



Glencoe

# Literature

**COURSE 1**  
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| STANDARDS   | PAGE REFERENCES  |
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| <p><b>Phonemic Awareness, Word Recognition and Fluency</b></p>  |  |
| <p><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></p> |  |
| <p><b>Acquisition of Vocabulary</b></p>   |  |
| <p><b>Contextual Understanding</b></p>  |  |
| <p>1. Define the meaning of unknown words by using context clues and the author's use of definition, restatement and example.</p>   | <p><b>Student Edition:</b><br/> <i>Academic Vocabulary</i> 169, 216, 413, 483, 519, 547, 800<br/> <i>Assessment</i> 152 #4, 437 #3<br/> <i>Literature Online</i> 220<br/> <i>Tip</i> 220, 485<br/> <i>Vocabulary Workshop</i> 220, 485</p> |

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| <b>Conceptual Understanding</b>  |   |
| <p>2. Apply knowledge of connotation and denotation to determine the meaning of words.</p>                                     | <p><b>Student Edition:</b><br/> <i>Academic Vocabulary</i> 133, 169<br/> <i>Literature Online</i> 382<br/> <i>Revising Tip</i> 570<br/> <i>Tip</i> 382<br/> <i>Vocabulary Skills</i> 153, 293, 439, 579, 719, 845<br/> <i>Vocabulary Workshop</i> 382, 625</p>  |
| <p>3. Identify analogies and other word relationships, including synonyms and antonyms, to determine the meaning of words.</p> | <p><b>Student Edition:</b><br/> R1<br/> <i>Academic Vocabulary</i> 225, 230, 313, 342, 380, 392<br/> <i>Vocabulary Practice</i> 133, 413, 499, 619, 637, 656, 769, 800<br/> <i>Vocabulary Skills</i> 153, 293, 439, 579, 625, 719, 845</p>  |
| <p>4. Interpret metaphors and similes to understand new uses of words and phrases in text.</p>                                 | <p><b>Student Edition:</b><br/> R3-R4, R7, 661, 662<br/> <i>Elements of Poetry</i> 344<br/> <i>Literary Element</i> 357, 359, 660, 663<br/> <i>Reading Skill</i> 479<br/> <i>Reading Strategy</i> 665<br/> <i>Respond and Think Critically</i> 359 #5, 663 #6</p>   |
| <p>5. Recognize and use words from other languages that have been adopted into the English language.</p>                       | <p><b>Student Edition:</b><br/> <i>Build Background</i> 95, 194, 248, 405<br/> <i>Literature Online</i> 23<br/> <i>Tip</i> 23, 123, 761<br/> <i>Visual Vocabulary</i> 35, 40, 90, 99, 131<br/> <i>Vocabulary Workshop</i> 23, 761</p>   |
| <b>Structural Understanding</b>  |   |
| <p>6. Apply the knowledge of prefixes, suffixes and roots and their various inflections to analyze the meanings of words.</p>  | <p><b>Student Edition:</b><br/> R43-R44<br/> <i>Academic Vocabulary</i> 67, 119, 225<br/> <i>Literature Online</i> 23<br/> <i>Tip</i> 23<br/> <i>Vocabulary</i> 28, 46, 74, 81, 95, 122<br/> <i>Vocabulary Practice</i> 51, 209, 260<br/> <i>Vocabulary Skills</i> 153, 293, 579, 719, 845<br/> <i>Vocabulary Workshop</i> 23<br/> <i>Word Parts</i> 23</p> |

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| 7. Identify symbols and acronyms and connect them to whole words.  | <b>Student Edition:</b><br>R7, R41, 332<br><i>Literary Element</i> 331, 333   |
| <b>Tools and Resources</b>   |   |
| 8. Determine the meanings and pronunciations of unknown words by using dictionaries, thesauruses, glossaries, technology and textual features, such as definitional footnotes or sidebars. | <b>Student Edition:</b><br>R20, R50-R58<br><i>Academic Vocabulary</i> 483, 519<br>Footnote 207 #12-#14<br><i>Literature Online</i> 23<br><i>Visual Vocabulary</i> 99, 362, 750, 779<br><i>Vocabulary</i> 10, 28, 33, 502, 518<br><i>Vocabulary Workshop</i> 23, 220, 382, 625, 761<br><i>Write with Style</i> 381 |
| <b>Reading Process: Concept of Print, Comprehension Strategies and Self-Monitoring Strategies</b>  |   |
| <b>Comprehension Strategies</b>  |   |
| 1. Establish and adjust purposes for reading, including to find out, to understand, to interpret, to enjoy and to solve problems.  | <b>Student Edition:</b><br><i>Big Question</i> 179, 263, 395, 470, 487, 494, 503, 512, 525, 643<br><i>Literary Element</i> 163<br><i>Reading Handbook</i> xxxvii-xxxix<br><i>Set a Purpose for Reading</i> 24, 69, 159, 171, 190, 536, 585, 604, 640, 772, 757<br><i>Tip</i> 22                                   |
| 2. Predict or hypothesize as appropriate from information in the text, substantiating with specific references to textual examples that may be in widely separated sections of text.       | <b>Student Edition:</b><br>76-78, 364-371, 526-531, R5<br><i>Reading Handbook</i> xxxvi<br><i>Reading Strategy</i> 75, 80, 361, 373, 525, 535<br><i>Try It</i> 75   |
| 3. Make critical comparisons across texts, noting author's style as well as literal and implied content of text.   | <b>Student Edition:</b><br><i>Comparing Literature</i> 271-279, 415-425, 549-565, 815-831<br><i>Respond and Think Critically</i> 508 #4<br><i>Respond Through Writing</i> 510<br><i>Write To Compare</i> 279, 425, 565, 831   |

