology and textual features, such as definitional footnotes or sidebars.	<p>Student Edition: <i>Vocabulary</i> 405, 406, 1156, 1157 <i>Vocabulary Practice</i> 341, 946 <i>Vocabulary Workshop</i> 65, 333</p> <p>Teacher Edition: AL 213, 749; EL 93, 193, 207, 253, 499, 757, 1003, 1077; V 1132; VP 442</p>
<p>Reading Process: Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies</p>	
<p><i>In Grades 8 through 12, students should read purposefully and automatically, using the comprehension and self-monitoring strategies outlined in previous grades. As they encounter increasingly challenging content-area and literary texts, students may more consciously employ these strategies and benefit from teacher modeling of the reading process.</i></p>	
<p>Comprehension Strategies</p>	
1. Apply reading comprehension strategies, including making predictions, comparing and contrasting, recalling and summarizing and making inferences and drawing conclusions.	<p>Student Edition: <i>Monitor Comprehension</i> 584, 586, 587, 589, 889, 890, 895, 1052 <i>Reading Strategy</i> 79, 82 #2, 583, 887, 1050</p> <p>Teacher Edition: AL 217, 891; RP 890; RS 81, 202, 588, 590, 892, 1051</p>

STANDARDS	PAGE REFERENCES
<p>2. Answer literal, inferential, evaluative and synthesizing questions to demonstrate comprehension of grade-appropriate print texts and electronic and visual media.</p>	<p>Student Edition: <i>Evaluate Credibility</i> 194, 197, 198, 203 <i>Respond and Think Critically</i> 29 #1-#8, 209 #2-#7, 649 #2-#8, 896 #2-#7, 1019 #2-#9, 1159 #2-#8 <i>View the Art</i> 20, 452, 670, 881</p> <p>Teacher Edition: LE 28, 457, 461; RS 441, 442, 676, 1023</p>
<p>Self-Monitoring Strategies</p>	
<p>3. Monitor own comprehension by adjusting speed to fit the purpose, or by skimming, scanning, reading on, looking back, note taking or summarizing what has been read so far in text.</p>	<p>Student Edition: <i>Clarify Meaning</i> 1124, 1126 <i>Monitor Comprehension</i> 584, 586, 587, 589, 889, 890, 895, 1052 <i>Reading Strategy</i> 79, 82 #1-#2, 583, 887, 1050, 1121</p> <p>Teacher Edition: RS 81, 588, 590, 1122, 1124</p>
<p>Independent Reading</p>	
<p>4. Use criteria to choose independent reading materials (e.g., personal interest, knowledge of authors and genres or recommendations from others).</p>	<p>Student Edition: <i>Independent Reading</i> 168-169, 426-427, 662-663, 848-849, 1096-1097, 1302-1303</p> <p>Teacher Edition: AL/PA 743, 1089, 1241; RP 168</p>
<p>5. Independently read books for various purposes (e.g., for enjoyment, for literary experience, to gain information or to perform a task).</p>	<p>Student Edition: <i>Independent Reading</i> 168-169, 426-427, 662-663, 848-849, 1096-1097, 1302-1303</p> <p>Teacher Edition: AL 427; AL/PA 219, 311, 427, 667, 743, 1089, 1241; RP 168</p>
<p>Reading Applications: Informational, Technical and Persuasive Text</p>	
<p>1. Analyze the rhetorical devices used in public documents, including newspaper editorials and speeches.</p>	<p>Student Edition: R60-R63 <i>Analyze Persuasion</i> 336, 338 <i>Analyze Rhetorical Devices</i> 324, 327, 329 <i>Formal Speech</i> 336, 338 <i>Literary Element</i> 335, 340 #1-#2 <i>Media Workshop</i> 844-847 <i>Reading Strategy</i> 321, 332 #1-#3, 335</p> <p>Teacher Edition: AL/PA 339; EL 651; RP 324; SLP 846</p>

