



Glencoe

Literature

COURSE 5
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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: <i>The Language of Poetry</i> 468, 533 <i>Literary Element</i> 555 <i>Respond and Think Critically</i> 538 #4, 545 #7, <i>Vocabulary Practice</i> 50, 62, 83, 243, 257, 327, 350, 389, 490, 495, 508, 515, 562, 575, 815, 835, 923, 1038, 1064, 1114 <i>Vocabulary Workshop</i> 967, 979 <i>Write with Style</i> 558 Teacher Edition: EL 281, 427, 555; LEP 468; T 967, 979; V 34, 74, 342, 383, 487, 505, 573, 1094; VP 930</p>

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> 34, 74, 383, 487, 505, 800 <i>Vocabulary Practice</i> 50, 83, 243, 327, 389, 490, 508, 562, 815, 1038, 1064 Teacher Edition: V 34, 74, 383, 487, 505</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>Clarifying Meaning</i> 602 <i>Literary Element</i> 120 #3, 124, 140 #2, 305, 319 #1-#2, 815 <i>Preview the Article</i> 178, 439, 612, 709, 937, 1083 <i>Preview and Review</i> 556 <i>Reading Strategy</i> 555, 558, 600, 605, 937 Teacher Edition: ApL 199; LE 86, 87; LEP 408; RP 330, 402, 982, 1026; RS 938; SP 588</p>
<p>1.B.4b Analyze, interpret and compare a variety of texts for purpose, structure, content, detail and effect.</p>	<p>Student Edition: <i>Comparing Literature</i> 198, 217, 416, 430, 617, 631, 845, 873, 980, 991, 1058, 1069 <i>Respond and Think Critically</i> 590 #7, 941 #8, 1087 #6 Teacher Edition: EL 1033; LE 280; RP 214, 280, 1042, 1062; SP 284</p>
<p>1.B.4c Read age-appropriate material with fluency and accuracy.</p>	<p>Student Edition: <i>Wrap-Up Activities</i> 472 #1, 656 #2 Teacher Edition: ApL 483, 1063, 1095; EL 133, 513, 1099; LEP 470; RP 308, 664; RS 468; SP 70, 742</p>
<p>C. Comprehend a broad range of reading materials.</p>	
<p>1.C.4a Use questions and predictions to guide reading.</p>	<p>Student Edition: <i>Make and Verify Predictions</i> 786, 787, 790, 792, 794, 795, 798 <i>Question</i> 189, 190, 192, 193, 194, 196 <i>Reading Strategy</i> 187, 197 #1-#2, 783, 799 #1-#2 Teacher Edition: ApL 927, 937; EL 847, 867; RP 36, 200, 904; RS 190, 192, 787, 795</p>

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<p>1.C.4b Explain and justify an interpretation of a text.</p>	<p>Student Edition: <i>Respond and Think Critically</i> 15 #3-#4, 26 #3, 49 #2-#3, 82 #2-#3, 101 #3-#5, 110 #2-#3, 120 #3, 169 #2, 177 #2, 318 #3, 338 #3, 388 #2-#4, 437 #2-#3, 508 #2-#3, 545 #2, 597 #2-#3, 814 #3, 922 #2, 1055 #2-#3</p> <p>Teacher Edition: RP 182; RS 812, 939; SP 6</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: 1141-1143, 1146-1149, 1152-1156, 1159-1162 <i>Connect to Personal Experience</i> 91, 93, 94, 98, 359, 360, 362, <i>Reading Strategy</i> 89, 102 #1, 357, 364 #1 <i>Respond and Think Critically</i> 61 #9, 110 #8, 301 #8, 429 #6, 514 #8, 738 #7, 1073 #7</p> <p>Teacher Edition: ReP 780; RS 781, 1084</p>
<p>1.C.4d Summarize and make generalizations from content and relate them to the purpose of the material.</p>	<p>Student Edition: <i>Make Generalizations About Characters</i> 105, 107, 108 <i>Make Generalizations About Events</i> 331, 333, 337 <i>Reading Preview</i> 1145 <i>Reading Strategy</i> 104, 287, 329, 339 #1-#2 <i>Summarize</i> 289, 290, 292, 293, 294, 300</p> <p>Teacher Edition: EL 1033; RP 96, 280, 680, 796, 914, 964; RS 107, 108, 289, 290, 297; SP 284</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: <i>Interpret Imagery</i> 77, 79, 220, 222, 226, 669, 670, 676, 680, 683, 1063 <i>Literary Element</i> 200, 211 #1-#2, 219, 1089, 1092 #2 <i>Point of View</i> 201, 202, 204, 207, 222, 226, 1090 <i>Reading Strategy</i> 74, 219, 517, 684 #1-#2, 1060, 1064 #1-#2 <i>Respond and Think Critically</i> 954 #4-#5 <i>View the Art</i> 106, 108</p> <p>Teacher Edition: EL 425; LE 207; LEP 1054; RP 14, 60, 522</p>

