



Glencoe

Literature

COURSE 4
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STANDARDS	PAGE REFERENCES
Phonemic Awareness, Word Recognition and Fluency	
<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>	
Acquisition of Vocabulary	
Contextual Understanding	
<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> 41, 66, 88, 957, 961 <i>Vocabulary</i> 226, 308, 391, 507, 541, 707, 857 <i>Vocabulary Practice</i> 66, 228, 397, 544, 678, 799, 870, 924, 952</p>
Conceptual Understanding	
<p>2. Analyze the relationships of pairs of words in analogical statements (e.g., synonyms and antonyms, connotation and denotation) and infer word meanings from these relationships.</p>	<p>Student Edition: <i>Vocabulary</i> 70, 115, 173, 413, 497 <i>Vocabulary Practice</i> 78, 182, 219, 420, 500, 585, 884</p>
<p>3. Infer the literal and figurative meaning of words and phrases and discuss the function of figurative language, including metaphors, similes, idioms and puns.</p>	<p>Student Edition: <i>Genre Focus</i> 443 <i>Literary Element</i> 585, 787, 655, 678 <i>Reading Strategy</i> 835, 1035</p>

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4. Examine and discuss ways historical events have influenced the English language.	Student Edition: <i>Vocabulary</i> 451, 885 <i>Vocabulary Practice</i> 169, 239 <i>Vocabulary Workshop</i> 899, 953
Structural Understanding	
5. 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).	Student Edition: <i>Vocabulary</i> 44, 142, 724 <i>Vocabulary Practice</i> 53, 111, 153, 742 <i>Vocabulary Workshop</i> 54-55, 374, 899, 953
Tools and Resources	
6. Determine the meanings and pronunciations of unknown words by using dictionaries, thesauruses, glossaries, technology and textual features, such as definitional footnotes or sidebars	Student Edition: <i>Academic Vocabulary</i> 41, 560 <i>Glossary</i> R64-R78 <i>Vocabulary Workshop</i> 125, 502
Reading process: Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies	
<i>In Grades 8 through 12, students should read purposefully and automatically, using the comprehension and self-monitoring strategies outlined in previous grades. As they encounter increasingly challenging content-area and literary texts, students may more consciously employ these strategies and benefit from teacher modeling of the reading process.</i>	
Comprehension Strategies	
1. Apply reading comprehension strategies, including making predictions, comparing and contrasting, recalling and summarizing and making inferences and drawing conclusions.	Student Edition: 23, 24, 27, 30, 31, 33, 34, 37, 39, 158, 160, 162, 164, 166, 361, 363, 364, 366, 657, 661, 666, 668, 669, 671, 672, 673, 675, 793, 795, 797 <i>Reading Strategy</i> 21, 41, 156, 169, 356, 368, 466, 469, 655, 787, 790
2. Answer literal, inferential, evaluative and synthesizing questions to demonstrate comprehension of grade-appropriate print texts and electronic and visual media.	Student Edition: 361, 363, 364, 366 <i>Reading Check</i> 5, 263 <i>Reading Strategy</i> 142, 153, 356, 368, 466, 469, 655, 678, 1044 RH 38-41
Self-Monitoring Strategies	
3. Monitor own comprehension by adjusting speed to fit the purpose, or by skimming, scanning, reading on, looking back, note taking or summarizing what has been read so far in text.	Student Edition: 14, 17 <i>Preview the Article</i> 744 <i>Reading Strategy</i> 11, 19, 57, 70, 230, 356, 368, 466, 469, 744

