



COURSE 4

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STANDARDS		PAGE REFERENCES
Standard 1: Students engage in the research process		
RESEARCH PLANNING		
9.1.1. Choose a broad topic, state the problem, or question	Student Edition: <i>Prewrite</i> 807, 963 <i>Research and Report</i> 111 Teacher Edition: ApL 807; BI 963; WS 963	
9.1.2. Formulate a preliminary thesis statement	Student Edition: <i>Develop Your Thesis Statement</i> 965 <i>Developing a Thesis Statement</i> R33 <i>Thesis</i> 242, 244 <i>Thesis Statement</i> 966 <i>Write With Style</i> 397 Teacher Edition: WS 242, 243, 244	

STANDARDS		PAGE REFERENCES
ACCESSING INFORMATION		
<i>No benchmark expectations at this level</i>		
EVALUATING RESEARCH INFORMATION		
9.1.3	Cross-reference information	Student Edition: <i>Gather Information</i> 963 <i>Take Notes</i> 964 Teacher Edition: RP 964
9.1.4	Evaluate relevancy of information	Student Edition: <i>Gather Information</i> 963 <i>Internet Research</i> 969 <i>Investigate</i> 153 <i>Real World Connection</i> 963 <i>Reliable Sources</i> 969 <i>Take Notes</i> 964 Teacher Edition: RP 964
ORGANIZING RESEARCH INFORMATION		
9.1.5	Organize information from a variety of sources; e.g., chronological	Student Edition: <i>Give It Structure</i> 354 <i>Investigate</i> 153, 317 <i>Organize Your Information</i> 965 <i>Report</i> 111 <i>Research</i> 368 <i>Take Notes</i> 964 Teacher Wraparound Edition: ApL 93, 357, 965; RP 350, 370, 472; WS 807, 965, 968
9.1.6	Summarize information	Student Edition: <i>Determine Main Idea and Supporting Details</i> 471, 472, 1118, 1120, 1121 <i>Highlight the Main Idea</i> 1122 <i>Reading Strategy</i> 11, 19, 470 <i>Respond and Interpret</i> 77 #4, 94 #1, 373 #1, 473 #1, 747 #1, 803 #1, 911 #1, 1070 #1 <i>Summarize</i> 14, 17 <i>Tip</i> 11 Teacher Wraparound Edition: RS 17, 471, 472; S 11

STANDARDS	PAGE REFERENCES
9.1.7. Identify and avoid plagiarism	<p>Student Edition: <i>Avoid Plagiarism</i> R33-R37, 425, 597, 965 <i>In-Text Citations</i> 965 <i>Quote Versus Paraphrase</i> 963 <i>Take Notes</i> 964</p> <p>Teacher Edition: WS 965, 968</p>
9.1.8. Use primary and secondary sources	<p>Student Edition: <i>Avoid Plagiarism</i> 965 <i>Investigate</i> 153, 317 <i>Quote Versus Paraphrase</i> 963 <i>Report</i> 111 <i>Research</i> 368 <i>Take Notes</i> 964</p> <p>Teacher Wraparound Edition: ApL 93, 357; RP 350, 370, 472; WS 965, 968</p>
9.1.9 Use graphic organizers	<p>Student Edition: R20-R21 <i>Activity</i> 319 <i>Group Activity</i> 218 <i>Note Taking</i> 6 <i>Organize Your Information</i> 965 <i>Partner Activity</i> 316, 420, 489, 771 <i>Take Notes</i> 990 <i>Tip</i> 80, 142, 557, 707, 724, 913, <i>Visual Literacy</i> 40, 168, 1005</p> <p>Teacher Wraparound Edition: A 319; ApL 357, 965; OI T36; WS 965</p>

