



Glencoe

Literature

AMERICAN LITERATURE
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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. Recognize and identify how authors clarify meanings of words through context and use definition, restatement, example, comparison, contrast and cause and effect to advance word study.</p>	<p>Student Edition: 102, 277, 372, 800, 1166 <i>Reading Strategy</i> 96, 99, 101, 569, 572, 787, 789, 799, 938, 941, 1160, 1287 <i>Review</i> 137 <i>Tip</i> 683 <i>Vocabulary Practice</i> 101, 148, 193, 548, 599, 665, 686, 941, 1160</p>
Conceptual Understanding	
<p>2. Analyze the relationships of pairs of words in analogical statements (e.g., synonyms and antonyms, connotation and denotation) and evaluate the effectiveness of analogous relationships.</p>	<p>Student Edition: 372, 549 <i>Tip</i> 689, 791 <i>Vocabulary Practice</i> 119, 148, 228, 252, 305, 403, 674, 708, 750, 771, 784, 814, 968</p>

STANDARDS	PAGE REFERENCES
3. Examine and explain the influence of the English language on world literature, communications and popular culture.	Student Edition: 112-113, 130-131, 344-349, 349 #7, 660-661, 1024-1025, 1155-1160, 1206 #7, 1212, 1316-1317 <i>Big Idea</i> 345 <i>Comparing Literature</i> 220-236 <i>Respond and Think Critically</i> 1317
Structural Understanding	
4. 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: 131, 873, 975, 1315 <i>Tip</i> 802, 929, 1182, 1227, 1297 <i>Vocabulary Practice</i> 78, 101, 275, 616, 703, 805, 936, 1185, 1256, 1303
Tools and Resources	
5. 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: 102, 131, 549 <i>Practice</i> 975 <i>Vocabulary</i> 943 <i>Vocabulary Practice</i> 386, 1015, 1231
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: 738 #6, 912 #1, R40-R41 <i>Comparing Literature Across Time and Place</i> 550 <i>Reading Check</i> 339, 653 <i>Reading Strategy</i> 63, 68, 241, 252, 295, 305, 420, 428, 579, 720, 1003, 1258, 1287, 1290 <i>Writing</i> 386

STANDARDS	PAGE REFERENCES
2. Answer literal, inferential, evaluative and synthesizing questions to demonstrate comprehension of grade-appropriate print texts and electronic and visual media.	Student Edition: 459 <i>Do Your Research</i> 1126 <i>Group Activity</i> 924 <i>Question</i> 1277, 1279 <i>Reading Strategy</i> 364, 508, 1275, 1281 <i>Respond and Think Critically</i> 809, 871, 885, 897, 907, 935, 957 <i>Tip</i> 1332 <i>View the Art</i> 1201
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: 912 #1, 1150 #4, R41 <i>Preview the Article</i> 198, 364 <i>Reading Strategy</i> 133, 138, 204, 209, 508, 569, 806, 1287, 1290 <i>Tip</i> 1168, 1203, 1223, 1240, 1275, 1283
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: 164-165, 320-321, 636-637, 842-843, 1128-1129, 1358-1359
5. Independently read books for various purposes (e.g., for enjoyment, for literary experience, to gain information or to perform a task).	Student Edition: 164-165, 320-321, 459, 636-637, 832-839, 842-843, 1128-1129, 1358-1359
Reading Applications: Informational, Technical and Persuasive Text	
1. Analyze the rhetorical devices used in public documents, including newspaper editorials and speeches.	Student Edition: 112-113, 128-130, 155-156, 1342-1345 <i>Compare Persuasive Messages</i> 236 <i>Focus Lesson</i> 1348 <i>Literary Element</i> 115, 369, 383, 401, 403 <i>Reading Strategy</i> 115, 401, 403
2. Analyze and critique organizational patterns and techniques including repetition of ideas, appeals to authority, reason and emotion, syntax and word choice that authors use to accomplish their purpose and reach their intended audience.	Student Edition: 112-113, 128-130, 162, 1166, R62-R65 <i>Connect to Social Studies</i> 992 <i>Focus Lesson</i> 161 <i>Literary Element</i> 115, 121, 196, 228, 369, 403 <i>Persuasive Techniques</i> 156, 159 <i>Reading Strategy</i> 121, 145, 148, 228, 1073

