



Glencoe

Literature

COURSE 3
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STANDARDS	PAGE REFERENCES
<p>Phonemic Awareness, Word Recognition and Fluency</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>Acquisition of Vocabulary</p>	
<p>Contextual Understanding</p>	
<p>1. Define unknown words through context clues and the author's use of comparison, contrast and cause and effect.</p>	<p>Student Edition: <i>Academic Vocabulary</i> 12, 53, 98, 644 <i>Assessment</i> 140 #4, 744 #7 <i>Test-taking Tip</i> 493 <i>Vocabulary Practice</i> 28, 34, 53, 176, 215, 491, 502, 508, 524, 712 <i>Vocabulary Workshop</i> 55, 402, 493</p>

STANDARDS	PAGE REFERENCES
<i>Conceptual Understanding</i>	
<p>2. Apply knowledge of connotation and denotation to determine the meaning of words.</p>	<p>Student Edition: <i>Academic Vocabulary</i> 644 <i>After You Read</i> 85 #3 <i>Apply Good Writing Traits</i> 436 Footnote 377 #15 <i>Test-taking Tip</i> 661 <i>Visual Vocabulary</i> 175 <i>Vocabulary</i> 13, 30, 39, 72, 165,178, 209, 354, 468, 516, 670, 758 <i>Vocabulary Practice</i> 176</p>
<p>3. Identify the relationships of pairs of words in analogical statements (e.g., synonyms and antonyms) and infer word meanings from these relationships.</p>	<p>Student Edition: <i>Academic Vocabulary</i> 67, 85, 197, 408, 466, 491, 502, 524, 545 <i>Vocabulary Practice</i> 197, 474, 621, 629 <i>Vocabulary Skills</i> 141 <i>Vocabulary Workshop</i> 661</p>
<p>4. Infer the literal and figurative meaning of words and phrases and discuss the function of figurative language, including metaphors, similes and idioms.</p>	<p>Student Edition: 219-220, 350, 664-665 <i>After You Read</i> 6 #2, 221 #5, 345 #3, 620 #3, 666 #5 <i>Assessment</i> 743 #3 Footnote, 19 #5, 77 #8, 376 #13, 499 #7 <i>Genre Focus</i> 336 <i>Literary Element</i> 218, 348, 353 #1-#2, 532 #3-#8, 662 <i>Visual Vocabulary</i> 695 <i>Vocabulary</i> 72 <i>Vocabulary Workshop</i> 493</p>

STANDARDS	PAGE REFERENCES
<p>5. Examine and discuss the ways that different events (e.g., cultural, political, social, technological, and scientific events) impact and change the English language.</p>	<p>Student Edition: <i>Academic Vocabulary</i> 508 <i>Analyze Cultural Context</i> 168, 169, 171, 172 <i>Assessment</i> 299 #3, #5 <i>Build Background</i> 39, 209, 369, 865 <i>Connect to Science</i> 523 <i>Daily Life and Culture</i> 490 Footnote 48 #4, 370 #2-#4, #6, 375 #11, 631 #3, 650 #2, 761 #2 <i>Visual Vocabulary</i> 567, 672, 706-707 <i>Vocabulary Workshop</i> 875</p>
Structural Understanding	
<p>6. 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>	<p>Student Edition: <i>Build Background</i> 13 Footnote 497 #3 <i>Test-taking Tip</i> 287, 875 <i>Vocabulary Terms</i> 287, 875 <i>Vocabulary Workshop</i> 287, 875</p>
Tools and Resources	
<p>7. Determine the meanings and pronunciations of unknown words by using dictionaries, thesauruses, glossaries, technology and textual features, such as definitional footnotes or sidebars.</p>	<p>Student Edition: <i>Academic Vocabulary</i> 28, 105, 176 <i>Academic Word List</i> R59-R62 <i>Glossary</i> R50-R58 <i>Visual Vocabulary</i> 22, 32, 42-43, 59, 77, 122, 170, 175, 706</p>

