



Glencoe

Literature

BRITISH LITERATURE
© 2009

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. 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: <i>Vocabulary Workshop</i> 56-57, 199 <i>Vocabulary Practice</i> 132, 302, 396, 419, 463, 575, 590, 786, 829, 895, 934, 948, 1050, 1069, 1119, 1152, 1257 <i>Academic Vocabulary</i> 290, 761</p>
<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: <i>Vocabulary Practice</i> 124, 160, 183, 249, 359, 415, 459, 522, 569, 583, 600, 630, 641, 703, 751, 1101, 1202, 1310 <i>Vocabulary Workshop</i> 436, 532, 591 <i>Reading Strategy</i> 262, 263, 264, 904</p>

STANDARDS	PAGE REFERENCES
<p>3. Examine and explain the influence of the English language on world literature, communications and popular culture.</p>	<p>Student Edition: <i>Activities</i> 18, 878, 1186 <i>Wrap Up</i> 18, 240, 506, 678, 878, 998, 1186 <i>Respond and Think Critically</i> 99 #2, 201 #2, 629 #6, 1290 #8 <i>Reading Strategy</i> 917 <i>Big Idea</i> 1184-1185 <i>Prepare an Interview</i> 1333</p>
<p>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).</p>	<p>Student Edition: <i>Vocabulary Workshop</i> 56, 77, 705, 950, 1102 <i>Vocabulary Practice</i> 94, 260, 278, 294, 326, 341, 531, 608, 736, 743, 834, 1110, 1247, 1278 <i>Vocabulary</i> 525, 603</p>
<p>5. 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>Vocabulary Practice</i> 94, 260, 278, 294, 326, 341, 531, 608, 736, 743, 834, 1110, 1247, 1278 <i>Vocabulary Workshop</i> 254, 532, 950, 1266 <i>Academic Vocabulary</i> 900, 1264</p>
<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, students 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: <i>Respond Through Writing</i> 55 <i>Wrap Up</i> 72, 617, 1018 <i>Reading Strategy</i> 87, 94, 360, 362, 377, 379, 398, 417, 419, 443, 525, 762, 777, 786, 812, 1078, 1088, 1092, 1094, 1097, 1291 <i>Respond and Think Critically</i> 907 #1, 1023 #1</p>

STANDARDS	PAGE REFERENCES
2. Answer literal, inferential, evaluative and synthesizing questions to demonstrate comprehension of grade-appropriate print texts and electronic and visual media.	<p>Student Edition: <i>Respond and Think Critically</i> 53, 83, 124, 197, 248, 277, 442, 521, 536, 622, 687, 719, 785, 839, 888, 940, 1050, 1100, 1191, 1277, 1315 <i>You're the Critic</i> 947, 1043 <i>Primary Source Quotation</i> 1201</p>
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.	<p>Student Edition: R38-R39 <i>Respond Through Writing</i> 55 <i>Preview the Article</i> 73, 152, 1019 <i>Reading Strategy</i> 87, 89, 92, 94, 164, 183, 417, 509, 525, 531, 690, 762, 773, 777, 786, 909, 912</p>
Independent Reading	
4. Use criteria to choose independent reading materials (e.g., personal interest, knowledge of authors and genres or recommendations from others).	<p>Student Edition: <i>Wrap Up</i> 18, 878 <i>Independent Reading</i> 218-219, 484-485, 656-657, 856-857, 976-977, 1164-1165, 1332-1333</p>
5. Independently read books for various purposes (e.g., for enjoyment, for literary experience, to gain information or to perform a task).	<p>Student Edition: <i>Set a Purpose for Reading</i> 185, 618, 642, 787, 904, 1055, 1311 <i>Independent Reading</i> 218-219, 484-485, 656-657, 856-857, 976-977, 1164-1165, 1332-1333</p>
Reading Applications: Informational, Technical and Persuasive Text	
1. Analyze the rhetorical devices used in public documents, including newspaper editorials and speeches.	<p>Students analyze rhetorical devices in various genres including public documents in the following examples:</p> <p>Student Edition: <i>Respond and Think Critically</i> 93 #3 <i>Literary Element</i> 274, 276, 278, 414, 434, 467, 468, 600, 703, 833, 948, 1109, 1113, 1117, 1118, 1206, 1209 <i>Respond Through Writing</i> 279 <i>Reading Strategy</i> 1139, 1144</p>

