

California Edition

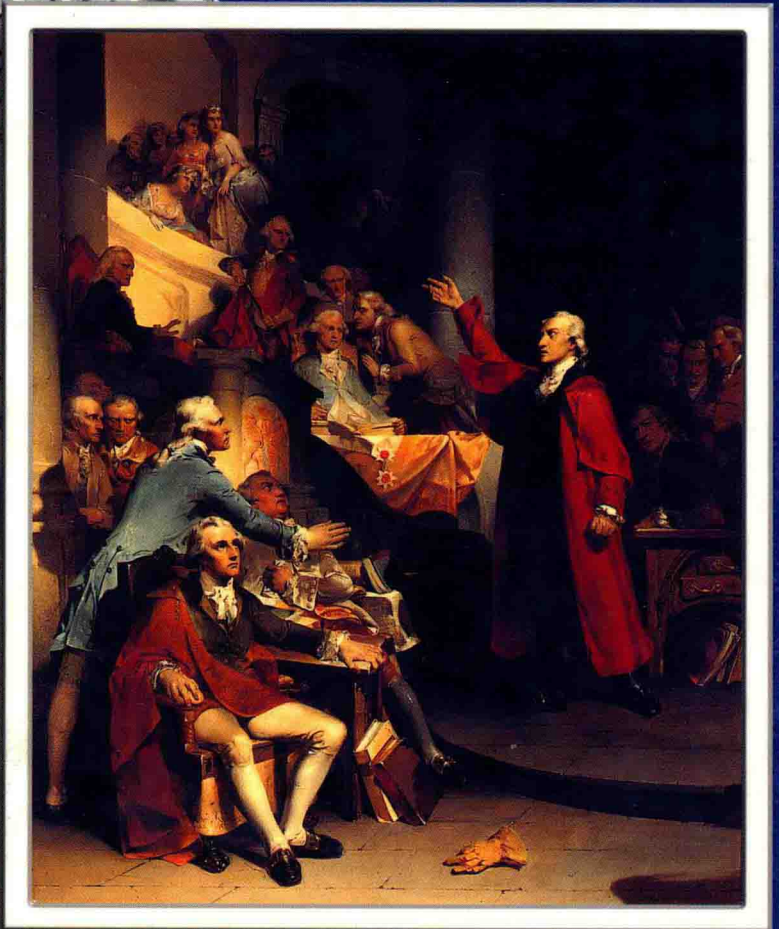


Teacher Wraparound Edition

GLENCOE

LITERATURE

The Reader's Choice



American
Literature

California
Edition

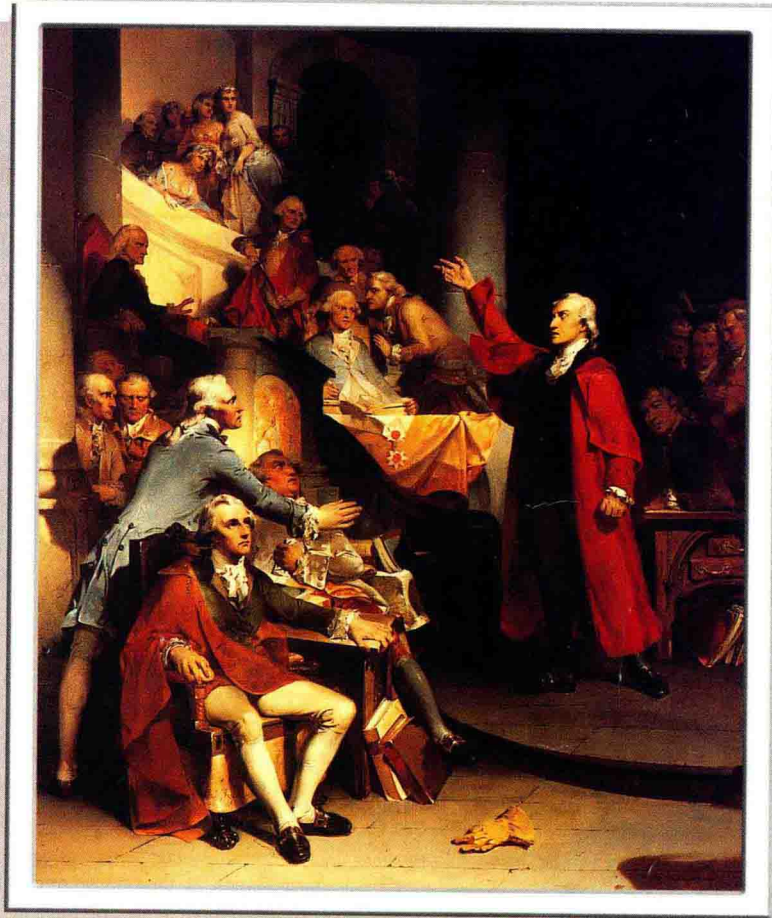
Teacher Wraparound Edition

GLENCOE LITERATURE

The Reader's Choice

Program Consultants

- Beverly Ann Chin
- Denny Wolfe
- Jeffrey Copeland
- Mary Ann Dudzinski
- William Ray
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- Jeffrey Wilhelm



American
Literature

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Acknowledgments continued on page R148.



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Program Consultants



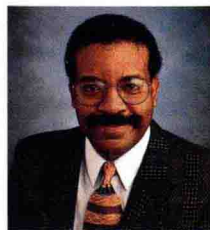
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Jeffrey Wilhelm, a former English and reading teacher, is currently an assistant professor at the University of Maine where he teaches courses in middle and secondary level literacy. He is the author and co-author of several books on the teaching of reading and literacy, including *You*

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To the Teacher The following letter appears on page viii of the Student Edition and introduces students to *Glencoe Literature: The Reader's Choice*; you may wish to read it aloud on your first day of class. The letter outlines the program's basic structure and philosophy in simple terms to give your students an idea of what to expect in the upcoming school year.