STANDARDS	PAGE REFERENCES
<p>2. Analyze and critique organizational patterns and techniques including repetition of ideas, appeals to authority, reason and emotion, syntax and word choice that authors use to accomplish their purpose and reach their intended audience.</p>	<p>Student Edition: R60-R63 <i>Analyze Rhetorical Devices</i> 324, 327, 329 <i>Journal</i> 1144 <i>Media Workshop</i> 844-847 <i>Reading Strategy</i> 155, 321, 770, 915, 1173 <i>Respond and Think Critically</i> 106 #4</p> <p>Teacher Edition: LE 1139; RP 156, 324, 542, 544, 1174; RS 442, 1174, 1176; SLP 846; VP 106</p>
<p>3. Analyze and compile information from several sources on a single issue, clarifying ideas and connecting them to other sources and related topics.</p>	<p>Student Edition: R31-R34 <i>Connect to Art</i> 504 <i>Connect to Science</i> 1198 <i>Connect to Social Studies</i> 1129 <i>Listening and Speaking</i> 934, 1160 <i>Respond Through Writing</i> 119, 573 <i>Writing Workshop</i> 1083-1085</p> <p>Teacher Edition: AL/PA 185, 557, 823, 895, 1109; SLP 842; SP 104, 190; WP 772</p>
<p>4. Distinguish between valid and invalid inferences and provide evidence to support the findings, noting instances of unsupported inferences, fallacious reasoning, propaganda techniques, bias and stereotyping.</p>	<p>Student Edition: R60-R63 <i>Activity</i> 844, 845, 846 <i>Media Workshop</i> 844, 845, 846 <i>Reading Strategy</i> 234, 1137, 1146 #2 <i>Recognize Bias</i> 1138, 1140, 1142, 1143 <i>Respond and Think Critically</i> 581 #4</p> <p>Teacher Edition: AL/PA 845, 895; RP 1138; RS 236; RSk 236; SLP 846</p>
<p>5. Examine an author's implicit and explicit philosophical assumptions and beliefs about a subject.</p>	<p>Student Edition: <i>Before You Read</i> 334 <i>Big Idea</i> 335 <i>The Good Life</i> 337, 339 <i>Reading Strategy</i> 1261 <i>Respond and Think Critically</i> 106 #6, 340 #7, 581 #4, 747 #5-#6, 917 #3-#5, 1263 #4-#5</p> <p>Teacher Edition: AL/PA 337; BI 916; RP 576, 1138, 1262; RS 236, 955, 1262</p>

STANDARDS	PAGE REFERENCES
<p>6. Evaluate the effectiveness and validity of arguments in public documents and their appeal to various audiences.</p>	<p>Student Edition: R60-R63 <i>Activity</i> 845 <i>Analyze Rhetorical Devices</i> 324 <i>Argument</i> 324, 325, 326, 329, 330 <i>Literary Element</i> 321 <i>Reading Strategy</i> 234 <i>Respond and Think Critically</i> 106 #4, 240 #7-#8, 331 #1, 345 #4</p> <p>Teacher Edition: AL/PA 845; LE 1139; RP 1080; SLP 846; VS 846; WP 844</p>
<p>7. Analyze the structure and features of functional and workplace documents, including format, sequence and headers, and how authors use these features to achieve their purposes and to make information accessible and usable.</p>	<p>Student Edition: R22-R27 <i>Preview the Article</i> 155 #1-#2, 342 #1, 542 #1, 1173 #1 <i>Reading Strategy</i> 155, 770</p> <p>Teacher Edition: AL 1081, 1107; LE 553; RP 6, 156, 468, 1306; RS 14, 548, 552; TE 232, 237, 700, 860, 950, 1079, 1175</p>
<p>8. Critique functional and workplace documents (e.g., instructions, technical manuals, travel schedules and business memoranda) for sequencing of information and procedures, anticipation of possible reader misunderstandings and visual appeal.</p>	<p>Students examine documents and other informational texts on the following pages:</p> <p>Student Edition: R22-R27</p> <p>Teacher Edition: RP 156, 352, 446, 468, 544, 578, 780, 1118, 1180, 1184; RS 555, 679; TE 950, 955, 1054; V 780</p>

STANDARDS	PAGE REFERENCES
Reading Applications: Literary Text	
<p>1. Compare and contrast motivations and reactions of literary characters confronting similar conflicts (e.g., individual vs. nature, freedom vs. responsibility, individual vs. society), using specific examples of characters' thoughts, words and actions.</p>	<p>Student Edition: <i>Compare the Big Idea</i> 606 #1-#2 <i>Compare Trickster Tales</i> 51 <i>Conflict</i> 755 <i>Listening and Speaking</i> 1208 <i>Literary Element</i> 93 <i>Make Inferences About Characters</i> 61 <i>Reading Strategy</i> 58 <i>Review: Motivation</i> 131 #1-#2, 896 <i>Respond and Think Critically</i> 592 #6, 616 #7, 945 #4 Teacher Edition: LEP 42; RP 98, 138, 220, 614, 1236; RS 413</p>
<p>2. Analyze the historical, social and cultural context of setting.</p>	<p>Student Edition: <i>Analyze Cultural Context</i> 40, 110, 114 <i>Build Background</i> 93, 150 <i>Literary Element</i> 108, 1149 <i>Reading Strategy</i> 39, 108, 118 #1-#2, 210, 749, 752 #1 <i>Respond and Think Critically</i> 123 #6, 131 #10 <i>Review: Setting</i> 340, 465, 698, 1146 #3 <i>Setting</i> 115 Teacher Edition: CH 127; RS 48</p>
<p>3. Explain how voice and narrator affect the characterization, plot and credibility.</p>	<p>Student Edition: <i>Literary Element</i> 650 #1-#2, 1191, 1197 #1, #3, 1288, 1291 #1 <i>Narrator</i> 639, 642, 647, 1194 <i>Reading Strategy</i> 193 <i>Respond and Think Critically</i> 1274 #7 <i>Review: Narrator</i> 968 #2 <i>Review: Point of View</i> 1159 #1 <i>Voice</i> 1289 Teacher Edition: LE 638, 640, 1196, 1290</p>