STANDARDS	PAGE REFERENCES
<p>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.</p>	<p>Student Edition: R60, R62 <i>Respond Through Writing</i> 279, 704 <i>Literary Element</i> 417, 418, 419, 434, 696, 703, 1109, 1113, 1118, 1206, 1208, 1209 <i>Reading Strategy</i> 549, 558, 585, 697, 699 <i>Respond and Think Critically</i> 1118 #4, 1209 #6 <i>Media Workshop</i> 1327, 1329, 1330</p>
<p>3. Analyze and compile information from several sources on a single issue, clarifying ideas and connecting them to other sources and related topics.</p>	<p>Student Edition: <i>Wrap Up</i> 72, 455, 617, 845, 903, 1018, 1215 <i>Respond and Think Critically</i> 93 #8, 187 #7 <i>Speaking and Listening</i> 429, 641 <i>Writing Workshop</i> 470, 471, 476, 478 <i>Research and Report</i> 546, 1305 <i>Respond Through Writing</i> 704, 823 <i>Connect to Art</i> 786 <i>Internet Connection</i> 834 <i>Connect to Social Studies</i> 1034 <i>Daily Life & Culture</i> 1263</p>
<p>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.</p>	<p>Student Edition: R60, R62, R63 <i>Respond and Think Critically</i> 93 #6, 187 #5, 404 #4, 419 #4, 557 #5, 702 #6, 1118 #5, 1295 #6 <i>Literary Element</i> 418, 1108, 1109, 1117 <i>Reading Strategy</i> 585, 590, 695, 696, 697, 699, 701, 703, 1113 <i>Vocabulary Workshop</i> 1120 <i>Discussion Starter</i> 1214 <i>Media Workshop</i> 1326, 1327, 1328</p>

STANDARDS	PAGE REFERENCES
<p>5. Examine an author's implicit and explicit philosophical assumptions and beliefs about a subject.</p>	<p>Student Edition: <i>Respond and Think Critically</i> 277 #2, 428 #10, 433 #6, 568 #5, 702 #8, 888 #8, 1043 #3, 1118 #6 <i>Literary Element</i> 246, 1109 <i>Reading Strategy</i> 278, 417, 419, 1206, 1207, 1209, 1292 <i>Comparing Literature</i> 1204 <i>Discussion Starter</i> 1214 <i>Wrap Up</i> 1215</p>
<p>6. Evaluate the effectiveness and validity of arguments in public documents and their appeal to various audiences.</p>	<p>Student Edition: R60, R61, R62 <i>Respond and Think Critically</i> 93 #6, 187 #7, 557 #5, 702 #6, 1109 #5, 1023 #6, 1118 #5, 1209 #4 <i>Respond Through Writing</i> 279 <i>Literary Element</i> 434, 703, 1108, 1117, 1118 <i>Reading Strategy</i> 696, 697, 699, 703 <i>Activities</i> 1327, 1328, 1330</p>
<p>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.</p>	<p>Student Edition: R22, R23, R24, R25, R26, R27 <i>Preview the Article</i> 73, 402, 618, 706, 1019, 1311 <i>Respond and Think Critically</i> 1023 #7</p>
<p>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.</p>	<p>Students can critique functional documents using the guidelines in the following examples. Student Edition: R22, R23, R24, R25, R26, R27</p>
<p>Reading Applications: Literary Text</p>	
<p>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.</p>	<p>Student Edition: <i>Literary Element</i> 31, 94, 104, 110, 115, 1033, 1262 <i>Respond and Think Critically</i> 53 #4, 132 #2, 1246 #3 <i>Respond Through Writing</i> 55 <i>Wrap Up</i> 72 <i>Speaking and Listening</i> 1092 <i>Reading Strategy</i> 1241, 1242, 1243, 1245</p>

