



**Glencoe**

# Literature

**WORLD LITERATURE**  
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STANDARDS	PAGE REFERENCES
<b>EARLY HIGH SCHOOL</b>	
<b>STATE GOAL 1: Read with understanding and fluency.</b>	
<p><b>Why This Goal Is Important:</b> 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>	
<b>A. Apply word analysis and vocabulary skills to comprehend selections.</b>	
<p><b>1.A.4a</b> Expand knowledge of word origins and derivations and use idioms, analogies, metaphors and similes to extend vocabulary development.</p>	<p><b>Student Edition:</b> 333, 399, 876, 1044 #3 <i>Literary Element</i> 620, 749, 767, 769, 1165, 1265 <i>Reading Strategy</i> 767 <i>Review</i> 981 <i>Tip</i> 30, 84, 449, 497, 525, 608, 878 <i>Vocabulary Practice</i> 118, 332, 465, 504, 527, 562, 752, 760, 885</p> <p><b>Teacher Edition:</b> AL 333; EL 109, 333, 399; LE 1268, 1272; LEP 620; T 399, 876; V 767, 878</p>

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<p><b>1.A.4b</b> Compare the meaning of words and phrases and use analogies to explain the relationships among them.</p>	<p><b>Student Edition:</b>            828, 1161, 1242  <i>Literary Element</i> 531, 620, 749, 1265, 1274  <i>Reading Strategy</i> 30, 33, 559, 562, 767  <i>Review</i> 741, 981  <i>Tip</i> 210, 251, 497, 525, 559, 830, 1042  <i>Vocabulary Practice</i> 230, 273, 332, 484, 504, 809</p> <p><b>Teacher Edition:</b>            LE 621, 750, 1266, 1270, 1271; RS 32, 561; T 828;            VP 828</p>
<p><b>B. Apply reading strategies to improve understanding and fluency.</b></p>	
<p><b>1.B.4a</b> Preview reading materials, clarify meaning, analyze overall themes and coherence, and relate reading with information from other sources.</p>	<p><b>Student Edition:</b>            415, 606, R38-R39  <i>Literary Element</i> 933  <i>Partner Activity</i> 572  <i>Preview the Article</i> 155, 342, 542, 770, 1076, 1173  <i>Reading Strategy</i> 583, 704, 887, 1050, 1053, 1121, 1129, 1200, 1208  <i>Respond Through Writing</i> 914, 947  <i>Tip</i> 620, 704, 1026</p> <p><b>Teacher Edition:</b>            AL 891; RP 830; RS 1122, 1124, 1125</p>
<p><b>1.B.4b</b> Analyze, interpret and compare a variety of texts for purpose, structure, content, detail and effect.</p>	<p><b>Student Edition:</b>  <i>Compare Style</i> 44, 711  <i>Literary Element</i> 833, 984  <i>Reading Strategy</i> 121, 155, 520, 523, 787, 789, 830, 833, 915, 1026, 1057, 173  <i>Respond and Think Critically</i> 809, 826, 917, 997  <i>Tip</i> 717, 878, 977, 984, 1022, 1026</p> <p><b>Teacher Edition:</b>            AL 121, 155, 589, 1067; RP 1138; WP 1066</p>
<p><b>1.B.4c</b> Read age-appropriate material with fluency and accuracy.</p>	<p><b>Student Edition:</b>            R38-R39  <i>Independent Reading</i> 168-169, 426-427, 662-663  <i>Reading Strategy</i> 79, 506, 583, 803, 805, 887, 1050, 1053, 1121, 1129  <i>Tip</i> 79, 583, 803, 1121, 1288</p> <p><b>Teacher Edition:</b>            AL 427, 585; EL 663; RP 660; RS 1122</p>

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<b>C. Comprehend a broad range of reading materials.</b>	
<b>1.C.4a</b> Use questions and predictions to guide reading.	<p><b>Student Edition:</b>  <i>Make and Verify Predictions</i> 383, 387, 1287  <i>Question 86</i>, 473, 692, 822  <i>Reading Strategy</i> 84, 134, 140, 377, 397, 471, 476, 690, 693, 820, 827, 1278, 1286  <i>Tip</i> 487, 596, 620, 820, 1050, 1278</p> <p><b>Teacher Edition:</b>  AL 825; EL 887; RS 86, 383, 387, 473, 692, 822, 1051, 1287</p>
<b>1.C.4b</b> Explain and justify an interpretation of a text.	<p><b>Student Edition:</b>  1292-1299, 1300-1301  <i>Discussion Starter</i> 601, 603, 1217  <i>Group Activity</i> 711, 925  <i>Listening and Speaking</i> 132  <i>Research and Report</i> 1275  <i>Respond Through Writing</i> 761  <i>You're the Critic</i> 483, 759</p> <p><b>Teacher Edition:</b>  AL 1275, 1295, EL 1293; T 1300</p>
<b>1.C.4c</b> Interpret, evaluate and apply information from a variety of sources to other situations (e.g., academic, vocational, technical, personal).	<p><b>Student Edition:</b>  1009 #8, 1024 #8, 1197 #8  <i>Connect to Art</i> 504  <i>Connect to Science</i> 1198  <i>Connect to Social Studies</i> 1129  <i>Listening and Speaking</i> 634  <i>Reading Strategy</i> 52, 55, 93, 101, 317, 529, 531, 542, 626, 634, 807, 809, 1022, 1024, 1191  <i>Tip</i> 93, 626</p> <p><b>Teacher Edition:</b>  AL 97; RS 97, 543, 544, 628, 631</p>
<b>1.C.4d</b> Summarize and make generalizations from content and relate them to the purpose of the material.	<p><b>Student Edition:</b>  545 #1, 773 #1, 1081 #1, R38-R39  <i>Make Generalizations</i> 361  <i>Reading Strategy</i> 359, 362, 512, 515, 685, 688, 811, 813, 871, 875, 1288, 1291  <i>Respond Through Writing</i> 1147  <i>Summarize</i> 812, 874, 1290  <i>Tip</i> 685, 871</p> <p><b>Teacher Edition:</b>  AL 147; RS 361, 812, 874, 1290</p>

