



**Glencoe**

# Literature

**COURSE 2**  
© 2009

STANDARDS	PAGE REFERENCES
<b>MIDDLE/JUNIOR 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.3a</b> Apply knowledge of word origins and derivations to comprehend words used in specific content areas (e.g., scientific, political, literary, mathematical).</p>	<p><b>Student Edition:</b> <i>Vocabulary Workshop</i> 790 <b>Teacher Edition:</b> ApL 248; EL 47, 801; F 790; LH 293, 475, 485; T 790; V 293; VP 226, 790, 870</p>
<p><b>1.A.3b</b> Analyze the meaning of words and phrases in their context.</p>	<p><b>Student Edition:</b> <i>Reading Practice</i> 764 <i>Vocabulary Workshop</i> 70, 368 <b>Teacher Edition:</b> EL 195; F 70, 368; RSt 195; T 70, 368; VP 70, 300</p>

STANDARDS	PAGE REFERENCES
<b>B. Apply reading strategies to improve understanding and fluency.</b>	
<p><b>1.B.3a</b> Preview reading materials, make predictions and relate reading to information from other sources.</p>	<p><b>Student Edition:</b>  <i>Make Predictions About Plot</i> 197, 200, 473, 474, 475, 477  <i>Preview the Article</i> 144, 384, 527, 712, 764  <i>Reading Strategy</i> 195, 481 #5  <i>Respond and Think Critically</i> 201 #5  <i>Try It</i> 195, 473</p> <p><b>Teacher Edition:</b>  ApL 227; EL 291; RP 484; RSt 197, 200, 473, 474, 475</p>
<p><b>1.B.3b</b> Identify text structure and create a visual representation (e.g., graphic organizer, outline, drawing) to use while reading.</p>	<p><b>Student Edition:</b>  <i>Analyze Text Structure</i> 300, 485, 486, 490, 563  <i>Genre Focus</i> 220-221  <i>Identify Text Structure</i> 676, 681  <i>Literary Element</i> 290  <i>Reading Skill</i> 483, 493 #3-#4, 562, 675, 683 #4-#5  <i>Reading Strategy</i> 298  <i>Respond and Think Critically</i> 239 #4, 296, #4, 301 #5, 565 #5  <i>Text Structure</i> 223, 225, 227, 230, 231, 232, 234, 292, 295  <i>Try It</i> 220, 298, 483, 562, 675</p> <p><b>Teacher Edition:</b>  ApL 563, 679; F 220; LE 223, 231, 234, 290, 292, 295; RP 220, 234, 298; RSk 483, 485, 486, 562, 675, 676; RSt 298; T 220, 221</p>
<p><b>1.B.3c</b> Continuously check and clarify for understanding (e.g., <i>in addition to previous skills</i>, draw comparisons to other readings).</p>	<p><b>Student Edition:</b>  <i>Comparing Literature</i> 441, 442, 443, 444, 445, 446, 571, 572, 573, 574, 576, 577, 578, 729, 731, 732, 733, 734, 735, 736, 863, 864, 866, 867, 869, 870, 871  <i>Monitor Comprehension</i> 252, 254, 256, 258, 687, 690, 692, 695, 799, 800, 802, 803, 805, 808  <i>Reading Skill</i> 439, 570, 728, 862  <i>Reading Strategy</i> 249, 261 #5-#6, 685, 690, 697 #5-#6, 795, 808, 811 #5  <i>Try It</i> 249, 685, 795</p> <p><b>Teacher Edition:</b>  ApL 295; CL 441, 446, 574, 577, 578, 729, 733, 864; RP 48, 252, 446; RSk 439, 570, 862; RSt 249, 252, 254, 685, 795, 799, 800</p>