STANDARDS	PAGE REFERENCES
<p>4. Evaluate the author's use of point of view in a literary text.</p>	<p>Student Edition: <i>Compare Portrayals of Animals</i> 1219 #2 <i>Literary Element</i> 637, 1197 #2, 1231 <i>Narrator</i> 1192 <i>Point of View</i> 1232, 1233, 1235, 1238 <i>Respond and Think Critically</i> 1274 #7 <i>Respond Through Writing</i> 1241 <i>Review: Narrator</i> 968 #1-#3 <i>Review: Point of View</i> 800, 1159 #1-#2</p> <p>Teacher Edition: LE 1192, 1236; WP 1238</p>
<p>5. Analyze variations of universal themes in literary texts.</p>	<p>Student Edition: <i>Activities</i> 357 #2, 557 #2, 683 #2, 1117 #2 <i>Compare the Big Idea</i> 38, 51 #1-#3, 400, 415 #1, 702, 711 #1-#3, 918, 925, 1209 <i>Compare Cultures</i> 594 <i>Compare Responses to Love</i> 918 <i>Compare Styles</i> 1209 <i>Respond and Think Critically</i> 922 #6</p> <p>Teacher Edition: AL/PA 605, 1309; RP 456; RS 3</p>
<p>6. Recognize and differentiate characteristics of subgenres, including satire, parody and allegory, and explain how choice of genre affects the expression of a theme or topic.</p>	<p>Student Edition: <i>Allegory</i> 901, 909, 910 <i>Literary Element</i> 142, 148 #1-#2, 899, 936, 946 #1-#2, 961 <i>Literary History</i> 191 <i>Make Inferences About Theme</i> 938, 943 <i>Parody</i> 941, 942, 944 <i>Reading Strategy</i> 17, 533, 998 #1-#2 <i>Respond Through Writing</i> 914 <i>Satire</i> 145, 147, 963, 964, 965</p>
<p>7. Compare and contrast varying characteristics of American, British, world and multi-cultural literature.</p>	<p>Student Edition: <i>Activities</i> 15 #2, 77 #2, 357 #2, 557 #2-#3, 683 #2, 959 #2, 1117 #2, 1189 #2 <i>Compare Cultures</i> 38, 51, 400, 594, 606 <i>Compare Historical Context</i> 702, 711</p> <p>Teacher Edition: AL/PA 591, 1117, 1189; CH 54; RP 456</p>

STANDARDS	PAGE REFERENCES
<p>8. Evaluate ways authors develop point of view and style to achieve specific rhetorical and aesthetic purposes (e.g., through use of figurative language irony, tone, diction, imagery, symbolism and sounds of language), citing specific examples from text to support analysis.</p>	<p>Student Edition: <i>Analyze Style</i> 27 <i>Compare Fables</i> 606 #1-#2 <i>Compare Style</i> 415, 702, 711, 1219 <i>Essay</i> 1309 <i>Literary Element</i> 1221, 1223 #2, 1231 <i>Point of View</i> 1233, 1235, 1238 <i>Reading Strategy</i> 25, 29 #1-#2 <i>Review: Style</i> 1240</p> <p>Teacher Edition: AL/PA 645; LE 126, 1236; RP 586, 1218; RS 28</p>
<p>Writing Processes</p>	
<p>Prewriting</p>	
<p>1. Generate writing ideas through discussions with others and from printed material, and keep a list of writing ideas.</p>	<p>Student Edition: <i>Connect to Art</i> 504 <i>Listening and Speaking</i> 332, 634 <i>Respond Through Writing</i> 485, 573, 651, 947 <i>Write with Style</i> 101, 742, 1062, 1251 <i>Writing Workshop</i> 162, 419, 1083</p> <p>Teacher Edition: AL/PA 837; BO 834; EL 653; RP 466; WPr 159, 1083</p>
<p>2. Determine the usefulness of and apply appropriate pre-writing tasks (e.g., background reading, interviews or surveys).</p>	<p>Student Edition: <i>Connect to Art</i> 504 <i>Listening and Speaking</i> 332 <i>Research and Report</i> 510 <i>Respond Through Writing</i> 119, 231, 318, 398, 466, 485, 573, 618, 651, 728, 801 <i>Write with Style</i> 101, 742 <i>Writing Workshop</i> 162, 419, 654-655</p> <p>Teacher Edition: WPr 162</p>

