



**AMERICAN LITERATURE**

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| STANDARDS  | PAGE REFERENCES  |
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| <b>Standard 1: Students engage in the research process</b>                                       |  |
| <b>RESEARCH PLANNING</b>   |  |
| 11.1.1. Research topics independently using appropriate sources                                  | <b>Student Edition:</b><br>R33<br><i>Writing Workshop</i> 458-467<br><b>Teacher Edition:</b><br>AL 459         |
| <b>ACCESSING INFORMATION</b>   |  |
| 11.1.2. Evaluate and incorporate information from primary sources; e.g., interviews and surveys  | <b>Student Edition:</b><br>R34<br><i>Writing Workshop</i> 458-467<br><b>Teacher Edition:</b><br>EL 463; WS 465 |
| <b>EVALUATING RESEARCH INFORMATION</b>   |  |
| 11.1.3. Evaluate reliability, validity, comprehensiveness, author's bias, and author's expertise | <b>Student Edition:</b><br>R34<br><i>Writing workshop</i> 458-467<br><b>Teacher Edition:</b><br>EL 463; WS 465 |

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| 11.1.4. Verify the quality, accuracy, and usefulness of information   | <b>Student Edition:</b><br><i>Writing Workshop</i> 458-467<br><b>Teacher Edition:</b><br>EL 463; WS 465  |
| <b>ORGANIZING RESEARCH INFORMATION</b>  |  |
| 11.1.5. Synthesize information in a logical sequence  | <b>Student Edition:</b><br><i>Writing Workshop</i> 458-467<br><b>Teacher Edition:</b><br>AL 461  |
| 11.1.6. Use quotations effectively<br><br>PRESENTATION<br><i>No benchmark expectations at this level</i>  | <b>Student Edition:</b><br>R36<br><i>Writing Workshop</i> 458-467<br><b>Teacher Edition:</b><br>WP 462; WS 467   |
| <b>PRESENTATION</b><br><i>No benchmark expectations at this level</i>   |  |
| <b>EVALUATING RESEARCH PROCESS</b>  |  |
| 11.1.7. Evaluate the research process and develop strategies for improving it; e.g., correct use of research format, accuracy of research, organization of information and use of sources | <b>Student Edition:</b><br><i>Peer Review Tips</i> 467   |
| <b>Standard 2: Students engage in the reading process</b>   |  |
| <b>LITERARY GENRES</b>  |  |
| 11.2.1. Identify characteristics of literary forms and genres; i.e., parody   | <b>Student Edition:</b><br>263-273, 344, 353-357, 1241-1249, 1320-1327<br><i>Literary Element</i> 262, 275, 352, 1251, 1319<br><i>Literary History</i> 740-741, 1024-1025, 1316-1317<br><i>Reading Strategy</i> 1240<br><b>Teacher Edition:</b><br>AL 1317; LE 267, 273, 355, 1316, 1321; RS 1242;<br>WP 346 |

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| 11.2.2. Analyze religious writing, biographies, and political writings                              | <p><b>Student Edition:</b><br/>24-25, 116-118, 122-124, 134-136, 150-153, 404-406, 430-436</p> <p><i>Respond and Think Critically</i> 26, 119, 125, 137, 153, 406, 436</p> <p><b>Teacher Edition:</b><br/>RP 118, 134</p>  |
| <b>INFORMATIONAL GENRES</b>   |  |
| 11.2.3. Analyze details, facts, and concepts from nonfiction genres                                 | <p><b>Student Edition:</b><br/>122-124, 376-379, 816-820, 972-973, 1183-1184, 1298-1301</p> <p><i>Connect</i> 125</p> <p><i>Literary History</i> 362-363</p> <p><i>Reading Strategy</i> 375, 380, 815, 971, 974, 1182, 1185, 1297</p> <p><b>Teacher Edition:</b><br/>RS 377, 378, 820, 972, 1299</p> |
| <b>READING STRATEGIES FOR INTERPRETING MEANING OF TEXTS</b>   |  |
| 11.2.4. Identify techniques used in persuasive writing including inductive reasoning and propaganda | <p><b>Student Edition:</b><br/><i>Literary History</i> 112-113</p> <p><i>Respond and Think Critically</i> 113</p> <p><b>Teacher Edition:</b><br/>LSP 112; RP 118</p>   |
| 11.2.5. Locate ambiguities in written text  | <p><b>Student Edition:</b><br/><i>Literary History</i> 112-113</p> <p><b>Teacher Edition:</b><br/>LSP 112</p>  |
| 11.2.6. Apply prior knowledge of content to interpret meaning of text                               | <p><b>Student Edition:</b><br/>983-990, 1163-1164</p> <p><i>Reading Strategy</i> 982, 1162, 1165</p> <p><b>Teacher Edition:</b><br/>RS 983, 985, 988, 1163, 1164</p>   |