STANDARDS	PAGE REFERENCES
2. Analyze the historical, social and cultural context of setting.	Student Edition: <i>Comparing Literature</i> 58, 446, 601, 896 <i>Wrap Up</i> 72, 455, 617, 903, 1018 <i>Daily Life & Culture</i> 149, 395, 702, 723, 1263 <i>Reading Strategy</i> 185, 720, 721, 722, 724 <i>Respond and Think Critically</i> 187 #8, 702 #7, 1033 #7 <i>Reading Check</i> 497 <i>Connect to Social Studies</i> 1034
3. Explain how voice and narrator affect the characterization, plot and credibility.	Student Edition: <i>Literary Element</i> 121, 626, 933, 1029, 1032, 1033, 1297, 1300, 1301, 1303, 1304 <i>Respond and Think Critically</i> 124 #3, 132 #2, 940 #3 <i>Reading Strategy</i> 132, 634, 641, 729, 731, 732, 734, 736, 926, 928, 931, 1029, 1260
4. Evaluate the author's use of point of view in a literary text.	Student Edition: <i>Respond and Think Critically</i> 124 #3, 290 #2, 419 #6, 428 #3, 557 #2, 719 #5-#8, 1100 #3, 1256 #7, 1290 #5 <i>Literary Element</i> 268, 735, 933, 1033, 1191, 1300, 1301, 1303, 1304 <i>Reading Strategy</i> 270, 272 <i>Discussion Starter</i> 901
5. Analyze variations of universal themes in literary texts.	Student Edition: <i>Respond and Think Critically</i> 93 #8, 149 #8, 160 #8, 301 #7, 428 #10, 433 #3, 821 #7, 1151 #7 <i>Big Idea</i> 206 <i>Reading Strategy</i> 302, 434, 965 <i>Literary Element</i> 428 <i>Comparing Literature</i> 446 <i>Wrap Up</i> 455, 845, 903, 1018, 1215 <i>Respond Through Writing</i> 570 <i>Speaking, Listening, and Viewing Workshop</i> 975

STANDARDS	PAGE REFERENCES
<p>6. Recognize and differentiate characteristics of subgenres, including satire, parody and allegory, and explain how choice of genre affects the expression of a theme or topic.</p>	<p>Student Edition: <i>Respond and Think Critically</i> 287 #6, 401 #2, 530 #6, 568 #6, 1025 #3, 1144 #6 <i>Reading Strategy</i> 398 <i>Literary Element</i> 525, 526, 529, 530, 549, 551, 553, 555, 557, 559, 561, 562, 565, 569, 608, 948 <i>Quickwrite</i> 616 <i>Discussion Starter</i> 1214 <i>Wrap Up</i> 1215</p>
<p>7. Compare and contrast varying characteristics of American, British, world and multi-cultural literature.</p>	<p>Student Edition: <i>Respond and Think Critically</i> 21 #4, 712 #9, 723 #6, 807 #4, 907 #7, 1109 #8, 1271 #6, 1295 #6, 1315 #6 <i>Wrap Up</i> 455, 617, 845, 1018, 1215 <i>Comparing Literature</i> 601 <i>Connect to Social Studies</i> 1034 <i>Discussion Starter</i> 1017 <i>Prepare an Interview</i> 1333</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: <i>Respond Through Writing</i> 151, 725, 752, 823, 1070 <i>Reading Strategy</i> 359, 805, 836, 839 <i>Literary Element</i> 409, 412, 414, 434, 600, 719, 751, 811, 833, 1044, 1075 <i>Reading Strategy</i> 429, 899, 900, 1069, 1073, 1076 <i>Wrap Up</i> 617, 1215 <i>Quickwrite</i> 844 <i>Respond and Think Critically</i> 1054 #3</p>