STANDARDS	PAGE REFERENCES
Independent Reading	
4. Use criteria to choose independent reading materials (e.g., personal interest, knowledge of authors and genres or recommendations from others).	Student Edition: <i>Before You Read</i> 10, 196, 208, 307, 537, 624, 1012 <i>Genre Focus</i> 2-3, 260-261, 442-443, 614-615, 830-831, 986-987 <i>Independent Reading</i> 250-251, 432-433, 604-605, 814-815, 976-977
5. Independently read books for various purposes (e.g., for enjoyment, for literary experience, to gain information or to perform a task).	Student Edition: <i>Independent Reading</i> 250-251, 432-433, 604-605, 814-815, 976-977
Reading Applications: Informational, Technical and Persuasive Text	
1. Identify and understand organizational patterns (e.g., cause-effect, problem-solution) and techniques, including repetition of ideas, syntax and word choice, that authors use to accomplish their purpose and reach their intended audience.	Student Edition: 81, 83, 85, 103, 199, 202, 204, 333, 334, 335 <i>Literary Element</i> 275 <i>Reading Strategy</i> 80, 88, 90, 197, 275, 329, 338, 349, 885
2. Critique the treatment, scope and organization of ideas from multiple sources on the same topic.	Student Edition: <i>Comparing Literature</i> 398, 411, 900, 906 <i>Research and Report</i> 111, 153
3. Analyze information found in maps, charts, tables, graphs, diagrams, cutaways and overlays.	Student Edition: <i>Focus on Functional Documents</i> 1102 <i>Write with Style</i> 454, 555 <i>Read a Map</i> 1116 <i>Visual Literacy</i> 168
4. Assess the adequacy, accuracy and appropriateness of an author's details, identifying persuasive techniques (e.g., bandwagon, testimonial, transfer, glittering generalities, emotional word repetition, bait and switch) and examples of propaganda, bias and stereotyping.	Student Edition: 380, 381, 382, 393, 395, 402 <i>Draft</i> 1086-1087 <i>Literary Element</i> 537 <i>Logic and Persuasion Handbook</i> R60-R63 <i>Media Workshop</i> 319 <i>Reading Strategies</i> 220, 349, 354, 379
5. Analyze an author's implicit and explicit argument, perspective or viewpoint in text.	Student Edition: <i>Before You Read</i> 399 <i>Literary Element</i> 384, 400, 413 <i>Reading Strategy</i> 387, 389, 1008 <i>Speaking and Listening</i> 411

STANDARDS	PAGE REFERENCES
6. Analyze the author's development of key points to support argument or point of view.	Student Edition: 210, 212, 213, 215, 216 <i>Analyze and Evaluate</i> 383 <i>Literary Element</i> 218, 379, 384, 410 <i>Reading Strategy</i> 387, 389, 1008
7. Compare and contrast the effectiveness of the features (e.g., format, sequence, headers) used in various consumer documents (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).	Student Edition: <i>Focus on Functional Documents</i> 1102 <i>Media Workshop</i> 318-319 <i>Read a Contract</i> 1119 <i>Read a License Agreement and Installation Guide</i> 1108-1109 <i>Read a Memo</i> 1112 <i>Speaking and Listening</i> 579 <i>Writing Workshop</i> 1082-1087
8. Identify the features of rhetorical devices used in common types of public documents, including newspaper editorials and speeches.	Student Edition: 380, 381, 382 <i>Literary Element</i> 379, 384 <i>Literary Focus</i> 326-327, 376-377 <i>Logic and Persuasion Handbook</i> R60-R63 <i>Reading Strategy</i> 329, 349, 354
Reading Applications: Literary Text	
1. Identify and explain an author's use of direct and indirect characterization, and ways in which characters reveal traits about themselves, including dialect, dramatic monologues and soliloquies.	Student Edition: 874, 876, 877, 880 <i>Genre Focus</i> 2 <i>Literary Element</i> 123, 871, 874 <i>Literary Focus</i> 96-97, 620-621 <i>Reading Strategy</i> 111, 135, 156, 169, 209
2. Analyze the influence of setting in relation to other literary elements.	Student Edition: <i>Genre Focus</i> 2-3 <i>Literary Focus</i> 8-9 <i>Review</i> 52, 77, 169, 218 <i>Reading Strategy</i> 565
3. Identify ways in which authors use conflicts, parallel plots and subplots in literary texts.	Student Edition: 12, 13, 17, 886, 889, 892, 894 <i>Genre Focus</i> 2-3 <i>Literary Element</i> 11, 19, 885 <i>Literary Focus</i> 8-9 <i>Reading Strategy</i> 21 <i>Visual Literacy</i> 40