STANDARDS	PAGE REFERENCES
3. Analyze the content from several sources on a single issue, clarifying ideas and connecting them to other sources and related topics.	Student Edition: 447 #10, 459-460, 465, 513 #7, 623 #7 <i>Reading Strategy</i> 430 <i>Sources</i> 463 <i>Wrap-Up: Comparing Literature</i> 236, 1001, 1191
4. Distinguish between valid and invalid inferences and provide evidence to support the findings, noting instances of unsupported inferences, fallacious reasoning, propaganda techniques, bias and stereotyping.	Student Edition: 162, 1166, R62-R65 <i>Connect to Social Studies</i> 992 <i>Literary Element</i> 228 <i>Reading Strategy</i> 57, 61, 121, 375, 380, 1073 <i>Respond and Think Critically</i> 113
5. Examine an author's implicit and explicit philosophical assumptions and beliefs about a subject.	Student Edition: 444 #4, 732 #8, 738 #6, 827 #5 <i>Reading Strategy</i> 90, 94, 369, 700, 703, 735, 1003, 1015, 1198 <i>Respond Through Writing</i> 823 <i>Review</i> 93
6. Evaluate the effectiveness and validity of arguments in public documents and their appeal to various audiences.	Student Edition: 1166, R62-R65 <i>Comparing Persuasive Messages</i> 236 <i>Literary Element</i> 221, 228, 369, 371 <i>Reading Strategy</i> 121, 126, 221, 228, 369, 371
7. Analyze the structure and features of functional and workplace documents, including format, sequence and headers, and how authors use these features to achieve their purposes and to make information accessible and usable.	Student Edition: R24-R29
8. Critique functional and workplace documents (e.g., instructions, technical manuals, travel schedules and business memoranda) for sequencing of information and procedures, anticipation of possible reader misunderstandings and visual appeal.	Student Edition: R24-R29
Reading Applications: Literary Text	
1. Compare and contrast motivations and reactions of literary characters confronting similar conflicts (e.g., individual vs. nature, freedom vs. responsibility, individual vs. society), using specific examples of characters' thoughts, words and actions.	Student Edition: <i>Compare Portrayals of People</i> 350, 361 <i>Compare the Big Idea</i> 567 <i>Reading Strategy</i> 900, 908 <i>Visual Literacy</i> 1271

STANDARDS	PAGE REFERENCES
2. Analyze the historical, social and cultural context of setting.	Student Edition: 673 #2, 1142-1143 <i>Compare Cultures</i> 46, 236 <i>Compare Historical Context</i> 350, 361 <i>Compare Social Context</i> 550, 567 <i>Literary Element</i> 602, 615 <i>Reading Strategy</i> 27, 48, 81, 86, 404, 667, 674, 1332 <i>Review</i> 749, 1220
3. Explain how voice and narrator affect the characterization, plot and credibility.	Student Edition: 798 #1, 885 #6, 1022 #6 <i>Literary Element</i> 420, 428, 798, 982, 991 <i>Reading Strategy</i> 109, 1227, 1231 <i>Respond Through Writing</i> 772 <i>Review</i> 1251
4. Evaluate the author's use of point of view in a literary text.	Student Edition: <i>Literary Element</i> 57, 61, 78, 388, 1003, 1015, 1283 <i>Respond Through Writing</i> 399, 772 <i>Review</i> 275, 1251 <i>Write With Style</i> 548
5. Analyze variations of universal themes in literary texts.	Student Edition: 349 #5 <i>Compare Themes</i> 1180, 1191 <i>Literary Element</i> 189, 193, 689, 691 <i>Reading Strategy</i> 1096 <i>Review</i> 547
6. Recognize characteristics of subgenres, including satire, parody and allegory, and explain how choice of genre affects the expression of a theme or topic.	Student Edition: 20, 238-239, 660-661, 1024-1025, 1150 #2, 1316-1317 <i>Literary Element</i> 1240, 1251 <i>Reading Strategy</i> 1240 <i>Respond Through Writing</i> 1252

