



Glencoe

Literature

COURSE 2
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STANDARDS	PAGE REFERENCES
<p>READING Word Recognition and Word Study</p>	
<p>Word Recognition</p>	
<p>R.WS.07.01 explain and use word structure, sentence structure, and prediction to aid in decoding and understanding the meanings of words encountered in context.</p>	<p>Student Edition: 70, 368 <i>Academic Vocabulary</i> 58, 89, 188, 206, 287, 316, 366, 372, 409, 431, 710, 788, 852 Teacher Edition: AL 309; EL 211; VP 70, 368</p>
<p>R.WS.07.02 use structural, syntactic, and semantic analysis to recognize unfamiliar words in context including idioms, analogies, metaphors, similes, knowledge of roots and affixes, major word chunks/rimes, and syllabication.</p>	<p>Student Edition: 262, 790 <i>Spelling Link</i> 532 Teacher Edition: EL 626; VP 262, 630, 790</p>
<p>R.WS.07.03 automatically recognize frequently encountered words in print with the number of words that can be read fluently increasing steadily across the school year.</p>	<p>Student Edition: <i>Academic Vocabulary</i> 395, 417, 437, 480, 541, 551, 726, 828, 860 Teacher Edition: EL 60</p>

STANDARDS	PAGE REFERENCES
<p>R.WS.07.04 know the meanings of words encountered frequently in grade-level reading and oral language contexts.</p>	<p>Student Edition: <i>Academic Vocabulary</i> 34, 260, 274, 282, 492, 503, 522, 559, 664</p>
<p>R.WS.07.05 acquire and apply strategies to identify unknown words and construct meaning.</p>	<p>Student Edition: 368 <i>Academic Vocabulary</i> 122, 218, 356, 382, 606, 670, 682, 697, 810 Teacher Edition: VP 368</p>
<p>Fluency</p>	
<p>R.WS.07.06 fluently read beginning grade-level text and increasingly demanding texts as the year proceeds.</p>	<p>Student Edition: 162-163, 340-341, 456-457, 588-589, 748-479, 882-883 Teacher Edition: AL 163, 341, 457, 589, 749; EL 883</p>
<p>Vocabulary</p>	
<p>R.WS.07.07 in context, determine the meaning of words and phrases including cross-cultural expressions, mathematical expressions, scientific procedures, and literary terms using strategies and authentic content-related resources.</p>	<p>Student Edition: 84-85 <i>Academic Vocabulary</i> 58, 89, 188, 206, 287, 316, 366, 372, 409, 431, 623, 710, 788, 852 <i>Vocabulary Practice</i> 623, 697</p>
<p>Narrative Text</p>	
<p>R.NT.07.01 identify how the tensions among characters, communities, themes, and issues are related to their own experiences in classic, multicultural, and contemporary literature recognized for quality and literary merit.</p>	<p>Student Edition: <i>Conflict and Resolution</i> 474, 476 <i>Literary Element</i> 58, 73, 331, 473, 675, 769 Teacher Edition: AL 489</p>
<p>R.NT.07.02 analyze the structure, elements, style, and purpose of narrative genre including mystery, poetry, memoir, drama, myths, and legends.</p>	<p>Student Edition: 84-85, 388-389, 792-793 <i>Literary Element</i> 61, 86, 627</p> <p>Please see the end of this document for a listing of our selections from these specific genres.</p>
<p>R.NT.07.03 analyze the role of antagonists, protagonists, internal and external conflicts, and abstract themes.</p>	<p>Student Edition: 84-85, 143 #4, 157 #3, 672-673 <i>Conflict</i> 157 <i>Literary Element</i> 19, 150, 284, 288, 324, 683, 828</p>