STANDARDS	PAGE REFERENCES
Writing Processes	
Prewriting	
<p>1. Generate writing ideas through discussions with others and from printed material, and keep a list of writing ideas.</p>	<p>Student Edition: R31 <i>Write with Style</i> 84, 161, 249, 531, 583, 688 <i>Respond Through Writing</i> 95, 184, 397, 523, 570, 704, 1153, 1203 <i>Speaking and Listening</i> 198 <i>Writing Workshop</i> 211, 471 <i>Research and Report</i> 546 <i>Writing</i> 798 <i>Connect to Art</i> 1137 <i>Speaking, Listening, and Viewing Workshop</i> 1163</p>
<p>2. Determine the usefulness of and apply appropriate pre-writing tasks (e.g., background reading, interviews or surveys).</p>	<p>Student Edition: <i>Respond Through Writing</i> 55, 95, 151, 184, 279, 303, 397, 435, 523, 570, 704, 725, 752, 823, 949, 1045, 1153 <i>Write with Style</i> 84, 249, 531, 583, 630, 688, 889 <i>Writing Workshop</i> 211, 471, 649, 849, 969, 1319 <i>Speaking and Listening</i> 260 <i>Writing</i> 419, 719</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: R28 <i>Respond Through Writing</i> 151, 184, 303, 704, 752, 949 <i>Write with Style</i> 161, 249, 469, 531, 736 <i>Writing Workshop</i> 211, 470, 472, 473, 478, 647, 649, 650, 652, 966, 967, 969, 970, 972, 1158, 1319 <i>Speaking and Listening</i> 558 <i>Research and Report</i> 812, 1101</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: <i>Writing Workshop</i> 209, 211, 212, 213, 471, 646, 647, 649, 652, 846, 847, 852, 967, 1155, 1317, 1322 <i>Write a Review</i> 219, 657 <i>Write with Style</i> 249, 531, 630, 965, 1119 <i>Speaking and Listening</i> 260, 558 <i>Writing</i> 264, 359, 419, 450 <i>Speaking, Listening, and Viewing Workshop</i> 480, 482 <i>Respond Through Writing</i> 949</p>
<p>5. Use organizational strategies (e.g., notes and outlines) to plan writing.</p>	<p>Student Edition: <i>Respond Through Writing</i> 55, 151, 184, 279, 303, 397, 435, 523, 570, 704, 725, 752, 823, 949, 1070 <i>Write with Style</i> 84, 161, 249, 469, 531, 583, 630, 688, 736, 1119 <i>Writing Workshop</i> 211, 212, 470, 472, 473, 649, 849, 969, 1158, 1319 <i>Speaking, Listening, and Viewing Workshop</i> 481 <i>Internet Connection</i> 834</p>
<p>Drafting, Revising and Editing</p>	
<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: R28, R33 <i>Write with Style</i> 84, 161 <i>Writing Workshop</i> 213, 470, 473, 474, 477, 478, 848, 849, 850, 851, 968, 969, 970, 971, 1316, 1317, 1319, 1320, 1321 <i>Respond Through Writing</i> 725, 1248</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: R29 <i>Write with Style</i> 84, 531, 630, 1119 <i>Grammar Workshop</i> 96-97, 1145 <i>Writing Workshop</i> 208, 209, 213, 653, 846, 848, 851, 852, 966, 971, 972 <i>Grammar Tip</i> 435</p>

STANDARDS	PAGE REFERENCES
<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: R28, R29 <i>Writing Workshop</i> 470, 473, 474, 478, 479, 646, 649, 651, 652, 653, 851, 1154, 1156, 1158, 1160, 1320, 1322 <i>Respond Through Writing</i> 704 <i>Grammar Tip</i> 1070 <i>Write with Style</i> 1119</p>
<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: R29 <i>Write with Style</i> 84, 161, 249, 630, 688, 736, 743, 889, 1076 <i>Respond Through Writing</i> 184, 570 <i>Writing Workshop</i> 208, 209, 211, 212, 213, 214, 649, 848, 849, 851, 966, 971, 972, 1154, 1160 <i>Writing</i> 253, 287, 798, 834 <i>Speaking and Listening</i> 558</p>
<p>10. Use available technology to compose text.</p>	<p>Student Edition: R23, R30 <i>Writing Workshop</i> 215, 472, 479, 653, 849, 852, 853, 973, 1161, 1323 <i>Internet Connection</i> 834 <i>Connect to Social Studies</i> 1034 <i>Research and Report</i> 1305</p>
<p>11. Reread and analyze clarity of writing, consistency of point of view and effectiveness of organizational structure.</p>	<p>Student Edition: R28 <i>Respond Through Writing</i> 55, 95, 279, 303, 523, 704, 752, 823, 1045, 1153, 1203, 1248 <i>Write with Style</i> 84, 249 <i>Writing Workshop</i> 208, 209, 213, 214, 478, 652, 846, 852, 853, 972, 1159, 1160, 1322 <i>Grammar Tip</i> 823</p>

