Arkansas Edition with World Literature Selections

GLENCOE
LITERATURE

The Reader's Choice

British
Literature

Arkansas Edition

GLENCOE
LITERATURE

The Reader's Choice

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Mc Graw Hill **Glencoe**

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ARKANSAS
English Language Arts Curriculum Framework

Strand: Oral and Visual Communication

Standard 1: *Speaking*

Students shall demonstrate effective oral communication skills to express ideas and to present information.

Speaking to share understanding and information

OV.1.12.1

Prepare and participate in such structured discussions as mock trials and other discussions or *presentations* outside the classroom

OV.1.12.2

Present a formal multi-media *presentation*

Speaking for literary response, expression and analysis

OV.1.12.3

Participate in a variety of such speaking activities as scenes from a play, monologues, memorization of lines, character analysis, literary reviews, excerpts from famous speeches, and comparison of genre across eras

Standard 2: *Listening*

Students shall demonstrate effective listening skills in formal and informal settings.

Listening for information, interpretation, critical analysis, and evaluation

OV.2.12.1

Demonstrate critical, empathetic, and reflective listening to interpret, respond to, and evaluate speakers' messages

OV.2.12.2

Identify organizational patterns appropriate to diverse situations, such as interviews, debates, and conversations

OV.2.12.3

Identify barriers to listening and generate methods to overcome them

OV.2.12.4

Critique the clarity, accuracy, relevance, organization of evidence, and effectiveness of delivery of a *presentation*

OV.2.12.5

Critique relationships among purpose, audience, and content of *presentations*

OV.2.12.6

Demonstrate attentive, reflective, critical, and empathetic listening skills to respond to and interpret speaker's message

Standard 3: *Media Literacy*

Students shall demonstrate knowledge and understanding of media as a mode of communication.

Analyzing media

OV.3.12.1

Analyze techniques used in political and product ads

Evaluating media credibility

OV.3.12.2

Use appropriate criteria to evaluate the impact of media on public opinion, trends, and beliefs

Strand: Writing

Standard 4: *Process*

Students shall employ a wide range of strategies as they write, using the writing process appropriately.

Prewriting

W.4.12.1

Apply appropriate prewriting strategies to address purpose and audience with emphasis on persuasion

Drafting

W.4.12.2

Communicate clearly the purpose of the writing

W.4.12.3

Write clear and varied sentences

W.4.12.4

Elaborate ideas clearly and accurately through word choice, vivid description, and selected information

W.4.12.5

Adapt content vocabulary, *voice,* and *tone* to audience, purpose, and situation

W.4.12.6

Arrange paragraphs into a logical progression with appropriate transition

Revising

W.4.12.7

Revise content of writing for central idea, elaboration, unity, and organization

W.4.12.8

Revise *style* of writing for selected vocabulary, selected information, sentence variety, *tone,* and *voice*

W.4.12.9

Revise *sentence formation* in writing for completeness, coordination, subordination, standard word order, and absence of fused sentences

W.4.12.10

Evaluate how well questions of purpose, audience, and genre have been addressed

Editing

W.4.12.11

Apply grammatical conventions to edit for standard inflections, agreement, word meaning, and conventions

W.4.12.12

Apply grammatical conventions for capitalization, punctuation, formatting, and spelling

Publishing

W.4.12.13

Refine selected pieces frequently to publish for intended audiences and purposes

W.4.12.14

Maintain a writing *portfolio* that exhibits growth and reflection in the progress of meeting goals and expectations

W.4.12.15

Use available technology for all aspects of the *writing process*

Standard 5: *Purpose, Topics, Forms and Audiences*

Students shall demonstrate competency in writing for a variety of purposes, topics, and audiences employing a wide range of forms.

