

Correlation to the Indiana Academic Standards

Indiana Academic Standards	Glencoe Literature, Course Four
Standard 1 READING: Word Recognition, Fluency, and Vocabulary Development	
9.1 Word Recognition involves the understanding of the basic features of words: word parts, patterns, relationships, and origins. Students use phonics, context clues, and a growing knowledge of English and other languages to determine the meaning of words and become fluent readers.	
Vocabulary and Concept Development	
9.1.1 Identify and use the literal and figurative meanings of words and understand the origins of words.	Author's Language and Style 349, 1163 Literary Element 588, 594, 599, 653, 745 Literary Element Review 625, 806 Quickwrite 862 Reading Strategy 979, 1185 Responding and Thinking Critically 540, 593 Vocabulary Practice 42, 174, 278, 334, 406, 444, 449, 522, 850, 924, 1020, 1086, 1162, 1202 Vocabulary Workshop 1022, 1073 Writing About Literature 1185
9.1.2 Distinguish between what words mean literally and what they imply and interpret what the words imply.	Author's Language and Style 407, 1163, 1247 Literature Groups 745 Reading Strategy 476 Responding and Thinking Critically 41, 521, 527, 531, 535, 555, 579, 607, 625, 631 Vocabulary Practice 599, 1257 Vocabulary Workshop 434, 875, 1186
9.1.3 Use knowledge of mythology (Greek, Roman, and other mythologies) to understand the origin and meaning of new words.	Vocabulary Workshop 1022, 1073
Standard 2 READING: Comprehension and Analysis of Nonfiction and Informational Text	
9.2 Comprehension involves understanding grade-level-appropriate material. Students develop strategies such as asking questions; making predictions; and identifying and analyzing structure, organization, perspective, and purpose. After Grade 5, the focus is on informational texts.	
Structural Features of Informational and Technical Materials	
9.2.1 Analyze the structure and format of reference or functional workplace documents, including the graphics and headers, and explain how authors use the features to achieve their purposes.	Preview the Article 88, 429, 537, 808, 1030, 1224



Indiana Academic Standards	<i>Glencoe Literature, Course Four</i>
<p>9.2.2 Prepare a bibliography of reference materials for a report using a variety of public documents, such as consumer, government, workplace and others.</p>	<p>Writing Handbook R35–40 Writing Workshop 1094–1101, 1099</p>
<p>Analysis of Grade-Level-Appropriate Nonfiction and Informational Text</p>	
<p>9.2.3 Generate relevant questions about readings on issues or topics that can be researched.</p>	<p>Internet Connection 120, 361, 392, 428, 595, 626, 1066, 1163 Writing Workshop 1093</p>
<p>9.2.4 Synthesize the content from several sources or works by a single author dealing with a single issue; paraphrase the ideas and connect them to other sources and related topics to demonstrate comprehension.</p>	<p>Comparing the Big Idea 378, 477 Interdisciplinary Activity 531 Learning for Life 915 Responding and Thinking Critically 476, 564, 811 Writing About Literature 445</p>
<p>9.2.5 Demonstrate use of technology by following directions in technical manuals.</p>	<p>Internet Connection 120, 361, 392, 428, 595, 626, 1066, 1163</p>
<p>9.2.8 Make reasonable statements and draw conclusions about a text, supporting them with accurate examples.</p>	<p>Reading Strategy 320, 325 Responding and Thinking Critically 92, 317, 333, 405, 443, 476, 485</p>
<p>Expository (Informational) Critique</p>	
<p>9.2.6 Critique the logic of functional documents (such as an appeal to tradition or an appeal to force) by examining the sequence of information and procedures in anticipation of possible reader misunderstandings.</p>	<p>Quickwrite 437 Reading Strategy 447, 808</p>
<p>9.2.7 Evaluate an author’s argument or defense of a claim by examining the relationship between generalizations and evidence, the comprehensiveness of evidence, and the way in which the author’s intent affects the structure and tone of the text.</p>	<p>Literary Element 462 Literary Element Review 486 Reading Strategy 242, 439, 444, 447, 449, 451, 457, 479, 486, 886, 1138, 1224 Responding and Thinking Critically 456, 1140 Writing About Literature 457, 463, 476</p>



