



Glencoe

Literature

COURSE 3
© 2009

| STANDARDS | PAGE REFERENCES |
|--|--|
| Reading | |
| 1 Develop and apply skills and strategies to the reading process | |
| A Print Concepts | |
| B Phonemic Awareness | |
| C Phonics | |
| <p>* Apply decoding strategies to “problem-solve” unknown words when reading when needed</p> | <p>Student Edition: <i>Academic Vocabulary</i> 12, 53, 67, 85, 98, 184, 197, 264, 319, 345, 352, 387, 466, 491, 502, 524, 545, 559, 621, 687, 851 <i>Review Vocabulary</i> 79 <i>Tip</i> 55, 287, 402, 493, 661, 875 <i>Vocabulary</i> 264, 666 <i>Vocabulary Practice</i> 28, 34, 53, 176, 184, 197, 215, 240, 319, 334, 364, 400, 491, 502, 508, 524, 570, 621, 629, 659, 687, 712, 851, 864 <i>Vocabulary Workshop</i> 55, 287, 402, 875</p> <p>Teacher Edition: A 55; F 55, 402, 875; T 55, 287, 402, 875; VP 55, 402</p> |

| STANDARDS | PAGE REFERENCES |
|--|---|
| D Fluency | |
| <p>* Read grade-level instructional text</p> <ol style="list-style-type: none"> with fluency, accuracy and expression adjusting reading rate to difficulty and type of text | <p>Student Edition: <i>Listening and Speaking</i> 813 <i>Presentation Checklist</i> 440 <i>Speaking and Listening</i> 86 <i>Speaking, Listening and Viewing Workshop</i> 134, 440</p> <p>Teacher Edition: LS 813; SL 86; SS 134</p> |
| E Vocabulary | |
| <p>Develop vocabulary through text, using</p> <ol style="list-style-type: none"> roots and affixes context clues glossary, dictionary and thesaurus | <p>Student Edition: <i>Academic Vocabulary</i> 12, 53, 67, 85, 98, 184, 197, 264, 319, 345, 352, 387, 466, 491, 502, 524, 545, 559, 621, 687, 851 <i>Tip</i> 55, 287, 402, 493, 661, 875 <i>Vocabulary</i> 264, 666 <i>Vocabulary Practice</i> 28, 34, 53, 176, 184, 197, 215, 240, 319, 334, 364, 400, 491, 502, 508, 524, 570, 621, 629, 659, 687, 712, 851, 864 <i>Vocabulary Workshop</i> 55, 287, 402, 875</p> <p>Teacher Edition: A 287, 875; AL 287, 875; F 287, 875; T 287, 875</p> |
| F Pre-Reading | |
| <p>* Apply pre-reading strategies to aid comprehension:</p> <ol style="list-style-type: none"> access prior knowledge preview predict with evidence set a purpose and rate for reading | <p>Student Edition: <i>Activate Prior Knowledge</i> 59, 60, 62, 650, 652, 654, 655, 656 <i>Reading Skill</i> 871, 874 <i>Reading Strategy</i> 57, 68, 649, 659 <i>Try It</i> 57, 649</p> <p>Teacher Edition: A 874 #5; RS 57, 68, 649, 650, 652, 654-656</p> |