Purposes and audiences

W.5.12.1

Use elements of *discourse* effectively when completing narrative, *expository,* persuasive, or descriptive writing assignments

Topics and forms

W.5.12.2

Write *expository* compositions, including analytical essays and research reports, that

- assemble and convey evidence in support of the thesis
- make distinctions between the relative value and significance of data, facts and ideas
- employ *visual aids* when appropriate

W.5.12.3

Write using rhetorical strategies with special emphasis on compare/contrast, argumentation/ persuasion, cause/effect, and classification

W.5.12.4

Write persuasive compositions that

- structure ideas and arguments
- clarify and defend positions with precise and relevant evidence
- use specific *rhetorical devices* to support assertions
- address readers' concerns, counterclaims, biases, and expectations

W.5.12.5

Write a variety of letters, including cover letters and letters of recommendation, that

- follow a conventional format
- address the intended audience
- provide clear, purposeful information
- use appropriate vocabulary, *tone,* and *style*

W.5.12.6

Write poems using a range of poetic techniques, forms and figurative language, emphasizing sonnets

W.5.12.7

Write responses to literature that

- articulate the significant ideas of literary works
- support important ideas and viewpoints
- analyze and evaluate the author's use of stylistic devices
- evaluate the impact of ambiguities, nuances, and complexities using evidence from the text

W.5.12.8

Write on demand to a specified prompt within a given time frame

W.5.12.9

Write across the curriculum

Standard 6: *Conventions*

Students shall apply knowledge of Standard English conventions in written work.

Sentence formation

W.6.12.1

Use a variety of sentence structures, types, and lengths for effect in writing

Usage

W.6.12.2

Apply *usage* rules appropriately in all formal writing

Spelling

W.6.12.3

Apply conventional spelling to all pieces

Capitalization

W.6.12.4

Apply conventional rules of capitalization in writing

Punctuation

W.6.12.5

Apply the punctuation rules appropriately in writing

Standard 7: *Craftsmanship*

Students shall develop personal style and voice as they approach the craftsmanship of writing.

Purposefully shaping and controlling language

W.7.12.1

Use figurative language effectively with emphasis on extended metaphor

W.7.12.2

Use a variety of sentence structures, types, and lengths to contribute to *fluency* and interest

W.7.12.3

Apply such elements of *discourse* as purpose, speaker, audience, and form when completing narrative, *expository,* persuasive, or *descriptive* writing assignments

W.7.12.4

Demonstrate organization, unity, and coherence by using implied transitions and sequencing

W.7.12.5

Use extension and multi-level elaboration to develop an idea emphasizing models from professional writing

W.7.12.6

Balance *concrete* and *commentary information* within a piece

W.7.12.7

Use precise word choices that convey specific meaning

W.7.12.8

Personalize writing to convey *voice* in formal and informal pieces

W.7.12.9

Use *point of view,* characterization, *style,* and related elements for specific rhetorical (communication) and aesthetic (artistic) purposes

W.7.12.10

Structure ideas and arguments in a sustained and persuasive way and support them with precise and relevant examples

W.7.12.11

Critique professional and peer writing

Strand: Reading

Standard 9: *Comprehension*

Students shall apply a variety of strategies to read and comprehend printed material.

Literal and inferential understanding

R.9.12.1

Connect own background knowledge to recognize and analyze personal biases brought to a text with an emphasis on gender and national origin

R.9.12.2

Challenge or defend use of writer's diction and *style*

R.9.12.3

Evaluate and select individualized strategies to support active reading and engagement

R.9.12.4

Analyze and evaluate how works of a given period reflect author's background, historical events, and cultural influences

R.9.12.5

Draw inferences from multiple selections and author's (including conclusions, generalizations, and predictions) and support them with text evidence

R.9.12.6

Suspend personal biases in approaching texts

Summary and generalization

R.9.12.7

Summarize and paraphrase complex structures in informational and literary texts, including relationships among concepts and details

Analysis and evaluation

R.9.12.8

Investigate both the features and the *rhetorical devices* of different policy statements, speeches, debates, or other public documents and the ways in which authors use those features and devices

R.9.12.9

Evaluate the effect of *point of view* on elements of text (e.g., *tone*, theme, and purpose, etc.)

R.9.12.10

Challenge or defend author's use of fallacies

R.9.12.11

Defend and justify a position using concepts gained from reading

R.9.12.12

Analyze and evaluate the effects of *rhetorical devices*

R.9.12.13

Analyze and evaluate the author's use of *tone*, diction, and *syntax* such as *anaphora* and *inversion*

R.9.12.14

Evaluate the credibility of information sources, including how the writer's motivation affects that credibility

Standard 10: *Variety of Text*

Students shall read, examine, and respond to a wide range of texts.