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<p>R.NT.07.04 analyze author’s craft including the use of theme, antagonists, protagonists, overstatement, understatement, and exaggeration.</p>	<p>Student Edition: 647 #4 <i>Analyze Style</i> 377 <i>Author’s Purpose</i> 643, 646 <i>Literary Element</i> 211, 641 <i>Reading Skill</i> 375</p> <p>Teacher Edition: EL 377; LEP 304; RP 218; WP 212</p>
Informational Text	
<p>R.IT.07.01 analyze the structure, elements, features, style, and purpose of informational genre including persuasive essay, research report, brochure, personal correspondence, autobiography and biography.</p>	<p>Student Edition: 332-335, 466-504, 672-673, 738-745 <i>Identify Text Structure</i> 676 <i>Reading Skill</i> 675</p> <p>Teacher Edition: AL 743; EL 467; RSP 470; T 469</p>
<p>R.IT.07.02 analyze organizational text patterns including sequential, compare/contrast, and cause/effect.</p>	<p>Student Edition: <i>After You Read</i> 301 #5, 565 #5 <i>Analyzing Text Structure</i> 485, 486, 490 <i>Reading Skill</i> 438, 493, 562, 563, 675, 676, 681, 683 <i>Reading Strategy</i> 298</p> <p>Teacher Edition: AL 679; RP 298</p>
<p>R.IT.07.03 explain how authors use writer’s craft and text features including metaphors, similes, captions, diagrams, and appendices to enhance the understanding of central, key, and supporting ideas.</p>	<p>Student Edition: 220-221, 244-245, 247 <i>Anecdote</i> 496, 498, 500 <i>Before You Read</i> 243 <i>Literary Element</i> 203, 223, 503</p> <p>Teacher Edition: EL 229; RP 234, 240; SSP 236</p>
Comprehension	
<p>R.CM.07.01 connect personal knowledge, experiences, and understanding of the world to themes and perspectives in text through oral and written responses.</p>	<p>Student Edition: <i>Before You Read</i> 8, 72, 124, 190, 243, 302, 419, 567, 540, 700, 794, 812, 854</p>
<p>R.CM.07.02 retell through concise summarization grade-level narrative and informational text.</p>	<p>Student Edition: 582 #5 <i>After You Read</i> 217, 282, 301, 522 <i>Reading Strategy</i> 61, 712 <i>Respond and Think Critically</i> 149 #1 <i>Writing</i> 103, 176, 352</p>

STANDARDS	PAGE REFERENCES
<p>R.CM.07.03 analyze global themes, universal truths, and principles within and across texts to create a deeper understanding by drawing conclusions, making inferences, and synthesizing.</p>	<p>Student Edition: <i>After You Read</i> 17 #2, 103 #3 <i>Analyze Theme</i> 496, 500, 501 <i>Reading Skill</i> 495 <i>Reading Strategy</i> 420, 503, 609, 831 <i>Respond and Think Critically</i> 192 #2</p>
<p>R.CM.07.04 apply significant knowledge from grade-level science, social studies, and mathematics texts.</p>	<p>Student Edition: <i>Connect to Math</i> 121 <i>Connect to Science</i> 622 <i>Connect to Social Studies</i> 696</p>
Metacognition	
<p>R.MT.07.01 self-monitor comprehension when reading or listening to text by automatically applying and discussing the strategies used by mature readers to increase comprehension including: predicting, constructing mental images, visually representing ideas in text, questioning, rereading or listening again if uncertain about meaning, inferring, summarizing, and engaging in interpretive discussions.</p>	<p>Student Edition: <i>Monitoring Comprehension</i> 687, 690, 692, 695, 799, 800, 802, 803 <i>Reading Strategy</i> 249, 685, 697, 795 <i>Try It</i> 685, 795 Teacher Edition: WP 692</p>
<p>R.MT.07.02 plan, monitor, regulate, and evaluate skills, strategies, and processes for their own reading comprehension by applying appropriate metacognitive skills such as SQP3R and pattern guides.</p>	<p>Student Edition: <i>Monitoring Comprehension</i> 687, 690, 692, 695, 799, 800, 802, 803 <i>Reading Strategy</i> 249, 685, 697, 795 <i>Try It</i> 685, 795 Teacher Edition: WP 692</p>
Critical Standards	
<p>R.CS.07.01 analyze the appropriateness of shared, individual and expert standards based on purpose, context, and audience in order to assess their own writing and the writing of others.</p>	<p>Student Edition: 158, 336, 584, 744, 878 Teacher Edition: A 159, 337, 585, 745, 879; AL 159, 741, 743, 879; EL 337; WP 878</p>

