



Glencoe

Literature

COURSE 2
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STANDARDS	PAGE REFERENCES
Strand 1: Reading Process	
<p>Reading Process consists of the five critical components of reading, which are Phonemic Awareness, Phonics, Fluency, Vocabulary and Comprehension of connected text. These elements support each other and are woven together to build a solid foundation of linguistic understanding for the reader.</p>	
Concept 4: Vocabulary	
Acquire and use new vocabulary in relevant contexts.	
<p>PO 1. Determine the meaning of vocabulary using linguistic roots and affixes (e.g., Greek, Anglo-Saxon, Latin).</p>	<p>Student Edition: 262, 790</p> <p>Teacher Edition: AL 38; EL 145, 391, 411; F 262; LH 293, 385; T 262, 790; V 297; VP 226, 262, 790; WH 444, 865</p>
<p>PO 2. Use context to identify the intended meaning of unfamiliar words (e.g., definition, example, restatement, synonym, contrast).</p>	<p>Student Edition: 70, 509</p> <p><i>Academic Vocabulary</i> 132, 409, 431, 852</p> <p>Teacher Edition: AL 104, 145, 241; EL 195, 267, 419, 545; RP 434, 764; VP 70</p>

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<p>PO 3. Use context to identify the meaning of words with multiple meanings (e.g., definition, example, restatement, or contrast).</p>	<p>Student Edition: 368, 659 <i>Academic Vocabulary</i> 480, 634</p> <p>Teacher Edition: AL 241; EL 269, 483, 599, 689, 781; VP 368, 558, 610</p>
<p>PO 4. Determine the meaning of figurative language, including similes, metaphors, personification, and idioms in prose and poetry.</p>	<p>Student Edition: 388-389 <i>Analogy</i> 612, 615, 617, 619 <i>Figurative Language</i> 205 <i>Literary Element</i> 203, 207, 396, 552, 609, 623, 671, 711, 852,</p> <p>Teacher Edition: AL 112, 395, 604; EL 229, 375; LEP 116, 152, 496, 578; WP 708; WT 549, 614, 734, 766</p>
<p>PO 5. Identify the meanings, pronunciations, syllabication, synonyms, antonyms, and parts of speech of words, by using a variety of reference aids, including dictionaries, thesauri, glossaries, and CD-ROM and the Internet when available.</p>	<p>Student Edition: 659 <i>Academic Vocabulary</i> 132, 431, 852 <i>Connect to the Essay</i> 297 <i>Tip</i> 368 <i>Writing with Style</i> 665, 671</p> <p>Teacher Edition: AL 38, 77, 90, 104, 194, 248, 284, 419, 608, 660; EL 195, 411, 419, 455, 485, 509, 533, 545, 699; VP 66</p>
<p>Concept 5: Fluency</p>	
<p>Read fluently.</p>	
<p>PO 1. Read from a variety of genres with accuracy, automaticity (immediate recognition), and prosody (expression).</p>	<p>Student Edition: 160 <i>Speaking and Listening</i> 69, 711, 789</p> <p>Teacher Edition: AL 3, 23, 145, 183, 295, 403, 415, 443, 513, 531, 557, 563, 607, 613, 835; EL 487, 781; LSP 80, 142, 398</p>

STANDARDS	PAGE REFERENCES
Concept 6: Comprehension Strategies Employ strategies to comprehend text.	
PO 1. <i>Predict text content using prior knowledge and text features (e.g., illustrations, titles, topic sentences, key words).</i>	Student Edition: <i>Make Predictions About Plot</i> 197, 200, 474, 651, 653 <i>Preview the Article</i> 144, 240, 384, 527, 712, 764 <i>Reading Strategy</i> 195, 211, 218, 473, 649, 767 Teacher Edition: RP 474; RP 404; RS 146
PO 2. <i>Confirm predictions about text for accuracy.</i>	Student Edition: <i>Make Predictions About Plot</i> 197, 475 <i>Reading Strategy</i> 201, 473, 481, 649, 654
PO 3. <i>Generate clarifying questions in order to comprehend text.</i>	Student Edition: <i>Reading Strategy</i> 223, 239, 641, 647 <i>Question</i> 225, 226, 228, 232, 233, 234, 235, 236, 642 Teacher Edition: RP 252
PO 4. <i>Use graphic organizers in order to clarify the meaning of the text.</i>	Student Edition: <i>Genre Focus</i> 221 <i>Reading Skill</i> 39, 240, 318, 324, 401, 439, 483, 627 <i>Reading Strategy</i> 61, 73, 179, 249, 277, 290, 298, 413, 473 Teacher Edition: RP 282; WP 62
PO 5. <i>Connect information and events in text to experience and to related text and sources.</i>	Student Edition: <i>Comparing Literature</i> 151, 152, 153, 325, 326, 327, 328, 329, 330, 331, 447, 570, 579, 737, 873 <i>Reading Skill</i> 150, 324, 439, 728, 862 <i>Writing</i> 239, 399 Teacher Edition: WP 186, 240, 500, 550, 676, 762, 814

