



Glencoe

Literature

COURSE 3
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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 Vocabulary</i> 508 <i>Build Background</i> 13, 39, 209, 369, 865 <i>Connect to Science</i> 523 <i>Daily Life and Culture</i> 490 Footnote 48 #4, 370 #2-#4, #6, 375 #11, 497 #3 631 #3, 650 #2, 761 #2 <i>Tip</i> 287, 875 <i>Visual Vocabulary</i> 567, 672, 706-707 <i>Vocabulary Terms</i> 287, 875 <i>Vocabulary Workshop</i> 287, 875</p> <p>Teacher Edition: DI 56, 235, 266, 287, 689; V 30, 706; VP 182, 372, 460, 508; VW 287, 875</p>

STANDARDS	PAGE REFERENCES
<p>1.A.3b Analyze the meaning of words and phrases in their context.</p>	<p>Student Edition: <i>Analyze Cultural Context</i> 168, 169, 171, 172 <i>Academic Vocabulary</i> 12, 53, 98, 644 <i>After You Read</i> 207 #4 <i>Assessment</i> 140 #4, 744 #7 <i>Test-taking Tip</i> 402, 493 <i>Vocabulary Practice</i> 28, 34, 53, 176, 215, 491, 502, 508, 524, 712 <i>Vocabulary Workshop</i> 55, 402, 493</p> <p>Teacher Edition: DI 55, 335, 545; V 395; VP 802; VW 55, 402</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: 15, 19, 22, 23, 26, 180, 200, 202, 203, 205, 206 <i>After You Read</i> 28 #4, 491 #3, 850 #4 <i>Preview the Article</i> 159, 380, 561 <i>Reading Handbook</i> xxxvi-xxxix <i>Reading Skill</i> 107, 417, 533, 571, 714, 876 <i>Reading Strategies</i> 14, 199, 477 <i>Respond and Think Critically</i> 164 #2, 246 #4, 870 #1, 874, #4</p> <p>Teacher Edition: LE 180; RH T38-T41; RP 24, 716; RS 14, 19, 22, 23, 26, 199, 200-206, 503; RSk 417, 533, 571, 714, 876; T 15, 159</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: xxviii-xxxiii 187, <i>After You Read</i> 184 #4, 215 #4, 523 #4 <i>Characteristics of the Genre</i> 71, 647, 815 <i>Literary Element</i> 98 #2, #3, 179 <i>Prewrite</i> 54, 185 <i>Reading Skill</i> 92, 179, 380, 517 <i>Reading Strategy</i> 14, 159 <i>Respond And Think Critically</i> 164 #2</p> <p>Teacher Edition: DI 75, 93, 717, 815; GF 187; RP 206, 376; RS 107, 200, 201; RSk 92; T 70, 187, 647; W 538</p>

STANDARDS	PAGE REFERENCES
<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: 33, 497, 498, 650, 652, 655, 656, 716, 717, 718, 720, 721, 722, 723, 724, 725, 727, 729, 731 <i>After You Read</i> 34 #5, 345 #1, 502 #2, 658 #4, 687 #1 <i>Build Background</i> 35 <i>Comparing Literature</i> 581 <i>Reading Strategy</i> 31, 339, 346, 495, 503, 649 <i>Respond And Think Critically</i> 38 #4, 378 #4, 515 #3-#5, 870 #4 <i>Try It</i> 339, 495</p> <p>Teacher Edition: AYR 581; CL 716; RS 31, 159, 339, 495, 656; TI 339, 495</p>
<p>1.B.3d Read age-appropriate material with fluency and accuracy.</p>	<p>Student Edition: <i>After You Read</i> 6, 12, 27-28, 52-53, 67-68, 79, 85-86, 97-98, 105-106 <i>Respond and Think Critically</i> 38, 90</p> <p>Teacher Edition: A 138-143, 298-303, 444-449, 592-597, 742-744, 890-895; DI 49, 315; R T58; RS 9, 11, 15, 32, 35, 41, 58, 74, 93</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: 15, 19, 22, 23, 26, 180, 200, 202, 203, 205, 206 <i>After You Read</i> 28 #4, 491 #3, 850 #4 <i>Preview the Article</i> 159, 380, 561 <i>Reading Handbook</i> xxxvi-xxxix <i>Reading Skill</i> 107, 417, 533, 571, 714, 876 <i>Reading Strategies</i> 14, 199, 477 <i>Respond and Think Critically</i> 164 #2, 246, #4, 870 #1, 874, #4</p> <p>Teacher Edition: LE 180; RH T38-T41; RP 24, 716; RS 14, 19, 22, 23, 26, 199, 200-206, 503; RSk 417, 533, 571, 714, 876; T 15, 159</p>

