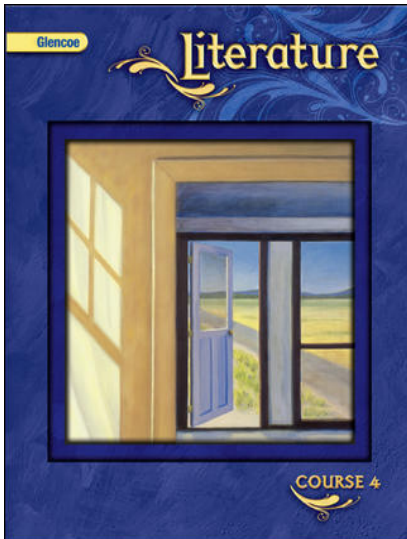




Glencoe

English Language Arts
State Goals: 1-5
Early and Late High School



Glencoe

Literature

COURSE 4

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STANDARDS	PAGE REFERENCES
EARLY HIGH SCHOOL	
STATE GOAL 1: Read with understanding and fluency.	
<p>Why This Goal Is Important: Reading is essential. It is the process by which people gain information and ideas from books, newspapers, manuals, letters, contracts, advertisements and a host of other materials. Using strategies for constructing meaning before, during and after reading will help students connect what they read now with what they have learned in the past. Students who read well and widely build a strong foundation for learning in all areas of life.</p>	
A. Apply word analysis and vocabulary skills to comprehend selections.	
<p>1.A.4a Expand knowledge of word origins and derivations and use idioms, analogies, metaphors and similes to extend vocabulary development.</p>	<p>Student Edition: 583, 658-659, 662-665, 670, 676, 775, 778, 782 <i>Literary Element</i> 520, 524 #1-#2, 581, 585 #1-#3, 655, 678 #1-#2, 774, 787 #1-#3 <i>Literary Focus</i> 504-505 <i>Review</i> 567 <i>Vocabulary</i> 565, 581 <i>Vocabulary Practice</i> 41, 78, 169, 182, 219, 239, 281, 290, 354, 420, 454, 500, 524, 535, 568, 585, 706, 884, 897, 1006, 1014 <i>Vocabulary Workshop</i> 899, 953</p> <p>Teacher Edition: EL 505, 875; LE 522, 647 #3, 719 #4; LEP 142; LP 76; VP 570, 620; WP 504</p>

Codes used for Teacher Wraparound Edition pages are the initial caps of headings on that page.

STANDARDS	PAGE REFERENCES
<p>1.A.4b Compare the meaning of words and phrases and use analogies to explain the relationships among them.</p>	<p>Student Edition: <i>Vocabulary</i> 70, 173, 413, 497, 520, 532, 565, 581, 995 <i>Vocabulary Practice</i> 78, 182, 219, 281, 420, 500, 524, 535, 568, 585, 706, 884 Teacher Edition: EL 497</p>
<p>B. Apply reading strategies to improve understanding and fluency.</p>	
<p>1.B.4a Preview reading materials, clarify meaning, analyze overall themes and coherence, and relate reading with information from other sources.</p>	<p>Student Edition: <i>Literature and Reading Preview</i> 11, 21, 44, 57, 70, 80, 99, 115, 128, 142, 156, 173, 187, 197, 209, 226, 230 <i>Reading Handbook</i> R38-R39 <i>Set a Purpose for Reading</i> 90, 220 Teacher Edition: AL 129; LE 3, 5; RH R38-R39; RP 128; WP 8</p>
<p>1.B.4b Analyze, interpret and compare a variety of texts for purpose, structure, content, detail and effect.</p>	<p>Student Edition: 270, 272, 357, 360, 362-366 <i>After You Read</i> 420 <i>Before You Read</i> 399 <i>Comparing Literature</i> 398 <i>Literary Element</i> 269, 275 #1-#2, 356 <i>Literature and Reading Preview</i> 400, 413 <i>Reading Strategy</i> 369 <i>Review</i> 304 <i>Wrap-Up</i> 411 Teacher Edition: BI 407, 415; LE 416 #1; Re Pr 358, 408, 362; RS 370 #2, 371, 372, 373, 399; SP 404; WP 402, 414</p>
<p>1.B.4c Read age-appropriate material with fluency and accuracy.</p>	<p>Student Edition: <i>Independent Reading</i> 250-251, 432-433, 814-815, 1092-1093 Teacher Edition: AL 93, 101, 117, 227, 279, 313, 467, 873, 879, 1003, 1105; EL 59, 71, 85, 189, 273, 309, 445, 477, 627, 629, 633, 989, 1023; Re Pr 86, 90, 128, 280, 838, 1104; RS 444; SP 630, 878; T 2; WP 452, 1024</p>

STANDARDS	PAGE REFERENCES
C. Comprehend a broad range of reading materials.	
<p>1.C.4a Use questions and predictions to guide reading.</p>	<p>Student Edition: 23-24, 27, 30-31, 33-34, 37, 39, 46-47, 49, 51, 284-285, 299, 303, 452, 859, 863, 865, 869 <i>Before You Read</i> 1104, 1111, 1118, 1123 <i>Reading Check</i> 1105-1109, 1112-1116, 1119-1121, 1124-1126 <i>Reading Strategy</i> 21, 41 #1-#2, 44, 283, 290 #1-#2, 298, 305 #1-#3, 451, 454 #1-#3, 470, 744, 857 <i>Set a Purpose for Reading</i> 1068</p> <p>Teacher Edition: AL 473, 667; Re Pr 28, 666, 700, 1104; RS 263, 286, 294 #1-#2, 295 #3-#4, 471, 472, 622, 666, 684 #2, 708 #1, 861 #2; LSVP 44</p>
<p>1.C.4b Explain and justify an interpretation of a text.</p>	<p>Student Edition: 498, 711-712, 716, 719, 949 <i>Reading Strategy</i> 497, 500 #1-#2, 587, 707, 723 #1-#2, 947, 952 #1-#2 <i>Respond and Think Critically</i> 19 #1-#3, 40 #1-#4, 65 #1-#4, 168 #1-#4, 238 #1-#4, 419 #1-#3, 499 #1-#3, 589 #1-#4, 654 #1-#4, 787 #1-#3, 951 #1-#4</p> <p>Teacher Edition: RS 418 #3, 588, 658 #2, 709 #3, 713 #4, 725, 792 #1, 801 #1</p>
<p>1.C.4c Interpret, evaluate and apply information from a variety of sources to other situations (e.g., academic, vocational, technical, personal).</p>	<p>Student Edition: <i>Before You Read</i> 196, 307, 348, 386, 461, 496, 580, 994, 1104, 1111, 1118, 1123 <i>Connect to Art</i> 460 <i>Daily Life and Culture</i> 337, 383, 499, 584, 741, 896 <i>Focus on Functional Documents</i> 1102-1103 <i>Media Workshop</i> 318-324 <i>Research and Report</i> 111, 153, 317, 368 <i>Tip: Sketch</i> 341 <i>Visual Literacy</i> 923</p> <p>Teacher Edition: AL 213, 217, 221; EL 1103; MS 320; RP 212, 284 SP 214; VP 220</p>

STANDARDS	PAGE REFERENCES
<p>1.C.4d Summarize and make generalizations from content and relate them to the purpose of the material.</p>	<p>Student Edition: 14, 17 <i>Reading Strategy</i> 11, 19 #1-#2, 570, 572 #1-#2 <i>Respond and Think Critically</i> 94 #1, 224 #1, 589 #1, 747 #1, 911 #1, 930 #1, 1010 #1, 1070 #1 <i>Respond Through Writing</i> 42, 421 <i>Writing</i> 281, 389, 870</p> <p>Teacher Edition: RP 284, 320; RS 185; WP 138, 310, 998, 1028</p>
<p>1.C.4e Analyze how authors and illustrators use text and art to express and emphasize their ideas (e.g., imagery, multiple points of view).</p>	<p>Student Edition: 72, 75, 116-117, 119 <i>Graphic Novel</i> 293-296, 588-589, 927-930 <i>Literary Focus</i> 96-97 <i>Reading Strategy</i> 70, 115, 123 #1-#2 <i>Respond and Think Critically</i> 296 #4-#7, 589 #5-#7, 930 #2, #4-#7 <i>Visual Perspective</i> 292, 587, 926</p> <p>Teacher Edition: Ad Le 587; AL 927; EL 929; LE 927 #2, 928 #1; LP 82; LSVP 588; Re Pr 118, 134, 148, 928 RS 73, 75 #1, 294, 588; VP 294; WP 926</p>
<p>1.C.4f Interpret tables, graphs and maps in conjunction with related text.</p>	<p>Student Edition: 1033, 1108-1109, 1117, R26 <i>Research and Report</i> 317 <i>Speaking, Listening, and Viewing Workshop</i> 972-975 <i>View the Art</i> 1, 7, 32, 72, 258, 265, 440, 447, 694, 765, 916</p> <p>Teacher Wraparound Edition: Ad Le 1109; AL 447, 661; EL 265; LSP 360; LSVP 974; Re Pr 32; SLP 660; SP 382; SVP 72; TD R26; VP 220, 694, 828, 916</p>

STANDARDS

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STATE GOAL 2: Read and understand literature representative of various societies, eras and ideas.