STANDARDS	PAGE REFERENCES
<p>3. Establish and develop a clear thesis statement for informational writing or a clear plan or outline for narrative writing.</p>	<p>Student Edition: <i>Listening and Speaking</i> 332, 634 <i>Research and Report</i> 510 <i>Respond Through Writing</i> 119, 231, 318, 398, 466, 485, 573, 651, 728, 801 <i>Write with Style</i> 101 <i>Writing Workshop</i> 162, 655, 837</p> <p>Teacher Edition: AL 801; RP 418; WP 510, 836</p>
<p>4. Determine a purpose and audience and plan strategies (e.g., adapting formality of style, including explanations or definitions as appropriate to audience needs) to address purpose and audience.</p>	<p>Student Edition: <i>Listening and Speaking</i> 332, 634 <i>Respond Through Writing</i> 119, 466, 485, 573, 651, 999 <i>Write with Style</i> 101, 742, 1031, 1062 <i>Writing Workshop</i> 159, 417, 653, 835, 1083, 1293</p> <p>Teacher Edition: AL 485; AL/PA 573; WP 892, 964</p>
<p>5. Use organizational strategies (e.g., notes and outlines) to plan writing.</p>	<p>Student Edition: <i>Connect to Art</i> 504 <i>Research and Report</i> 510 <i>Respond Through Writing</i> 119, 231, 318, 398, 466, 485, 573, 618, 651, 728, 801 <i>Write with Style</i> 101, 742 <i>Writing Workshop</i> 162, 420, 654-655, 1295</p> <p>Teacher Edition: AL 801; RP 418</p>
<p>Drafting, Revising and Editing</p>	
<p>6. Organize writing to create a coherent whole with an effective and engaging introduction, body and conclusion and a closing sentence that summarizes, extends or elaborates on points or ideas in the writing.</p>	<p>Student Edition: <i>Connect to Social Studies</i> 1129 <i>Listening and Speaking</i> 332, 634 <i>Respond Through Writing</i> 318, 398, 728, 914, 947, 999 <i>Write with Style</i> 742, 1062 <i>Writing Workshop</i> 420, 655, 837, 1084, 1085</p> <p>Teacher Edition: RP 418; WP 856, 892; WS 419; WT 1085</p>

STANDARDS	PAGE REFERENCES
<p>7. Use a variety of sentence structures and lengths (e.g., simple, compound and complex sentences; parallel or repetitive sentence structure).</p>	<p>Student Edition: R29 <i>Grammar Tip</i> 466, 801, 999 <i>Listening and Speaking</i> 332 <i>Respond Through Writing</i> 618, 999 <i>Write with Style</i> 742, 1062, 1286 <i>Writing Workshop</i> 841, 1298 Teacher Edition: WP 336, 840; WS 417</p>
<p>8. Use paragraph form in writing, including topic sentences that arrange paragraphs in a logical sequence, using effective transitions and closing sentences and maintaining coherence across the whole through the use of parallel structures.</p>	<p>Student Edition: <i>Connect to Social Studies</i> 1129 <i>Listening and Speaking</i> 332 <i>Respond Through Writing</i> 231, 318, 398, 466, 651, 914, 969, 999, 1040 <i>Write with Style</i> 1031, 1062 <i>Writing Workshop</i> 420, 841, 1085, 1090 Teacher Edition: WP 656, 856, 892, 1294; WS 422</p>
<p>9. Use precise language, action verbs, sensory details, colorful modifiers and style as appropriate to audience and purpose, and use techniques to convey a personal style and voice.</p>	<p>Student Edition: <i>Listening and Speaking</i> 634 <i>Respond Through Writing</i> 618, 728, 801, 1040 <i>Write with Style</i> 101, 742 <i>Writing</i> 476 <i>Writing Workshop</i> 164, 419, 422, 658 Teacher Edition: AL 801; GP 398; WP 336, 728, 874; WPr 422, 658; WS 418, 655</p>
<p>10. Use available technology to compose text.</p>	<p>Student Edition: <i>Activity</i> R23 <i>Respond Through Writing</i> 466, 573, 947, 969, 999, 1040 <i>Speaking, Listening, and Viewing Workshop</i> 1093 <i>Writing Workshop</i> 165, 423, 659, 841, 1091, 1299 <i>Log On</i> 164, 423, 658, 840, 1090, 1299 Teacher Edition: T 1092</p>

