



**Glencoe**

# Literature

**COURSE 4**  
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| STANDARDS  | PAGE REFERENCES  |
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| <p><b>Strand 1: Reading Process</b></p> <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> |  |
| <p><b>Concept 4: Vocabulary</b></p> <p>Acquire and use new vocabulary in relevant contexts.</p>  |  |
| <p>PO 1. Determine the meaning of vocabulary, using linguistic roots and affixes (e.g., Latin, Greek, Anglo-Saxon).</p>  | <p><b>Student Edition:</b><br/> <i>Tip</i> 21, 44, 142, 230, 379, 451, 724, 885<br/> <i>Vocabulary Practice</i> 41, 53, 111, 153, 169, 239, 290, 384, 454, 742, 897<br/> <i>Vocabulary Workshop</i> 899, 953</p> <p><b>Teacher Edition:</b><br/>           AdL 363; ApL 865, 953; EL 899; F 899, 953; T 125, 899, 953; V 21, 391</p> |
| <p>PO 2. Infer word meanings from context (e.g., definition, example, restatement, comparison/contrast, cause/effect).</p>   | <p><b>Student Edition:</b><br/> <i>Practice</i> 55, 171<br/> <i>Tip</i> 68, 171, 226, 308, 391, 507, 541, 707, 857<br/> <i>Vocabulary Practice</i> 66, 228, 317, 397, 544, 678, 723, 799, 870<br/> <i>Vocabulary Skills</i> 255, 437</p> <p><b>Teacher Edition:</b><br/>           F 68; T 171; V 679</p>                            |

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| <p>PO 3. Distinguish between the denotative and connotative meanings of words.</p>   | <p><b>Student Edition:</b><br/> <i>Tip</i> 527, 1072<br/> <i>Vocabulary Practice</i> 527, 530, 1081<br/> <i>Vocabulary Workshop</i> 788, 1042<br/> <b>Teacher Edition:</b><br/>           EL 49; F 788, 1042; T 788, 1042; VP 502, 528, 788</p>  |
| <p>PO 4. Identify the meaning of metaphors based on common literary allusions.</p>   | <p><b>Student Edition:</b><br/> <i>Figurative Language</i> 505<br/> <i>Figures of Speech</i> 443<br/> <i>Literary Element</i> 520, 527, 530, 655, 678<br/> <i>Metaphor and Simile</i> 528, 567<br/> <i>Review</i> 534, 742<br/> <i>Understand the Task</i> 743<br/> <b>Teacher Edition:</b><br/>           ApL 443; EL 505; LE 443, 522, 528</p> |
| <p>PO 5. Identify the meanings, pronunciations, syllabication, synonyms, antonyms, parts of speech, and correct spellings by using resources such as general and specialized dictionaries, thesauri, glossaries, and CD-ROM and the Internet when available.</p> | <p><b>Student Edition:</b><br/>           R64-R78<br/> <i>Vocabulary Workshop</i> 125, 502<br/> <b>Teacher Edition:</b><br/>           EL 177, 357, 359; F 125, 502; T 125; VP 502</p>   |
| <p><b>Concept 5: Fluency</b></p>   |  |
| <p><b>Read fluently.</b></p>   |  |
| <p>PO 1. Read from a variety of genres with accuracy, automaticity (immediate recognition), and prosody (expression).</p>  | <p><b>Student Edition:</b><br/> <i>Partner Activity</i> 524<br/> <i>Speaking and Listening</i> 194, 446, 799, 990<br/> <i>Tip</i> 591<br/> <b>Teacher Edition:</b><br/>           AdL 211; ApL 5, 51, 313, 361, 493, 529; EL 45, 665, 781</p>  |