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| 4. Summarize the information in texts, recognizing important ideas and supporting details, and noting gaps or contradictions.   | <b>Student Edition:</b><br><i>Literary Element</i> 270<br><i>Reading Handbook</i> xxxviii<br><i>Reading Strategy</i> 643, 657<br><i>Respond and Think Critically</i> 41 #2, 51 #1, 80 #2, 196 #2, 354 #2, 519 #2, 547 #2, 641 #1, 732 #1, 760 #1<br><i>Tip</i> 93, 186, 354, 519, 636<br><i>Respond Through Writing</i> 68, 170  |
| 5. Select, create and use graphic organizers to interpret textual information.  | <b>Student Edition:</b><br>45, R8<br><i>Characteristic of the Genre</i> 219, 523, 659<br><i>Reading Skill</i> 29, 47, 82, 114, 271, 415, 487, 627<br><i>Reading Strategy</i> 11<br><i>Respond Through Writing</i> 68, 188, 414   |
| 6. Answer literal, inferential, evaluative and synthesizing questions to demonstrate comprehension of grade-appropriate print texts and electronic and visual media.                  | <b>Student Edition:</b><br><i>Assessment</i> 151-152, 291-292, 437-438, 576-578, 716-718, 842-844<br><i>Reading Skill</i> 376<br><i>Respond and Think Critically</i> 8, 22, 41, 66, 80, 93, 112, 168, 246, 448, 594, 732   |
| <b>Self-Monitoring Strategies</b>   |  |
| 7. 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. | <b>Student Edition:</b><br>97-99, 172-176, 515-518<br><i>Reading and Thinking with Foldables</i> xxxiv<br><i>Reading Handbook</i> xxxvi-xxxix<br><i>Reading Skill</i> 47, 51, 82, 241, 627<br><i>Reading Strategy</i> 96, 101, 163, 171, 512, 520, 643<br><i>Respond and Think Critically</i> 93 #2, 186 #2, 216 #4, 354 #2,<br><i>Set a Purpose for Reading</i> 190<br><i>Tip</i> 93, 101, 119, 186, 216, 354<br><i>Try It</i> 96, 241, 512, 627, 643 |
| 8. List questions and search for answers within the text to construct meaning.  | <b>Student Edition:</b><br><i>Assessment</i> 151-152, 437, 577, 717-718, 844<br><i>Big Question</i> 21, 31, 265, 312, 565<br><i>Reading Handbook</i> xxxvi-xxxix<br><i>Reading Strategy</i> 163<br><i>Respond and Think Critically</i> 8 #2, 22 #1, 41 #4, 93 #2, 216 #4, 400 #3<br><i>Tip</i> 216, 313, 400   |

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| <b>Independent Reading</b>  |   |
| <p>9. Use criteria to choose independent reading materials (e.g., personal interest, knowledge of authors and genres, or recommendations from others).</p>  | <p><b>Student Edition:</b><br/> R69<br/> <i>Genre Focus</i> 44, 218, 344, 522, 658, 802<br/> <i>Conduct Research</i> 575<br/> <i>Independent Reading</i> 148-149, 288-289, 434-435, 574-575, 714-715, 840-841<br/> <i>Literature Online</i> 10<br/> <i>Write a Review</i> 149</p>   |
| <p>10. Independently read books for various purposes (e.g., for enjoyment, for literary experience, to gain information or to perform a task).</p>  | <p><b>Student Edition:</b><br/> R3<br/> <i>Genre Focus</i> 44, 218, 344, 522, 658, 802<br/> <i>Independent Reading</i> 148-149, 288-289, 434-435, 574-575, 714-715, 840-841</p>   |
| <b>Reading Applications: Informational, Technical and Persuasive Text</b>   |   |
| <p>1. Use text features, such as chapter titles, headings and subheading; parts of books, including index, appendix, table of contents and online tools (search engines) to locate information.</p> | <p><b>Student Edition:</b><br/> R14-R17, 212-214<br/> <i>Book Overview</i> vi-vii<br/> <i>Genre Focus</i> 218-219<br/> <i>Literary Element</i> 211, 217, 241<br/> <i>Reading Handbook</i> xxxvi-xxxvii<br/> <i>Reading Skill</i> 211, 217<br/> <i>Reading Strategy</i> 171<br/> <i>Research and Report</i> 217, 520, 603<br/> <i>Try It</i> 211</p> |
| <p>2. Analyze examples of cause and effect and fact and opinion.</p>  | <p><b>Student Edition:</b><br/> R48, 264-267, 453-458, 522-523, 658<br/> <i>Evaluate Your Information</i> 705<br/> <i>Genre Focus</i> 218-219<br/> <i>Reading Skill</i> 29, 42, 263, 270, 451, 763, 772, 774<br/> <i>Try It</i> 29, 263, 451, 763</p>   |