STANDARDS	PAGE REFERENCES
<p><b>1.B.3d</b> Read age-appropriate material with fluency and accuracy.</p>	<p><b>Student Edition:</b>  <i>Independent Reading</i> 162-163, 340-341, 456-457, 588-589, 748-749, 882-883</p> <p><b>Teacher Edition:</b>            ApL 443, 487, 563, 735, 799; EL 487, 571; LSP 80</p>
<p><b>C. Comprehend a broad range of reading materials.</b></p>	
<p><b>1.C.3a</b> Use information to form, explain and support questions and predictions.</p>	<p><b>Student Edition:</b>  <i>Make Predictions About Plot</i> 197, 200, 473, 474, 475, 477  <i>Question</i> 225, 226, 228, 232, 233, 234, 235, 236, 238, 642  <i>Reading Strategy</i> 195, 223, 228, 481 #5, 641  <i>Respond and Think Critically</i> 201 #5, 239 #5, 647 #5  <i>Try It</i> 195, 223, 473, 641</p> <p><b>Teacher Edition:</b>            AdL 641; ApL 641; EL 291, 641; RP 484; RSt 197, 200, 223, 473, 474, 475, 641</p>
<p><b>1.C.3b</b> Interpret and analyze entire narrative text using story elements, point of view and theme.</p>	<p><b>Student Edition:</b>  <i>Character</i> 92, 94, 95, 98, 100, 102  <i>Genre Focus</i> 84-85  <i>Literary Element</i> 9, 39, 58 #1-#2, 73, 91, 150, 153  <i>Narrator and Point of View</i> 11, 16  <i>Plot</i> 76, 78, 80, 82  <i>Respond and Think Critically</i> 17 #4, 83 #4, 103 #4  <i>Review</i> 35 #2, 189 #3, 207 #2, 288 #3, 409 #3, 493 #2  <i>Setting</i> 41, 43, 48, 55, 56</p> <p><b>Teacher Edition:</b>            ApL 43, 95; EL 9, 11, 85, 265; LE 9, 11, 16, 39, 55, 56, 73, 78, 80, 84, 91, 94, 95, 98, 100, 102, 150, 153; LEP 74, 76, 84, 92; RP 14; T 85</p>

STANDARDS	PAGE REFERENCES
<p><b>1.C.3c</b> Compare, contrast and evaluate ideas and information from various sources and genres.</p>	<p><b>Student Edition:</b>  <i>Comparing Literature</i> 441, 442, 443, 444, 445, 446, 571, 572, 573, 574, 576, 577, 578, 729, 731, 732, 733, 734, 735, 736  <i>Evaluate Argument</i> 556, 557  <i>Evaluate Evidence</i> 386  <i>Reading Skill</i> 439, 570, 728  <i>Reading Strategy</i> 384, 554, 560 #4-#5  <i>Respond and Think Critically</i> 387 #5  <i>Try It</i> 554</p> <p><b>Teacher Edition:</b>  CL 441, 446, 574, 577, 578, 729, 733; RP 446; RSk 439, 570; RSt 386, 554, 556, 557</p>
<p><b>1.C.3d</b> Summarize and make generalizations from content and relate them to the purpose of the material.</p>	<p><b>Student Edition:</b>  <i>Make Generalizations About Characters</i> 631, 632, 633  <i>Reading Skill</i> 265, 274 #3, 627, 635 #5  <i>Reading Strategy</i> 61, 69 #5, 712  <i>Recognize Author’s Purpose</i> 267, 270, 271  <i>Respond and Think Critically</i> 149 #1, 273 #2, 387 #1, 408 #2, 526 #1, 724 #5, 839 #4  <i>Summarize</i> 64, 66, 67, 714  <i>Tip</i> 839  <i>Try It</i> 61, 627</p> <p><b>Teacher Edition:</b>  AL 627; EL 67; RP 632; RSk 265, 267, 627, 633; RSt 61, 67, 714</p>
<p><b>1.C.3e</b> 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><b>Student Edition:</b>  <i>Flashback</i> 832, 834, 836  <i>Foreshadowing</i> 180, 182, 186, 187, 816, 824  <i>Literary Element</i> 179, 189 #1-#2, 813, 828 #1, 831  <i>Respond and Think Critically</i> 839 #4  <i>View the Art</i> 273, 416, 531, 815</p> <p><b>Teacher Edition:</b>  LE 179, 180, 182, 186, 813, 816, 824, 831, 832, 834, 836; VA 25, 129, 376, 550, 629, 781, 815</p>

