



Glencoe

Literature

COURSE 1
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STANDARDS	PAGE REFERENCES
MIDDLE/JUNIOR 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.3a Apply knowledge of word origins and derivations to comprehend words used in specific content areas (e.g., scientific, political, literary, mathematical).</p>	<p>Student Edition: <i>Academic Word List</i> R59-R62 <i>Connect to Art</i> 186 <i>Connect to Science</i> 168 <i>Connect to Social Studies</i> 41 <i>Literature Online</i> 23 <i>Revising Tip</i> 570 <i>Tip</i> 23, 761 <i>Vocabulary</i> 210 <i>Vocabulary Skills</i> 153, 293, 439, 579, 719, 845 <i>Vocabulary Workshop</i> 23, 625, 761</p> <p>Teacher Edition: DI 23, 575, 625, 761; F 23; LH 78; T 23, 570, 761; V 365</p>

STANDARDS	PAGE REFERENCES
<p>1.A.3b Analyze the meaning of words and phrases in their context.</p>	<p>Student Edition: <i>Academic Vocabulary</i> 169, 216, 260, 413 <i>Literature Online</i> 625 <i>Tip</i> 220, 382, 485, 625 <i>Vocabulary Practice</i> 119 <i>Vocabulary Workshop</i> 220, 485</p> <p>Teacher Edition: DI 413, 485, 647; F 220, 382, 485, 625; T 220, 382, 485, 625; V 57, 81; VP 220, 382</p>
<p>B. Apply reading strategies to improve understanding and fluency.</p>	
<p>1.B.3a Preview reading materials, make predictions and relate reading to information from other sources.</p>	<p>Student Edition: 76-78, 364-371, 526-532 <i>Preview the Article</i> 24, 640, 772 <i>Reading Strategy</i> 75, 80, 361, 373, 525, 535 <i>Try It</i> 361, 525</p> <p>Teacher Edition: DI 367; RH T38; RP 24, 84, 254, 422, 550, 574; RS 75, 361, 367, 525; T 658, 659</p>
<p>1.B.3b Identify text structure and create a visual representation (e.g., graphic organizer, outline, drawing) to use while reading.</p>	<p>Student Edition: <i>Characteristics of the Genre</i> 45, 219, 345, 659, 803 <i>Reading and Thinking with Foldables</i> R8-R9 <i>Reading Skill</i> 29, 82, 114, 249, 763 <i>Reading Strategy</i> 347, 541, 643, 685 <i>Review</i> 261, 483 <i>Try It</i> 659, 802</p> <p>Teacher Edition: DI 45, 89, 114, 253, 349, 515, 543, 545, 659; LEP 88, 644; T 219; TI 658; RP 44, 252; WP 82, 530</p>
<p>1.B.3c Continuously check and clarify for understanding (e.g., <i>in addition to previous skills</i>, draw comparisons to other readings).</p>	<p>Student Edition: 97-99, 164-166, 515-518 <i>Reading Strategy</i> 96, 101, 163, 512, 520 <i>Try It</i> 96, 512</p> <p>Teacher Edition: DI 167; RH T38-T41; RP 64, 148, 434, 558; RS 96, 163, 512</p>

STANDARDS	PAGE REFERENCES
<p>1.B.3d Read age-appropriate material with fluency and accuracy.</p>	<p>Student Edition: <i>Assessment</i> 150-152, 292-293, 436-437, 438, 576-577, 578, 716-717, 842-843 <i>Independent Reading</i> 148-149, 288-289, 434-435, 574-575, 714-715</p> <p>Teacher Edition: DI 13, 77, 99, 109, 191, 363, 801, 823; F 288, 434; GR T58; LR T81; RdS 12, 25, 48; RP 196, 358, 806; SSS 1A-1D; T 454</p>
<p>C. Comprehend a broad range of reading materials.</p>	
<p>1.C.3a Use information to form, explain and support questions and predictions.</p>	<p>Student Edition: 76-78, 164-166, 364-371, 526-532 <i>Big Question</i> 11, 22, 47, 51, 241, 246, 279, 347, 354 <i>Reading Strategy</i> 75, 80, 163, 361, 373, 525, 535, 640, 641 <i>Respond and Think Critically</i> 22 #2, 230 #1, 308 #4 <i>Try It</i> 163</p> <p>Teacher Edition: DI 76; RH T38-T41; RP 76, 86, 174, 180, 254, 358, 550, 574, 608, 692</p>
<p>1.C.3b Interpret and analyze entire narrative text using story elements, point of view and theme.</p>	<p>Student Edition: 13-20, 30-39, 77-79, 84-92, 124-132, 488-490, 629-634 <i>Genre Focus</i> 44-45, 658-659, 802-803 <i>Literary Element</i> 11, 22, 29, 75, 80, 82, 549, 627, 637, 692, 703 <i>Reading Skill</i> 123, 487, 492 <i>Review</i> 42, 67, 94, 226, 509 <i>Try It</i> 123, 487</p> <p>Teacher Edition: DI 21, 29, 123; LE 11, 29, 37, 627, 631, 692; LEP 75, 88, 362, 549, 658, 802; RSk 123, 487</p>

