



**Glencoe**

# Literature

**COURSE 2**  
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STANDARDS	PAGE REFERENCES
<b>Phonemic Awareness, Word Recognition and Fluency</b>	
<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>	
<b>Acquisition of Vocabulary</b>	
<b>Contextual Understanding</b>	
1. Define the meaning of unknown words through context clues and the author's use of comparison, contrast, definition, restatement and example.	<b>Student Edition:</b> <i>Academic Vocabulary</i> 34, 89, 122, 188, 206, 282, 366, 409, 480, 606, 682, 788, 828 <i>Vocabulary Practice</i> 17, 58, 103, 132, 188, 274, 409, 503, 565, 634, 810, 839 <i>Vocabulary Workshop</i> 70, 368

STANDARDS	PAGE REFERENCES
2. Apply knowledge of connotation and denotation to determine the meaning of words.	<b>Student Edition:</b> <i>Academic Vocabulary</i> 372, 395, 409, 431, 437, 480, 503, 606, 634, 664, 682, 697 <i>Literary Element</i> 298, 841 <i>Review</i> 727 <i>Vocabulary Practice</i> 492, 503, 541, 634, 647, 697, 788, 810, 828
<b>Conceptual Understanding</b>	
3. Infer word meanings through the identification of analogies and other word relationships, including synonyms and antonyms.	<b>Student Edition:</b> <i>Academic Vocabulary</i> 356, 382, 480, 606, 664, 670, 682, 697, 810 <i>Review</i> 727 <i>Vocabulary</i> 316 <i>Vocabulary Practice</i> 296, 301, 431, 623, 654, 710, 726, 788, 810, 852 <i>Vocabulary Skills</i> 345, 461, 593, 753, 887
4. Interpret metaphors and similes to understand new uses of words and phrases in text.	<b>Student Edition:</b> <i>Literary Element</i> 203 <i>Review</i> 711, 852 <i>Vocabulary Workshop</i> 509
5. Recognize and use words from other languages that have been adopted into the English language.	<b>Student Edition:</b> <i>Vocabulary Workshop</i> 790
<b>Structural Understanding</b>	
6. Use knowledge of Greek, Latin and Anglo-Saxon roots and affixes to understand vocabulary.	<b>Student Edition:</b> <i>Vocabulary Workshop</i> 262, 790
7. Use knowledge of symbols and acronyms to identify whole words.	<b>Student Edition:</b> <i>Literary Element</i> 420, 623, 661, 665 #1-#3 <i>Symbol</i> 662
<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> <i>Academic Vocabulary</i> 409, 431, 852 <i>Vocabulary Practice</i> 839 <i>Vocabulary Workshop</i> 659 <i>Word Bank</i> 542, 698, 853

STANDARDS	PAGE REFERENCES
<b>Reading Process: Concepts 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> 856, 857, 858 <i>Big Question</i> 3, 9, 19, 39, 61, 73 <i>Reading Handbook</i> xxxvi, xxxvii, xxxviii <i>Reading Skill</i> 855, 861 <i>Respond and Think Critically</i> 6 #2, 17 #3, 34 #3, 57 #3, 143 #6, 301 #6, 399 #3 #6, 408 #3, 526 #2, 602 #2, 647 #2, 664 #4, 670 #2, 715 #4, 810 #4, 839 #2
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> 474, 475, 477, 651, 653 <i>Big Question</i> 299 <i>Reading Strategy</i> 195, 473, 481 #5, 649 <i>Respond and Think Critically</i> 654 #5
3. Make critical comparisons across text, noting author's style as well as literal and implied content of text.	<b>Student Edition:</b> <i>Analyze Style</i> 377, 378, 379 <i>Big Question</i> 331, 447, 579, 728, 737, 873 <i>Comparing Literature</i> 441, 442, 443, 444, 445, 446, 571, 572, 573, 574, 576, 577, 578, 729, 731, 732, 734, 735, 736, 863, 864, 866, 867, 869, 870, 871 <i>Reading Skill</i> 375, 383 #6, 439, 728, 862
4. Summarize the information in texts, using key ideas, supporting details and referencing gaps or contradictions.	<b>Student Edition:</b> 64, 66, 67 <i>Big Question</i> 239 #6 <i>Reading Handbook</i> xxxviii <i>Reading Strategy</i> 61, 69 <i>Respond and Think Critically</i> 6 #1, 103 #2, 206 #1, 273 #2, 301 #2, 382 #1, 408 #2, 522 #2, 602 #1, 634 #2, 762 #1, 860 #2 <i>Respond Through Writing</i> 219

