



Glencoe

Literature
AMERICAN LITERATURE
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STANDARDS	PAGE REFERENCES
STRAND 1: WRITING, SPEAKING, AND VISUAL EXPRESSION	
<i>Writing and speaking involve a complex process of inquiry and the discovery of meaning. Through writing, speaking, and visually expressing, students understand themselves, communicate with others, advance personal and professional goals, and participate in a democratic society. Effective communication requires an understanding of purpose and audience, and reflects well-developed ideas using appropriate conventions of genre, content, form, style, voice, and mechanics.</i>	
STANDARD 1.1 Understand and practice writing as a recursive process.	
<p>CE 1.1.1 Demonstrate flexibility in using independent and collaborative strategies for planning, drafting, revising, and editing complex texts.</p>	<p>Student Edition: 157, 313, 316, 459-460, 632, R33-R37 <i>Partner Activity</i> 1340 <i>Peer Review Tips</i> 161, 317, 467 <i>Respond Through Writing</i> 399, 1115, 1273 <i>Speaking and Listening</i> 1231</p> <p>Teacher Edition: AL 157, 313, 627; EL 157; LSP 626; WP 312, 460</p>
<p>CE 1.1.2 Know and use a variety of prewriting strategies to generate, focus, and organize ideas (e.g., free writing, clustering/mapping, talking with others, brainstorming, outlining, developing graphic organizers, taking notes, summarizing, paraphrasing).</p>	<p>Student Edition: 157, 313, 459, 628-629, 835, 1121, 1345-1346, R33-R35 <i>Respond Through Writing</i> 1016, 1252, 1273, 1330</p> <p>Teacher Edition: AL 157, 313, 461, 629, 1345; LSP 626; WP 312, 313, 835</p>

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<p>CE 1.1.3 Select and use language that is appropriate (e.g., formal, informal, literary, or technical) for the purpose, audience, and context of the text, speech, or visual representation (e.g., letter to editor, proposal, poem, or digital story).</p>	<p>Student Edition: R24-R25, R27-R29, R31 <i>Audience</i> 311, 315 <i>Audience and Purpose</i> 156, 158 <i>Command of Language</i> 625, 630, 834, 837 <i>Focus Lesson</i> 838, 1124, 1348 <i>Interest</i> 463 <i>Persuasive Techniques</i> 1344 <i>Voice</i> 1344 <i>Word Choice</i> 1344 Teacher Edition: WP 156, 158, 630, 838, 1124, 1346; WS 312, 315, 463</p>
<p>CE 1.1.4 Compose drafts that convey an impression, express an opinion, raise a question, argue a position, explore a topic, tell a story, or serve another purpose, while simultaneously considering the constraints and possibilities (e.g., structure, language, use of conventions of grammar, usage, and mechanics) of the selected form or genre.</p>	<p>Student Edition: 158-159, 314-315, 461, 629, 836-837, 1122-1123, 1346-1347, R35 <i>Respond Through Writing</i> 887, 1115, 1252, 1273, 1330 Teacher Edition: WP 314, 460, 629, 836, 1122</p>
<p>CE 1.1.5 Revise drafts to more fully and/or precisely convey meaning—drawing on response from others, self-reflection, and reading one’s own work with the eye of a reader; then refine the text—deleting and/or reorganizing ideas, and addressing potential readers’ questions.</p>	<p>Student Edition: 160, 316, 416, 632, 838, 1124, 1348 <i>Respond Through Writing</i> 1115, 1252, 1273 Teacher Edition: EL 835; F 466; LSP 1348; WP 160, 316, 838, 1124; WS 1348</p>
<p>CE 1.1.6 Reorganize sentence elements as needed and choose grammatical and stylistic options that provide sentence variety, fluency, and flow.</p>	<p>Student Edition: 87, 293, 751, 927, 1179, R31 <i>Command of Language</i> 630, 834, 837 <i>Focus Lesson</i> 161, 1124 Teacher Edition: AL 293; T 87; WP 314, 466, 1124; WS 1124</p>
<p>CE 1.1.7 Edit for style, tone, and word choice (specificity, variety, accuracy, appropriateness, conciseness) and for conventions of grammar, usage and mechanics that are appropriate for audience.</p>	<p>Student Edition: R31 <i>Focus Lesson</i> 161, 317, 633, 838, 1124, 1125, 1348, 1349 Teacher Edition: AL 317; EL 633, 1123; RP 1122; WP 838; WS 834, 838, 1124; WT 632, 1348</p>

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<p>CE 1.1.8 Proofread to check spelling, layout, and font; and prepare selected pieces for a public audience.</p>	<p>Student Edition: 162-163, 318-319, R32, R59-R61 <i>Present</i> 161, 317, 839 <i>Word-Processing Tips</i> 317, 467, 1125, 1349</p> <p>Teacher Edition: AL 1125; EL 161; P 161; T 161; WP 160, 318, 467; WT 1349</p>
<p>STANDARD 1.2 Use writing, speaking, and visual expression for personal understanding and growth.</p>	
<p>CE 1.2.1 Write, speak, and use images and graphs to understand and discover complex ideas.</p>	<p>Student Edition: 162-163, 318-319, 468-471, 634-635, 840-841, 1126-1127 <i>Activities</i> 864 #3, 1150 #3 <i>Compare Cultures</i> 1191 <i>Connect to Art</i> 1023 <i>Connect to Math</i> 872</p> <p>Teacher Edition: CC 1191; LVP 468; T 469</p>
<p>CE 1.2.2 Write, speak, and visually represent to develop self-awareness and insight (e.g., diary, journal writing, portfolio self-assessment).</p>	<p>Student Edition: 310-317, 318-319, 840-841, 1118-1125 <i>Checklist</i> 316 <i>Write a Letter</i> 1359 <i>Writer's Portfolio</i> 317, 839, 1125 <i>Writing</i> 572, 831, 979, 1185, 1256, 1295</p> <p>Teacher Edition: AL 1125; SE 1351</p>
<p>CE 1.2.3 Write, speak, and create artistic representations to express personal experience and perspective (e.g., personal narrative, poetry, imaginative writing, slam poetry, blogs, webpages).</p>	<p>Student Edition: 310-317, 318-319, 1118-1125, 1129-1130 <i>Essay</i> 1135 <i>Writing</i> 143, 412, 444, 572, 577, 713, 805, 831, 1165, 1225, 1256, 1285, 1295</p> <p>Teacher Edition: AL 1125; WP 1128</p>
<p>CE 1.2.4 Assess strengths, weaknesses, and development as a writer by examining a collection of own writing.</p>	<p>Student Edition: R30-R32 <i>Checklist</i> 154, 458, 624, 632, 832, 1342 <i>Writer's Portfolio</i> 161, 317, 467, 839, 1125, 1349</p> <p>Teacher Edition: LSP 1348; WP 160</p>