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| <b>Concept 6: Comprehension Strategies</b><br>Employ strategies to comprehend text.   |   |
| <p><i>PO 1. Predict text content using prior knowledge and text features (e.g., illustrations, titles, topic sentences, key words).</i></p> | <p><b>Student Edition:</b><br/> <i>Activate Prior Knowledge</i> 284, 285, 286, 956<br/> <i>Make and Verify Predictions</i> 776, 779, 780, 782, 783, 785, 786<br/> <i>Make and Verify Predictions About Plot</i> 23, 24, 27, 30, 31, 33, 34, 37, 39<br/> <i>Reading Strategy</i> 21, 41, 283, 291, 774, 787, 955, 957<br/> <i>Tip</i> 21, 283, 774<br/> <b>Teacher Edition:</b><br/>           EL 745; RP 176; RS 33, 286, 956</p> |
| <p><i>PO 2. Generate clarifying questions in order to comprehend text.</i></p>  | <p><b>Student Edition:</b><br/> <i>Monitor Comprehension</i> 361, 363, 364, 366<br/> <i>Question</i> 143, 146, 149, 150, 151<br/> <i>Reading Strategy</i> 142, 153, 356, 368<br/> <i>Tip</i> 142, 356<br/> <b>Teacher Edition:</b><br/>           ApL 667; RP 666; RS 146, 149</p>  |
| <p><i>PO 3. Use graphic organizers in order to clarify the meaning of the text.</i></p>   | <p><b>Student Edition:</b><br/>           R20-R21<br/> <i>Activity</i> 319<br/> <i>Group Activity</i> 218<br/> <i>Note Taking</i> 6<br/> <i>Partner Activity</i> 316, 420, 489, 771<br/> <i>Take Notes</i> 990<br/> <i>Tip</i> 80, 142, 557, 707, 724, 913,<br/> <i>Visual Literacy</i> 40, 168, 1005<br/> <b>Teacher Edition:</b><br/>           A 319; ApL 357; OI T36</p>  |
| <p><i>PO 4. Connect information and events in text to experience and to related text and sources.</i></p>                                   | <p><b>Student Edition:</b><br/> <i>Connect</i> 94, 224, 1010<br/> <i>Connect to Personal Experience</i> 174, 175, 177, 178, 180, 299, 303<br/> <i>Connect to Today</i> 856, 419, 771<br/> <i>Reading Strategy</i> 173, 182, 298, 305, 527, 530<br/> <i>Tip</i> 173, 298, 527<br/> <b>Teacher Edition:</b><br/>           EL 527; LSP 360; RS 177, 178; WP 180, 298</p>  |

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| <p><i>PO 5. Apply knowledge of organizational structures (e.g., chronological order, sequence-time order, cause and effect relationships, logical order, by classification, problem-solution) of text to aid comprehension.</i></p>  | <p><b>Student Edition:</b><br/> <i>Analyze Cause-and-Effect Relationships</i> 81, 83, 85, 86, 493<br/> <i>Identify Problem and Solution</i> 333, 334, 335<br/> <i>Identify Sequence</i> 46, 47, 49, 51, 858, 859, 861, 863, 864, 865, 867, 869<br/> <i>Literary Element</i> 356, 367<br/> <i>Reading Preview</i> 1104<br/> <i>Reading Strategy</i> 44, 53, 80, 88, 90, 91, 329, 338, 492, 494, 744, 857, 870,<br/> <i>Structure</i> 357, 360, 362, 363, 364, 365, 366<br/> <i>Tip</i> 44, 80, 329, 492, 857</p> <p><b>Teacher Edition:</b><br/> AdL 83; ApL 47, 331; LE 363, 364, 365, 366;<br/> LSVP 44; RP 90, 356, 358, 362, 858, 866; RS 47, 86, 91, 334, 335, 493, 744, 858, 859, 861, 863, 864, 867</p> |
| <p><b>Strand 2: Comprehending Literary Text</b></p> <p>Comprehending Literary Text identifies the comprehension strategies that are specific in the study of a variety of literature.</p>  |   |
| <p><b>Concept 1: Elements of Literature</b></p> <p>Identify, analyze, and apply knowledge of the structures and elements of literature.</p>  |   |
| <p>PO 1. Describe the author's use of literary elements:</p> <ul style="list-style-type: none"> <li>• theme (moral, lesson, meaning, message, view or comment on life),</li> <li>• point of view (e.g., first vs. third, limited vs. omniscient),</li> <li>• characterization (qualities, motives, actions, thoughts, dialogue, development, interactions),</li> <li>• setting (time of day or year, historical period, place, situation), and</li> <li>• plot (exposition, conflict, rising action, climax, falling action, and resolution).</li> </ul> | <p><b>Student Edition:</b><br/> <i>Character</i> 4<br/> <i>Characterization</i> 874, 875, 876, 877, 880, 882<br/> <i>Elements of a Short Story</i> 6<br/> <i>Genre Focus</i> 2-3<br/> <i>Literary Element</i> 209, 218, 871, 884, 885, 897<br/> <i>Literary Focus</i> 8-9, 96-97, 184-185, 620-621<br/> <i>Make Inferences About Setting</i> 566<br/> <i>Make Inferences About Theme</i> 542<br/> <i>Plot</i> 5, 886, 889, 890, 892, 894<br/> <i>Point of View</i> 210, 212, 213, 215, 216<br/> <i>Review</i> 52, 77, 169, 181, 218<br/> <i>Setting</i> 4<br/> <i>Theme</i> 5<br/> <i>Tip</i> 541</p> <p><b>Teacher Edition:</b><br/> LE 3, 5, 184, 874, 875, 880, 889, 890, 892; RS 566; WP 184</p>          |