STANDARDS	PAGE REFERENCES
<p>1.C.3c Compare, contrast and evaluate ideas and information from various sources and genres.</p>	<p>Student Edition: 271-278, 550-564, 817-830 <i>Big Question</i> 279, 565, 831 <i>Reading Skill</i> 271, 549, 815 <i>Respond and Think Critically</i> 239 #4, 342 #4, 392 #4, 400 #3, 412 #4, 508 #4, 519 #5, 619 #5 <i>Respond Through Writing</i> 510 <i>Tip</i> 392, 400, 412</p> <p>Teacher Edition: RP 54, 78, 252, 408, 612; RSk 815; T 277, 826</p>
<p>1.C.3d Summarize and make generalizations from content and relate them to the purpose of the material.</p>	<p>Student Edition: 644-653 <i>Reading Strategy</i> 643, 657 <i>Respond and Think Critically</i> 41 #2, 51 #1, 80 #2, 93 #2, 186 #2, 270 # 4, 354 #2, 460 #2, 476 #1, 519 #2, 547 #2 <i>Tip</i> 93, 354, 519 <i>Try It</i> 643</p> <p>Teacher Edition: A 68; DI 643; RS 643</p>
<p>1.C.3e Compare how authors and illustrators use text and art across materials to express their ideas (e.g., foreshadowing, flashbacks, color, strong verbs, language that inspires).</p>	<p>Student Edition: 125-128, 180-184, 362-369, 542-545, 599-601, 667-679 <i>Literary Element</i> 123, 134, 179, 187, 361, 541, 548 <i>Reading Skill</i> 597 <i>Reading Strategy</i> 665, 681 <i>View the Art</i> 58, 62, 125, 323, 365</p> <p>Teacher Edition: LE 123, 179, 182, 361, 373, 541; LEP 109; RS 665, 671; RSk 597, 601, 603; T 71, 206, 301, 317, 675</p>
<p>1.C.3f Interpret tables that display textual information and data in visual formats.</p>	<p>Student Edition: 212-214, 645-655 <i>Genre Focus</i> 218-219 <i>Literary Element</i> 211, 217, 241, 643, 657 <i>Preview the Article</i> 384, 461 <i>Reading Strategy</i> 171</p> <p>Teacher Edition: DI 211, 655; LE 211, 241, 643, 647; LEP 242; RP 24, 190; T 191, 218, 654</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.3a Identify and analyze a variety of literary techniques (e.g., figurative language, allusion, dialogue, description, word choice, dialect) within classical and contemporary works representing a variety of genres.</p>	<p>Student Edition: 105-111, 358, 378-379, 481, 667-679, 689 <i>Genre Focus</i> 44-45, 344-345, 658-659, 802-803 <i>Literary Element</i> 103, 112, 357, 381, 685, 691, 735 <i>Reading Skill</i> 479, 483, 735 <i>Reading Strategy</i> 665, 681 <i>Review</i> 231, 330, 769 <i>Try It</i> 479, 665 Teacher Edition: DI 39, 103, 125, 353, 665, 673, 685; LE 103, 105, 357, 377, 685; LEP 272; RS 665; RSk 479; WP 348</p>
<p>2.A.3b Describe how the development of theme, character, plot and setting contribute to the overall impact of a piece of literature.</p>	<p>Student Edition: 30-39, 55-65, 77-79, 115-118, 124-132, 348-353, 396-397, 526-532, 550-556, 558-564 <i>Genre Focus</i> 44-45, 658-659, 802-803 <i>Literary Element</i> 29, 53, 67, 75, 80, 114, 119, 139, 347, 355, 549 <i>Reading Skill</i> 114, 119, 123, 134 <i>Reading Strategy</i> 347, 355, 395, 400, 525, 535 <i>Respond Through Writing</i> 188 <i>Review</i> 67, 94, 134, 226, 261, 509, 637, 745 <i>Try It</i> 114, 123 Teacher Edition: A 188; DI 35, 53; LE 29, 37, 45, 53, 75, 347, 549; RP 564; RS 395, 525; RSk 123; T 803; WP 82, 560</p>