STANDARDS		PAGE REFERENCES
PRESENTATION		
9.1.10	Write research papers and presentations using a thesis and organized information	<p>Student Edition: <i>Develop Your Thesis Statement</i> 965 <i>Developing a Thesis Statement</i> R33 <i>Give It Structure</i> 354 <i>Investigate</i> 153, 317 <i>Organize Your Information</i> 965 <i>Report</i> 111 <i>Research</i> 368 <i>Take Notes</i> 964 <i>Thesis</i> 242, 244 <i>Thesis Statement</i> 966 <i>Write With Style</i> 397</p> <p>Teacher Edition: WS 242, 243, 244, 807, 965, 968; ApL 93, 357, 965; RP 350, 370, 472</p>
EVALUATING THE RESEARCH PROCESS		
<i>No benchmark expectations at this level</i>		
Standard 2: Students engage in the reading process.		
LITERARY GENRES		
9.2.1.	Identify characteristics of a variety of fiction genres; i.e., novels, short stories, plays, and poetry	<p>Student Edition: <i>Genre Focus</i> 2-3, 442-443, 614-615 <i>Looking Ahead</i> 1, 441, 613</p> <p>Teacher Edition: S 1, 441, 613; T 2, 442, 614</p>
9.2.2.	Identify the organizational features of fiction, drama, and poetry; i.e., stanza, act, scene, chapter, verse, and article	<p>Student Edition: <i>Elements of Drama</i> 614, 618 <i>Elements of Poetry</i> 446 <i>Form and Structure</i> 448 <i>Plot</i> 9 <i>The Form and Structure of Poetry</i> 442</p> <p>Teacher Edition: AdL 9</p>

STANDARDS	PAGE REFERENCES
INFORMATIONAL GENRES	
9.2.3. Differentiate between a variety of nonfiction genres; i.e., newspapers, magazines, electronic texts, biographies, reference materials, essays, and speeches	Student Edition: <i>Analyze Text Structure</i> 370, 371, 372, 373 <i>Literary Element</i> 356, 367 <i>Reading Strategy</i> 90, 369 <i>Structure</i> 357, 360, 362, 363, 364, 365, 366 Teacher Wraparound Edition: LE 357, 363, 364, 365, 366; RP 90, 358, 362, 364, 365; RS 370, 371, 372, 373
READING STRATEGIES FOR INTERPRETING MEANING OF TEXTS	
9.2.4. Identify persuasive writing	Student Edition: R60-R63 <i>Analyze a Professional Model</i> 1083-1084 <i>Analyze a Workshop Model</i> 1086-1087 <i>Before You Read</i> 399 <i>Literary Focus</i> 376-377 <i>Reading Strategy</i> 379, 384 <i>Respond and Interpret</i> 419 <i>Review</i> 420 <i>The Persuasive Essay</i> 327 Teacher Wraparound Edition: LE 380, 381, 382; RS 381, 418; WP 376
9.2.5. Locate redundancies in written texts to clarify meaning	Student Edition: <i>Partner Activity</i> 489 <i>Literary Element</i> 537, 539 Teacher Edition: LSP 538
9.2.6. Demonstrate oral reading fluency	Student Edition: <i>Partner Activity</i> 524 <i>Speaking and Listening</i> 194, 446, 799, 990 <i>Tip</i> 591 Teacher Wraparound Edition: AdL 211; ApL 5, 51, 313, 361, 493, 529; EL 45, 665, 781

STANDARDS	PAGE REFERENCES
9.2.7. Access prior knowledge to interpret meaning	<p>Student Edition: <i>Activate Prior Knowledge</i> 284, 285, 286, 956 <i>Reading Strategy</i> 283, 291, 955, 957 <i>Tip</i> 283</p> <p>Teacher Edition: RS 286, 956</p>
PURPOSES FOR READING	
9.2.8. Read for a variety of purposes and intents; e.g., to become life-long readers, to model forms of writing, etc.	<p>Student Edition: <i>Analyze</i> 1109, 1125 <i>Analyze a Professional Model</i> 241-243, 423-424, 805-806 <i>Focus on Functional Documents</i> 1102-1103 <i>Independent Reading</i> 604-605, 814-815, 976-977 <i>Read an Agenda</i> 1105 <i>Read a Map</i> 1116 <i>Read a Web Site</i> 1121 <i>Read Travel Directions</i> 1115</p> <p>Teacher Wraparound Edition: ApL 3, 605, 1109; BI 423; BO 1100; EL 1103, 1117; F 604, 814, 977; RP 1110; RS 1114, 1119, 1120, 1121</p>
LITERARY ELEMENTS AND TECHNIQUES	
9.2.9. Identify character, setting, plot, stanza, act, scene, chapter, verse, article, fiction, nonfiction, point of view	<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>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</p> <p>Teacher Wraparound Edition: LE 3, 5, 184, 874, 875, 880, 889, 890, 892; WP 184</p>

