



Glencoe

Literature

COURSE 5
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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>1. Define unknown words through context clues and the author's use of comparison, contrast and cause and effect.</p>	<p>Student Edition: 122 <i>Vocabulary Practice</i> 16, 140, 319, 447, 479, 552, 571, 684, 782, 1082</p>
<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: 32, 713, 117 <i>Vocabulary Practice</i> 71, 83, 438, 546, 558, 605, 841, 936, 987</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: 533, 538 #4, 545 #7 <i>Literary Element</i> 557 <i>The Language of Poetry</i> 468 <i>Vocabulary</i> 555 <i>Vocabulary Practice</i> 558</p>

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4. Analyze the ways that historical events influenced the English language.	Student Edition: 340 <i>Vocabulary Practice</i> 62, 111, 257, 350, 495, 515, 575, 835, 923, 967, 979, 1114
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: 967, 979 <i>Vocabulary Practice</i> 622, 977, 1114
6. Determine the meanings and pronunciations of unknown words by using dictionaries, glossaries, technology and textual features, such as definitional footnotes or sidebars.	Student Edition: 72, 1117 <i>Vocabulary Practice</i> 27
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, comparing and contrasting, recalling and summarizing and making inferences and drawing conclusions.	Student Edition: 51 <i>Compare the Big Ideas</i> 198, 217 <i>Compare the Theme</i> 845, 873 <i>Reading Strategy</i> 117, 121, 287, 302, 376, 381, 564, 567
2. Answer literal, inferential, evaluative and synthesizing questions to demonstrate comprehension of grade-appropriate print texts and electronic and visual media.	Student Edition: <i>Compare Narrator</i> 217 <i>Making Inferences About Characters</i> 152, 155 <i>Portraits of Real Life</i> 861 <i>Reading Strategy</i> 418 <i>Respond and Think Critically</i> 82, 545, 1087 <i>Synthesize</i> 984 <i>View the Art</i> 310, 784
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: <i>Make and Verify Predictions</i> 786, 787 <i>Reading Strategy</i> 55, 173, 287, 497, 502, 663, 783, 799 <i>Summarize</i> 289, 293

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<i>Independent Reading</i>	
4. Use criteria to choose independent reading materials (e.g., personal interest, knowledge of authors and genres or recommendations from others).	Student Edition: 268-269, 458-459, 642-643, 884-885, 1006-1007, 1128-1129
5. Independently read books for various purposes (e.g., for enjoyment, for literary experience, to gain information or to perform a task).	Student Edition: 268-269, 458-459, 642-643, 884-885, 1006-1007, 1128-1129
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: <i>Compare Description</i> 1058 <i>Literary Element</i> 376, 380, 389 <i>Reading Strategy</i> 18, 402, 414, 443, 447, 959
2. Critique the treatment, scope and organization of ideas from multiple sources on the same topic.	Student Edition: 198-217, 416-430, 617-631, 845-873, 981-991, 1058-1069
3. Evaluate the effectiveness of information found in maps, charts, tables, graphs, diagrams, cutaways and overlays.	Student Edition: 1153, 1154, 1156 <i>Activities</i> 6, 472 <i>Literary Element</i> 15, 26, 65, 158, 402, 493, 1038 <i>Reading Strategy</i> 28
4. Assess the adequacy, accuracy and appropriateness of an author's details, identifying persuasive techniques (e.g., transfer, glittering generalities, bait and switch) and examples of propaganda, bias and stereotyping.	Student Edition: 1139 <i>Reading Strategy</i> 395, 399, 432, 588, 842 <i>Recognize Bias</i> 397 <i>Rhetorical Devices</i> 396, 397
5. Analyze an author's implicit and explicit argument, perspective or viewpoint in text.	Student Edition: 367, 392-393, 416, 417, 430, 617, 631 <i>Persuasive Essay and Speeches</i> 279 <i>Reading Strategy</i> 399, 842
6. Identify appeals to authority, reason and emotion.	Student Edition: 708, 712#5, R60-R63 <i>Emotional Appeal</i> 879 <i>Emotional Appeals and Analogy</i> 875

