



Glencoe

Literature

COURSE 4
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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>Practice</i> 55, 171 <i>Tip</i> 44, 68, 142, 171, 226, 308, 391, 507, 541, 707, 724, 857 <i>Vocabulary Practice</i> 53, 66, 111, 153, 228, 317, 397, 544, 678, 723, 742, 799, 870 <i>Vocabulary Skills</i> 255, 437</p> <p>Teacher Wraparound Edition: F 68; T 171; V 679</p>

STANDARDS	PAGE REFERENCES
D. Fluency	
<p>* Read grade-level instructional text</p> <ol style="list-style-type: none"> with fluency: accuracy, comprehension and appropriate expression adjusting reading rate to difficulty and type of text 	<p>Student Edition: <i>Partner Activity</i> 524 <i>Speaking and Listening</i> 194, 446, 799, 990 <i>Tip</i> 591</p> <p>Teacher Wraparound Edition: AdL 211; ApL 5, 51, 313, 361, 493, 529; EL 45, 665, 781</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: R64-R78 <i>Practice</i> 55, 171 <i>Tip</i> 21, 44, 68, 142, 171, 226, 230, 308, 379, 391, 451, 507, 541, 707, 724, 857, 885 <i>Vocabulary Practice</i> 41, 53, 66, 111, 153, 169, 228, 239, 290, 317, 384, 397, 454, 544, 678, 723, 742, 799, 870, 897 <i>Vocabulary Skills</i> 255, 437 <i>Vocabulary Workshop</i> 125, 502, 899, 953</p> <p>Teacher Wraparound Edition: AdL 363; ApL 865, 953; EL 899; F 68, 125, 502, 899, 953; T 125, 171, 899, 953; V 21, 391, 679; VP 502</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 text support or rationale set a purpose and rate for reading 	<p>Student Edition: <i>Activate Prior Knowledge</i> 284, 285, 286, 956 <i>Make and Verify Predictions</i> 776, 779, 780, 782, 783, 785, 786 <i>Make and Verify Predictions About Plot</i> 23, 24, 27, 30, 31, 33, 34, 37, 39 <i>Reading Strategy</i> 21, 41, 283, 291, 774, 787, 955, 957 <i>Tip</i> 21, 283, 774</p> <p>Teacher Wraparound Edition: EL 745; RP 176; RS 33, 286, 956</p>

STANDARDS	PAGE REFERENCES
G. During Reading	
<p>*During reading, utilize strategies to</p> <ol style="list-style-type: none"> determine meaning of unknown words self-monitor comprehension question the text infer visualize paraphrase summarize 	<p>Student Edition: R38-R40 <i>Activate Prior Knowledge</i> 284, 285, 286, 956 <i>Make Inferences About Setting</i> 566 <i>Make Inferences About the Speaker</i> 463 <i>Monitor Comprehension</i> 361, 363, 364, 366 <i>Question</i> 143, 146, 149, 150, 151 <i>Reading Strategy</i> 142, 153, 283, 291, 356, 368, 462, 464, 565, 955, 957 <i>Summarize</i> 14, 17, 628, 630, 631, 632, 635, 637, 640, 644, 645, 647, 649, 650 <i>Tip</i> 142, 283, 356, 462, 565</p> <p>Teacher Wraparound Edition: ApL 667; RP 176, 666; RS 17, 146, 149, 286, 463, 566, 628, 630, 631, 644, 645, 647, 650, 956</p>
H. Post-Reading	
<p>Apply post-reading skills to comprehend, interpret, analyze, and evaluate text:</p> <ol style="list-style-type: none"> identify and explain the relationship between the main idea and supporting details *question to clarify reflect draw conclusions paraphrase summarize 	<p>Student Edition: <i>Determine Main Idea and Supporting Details</i> 471, 472, 1118, 1120, 1121 <i>Draw Conclusions About Author's Beliefs</i> 278, 279, 280, 537 <i>Highlight the Main Idea</i> 1122 <i>Question</i> 143, 146, 149, 150, 151 <i>Reading Strategy</i> 11, 19, 470, 625, 654 <i>Respond and Interpret</i> 77 #4, 94 #1, 373 #1, 473 #1, 747 #1, 803 #1, 911 #1, 1070 #1 <i>Respond Through Writing</i> 42, 421 <i>Summarize</i> 14, 17, 628, 630, 631, 632, 635, 637, 640, 644, 645, 647, 649, 650 <i>Tip</i> 11 <i>Writing</i> 281, 389, 870</p> <p>Teacher Wraparound Edition: ApL 421; EL 629; RP 632; RS 17, 146, 149, 279, 280, 471, 472, 628, 630, 631, 644, 645, 647, 650; S 11</p>