Practical texts

R.10.12.1

Read across the curriculum a variety of such *practical texts* as advertisements, warranties, manuals, job and career descriptions, applications, college catalogs, financial documents, and contracts

R.10.12.2

Evaluate clarity and accuracy of information in *practical texts*

Poetry

R.10.12.3

Read a variety of poetry, including free and formal verse and *narrative* and lyric poetry

R.10.12.4

Evaluate the effectiveness of an author's use of poetic conventions and structures, including line, stanza, imagery, rhythm, rhyme, and *sound devices*

R.10.12.5

Analyze and compare characteristics of formal verse, including sonnets, sestinas, and villanelles

R.10.12.6

Evaluate traditional and contemporary works of poets from many cultures

R.10.12.7

Evaluate the effectiveness of the author's use of *persona*

R.10.12.8

Evaluate techniques poets use to evoke emotion in a reader

R.10.12.9

Evaluate the effectiveness of word choice, *tone,* and *voice*

R.10.12.10

Paraphrase and interpret to find the meaning of selected poems, emphasizing multiple selections and authors

Drama

R.10.12.11

Read and critique dramatic selections from a variety of authors

R.10.12.12

Evaluate stage, film, or television adaptations and interpretations of a drama

R.10.12.13

Evaluate the effectiveness of an author's use of dramatic conventions

R.10.12.14

Analyze and evaluate the most effective elements of selected plays

R.10.12.15

Compare and contrast ways in which character, scene, dialogue, and staging contribute to the theme and the dramatic effect

R.10.12.16

Compare and contrast tragic heroes from various literary eras

Literary and content prose

R.10.12.17

Read a variety of literary and *content prose*

R.10.12.18

Evaluate the influence of historical context on the form, *style,* and *point of view* of a written work

R.10.12.19

Compare and contrast the literary contributions of various cultures

R.10.12.20

Evaluate an author's use of *literary devices*

R.10.12.21

Evaluate the impact of diction, imagery, *style,* and figurative language on *tone,* mood, and theme using literary terminology

R.10.12.22

Evaluate the significance of literary elements in a work

R.10.12.23

Evaluate the impact of irony on text

R.10.12.24

Analyze several of an author's works that deal with a single issue

R.10.12.25

Evaluate the credibility of an author's argument or defense

Standard 11: *Vocabulary, Word Study, and Fluency*

Students shall acquire and apply skills in vocabulary development and word analysis to be able to read fluently.

Word study and vocabulary

R.11.12.1

Recognize and apply specialized vocabulary

R.11.12.2

Analyze Greek, Latin, Anglo-Saxon and meaning and draw inferences

R.11.12.3

Use reference materials including glossary, dictionary, thesaurus, and available technology to facilitate and extend learning

R.11.12.4

Interpret the connotative power of words

Strand: Inquiring/Researching

Standard 12: *Research/Inquiry Process*

Students shall engage in inquiry and research to address questions, to make judgments about credibility, and to communicate findings in ways that suit the purpose and audience.

Accessing information

IR.12.12.1

Formulate original, open-ended questions to explore, narrow, and select a topic

IR.12.12.2

Establish a focus for research and design a research plan to defend a position or prove/disprove a hypothesis

IR.12.12.3

Access multiple sources using a variety of research tools with increasing proficiency

Evaluating credibility and identifying relevant information

IR.12.12.4

Evaluate the credibility of authors and reliability of sources

IR.12.12.5

Evaluate ways to verify the accuracy and usefulness of information

IR.12.12.6

Synthesize information from multiple *primary* and *secondary sources*

IR.12.12.7

Demonstrate awareness of plagiarism laws while editing written work and avoid plagiarism

Interpreting and presenting information

IR.12.12.8

Organize information and use a style manual such as MLA or APA to create

- Note cards or other note taking forms
- Formal outline
- Works cited page or resource sheet
- Thesis statement
- Parenthetical citations within text
- Title page or style heading

IR.12.12.9

Summarize, paraphrase, and/or quote relevant information

IR.12.12.10

Create a formal research paper

Reading and Thinking with Foldables™

by Dinah Zike, M.Ed., Creator of Foldables™

FOLDABLES™
Graphic Organizers

Foldables™, *my three-dimensional interactive graphic organizers, have been shown to enhance students' reading comprehension by tapping into kinesthetic learning abilities. Students fold paper, cut tabs, write, and manipulate what they have made in order to* **organize** *information;* **review** *skills, concepts, and strategies; and* **assess** *their learning.*