STANDARDS	PAGE REFERENCES
<p>7. Analyze the characteristics of various literary periods and how the issues influenced the writers of those periods.</p>	<p>Student Edition: 10-11, 112-113, 178-179, 334-335, 362-363, 486-487, 1224-1225 <i>Compare Historical Context</i> 361 <i>Compare Social Context</i> 567 <i>Connect to the History</i> 63 <i>Reading Check</i> 15, 185, 491 <i>Reading Strategy</i> 1051 <i>Wrap-Up</i> 18, 186, 342</p>
<p>8. Evaluate ways authors develop point of view and style to achieve specific rhetorical and aesthetic purposes (e.g., through use of figurative language irony, tone, diction, imagery, symbolism and sounds of language), citing specific examples from text to support analysis.</p>	<p>Student Edition: 968 #6 <i>Literary Element</i> 403, 449, 574, 577, 700, 749, 1251, 1290, 1340 <i>Reading Strategy</i> 401, 403, 447, 1251 <i>Respond Through Writing</i> 887 <i>Review</i> 871, 935, 1340 <i>Write With Style</i> 94</p>
<p>Writing Processes</p>	
<p>Prewriting</p>	
<p>1. Generate writing ideas through discussions with others and from printed material, and keep a list of writing ideas.</p>	<p>Student Edition: 624-633, 832-839 <i>Partner Activity</i> 428, 749, 789, 1280 <i>Respond Through Writing</i> 457, 529, 600, 887 <i>Write With Style</i> 1303, 1314</p>
<p>2. Determine the usefulness of and apply appropriate pre-writing tasks (e.g., background reading, interviews or surveys).</p>	<p>Student Edition: 157, 313, 459-460, 628, 835, 1121, 1252, 1273, 1330, 1345-1346</p>
<p>3. Establish and develop a clear thesis statement for informational writing or a clear plan or outline for narrative writing.</p>	<p>Student Edition: 460, 628, 835, R35 <i>Literary Element</i> 204, 209 <i>Research and Report</i> 305 <i>Restate Thesis</i> 464 <i>Thesis</i> 158, 625, 836 <i>Thesis Statement</i> 461 <i>Write With Style</i> 1303</p>

STANDARDS	PAGE REFERENCES
<p>4. Determine a purpose and audience and plan strategies (e.g., adapting formality of style, including explanations or definitions as appropriate to audience needs) to address purpose and audience.</p>	<p>Student Edition: 600, 1121, 1343 <i>Audience</i> 1119, 1343 <i>Audience/Purpose</i> 1343 <i>Focus Lesson</i> 1348 <i>Purpose</i> 834, 836, 837 <i>Respond Through Writing</i> 926 <i>The Right Tone</i> 459 <i>Tone</i> 1345 <i>Voice</i> 1344</p>
<p>5. Use organizational strategies (e.g., notes and outlines) to plan writing.</p>	<p>Student Edition: 157, 460, 629, 1346, R30, R33-R35 <i>Organization</i> 627, 632 <i>Partner Activity</i> 428, 749, 789, 1280</p>
Drafting, Revising and Editing	
<p>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.</p>	<p>Student Edition: 157, 629, 836, 1346 <i>Conclusion</i> 156, 627, 834, 1347 <i>Consistent Focus</i> 630 <i>Focus</i> 837 <i>Introduction</i> 155, 833, 1347 <i>Major Points</i> 625 <i>Organization</i> 627, 632 <i>Organization of Major Points</i> 835 <i>Respond Through Writing</i> 429, 529, 600, 887</p>
<p>7. Use a variety of sentence structures and lengths (e.g., simple, compound and complex sentences; parallel or repetitive sentence structure).</p>	<p>Student Edition: 87, 381, 751, 927, 1179, R31 <i>Command of Language</i> 630, 834, 837 <i>Focus Lesson</i> 161, 466</p>
<p>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.</p>	<p>Student Edition: 381, R30 <i>Coherent Paragraphs</i> 464 <i>Focus Lesson</i> 160, 161, 466 <i>Transitions</i> 462, 463</p>