Before beginning this year of study, set aside time for your students to review the **California English–Language Arts Content Standards** presented on pages x–xv of the Student Edition and included in this book as part of the **California Content Standards Correlation** beginning on page T66. After reading the standards, your students can set goals for learning and plan strategies for achieving success. In addition, you may want to send a copy of this letter and the content standards to parents and guardians to review. Parents who are actively involved in their childrens' learning play an integral role in their achievement and in the work you do in the classroom.



Letter to Students

Dear Student,

Welcome to *Glencoe Literature: The Reader's Choice*. In this lively collection of classic and contemporary literature, you will find much to amuse, surprise, delight, engage, and inform you. A wide variety of selections—including poems, plays, short stories, essays, autobiographies, and news articles on a broad range of themes—offers you the chance to hear talented authors in all their diversity, as well as to experience and learn about the people, places, and ideas that moved them.

As you explore the literature selections in this book, you will also learn and review key reading and language arts skills. The questions and activities after each selection will help you to check your understanding of what you've read. They will also give you an opportunity to analyze important features of the literature. You will be asked to discuss and write about what you read and to explore how literature connects with your own experiences.

Your book is divided into seven units, each focusing on a period of history in American literature from the earliest days to the present century. In addition, each unit is subdivided by theme. With every theme, you will complete an extended project and longer writing assignment along with many other individual, partner, and group activities. Keep your graded, completed assignments in a portfolio or as your teacher directs. Share your progress with your parents or guardians and also talk with them about the literature you are reading. Discuss your thoughts about the characters, themes, and other aspects of your reading.

The state of California has created a set of learning goals, or content standards, for you this year. We have included them on pages x–xv. Take some time to read over these standards with your parents or guardians. Then outline some steps that you can take to help you achieve these standards both inside and outside the classroom.

We hope that you enjoy the selections in *Glencoe Literature: The Reader's Choice* and that the lessons help you to succeed in mastering the content standards set for you.

Sincerely,

The Editors

Program Philosophy

What are the goals of *Glencoe Literature*?

by Denny Wolfe



David Young-Wolffe/Stone

G*lencoe Literature* was inspired by the belief that all students—from all cultures, of all abilities—can benefit from reading rewarding literature. We recognize, however, that in order for students to be well read in today’s information society, they need also to read well. With diverse and visually appealing anthologies and instructive resources, *Glencoe Literature* helps students meet both goals.

Presenting quality literature for all students Reflecting our increasingly diverse society, each book presents as wide an array of selections as possible. In *Glencoe Literature*, students will

- ✦ read a rich mix of classic and contemporary selections
- ✦ encounter authors from many cultures addressing a wide range of topics and themes
- ✦ learn to recognize the purpose and structural features of different kinds of text through informed exposure to a variety of fictional and nonfictional genres and subgenres such as poems, plays, biographies, essays, epics, and parodies
- ✦ learn to examine readings for historical contexts and philosophical underpinnings
- ✦ acquire the academic language necessary to discuss and analyze readings thoroughly

Glencoe Literature enables teachers and students to share a wealth of literary experiences and to explore together the many voices of modern society.

Improving reading skills of all students *Glencoe Literature* fosters universal access to the language arts curriculum. Average students, advanced learners, students with special needs, English language learners (ELL)—all can be successful in meeting or exceeding the **California English–Language Arts Content Standards**. In the following ways, *Glencoe Literature* helps all students develop skills as readers, writers, listeners, speakers, and viewers:

- ✦ **Three-Part Instructional Format**
A well-organized and logical teaching strategy promotes reading comprehension and language development for each selection in *Glencoe Literature*. The **Before You Read** section sparks interest, builds background knowledge, and previews key vocabulary words from the selection. Next, the **selection pages** include definitions and pronunciation guides for

vocabulary words, footnotes for unfamiliar words or concepts, and visual illustrations of other terms mentioned in the text. Finally, the **Responding to Literature** section asks questions that encourage comprehension and higher-order thinking, then follows up with listening, speaking, and writing activities that develop students’ comprehension and skills.

✦ **Systematic Language Instruction**

To complement instruction of the literature selections, *Glencoe Literature* provides several resources to systematically teach and assess spelling, vocabulary, and conventions of language:

- **Spelling Power**
- **Vocabulary Power**
- **Grammar and Composition Handbook**

These resources allow teachers to move methodically through instruction in skills and strategies.

✦ **English Language Learners and Students with Special Needs/Strategic Intervention**

The **Teacher Wraparound Edition**, as well as a wide assortment of print and electronic resources, provides further reading support and activities for ELL students and students with special needs. Every selection is accompanied by specific strategies to make the basic program of instruction accessible to all. Activities for advanced learners are also included to challenge these students to perform to their potential.

✦ **Striking Design and Considerate Text**

The engaging design of the text and resources helps students focus attention and read. Clear labels, colored headings, and numbered and bulleted lists frame ideas and highlight key points. Photos and fine art in many styles and from many cultures enhance text and allow students to make connections to the selections. Maps, charts, and graphic organizers make information visual and easy to grasp.

Through its varied and active instructional strategies, *Glencoe Literature* welcomes all students to learn the power of literature and to develop a lifelong love of reading.