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<p>STANDARD 1.3 Communicate in speech, writing, and multimedia using content, form, voice, and style appropriate to the audience and purpose (e.g., to reflect, persuade, inform, analyze, entertain, inspire).</p>	
<p>CE 1.3.1 Compose written, spoken, and/or multimedia compositions in a range of genres (e.g., personal narrative, biography, poem, fiction, drama, creative nonfiction, summary, literary analysis essay, research report, or work-related text): pieces that serve a variety of purposes (e.g., expressive, informative, creative, and persuasive) and that use a variety of organizational patterns (e.g., autobiography, free verse, dialogue, comparison/contrast, definition, or cause and effect).</p>	<p>Student Edition: 154-161, 162-163, 310-317, 318-319, 458-467, 468-471, 624-633, 634-635, 832-839, 840-841, 1118-1125, 1126-1127, 1342-1349, R24-R29 <i>Connect to Art</i> 1023 <i>Connect to Math</i> 872 <i>Respond Through Writing</i> 887, 1115, 1252, 1273, 1330 <i>Writing</i> 143, 412, 444, 572, 577, 713, 805, 831, 1165, 1225, 1256, 1285, 1295 Teacher Edition: AL 461, 629; EL 1127, 1347; T 469; WP 312, 318, 470, 1346; WS 1121, 1346</p>
<p>CE 1.3.2 Compose written and spoken essays or work-related text that demonstrate logical thinking and the development of ideas for academic, creative, and personal purposes: essays that convey the author’s message by using an engaging introduction (with a clear thesis as appropriate), well-constructed paragraphs, transition sentences, and a powerful conclusion.</p>	<p>Student Edition: 154-161, 162-163, 310-317, 318-319, 458-467, 468-471, 624-633, 832-839, 840-841, 1342-1349, R24-R29 <i>Conclusion</i> 1347 <i>Focus Lesson</i> 466 Teacher Edition: WP 158, 466, 632, 1346</p>
<p>CE 1.3.3 Compose essays with well-crafted and varied sentences demonstrating a precise, flexible, and creative use of language.</p>	<p>Student Edition: 154-161, 310-317, 458-467, 624-633, 832-839, 1342-1349 <i>Command of Language</i> 625, 630, 834, 837 <i>Focus Lesson</i> 161, 838, 1348 <i>Voice</i> 1344 <i>Word Choice</i> 1344 Teacher Edition: EL 315; VV 834; WP 314, 466, 630, 838; WS 316; WT 632</p>

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<p>CE 1.3.4 Develop and extend a thesis, argument, or exploration of a topic by analyzing differing perspectives and employing a structure that effectively conveys the ideas in writing (e.g. resolve inconsistencies in logic; use a range of strategies to persuade, clarify, and defend a position with precise and relevant evidence; anticipate and address concerns and counterclaims; provide a clear and effective conclusion).</p>	<p>Student Edition: 154-161, 162-163, 459-467, 624-633, 634-635, 1342-1349, 1350-1351, R35, R62-R65 <i>Checklist</i> 154, 1342 <i>Explanation of Ambiguities</i> 627 <i>Focus Lesson</i> 160 <i>Major Points</i> 625 <i>Supporting Details</i> 462 <i>Thesis</i> 625 <i>Thesis Statement</i> 461</p> <p>Teacher Edition: AL 1343, 1349; EL 155; RP 1344; SLVP 1350; WP 460; WS 156, 158, 159, 1344, 1346</p>
<p>CE 1.3.5 From the outset, identify and assess audience expectations and needs; consider the rhetorical effects of style, form, and content based on that assessment; and adapt communication strategies appropriately and effectively.</p>	<p>Student Edition: 1121 <i>Audience</i> 311, 315, 1119, 1343 <i>Audience and Purpose</i> 156, 158 <i>Checklist</i> 154, 163, 1118, 1342 <i>Command of Language</i> 625, 630, 834, 837 <i>Focus Lesson</i> 838, 1348 <i>Persuasive Techniques</i> 159 <i>Rhetorical Devices</i> 157</p> <p>Teacher Edition: RP 1122; SS 634, 635, 840; WP 157, 1124; WS 156, 158, 159, 315</p>
<p>CE 1.3.6 Use speaking, writing, and visual presentations to appeal to audiences of different social, economic, and cultural backgrounds and experiences (e.g., include explanations and definitions according to the audience's background, age, or knowledge of the topic; adjust formality of style; consider interests of potential readers).</p>	<p>Student Edition: 162, 840, 1121 <i>Audience</i> 1119, 1124, 1343 <i>Focus Lesson</i> 1348</p> <p>Teacher Edition: APT 156; CH 635; EL 841, 1119, 1123; LSP 162; WS 1121</p>

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<p>CE 1.3.7 Participate collaboratively and productively in groups (e.g., response groups, work teams, discussion groups, and committees)—fulfilling roles and responsibilities, posing relevant questions, giving and following instructions, acknowledging and building on ideas and contributions of others to answer questions or to solve problems, and offering dissent courteously.</p>	<p>Student Edition: 634-635, 1350-1351 <i>Checklist</i> 634, 635, 1351 <i>Group Activity</i> 46, 236, 361, 1197, 1231, 1271, 1328 <i>Speaking and Listening</i> 958, 1281</p> <p>Teacher Edition: LSP 634; OC 1351; T 634, 635</p>
<p>CE 1.3.8 Evaluate own and others' effectiveness in group discussions and formal presentations (e.g., considering accuracy, relevance, clarity, and delivery; types of arguments used; and relationships among purpose, audience, and content).</p>	<p>Student Edition: <i>Checklist</i> 319, 634, 635, 1351 <i>Evaluation Checklist</i> 471 <i>Listening Tips</i> 841 <i>Peer Review Tips</i> 161 <i>Presentation Tips</i> 163, 635, 841, 1351 <i>Speaking and Listening</i> 958, 197, 1231, 1281, 1341</p> <p>Teacher Edition: AL 319; LS 163, 319; SE 1351; SL 958, 1197, 1231, 1281, 1341; T 635</p>
<p>CE 1.3.9 Use the formal, stylistic, content, and mechanical conventions of a variety of genres in speaking, writing, and multimedia presentations.</p>	<p>Student Edition: 154-161, 162-163, 310-317, 318-319, 458-467, 468-471, 624-633, 634-635, 832-839, 840-841, 1118-1125, 1126-1127, 1342-1349 <i>Focus Lesson</i> 160, 161, 317, 466, 467, 632, 839, 1125, 1348, 1349</p> <p>Teacher Edition: AL 461, 629, 1125; EL 161, 315, 1127, 1347; T 161, 469; VV 834; WP 160, 312, 314, 318, 466, 467, 470, 630, 838, 1346; WS 316, 1121, 1346; WT 632</p>
<p>STANDARD 1.4 <i>Develop and use the tools and practices of inquiry and research—generating, exploring, and refining important questions; creating a hypothesis or thesis; gathering and studying evidence; drawing conclusions; and composing a report.</i></p>	
<p>CE 1.4.1 Identify, explore, and refine topics and questions appropriate for research.</p>	<p>Student Edition: 157, 460, 628, 835, 1345, R33-R35 <i>Connect to Math</i> 872 <i>Connect to Science</i> 1221 <i>Respond Through Writing</i> 887, 1016, 1252</p> <p>Teacher Edition: AL 157, 461, 1345; AP 628; EL 157, 1347; WP 460</p>