STANDARDS	PAGE REFERENCES
<p>2.A.3c Identify characteristics and authors of various literary forms (e.g., short stories, novels, drama, fables, biographies, documentaries, poetry, science fiction).</p>	<p>Student Edition: 505-507 <i>Build Background</i> 28, 74, 122, 171, 222, 331, 357, 364, 478, 486, 650 <i>Genre Focus</i> 44-45, 218-219, 344-345, 522-523, 658-659, 802-803 <i>Literary Element</i> 503</p> <p>Teacher Edition: DI 549; F 357, 536; LE 406; LEP 658; RP 550, 604; T 3, 36, 44, 76, 104, 130, 229, 307, 445, 585, 671, 725, 764, 803, 818, 824; WP 522, 560</p>
<p>2.A.3d Identify ways that an author uses language structure, word choice and style to convey the author’s viewpoint.</p>	<p>Student Edition: 378-379, 610-617, 686-688 <i>Apply Good Writing Traits</i> 428 <i>Literary Element</i> 377, 381, 608, 619 <i>Reading Strategy</i> 685, 691 <i>Try It</i> 685</p> <p>Teacher Edition: DI 39; LE 72, 98, 608; RH T38-T41; RS 685</p>
<p>B. Read and interpret a variety of literary works.</p>	
<p>2.B.3a Respond to literary material from personal, creative and critical points of view.</p>	<p>Student Edition: <i>Big Question</i> 22, 41, 101, 133, 186, 260, 329, 400, 519, 636, 756 <i>Keep a Reader Response Journal</i> 715 <i>Speaking and Listening</i> 261, 373 <i>Speaking, Listening, and Viewing Workshop</i> 432 <i>Write a Review</i> 149 <i>Writing</i> 8, 160, 239, 308, 732 <i>Writing Workshop</i> 426-431 <i>You’re the Critic</i> 354</p> <p>Teacher Edition: DI 41; WP 168, 384, 434, 504</p>
<p>2.B.3b Compare and contrast common literary themes across various societies and eras.</p>	<p>Student Edition: 136-138, 273, 276, 277-278, 416-420, 421-424, 550-556, 558-564, 693-698, 699-701, 817-823, 824-830 <i>Big Question</i> 279, 425, 565, 703, 831 <i>Reading Skill</i> 135, 271, 415, 549, 692, 815 <i>Write to Compare</i> 139, 279, 425, 565, 703, 831</p> <p>Teacher Edition: A 139; RP 420; RSk 135, 271, 549; WP 703</p>

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<p>2.B.3c Analyze how characters in literature deal with conflict, solve problems and relate to real-life situations.</p>	<p>Student Edition: 13-20, 251-258, 749-755 <i>Literary Element</i> 249, 261, 747, 756 <i>Reading Strategy</i> 11, 22, 190, 193 <i>Respond and Think Critically</i> 119 #2 <i>Tip</i> 119</p> <p>Teacher Edition: LE 249, 747; RP 526; RS 11</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.3 Write compositions that contain complete sentences and effective paragraphs using English conventions.</p>	<p>Student Edition: <i>Apply Good Writing Traits</i> 708 <i>Literature Online</i> 121 <i>Grammar Glossary</i> R20-R27 <i>Grammar Link</i> 94, 217, 226, 231, 343, 373, 745 <i>Grammar Tip</i> 68, 356, 682, 837 <i>Grammar Workshop</i> 120-121, 189 <i>Helpful Hint</i> 121 <i>Mechanics</i> R36-R42 <i>Troubleshooter</i> R27-R32 <i>Try It</i> 121 <i>Watch Out</i> 189</p> <p>Teacher Edition: DI 121, 189, 343, 381; F 120, 189; GP 120, 698, 786; T 121, 189, 708; WP 202</p>