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<p>1.C.3b Interpret and analyze entire narrative text using story elements, point of view and theme.</p>	<p>Student Edition: 9, 11, 550, 553 <i>After You Read</i> 12, 264 #4, 400 #2, #4 <i>Genre Focus</i> 70, 646, 814 <i>Literary Element</i> 8, 28 #3, 68 #3, 82, 177 #2, 240 #2, 335 #2, #3, 548, 554#4, 688 #3, #4</p> <p>Teacher Edition: DI 69, 177, 489; LEP 548; RP 10, 78, 724; T 70-71, 550; WP 550</p>
<p>1.C.3c Compare, contrast and evaluate ideas and information from various sources and genres.</p>	<p>Student Edition: 716, 717, 718, 720, 721, 722, 723, 724, 725, 727, 729, 731 <i>Build Background</i> 35 <i>Comparing Literature</i> 581 <i>Reading Skill</i> 714 <i>Respond And Think Critically</i> 38 #4, 378 #4, 515 #3-#5, 870 #4 <i>Set a Purpose for Reading</i> 35</p> <p>Teacher Edition: DI 515, 715; RP 580, 590; T 574; WP 574</p>
<p>1.C.3d Summarize and make generalizations from content and relate them to the purpose of the material.</p>	<p>Student Edition: <i>After You Read</i> 6 #1, 34 #1, 97#1, 328 #1, 400 #1, 604 #1, 756 #1 <i>Literary Element</i> 177 #1, 184 #3, 546 #4 <i>Reading Skill</i> 242 <i>Reading Strategy</i> 865 <i>Respond and Think Critically</i> 38 #1, #2, 633 #1, 870 #5 <i>Writing</i> 756</p> <p>Teacher Edition: DI 821; F 817; RP 818, 820, 822; RS 820, 821, 824 827, 828, 829; T 243, 245, 866-868; WP 246</p>

STANDARDS	PAGE REFERENCES
<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: <i>After You Read</i> 228 #4, 620 #4, 812 #5 <i>Comparing Literature</i> 277-286 <i>Literary Element</i> 14, 28 #2, 223, 607, 621 #1-#2, 690, 713 #1 <i>Reading Skill</i> 265 #5 <i>Reading Strategy</i> 28, #4, 477, 491 #3 <i>Reading Skill</i> 714 <i>Try It</i> 882 <i>View the Art</i> 9, 15, 16, 20, 49, 51, 69, 396, 397</p> <p>Teacher Edition: DI 277, 281, 613; LE 18, 223, 690; LEP 424; RP 74, 284, 396, 426, 478, 678; RS 477, 479, 481-484, 486, 488-489; T 619; WP 18, 282, 764</p>
<p>1.C.3f Interpret tables that display textual information and data in visual formats.</p>	<p>Student Edition: 291, 292, 534-537, 736, R19, R21, R23, R25, R43-R46, R50 <i>After You Read</i> 538 <i>Reading Skills</i> 179, 184, 517, 533 <i>Writing Workshop</i> 731</p> <p>Teacher Edition: DI 291, 737</p>

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

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

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

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.

Student Edition:

219, 220, 256, 257, 259, 350, 544, 556, 558, 664, 665,
After You Read 221 #5, 319 #5, 559 #5, 560 #1-#2, 666 #5
Genre Focus 336
Literary Element 57, 68 #1, 218, 265 #1, #2, #4, 348, 353 31-#2, 532 #1-#8, 555, 662,
Reading Skill 311
Tip 493

Teacher Edition:

DI 101; GP 148; LE 348, 688; LEP 484, 636;
 RP 270, 342, 716; T 617; VP 174; W 308; WP 828

2.A.3b Describe how the development of theme, character, plot and setting contribute to the overall impact of a piece of literature.