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<p>CE 1.4.2 Develop a system for gathering, organizing, paraphrasing, and summarizing information; select, evaluate, synthesize, and use multiple primary and secondary (print and electronic) resources.</p>	<p>Student Edition: 458-467, 628-629, R33-R39 <i>Connect to Math</i> 872 <i>Connect to Science</i> 1221 <i>Organization</i> 627 <i>Paraphrase</i> 462 <i>Primary Sources</i> 465, 626 <i>Respond Through Writing</i> 1016 <i>Variety of Sources</i> 465</p> <p>Teacher Edition: AL 461; F 460; PS 626; T 462, 465</p>
<p>CE 1.4.3 Develop and refine a position, claim, thesis, or hypothesis that will be explored and supported by analyzing different perspectives, resolving inconsistencies, and writing about those differences in a structure appropriate for the audience (e.g., argumentative essay that avoids inconsistencies in logic and develops a single thesis; exploratory essay that explains differences and similarities and raises additional questions).</p>	<p>Student Edition: 154-161, 162-163, 459-467, 624-633, 634-635, 1342-1349, 1350-1351, R35, R62-R65 <i>Checklist</i> 154, 1342 <i>Explanation of Ambiguities</i> 627 <i>Focus Lesson</i> 160 <i>Major Points</i> 625 <i>Supporting Details</i> 462 <i>Thesis</i> 625 <i>Thesis Statement</i> 461</p> <p>Teacher Edition: AL 1343, 1349; EL 155; RP 1344; SLVP 1350; WP 460; WS 156, 158, 159, 1344, 1346</p>
<p>CE 1.4.4 Interpret, synthesize, and evaluate information/findings in various print sources and media (e.g., fact and opinion, comprehensiveness of the evidence, bias, varied perspectives, motives and credibility of the author, date of publication) to draw conclusions and implications.</p>	<p>Student Edition: 459, 1352-1357, R34, R62-R65 <i>Activity</i> 1353 <i>Checklist</i> 1353 <i>Literary Element</i> 221, 228, 971, 974 <i>Reading Strategy</i> 57, 61, 221, 228, 369, 371, 971, 974, 1297 <i>Reliable Sources</i> 465</p> <p>Teacher Edition: AL 159; RP 370, 1352, 1354; RS 465, 1353; SLVP 1350; SP 972; WS 160</p>

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<p>CE 1.4.5 Develop organizational structures appropriate to the purpose and message, and use transitions that produce a sequential or logical flow of ideas.</p>	<p>Student Edition: 157, 470, 629, 1121, 1346, R30 <i>Focus Lesson</i> 466 <i>Organization</i> 627, 632, 837, 1345 <i>Organization of Major Points</i> 835 <i>Reasons/Support</i> 156 <i>Transitions</i> 462, 463</p> <p>Teacher Edition: O 632; P 628; T 1346; WP 158, 312, 470, 1124; WS 460, 837, 1121</p>
<p>CE 1.4.6 Use appropriate conventions of textual citation in different contexts (e.g., different academic disciplines and workplace writing situations).</p>	<p>Student Edition: 460, 465, R36-R39 <i>Avoid Plagiarism</i> 157, 313, 460, 835 <i>Direct Quotations</i> 462 <i>Long Quotations</i> 464 <i>Secondary Sources</i> 463 <i>Sources</i> 463</p> <p>Teacher Edition: T 465; WP 462; WS 464</p>
<p>CE 1.4.7 Recognize the role of research, including student research, as a contribution to collective knowledge, selecting an appropriate method or genre through which research findings will be shared and evaluated, keeping in mind the needs of the prospective audience. (e.g., presentations, online sharing, written products such as a research report, a research brief, a multi-genre report, I-Search, literary analysis, news article).</p>	<p>Student Edition: 634-635, 1350-1351, R27 <i>Audience and Purpose</i> 156, 158 <i>Real-World Connection</i> 155, 310, 459, 625, 833, 1343</p> <p>Teacher Edition: AL 465, 631</p>
<p>STANDARD 1.5 <i>Produce a variety of written, spoken, multigenre, and multimedia works, making conscious choices about language, form, style, and/or visual representation for each work (e.g., poetry, fiction and creative nonfiction stories, academic and literary essays, proposals, memos, manifestos, business letters, advertisements, prepared speeches, group and dramatic performances, poetry slams, and digital stories).</i></p>	
<p>CE 1.5.1 Use writing, speaking, and visual expression to develop powerful, creative and critical messages.</p>	<p>Student Edition: 154-161, 162-163, 310-317, 318-319, 468-471, 624-633, 634-635, 1118-1125, 1342-1349, 1350-1351 <i>Activities</i> 342 #2-3, 658 #3, 1150 #3 <i>Connect to Today</i> 186 #1-2</p> <p>Teacher Edition: EL 635; RP 1122; T 469; WP 632, 1346</p>

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<p>CE 1.5.2 Prepare spoken and multimedia presentations that effectively address audiences by careful use of voice, pacing, gestures, eye contact, visual aids, audio and video technology.</p>	<p>Student Edition: 162-163, 318-319, 468-471, 634-635, 840-841, 1126-1127, 1350-1351 <i>Checklist</i> 163, 471, 635, 841</p> <p>Teacher Edition: AL 163; EL 471; SS 163, 319, 635, 1351; T 469, 840, 841</p>
<p>CE 1.5.3 Select format and tone based on the desired effect and audience, using effective written and spoken language, sound, and/or visual representations (e.g., focus, transitions, facts, detail and evidence to support judgments, skillful use of rhetorical devices, and a coherent conclusion).</p>	<p>Student Edition: <i>Audience</i> 311, 315 <i>Audience and Purpose</i> 156, 158 <i>Checklist</i> 163 <i>Command of Language</i> 160, 161, 625, 630, 834, 837 <i>Focus Lesson</i> 838, 1124, 1348 <i>Interest</i> 463 <i>Persuasive Techniques</i> 1344 <i>Voice</i> 1344 <i>Word Choice</i> 1344</p> <p>Teacher Edition: SS 634, 635; WP 156, 158, 630, 632, 838, 1124, 1346; WS 312, 315, 463</p>
<p>CE 1.5.4 Use technology tools (e.g, word processing, presentation and multimedia software) to produce polished written and multimedia work (e.g., literary and expository works, proposals, business presentations, advertisements).</p>	<p>Student Edition: 319, 468-471, 1126-1127, R24-R27 <i>Connect to Social Studies</i> 992 <i>Speaking and Listening</i> 1341 <i>Word-Processing Tips</i> 317, 467, 1125, 1349</p> <p>Teacher Edition: LVP 468; SS 471; T 468, 469</p>
<p>CE 1.5.5 Respond to and use feedback to strengthen written and multimedia presentations (e.g., clarify and defend ideas, expand on a topic, use logical arguments, modify organization, evaluate effectiveness of images, set goals for future presentations).</p>	<p>Student Edition: 316, 632, 1124, 1348 <i>Peer Review Tips</i> 317, 467, 633, 839, 1125, 1349</p> <p>Teacher Edition: AL 163, 313; EL 161, 629, 635, 835, 1125; LS 163; LSP 162; PR 157; R 1127; WP 161</p>