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4. Evaluate the point of view used in a literary text.	Student Edition: 210, 212, 213, 215, 216 <i>Genre Focus</i> 2-3 <i>Literary Element</i> 197, 206, 209, 218 <i>Literary Focus</i> 96-97 <i>Review</i> 924
5. Interpret universal themes across different works by the same author and different authors.	Student Edition: <i>Big Idea</i> 126, 140, 749, 754, 900, 906 <i>Genre Focus</i> 2-3 <i>Literary Element</i> 142, 152, 947 <i>Literary Focus</i> 96-97 <i>Reading Strategy</i> 230, 724
6. Analyze how an author's choice of genre affects the expression of a theme or topic.	Student Edition: 938, 939 <i>Genre Focus</i> 2-3, 986-987 <i>Literary Terms Handbook</i> R14, R18 <i>Reading Strategy</i> 292, 935, 943
7. Explain how foreshadowing and flashback are used to shape plot in a literary text	Student Edition: 46, 50, 51, 1046, 1049, 1050, 1052, 1057, 1058, 1060, 1061 <i>Literary Element</i> 44, 52, 1044, 1066 <i>Literary Terms Handbook</i> R8
8. Define and identify types of irony, including verbal, situational and dramatic, used in literary texts.	Student Edition: 82, 83, 85, 86, 708, 713, 717 <i>Literary Element</i> 80, 88, 707, 723, 1081 <i>Literary Focus</i> 757 <i>Literary Terms Handbook</i> R10 <i>Reading Strategy</i> 547, 549
9. Analyze ways in which the author conveys mood and tone through word choice, figurative language and syntax.	Student Edition: 309, 312, 315 424, 427 <i>Literary Element</i> 57, 308, 316 <i>Literary Focus</i> 9 <i>Review</i> 88, 468

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10. Explain how authors use symbols to create broader meanings.	Student Edition: 159, 161, 164, 165, 166 <i>Literary Analysis Model</i> 826 <i>Literary Element</i> 156, 169, 532, 534 <i>Review</i> 206
11. Identify sound devices, including alliteration, assonance, consonance and onomatopoeia, used in literary texts.	Student Edition: 566 <i>Genre Focus</i> 443 <i>Literary Element</i> 565, 567, 591, 593 <i>Literary Focus</i> 562-563 <i>Partner Activity</i> 489 <i>Review</i> 578, 742
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>Activities</i> 6 <i>Checklist</i> 240 <i>Connect to the Story</i> 11, 80, 142, 156, 173 <i>Connect to the Legend</i> 955 <i>Partner Activity</i> 384, 951 <i>Reading Strategy</i> 387 <i>Revise</i> 246 <i>Write with Style</i> 952
2. Determine the usefulness of and apply appropriate pre-writing tasks (e.g., background reading, interviews or surveys).	Student Edition: <i>Prewrite</i> 597, 807, 963 <i>Respond Through Writing</i> 67, 89, 124, 170, 207, 545 <i>Reading Strategy</i> 80, 305 <i>Speaking and Listening</i> 53 <i>Write with Style</i> 354
3. Establish and develop a clear thesis statement for informational writing or a clear plan or outline for narrative writing.	Student Edition: 244, 350, 352 <i>Checklist</i> 804 <i>Draft</i> 525 <i>Literary Element</i> 349, 353 <i>Prewrite</i> 67, 243 <i>Research and Report</i> 490 <i>Revise</i> 246

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: 241, 245, 270, 272, 424, 427, 595, 967, 1087 <i>Prewrite</i> 243, 425, 597, 963 <i>Writing Workshop</i> 240, 594, 1085
5. Use organizational strategies (e.g., notes and outlines) to plan writing.	Student Edition: <i>Compare The Big Idea</i> 906 <i>Create a Graphic Organizer</i> 249 <i>Reading Strategy</i> 907 <i>Tip</i> 99, 226, 230 <i>Write with Style</i> 78, 354, 1041
Drafting, Revising and Editing	
6. Organize writing to create a coherent whole with an effective and engaging introduction, body and conclusion, and a closing sentence that summarizes, extends or elaborates on points or ideas in the writing.	Student Edition: <i>Writing Workshop</i> 240, 243, 596, 805-806, 808-809, 966-969, 1084 <i>Respond Through Writing</i> 170, 385, 1067 <i>Writing with Style</i> 354
7. Use a variety of sentence structures and lengths (e.g., simple, compound and complex sentences; parallel or repetitive sentence structure).	Student Edition: <i>Focus Lesson</i> 1089 <i>Grammar and Writing Skills</i> 438-439, 820-821 <i>Grammar Workshop</i> 112-113
8. Use paragraph form in writing, including topic sentences that arrange paragraphs in a logical sequence, using effective transitions and closing sentences and maintaining coherence across the whole through the use of parallel structures.	Student Edition: <i>Draft</i> 385 <i>Grammar and Writing Skills</i> 256, 438-439, 610-611, 820-821, 982-983 <i>Grammar Tip</i> 124, 586 <i>Literary Element</i> 387
9. Use precise language, action verbs, sensory details, colorful modifiers and style as appropriate to audience and purpose and use techniques to convey a personal style and voice.	Student Edition: <i>Focus Lesson</i> 428, 600 <i>Literary Element</i> 384 <i>Look at Language</i> 397, 469, 555, 772, 952 <i>Prewrite</i> 597 <i>Respond Through Writing</i> 525 <i>Writing Workshop</i> 244, 595, 596