STANDARDS	PAGE REFERENCES
I. Making Connections	
<p>Compare, contrast, analyze and evaluate connections:</p> <p>a. text to text (information and relationships in various fiction and non-fiction works)</p> <p>*b. text to self (text ideas and own experiences)</p> <p>*c. text to world (text ideas and the world by analyzing and evaluating the relationship between literature and its historical period and culture)</p>	<p>Student Edition:</p> <p><i>Analyze Cultural Context</i> 309, 310, 311, 313, 314, 315</p> <p><i>Big Idea</i> 7, 95, 183, 265, 325, 375, 447, 503, 561, 619, 755, 829, 931, 991</p> <p><i>Comparing Literature</i> 126, 398, 474, 749, 900, 1020</p> <p><i>Connect</i> 94, 224, 289 #8, 367, 1010</p> <p><i>Connect to Personal Experience</i> 174, 175, 177, 178, 180, 299, 303</p> <p><i>Connect to Today</i> 856, 419, 771</p> <p><i>Daily Life and Culture</i> 337, 383, 499, 741</p> <p><i>Historical Narrative</i> 284, 287, 288</p> <p><i>Primary Source Quotation</i> 289</p> <p><i>Reading Strategy</i> 173, 182, 298, 305, 308, 317, 527, 530</p> <p><i>Tip</i> 173, 298, 308, 527</p> <p><i>Wrap-Up</i> 140, 485, 906, 1033</p> <p>Teacher Wraparound Edition:</p> <p>CH 93; CRS 126, 398, 474, 749, 900, 1020; LE 284, 287, 288; LSP 360; RP 284, 312, 1020; RS 177, 178, 313, 315; WP 180, 298</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>Analyze and evaluate the text features in grade-level text</p>	<p>Student Edition:</p> <p><i>Analyze Text Structure</i> 373, 370, 371</p> <p><i>Preview the Article</i> 369 #2, 470 #1-#2, 744 #2, 907 #1, 1068 #1-#2</p> <p><i>TIME</i> 90-94, 907-911</p> <p><i>Works Cited</i> 969</p> <p>Teacher Wraparound Edition:</p> <p>AdL 343, 969; EL 745; RP 744; RS 370, 371, 373</p>

STANDARDS	PAGE REFERENCES
B. Literary Techniques	
<p>Identify and explain literary techniques, in text emphasizing</p> <ol style="list-style-type: none"> irony imagery repeated sound, line or phrase analyze literary techniques previously introduced 	<p>Student Edition: <i>Imagery</i> 445 <i>Interpret Imagery</i> 498 <i>Irony</i> 81, 82, 83, 85, 86 <i>Literary Element</i> 80, 88 <i>Reading Strategy</i> 497, 500 <i>Repetition</i> 444, 563 <i>The Language Of Poetry</i> 443 <i>The Sound Of Poetry</i> 443 <i>Tip</i> 497 <i>Write With Style</i> 454</p> <p>Teacher Edition: LE 85, 443, 445; LP 80, 82; WT 445</p>
C. Literary Elements	
<p>Use details from text(s) to</p> <ol style="list-style-type: none"> demonstrate comprehension skills previously introduced analyze character, plot, setting, point of view analyze the development of a theme across genres evaluate the effect of author's style 	<p>Student Edition: <i>Character</i> 4 <i>Characterization</i> 874, 875, 876, 877, 880, 882 <i>Elements of a Short Story</i> 6 <i>Genre Focus</i> 2-3 <i>Literary Element</i> 209, 218, 871, 884, 885, 897 <i>Literary Focus</i> 8-9, 96-97, 184-185, 620-621 <i>Make Inferences About Setting</i> 566 <i>Make Inferences About Theme</i> 542 <i>Plot</i> 5, 886, 889, 890, 892, 894 <i>Point of View</i> 210, 212, 213, 215, 216 <i>Review</i> 52, 77, 169, 181, 218 <i>Setting</i> 4 <i>Style</i> 231, 232, 233, 235, 236 <i>Theme</i> 5 <i>Tip</i> 541</p> <p>Teacher Wraparound Edition: LE 3, 5, 184, 874, 875, 880, 889, 890, 892; RS 566; WP 184</p>