STANDARDS	PAGE REFERENCES
<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, student may more consciously employ these strategies and benefit from teacher modeling of the reading process.</i></p>	
<p>Comprehension Strategies</p>	
<p>1. Apply reading comprehension strategies, including making predictions, comparing and contrasting, recalling and summarizing and making inferences and drawing conclusions.</p>	<p>Student Edition: 15, 19, 22, 23, 26, 33 <i>After You Read</i> 85 #2, 215 #2, 850 #4 <i>Reading Skill</i> 107, 266, 417, 533, 571, 714, 876 <i>Reading Strategies</i> 14, 28, 40, 477, 491, 690, 713 <i>Respond and Think Critically</i> 90 #1, 246, #1, 812, #1, 870 #1, 874, #1 <i>Tip</i> 531</p>
<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>After You Read</i> 12 #3, 27 #3, #5, 67 #5, 176 #3, 345 #5, 604 #3, 712 #3, #5 <i>Reading Strategy</i> 510 <i>Respond And Think Critically</i> 38 #3, #5, 90#2, #6, 164 #3, 246 #3, 378 #3, #6, 515 #2, #5</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, not taking or summarizing what has been read so far in text.</p>	<p>Student Edition: 33, 200, 202, 203, 205, 206, 497, 498 <i>After You Read</i> 34 #5, 345 #1, 502 #2, 687 #1, 712 #1 <i>Reading Handbook</i> xxxvi-xxxix <i>Reading Strategy</i> 31, 199, 339, 346, 495, 503</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>Group Activity</i> 295 <i>Independent Reading</i> 136-137, 296-297, 442-443, 590-591, 740-741, 888-889 <i>On Your Own Activity</i> 295</p>

STANDARDS	PAGE REFERENCES
<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>Connect to Art</i> 52 <i>Connect to Social Studies</i> 97 <i>Group Activity</i> 295 <i>Independent Reading</i> 136-137, 296-297, 442-443, 590-591, 740-741, 888-889 <i>On Your Own Activity</i> 295</p>
Reading Applications: Informational, Technical and Persuasive Text	
<p>1. Compare and contrast text features, including format and headers of various informational texts in terms of the Independent Reading structure and purpose.</p>	<p>Student Edition: xxviii-xxxiii, 180, 186, 534, 535, 536, 537, 538, 871, R10-R13 <i>Literary Element</i> 179, 183 #1, 184 #1-#2 <i>Preview the Article</i> 159, 380, 561 <i>Respond And Think Critically</i> 164 #2, 874 #5</p>
<p>2. Identify and use the organizational structure of a text, such as chronological, compare-contrast, cause-effect, problem-solution, and evaluate its effectiveness.</p>	<p>Student Edition: 211, 212, 213, 214 <i>After You Read</i> 215 #4, #5 <i>Literary Element</i> 210, 503 #4, 517, 524 #1 <i>Reading Skill</i> 210, 380 <i>Reading Strategy</i> 469 <i>Respond And Think Critically</i> 383 #5</p>
<p>3. Compare and contrast the treatment, scope and organization of ideas from different sources on the same topic.</p>	<p>Student Edition: 716, 717, 718, 720, 721, 722, 723, 724, 725, 727, 729, 731 <i>Build Background</i> 35 <i>Comparing Literature</i> 581 <i>Reading Skill</i> 714 <i>Respond And Think Critically</i> 38 #4, 378 #4, 515 #3-#5, 870 #4 <i>Set a Purpose for Reading</i> 35</p>
<p>4. Analyze information found in maps, charts, tables, graphs, diagrams, cutaways and overlays.</p>	<p>Student Edition: 534-537 <i>After You Read</i> 538 <i>Reading Skills</i> 179, 184, 517, 533 <i>Writing Workshop</i> 731</p>