STANDARDS	PAGE REFERENCES
<p>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.</p>	<p>Student Edition: R31 <i>Characterization</i> 1120 <i>Command of Language</i> 834, 837 <i>Descriptive Details</i> 311 <i>Focus Lesson</i> 838, 1124, 1125, 1348 <i>Literary Devices</i> 1120, 1122 <i>Narrative Details</i> 311 <i>Rhetorical Devices</i> 312 <i>Sensory Details</i> 1123 <i>Voice</i> 1344 <i>Word Choice</i> 1344, 1347</p>
<p>10. Use available technology to compose text.</p>	<p>Student Edition: 469, 1126-1127, R24-R27 <i>Connect to Art</i> 1023 <i>Connect to Math</i> 872 <i>Word Processing</i> 161, 317 <i>Word Processing Tips</i> 467, 633, 1125, 1349</p>
<p>11. Reread and analyze clarity of writing, consistency of point of view and effectiveness of organizational structure.</p>	<p>Student Edition: 160-161, 316-317, 466-467, 632-633, 838-839, 1124-1125 <i>Consistent Focus</i> 630 <i>Focus</i> 837 <i>Focus Lesson</i> 838, 1124 <i>Peer Review Tips</i> 161, 839 <i>Respond Through Writing</i> 429, 529, 600, 887</p>
<p>12. Add and delete examples and details to better elaborate on a stated central idea, to develop more precise analysis or persuasive argument or to enhance plot, setting and character in narrative texts.</p>	<p>Student Edition: 160 <i>Facts/Support</i> 156 <i>Focus Lesson</i> 160, 316 <i>Reasons/Support</i> 156, 159 <i>Respond Through Writing</i> 429, 529, 600, 887 <i>Support</i> 833 <i>Supporting Details</i> 462 <i>Supporting Evidence</i> 158</p>
<p>13. Rearrange words, sentences and paragraphs, and add transitional words and phrases to clarify meaning and achieve specific aesthetic and rhetorical purposes.</p>	<p>Student Edition: 381, R30 <i>Coherent Paragraphs</i> 464 <i>Focus Lesson</i> 161, 466, 838, 1124, 1348 <i>Transitions</i> 462, 463</p>

STANDARDS	PAGE REFERENCES
<p>14. Use resources and reference materials (e.g., dictionaries and thesauruses) to select effective and precise vocabulary that maintains consistent style, tone and voice.</p>	<p>Student Edition: 102, 549, R31 <i>Command of Language</i> 834, 837 <i>Descriptive Details</i> 311 <i>Focus Lesson</i> 838, 1124, 1348 <i>Sensory Details</i> 1123 <i>Voice</i> 1344 <i>Word Choice</i> 838, 1124, 1348</p>
<p>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.</p>	<p>Student Edition: 149, 161, 293, 317, 467, 633, 839, 1125, 1179, 1349, R31, R49-R54, R55-R58, R59-R61</p>
<p>16. Apply tools (e.g., rubric, checklist and feedback) to judge the quality of writing.</p>	<p>Student Edition: R30-R31 <i>Checklist</i> 160, 466, 624, 1118, 1124, 1342 <i>Map Out Your Editorial</i> 1346 <i>Peer Review Tips</i> 161, 317, 467, 633, 1125 <i>Rubric</i> 154 <i>Traits of Strong Writing</i> 160, 1348 <i>Writing Frames</i> 836, 1122</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: R32 <i>Chart</i> 163, 635, 1351 <i>Connect to Art</i> 1023 <i>Connect to Math</i> 872 <i>Present</i> 161, 317, 467, 633, 839 <i>Presentation Tips</i> 635, 1127, 1351 <i>Word Processing</i> 161, 317 <i>Word Processing Tips</i> 467, 633, 1125, 1349 <i>Writer's Portfolio</i> 317</p>