STANDARDS	PAGE REFERENCES
5. Select, create and use graphic organizers to interpret textual information.	<p><b>Student Edition:</b>  <i>Before You Read</i> 276, 297, 660  <i>Foldables</i> R8, R9, 1, 171, 349, 465, 597, 757  <i>Genre Focus</i> 535, 673  <i>Reading Skill</i> 9, 39, 91, 107, 150, 265, 303, 324, 375, 401, 439, 483, 495, 524, 527, 537, 562, 570, 627, 636, 675, 728, 769, 855, 862  <i>Reading Strategy</i> 19, 61, 73, 113, 135, 179, 195, 211, 223, 249, 277, 298, 363, 384, 413, 420, 473, 511, 554, 609, 641, 649, 661, 685, 717, 813, 831, 841  <i>Research and Report</i> 635</p>
6. Answer literal, inferential, evaluative and synthesizing questions to demonstrate comprehension of grade-appropriate print texts and electronic and visual media.	<p><b>Student Edition:</b>  <i>After You Read</i> 6, 17, 34, 57, 83, 103, 121, 143, 176, 201, 217, 356, 382, 395, 408, 437, 470, 502, 522, 551, 565, 634, 654, 682, 710, 762, 810, 827, 839, 851, 860,  <i>Assessment</i> 165-166, 342, 344, 458, 459, 460, 591, 592, 752, 886  <i>Media Workshop</i> 247  <i>Respond and Think Critically</i> 323, 387, 526, 529, 639, 767</p>
<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.	<p><b>Student Edition:</b>  <i>Reading Handbook</i> xxxvii  <i>Reading Skill</i> 524  <i>Reading Strategy</i> 243-245, 249, 261, 685, 687, 690, 692, 695, 697, 795, 799, 800, 802, 803, 805, 808, 811</p>
<b>Independent Readings</b>	
8. Use criteria to choose independent reading materials (e.g., personal interest, knowledge of authors and genres or recommendations from others).	<p><b>Student Edition:</b>  <i>Independent Reading</i> 162-163, 340-341, 456-457, 588-589, 748-749, 882-883</p>
9. Independently read books for various purposes (e.g., for enjoyment, for literary experience, to gain information or to perform a task).	<p><b>Student Edition:</b>  <i>Independent Reading</i> 162-163, 340-341, 456-457, 588-589, 748-749, 882-883</p>