Why This Goal Is Important: Literature transmits ideas, reflects societies and eras and expresses the human imagination. It brings understanding, enrichment and joy. Appreciating literature and recognizing its many forms enable students to learn and respond to ideas, issues, perspectives and actions of others. Literature study includes understanding the structure and intent of a short poem or a long, complex book. By exploring the techniques that authors use to convey messages and evoke responses, students connect literature to their own lives and daily experiences.

A. Understand how literary elements and techniques are used to convey meaning.

<p>2.A.4a Analyze and evaluate the effective use of literary techniques (e.g., figurative language, allusion, dialogue, description, symbolism, word choice, dialect) in classic and contemporary literature representing a variety of forms and media.</p>	<p>Student Edition: 59, 61-62, 71, 73, 75, 159, 161, 164-165, 167, 175, 177-178, 180, 309, 312, 315, 342, 402, 405-406, 408, 477, 479</p> <p><i>Genre Focus</i> 3</p> <p><i>Literary Element</i> 57, 66 #1-#3, 70, 77, 156, 169 #1-#3, 173, 181 #1-#3, 308, 316 #1-#2, 341, 345 #1-#3, 400, 410 #1-#2</p> <p><i>Literary Focus</i> 8, 448-449</p> <p><i>Reading Strategy</i> 476, 478 #1-#2</p> <p><i>Write with Style</i> 78, 454</p> <p>Teacher Edition: Ad Le 417; AL 315; EL 163, 451, 477, 479; LE 63, 157, 163, 480-482; LEP 142; LP 76, 82, 342; LSP 144; Re Pr 178, 476, 480; SP 36; WP 60, 70, 162, 470</p>
<p>2.A.4b Explain relationships between and among literary elements including character, plot, setting, theme, conflict and resolution and their influence on the effectiveness of the literary piece.</p>	<p>Student Edition: 12-13, 17, 101, 106, 108-109, 144, 146-148, 150</p> <p><i>Genre Focus</i> 2-3</p> <p><i>Literary Element</i> 11, 19 #1-#2, 99, 110 #1-#3, 142, 152 #1-#2</p> <p><i>Literary Focus</i> 8-9, 96-97, 184-185</p> <p><i>Review</i> 52, 77, 110, 123, 152, 169, 218</p> <p><i>Wrap-up</i> 6</p> <p>Teacher Edition: Ad Le 17; LE 3, 5, 9, 49, 101, 151; Re Pr 106</p>

STANDARDS	PAGE REFERENCES
<p>2.A.4c Describe relationships between the author's style, literary form (e.g., short stories, novels, drama, fables, biographies, documentaries, poetry, essays) and intended effect on the reader.</p>	<p>Student Edition: 231-233, 235-236, 457, 552 <i>Compare Author's Viewpoint</i> 398 <i>Genre Focus</i> 987 <i>Literary Element</i> 230, 238 #1-#2, 551, 554 <i>Literary Focus</i> 184-185, 992-993 <i>Reading Strategy</i> 456, 460 #1, 551, 555 #1-#3 <i>Review</i> 238, 742</p> <p>Teacher Edition: Ad Le 185; AL 553; EL 987; LEP 166; Re Pr 234, 840, 996; RS 185, 399; WP 456, 458; WT 457</p>
<p>2.A.4d Describe the influence of the author's language structure and word choice to convey the author's viewpoint.</p>	<p>Student Edition: 116-117, 119, 188-189, 191-192, 227, 309, 312, 315, 352, 402, 405, 408, 517 <i>Genre Focus</i> 3 <i>Literary Element</i> 187, 193 #1-#3, 308, 316 #1-#2, 400, 410 #1-#2, 507, 509 #1-#2, 537, 539 #1-#2 <i>Literary Focus</i> 376-377, 504-505, 562-563 <i>Reading Strategy</i> 115, 123 #1-#2, 226, 228 #1-#2, 349, 354 #1-#2, 507, 509 #1-#2, 516, 518 #1-#2 <i>Review</i> 500</p> <p>Teacher Edition: Ad Le 315; AL 349; EL 37, 243, 505; LE 376, 406, 562; LEP 142; Re Pr 134, 148, 192, 286, 408; SP 36; WP 4, 376, 504; WT 4</p>
<p>B. Read and interpret a variety of literary works.</p>	
<p>2.B.4a Critique ideas and impressions generated by oral, visual, written and electronic materials.</p>	<p>Student Edition: <i>Compare Ideas</i> 485 <i>Daily Life and Culture</i> 896 #1-#2 <i>Research and Report</i> 490 <i>Respond Through Writing</i> 545, 925 <i>Speaking and Listening</i> 219, 560 <i>Speaking, Listening, and Viewing Workshop</i> 248-249 <i>Visual Literacy</i> 543 #1-#2, 923 #1-#2 <i>Write a Review</i> 251, 433, 605, 977 <i>Writing Workshop</i> 240-247 <i>You're the Critic</i> #1-#2, 205 #1-#2</p> <p>Teacher Edition: AL 241, 303, 589, 887; EL 243, 249, 561; LSP 16, 360, 538; LSVP 588; RP 490; SP 214, 382; VP 916; WP 14, 302, 458, 498, 516, 542, 910</p>

STANDARDS	PAGE REFERENCES
<p>2.B.4b Analyze form, content, purpose and major themes of American literature and literature of other countries in their historical perspectives.</p>	<p>Student Edition: 46-47, 49, 51, 81, 83, 85, 144, 146-148, 150, 270-272, 274, 284-285, 309-310, 313-314 <i>Genre Focus</i> 2-3 <i>Literary Element</i> 142, 152 #1-#2, 269, 275 #1-#2, 283, 290 #1-#3 <i>Reading Strategy</i> 44, 53 #1, 80, 88 #1, 269, 275 #1-#2, 283, 290 #1-#2, 308, 317 #1-#2</p> <p>Teacher Edition: AL 283; LE 3, 5, 151, 284, 288; LSVP 44; Re Pr 6, 28, 100; RP 284; RS 311; WP 274</p>
<p>2.B.4c Discuss and evaluate motive, resulting behavior and consequences demonstrated in literature.</p>	<p>Student Edition: 81, 83, 85, 199, 202, 204, 271, 274, 761, 763-764, 766, 768-770, 887-888, 890, 892-893, 1119-1121 <i>Before You Read</i> 1118 <i>Reading Strategy</i> 80, 88 #1, 197, 206 #1, 269, 275 #1-#2, 492, 494 #1-#2, 759, 772 #1, 885, 897 #1</p> <p>Teacher Edition: AL 197; Re Pr 90, 358, 850; RS 86, 493, 889, 893, 1120-1121</p>

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STATE GOAL 3: Write to communicate for a variety of purposes.

Why This Goal Is Important: The ability to write clearly is essential to any person's effective communications. Students with high-level writing skills can produce documents that show planning and organization and effectively convey the intended message and meaning. Clear writing is critical to employment and production in today's world. Individuals must be capable of writing for a variety of audiences in differing styles, including standard rhetoric themes, business letters and reports, financial proposals and technical and professional communications. Students should be able to use word processors and computers to enhance their writing proficiency and improve their career opportunities.

A. Use correct grammar, spelling, punctuation, capitalization and structure.

3.A.4 Use standard English to edit documents for clarity, subject/verb agreement, adverb and adjective agreement and verb tense; proofread for spelling, capitalization and punctuation; and ensure that documents are formatted in final form for submission and/or publication.