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| <b>PURPOSES FOR READING</b>  |  |
| 11.2.7. Read for a variety of purposes and intents; e.g., to become life-long readers, to model forms of writing, etc. | <p><b>Student Edition:</b><br/> <i>Set Purposes for Reading</i> 115, 255, 383, 497, 602, 715, 867, 971, 1168, 1240, 1265, 1305<br/> <i>Speaking, Listening, Viewing Workshop</i> 634-635, 840-841<br/> <i>Writing Workshop</i> 624-633, 832-836</p> <p><b>Teacher Edition:</b><br/> AL 625; WS 833</p>   |
| <b>LITERARY ELEMENTS AND TECHNIQUES</b>  |  |
| 11.2.8. Analyze author's use of poetic license and dialogue  | <p><b>Student Edition:</b><br/> <i>Literary Element</i> 914, 925, 1027, 1050<br/> <i>Literary History</i> 210-211, 660-661, 1024-1025<br/> <i>Reading Strategy</i> 1203, 1207<br/> <i>Review</i> 1272</p> <p><b>Teacher Edition:</b><br/> LE 916, 917, 920, 1024, 1041</p>   |
| 11.2.9. Evaluate literature based on social, cultural, and/or historical contexts                                      | <p><b>Student Edition:</b><br/> 10-18, 178-186, 334-342, 344, 346-348, 486-494, 650-658, 668-672, 856-864, 868-870, 1052-1071, 1142-1150, 1333-1334<br/> <i>Literary History</i> 362-363, 1024-1025, 1316-1317<br/> <i>Reading Strategy</i> 345, 349, 667, 674, 1051, 1072, 1332, 1335<br/> <i>Respond and Think Critically</i> 871</p> <p><b>Teacher Edition:</b><br/> BI 363; CH 11; LH 182, 487; RS 348; WP 868</p> |
| <b>VOCABULARY</b>  |  |
| 11.2.10. Use etymology to define words   | <p><b>Student Edition:</b><br/> <i>Vocabulary Practice</i> 78, 101, 272, 503, 616, 700, 703, 802, 805, 943, 958, 1003, 1015, 1182, 1227, 1231<br/> <i>Vocabulary Workshop</i> 131, 975</p> <p><b>Teacher Edition:</b><br/> T 131; V 616, 958, 1227</p>   |

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| <b>Standard 3: Students engage in the writing process</b>                                |  |
| <b>INFORMATIVE WRITING</b><br><i>No benchmark expectations at this level</i>             |  |
| <b>LITERARY/NARRATIVE WRITING</b><br><i>No benchmark expectations at this level</i>      |  |
| <b>PERSUASIVE WRITING</b>  |  |
| 11.3.1. Gather information supporting multiple sides of an issue                         | <b>Student Edition:</b><br><i>Connect to Art</i> 1023<br><i>Connect to Science</i> 1221<br><i>Connect to Social Studies</i> 992<br><i>Research and Report</i> 305<br><i>Writing Workshop</i> 154-161, 1342-1349<br><b>Teacher Edition:</b><br>AL 1343; CSS 992; RR 305 |
| <b>PREWRITING</b>  |  |
| 11.3.2. Organize the ideas and details of a composition according to purpose             | <b>Student Edition:</b><br><i>Connect to Social Studies</i> 992<br><i>Writing Workshop</i> 154-161, 1342-1349<br><b>Teacher Edition:</b><br>EL 1347; WP 156, 158, 1346; WS 1346  |
| <b>DRAFTING</b>  |  |
| 11.3.3. Elaborate ideas through word choice and description using grade-level vocabulary | <b>Student Edition:</b><br><i>Writing Workshop</i> 154-161, 1342-1349<br><b>Teacher Edition:</b><br>RP 1344  |
| 11.3.4. Organize and write compositions for town, city, and state                        | <b>Student Edition:</b><br><i>Research and Report</i> 507<br><i>Writing Workshop</i> 154-161, 1342-1349<br><b>Teacher Edition:</b><br>WT 1349  |
| 11.3.5. Use a variety of supporting details  | <b>Student Edition:</b><br><i>Research and Report</i> 507<br><i>Writing Workshop</i> 154-161, 1342-1349<br><b>Teacher Edition:</b><br>WS 1347  |