STANDARDS	PAGE REFERENCES
B. Compose well-organized and coherent writing for specific purposes and audiences.	
<p>3.B.3a Produce documents that convey a clear understanding and interpretation of ideas and information and display focus, organization, elaboration and coherence.</p>	<p>Student Edition: <i>Respond Through Writing</i> 43, 68, 170, 188, 356, 638, 682, 770 <i>Writing</i> 814 <i>Writing Product</i> 721, 847 <i>Writing Workshop</i> 140-145, 280-285, 426-431, 566-571, 704-711, 832-837</p> <p>Teacher Edition: A 43, 68, 170, 188, 356, 638, 682, 770; F 140, 280, 704, 832; W 814; WP 288, 434</p>
<p>3.B.3b Edit and revise for word choice, organization, consistent point of view and transitions among paragraphs using contemporary technology and formats suitable for submission and/or publication.</p>	<p>Student Edition: <i>Apply Good Writing Traits</i> 428, 708 <i>Edit and Proofread</i> 145, 285, 431, 571, 711, 837 <i>Literature Online</i> 145 <i>Present</i> 145, 285, 431, 711 <i>Respond Through Writing</i> 43, 68, 170, 188, 356, 638, 682, 770 <i>Revise</i> 144, 284, 430, 570, 710, 836 <i>Revising Plan</i> 144, 284, 430, 570, 710, 836</p> <p>Teacher Edition: T 142, 144, 284, 285, 570, 710, 711, 836; TA 431, 571, 837; WP 170, 570</p>
C. Communicate ideas in writing to accomplish a variety of purposes.	
<p>3.C.3a Compose narrative, informative, and persuasive writings (e.g., <i>in addition to previous writings</i>, literature reviews, instructions, news articles, correspondence) for a specified audience.</p>	<p>Student Edition: <i>Functional Documents</i> R10-R13 <i>Group Activity</i> 573, 713, 839 <i>On Your Own Activity</i> 147 <i>Respond Through Writing</i> 43, 68, 170, 188, 356, 638, 682, 770 <i>Write a Review</i> 149 <i>Writing</i> 51, 119, 209, 270, 460 <i>Writing Workshop</i> 140-145, 280-285, 426-431, 566-571, 704-711, 832-837</p> <p>Teacher Edition: DI 653; T 149; WP 72, 182, 276, 544, 610, 812</p>

STANDARDS	PAGE REFERENCES
<p>3.C.3b Using available technology, produce compositions and multimedia works for specified audiences.</p>	<p>Student Edition: R18-R19 <i>Group Activity</i> 287 <i>Literature Online</i> 281, 285, 286 <i>On Your Own Activity</i> 433 <i>Present</i> 431 <i>Presenting Tip</i> 145 <i>Prewrite</i> 280 <i>Research and Report</i> 217, 343, 520, 691 <i>Revising Tip</i> 284 Teacher Edition: RR 217, 343, 520, 691</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.3a Demonstrate ways (e.g., ask probing questions, provide feedback to a speaker, summarize and paraphrase complex spoken messages) that listening attentively can improve comprehension.</p>	<p>Student Edition: <i>Active Listening Checklist</i> 838 <i>Group Activity</i> 147 <i>Listening Effectively</i> R47 <i>Listening to Appreciate</i> 146 <i>Listening to Learn</i> 286, 572, 712 <i>Listening to Learn and Taking Notes</i> 838 <i>Speaking and Listening</i> 261, 373 <i>Speaking, Listening, and Viewing Workshop</i> 838 Teacher Edition: T 146, 432, 572, 712, 838</p>
<p>4.A.3b Compare a speaker’s verbal and nonverbal messages.</p>	<p>Student Edition: <i>Being an Active Listener</i> 838 <i>Examine Media</i> 508 <i>Interpreting Nonverbal Clues</i> R47 <i>Listening to Appreciate</i> 146 <i>Listening to Learn</i> 286 Teacher Edition: LEP 286; LSP 700, 712, 838</p>

STANDARDS	PAGE REFERENCES
<p>4.A.3c Restate and carry out multistep oral instructions.</p>	<p>Student Edition: <i>Practice</i> R47 <i>Listening Effectively</i> R47 <i>Listening to Learn</i> 286, 572 Teacher Edition: DI 10, 11, 91, 111, 301, 343</p>
<p>4.A.3d Demonstrate the ability to identify and manage barriers to listening (e.g., noise, speaker credibility, environmental distractions).</p>	<p>Student Edition: R48 <i>Media Workshop</i> 521 <i>Practice</i> R48 <i>Try It</i> 521 Teacher Edition: F 521; T 838</p>
<p>B. Speak effectively using language appropriate to the situation and audience.</p>	
<p>4.B.3a Deliver planned oral presentations, using language and vocabulary appropriate to the purpose, message and audience; provide details and supporting information that clarify main ideas; and use visual aids and contemporary technology as support.</p>	<p>Student Edition: R46 <i>Research and Report</i> 343 <i>Speaking and Listening</i> 226, 535, 548, 657 <i>Speaking, Listening, and Viewing Workshop</i> 146, 286, 432, 572, 712 Teacher Edition: LSP 128, 146, 324, 738; RR 343; WP 246, 446</p>
<p>4.B.3b Design and produce reports and multi-media compositions that represent group projects.</p>	<p>Student Edition: R49 <i>Group Activity</i> 147, 287, 433, 573, 713, 839 <i>Research and Report</i> 343, 691 Teacher Edition: LEP 8, 592; LSP 128, 250, 352, 696; RP 536; RPr 160, 628; WP 116</p>
<p>4.B.3c Develop strategies to manage or overcome communication anxiety and apprehension (e.g., sentence outlining, note cards).</p>	<p>Student Edition: R46 <i>Rehearse Your Oral Report</i> 712 <i>Rehearse Your Presentation</i> 146, 286, 432 <i>Rehearse Your Speech</i> 572 Teacher Edition: T 146, 572, 705, 712</p>