Student Edition:

Compare the Big Idea 906
Language Handbook R47-R59
Research and Report 111, 153, 368, 490
Respond Through Writing 42, 67, 124, 170, 291, 339, 525, 545, 925, 1067
Write with Style 397
Writing Handbook R29
Writing Workshop 246-247, 428-429, 600-601, 810-811, 970-971, 1088-1089

Teacher Edition:

AL 429, 601, 811, 971, 1089; AP 42; GP 244; LH R47-R59; LSP 810; RP 490; Wr Pr 246-247, 428-429, 600-601, 971, 1088-1089; WH R29; WP 210, 246, 298, 458, 600, 890, 970; WS 245, 810, 970, 1088-1089; WT 810

B. Compose well-organized and coherent writing for specific purposes and audiences.

3.B.4a Produce documents that exhibit a range of writing techniques appropriate to purpose and audience, with clarity of focus, logic of organization, appropriate elaboration and support and overall coherence.

Student Edition:

Research and Report 111, 153, 368, 490
Respond Through Writing 42, 67, 124, 170, 291, 339, 421, 525, 545, 925, 1067
Writing Workshop 240-247, 422-429, 594-601, 804-811, 962-971, 1082-1089

Teacher Edition:

AL 241, 245, 247, 425; BI 241; Wr Pr 243-244, 246-247, 425-426, 428-429, 597-598, 971, 1085; WP 808, 966, 1084, 1088; WS 243, 246, 425, 428, 807, 810, 963, 965, 970, 1085, 1089; WT 601

STANDARDS	PAGE REFERENCES
<p>3.B.4b Produce, edit, revise and format work for submission and/or publication (e.g., manuscript form, appropriate citation of sources) using contemporary technology.</p>	<p>Student Edition: 1117, 1127 <i>Functional Documents</i> R22-R27 <i>Research and Report</i> 111, 153, 368, 490 <i>Respond Through Writing</i> 42, 67, 124, 170, 291, 339, 421, 525, 545, 925, 1067 <i>Writing Handbook</i> R28-R30, R31-R37 <i>Writing Workshop</i> 240-247, 422-429, 594-601, 804-811, 962-971, 1082-1089</p> <p>Teacher Edition: SP 1118; Wr Pr 243-244, 246-247, 425-426, 428-429, 597-598, 971, 1085; WP 808, 966, 1084, 1088, 1120, 1124, 1126; WS 243, 246, 425, 428, 807, 810, 963, 965, 970, 1085, 1089</p>
<p>3.B.4c Evaluate written work for its effectiveness and make recommendations for its improvement.</p>	<p>Student Edition: <i>Respond Through Writing</i> 42, 67, 124, 170, 291, 339, 421, 525, 545, 925, 1067 <i>Writing Workshop</i> 246-247, 428-429, 600-601, 810-811, 970-971, 1088-1089</p> <p>Teacher Edition: AL 247, 971, 1089; LSP 810; WP 246, 428, 970; Wr Pr 246-247, 428-429, 600, 971, 1088-1089; WS 246, 428, 600-601, 810-811, 970, 1088; WT 810-811, 970</p>
<p>C. Communicate ideas in writing to accomplish a variety of purposes.</p>	
<p>3.C.4a Write for real or potentially real situations in academic, professional and civic contexts (e.g., college applications, job applications, business letters, petitions).</p>	<p>Student Edition: 1110, 1117, 1127 <i>Functional Documents</i> R22-R27 <i>Respond Through Writing</i> 42, 67, 124, 170, 291, 339, 421, 525, 545, 925, 1067 <i>Writing Workshop</i> 240-247, 422-429, 594-601, 804-811, 962-971, 1082-1089</p> <p>Teacher Edition: Ad Le 1115; SP 1112, 1118; WP 1106, 1108, 1120, 1124, 1126</p>

STANDARDS	PAGE REFERENCES
<p>3.C.4b Using available technology, produce compositions and multimedia works for specified audiences.</p>	<p>Student Edition: 1110, 1117, 1127 <i>Functional Documents</i> R22-R27 <i>Respond Through Writing</i> 42, 67, 124, 170, 291, 339, 421, 525, 545, 925, 1067 <i>Speaking, Listening, and Viewing Workshop</i> 972-975 <i>Writing Workshop</i> 240-247, 422-429, 594-601, 804-811, 962-971, 1082-1089</p> <p>Teacher Edition: Ad Le 1115; AL 973; LSVP 974; Re Sk 973; SP 1112, 1118; SS 972; WP 210, 212, 1106, 1108, 1120, 1124, 1126</p>
<p>STATE GOAL 4: Listen and speak effectively in a variety of situations.</p>	
<p>Why This Goal Is Important: Of all the language arts, listening and speaking are those most often used on a daily basis at home, school and work or in the community. Skill in speaking is universally recognized as a primary indicator of a person’s knowledge, skill and credibility. In person, by phone or through video, good listening and speaking skills are essential to sending, receiving and understanding messages. To understand messages spoken by others, students must be able to listen carefully, using specific techniques to clarify what they have heard. For speaking properly and making messages understood, grammar, sentence structure, tone, expression and emphasis must be part of students’ repertoires.</p>	
<p>A. Listen effectively in formal and informal situations.</p>	
<p>4.A.4a Apply listening skills as individuals and members of a group in a variety of settings (e.g., lectures, discussions, conversations, team projects, presentations, interviews).</p>	<p>Student Edition: 380-382 <i>Activity: Listening and Speaking</i> 324 <i>Compare Author’s Meaning</i> 906 <i>Compare Author’s Viewpoint</i> 411 <i>Compare Cultures</i> 140 <i>Compare Ideas</i> 485, 754 <i>Compare Persuasion</i> 411 <i>Compare Theme</i> 140, 754, 906 <i>Literary Element</i> 379 <i>Partner Activity</i> 554, 559, 585 <i>Research and Report</i> 317 <i>Speaking and Listening</i> 53, 194, 219, 305, 560, 579, 799, 961 <i>Speaking, Listening, and Viewing Workshop</i> 248-249, 430-431, 602-603, 812-813, 972-975, 1090-1091 <i>You’re the Critic</i> 205</p>

STANDARDS	PAGE REFERENCES
<p>Continued from cell above.</p> <p>4.A.4a Apply listening skills as individuals and members of a group in a variety of settings (e.g., lectures, discussions, conversations, team projects, presentations, interviews).</p>	<p>Continued from cell above.</p> <p>Teacher Edition: AL 431, 649, 681; EL 249, 381, 603, 813, 1091; LP 236, 380, 430; LS 249, 603, 813, 1091; LSP 16, 108, 144, 204, 360, 538, 548; LSV 250, 972, 1090; Re Pr 680, 774, 838, 932; RP 74, 356, 472, 838, 852; SLP 648; SP 214, 296, 382, 602, 630, 672, 692, 720, 730, 864; SS 248, 430, 602-603, 812-813, 972-975, 1091-1091; VS 431; WP 324</p>
<p>4.A.4b Apply listening skills in practical settings (e.g., classroom note taking, interpersonal conflict situations, giving and receiving directions, evaluating persuasive messages).</p>	<p>Student Edition: 380-382 <i>Activity: Listening and Speaking</i> 324 <i>Compare Author's Meaning</i> 906 <i>Compare Author's Viewpoint</i> 411 <i>Compare Cultures</i> 140 <i>Compare Ideas</i> 485, 754 <i>Compare Persuasion</i> 411 <i>Compare Theme</i> 140, 754, 906 <i>Literary Element</i> 379 <i>Partner Activity</i> 554, 559, 585 <i>Research and Report</i> 317 <i>Speaking and Listening</i> 53, 194, 219, 305, 560, 579, 799, 961 <i>Speaking, Listening, and Viewing Workshop</i> 248-249, 430-431, 602-603, 812-813, 972-975, 1090-1091 <i>You're the Critic</i> 205</p> <p>Teacher Edition: AL 431, 649, 681; EL 249, 381, 603, 813, 1091; LP 236, 380, 430; LS 249, 603, 813, 1091; LSP 16, 108, 144, 204, 360, 538, 548; LSV 250, 972, 1090; Re Pr 680, 774, 838, 932; RP 74, 356, 472, 838, 852; SLP 648; SP 214, 296, 382, 602, 630, 672, 692, 720, 730, 864; SS 248, 430, 602-603, 812-813, 972-975; VS 431; WP 324</p>

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<p>4.A.4c Follow complex oral instructions.</p>	<p>The following references deal with following directions, though not oral instructions, specifically and may be used to meet this objective.</p> <p>Student Edition: 1105, 1108-1109, 1115, 1116, 1117, R27</p> <p>Teacher Wraparound Edition: Ad Le 1109; AL 1105, 1115; Re Pr 1116; RS 1115; TW R27</p>
<p>4.A.4d Demonstrate understanding of the relationship of verbal and nonverbal messages within a context (e.g., contradictory, supportive, repetitive, substitutive).</p>	<p>Student Edition: 352, 380-382, 388, 392-395 <i>Literary Element</i> 379, 384 #1-#2, 387, 389 #1-#2, 391, 396 #1-#2 <i>Reading Strategy</i> 349, 354 #1-#2, 379, 384 #1, 387, 389 #1-#2, 391, 397 #1 <i>Respond and Think Critically</i> 383 #1, #4-#5 <i>Review</i> 396 <i>Write with Style</i> 354</p> <p>Teacher Edition: AL 379; EL 381; LP 380; RP 388</p>

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B. Speak effectively using language appropriate to the situation and audience.