## STANDARDS

## PAGE REFERENCES

## Reading Applications: Informational, Technical and Persuasive Text

<p>1. Use text features, such as chapter titles, headings and subheadings; parts of books including index, appendix, table of contents and online tools (search engines) to locate information.</p>	<p><b>Student Edition:</b>  <i>Book Overview</i> vi-vii  <i>Features</i> xxv-xxvi  <i>Index of Authors and Titles</i> R71-R72  <i>Index of Skills</i> R63-R70  <i>Literary Terms Handbook</i> R1-R7  <i>Reading Handbook</i> xxxvi-xxxix  <i>Table of Contents</i> viii-xxiv  <i>Writing Handbook</i> R14-R19</p>
<p>2. Analyze examples of cause and effect and fact and opinion.</p>	<p><b>Student Edition:</b>  <i>Reading Skill</i> 9, 11, 14, 15, 16, 17 #5, 303, 305, 307, 309, 310, 313, 314, 318, 323 #5, 527, 529 #5  <i>Reading Strategy</i> 298, 317 #5 #6</p>
<p>3. Compare and contrast different sources of information, including books, magazines, newspapers and online resources, to draw conclusions about a topic.</p>	<p><b>Student Edition:</b>  <i>Media Workshop</i> 247  <i>Reading Handbook</i> xxxix  <i>Respond Through Writing</i> 504  <i>Writing Workshop</i> 739</p>
<p>4. Compare original text to a summary to determine the extent to which the summary adequately reflects the main ideas, critical details and underlying meaning of the original text.</p>	<p><b>Student Edition:</b>  <i>Respond and Think Critically</i> 6 #1, 103 #2, 176 #1, 352 #1, 372 #3, 602 #1, 762 #1  <i>Respond Through Writing</i> 59, 219  <i>Writing</i> 6, 103, 176, 296, 352, 372, 470, 602, 654, 762</p>
<p>5. Analyze information found in maps, charts, tables, graphs, diagrams, cutaways and overlays.</p>	<p><b>Student Edition:</b>  <i>Before You Read</i> 243  <i>Get Organized</i> 333  <i>Media Workshop</i> 247  <i>Understand Maps</i> 245  <i>Understand Schedules</i> 244</p>
<p>6. Assess the adequacy, accuracy and appropriateness of an author's details, identifying persuasive techniques and examples of bias and stereotyping.</p>	<p><b>Student Edition:</b>  538, 539  <i>Literary Element</i> 537, 541 #1  <i>Reading Skill</i> 537, 541  <i>Reading Strategy</i> 290  <i>Recognize Bias</i> 538</p>

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7. Identify an author's purpose for writing and explain an author's argument, perspective or viewpoint in text.	<b>Student Edition:</b> 843, 844, 845, 849, 850 <i>Literary Element</i> 211 <i>Reading Skill</i> 265, 274 <i>Reading Strategy</i> 841 <i>Recognize Author's Purpose</i> 267, 270, 271 <i>Review</i> 317 #3 #4
8. Compare the treatment, scope and organization of ideas from different texts on the same topic.	<b>Student Edition:</b> <i>Big Question</i> 153, 331, 447, 579, 737, 873 <i>Comparing Literature</i> 151, 152, 325, 326, 327, 328, 329, 330, 441-446, 571-574, 576-578, 729, 731, 732, 734, 735, 736, 863, 864, 866, 867, 869-871 <i>Reading Skill</i> 150, 324, 439, 570, 728, 862 <i>Write to Compare</i> 153, 331, 447, 579, 737, 873
<b>Reading Applications: Literary Text</b>	
1. Explain interactions and conflicts (e.g., character vs. self, nature or society) between main and minor characters in literary text and how the interactions affect the plot.	<b>Student Edition:</b> 677, 678, 680, 681, 773, 776, 777, 780, 781, 782, 785, 786, 856, 857, 858 <i>Literary Element</i> 675 <i>Reading Skill</i> 769, 855, 861 #5 <i>Reading Strategy</i> 135 <i>Review</i> 828 <i>Writing Workshop</i> 154-159
2. Analyze the features of the setting and their importance in a text.	<b>Student Edition:</b> <i>Literary Element</i> 39, 58 #1 #2, 61, 84, 439, 447, 649, 654 #4, 672, 728, 737 <i>Review</i> 69 #4, 261 #3 #4, 789 <i>Revise</i> 158 <i>Setting</i> 41, 43, 48, 55, 56, 650, 652
3. Identify the main and minor events of the plot, and explain how each incident gives rise to the next.	<b>Student Edition:</b> 21, 26, 29, 31, 76, 78, 80, 82 <i>Genre Focus</i> 84-85, 672-673, 792-793 <i>Literary Element</i> 19, 35 #1, 61, 73, 83 #4 <i>Reading Skill</i> 91, 769