STANDARDS	PAGE REFERENCES
<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: R28 <i>Respond Through Writing</i> 55, 303, 435, 1045, 1153, 1203, 1248 <i>Write with Style</i> 84, 249, 630, 736 <i>Writing Workshop</i> 211, 214, 852, 972, 1160, 1322</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: R29 <i>Respond Through Writing</i> 55, 303, 1203, 1248 <i>Write with Style</i> 84, 1119 <i>Grammar Workshop</i> 96-97 <i>Writing Workshop</i> 214, 478, 479, 651, 652, 653, 852, 853, 972, 1160 <i>Grammar Tip</i> 1070</p>
<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: <i>Writing Workshop</i> 214, 478, 852, 972, 1160, 1322 <i>Vocabulary Workshop</i> 254, 532 <i>Internet Connection</i> 834 <i>Connect to Art</i> 1137</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: R29 <i>Respond Through Writing</i> 55, 95, 151, 184, 279, 303, 397, 435, 523, 570, 704, 725, 752, 823, 949, 1045, 1070, 1153, 1248 <i>Grammar Workshop</i> 96-97, 1145 <i>Writing Workshop</i> 215, 479, 653, 853, 973, 1161, 1323</p>
<p>16. Apply tools (e.g., rubric, checklist and feedback) to judge the quality of writing.</p>	<p>Student Edition: R29 <i>Respond Through Writing</i> 95, 184, 279, 523, 570, 704, 725, 752, 823, 949, 1045, 1070, 1153, 1248 <i>Writing Workshop</i> 208, 214, 215, 470, 478, 479, 646, 652, 653, 846, 852, 853, 966, 972, 973, 1160, 1322, 1323</p>

STANDARDS	PAGE REFERENCES
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: R30 <i>Writing Workshop</i> 215, 479, 653, 853, 973, 1161, 1323</p>
Writing Applications	
<p>1. Write reflective compositions that:</p> <ol style="list-style-type: none"> use personal experiences as a basis for reflection on some aspect of life; draw abstract comparisons between specific incidents and abstract concepts; maintain a balance between describing incidents and relating them to more general, abstract ideas that illustrate personal beliefs; and move from specific examples to generalizations about life. 	<p>Student Edition: <i>Write with Style</i> 84, 161 <i>Respond Through Writing</i> 95, 303, 570, 1265 <i>Writing</i> 290, 743 <i>Writing Workshop</i> 846, 847, 848, 849, 851, 852 <i>Essay</i> 863</p>
<p>2. Write responses to literature that:</p> <ol style="list-style-type: none"> advance a judgment that is interpretative, analytical, evaluative or reflective; support key ideas and viewpoints with accurate and detailed references to the text or to other works and authors; analyze the author's use of stylistic devices and express an appreciation of the effects the devices create; identify and assess the impact of possible ambiguities, nuances and complexities within text; anticipate and answer a reader's questions, counterclaims or divergent interpretations; and provide a sense of closure to the writing. 	<p>Student Edition: <i>Respond Through Writing</i> 151, 279, 397, 523, 688, 725, 752, 823, 949, 1045, 1070, 1153 <i>Write a Review</i> 219 <i>Writing</i> 419, 805 <i>Wrap Up</i> 455 <i>Write with Style</i> 469 <i>Research and Report</i> 812 <i>Write a Reader-Response Journal</i> 857 <i>Writing Workshop</i> 966, 967, 968, 969, 971, 972, 1316, 1319</p>

STANDARDS	PAGE REFERENCES
<p>3. Write functional documents (e.g., requests for information, resumes, letters of complaint, memos and proposals) that:</p> <ol style="list-style-type: none"> report, organize and convey information accurately; use formatting techniques that make a document user-friendly; and anticipate readers' problems, mistakes and misunderstandings. 	<p>Student Edition: R22, R23, R24, R25, R26, R27 <i>Write a Review</i> 219, 657 <i>Writing</i> 419, 1310</p>
<p>4. Write informational essays or reports, including research, that:</p> <ol style="list-style-type: none"> develop a controlling idea that conveys a perspective on the subject; create an organizing structure appropriate to purpose, audience and context; include information on all relevant perspectives, considering the validity and reliability of primary and secondary sources; make distinctions about the relative value and significance of specific data, facts and ideas; anticipate and address a reader's potential biases, misunderstandings and expectations; and provide a sense of closure to the writing. 	<p>Student Edition: R31, R32, R33 <i>Writing Workshop</i> 470, 471, 472, 473, 476, 477, 478 <i>Research and Report</i> 546, 812, 1305 <i>Respond Through Writing</i> 823 <i>Internet Connection</i> 834</p>
<p>5. Write persuasive compositions that:</p> <ol style="list-style-type: none"> articulate a clear position; support assertions using rhetorical devices, including appeals to emotion or logic and personal anecdotes; and develop arguments using a variety of methods (e.g., examples, beliefs, expert opinion, cause-effect reasoning). 	<p>Student Edition: <i>Write with Style</i> 249, 1119 <i>Writing</i> 419, 536 <i>Speaking and Listening</i> 558 <i>Writing Workshop</i> 646, 647, 648, 649, 650, 651, 652, 1318, 1321, 1322 <i>Write a Review</i> 657 <i>Essay</i> 663 <i>Respond Through Writing</i> 704, 823, 949, 1248 <i>Research and Report</i> 812</p>