Using Dinah Zike's Foldables in Reading and Literature Classes

Students can use Foldables **before, during,** and **after** reading selections in *Glencoe Literature: The Reader's Choice.*

- ❦ **Before reading:** Foldables help students to focus on **setting a purpose** for reading and on previewing selection **vocabulary.**

- ❦ **During reading:** Foldables help students to stay **focused** and **engaged.** They allow students to **track key ideas** and **recognize text structure** in informational text. They also encourage students to **use higher level thinking skills** in approaching text.

- ❦ **After reading:** Foldables help students to **review** their own thoughts and to **analyze, interpret,** and **evaluate** various aspects of a text. They also stimulate rich **group discussions** and **inquiry.**

## USING FOLDABLES™ MAKES LEARNING EASY AND ENJOYABLE

Anyone who has paper, scissors, and maybe a stapler or some glue can use Foldables in the classroom. Just follow the illustrated step-by-step directions. Check out the following sample:

Reading Objective: to understand how one character's actions affect other characters in a short story

FOLDABLES™
Graphic Organizers

Use this Foldable to keep track of what the main character does and how his or her actions affect the other characters.

1. Place a sheet of paper in front of you so that the short side is at the top. Fold the paper in half from top to bottom.

2. Fold in half again, from side to side, to divide the paper into two columns. Unfold the paper so that the two columns show.

3. Draw a line along the column crease. Then, through the top layer of paper, cut along the line you drew, forming two tabs.

4. Label the tabs **Main character's actions** and **Effects on others.**

5. As you read, record the main character's actions under the first tab. Record how each of those actions affects other characters under the second tab.

Main character's actions | Effects on others
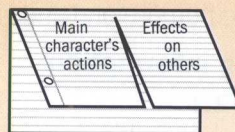
Students practice reading and following step-by-step directions.

Illustrations make directions easier to follow.

Students become active readers, tracking and reorganizing information so that they can better comprehend the selection.

Addressing Arkansas's English Language Arts Curriculum Framework

The following reproducible pages offer more examples of Foldables to use with selections from *Glencoe Literature: The Reader's Choice.* These Foldables will help you address many of the reading standards and goals in the Framework.

Informational Text

Reading Objective: to understand and remember ideas in informational text

**FOLDABLES™**
Graphic Organizers

As you read a nonfiction selection, use this Foldable to help you identify what you already know about the topic, what you might want to know about it, and what you learn about it from the selection.

Step 1. Hold a sheet of paper in front of you so that the short side is at the top. Fold the bottom of the paper up and the top down to divide the paper into thirds.

1

Step 2. Unfold the paper and turn it so that the long side is at the top. Draw lines along the folds and label the three columns *Know,* *Want to Know,* and *Learned.*

2, 3

| Know | Want to Know | Learned |
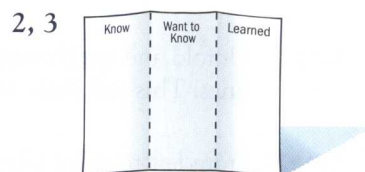
Step 3. Before you read the selection, write what you already know about the topic under the left heading and what you want to know about it under the middle heading. As you read, jot down what you learn about the topic under the last heading.

You may adapt this simple Foldable in several ways.

- Use it with magazine and newspaper articles, textbook chapters, reference articles, and informational Web sites—anything you might read to look for information.

- Use this three-part Foldable to record information from three sources. Label each column with the name of one source and write notes from that source under its heading.

- For a two-column Foldable, just fold the sheet of paper in half. For four columns, fold it in half and then in half again.

Short Story

Reading Objective: to understand and evaluate the main character in a short story

FOLDABLES™
Graphic Organizers

As you read the short story, use the following Foldable to keep track of the main character's actions, the reasons for those actions, and your opinions about those actions.