STANDARDS	PAGE REFERENCES
4. Identify and compare subjective and objective points of view and how they affect the overall body of a work.	<b>Student Edition:</b> <i>Genre Focus</i> 84 <i>Literary Element</i> 9, 17, 672 <i>Review</i> 35, 274, 493 <i>Writing Workshop</i> 154-159
5. Identify recurring themes, patterns and symbols found in literature from different eras and cultures.	<b>Student Edition:</b> 421, 425, 428, 662 <i>Genre Focus</i> 84, 534, 792 <i>Literary Element</i> 135, 150, 324, 420, 432 #1 #2, 661, 665 #1 #2 #3, 862, 873 #1 #2 <i>Reading Skill</i> 495 <i>Respond and Think Critically</i> 143 #4 <i>Review</i> 288, 481 #3 #4, 623 #3 #4
6. Explain the defining characteristics of literary forms and genres, including poetry, drama, myths, biographies, autobiographies, science fiction, fiction and non-fiction.	<b>Student Edition:</b> 87, 402, 403, 404, 405 <i>Before You Read</i> 400 <i>Genre Focus</i> 84-85, 220-221, 388-389, 534-535, 672-673, 792-793 <i>Literary Element</i> 61, 69 #1 #2, 86, 89 #5, 401, 409 #1 #2, 795, 811 #1 #2 <i>What You'll Read</i> 2, 172, 350, 466, 598, 758
7. Interpret how mood or meaning is conveyed through word choice, figurative language and syntax.	<b>Student Edition:</b> 196, 198, 199, 205, 250, 253, 254, 257 <i>Literary Element</i> 195, 203, 205, 207 #1, 249, 261 #1 #2, 298 <i>Responding and Thinking Critically</i> 201 #4 <i>Review</i> 357 #3 #4, 432 #3 #4, 727 #3, 811 #3 #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> <i>Writing Handbook</i> R14 <i>Writing Workshop</i> 154, 332, 448, 580, 738, 874
2. Conduct background reading, interviews or surveys when appropriate.	<b>Student Edition:</b> <i>Respond Through Writing</i> 504 <i>Writing Workshop</i> 332, 739

STANDARDS	PAGE REFERENCES
3. Establish a thesis statement for informational writing or a plan for narrative writing.	<b>Student Edition:</b> <i>Analyze Student Model</i> 451, 877 <i>Prewrite</i> 448 <i>Respond Through Writing</i> 418, 504, 829 <i>Writing Handbook</i> R15 <i>Writing Product</i> 169, 347, 463, 595, 889 <i>Writing Workshop</i> 154-155, 448-449, 874-875
4. Determine a purpose and audience.	<b>Student Edition:</b> <i>Analyze Student Model</i> 335 <i>Genre Focus</i> 534 <i>Respond Through Writing</i> 410 <i>Writing Product</i> 169, 347, 463, 595 <i>Writing Workshop</i> 332
5. Use organizational strategies (e.g., rough outlines, diagrams, maps, webs and Venn diagrams) to plan writing.	<b>Student Edition:</b> <i>Respond Through Writing</i> 59, 123, 219, 410, 418, 504, 542, 624, 698, 829, 853 <i>Writing Workshop</i> 580, 875
<b>Drafting, Revising and Editing</b>	
6. Organize writing with an effective and engaging introduction, body and a conclusion that summarizes, extends or elaborates on points or ideas in the writing.	<b>Student Edition:</b> <i>Analyze Student Model</i> 451, 877 <i>Writing Handbook</i> R16 <i>Writing Workshop</i> 155, 156, 334 #2, 450 #2, 581, 740, 875
7. Vary simple, compound and complex sentence structures.	<b>Student Edition:</b> <i>Apply Good Writing Traits</i> 742 <i>Grammar Workshop</i> 36-37 <i>Language Handbook</i> R25 <i>Revising Tip</i> 584 <i>Writing Product</i> 169, 347, 463, 595, 755, 889 <i>Write with Style</i> 283
8. Group related ideas into paragraphs, including topic sentences following paragraph form, and maintain a consistent focus across paragraphs.	<b>Student Edition:</b> <i>Analyze Student Model</i> 451, 583, 743, 877 <i>Develop Your Draft</i> 449-450, 581-582, 741, 875-876 <i>Respond Through Writing</i> 410, 418, 504, 542, 624, 698, 829, 853 <i>Revise</i> 452, 584, 744, 878