STANDARDS	PAGE REFERENCES
Reading Attitude	
<p>R.AT.07.01 be enthusiastic about reading and do substantial reading and writing on their own.</p>	<p>Student Edition: 162-163, 456-457, 588-589, 748-749, 882-883 <i>Conduct Research</i> 589 <i>Create a Book Cover</i> 883 <i>Keep a Reader Response Journal</i> 457 <i>Write a Review</i> 163 <i>Write an Interview</i> 749</p> <p>Teacher Edition: AL 163, 457, 749; EL 589, 883; RP 162, 882</p>
WRITING	
Writing Genre	
<p>W.GN.07.01 write a cohesive narrative piece such as a memoir, drama, legend, mystery, poetry, or myth that includes appropriate conventions to the genre employing literary and plot devices (e.g., internal and/or external conflicts, antagonists/protagonists, personification).</p>	<p>Student Edition: 154-159, 160 <i>On Your Own Activity</i> 587 <i>Write with Style</i> 367 <i>Writing</i> 106, 193, 392</p> <p>Teacher Edition: AL 157, 367; EL 155; WP 176</p>
<p>W.GN.07.02 write a research report using a wide variety of resources that includes appropriate organizational patterns (e.g., position statement/supporting evidence, problem statement/solution, or compare/contrast), descriptive language, and informational text features.</p>	<p>Student Edition: 504, 738-745</p> <p>Teacher Edition: AL 739, 741; EL 741; RP 744</p>
<p>W.GN.07.03 formulate research questions using multiple resources, perspectives, and arguments/counter-arguments to develop a thesis statement that culminates in a final presented project using the writing process.</p>	<p>Student Edition: 504, 738-745 <i>Conduct Research</i> 589</p> <p>Teacher Edition: AL 743; RP 504</p>
Writing Process	
<p>W.PR.07.01 set a purpose, consider audience, and replicate authors' styles and patterns when writing a narrative or informational piece.</p>	<p>Student Edition: <i>Prewrite</i> 154, 488 <i>Prewrite Tip</i> 448</p> <p>Teacher Edition: EL 155, 449; T 155; WP 848</p>

STANDARDS	PAGE REFERENCES
<p>W.PR.07.02 apply a variety of pre-writing strategies for both narrative (e.g., graphically depict roles of antagonist/protagonist, internal/external conflict) and informational writing (e.g., position statement/supporting evidence, problem statement/solution, or compare/contrast).</p>	<p>Student Edition: <i>Draft</i> 155-157, 449-450 Teacher Edition: AL 157; WP 450</p>
<p>W.PR.07.03 revise drafts to reflect different perspectives for multiple purposes and to ensure that content, structure, elements of style and voice, literary devices, and text features are consistent.</p>	<p>Student Edition: <i>Revise</i> 158, 452 Teacher Edition: AL 451; WP 158, 452</p>
<p>W.PR.07.04 draft focused ideas using titles, leads, and endings in a variety of text structures to achieve a specific purpose for intended audiences when writing compositions.</p>	<p>Student Edition: <i>Analyze a Student Model</i> 157, 451 Teacher Edition: T 450; WP 158, 450</p>
<p>W.PR.07.05 proofread and edit writing using grade-level checklists and other appropriate resources both individually and in groups.</p>	<p>Student Edition: <i>Edit and Proofread</i> 159, 453</p>
<p>Personal Style</p>	
<p>W.PS.07.01 exhibit personal style and voice to enhance the written message in both narrative (e.g., personification, humor, element of surprise) and informational writing (e.g., emotional appeal, strong opinion, credible support).</p>	<p>Student Edition: <i>Write with Style</i> 261, 383, 665 Teacher Edition: WP 306, 308, 402, 404, 426, 505, 558, 718, 858</p>
<p>Grammar and Usage</p>	
<p>W.GR.07.01 in the context of writing, correctly use style conventions (e.g., Modern Language Association Handbook) and a variety of grammatical structures including participial phrases; adverbial subordinate clauses; superlative adjectives and adverbs; present, past, future, continuous verb tenses; parentheses; singular and plural possessive forms; and indefinite pronoun referents.</p>	<p>Student Edition: R 30, R32-R35 <i>Grammar Focus</i> 159, 279 Teacher Edition: EL 879; T 453, 879</p>
<p>Spelling</p>	
<p>W.SP.07.01 in the context of writing, correctly spell the derivatives of bases and affixes.</p>	<p>Student Edition: R43-R45 <i>Edit and Proofread</i> 159 <i>Grammar Tip</i> 337 Teacher Edition: T 159, 585</p>