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| <p>3. Compare and contrast important details about a topic, using different sources of information, including books, magazines, newspapers and online resources</p>     | <p><b>Student Edition:</b><br/> R14, 704-711<br/> <i>Comparing Literature</i> 549-565, 815-831<br/> <i>Literary Element</i> 47, 51<br/> <i>Reading Skill</i> 549, 815<br/> <i>Research and Report</i> 217<br/> <i>Respond and Think Critically</i> 270 #3, 519 #5, 774 #5<br/> <i>Tip</i> 271<br/> <i>Write to Compare</i> 139, 279, 425, 565, 703, 831</p>  |
| <p>4. Compare original text to a summary to determine the extent to which the summary adequately reflects the main ideas and critical details of the original text.</p> | <p><b>Student Edition:</b><br/> 644-653<br/> <i>Reading Strategy</i> 643<br/> <i>Respond Through Writing</i> 68, 170<br/> <i>Try It</i> 643</p>  |
| <p>5. Analyze information found in maps, charts, tables, graphs, diagrams and cutaways.</p>   | <p><b>Student Edition:</b><br/> <i>Big Question</i> 212<br/> <i>Build Background</i> 198<br/> <i>Earth's Oceans</i> 162<br/> <i>Literary Elements</i> 211, 241<br/> <i>Media Workshop</i> 247<br/> <i>Sidebar</i> 463<br/> <i>Text Features</i> 213<br/> <i>Try It</i> 247<br/> <i>View the Art</i> 206, 245<br/> <i>View the Photograph</i> 202<br/> <i>Visual Vocabulary</i> 99, 164, 208, 245</p> |
| <p>6. Identify an author's argument or viewpoint and assess the adequacy and accuracy of details used.</p>  | <p><b>Student Edition:</b><br/> 481, 610-618, 686-688<br/> <i>Genre Focus</i> 522-523<br/> <i>Literary Element</i> 494, 479, 500, 608, 619<br/> <i>Reading Strategy</i> 685<br/> <i>Try It</i> 685</p>   |
| <p>7. Identify and understand an author's purpose for writing, including to explain, entertain, persuade or inform.</p>   | <p><b>Student Edition:</b><br/> 165-166, 201-208, 598-600<br/> <i>Literary Element</i> 163, 169, 425, 597, 603<br/> <i>Reading Strategy</i> 464, 691<br/> <i>Reading Skill</i> 199, 209, 470, 477<br/> <i>Try It</i> 199<br/> <i>Write to Compare</i> 425</p>  |

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| <p>8. Summarize information from informational text, identifying the treatment, scope and organization of ideas.</p>  | <p><b>Student Edition:</b><br/> 68, R4, R16<br/> <i>Genre Focus</i> 218-219<br/> <i>Reading Strategy</i> 643<br/> <i>Respond and Think Critically</i> 27 #1, 193 #1, 387 #1, 463 #1<br/> <i>Respond Through Writing</i> 170<br/> <i>Writing</i> 246, 448</p>                     |
| <p><b>Reading Applications: Literary Text</b></p>   |  |
| <p>1. Analyze the techniques authors use to describe characters, including narrator or other characters' point of view; character's own thoughts, words or actions.</p> | <p><b>Student Edition:</b><br/> 116-117, 250-257, 348-353, 396-397, 750-754<br/> <i>Genre Focus</i> 44-45, 802-803<br/> <i>Literary Element</i> 82, 94, 114, 119, 249, 271, 279, 347, 470, 692<br/> <i>Reading Skill</i> 747, 756<br/> <i>Reading Strategy</i> 347, 395, 400</p> |
| <p>2. Identify the features of setting and explain their importance in literary text.</p>   | <p><b>Student Edition:</b><br/> 30-39, 550-556, 558-564, R7<br/> <i>Genre Focus</i> 44-45<br/> <i>Literary Element</i> 29, 549, 565, 658<br/> <i>Review</i> 67<br/> <i>Setting</i> 35<br/> <i>Write to Compare</i> 565</p>   |
| <p>3. Identify the main and minor events of the plot, and explain how each incident gives rise to the next.</p>   | <p><b>Student Edition:</b><br/> 55-63, 115-118, 526-532 R2-R3, R5<br/> <i>Genre Focus</i> 44-45, 802-803<br/> <i>Literary Element</i> 53, 67, 261<br/> <i>Reading Skill</i> 114, 119<br/> <i>Reading Strategy</i> 525<br/> <i>Review</i> 745</p>                                 |
| <p>4. Explain first, third and omniscient points of view, and explain how voice affects the text.</p>   | <p><b>Student Edition:</b><br/> 13-20, 488-490, 629-634, R5<br/> <i>Genre Focus</i> 44-45, 658-659<br/> <i>Literary Elements</i> 11, 22, 627, 637, 692, 703<br/> <i>Reading Skill</i> 487, 492<br/> <i>Review</i> 42<br/> <i>Writing Workshop</i> 140-143</p>                    |