STANDARDS	PAGE REFERENCES
<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>	
<p>A. Text Features</p>	
<p>Explain, analyze and evaluate the author’s use of text features to clarify meaning</p>	<p>Student Edition: <i>Analyze Text Structure</i> 373, 370, 371 <i>Preview the Article</i> 369 #2, 470 #1-#2, 744 #2, 907 #1, 1068 #1-#2 <i>TIME</i> 90-94, 907-911 <i>Works Cited</i> 969</p> <p>Teacher Wraparound Edition: AdL 343, 969; EL 745; RP 744; RS 370, 371, 373</p>
<p>B. Literary Techniques</p>	
<p>Identify, explain, and analyze literary techniques in non-fiction, emphasizing</p> <ol style="list-style-type: none"> irony imagery repeated sound, line or phrase figurative language and sound devices previously introduced 	<p>Student Edition: <i>Analyze Rhetorical Devices</i> 352 <i>Literary Element</i> 400, 410 <i>Reading Strategy</i> 349, 354 <i>Rhetorical Devices</i> 402, 405, 406, 408 <i>Tip</i> 349 <i>Write With Style</i> 354, 397</p> <p>Teacher Edition: F 400; LE 402, 406; RS 352</p>

STANDARDS	PAGE REFERENCES
C. Text Structures	
<p>Use details from informational text to</p> <ol style="list-style-type: none"> identify and explain the organizational pattern analyze and evaluate effectiveness of word choice analyze and evaluate the accuracy and adequacy of evidence analyze and evaluate point of view analyze and evaluate author's viewpoint/perspective evaluate proposed solutions demonstrate comprehension skills previously introduced 	<p>Student Edition:</p> <p>R38</p> <p><i>Author's Purpose</i> 416, 417</p> <p><i>Big Idea</i> 413, 414, 415, 418</p> <p><i>Connect</i> 419 #6, 1070</p> <p><i>Diction</i> 376</p> <p><i>Distinguish Fact and Opinion</i> 1123</p> <p><i>Evaluate Credibility</i> 401, 406</p> <p><i>Evidence</i> 323</p> <p><i>Identify Problem and Solution</i> 333, 334, 335</p> <p><i>Literary Element</i> 356, 367</p> <p><i>Reading Preview</i> 1104</p> <p><i>Reading Strategy</i> 329, 338, 400, 410</p> <p><i>Structure</i> 357, 360, 362, 363, 364, 365, 366</p> <p><i>Tip</i> 329</p> <p><i>Visual Literacy</i> 419</p> <p><i>Writing</i> 410, 411</p> <p>Teacher Wraparound Edition:</p> <p>AdL 417; ApL 331, 1123; BI 414, 415; BO 1123; EL 323; LE 363, 364, 365, 366, 376, 416; RP 320, 322, 356, 358, 362; RS 334, 335, 401; WP 324, 406; WT 414</p>
D. Understanding Directions	
<p>*Read and apply multi-step directions to perform complex procedures and/or tasks</p>	<p>Student Edition:</p> <p><i>Analyze</i> 1109, 1125</p> <p><i>Focus on Functional Documents</i> 1102-1103</p> <p><i>Read a Map</i> 1116</p> <p><i>Read a Warranty</i> 1107</p> <p><i>Read a Web Site</i> 1121</p> <p><i>Read Travel Directions</i> 1115</p> <p>Teacher Wraparound Edition:</p> <p>ApL 1109; BO 1100; EL 1103, 1117; FD 1102; RP 1110; RS 1114, 1119, 1120, 1121; S 1107</p>