STANDARDS	PAGE REFERENCES
STRAND 2: READING, LISTENING, AND VIEWING	
<i>In constructing meaning while reading, listening, or viewing, students draw upon prior knowledge and engage complex skills and strategies of comprehension and interpretation, and critical thinking. They develop skill, confidence, and independence in understanding narrative and expository texts, including aural, visual, and multimodal works. Students synthesize information through reading, listening, and viewing and also generate new thinking.</i>	
STANDARD 2.1 <i>Develop critical reading, listening, and viewing strategies.</i>	
<p>CE 2.1.1 Use a variety of pre-reading and previewing strategies (e.g., acknowledge own prior knowledge, make connections, generate questions, make predictions, scan a text for a particular purpose or audience, analyze text structure and features) to make conscious choices about how to approach the reading based on purpose, genre, level of difficulty, text demands and features.</p>	<p>Student Edition: R40-R41 <i>Preview the Article</i> 128, 198, 364, 508, 1152 <i>Reading Strategy</i> 241, 252, 388, 398, 806, 825, 829, 982, 992, 1152, 1162, 1165, 1254, 1275, 1281 Teacher Edition: RP 392, 508, 982, 1006, 1012, 1276; T 806, 993</p>
<p>CE 2.1.2 Make supported inferences and draw conclusions based on informational print and multimedia features (e.g., prefaces, appendices, marginal notes, illustrations, bibliographies, author’s pages, footnotes, diagrams, tables, charts, maps, timelines, graphs, and other visual and special effects) and explain how authors and speakers use them to infer the organization of text and enhance understanding, convey meaning, and inspire or mislead audiences.</p>	<p>Student Edition: <i>Preview the Article</i> 128, 198, 508, 806 <i>Reading Strategy</i> 90, 94, 194, 279, 420, 428, 515, 518, 574, 577, 710, 1003, 1027, 1152, 1258, 1265 <i>View the Art</i> 31 <i>View the Map</i> 29 Teacher Edition: RP 28, 482; RS 6, 7, 8, 176, 177, 482, 484, 485; SSP 6; WP 8, 174</p>
<p>CE 2.1.3 Determine the meaning of unfamiliar words, specialized vocabulary, figurative language, idiomatic expressions, and technical meanings of terms through context clues, word roots and affixes, and the use of appropriate resource materials such as print and electronic dictionaries.</p>	<p>Student Edition: 53-54, 102, 131, 277, 325, 372, 549, 681, 800, 873, 975, 1166, 1315 <i>Literary Element</i> 194, 196, 1018, 1022, 1193 <i>Reading Strategy</i> 115, 1233, 1283, 1285 <i>Review</i> 1230 <i>Vocabulary Practice</i> 26, 126, 305, 358, 386, 419, 453 Teacher Edition: LE 1019, 1021, 1194; RP 1020; VP 424</p>

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<p>CE 2.1.4 Identify and evaluate the primary focus, logical argument, structure, and style of a text or speech and the ways in which these elements support or confound meaning or purpose.</p>	<p>Student Edition: 1352-1355, R62-R65 <i>Compare Persuasive Messages</i> 236 <i>Compare Themes</i> 1191 <i>Literary Element</i> 48, 52 <i>Reading Strategy</i> 57, 61, 90, 94, 121, 128, 369, 371, 383, 386, 710, 713, 735, 1003, 1015, 1073, 1095, 1096, 1198, 1236, 1258, 1309 <i>Review</i> 93</p> <p>Teacher Edition: RP 370, 1008, 1076, 1104, 1198; WP 124</p>
<p>CE 2.1.5 Analyze and evaluate the components of multiple organizational patterns (e.g., compare/contrast, cause/effect, problem/solution, fact/opinion, theory/evidence).</p>	<p>Student Edition: R40 <i>Literary Element</i> 121, 126, 683, 686, 1156, 1160 <i>Organization</i> 627, 632, 837 <i>Reading Strategy</i> 140, 929, 936, 1152, 1168, 1178 <i>Review</i> 1177</p> <p>Teacher Edition: O 632; OA 837; RP 1152; RS 931, 1170, 1171; WP 1156</p>
<p>CE 2.1.6 Recognize the defining characteristics of informational texts, speeches, and multimedia presentations (e.g., documentaries and research presentations) and elements of expository texts (e.g., thesis, supporting ideas, and statistical evidence); critically examine the argumentation and conclusions of multiple informational texts.</p>	<p>Student Edition: 1352-1355, R62-R65 <i>Compare Persuasive Messages</i> 236 <i>Facts/Support</i> 156 <i>Literary Element</i> 221, 228 <i>Reading Strategy</i> 57, 61, 90, 94, 121, 128, 221, 228, 369, 371, 375, 380, 735, 1003, 1015, 1236 <i>Reasons/Support</i> 159 <i>Supporting Details</i> 462 <i>Supporting Evidence</i> 155, 158 <i>Thesis Statement</i> 461</p> <p>Teacher Edition: AL 159; RP 134, 370, 1008, 1198; WP 460</p>

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<p>CE 2.1.7 Demonstrate understanding of written, spoken, or visual information by restating, paraphrasing, summarizing, critiquing, or composing a personal response; distinguish between a summary and a critique.</p>	<p>Student Edition: 460, 624-633, 1154 #1, 1201 #1 <i>Checklist</i> 624 <i>Reading Strategy</i> 133, 138, 204, 209, 409, 412, 455, 579, 599, 1156, 1160, 1287 <i>Research and Report</i> 305 <i>Respond Through Writing</i> 79, 253 <i>Writing</i> 228, 386, 1160</p> <p>Teacher Edition: AL 631; RS 135, 136, 586; T 456</p>
<p>CE 2.1.8 Recognize the conventions of visual and multimedia presentations (e.g., lighting, camera angle, special effects, color, and soundtrack) and how they carry or influence messages.</p>	<p>Student Edition: 319, 912 #3, 1127, 1352-1357 <i>Activity</i> 1354, 1356 <i>Checklist</i> 1353 <i>Edit the Media</i> 469 <i>Reading Strategy</i> 909</p> <p>Teacher Edition: AL 909; LVP 468; T 1352, 1353; VP 911, 1126, 1356</p>
<p>CE 2.1.9 Examine the intersections and distinctions between visual (media images, painting, film, and graphic arts) and verbal communication.</p>	<p>Student Edition: 1352, 1355 <i>Activity</i> 1354 <i>Discussion Starter</i> 1000 <i>Edit the Media</i> 469 <i>Evaluation Checklist</i> 471 <i>Presentation Tips</i> 319 <i>Select Appropriate Media</i> 469</p> <p>Teacher Edition: AL 7, 9, 175, 999; LVP 468; RP 176; RS 484, 999; SS 163, 469</p>
<p>CE 2.1.10 Listen to and view speeches, presentations, and multimedia works to identify and respond thoughtfully to key ideas, significant details, logical organization, fact and opinion, and propaganda.</p>	<p>Student Edition: <i>Checklist</i> 1351 <i>Evaluate</i> 1127 <i>Evaluation Checklist</i> 471 <i>Listen and Evaluate</i> 163 <i>Presentation Tips</i> 635, 1351</p> <p>Teacher Edition: AL 159; 319; LS 163, 319; SLVP 1350; SS 162; VP 1126</p>