STANDARDS	PAGE REFERENCES
<p>9.2.10. Analyze an author’s use of literary techniques and devices; i.e., mood, foreshadowing, flashbacks, dialogue, and poetic license</p>	<p>Student Edition: <i>Dialogue</i> 1024, 1025, 1028 <i>Flashback</i> 50, 51 <i>Foreshadowing</i> 1046, 1049, 1050, 1052, 1057, 1058, 1060, 1061 <i>Literary Element</i> 44, 52, 1022, 1029, 1044, 1066 <i>Mood</i> 488 <i>Reading Strategy</i> 487, 490 <i>Tip</i> 487</p> <p>Teacher Edition: AdL 1027; ApL 51, 487, 1025; LE 51, 1024, , 1025, 1046, 1049, 1058, 1060; RS 488</p>
<p>9.2.11. Identify universal themes</p>	<p>Student Edition: <i>Analyze Cultural Context</i> 309, 310, 311, 313, 314, 315 <i>Big Idea</i> 7, 95, 183, 265, 325, 375, 447, 503, 561, 619, 755, 829, 931, 991 <i>Comparing Literature</i> 126, 474, 749, 900, 1020 <i>Genre Focus</i> 614 <i>Literary Element</i> 283, 290 <i>Make Inferences About Theme</i> 542 <i>Reading Strategy</i> 308, 317 <i>Theme</i> 5</p> <p>Teacher Wraparound Edition: CRS 474, 749, 900, 1020; LE 3, 5, 284, 287, 288; RP 284, 312, 1020; RS 313, 315</p>
<p>9.2.12. Explain ways in which the setting affects the development of a story</p>	<p>Student Edition: <i>Elements of a Short Story</i> 6 <i>Genre Focus</i> 2-3 <i>Make Inferences About Setting</i> 566 <i>Review</i> 169, 218 <i>Setting</i> 4</p> <p>Teacher Edition: LE 3, 5; RS 566</p>
<p>9.2.13. Analyze author’s use of literary techniques and devices; i.e., foreshadowing and flashbacks</p>	<p>Student Edition: <i>Foreshadowing</i> 1046, 1049, 1050, 1052, 1057, 1058, 1060, 1061 <i>Literary Element</i> 44, 50, 51, 52, 1044, 1066</p> <p>Teacher Edition: ApL 51; LE 51, 1046, 1049, 1058, 1060</p>

STANDARDS	PAGE REFERENCES
VOCABULARY	
<p>9.2.14. Use decoding/encoding, connotation, and denotation</p>	<p>Student Edition: <i>Practice</i> 55, 171 <i>Tip</i> 44, 68, 142, 171, 226, 308, 391, 507, 527, 541, 707, 724, 857, 1072 <i>Vocabulary Practice</i> 53, 66, 111, 153, 228, 317, 397, 527, 530, 544, 678, 723, 742, 799, 870, 1081 <i>Vocabulary Skills</i> 255, 437 <i>Vocabulary Workshop</i> 788, 1042 Teacher Wraparound Edition: EL 49; F 68, 788, 1042; T 171, 788, 1042; V 679; VP 502, 528, 788</p>
<p>9.2.15. Build vocabulary by reading a variety of grade-level texts and applying new vocabulary</p>	<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 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>
Standard 3: Students engage in the writing process	
INFORMATIVE WRITING	
<p>9.3.1. Write expository texts; e.g., essays, directions, and letters</p>	<p>Student Edition: <i>Respond Through Writing</i> 89, 545, 586, 925, 944, 1067 <i>Writing Workshop</i> 804-811 Teacher Edition: WS 807, 808, 809, 810, 811</p>