Indiana Academic Standards	Glencoe Literature, Course Four
Standard 3 READING: Comprehension and Analysis of Literary Text	
<p>9.3 Response to grade-level-appropriate literature includes identifying story elements such as character, theme, plot, and setting, and making connections and comparisons across texts. Literary response enhances students' understanding of history, culture, and the social sciences.</p>	
Structural Features of Literature	
<p>9.3.1 Explain the relationship between the purposes and the characteristics of different forms of dramatic literature (including comedy, tragedy, and dramatic monologue).</p>	<p>Listening and Speaking 925 Unit Introduction 688</p>
<p>9.3.2 Compare and contrast the presentation of a similar theme or topic across genres (different types of writing) to explain how the selection of genre shapes the theme or topic.</p>	<p>Comparing Authors' Beliefs 146, 551, 818, 1177 Comparing Authors' Culture 863 Comparing Author's Meaning 1029 Comparing Author's Purpose 378, 642 Comparing the Big Idea 146, 378, 551, 642, 818, 863, 1029, 1177 Comparing Conflict 863 Comparing Description 1177 Comparing Sound Devices 642 Comparing Structure 551 Comparing Theme 146, 818, 1029 Comparing Tone 378 Quickwrite 1028 Reading Strategy 1048 Responding and Thinking Critically 246, 540, 564, 889, 1052, 1140</p>
Analysis of Grade-Level-Appropriate Literary Text	
<p>9.3.3 Analyze interactions between characters in a literary text and explain the way those interactions affect the plot.</p>	<p>Discussion Starter 861 Literary Element 119, 174, 203 Literary Element Review 119, 835 Reading Strategy 161, 174, 268, 891, 903, 916, 1036, 1046 Responding and Thinking Critically 20, 41, 53, 63, 85, 119, 120, 129, 141, 157, 173, 185, 202, 215, 240, 277, 657, 721, 773, 789, 805, 834, 850, 874, 884, 903, 915, 923, 979, 993, 1007, 1019, 1045, 1064, 1072, 1077, 1085, 1090, 1148, 1161, 1173, 1184, 1245 Writing About Literature 836</p>



Indiana Academic Standards	<i>Glencoe Literature, Course Four</i>
<p>9.3.4 Determine characters' traits by what the characters say about themselves in narration, dialogue, and soliloquy (when they speak out loud to themselves).</p>	<p>Literary Element 141, 255, 773, 924, 1007, 1077, 1173, 1201 Literary Element Review 157, 203, 325, 835, 1148, 1201, 1246 Literature Groups 836 Quickwrite 107, 1028 Reading Strategy 109, 119, 134, 141, 189, 203, 722, 745, 891, 903, 924, 1166, 1173, 1228, 1246 Responding and Thinking Critically 53, 75, 85, 141, 173, 215, 254, 267, 631, 646, 652, 660, 745, 850, 874, 915, 923, 1019, 1077, 1090, 1135, 1173 Visual Literacy 923 Writing About Literature 131, 175, 721, 789, 1021, 1077, 1086, 1202</p>
<p>9.3.5 Compare works that express a universal theme and provide evidence to support the views expressed in each work.</p>	<p>Comparing the Big Idea 146, 378, 551, 642, 818, 863, 1029, 1177 Comparing Theme 146, 818, 1029</p>
<p>9.3.6 Analyze and trace an author's development of time and sequence, including the use of complex literary devices, such as foreshadowing (providing clues to future events) or flashbacks (interrupting the sequence of events to include information about an event that happened in the past).</p>	<p>Literary Element 53, 1136, 1222, 1246 Reading Strategy 45, 54, 980, 993 Responding and Thinking Critically 53, 173, 993 Visual Literacy 1135</p>
<p>9.3.7 Recognize and understand the significance of various literary devices, including figurative language, imagery, allegory (the use of fictional figures and actions to express truths about human experiences), and symbolism (the use of a symbol to represent an idea or theme), and explain their appeal.</p>	<p>Literary Element 131, 579, 588, 594, 599, 603, 653, 745, 1072, 1184 Literary Element Review 229, 625, 806 Literature Groups 175, 745 Primary Visual Artifact 129 Quickwrite 550, 575, 621, 862 Reading Strategy 543, 545, 567, 570, 590, 594, 774, 789, 959, 979, 1068, 1072, 1179, 1185 Responding and Thinking Critically 267, 521, 527, 531, 535, 545, 555, 569, 579, 593, 599, 603, 607, 617, 652 Writing About Literature 523, 599, 654, 1185</p>
<p>9.3.8 Interpret and evaluate the impact of ambiguities, subtleties, contradictions, and ironies in a text.</p>	<p>Literary Element 86, 789 Literary Element Review 103, 462 Reading Strategy 886 Responding and Thinking Critically 85, 215, 889, 1257 Writing About Literature 131, 807, 1185</p>