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| <p>PO 2. Explain different elements of figurative language, including simile, metaphor, personification, hyperbole, symbolism, allusion, and imagery in a literary selection.</p> | <p><b>Student Edition:</b><br/> <i>Analyze and Evaluate</i> 464 #4<br/> <i>Figurative Language</i> 658, 659, 661, 662, 663, 664, 665, 670, 676<br/> <i>Genre Focus</i> 442-443, 987<br/> <i>Literary Element</i> 156, 158, 169, 443, 527, 530, 655, 678<br/> <i>Literary Focus</i> 504-505<br/> <i>Metaphor and Simile</i> 528<br/> <i>Symbol</i> 158, 159, 161, 164, 165, 167<br/> <i>Understand the Task</i> 743</p> <p><b>Teacher Edition:</b><br/> ApL 157, 443, 529, 673; EL 157, 163; LE 164, 443, 528, 658, 661, 662, 664, 676; LEP 662; RP 442; T 442; WP 163</p> |
| <p>PO 3. Compare (and contrast) works within a literary genre that deal with similar themes (e.g., compare short stories, novels, short stories, poems).</p>                      | <p><b>Student Edition:</b><br/> <i>Comparing Literature</i> 126, 398, 474, 749, 900, 1020<br/> <i>Connect</i> 94, 224, 367</p> <p><b>Teacher Edition:</b><br/> CRS 126, 398, 474, 749, 900, 1020; RP 1020</p>   |
| <p>PO 4. Compare interactions among major characters and minor characters in literary text with emphasis upon how the plot is revealed through action of the dialog.</p>          | <p><b>Student Edition:</b><br/> <i>Analyze and Evaluate</i> 181 #5, 654 #6, 896 #6, 942 #5, 960 #5<br/> <i>Compare and Contrast Characters</i> 158, 160, 162, 164, 166, 915, 917, 920, 921, 1026, 1027, 1028<br/> <i>Dialogue</i> 1024, 1025, 1028<br/> <i>Literary Element</i> 1022, 1029<br/> <i>Reading Strategy</i> 156, 169, 913, 924, 1022, 1029<br/> <i>Tip</i> 913, 1022</p> <p><b>Teacher Edition:</b><br/> AL 1025; EL 1023; LE 1024, 1028; RS 158, 160, 162, 915, 917, 1027</p>  |