STANDARDS	PAGE REFERENCES
<p><b>1.C.3f</b> Interpret tables that display textual information and data in visual formats.</p>	<p><b>Student Edition:</b>  <i>Connect to Math</i> 121  <i>Genre Focus</i> 85, 221, 389, 535, 673, 793  <i>Glossary</i> R50  <i>Language Handbook</i> R21, R23, R25  <i>Speaking, Listening and Viewing Handbook</i> R46, R49</p> <p><b>Teacher Edition:</b>  AL 221; T 85, 221, 389, 535, 673</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.3a</b> 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><b>Student Edition:</b>  <i>Allusion</i> 549, 550  <i>Apply Good Writing Traits</i> 450  <i>Description</i> 857, 859  <i>Dialogue</i> 84, 278, 279, 281  <i>Figurative Language</i> 205  <i>Literary Element</i> 203, 207 #1, 277, 283 #1-#2, 547, 552 #1-#2, 855, 861 #1-#3  <i>Review</i> 552 #3</p> <p><b>Teacher Edition:</b>  AdL 279; EL 203, 205; LE 203, 205, 277, 279, 547, 549, 550, 855, 857; RP 204; WT 549</p>

STANDARDS	PAGE REFERENCES
<p><b>2.A.3b</b> Describe how the development of theme, character, plot and setting contribute to the overall impact of a piece of literature.</p>	<p><b>Student Edition:</b>  <i>Character</i> 92, 94, 95, 98, 100, 102  <i>Genre Focus</i> 84-85  <i>Literary Element</i> 39, 58 #1-#2, 73, 91, 150, 153  <i>Plot</i> 76, 78, 80, 82  <i>Respond and Think Critically</i> 83 #4, 103 #4  <i>Review</i> 189 #3, 207 #2, 288 #3, 409 #3  <i>Setting</i> 41, 43, 48, 55, 56</p> <p><b>Teacher Edition:</b>  ApL 43, 95; EL 85; LE 39, 55, 56, 73, 78, 80, 84, 91, 94, 95, 98, 100, 102, 150, 153; LEP 76, 84, 92; RP 14; T 85</p>
<p><b>2.A.3c</b> Identify characteristics and authors of various literary forms (e.g., short stories, novels, drama, fables, biographies, documentaries, poetry, science fiction).</p>	<p><b>Student Edition:</b>  <i>Genre Focus</i> 84-85, 220-221, 388-389, 534-535, 672-673, 792-793  <i>Meet</i> 38, 190, 210, 374, 561, 640, 728, 768  <i>Meet the Authors</i> 86</p> <p><b>Teacher Edition:</b>  EL 84, 389, 535, 673, 792; F 84, 220, 388, 534, 672, 792; LSP 388; RP 388, 534; T 84, 85, 220, 221, 388, 389, 534, 535, 673, 792, 793</p>
<p><b>2.A.3d</b> Identify ways that an author uses language structure, word choice and style to convey the author’s viewpoint.</p>	<p><b>Student Edition:</b>  <i>Literary Element</i> 265, 274 #1-#2, 369, 530, 666, 671 #1-#3  <i>Respond and Think Critically</i> 372 #5, 532 #5  <i>Review</i> 541 #2  <i>Style</i> 266, 269, 271, 272, 371, 531  <i>Voice</i> 667, 668, 669</p> <p><b>Teacher Edition:</b>  AdL 667; ApL 369, 531, 669; EL 267, 669; LE 265, 269, 369, 530, 669; TN 370</p>