| STANDARDS | PAGE REFERENCES |
|---|---|
| G During Reading | |
| <p>* During reading, utilize strategies to</p> <ul style="list-style-type: none"> a. determine meaning of unknown words b. self-monitor comprehension c. question the text d. infer e. visualize f. paraphrase g. summarize | <p>Student Edition: <i>Monitor Comprehension</i> 33, 341, 343, 497, 498 <i>Question</i> 856, 859, 860, 862 <i>Reading Skill</i> 73, 92, 107, 166, 179, 210, 242, 248, 266, 311, 355, 380, 385, 394 <i>Try It</i> 31, 223, 339, 355, 495, 854</p> <p>Teacher Edition: RS 33, 73, 92, 107, 179, 210, 242, 248, 266, 311, 341, 343, 355, 380, 385, 394, 497, 498, 856, 859, 860, 862</p> |
| H Post-Reading | |
| <p>Apply post-reading skills to comprehend, interpret, analyze, and evaluate text:</p> <ul style="list-style-type: none"> a. identify and explain the relationship between the main idea and supporting details *b. question to clarify c. reflect d. draw conclusions e. paraphrase f. summarize | <p>Student Edition: <i>Draw Conclusions About Plot</i> 332, 333 <i>Draw Conclusions About Events</i> 192, 193 <i>Identify Cause-and Effect Relationships</i> 212, 214 <i>Identify Sequence</i> 94, 95, 96 <i>Make Inferences About Characters</i> 41, 44, 48, 691, 693, 695, 696, 697, 698, 701, 703, 704, 706, 707, 709, 710, 711 <i>Reading Skill</i> 92, 98, 210, 215, 380 <i>Reading Strategy</i> 40, 53, 189, 198, 330, 335, 713, 865, 870</p> <p>Teacher Edition: A 215 #5; RS 40, 41, 44, 48, 92, 94, 95, 192, 193, 195, 212, 214, 332, 333, 691, 693, 695-698, 701, 703-704, 706-707, 709-711</p> |

| STANDARDS | PAGE REFERENCES |
|--|---|
| I Making Connections | |
| <p>Compare, contrast and analyze connections:</p> <ul style="list-style-type: none"> a. text to text (information and relationships in various fiction and non-fiction works) *b. text to self (text ideas and own experiences) *c. text to world (text ideas and the world by identifying how literature reflects a culture and historic time frame) | <p>Student Edition: <i>Big Question</i> 127, 285, 286, 433, 729, 879 <i>Compare and Contrast</i> 534-537 <i>Comparing Literature</i> 108, 110-116, 118-119, 121-124, 126, 267-270, 272-274, 277-284, 418-428, 430-432, 716-718, 720-725, 727, 877-878 <i>Literary Element</i> 127, 286, 433, 532, 729, 879 <i>Reading Skill</i> 107, 417, 714, 876 <i>Respond and Think Critically</i> 531 #4, 538 #4, 850 #4 <i>Review</i> 532 <i>Write to Compare</i> 127, 286, 433, 729, 879</p> <p>Teacher Edition: BQ 127, 285, 286, 729, 879; RS 107, 417, 534-537, 714, 876</p> |
| 2 Develop and apply skills and strategies to comprehend, analyze and evaluate fiction, poetry and drama from a variety of cultures and times | |
| A Text Features | |
| <p>Use grade level text to</p> <ul style="list-style-type: none"> a. interpret and analyze information in title b. recognize and interpret the text features of fiction, poetry and drama | <p>Student Edition: <i>Activate Prior Knowledge</i> 59, 60, 62, 650, 652, 654, 655, 656 <i>Reading Skill</i> 871, 874 <i>Reading Strategy</i> 57, 68, 649, 659 <i>Try It</i> 57, 649</p> <p>Teacher Edition: A 874 #5; RS 57, 68, 649, 650, 652, 654-656</p> |
| B Literary Techniques | |
| <p>Identify and explain literary techniques, in text emphasizing</p> <ul style="list-style-type: none"> a. jargon b. dialect c. slang d. symbolism e. analyze literary techniques previously introduced | <p>Student Edition: <i>Flashback</i> 611, 614 <i>Foreshadowing</i> 692, 694, 699, 703, 704, 706, 708 <i>Literary Elements</i> 555 <i>Symbol</i> 556, 558</p> <p>Teacher Edition: LE 555-556, 558, 611, 614, 692, 694, 699, 703-704, 706, 708</p> |