STANDARDS	PAGE REFERENCES
Writing Applications	
<p>1. Write reflective compositions that:</p> <ul style="list-style-type: none"> a. use personal experiences as a basis for reflection on some aspect of life; b. draw abstract comparisons between specific incidents and abstract concepts; c. maintain a balance between describing incidents and relating them to more general, abstract ideas that illustrate personal beliefs; and d. move from specific examples to generalizations about life. 	<p>Student Edition: 310-317, 318-319, 1118-1125 <i>Respond Through Writing</i> 429 <i>Write a Letter</i> 1359 <i>Writing</i> 68, 148, 193, 209, 419, 444, 534, 572</p>
<p>2. Write responses to literature that:</p> <ul style="list-style-type: none"> a. advance a judgment that is interpretative, analytical, evaluative or reflective; b. support key ideas and viewpoints with accurate and detailed references to the text or to other works and authors; c. analyze the author’s use of stylistic devices and express an appreciation of the effects the devices create; d. identify and assess the impact of possible ambiguities, nuances and complexities within text; e. anticipate and answer a reader’s questions, counterclaims or divergent interpretations; and f. provide a sense of closure to the writing. 	<p>Student Edition: 624-633, 832-839 <i>Respond Through Writing</i> 429, 600, 887, 926 <i>Writing</i> 698 <i>Writing About Literature</i> 361 <i>Writing Activity</i> 46, 236, 567</p>
<p>3. Write functional documents (e.g., requests for information, resumes, letters of complaint, memos and proposals) that:</p> <ul style="list-style-type: none"> a. report, organize and convey information accurately. b. use formatting techniques that make a document user-friendly. c. anticipate readers’ problems, mistakes and misunderstandings. 	<p>Student Edition: 1342-1349, R24-R29 <i>Opposing Arguments</i> 159 <i>Word Processing</i> 161, 317 <i>Word Processing Tips</i> 467, 633, 1125, 1349 <i>Writing</i> 380, 789, 827, 974, 1335</p>

STANDARDS	PAGE REFERENCES
<p>4. Write informational essays or reports, including research, that:</p> <ul style="list-style-type: none"> a. develop a controlling idea that conveys a perspective on the subject; b. create an organizing structure appropriate to purpose, audience and context; c. include information on all relevant perspectives, considering the validity and reliability of primary and secondary sources; d. make distinctions about the relative value and significance of specific data, facts and ideas; e. anticipate and address a reader's potential biases, misunderstandings and expectations; and f. provide a sense of closure to the writing. 	<p>Student Edition: 458-467, R33-R39 <i>Connect to Art</i> 1023 <i>Connect to Math</i> 872 <i>Respond Through Writing</i> 399, 454, 887, 1016, 1252 <i>Speaking and Listening</i> 1178 <i>Writing</i> 789</p>
<p>5. Write persuasive compositions that:</p> <ul style="list-style-type: none"> a. articulate a clear position; b. support assertions using rhetorical devices, including appeals to emotion or logic and personal anecdotes; and c. develop arguments using a variety of methods (e.g., examples, beliefs, expert opinion, cause-effect reasoning). 	<p>Student Edition: 154-161, 162-163, 1342-1349 <i>Group Activity</i> 236 <i>Respond Through Writing</i> 127, 823 <i>Speaking and Listening</i> 197 <i>Writing Activity</i> 236</p>
<p>6. Produce informal writings (e.g., journals, notes and poems) for various purposes.</p>	<p>Student Edition: <i>Quickwrite</i> 695, 697, 1186, 1190 <i>Tip</i> 574, 710, 753 <i>Write a Letter</i> 1359 <i>Write an Advice Column</i> 1129 <i>Writing</i> 68, 148, 193, 419, 444, 534, 572, 1185, 1225, 1256, 1285</p>
<p>Writing Conventions</p>	
<p>Spelling</p>	
<p>1. Use correct spelling conventions.</p>	<p>Student Edition: 800, R31, R59-R61 <i>Traits of Strong Writing</i> 160 <i>Word-Processing Tips</i> 1125</p>