How do we honor diverse voices in the classroom?

by William Ray

The classroom in which a diverse group of students meets a diverse curriculum is perhaps the happiest of all, but all students need to be exposed to a culturally diverse literature program. Even in the most homogeneous school, hearing a rich mixture of literary voices is crucial not only to a literary education but also to a democratic society. In the following statement, Sandra Cisneros describes her participation in a discussion of “the house of the imagination” at the University of Iowa; reading these words to students can be a lesson in both metaphor and democracy:

Everyone seemed to have some communal knowledge which I did not have—and then I realized that the metaphor of house was totally wrong for me. Suddenly I was homeless. There were no attics and cellars and crannies. I had no such house in my memories. As a child I had read of such things in books, and my family had promised such a house, but the best they could do was offer the miserable bungalow I was embarrassed with all my life. This caused me to question myself, to become defensive. What did I, Sandra Cisneros, know? My classmates were from the best schools in the country. They had been bred as fine hot-house flowers. I was a yellow weed among the city’s cracks.

Literature as a cultural mirror

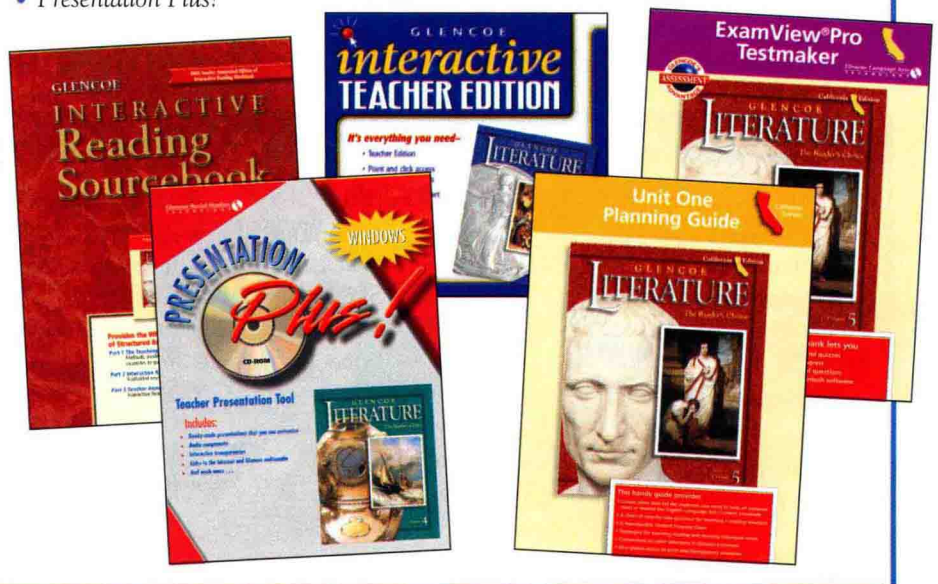
Many of us are fortunate enough to teach students of diverse backgrounds and so have witnessed some of our students experiencing special moments of recognition when they see their culture reflected in a piece of literature. As a student of mine, some years ago, put it, “I like this book—it feels like home.” Using literature of many cultures not only can be a revelation for students who are not of the dominant culture but also can be a springboard for students who wish to share their own experiences. Here are two examples from my classroom:

- ✦ One of my urban African-American students, during a discussion of Sandra Cisneros’s *House on Mango Street*, educated her white, suburban classmates out of their stereotypical views of urban life.
- ✦ A student of Nigerian descent explained to his classmates how Igbo customs have been maintained or changed since the time of Chinua Achebe’s novel *Things Fall Apart*.

Cultural awareness and global respect Democracy demands that the voices of everyone be heard. *Glencoe Literature: The Reader’s Choice* includes representative voices from many corners of the world and from many cultures. For students to develop their own voices, views, and values—grounded in the families and communities that schools serve—they must hear and consider the voices of others. Through students’ own responses and their classmates’ responses to the literature contained in these pages, students extend their own world views and take important steps toward becoming responsible thinkers and citizens.

Resources for the Teacher

- Unit Planning Guide
- Interactive Reading Sourcebook
- Interactive Lesson Planner
- Interactive Teacher’s Edition
- Presentation Plus!
- Testmaker: ExamView Pro
- Literature Classics CD-ROM
- Block Scheduling Guide
- Vocabulary PuzzleMaker





Reading

How do we engage students through critical and creative reading?

by Jeffrey Wilhelm

Reading is a very complex act, and its complexity is largely invisible. When I studied how students became engaged with text, I found that proficient readers flexibly used a variety of strategies depending on the text and the reading purpose. Yet less involved readers did not understand that they were supposed to “do” anything at all beyond decoding words. When I asked one student what he saw when he read, he replied, “Words, man. I see nothing but words!” The best readers, on the other hand, could richly describe characters, settings, and situations—often including details that went far beyond the implied meanings of the text.

Active reading In *Glencoe Literature: The Reader’s Choice*, we base instructional activities on the notion that reading is interactive—that is, a conversation between a reader and a text that results in the creation of meaning. We also base our activities on knowledge of engagement—that is, that readers use a wide range of strategic reading behaviors to personally connect to text and to creatively and critically reflect upon their reading experiences. Key research tells us that visualizing a text enhances comprehension. So the first order of business in assisting reading performance is to carefully model for students our own visualizing process and then to encourage students in their own efforts to “see” and “relate” to characters, forces, historical backgrounds, and ideas. *Glencoe Literature: The Reader’s Choice* guides students to use response journals, art, drama, and other creative activities to support this level of reading.

Higher-level thinking skills Once students have visualized and related to text, they can then begin to make inferences, draw conclusions, and evaluate critically the selections they read. Far from being extras, these higher-level thinking skills are essential to synthesizing ideas and to connecting larger ideas and themes across selections. Because students are better able to understand, interpret, and evaluate topics, ideas, and themes that they have related to their own prior knowledge and experiences, *Glencoe Literature: The Reader’s Choice* introduces critical reading after a rich experiential reading has been supported.