Student Edition:

After You Read 12 #6, 27 #6, 52 #4, 79 #5, 85 #5, 158 #5, 387 #2, 400 #5
Literary Element 86 #1-#2, 98, #1-#3, 106 #3, 286 #1-#2, 415 #3-#5
Reading Skill 388 #5
Try It 385,
Write to Compare 127, 286, 433, 581

Teacher Edition:

DI 95, 237, 385; LE 40, 82, 92, 94, 96 155;
 LEP 442, 690; RP 32, 370, 480, 620, 768, 776, 868;
 RP 32, 78, 480, 638, 712, 768, 836, 868;
 RS 78, 234; RSk 817; VW 493; WP 276, 388, 486

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<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: 332, 642 <i>After You Read</i> 67 #4, 638 #5 <i>Build Background</i> 56, 662 <i>Literary Element</i> 68 #2, 320, 330, 353 #3, #4, 641, 644 #1, #2 <i>Genre Focus</i> 70-71, 186-187, 336-337, 540-541, 646-647, 814-815 <i>What You'll Read</i> 750 <i>Write With Style</i> 68</p> <p>Teacher Edition: DI 67, 353, 543, 815; F 641; RP 158; T 186-187, 336-337, 540-541, 646-647, 814-815; WP 68</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: 256, 257, 259, 260, 262, 263, 312, 314, 315, 316, 317, 318, 543, 544 <i>After You Read</i> 319 #5 <i>Analyze Cultural Context</i> 168, 169, 171, 172 <i>Assessment</i> 299 #3, #5 <i>Genre Focus</i> 336 <i>Literary Element</i> 57, 68 #1, 265 #1-#2, #4, 401 # 2-#4, 477, 659 #3 <i>Reading Skill</i> 311</p> <p>Teacher Edition: DI 57, 59, 60, 62, 64, 65, 479; LE 57, 477, 481; RSk 311; T 61</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>Keep a Reader Response Journal</i> 741 <i>Quickwrite</i> 8, 13, 30, 72, 100, 165, 222, 230, 338, 347, 354, 410, 476, 504, 542, 547, 564, 670 <i>Respond and Think Critically</i> 38, 90, 164, 246 378, 383, 515, 563, 668, 870, 874 <i>Write a Journal</i> 6, 12, 221, 328, 384, 629</p> <p>Teacher Edition: DI 89; RP 358, 360, 374, 464, 836; WP 6, 22, 48, 62, 88, 194, 202, 344, 754</p>

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<p>2.B.3b Compare and contrast common literary themes across various societies and eras.</p>	<p>Student Edition: 83, 84, 155, 157 <i>After You Read</i> 12 #6, 27 #6, 158 #5, 531 #6 <i>Big Question</i> 127, 417, 433 <i>Comparing Literature</i> 581 <i>Literary Element</i> 86 #1-#2, 154, 571 <i>Reading Skill</i> 571 <i>Write to Compare</i> 127, 581, 729 <i>Writing Workshop</i> 434-435</p> <p>Teacher Edition: F 571; RP 580; RSk 571; T 157, 434-439, 572, 574, 575; W 127</p>
<p>2.B.3c Analyze how characters in literature deal with conflict, solve problems and relate to real-life situations.</p>	<p>Student Edition: 41, 44, 75, 76, 77, 313, 314, 317, 566, 568 <i>After You Read</i> 79 #4, #5, 319 #4, 570 #5 <i>Build Background</i> 72 <i>Literary Element</i> 40 107, 198 #3, #4, 311, 364 #1-#4, 851 #3 <i>Reading Skill</i> 73, 565 <i>Try It</i> 565 <i>Writing</i> 79</p> <p>Teacher Edition: F 72; DI 73, 423; LE 40; LEP 428; RP 766; T 45, 313-315, 317; WP 76, 312, 314</p>

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

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

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

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

Student Edition:

Apply Good Writing Traits 733

Grammar Focus 587, 885

Grammar Tip 293, 365, 416, 492, 525, 622, 737, 885

Grammar Workshop 80, 216

Language Handbook R36-R45

Spelling R43-R45

Spelling Link 158, 221, 228, 323, 328, 368, 638

Troubleshooter R28-R32

Troublesome Words R32-R35

Try It 733

Write with Style 68

Teacher Edition:

DI 733; GP 212, 216; GW 80, 216; T 733

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:

Respond Through Writing 185, 365, 416, 492, 525, 622

Writing Plan 288

Writing Workshop 288-293 434-439, 730-737, 880-885

Teacher Edition:

A 365, 416, 439, 492, 525, 622, 885; T 130, 291, 435, 880

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<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> 130, 436 <i>Respond Through Writing</i> 99, 185, 365, 416, 492, 525, 622, 660 <i>Revising Tip</i> 586 <i>Writing Plan</i> 288 <i>Writing Tip</i> 130, 436 <i>Writing Workshop</i> 132, 290, 292, 438, 586, 736, 884</p> <p>Teacher Edition: A 365, 416, 439, 492, 525, 622, 885; DI 885; GP 436; T 130, 289, 436, 737, 882, 883; VP 661, 882; WP 130, 416, 610</p>
<p>C. Communicate ideas in writing to accomplish a variety of purposes.</p>	
<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>On Your Own Activity</i> 887 <i>Respond Through Writing</i> 525, 622, 660, 852 <i>Try It</i> 459 <i>Writing</i> 319, 688 <i>Writing Plan</i> 128 <i>Writing Product</i> 449, 597 <i>Writing Workshop</i> 128-133, 582-587, 730-737, 880-885</p> <p>Teacher Edition: A 416, 449, 597, 852, 885; DI 133; RP 660; T 616, 887; VP 661; WP 88, 130, 610, 754</p>
<p>3.C.3b Using available technology, produce compositions and multimedia works for specified audiences.</p>	<p>Student Edition: <i>Group Activity</i> 135, 589 <i>Log On – Literature On Line</i> 129, 881, 885 <i>Presenting Tip</i> 293, 737, 885 <i>Research and Report</i> 198, 401 <i>Respond Through Writing</i> 416 <i>Writing and Research</i> 129, 133, 289, 435, 583, 731, 881 <i>Writing Handbook</i> R14-R15, R18-R19</p> <p>Teacher Edition: A416; DI 291, 737, 885; GA 145</p>

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

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

A. Listen effectively in formal and informal situations.

4.A.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.

Student Edition:

R47

Active Listening and Note-Taking Checklist 886*After You Read* 34, #2-#4, 508 #2, #4*Listening and Speaking* 508*Listening to Appreciate* 134*Listening to Learn* 294, 588, 738*Listen to Understand* 440**Teacher Edition:**

DI 105; LSP 26, 736; SL 335; SSP 38; T 886

4.A.3b Compare a speaker's verbal and nonverbal messages.

Student Edition:

R47

Active Listening and Note-Taking Checklist 886*Listening and Speaking* 503*Listening to Appreciate* 134*Listening to Learn* 294, 588, 738*Listen to Understand* 440*Media Workshop* 208, 475*Speaking, Listening, and Viewing Workshop* 886**Teacher Edition:**

DI 33, 105; LE 33; LSP 26, 134, 440, 736

4.A.3c Restate and carry out multistep oral instructions.

Student Edition:

203, 205, 206, R8-R9, R47

After You Read 538 #2*Understanding Regulations* 536*Writing Handbook* R14-R19**Teacher Edition:**

DI 537; F T36; RP 206, 534; RS 203, 205, 206; T 886

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<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: <i>Listening and Speaking</i> 508 R48</p> <p>Teacher Edition: DI 33, 37; LSP 588, 886; T 588, 738</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>Listening and Speaking</i> 335, 508 <i>Presentation Checklist</i> 134, 294, 440, 738 <i>Research and Report</i> 532 <i>Speech Checklist</i> 588 <i>Speaking, Listening, and Viewing Workshop</i> 134, 294, 440, 588, 738</p> <p>Teacher Edition: SL 335, 503; LSP 508, 578, 588; T 294, 440, 588, 738, 886</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> 135, 295, 441, 589, 739</p> <p>Teacher Edition: DI 135, 295; GA 441; LSP 14, 46, 92, 382; RP 524, 858; SSP 756; T 135, 295, 589, 739</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>Plan Your Oral Report</i> 738 <i>Rehearse Your Oral Report</i> 738 <i>Plan Your Presentation</i> 134, 294, 440, 588 <i>Rehearse Your Presentation</i> 134, 294, 440, 588</p> <p>Teacher Edition: DI 739; GA 441; LSP 294, 440, 588, 738</p>
<p>4.B.3d Use verbal and nonverbal communication strategies to maintain communications and to resolve conflict.</p>	<p>Student Edition: R46 <i>Deliver Your Oral Report</i> 738 <i>Deliver Your Presentation</i> 134, 294, 440, 588 <i>Listening and Speaking</i> 503 <i>Presentation Checklist</i> 134, 294, 440, 738 <i>Speech Checklist</i> 588</p> <p>Teacher Edition: LSP 294, 440, 588; T 134, 135, 294, 588, 738</p>