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<p>CE 2.1.11 Demonstrate appropriate social skills of audience, group discussion, or work team behavior by listening attentively and with civility to the ideas of others, gaining the floor in respectful ways, posing appropriate questions, and tolerating ambiguity and lack of consensus.</p>	<p>Student Edition: <i>Checklist</i> 634, 1351 <i>Listen and Evaluate</i> 163 <i>Listening Tips</i> 841 <i>Participate</i> 635 <i>Presentation Tips</i> 635 Teacher Edition: CH 635; LS 635, 841</p>
<p>CE 2.1.12 Use a variety of strategies to enhance listening comprehension (e.g., monitor message for clarity and understanding, ask relevant questions, provide verbal and nonverbal feedback, notice cues such as change of pace or emphasis that indicate a new point is about to be made; and take notes to organize essential information).</p>	<p>Student Edition: <i>Checklist</i> 635, 1350 <i>Evaluation Checklist</i> 471 <i>Listening Tips</i> 841 <i>Presentation Tips</i> 635 Teacher Edition: LS 163, 319, 471, 841; LSP 634; OC 1351; SLVP 1350; SS 162; T 635, 840, 1350; VP 1126</p>
<p>STANDARD 2.2 <i>Use a variety of reading, listening, and viewing strategies to construct meaning beyond the literal level (e.g., drawing inferences; confirming and correcting; making comparisons, connections, and generalizations; and drawing conclusions).</i></p>	
<p>CE 2.2.1 Recognize literary and persuasive strategies as ways by which authors convey ideas and readers make meaning (e.g., imagery, irony, satire, parody, propaganda, overstatement/understatement, omission, and multiple points of view).</p>	<p>Student Edition: 112-113, 444 #6, 924 #6, 1166, 1352-1357, R62-R65 <i>Connect to Social Studies</i> 992 <i>Literary Element</i> 96, 115, 574, 577, 663, 815, 977, 1240, 1251 <i>Persuasive Techniques</i> 156, 159 <i>Reading Strategy</i> 115, 787, 789 <i>Respond Through Writing</i> 1252 <i>Review</i> 798 <i>Rhetorical Devices</i> 157 Teacher Edition: EL 155; LP 96; LSP 112; VP 1166</p>
<p>CE 2.2.2 Examine the ways in which prior knowledge and personal experience affect the understanding of written, spoken, or multimedia text.</p>	<p>Student Edition: <i>Reading Strategy</i> 552, 556, 825, 827, 914, 925, 982, 992, 1162, 1165, 1292, 1295 Teacher Edition: RS 919, 985, 1164, 1295</p>

STANDARDS	PAGE REFERENCES
<p>CE 2.2.3 Interpret the meaning of written, spoken, and visual texts by drawing on different cultural, theoretical, and critical perspectives.</p>	<p>Student Edition: 32 #7, 457 #7, 738 #6 <i>Compare Cultures</i> 33, 236, 1191 <i>Compare Historical Context</i> 361 <i>Compare Literary Trends</i> 698 <i>Compare Social Context</i> 567 <i>Reading Strategy</i> 27, 306, 404, 667, 674, 735, 1198, 1332, 1335 <i>Research and Report</i> 305 Teacher Edition: RP 1190; RS 671</p>
<p>STANDARD 2.3 <i>Develop as a reader, listener, and viewer for personal, social, and political purposes, through independent and collaborative reading.</i></p>	
<p>CE 2.3.1 Read, listen to, and view diverse texts for multiple purposes such as learning complex procedures, making work-place decisions, or pursuing in-depth studies.</p>	<p>Student Edition: 458-467, 468-471, R33-R39, R24-R29 <i>Activity</i> 1353 <i>Connect to Math</i> 872 <i>Connect to Science</i> 1221 <i>Real-World Connection</i> 459, 468 Teacher Edition: AL 465; CM 872; CS 1221</p>
<p>CE 2.3.2 Read, view, and/or listen independently to a variety of fiction, nonfiction, and multimedia genres based on student interest and curiosity.</p>	<p>Student Edition: 164-165, 320-321, 472-473, 636-637, 842-843, 1128-1129, 1358-1359 Teacher Edition: AL 1129, 1207; CH 842; F 1128; GLL 165</p>
<p>CE 2.3.3 Critically read and interpret instructions for a variety of tasks (e.g., completing assignments, using software, writing college and job applications).</p>	<p>Student Edition: 458-467, 468-471, 1126-1127, R24-R29, R32, R33-R37 <i>Connect to Art</i> 1023 <i>Respond Through Writing</i> 454 <i>Word-Processing Tips</i> 161, 467, 1349 Teacher Edition: AI 465; SRP 472; SSP 490</p>

STANDARDS	PAGE REFERENCES
<p>CE 2.3.4 Critically interpret primary and secondary research-related documents (e.g., historical and government documents, newspapers, critical and technical articles, and subject-specific books).</p>	<p>Student Edition: 112-113, 128-130, 459, R34 <i>Literary Element</i> 221, 228 <i>Reading Strategy</i> 121, 221, 228, 375, 380, 401 <i>Reliable Sources</i> 465 <i>Respond and Think Critically</i> 125 <i>Review</i> 126</p> <p>Teacher Edition: AL 377; LSP 112, 116; RP 118, 134; WP 124, 404; WS 465</p>
<p>CE 2.3.5 Engage in self-assessment as a reader, listener, and viewer, while monitoring comprehension and using a variety of strategies to overcome difficulties when constructing and conveying meaning.</p>	<p>Student Edition: <i>Checklist</i> 634, 841, 1351 <i>Evaluation Checklist</i> 471 <i>Listening Tips</i> 841 <i>Reading Strategy</i> 34, 63, 68, 295, 305, 663, 1275, 1281</p> <p>Teacher Edition: EL 1277; LS 471, 635, 841; RS 298</p>
<p>CE 2.3.6 Reflect on personal understanding of reading, listening, and viewing; set personal learning goals; and take responsibility for personal growth.</p>	<p>Student Edition: 367 #2, 397 #1, 403 #1, 412 #1, 436 #2, 444 #1, 449 #1 <i>Activity</i> 1354 <i>Reading Strategy</i> 827, 1292 <i>Write a Letter</i> 1359 <i>Writing</i> 441, 637, 831, 1185, 1307</p> <p>Teacher Edition: AL 843; VS 1356</p>
<p>CE 2.3.7 Participate as an active member of a reading, listening, and viewing community, collaboratively selecting materials to read or events to view and enjoy (e.g., book talks, literature circles, film clubs).</p>	<p>Student Edition: 634-635 <i>Checklist</i> 634 <i>Group Activity</i> 46, 236, 698 <i>Speaking and Listening</i> 1197, 1231</p> <p>Teacher Edition: LSP 842</p>