Reading for comprehension Crucial to teaching readers is the notion of reading for meaning. In *Glencoe Literature: The Reader’s Choice*, students

- ✳ consider how the structure of each text supports its meaning
- ✳ learn how literary conventions, vocabulary knowledge, and comprehension strategies aid understanding
- ✳ develop and practice specific, strategic reading behaviors
- ✳ receive direct instruction in how to read in creative and critical ways and through a variety of response dimensions

Our goal is to help students not only develop a powerful repertoire of reading strategies but also consider reading a personally meaningful social pursuit.

Resources for Reading

Student Edition/Teacher Wraparound Edition:

- Active Reading Strategies
- Active Reading Models
- Before You Read
- Reading the Selection
- Responding to Literature
- Literary Criticism*
- Comparing Selections
- Media Connection
- Reading and Thinking Skills
- Vocabulary Skills
- Genre/Literature Focus
- Reading Handbook
- Glossary
- Skill Minilessons
- Critical Thinking
- Author’s Craft

*Provides AP-level instruction

Additional resources:

- *Active Reading Guide*
- *Interactive Reading Sourcebook*
- *Interactive Reading Workbook*
- *Selection Vocabulary Practice*
- *Vocabulary Power*
- *Reading Skills Practice Workbook*
- *Inclusion Strategies Sourcebook*
- *inTIME* magazine
- *Glencoe Literature Library*
- *Five-Star Stories*
- *The Contemporary Readers*
- *Literature Classics CD-ROM*
- *Glencoe Literature Web Site* (<http://www.lit.glencoe.com>)

How do we guide students from literacy to literature?

by Jane Fell Greene

Reading research has informed us that the complex act of reading is neither automatic nor passive, but is rather a highly interactive process in which students must rapidly, fluently, and automatically process print, and then bring their own experiences and knowledge of the world to construct meaning from text.

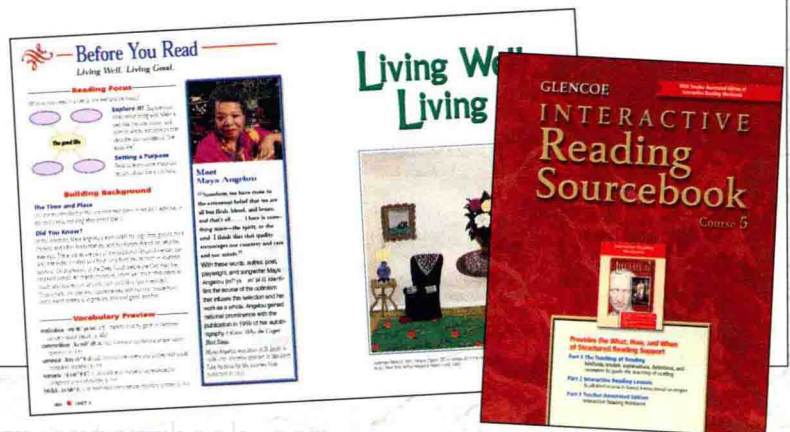
To help all students tackle increasingly sophisticated literature, *Glencoe Literature: The Reader's Choice* offers ample support in the following critical areas:

- **Building Background** Prior knowledge of relevant background and themes related to a selection helps focus students' reading and aids their comprehension. The **Before You Read** section for each lesson invites students to think about themes and connect them to their own lives. By supplying background information and by focusing students' attention on setting a purpose for reading, this section also provides a framework for reading that enhances comprehension.
- **Word Analysis** An understanding of morphology and etymology allows students to continue developing word analysis skills and to expand on the skills they have already begun to master. The *Interactive Reading Sourcebook* provides guidance for the teacher and practice for the student working to acquire these skills. *Spelling Power* provides systematic spelling instruction, practice, and assessment.
- **Vocabulary Development** *Glencoe Literature* offers many opportunities for students to develop their knowledge of individual words and morphologic relationships as well as larger concepts. Classroom discussions, point-of-use vocabulary instruction, and practice using context clues, figurative language, and other language devices (such as idioms and analogies) help increase students' vocabulary knowledge. *Vocabulary Practice* provides further practice and assessment of in-text vocabulary. In addition, *Vocabulary Power* provides systematic instruction, practice, and assessment.
- **Comprehension Skills and Strategies** The Student Edition, the *Active Reading Guide*, and other resources teach and model essential reading and thinking skills (including summarizing, clarifying, questioning, and predicting) and give students opportunities to practice, reapply, and connect these skills to other tasks both in and out of the classroom.

- **Independent Reading** There is no greater way to develop comprehension, vocabulary, writing, and spelling than to encourage students to read widely and voraciously. *Glencoe Literature* offers an abundance of appropriate and engaging materials for outside reading. See page T64 for a comprehensive list of titles.
- **Assessment** Because assessment informs instruction, it is important for teachers to have access to assessment tools that can be administered quickly and easily and that will provide an ongoing picture of students' reading growth. *Selection Quick Checks* and the **Responding to Literature** section following each selection, along with other assessment tools, provide a variety of opportunities for assessing students' comprehension.

Universal access *Glencoe Literature* and its ancillary resources provide universal access to the literature selections and deliver solid, research-based literacy instruction. For example, the *English Language Learners Sourcebook* and other program components provide reading support for students learning English. The *Interactive Reading Sourcebook*, the *Inclusion Strategies Sourcebook*, and other materials offer additional help for students with diverse special needs. Please see **The Teaching of Reading & Strategic Intervention** beginning on page T54 of this book and the *Interactive Reading Sourcebook* for strategic intervention instruction and activities.