STANDARDS	PAGE REFERENCES
<p>11. Reread and analyze clarity of writing, consistency of point of view and effectiveness of organizational structure.</p>	<p>Student Edition: <i>Listening and Speaking</i> 634, 934 <i>Respond Through Writing</i> 231, 398, 466, 485, 573, 618, 801, 914, 947, 969, 999, 1040 <i>Writing Workshop</i> 164-165, 422, 658, 840, 1090, 1298</p> <p>Teacher Edition: EL 165; WS 1090</p>
<p>12. Add and delete examples and details to better elaborate on a stated central idea, to develop more precise analysis or persuasive argument or to enhance plot, setting and character in narrative texts.</p>	<p>Student Edition: <i>Respond Through Writing</i> 398, 485, 651, 728, 801, 914, 947, 969, 999, 1040, 1241 <i>Write with Style</i> 1251 <i>Writing Workshop</i> 422, 658, 840, 1090, 1298</p> <p>Teacher Edition: WP 658; WPr 164, 658; WS 840</p>
<p>13. Rearrange words, sentences and paragraphs, and add transitional words and phrases to clarify meaning and achieve specific aesthetic and rhetorical purposes.</p>	<p>Student Edition: <i>Grammar Tip</i> 1241 <i>Listening and Speaking</i> 934 <i>Respond Through Writing</i> 398, 485, 618, 651, 728, 801, 1241 <i>Write with Style</i> 742, 1286 <i>Writing Workshop</i> 840, 1090</p> <p>Teacher Edition: EL 1297; WS 422, 840, 1090; WT 1090</p>
<p>14. Use resources and reference materials (e.g., dictionaries and thesauruses) to select effective and precise vocabulary that maintains consistent style, tone and voice.</p>	<p>Student Edition: R83-R85 <i>Vocabulary Workshop</i> 65 <i>Write with Style</i> 742, 1286 <i>Writing Workshop</i> 422, 658, 840, 1090, 1298</p> <p>Teacher Edition: AL 573, 1299; WS 1298</p>
<p>15. Proofread writing, edit to improve conventions (e.g., grammar, spelling, punctuation and capitalization), identify and correct fragments and run-ons and eliminate inappropriate slang or informal language.</p>	<p>Student Edition: <i>Respond Through Writing</i> 119, 231, 318, 398, 466, 485, 573, 618, 651, 728, 801, 914 <i>Writing Workshop</i> 165, 423, 659, 841</p> <p>Teacher Edition: WP 504; WPr 165, 659; WS 841</p>

STANDARDS	PAGE REFERENCES
<p>16. Apply tools (e.g., rubric, checklist and feedback) to judge the quality of writing.</p>	<p>Student Edition: <i>Respond Through Writing</i> 119, 398, 466, 573, 618, 728, 801, 947 <i>Writing Workshop</i> 158, 164, 165, 416, 422, 423, 658, 659, 834, 840 Teacher Edition: AL 659; WPr 165; WS 840</p>
<p>Publishing</p>	
<p>17. Prepare for publication (e.g., for display or for sharing with others) writing that follows a manuscript form appropriate for the purpose, which could include such techniques as electronic resources, principles of design (e.g., margins, tabs, spacing and columns) and graphics (e.g., drawings, charts and graphs) to enhance the final product.</p>	<p>Student Edition: R30 <i>Connect to Art</i> 504 <i>Research and Report</i> 89 <i>Respond Through Writing</i> 573, 969 <i>Writing</i> 833 <i>Writing Workshop</i> 165, 423, 659, 841, 1091, 1299 Teacher Edition: AL/PA 659, 823, 841; WP 648; WPr 165, 423; WS 1091</p>
<p>Writing Applications</p>	
<p>1. Write reflective compositions that:</p> <ol style="list-style-type: none"> use personal experiences as a basis for reflection on some aspect of life; draw abstract comparisons between specific incidents and abstract concepts; maintain a balance between describing incidents and relating them to more general, abstract ideas that illustrate personal beliefs; and move from specific examples to generalizations about life. 	<p>Student Edition: <i>Respond Through Writing</i> 618, 728, 947 <i>Write with Style</i> 742 <i>Writing</i> 531, 706, 1172 <i>Writing Workshop</i> 652-659 Teacher Edition: WP 966, 1046</p>