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| <p><b>Concept 2: Historical and Cultural Aspects of Literature</b></p> <p>Recognize and apply knowledge of the historical and cultural aspects of American, British, and world literature.</p> |   |
| <p>PO 1. Describe the historical and cultural aspects found in cross-cultural works of literature.</p>   | <p><b>Student Edition:</b><br/> <i>Analyze Cultural Context</i> 309, 310, 311, 313, 314, 315<br/> <i>Connect</i> 289 #8<br/> <i>Daily Life and Culture</i> 337, 383, 499, 741<br/> <i>Historical Narrative</i> 284, 287, 288<br/> <i>Literary Element</i> 283, 290<br/> <i>Primary Source Quotation</i> 289<br/> <i>Reading Strategy</i> 308, 317<br/> <i>Tip</i> 308</p> <p><b>Teacher Edition:</b><br/> ApL 13; CH 93, 746, 908; LE 284, 287, 288; RP 284, 312; RS 313, 315</p> |
| <p>PO 2. Compare (and contrast) classic works of literature that deal with similar topics and problems (e.g., individual and society, meaning of friendship, freedom, responsibility).</p>     | <p><b>Student Edition:</b><br/> <i>Big Idea</i> 7, 95, 183, 265, 325, 375, 447, 503, 561, 619, 755, 829, 931, 991<br/> <i>Comparing Literature</i> 126, 474, 749, 900, 1020<br/> <i>Genre Focus</i> 614<br/> <i>Wrap-Up</i> 140, 485, 906, 1033</p> <p><b>Teacher Edition:</b><br/> CRS 474, 749, 900, 1020; RP 1020</p>  |
| <p>PO 3. Recognize ways that forms of literature (including poetry, novel and/or short story) present similar themes differently across genres.</p>  | <p><b>Student Edition:</b><br/> <i>Big Idea</i> 7, 95, 183, 265, 325, 375, 447, 503, 561, 619, 755, 829, 931, 991<br/> <i>Comparing Literature</i> 126, 474, 749, 900, 1020<br/> <i>Genre Focus</i> 614<br/> <i>Wrap-Up</i> 140, 485, 906, 1033</p> <p><b>Teacher Edition:</b><br/> CRS 474, 749, 900, 1020; RP 1020</p>  |

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| <p><b>Strand 3: Comprehending Informational Text</b></p> <p>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.</p>  |  |
| <p><b>Concept 1: Expository Text</b></p> <p>Identify, analyze, and apply knowledge of the purpose, structures, and elements of expository text.</p>  |  |
| <p>PO 1. Compare (and contrast) original text to a summary for accuracy of the main ideas, inclusion of critical details, and the extent to which it conveys the underlying meaning of the original text.</p>  | <p><b>Student Edition:</b><br/> <i>Determine Main Idea and Supporting Details</i> 471, 472, 1118, 1120, 1121<br/> <i>Highlight the Main Idea</i> 1122<br/> <i>Reading Strategy</i> 11, 19, 470<br/> <i>Respond and Interpret</i> 77 #4, 94 #1, 373 #1, 473 #1, 747 #1, 803 #1, 911 #1, 1070 #1<br/> <i>Summarize</i> 14, 17<br/> <i>Tip</i> 11<br/> <b>Teacher Edition:</b><br/>           RS 17, 471, 472; S 11</p> |
| <p>PO 2. Distinguish facts from opinions in expository selections such as editorials, newspaper articles, essays, reviews, and critiques, providing supporting evidence from the text.</p>   | <p><b>Student Edition:</b><br/> <i>Connect</i> 1070<br/> <i>Distinguish Fact and Opinion</i> 1123<br/> <i>Evaluate Credibility</i> 401, 406<br/> <i>Evidence</i> 323<br/> <i>Reading Strategy</i> 400<br/> <b>Teacher Edition:</b><br/>           ApL 1123; BO 1123; EL 323; RP 320, 322; RS 401; WP 324, 406</p>  |
| <p>PO 3. 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><b>Student Edition:</b><br/> <i>Analyze Text Structure</i> 373, 370, 371<br/> <i>Preview the Article</i> 369 #2, 470 #1-#2, 744 #2, 907 #1, 1068 #1-#2<br/> <i>TIME</i> 90-94, 907-911<br/> <i>Works Cited</i> 969<br/> <b>Teacher Edition:</b><br/>           AdL 343, 969; EL 745; RP 744; RS 370, 371, 373</p>   |