Advanced Learners For students who need more challenging activities, many **Writing About Literature** and **Literary Criticism** features require students to use higher-level thinking skills to analyze an author's craft or to synthesize ideas from materials read. These activities may ask students to respond to another writer's criticism in light of broader philosophical or historical issues. Both of these features can help students prepare for the kinds of responses to literature required in **Advanced Placement** classes and examinations.





Writing

How does writing enhance learning in literature and language arts?

by Jacqueline Jones Royster

We think of the English–language arts classroom as a language-rich environment, made all the richer by the collection of texts and activities in *Glencoe Literature*. As both art and artifact, writing is a flexible tool that can work dynamically with other elements of instruction to enhance both learning and performance. From this point of view, writing activities are generously incorporated throughout each thematic unit for a variety of purposes.

Writing to make personal connections with reading selections Through journaling and other writing activities, students have a mechanism for responding to whatever they read and making sense of the details. Writing can help students express personal connections with ideas, images, and experiences; see ways to go beyond their own connections toward broader implications; and note critical distinctions between their own experiences and the content of the reading selections.

Writing to experiment as creative thinkers We as teachers accomplish an important cultural task when we help students move from viewing themselves as just consumers of other people’s writing to seeing themselves also as producers of writing. The creative writing activities in *Glencoe Literature* encourage students to write in many genres and to compose and present their work through various media. With these writing activities, students can explore varied roles and diverse points of view as a way to think seriously about what it means to produce literature.

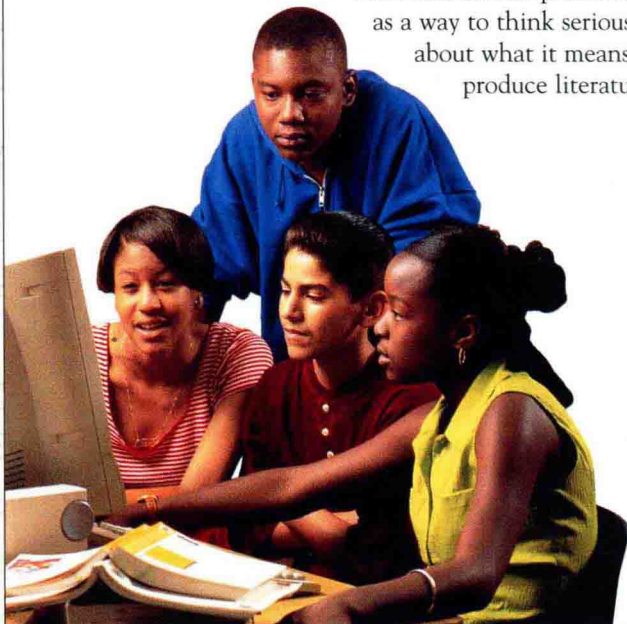
Writing to understand form and function Through the **Writing Workshops** in *Glencoe Literature*, students gain direct experience producing various forms, genres, and sub-genres of writing. The genre knowledge students build helps them to see writing as having structure and organization as shaped by audience, purpose, and context. Throughout *Glencoe Literature* writing activities reinforce students’ understanding of form and function by asking them to try their own hand at writing essays, sonnets, narratives, autobiographical sketches, business documents, satires, parodies, soliloquies, and other distinctive forms.

Writing to develop higher order thinking skills Writing helps students think about what a text says and does and whether it is successful. Students can sort through ideas, weigh the impact and consequences of language choices, and use these assessments to make informed judgments about what works in written expression and why.

The writing activities in *Glencoe Literature* foster students’ ability to think like literary critics. The **Literary Criticism** activities, for example, use scholarly quotations to prompt students to write thoughtful analyses of the selections. Through writing, students can express what appeals to them as readers and explain how authors achieve particular effects, justifying their interpretations by providing examples and evidence from the text. Students may also investigate broader meaning of texts through research and writing. By gathering and synthesizing information from primary and secondary sources, students can discover the historical, political, or cultural context of a literary work.

Writing to communicate effectively The act of writing itself—writing frequently for many purposes and in various genres—hones students’ abilities as writers and communicators. Through activities, workshops, and assessments, *Glencoe Literature* provides ample practice for developing writing skills. For example, **Writing Workshops** at the end of each theme guide students recursively through the writing process, focusing on particular moments of engagement—prewriting, drafting, revising, editing/proofreading, and publishing/presenting.

In addition, complete annotated **Writing Workshop Models** of student writing help teachers and students focus on the **6+1 Traits™** of effective writing:



Stephen Simpson/FPG

- ✿ **Ideas:** Focused, coherent message with relevant supporting details
- ✿ **Organization:** Clear, logical arrangement of main points and supporting details
- ✿ **Voice:** Writer's distinctive expression of individuality and sense of audience
- ✿ **Word Choice:** Vivid, precise diction appropriate to the writing purpose
- ✿ **Sentence Fluency:** Well-structured sentences of varying lengths
- ✿ **Conventions:** Correct spelling, grammar, usage, and mechanics
- ✿ **Presentation:** Engaging visual layout of words and design elements

Writing to master standard English conventions *Glencoe Literature* provides two paths for achieving mastery of grammar, usage, and mechanics:

- ✿ **Point-of-Use Approach** In both the Student and Teacher Wraparound editions, **Grammar and Language Minilessons** help teachers review or reteach a skill in grammar, usage, or mechanics while linking that skill to an author's application of it in a literary work, thus giving students a "real-world" example from which to learn.
- ✿ **Systematic Approach** Teachers may use the *Grammar and Composition Handbook* to study systematically English language conventions, moving methodically through instruction in such skills as identifying parts of speech, using modifiers correctly, and enhancing sentence fluency through sentence combining.