4.B.4a Deliver planned informative and persuasive oral presentations using visual aids and contemporary technology as individuals and members of a group; demonstrate organization, clarity, vocabulary, credible and accurate supporting evidence.

Student Edition:

380-382

Activity: Listening and Speaking 324*Compare Author's Meaning* 906*Compare Author's Viewpoint* 411*Compare Cultures* 140*Compare Ideas* 485, 754*Compare Persuasion* 411*Compare Theme* 140, 754, 906*Literary Element* 379*Partner Activity* 554, 559, 585*Research and Report* 317*Speaking and Listening* 53, 194, 219, 305, 560, 579, 799, 961*Speaking, Listening, and Viewing Workshop* 248-249, 430-431, 602-603, 812-813, 972-975, 1090-1091*You're the Critic* 205**Teacher Edition:**

AL 431, 649, 681; EL 249, 381, 603, 813; LP 236, 380, 430; LS 249, 603, 813; LSP 16, 108, 144, 204, 360, 538, 548; LSVP 250, 972; Re Pr 680, 774, 838, 932; RP 74, 356, 472, 838, 852; SLP 648; SP 214, 296, 382, 602, 630, 672, 692, 720, 730, 864; SS 248, 430, 602-603, 812-813, 972-975, 1090-1091; VS 431; WP 324

STANDARDS	PAGE REFERENCES
<p>4.B.4b Use group discussion skills to assume leadership and participant roles within an assigned project or to reach a group goal.</p>	<p>Student Edition: 380-382 <i>Activity: Listening and Speaking</i> 324 <i>Compare Author’s Meaning</i> 906 <i>Compare Author’s Viewpoint</i> 411 <i>Compare Cultures</i> 140 <i>Compare Ideas</i> 485, 754 <i>Compare Persuasion</i> 411 <i>Compare Theme</i> 140, 754, 906 <i>Literary Element</i> 379 <i>Partner Activity</i> 554, 559, 585 <i>Research and Report</i> 317 <i>Speaking and Listening</i> 53, 194, 219, 305, 560, 579, 799, 961 <i>Speaking, Listening, and Viewing Workshop</i> 248-249, 430-431, 602-603, 812-813, 972-975, 1090-1091 <i>You’re the Critic</i> 205</p> <p>Teacher Edition: AL 431, 649, 681; EL 249, 381, 603, 813; LP 236, 248, 380, 430; LS 249, 603, 813; LSP 16, 108, 144, 204, 360, 538, 548; LSVP 250, 972, 1090; Re Pr 680, 774, 838, 932; RP 74, 356, 472, 838, 852; SLP 648; SP 214, 296, 382, 602, 630, 672, 692, 720, 730, 864; SS 248, 430, 602-603, 812-813, 972-975, 1091; VS 431; WP 324</p>
<p>4.B.4c Use strategies to manage or overcome communication anxiety and apprehension (e.g., developed outlines, notecards, practice).</p>	<p>Student Edition: <i>Speaking and Listening</i> 53, 194, 219, 305, 560, 579, 799, 961 <i>Speaking, Listening, and Viewing Workshop</i> 248-249, 430-431, 602-603, 812-813, 972-975, 1090-1091</p> <p>Teacher Edition: EL 249, 603, 813, 1091; LS 249; LSP 812; SS 248, 430-431, 602-603, 812-813, 972-975, 1090</p>

STANDARDS	PAGE REFERENCES
<p>4.B.4d Use verbal and nonverbal strategies to maintain communication and to resolve individual and group conflict.</p>	<p>The following references address this objective through literature and may be used in classroom discussion and activities.</p> <p>Student Edition: 175, 177, 299, 303 <i>Big Idea</i> 179, 529 <i>Reading Strategy</i> 173, 182 #1-#2, 298, 305 #1-#3, 527, 530 #1-#2 <i>Respond and Think Critically</i> 304 #4</p> <p>Teacher Edition: AL 179; Re Pr 178; RS 178; WP 180</p>
<p>STATE GOAL 5: Use the language arts to acquire, assess and communicate information.</p>	
<p>Why This Goal Is Important: To be successful in school and in the world of work, students must be able to use a wide variety of information resources (written, visual and electronic). They must also know how to frame questions for inquiry, identify and organize relevant information and communicate it effectively in a variety of formats. These skills are critical in school across all learning areas and are key to successful career and lifelong learning experiences.</p>	
<p>A. Locate, organize, and use information from various sources to answer questions, solve problems and communicate ideas.</p>	
<p>5.A.4a Demonstrate a knowledge of strategies needed to prepare a credible research report (e.g., notes, planning sheets).</p>	<p>Student Edition: <i>Respond Through Writing</i> 42, 67, 124, 170, 291, 339, 421, 525, 545, 925, 1067 <i>Writing Workshop</i> 243-245, 425-427, 597-599, 807-809, 963-969, 1085-1087</p> <p>Teacher Edition: AL 425, 427, 807, 965; EL 963, 1085; Re Pr 242; RP 964; WP 808, 966, 1084; Wr Pr 243-244, 425-426, 597-598, 1085; WS 242-243, 807, 963, 965, 1085</p>
<p>5.A.4b Design and present a project (e.g., research report, scientific study, career/higher education opportunities) using various formats from multiple sources.</p>	<p>Student Edition: <i>Speaking and Listening</i> 53, 194, 219, 305, 560, 579, 799, 961 <i>Speaking, Listening, and Viewing Workshop</i> 430-431, 602-603, 812-813, 972-975, 1090-1091</p> <p>Teacher Edition: LSVP 974, 1090; SP 602; SS 430-431, 602-603, 812-813, 972-975, 1090-1091</p>

STANDARDS	PAGE REFERENCES
B. Analyze and evaluate information acquired from various sources.	
<p>5.B.4a Choose and evaluate primary and secondary sources (print and nonprint) for a variety of purposes.</p>	<p>Student Edition: <i>Media Workshop</i> 318-324 <i>Primary Source Quotation</i> 289 <i>Respond Through Writing</i> 67, 291 <i>Speaking, Listening, and Viewing Workshop</i> 972-975 <i>Writing Handbook</i> R31-R32 <i>Writing Workshop</i> 962-971, 1082-1089</p> <p>Teacher Edition: EL 319, 323, 963; LSVP 974; MS 323; Re Pr 322, 370; RP 320, 964, 1088; SP 214; Wr Pr 1085; WP 274, 392</p>
<p>5.B.4b Use multiple sources and multiple formats; cite according to standard style manuals.</p>	<p>Student Edition: <i>Media Workshop</i> 318-324 <i>Primary Source Quotation</i> 289 <i>Respond Through Writing</i> 67, 291 <i>Writing Handbook</i> R35-R37 <i>Writing Workshop</i> 962-971, 1082-1089</p> <p>Teacher Edition: Ad Le 133; Re Pr 370; RP 174, 212, 284, 312; WP 130, 150, 210, 274, 324, 392</p>
C. Apply acquired information, concepts and ideas to communicate in a variety of formats.	
<p>5.C.4a Plan, compose, edit and revise information (e.g., brochures, formal reports, proposals, research summaries, analyses, editorials, articles, overheads, multimedia displays) for presentation to an audience.</p>	<p>Student Edition: <i>Research and Report</i> 153 <i>Speaking, Listening, and Viewing Workshop</i> 248-249, 430-431, 602-603, 812-813, 972-975, 1090-1091</p> <p>Teacher Edition: AL 431, 973, 975; EL 249, 603, 813, 1091; LP 430; LS 249, 603, 813, 1091; LSP 812; LSVP 972, 974, 1090; RS 973; SP 602; SS 248, 430-431, 602-603, 812-813, 972-975, 1090-1091; VS 431</p>