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<p><b>1.C.4e</b> Analyze how authors and illustrators use text and art to express and emphasize their ideas (e.g., imagery, multiple points of view).</p>	<p><b>Student Edition:</b>            532, 1214 #5-6  <i>Literary Element</i> 30, 33, 121  <i>Preview the Article</i> 155, 542, 770, 1076  <i>Reading Strategy</i> 364, 366, 492, 495, 791, 801, 1211, 1214  <i>Respond and Think Critically</i> 541  <i>Review</i> 88</p> <p><b>Teacher Edition:</b>            AL 537, 795; EL 535; RP 794; RS 535, 537, 539, 540; VP 772</p>
<p><b>1.C.4f</b> Interpret tables, graphs and maps in conjunction with related text.</p>	<p><b>Student Edition:</b>  <i>Graphic</i> 48, 184, 350, 356, 424  <i>View the Art</i> 1153</p> <p><b>Teacher Edition:</b>            AL 1093; RP 180; RS 180, 181, 349, 546, 548, 858, 861; SLVP 1092; T 425; TE 180, 353; VA 48, 184, 350, 356, 424, 1153</p>
<p><b>STATE GOAL 2: Read and understand literature representative of various societies, eras and ideas.</b></p>	
<p><b>Why This Goal Is Important:</b> 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><b>A. Understand how literary elements and techniques are used to convey meaning.</b></p>	
<p><b>2.A.4a</b> 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><b>Student Edition:</b>            509 #2, 818 #5, 922 #3, 1172 #4, 1250 #6, 1274 #6  <i>Compare Styles</i> 1209, 1219  <i>Literary Element</i> 30, 33, 121, 150, 154, 871, 875, 1026, 1030, 1042, 1044, 1172, 1225, 1244, 1265, 1274  <i>Reading Strategy</i> 364, 366, 492, 495, 525, 527, 529, 769, 791, 801, 922, 1042, 1044, 1172, 1211, 1214  <i>Review</i> 509, 633, 741, 1061, 1274</p> <p><b>Teacher Edition:</b>            AL 795; LEP 530; RP 654, 794; VP 940; WP 1272</p>

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<p><b>2.A.4b</b> 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><b>Student Edition:</b>  154 #2  <i>Analyze Conflict</i> 1258  <i>Analyze Plot</i> 931  <i>Literary Element</i> 88, 108, 933  <i>Plot</i> 86, 87, 1203  <i>Reading Strategy</i> 29, 927, 984, 998, 1015, 1033, 1039, 1253, 1260  <i>Respond the Characters</i> 480  <i>Respond Through Writing</i> 914, 947  <i>Review</i> 340, 465, 650, 946, 1019, 1146</p> <p><b>Teacher Edition:</b>  AL 929, 931; LE 932, 943; LEP 1026, 1254; RS 480, 482, 1258</p>
<p><b>2.A.4c</b> 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><b>Student Edition:</b>  <i>Compare Fables</i> 606  <i>Compare Sonnets</i> 925  <i>Compare Style</i> 415, 711  <i>Compare Styles</i> 1209, 1219  <i>Literary Element</i> 58, 717, 727, 878, 885, 899, 1044  <i>Reading Strategy</i> 523, 830, 833, 998  <i>Respond and Think Critically</i> 737, 1013  <i>Review</i> 592, 913</p> <p><b>Teacher Edition:</b>  CF 606; CS 415, 711, 925, 1219; RP 908; RS 57, 522</p>
<p><b>2.A.4d</b> Describe the influence of the author's language structure and word choice to convey the author's viewpoint.</p>	<p><b>Student Edition:</b>  <i>Analyze Diction</i> 32, 768  <i>Author's Purpose</i> 405  <i>Diction</i> 526  <i>Literary Element</i> 33, 407, 525, 527, 1030, 1288, 1291  <i>Reading Strategy</i> 29, 30, 33, 523, 767, 769, 833  <i>Recognize Author's Purpose</i> 1029  <i>Review</i> 509, 727, 741  <i>Voice</i> 1289</p> <p><b>Teacher Edition:</b>  LE 506, 1289; RP 1218; RS 32, 405, 522, 768, 1029</p>

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<b>B. Read and interpret a variety of literary works.</b>	
<p><b>2.B.4a</b> Critique ideas and impressions generated by oral, visual, written and electronic materials.</p>	<p><b>Student Edition:</b>  167, 541 #1, 541 #5, 541 #8, 844-847  <i>Activity</i> 845, 846, 847  <i>Evaluation Checklist</i> 1095  <i>Group Activity</i> 711, 925  <i>Listening and Speaking</i> 132  <i>Reading Strategy</i> 541  <i>Research and Report</i> 1275  <i>Respond Through Writing</i> 761  <i>You're the Critic</i> 483, 759</p> <p><b>Teacher Edition:</b>  AL 537, 843, 1275, 1295, EL 1293; LS 661;  SLP 846; T 425, 1095, 1300</p>
<p><b>2.B.4b</b> Analyze form, content, purpose and major themes of American literature and literature of other countries in their historical perspectives.</p>	<p><b>Student Edition:</b>  77, 248-249, 680-682, 683 #2, 952-958, 1114-1116, 1128 #7, 1189  <i>Big Idea</i> 1015, 1050, 1132, 1165, 1211  <i>Compare Cultures</i> 47, 415, 606  <i>Compare Historical Context</i> 702, 711  <i>Preview Big Ideas</i> 865  <i>Reading Check</i> 682, 958, 1114  <i>Reading Strategy</i> 251, 749, 752  <i>Respond and Think Critically</i> 1013</p> <p><b>Teacher Edition:</b>  CC 47, 415; RC 682, 958, 1114</p>
<p><b>2.B.4c</b> Discuss and evaluate motive, resulting behavior and consequences demonstrated in literature.</p>	<p><b>Student Edition:</b>  64 #5, 100 #6, 1009 #6, 1019 #2, 1128 #4, 1145 #5  <i>Literary Element</i> 93  <i>Motivation</i> 95, 97  <i>Review</i> 131, 896</p> <p><b>Teacher Edition:</b>  LE 95, 97; RM 131, 896; WP 96</p>