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| 5. Identify recurring themes, patterns and symbols found in literature from different eras and cultures.   | <b>Student Edition:</b><br>77-79, 124-132, 332, R7<br><i>Genre Focus</i> 44, 658<br><i>Literary Element</i> 75, 80, 135, 139, 222, 331, 333<br><i>Reading Skill</i> 123<br><i>Respond Through Writing</i> 188<br><i>Review</i> 226, 509, 637   |
| 6. Explain the defining characteristics of literary forms and genres, including poetry, drama, myths, biographies, autobiographies, fiction and non-fiction. | <b>Student Edition:</b><br>R1-R5<br><i>Before You Read</i> 28, 222, 236, 464, 469, 486, 607, 626, 642<br><i>Genre Focus</i> 44-45, 218-219, 344-345, 522-523, 685-659, 802-803<br><i>Literary Element</i> 227, 406, 413<br><i>Review</i> 477, 548<br><i>What You'll Read</i> 584, 724                                |
| 7. Distinguish how an author establishes mood and meaning through word choice, figurative language and syntax.   | <b>Student Edition:</b><br>452-457, 481, 526-533, 661-662, R3-R4<br><i>Genre Focus</i> 344-345<br><i>Literary Element</i> 357, 451, 460, 525, 535, 660, 665<br><i>Reading Skill</i> 479, 483, 494<br><i>Respond and Think Critically</i> 482 #4  |
| <b>Writing Processes</b>   |  |
| <b>Prewriting</b>  |  |
| 1. Generate writing ideas through discussions with others and from printed material, and keep a list of writing ideas.                                       | <b>Student Edition:</b><br>R14<br><i>Keep a Reader Response Journal</i> 715<br><i>Prewriting Tip</i> 140<br><i>Respond Through Writing</i> 43, 68, 170, 188, 356, 638, 682, 770<br><i>Writing</i> 22, 160, 239, 594, 732<br><i>Write with Style</i> 381, 565<br><i>Writing Workshop</i> 140, 280, 426, 566, 704, 832 |
| 2. Conduct background reading, interviews or surveys when appropriate.   | <b>Student Edition:</b><br>R14<br><i>Build Background</i> 464<br><i>On Your Own Activity</i> 287, 713<br><i>Prewrite</i> 43, 280, 426, 682, 638, 484, 682, 704<br><i>Writing</i> 468   |

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| 3. Establish a thesis statement for informational writing or a plan for narrative writing.   | <b>Student Edition:</b><br><i>Develop Your Thesis</i> R15<br><i>Genre Focus</i> 522-523<br><i>Prewrite</i> 140, 426, 566, 704-705, 832<br><i>Prewriting Tip</i> 426, 832<br><i>Respond Through Writing</i> 188, 638, 682, 801<br><i>Writing Plan</i> 140, 280, 426, 704, 832 |
| 4. Determine a purpose and audience.   | <b>Student Edition:</b><br><i>Prewrite</i> 510, 801<br><i>Respond Through Writing</i> 43, 68, 170, 188, 356, 638, 682, 770<br><i>Writing Assignment</i> 140, 280, 426, 566, 704, 832<br><i>Writing Workshop</i> 280-283  |
| 5. Use organizational strategies (e.g., rough outlines, diagrams, maps, webs and Venn diagrams) to plan writing.   | <b>Student Edition:</b><br><i>Get Organized</i> 141, 281, 427, 833<br><i>Prewrite</i> 43, 68, 170, 356, 414, 510, 566, 638, 682, 704, 801<br><i>Write an Outline</i> R16   |
| <b>Drafting, Revising and Editing</b>  |  |
| 6. Organize writing, beginning with an introduction, body and a resolution of plot, followed by closing statement or a summary of important ideas and details. | <b>Student Edition:</b><br>R15-R16<br><i>Apply Good Writing Traits</i> 708<br><i>Draft</i> 43, 141-142, 281-282, 356, 427-428, 510, 567-568, 706-707, 833-834<br><i>Drafting Tip</i> 142<br><i>Writing Tip</i> 565<br><i>Writing Plan</i> 140, 280, 704, 832                 |
| 7. Vary simple, compound and complex sentence structures.  | <b>Student Edition:</b><br>120-121, 708<br><i>Apply Good Writing Traits</i> 708<br><i>Drafting Tip</i> 282<br><i>Grammar Link</i> 373, 657<br><i>Helpful Hint</i> 121<br><i>Literature Online</i> 121<br><i>Try It</i> 121<br><i>Writing Product</i> 721, 847                |