STANDARDS	PAGE REFERENCES
Handwriting	
W.HW.07.01 write neat and legible compositions.	Student Edition: <i>Present</i> 159, 337, 585 <i>Revising Tip</i> 336
Writing Attitude	
W.AT.07.01 be enthusiastic about writing and learning to write.	Student Edition: <i>Present</i> 337, 453 <i>Presenting Tip</i> 159, 745 Teacher Edition: AL 453, 585
SPEAKING	
Conventions	
S.CN.07.01 adjust their use of language to communicate effectively with a variety of audiences and for different purposes by using specialized language related to a topic and selecting words carefully to achieve precise meaning when presenting.	Student Edition: 160, 338, 746 <i>Research and Report</i> 288 Teacher Edition: LSP 54, 94, 160, 232, 338, 746
S.CN.07.02 speak effectively using slang, dialect, and colloquial language suitably to create interest and drama in narrative and informational presentations.	Student Edition: <i>On Your Own</i> 587 Teacher Edition: LSP 26, 80, 82, 102; SP 88; T 587; VP 32; WP 29
S.CN.07.03 present in standard American English if it is their first language. (Students whose first language is not English will present in their developing version of standard American English.)	Student Edition: 438, 746 Teacher Edition: EL 19, 49, 207, 277, 571; LSP 310, 410, 438, 746
Discourse	
S.DS.07.01 engage in interactive, extended discourse to socially construct meaning in book clubs, literature circles, partnerships, or other conversation protocols.	Student Edition: 454 <i>Daily Life and Culture</i> 57 <i>Research and Report</i> 317, 811 <i>Speaking and Listening</i> 727 Teacher Edition: AL 381; EL 61; LSP 389, 454
S.DS.07.02 respond to multiple text types in order to anticipate and answer questions, offer opinions and solutions, and to identify personally with a universal theme.	Student Edition: <i>Comparing Literature</i> 579, 737, 873 <i>Speaking and Listening</i> 438, 493 <i>Write a Review</i> 163 Teacher Edition: AL 163; EL 331; LEP 152, 578

STANDARDS	PAGE REFERENCES
<p>S.DS.07.03 discuss written narratives with a variety of literary and plot devices (e.g., clearly described setting, sequenced events, complex major and minor characters, dialogue, suspense, and specific character actions such as gestures, movements, and expressions).</p>	<p>Student Edition: 160 <i>Examine Media</i> 408 <i>Speaking and Listening</i> 432</p> <p>Teacher Edition: AL 795; EL 785, 797, 837; LEP 804; LSP 160, 772</p>
<p>S.DS.07.04 plan and deliver a focused, coherent informational presentation using an informational organizational pattern (e.g., theory/evidence, persuasion, sequence) that incorporates persuasive, non-verbal techniques, and provides explanations and descriptions supportive of the presentation’s focus and the backgrounds and interests of the audience.</p>	<p>Student Edition: 338 <i>Speaking and Listening</i> 560, 607</p> <p>Teacher Edition: AL 253; LSP 338, 504, 512, 520, 556; WP 558</p>
LISTENING & VIEWING	
Conventions	
<p>L.CN.07.01 distinguish facts from opinions and question their validity when listening to or viewing a variety of speeches and presentations.</p>	<p>Student Edition: 338, 454, 746 <i>Speaking and Listening</i> 438</p> <p>Teacher Edition: LSP 438, 454, 746</p>
<p>L.CN.07.02 listen to or view critically while demonstrating appropriate social skills of audience behaviors (e.g., eye contact, attentive, supportive); critically examine the verbal and non-verbal strategies during speeches and presentations.</p>	<p>Student Edition: 160, 338, 454, 746</p> <p>Teacher Edition: LSP 26, 42, 102, 142, 160, 338, 410, 454, 746, 772</p>
Response	
<p>L.RP.07.01 listen to or view knowledgeably a variety of genre to identify, state, and react to a speaker’s point of view and bias.</p>	<p>Student Edition: 454 <i>Speaking and Listening</i> 189</p> <p>Teacher Edition: LSP 54, 454</p>
<p>L.RP.07.02 select, listen to or view knowledgeably, and respond thoughtfully to both classic and contemporary texts recognized for quality and literary merit.</p>	<p>Student Edition: 160, 454</p> <p>Teacher Edition: LSP 102, 232, 398, 454</p>
<p>L.RP.07.03 identify a speaker’s attitude toward a subject expressed through tone, mood, emotional cues, and depth of content.</p>	<p>Student Edition: 160, 338, 454, 746 <i>Speaking and Listening</i> 438</p> <p>Teacher Edition: LSP 438, 454, 746</p>