STANDARDS	PAGE REFERENCES
<b>STATE GOAL 3: Write to communicate for a variety of purposes.</b>	
<p><b>Why This Goal Is Important:</b> 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>	
<b>A. Use correct grammar, spelling, punctuation, capitalization and structure.</b>	
<p><b>3.A.4</b> 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><b>Student Edition:</b> 23, 367, 467, 1091, 1130, 1299, R29-R30, R35, R47-R52, R53-R56, R57-R59 <i>Focus Lesson</i> 165, 423, 659, 841</p> <p><b>Teacher Edition:</b> AL 841; GP 1298; WP 164, 165, 659, 1090, 1299; WS 423, 841, 1091</p>
<b>B. Compose well-organized and coherent writing for specific purposes and audiences.</b>	
<p><b>3.B.4a</b> 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><b>Student Edition:</b> 158-165, 416-423, 652-659, 834-841, 1082-1091, 1292-1299, R28-R30, R31-R35 <i>Focus Lesson</i> 840, 1090 <i>Graphic</i> 837, 1084 <i>Logical Order</i> 160 <i>Rubric</i> 158, 416, 652, 834, 1082, 1295 <i>Supporting Evidence</i> 839 <i>Thesis Statement</i> 838</p> <p><b>Teacher Edition:</b> AL 1293; RP 418; T 160, 419; WP 836, 1294; WS 422, 837</p>
<p><b>3.B.4b</b> Produce, edit, revise and format work for submission and/or publication (e.g., manuscript form, appropriate citation of sources) using contemporary technology.</p>	<p><b>Student Edition:</b> 164-165, 422-423, 424-425, 658-659, 660-661, 840-841, 842-843, 1089, 1092-1095, R30, R31-R35 <i>Present/Publish</i> 423, 659, 841, 1091 <i>Rubric</i> 158, 416, 652, 834, 1082, 1295 <i>Word-Processing Tip</i> 423, 659, 841, 1091</p> <p><b>Teacher Edition:</b> AL 659, 841, 843, 1095; SLVP 1092; T 841; WP 165</p>

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<p><b>3.B.4c</b> Evaluate written work for its effectiveness and make recommendations for its improvement.</p>	<p><b>Student Edition:</b>  164-165, 422-423, 658-659, 840-841, 1090-1091, 1298-1299  <i>Checklist</i> 658, 840, 1090, 1098  <i>Peer Review Tips</i> 165, 423, 659, 841, 1091, 1299  <b>Teacher Edition:</b>  AL 659, 1091; T 840, 1298; WP 164, 165, 422, 658, 659, 1299; WS 841, 1090</p>
<p><b>C. Communicate ideas in writing to accomplish a variety of purposes.</b></p>	
<p><b>3.C.4a</b> Write for real or potentially real situations in academic, professional and civic contexts (e.g., college applications, job applications, business letters, petitions).</p>	<p><b>Student Edition:</b>  R22-R27  <i>Activity</i> R22, R23  <i>Respond Through Writing</i> 651, 999  <i>Writing</i> 407, 495, 693, 805, 833  <b>Teacher Edition:</b>  AL 841, 844; WP 844</p>
<p><b>3.C.4b</b> Using available technology, produce compositions and multimedia works for specified audiences.</p>	<p><b>Student Edition:</b>  424-425, 660-661, 1092-1095, R30  <i>Activity</i> R25  <i>Connect to Science</i> 1198  <i>Connect to Social Studies</i> 1129  <i>Research and Report</i> 89, 1071  <b>Teacher Edition:</b>  AL 1093; SLVP 1092; VS 425, 660</p>

STANDARDS	PAGE REFERENCES
<b>STATE GOAL 4: Listen and speak effectively in a variety of situations.</b>	
<p><b>Why This Goal Is Important:</b> 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>	
<b>A. Listen effectively in formal and informal situations.</b>	
<p><b>4.A.4a</b> 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><b>Student Edition:</b> 167 <i>Activity</i> 845, 847 <i>Evaluation Checklist</i> 1095 <i>Listening and Speaking</i> 132, 341</p> <p><b>Teacher Edition:</b> AL 843; ALV 1095; LS 167, 425, 661, 1300; RP 330; SLP 846; T 842, 1300; VP 328</p>
<p><b>4.A.4b</b> Apply listening skills in practical settings (e.g., classroom note taking, interpersonal conflict situations, giving and receiving directions, evaluating persuasive messages).</p>	<p><b>Student Edition:</b> 167, R26-R27, R60-R63 <i>Activity</i> 845, 847 <i>Evaluation Checklist</i> 1095 <i>Focus Lesson</i> 845 <i>Listening and Speaking</i> 1160 <i>Rubric</i> 166, 845</p> <p><b>Teacher Edition:</b> AL 843; LP 166; LS 167; SLP 842, 846; T 1095</p>
<p><b>4.A.4c</b> Follow complex oral instructions.</p>	<p>The multi-page assessments that end each unit, several of which are referenced below, and the section on technical writing, which is also listed below, are well suited to lessons on following complex instructions and can be easily adapted to oral instruction.</p> <p><b>Student Edition:</b> 170-175, 428-433, 1098-1103, R26-R27 <i>Activity</i> R26, R27</p> <p><b>Teacher Edition:</b> LP 170</p>