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<p>5. Assess the adequacy, accuracy and appropriateness of an author's details, identifying persuasive techniques (e.g., bandwagon, testimonial and emotional word repetition) and examples of bias and stereotyping.</p>	<p>Student Edition: 462, 463, 464, 507 <i>After You Read</i> 466 #4, 508 #4 <i>Genre Focus</i> 540-541 <i>Literary Element</i> 459, 467 #1-#2, 505, 509, 524 #2, 581#3 <i>Reading Strategy</i> 561 <i>Respond and Think Critically</i> 563 #5</p>
<p>6. Identify the author's purpose and intended audience for the text.</p>	<p>Student Edition: 534-537 <i>After You Read</i> 474 #1-#4, 538, 546 #4 <i>Literary Element</i> 177#1, 184 #3, 469, 471, 473 <i>Reading Skill</i> 667 <i>Reading Strategy</i> 561 <i>Respond And Think Critically</i> 563 #5, 668 #5</p>
<p>7. Analyze an author's argument, perspective or viewpoint and explain the development of key points.</p>	<p>Student Edition: 181, 182, 461, 463, 464 <i>After You Read</i> 456 #1-#4, 466 #1, #3, #5, 474 #5 <i>Reading Skill</i> 179, 517 <i>Reading Strategy</i> 469, 561, 865 <i>Respond And Think Critically</i> 515, 563 #2, #5-#6</p>
<p>8. Recognize how writers cite facts, draw inferences and present opinion in informational text.</p>	<p>Student Edition: 181, 182, 463, 464, 465, 519, 520 <i>After You Read</i> 183 #3, 184 #4, 466 #5, <i>Connect to Science</i> 183 <i>Reading Skill</i> 179, 184, 517, 524 <i>Respond And Think Critically</i> 870 #5</p>
<p>9. Distinguish the characteristics of consumer materials (e.g., warranties, product information, instructional materials), functional or workplace documents (e.g., job-related materials, memoranda, instructions) and public documents (e.g., speeches or newspaper editorials).</p>	<p>Student Edition: 200-206, 534-537 <i>After You Read</i> 207 #2-#5, 538 <i>Before You Read</i> 199, 533 <i>Functional Documents</i> R10-R13 <i>Media Workshop</i> 208 <i>Preview the Article</i> 87, 159, 380, 561, 630, 871</p>

STANDARDS	PAGE REFERENCES
Reading Applications: Literary Text	
<p>1. Identify and explain various types of characters (e.g., flat, round dynamic, static) and how their interactions and conflicts affect the plot.</p>	<p>Student Edition: 41, 44, 48, 78, 701, 703, 704, 706, 707, 709, 711 <i>Literary Element</i> 40 107, 265 #3-#4, 355, 364 #1-#2 <i>Reading Strategy</i> 40, 690, 713</p>
<p>2. Analyze the influence of setting in relation to other literary elements.</p>	<p>Student Edition: 267, 268, 269, 270, 273, 275, 278, 279, 356, 357, 360 <i>Literary Element</i> 92, 98 #1, 106 #3, 286 #1-#2, 415 #3-#5 <i>Reading Skill</i> 355, 364 <i>Reading Strategy</i> 35</p>
<p>3. Explain how authors pace action and use subplots, parallel episodes and climax.</p>	<p>Student Edition: 16, 18, 19, 24, 26, 263 <i>Literary Element</i> 14, 28 #2 <i>Reading Skill</i> 248, 265, 759</p>
<p>4. Compare and contrast different points of view (e.g., first person and third person limited, omniscient, objective and subjective), and explain how voice affects literary text.</p>	<p>Student Edition: 9, 11, 718, 720, 721, 722, 723, 724, 727 <i>After You Read</i> 12 #5, 68 #3 <i>Assessment</i> 139 #1 <i>Genre Focus</i> 70, 646 <i>Literary Element</i> 8, 28 #1, #3, 240 #2, 335 #2-#3, 688 #3-#4, 729, 876, 879 #1-#3 <i>Write to Compare</i> 729</p>
<p>5. Identify and explain universal themes across different works by the same author and by different authors.</p>	<p>Student Edition: 83, 84, 155, 157 <i>After You Read</i> 12 #6, 27 #6, 158 #5, 531 #6 <i>Literary Element</i> 86 #1-#2, 154 <i>Write to Compare</i> 127, 433, 581, 729, 879</p>
<p>6. Explain how an author's choice of genre affects the expression of theme or topic.</p>	<p>Student Edition: 332, 572 <i>After You Read</i> 638 #5 <i>Assessment</i> 139 #2 <i>Big Question</i> 127, 417, 432 <i>Genre Focus</i> 70-71, 336-337, 814-815 <i>Literary Element</i> 68 #2, 86 #3-#5, 330</p>