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| <b>LITERARY ELEMENTS AND TECHNIQUES</b>   |  |
| 11.3.6. Use figurative language in writing  | <b>Student Edition:</b><br><i>Research and Report</i> 507<br><i>Writing Workshop</i> 154-161, 1342-1349  |
| <b>REVISING AND EDITING</b>   |  |
| 11.3.7. Edit and revise compositions for standard writing conventions and transitional devices  | <b>Student Edition:</b><br><i>Writing Workshop</i> 154-161, 1342-1349<br><b>Teacher Edition:</b><br>WP 160, 161, 1348  |
| <b>PUBLISHING</b>   |  |
| 11.3.8. Incorporate visual aids (e.g., graphs, tables, and pictures) into written work to enhance meaning                                 | <b>Student Edition:</b><br><i>Research and Report</i> 507<br><b>Teacher Edition:</b><br>SS 163   |
| <b>Standard 4: Students engage in the speaking and listening process</b>  |  |
| <b>PLANNING FOR AN AUDIENCE/PURPOSE</b>   |  |
| 11.4.1. Analyze the audience and adjust message and wording to suit the purpose   | <b>Student Edition:</b><br><i>Writing Workshop</i> 1348<br><b>Teacher Edition:</b><br>WT 1348  |
| <b>VERBAL AND NONVERBAL COMMUNICATION</b><br><i>No benchmark expectations at this level</i>   |  |
| <b>CONVERSATION, GROUP DISCUSSION, AND ORAL PRESENTATION</b>  |  |
| 11.4.2. Adapt to a variety of speaking and listening situations such as formal presentations, oral interpretations, and group discussions | <b>Student Edition:</b><br><i>Research and Report</i> 305<br><i>Speaking and Listening</i> 197, 784, 908, 1262<br><i>Speaking, Listening, Viewing Workshop</i> 162-163, 318-319, 468-471, 634-635, 840-841, 1350-1351<br><b>Teacher Edition:</b><br>AL 367; LS 319; SS 319 |
| <b>Standard 5: Students understand media</b>  |  |
| <b>MEDIA GENRES</b>   |  |
| 11.5.1. Identify existing and developing media  | <b>Student Edition:</b><br><i>Media Workshop</i> 1352-1357<br><b>Teacher Edition:</b><br>RP 1352; VP 1356  |

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| <b>USING MEDIA FOR A PURPOSE</b>   |   |
| 11.5.2. Apply media (e.g., television, film, music, electronic databases, videos, DVDs, comics, visual and performing arts, newspapers, and periodicals) for a variety of purposes | <b>Student Edition:</b><br><i>Media Workshop</i> 1352-1357<br><b>Teacher Edition:</b><br>RP 1352; T 1353  |
| <b>INTERPRETING MEDIA</b>  |   |
| 11.5.3. Evaluate how coverage of the same events differs depending on the media type; i.e., radio, television, and newspaper report of the same product or situation               | <b>Student Edition:</b><br><i>Media Workshop</i> 1352<br><b>Teacher Edition:</b><br>AL 1357; T 1352, 1357   |
| 11.5.4. Evaluate the accuracy of details in media messages   | <b>Student Edition:</b><br><i>Media Workshop</i> 1352-1357<br><i>Activity</i> 1355 #3<br><b>Teacher Edition:</b><br>A 1355 #3   |
| 11.5.5. Evaluate the impact of media messages on daily life and politics   | <b>Student Edition:</b><br><i>Media Workshop</i> 1352-1357<br><b>Teacher Edition:</b><br>VP 1356  |
| <b>Standard 6: Students understand and use principles of language</b>  |   |
| <b>LANGUAGE CONVENTIONS/MECHANICS</b>  |   |
| 11.6.1. Use conventions of grammar, usage, and punctuation to edit and revise  | <b>Student Edition:</b><br>R31, R49-R61<br><i>Grammar Workshop</i> 87, 149, 293, 381, 530, 751, 927, 1179<br><i>Writing Workshop</i> 160-161, 316-317, 466-467, 632-633, 838-839, 1124-1125, 1348-1349<br><b>Teacher Edition:</b><br>GP 208, 244, 376, 558, 1070, 1164, 1204, 1300;<br>WP 158, 160, 316, 466, 633, 838, 839, 1124, 1125;<br>WS 1348, 1349 |
| <b>LITERARY ELEMENTS AND TECHNIQUES</b>  |   |
| 11.6.2. Apply the use of sound patterns in language; i.e., alliteration, assonance, and consonance   | <b>Student Edition:</b><br>257-260, 439, 440, 442, 443, 446<br><i>Reading Strategy</i> 255, 261, 438, 441, 444, 447, 453<br><b>Teacher Edition:</b><br>RS 258, 260, 440, 442, 446   |

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| 11.6.3. Identify the use of language in different literary forms; i.e., satire and parody | <p><b>Student Edition:</b><br/>1241-1249<br/><i>Literary Element</i> 1240, 1251</p> <p><b>Teacher Edition:</b><br/>LE 1241, 1243, 1245, 1246, 1247, 1248, 1249</p>   |
| <b>LANGUAGE CONTEXT</b>   |  |
| 11.6.4. Identify emotionally charged language   | <p><b>Student Edition:</b><br/>112-113, 116-118, 122-124, 134-136, 370<br/><i>Respond and Think Critically</i> 119, 125, 137, 371<br/><i>Vocabulary Workshop</i> 1166</p> <p><b>Teacher Edition:</b><br/>EL 117; VP 1166</p> |