STANDARDS	PAGE REFERENCES
<p>4.B.3d Use verbal and nonverbal communication strategies to maintain communications and to resolve conflict.</p>	<p>Student Edition: R49 <i>Deliver Your Speech</i> 572 <i>Presentation Checklist</i> 146, 286, 572, 712 <i>Speaking and Listening</i> 535, 548, 657 Teacher Edition: LSP 286, 432, 572, 700, 712, 738; T 286</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.3a Identify appropriate resources to solve problems or answer questions through research.</p>	<p>Student Edition: <i>Conduct Research</i> 575 <i>Research and Report</i> 217, 520 <i>Respond Through Writing</i> 43 <i>Writing Workshop</i> 704-711 Teacher Edition: A 43; DI 575, 520; RPr 70, 212, 352, 374, 606, 628; RR 217; WP 652</p>
<p>5.A.3b Design a project related to contemporary issues (e.g., real-world math, career development, community service) using multiple sources.</p>	<p>Student Edition: <i>On Your Own Activity</i> 147 <i>Respond Through Writing</i> 170, 484, 638 <i>Speaking and Listening</i> 535 <i>Speaking, Listening, and Viewing Workshop</i> 572, 712 <i>Writing Workshop</i> 566-571, 704-711 Teacher Edition: LEP 128; RPr 188, 640; T 704; WP 398, 446</p>

STANDARDS	PAGE REFERENCES
B. Analyze and evaluate information acquired from various sources.	
<p>5.B.3a Choose and analyze information sources for individual, academic and functional purposes.</p>	<p>Student Edition: <i>Evaluate Your information</i> 705 <i>Plan and Conduct Your Research</i> 704 <i>Prewrite</i> 43 <i>Prewriting Tip</i> 280, 705 <i>Research and Report</i> 520 <i>Revising Tip</i> 710 <i>Writing Workshop</i> 704-711 Teacher Edition: A 43; DI 707; SSP 68; T 704; WP 652</p>
<p>5.B.3b Identify, evaluate and cite primary sources.</p>	<p>Student Edition: <i>Avoiding Plagiarism</i> R16 <i>Bibliography or Works Cited</i> R17 <i>Document Your Information</i> R16 <i>Footnotes</i> R16 <i>Media Workshop</i> 683 <i>Parenthetical Documentation</i> R16 <i>Revise</i> 43 <i>Revising Tip</i> 710 Teacher Edition: A 43; DI 683, 705; RPr 640, 646; T 683</p>
C. Apply acquired information, concepts and ideas to communicate in a variety of formats.	
<p>5.C.3a Plan, compose, edit and revise documents that synthesize new meaning gleaned from multiple sources.</p>	<p>Student Edition: <i>Develop Your Draft</i> 707 <i>Reading Skill</i> 374, 376 <i>Speaking, Listening, and Viewing Workshop</i> 712 <i>Writing Assignment</i> 704 <i>Writing Workshop</i> 704-711 Teacher Edition: RPr 374; RSk 374; T 705</p>
<p>5.C.3b Prepare and orally present original work (e.g., poems, monologues, reports, plays, stories) supported by research.</p>	<p>Student Edition: <i>Speaking and Listening</i> 226, 477, 535 <i>Speaking, Listening, and Viewing Workshop</i> 146, 286, 432, 572, 712 <i>Write a Poem or a Story</i> 435 <i>Write a Review</i> 149 Teacher Edition: DI 435; RPr 640; WP 326, 446</p>

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<p>5.C.3c Take notes, conduct interviews, organize and report information in oral, visual and electronic formats.</p>	<p>Student Edition: <i>On Your Own Activity</i> 287, 713 <i>Research and Report</i> 343, 691 <i>Write an Interview</i> 289 <i>Writing Workshop</i> 704-711</p> <p>Teacher Edition: RPr 192; T 287, 289, 572; WP 288, 326</p>