STANDARDS	PAGE REFERENCES
7. Identify examples of foreshadowing and flashback in a literary text.	Student Edition: 257, 611, 614, 692, 694, 696, 699, 702, 703, 704, 706, 708 <i>After You Read</i> 223 #4, 620 #4, 812 #5 <i>Genre Focus</i> 814 <i>Literary Element</i> 223, 607, 621 #1-#2, 690
8. Explain ways the author conveys mood and tone through word choice, figurative language, and syntax.	Student Edition: 256, 257, 259, 260, 262, 263, 312, 314, 315, 316, 317, 318, 543, 544 <i>After You Read</i> 319 #5 <i>Genre Focus</i> 336 <i>Literary Element</i> 57, 68 #1, 265 #1-#2, #4, <i>Reading Skill</i> 311
9. Examine symbols used in literary texts.	Student Edition: 168, 556, 558 <i>Academic Vocabulary</i> 105 <i>After You Read</i> 97 #1, 105 #5, 559 #5 <i>Literary Element</i> 555, 560 #1-#2
Writing Processes	
Prewriting	
1. Generate writing ideas through discussions with others and from printed material, and keep a list of writing ideas.	Student Edition: <i>Respond Through Writing</i> 29, 54, 185, 241, 365, 416, 492, 525 <i>Writing Workshop</i> 128-129, 288-289, 434, 582
2. Conduct background reading, interviews or surveys when appropriate.	Student Edition: <i>Prewriting Tip</i> 288 <i>Respond Through Writing</i> 29, 54, 185, 241, 622, 660 <i>Writing Workshop</i> 128-129, 730-731, 880
3. Establish a thesis statement for informational writing or a plan for narrative writing.	Student Edition: <i>Prewriting Tip</i> 880 <i>Respond Through Writing</i> 365, 525, 622, 660 <i>Writing Plan</i> 288, 434, 582, 730, 880 <i>Writing Tip</i> 435

STANDARDS	PAGE REFERENCES
4. Determine a purpose and audience and plan strategies (e.g., adapting focus, content structure and point of view) to address purpose and audience.	Student Edition: <i>Prewriting Tip</i> 582 <i>Respond Through Writing</i> 99, 185, 241, 365, 525, 622, 660 <i>Speaking, Listening, and Viewing Workshop</i> 441 <i>Writing Workshop</i> 288-289, 434, 582-584, 587, 730-733, 880
5. Use organizational strategies (e.g., notes and outlines) to plan writing.	Student Edition: <i>Respond Through Writing</i> 29, 99, 185, 241, 365, 492, 525, 622, 660 <i>Writing Plan</i> 582 <i>Writing Workshop</i> 128-133, 288-289, 434-436, 730-733, 880-881
<i>Drafting, Revising and Editing</i>	
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.	Student Edition: <i>Respond Through Writing</i> 29, 54, 99, 185, 365, 416, 492, 525, 622, 660, 852 <i>Writing Plan</i> 730, 880 <i>Writing Workshop</i> 435-436, 583, 736-737
7. Vary simple, compound and complex sentence structures.	Student Edition: <i>Apply Good Writing Traits</i> 733 <i>Grammar Focus</i> 587, 885 <i>Grammar Tip</i> 365, 416, 492, 525, 622, 885 <i>Respond Through Writing</i> 525 <i>Try It</i> 733 <i>Write with Style</i> 68
8. Group related ideas into paragraphs, including topic sentences following paragraph form, and maintain a consistent focus reinforced by parallel structures across paragraphs.	Student Edition: <i>Grammar Focus</i> 587 <i>Grammar Tip</i> 525, 587 <i>Respond Through Writing</i> 29, 54, 185, 365, 416, 492, 622, 660, 852 <i>Writing Workshop</i> 435-436, 732-733, 736, 881, 884