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<p><b>4.A.4d</b> Demonstrate understanding of the relationship of verbal and nonverbal messages within a context (e.g., contradictory, supportive, repetitive, substitutive).</p>	<p><b>Student Edition:</b> 167 <i>Presentation Tips</i> 425, 661, 843, 1301 <i>Rubric</i> 166, 167, 425, 661, 843, 1095, 1301 <i>Speaking Frames</i> 167, 842</p> <p><b>Teacher Edition:</b> AL 1301; LS 167, 1301; SLP 1300; SP 424; T 661, 843</p>
<p><b>B. Speak effectively using language appropriate to the situation and audience.</b></p>	
<p><b>4.B.4a</b> 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><b>Student Edition:</b> 166-167, 424-425, 842-843, 1092-1095, 1300-1301 <i>Chart</i> 166 <i>Evaluation Checklist</i> 1095 <i>Graphic</i> 1094 <i>Listening and Speaking</i> 132, 341</p> <p><b>Teacher Edition:</b> AL 425, 1093; EL 167; SLP 842; SLVP 1092; T 1092, 1093, 1094; VS 1301</p>
<p><b>4.B.4b</b> Use group discussion skills to assume leadership and participant roles within an assigned project or to reach a group goal.</p>	<p><b>Student Edition:</b> 166-167 <i>Activities</i> 189 #2, 1117 #2, 1189 #3 <i>Listening and Speaking</i> 132, 341, 897, 1208</p> <p><b>Teacher Edition:</b> AL 845; SLP 846</p>
<p><b>4.B.4c</b> Use strategies to manage or overcome communication anxiety and apprehension (e.g., developed outlines, notecards, practice).</p>	<p><b>Student Edition:</b> 425, 660, 661 <i>Listening and Speaking</i> 332 <i>Speaking Frames</i> 167, 660, 842</p> <p><b>Teacher Edition:</b> AL 429, 843; EC 843; EL 841, 1095; T 167</p>
<p><b>4.B.4d</b> Use verbal and nonverbal strategies to maintain communication and to resolve individual and group conflict.</p>	<p><b>Student Edition:</b> 167 <i>Hook Your Audience</i> 842 <i>Listening and Speaking</i> 1160 <i>Presentation Tips</i> 425, 661, 843, 1301 <i>Rubric</i> 166, 167, 425, 661, 843, 1095, 1301 <i>Speaking Frames</i> 167, 842</p> <p><b>Teacher Edition:</b> AL 1301; LS 167; SLP 1300; SP 424; T 661, 843</p>

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<b>STATE GOAL 5: Use the language arts to acquire, assess and communicate information.</b>	
<b>Why This Goal Is Important:</b> 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.	
<b>A. Locate, organize, and use information from various sources to answer questions, solve problems and communicate ideas.</b>	
<p><b>5.A.4a</b> Demonstrate a knowledge of strategies needed to prepare a credible research report (e.g., notes, planning sheets).</p>	<p><b>Student Edition:</b>  119, 419, 573, 655, 1083-1084, 1295, R31-R33  <i>Connect to Art</i> 504  <i>Connect to Science</i> 1198  <i>Connect to Social Studies</i> 1129  <i>Graphic</i> 837  <i>Prewrite</i> 801, 914, 947  <b>Teacher Edition:</b>  AL 1293; EL 1083; T 419</p>
<p><b>5.A.4b</b> Design and present a project (e.g., research report, scientific study, career/higher education opportunities) using various formats from multiple sources.</p>	<p><b>Student Edition:</b>  424-425, 1082-1091, 1092-1095  <i>Activities</i> 785 #3, 869 #3, 1189 #3  <i>Connect to Art</i> 504  <i>Connect to Science</i> 1198  <i>Connect to Social Studies</i> 1129  <b>Teacher Edition:</b>  AL 1083</p>
<b>B. Analyze and evaluate information acquired from various sources.</b>	
<p><b>5.B.4a</b> Choose and evaluate primary and secondary sources (print and nonprint) for a variety of purposes.</p>	<p><b>Student Edition:</b>  844-847, 1083, 1089, R32  <i>Activity</i> 847  <i>Block Quotations</i> 1086  <i>Primary Sources</i> 1088  <i>Secondary Sources</i> 1086  <b>Teacher Edition:</b>  AL 1087, 1089; SLP 846; T 1088, 1089</p>