STANDARDS	PAGE REFERENCES
<p>5.C.4b Produce oral presentations and written documents using supportive research and incorporating contemporary technology.</p>	<p>Student Edition: <i>Speaking, Listening, and Viewing Workshop</i> 248-249, 430-431, 602-603, 812-813, 972-975, 1090-1091 <i>Writing Workshop</i> 240-247, 422-429, 594-601, 804-811, 962-971, 1082-1089</p> <p>Teacher Edition: AL 431, 973, 975; EL 249, 603, 813, 1091; LP 430; LS 249, 603, 813, 1091; LSP 812; LSVP 972, 974, 1090; RS 973; SP 602; SS 248, 430-431, 602-603, 812-813, 972-975, 1090-1091; VS 431</p>
<p>5.C.4c Prepare for and participate in formal debates.</p>	<p>Student Edition: 380-382 <i>Activity: Listening and Speaking</i> 324 <i>Compare Author's Meaning</i> 906 <i>Compare Author's Viewpoint</i> 411 <i>Compare Cultures</i> 140 <i>Compare Ideas</i> 485, 754 <i>Compare Persuasion</i> 411 <i>Compare Theme</i> 140, 754, 906 <i>Literary Element</i> 379 <i>Partner Activity</i> 554, 559, 585 <i>Research and Report</i> 317 <i>Speaking and Listening</i> 53, 194, 219, 305, 560, 579, 799, 961 <i>Speaking, Listening, and Viewing Workshop</i> 248-249, 430-431, 602-603, 812-813, 972-975 <i>You're the Critic</i> 205</p> <p>Teacher Edition: AL 431, 649, 681; EL 249, 381, 603, 813; LP 236, 380, 430; LS 249, 603, 813; LSP 16, 108, 144, 204, 360, 538, 548; LSVP 250, 972; Re Pr 680, 774, 838, 932; RP 74, 356, 472, 838, 852; SLP 648; SP 214, 296, 382, 602, 630, 672, 692, 720, 730, 864; SS 248, 430, 602-603, 812-813, 972-975; VS 431; WP 324</p>

STANDARDS	PAGE REFERENCES
LATE HIGH SCHOOL	
STATE GOAL 1: Read with understanding and fluency.	
Why This Goal Is Important: Reading is essential. It is the process by which people gain information and ideas from books, newspapers, manuals, letters, contracts, advertisements and a host of other materials. Using strategies for constructing meaning before, during and after reading will help students connect what they read now with what they have learned in the past. Students who read well and widely build a strong foundation for learning in all areas of life.	
A. Apply word analysis and vocabulary skills to comprehend selections.	
<p>1.A.5a Identify and analyze new terminology applying knowledge of word origins and derivations in a variety of practical settings.</p>	<p>Student Edition: <i>Academic Vocabulary</i> 41, 78, 206, 290, 317, 354, 420, 454, 490, 518, 555, 568, 585, 742, 772, 957, 1006, 1066 <i>Vocabulary Practice</i> 41, 169, 239, 290, 454, 897 <i>Vocabulary Workshop</i> 54-55, 953 Teacher Edition: EL 55, 63; VP 54, 58, 292, 570, 620, 1014</p>
<p>1.A.5b Analyze the meaning of abstract concepts and the effects of particular word and phrase choices.</p>	<p>Student Edition: 59, 61-62, 71, 73, 75, 116-117, 119, 121, 159, 161, 164-165, 167, 188-189, 191-192, 227, 309, 312, 315, 352 <i>Literary Element</i> 57, 66 #1-#3, 70, 77 #1-#2, 115, 123 #1-#2, 156, 169 #1-#3, 187, 193 #1-#3, 308, 316 #1-#2 <i>Reading Strategy</i> 115, 123 #1-#2, 226, 228 #1-#2, 349, 354 #1-#2 Teacher Edition: Ad Le 343; AL 159, 349; EL 37, 119, 163; LE 158 #2, 287 #2; LEP 142; LP 76, 342; Re Pr 134, 330; SP 36; WP 92, 162</p>

STANDARDS	PAGE REFERENCES
B. Apply reading strategies to improve understanding and fluency.	
<p>1.B.5a Relate reading to prior knowledge and experience and make connections to related information.</p>	<p>Student Edition: 533 <i>After You Read</i> 19 #1-#7, 205 #1-#8, 289 #1-#9, 383 #1-#7, 468 #1-#9, 534 #1-#8, 654 #1-#8 <i>Before You Read</i> 10-11, 20-21, 196-197, 282-283, 378-379, 465-466, 531-532, 624-625</p> <p>Teacher Edition: Ad Le 287, 641, 643; AL 11, 13, 201, 283, 379, 467, 625, 635, 645, 649; BI 467, 626, 639 #3, 640 #2, 653 #3; CH 25, 28, 30, 33-34, 198-199, 202, 627, 632, 636-637, 643, 649; CN 285; EL 29, 35; Re Pr 640, 646; RP 284; RS 286 #1, 467 #2, 627 #2, 628 #1, 644 #3, 645, 650 #2 #5, 646 #1; SP 382; WP 642, 644; WS 26;</p>
<p>1.B.5b Analyze the defining characteristics and structures of a variety of complex literary genres and describe how genre affects the meaning and function of the texts.</p>	<p>Student Edition: 12-13, 17, 101, 106, 108-109, 144, 146-148, 150, 270, 272, 278-280, 284, 287, 302, 309, 312, 315 <i>Focus On Functional Documents</i> 1102-1103 <i>Genre Focus</i> 2-3, 260-261, 442-443, 614-615, 824-825, 986-987 <i>Literary Analysis Model</i> 4-5, 262-263, 444-445, 616-617, 826-827, 988-989 <i>Literary Element</i> 11, 19 #1-#2, 99, 110 #1-#3, 142, 152 #1-#2, 269, 275 #1-#2, 277, 283, 298, 304 #1-#3, 308, 316 #1-#2 <i>Literary Focus</i> 8-9, 96-97, 266-267, 326-327, 504-505, 620-621, 756-757, 830-831, 932-933, 992-993 <i>Review</i> 41, 52, 77, 110, 123 <i>Wrap-up</i> 6, 264, 446, 618, 828, 990</p> <p>Teacher Edition: Ad Le 9, 315, 825; AL 11, 443, 615, 757, 831; BO 504, 620, 932, 1100, 1104; CH 614, 617; EL 9, 267, 505, 617, 933, 987, 1103; LE 3, 5 #2, 9 #2, 151 #5, 266, 281 #1-#2, 287 #2, 288 #2, 326 #1, 443 #1-#2, 614 #1, 617 #2, 620 #1, 825, 827 #2, 831, 932 #1-933#2, 989 #2, 992 #1; LH 2; Re Pr 262, 326, 442, 756; RS 8 #1, 149 #3, 261, 262-263, 267, 311 #4, 327 #2, 505, 615, 616 #1, 621 #2, 757; SLP 992; SP 614, 986; T 2, 442, 1102-1103; Vi Pr 828; VP 620, 1102; WP 8, 260, 266, 446, 504, 616, 618, 824, 826, 830; WT 262, 442, 616, 827;</p>

STANDARDS	PAGE REFERENCES
<p>1.B.5c Evaluate a variety of compositions for purpose, structure, content and details for use in school or at work.</p>	<p>Student Edition: 72, 231-233, 235-236, 270, 272, 357, 360, 362-363, 365-366 <i>Genre Focus</i> 2-3, 260-261, 442-443, 614-615, 824-825, 986-987 <i>Literary Analysis Model</i> 4-5, 262-263, 444-445, 616-617, 826-827, 988-989 <i>Literary Element</i> 230, 238 #1-#2, 269, 275 #1-#2, 356, 367 #1-#3 <i>Literary Focus</i> 8-9, 96-97, 266-267, 326-327, 504-505, 620-621, 756-757, 830-831, 932-933, 992-993 <i>Reading Strategy</i> 70, 75, 78 #1 <i>Wrap-up</i> 6, 264, 446, 618, 828, 990 Teacher Edition: AL 231; LE 364; Re Pr 358, 362; RS 73 #4, 75 #1</p>
<p>1.B.5d Read age-appropriate material with fluency and accuracy.</p>	<p>Student Edition: <i>Independent Reading</i> 250-251, 432-433, 814-815, 1092-1093 Teacher Edition: AL 93, 101, 117, 227, 279, 313, 467, 873, 879, 1003, 1105; EL 59, 71, 85, 189, 273, 309, 445, 477, 627, 629, 633, 989, 1023; Re Pr 86, 90, 128, 280, 838, 1104; RS 444; SP 630, 878; T 2; WP 452, 1024; ;</p>
<p>C. Comprehend a broad range of reading materials.</p>	
<p>1.C.5a Use questions and predictions to guide reading across complex materials.</p>	<p>Student Edition: 23-24, 27, 30-31, 33-34, 37, 39, 46-47, 49, 51, 284-285, 299, 303, 452, 859, 863, 865, 869 <i>Before You Read</i> 1104, 1111, 1118, 1123 <i>Reading Check</i> 1105-1109, 1112-1116, 1119-1121, 1124-1126 <i>Reading Strategy</i> 21, 41 #1-#2, 44, 283, 290 #1-#2, 298, 305 #1-#3, 451, 454 #1-#3, 470, 744, 857 <i>Set a Purpose for Reading</i> 1068 Teacher Edition: AL 473, 667; Re Pr 28, 666, 700, 1104; RS 263, 286, 294 #1-#2, 295 #3-#4, 471, 472, 622, 666, 684 #2, 708 #1, 861 #2; LSV P 44</p>