STANDARDS	PAGE REFERENCES
<p>9. Use precise language, action verbs, sensory details, colorful modifiers and style as appropriate to audience and purpose.</p>	<p>Student Edition: <i>Apply Good Writing Traits</i> 584 <i>Drafting Tip</i> 882 <i>Respond Through Writing</i> 99 <i>Word Bank</i> 241, 660, 852 <i>Writing Tip</i> 433 <i>Writing Workshop</i> 130, 132, 289-290, 436, 586, 884</p>
<p>10. Use available technology to compose text.</p>	<p>Student Edition: <i>Log On – Literature On Line</i> 129, 371, 881, 885 <i>Presenting Tip</i> 737 <i>Writing and Research</i> 129, 133, 289, 435, 583, 731, 881 <i>Writing Handbook</i> R14-R15, R18-R19</p>
<p>11. Reread and analyze clarity of writing and consistency of point of view.</p>	<p>Student Edition: <i>Respond Through Writing</i> 99, 185, 365, 416, 492, 525, 622, 660 <i>Writing Plan</i> 288 <i>Writing Workshop</i> 132, 290, 292, 438, 586, 736, 884</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>Student Edition: <i>Prewriting Tip</i> 288 <i>Writing Plan</i> 730, 880 <i>Writing Workshop</i> 132, 290, 292, 438, 586, 732, 736, 884</p>
<p>13. Rearrange words, sentences and paragraphs, and add transitional words and phrases to clarify meaning.</p>	<p>Student Edition: <i>Apply Good Writing Traits</i> 130 <i>Respond Through Writing</i> 99, 185, 416, 492 <i>Revising Tip</i> 586 <i>Try It</i> 733 <i>Writing Tip</i> 436 <i>Writing Workshop</i> 132, 292, 438, 586, 736, 884</p>
<p>14. Use resources and reference materials (e.g., dictionaries and thesauruses) to select more effective vocabulary.</p>	<p>Student Edition: <i>Academic Vocabulary</i> 28, 105, 176 <i>Academic Word List</i> R59-R62 <i>Apply Good Writing Traits</i> 436 <i>Presenting Tip</i> 737 <i>Word Bank</i> 241, 660, 852 <i>Writing Workshop</i> 289, 438 <i>Vocabulary Workshop</i> 661</p>

STANDARDS	PAGE REFERENCES
<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>Student Edition: <i>Apply Good Writing Traits</i> 290 <i>Grammar Focus</i> 133, 439, 737, 885 <i>Grammar Tip</i> 29, 54, 99, 133, 185, 365, 416, 439, 492, 525, 622, 885 <i>Proofreading Checklist</i> Inside Back Cover</p>
<p>16. Apply tools (e.g., rubric, checklist and feedback) to judge the quality of writing.</p>	<p>Student Edition: <i>Drafting Tip</i> 732 <i>Peer Review</i> 438, 884 <i>Proofreading Checklist</i> Inside Back Cover <i>Revising Plan</i> 132, 292, 438, 586, 736, 884 <i>Writing Workshop</i> 131, 291, 437, 585, 734-735</p>
Publishing	
<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: <i>Log On, Literature Online</i> 133, 293, 439, 587, 737, 885 <i>Present</i> 133, 293, 439, 587, 737, 885 <i>Presenting Tip</i> 133, 293, 439, 587, 737, 885 <i>Writing Handbook</i> R17-R18 <i>Writing Workshop</i> 290-291</p>
Writing Applications	
<p>1. Write narratives that:</p> <ol style="list-style-type: none"> a. sustain reader interest by pacing action and developing an engaging plot (e.g., tension and suspense); b. use literary devices to enhance style and tone; and c. create complex characters in a definite, believable setting. 	<p>Student Edition: <i>Apply Good Writing Traits</i> 130 <i>Respond Through Writing</i> 99, 622, 660 <i>Revising Tip</i> 132 <i>Speaking, Listening, and Viewing Workshop</i> 887 <i>Write with Style</i> 265, 353, 560 <i>Writing</i> 368, 554, 688 <i>Writing Plan</i> 128 <i>Writing Tip</i> 130</p>