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| 8. Group related ideas into paragraphs, including topic sentences following paragraph form, and maintain a consistent focus across paragraphs. | <b>Student Edition:</b><br><i>Draft</i> 43, 68, 141-142, 170, 188, 281-282, 356, 427-428, 567-568, 706-707, 801<br><i>Drafting Tip</i> 567, 707, 834<br><i>Writing Tip</i> 831   |
| 9. Vary language and style as appropriate to audience and purpose.   | <b>Student Edition:</b><br><i>Apply Good Writing Traits</i> 428, 568, 708<br><i>Develop Your Draft</i> 142, 429, 568, 834<br><i>Drafting Tip</i> 142, 428<br><i>Revising Tip</i> 145<br><i>Write with Style</i> 197, 381, 393, 500   |
| 10. Use available technology to compose text.  | <b>Student Edition:</b><br>R18-R19, 175-176<br><i>Literature Online</i> 281, 285, 286<br><i>Prewrite</i> 280<br><i>Present</i> 431<br><i>Presenting Tip</i> 145<br><i>Research and Report</i> 217, 343, 520, 691<br><i>Revising Tip</i> 284<br><i>Using Electronic Business Correspondence</i> R12 |
| 11. Reread and analyze clarity of writing.   | <b>Student Edition:</b><br><i>Revise</i> 43, 68, 144, 170, 188, 284, 356, 414, 430, 510, 570, 638, 682, 710, 770, 801, 836   |
| 12. Add and delete information and details to better elaborate on a stated central idea and to more effectively accomplish purpose.            | <b>Student Edition:</b><br><i>Revise</i> 68, 356, 414, 430, 638, 682, 710, 770<br><i>Revising Tip</i> 145, 430   |
| 13. Rearrange words, sentences and paragraphs, and add transitional words and phrases to clarify meaning.                                      | <b>Student Edition:</b><br><i>Drafting Tip</i> 142, 282, 836<br><i>Revise</i> 144, 170, 188, 430, 510, 638, 770, 801<br><i>Revising Tip</i> 570, 836   |

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| 14. Use resources and reference materials (e.g., dictionaries and thesauruses) to select more effective vocabulary.  | <b>Student Edition:</b><br><i>Apply Good Writing Traits</i> 428<br><i>Dictionary Skills</i> 625<br><i>Tip</i> 625   |
| 15. Proofread writing, edit to improve conventions (e.g., grammar, spelling, punctuation and capitalization) and identify and correct fragments and run-ons.   | <b>Student Edition:</b><br><i>Apply Good Writing Traits</i> 282<br><i>Edit and Proofread</i> 43, 68, 145, 188, 285, 431, 510, 571, 711, 837<br><i>Grammar Tip</i> 170, 285, 356, 484, 510, 682, 711, 770, 801<br><i>Literature Online</i> 571<br><i>Mechanics</i> R36-R42<br><i>Proofreading Checklist</i> inside back cover<br><i>Troubleshooter</i> R27-R32<br><i>Troublesome Words</i> R32-R35 |
| 16. Apply tools (e.g., rubric, checklist and feedback) to judge the quality of writing.  | <b>Student Edition:</b><br><i>Analyze a Student Model</i> 145, 283, 429, 569, 709, 835<br><i>Peer Review</i> 144, 284, 430, 570, 710<br><i>Writing Product</i> 155  |
| <b>Publishing</b>  |   |
| 17. Prepare for publication (e.g., for display or for sharing with others) writing that follows a format appropriate to the purpose, using 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. | <b>Student Edition:</b><br>R12-R13<br><i>Formatting Your Text</i> R17<br><i>Group Activity</i> 713<br><i>Literature Online</i> 837<br><i>Present</i> 145, 285, 431, 571, 711, 837<br><i>Presenting Tip</i> 285, 431, 571, 711<br><i>Research and Report</i> 343, 691<br><i>Using a Computer for Writing</i> R18-R19<br><i>Writing</i> 177   |
| <b>Writing Applications</b>  |   |
| 1. Write narratives that maintain a clear focus and point of view and use sensory details and dialogue to develop plot, characters, and a specific setting.  | <b>Student Edition:</b><br>R5<br><i>Respond Through Writing</i> 356, 638, 682<br><i>Speaking and Listening</i> 94<br><i>Writing</i> 80, 101, 112<br><i>Writing Plan</i> 140<br><i>Writing Workshop</i> 140-145  |

