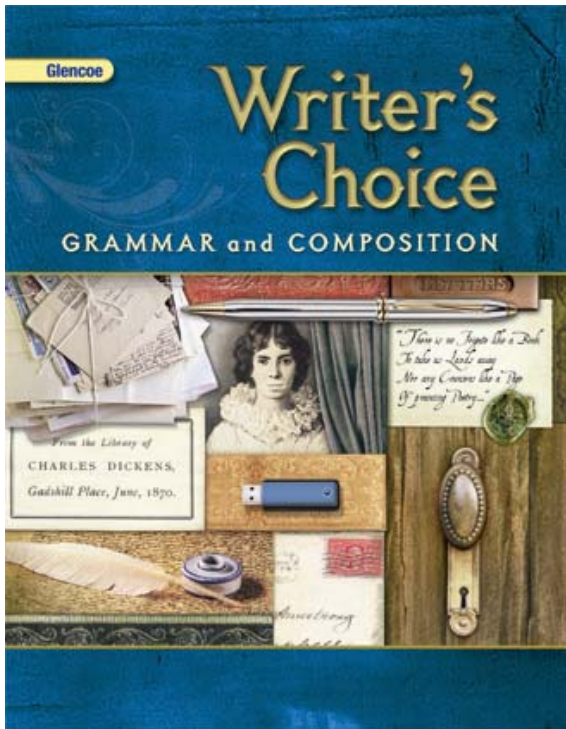




Glencoe

Reading Grade 11
Assessment Anchors
and Eligible Content

Pennsylvania



Glencoe

Writer's Choice

GRAMMAR and COMPOSITION

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STANDARDS	PAGE REFERENCES
ASSESSMENT ANCHORS	
R11.A.1 Understand fiction appropriate to grade level.	
R11.A.1.1 Identify and apply the meaning of vocabulary.	
R11.A.1.1.1 Identify and/or apply meaning of multiple-meaning words used in text.	Multiple-meaning words are addressed on the following pages: Student Edition: 784-785 <i>Activity 767</i> <i>Wordworks 767</i> Teacher Wraparound Edition: EE 790; ELL 785
R11.A.1.1.2 Identify and/or apply a synonym or antonym of a word used in text.	Students identify synonyms or antonyms on the following pages: Student Edition: 786-787 <i>Exercise 2 787</i> <i>Using Computers 251</i> Teacher Wraparound Edition: B 786; C 787; FS 33; LPR 62; UT 787

Codes used for the Teacher Wraparound Edition pages are the initial caps of headings on that page.

STANDARDS	PAGE REFERENCES
R11.A.1.2 Identify and apply word recognition skills.	
R11.A.1.2.1 Identify how the meaning of a word is changed when an affix is added; identify the meaning of a word from the text with an affix.	Students analyze roots, prefixes, and suffixes on the following pages: Student Edition: 792-796 <i>Exercise 2</i> 796 <i>Exercise 3</i> 796 Teacher Wraparound Edition: B 792; CG 793; EE 793; RWC 796
R11.A.1.2.2 Define and/or apply how the meaning of words or phrases changes when using context clues given in explanatory sentences.	Students recognize and use context clues on the following pages: Student Edition: 789-791 <i>Exercise 1</i> 791 Teacher Wraparound Edition: B 789; C 791; CT 791; EE 790; RO 790; S 790
R11.A.1.3 Make inferences, draw conclusions, and make generalizations based on text.	
R11.A.1.3.1 Make inferences and/or draw conclusions based on information from text.	Student Edition: <i>Literature Model</i> 58, 62 <i>Talk About Reading</i> 164 #1, #3 Teacher Wraparound Edition: C 164; CT 163; UM 58
R11.A.1.3.2 Cite evidence from text to support generalizations.	Citing evidence to support ideas about fictional text is addressed on the following pages: Student Edition: <i>Literature Model</i> 69 <i>Write a Character Analysis</i> 99 <i>Write a Paragraph Explaining a Theme</i> 189 Teacher Wraparound Edition: C 189; LPR 62; UM 33, 98