STANDARDS	PAGE REFERENCES
6. Produce informal writings (e.g., journals, notes and poems) for various purposes.	Student Edition: <i>Write with Style</i> 84, 583, 688, 889 <i>Writing</i> 124, 253, 264, 268, 287, 359, 440, 450, 459, 463, 511, 536, 575, 694, 719, 756, 761, 839, 912, 954 <i>Quickwrite</i> 451, 454, 612, 616, 841, 844 <i>Write a Reader-Response Journal</i> 857
Writing Conventions	
Spelling	
1. Use correct spelling conventions.	Student Edition: R29 <i>Respond Through Writing</i> 55, 95, 151, 184, 279, 303, 397, 435, 523, 570, 704, 725, 752, 823, 949, 1045, 1070, 1153 <i>Writing Workshop</i> 215, 479, 653, 853, 973, 1161, 1323
Punctuation and Capitalization	
2. Use correct capitalization and punctuation.	Student Edition: R29 <i>Respond Through Writing</i> 55, 95, 151, 184, 303, 435, 570, 704, 725, 752, 823, 949, 1070 <i>Writing Workshop</i> 215, 479, 973 <i>Grammar Tip</i> 279, 397, 523, 1045, 1153, 1248
Grammar and Usage	
3. Use correct grammar (e.g., verb tenses, parallel structure, indefinite and relative pronouns).	Student Edition: <i>Grammar Tip</i> 55, 95, 570 <i>Grammar Workshop</i> 96-97, 162, 280, 631, 713, 935 <i>Respond Through Writing</i> 151, 184, 279, 303, 397, 435, 523, 704, 725, 752, 823, 949, 1045, 1070 <i>Writing Workshop</i> 215, 479, 653, 853, 973, 1161, 1323 <i>Write with Style</i> 1119

STANDARDS	PAGE REFERENCES
Research	
<p>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.</p>	<p>Student Edition: R31 <i>Speaking and Listening</i> 260, 641, 934 <i>Writing Workshop</i> 471 <i>Research and Report</i> 546, 1305 <i>Internet Connection</i> 834</p>
<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: R31 <i>Wrap Up</i> 72, 845, 1215 <i>Speaking and Listening</i> 429, 641, 934 <i>Writing Workshop</i> 470, 471, 472, 476, 477, 478 <i>Speaking, Listening, and Viewing Workshop</i> 481, 482 <i>Research and Report</i> 546, 1305 <i>Connect to Art</i> 786, 1137 <i>Respond Through Writing</i> 823 <i>Internet Connection</i> 834 <i>Connect to Social Studies</i> 1034</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: R32 <i>Writing Workshop</i> 471, 477, 475, 477, 478, 966, 967, 969, 971, 972, 973 <i>Speaking, Listening, and Viewing Workshop</i> 481, 482 <i>Research and Report</i> 546, 1305 <i>Internet Connection</i> 834 <i>Speaking and Listening</i> 934 <i>Connect to Art</i> 1137 <i>Media Workshop</i> 1327</p>