STANDARDS	PAGE REFERENCES
7. Analyze the effectiveness of the features (e.g., format, graphics, 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: 1138-1163
8. Describe the features of rhetorical devices used in common types of public documents, including newspaper editorials and speeches.	Student Edition: <i>Literary Element</i> 395 <i>Rhetorical Devices</i> 396, 397, 399, 418, 429
Reading Applications: Literary Text	
1. Compare and contrast 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: 87, 145 <i>Characterization</i> 707, 849 <i>Literary Element</i> 156, 739, 759, 847, 865 <i>Monologue</i> 654 <i>Monologue, Soliloquies and Asides</i> 747, 756
2. Analyze the features of setting and their importance in a literary text.	Student Edition: <i>Analyze Plot and Setting</i> 849, 851, 854, 856, 862 <i>Reading Strategy</i> 847, 865
3. Distinguish how conflicts, parallel plots and subplots affect the pacing of action in literary text.	Student Edition: 9 <i>Analyze Plot</i> 165 <i>Analyze Plot and Setting</i> 856 <i>Conflict</i> 839 <i>Literary Element</i> 34, 50, 838, 841 <i>Reading Strategy</i> 158, 170, 847
4. Interpret universal themes across different works by the same author or by different authors.	Student Edition: 198-217, 416-430, 617-631, 845-873, 981-991, 1058-1069
5. Analyze how an author's choice of genre affects the expression of a theme or topic.	Student Edition: 3, 86, 278-279, 284-285, 470-471, 818-819, 859, 900-901, 956-957 <i>Literary Element</i> 663

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6. Explain how literary techniques, including foreshadowing and flashback, are used to shape the plot of a literary text.	Student Edition: <i>Dialogue</i> 109 <i>Flashback</i> 12 <i>Image Archetype</i> 972 <i>Literary Element</i> 11, 15, 61, 74, 110, 969, 1055, 1060
7. Recognize how irony is used in a literary text.	Student Edition: 171 <i>Irony</i> 160, 162, 164, 167 <i>Literary Element</i> 158, 170, 834
8. Analyze the author's use of point of view, mood and tone.	Student Edition: 184-185, 413 #8, 551 #5 <i>Compare Narrators</i> 198 <i>Literary Element</i> 55, 61, 542, 1089, 1092 <i>Mood</i> 544 <i>Narrator and Voice in Short Stories</i> 3 <i>Point of View</i> 200 <i>Reading Strategy</i> 477, 479, 535
9. Explain how authors use symbols to create broader meanings.	Student Edition: <i>Literary Element</i> 74, 83, 608, 610
10. Describe the effect of using sound devices in literary texts (e.g., to create rhythm, to appeal to the senses or to establish mood).	Student Edition: 474-475, 592-593 <i>Literary Elements</i> 493, 495, 539, 548, 580, 619 <i>Reading Strategy</i> 493, 493, 548, 608, 611 <i>The Sound of Poetry</i> 469
11. Explain ways in which an author develops a point of view and style (e.g., figurative language, sentence structure and tone), and cite specific examples from the text.	Student Edition: 184-185, 533, 1022-1023 <i>Figurative Language</i> 471 <i>Literary Element</i> 246, 256, 1114 <i>Reading Strategy</i> 782 <i>Style</i> 1018 <i>Style and Tone</i> 1017 <i>Tone</i> 1018
Writing Processes	
Prewriting	
1. Generate writing ideas through discussions with others and from printed material, and keep a list of writing ideas.	Student Edition: 84, 141, 171, 261, 390, 400, 415, 491, 503, 540, 606, 635, 708, 816, 1039, 1115, 1122

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2. Determine the usefulness of and apply appropriate pre-writing tasks (e.g., background reading, interviews or surveys).	Student Edition: 51, 244, 320, 351, 451, 876, 978, 933
3. Establish and develop a clear thesis statement for informational writing or a clear plan or outline for narrative writing.	Student Edition: 244, 260, 553, R28, R33 <i>Develop a Thesis</i> 994 <i>Opinion/Thesis Statement</i> 878 <i>Thesis</i> 262 <i>Thesis Statement</i> 995
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: 1039 <i>Assignment</i> 259, 449, 633, 1119 <i>Audience and Purpose</i> 451, 993 <i>Audience Engagement</i> 634 <i>Purpose</i> 259, 263
5. Use organizational strategies (e.g., notes, outlines) to plan writing.	Student Edition: 252, 261, 635, 636, 994, R28, R30, R32 <i>Writing Frames</i> 452, 636, 995
<i>Drafting, Revising and Editing</i>	
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: 51, 84, 491, 540, 606, 995, R28, R33
7. Use a variety of sentence structures and lengths (e.g., simple, compound and complex sentences; parallel or repetitive sentence structure).	Student Edition: R29, R45 <i>Focus Lesson</i> 264, 881 <i>Traits of Strong Writing</i> 264
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: 244, 351, 553, 636-637, 708, 878-879, 978, 1115, 1122-1123 <i>Focus Lesson</i> 1000 <i>Narrative Structure</i> 637
9. Use language, including precise language, action verbs, sensory details and colorful modifiers, and style as appropriate to audience and purpose, and use techniques to convey a personal style and voice.	Student Edition: 141, 390, 816, 1039, 1118-1123 <i>Characterization</i> 1120 <i>Emotional Appeal</i> 879 <i>Focus Lesson</i> 454, 638