STANDARDS	PAGE REFERENCES
<p>PO 6. Apply knowledge of the organizational structures (e.g., chronological order, compare and contrast, cause and effect relationships, logical order) of text to aid comprehension.</p>	<p>Student Edition: 220-221 <i>Analyze Text Structure</i> 300 <i>Literary Element</i> 223, 239, 290, 296 <i>Reading Skill</i> 240, 242, 318, 323 <i>Reading Strategy</i> 298, 301 <i>Text Structure</i> 225, 227, 230, 231, 232, 234, 292, 295</p> <p>Teacher Edition: EL 147; RP 240, 322; RS 241, 319, 320, 321, 322</p>
<p>PO 7. Use reading strategies (e.g., drawing conclusions, determining cause and effect, making inferences, sequencing) to interpret text.</p>	<p>Student Edition: <i>Draw Conclusions About Characters</i> 181, 182, 187, 423, 424, 426, 427, 428, 430 <i>Make Inferences About Characters</i> 115, 116, 117, 119, 120 <i>Reading Strategy</i> 113, 122, 179, 189, 420, 432, 609</p> <p>Teacher Edition: RP 28, 32, 46, 88</p>
<p style="text-align: center;">Strand 2: Comprehending Literary Text</p> <p>Comprehending Literary Text identifies the comprehension strategies that are specific in the study of a variety of literature.</p>	
<p style="text-align: center;">Concept 1: Elements of Literature</p> <p>Identify, analyze, and apply knowledge of the structures and elements of literature.</p>	
<p>PO 1. Analyze plot development (e.g., conflict, subplots, parallel episodes) to determine how conflicts are resolved.</p>	<p>Student Edition: 84-85, 792-793 <i>Analyze Plot</i> 93, 94, 96, 97, 98, 100, 102, 771, 773, 776, 777, 780, 781, 785, 786 <i>Literary Element</i> 19, 35, 58, 73, 91, 284, 288, 324, 331 <i>Reading Skill</i> 103, 769, 789</p> <p>Teacher Edition: LE 26; LEP 74, 468</p>

STANDARDS	PAGE REFERENCES
<p>PO 2. Recognize multiple themes in works of prose, poetry, and drama.</p>	<p>Student Edition: <i>After You Read</i> 399 <i>Analyze Theme</i> 496, 500, 501 <i>Comparing Literature</i> 578 <i>Evaluate Theme</i> 705, 706, 709 <i>Genre Focus</i> 84 <i>Literary Element</i> 135, 143, 150, 153, 324, 607, 862 <i>Respond Through Writing</i> 275 <i>Reading Skill</i> 495 <i>Reading Strategy</i> 417, 503, 701 <i>Theme</i> 137, 140, 142 <i>Write to Compare</i> 579</p> <p>Teacher Edition: LEP 84; RS 709; WP 200, 380</p>
<p>PO 3. Describe a character, based upon the thoughts, words, and actions of the character, the narrator's description, and other characters.</p>	<p>Student Edition: 84 <i>Character</i> 92, 94, 95, 100, 102 <i>Characterization</i> 105, 127, 128, 131 <i>Literary Element</i> 91, 103, 104, 106, 122, 125, 133 <i>Make Inferences About Characters</i> 115, 116, 117, 119, 120 <i>Reading Strategy</i> 113, 277</p> <p>Teacher Edition: LEP 30, 76, 92, 136</p>
<p>PO 4. Contrast points of view (e.g., first vs. third, limited vs. omniscient) in literary text.</p>	<p>Student Edition: 84, 672 <i>Literary Element</i> 9, 17, 35, 274, 493 <i>Narrator and Point of View</i> 11, 16 <i>Respond Through Writing</i> 624</p> <p>Teacher Edition: EL 9; LEP 6, 230, 476; RP 114, 192, 278, 376</p>