STANDARDS	PAGE REFERENCES
<p>CE 2.3.8 Develop and apply personal, shared, and academic criteria to evaluate own and others' oral, written, and visual texts.</p>	<p>Student Edition: 316, 466, 1124, R30-R31 <i>Checklist</i> 160, 319, 624, 634, 635, 1351 <i>Evaluation Checklist</i> 471 <i>Listening Tips</i> 841 <i>Peer Review Tips</i> 161, 317, 633 <i>Presentation Tips</i> 163, 635, 841, 1351 <i>Speaking and Listening</i> 197, 1231, 1281, 1341</p> <p>Teacher Edition: AL 319; LS 163, 319; RP 1018; SE 1351; SL 958, 1197, 1231, 1281, 1341; T 635</p>
<p>STRAND 3: LITERATURE AND CULTURE</p>	
<p><i>Students study and appreciate a rich and varied selection of classical and contemporary literary, cultural, and historical texts from American, British, and world traditions. They learn to make meaning from the experiences, ideas, and emotions of others across the ages, applying their understanding to contemporary circumstances.</i></p>	
<p>STANDARD 3.1 <i>Develop the skills of close and contextual literary reading.</i></p>	
<p>CE 3.1.1 Interpret literary language (e.g., imagery, allusions, symbolism, metaphor) while reading literary and expository works.</p>	<p>Student Edition: 112-113, 444 #6 <i>Literary Element</i> 81, 86, 96, 663, 665, 787, 789, 825, 827, 1193, 1235, 1287, 1290, 1292 <i>Reading Strategy</i> 1233, 1235, 1307 <i>Respond Through Writing</i> 887 <i>Review</i> 1231, 1302</p> <p>Teacher Edition: RP 826, 922, 946; WP 892</p>
<p>CE 3.1.2 Demonstrate an understanding of literary characterization, character development, the function of major and minor characters, motives and causes for action, and moral dilemmas that characters encounter by describing their function in specific works.</p>	<p>Student Edition: 935 #6, 957 #2-4 <i>Literary Element</i> 241, 252, 295, 304, 552, 556, 753, 771, 960, 968, 1073, 1095 <i>Reading Strategy</i> 774, 943, 958, 968 <i>Review</i> 252, 291, 599, 771, 783, 957, 1114</p> <p>Teacher Edition: AL 933, 1091; RP 944, 1078, 1090; WP 298, 960, 1086</p>

STANDARDS	PAGE REFERENCES
<p>CE 3.1.3 Recognize a variety of plot structures and elements (e.g., story within a story, rising action, foreshadowing, flash backs, cause-and-effect relationships, conflicts, resolutions) and describe their impact on the reader in specific literary works.</p>	<p>Student Edition: 556 #6 <i>Literary Element</i> 539, 552, 556, 875, 886, 900, 929, 935, 1073, 1095 <i>Reading Strategy</i> 352, 358, 548, 602, 875, 886, 1018, 1023 <i>Respond Through Writing</i> 253 <i>Review</i> 599, 771, 886, 1022, 1114</p> <p>Teacher Edition: AP 236; RP 352, 604, 1090; WP 610</p>
<p>CE 3.1.4 Analyze characteristics of specific works and authors (e.g., voice, mood, time sequence, author vs. narrator, stated vs. implied author, intended audience and purpose, irony, parody, satire, propaganda, use of archetypes and symbols) and identify basic beliefs, perspectives, and philosophical assumptions underlying an author's work.</p>	<p>Student Edition: <i>Literary Element</i> 574, 577, 1227, 1230, 1240, 1251, 1290 <i>Reading Strategy</i> 90, 94, 145, 148, 189, 193, 677, 735, 1003, 1198, 1227 <i>Respond and Think Critically</i> 1113, 1212, 1230, 1250, 1261, 1285 <i>Respond Through Writing</i> 887, 1252 <i>Review</i> 93, 1015, 1177, 1206, 1251, 1261</p> <p>Teacher Edition: AP 94, 737; EL 145; RP 574, 834, 1198, 1244</p>
<p>CE 3.1.5 Comparatively analyze two or more literary or expository texts, comparing how and why similar themes are treated differently, by different authors, in different types of text, in different historical periods, and/or from different cultural perspectives.</p>	<p>Student Edition: <i>Wrap-Up: Comparing Literature</i> 46, 236, 361, 567, 698, 1001, 1191</p> <p>Teacher Edition: A 46, 236, 361, 567, 698; AL 1001; LH 636; RP 230, 1358; SRP 472; T 1129; WP 320</p>
<p>CE 3.1.6 Examine differing and diverse interpretations of literary and expository works and explain how and why interpretation may vary from reader to reader.</p>	<p>Student Edition: 624, 832 <i>Research and Report</i> 305 <i>You're the Critic</i> 251, 290, 397, 427, 452, 885</p> <p>Teacher Edition: AL 631, 833; EL 165, 321, 633; WP 164</p>

STANDARDS	PAGE REFERENCES
<p>CE 3.1.7 Analyze and evaluate the portrayal of various groups, societies, and cultures in literature and other texts.</p>	<p>Student Edition: <i>Compare Cultures</i> 46, 236, 1001, 1191 <i>Compare Historical Context</i> 236 <i>Compare Literary Trends</i> 698 <i>Compare Portrayals of People</i> 361 <i>Compare Social Context</i> 567 <i>Reading Strategy</i> 81, 306, 345, 667, 909, 1332 <i>View the Art</i> 66</p> <p>Teacher Edition: VA 66; VP 911</p>
<p>CE 3.1.8 Demonstrate an understanding of historical, political, cultural, and philosophical themes and questions raised by literary and expository works.</p>	<p>Student Edition: 406 #6, 809 #9 <i>Compare the Big Idea</i> 236 <i>Compare Persuasive Messages</i> 236 <i>Compare Themes</i> 1191 <i>Reading Strategy</i> 404, 667, 1051, 1072, 1096, 1114, 1332</p> <p>Teacher Edition: LRP 1062; RP 1052, 1066</p>
<p>CE 3.1.9 Analyze how the tensions among characters, communities, themes, and issues in literature and other texts reflect human experience.</p>	<p>Student Edition: 513 #2, 809 #9, 1177 #7, 1212 #4, 1235 #8, 1250 #8 <i>Compare the Big Idea</i> 1191 <i>Reading Strategy</i> 825, 827, 829, 831, 867, 872, 1254, 1256</p> <p>Teacher Edition: WP 1128</p>
<p>CE 3.1.10 Demonstrate an understanding of the connections between literary and expository works, themes, and historical and contemporary contexts.</p>	<p>Student Edition: 406 #6, 871 #8, 1235 #8, 1250 #8 <i>Compare Historical Context</i> 236 <i>Compare Themes</i> 1191 <i>Cultural and Literary Links</i> 18, 864, 1150 <i>Reading Check</i> 1145 <i>Reading Strategy</i> 829, 831, 1072, 1254, 1256</p> <p>Teacher Edition: AL 377; RP 1358</p>