Writing to prepare for the real world Many writing activities in *Glencoe Literature* ask students to draft career-related or public documents in response to literature. For example, students might write a letter to the editor, a public service announcement, or a fictional character's résumé. At least one **Writing Workshop** focuses on a business or technical document, such as a business letter

or problem-solution report. In addition, students are regularly asked to conduct research for informal essays and formal research reports and to use widely accepted conventions for citing and documenting sources.

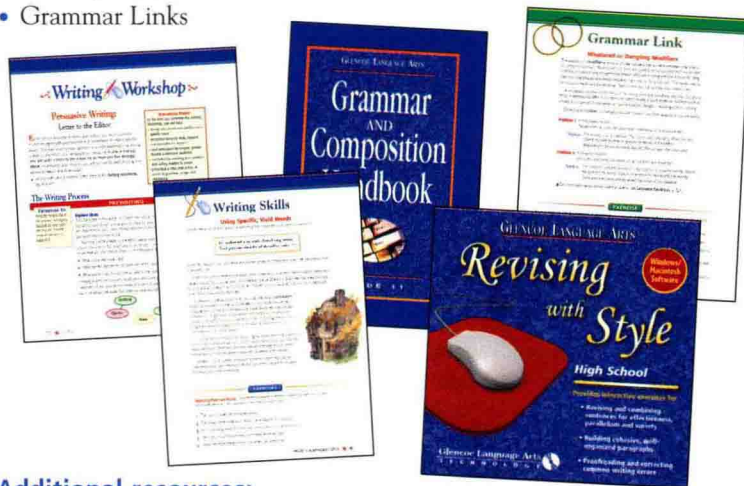
To prepare students for the **Advanced Placement** examination and for college work, activities such as **Writing About Literature** and **Literary Criticism** require students to write analyses of works of literature and the literary elements that shape them.

These kinds of writing help sharpen students' understanding of audience and purpose and enhance their abilities to write clearly and coherently for situations they will encounter beyond high school.

Resources for Writing

Student Edition/Teacher Wraparound Edition:

- Personal Writing
- Creative Writing
- Writing About Literature
- Literary Criticism
- Author's Craft
- Comparing Selections
- Writing Skills
- Grammar Links
- Writing Workshops
- Unit Assessments
- Annotated Writing Workshop Models
- Writing Minilessons
- Grammar and Language Minilessons



Additional resources:

- *Grammar and Composition Handbook*
- *Grammar and Language Workbook*
- *Interactive Grammar and Language Workbook*
- *Grammar and Language Transparencies*
- *Writing and Proofreading Practice*
- *Writing and Proofreading Transparencies*
- *Research and Report Writing*
- *Style and Documentation Sourcebook for Writers*
- *Writer's Assistant CD-ROM*
- *Revising with Style*

Integrated Language Arts

What are the benefits of an integrated language arts program, such as *Glencoe Literature*?

by Beverly Ann Chin

Current research confirms that integrating the English language arts is an effective way to help students improve their comprehension as well as their communication and thinking skills. Reading, writing, listening, speaking, viewing, and representing—when taught in conjunction and through a variety of classroom and home-based activities—enhance students' critical and creative thinking abilities, and allow real learning to occur. In addition, integrating instruction respects students' individual interests and strengths.

The *Glencoe Literature* program effectively and imaginatively integrates the related and reciprocal processes of reading, writing, listening, speaking, viewing, and representing in the following ways:

Reading and writing Students' reading and writing skills develop when they

- ✦ read, analyze, respond to, and acquire vocabulary from a wide array of texts—high-quality literature in various genres as well as engaging informational materials from diverse disciplines.
- ✦ engage in a variety of writing activities before and after reading, such as writing journal entries and developing graphic organizers; answering questions about the selection; and writing analytical, personal, or creative responses to a variety of prompts.
- ✦ write and revise for different purposes and audiences and in a variety of modes by completing **Writing Workshops**.

For more information on reading and writing, see pages T32–T35.

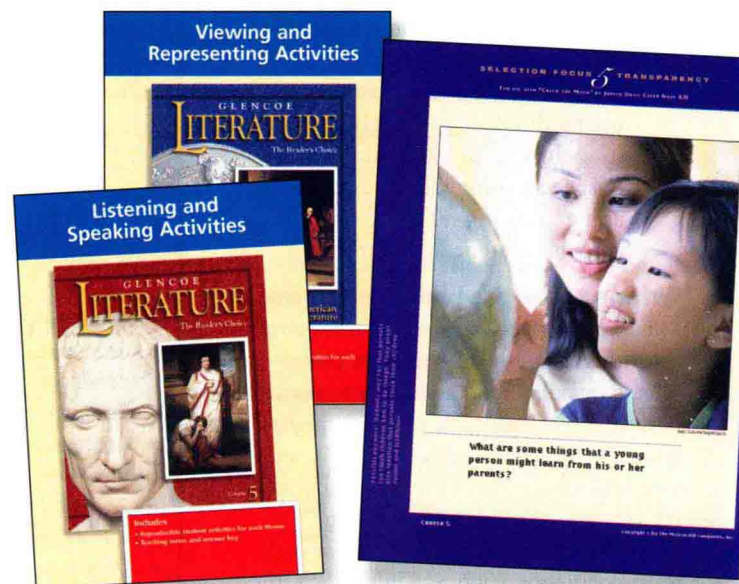
Listening and speaking Students' listening and speaking skills develop when they

- ✦ participate in class discussions, give oral responses to literature, make presentations, and respectfully listen and respond to other viewpoints.
- ✦ participate in role playing, readers' theater, choral reading, storytelling, and other creative drama activities as an avenue for understanding and interpreting reading selections.