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<p>PO 5. Analyze the influence of setting (e.g., time of day or year, historical period, place, situation) on the problem and resolution.</p>	<p>Student Edition: <i>After You Read</i> 361, 366 <i>Analyze Setting</i> 127, 130 <i>Comparing Literature</i> 441, 442, 443, 445, 446 <i>Literary Element</i> 39, 58, 113, 439, 447, 649, 654 <i>Mood</i> 196 <i>Reading Skill</i> 125, 133 <i>Setting</i> 43, 48, 56, 650, 652</p> <p>Teacher Edition: LEP 366</p>
<p>PO 6. Draw conclusions about the style, mood, and meaning of literary text based on the author's word choice.</p>	<p>Student Edition: <i>Literary Element</i> 195, 201, 265, 274, 283, 369, 372, 432, 530, 532, 541, 811 <i>Mood</i> 196, 198, 199 <i>Style</i> 266, 269, 271, 272, 371, 531</p>
<p>PO 7. Identify the characteristics and structural elements of poetry (e.g., stanza, verse, rhyme scheme, line breaks, alliteration, consonance, assonance, rhythm, repetition, figurative language) in a given selection.</p>	<p>Student Edition: 388-389 <i>Free Verse</i> 365 <i>Imagery</i> 359, 360 <i>Line and Stanza</i> 355 <i>Literary Element</i> 354, 357, 358, 361, 363, 367, 390, 392, 393, 397, 399, 413, 417 <i>Repetition</i> 391 <i>Rhyme</i> 394</p>
<p>PO 8. Identify various genres of fiction (e.g., mysteries, science fiction, historical fiction, adventures, fantasies, fables, myths) based upon their characteristics.</p>	<p>Student Edition: 84-85, 792-793 <i>Analyze Graphic Stories</i> 403, 404, 406, 407 <i>Fable</i> 87 <i>Legend</i> 628, 630 <i>Literary Element</i> 61, 69, 86, 354, 357, 627, 635, 795, 811 <i>Reading Skill</i> 401, 409 <i>Teleplay</i> 797, 798, 799, 801, 805, 806, 807, 808</p> <p>Teacher Edition: LEP 272</p>

STANDARDS	PAGE REFERENCES
Concept 2: Historical and Cultural Aspects of Literature	
Recognize and apply knowledge of the historical and cultural aspects of American, British, and world literature.	
<p>PO 1. Describe the historical and cultural aspects found in cross-cultural works of literature.</p>	<p>Student Edition: <i>Analyze Historical Context</i> 816, 819, 821, 825 <i>Build Background</i> 124, 210, 222, 482, 494, 561, 640, 648, 674, 684 <i>Reading Skill</i> 107, 110, 524, 526, 636, 639, 828 <i>Reading Strategy</i> 813 Teacher Edition: AL 719; RP 650; RS 108, 638</p>
<p>PO 2. Identify common structures and stylistic elements in literature, folklore, and myths from a variety of cultures.</p>	<p>Student Edition: 153, 331, 873 <i>Comparing Literature</i> 866, 867, 869, 870 <i>Legend</i> 628 <i>Literary Element</i> 135, 324, 607, 627, 862 <i>Reading Skill</i> 495 <i>Reading Strategy</i> 701 Teacher Edition: LEP 174, 330</p>
Strand 3: Comprehending Informational Text	
Comprehending Informational Text delineates specific and unique skills that are required to understand the wide array of informational text that is a part of our day-to-day experiences.	
Concept 1: Expository Text	
Identify, analyze, and apply knowledge of the purpose, structures, and elements of expository text.	
<p>PO 1. Restate the main idea (explicit or implicit) and supporting details in expository text.</p>	<p>Student Edition: <i>After You Read</i> 217, 239, 260, 296, 301, 316 <i>Reading Strategy</i> 712 <i>Respond and Think Critically</i> 149, 242, 387, 526, 529, 639, 715, 767 <i>Respond Through Writing</i> 219 <i>Summarize</i> 224 <i>TIP</i> 217 <i>TRY IT</i> 247 <i>Writing</i> 296 Teacher Edition: RS 714; WP 544</p>