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10. Use available technology to compose text.	Student Edition: R30 Any of the following writing activities can be composed using technology. 51, 84, 141, 171, 244, 261, 320, 351, 390, 400, 415, 491, 503, 540, 553, 606, 708, 816, 978, 1039, 1115
11. Reread and analyze clarity of writing, consistency of point of view and effectiveness of organizational structure.	Student Edition: 320, 400, 415, 452-453, 503 <i>Controlling Impression</i> 452 <i>A Working Thesis</i> 261
12. Add and delete information and details to better elaborate on stated central idea and more effectively accomplish purpose.	Student Edition: 171, 262-263 <i>Consistent Focus</i> 263 <i>Descriptive Details</i> 637 <i>Locate Scenes and Incidents</i> 1119
13. Rearrange words, sentences and paragraphs and add transitional words and phrases to clarify meaning and maintain consistent style, tone and voice.	Student Edition: 51, 84, 141, 171, 244, 261, 320, 351, 390, 400, 415, 491, 503, 540, 553, 606, 708, 816, 978, 1039, 1115 <i>Revise</i> 264, 454, 638, 880, 1000, 1124
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: 72, 1117 <i>Technology</i> 72
15. Proofread writing, edit to improve conventions (e.g., grammar, spelling, punctuation and capitalization), identify and correct run-ons and eliminate inappropriate or informal language.	Student Edition: 51, 84, 141, 171, 244, 261, 320, 351, 390, 400, 415, 491, 503, 540, 553, 606, 708, 816, 978, 1039, 1115 <i>Edit and Proofread</i> 265, 455, 639, 881, 1001, 1125
16. Apply tools (e.g., rubric, checklist and feedback) to judge the quality of writing.	Student Edition: <i>Checklist</i> 258, 448, 632, 874, 992, 1118 <i>Peer Review Tips</i> 265, 455, 639, 881, 1001, 1125
Publishing	
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.	Student Edition: R30 <i>Present/Publish</i> 265, 455, 639, 881, 1001, 1125 <i>Word-Processing</i> 265, 455, 639, 881, 1001, 1125

STANDARDS	PAGE REFERENCES
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: 171, 448-455, 632-639, 816 <i>Narrative Elements</i> 633, 636 <i>Narrative Structure</i> 637 <i>Narrative Techniques</i> 449, 450, 452</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: 51, 84, 244, 415, 540, 553, 606, 816, 978, 1039, 1115</p>
<p>3. Write business letters, letters to the editor and job applications that:</p> <ul style="list-style-type: none"> a. address audience needs, stated purpose and context in a clear and efficient manner; b. follow the conventional style appropriate to the text using proper technical terms; c. include appropriate facts and details; d. exclude extraneous details and inconsistencies; and e. provide a sense of closure to the writing. 	<p>Student Edition: 1141, 1143, R22, R24 <i>Apply Repetition</i> 447 <i>Write a Business Letter</i> 1144</p>
<p>4. Write informational essays or reports, including research that:</p> <ul style="list-style-type: none"> a. pose relevant and tightly drawn questions that engage the reader. b. provide a clear and accurate perspective on the subject. c. create an organizing structure appropriate to the purpose, audience and context. d. support the main ideas with facts, details, examples and explanations from sources; and e. document sources and include bibliographies. 	<p>Student Edition: 258-265, 320, 448-455, 992-1001 <i>Internet Connection</i> 302, 438 <i>Oral Research Report</i> 27 <i>Research a Hobby or Sport</i> 530 <i>Research Report</i> 339, 503</p>

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5. Write persuasive compositions that: <ol style="list-style-type: none"> support arguments with detailed evidence; exclude irrelevant information; and cite sources of information. 	Student Edition: 874-881, R60-R63 <i>Persuasive Essay</i> 400 <i>Use Persuasive Techniques</i> 877
6. Produce informal writings (e.g., journals, notes and poems) for various purposes.	Student Edition: R32 <i>Activities</i> 6, 898, 1020 <i>Literary Element</i> 101, 301, 502, 707, 815 <i>Reading Strategy</i> 200, 402, 600 <i>Take Notes</i> 949 <i>Writing</i> 17, 524
Writing Conventions	
Spelling	
1. Use correct spelling conventions.	Student Edition: R57-R59 <i>Traits of Strong Writing</i> 264
Punctuation and Capitalization	
2. Use correct capitalization and punctuation.	Student Edition: 63, 836, 1116, R53-R55 <i>Connections</i> 1116 <i>Grammar Tip</i> 84, 320, 390, 503, 540, 553, 816, 1115
Grammar and Usage	
3. Use clauses (e.g., main, subordinate) and phrases (e.g., gerund, infinitive, participial).	Student Edition: 143, 925, 1057, R42 <i>Grammar Tip</i> 553, 708, 816 <i>Participial Phrases</i> 1057
4. Use parallel structure to present items in a series and items juxtaposed for emphasis.	Student Edition: <i>Focus Lesson</i> 881
5. Use proper placement of modifiers.	Student Edition: 143, 1057 <i>Test-Taking Tip</i> 143
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: 320, 451, 876, 953 <i>Internet Connection</i> 121, 302 <i>Reading Strategy</i> 376, 383, 402, 535, 619, 838 <i>Research Report</i> 339