STANDARDS	PAGE REFERENCES
<p>1.C.5b Analyze and defend an interpretation of text.</p>	<p>Student Edition: 498, 711-712, 716, 719, 949 <i>Reading Strategy</i> 497, 500 #1-#2, 587, 707, 723 #1-#2, 947, 952 #1-#2 <i>Respond and Think Critically</i> 19 #1-#3, 40 #1-#4, 65 #1-#4, 168 #1-#4, 238 #1-#4, 419 #1-#3, 499 #1-#3, 589 #1-#4, 654 #1-#4, 787 #1-#3, 951 #1-#4 Teacher Edition: RS 418 #3, 588, 658 #2, 709 #3, 713 #4, 725, 792 #1, 801 #1</p>
<p>1.C.5c Critically evaluate information from multiple sources.</p>	<p>Student Edition: <i>Media Workshop</i> 318-324 <i>Primary Source Quotation</i> 289 <i>Respond Through Writing</i> 67, 291 <i>Speaking, Listening, and Viewing Workshop</i> 972-975 <i>Writing Handbook</i> R31-R32 <i>Writing Workshop</i> 962-971, 1082-1089 Teacher Edition: EL 319, 323, 963; LSVP 974; MS 323; Re Pr 322, 370; RP 320, 964, 1088; SP 214; Wr Pr 1085; WP 274, 392;</p>
<p>1.C.5d Summarize and make generalizations from content and relate them to the purpose of the material.</p>	<p>Student Edition: 14, 17, 630-632, 635, 637, 640, 644-645, 647, 649-650 <i>Reading Check</i> 1105-1109 <i>Reading Preview</i> 1104 <i>Reading Strategy</i> 11, 19 #1-#2, 570, 572 #1-#2, 625, 654 #1-#2 <i>Respond and Think Critically</i> 94 #1, 224 #1, 589 #1, 747 #1, 911 #1, 930 #1, 1010 #1, 1070 #1 <i>Respond Through Writing</i> 42, 421 <i>Writing</i> 281, 389, 870 Teacher Edition: EL 571; Re Pr 866; RS 185 #2, 628 #1, 1107 #2-1108 #1; WP 310, 998;</p>

STANDARDS	PAGE REFERENCES
<p>1.C.5e Evaluate how authors and illustrators use text and art across materials to express their ideas (e.g., complex dialogue, persuasive techniques).</p>	<p>Student Edition: 72, 75, 116-117, 119 <i>Graphic Novel</i> 293-296, 588-589, 927-930 <i>Literary Focus</i> 96-97 <i>Reading Strategy</i> 70, 115, 123 #1-#2 <i>Respond and Think Critically</i> 296 #4-#7, 589 #5-#7, 930 #2, #4-#7 <i>Visual Perspective</i> 292, 587, 926</p> <p>Teacher Edition: Ad Le 587; AL 927; EL 929; LE 927 #2, 928 #1; LP 82; LSVP 588; Re Pr 118, 134, 148, 928; RS 73, 75 #1, 294, 588; VP 294; WP 926</p>
<p>1.C.5f Use tables, graphs and maps to challenge arguments, defend conclusions and persuade others.</p>	<p>Student Edition: <i>Media Workshop</i> 320- 324 <i>Speaking, Listening, and Viewing Workshop</i> 248-249, 430-431, 972-975, 1090-1091</p> <p>Teacher Edition: AL 321, 973; BI 319; BO 318; EL 319; LP 430; LSVP 972, 974; MS 320, 322; Re Pr 322; SS 431, 972; ;</p>

STANDARDS	PAGE REFERENCES
<p>STATE GOAL 2: Read and understand literature representative of various societies, eras and ideas.</p>	
<p>Why This Goal Is Important: Literature transmits ideas, reflects societies and eras and expresses the human imagination. It brings understanding, enrichment and joy. Appreciating literature and recognizing its many forms enable students to learn and respond to ideas, issues, perspectives and actions of others. Literature study includes understanding the structure and intent of a short poem or a long, complex book. By exploring the techniques that authors use to convey messages and evoke responses, students connect literature to their own lives and daily experiences.</p>	
<p>A. Understand how literary elements and techniques are used to convey meaning.</p>	
<p>2.A.5a Compare and evaluate oral, written or viewed works from various eras and traditions and analyze complex literary devices (e.g., structures, images, forms, foreshadowing, flashbacks, stream of consciousness).</p>	<p>Student Edition: 46, 50-51, 81, 83, 85, 231-233, 235-236, 278-280, 284, 287, 302, 357, 360, 362-363, 365-366, 380-382, 498 <i>Genre Focus</i> 2-3, 260-261, 442-443, 614-615, 824-825, 986-987 <i>Literary Analysis Model</i> 4-5, 262-263, 444-445, 616-617, 826-827, 988-989 <i>Literary Element</i> 44, 52 #1-#3, 230, 238 #1-#2, 277, 280 #1-#2, 283, 290 #1-#3, 298, 304 #1-#3, 356, 367 #1-#3, 379, 384 #1-#2, 497, 500 #1-#3 <i>Literary Focus</i> 8-9, 266-267, 376-377, 448-449, 504-505, 620-621, 756-757, 830-831 <i>Reading Strategy</i> 80, 88 #1, 220 <i>Speaking and Listening</i> 194 <i>Wrap-up</i> 6, 264, 446, 618, 828, 990 Teacher Edition: BO 376; EL 261, 267; LE 157, 266, 288, 364, 443 #1-#2, 445 #2, 448; LP 82, 380; LSP 360; Re Pr 6, 262, 358, 362, 364, 442; RP 286; RS 86, 221-223, 261-263, 267, 377, 444, 505, 615; SP 382, 614; WP 4, 162, 260, 498; WT 4, 262, 442, 444</p>
<p>2.A.5b Evaluate relationships between and among character, plot, setting, theme, conflict and resolution and their influence on the effectiveness of a literary piece.</p>	<p>Student Edition: 12-13, 17, 101, 106, 108-109, 144, 146-148, 150 <i>Genre Focus</i> 2-3 <i>Literary Element</i> 11, 19 #1-#2, 99, 110 #1-#3, 142, 152 #1-#2 <i>Literary Focus</i> 8-9, 96-97, 184-185 <i>Review</i> 52, 77, 110, 123, 152, 169, 218 <i>Wrap-up</i> 6 Teacher Edition: Ad Le 17; LE 3, 5, 9, 49, 101, 151; Re Pr 106;</p>

STANDARDS	PAGE REFERENCES
<p>2.A.5c Analyze the development of form (e.g., short stories, essays, speeches, poetry, plays, novels) and purpose in American literature and literature of other countries.</p>	<p>Student Edition: 46-47, 49, 51, 81, 83, 85, 144, 146-148, 150, 270-272, 274, 284-285, 309-310, 313-314 <i>Genre Focus</i> 2-3, 260-261, 442-443, 614-615, 824-825, 986-987 <i>Literary Analysis Model</i> 4-5, 262-263, 444-445, 616-617, 826-827, 988-989 <i>Literary Element</i> 142, 152 #1-#2, 269, 275 #1-#2, 283, 290 #1-#3 <i>Literary Focus</i> 8-9, 266-267, 376-377, 448-449, 504-505, 620-621, 756-757, 830-831 <i>Reading Strategy</i> 44, 53 #1, 80, 88 #1, 269, 275 #1-#2, 283, 290 #1-#2, 308, 317 #1-#2 <i>Wrap-up</i> 6, 264, 446, 618, 828, 990</p> <p>Teacher Edition: AL 283; LE 3, 5, 151, 284, 288; LSVP 44; Re Pr 6, 28, 100; RP 284; RS 311; WP 274</p>
<p>2.A.5d Evaluate the influence of historical context on form, style and point of view for a variety of literary works.</p>	<p>Student Edition: 270, 272, 284, 287, 309-310, 313-314 <i>Build Background</i> 220, 269 <i>Literature and Reading Preview</i> 209 <i>Literary Element</i> 269, 275 #1-#2, 283, 290 #1-#3 <i>Reading Strategy</i> 308, 317 #1-#2</p> <p>Teacher Edition: Ad Le 287; AL 217; BI 220; LE 288; PH 221, 223; RP 284; RS 311; VP 220; WP 270, 274;</p>
<p>B. Read and interpret a variety of literary works.</p>	
<p>2.B.5a Analyze and express an interpretation of a literary work.</p>	<p>Student Edition: <i>Activities</i> 446 #1, 990 #2 <i>Speaking and Listening</i> 194, 799 <i>Speaking, Listening, and Viewing Workshop</i> 248-249 <i>Partner Activity</i> 559 #1-#2 <i>Research and Report</i> 490 <i>Writing Workshop</i> 240-247, 804-811</p> <p>Teacher Edition: AL 649; EL 249; LSVP 250; SP 630, 730, 864, 878; SLP 648; WP 146, 162, 302, 1056</p>