STANDARDS	PAGE REFERENCES
<p>2. Write responses to literature that organize an insightful interpretation around several clear ideas, premises or images and support judgments with specific references to the original text, to other texts, authors and to prior knowledge.</p>	<p>Student Edition: <i>Grammar Tip</i> 54, 439 <i>Group Activity</i> 739 <i>Respond Through Writing</i> 54, 185, 241, 492, 525 <i>Speaking, Listening, and Viewing Workshop</i> 887 <i>Word Bank</i> 241 <i>Write to Compare</i> 879 <i>Writing</i> 152 <i>Writing Product</i> 143</p>
<p>3. Write business letters, letters to the editor and job applications that:</p> <ol style="list-style-type: none"> address audience needs, stated purpose and context in a clear and efficient manner; follow the conventional style appropriate to the text using proper technical terms; include appropriate facts and details; exclude extraneous details and inconsistencies; and provide a sense of closure to the writing. 	<p>Student Edition: <i>Functional Documents</i> R10-R12 <i>Group Activity</i> 739 <i>Writing</i> 34, 228, 456, 604 <i>Writing Product</i> 303 <i>Writing Workshop</i> 288-290, 292-293</p>
<p>4. Write informational essays or reports, including research, that:</p> <ol style="list-style-type: none"> pose relevant and tightly drawn questions that engage the reader; provide a clear and accurate perspective on the subject; create an organizing structure appropriate to the purpose, audience, and context; support the main ideas with facts, details, examples, and explanations from sources; and document sources and include bibliographies. 	<p>Student Edition: <i>Respond Through Writing</i> 241, 365, 416, 492 <i>Speaking, Listening, and Viewing Workshop</i> 887 <i>Try It</i> 92 <i>Writing</i> 152, 666, <i>Writing Product</i> 303, 747 <i>Writing Tip</i> 207 <i>Writing Workshop</i> 880-882, 884-885</p>
<p>5. Write persuasive compositions that:</p> <ol style="list-style-type: none"> establish and develop a controlling idea; support arguments with detailed evidence; exclude irrelevant information; and cite sources of information. 	<p>Student Edition: <i>Group Activity</i> 887 <i>Respond Through Writing</i> 525, 852 <i>Try It</i> 459 <i>Write to Compare</i> 879 <i>Writing</i> 319 <i>Writing Product</i> 449, 597 <i>Writing Workshop</i> 582-584, 586-587</p>

STANDARDS	PAGE REFERENCES
6. Produce informal writings (e.g., journals, notes and poems) for various purposes.	Student Edition: <i>Keep a Reader Response Journal</i> 741 <i>Quickwrite</i> 8, 13, 30, 72, 100, 165, 222, 230, 338, 347, 354, 410, 476, 504, 542, 547, 564, 670 <i>Write a Journal</i> 6, 12, 221, 328, 384, 629
Writing Conventions	
Spelling	
1. Use correct spelling conventions.	Student Edition: <i>Grammar Tip</i> 293, 737 <i>Spelling</i> R43-R45 <i>Spelling Link</i> 158, 221, 228, 323, 328, 368, 638 <i>Troublesome Words</i> R32-R35
Punctuation and Capitalization	
2. Use correct punctuation and capitalization.	Student Edition: <i>Grammar Focus</i> 133, 293, 737 <i>Grammar Link</i> 508, 688, 813 <i>Grammar Tip</i> 29, 99, 133, 185, 365, 416, 492, 622, 885 <i>Mechanics</i> R36-R42 <i>Troubleshooter</i> R32
Grammar and Usage	
3. Use all eight parts of speech (e.g., noun, pronoun, verb, adverb, adjective, conjunction, preposition, interjection).	Student Edition: <i>Grammar Glossary</i> R20-R26 <i>Grammar Link</i> 68, 86, 106, 177, 198, 335, 388, 409, 532, 546, 560 <i>Grammar Tip</i> 54 <i>Grammar Workshop</i> 80
4. Use clauses (e.g., main, subordinate) and phrases (e.g., gerund, infinitive, participial).	Student Edition: <i>Grammar Glossary</i> R21 <i>Grammar Link</i> 106, 401, 688, 813, 885 <i>Grammar Tip</i> 365, 492, 885 <i>Grammar Workshop</i> 80-81 <i>Helpful Hint</i> 80 <i>Troubleshooter</i> R27-R32
5. Use parallel structure to present items in a series and items juxtaposed for emphasis.	Student Edition: <i>Grammar Focus</i> 587 <i>Grammar Tip</i> 525, 587 <i>Write with Style</i> 509 <i>Writing</i> 34