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10. Use available technology to compose text.	Student Edition: <i>Report</i> 153 <i>Research Paper Writing</i> R31-R37 <i>Word Processing</i> 247, 429, 601, 811, 971, 1089
11. Reread and analyze clarity of writing, consistency of point of view and effectiveness of organizational structure.	Student Edition: <i>Revise</i> 246, 428, 600 <i>Literary Element</i> 206 <i>Peer Review Tips</i> 601, 811 <i>Respond Through Writing</i> 67, 89, 124, 170, 339, 586 <i>Write with Style</i> 555 <i>Writing Workshop</i> 804
12. Add and delete information and details to better elaborate on stated central idea and more effectively accomplish purpose.	Student Edition: <i>Peer Review Tips</i> 601, 811 <i>Prewrite</i> 807 <i>Respond Through Writing</i> 67, 89, 170, 421, 525 <i>Writing Workshop</i> 596, 598, 599
13. Rearrange words, sentences and paragraphs, and add transitional words and phrases to clarify meaning and maintain consistent style, tone and voice.	Student Edition: <i>Focus Lesson</i> 428, 970, 1088 <i>Grammar Workshop</i> 945 <i>Grammar Tip</i> 124, 1067 <i>Literary Element</i> 308 <i>Look at Language</i> 239, 354
14. Use resources and reference materials (e.g., dictionaries and thesauruses) to select effective and precise vocabulary that maintains consistent style, tone and voice.	Student Edition: <i>Grammar Workshop</i> 945 <i>Grammar Tip</i> 124, 1067 <i>Literary Element</i> 308 <i>Revise</i> 428, 970, 1088 <i>Write with Style</i> 239, 354
15. Proofread writing, edit to improve conventions (e.g., grammar, spelling, punctuation and capitalization), identify and correct fragments and run-ons and eliminate inappropriate slang or informal language.	Student Edition: <i>Edit and Proofread</i> 247 <i>Grammar Workshop</i> 154, 170, 195, 306, 495, 945, 1011 <i>Respond Through Writing</i> 124, 291, 339, 421, 429, 525, 586, 811, 944, 1007 <i>Trouble Shooter</i> R47-R59

STANDARDS	PAGE REFERENCES
<p>16. Apply tools (e.g., rubric, checklist and feedback) to judge the quality of writing.</p>	<p>Student Edition: <i>Peer Review Tips</i> 971, 1089 <i>Research and Report</i> 490 <i>Traits of Strong Writing</i> 428 <i>Writing Handbook</i> R28-R29 <i>Writing Workshop</i> 240, 246, 422, 810, 962</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>Activity</i> 319 <i>Create a Graphic</i> 1117 <i>Media Genre</i> 320, 322 <i>Media Workshop</i> 318-319 <i>Present</i> 601, 811, 971, 1089 <i>Present/Publish</i> 247, 429 <i>Speaking, Listening, Viewing Workshop</i> 972-973 <i>Using Functional Documents</i> 1103 <i>Writing Handbook</i> R30</p>
Writing Applications	
<p>1. Write narratives that:</p> <ul style="list-style-type: none"> a. sustain reader interest by pacing action and developing an engaging plot (e.g., tension and suspense); b. use a range of strategies and literary devices including figurative language and specific narration; and, c. include an organized, well-developed structure. 	<p>Student Edition: <i>Literary Element</i> 218 <i>Prewrite</i> 425 <i>Respond Through Writing</i> 207 <i>Quickwrite</i> 9, 97 <i>Revise</i> 428 <i>Writing</i> 19 <i>Writing Workshop</i> 423-424, 426-427, 808-809</p>
<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 Workshop</i> 112 <i>Respond Through Writing</i> 89, 170, 291 <i>Writing Workshop</i> 804, 805-806</p>