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| <p>PO 4. Organize information from both primary and secondary sources by taking notes, outlining ideas, paraphrasing information; and by making charts, conceptual maps, learning logs, and/or timelines. <u>(Connected to Research Strand in Writing)</u></p>                  | <p><b>Student Edition:</b><br/> <i>Avoid Plagiarism</i> 965<br/> <i>Give It Structure</i> 354<br/> <i>Investigate</i> 153, 317<br/> <i>Organize Your Information</i> 965<br/> <i>Quote Versus Paraphrase</i> 963<br/> <i>Report</i> 111<br/> <i>Research</i> 368<br/> <i>Take Notes</i> 964<br/> <b>Teacher Edition:</b><br/> ApL 93, 357; RP 350, 370, 472; WS 965, 968</p>             |
| <p>PO 5. Interpret graphic sources of information (e.g., charts, maps, diagrams, illustrations, tables, timelines, graphs) to support ideas. <u>(Connected to Research Strand in Writing)</u></p>   | <p><b>Student Edition:</b><br/> <i>Preview the Article</i> 907 #2<br/> <i>TIME</i> 470-473, 745-747, 908-911, 1069<br/> <i>View the Art</i> 351, 359, 360, 366<br/> <b>Teacher Edition:</b><br/> EL 369; VA 351; VP 359, 360, 366; WP 749</p>  |
| <p>PO 6. Use knowledge of modes of expository writing (e.g., chronological order, comparison and contrast, cause and effect relationships, logical order, classification schemes, sequence-time order, problem-solution, analogy, definition, narrative) to interpret text.</p> | <p><b>Student Edition:</b><br/> <i>Analyze Text Structure</i> 370, 371, 372, 373<br/> <i>Literary Element</i> 356, 367<br/> <i>Reading Strategy</i> 90, 369<br/> <i>Structure</i> 357, 360, 362, 363, 364, 365, 366<br/> <b>Teacher Edition:</b><br/> LE 357, 363, 364, 365, 366; RP 90, 358, 362, 364, 365; RS 370, 371, 372, 373</p>   |
| <p>PO 7. Explain how one excerpt relates and contributes to the reading selection (e.g., sentence to paragraph, paragraph to selection).</p>  | <p><b>Student Edition:</b><br/> <i>Analyze and Evaluate</i> 353 #5<br/> <i>Analyze Rhetorical Devices</i> 352<br/> <i>Big Idea</i> 94<br/> <i>Descriptive Essay</i> 342<br/> <i>Dialogue</i> 94<br/> <i>On the Move</i> 362<br/> <i>Partner Activity</i> 367<br/> <i>Respond to Events</i> 907, 909<br/> <b>Teacher Edition:</b><br/> BI 94; LE 94, 342; RP 364; RS 907, 909; WP 372</p> |