STANDARDS	PAGE REFERENCES
<p>2. Write responses to literature that:</p> <ol style="list-style-type: none"> advance a judgment that is interpretative, analytical, evaluative or reflective; support key ideas and viewpoints with accurate and detailed references to the text or to other works and authors; analyze the author’s use of stylistic devices and express an appreciation of the effects the devices create; identify and assess the impact of possible ambiguities, nuances and complexities within text; anticipate and answer a reader’s questions, counterclaims or divergent interpretations; and provide a sense of closure to the writing. 	<p>Student Edition: <i>Compare Sonnets</i> 925 <i>Compare Style</i> 415, 711 <i>Research and Report</i> 510 <i>Respond Through Writing</i> 231, 318, 398, 466, 914, 969, 999, 1241 <i>Writing</i> 290, 1223 <i>Writing Workshop</i> 1292-1299</p> <p>Teacher Edition: EL 1293; WP 798, 992, 1022, 1066</p>
<p>3. Write functional documents (e.g., requests for information, resumes, letters of complaint, memos and proposals) that:</p> <ol style="list-style-type: none"> report, organize and convey information accurately; use formatting techniques that make a document user-friendly; and anticipate readers’ problems, mistakes and misunderstandings. 	<p>Student Edition: <i>Activity</i> R22, R25, R26, R27 <i>Writing</i> 407, 495, 688, 805, 833</p> <p>Teacher Edition: AL 1015; AL/PA 1015; SLP 988; WP 342, 824, 1140</p>
<p>4. Write informational essays or reports, including research, that:</p> <ol style="list-style-type: none"> develop a controlling idea that conveys a perspective on the subject; create an organizing structure appropriate to purpose, audience and context; include information on all relevant perspectives, considering the validity and reliability of primary and secondary sources; make distinctions about the relative value and significance of specific data, facts and ideas; anticipate and address a reader’s potential biases, misunderstandings and expectations; and provide a sense of closure to the writing. 	<p>Research reports and other expository writing assignments appear on the following pages:</p> <p>Student Edition: <i>Connect to Art</i> 504 <i>Connect to Social Studies</i> 1129 <i>Respond Through Writing</i> 119, 573, 761, 914, 969 <i>Writing</i> 813 <i>Writing Workshop</i> 1082-1091</p> <p>Teacher Edition: AL/PA 557, 959, 1117; WP 222, 278, 282, 348, 772, 904</p>

STANDARDS	PAGE REFERENCES
5. Write persuasive compositions that: <ol style="list-style-type: none"> articulate a clear position; support assertions using rhetorical devices, including appeals to emotion or logic and personal anecdotes; and develop arguments using a variety of methods (e.g., examples, beliefs, expert opinion, cause-effect reasoning). 	Student Edition: <i>Essay</i> 855 <i>Listening and Speaking</i> 332, 634 <i>Research and Report</i> 510 <i>Respond Through Writing</i> 485, 651, 999, 1241 <i>Write with Style</i> 1062, 1251 <i>Writing Workshop</i> 834-841 Teacher Edition: WP 336, 504, 510, 892, 964
6. Produce informal writings (e.g., journals, notes and poems) for various purposes.	Student Edition: <i>Activities</i> 15 #4, 77 #4 <i>Writing</i> 29, 64, 273, 366, 515, 523, 693, 715, 789, 885 Teacher Edition: AL/PA 1091; LP 134; RP 248; WP 76, 412, 444, 720, 742
Writing Conventions	
Spelling	
1. Use correct spelling conventions.	Student Edition: <i>Respond Through Writing</i> 119, 231, 318, 398, 466, 485, 573, 618, 651, 728, 801, 914, 947, 969 <i>Writing Workshop</i> 165, 423, 659, 841 Teacher Edition: WP 504; WS 841
Punctuation and Capitalization	
2. Use correct capitalization and punctuation.	Student Edition: <i>Respond Through Writing</i> 119, 231, 318, 398, 466, 485, 573, 618, 651, 728, 801, 914, 947, 969 <i>Writing Workshop</i> 165, 423, 659, 841 Teacher Edition: WP 164, 504; WS 841
Grammar and Usage	
3. Use correct grammar (e.g., verb tenses, parallel structure, indefinite and relative pronouns).	Student Edition: <i>Grammar Workshop</i> 367 <i>Respond Through Writing</i> 119, 231, 318, 398, 466, 485, 573, 618, 651, 728, 801, 914, 947, 969 <i>Writing Workshop</i> 165, 423, 659, 841 Teacher Edition: WP 504; WS 423, 841