STANDARDS	PAGE REFERENCES
<b>B. Read and interpret a variety of literary works.</b>	
<p><b>2.B.3a</b> Respond to literary material from personal, creative and critical points of view.</p>	<p><b>Student Edition:</b>  <i>Connect to Personal Experience</i> 20, 22, 24, 26, 27, 33  <i>Interpret Author’s Meaning</i> 843, 844, 845, 846, 847, 849, 850  <i>Interpret Meaning</i> 365  <i>Reading Strategy</i> 19, 35 #3, 363, 367 #6, 841, 852 #5-#6  <i>Respond and Think Critically</i> 106 #1-#6, 282 #1-#6, 437 #1-#6, 622 #1-#6, 810 #1-#6  <i>Try It</i> 19, 363, 841</p> <p><b>Teacher Edition:</b>  AdL 843; EL 365; RSt 19, 20, 27, 363, 841, 843, 844, 846, 847</p>
<p><b>2.B.3b</b> Compare and contrast common literary themes across various societies and eras.</p>	<p><b>Student Edition:</b>  <i>Comparing Literature</i> 151, 152, 325, 326, 327, 328, 329, 330, 571, 572, 573, 574, 576, 577, 578  <i>Literary Element</i> 153 #1-#2, 331 #1-#2  <i>Reading Skill</i> 150, 325  <i>Write to Compare</i> 153, 331, 579</p> <p><b>Teacher Edition:</b>  ApL 329; CH 329, 572; CL 151, 325, 327, 328, 330, 574, 577, 578; LEP 330; RSk 150, 325, 570</p>
<p><b>2.B.3c</b> Analyze how characters in literature deal with conflict, solve problems and relate to real-life situations.</p>	<p><b>Student Edition:</b>  <i>Comparing Literature</i> 325, 326, 327, 328, 329, 330  <i>Connect to Personal Experience</i> 20, 22, 24, 26, 27, 33  <i>Interpret Author’s Meaning</i> 843, 844, 845, 846, 847, 849, 850  <i>Interpret Meaning</i> 365  <i>Literary Element</i> 324, 331 #1-#2  <i>Reading Skill</i> 325  <i>Reading Strategy</i> 19, 35 #3, 363, 367 #6  <i>Try It</i> 19, 363  <i>Write to Compare</i> 331  <i>Writing Tip</i> 331</p> <p><b>Teacher Edition:</b>  AdL 843; ApL 329; CL 325, 327, 328, 330; EL 365; LE 324; RP 326; RSt 19, 20, 27, 363, 841, 843, 844, 846, 847</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.**

**3.A.3** Write compositions that contain complete sentences and effective paragraphs using English conventions.

**Student Edition:**

*Apply Good Writing Traits* 334

*Editing and Proofreading Tip* 159

*Grammar Link* 671

*Grammar Tip* 59, 123, 219, 418, 453, 585, 624, 745

*Grammar Workshop* 36-37, 208

*Language Handbook* R20-R45

**Teacher Edition:**

EL 37, 123; F 36, 208; GP 36, 208, 334; T 36, 37, 208, 745; WP 450; WS 159

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

**3.B.3a** Produce documents that convey a clear understanding and interpretation of ideas and information and display focus, organization, elaboration and coherence.