STANDARDS	PAGE REFERENCES
6. Use proper placement of modifiers.	Student Edition: <i>Grammar Link</i> 388, 401, 409, 532, 590, 688 <i>Grammar Workshop</i> 81 <i>Troubleshooter</i> R30
7. Maintain the use of appropriate verb tenses.	Student Edition: <i>Grammar Glossary</i> R26 <i>Grammar Link</i> 106, 177, 265, 353 <i>Grammar Tip</i> 54 <i>Troubleshooter</i> R28-R30
8. Conjugate regular and irregular verbs in all tenses correctly.	Student Edition: Footnote 370 #5 <i>Grammar Glossary</i> R26 <i>Grammar Link</i> 106, 177, 198, 265, 353 <i>Grammar Tip</i> 54 <i>Troubleshooter</i> R29-R30
Research	
1. Compose open-ended questions for research, assigned or personal interest, and modify questions as necessary during inquiry and investigation.	Student Edition: <i>Prewrite</i> 288-289 <i>Research and Report</i> 177, 198, 713 <i>Respond Through Writing</i> 365, 525 <i>Writing Workshop</i> 730-731
2. Identify appropriate sources and gather relevant information from multiple sources (e.g., school library catalogs, online databases, electronic resources and Internet-based resources).	Student Edition: <i>Prewrite</i> 288 <i>Research and Report</i> 198, 713 <i>Respond Through Writing</i> 365, 525 <i>Writing Workshop</i> 730-731
3. Explain the usefulness and accuracy of sources by determining the validity (e.g., authority, accuracy, objectivity, publication date and coverage) and define primary and secondary sources.	Student Edition: <i>Research and Report</i> 198, 346, 713 <i>Respond Through Writing</i> 29 <i>Revising Tip</i> 736 <i>Writing Workshop</i> 731, 736
4. Select an appropriate structure for organizing information in a systematic way (e.g., notes, outlines, charts, tables, and graphic organizers).	Student Edition: <i>Draft</i> 289-290 <i>Prewrite</i> 289, 365 <i>Research and Report</i> 177, 532, 713 <i>Respond Through Writing</i> 29 <i>Writing Plan</i> 288 <i>Writing Workshop</i> 731-732

STANDARDS	PAGE REFERENCES
5. Compile and organize the important information and select appropriate sources to support central ideas, concepts and themes.	Student Edition: <i>Draft</i> 289 <i>Research and Report</i> 198, 346, 532, 713 <i>Respond Through Writing</i> 365, 525 <i>Writing Workshop</i> 292, 731-732
6. Integrate quotations and citations into written text to maintain a flow of ideas.	Student Edition: <i>Analyze a Student Model</i> 734-735 <i>Media Workshop</i> 229 <i>Prewriting Tip</i> 731 <i>Writing Tip</i> 581, 729 <i>Writing Workshop</i> 732-733, 736
7. Use style guides to produce oral and written reports that give proper credit for sources and include an acceptable format for source acknowledgement.	Student Edition: <i>Grammar Focus</i> 736 <i>Media Workshop</i> 229 <i>Prewriting Tip</i> 731 <i>Research and Report</i> 198, 532 <i>Writing Tip</i> 581, 729
8. Use a variety of communication techniques, including oral, visual, written or multimedia reports, to present information that supports a clear position about the topic or research question and to maintain an appropriate balance between researched information and original ideas.	Student Edition: <i>Group Activity</i> 135, 739 <i>On Your Own Activity</i> 135, 295 <i>Presenting Tip</i> 293, 737 <i>Research and Report</i> 198, 346, 532, 713 <i>Speaking and Listening</i> 503 <i>Writing Plan</i> 288
Communication: Oral and Visual	
Listening and Viewing	
1. Apply active listening strategies (e.g., monitoring message for clarity, selecting and organizing essential information, noting cues such as changes in pace).	Student Edition: <i>Active Listening and Note-Taking Checklist</i> 886 <i>After You Read</i> 34 #1, #5, 508 #1-#3 <i>Group Activity</i> 295, 589 <i>Listening to Appreciate</i> 134 <i>Listening to Learn</i> 294, 588, 738 <i>Listening to Understand</i> 440 <i>Media Workshop</i> 208 <i>Speaking, Listening, and Viewing Workshop</i> 886