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<p>PO 2. Summarize the main idea (stated or implied) and critical details of expository text, maintaining chronological, sequential, or logical order.</p>	<p>Student Edition: <i>After You Read</i> 217, 301 <i>Reading Strategy</i> 712 <i>Respond and Think Critically</i> 149, 242, 387, 526, 529 <i>Respond Through Writing</i> 219 <i>TIP</i> 217 <i>TRY IT</i> 247 <i>Writing</i> 296, 470</p> <p>Teacher Edition: RP 224</p>
<p>PO 3. Distinguish fact from opinion in expository text, providing supporting evidence from text.</p>	<p>Student Edition: R48 <i>Distinguish Fact and Opinion</i> 305, 307, 309, 310, 313, 314 <i>Reading Skill</i> 303, 527, 529 <i>Reading Strategy</i> 317</p> <p>Teacher Edition: RP 146, 294, 686, 688; RS 528; RSP 470</p>
<p>PO 4. Identify the author's stated or implied purpose(s) for writing expository text.</p>	<p>Student Edition: <i>Author's Perspective</i> 555 <i>Author's Purpose</i> 212, 214, 643, 644, 646 <i>Literary Element</i> 211, 218, 317, 383, 554, 560, 641, 647 <i>Evaluate Argument</i> 556, 557 <i>Reading Strategy</i> 560</p> <p>Teacher Edition: LE 646; RP 636</p>
<p>PO 5. Locate specific information by using organizational features (e.g., table of contents, headings, captions, bold print, italics, glossaries, indices, key/guide words, topic sentences, concluding sentences, end notes, footnotes, bibliographic references) in expository text. <u>(Connected to Research Strand in Writing)</u></p>	<p>Student Edition: 220 <i>Literary Element</i> 303, 317 <i>Media Workshop</i> 247 <i>Preview the Article</i> 240, 384, 527, 712, 764 <i>Reading Strategy</i> 243 <i>Respond and Think Critically</i> 529, 715 <i>Skim and Scan</i> 244, 245 <i>Text Features</i> 305, 306, 308, 311, 312 <i>Writing</i> 296</p> <p>Teacher Edition: AL 227; EL 319, 321; LH 293; RP 250; RS 146; VP 241, 242, 251, 255, 258, 294; WT 544</p>

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<p>PO 6. Locate appropriate print and electronic reference sources (e.g., encyclopedia, atlas, almanac, dictionary, thesaurus, periodical, CD-ROM, website) for a specific purpose. <u>(Connected to Research Strand in Writing)</u></p>	<p>Student Edition: R14-R16 <i>Conduct Research</i> 589 <i>Research and Report</i> 288, 317, 357, 635, 811 <i>Respond Through Writing</i> 504 <i>Speaking and Listening</i> 607 <i>Writing Workshop</i> 332, 580, 738-740, 743, 744, Teacher Edition: RP 108, 836; WP 22, 126, 254, 778, 846</p>
<p>PO 7. Differentiate between primary and secondary source material. <u>(Connected to Research Strand in Writing)</u></p>	<p>Student Edition: <i>Writing Workshop</i> 739 Teacher Edition: LH 250; RP 108; WP 258, 686; WT 308</p>
<p>PO 8. Interpret graphic features (e.g., charts, maps, diagrams, illustrations, tables, timelines, graphs) of expository text. <u>(Connected to Research Strand in Writing)</u></p>	<p>Student Edition: <i>Literary Element</i> 303, 312, 697 <i>Media Workshop</i> 247 <i>Preview the Article</i> 527, 764 <i>Text Features</i> 311, 312 <i>View the Art</i> 692 <i>View the Photograph</i> 145, 148, 255, 258, 491 Teacher Edition: LEP 384; RP 250, 712; VA 695; VP 294, 484, 721</p>
<p>PO 9. Apply knowledge of organizational structures (e.g., chronological order, comparison and contrast, cause and effect relationships, logical order) of expository text to aid comprehension.</p>	<p>Student Edition: <i>Genre Focus</i> 220-221 <i>Literary Element</i> 223, 290, 296 <i>Reading Skill</i> 240, 242, 298, 318, 562 <i>Text Structure</i> 225, 227, 230, 231, 232, 234, 239, 292, 295 TIP 217</p>
<p>PO 10. Make relevant inferences about expository text, supported by text evidence.</p>	<p>Student Edition: <i>After You Read</i> 520, 559, 654, 682, 696, 860 <i>Respond and Think Critically</i> 110, 323, 715 TIP 316 Teacher Edition: RP 214, 642, 652</p>