STANDARDS	PAGE REFERENCES
<p>STANDARD 3.2 <i>Read and respond to classic and contemporary fiction, literary nonfiction, and expository text, from a variety of literary genres representing many time periods and authors (e.g., myth, epic, folklore, drama, poetry, autobiography, novels, short stories, philosophical pieces, science fiction, fantasy, young adult literature, creative non-fiction, hypertext fiction).</i></p>	
<p>CE 3.2.1 Recognize a variety of literary genres and forms (e.g., poetry, drama, novels, short stories, autobiographies, biographies, multi-genre texts, satire, parody, allegory) and demonstrate an understanding of the way in which genre and form influence meaning.</p>	<p>Student Edition: 20, 238-239, 363, 740-741, 1116-1117, 1316-1317 <i>Checklist</i> 239 <i>Literary Element</i> 105, 352, 358, 1114, 1168, 1171, 1251, 1309 <i>Reading Strategy</i> 1240 <i>Review</i> 907, 991 Teacher Edition: AL 999, 1317; CH 998; LE 1116; WP 238, 354, 1248</p>
<p>CE 3.2.2 Identify different types of poetry (e.g., epic, lyric, sonnet, free verse) and explain how specific features (e.g., figurative language, imagery, rhythm, alliteration, etc.) influence meaning.</p>	<p>Student Edition: 660-661 <i>Compare Imagist Poetry</i> 698 <i>Literary Element</i> 140, 143, 255, 261, 409, 412, 677, 683, 686, 715, 720, 724, 725, 733, 787, 789, 805, 1193 <i>Reading Strategy</i> 140, 255, 261, 683, 686, 787, 789 <i>Review</i> 733, 1196 Teacher Edition: AL 719; RP 142, 340; WP 730</p>
<p>CE 3.2.3 Identify how elements of dramatic literature (e.g., dramatic irony, soliloquy, stage direction, and dialogue) illuminate the meaning of the text.</p>	<p>Student Edition: <i>Literary Element</i> 1027, 1050, 1051, 1072 <i>Writing</i> 1073 Teacher Edition: AL 1029, 1033, 1063; EL 1049; GP 1040, 1082; LE 1066, 1070; RP 1030, 1080, 1088; SP 1074</p>
<p>CE 3.2.4 Respond by participating actively and appropriately in small and large group discussions about literature (e.g., posing questions, listening to others, contributing ideas, reflecting on and revising initial responses).</p>	<p>Student Edition: 634-635, 1350-1351 <i>Checklist</i> 634, 635, 1351 <i>Group Activity</i> 46, 236, 361, 1197, 1231, 1271, 1328 <i>Speaking and Listening</i> 958, 1281 Teacher Edition: LSP 634; OC 1351; T 634, 635</p>

STANDARDS	PAGE REFERENCES
<p>CE 3.2.5 Respond to literature in a variety of ways (e.g., dramatic interpretation, reader's theatre, literature circles, illustration, writing in a character's voice, engaging in social action, writing an analytic essay) providing examples of how texts affect their lives, connect them with the contemporary world, and communicate across time.</p>	<p>Student Edition: 634-635, 832-839, 840-841 <i>Activities</i> 1150 #2 <i>Checklist</i> 634 <i>Compare Cultures</i> 1001 <i>Group Activity</i> 46, 236, 698 <i>Speaking and Listening</i> 958, 1197, 1207, 1231, 1281 <i>Writing</i> 1050</p> <p>Teacher Edition: LRP 1062; LSP 842; SLP 998, 1046; SP 1060; WP 1038</p>
<p>STANDARD 3.3 <i>Use knowledge of literary history, traditions, and theory to respond to and analyze the meaning of texts.</i></p>	
<p>CE 3.3.1 Explore the relationships among individual works, authors, and literary movements in English and American literature (e.g., Romanticism, Puritanism, the Harlem Renaissance, Postcolonial), and consider the historical, cultural, and societal contexts in which works were produced.</p>	<p>Student Edition: 809 #9, 1050 #7 <i>Activities</i> 342 #2, 494 #2, 658 #2, 1150 #2 <i>Reading Strategy</i> 81, 306, 404, 667, 674, 1051, 1332 <i>Wrap-Up: Comparing Literature</i> 46, 236, 361, 567, 698, 1001, 1191</p> <p>Teacher Edition: RS 308, 671</p>
<p>CE 3.3.2 Read and analyze classic and contemporary works of literature (American, British, world) representing a variety of genres and traditions and consider their significance in their own time period as well as how they may be relevant to contemporary society.</p>	<p>Student Edition: T34-T39, T40-T42, 173-186, 329-342, 406 #6, 481-494, 645-658, 1238 #6, 1302 #7 <i>Activities</i> 342 #2, 494 #2, 658 #2, 1150 #2 <i>Reading Strategy</i> 81, 306, 345, 667, 1051, 1254, 1256 <i>Wrap-Up: Comparing Literature</i> 46, 236, 361, 567, 698, 1001, 1191</p>
<p>CE 3.3.3 Draw on a variety of critical perspectives to respond to and analyze works of literature (e.g., religious, biographical, feminist, multicultural, political).</p>	<p>Student Edition: 406 #3-5, 436 #2, 436 #7-8, 457 #5-6, 738 #6 <i>Research and Report</i> 305 <i>You're the Critic</i> 251, 290, 397, 427, 452, 885</p> <p>Teacher Edition: AL 631, 833; EL 321, 633; WP 164</p>

STANDARDS	PAGE REFERENCES
<p>CE 3.3.4 Demonstrate knowledge of American minority literature and the contributions of minority writers.</p>	<p>Student Edition: 330-331, 336-337, 349 #7, 358 #6, 362, 371 #7, 656-657, 790, 798 #8, 810, 814 #7, 1148-1149, 1264, 1271 #7, 1308, 1313 #8-9 <i>Compare the Big Idea</i> 350 <i>Reading Check</i> 337 <i>Respond Through Writing</i> 823 Teacher Edition: RC 337; RP 348; WP 354</p>
<p>CE 3.3.5 Demonstrate familiarity with world literature, including authors beyond American and British literary traditions.</p>	<p>Student Edition: 38-43, 229-230, 231-236, 557-565, 566, 692-693, 981-991, 998-1000, 1186, 1187-1188 <i>Compare Cultures</i> 236, 1001, 1191 Teacher Edition: WP 986</p>
<p>CE 3.3.6 Critically examine standards of literary judgment (e.g., aesthetic value, quality of writing, literary merit, social significance) and questions regarding the inclusion and/or exclusion of literary works in the curriculum (e.g., canon formation, “classic” vs. “popular” texts, traditional vs. non-traditional literature, the place of literature by women and/or minority writers).</p>	<p>Student Edition: 628, 835 <i>Literary Elements</i> 626 <i>Research and Report</i> 305 <i>You’re the Critic</i> 251, 290, 397, 427, 452, 885 Teacher Edition: AL 625, 631, 833; CH 631; WP 164</p>
<p>STANDARD 3.4 <i>Examine mass media, film, series fiction, and other texts from popular culture.</i></p>	
<p>CE 3.4.1 Use methods of close and contextualized reading and viewing to examine, interpret, and evaluate print and visual media and other works from popular culture.</p>	<p>Student Edition: 1352-1357 <i>Activities</i> 1150 #3 <i>Activity</i> 1353, 1354, 1355, 1356 <i>Checklist</i> 1353 <i>Discussion Starter</i> 1000 <i>Reading Strategy</i> 1203 <i>Respond and Think Critically</i> 1206, 1317 Teacher Edition: AL 999; EL 1205; F 1203; RP 1352, 1354; RS 1353; SP 1150; VP 1356</p>