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<p>1.C.4f Interpret tables, graphs and maps in conjunction with related text.</p>	<p>Student Edition: <i>Literary Focus</i> 9 <i>Visual Literacy</i> 242</p> <p>Teacher Edition: EL 671, 1155; LSVP 342; ReP 780; RP 984; RS 9; SSP 726; VP 124</p>
<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.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: <i>Allusion</i> 404, 405, 406, 407, 412 <i>Dialect</i> 70 <i>Dialogue</i> 106, 109, 905, 909, 913, 917, 920 <i>Literary Element</i> 71 #2, 110 #1-#2, 414 #1-#2, 610 #1-#2, 922 #1-#2 <i>Wrap-Up Activities</i> 656 #1</p> <p>Teacher Edition: AL 95; LE 70, 403, 727, 907, 911, 915, 918, 921, 1107; LEP 520; RP 428, 654, 656; WT 24, 67</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: <i>Genre Focus</i> 652 <i>Literary Analysis Model</i> 654-655 <i>Literary Element</i> 26 #1-#2, 50 #1-#2, 113 <i>Literary Focus</i> 8-9 <i>Respond and Think Critically</i> 61 #5-#6, 101 #6-#8, 120 #4, 759 #6 <i>Theme</i> 125 <i>Wrap-Up Activities</i> 6 #1, 656 #1</p> <p>Teacher Edition: LE 3; LEP 1018; SP 6</p>

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<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: <i>Analyze Style</i> 343, 344 <i>Genre Focus</i> 278-279, 1016 <i>Reading Strategy</i> 342 <i>Respond and Think Critically</i> 49 #7, 110 #4 and #6, 844 #4 <i>Wrap-Up Activities</i> 282 #2</p> <p>Teacher Edition: LE:B 280; LEP 288, 392; RS 285, 347</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: <i>Analyze Diction</i> 543 <i>Genre Focus</i> 1017 <i>Literary Element</i> 573, 575 #1-#2 <i>Literary Focus</i> 185 <i>Reading Strategy</i> 542, 546 #1-#2 <i>Respond Through Writing</i> 540</p> <p>Teacher Edition: LE 1017; RP 536, 542, 656; WT 21, 24, 67</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>Media Workshop</i> 582-587 <i>Primary Visual Artifact</i> 489 #1-#2 <i>Respond and Think Critically</i> 318 #1, 326 #4, 338 #5, 380 #6, 514 #2, 738 #1 <i>View the Art</i> 106, 346, 362, 405 <i>Visual Literacy</i> 413 #1-#2</p> <p>Teacher Edition: LSP 620, 1036; MS 586; RP 300; SLP 810; VP 412</p>
<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: <i>Analyze Historical Context</i> 66, 67, 69 <i>Historical Narrative</i> 288, 289, 292, 296, 299 <i>Literary Element</i> 140 #1-#2, 287, 301 #1-#2 <i>Reading Strategy</i> 71 #1-#2 <i>Respond and Think Critically</i> 31 #3 and #6, 373 #5-#6, 580 #6</p> <p>Teacher Edition: LEP 408; LSP 528; ReP 434; RP 76, 280, 960; RS 28, 30, 68; SP 906; WP 822</p>