STANDARDS	PAGE REFERENCES
R11.A.1.4 Identify and explain main ideas and relevant details.	
R11.A.1.4.1 Identify and/or explain stated or implied main ideas and relevant supporting details from text. <u>Note:</u> Items may target specific paragraphs.	Students identify main ideas, supporting details, or themes of fictional works on the following pages: Student Edition: 186-188 <i>Determining Theme</i> 187 <i>Journal Writing</i> 187 <i>Model</i> 188 <i>Talk About Reading</i> 164 #1 <i>Write a Paragraph Explaining Theme</i> 189 Teacher Wraparound Edition: DT 187; VT 188
R11.A.1.5 Summarize a fictional text as a whole.	
R11.A.1.5.1 Summarize the key details and events of a fictional text as a whole.	Students identify or discuss key details and events of fictional text on the following pages: Student Edition: <i>Learning to Learn</i> 164 <i>Literature Model</i> 144 <i>Write About Reading</i> 164 Teacher Wraparound Edition: ARS 158; CC 163; CT 159, 160; ELL 160; LE 157
R11.A.1.6 Identify, describe, and analyze genre of text.	
R11.A.1.6.1 Identify and/or analyze the author's intended purpose of text.	Student Edition: <i>Talk About Reading</i> 164 #1
R11.A.1.6.2 Explain, describe and/or analyze examples of text that support the author's intended purpose.	Student Edition: <i>Talk About Reading</i> 164 #3 Teacher Wraparound Edition: LE 162
ASSESSMENT ANCHORS	
R11.A.2 Understand nonfiction appropriate to grade level.	
R11.A.2.1 Identify and apply the meaning of vocabulary in nonfiction.	
R11.A.2.1.1 Identify and/or apply meaning of multiple-meaning words used in text.	Multiple-meaning words are addressed on the following pages: Student Edition: 784-785 <i>Activity</i> 767 <i>Wordworks</i> 767 Teacher Wraparound Edition: EE 790; ELL 785

STANDARDS	PAGE REFERENCES
R11.A.2.1.2 Identify and/or apply meaning of content-specific words used in text.	Teacher Wraparound Edition: 6+1TW 200; ARS 199, 257, 319; CT 201, 250, 791; ELL 230; LPR 238; RO 790
R11.A.2.2 Identify and apply word recognition skills.	
R11.A.2.2.1 Identify and apply how the meaning of a word is changed when an affix is added; identify the meaning of a word from the text with an affix.	Students analyze roots, prefixes, and suffixes on the following pages: Student Edition: 792-796 <i>Exercise 2</i> 796 <i>Exercise 3</i> 796 Teacher Wraparound Edition: B 792; CG 793; EE 793; RWC 796
R11.A.2.2.2 Define and/or apply how the meaning of words or phrases changes when using context clues given in explanatory sentences.	Students recognize and use context clues on the following pages: Student Edition: 789-791 <i>Exercise 1</i> 791 Teacher Wraparound Edition: B 789; C 791; CT 791; EE 790; RO 790; S 790
R11.A.2.3 Make inferences, draw conclusions, and make generalizations based on text.	
R11.A.2.3.1 Make inferences and/or draw conclusions based on information from text.	Student Edition: <i>Literature Model</i> 26, 244 <i>Talk About Reading</i> 44 #2, 109 #2, 206 #2 Teacher Wraparound Edition: ARS 42, 257, 317; ASD 245; CT 42, 43, 105, 106, 203, 315
R11.A.2.3.2 Cite evidence from text to support generalizations.	Citing evidence to support ideas about nonfiction text is addressed on the following pages: Student Edition: 188 <i>Journal Writing</i> 29 <i>Learning to Learn</i> 44, 109 <i>Talk About Reading</i> 109 #1, 320 #2-#3 <i>Write a Paragraph Explaining a Theme</i> 189 Teacher Wraparound Edition: C 189; MA 28; UM 22