STANDARDS	PAGE REFERENCES
<p>2.B.5b Apply knowledge gained from literature as a means of understanding contemporary and historical economic, social and political issues and perspectives.</p>	<p>Student Edition: <i>Before You Read</i> 196, 307, 348, 386, 461, 496, 580, 994, 1104, 1111, 1118, 1123 <i>Connect to Art</i> 460 <i>Daily Life and Culture</i> 337, 383, 499, 584, 741, 896 <i>Focus on Functional Documents</i> 1102-1103 <i>Media Workshop</i> 318-324 <i>Research and Report</i> 111, 153, 317, 368 <i>Tip: Sketch</i> 341 <i>Visual Literacy</i> 923</p> <p>Teacher Edition: AL 213, 217, 221; EL 1103; MS 320; RP 212, 284; SP 214; VP 220;</p>
<p>STATE GOAL 3: Write to communicate for a variety of purposes.</p>	
<p>Why This Goal Is Important: The ability to write clearly is essential to any person's effective communications. Students with high-level writing skills can produce documents that show planning and organization and effectively convey the intended message and meaning. Clear writing is critical to employment and production in today's world. Individuals must be capable of writing for a variety of audiences in differing styles, including standard rhetoric themes, business letters and reports, financial proposals and technical and professional communications. Students should be able to use word processors and computers to enhance their writing proficiency and improve their career opportunities.</p>	
<p>A. Use correct grammar, spelling, punctuation, capitalization and structure.</p>	
<p>3.A.5 Produce grammatically correct documents using standard manuscript specifications for a variety of purposes and audiences.</p>	<p>Student Edition: <i>Grammar Workshop</i> 112-113, 154, 195, 306, 347, 495, 748, 945, 1011 <i>Language Handbook</i> R47-R59 <i>Research and Report</i> 111, 153, 368, 490 <i>Respond Through Writing</i> 42, 67, 124, 170, 291, 339, 525, 545, 925, 1067 <i>Writing Handbook</i> R29 <i>Writing Workshop</i> 246-247, 428-429, 600-601, 810-811, 970-971, 1088-1089</p> <p>Teacher Edition: AL 429, 601, 811, 971, 1089; AP 42; GP 244; LH R47-R59; RP 490; Wr Pr 246-247, 428-429, 600-601, 971, 1088-1089; WH R29; WP 210, 246, 298, 458, 600, 890, 970; WS 245, 810, 970, 1088-1089; WT 810</p>

STANDARDS	PAGE REFERENCES
B. Compose well-organized and coherent writing for specific purposes and audiences.	
<p>3.B.5 Using contemporary technology, produce documents of publication quality for specific purposes and audiences; exhibit clarity of focus, logic of organization, appropriate elaboration and support and overall coherence.</p>	<p>Student Edition: 1110, 1117, 1127 <i>Functional Documents</i> R22-R27 <i>Respond Through Writing</i> 42, 67, 124, 170, 291, 339, 421, 525, 545, 925, 1067 <i>Speaking, Listening, and Viewing Workshop</i> 972-975 <i>Writing Workshop</i> 240-247, 422-429, 594-601, 804-811, 962-971, 1082-1089</p> <p>Teacher Edition: Ad Le 1115; AL 973; LSVP 974; Re Sk 973; SP 1112, 1118; SS 972; WP 210, 212, 1106, 1108, 1120, 1124, 1126</p>
C. Communicate ideas in writing to accomplish a variety of purposes.	
<p>3.C.5a Communicate information and ideas in narrative, informative and persuasive writing with clarity and effectiveness in a variety of written forms using appropriate traditional and/or electronic formats; adapt content, vocabulary, voice and tone to the audience, purpose and situation.</p>	<p>Student Edition: 1110, 1117, 1127 <i>Respond Through Writing</i> 42, 67, 124, 170, 291, 339, 421, 525, 545, 925, 1067 <i>Writing Workshop</i> 240-247, 422-429, 594-601, 804-811, 962-971, 1082-1089</p> <p>Teacher Edition: WP 210, 212, 1106, 1108, 1120, 1124, 1126; Wr Pr 243-244, 246-247, 425-426, 428, 597-598, 600, 1085, 1088; WS 243, 807, 810, 963, 965, 970, 1085, 1089</p>
<p>3.C.5b Write for real or potentially real situations in academic, professional and civic contexts (e.g., applications, job applications, business letters, resume, petitions).</p>	<p>Student Edition: 1110, 1117, 1127 339, 421, 525, 545, 925, 1067 <i>Speaking, Listening, and Viewing Workshop</i> 972-975 <i>Writing Workshop</i> 240-247, 422-429, 594-601, 804-811, 962-971, 1082-1089</p> <p>Teacher Edition: Ad Le 1115; AL 973; LSVP 974; Re Sk 973; SP 1112, 1118; SS 972; WP 210, 212, 1106, 1108, 1120, 1124, 1126</p>

STANDARDS

PAGE REFERENCES

STATE GOAL 4: Listen and speak effectively in a variety of situations.

Why This Goal Is Important: Of all the language arts, listening and speaking are those most often used on a daily basis at home, school and work or in the community. Skill in speaking is universally recognized as a primary indicator of a person's knowledge, skill and credibility. In person, by phone or through video, good listening and speaking skills are essential to sending, receiving and understanding messages. To understand messages spoken by others, students must be able to listen carefully, using specific techniques to clarify what they have heard. For speaking properly and making messages understood, grammar, sentence structure, tone, expression and emphasis must be part of students' repertoires.

A. Listen effectively in formal and informal situations.

4.A.5a Use criteria to evaluate a variety of speakers' verbal and nonverbal messages.

Student Edition:

352, 380-382, 388, 392-395

Literary Element 379, 384 #1-#2, 387, 389 #1-#2, 391, 396 #1-#2

Reading Strategy 349, 354 #1-#2, 379, 384 #1, 387, 389 #1-#2, 391, 397 #1

Respond and Think Critically 383 #1, #4-#5

Review 396

Write with Style 354

Teacher Edition:

AL 379; EL 381; LP 380; RP 388;

4.A.5b Use techniques for analysis, synthesis, and evaluation of oral messages.

Student Edition:

Research and Report 317

Speaking and Listening 53, 140, 219, 411, 579, 961, 1019

Speaking, Listening, and Viewing Workshop 248-249, 430-431, 602-603, 972-975, 1090-1091

Teacher Edition:

LP 380; LS 249, 603, 1091; LSP 360; LSVP 972, 1090; Re Pr 1086; RP 356, 852, 932, 1002; SP 214, 296, 382, 602, 986; VS 431; ;

STANDARDS

PAGE REFERENCES

B. Speak effectively using language appropriate to the situation and audience.

4.B.5a Deliver planned and impromptu oral presentations, as individuals and members of a group, conveying results of research, projects or literature studies to a variety of audiences (e.g., peers, community, business/industry, local organizations) using appropriate visual aids and available technology.