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<p><b>5.B.4b</b> Use multiple sources and multiple formats; cite according to standard style manuals.</p>	<p><b>Student Edition:</b>            1083, 1089, R34-R37  <i>Avoid Plagiarism</i> 419, 655, 837, 1083  <i>Block Quotations</i> 1086  <i>Connect to Art</i> 504  <i>Primary Sources</i> 1088  <i>Respond Through Writing</i> 573  <i>Secondary Sources</i> 1086</p> <p><b>Teacher Edition:</b>            AL 573, 1087, 1089; T 1089</p>
<p><b>C. Apply acquired information, concepts and ideas to communicate in a variety of formats.</b></p>	
<p><b>5.C.4a</b> 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><b>Student Edition:</b>            424-425, 834-841, 1082-1091, 1092-1095, R31-R37  <i>Activities</i> 785 #3, 869 #3, 1189 #2-#3  <i>Connect to Art</i> 504  <i>Connect to Science</i> 1198  <i>Connect to Social Studies</i> 1129  <i>Research and Report</i> 89  <i>Respond Through Writing</i> 573, 651  <i>Writing</i> 148, 693, 833</p> <p><b>Teacher Edition:</b>            AL 129; WP 504</p>
<p><b>5.C.4b</b> Produce oral presentations and written documents using supportive research and incorporating contemporary technology.</p>	<p><b>Student Edition:</b>            424-425, 834-841, 1082-1091, 1092-1095, R31-R37  <i>Activities</i> 77 #2, 785 #2, 869 #2, 1189 #2  <i>Connect to Art</i> 504  <i>Connect to Science</i> 1198  <i>Connect to Social Studies</i> 1129  <i>Research and Report</i> 89  <i>Respond Through Writing</i> 573, 651</p> <p><b>Teacher Edition:</b>            AL 129, 869</p>

STANDARDS	PAGE REFERENCES
<p><b>5.C.4c</b> Prepare for and participate in formal debates.</p>	<p><b>Student Edition:</b> 166-167 <i>Activities 77 #3, 869 #2, 959 #3</i> <i>Listening and Speaking</i> 132, 341</p> <p><b>Teacher Edition:</b> AL 807; EL 167; LSP 630; T 167</p>
<p><b>LATE HIGH SCHOOL</b></p>	
<p><b>STATE GOAL 1: Read with understanding and fluency.</b></p>	
<p><b>Why This Goal Is Important:</b> 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>	
<p><b>A. Apply word analysis and vocabulary skills to comprehend selections.</b></p>	
<p><b>1.A.5a</b> Identify and analyze new terminology applying knowledge of word origins and derivations in a variety of practical settings.</p>	<p><b>Student Edition:</b> 36-37, 319, 333, 399, 828, 876, 1161, 1242 <i>Literary Element</i> 525, 749, 752, 1225, 1265, 1274 <i>Reading Strategy</i> 30, 767, 769 <i>Review</i> 741 <i>Vocabulary Practice</i> 118, 332, 465, 504, 527, 562, 752, 760, 885</p> <p><b>Teacher Edition:</b> AL 319; EL 37, 39, 333; F 36, 828; VP 36, 876, 1242</p>
<p><b>1.A.5b</b> Analyze the meaning of abstract concepts and the effects of particular word and phrase choices.</p>	<p><b>Student Edition:</b> 319, 828, 1161, 1242 <i>Literary Element</i> 291, 525, 685, 688, 749, 752, 767, 769, 1225, 1265, 1274 <i>Reading Strategy</i> 30, 79, 82, 767, 769, 1046, 1170, 1172, 1211, 1214, 1221, 1223 <i>Review</i> 1061, 1274</p> <p><b>Teacher Edition:</b> AL 81; LEP 80, 1212; LP 1170; VP 828</p>

STANDARDS	PAGE REFERENCES
<b>B. Apply reading strategies to improve understanding and fluency.</b>	
<p><b>1.B.5a</b> Relate reading to prior knowledge and experience and make connections to related information.</p>	<p><b>Student Edition:</b>  100 #10, 316 #10, 545 #6, 633 #9, 1197 #8  <i>Connect to Art</i> 504  <i>Connect to Science</i> 1198  <i>Connect to Social Studies</i> 1129  <i>Listening and Speaking</i> 634  <i>Reading Strategy</i> 52, 55, 93, 101, 317, 529, 531, 542, 620, 624, 626, 634, 807, 809, 815, 1022, 1191  <b>Teacher Edition:</b>  AL 97; RP 626; RS 96, 97, 543, 544, 622, 628</p>
<p><b>1.B.5b</b> 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><b>Student Edition:</b>  248-249, 736-737  <i>Allegory</i> 901, 910  <i>Epic Hero</i> 454, 458  <i>Identify Genre</i> 18, 20, 535, 537, 539  <i>Literary Element</i> 58, 64, 449, 899, 936, 946, 961, 1033  <i>Parody</i> 942  <i>Reading Strategy</i> 17, 22, 533, 541, 998  <i>Respond and Think Critically</i> 249, 737  <i>Review</i> 592  <b>Teacher Edition:</b>  EL 249; LE 454, 458, 901, 910, 942; RS 18, 20, 535, 537, 539; T 248, 1294</p>
<p><b>1.B.5c</b> Evaluate a variety of compositions for purpose, structure, content and details for use in school or at work.</p>	<p><b>Student Edition:</b>  100 #7, 159-161, 417-418, 653-654, 789 #5, 835-836, 1293-1294  <i>Author's Purpose</i> 405  <i>Literary Element</i> 402, 407, 471, 476, 984, 998  <i>Reading Strategy</i> 29, 121, 123, 150, 154, 155, 521, 523, 704, 787, 789, 1026  <i>Review</i> 572, 727, 826  <i>Structure</i> 986, 991  <b>Teacher Edition:</b>  LE 405, 986, 991</p>