STANDARDS	PAGE REFERENCES
Research	
<p>1. Compose open-ended questions for research, assigned or personal interest, and modify questions as necessary during inquiry and investigation to narrow the focus or extend the investigation.</p>	<p>Student Edition: R31 <i>Listening and Speaking</i> 934, 1160 <i>Research and Report</i> 89, 1071 <i>Respond Through Writing</i> 119 <i>Writing Workshop</i> 1083</p> <p>Teacher Edition: SP 104; WPr 1083</p>
<p>2. Identify appropriate sources and gather relevant information from multiple sources (e.g., school library catalogs, online databases, electronic resources and Internet-based resources).</p>	<p>Student Edition: R31-R32 <i>Compare the Big Idea</i> 925 <i>Connect to Art</i> 504 <i>Connect to Science</i> 1198 <i>Connect to Social Studies</i> 1129 <i>Listening and Speaking</i> 934, 1160 <i>Research and Report</i> 89, 1071, 1275 <i>Respond Through Writing</i> 119, 573 <i>Speaking, Listening, and Viewing Workshop</i> 1093 <i>Writing Workshop</i> 1083</p> <p>Teacher Edition: AL/PA 111, 1089, 1109; WP 260, 278, 348</p>
<p>3. Determine the accuracy of sources and the credibility of the author by analyzing the sources' validity (e.g., authority, accuracy, objectivity, publication date and coverage, etc.).</p>	<p>Student Edition: R32 <i>Connect to Social Studies</i> 1129 <i>Listening and Speaking</i> 1160 <i>Research and Report</i> 89, 510, 1071 <i>Respond Through Writing</i> 466, 485, 573 <i>Speaking, Listening, and Viewing Workshop</i> 1093 <i>Writing Workshop</i> 1083</p> <p>Teacher Edition: AL/PA 111, 823, 1109, 1173; SP 104; WS 1084</p>

STANDARDS	PAGE REFERENCES
<p>4. Analyze the complexities and discrepancies in information and systematically organize relevant information to support central ideas, concepts and themes.</p>	<p>Student Edition: R32-R33 <i>Connect to Social Studies</i> 1129 <i>Listening and Speaking</i> 934 <i>Research and Report</i> 89, 1071, 1275 <i>Respond Through Writing</i> 119, 573, 914 <i>Writing Workshop</i> 1084 Teacher Edition: AL/PA 419, 823, 895, 1089; WT 1085</p>
<p>5. Integrate quotations and citations into written text to maintain a flow of ideas.</p>	<p>Student Edition: R34 <i>Grammar Tip</i> 318 <i>Research and Report</i> 1275 <i>Respond Through Writing</i> 308, 651, 914, 1241 <i>Writing Workshop</i> 1090, 1091, 1298 Teacher Edition: AL 1087; WP 260, 278, 904; WS 1295</p>
<p>6. Use style guides to produce oral and written reports that give proper credit for sources, and include appropriate in-text documentation, notes and an acceptable format for source acknowledgement.</p>	<p>Student Edition: R34-R37 <i>Compare the Big Idea</i> 925 <i>Connect to Art</i> 504 <i>Connect to Science</i> 1198 <i>Connect to Social Studies</i> 1129 <i>Research and Report</i> 1275 <i>Respond Through Writing</i> 1241 <i>Speaking, Listening, and Viewing Workshop</i> 1094 <i>Writing Workshop</i> 1083-1084, 1089 Teacher Edition: AL 1087; AL/PA 557; WP 260, 278, 348, 772, 904; WS 1295</p>

STANDARDS	PAGE REFERENCES
<p>7. Use a variety of communication techniques including oral, visual, written or multimedia report to present information that supports a clear position about the topic or research question and defend the credibility and validity of the information presented.</p>	<p>Student Edition: <i>Connect to Science</i> 1198 <i>Connect to Social Studies</i> 1129 <i>Listening and Speaking</i> 332, 934, 1160 <i>Research and Report</i> 89, 510, 1071 <i>Respond Through Writing</i> 119, 485, 573 <i>Speaking, Listening, and Viewing Workshop</i> 166-167, 424-425, 1092-1095 <i>Writing Workshop</i> 1082-1091</p> <p>Teacher Edition: AL/PA 111, 823; WP 504, 510, 772</p>
<p>Communication: Oral and Visual</p>	
<p><i>Listening and Viewing</i></p>	
<p>1. Apply active listening strategies (e.g., monitoring message for clarity, selecting and organizing essential information, noting cues such as changes in pace).</p>	<p>Student Edition: <i>Listening and Speaking</i> 132, 341, 593, 1260 <i>Speaking, Listening, and Viewing Workshop</i> 167, 843, 1095</p> <p>Teacher Edition: LP 134, 166, 170, 202; LS 167, 425, 661; SLP 894, 1300; SP 304, 424; T 843, 1095, 1300; VP 328</p>
<p>2. Analyze types of arguments used by the speaker, such as causation, analogy and logic.</p>	<p>Student Edition: <i>Listening and Speaking</i> 132, 341 <i>Speaking, Listening, and Viewing Workshop</i> 843</p> <p>Teacher Edition: SLP 842, 894; T 1300, 1301; VP 328</p>
<p>3. Critique the clarity, effectiveness and overall coherence of a speaker's key points.</p>	<p>Student Edition: <i>Listening and Speaking</i> 132, 341, 593, 634, 1260 <i>Speaking, Listening, and Viewing Workshop</i> 843, 1095</p> <p>Teacher Edition: LS 661; SLP 842; SP 424; T 1095, 1300, 1301; VP 328</p>
<p>4. Evaluate how language choice, diction, syntax and delivery style (e.g., repetition, appeal to emotion, eye contact) affect the mood and tone and impact the audience.</p>	<p>Student Edition: <i>Listening and Speaking</i> 132, 332, 634, 699, 827, 982 <i>Research and Report</i> 510 <i>Speaking, Listening, and Viewing Workshop</i> 843</p> <p>Teacher Edition: LS 661; SLP 1300; SP 18, 110, 424, 450, 472, 768; T 1301</p>