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<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: 320, 993, R31-R32 <i>Checklist</i> 992 <i>Internet Connection</i> 121, 302 <i>Real-World Connection</i> 993 <i>Research Report</i> 339</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: 713, 993, R60-R63 <i>Internet Connection</i> 121 <i>Loaded Words</i> 713 <i>Reading Strategy</i> 395, 399, 432, 588 <i>Tip</i> 713</p>
<p>4. Evaluate and systematically organize important information, and select appropriate sources to support central ideas, concepts and themes.</p>	<p>Student Edition: 261, 451, 553, 877, 994, R32-R33 <i>Internet Connection</i> 121</p>
<p>5. Integrate quotations and citations into written text to maintain a flow of ideas.</p>	<p>Student Edition: 994, R33-R34 <i>Direct Quotes</i> 999 <i>Literary Element</i> 437 <i>Long Quotations</i> 997</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: R35-R37 <i>Avoid Plagiarism</i> 994 <i>Correct Documentation</i> 998 <i>Present/Publish</i> 1001 <i>Word-Processing Tip</i> 1001</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: 1002-1005 <i>Internet Connection</i> 438 <i>Literary Criticism</i> 16 <i>Literature Groups</i> 102 <i>Oral Research Report</i> 27 <i>Research Report</i> 339 <i>Visual Aids</i> 995</p>

STANDARDS	PAGE REFERENCES
Communication: Oral and Visual	
<i>Listening and Viewing</i>	
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>Evaluation Checklist</i> 1005 <i>Listening Tips</i> 1127
2. Interpret types of arguments used by the speaker such as authority and appeals to audience.	Student Edition: 882-883, R60-R63 <i>Sound Devices</i> 882
3. Evaluate 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: 882-883, R60-R63 <i>Select Appropriate Media</i> 1003 <i>Sound Devices</i> 882
4. Identify how language choice and delivery styles (e.g., repetition, appeal to emotion, eye contact) contribute to meaning.	Student Edition: <i>Edit the Media</i> 1003 <i>Techniques for...</i> 267, 457, 883, 1005, 1127 <i>Verbal-Nonverbal Techniques</i> 641 <i>Watch a Public Speaker</i> 883
<i>Speaking Skills and Strategies</i>	
5. Demonstrate an understanding of the rules of the English language and select language appropriate to purpose and audience.	Student Edition: <i>Plan Your Presentation</i> 266, 456, 640, 882, 1002, 1126
6. Adjust volume, phrasing, enunciation, voice modulation and inflection to stress important ideas and impact audience response.	Student Edition: <i>Coordinate Your Words and Images</i> 457 <i>Presentation Tips</i> 267, 641, 883 <i>Rehearse</i> 267, 641, 883, 1005, 1127
7. Vary language choices as appropriate to the context of the speech.	Student Edition: <i>Develop Your Presentation</i> 1127 <i>Speaking Frames</i> 267, 457, 641, 883

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Speaking Applications	
<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, 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 to enhance presentation; and e. draw from multiple sources, including both primary and secondary sources, and identify sources used. 	<p>Student Edition: 266-267, 456-457, 640-641, 882-883, 1002-1005, 1126-1127</p>
<p>9. Deliver formal and informal descriptive presentations that convey relevant information and descriptive details.</p>	<p>Student Edition: <i>Compare Authors' Viewpoints</i> 430, 631 <i>Compare Cultural Beliefs</i> 991 <i>Compare Narrator</i> 217 <i>Literary Criticism</i> 16 <i>Literature Groups</i> 102, 374 <i>Oral Report</i> 598, 1082 <i>Oral Research Report</i> 27 <i>Performance</i> 966 <i>Research Report</i> 339</p>

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<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; and 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: 882-883, R60-R63 <i>Sound Devices</i> 882</p>