<p>9. Use precise language, action verbs, sensory details, colorful modifiers and style as appropriate to audience and purpose.</p>	<p><b>Student Edition:</b>  <i>Analyze Student Model</i> 157, 335, 451, 583  <i>Apply Good Writing Traits</i> 450  <i>Drafting Tip</i> 156  <i>Grammar Link</i> 35, 69  <i>Literary Element</i> 261 #1 #2  <i>Revising Tip</i> 158, 878  <i>Writing Tip</i> 153, 737  <i>Write with Style</i> 261</p>
<p>10. Use available technology to compose text.</p>	<p><b>Student Edition:</b>  <i>Presenting</i> R17  <i>Revising Tip</i> 336  <i>Using a Computer for Writing</i> R18</p>
<p>11. Reread and analyze clarity of writing.</p>	<p><b>Student Edition:</b>  <i>Revise</i> 158, 336, 452, 584, 744, 878</p>
<p>12. Add and delete information and details to better elaborate on a stated central idea and to more effectively accomplish purpose.</p>	<p><b>Student Edition:</b>  <i>Draft</i> 155-156, 333-334, 449-450, 581-582, 740-741, 875-876  <i>Revise</i> 158, 336, 452, 584, 744, 878</p>
<p>13. Rearrange words, sentences and paragraphs, and add transitional words and phrases to clarify meaning.</p>	<p><b>Student Edition:</b>  <i>Apply Good Writing Traits</i> 156, 450  <i>Drafting Tip</i> 156, 334, 450  <i>Revise</i> 158, 336, 452, 584, 878  <i>Respond Through Writing</i> 624</p>
<p>14. Use resources and reference materials (e.g., dictionaries and thesauruses) to select more effective vocabulary.</p>	<p><b>Student Edition:</b>  <i>Apply Good Writing Traits</i> 450, 582  <i>Vocabulary Workshop</i> 659  <i>Writing</i> 193, 392  <i>Write with Style</i> 383, 665, 671</p>
<p>15. Proofread writing, edit to improve conventions (e.g., grammar, spelling, punctuation and capitalization) and identify and correct fragments and run-ons.</p>	<p><b>Student Edition:</b>  <i>Edit and Proofread</i> 159, 337, 453, 585, 745, 879  <i>Grammar Workshop</i> 208  <i>Mechanics</i> R36-R42  <i>Spelling</i> R43-R45  <i>Troubleshooter</i> R27-R32  <i>Troublesome Words</i> R32-R35</p>
<p>16. Apply tools (e.g., rubric, checklist and feedback) to judge the quality of writing.</p>	<p><b>Student Edition:</b>  <i>Edit and Proofread</i> 159, 337, 453, 585, 745, 879  <i>Proofreading Checklist</i> back cover  <i>Revise</i> 158, 336, 452, 584, 744, 878</p>

STANDARDS	PAGE REFERENCES
<b>Publishing</b>	
<p>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.</p>	<p><b>Student Edition:</b>  <i>Present</i> 159  <i>Presenting Tip</i> 159, 337, 453, 585, 745, 879  <i>Research and Report</i> 288, 317  <i>Speaking, Listening, Viewing Workshop</i> 160, 338, 454, 586, 746</p>
<b>Writing Applications</b>	
<p>1. Write narratives that maintain a clear focus and point of view and use sensory details and dialogue to develop plot, character and a specific setting.</p>	<p><b>Student Edition:</b>  <i>Respond Through Writing</i> 123, 698  <i>Writing</i> 83, 89  <i>Writing Workshop</i> 154-159</p>
<p>2. Write responses to novels, stories, poems and plays that provide an interpretation, a critique or a reflection and support judgments with specific references to the text.</p>	<p><b>Student Edition:</b>  <i>Respond Through Writing</i> 59, 219, 275, 410, 418, 624, 829, 853  <i>Write to Compare</i> 331, 447, 579, 737, 873  <i>Writing</i> 6, 239, 296, 301, 352, 569, 602, 654, 658, 762</p>
<p>3. Write business letters that are formatted to convey ideas, state problems, make requests or give compliments.</p>	<p><b>Student Edition:</b>  <i>Functional Documents</i> R10  <i>Group Activity</i> 747  <i>Try It</i> 566  <i>Writing</i> 201, 301, 565, 647  <i>Writing Product</i> 595</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>  <i>Genre Focus</i> 220-221  <i>Respond Through Writing</i> 504  <i>Writing Workshop</i> 332-337, 738-745, 874-879</p>
<p>5. Write persuasive essays that establish a clear position and include relevant information to support ideas.</p>	<p><b>Student Edition:</b>  <i>Writing</i> 143  <i>Writing Product</i> 169  <i>Writing Workshop</i> 580-585</p>