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<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>Focus on Functional Documents</i> 1102 <i>Read an Application</i> 1125 <i>Respond Through Writing</i> 743 <i>Write a Business Letter</i> 1127 <i>Writing</i> 410, 549 <i>Writing Workshop</i> 1082-1087</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>Essay</i> 257, 821 <i>Research and Report</i> 111, 153, 317 <i>Respond Through Writing</i> 67, 89, 501, 545, 925 <i>Writing Workshop</i> 804-805</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>Literary Focus</i> 327 <i>Respond Through Writing</i> 170, 385 <i>Use Persuasive Techniques</i> 1085 <i>Writing Workshop</i> 1082, 1083-1084, 1086-1087</p>
<p>6. Produce informal writings (e.g., journals, notes and poems) for various purposes.</p>	<p>Student Edition: <i>Connect to the Story</i> 11, 80, 142 <i>Quickwrite</i> 9, 185, 267, 327, 563, 933 <i>Writing</i> 281, 451, 514, 518, 790, 787 <i>Writing with Style</i> 454</p>
<p>Writing Conventions</p>	
<p>Spelling</p>	
<p>1. Use correct spelling conventions.</p>	<p>Student Edition: <i>Respond Through Writing</i> 89, 124, 170, 207, 339, 421 <i>Spelling</i> R57-R59 <i>Vocabulary Practice</i> 111, 290 <i>Vocabulary Workshop</i> 125 <i>Traits of Strong Writing</i> 246</p>

STANDARDS	PAGE REFERENCES
Punctuation and Capitalization	
2. Use correct capitalization and punctuation.	Student Edition: <i>Language Handbook</i> R53 <i>Punctuation</i> R53-R56 <i>Respond Through Writing</i> 89, 124, 170, 207, 291, 385 <i>Traits of Strong Writing</i> 246, 428, 600, 810, 970, 1088
Grammar and Usage	
3. Use clauses (e.g., main, subordinate) and phrases (e.g., gerund, infinitive, participial).	Student Edition: <i>Grammar Tip</i> 89, 291, 385 <i>Grammar Workshop</i> 112-113, 347 <i>Language Handbook</i> R40, R41
4. Use parallel structure to present items in a series and items juxtaposed for emphasis.	Student Edition: <i>Focus Lesson</i> 1089 <i>Literary Element</i> 489 <i>Reading Strategy</i> 557, 560 <i>Respond Through Writing</i> 385
5. Use proper placement of modifiers.	Student Edition: <i>Grammar Workshop</i> 154 <i>Language Handbook</i> R51 <i>Writing Workshop</i> 601
6. Maintain the use of appropriate verb tenses.	Student Edition: <i>Grammar and Writing Skills</i> 438, 610 <i>Grammar Tip</i> 42 <i>Grammar Workshop</i> 748 <i>Language Handbook</i> R50
Research	
1. Compose open-ended questions for research, assigned or personal interest, and modify questions as necessary during inquiry and investigation to narrow the focus or extend the investigation.	Student Edition: <i>Investigate</i> 317 <i>Reading Strategy</i> 142, 153 <i>Research and Report</i> 111, 368 <i>Respond Through Writing</i> 67, 501, <i>Writing Workshop</i> 963

STANDARDS	PAGE REFERENCES
<p>2. Identify appropriate sources and gather relevant information from multiple sources (e.g., school library catalogs, online databases, electronic resources and Internet-based resources).</p>	<p>Student Edition: <i>Primary Source Quotation</i> 289 <i>Research and Report</i> 111, 317, 368, 501 <i>Respond Through Writing</i> 67 <i>Secondary Sources</i> 968 <i>Writing Workshop</i> 966-969</p>
<p>3. Determine the accuracy of sources and the credibility of the author by analyzing the sources' validity (e.g., authority, accuracy, objectivity, publication date and coverage, etc.).</p>	<p>Student Edition: <i>Primary Source Quotation</i> 289 <i>Research Report</i> 67, 1007 <i>Respond Through Writing</i> 11, 153, 317, 368, 490, 501 <i>Writing Workshop</i> 962-965, 966-969</p>
<p>4. Compile and organize important information and select appropriate sources to support central ideas, concepts and themes.</p>	<p>Student Edition: <i>Peer Review Tips</i> 971 <i>Research and Report</i> 111, 153, 317, 490 <i>Writing Workshop</i> 805, 808-809</p>
<p>5. Integrate quotations and citations into written text to maintain a flow of ideas.</p>	<p>Student Edition: <i>Checklist</i> 804 <i>Revise</i> 810 <i>Writing Workshop</i> 805, 808-809, 811, 971</p>
<p>6. Use style guides to produce oral and written reports that give proper credit for sources and include an acceptable format for source acknowledgement.</p>	<p>Student Edition: <i>Avoid Plagiarism</i> 807, 1085 <i>Research and Report</i> 317 <i>Writing Handbook</i> R31-R37 <i>Writing Workshop</i> 811, 969</p>
<p>7. 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.</p>	<p>Student Edition: <i>Media Workshop</i> 318-319 <i>Presentation Tips</i> 1091 <i>Speaking and Listening</i> 579 <i>Speaking, Listening and Viewing Workshop</i> 812-813, 972-978, 1090-1091 <i>Writing Workshop</i> 1088</p>