STANDARDS	PAGE REFERENCES
R11.A.2.4 Identify and explain main ideas and relevant details.	
R11.A.2.4.1 Identify and/or explain stated or implied main ideas and relevant supporting details from text. <u>Note:</u> Items may target specific paragraphs.	Student Edition: <i>Analyzing the Media Connection</i> 51 #4, 127 #3, 369 #1 <i>Discussion</i> 117 #1 <i>Student Model</i> 72 Teacher Wraparound Edition: ARS 105, 312, 316, 318; CT 43, 259, 261; IKTI 806
R11.A.2.5 Summarize a nonfictional text as a whole.	
R11.A.2.5.1 Summarize the major points, processes, and/or events of a nonfictional text as a whole.	Summarizing nonfiction text is addressed on the following pages: Student Edition: 327-329 <i>Reflecting on the Unit</i> 45 #1-#8, 110 #1-#9, 165 #1-#4, 207 #1-#4, 263 #1-#5, 321 #1-#6 Teacher Wraparound Edition: 6+1TW 200; ARS 204, 312, 313, 315; CC 261; RU 45, 110, 165, 207, 263, 321; UM 280
R11.A.2.6 Identify, describe, and analyze genre of text.	
R11.A.2.6.1 Identify and/or describe the author's intended purpose of text.	Student Edition: 65 <i>Analyzing a Writer's Process</i> 7 #3 <i>Analyzing the Media Connection</i> 213 #1 <i>Literature Model</i> 66 Teacher Wraparound Edition: AM 65; CC 319; CSPP 66; PD 80; WRW 317, 410
R11.A.2.6.2 Explain, describe and/or analyze examples of text that support the author's intended purpose.	Student Edition: <i>Literature Model</i> 66 <i>Model</i> 65 Teacher Wraparound Edition: CT 261; LE 41; UM 65

STANDARDS	PAGE REFERENCES
ASSESSMENT ANCHORS	
R11.B.1 Understand components within and between texts.	
R11.B.1.1 Interpret, compare, describe, analyze, and evaluate components of fiction and literary nonfiction.	
<p>R11.B.1.1.1 Explain, interpret, compare, describe, analyze, and/or evaluate the relationships within fiction and literary nonfiction.</p> <p><u>Character</u> (may also be called narrator, speaker, subject of a biography):</p> <p>Explain, interpret, compare, describe, analyze, and/or evaluate character actions, motives, dialogue, emotions/feelings, traits, and relationships among characters within fictional or literary nonfictional text.</p> <p>Explain, interpret, compare, describe, analyze, and/or evaluate the relationship between characters and other components of text.</p> <p><u>Setting</u>:</p> <p>Explain, interpret, compare, describe, analyze, and/or evaluate the setting of fiction or literary nonfiction.</p> <p>Explain, interpret, compare, describe, analyze, and/or evaluate the relationship between setting and other components of the text.</p> <p><u>Plot</u> (May also be called action):</p> <p>Explain, interpret, compare, describe, analyze, and/or evaluate elements of the plot (conflict, rising action, climax and/or resolution).</p> <p>Explain, interpret, compare, describe, analyze, and/or evaluate the relationship between elements of the plot (conflict, rising action, climax, resolution) and other components of the text.</p>	<p>Student Edition: <i>Learning to Learn</i> 44, 109 <i>Literature Model</i> 172 <i>Model</i> 140, 176</p> <p>Teacher Wraparound Edition: 6+1TW 43; ARS 107; CC 44, 163, 205; CT 42, 106; LE 41, 107, 108, 203, 205; UM 141</p> <p>Student Edition: 187 <i>Learning to Learn</i> 164</p> <p>Teacher Wraparound Edition: C 164; CC 163; CT 159; UM 191</p> <p>Student Edition: 187 <i>Analyzing the Media Connection</i> 7 #4</p> <p>Teacher Wraparound Edition: JWT 187</p>