STANDARDS	PAGE REFERENCES
LITERARY/NARRATIVE WRITING	
<p>9.3.2. Write descriptive and narrative compositions; e.g., journals, personal letters, biographies, short stories, autobiographical sketches, one-act plays, and poetry</p>	<p>Student Edition: <i>Connect to the Story</i> 11, 227, 995 <i>Write With Style</i> 455 <i>Writing</i> 514, 723 <i>Writing Workshop</i> 423-429, 594-601</p> <p>Teacher Edition: ApL 423, 425, 426; BI 596; S 422, 594; WP 426, 596; WS 424, 425, 426, 427, 428, 595, 597, 599</p>
PERSUASIVE WRITING	
<p>9.3.3. Develop a composition detailing an opinion</p>	<p>Student Edition: <i>Respond Through Writing</i> 170, 385, 743 <i>The Persuasive Essay</i> 327 <i>Write a Review</i> 251 <i>Writing Workshop</i> 1082-1090</p> <p>Teacher Edition: BI 1083, 1084; RP 1086; WT 807</p>
PREWRITING	
<p>9.3.4. Develop a focus for composition; e.g., a theme or unifying idea</p>	<p>Student Edition: <i>Choose an Experience</i> 425 <i>Choose a Subject</i> 597 <i>Choose a Topic</i> 963 <i>Gather Ideas</i> 243 <i>Gather Your Thoughts</i> 425 <i>Ideas</i> R28 <i>Narrow Your Focus</i> 243 <i>Prewrite</i> 124, 385, 425, 597, 1084 <i>Selecting a Topic</i> R31</p> <p>Teacher Edition: ApL 327, 425; EL 963; WP 425, 597, 1084, 1085; WS 963</p>

STANDARDS	PAGE REFERENCES
9.3.5. Organize the ideas and details of a composition according to purpose	Student Edition: <i>Compiling and Organizing Note Cards</i> R32-R33 <i>Discuss Your Ideas</i> 425 <i>Give It Structure</i> 239 <i>Make a Plan</i> 425 <i>Organization</i> R28 <i>Organize Your Information</i> 965 <i>Prewrite</i> 1007 <i>Talk About Your Ideas</i> 243, 597 Teacher Edition: ApL 965, 1007; WS 243, 426, 965
DRAFTING	
9.3.6. Elaborate ideas through word choice and description using grade-level vocabulary	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 Teacher Edition: EL 243; WP 428; WS 427, 428
9.3.7. Organize and write compositions for self and family	Student Edition: <i>Respond Through Writing</i> 124 <i>Writing Workshop</i> 594-601 Teacher Edition: WT 601
9.3.8. Use supporting details	Student Edition: <i>Draft</i> 124 <i>Focus Lesson</i> 811 <i>Organize Details</i> 807 <i>Revise</i> 89 <i>Support</i> 245, 808, 809 <i>Support and Citations</i> 805 <i>Checklist</i> 804 Teacher Edition: AdL 595; ApL 245; RP 806; WS 810, 811

STANDARDS	PAGE REFERENCES
LITERARY ELEMENTS AND TECHNIQUES	
<p>9.3.9. Use techniques of characterization in compositions; e.g., description, dialogue, interior monologue</p>	<p>Student Edition: <i>Characterization</i> 596 <i>Checklist</i> 422 <i>Connect to Your Audience</i> 425 <i>Dialogue</i> 424, 426, 427 <i>Draft</i> 291 <i>Grammar Workshop</i> 307 <i>Revise</i> 291 <i>Write With Style</i> 183</p> <p>Teacher Edition: F 307; T 307; WP 424; WS 424</p>
REVISING AND EDITING	
<p>9.3.10. Edit and revise compositions for proper mechanics and grammar, syntax, diction, and order</p>	<p>Student Edition: R40-R59 <i>Conventions</i> R29 <i>Edit and Proofread</i> 170, 339, 385, 421, 428, 925, 1089 <i>Focus Lesson</i> 247 <i>Grammar Tip</i> 170 <i>Revise</i> 339, 385, 421, 428, 925, 1088 <i>Traits of Strong Writing</i> 246, 428, 600</p> <p>Teacher Edition: ApL 421, 429, 601, 1089; GP 244; S 594; WP 425, 429, 1088; WS 245, 429, 600, 601</p>
<p>9.3.11. Arrange paragraphs in a logical progression</p>	<p>Student Edition: <i>Checklist</i> 240, 422, 594 <i>Draft</i> 170, 244 <i>Order of Events</i> 424, 426 <i>Organization</i> R28 <i>Sentence Fluency</i> R29 <i>Traits of Strong Writing</i> 246, 428, 600</p> <p>Teacher Edition: WP 246, 600; WS 426, 427, 428, 599</p>