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| <p>PO 8. Support conclusions drawn from ideas and concepts in expository text.</p>  | <p><b>Student Edition:</b><br/> <i>Analyze and Evaluate</i> 94, 345, 353, 367, 373, 473, 747, 911, 1070<br/> <i>Partner Activity</i> 367<br/> <i>Respond and Interpret</i> 94, 345, 353, 367, 373, 473, 747, 911, 1070<br/> <i>Respond Through Writing</i> 1067<br/> <b>Teacher Edition:</b><br/>           AdL 343; EL 907; RP 90, 358; RS 472; WP 92, 747, 910</p> |
| <p><b>Concept 2: Functional Text</b><br/>           Identify, analyze, and apply knowledge of the purpose, structures, clarity, and relevancy of functional text.</p> |  |
| <p>PO 1. Synthesize information from multiple sources (e.g., texts, maps, illustrations, workplace documents, schematic diagrams) to solve a problem.</p>             | <p><b>Student Edition:</b><br/> <i>Analyze</i> 1109<br/> <i>Read a Map</i> 1116<br/> <i>Read Travel Directions</i> 1115<br/> <i>Read a Warranty</i> 1107<br/> <i>Read a Web Site</i> 1121<br/> <i>Write Travel Directions</i> 1117<br/> <b>Teacher Edition:</b><br/>           RS 1121</p>   |
| <p>PO 2. Synthesize information from multiple sources (e.g., texts, maps, illustrations, workplace documents, schematic diagrams) to draw conclusions.</p>            | <p><b>Student Edition:</b><br/> <i>Draw Conclusions</i> 1105<br/> <i>Identify the Main Idea</i> 1106<br/> <i>Make Inferences</i> 1112<br/> <i>Respond and Think Critically</i> 1110<br/> <i>Review</i> 1112<br/> <b>Teacher Edition:</b><br/>           RP 1110; RS 1106, 1125</p>   |
| <p>PO 3. Identify the objective(s) of functional text (e.g., warranties, product information, technical manuals, consumer publications, workplace documents).</p>     | <p><b>Student Edition:</b><br/> <i>Analyze</i> 1125<br/> <i>Focus on Functional Documents</i> 1102-1103<br/> <i>Read an Agenda</i> 1105<br/> <i>Respond and Think Critically</i> 1117 #4, 1122 #4<br/> <b>Teacher Edition:</b><br/>           ApL 1109; BO 1100; EL 1103, 1117; FD 1102; S 1107; RP 1110; RS 1114, 1119, 1120</p>                                    |

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| <p><b>Concept 3: Persuasive Text</b></p> <p>Explain basic elements of argument in text and their relationship to the author's purpose and use of persuasive strategies.</p> |   |
| <p>PO 1. Identify the central argument and its elements (e.g., argument by cause and effect, analogy, authority, emotion, logic) in persuasive text.</p>                    | <p><b>Student Edition:</b><br/> <i>Analyze a Professional Model</i> 1083-1084<br/> <i>Analyze a Workshop Model</i> 1086-1087<br/> <i>Before You Read</i> 399<br/> <i>Big Idea</i> 402<br/> <i>Compare Persuasion</i> 398, 411<br/> <i>Literary Element</i> 379, 384, 400, 410, 420<br/> <i>Literary Focus</i> 376-377<br/> <i>Persuasive Essay and Speech</i> 261<br/> <i>Respond and Interpret</i> 419<br/> <i>Review: Argument</i> 420<br/> <i>Rhetorical Devices</i> 380, 381, 382, 402, 405, 406, 408<br/> <i>The Persuasive Essay</i> 327<br/> <i>Writing</i> 410<br/> <b>Teacher Edition:</b><br/>           BI 402; LE 380, 381, 382, 406; WP 376, 402</p> |
| <p>PO 2. Evaluate the appropriateness of an author's word choice for an intended audience.</p>  | <p><b>Student Edition:</b><br/> <i>Author's Purpose</i> 416, 417<br/> <i>Big Idea</i> 413, 414, 415, 418<br/> <i>Connect</i> 419 #6<br/> <i>Diction</i> 376<br/> <i>Reading Strategy</i> 410<br/> <i>Visual Literacy</i> 419<br/> <i>Writing</i> 410, 411<br/> <b>Teacher Edition:</b><br/>           AdL 417; BI 414, 415; LE 376, 416; WT 414</p>   |

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| <p>PO 3. Identify unsupported inferences or fallacious reasoning (e.g., circular reasoning, false causality, over-generalization, over-simplification, self-contradiction) in the arguments advanced in persuasive text.</p> | <p><b>Student Edition:</b><br/> <i>Common Pitfalls</i> 399<br/> <i>Evaluate Evidence</i> 415, 418<br/> <i>Focus Lesson</i> 319<br/> <i>Recognize Bias</i> 381<br/> <i>Reading Strategy</i> 379, 384<br/> <i>Revision</i> 1088<br/> <i>Writing</i> 410</p> <p><b>Teacher Edition:</b><br/> EL 319; RS 381, 418</p> |