STANDARDS	PAGE REFERENCES
6. Produce informal writings (e.g., journals, notes and poems) for various purposes.	<b>Student Edition:</b> <i>Speaking, Listening, Viewing Workshop</i> 880 <i>Write with Style</i> 133, 207, 261, 283, 367, 383, 396, 532 <i>Writing</i> 83, 106, 143, 193, 239, 361, 392, 399 <i>Writing Handbook</i> R15
<b>Writing Conventions</b>	
<b>Spelling</b>	
1. Spell high-frequency words correctly.	<b>Student Edition:</b> <i>Academic Word List</i> R59-R62 <i>Language Handbook</i> R32-R35, R43-R45 <i>Spelling Link</i> 193,392, 399, 569, 658
<b>Punctuation and Capitalization</b>	
2. Use commas, end marks, apostrophes and quotation marks correctly.	<b>Student Edition:</b> <i>Grammar Link</i> 607 <i>Grammar Tip</i> 219 <i>Language Handbook</i> R31, R37, R38, R39, R40, R41
3. Use semicolons, colons, hyphens, dashes and brackets correctly.	<b>Student Edition:</b> <i>Grammar Tip</i> 418 <i>Language Handbook</i> R39, R40, R41
4. Use correct capitalization.	<b>Student Edition:</b> <i>Language Handbook</i> R32, R36, R37, R41
<b>Grammar and Usage</b>	
5. Use all eight parts of speech (e.g., noun, pronoun, verb, adverb, adjective, conjunction, preposition, interjection).	<b>Student Edition:</b> <i>Grammar Link</i> 357, 367, 383, 396, 432, 438, 481 <i>Language Handbook</i> R20, R23, R24, R25, R26, R30
6. Use dependent and independent clauses.	<b>Student Edition:</b> <i>Grammar Link</i> 552, 560
7. Use subject-verb agreement with collective nouns, indefinite pronouns, compound subjects and prepositional phrases.	<b>Student Edition:</b> <i>Grammar Link</i> 523, 665, 671, 711, 727, 811, 861 <i>Language Handbook</i> R28
8. Conjugate regular and irregular verbs in all tenses correctly.	<b>Student Edition:</b> <i>Grammar Link</i> 283 <i>Language Handbook</i> R29

STANDARDS	PAGE REFERENCES
<b>Research</b>	
1. Generate a topic, assigned or personal interest, and open-ended questions for research and develop a plan for gathering information.	<b>Student Edition:</b> <i>Respond Through Writing</i> 504, 542 <i>Speaking and Listening</i> 727 <i>Writing Handbook</i> R14 <i>Writing Workshop</i> 332-333, 448-449, 580, 738, 874
2. Identify appropriate sources and gather relevant information from multiple sources (e.g., school library catalogs, online databases, electronic resources and Internet-based resources).	<b>Student Edition:</b> <i>Research and Report</i> 357, 635, 861 <i>Speaking and Listening</i> 607 <i>Writing Handbook</i> R14-R15 <i>Writing Workshop</i> 739
3. Identify and explain the importance of validity in sources, including publication date, coverage, language, points of view, and describe primary and secondary sources.	<b>Student Edition:</b> <i>Research and Report</i> 317 <i>Writing Workshop</i> 739
4. Select an appropriate structure for organizing information in a systematic way (e.g., notes, outlines, charts, tables and graphic organizers).	<b>Student Edition:</b> <i>Research and Report</i> 635 <i>Respond Through Writing</i> 504, 542, 624 <i>Writing Handbook</i> R16 <i>Writing Product</i> 595 <i>Writing Workshop</i> 333, 449, 581, 740
5. Analyze and organize important information, and select appropriate sources to support central ideas, concepts and themes.	<b>Student Edition:</b> <i>Research and Report</i> 357, 635 <i>Respond Through Writing</i> 504, 853 <i>Writing Workshop</i> 739, 875
6. Integrate quotations and citations into written text to maintain a flow of ideas.	<b>Student Edition:</b> <i>Grammar Focus</i> 453
7. Use an appropriate form of documentation, with teacher assistance, to acknowledge sources (e.g., bibliography, works cited).	<b>Student Edition:</b> <i>Research and Report</i> 317, 357, 811 <i>Respond Through Writing</i> 504 <i>Writing Handbook</i> R16, R17 <i>Writing Workshop</i> 741
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> <i>Research and Report</i> 317 <i>Speaking and Listening</i> 607 <i>Speaking, Listening, and Viewing Workshop</i> 746