STANDARDS	PAGE REFERENCES
<p>CE 3.4.2 Understand that media and popular texts are produced within a social context and have economic, political, social, and aesthetic purposes.</p>	<p>Student Edition: 656, 1126, 1143, 1146-1147, 1316-1317, 1352-1357 <i>Activities</i> 864 #2 <i>Activity</i> 1354, 1355 <i>Build Background</i> 1203 <i>Cultural and Literary Links</i> 658</p> <p>Teacher Edition: BO 1316; LS 1352; VP 1146, 1356</p>
<p>CE 3.4.3 Understand the ways people use media in their personal and public lives.</p>	<p>Student Edition: 909, 1126, 1316-1317, 1352, 1354-1357, R27 <i>Real-World Connection</i> 468</p> <p>Teacher Edition: BI 1317; BO 1316; CH 842, 998; LS 1352; MP 1357; RS 1353; VP 1356; VS 1356</p>
<p>CE 3.4.4 Understand how the commercial and political purposes of producers and publishers influence not only the nature of advertisements and the selection of media content, but the slant of news articles in newspapers, magazines, and the visual media.</p>	<p>Student Edition: 1352-1357 <i>Activity</i> 1353, 1354, 1355 <i>Checklist</i> 1353</p> <p>Teacher Edition: LS 1352, 1354; VP 1356</p>
<p>STRAND 4: LANGUAGE</p>	
<p><i>Language is an evolving tool with powerful personal, cultural, economic, and political implications. Knowledge of the structures of language (e.g., the history, meaning, and use of words; varying sentence structures and patterns of language; the conventions of standard English) is essential for the effective use of language for varying purposes (e.g., the development of a rich vocabulary, sentence structures for different rhetorical purposes, appropriate speech patterns for different social contexts). Understanding the political implications of language use is also critical for fostering a democratic society in which all voices are valued.</i></p>	
<p>STANDARD 4.1 Understand and use the English language effectively in a variety of contexts and settings.</p>	
<p>CE 4.1.1 Use sentence structures and vocabulary effectively within different modes (oral and written, formal and informal) and for various rhetorical purposes.</p>	<p>Student Edition: <i>Command of Language</i> 630, 834, 837 <i>Focus Lesson</i> 161, 317, 466, 838, 1124 <i>Presentation Tips</i> 163 <i>Speaking Frames</i> 1127, 1351 <i>Transitions</i> 462</p> <p>Teacher Edition: EL 463, 629, 841, 1123; OC 1351; SS 840; VP 836; WP 466, 630, 838, 1124; WS 312</p>

STANDARDS	PAGE REFERENCES
<p>CE 4.1.2 Use resources to determine word meanings, pronunciations, and word etymologies (e.g., context, print and electronic dictionaries, thesauruses, glossaries, and others).</p>	<p>Student Edition: 102, 131, 277, 549, 800, 873, 975, 1315 <i>Technology</i> 102 <i>Tip</i> 549, 873 Teacher Edition: EL 131; F 102, 277; T 102, 975; WS 800</p>
<p>CE 4.1.3 Use a range of linguistic applications and styles for accomplishing different rhetorical purposes (e.g., persuading others to change opinions, conducting business transactions, speaking in a public forum, discussing issues informally with peers).</p>	<p>Student Edition: 162, R27 <i>Audience</i> 1343 <i>Command of Language</i> 630, 834, 837 <i>Focus Lesson</i> 838, 1124, 1348 <i>Literary Devices</i> 1120 <i>Persuasive Techniques</i> 156, 159, 1344, 1345 <i>Presentation Tips</i> 163 <i>Rhetorical Devices</i> 157 <i>Sensory Details</i> 1123 <i>Write with Style</i> 101, 750 <i>Writing</i> 380, 827 Teacher Edition: AL 159; RP 1122, 1344; SS 840; WP 156, 630, 632; WS 838, 1120; WT 1348</p>
<p>CE 4.1.4 Control standard English structures in a variety of contexts (e.g., formal speaking, academic prose, business, and public writing) using language carefully and precisely.</p>	<p>Student Edition: 162, R27 <i>Checklist</i> 632 <i>Command of Language</i> 625, 630, 834, 837 <i>Consistent Focus</i> 630 <i>Focus Lesson</i> 161, 466, 838, 1124, 1348 <i>Speaking Frames</i> 163, 635, 1127 Teacher Edition: EL 633, 635; OC 1351; SS 319, 840; WP 158, 314, 630, 838, 1124</p>
<p>CE 4.1.5 Demonstrate use of conventions of grammar, usage, and mechanics in written texts, including parts of speech, sentence structure and variety, spelling, capitalization, and punctuation.</p>	<p>Student Edition: 293, 1179, R49-R54, R55-R58, R59-R61 <i>Focus Lesson</i> 161, 317, 467, 633, 839, 1125, 1349 Teacher Edition: AL 293, 317; T 633, 1125; WP 161, 314, 467, 839; WS 317, 1349</p>

STANDARDS	PAGE REFERENCES
STANDARD 4.2 <i>Understand how language variety reflects and shapes experience.</i>	
<p>CE 4.2.1 Understand how languages and dialects are used to communicate effectively in different roles, under different circumstances, and among speakers of different speech communities (e.g., ethnic communities, social groups, professional organizations).</p>	<p>Student Edition: T65-T79, 1250 #5, R27 <i>Analyze Language</i> 795 <i>Audience and Purpose</i> 156 <i>Focus Lesson</i> 1348 <i>Literary Element</i> 63, 497, 503, 957, 1022, 1309 <i>Reading Strategy</i> 105, 109, 791, 799 <i>Tone</i> 1345 Teacher Edition: AL 501; EL 497, 943, 955, 961; RP 64, 946; RS 795; WT 1348</p>
<p>CE 4.2.2 Understand the implications and potential consequences of language use (e.g., appropriate professional speech; sexist, racist, homophobic language).</p>	<p>Student Edition: 1166, 1352-1355, R27, R65 <i>Activity</i> 1353, 1354, 1355 <i>Checklist</i> 1353 <i>Connect to Social Studies</i> 992 <i>Focus Lesson</i> 1348 Teacher Edition: F 1166; VP 1166</p>
<p>CE 4.2.3 Recognize and appreciate language variety, understand that all dialects are rule-governed, and respect the linguistic differences of other speech communities.</p>	<p>Student Edition: T65-T79 <i>Analyze Language</i> 795 <i>Listening Tips</i> 841 <i>Literary Element</i> 497, 503, 957 <i>Reading Strategy</i> 105, 109, 791, 799 Teacher Edition: EL 1119, 1123</p>
<p>CE 4.2.4 Understand the appropriate uses and implications of casual or informal versus professional language; understand, as well, the implications of language designed to control others and the detrimental effects of its use on targeted individuals or groups (e.g., propaganda, homophobic language, and racial, ethnic, or gender epithets).</p>	<p>Student Edition: 1166, 1352-1355, R27, R65 <i>Activity</i> 1353, 1354, 1355 <i>Checklist</i> 1353 <i>Connect to Social Studies</i> 992 <i>Focus Lesson</i> 1348 Teacher Edition: F 1166; VP 1166</p>

STANDARDS	PAGE REFERENCES
<p>CE 4.2.5 Recognize language bias in one's community, school, textbooks, the public press, and in one's own use of language.</p>	<p>Student Edition: 162, 1166, 1352-1357, R62-R65 <i>Activity</i> 1353, 1354, 1355 <i>Checklist</i> 1353 <i>Connect to Social Studies</i> 992 <i>Reading Strategy</i> 735</p> <p>Teacher Edition: AL 737; F 1166; RP 1352; VP 1166</p>