STANDARDS	PAGE REFERENCES
Speaking Skills and Strategies	
<p>5. Demonstrate an understanding of the rules of the English language and select language appropriate to purpose and audience.</p>	<p>Student Edition: <i>Connect to Science</i> 1198 <i>Listening and Speaking</i> 132, 332, 341, 593, 634, 1260 <i>Research and Report</i> 510, 1275 <i>Speaking, Listening, and Viewing Workshop</i> 166-167, 425, 660, 842, 1301</p> <p>Teacher Edition: AL/PA 323, 325, 485; SP 304, 322, 344, 424, 472</p>
<p>6. Adjust volume, phrasing, enunciation, voice modulation and inflection to stress important ideas and impact audience response.</p>	<p>Student Edition: <i>Connect to Social Studies</i> 1129 <i>Listening and Speaking</i> 332, 634, 699, 827, 934 <i>Research and Report</i> 510, 1071, 1275 <i>Speaking, Listening, and Viewing Workshop</i> 425, 661, 843, 1095, 1301</p> <p>Teacher Edition: AL/PA 325; LSP 792; SP 18, 322, 450</p>
<p>7. Vary language choices as appropriate to the context of the speech.</p>	<p>Student Edition: <i>Connect to Social Studies</i> 1129 <i>Listening and Speaking</i> 132, 332, 634, 934, 1260 <i>Research and Report</i> 510, 1275 <i>Speaking, Listening, and Viewing Workshop</i> 166, 660, 842, 1301</p> <p>Teacher Edition: AL/PA 323; LP 202; SP 322, 344, 424, 472</p>

STANDARDS	PAGE REFERENCES
Speaking Applications	
<p>8. Deliver informational presentations (e.g., expository, research) that:</p> <ol style="list-style-type: none"> present a clear and distinctive perspective on the subject; present events or ideas in a logical sequence; support the controlling idea with well-chosen and relevant facts, details, examples, quotations, statistics, stories and anecdotes; include an effective introduction and conclusion and use a consistent organizational structure (e.g., cause-effect, compare-contrast, problem-solution); use appropriate visual materials (e.g., diagrams, charts, illustrations) and available technology to enhance presentation; and draw from and cite multiple sources including both primary and secondary sources and consider the validity and reliability of sources. 	<p>Student Edition: <i>Compare Cultures</i> 51 <i>Connect to Science</i> 1198 <i>Connect to Social Studies</i> 1129 <i>Listening and Speaking</i> 934 <i>Research and Report</i> 1071, 1275 <i>Speaking, Listening, and Viewing Workshop</i> 166-167, 1092-1095</p> <p>Teacher Edition: AL/PA 17, 349, 439, 1109, 1173; SP 104, 268; T 1093; WP 772</p>
<p>9. Deliver formal and informal descriptive presentations that convey relevant information and descriptive details.</p>	<p>Students write or present compositions with descriptive detail on the following pages:</p> <p>Student Edition: <i>Speaking, Listening, and Viewing Workshop</i> 425 <i>Write with Style</i> 742 <i>Writing</i> 875</p> <p>Teacher Edition: WP 216, 238, 410, 552, 1046, 1282</p>
<p>10. Deliver persuasive presentations that:</p> <ol style="list-style-type: none"> establish and develop a logical and controlled argument; include relevant evidence, differentiating between evidence and opinion, to support a position and to address counter-arguments or listener bias; use persuasive strategies, such as rhetorical devices, anecdotes and appeals to emotion, authority, reason, pathos and logic; consistently use common organizational structures as appropriate (e.g., cause-effect, compare-contrast, problem-solution); and use speaking techniques (e.g., reasoning, emotional appeal, case studies or analogies). 	<p>Students engage in debate or other persuasive presentations on the following pages:</p> <p>Student Edition: <i>Listening and Speaking</i> 132, 332, 341, 634 <i>Research and Report</i> 510 <i>Speaking, Listening, and Viewing Workshop</i> 842-843, 1300-1301</p> <p>Teacher Edition: AL/PA 485, 771; LP 202; LSP 630, 690; SLP 894, 1018, 1054</p>