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| <p>2. Write responses to novels, stories, poems and plays that provide an interpretation, critique or reflection and that support judgments with specific references to the text.</p>   | <p><b>Student Edition:</b><br/> <i>Respond Through Writing</i> 170, 770<br/> <i>Write to Compare</i> 279, 425, 565, 703, 831<br/> <i>Writing</i> 160, 246, 304, 594, 732<br/> <i>Writing Product</i> 155<br/> <i>Writing Workshop</i> 426-431</p>               |
| <p>3. Write letters that state the purpose, make requests or give compliments and use business letter format.</p>   | <p><b>Student Edition:</b><br/> R10<br/> <i>Writing</i> 51, 119, 209, 270, 460</p>  |
| <p>4. Write informational essays or reports, including research, that present a literal understanding of the topic, include specific facts, details and examples from multiple sources and create an organizing structure appropriate to the purpose, audience and context.</p> | <p><b>Student Edition:</b><br/> R2, R4<br/> <i>Prewriting Tip</i> 280<br/> <i>Research and Report</i> 343<br/> <i>Respond Through Writing</i> 43, 414, 510, 801<br/> <i>Writing Product</i> 155, 441<br/> <i>Writing Workshop</i> 280-285, 704-711, 832-837</p> |
| <p>5. Write persuasive essays that establish a clear position and include organized and relevant information to support ideas.</p>  | <p><b>Student Edition:</b><br/> R2<br/> <i>Drafting Tip</i> 567<br/> <i>Prewriting Tip</i> 566, 571<br/> <i>Respond Through Writing</i> 484<br/> <i>Writing Plan</i> 566<br/> <i>Writing Product</i> 581, 721<br/> <i>Writing Workshop</i> 566-571</p>          |
| <p>6. Produce informal writings (e.g., journals, notes and poems) for various purposes.</p>   | <p><b>Student Edition:</b><br/> <i>On Your Own Activity</i> 573<br/> <i>Write a Poem or Story</i> 435<br/> <i>Write a Review</i> 149<br/> <i>Writing</i> 22, 239, 246, 308, 400, 448, 619, 304, 359, 663, 814</p>   |

| STANDARDS  | PAGE REFERENCES  |
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| <b>Writing Conventions</b>   |  |
| <b>Spelling</b>  |  |
| 1. Spell frequently misspelled and high-frequency words correctly.   | <b>Student Edition:</b><br><i>Edit and Proofread</i> 43, 68, 188, 356, 638<br><i>Spelling</i> R43-R45<br><i>Spelling Link</i> 239, 308, 333, 359, 404, 624, 663, 807, 814<br><i>Tip</i> 761<br><i>Troublesome Words</i> R32-R35<br><i>Writing Strategies</i> 720#3, 846 #4<br><i>Writing Tip</i> 279, 703                        |
| <b>Punctuation and Capitalization</b>                                |  |
| 2. Use commas, end marks, apostrophes and quotation marks correctly. | <b>Student Edition:</b><br>431, R10 #7, R31, R37-R41<br><i>Grammar Focus</i> 145, 431, 571, 711<br><i>Grammar Link</i> 373<br><i>Grammar Tip</i> 145, 170, 356, 431, 682, 770, 801<br><i>Grammar Workshop</i> 120-121<br><i>Run on Sentence</i> R28<br><i>Watch Out!</i> 120, 121<br><i>Writing Strategies</i> 154 #1, 846 #1-#3 |
| 3. Use semicolons, colons, hyphens, dashes and brackets.             | <b>Student Edition:</b><br>R10 #3, R26, R39-R42<br><i>Grammar Tip</i> 510, 837   |
| 4. Use correct capitalization.                                       | <b>Student Edition:</b><br>R32, R36-R37, R41<br><i>Grammar Focus</i> 285<br><i>Grammar Link</i> 231, 548, 691<br><i>Proofreading Checklist</i> inside back cover<br><i>Writing Strategies</i> 294 #5, 720 #4   |