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<p>2.B.4c Discuss and evaluate motive, resulting behavior and consequences demonstrated in literature.</p>	<p>Student Edition: <i>Literary Element</i> 89, 120 #1, 1094, 1114 #1-#2 <i>Motivation</i> 90, 91, 95, 97, 98, 100, 101 #1-#2, 1096, 1100, 1102, 1103, 1104, 1106, 1110 Teacher Edition: LE 1100, 1102, 1109, 1110; LEP 862</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.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.</p>	<p>Student Edition: <i>Respond Through Writing</i> 51, 84, 141, 171, 244, 320, 351, 390, 400, 415, 491, 503, 540, 553, 606, 708, 816, 978, 1039, 1115 <i>Write with Style</i> 447 <i>Writing Handbook</i> R29 <i>Writing Workshop</i> 265, 455, 639, 881, 1001, 1125 Teacher Edition: ApL 1001; WP 264, 455, 639, 1001, 1125</p>
<p>B. Compose well-organized and coherent writing for specific purposes and audiences.</p>	
<p>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.</p>	<p>Student Edition: <i>Respond Through Writing</i> 84, 141, 171, 320, 351, 390, 415, 491, 503, 816, 1039 <i>Writing Workshop</i> 258-265, 448-455, 632-639, 874-881, 992-1001, 1118-1125 Teacher Edition: AL 351; EL 261; WP 262, 452, 708, 816; WS 261; WT 880</p>
<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: <i>Literature Online</i> 258, 265, 448, 454, 632, 639, 874, 880, 993, 1001, 1119, 1125 <i>Writing Workshop</i> 265, 455, 639, 881, 1001, 1125 Teacher Edition: WP 265</p>

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<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> 51, 84, 141, 171, 244, 320, 351, 390, 400, 415, 491, 503, 540, 606, 708, 816, 978, 1039, 1115 <i>Writing Handbook</i> R28-R29 <i>Writing Workshop</i> 264, 454, 638, 880, 1000, 1124</p> <p>Teacher Edition: EL 553; WP 84, 142, 244, 638, 1000, 1124</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: <i>Functional Documents</i> R22-R26 <i>Write a Business Letter</i> 1144 <i>Write a List of Tips</i> 1150 <i>Write with Style</i> 447 <i>Write Travel Directions</i> 1157 <i>Writing</i> 429, 738, 782</p> <p>Teacher Edition: ApL 1147; EL 1161; RP 360; WP 216, 1142, 1152, 1160</p>
<p>3.C.4b Using available technology, produce compositions and multimedia works for specified audiences.</p>	<p>Student Edition: <i>Connect to Art</i> 339 <i>Literature Online</i> 258, 265, 448, 454, 632, 639, 874, 880, 993, 1001, 1119, 1125 <i>Speaking, Listening, and Viewing Workshop</i> 640-641, 1002-1005</p> <p>Teacher Edition: EL 1003; ReP 196; SP 640, 1068; WR 258, 448, 632, 874, 992, 1118</p>

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STATE GOAL 4: Listen and speak effectively in a variety of situations.	
<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>	
A. Listen effectively in formal and informal situations.	
<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: <i>Compare: Narrator</i> 217 <i>Daily Life & Culture</i> 318 <i>Primary Source Quotation</i> 349 <i>Speaking and Listening</i> 374 <i>Speaking, Listening, and Viewing Workshop</i> 1005, 1127 <i>Visual Literacy</i> 413 <i>You’re the Critic</i> 49</p> <p>Teacher Edition: LS 267, 457, 641, 883, 1005, 1127; LSP 104, 118; WP 412</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: <i>Speaking, Listening, and Viewing Workshop</i> 1005, 1127</p> <p>Teacher Edition: LS 267, 457, 641, 883, 1005, 1127</p>
<p>4.A.4c Follow complex oral instructions.</p>	<p>Students are given oral instructions in features on the following pages.</p> <p>Teacher Edition: AL 255; ApL 191; EL 981; RP 194, 556; SP 80, 772; WP 100, 292, 406</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: <i>Speaking, Listening and Viewing Workshop</i> 1003</p> <p>Teacher Edition: LS 883, 1005; VS 1003, 1005</p>