STANDARDS	PAGE REFERENCES
Punctuation and Capitalization	
2. Use correct capitalization and punctuation.	Student Edition: 149, 530, R31, R54, R55-R58 <i>Focus Lesson</i> 317, 467, 839 <i>Grammar Tip</i> 127, 454, 823, 1252 <i>Traits of Strong Writing</i> 160 <i>Word-Processing Tips</i> 1125
Grammar and Usage	
3. Use correct grammar (e.g., verb tenses, parallel structure, indefinite and relative pronouns).	Student Edition: 293, 1179, R31, R49-R54 <i>Focus Lesson</i> 161, 633, 1125, 1349 <i>Grammar Tip</i> 399, 887, 1016, 1330 <i>Traits of Strong Writing</i> 160 <i>Word-Processing Tips</i> 1125
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: 313, 459, 628, 835, R35 <i>Chart</i> 459 <i>Connect to Science</i> 1221
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: 459-460, 468-471, R33-R34 <i>Connect to Art</i> 1023 <i>Connect to Math</i> 872 <i>Connect to Science</i> 1221 <i>Connect to Social Studies</i> 992 <i>Exposition</i> 465 <i>Graphic</i> 628 <i>Speaking and Listening</i> 1178
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.).	Student Edition: 459, 1166, 1352-1357, R34, R62-R65 <i>Exposition</i> 465 <i>Group Activity</i> 236 <i>Literary Element</i> 228 <i>Reading Strategy</i> 57, 61, 221, 228, 375, 380, 971, 974 <i>Select Appropriate Media</i> 469

STANDARDS	PAGE REFERENCES
<p>4. Analyze the complexities and discrepancies in information and systematically organize relevant information to support central ideas, concepts and themes.</p>	<p>Student Edition: 459, 1166, 1352-1357, R34, R62-R65 <i>Consistent Focus</i> 630 <i>Exposition</i> 465 <i>Focus Lesson</i> 160, 466 <i>Graphic</i> 157, 460, 628 <i>Literary Element</i> 228 <i>Main Ideas</i> 461 <i>Organization of Major Points</i> 835 <i>Reading Strategy</i> 57, 61, 221, 228, 375, 380, 971, 974 <i>Select Appropriate Media</i> 469</p>
<p>5. Integrate quotations and citations into written text to maintain a flow of ideas.</p>	<p>Student Edition: R35-R36 <i>Avoid Plagiarism</i> 460 <i>Direct Quotations</i> 462 <i>Focus Lesson</i> 467, 839 <i>Give Credit Due</i> 460 <i>Long Quotations</i> 464 <i>Primary Source</i> 626 <i>Quoting Poetry</i> 839 <i>Sources</i> 463</p>
<p>6. Use style guides to produce oral and written reports that give proper credit for sources, and include appropriate in-text documentation, notes and an acceptable format for source acknowledgement.</p>	<p>Student Edition: 465, R35-R39 <i>Avoid Plagiarism</i> 460 <i>Direct Quotations</i> 462 <i>Focus Lesson</i> 467, 839 <i>Give Credit Due</i> 460 <i>Long Quotations</i> 464 <i>Quoting Poetry</i> 839 <i>Sources</i> 463</p>
<p>7. Use a variety of communication techniques (e.g., 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: 154-161, 162-163, 468-471, 1126-1127, 1350-1351 <i>Connect to Art</i> 1023 <i>Focus Lesson</i> 160 <i>Reasons/ Support</i> 159 <i>Speaking and Listening</i> 1197 <i>Thesis</i> 158</p>