STANDARDS	PAGE REFERENCES
PUBLISHING/PRESENTATION	
9.3.12. Use technology; e.g., publishing software and graphic programs, to present written work	Student Edition: <i>Present</i> 811, 971, 1089 <i>Present/Publish</i> 247, 429 <i>Presenting and Publishing</i> R30 <i>Speaking, Listening, and Viewing Workshop</i> 972-973 <i>Word-Processing Tip</i> 247, 429, 811, 971, 1089 Teacher Edition: T 972; RS 973; WP 247, 1089; WT 811
Standard 4: Students engage in the speaking and listening process.	
PLANNING FOR AN AUDIENCE/PURPOSE	
9.4.1. Analyze the audience and adjust message and wording to suit purpose	Student Edition: <i>Audience Engagement</i> 241, 244, 595, 598, 599 <i>Checklist</i> 240, 594 Teacher Edition: ApL 247; WS 244, 425, 597, 599
VERBAL AND NONVERBAL COMMUNICATION	
9.4.2. Use visual aides effectively in oral presentations	Student Edition: <i>Create a Graphic Organizer</i> 249 <i>Develop Your Presentation</i> 1091 <i>Gather Your Props</i> 431 <i>Prepare</i> 1019 <i>Report</i> 961 <i>Speaking, Listening, and Viewing Workshop</i> 972-973 Teacher Edition: ApL 973; LSVP 972; RS 973; T 431, 972
9.4.3. Use notes and manuscripts to make oral presentations	Student Edition: <i>Plan for the Discussion</i> 248 <i>Plan Your Presentation</i> 812, 602 <i>Prepare</i> 579 <i>Speaking and Listening</i> 194

STANDARDS	PAGE REFERENCES
CONVERSATION, GROUP DISCUSSION, AND ORAL PRESENTATION	
9.4.4. Engage in a group discussion	<p>Student Edition: <i>Activity</i> 321 <i>Compare</i> 485, 907, 1033 <i>Discuss</i> 264 <i>Discussion Tips</i> 249 <i>Group Activity</i> 65, 87, 205, 1065 <i>Partner Activity</i> 798 <i>Plan for the Discussion</i> 248 <i>Speaking and Listening</i> 560 <i>Techniques for Responding in a Discussion</i> 249</p> <p>Teacher Edition: A 485, 907, 1033; LSP 1022; WP 814</p>
9.4.5. Use critical listening skills; i.e., reflection	<p>Student Edition: <i>Make and Support Judgments</i> 249 <i>Speaking and Listening</i> 411, 560 <i>Techniques for Responding in a Discussion</i> 249</p> <p>Teacher Edition: LS 1091; LSP 1022; T 249, 603, 813</p>
Standard 5: Students understand media	
MEDIA GENRES	
9.5.1. Identify existing and developing media	<p>Student Edition: <i>Media Workshop</i> 318-324 <i>Speaking, Listening, and Viewing Workshop</i> 972-975</p> <p>Teacher Edition: BI 319; EL 319; F 318; T 972</p>
USING MEDIA FOR A PURPOSE	
9.5.2. Access media (e.g., television, film, music, electronic databases, videos, DVDs, comics, visual and performing arts, newspapers, and periodicals) for a variety of purposes	<p>Student Edition: R31-R37 <i>Media Genre</i> 320-321 <i>Research and Report</i> 111, 368 <i>Respond Through Writing</i> 501, 1007 <i>Speaking, Listening, and Viewing Workshop</i> 972-975 <i>Writing Workshop</i> 962-965</p> <p>Teacher Edition: ApL 321, 973; F 972; LSP 974; RP 964; T 320, 972, 974; WS 963, 965</p>