STANDARDS	PAGE REFERENCES
B. Speak effectively using language appropriate to the situation and audience.	
<p>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.</p>	<p>Student Edition: <i>Compare Authors' Viewpoints</i> 430 <i>Connect to Science</i> 27 <i>Research and Report</i> 16 <i>Speaking, Listening, and Viewing Workshop</i> 266-267, 456-457, 640-641, 882-883, 1002-1005</p> <p>Teacher Edition: AL 879; LSP 528; ReP 196; RP 876; SP 30, 882; SS 883; WP 878; WS 876</p>
<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: <i>Compare: Description</i> 1069 <i>Compare: Narrator</i> 217 <i>Compare: Persuasive Appeals</i> 430 <i>Discussion Starter</i> 214, 425, 630, 866, 1066 <i>Speaking and Listening</i> 374</p> <p>Teacher Edition: LSP 104, 118; WP 412</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> 515 <i>Speaking, Listening, and Viewing Workshop</i> 266-267, 640-641, 882-883, 1127 <i>Writing Workshop</i> 877</p> <p>Teacher Edition: ApL 641; EL 641; SP 456, 880, 1004; SS 266, 1127; WP 1002</p>
<p>4.B.4d Use verbal and nonverbal strategies to maintain communication and to resolve individual and group conflict.</p>	<p>Student Edition: <i>Speaking and Listening</i> 515 <i>Speaking, Listening, and Viewing Workshop</i> 267, 457, 641, 883</p> <p>Teacher Edition: ApL 457; LSP 118; NT 1002; SP 456; SS 1126</p>

STANDARDS	PAGE REFERENCES
STATE GOAL 5: Use the language arts to acquire, assess and communicate information.	
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.	
A. Locate, organize, and use information from various sources to answer questions, solve problems and communicate ideas.	
<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>Connect to Art</i> 339 <i>Connect to Science</i> 27 <i>Research and Report</i> 302 <i>Respond Through Writing</i> 320, 503 <i>Writing Workshop</i> 992-1001</p> <p>Teacher Edition: ReP 996; RP 998; WP 994, 995</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>Connect to Art</i> 339 <i>Connect to Science</i> 27 <i>Research and Report</i> 302 <i>Respond Through Writing</i> 320, 503 <i>Writing Handbook</i> R31-R34 <i>Writing Workshop</i> 992-1001</p> <p>Teacher Edition: AL 79; LSP 528; ReP 196, 306, 974; WP 296, 720</p>
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>Connect to Art</i> 339 <i>Connect to Science</i> 27 <i>Connect to Social Studies</i> 530 <i>Research and Report</i> 121, 302 <i>Respond Through Writing</i> 320, 503 <i>Writing Handbook</i> R31-R32 <i>Writing Workshop</i> 993</p> <p>Teacher Edition: ReP 90, 372, 876, 974, 996; WP 758</p>

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<p>5.B.4b Use multiple sources and multiple formats; cite according to standard style manuals.</p>	<p>Student Edition: <i>Connect to Art</i> 339 <i>Connect to Science</i> 27 <i>Connect to Social Studies</i> 530 <i>Research and Report</i> 121, 302 <i>Writing Handbook</i> R34-R37</p> <p>Teacher Edition: AL 79, 857; ReP 352, 974</p>
<p>C. Apply acquired information, concepts and ideas to communicate in a variety of formats.</p>	
<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>Connect to Art</i> 339 <i>Research and Report</i> 121 <i>Respond Through Writing</i> 51, 84, 244, 320, 503, 540, 553, 606, 978, 1039, 1115 <i>Writing Workshop</i> 261-265, 992-995, 1000-1001</p> <p>Teacher Edition: ReP 196, 306</p>
<p>5.C.4b Produce oral presentations and written documents using supportive research and incorporating contemporary technology.</p>	<p>Student Edition: <i>Connect to Art</i> 339 <i>Connect to Science</i> 27 <i>Respond Through Writing</i> 320, 503 <i>Speaking, Listening, and Viewing Workshop</i> 1002</p> <p>Teacher Edition: AL 857; LSP 528; ReP 196, 876, 940; WP 714, 720, 740</p>
<p>5.C.4c Prepare for and participate in formal debates.</p>	<p>Student Edition: <i>Speaking and Listening</i> 381, 950</p> <p>Teacher Edition: LSP 1080; SP 396; VP 18</p>