Viewing and representing Students' viewing and representing skills develop when they

- ✦ complete graphic organizers as well as art and multimedia projects, visually and graphically representing their opinions, ideas, and responses to the reading.
- ✦ examine the fine art and photographs within selections by responding to viewing questions.
- ✦ respond to **Selection Focus Transparencies**, which provide visual cues that activate personal associations to the reading selections.
- ✦ use design principles to format writing assignments and display information on charts, maps, and graphs for written reports and oral presentations.

Each language arts skill depends on another for its full expression. How can you know, for example, that students have comprehended what they have read if they do not share their responses to the text through talking, writing, or representing their ideas visually? The language arts skills have been woven together into the fabric of *Glencoe Literature*. As a result, you can better meet the needs of all the students in your classroom by encouraging the development of their learning styles and multiple modes of expression.



Technology & Media Literacy

What roles do technology and media literacy play in the classroom?

by Jeffrey Wilhelm

Technology is a tool that extends human abilities. The technology components of the *Glencoe Literature* program can be integrated into your language arts instruction and used to extend students' abilities to read, write, and think critically and express themselves creatively. The program's wide variety of technology tools includes videos; audiotapes; software; the Glencoe Literature Web site (<http://www.lit.glencoe.com>); and various technology features, exercises, and activities that are integral to the *Student Edition* and the *Teacher Wraparound Edition*.

Technology as a reading, writing, and research tool To help students use technology to develop their reading, writing, and research skills, *Glencoe Literature* includes

- **Technology Skills** features, which offer instruction in such skills as formatting documents, drafting e-mail messages, and creating spreadsheets
- **Internet Connections** activities, which prompt students to conduct research on authors, themes, or subject matter, using a search engine on the Internet
- **Multimedia projects**, which encourage students to express themselves using a variety of non-print media
- **Writing Workshops**, which encourage students to use word processors and the Internet—together with spreadsheets, data bases, and graphics—to research topics and to draft, revise, and present extended pieces of writing
- **Writing Handbooks** and the *Style and Documentation Sourcebook for Writers*, which provide instruction and models for citing and documenting information from electronic resources
- **Writer's Assistant** and *Revising with Style* CD-ROMs and other software programs, which enhance reading, writing, and other language arts skills

You may find that students with special needs are particularly excited by and responsive to the use of technology in the classroom and at home.



Teaching media literacy When students learn to interpret, analyze, and evaluate media messages as well as create their own, they can exert some control over the way such messages shape their thinking and their lives. Students who are media savvy understand the variety of ways in which different technologies organize and represent information.

Glencoe Literature integrates the study of media into its language arts instruction. Students are asked to

- study various literary genres and informational text types and to consider how, and to evaluate how effectively, the medium affects the message
- apply knowledge gleaned from the study of various media (e.g., television advertisements and Web sites) to verbal and visual responses to literature
- analyze techniques of persuasion and how opinions, biases, and agendas may be communicated through various media forms

The *Glencoe Literature Student Edition* includes *Media Connection* activities and *Listening, Speaking, and Viewing* features to enhance students' media literacy. Additional program resources include *Media Connection Activities*, *inTIME* magazine, and *Humanities Across TIME*. These tools can help students understand the nature and techniques of mass media and critique various media messages. In addition, they help students learn to produce their own media messages in a variety of formats.

Assessment

How can we use assessment to enhance instruction?

by Beverly Ann Chin

Assessment is an essential part of the teaching and learning process. Assessments, both formal and informal, enable you to reflect on the way you teach and on the way your students learn. When used frequently and effectively, assessment tools provide you and your students with feedback and opportunities to set goals for the future and to modify instruction.

When you use assessment not only as an evaluation of students' knowledge and skills but also as an opportunity for communication—both with students and their parents or guardians—you can enhance and improve the quality of your instruction and curriculum.

Integrating instruction and assessment with *Glencoe Literature*

Assessment tools for *Glencoe Literature* support the belief that the most effective way to monitor and assess students' progress in a language arts classroom is to use a variety of approaches and procedures: formal tests, informal assessments, writing assessments, performance assessments, and portfolios. All of these types of assessments are designed to be used throughout the school year to help you document students' progress and assess the effectiveness of instruction.

Ongoing and summative assessment The following components, found in the **Student Edition (SE)**, are integral parts of your assessment program:

- ✿ **Theme Projects** The **Theme Projects** outlined at the beginning of each theme allow students to develop their understanding of the theme through structured performance-based activities. The projects are reprinted in the *Performance Assessment* book along with guidelines and rubrics for evaluation.

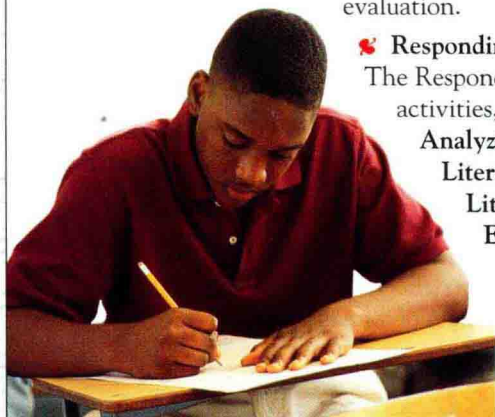
- ✿ **Responding to Literature** The Responding to Literature activities, including **Analyzing Literature, Literary Elements, Literary Criticism, Extending Your Response, and Skill Minilessons**, provide a varied

set of tasks for students to complete. Sample answers and rubrics for evaluation are available in the **Teacher Wraparound Edition (TWE)**.