| STANDARDS | PAGE REFERENCES |
|--|---|
| C Literary Elements | |
| <p>Use details from text to</p> <ol style="list-style-type: none"> demonstrate comprehension skills previously introduced identify and explain flashback, mood and theme analyze point of view analyze author's viewpoint/ perspective determine how an incident foreshadows a future event interpret behaviors, motives, and consequences of characters' actions evaluate problem-solving processes of characters evaluate effectiveness of solutions | <p>Student Edition: <i>Analyze Characters</i> 395, 397, 399 <i>Analyze Conflict</i> 566, 568 <i>Analyze Setting</i> 356, 357, 360 <i>Character</i> 42, 47 <i>Conflict</i> 313, 314, 317 <i>Literary Elements</i> 8, 12, 14, 28, 40, 53, 70, 73, 86, 101, 107, 154, 286, 311, 319, 355, 571 <i>Making Inferences About Characters</i> 41, 44, 48 <i>Narrator and Point of View</i> 9, 11 <i>Plot</i> 16, 18-19, 24, 26 <i>Reading Skill</i> 73, 248, 355, 364, 394, 401, 565, 570 <i>Reading Strategy</i> 40, 53, 690 <i>Respond and Think Critically</i> 52 #4 <i>Review</i> 68, 198, 240, 265, 364, 415, 491, 621, 688 <i>Tip</i> 52, 319</p> <p>Teacher Edition: LE 40, 53, 73, 248, 355, 364, 394, 401, 656, 570, 690; RS 73, 248, 355, 364, 394, 401, 565, 570</p> |
| <p>3 Develop and apply skills and strategies to comprehend, analyze and evaluate nonfiction (such as biographies, newspapers, technical manuals) from a variety of cultures and times</p> | |
| A Text Features | |
| <p>Explain, analyze and evaluate the author's use of text features to clarify meaning</p> | <p>Student Edition: <i>Analyze Cause-and-Effect Relationships</i> 549, 550 <i>Analyze Text Structure</i> 673 <i>Genre Focus</i> 186-187 <i>Identify Cause-and-Effect Relationships</i> 212, 214 <i>Reading Skill</i> 92, 210, 215, 548, 554, 671 <i>Review: Text Structure</i> 503 <i>Try It</i> 210, 671</p> <p>Teacher Edition: A 215 #5; EL 187; RP 210, 248, 550, 552; RS 92, 210, 212, 214, 548- 552, 673; T 186</p> |

| STANDARDS | PAGE REFERENCES |
|---|--|
| B Literary Techniques | |
| Identify and explain literary techniques and figurative language in nonfiction text, emphasizing <ol style="list-style-type: none"> jargon dialect slang literary techniques previously introduced | Student Edition: <i>Analyze Evidence</i> 181, 182 <i>Big Question</i> 563 <i>Literary Element – Tone</i> 546 <i>Reading Skill</i> 179, 184, 380 <i>Reading Strategy</i> 561, 563 <i>Try It</i> 179 Teacher Edition: A 563 #6; LE 546; RS 179, 181, 534-537, 561-563; TI 179 |
| C Text Structures | |
| Use details from text to <ol style="list-style-type: none"> demonstrate comprehension skills previously introduced evaluate adequacy of evidence presented by author determine author's purpose based on text analysis compare and contrast determine importance of information analyze point of view determine author's viewpoints identify problem solving processes and explain effectiveness of solutions determining importance of information analyze word choice and connotation analyze organizational effectiveness analyze accuracy of information | Student Edition: <i>Analyze Evidence</i> 181, 182 <i>Argument</i> 463, 464 <i>Author's Purpose</i> 168, 171, 173 <i>Literary Element – Argument</i> 459, 467 <i>Literary Element – Text Structure</i> 517, 524 <i>Literary Element – Thesis</i> 469, 474 <i>Text Structure</i> 518, 520, 521 <i>Thesis</i> 471, 473 <i>Review: Text Structure</i> 503 <i>Try It</i> 210, 671 Teacher Edition: LE 459, 463, 464, 467, 469, 474, 503, 517, 524; RS 168, 171, 173, 181, 182 |
| D Understanding Directions | |
| * Read and follow multi-step directions to a complete a complex task | This objective can be met through classroom activities and assignments. |