STANDARDS	PAGE REFERENCES
<p><b>1.B.5d</b> Read age-appropriate material with fluency and accuracy.</p>	<p><b>Student Edition:</b>  R38-R39  <i>Independent Reading</i> 168-169, 426-427, 662-663  <i>Reading Strategy</i> 79, 506, 583, 803, 805, 887, 1050, 1053, 1121, 1129  <i>Tip</i> 79, 583, 803, 1121, 1288  <b>Teacher Edition:</b>  AL 427, 585; EL 663; RP 660; RS 1122</p>
<p><b>C. Comprehend a broad range of reading materials.</b></p>	
<p><b>1.C.5a</b> Use questions and predictions to guide reading across complex materials.</p>	<p><b>Student Edition:</b>  <i>Make and Verify Predictions</i> 383, 387, 1287  <i>Question</i> 86, 473, 692, 822  <i>Reading Strategy</i> 84, 134, 140, 377, 397, 471, 476, 690, 693, 820, 827, 1278, 1286  <i>Tip</i> 487, 596, 620, 820, 1050, 1278  <b>Teacher Edition:</b>  AL 825; EL 887; RS 86, 383, 387, 473, 692, 822, 1051, 1287</p>
<p><b>1.C.5b</b> Analyze and defend an interpretation of text.</p>	<p><b>Student Edition:</b>  166-167, 1300-1301  <i>Analysis</i> 1294  <i>Focus Lesson</i> 840  <i>Group Activity</i> 51, 415, 606, 711  <i>Listening and Speaking</i> 132  <i>You're the Critic</i> 483, 759, 1145  <b>Teacher Edition:</b>  AL 1299; LP 166; SLP 842; T 1300</p>
<p><b>1.C.5c</b> Critically evaluate information from multiple sources.</p>	<p><b>Student Edition:</b>  240 #7-8, 581 #4, 844-847, 1145 #6, R32, R60-R63  <i>Activity</i> 845, 847  <i>Chart</i> 845  <i>Reading Strategy</i> 235, 274, 290, 335, 341, 402, 407, 1137, 1146  <i>Reliable Sources</i> 1089  <i>Variety of Sources</i> 1089  <i>You're the Critic</i> 1145  <b>Teacher Edition:</b>  AL 335; RP 402, 1138, 1142; RS 236; SLP 846; T 1089</p>

STANDARDS	PAGE REFERENCES
<p><b>1.C.5d</b> Summarize and make generalizations from content and relate them to the purpose of the material.</p>	<p><b>Student Edition:</b>            545 #1, 773 #1, 1081 #1, R38-R39  <i>Make Generalizations</i> 361  <i>Reading Strategy</i> 359, 362, 512, 515, 685, 688, 811, 813, 871, 875, 1288, 1291  <i>Respond Through Writing</i> 1147  <i>Summarize</i> 812, 874, 1290  <i>Tip</i> 685, 871</p> <p><b>Teacher Edition:</b>            AL 147; RS 361, 812, 874, 1290</p>
<p><b>1.C.5e</b> Evaluate how authors and illustrators use text and art across materials to express their ideas (e.g., complex dialogue, persuasive techniques).</p>	<p><b>Student Edition:</b>            532, 1214 #5-6  <i>Literary Element</i> 30, 33, 121  <i>Preview the Article</i> 155, 542, 770, 1076  <i>Reading Strategy</i> 364, 366, 492, 495, 791, 801, 1211, 1214  <i>Respond and Think Critically</i> 541  <i>Review</i> 88</p> <p><b>Teacher Edition:</b>            AL 537, 795; EL 535; RP 794; RS 535, 537, 539, 540; VP 772</p>
<p><b>1.C.5f</b> Use tables, graphs and maps to challenge arguments, defend conclusions and persuade others.</p>	<p><b>Student Edition:</b>            424-425, 843, 1092-1095, 1301  <i>Connect to Social Studies</i> 1129  <i>Listening and Speaking</i> 1260</p> <p><b>Teacher Edition:</b>            AL 781; RP 354, 776; SLVP 1092; T 1301</p>

STANDARDS	PAGE REFERENCES
<p><b>STATE GOAL 2: Read and understand literature representative of various societies, eras and ideas.</b></p>	
<p><b>Why This Goal Is Important:</b> 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><b>A. Understand how literary elements and techniques are used to convey meaning.</b></p>	
<p><b>2.A.5a</b> 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><b>Student Edition:</b>  <i>Activities</i> 357 #2, 959 #2  <i>Compare Fables</i> 606  <i>Compare Style</i> 415, 711, 1219  <i>Compare the Big Idea</i> 711  <i>Foreshadowing and Flashback</i> 1281, 1282  <i>Literary Element</i> 739, 741, 787, 789, 984, 1278  <i>Reading Strategy</i> 121, 123, 739, 787, 789, 920, 922, 1046, 1048  <i>Review</i> 1128  <i>Structure</i> 986, 991  <i>Wrap-Up: Comparing Literature</i> 925  <b>Teacher Edition:</b>  AL 883, 991; LE 986, 991, 1281, 1282; LP 996</p>
<p><b>2.A.5b</b> Evaluate relationships between and among character, plot, setting, theme, conflict and resolution and their influence on the effectiveness of a literary piece.</p>	<p><b>Student Edition:</b>  <i>Literary Element</i> 84, 88, 108, 125, 131, 754, 760, 927, 933, 1002, 1010, 1200  <i>Reading Strategy</i> 477, 484, 512, 515, 878, 885, 927, 1064, 1253, 1260  <i>Respond Through Writing</i> 761, 914, 947  <i>Review</i> 340, 650, 698, 946, 1070, 1146  <b>Teacher Edition:</b>  AL 931; RP 1008, 1202; WP 1066</p>
<p><b>2.A.5c</b> 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><b>Student Edition:</b>  186-189, 190-191, 248-249, 354, 357, 554, 556-557, 683, 736-737, 956-959, 1012-1013, 1114, 1116-1117, 1187, 1189  <i>Activities</i> 189 #2, 357 #2, 557 #2-3  <i>Respond and Think Critically</i> 191 #3, 249 #2, 737  <b>Teacher Edition:</b>  AL 189; EL 249; RP 678; RS 187; SP 190; T 248, 736; WP 682</p>