- ✿ **Writing Workshops** Near the end of each theme, the **Writing Workshop** engages students in creating an extended piece of writing. Models, strategies, and tips help students develop their writing through the recursive stages of prewriting, drafting, revising, editing/proofreading, and publishing/presenting. A complete **student model** for each workshop appears in the SE, and annotations and **6+1™ evaluation guidelines** are provided in the TWE. In addition, detailed rubrics for the workshops can be found in *Writing Assessment and Portfolio Management*. These rubrics can help you evaluate students' command of ideas, organization, voice, word choice, sentence fluency, conventions, and presentation.
- ✿ **Unit Assessment** At the conclusion of each unit, the **Unit Assessment** enables students to evaluate their own work and to set goals for future learning. The Unit Assessment also provides an opportunity for portfolio-building. *Writing Assessment and Portfolio Management* provides guidelines to evaluate students' portfolios.

In addition to these ongoing in-text assessments, *Glencoe Literature* provides the following assessment tools:

- ✿ **Selection Quick Checks** Each **Selection Quick Check** quiz provides three to five short-answer questions, enabling you to quickly and easily assess basic reading comprehension.
- ✿ **Selection and Theme Assessment**
 - **Selection Tests** are formal one- or two-page tests designed to assess students' comprehension of the literature selections. Each test has up to four parts—**Recalling and Interpreting, Using Vocabulary, Interpreting and Evaluating, and Evaluating and Connecting**—which include multiple-choice questions, graphic organizers, and essay questions.
 - The **Theme Test** is a two-page summative assessment with short-answer and essay questions designed to evaluate students' summative understanding of the selections in a theme.



For your convenience, these selection tests and summative assessments are also available on the *Testmaker: ExamView Pro* CD-ROM, which is correlated to the **California English–Language Arts Content Standards**. This CD-ROM allows you to modify the order, content, and number of questions to meet the particular needs of all your students.

✿ **Performance Assessment** The *Performance Assessment* book provides an alternative means for evaluating students' comprehension of each literature selection and each theme as a whole. The book includes an **Assessment Checklist** for most types of speaking and listening or other performance-based activities, as well as detailed rubrics for evaluating specific kinds of student activities.

✿ **Grammar and Composition Handbook** This handbook provides extensive instruction, practice, and assessment for the systematic teaching of oral and written language conventions. The handbook can also be used as a supplement to writing instruction.

✿ **Vocabulary Power and Spelling Power** These workbooks provide systematic teaching, practice, and assessment of vocabulary and spelling. Reviews, tests, and oral quizzes offer a means for frequent assessment, and an annotated teacher's edition is provided for each level.

Other Assessment In addition to providing program assessment tools, *Glencoe Literature* can help your students prepare for assessments they may encounter outside of your classroom:

✿ **Exit Exams** The *Glencoe Literature* course of instruction meets or exceeds the **California English–Language Arts Content Standards**. Students who successfully work through the course should be well prepared for the **California High School Exit Examination**.

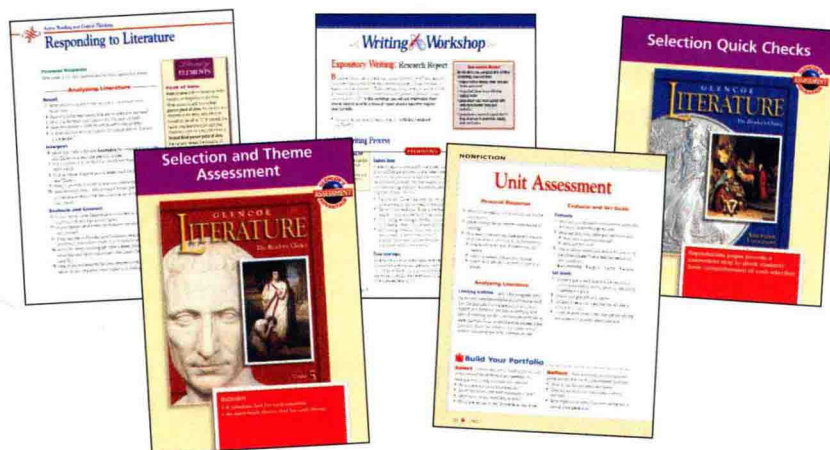
✿ **College Preparation** Features and resources such as **Vocabulary Skills Minilessons**, **California English–Language Arts: Reading and Analyzing Test Questions**, and **Vocabulary Power** help students prepare for college entrance exams such as the SAT and ACT. **Literary Criticism** and **Writing About Literature** activities allow students to respond to the level of question they might encounter in **Advanced Placement** or International Baccalaureate coursework and examinations or in a college classroom.

Charting student progress and communicating with parents As you work through a theme, you can photocopy the **Student Progress Chart**, found in the *Unit Planning Guide*, and use copies to record scores or grades and comments on each student's progress. As you meet regularly with students and their parents or guardians, share this information and set goals for future learning. Also see page T44 in this book for more information about how to use the **Student Progress Chart**.

Resources for Assessment

Student Edition/Teacher Wraparound Edition:

- Theme Projects
- Responding to Literature
- Comparing Selections
- Writing Workshops
- Unit Assessments
- Skill Minilessons



Additional resources:

- Selection Quick Checks
- Selection and Theme Assessment
- Performance Assessment
- Grammar and Composition Handbook
- Vocabulary Power
- Spelling Power
- Writing Assessment and Portfolio Management
- Interactive Tutor: Self-Assessment
- MindJogger Videoquizzes
- Testmaker: ExamView Pro