Student Edition:

380-382

Activity: Listening and Speaking 324*Compare Author's Meaning* 906*Compare Author's Viewpoint* 411*Compare Cultures* 140*Compare Ideas* 485, 754*Compare Persuasion* 411*Compare Theme* 140, 754, 906*Literary Element* 379*Partner Activity* 554, 559, 585*Research and Report* 317*Speaking and Listening* 53, 194, 219, 305, 560, 579, 799, 961*Speaking, Listening, and Viewing Workshop* 248-249, 430-431, 602-603, 812-813, 972-975, 1090-1091*You're the Critic* 205**Teacher Edition:**

AL 431, 649, 681; EL 249, 381, 603, 813; LP 236, 380, 430; LS 249, 603, 813; LSP 16, 108, 144, 204, 360, 538, 548; LSVP 250, 972; Re Pr 680, 774, 838, 932; RP 74, 356, 472, 838, 852; SLP 648; SP 214, 296, 382, 602, 630, 672, 692, 720, 730, 864; SS 248, 430, 602-603, 812-813, 972-975, 1090-1091; VS 431; WP 324

STANDARDS	PAGE REFERENCES
<p>4.B.5b Use speaking skills to participate in and lead group discussions; analyze the effectiveness of the spoken interactions based upon the ability of the group to achieve its goals.</p>	<p>Student Edition: 380-382 <i>Activity: Listening and Speaking</i> 324 <i>Compare Author’s Meaning</i> 906 <i>Compare Author’s Viewpoint</i> 411 <i>Compare Cultures</i> 140 <i>Compare Ideas</i> 485, 754 <i>Compare Persuasion</i> 411 <i>Compare Theme</i> 140, 754, 906 <i>Literary Element</i> 379 <i>Partner Activity</i> 554, 559, 585 <i>Research and Report</i> 317 <i>Speaking and Listening</i> 53, 194, 219, 305, 560, 579, 799, 961 <i>Speaking, Listening, and Viewing Workshop</i> 248-249, 430-431, 602-603, 812-813, 972-975, 1090-1091 <i>You’re the Critic</i> 205</p> <p>Teacher Edition: AL 431, 649, 681; EL 249, 381, 603, 813; LP 236, 248, 380, 430; LS 249, 603, 813; LSP 16, 108, 144, 204, 360, 538, 548; LSVP 250, 972, 1090; Re Pr 680, 774, 838, 932; RP 74, 356, 472, 838, 852; SLP 648; SP 214, 296, 382, 602, 630, 672, 692, 720, 730, 864; SS 248, 430, 602-603, 812-813, 972-975, 1091; VS 431; WP 324</p>
<p>4.B.5c Implement learned strategies to self-monitor communication anxiety and apprehension (e.g., relaxation and transference techniques, scripting, extemporaneous outlining, repetitive practice).</p>	<p>Student Edition: <i>Speaking and Listening</i> 53, 194, 219, 305, 560, 579, 799, 961 <i>Speaking, Listening, and Viewing Workshop</i> 248-249, 430-431, 602-603, 812-813, 972-975, 1090-1091</p> <p>Teacher Edition: EL 249, 603, 813, 1091; LS 249; LSP 812; SS 248, 430-431, 602-603, 812-813, 972-975, 1090</p>

STANDARDS	PAGE REFERENCES
<p>4.B.5d Use verbal and nonverbal strategies to maintain communication and to resolve individual, group and workplace conflict (e.g., mediation skills, formal and informal bargaining skills).</p>	<p>The following references address this objective through literature.</p> <p>Student Edition: 175, 177, 299, 303 <i>Big Idea</i> 179, 529 <i>Reading Strategy</i> 173, 182 #1-#2, 298, 305 #1-#3, 527, 530 #1-#2 <i>Respond and Think Critically</i> 304 #4</p> <p>Teacher Edition: AL 179; Re Pr 178; RS 178; WP 180;</p>
<p>STATE GOAL 5: Use the language arts to acquire, assess and communicate information.</p>	
<p>Why This Goal Is Important: To be successful in school and in the world of work, students must be able to use a wide variety of information resources (written, visual and electronic). They must also know how to frame questions for inquiry, identify and organize relevant information and communicate it effectively in a variety of formats. These skills are critical in school across all learning areas and are key to successful career and lifelong learning experiences.</p>	
<p>A. Locate, organize, and use information from various sources to answer questions, solve problems and communicate ideas.</p>	
<p>5.A.5a Develop a research plan using multiple forms of data.</p>	<p>Student Edition: <i>Respond Through Writing</i> 42, 67, 124, 170, 291, 339, 421, 525, 545, 925, 1067 <i>Writing Workshop</i> 243-245, 425-427, 597-599, 807-809, 963-969, 1085-1087</p> <p>Teacher Edition: AL 425, 427, 807, 965; EL 963, 1085; Re Pr 242; RP 964; WP 808, 966, 1084; Wr Pr 243-244, 425-426, 597-598, 1085; WS 242-243, 807, 963, 965, 1085;</p>
<p>5.A.5b Research, design and present a project to an academic, business or school community audience on a topic selected from among contemporary issues.</p>	<p>Student Edition: <i>Speaking and Listening</i> 53, 194, 219, 305, 560, 579, 799, 961 <i>Speaking, Listening, and Viewing Workshop</i> 430-431, 602-603, 812-813, 972-975, 1090-1091</p> <p>Teacher Edition: LSVP 974, 1090; SP 602; SS 430-431, 602-603, 812-813, 972-975, 1090-1091;</p>

STANDARDS	PAGE REFERENCES
B. Analyze and evaluate information acquired from various sources.	
<p>5.B.5a Evaluate the usefulness of information, synthesize information to support a thesis, and present information in a logical manner in oral and written forms.</p>	<p>Student Edition: <i>Respond Through Writing</i> 42, 67, 124, 170, 291, 339, 421, 525, 545, 925, 1007, 1067 <i>Speaking and Listening</i> 53, 194, 219, 305, 560, 579, 799, 961 <i>Speaking, Listening, and Viewing Workshop</i> 248-249, 430-431, 602-603, 812-813, 972-975, 1090-1091 <i>Writing Handbook</i> R28-R31 <i>Writing Workshop</i> 243-245, 425-427, 597-599, 807-809, 963-969, 1085-1087</p> <p>Teacher Edition: AL 241; AP 42; LSP 812; WP 600, 808, 966, 1084; Wr Pr 243-244, 246-247, 425-426, 428, 597-598, 600, 1085, 1088; WS 243, 807, 810, 963, 965, 970, 1085, 1089;</p>
<p>5.B.5b Credit primary and secondary sources in a form appropriate for presentation or publication for a particular audience.</p>	<p>Student Edition: <i>Media Workshop</i> 318-324 <i>Primary Source Quotation</i> 289 <i>Respond Through Writing</i> 67, 291 <i>Writing Handbook</i> R35-R37 <i>Writing Workshop</i> 962-971, 1082-1089</p> <p>Teacher Edition: Ad Le 133; Re Pr 370; RP 174, 212, 284, 312, WP 130, 150, 210, 274, 324, 392;</p>
C. Apply acquired information, concepts and ideas to communicate in a variety of formats.	
<p>5.C.5a Using contemporary technology, create a research presentation or prepare a documentary related to academic, technical or occupational topics and present the findings in oral or multimedia formats.</p>	<p>Student Edition: <i>Before You Read</i> 1104, 1111, 1118, 1123 <i>Media Workshop</i> 318-324 <i>Respond Through Writing</i> 42, 67, 124, 170, 291, 339, 421, 525, 545, 925, 1007, 1067 <i>Speaking and Listening</i> 53, 194, 219, 305, 560, 579, 799, 961 <i>Speaking, Listening, and Viewing Workshop</i> 248-249, 430-431, 602-603, 812-813, 972-975, 1090-1091</p> <p>Teacher Edition: AL 973; EL 249; LS 249, 603, 813, 1091; LSP 812; LSVP 974, 1090; SP 602; SS 430-431, 602-603, 812-813, 972-975, 1090-1091; VS 431;</p>

STANDARDS	PAGE REFERENCES
<p>5.C.5b Support and defend a thesis statement using various references including media and electronic resources.</p>	<p>Student Edition: <i>Respond Through Writing</i> 42, 67, 124, 170, 291, 339, 421, 525, 545, 925, 1007, 1067 <i>Speaking and Listening</i> 53, 194, 219, 305, 560, 579, 799, 961 <i>Speaking, Listening, and Viewing Workshop</i> 248-249, 430-431, 602-603, 812-813, 972-975, 1090-1091 <i>Writing Handbook</i> R28-R31 <i>Writing Workshop</i> 243-245, 425-427, 597-599, 807-809, 963-969, 1085-1087</p> <p>Teacher Edition: AL 241; AP 42; LSP 812; WP 600, 808, 966, 1084; Wr Pr 243-244, 246-247, 425-426, 428, 597-598, 600, 1085, 1088; WS 243, 807, 810, 963, 965, 970, 1085, 1089;</p>