Step 1. Place a sheet of paper in front of you so that the short side is at the top. Fold the paper in half from side to side.
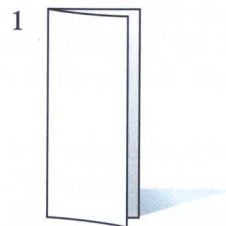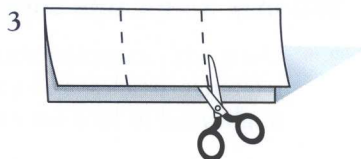
Step 2. Turn the paper and fold in thirds from left to right.
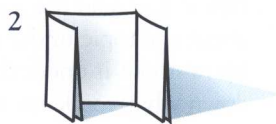
Step 3. Unfold and cut through the top layer of paper along both fold lines. This will make three tabs.

Step 4. From left to right, label the three tabs *Main Character's Actions, Main Character's Reasons,* and *My Opinions.*

Step 5. Under the first tab, record the things the main character does. Under the second tab, jot down the character's reasons for those actions. Under the third tab, write adjectives (such as *kind* or *selfish*) to describe your opinion of the main character's actions.

You may adapt this simple Foldable in several ways.

❧ Use it with dramas, biographies, and some narrative poems—wherever a character's actions are important.

❧ Change the labels to focus on a different topic. For example, you could change the tab labels to compare and contrast the characteristics of two settings, characters, objects, or ideas.

❧ Create fewer or more tabs by changing the number of folds in step 2 above.

1

2

3

4, 5 | Main Character's Actions | Main Character's Reasons | My Opinions |
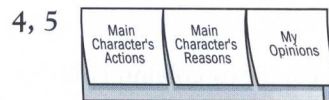
Short Story

Reading Objective: to analyze a short story on the basis of its literary elements

FOLDABLES™
Graphic Organizers

As you read, use the following Foldable to keep track of five literary elements in the short story.

Step 1. Stack three sheets of paper with their top edges about a half-inch apart. Be sure to keep the side edges straight.

1

Step 2. Fold up the bottom edges of the paper to form six tabs, five of which will be the same size.

Step 3. Crease the paper to hold the tabs in place and staple the sheets together along the crease.

Step 4. Turn the sheets so that the stapled side is at the top. Write the title of the story on the top tab. Label the five remaining tabs *Setting, Characters, Plot, Point of View,* and *Theme.*

2

Step 5. Use your Foldable as you read the short story. Under each labeled tab, jot down notes about the story in terms of that element.

3, 4, 5

Story Title

Setting
Characters
Plot
Point of View
Theme
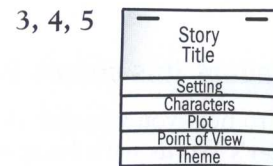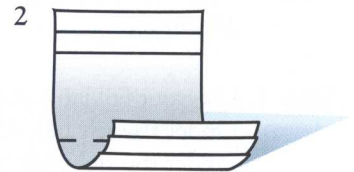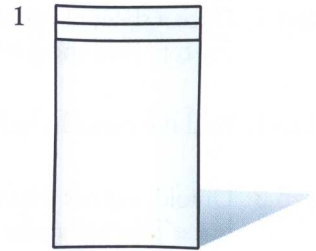
You may adapt this simple Foldable in several ways.

❧ Use it with dramas, longer works of fiction, and some narrative poems—wherever five literary elements are present in the story.

❧ Change the labels to focus on something different. For example, if a story or a play has several settings, characters, acts, or scenes, you could devote a tab to each one.

Lyric Poem

Reading Objective: to interpret the poet's message by understanding the speaker's thoughts and feelings

FOLDABLES™
Graphic Organizers

As you read the poem, use the following Foldable to help you distinguish between what the speaker *says* and what the poet *means*.

Step 1. Place a sheet of paper in front of you so that the short side is at the top. Fold the paper in half from top to bottom.

1

Step 2. Fold the paper in half again from left to right.

Step 3. Unfold and cut through the top layer of paper along the fold lines. This will make two tabs.

2

Step 4. Label the left tab *Speaker's Words.* Label the right tab *Poet's Meaning.*

Step 5. Use your Foldable to jot down notes on as you read the poem. Under the left tab, write down key things the speaker says. Under the right tab, write down what you think the poet means by having the speaker say those things.

3
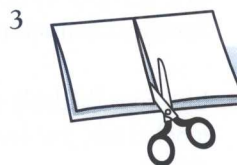
You may adapt this simple Foldable in several ways.