STANDARDS	PAGE REFERENCES
<p>L.RP.07.04 ask probing questions of speakers, focusing on claims and conclusions presented.</p>	<p>Student Edition: 454 <i>Speaking and Listening</i> 432, 493</p> <p>Teacher Edition: AL 149; LSP 182, 238, 454, 726</p>
<p>L.RP.07.05 respond to multiple text types when listened to or viewed knowledgeably, by discussing, illustrating, and/or writing in order to anticipate and answer questions; determine personal and universal themes; and offer opinions or solutions.</p>	<p>Student Edition: <i>Research and Report</i> 357 <i>Speaking and Listening</i> 683 <i>View the Art</i> 273</p> <p>Teacher Edition: AL 611; LSP 454, 746</p>
<p>L.RP.07.06 evaluate the credibility of a speaker by determining whether the speaker’s point of view is biased or not.</p>	<p>Student Edition: 338, 454, 625, 746 <i>Speaking and Listening</i> 493 <i>Try It</i> 625</p> <p>Teacher Edition: AL 625; LSP 454, 746</p>
<p>L.RP.07.07 identify persuasive and propaganda techniques and analyze the effect on the view of images, text, and sound in the electronic media (e.g., television, movies), and determine if the techniques used achieved their intended effects.</p>	<p>Student Edition: 586 <i>Examine Media</i> 827</p> <p>Teacher Edition: AL 585; LSP 556, 562, 586, 644, 824</p>

Standards R.NT.06.02, R.NT.07.02, R.NT.08.02:

Analyze the structure, elements, style and purpose of narrative genre including:

Sixth Grade (Course 1)

Folktales

The Donkey and the Lapdog
Aesop, retold by Jerry Pinkney

All Stories are Anansi's
Courlander, Harold

The Golden Touch
Mary Pope Osborne

How the Snake Got Poison
Zora Neale Hurston

He Lion, Bruh Bear, and Bruh
Rabbit
Virginia Hamilton

The Toad and the Donkey
Bambara, Toni Cade

Pecos Bill
Pope Osbourne, Mary

Wings
Jane Yolen

The Wolf and the House Dog
Aesop, retold by Jerry Pinkney

Persephone
Low, Alice

King Minos and Art on the Palace
Walls
Unknown

Romulus and Remus
Geraldine McCaughrean

Arachne
Olivia E. Coolidge

Fantasy

The Phantom Tollbooth, Act One
Susan Nanus, based on the book by
Norton Juster

The End of the World
Jenny Leading Cloud

Dragon Dragon
Gardner, John

Adventure/ Action
from After the Tsunami
Premavathi

The Boy Who Lived with Bears
Joseph Bruchc

The King of Mazy May
London, Jack

from Yukon Gold: The Story of the
Klondike Gold Rush
Charlotte Foltz Jones

Seventh Grade (Course 2)