STANDARDS	PAGE REFERENCES
<p>2. Identify and analyze the persuasive techniques (e.g., bandwagon, testimonial, glittering generalities, emotional word repetition and bait and switch) used in presentations and media messages.</p>	<p>Student Edition: 475, 575, 578-579 <i>After You Read</i> 34, #2, #4, 508 #4 <i>Group Activity</i> 441 <i>Literary Element</i> 31, 509, 581 #3 <i>Tip</i> 508 <i>Write to Compare</i> 581</p>
<p>3. Determine the credibility of the speaker (e.g., hidden agendas, slanted or biased material) and recognize fallacies of reasoning used in presentations and media messages.</p>	<p>Student Edition: <i>After You Read</i> 508 #5-#6 <i>Group Activity</i> 441 <i>Listening to Learn</i> 588, 738 <i>Literary Element</i> 509 #4 <i>Tip</i> 508 <i>Try It</i> 475, 517</p>
<p>4. Identify the speaker’s choice of language and delivery style (e.g., repetition, appeal to emotion, eye contact) and how they contribute to meaning.</p>	<p>Student Edition: 33, 532, 578, 579 <i>Active Listening and Note-Taking Checklist</i> 886 <i>After You Read</i> 34, #2-#4, 508 #2, #4 <i>Listening to Appreciate</i> 134 <i>Listening to Understand</i> 440 <i>Media Workshop</i> 208 <i>Speaking, Listening, and Viewing Workshop</i> 886 <i>Writing Workshop</i> 584-586</p>
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>On Your Own Activity</i> 739 <i>Presentation Checklist</i> 134, 294, 440, 738 <i>Speaking, Listening, and Viewing Workshop</i> 134, 294, 440, 588, 738 <i>Speech Checklist</i> 588</p>
<p>6. Adjust volume, phrasing, enunciation, voice modulation and inflection to stress important ideas and impact audience response.</p>	<p>Student Edition: <i>Presentation Checklist</i> 134, 294, 440, 738 <i>Speaking and Listening</i> 86, 503, 645 <i>Speaking, Listening, and Viewing Workshop</i> 134, 294, 440, 588, 738 <i>Speech Checklist</i> 588</p>

STANDARDS	PAGE REFERENCES
<p>7. Vary language choices as appropriate to the context of the speech.</p>	<p>Student Edition: <i>On Your Own Activity</i> 739 <i>Presentation Checklist</i> 134, 294, 440, 738 <i>Speaking, Listening, and Viewing Workshop</i> 134, 294, 440, 588, 738 <i>Speech Checklist</i> 588</p>
<p><i>Speaking Applications</i></p>	
<p>8. Deliver informational presentations (e.g., expository, research) that:</p> <ol style="list-style-type: none"> a. demonstrate an understanding of the topic and present events or ideas in a logical sequence; b. support the controlling idea or thesis with well-chosen and relevant facts, details, examples Elements, quotations, statistics, stories and anecdotes; c. include an effective introduction and conclusion and use a consistent organizational structure (e.g., cause-effect, compare-contrast, problem-solution); d. use appropriate visual materials (e.g., diagrams, charts, illustrations) and available technology; and e. draw from multiple sources, including both primary and secondary sources, and identify sources used. 	<p>Student Edition: <i>On Your Own Activity</i> 739 <i>Presentation Checklist</i> 134, 294, 440, 738 <i>Speaking and Listening</i> 335, 546 <i>Speaking, Listening, and Viewing Workshop</i> 134, 294, 440, 588, 738 <i>Speech Checklist</i> 588</p>
<p>9. Deliver formal and informal descriptive presentations that convey relevant information and descriptive details.</p>	<p>Student Edition: <i>Group Activity</i> 589 <i>On Your Own Activity</i> 739 <i>Presentation Checklist</i> 134, 294, 440, 738 <i>Speaking and Listening</i> 503 <i>Speaking, Listening, and Viewing Workshop</i> 134, 294, 440, 588, 738 <i>Speech Checklist</i> 588</p>

STANDARDS	PAGE REFERENCES
<p>Deliver persuasive presentations that:</p> <ul style="list-style-type: none"> a. establish and develop a logical and controlled argument; b. include relevant evidence, differentiating between evidence and opinion to support a position and to address counter-arguments or listener bias; and c. consistently use common organizational structures as appropriate (e.g., cause-effect, compare-contrast, problem-solution). 	<p>Student Edition: <i>On Your Own Activity</i> 739 <i>Presentation Checklist</i> 134, 294, 440, 738 <i>Speaking, Listening, and Viewing Workshop</i> 134, 294, 440, 588, 738 <i>Speech Checklist</i> 588</p>