**Student Edition:**

*Analyze a Student Model* 335, 451, 877

*Apply Good Writing Traits* 156

*Develop Your Draft* 449-450, 581-582, 875-876

*Get Organized* 875

*Understand the Task* 219

*Writing Handbook* R14-R19

**Teacher Edition:**

RTW 219; T 333, 582; WP 450; WS 156, 334, 335, 450, 581

STANDARDS	PAGE REFERENCES
<p><b>3.B.3b</b> 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><b>Student Edition:</b>  <i>Apply Good Writing Traits</i> 450  <i>Choose a Point of View</i> 154  <i>Develop Your Draft</i> 155  <i>Edit and Proofread</i> 59, 159, 275, 410, 624, 744  <i>Present</i> 159, 453, 879  <i>Presenting Tip</i> 159, 453, 879  <i>Revise</i> 59, 158, 275, 410, 624, 744  <i>Revising Tip</i> 158  <i>Writing Handbook</i> R14-R19</p> <p><b>Teacher Edition:</b>  A 59, 410; AdL 453; ApL 159, 879; T 159, 744, 879; WP 158</p>
<p><b>C. Communicate ideas in writing to accomplish a variety of purposes.</b></p>	
<p><b>3.C.3a</b> 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><b>Student Edition:</b>  <i>Respond Through Writing</i> 123, 275, 542, 624, 853  <i>Writing</i> 201, 565  <i>Writing Workshop</i> 154-159, 332-337</p> <p><b>Teacher Edition:</b>  A 123, 159, 275, 337, 542, 624, 853; AdL 335; ApL 157, 159, 275, 333, 335, 337, 853; EL 123, 155, 157, 333, 335, 337, 853; F 154, 3332; T 154, 155, 156, 157, 158, 159, 332, 333, 334, 335, 336, 337; W 201, 565; WP 156, 158, 336, 542</p>
<p><b>3.C.3b</b> Using available technology, produce compositions and multimedia works for specified audiences.</p>	<p><b>Student Edition:</b>  <i>Present</i> 159, 453, 879  <i>Presenting Tip</i> 159, 453, 879  <i>Research and Report</i> 357  <i>Writing Handbook</i> R14-R19</p> <p><b>Teacher Edition:</b>  AdL 453; ApL 159, 879; T 159, 879</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.3a</b> 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><b>Student Edition:</b>  <i>Listening Effectively</i> R47  <i>Listening to Appreciate</i> 160  <i>Listening to Learn</i> 586  <i>Speaking, Listening, and Viewing Workshop</i> 880  <i>Working in Groups</i> R49  <b>Teacher Edition:</b>  F 880; LS 160; LSP 586, 880; T 880</p>
<p><b>4.A.3b</b> Compare a speaker’s verbal and nonverbal messages.</p>	<p><b>Student Edition:</b>  <i>Interpreting Nonverbal Clues</i> R47  <i>Listening to Appreciate</i> 160  <b>Teacher Edition:</b>  LSP 160</p>
<p><b>4.A.3c</b> Restate and carry out multistep oral instructions.</p>	<p><b>Student Edition:</b>  <i>Listening to Instructions in Class</i> R47  <i>Practice</i> R47</p>
<p><b>4.A.3d</b> Demonstrate the ability to identify and manage barriers to listening (e.g., noise, speaker credibility, environmental distractions).</p>	<p><b>Student Edition:</b>  <i>Listening Effectively</i> R47  <i>Speaking, Listening, and Viewing Workshop</i> 880  <i>Working in Groups</i> R49  <b>Teacher Edition:</b>  LS 160; LSP 454</p>