❦ Use it to help you visualize the images in a poem. Just replace *Speaker's Words* with *Imagery* and replace *Poet's Meaning* with *What I See.*

4, 5

| Speaker's Words | Poet's Meaning |

❦ Replace the label *Speaker's Words* with *Speaker's Tone* and write adjectives under the tab that describe the tone of the speaker's words.

❦ If the poem you are reading has two stanzas, you might devote each tab to notes about one stanza.

Drama

Reading Objective: to understand conflict and plot in a drama

As you read the drama, use the following Foldable to keep track of conflicts that arise and ways that those conflicts are resolved.
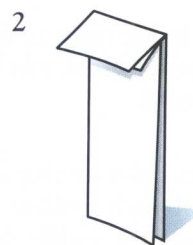
FOLDABLES™
Graphic Organizers

Step 1. Place a sheet of paper in front of you so that the short side is at the top. Fold the paper in half from side to side.
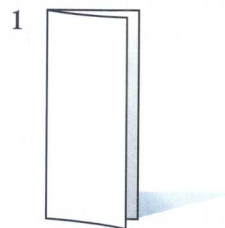
Step 2. Fold the paper again, one inch from the top as shown here.

Step 3. Unfold the paper and draw lines along all of the folds. This will be your chart.

Step 4. At the top, label the left column *Conflicts* and the right column *Resolutions.*

Step 5. As you read, record in the left column the various conflicts that arise in the drama. In the right column, explain how each conflict is resolved by the end of the drama.

1

2

3, 4, 5
Conflicts | Resolutions

You may adapt this simple Foldable in several ways.

- Use it with short stories, longer works of fiction, and many poems—wherever conflicts and their resolutions are important.

- Change the labels to focus on something different. For example, you could record the actions of two characters, or you could record the thoughts and feelings of a character before and after the story's climax.
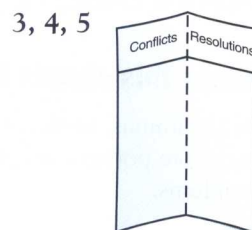
Epic/Legend

Reading Objective: to analyze how heroic characters solve problems
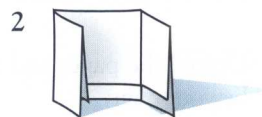
FOLDABLES™
Graphic Organizers

As you read the epic or legend, use the following Foldable to help you keep track of qualities that help the hero or heroine to solve his or her problems.
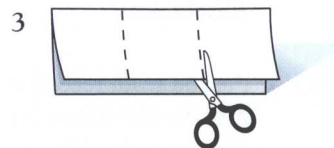
Step 1. Place a sheet of paper in front of you so that the long side is at the top. Fold the top of the paper to the bottom, stopping about an inch from the bottom edge. Make a crease.
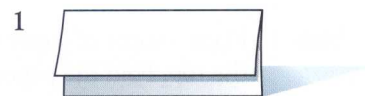
**Step 2.** Fold the paper into thirds as shown.

Step 3. Unfold the paper and cut along both folds of the top layer to make three tabs.

Step 4. Write the name of the hero or heroine along the bottom of the page. Label the tabs *Problems, How Solved,* and *Qualities Needed.*

Step 5. Take notes on your Foldable as you read. Under the left tab, jot down each problem or challenge that the hero or heroine faces. Under the middle tab, note the actions taken to solve each problem. Under the right tab, identify the personal quality or qualities that enabled the person to solve each problem.
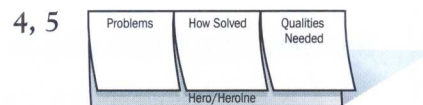
You may adapt this simple Foldable in several ways.

- Use it with dramas, works of fiction, myths or folktales, and some narrative poems—wherever a character in the story must solve problems.

- Change the labels to focus on something different. For example, you could jot down your prediction of how the hero or heroine will solve each problem. Then, as you read further, record the actual solution and compare your predictions with the actual solutions.

- In myths, legends, and folktales, things often come in threes (for example: three wishes, three riddles that must be solved, three tasks that must be completed). Use this Foldable to take notes that describe, tell the outcome of, or analyze each of the three special things in the story.