STANDARDS		PAGE REFERENCES
INTERPRETING MEDIA		
9.5.3. Compare and contrast a written work and a media version	<p>Student Edition: <i>Historical Perspective</i> 1008-1010</p> <p>Teacher Edition: ApL 805; CH 805; LSP 1008</p>	
Standard 6: Students understand and use principles of language		
LANGUAGE CONVENTIONS/MECHANICS		
9.6.1. Identify conventions of grammar related to sentence structure; i.e., sentence reduction, parallel structure, elliptical clauses, conjunctions, and clausal and phrasal patterns	<p>Student Edition: <i>Conventions</i> R29 <i>Focus Lesson</i> 1089 <i>Grammar Workshop</i> 112-113, 154, 195, 347 <i>Sentence Fluency</i> R29</p> <p>Teacher Edition: ApL 347; F 112, 154, 195, 347; GP 154; T 112, 154, 195, 347; WP 112, 195; WS 1089</p>	
9.6.2. Use conventions of grammar related to parts of speech; i.e., verb tense and agreement	<p>Student Edition: <i>Conventions</i> R29 <i>Grammar Tip</i> 42 <i>Grammar Workshop</i> 495, 748</p> <p>Teacher Edition: ApL 495, 1089; F 495, 748; GP 748; T 495, 748</p>	
9.6.3. Use conventions of punctuation	<p>Student Edition: <i>Conventions</i> R29 <i>Grammar Tip</i> 67, 89, 170, 525, 545 <i>Grammar Workshop</i> 306, 1011 <i>Tip</i> 195, 347</p> <p>Teacher Edition: ApL 113, 1011; F 306, 1011; T 306, 1011</p>	

STANDARDS	PAGE REFERENCES
LITERARY ELEMENTS AND TECHNIQUES	
<p>9.6.4. Identify idiomatic language and figurative language; i.e., allusion, analogy, hyperbole, irony, personification, oxymoron, and paradox</p>	<p>Student Edition: <i>Analyze Rhetorical Devices</i> 352 <i>Imagery</i> 445 <i>Interpret Imagery</i> 498 <i>Irony</i> 81, 82, 83, 85, 86 <i>Literary Element</i> 80, 88, 400, 410 <i>Reading Strategy</i> 349, 354, 497, 500 <i>Repetition</i> 444, 563 <i>Rhetorical Devices</i> 402, 405, 406, 408 <i>The Language Of Poetry</i> 443 <i>The Sound Of Poetry</i> 443 <i>Tip</i> 349, 497 <i>Write With Style</i> 354, 397, 454</p> <p>Teacher Edition: F 400; LE 85, 402, 406, 443, 445; LP 80, 82; RS 352 ; WT 445</p>
<p>9.6.5. Identify the use of sound patterns in language; i.e., alliteration, assonance and consonance</p>	<p>Student Edition: <i>Genre Focus</i> 442-443 <i>Line and Stanza</i> 477 <i>Literary Analysis Model</i> 444-446 <i>Literary Element</i> 451, 453, 476, 478 <i>Literary Focus</i> 448-449, 562-563 <i>Review</i> 453, 524, 544</p> <p>Teacher Edition: ApL 563; EL 445, 449; F 448; LE 443, 448, 562; LP 562; RP 442; RS 444, 449, 563; T 442; VC 449; WT 444</p>
<p>9.6.6. Interpret symbolism</p>	<p>Student Edition: <i>Literary Element</i> 156, 158, 169 <i>Symbol</i> 158, 159, 161, 164, 165, 167</p> <p>Teacher Edition: ApL 157; EL 157, 163; LE 164; WP 163</p>

STANDARDS	PAGE REFERENCES
LANGUAGE CONTEXT	
9.6.7. Locate cultural differences in language; i.e., colloquialisms, regional and ethnic dialects, and indigenous vocabulary	Student Edition: <i>Analyze and Evaluate</i> 152 <i>Review</i> 238 <i>Write With Style</i> 469 Teacher Edition: <i>WS</i> 428
9.6.8. Identify gender perspectives in language; i.e., biased language	Student Edition: <i>Vocabulary Workshop</i> 1042