STANDARDS		PAGE REFERENCES
Writing		
1 Apply a writing process in composing text		
A. Writing Process		
<p>Follow a writing process to use appropriate prewriting strategies as needed</p> <ul style="list-style-type: none"> a. generate a draft *b. revise in response to feedback (peer and/or teacher) *c. edit for conventions (refer to W2E) *d. share writing 	<p>Student Edition: R31-R37 <i>Respond Through Writing</i> 170 <i>Write With Style</i> 397 <i>Writing Workshop</i> 240-247, 422-429, 594-601, 804-811, 1082-1089</p> <p>Teacher Edition: ApL 241, 425; RP 242; S 240, 422, 594; WP 243, 244, 246, 247, 425, 426, 428, 429, 597, 598, 600</p>	
2 Compose well-developed text		
A. Audience and purpose		
<p>Compose text</p> <ul style="list-style-type: none"> a. showing awareness of audience b. choosing a form and point of view appropriate to purpose and audience 	<p>Student Edition: <i>Audience Engagement</i> 241, 244, 595, 598, 599 <i>Checklist</i> 240, 594</p> <p>Teacher Edition: ApL 247; WS 244, 425, 597, 599</p>	
B. Ideas and Content		
<p>Compose text with:</p> <ul style="list-style-type: none"> a. strong controlling idea b. relevant specific details c. complex ideas d. freshness of thought 	<p>Student Edition: <i>Checklist</i> 240, 246, 422, 594 <i>Controlling Idea</i> 596, 599 <i>Descriptive Details</i> 595, 596, 598 <i>Developing a Thesis Statement</i> R33 <i>Draft</i> 170 <i>Focus Lesson</i> 246 <i>Ideas</i> R28 <i>Locate Scenes and Incidents</i> 423, 426 <i>Revise</i> 170 <i>Support</i> 242, 245 <i>Thesis</i> 242, 244 <i>Traits of Strong Writing</i> 246, 428, 600</p> <p>Teacher Edition: WS 242, 243, 244, 245, 246, 426, 599</p>	

STANDARDS	PAGE REFERENCES
C. Organization and Sentence Structure	
<p>Compose text with</p> <ol style="list-style-type: none"> effective beginning, middle, and end a logical order effective paragraphing cohesive devices varied sentence structure clarity of expression active voice 	<p>Student Edition: <i>Checklist</i> 240, 422, 594 <i>Draft</i> 170, 244 <i>First-Person Point of View</i> 423, 426 <i>Order of Events</i> 424, 426 <i>Organization</i> R28 <i>Prewrite</i> 243 <i>Sentence Fluency</i> R29 <i>Traits of Strong Writing</i> 246, 428, 600 <i>Voice</i> R29</p> <p>Teacher Edition: WP 246, 600; WS 426, 427, 428, 599</p>
D. Word Choice	
<p>Compose text using</p> <ol style="list-style-type: none"> precise and vivid language writing techniques, such as imagery, humor, voice, and figurative language 	<p>Student Edition: <i>Checklist</i> 240, 422, 594 <i>Focus/Tone</i> 427 <i>Tone and Focus</i> 242, 245, 246, 596 <i>Tone/Focus/Perspective</i> 424, 427 <i>Traits of Strong Writing</i> 246, 428, 600 <i>Word Choice</i> R29, 246, 428, 600</p> <p>Teacher Edition: EL 243; WP 428; WS 427, 428</p>
E. Conventions	
<p>In written text apply</p> <ol style="list-style-type: none"> conventions of capitalization conventions of punctuation standard usage 	<p>Student Edition: R40-R59 <i>Conventions</i> R29 <i>Edit and Proofread</i> 170 <i>Focus Lesson</i> 247 <i>Grammar Tip</i> 170 <i>Traits of Strong Writing</i> 246, 428, 600</p> <p>Teacher Edition: ApL 429, 601; GP 244; S 594; WS 245, 429, 600, 601</p>

STANDARDS	PAGE REFERENCES
3 Write effectively in various forms and types of writing	
A. Forms/Types/Modes of Writing	
Compose a variety of texts, <ol style="list-style-type: none"> using narrative, descriptive, expository, and/or persuasive features in various formats, including workplace communication including summary including literary analysis including reflective writing 	Student Edition: <i>Respond Through Writing</i> 42, 89, 170, 545 <i>Write With Style</i> 397 <i>Writing</i> 281, 389, 539, 706 <i>Writing Workshop</i> 240-247, 422-429, 594-601, 804-811, 1082-1089 Teacher Edition: ApL 241, 427; B 240, 594; BI 241, 423, 596, 1083; F 422; RP 1086; S 240, 422, 594, 804; WP 698, 718; WS 427