<p>Continued from cell above:</p> <p><u>Theme:</u> Explain, interpret, compare, describe, analyze, and/or evaluate the theme of fiction or literary nonfiction. Explain, interpret, compare, describe, analyze, and/or evaluate the relationship between the theme and other components of the text.</p> <p><u>Tone, Style, Mood:</u> Explain, interpret, compare, describe, analyze, and/or evaluate the tone, style, and/or mood of fiction or literary nonfiction. Explain, interpret, compare, describe, analyze, and/or evaluate the relationship between the tone, style, and/or mood and other components of the text.</p> <p><u>Symbolism:</u> Explain, interpret, compare, describe, analyze, and/or evaluate the use of symbolism in fiction or literary nonfiction. Explain, interpret, compare, describe, analyze, and/or evaluate the relationship between symbolism and other components of the text.</p>	<p>Student Edition: 186-188 <i>Determining Theme</i> 187 <i>Journal Writing</i> 187 <i>Model</i> 188 <i>Talk About Reading</i> 164 #1, 206 #1 <i>Write a Paragraph Explaining Theme</i> 189</p> <p>Teacher Wraparound Edition: 6+1TW 107; DT 187; MA 32</p> <p>Student Edition: <i>Analyzing the Media Connection</i> 7 #1, 51 #2, 127 #1, 213 #5, 269#2 <i>Literature Model</i> 138 <i>Talk About Reading</i> 262 #3-#4 <i>Try It Out</i> 119 #2</p> <p>Teacher Wraparound Edition: 6+1TW 258, 259, 318; CC 319; CT 159, 160; IT 118; LE 157; RWV 118; UM 66, 137, 138</p> <p>Teacher Wraparound Edition: CT 159</p>
<p>R11.B.1.2 Make connections between texts.</p>	
<p>R11.B.1.2.1 Explain, interpret, compare, describe, analyze, and/or evaluate connections between texts.</p>	<p>Student Edition: 244-246, 248-250 <i>Compare and Contrast Two Poems</i> 251 <i>Journal Writing</i> 245, 249 <i>Write a Compare-and-Contrast Article</i> 247</p> <p>Teacher Wraparound Edition: ASD 245; CC 108, 205, 319; CCOA 246; MA 248; RWV 118; UM 249; VT 250</p>

STANDARDS	PAGE REFERENCES
ASSESSMENT ANCHORS	
R11.B.2 Understand literary devices in fictional and nonfictional text.	
R11.B.2.1 Identify, interpret, describe, and analyze figurative language and literary structures in fiction and nonfiction.	
R11.B.2.1.1 Identify, explain, interpret, describe, and/or analyze examples of personification, simile, metaphor, hyperbole, satire, imagery, foreshadowing, flashbacks and irony in text.	Student Edition: <i>Analyze the Media Connection 7 #2</i> <i>Literature Model 128, 132, 174</i> <i>Talk About Reading 320 #3</i> Teacher Wraparound Edition: 6+1TW 311; CC 108; LE 42, 107; UM 129, 133, 173; WD 70
R11.B.2.1.2 Identify, explain, interpret, describe, and/or analyze the author's purpose for and effectiveness at using figurative language in text.	Teacher Wraparound Edition: CC 108; LE 42, 107; UM 83, 173
R11.B.2.2 Identify, interpret, describe, and analyze the point of view of the narrator in fictional and nonfictional text.	
R11.B.2.2.1 Identify, explain, interpret, describe, and/or analyze the point of view of the narrator as first person or third person point of view.	Students examine point of view or narrator on the following pages: Student Edition: <i>Model 130, 176</i> <i>Reflecting on the Unit 45 #8</i> <i>Revising Tip 283</i> <i>Talk About Reading 44 #3</i> Teacher Wraparound Edition: 6+1TW 42; UM 191
R11.B.2.2.2 Explain, interpret, describe, and/or analyze the effectiveness of the point of view used by the author.	Student Edition: 130 <i>Reflecting on the Unit 45 #8</i> <i>Revising Tip 283</i> Teacher Wraparound Edition: UM 145