STANDARDS	PAGE REFERENCES
Communication: Oral and Visual	
Listening and Viewing	
<p>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.</p>	<p>Student Edition: 163, 319, 635, 1127, 1351 <i>Chart</i> 841 <i>Evaluation Checklist</i> 471 <i>Listening Tips</i> 841 <i>Peer Review Tips</i> 1125</p>
<p>2. Analyze types of arguments used by a speaker, such as causation, analogy and logic.</p>	<p>Student Edition: 1127, 1166, 1351, 1352-1357, R62-R65 <i>Chart</i> 1351 <i>Evaluation Checklist</i> 471 <i>Facts/Support</i> 156 <i>Group Activity</i> 236 <i>Peer Review Tips</i> 161 <i>Reading Strategy</i> 57, 61, 221, 228, 375, 380, 971, 974 <i>Select Appropriate Media</i> 469 <i>Types of Propositions</i> 1350</p>
<p>3. Critique the clarity, effectiveness and overall coherence of a speaker’s key points.</p>	<p>Student Edition: 1127 <i>Edit the Media</i> 469 <i>Evaluation Checklist</i> 471 <i>Facts/Support</i> 156 <i>Focus Lesson</i> 160 <i>Graphic</i> 157, 470 <i>Peer Review Tips</i> 161 <i>Presentation Tips</i> 1127 <i>Reasons/Support</i> 156, 159 <i>Rubric</i> 154 <i>Supporting Evidence</i> 155, 158</p>
<p>4. Evaluate how language choice, diction, syntax and delivery style (e.g., repetition, appeal to emotion, eye contact) affect the mood and tone and impact the audience.</p>	<p>Student Edition: <i>Chart</i> 1351 <i>Focus Lesson</i> 161, 1348 <i>Peer Review Tips</i> 161 <i>Persuasive Techniques</i> 156, 159 <i>Presentation Tips</i> 163 <i>Rhetorical Devices</i> 157</p>

STANDARDS	PAGE REFERENCES
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: 840 <i>Audience and Purpose/Tone</i> 156, 158 <i>Focus Lesson</i> 161, 1348 <i>Rubric</i> 154 <i>Speaking and Listening</i> 197 <i>Speaking Frames</i> 163, 1351</p>
<p>6. Adjust volume, phrasing, enunciation, voice modulation and inflection to stress important ideas and impact audience response.</p>	<p>Student Edition: 319, 471 <i>Chart</i> 163, 319, 471, 635, 841 <i>Speaking and Listening</i> 197</p>
<p>7. Vary language choices as appropriate to the context of the speech.</p>	<p>Student Edition: <i>Appeals</i> 155 <i>Focus Lesson</i> 161, 1348 <i>Persuasive Techniques</i> 156, 159 <i>Rhetorical Devices</i> 157 <i>Rubric</i> 154</p>
Speaking Applications	
<p>8. Deliver informational presentations (e.g., expository, research) that:</p> <ol style="list-style-type: none"> present a clear and distinctive perspective on the subject; present events or ideas in a logical sequence; support the controlling idea with well-chosen and relevant facts, details, examples, quotations, statistics, stories and anecdotes; 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 draw from and cite multiple sources including both primary and secondary sources and consider the validity and reliability of sources. 	<p>Student Edition: 468-471, 634-635, 840-841, 1126-1127 <i>Avoid Plagiarism</i> 470 <i>Connect to Art</i> 1023 <i>Connect to Math</i> 872 <i>Connect to Science</i> 1221 <i>Connect to Social Studies</i> 992 <i>Edit the Media</i> 469 <i>Evaluation Checklist</i> 471 <i>Graphic</i> 470 <i>Research and Report</i> 305 <i>Select Appropriate Media</i> 469</p>

STANDARDS	PAGE REFERENCES
<p>9. Deliver formal and informal descriptive presentations that convey relevant information and descriptive details.</p>	<p>Student Edition: 318-319, 468-471, 1126-1127 <i>Connect to Art</i> 1023 <i>Speaking and Listening</i> 1207</p>
<p>10. Deliver persuasive presentations that:</p> <ol 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, reason, pathos and logic; d. consistently 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: 154-161, 162-163, 1350-1351 <i>Chart</i> 163 <i>Facts/Support</i> 156 <i>Graphic</i> 157 <i>Persuasive Techniques</i> 156, 159 <i>Rhetorical Devices</i> 157 <i>Speaking and Listening</i> 197, 908, 958, 1281</p>