STANDARDS	PAGE REFERENCES
<p><b>2.A.5d</b> Evaluate the influence of historical context on form, style and point of view for a variety of literary works.</p>	<p><b>Student Edition:</b>            747 #5-6  <i>Activities</i> 357 #2, 1189 #2  <i>Build Background</i> 743, 749, 1221  <i>Compare Historical Context</i> 702, 711  <i>Cultural and Literary Links</i> 189, 557, 869  <i>Reading Strategy</i> 743, 749, 752, 1076</p> <p><b>Teacher Edition:</b>            CHC 711; RS 752; T 1080</p>
<p><b>B. Read and interpret a variety of literary works.</b></p>	
<p><b>2.B.5a</b> Analyze and express an interpretation of a literary work.</p>	<p><b>Student Edition:</b>            166-167, 1292-1299, 1300-1301  <i>Discussion Starter</i> 601, 603, 1217  <i>Group Activity</i> 51, 415, 606, 711, 925  <i>Listening and Speaking</i> 132  <i>Research and Report</i> 1275  <i>Respond Through Writing</i> 761, 914, 947  <i>You're the Critic</i> 483, 759, 1145</p> <p><b>Teacher Edition:</b>            AL 1275, 1295, 1299; EL 1293; LP 166; SLP 842;            T 1300</p>
<p><b>2.B.5b</b> Apply knowledge gained from literature as a means of understanding contemporary and historical economic, social and political issues and perspectives.</p>	<p><b>Student Edition:</b>            55 #8, 106 #6, 813 #8, 818 #7-8, 1053 #8, 1061 #8  <i>Compare Historical Context</i> 711  <i>Connect to the Poem</i> 1046  <i>Listening and Speaking</i> 634  <i>Reading Strategy</i> 55, 58, 529, 531, 542, 626, 634, 807, 809, 1022  <i>Wrap-Up: Comparing Literature</i> 415</p> <p><b>Teacher Edition:</b>            AL 97; RP 626; RS 543, 544; SP 104</p>

STANDARDS	PAGE REFERENCES
<b>STATE GOAL 3: Write to communicate for a variety of purposes.</b>	
<p><b>Why This Goal Is Important:</b> 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>	
<b>A. Use correct grammar, spelling, punctuation, capitalization and structure.</b>	
<p><b>3.A.5</b> Produce grammatically correct documents using standard manuscript specifications for a variety of purposes and audiences.</p>	<p><b>Student Edition:</b> 158-165, 834-841, 1082-1091, 1292-1299, R31-R37 <i>Focus Lesson</i> 1090, 1091 <i>Grammar Workshops</i> 23, 367, 467, 1130 <i>Word-Processing Tip</i> 165, 1299</p> <p><b>Teacher Edition:</b> AL 841, 1087; GP 1296, 1298; T 165, 1091, 1298, 1299; WP 164</p>
<b>B. Compose well-organized and coherent writing for specific purposes and audiences.</b>	
<p><b>3.B.5</b> 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><b>Student Edition:</b> 424-425, 660-661, 834-841, 842-843, 1082-1091, 1092-1095, R22-R27, R30, R31-R35 <i>Focus Lesson</i> 841, 1090 <i>Present/Publish</i> 423, 659, 841, 1091 <i>Research and Report</i> 89, 1071 <i>Rubric</i> 416, 834, 1082, 1295 <i>Word-Processing Tip</i> 423, 659, 841, 1091</p> <p><b>Teacher Edition:</b> AL 841, 1093, 1293, 1297; SLVP 1092; VS 425, 660; WS 422</p>
<b>C. Communicate ideas in writing to accomplish a variety of purposes.</b>	
<p><b>3.C.5a</b> 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><b>Student Edition:</b> 158-165, 416-423, 424-425, 834-841, 842-843, 1082-1091, 1092-1095, 1292-1299, R28-R29 <i>Hook Your Audience</i> 842 <i>Respond Through Writing</i> 485, 573, 28</p> <p><b>Teacher Edition:</b> EL 421; SP 424; T 836; WP 162, 838</p>

STANDARDS	PAGE REFERENCES
<p><b>3.C.5b</b> Write for real or potentially real situations in academic, professional and civic contexts (e.g., applications, job applications, business letters, resume, petitions).</p>	<p><b>Student Edition:</b>  R22-R27  <i>Activity</i> R22, R23  <i>Respond Through Writing</i> 651, 999  <i>Writing</i> 407, 495, 693, 805, 833</p> <p><b>Teacher Edition:</b>  AL 841, 844; WP 844</p>
<p><b>STATE GOAL 4: Listen and speak effectively in a variety of situations.</b></p>	
<p><b>Why This Goal Is Important:</b> 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><b>A. Listen effectively in formal and informal situations.</b></p>	
<p><b>4.A.5a</b> Use criteria to evaluate a variety of speakers’ verbal and nonverbal messages.</p>	<p><b>Student Edition:</b>  167, 843, R60-R63  <i>Activity</i> 845, 847  <i>Evaluation Checklist</i> 1095  <i>Focus Lesson</i> 845  <i>Presentation Tips</i> 425, 843, 1301  <i>Rubric</i> 167, 425, 661, 843, 845, 1095, 1301</p> <p><b>Teacher Edition:</b>  LS 661, 1301; SLP 846; T 425, 842, 843, 1095</p>
<p><b>4.A.5b</b> Use techniques for analysis, synthesis, and evaluation of oral messages.</p>	<p><b>Student Edition:</b>  167, 843, R60-R63  <i>Activity</i> 845, 847  <i>Evaluation Checklist</i> 1095  <i>Focus Lesson</i> 845  <i>Presentation Tips</i> 425, 843, 1301  <i>Rubric</i> 167, 425, 661, 843, 845, 1095, 1301</p> <p><b>Teacher Edition:</b>  LS 661, 1301; SLP 846;T 425, 842, 843, 1095</p>