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<p>PO 11. Compare (and contrast) the central ideas and concepts from selected readings on a specific topic.</p>	<p>Student Edition: <i>Comparing Literature</i> 447, 737 <i>Genre Focus</i> 221 <i>Reading Skill</i> 439, 728 <i>Research and Report</i> 317 <i>Respond and Think Critically</i> 323 <i>Writing Workshop</i> 580, 737</p> <p>Teacher Edition: RP 144, 446</p>
<p>PO 12. Explain how authors use elements (e.g., language choice, organization) of expository text to achieve their purposes.</p>	<p>Student Edition: <i>Author's Purpose</i> 212, 214, 643, 644, 646 <i>Evaluate Argument</i> 556, 557 <i>Literary Element</i> 211, 218, 317, 383, 641, 647 <i>Reading Strategy</i> 554, 560</p>
<p style="text-align: center;">Concept 2: Functional Text</p> <p style="text-align: center;">Identify, analyze, and apply knowledge of the purpose, structures, clarity, and relevancy of functional text.</p>	
<p>PO 1. Use information from text and text features to determine the sequence of activities needed to carry out a procedure.</p>	<p>Student Edition: 545, R11, R13</p> <p>Teacher Edition: RS 545</p>
<p>PO 2. Determine what information (e.g., steps in directions, legend, supplies needed, illustrations, diagram, sequence) is missing in functional text.</p>	<p>Teacher Edition: LSP 244</p>
<p>PO 3. Interpret details from a variety of functional text (e.g., warranties, product information, technical manuals, instructional manuals, consumer safety publications) for a specific purpose (e.g., to follow directions, to solve problems, to perform procedures, to answer questions).</p>	<p>Student Edition: 244, 245, 544, 545 <i>After You Read</i> 246 <i>Before You Read</i> 243, 543</p> <p>Teacher Edition: AL 245</p>
<p style="text-align: center;">Concept 3: Persuasive Text</p> <p style="text-align: center;">Explain basic elements of argument in text and their relationship to the author's purpose and use of persuasive strategies.</p>	
<p>PO 1. Determine the author's specific purpose for writing the persuasive text.</p>	<p>Student Edition: <i>Argument</i> 538, 539 <i>Assessment</i> 591 <i>Author's Purpose</i> 643, 644, 646 <i>Genre Focus</i> 534-535 <i>Literary Element</i> 537, 541, 560, 641, 647 <i>Media Workshop</i> 566</p>

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<p>PO 2. <i>Identify the facts and details that support the author's argument regarding a particular idea, subject, concept, or object.</i></p>	<p>Student Edition: <i>Examine Media</i> 540 <i>Genre Focus</i> 534-535 <i>Literary Element</i> 537 <i>Reading Skill</i> 527 <i>Reading Strategy</i> 384, 387, 554, 560 <i>Respond and Think Critically</i> 529</p> <p>Teacher Edition: RS 386, 528, 557</p>
<p>PO 3. <i>Describe the intended effect of persuasive strategies and propaganda techniques (e.g., bandwagon, peer pressure, repetition, testimonial, transfer, loaded words) that an author uses.</i></p>	<p>Student Edition: R48 <i>Assessment</i> 591 <i>Evaluate Argument</i> 556, 557 <i>Examine Media</i> 540 <i>Genre Focus</i> 534-535 <i>Media Workshop</i> 566 <i>Reading Skill</i> 537, 541 <i>Recognize Bias</i> 538</p> <p>Teacher Edition: AL 853; EL 537; RS 538; WP 714</p>