| STANDARDS   | PAGE REFERENCES  |
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| <b>Grammar and Usage</b>  |  |
| <p>5. Use all eight parts of speech (e.g., noun, pronoun, verb, adverb, adjective, conjunction, preposition, interjection).</p> | <p><b>Student Edition:</b><br/> R20-R27, R28-R30<br/> <i>Grammar Link</i> 94, 217, 226, 231, 261, 330, 343, 477, 657<br/> <i>Grammar Tip</i> 484<br/> <i>Helpful Hint</i> 120<br/> <i>Sentence Combing</i> 120-121<br/> <i>Writing Strategies</i> 440 #4, 580 #4-#5, 720 #1-#2<br/> <i>Writing Tip</i> 425<br/> <i>Word Bank</i> 638</p> |
| <p>6. Use verbs, including perfect tenses, transitive and intransitive verbs and linking verbs.</p>                             | <p><b>Student Edition:</b><br/> R26-R27<br/> <i>Grammar Link</i> 94,134, 197, 217, 226<br/> <i>Grammar Tip</i> 68<br/> <i>Writing Strategies</i> 294 #2-#3</p>   |
| <p>7. Use nominative, objective, possessive, indefinite and relative pronouns.</p>  | <p><b>Student Edition:</b><br/> R24-R25, R30<br/> <i>Grammar Link</i> 261, 314, 477</p>  |
| <p>8. Use subject-verb agreement with collective nouns, indefinite pronouns, compound subjects and prepositional phrases.</p>   | <p><b>Student Edition:</b><br/> R23-R30<br/> <i>Grammar Link</i> 94, 134, 197, 217, 226, 314, 381, 393, 745<br/> <i>Writing Strategies</i> 154 #2, 294 #3, 440 #2-#3</p>   |

| STANDARDS   | PAGE REFERENCES   |
|---|---|
| <b>Research</b>   |   |
| <p>1. Generate a topic, assigned or personal interest, and open-ended questions for research and develop a plan for gathering information.</p>  | <p><b>Student Edition:</b><br/> <i>Plan and Conduct Your Research</i> 704<br/> <i>Research and Report</i> 520<br/> <i>Respond Through Writing</i> 43<br/> <i>Select a Topic</i> R14<br/> <i>Writing Plan</i> 704<br/> <i>Writing Workshop</i> 704-711</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><b>Student Edition:</b><br/> R14-R15<br/> <i>Conduct Research</i> 575<br/> <i>Plan and Conduct Your Research</i> 704-705<br/> <i>Prewrite</i> 43<br/> <i>Prewriting Tip</i> 705<br/> <i>Research and Report</i> 520</p>  |
| <p>3. Identify elements of validity in sources, including publication date, coverage, language, points of view, and discuss primary and secondary sources.</p>                                      | <p><b>Student Edition:</b><br/> <i>Evaluate Your Information</i> 705<br/> <i>Plan and Conduct Your Research</i> 704-705<br/> <i>Prewrite</i> 43<br/> <i>Take Notes</i> R15</p>  |
| <p>4. Identify important information found in sources and paraphrase the findings in a systematic way (e.g., notes, outlines, charts, tables, graphic organizers).</p>                              | <p><b>Student Edition:</b><br/> <i>Draft</i> 43<br/> <i>Get Organized</i> 706<br/> <i>Make Source Cards</i> R15<br/> <i>Plan and Conduct Your Research</i> 704<br/> <i>Prewrite</i> 43<br/> <i>Research and Report</i> 520<br/> <i>Take Notes</i> R15<br/> <i>Write and Outline</i> R16</p> |
| <p>5. Compare and contrast important findings and select sources to support central ideas, concepts and themes.</p>   | <p><b>Student Edition:</b><br/> R14-R15<br/> <i>Drafting Tip</i> 707<br/> <i>Evaluate Your Information</i> 705<br/> <i>Plan and Conduct Your Research</i> 704<br/> <i>Take Notes</i> R15</p>  |
| <p>6. Use quotations to support ideas.</p>  | <p><b>Student Edition:</b><br/> R15<br/> <i>Prewriting Tip</i> 705</p>  |

| STANDARDS   | PAGE REFERENCES   |
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| 7. Use an appropriate form of documentation, with teacher assistance, to acknowledge sources (e.g., bibliography, works cited).   | <b>Student Edition:</b><br><i>Avoiding Plagiarism</i> R16<br><i>Bibliography or Works Cited</i> R17<br><i>Document Your Information</i> R16<br><i>Footnotes</i> R16<br><i>Media Workshop</i> 683<br><i>Parenthetical Documentation</i> R16<br><i>Revise</i> 43<br><i>Revising Tip</i> 710 |
| 8. Use a variety of communication techniques, including oral, visual, written or multimedia reports, to present information that supports a clear position with organized and relevant evidence about the topic or research question. | <b>Student Edition:</b><br>R18-R19<br><i>Formatting Your Text</i> R17<br><i>Present</i> 711<br><i>Presenting</i> R17<br><i>Presenting Tip</i> 711<br><i>Speaking, Listening, and Viewing Workshop</i> 712   |
| <b>Communication: Oral and Visual</b>   |   |
| <b>Listening and Viewing</b>  |   |
| 1. Demonstrate active listening strategies (e.g., asking focused questions, responding to cues, making visual contact).   | <b>Student Edition:</b><br>R47<br><i>Listening to Appreciate</i> 146<br><i>Listening to Learn</i> 286, 572, 712<br><i>Listening to Learn and Taking Notes</i> 838<br><i>Listening to Understand</i> 432<br><i>Practice</i> R47<br><i>Speaking, Listening, and Viewing Workshop</i> 838    |
| 2. Summarize the main idea and draw conclusions from presentations and visual media.  | <b>Student Edition:</b><br>R47-R48<br><i>Examine Media</i> 508<br><i>Listening to Learn</i> 572, 712<br><i>Listening to Learn and Taking Notes</i> 838<br><i>Listening to Understand</i> 432<br><i>Practice</i> R47, R48<br><i>View the Art</i> 680                                       |
| 3. Interpret the speaker's purpose in presentations and visual media (e.g., to inform, to entertain, to persuade).  | <b>Student Edition:</b><br>R48<br><i>Being an Active Listener</i> 838<br><i>Examine Media</i> 482<br><i>Listening to Learn</i> 286, 572, 712<br><i>Media Workshop</i> 521   |