STANDARDS	PAGE REFERENCES
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) in a variety of settings.	Student Edition: <i>Speaking and Listening</i> 305, 560 <i>Tip</i> 349
2. Identify types of arguments used by the speaker, such as authority and appeals to emotion.	Student Edition: 401, 403, 405, 420 <i>Before You Read</i> 399, 413 <i>Literary Analysis Model</i> 263 <i>Literary Element</i> 379, 400 <i>Literary Focus</i> 327 <i>Reading Strategy</i> 220, 413, 1091 <i>Review</i> 396 <i>Genre Focus</i> 261
3. Analyze the credibility of the speaker (e.g., hidden agendas, slanted or biased material) and recognize fallacies of reasoning used in presentations and media messages.	Student Edition: 319, 401, 403, 405, 406 <i>Activity</i> 319 <i>Media Genre</i> 322 <i>Reading Strategy</i> 379, 400 <i>Writing Workshop</i> 962-965
4. Identify the speaker's choice of language and delivery styles (e.g., repetition, appeal to emotion, eye contact) and explain how they contribute to meaning.	Student Edition: 323, 463, 552, 553 <i>Genre Focus</i> 442-443 <i>Grammar Workshop</i> 306 <i>Speaking and Listening</i> 305, 961
Speaking Skills and Strategies	
5. Demonstrate an understanding of the rules of the English language and select language appropriate to purpose and audience.	Student Edition: <i>Grammar Tip</i> 89 <i>Language Handbook</i> R40-R59 <i>Vocabulary Workshop</i> 1042 <i>Writing Handbook</i> R29 <i>Writing Workshop</i> 970
6. Adjust volume, phrasing, enunciation, voice modulation and inflection to stress important ideas and impact audience response.	Student Edition: <i>Media Workshop</i> 319 <i>Presentations Tips</i> 603 <i>Speaking and Listening</i> 194, 579, 961 <i>Speaking, Listening, and Viewing Workshop</i> 972-975, 602-603

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7. Vary language choices as appropriate to the context of the speech.	Student Edition: <i>Genre Focus</i> 261 <i>Literary Focus</i> 376-377 <i>Reading Strategy</i> 115, 516, 518 <i>Vocabulary</i> 788
Speaking Applications	
8. Deliver informational presentations (e.g., expository, research) that: <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, 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); use appropriate visual materials (e.g., diagrams, charts, illustrations) and available technology to enhance presentation; and d. draw from multiple sources, including both primary and secondary sources, and identify sources used. 	Student Edition: <i>Literary Element</i> 387, 400 <i>Logic and Persuasion Handbook</i> R60-R63 <i>Primary Source Quotation</i> 289 <i>Research and Report</i> 317 <i>Respond Through Writing</i> 67, 89, 1007 <i>Secondary Sources</i> 968 <i>Speaking, Listening, and Viewing Workshop</i> 972-975
9. Deliver formal and informal descriptive presentations that convey relevant information and descriptive details.	Student Edition: <i>Literary Element</i> 387, 400 <i>Logic and Persuasion Handbook</i> R60-R63 <i>Primary Source Quotation</i> 289 <i>Research and Report</i> 317 <i>Respond Through Writing</i> 67, 89, 1007 <i>Secondary Sources</i> 968 <i>Speaking, Listening, and Viewing Workshop</i> 972-975

STANDARDS	PAGE REFERENCES
<p>10. 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; c. use persuasive strategies, such as rhetorical devices, anecdotes and appeals to emotion, authority and reason; d. use common organizational structures as appropriate (e.g., cause-effect, compare-contrast, problem-solution); and e. use speaking techniques (e.g., reasoning, emotional appeal, case studies or analogies). 	<p>Student Edition: <i>Genre Focus</i> 260-261 <i>Literary Focus</i> 376-377 <i>Respond Through Writing</i> 385 <i>Speaking, Listening, and Viewing Workshop</i> 1090-1091</p>