STANDARDS	PAGE REFERENCES
<b>B. Speak effectively using language appropriate to the situation and audience.</b>	
<p><b>4.B.3a</b> 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><b>Student Edition:</b>  <i>Practice</i> R46  <i>Presenting an Oral Report</i> R46  <i>Research and Report</i> 288, 811  <i>Speaking and Listening</i> 438, 560, 607  <i>Speaking Effectively</i> R46  <i>Speaking, Listening, and Viewing Workshop</i> 160, 338, 454, 586  <i>Steps in Preparing an Oral Report</i> R46</p> <p><b>Teacher Edition:</b>  F 160, 338, 454, 586; LSP 160, 338, 438; T 160, 338, 454, 586</p>
<p><b>4.B.3b</b> Design and produce reports and multi-media compositions that represent group projects.</p>	<p><b>Student Edition:</b>  <i>Group Activity</i> 339  <i>Research and Report</i> 288, 357, 811  <i>Working in Groups</i> R49</p> <p><b>Teacher Edition:</b>  ApL 339; RR 288, 357, 811; T 339</p>
<p><b>4.B.3c</b> Develop strategies to manage or overcome communication anxiety and apprehension (e.g., sentence outlining, note cards).</p>	<p><b>Student Edition:</b>  <i>Oral Response to Literature</i> 454  <i>Rehearse Your Oral Report</i> 746  <i>Rehearse Your Presentation</i> 160  <i>Rehearse Your Speech</i> 586</p> <p><b>Teacher Edition:</b>  LSP 338</p>
<p><b>4.B.3d</b> Use verbal and nonverbal communication strategies to maintain communications and to resolve conflict.</p>	<p><b>Student Edition:</b>  <i>Deliver Your Presentation</i> 454  <i>Deliver Your Speech</i> 586  <i>Practice</i> R46  <i>Rehearse Your Presentation</i> 160, 454  <i>Rehearse Your Speech</i> 586  <i>Speaking Effectively</i> R46</p> <p><b>Teacher Edition:</b>  LSP 160, 438; T 586</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>	
<b>5.A.3a</b> Identify appropriate resources to solve problems or answer questions through research.	<b>Student Edition:</b> <i>Conduct Research</i> 589 <i>Gather Ideas</i> 332 <i>Research and Report</i> 288, 317, 357, 635, 811, 861 <i>Research Report Writing</i> R14-R17 <i>Speaking and Listening</i> 607 <i>Understand the Task</i> 504 <b>Teacher Edition:</b> CR 589; RP 504; RR 288, 317, 357, 635, 811, 861; SL 607
<b>5.A.3b</b> Design a project related to contemporary issues (e.g., real-world math, career development, community service) using multiple sources.	<b>Student Edition:</b> <i>Media Workshop</i> 625 <b>Teacher Edition:</b> ApL 625; F 625; T 625
<b>B. Analyze and evaluate information acquired from various sources.</b>	
<b>5.B.3a</b> Choose and analyze information sources for individual, academic and functional purposes.	<b>Student Edition:</b> <i>Do Research</i> R14 <i>Evaluate Your Information</i> 739 <i>Internet Research</i> R14 <i>Research and Report</i> 317 <b>Teacher Edition:</b> ApL 625; CH 739; RP 504; RR 317
<b>5.B.3b</b> Identify, evaluate and cite primary sources.	<b>Student Edition:</b> <i>Evaluate Your Information</i> 739 <b>Teacher Edition:</b> ApL 739

STANDARDS	PAGE REFERENCES
<b>C. Apply acquired information, concepts and ideas to communicate in a variety of formats.</b>	
<p><b>5.C.3a</b> Plan, compose, edit and revise documents that synthesize new meaning gleaned from multiple sources.</p>	<p><b>Student Edition:</b>  <i>Conduct Research</i> 589  <i>Research and Report</i> 288, 317, 357, 635, 811, 861  <i>Research Report Writing</i> R14-R17  <i>Respond Through Writing</i> 504  <i>Speaking and Listening</i> 607  <i>Writing Workshop</i> 332</p> <p><b>Teacher Edition:</b>  ApL 607; CR 589; F 332; RP 504; RR 288, 317, 357, 635, 811, 861; SL 607; T 332</p>
<p><b>5.C.3b</b> Prepare and orally present original work (e.g., poems, monologues, reports, plays, stories) supported by research.</p>	<p><b>Student Edition:</b>  <i>Research and Report</i> 357, 811  <i>Speaking and Listening</i> 607  <i>Speaking, Listening, and Viewing Workshop</i> 338, 454, 586, 746</p> <p><b>Teacher Edition:</b>  ApL 607; F 338, 454, 586, 746; T 338, 454, 746</p>
<p><b>5.C.3c</b> Take notes, conduct interviews, organize and report information in oral, visual and electronic formats.</p>	<p><b>Student Edition:</b>  <i>Conduct Research</i> 589  <i>Group Activity</i> 339  <i>Research and Report</i> 288, 317, 357, 635, 811, 861  <i>Research Report Writing</i> R14-R17  <i>Respond Through Writing</i> 504  <i>Speaking and Listening</i> 607  <i>Speaking, Listening, and Viewing Workshop</i> 338, 454, 586, 746  <i>Writing Workshop</i> 332</p> <p><b>Teacher Edition:</b>  ApL 339, 607; CR 589; F 332, 338, 454, 586, 746; RP 504; RR 288, 317, 357, 635, 811, 861; SL 607; T 332, 338, 339, 454, 746</p>