Poetry

How I Learned English
Gregory Djanikian

The Highwayman
Noyes, Alfred

Big Yellow Taxi
Mitchell, Joni

Birdfoot's Grampa
Bruchac, Joseph

One
Berry, James

Annabel Lee
Poe, Edgar Allen

Almost Ready
Adoff, Arnold

Miracles
Whitman, Walt

Slam, Dunk, & Hook
Komunyakaa, Yusef

To James
Horne, Frank

The Pasture
Robert Frost

From Blossoms
Li-Young Lee

Your World
Georgia Douglas Johnson

Rosa
Rita Dove

The Rider
Naomi Shihab Nye

I'll Walk the Tightrope
Margaret Danner

Glory Glory; Birds Circling at Dusk;
Bamboo Grove
Raymond R. Patterson, Ann
Atwood, Matsuo Basho

Where Mountain Lion Lay Down
with Deer
Leslie Marmon Silko

Summer
Walter Dean Myers

Dreams
Langston Hughes

My First Memory (of Librarians)
Nikki Giovanni

In a Neighborhood in Los Angeles
Francisco X. Alarcon

old age sticks
E.E. Cummings

Without Commercials
Alice Walker

Primer Lesson
Carl Sandburg

If I can stop one heart from breaking
Emily Dickinson

I stepped from plank to plank
Emily Dickinson

Memoir

Hollywood and the Pitts
Lee, Cherylene

from Zlata's Diary
Filipovic, Zlata

from the Autobiography of Malcolm
X
Malcolm X with Alex Haley

from Rosa Parks: My Story
Parks, Rosa with Jim Haskins

Langston Terrace
Eloise Greenfield and Lessie Jones
Little

Fish Cheeks
Amy Tan

A Mason-Dixon Memory
Clifton Davis

Toward a Rainbow Nation
Lavendhri Pillay

from An American Childhood
Annie Dillard

The Story of an Eyewitness
Jack London

Superman and Me
Sherman Alexie

Miracle Hands
Cheakalos, Christina and Matt
Birkbeck

from Barrio Boy
Galarza, Ernesto

Names/Nombres
Alvarez, Julia

New Directions
Angelou, Maya

The Teacher Who Changed My Life

Gage, Nicholas

Drama

The Monsters Are Due on Maple
Street: Act 1
Serling, Rod

The Monsters Are Due on Maple
Street: Act 2
Serling, Rod

Mystery

The Highwayman
Noyes, Alfred

Annabel Lee
Poe, Edgar Allen

The Monsters Are Due on Maple
Street: Act 1
Serling, Rod

The Monsters Are Due on Maple
Street: Act 2
Serling, Rod

After Twenty Years
Henry, O.

Myth

Once a Good Man
Yolen, Jane

The Monkey Who Asked for Misery
Diane Wolkstein

We Are All One
Yep, Laurence

The Wise Old Woman
Yoshiko Uchida

Strawberries
Gayle Ross

Why the Waves Have Whitecaps
Zora Neale Hurston

Orpheus, the Great Magician
Olivia Coolidge

Aunty Misery
Cofer, Judith Ortiz

Echo and Narcissus
Roger Lancelyn Green

Legend

Young Arthur

Robert D. San Souci

Eighth Grade (Course 3)

Historical Fiction

Paul Revere's Ride
Longfellow, Henry Wadsworth

The Diary of Anne Frank
Goodrich, Frances and Albert
Hackett

Barbara Frietchie
John Greenleaf Whittier

The Drummer Boy of Shiloh
Ray Bradbury

Science Fiction

Flowers for Algernon

Realistic Fiction

A Retrieved Reformation
Henry, O.

Exile
Julia Alvarez

Gentleman of Rio en Medio
Juan A. Sedillo

My Name
Sandra Cisneros

Abuela Invents the Zero

The Drummer Boy of Shiloh
Ray Bradbury

Clean Sweep
Joan Bauer

The Treasure of Lemon Brown
Myers, Walter Dean

Born Worker
Soto, Gary

The Medicine Bag
Sneve, Virginia Driving Hawk

Raymond's Run
Toni Cade Bambara

from Tom Sawyer
Mark Twain

Checkouts
Cynthia Rylant