| STANDARDS | PAGE REFERENCES |
|--|---|
| Writing | |
| 1 Apply a writing process in composing text | |
| A Writing Process | |
| <p>Follow a writing process to</p> <ol style="list-style-type: none"> use appropriate prewriting strategies as needed generate a draft reread, revise for audience and purpose, ideas and content, organization and sentence structure, and word choice edit for conventions (refer to W2E) *e. share writing | <p>Student Edition: <i>Edit and Proofread</i> 133, 587, 737, 885 <i>Respond Through Writing</i> 29, 54, 99, 185, 265, 416, 492, 525, 622, 660, 852 <i>Grammar Workshop</i> 80-81 <i>Respond Through Writing</i> 29, 54, 99, 185, 241, 365, 416, 492, 525, 622, 660, 852 <i>Writing Workshop</i> 128-133, 288-293, 434-439, 582-587, 730-737, 880-885</p> <p>Teacher Edition: T 129-133, 289-293, 434-439, 582-587, 730-737, 880-885</p> |
| 2 Compose well-developed text | |
| A Audience and purpose | |
| <p>Compose text</p> <ol style="list-style-type: none"> showing awareness of audience choosing a form and point of view appropriate to purpose and audience | <p>Student Edition: <i>Prewriting Tip</i> 582 <i>Writing Workshop</i> 128-133, 288-293, 582-587, 730-737, 880-885</p> <p>Teacher Edition: T 129-133, 289-293, 434-439, 582-587, 730-737, 880-885</p> |
| B Ideas and Content | |
| <p>Compose text with</p> <ol style="list-style-type: none"> strong controlling idea relevant specific details complex ideas freshness of thought | <p>Student Edition: <i>Respond Through Writing</i> 29, 185, 416, 492, 852 <i>Writing Plan</i> 288, 434, 582, 730, 880 <i>Writing Tip</i> 435, 436 <i>Writing Workshop</i> 288-293, 434-439, 582-587, 730-737, 880-885</p> <p>Teacher Edition: T 129-133, 289-293, 434-439, 582-587, 730-737, 880-885</p> |

| STANDARDS | PAGE REFERENCES |
|--|--|
| C Organization and Sentence Structure | |
| <p>Compose text with</p> <ol style="list-style-type: none"> an effective beginning, middle, and end a logical order effective paragraphing a variety of sentence structures, including compound-complex sentences cohesive devices, including transitions, repetition, pronoun antecedent, and parallel structure | <p>Student Edition: <i>Applying Good Writing Traits</i> 130, 733 <i>Respond Through Writing</i> 492, 525 <i>Writing Tip</i> 130, 290 <i>Writing Workshop</i> 128-133, 288-293, 582-587, 730-737, 880-885</p> <p>Teacher Edition: A 492, 525; AL 881; EP 587; GP 292; T 586; WP 130</p> |
| D Word Choice | |
| <p>Compose text using</p> <ol style="list-style-type: none"> precise and vivid language writing techniques, such as figurative language, sensory detail and purposeful dialogue | <p>Student Edition: <i>Applying Good Writing Traits</i> 436 <i>Respond Through Writing</i> 622, 660 <i>Writing Plan</i> 128, 434, 582 <i>Writing with Style</i> 265, 353, 560 <i>Writing Tip</i> 433, 436 <i>Writing Workshop</i> 128-133, 434-439, 582-587, 880-885</p> <p>Teacher Edition: A 622, 660; AL 133; EL 133; T 436; WP 130, 132</p> |
| E Conventions | |
| <p>In written text</p> <ol style="list-style-type: none"> use conventions of capitalization, use colon to introduce lists use correct pronoun case use dictionary, spell-check and other resources to edit for correct spelling <p>*e. write legibly</p> | <p>Student Edition: <i>Applying Good Writing Traits</i> 290 <i>Grammar Link</i> 335, 503, 813 <i>Grammar Tip</i> 29, 99, 133, 185, 293, 492, 737</p> <p>Teacher Edition: GL 335, 503, 813; GP 290</p> |