STANDARDS	PAGE REFERENCES
<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> <i>Speaking and Listening</i> 432, 493, 552 <i>Speaking, Listening, Viewing Handbook</i> R47 <i>Speaking, Listening, Viewing Workshop</i> 338, 454, 586, 746, 880
2. Draw logical inferences from presentations and visual media.	<b>Student Edition:</b> <i>Examine Media</i> 827 <i>Media Workshop</i> 566 <i>Speaking, Listening, Viewing Handbook</i> R48 <i>Speaking, Listening, Viewing Workshop</i> 338, 454, 586, 746
3. Interpret the speaker’s purpose in presentations and visual media (e.g., to inform, to entertain, to persuade).	<b>Student Edition:</b> <i>Speaking, Listening, Viewing Handbook</i> R48 <i>Speaking, Listening, Viewing Workshop</i> 338, 454, 586, 746, 880
4. Identify and explain the persuasive techniques (e.g., bandwagon, testimonial, glittering generalities, emotional word repetition and bait and switch) used in presentations and media messages.	<b>Student Edition:</b> <i>Examine Media</i> 827 <i>Media Workshop</i> 566 <i>Speaking and Listening</i> 552 <i>Speaking, Listening, Viewing Handbook</i> R48 <i>Speaking, Listening, Viewing Workshop</i> 586
<b>Speaking Skills and Strategies</b>	
5. Demonstrate an understanding of the rules of the English language and select language appropriate to purpose and audience.	<b>Student Edition:</b> <i>Speaking and Listening</i> 438, 493, 560, 711 <i>Speaking, Listening, Viewing Handbook</i> R46 <i>Speaking, Listening, Viewing Workshop</i> 338, 454, 586, 746
6. Adjust volume, phrasing, enunciation, voice modulation and inflection to stress important ideas and impact audience response.	<b>Student Edition:</b> <i>Research and Report</i> 811 <i>Speaking and Listening</i> 438, 711 <i>Speaking, Listening, Viewing Handbook</i> R46 <i>Speaking, Listening, Viewing Workshop</i> 338, 454, 586, 746

STANDARDS	PAGE REFERENCES
<p>7. Vary language choices as appropriate to the context of the speech.</p>	<p><b>Student Edition:</b>  <i>Speaking and Listening</i> 438  <i>Speaking, Listening, Viewing Handbook</i> R46  <i>Speaking, Listening, Viewing Workshop</i> 338, 454, 586, 746</p>
<p><b>Speaking Applications</b></p>	
<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 well-chosen and 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, problem-solution);</li> <li>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>  <i>Research and Report</i> 288, 317  <i>Speaking and Listening</i> 607  <i>Speaking, Listening, Viewing Handbook</i> R46  <i>Speaking, Listening, Viewing Workshop</i> 338, 746</p>
<p>9. Deliver formal and informal descriptive presentations that convey relevant information and descriptive details.</p>	<p><b>Student Edition:</b>  <i>Research and Report</i> 288, 317  <i>Speaking and Listening</i> 438, 727  <i>Speaking, Listening, Viewing Handbook</i> R46  <i>Speaking, Listening, Viewing Workshop</i> 338, 454, 746</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 counter-arguments; and Consistently use common organizational structures as appropriate (e.g., cause-effect, compare-contrast).</li> </ol>	<p><b>Student Edition:</b>  <i>Speaking and Listening</i> 560  <i>Speaking, Listening, Viewing Handbook</i> R46  <i>Speaking, Listening, Viewing Workshop</i> 586</p>