STANDARDS	PAGE REFERENCES
<b>B. Speak effectively using language appropriate to the situation and audience.</b>	
<p><b>4.B.5a</b> 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><b>Student Edition:</b>  166-167, 660-661, 842-843, 1092-1095, 1300-1301  <i>Activities</i> 189 #2, 1117 #2, 1189 #3  <i>Connect to Science</i> 1198  <i>Connect to Social Studies</i> 1129  <i>Discussion Starter</i> 601, 603, 1217  <i>Listening and Speaking</i> 132, 341, 897, 1208  <i>Research and Report</i> 1071  <b>Teacher Edition:</b>  AL 659, 841, 843, 1095</p>
<p><b>4.B.5b</b> 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><b>Student Edition:</b>  166-167  <i>Activities</i> 189 #2, 1117 #2, 1189 #3  <i>Discussion Starter</i> 601, 603, 1217  <i>Evaluation Checklist</i> 1095  <i>Group Activity</i> 51, 415, 606, 711, 925  <i>Listening and Speaking</i> 132, 341, 897, 1208  <i>Rubric</i> 166  <b>Teacher Edition:</b>  AL 845; EL 167; LP 166; SLP 846</p>
<p><b>4.B.5c</b> Implement learned strategies to self-monitor communication anxiety and apprehension (e.g., relaxation and transference techniques, scripting, extemporaneous outlining, repetitive practice).</p>	<p><b>Student Edition:</b>  425, 660, 661  <i>Listening and Speaking</i> 332  <i>Speaking Frames</i> 167, 660, 842  <b>Teacher Edition:</b>  AL 429, 843; EC 843; EL 841, 1095; T 167</p>
<p><b>4.B.5d</b> 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><b>Student Edition:</b>  167  <i>Hook Your Audience</i> 842  <i>Listening and Speaking</i> 1160  <i>Presentation Tips</i> 425, 661, 843, 1301  <i>Rubric</i> 166, 167, 425, 661, 843, 1095, 1301  <i>Speaking Frames</i> 167, 842  <b>Teacher Edition:</b>  AL 1301; LS 167; SLP 1300; SP 424; T 661, 843</p>

STANDARDS	PAGE REFERENCES
<b>STATE GOAL 5: Use the language arts to acquire, assess and communicate information.</b>	
<b>Why This Goal Is Important:</b> 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.	
<b>A. Locate, organize, and use information from various sources to answer questions, solve problems and communicate ideas.</b>	
<p><b>5.A.5a</b> Develop a research plan using multiple forms of data.</p>	<p><b>Student Edition:</b>  119, 231, 318, 398, 573, 837, 1083-1084,  1093-1094, R31-R33  <i>Connect to Art</i> 504  <i>Connect to Science</i> 1198  <i>Connect to Social Studies</i> 1129  <b>Teacher Edition:</b>  AL 837; EL 1083; T 1083; WS 837</p>
<p><b>5.A.5b</b> Research, design and present a project to an academic, business or school community audience on a topic selected from among contemporary issues.</p>	<p><b>Student Edition:</b>  842-843, 1092-1095  <i>Activities</i> 1189 #3  <i>Listening and Speaking</i> 332, 897  <i>Writing</i> 805  <b>Teacher Edition:</b>  AL 841, 843, 1095</p>
<b>B. Analyze and evaluate information acquired from various sources.</b>	
<p><b>5.B.5a</b> 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><b>Student Edition:</b>  837, 842, 1083, 1084, 1094, 1295, R33  <i>Counterarguments</i> 838  <i>Evidence</i> 1297  <i>Focus Lesson</i> 840, 841, 1090  <i>Paragraph Structure</i> 1088  <i>Secondary Sources</i> 1086  <i>Supporting Evidence</i> 839  <i>Thesis</i> 1296  <i>Thesis Statement</i> 838, 1085  <b>Teacher Edition:</b>  AL 1081, 1293, 1297; SLP 842; T 838, 1085, 1093;  WP 836, 1084, 1086, 1294; WS 837</p>

STANDARDS	PAGE REFERENCES
<p><b>5.B.5b</b> Credit primary and secondary sources in a form appropriate for presentation or publication for a particular audience.</p>	<p><b>Student Edition:</b>            1089, R34-R37  <i>Avoid Plagiarism</i> 419, 655, 837, 1083  <i>Block Quotations</i> 1086  <i>Primary Sources</i> 1088  <i>Secondary Sources</i> 1086</p> <p><b>Teacher Edition:</b>            AL 573, 1087; T 1088, 1089</p>
<p><b>C. Apply acquired information, concepts and ideas to communicate in a variety of formats.</b></p>	
<p><b>5.C.5a</b> 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><b>Student Edition:</b>            424-425, 842-843, 1092-1095  <i>Activities</i> 1189 #3  <i>Connect to Science</i> 1198  <i>Connect to Social Studies</i> 1129</p> <p><b>Teacher Edition:</b>            AL 843, 1095</p>
<p><b>5.C.5b</b> Support and defend a thesis statement using various references including media and electronic resources.</p>	<p><b>Student Edition:</b>            837, 1083, 1084, 1094, 1295, R33  <i>Counterarguments</i> 838  <i>Evidence</i> 1297  <i>Focus Lesson</i> 840  <i>Secondary Sources</i> 1086  <i>Supporting Evidence</i> 839  <i>Thesis</i> 1296  <i>Thesis Statement</i> 838, 1085</p> <p><b>Teacher Edition:</b>            SLP 842; T 838, 1085; WP 836, 1084, 1086;            WS 837</p>