| STANDARDS   | PAGE REFERENCES  |
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| <p>4. Identify the persuasive techniques (e.g., bandwagon, testimonial, glittering generalities, emotional word repetition and bait and switch) used in presentations and media messages.</p> | <p><b>Student Edition:</b><br/> R48<br/> <i>Media Workshop</i> 521<br/> <i>Practice</i> R48<br/> <i>Speaking, Listening, and Viewing Workshop</i> 572</p>  |
| <p><b>Speaking Skills and Strategies</b></p>  |  |
| <p>5. Demonstrate an understanding of the rules of the English language and select language appropriate to purpose and audience.</p>  | <p><b>Student Edition:</b><br/> R46<br/> <i>Practice</i> R46<br/> <i>Speaking and Listening</i> 535, 548<br/> <i>Speaking, Listening, and Viewing Workshop</i> 146, 286, 432, 572, 712<br/> <i>Writing Assignment</i> 140, 280</p>   |
| <p>6. Use clear diction and tone, and adjust volume, phrasing and tempo to stress important ideas.</p>  | <p><b>Student Edition:</b><br/> R46<br/> <i>Deliver Your Oral Report</i> 712<br/> <i>Deliver Your Presentation</i> 146, 286, 432<br/> <i>Deliver Your Speech</i> 572<br/> <i>On Your Own Activity</i> 573<br/> <i>Speaking and Listening</i> 231, 477, 535, 548</p>                        |
| <p>7. Adjust speaking content and style according to the needs of the situation, setting and audience.</p>  | <p><b>Student Edition:</b><br/> R46<br/> <i>Deliver Your Oral Report</i> 712<br/> <i>Deliver Your Presentation</i> 146, 286, 432<br/> <i>Deliver Your Speech</i> 572<br/> <i>Group Activity</i> 573<br/> <i>Presentation Checklist</i> 286<br/> <i>Speaking and Listening</i> 535, 548</p> |

| STANDARDS  | PAGE REFERENCES  |
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| <b>Speaking Applications</b>   |  |
| <p>8. Deliver informational presentations (e.g., expository, research) that:</p> <ol style="list-style-type: none"> <li>demonstrate an understanding of the topic and present events or ideas in a logical sequence;</li> <li>support the controlling idea or thesis with relevant facts, details, examples, quotations, statistics, stories and anecdotes;</li> <li>include an effective introduction and conclusion and use a consistent organizational structure (e.g., cause-effect, compare-contrast); use appropriate visual materials (e.g., diagrams, charts, illustrations) and available technology; and</li> <li>draw from multiple sources and identify sources used.</li> </ol> | <p><b>Student Edition:</b><br/> <i>Presenting Tip</i> 431<br/> <i>Speaking and Listening</i> 226<br/> <i>Speaking, Listening, and Viewing Workshop</i> 286, 432, 712<br/> <i>Steps in Delivering and Oral Report</i> R46<br/> <i>Writing Workshop</i> 426-431, 704-711</p> |
| <p>9. Deliver formal and informal descriptive presentations that convey relevant information and descriptive details.</p>  | <p><b>Student Edition:</b><br/> <i>Research and Report</i> 343<br/> <i>Speaking and Listening</i> 548<br/> <i>Speaking, Listening, and Viewing Workshop</i> 146, 432<br/> <i>Writing Workshop</i> 140-145, 426-431, 566-571, 832-837</p>                                   |
| <p>10. Deliver persuasive presentations that:</p> <ol style="list-style-type: none"> <li>establish a clear position;</li> <li>include relevant evidence to support position and to address potential concerns of listeners; and</li> <li>follow common organizational structures when appropriate (e.g., cause-effect, compare-contrast, problem-solution).</li> </ol>   | <p><b>Student Edition:</b><br/> <i>Speaking and Listening</i> 535, 657<br/> <i>Speaking, Listening, and Viewing Workshop</i> 572<br/> <i>Steps in Delivering an Oral Report</i> R46<br/> <i>Writing Workshop</i> 566-571</p>   |