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LATE 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.5a Identify and analyze new terminology applying knowledge of word origins and derivations in a variety of practical settings.</p>	<p>Student Edition: <i>Vocabulary Practice</i> 62, 111, 257, 350, 495, 515, 575, 835, 923, 1114 <i>Vocabulary Workshop</i> 967, 979 Teacher Edition: <i>ApL</i> 967, 979; <i>EL</i> 875; <i>V</i> 55, 104, 342, 573, 903, 1094; <i>VP</i> 260, 688, 766, 930</p>
<p>1.A.5b Analyze the meaning of abstract concepts and the effects of particular word and phrase choices.</p>	<p>Student Edition: <i>Analyze Diction</i> 543 <i>Reading Strategy</i> 542 <i>Vocabulary</i> 339 <i>Vocabulary Practice</i> 71, 228, 438, 546, 558, 611, 799, 841, 950, 1092 <i>Vocabulary Workshop</i> 32, 713 Teacher Edition: <i>LEP</i> 454; <i>RC</i> 32; <i>RP</i> 4, 536, 1102; <i>V</i> 542; <i>VP</i> 32, 850, 910</p>
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: <i>Activate Prior Knowledge</i> 1078, 1080 <i>Connect to Personal Experience</i> 91, 93, 94, 98 <i>Reading Strategy</i> 89, 102 #1-#2, 357, 364 #1, 1075, 1082 #1-#2 Teacher Edition: <i>ApL</i> 945; <i>C</i> 198; <i>CRS</i> 416, 617, 845, 980; <i>EL</i> 129; <i>RP</i> 498, 1106</p>

STANDARDS	PAGE REFERENCES
<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: <i>Genre Focus</i> 2-3, 278-279, 468-469, 652-653, 894-895, 1016-1017 <i>Literary Analysis Model</i> 4-5, 280-281, 470-471, 654-655, 896-897, 1018-1019 <i>Literary Focus</i> 8-9, 284-285 <i>Wrap-Up</i> 6, 282, 472, 656, 898, 1020</p> <p>Teacher Edition: LE 278, 280, 652, 1016, 1018; LEP 2, 468, 470, 1018; LH 468; RP 418, 424, 896, 1062; RS 895, 896</p>
<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: 1138-1139, 1141, 1142, 1143, 1160-1161, R22, R23, R24, R25, R38 <i>Analyze Text Structure</i> 385, 386 <i>Before You Read</i> 417 <i>Reading Strategy</i> 383, 389 #1 <i>Respond and Think Critically</i> 1144 #1-#4</p> <p>Teacher Edition: AL 745, 933; EL 1139; LE 280; RAPT 417; RP 254, 280, 424, 752, 908; SP 284; TE 1138</p>
<p>1.B.5d Read age-appropriate material with fluency and accuracy.</p>	<p>Student Edition: <i>Wrap-Up Activities</i> 472 #1, 656 #2</p> <p>Teacher Edition: ApL 483, 1063, 1095; EL 133, 513, 1099; LEP 470; RP 308, 664; RS 468; SP 70, 742</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: <i>Make and Verify Predictions</i> 786, 787, 790, 792, 794, 795, 798 <i>Question</i> 189, 190, 192, 193, 194, 196 <i>Reading Strategy</i> 187, 197 #1-#2, 783, 799 #1-#2</p> <p>Teacher Edition: ApL 927, 937; EL 847, 867; RP 36, 200, 904; RS 190, 192, 787, 795</p>
<p>1.C.5b Analyze and defend an interpretation of text.</p>	<p>Student Edition: <i>Research and Report</i> 16 <i>Respond and Think Critically</i> 82 #2, 227 #3, 349 #5, 398 #1-#4, 489 #1-#2, 557 #1, 706 #1, 834 #3, 865 #3, 941 #7, 1055 #2 and #5, 1073 #6</p> <p>Teacher Edition: RS 939; SP 6; WP 28</p>