STANDARDS	PAGE REFERENCES
ASSESSMENT ANCHORS	
R11.B.3 Understand concepts and organization of nonfictional text.	
R11.B.3.1 Interpret, describe, and analyze the characteristics and uses of facts and opinions in nonfictional text.	
R11.B.3.1.1 Explain, interpret, describe, and/or analyze the use of facts and opinions to make a point or construct an argument in nonfictional text.	Student Edition: 274-276 <i>Analyzing the Media Connection</i> 213 #3, 269 #3 <i>Exercise 1</i> 807 <i>Journal Writing</i> 275, 279 <i>Literature Model</i> 274, 280 <i>Talk About Reading</i> 320 #2 Teacher Wraparound Edition: AO 276; C 807; CC 319; CT 315, 316; ELL 276; MA 274; UM 275, 280; VCC 275
R11.B.3.2 Distinguish between essential and nonessential information within or between texts.	
R11.B.3.2.1 Identify, explain, and/or interpret bias and propaganda techniques in nonfictional text.	Students examine persuasive writing on the following pages: Student Edition: 272, 274-275, 278-280, 807 <i>Exercise 1</i> 807 <i>Literature Model</i> 270, 272, 274, 278, 279, 280 Teacher Wraparound Edition: AO 276; APW 271; C 273; CEC 279; ELL 292, 807; UM 275; VCC 275
R11.B.3.2.2 Explain, describe and/or analyze the effectiveness of bias and propaganda techniques in nonfictional text.	Student Edition: 276, 278-280 <i>Journal Writing</i> 279, 299 <i>Literature Model</i> 279, 280, 291 <i>Model</i> 289, 298, 300 <i>Student Model</i> 292 <i>Write an Evaluation</i> 305 Teacher Wraparound Edition: AO 276; EPS 295; UM 280, 289, 291, 295, 299, 300

STANDARDS	PAGE REFERENCES
<p>R11.B.3.3 Identify, compare, explain, interpret, describe, and analyze how text organization clarifies meaning of nonfictional text.</p>	
<p>R11.B.3.3.1 Explain, interpret, and/or analyze the effect of text organization, including the use of headers.</p>	<p>Student Edition: 129-130 <i>Discussion</i> 117 #2 <i>Journal Writing</i> 129 <i>Literature Model</i> 224, 230 <i>Student Model</i> 79, 226 <i>Talk About Reading</i> 206 #3</p> <p>Teacher Wraparound Edition: 6+1TW 199, 200, 202; LE 313; PD 80; UM 79, 83, 130, 227, 353; UOT 78</p>
<p>R11.B.3.3.2 Explain, interpret, and/or analyze the author’s purpose for decisions about text organization and content.</p>	<p>Student Edition: 330-331 <i>Discussion</i> 117 #2 <i>Literature Model</i> 222, 303 <i>Model</i> 130 <i>Talk About Reading</i> 206 #3</p> <p>Teacher Wraparound Edition: 6+1TW 202; UM 79, 80, 130, 223</p>
<p>R11.B.3.3.3 Explain, interpret, and/or analyze graphics and charts, and/or make connections between text and the content of graphics and charts.</p>	<p>Student Edition: 808-810 <i>Exercise 2</i> 810</p> <p>Teacher Wraparound Edition: EDE 883; EE 810; MA 808; RG 809; SS 113; UM 233; VC 112; VR 112, 424</p>
<p>R11.B.3.3.4 Identify, compare, explain, interpret, describe, and/or analyze the sequence of steps in a list of directions.</p>	<p>Students identify or create a sequence of steps on the following pages:</p> <p>Student Edition: <i>Literature Model</i> 219, 220 <i>Student Model</i> 218</p> <p>Teacher Wraparound Edition: LPR 238; MA 111; SS 113; UD 238; UM 219, 220</p>