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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.	
5.A.3a Identify appropriate resources to solve problems or answer questions through research.	Student Edition: <i>Prewrite</i> 288, 731 <i>Research and Report</i> 198, 713 <i>Respond Through Writing</i> 365, 525 <i>Writing Workshop</i> 730-731 Teacher Edition: DI 425, 523; RP 462, 470, 654, 838, 884; WP 790
5.A.3b Design a project related to contemporary issues (e.g., real-world math, career development, community service) using multiple sources.	Student Edition: <i>Group Activity</i> 739 <i>On Your Own Activity</i> 739 <i>Speaking, Listening, and Viewing Workshop</i> 738 <i>Writing Workshop</i> 731-737 Teacher Edition: DI 523; F 739; RP 462, 470, 536, 654
B. Analyze and evaluate information acquired from various sources.	
5.B.3a Choose and analyze information sources for individual, academic and functional purposes.	Student Edition: <i>Analyze a Student Model</i> 734-735 <i>Draft</i> 289 <i>Media Workshop</i> 229 <i>Plan and Conduct Your Research</i> 731 <i>Prewriting Tip</i> 731 <i>Research and Report</i> 198, 346, 532, 713 <i>Respond Through Writing</i> 365, 525 <i>Revising Tip</i> 736 <i>Writing Tip</i> 581, 729 <i>Writing Workshop</i> 292 Teacher Edition: DI 731; RP 734; RR 713; WP 296, 346; T 730, 731, 736

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<p>5.B.3b Identify, evaluate and cite primary sources.</p>	<p>Student Edition: <i>Analyze a Student Model</i> 734-735 <i>Media Workshop</i> 229 <i>Prewriting Tip</i> 731 <i>Research and Report</i> 198, 346, 532, 713 <i>Respond Through Writing</i> 365, 525 <i>Revising</i> 736 <i>Revising Tip</i> 736 <i>Writing Tip</i> 581, 729 <i>Writing Workshop</i> 292, 731-732, 736</p> <p>Teacher Edition: DI 229, 731; RP 136, 734; RR 713; T 731, 736; WP 198</p>
<p>C. Apply acquired information, concepts and ideas to communicate in a variety of formats.</p>	
<p>5.C.3a Plan, compose, edit and revise documents that synthesize new meaning gleaned from multiple sources.</p>	<p>Student Edition: <i>After You Read</i> 12 #3, 183 #5, 345 # 5, 474 #6, 531 #6 <i>Connect to Art</i> 52 <i>Connect to Science</i> 183, 523 <i>Connect to Social Studies</i> 97 <i>Reading Strategy</i> 510 <i>Respond and Think Critically</i> 515 #5 <i>Writing</i> 152</p> <p>Teacher Edition: DI 97, 183, 425, 515; RP 470, 536, 544, 560, 654, 838, 884, 888; RS 512, 513, 514; WP 514, 790</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>Group Activity</i> 441 <i>Listening and Speaking</i> 335, 503 <i>Research and Report</i> 198, 401, 532 <i>Speaking, Listening, and Viewing Workshop</i> 134, 294, 440, 588, 738 <i>Write a Review</i> 137, 443, 591</p> <p>Teacher Edition: DI 523, 591; LSP 588; RP 136, 356, 470, 838; WP 198</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>Group Activity</i> 135 <i>On Your Own Activity</i> 441 <i>Research and Report</i> 401, 532 <i>Write an Interview</i> 297 <i>Writing Workshop</i> 582-587</p> <p>Teacher Edition: DI 135, 425; LSP 738; RP 356, 470, 654; T 441; WP 800</p>