STANDARDS	PAGE REFERENCES
<p>1.C.5c Critically evaluate information from multiple sources.</p>	<p>Student Edition: <i>Connect to Art</i> 339 <i>Connect to Science</i> 27 <i>Connect to Social Studies</i> 530 <i>Research and Report</i> 121, 302 <i>Respond Through Writing</i> 320 <i>Writing Handbook</i> R32 <i>Writing Workshop</i> 993</p> <p>Teacher Edition: CTS 27; ReP 90, 352, 876, 974, 996</p>
<p>1.C.5d Summarize and make generalizations from content and relate them to the purpose of the material.</p>	<p>Student Edition: <i>Make Generalizations About Characters</i> 105, 107, 108 <i>Make Generalizations About Events</i> 331, 333, 337 <i>Reading Preview</i> 1145 <i>Reading Strategy</i> 104, 287, 329, 339 #1-#2 <i>Summarize</i> 289, 290, 292, 293, 294, 300</p> <p>Teacher Edition: RP 680, 796, 914, 964; RS 107, 108, 289, 290, 297</p>
<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: <i>Before You Read</i> 417 <i>Compare Persuasive Appeals</i> 416, 430 #2 <i>Dialogue</i> 905, 909, 917, 920 <i>Literary Element</i> 903, 911, 922 #1, 943 <i>Literary Element: Review</i> 437 <i>Reading Strategy</i> 74, 219, 517, 1060, 1064 #1-#2 <i>Respond and Think Critically</i> 954 #4-#5 <i>View the Art</i> 106, 108</p> <p>Teacher Edition: EL 425; LE 207; LE1 802; RAPT 417; RP 14, 60, 428, 522; RS 393, 819</p>
<p>1.C.5f Use tables, graphs and maps to challenge arguments, defend conclusions and persuade others.</p>	<p>Student Edition: <i>Research and Report</i> 16 <i>Respond Through Writing</i> 320, 606, 1115</p> <p>Teacher Edition: WP 320</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: <i>Comparing Literature</i> 198, 217, 416, 430, 617, 631, 845, 873, 980, 991, 1058, 1069 <i>Essay</i> 275 <i>Flashback</i> 12 <i>Foreshadowing</i> 21, 24, 1027, 1028, 1031, 1032, 1035, 1036 <i>Literary Element</i> 11, 15 #1-#2, 18, 26 #1-#2, 1025, 1038 #1-#2, 1060, 1064 #1-#2 <i>Media Workshop</i> 582-587 <i>Stream of Consciousness</i> 1062 Teacher Edition: ApL 23; EL 213, 1059; LE 1029; LH 419; LSP 620; RP 214; SP 284; WT 470</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: <i>Genre Focus</i> 652 <i>Literary Analysis Model</i> 654-655 <i>Literary Element</i> 26 #1-#2, 50 #1-#2, 113 <i>Literary Focus</i> 8-9 <i>Respond and Think Critically</i> 61 #5-#6, 101 #6-#8, 120 #4, 759 #6 <i>Theme</i> 125 <i>Wrap-Up Activities</i> 6 #1, 656 #1 Teacher Edition: LE 3; LEP 1018; SP 6</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: <i>Compare Authors' Viewpoints</i> 430 <i>Essay</i> 465 <i>Genre Fiction</i> 1015 <i>Genre Focus</i> 278-279, 894 <i>Legends and Myths</i> 893 <i>Respond and Think Critically</i> 31 #2</p> <p>Teacher Edition: AL 9; EL 1033; LE 280; LH 281, 468, 1016, 1018; RP 280; SP 284; WP 822; WT 470</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: <i>Analyze Historical Context</i> 66, 67, 69 <i>Compare Authors' Viewpoints</i> 430 <i>Reading Strategy</i> 71 #1-#2</p> <p>Teacher Edition: AHC 68; ReP 422, 434; RP 76, 138; WT 24</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>Respond and Think Critically</i> 211 #4-#5, 349 #1 and #6, 489 #5, 508 #5, 706 #6, 799 #5, 941 #7, 1055 #4, 1092 #4 <i>Wrap-Up Activities</i> 6 #1</p> <p>Teacher Edition: LEP 378; RP 182, 268, 550; SP 6; WP 100</p>
<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>Literary Element</i> 83 #1 <i>Respond and Think Critically</i> 26 #8, 61 #9, 71 #7, 82 #7, 706 #8, 738 #7, 782 #8, 799 #8 <i>Respond Through Writing</i> 503</p> <p>Teacher Edition: CH 25; LSP 528; ReP 196, 422, 434; SP 906</p>

STANDARDS	PAGE REFERENCES
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.	
<p>3.A.5 Produce grammatically correct documents using standard manuscript specifications for a variety of purposes and audiences.</p>	<p>Student Edition: <i>Respond Through Writing</i> 51, 84, 141, 171, 244, 320, 351, 390, 400, 415, 491, 503, 540, 553, 606, 708, 816, 978, 1039, 1115 <i>Writing Workshop</i> 265, 455, 639, 881, 1001, 1125 Teacher Edition: ApL 1001; WrP 264, 455, 639, 1001, 1125</p>
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: <i>Literature Online</i> 265, 454, 639, 880, 1001, 1125 <i>Writing Workshop</i> 258-265, 448-455, 632-639, 874-881, 992-1001, 1118-1125 Teacher Edition: EL 261; WP 262, 265, 452; WS 261; WT 880</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: <i>Respond Through Writing</i> 51, 84, 141, 171, 244, 320, 351, 390, 400, 415, 491, 503, 540, 553, 606, 708, 816, 978, 1039, 1115 <i>Essay</i> 275, 465, 649, 891, 1013, 1135 <i>Write with Style</i> 447 <i>Writing</i> 429, 738 <i>Writing Workshop</i> 258-265, 448-455, 632-639, 874-881, 992-1001, 1118-1125 Teacher Edition: AL 879; WP 920, 1108</p>