| STANDARDS | PAGE REFERENCES |
|--|---|
| 3 Write effectively in various forms and types of writing | |
| A Forms/Types/Modes of Writing | |
| <p>Compose a variety of texts,</p> <ol style="list-style-type: none"> using narrative, descriptive, expository, and/or persuasive features in various formats, including workplace communication (e.g., business letter with a correctly addressed envelope, email communications) including summary including literature response | <p>Student Edition: <i>Respond Through Writing</i> 29, 241, 416, 492, 622 <i>Unit Challenge</i> 887 <i>Writing</i> 6, 12, 34, 152, 221, 228, 308, 319, 328, 456, 604, 629, 638, 688 <i>Writing Workshop</i> 880-885</p> <p>Teacher Edition: A 152, 416, 492, 622; W 308, 328; WP 6, 12, 604</p> |
| Listening and Speaking | |
| 1 Develop and apply effective listening skills and strategies | |
| A Purpose for Listening | |
| <p>Listen</p> <ul style="list-style-type: none"> for enjoyment for information for directions and use clarifying strategies for understanding (e.g., questioning, summarizing and paraphrasing) to recognize how colloquialisms and jargon reflect context, regions and cultures | <p>Student Edition: R 46-47 <i>Active Listening and Note-Taking Checklist</i> 886 <i>Group Activity</i> 295, 441, 589, 739, 887 <i>On Your Own Activity</i> 441 <i>Speaking, Listening and Viewing Workshop</i> 134, 294, 440, 588, 738, 886</p> <p>Teacher Edition AL 295; LSP 886; SSP 886; T 295, 886</p> |
| B Listening Behavior | |
| <p>Use active-listening behaviors (e.g., asks questions of speaker and uses body language and facial expressions to indicate agreement, disagreement or confusion)</p> | <p>Student Edition: R 46-47 <i>Active Listening and Note-Taking Checklist</i> 886 <i>Group Activity</i> 295, 441, 589, 739, 887 <i>On Your Own Activity</i> 441 <i>Speaking, Listening and Viewing Workshop</i> 134, 294, 440, 588, 738, 886</p> <p>Teacher Edition: AL 295; LSP 886; SSP 886; T 295, 886</p> |

| STANDARDS | PAGE REFERENCES |
|--|--|
| 2 Develop and apply effective speaking skills and strategies for various audiences and purposes | |
| A Discussion and Presentation | |
| In discussions and presentations, <ul style="list-style-type: none"> • use appropriate body language • incorporate media or technology • respond to questions | Student Edition: <i>Listening and Speaking</i> 813 <i>Presentation Checklist</i> 294, 440, 738 <i>Speaking and Listening</i> 86, 503 <i>Speaking, Listening and Viewing Workshop</i> 134, 294, 440, 588, 738 <i>Speech Checklist</i> 588 Teacher Edition: LS 813; LSP 134; SL 86 |
| B Giving Directions | |
| Give clear and concise multi-step oral directions to complete a complex task | This objective can be met through classroom activities and assignments. |
| Information Literacy | |
| 1 Develop and apply effective research process skills to gather, analyze and evaluate information | |
| A Research Plan | |
| Develop a research plan to guide investigation and research of focus questions | Student Edition: R 14-16 |
| B Acquire Information | |
| Locate and use primary and secondary sources to <ul style="list-style-type: none"> • investigate research topics • acquire relevant information • evaluate reliability of information | Student Edition: <i>Prewriting Tip</i> 288 <i>Reading Skill</i> 179, 184, 517, 524 <i>Research & Report</i> 177, 198, 346, 713 <i>Respond Through Writing</i> 29, 365, 525 <i>Tip</i> 523 <i>Try It</i> 179, 208, 517 <i>Writing Workshop</i> 730-732 Teacher Edition: A 29; AL 29; RS 179; T 730-731 |
| C Record Information | |
| Record relevant information using a self-selected note-taking or organizational strategy | Student Edition: R 14-16 |

| STANDARDS | | PAGE REFERENCES |
|--|---|-----------------|
| D Sources Consulted | | |
| Document research sources using a given citation format | Student Edition: R 15-17 | |
| 2 Develop and apply effective skills and strategies to analyze and evaluate oral and visual media | | |
| A Media Messages | | |
| Analyze and synthesize two or more messages conveyed in various media (e.g., videos, pictures, web-sites, artwork, plays and/or news programs) | This objective can be met through classroom activities and assignments. | |