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: R32-R33 <i>Writing Workshop</i> 470, 473, 474, 475, 478, 969, 972 <i>Speaking, Listening, and Viewing Workshop</i> 481 <i>Research and Report</i> 546, 812, 1305 <i>Respond Through Writing</i> 704, 1045 <i>Internet Connection</i> 834 <i>Speaking and Listening</i> 934 <i>Connect to Social Studies</i> 1034</p>
<p>5. Integrate quotations and citations into written text to maintain a flow of ideas.</p>	<p>Student Edition: R34, R35 <i>Writing Workshop</i> 470, 472, 475, 478, 967, 971, 973 <i>Grammar Tip</i> 725 <i>Research and Report</i> 812</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: R31-R32, R35, R36, R37 <i>Speaking and Listening</i> 429 <i>Writing Workshop</i> 472, 475, 477, 479 <i>Speaking, Listening, and Viewing Workshop</i> 482 <i>Connect to Art</i> 786 <i>Internet Connection</i> 834 <i>Connect to Social Studies</i> 1034</p>
<p>7. Use a variety of communication techniques including oral, visual, written or multimedia report to present information that supports a clear position about the topic or research question and defend the credibility and validity of the information presented.</p>	<p>Student Edition: <i>Activities</i> 18, 240, 878, 1186 <i>Wrap Up</i> 72, 455, 617, 845, 903, 1018 <i>Speaking and Listening</i> 260, 429, 641, 934 <i>Speaking, Listening, and Viewing Workshop</i> 480, 481, 482, 483, 974-975 <i>Research and Report</i> 546, 812, 1305 <i>Respond Through Writing</i> 704, 823 <i>Connect to Art</i> 786, 1137 <i>Internet Connection</i> 834 <i>Connect to Social Studies</i> 1034</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).	Student Edition: <i>Speaking and Listening</i> 443, 641, 1092, 1110, 1229, 1278 <i>Speaking, Listening, and Viewing Workshop</i> 483, 655, 854, 974-975, 1325
2. Analyze types of arguments used by the speaker, such as causation, analogy and logic.	Student Edition: <i>Speaking and Listening</i> 443, 1092, 1110, 1278 <i>Speaking, Listening, and Viewing Workshop</i> 655, 1325
3. Critique the clarity, effectiveness and overall coherence of a speaker's key points.	Student Edition: <i>Speaking, Listening, and Viewing Workshop</i> 483, 655, 975, 1325 <i>Speaking and Listening</i> 641, 1110 <i>Activity</i> 1328
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.	Student Edition: <i>Speaking and Listening</i> 641, 1110, 1229 <i>Speaking, Listening, and Viewing Workshop</i> 655, 1162-1163, 1325
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>Speaking and Listening</i> 260, 558, 641, 1092, 1110, 1229 <i>Speaking, Listening, and Viewing Workshop</i> 482, 1163, 1324-1325 <i>Internet Connection</i> 834 <i>Research and Report</i> 1101 <i>Connect to Art</i> 1137
6. Adjust volume, phrasing, enunciation, voice modulation and inflection to stress important ideas and impact audience response.	Student Edition: <i>Speaking and Listening</i> 198, 260, 415, 429, 443, 558, 641, 655, 895, 1110, 1229, 1278 <i>Speaking, Listening, and Viewing Workshop</i> 217, 483, 855, 975, 1163, 1324-1325 <i>Research and Report</i> 812, 1101 <i>Connect to Art</i> 1137

STANDARDS	PAGE REFERENCES
<p>7. Vary language choices as appropriate to the context of the speech.</p>	<p>Student Edition: <i>Speaking and Listening</i> 260, 415, 558, 641, 655, 855, 1110, 1229, 1278 <i>Connect to Art</i> 1137 <i>Speaking, Listening, and Viewing Workshop</i> 1163, 1324-1325</p>
<p>Speaking Applications</p>	
<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: <i>Activities</i> 18, 878 <i>Speaking and Listening</i> 198, 429, 443, 558, 641, 934 <i>Speaking, Listening, and Viewing Workshop</i> 216-217, 480-483, 974-975 <i>Write a Review</i> 219 <i>Wrap Up</i> 455, 617, 845, 903 <i>Research and Report</i> 546, 812, 1101 <i>Connect to Art</i> 786, 1137 <i>Internet Connection</i> 834 <i>Connect to Social Studies</i> 1034</p>
<p>9. Deliver formal and informal descriptive presentations that convey relevant information and descriptive details.</p>	<p>Student Edition: <i>Speaking and Listening</i> 198, 260, 429 <i>Speaking, Listening, and Viewing Workshop</i> 216-217, 854-855, 1162-1163 <i>Connect to Art</i> 786</p>

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, 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: <i>Speaking and Listening</i> 249, 429, 443, 558, 1092, 1110, 1278 <i>Speaking, Listening, and Viewing Workshop</i> 654-655, 974-975, 1324-1325 <i>Write a Review</i> 657 <i>Research and Report</i> 812</p>