STANDARDS	PAGE REFERENCES
<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: <i>Functional Documents</i> R22-R26 <i>Write a Business Letter</i> 1144 <i>Write a List of Tips</i> 1150 <i>Write with Style</i> 447 <i>Write Travel Directions</i> 1157 <i>Writing</i> 429, 738, 782 <i>Writing Workshop</i> 875</p> <p>Teacher Edition: ApL 1147; EL 1161; RP 360; WP 216, 1142, 1152, 1160</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.5a Use criteria to evaluate a variety of speakers’ verbal and nonverbal messages.</p>	<p>Student Edition: <i>Research and Report</i> 16 <i>Speaking, Listening, and Viewing Workshop</i> 267, 457, 641, 883, 1005</p> <p>Teacher Edition: AL 881; LP 278; LS 1005; ReP 940</p>
<p>4.A.5b Use techniques for analysis, synthesis, and evaluation of oral messages.</p>	<p>Student Edition: <i>Speaking, Listening, and Viewing Workshop</i> 267, 457, 641, 883, 1005, 1127</p> <p>Teacher Edition: AL 881; LP 278, 1126; LS 1005; ReP 940</p>
<p>B. Speak effectively using language appropriate to the situation and audience.</p>	
<p>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.</p>	<p>Student Edition: <i>Connect to Science</i> 27 <i>Speaking, Listening, and Viewing Workshop</i> 266-267, 456-457, 640-641, 882-883, 1002-1005 <i>Writing Workshop</i> 875</p> <p>Teacher Edition: AL 879; LSP 528; ReP 196, 306, 940; RP 876; SP 790, 882; SS 883; WP 878; WS 876</p>

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: <i>Discussion Starter</i> 214, 425, 630, 866, 1066 <i>Speaking and Listening</i> 374 <i>You're the Critic</i> 169</p> <p>Teacher Edition: LSP 118; WP 412</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> 515 <i>Speaking, Listening, and Viewing Workshop</i> 266-267, 640-641, 882-883, 1127</p> <p>Teacher Edition: ApL 641; EL 641; SP 456, 880, 1004; SS 266, 1127; WP 1002</p>
<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>Student Edition: <i>Speaking and Listening</i> 515 <i>Speaking, Listening, and Viewing Workshop</i> 267, 457, 641, 883</p> <p>Teacher Edition: ApL 457; LSP 118; NT 1002; SP 456; SS 1126</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>Connect to Art</i> 339 <i>Connect to Science</i> 27 <i>Connect to Social Studies</i> 530 <i>Research and Report</i> 302 <i>Respond Through Writing</i> 320, 503 <i>Writing Workshop</i> 992-995</p> <p>Teacher Edition: EL 993; ReP 450; WP 296</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>Respond Through Writing</i> 503</p> <p>Teacher Edition: ReP 306, 940, 1084, 1090; WP 222, 406</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>Connect to Science</i> 27 <i>Research and Report</i> 302 <i>Respond Through Writing</i> 320 <i>Writing Workshop</i> 992, 993</p> <p>Teacher Edition: ApL 995; EL 993; ReP 876, 974, 996; RP 66</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>Connect to Art</i> 339 <i>Connect to Science</i> 27 <i>Connect to Social Studies</i> 530 <i>Research and Report</i> 121, 302 <i>Writing Handbook</i> R34-R37</p> <p>Teacher Edition: AL 79, 857; ReP 974</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>Connect to Art</i> 339 <i>Connect to Science</i> 27 <i>Speaking, Listening, and Viewing Workshop</i> 1002-1005</p> <p>Teacher Edition: ReP 196, 940; SP 790, 1068</p>
<p>5.C.5b Support and defend a thesis statement using various references including media and electronic resources.</p>	<p>Student Edition: <i>Research and Report</i> 302 <i>Respond Through Writing</i> 320, 503, 540, 553, 606, 708, 978, 1115 <i>Writing Workshop</i> 260, 995, 997</p> <p>Teacher Edition: ReP 876; WP 708, 758, 920; WS 261</p>