Indiana Academic Standards	<i>Glencoe Literature, Course Four</i>
<p>9.3.9 Explain how voice and the choice of a narrator affect characterization and the tone, plot, and credibility of a text.</p>	<p>Literary Element 229, 240, 255, 278, 527 Literary Element Review 216, 267, 278, 333, 594, 1020, 1046 Reading Strategy 529, 531, 644, 647 Responding and Thinking Critically 333, 646 Writing About Literature 230, 374, 579, 631, 1047, 1137</p>
<p>9.3.10 Identify and describe the function of dialogue, soliloquies, asides, character foils, and stage designs in dramatic literature.</p> <ul style="list-style-type: none"> • Dialogue: a conversation between two characters • Soliloquies: long speeches in which characters, on stage alone, reveal inner thoughts aloud • Asides: words spoken by characters directly to the audience • Character foils: characters who are used as contrast to another character • Stage designs: directions and drawings for the setting of a play 	<p>Literary Element 721, 773, 850 Literary Element Review 835, 924 Performing 885 Reading Strategy 891, 903, 916 Responding and Thinking Critically 850 Unit Introduction 688 Writing About Literature 874</p>
Literary Criticism	
<p>9.3.11 Evaluate the aesthetic qualities of style, including the impact of diction and figurative language on tone, mood, and theme.</p>	<p>Author's Language and Style 217, 230, 349, 407, 836, 925, 1021, 1163, 1247 Literary Element 64, 216, 267, 278, 360 Literary Element Review 86, 462, 535, 570, 646, 806, 1201, 1222 Reading Strategy 364, 374, 525, 527, 553, 555, 586, 588 Writing About Literature 217, 318, 392, 407, 588, 631, 773, 1047, 1223, 1257</p>
<p>9.3.12 Analyze the way in which a work of literature is related to the themes and issues of its historical period.</p>	<p>Author's Language and Style 1247 Daily Life and Culture 277, 324, 390, 443, 569, 652, 805, 1019 Interdisciplinary Activity 230 Internet Connection 361 Literary Element 333 Literary Element Review 75, 360 Reading Strategy 328, 334, 352, 361, 560, 915, 1143, 1149 Responding and Thinking Critically 173, 246, 277, 317, 443, 462, 603, 693, 957 Writing About Literature 158, 241, 334, 885, 1066</p>



Indiana Academic Standards	<i>Glencoe Literature, Course Four</i>
9.3.13 Explain how voice, persona, and the choice of narrator affect the mood, tone, and meaning of text.	Literary Element 229, 278, 527 Literary Element Review 267, 594, 1046 Reading Strategy 529, 531, 644, 647 Writing About Literature 374, 579, 1047
Standard 4 WRITING: Processes and Features	
9.4 The writing process includes prewriting, drafting, editing, and revising. Students progress through these stages to write clear, coherent, and focused paragraphs and essays.	
Organization and Focus	
9.4.1 Discuss ideas for writing with classmates, teachers, and other writers and develop drafts alone and collaboratively.	Writing About Literature 21, 43, 54, 65, 76, 87, 104, 120, 131, 158, 175, 186, 204, 217, 230, 241, 256, 268, 279, 318, 326, 334, 349, 361, 392, 399, 407, 414, 428, 445, 457, 463, 487, 523, 536, 571, 595, 613, 618, 626, 647, 654, 807, 836, 885, 925, 1021, 1047, 1066, 1086, 1091, 1137, 1149, 1163, 1185, 1202, 1223, 1247, Writing Workshop 283–284, 491–492, 665–666, 929–930, 1261–1262
9.4.2 Establish a coherent thesis that conveys a clear perspective on the subject and maintain a consistent tone and focus throughout the piece of writing.	Writing About Literature 21, 43, 54, 65, 76, 186, 279, 318, 326, 334, 361, 374, 392, 399, 428, 487, 536, 571, 613, 1086, 1149, 1185, 1247 Writing Workshop 930, 1095
9.4.3 Use precise language, action verbs, sensory details, and appropriate modifiers.	Revising Check 407 Writing Workshop 668
9.4.13 Establish coherence within and among paragraphs through effective transitions, parallel structures, and similar writing techniques.	Grammar Workshop 350, 1087 Writing Workshop 1100
Research Process and Technology	
9.4.4 Use writing to formulate clear research questions and to compile information from primary and secondary print or Internet sources.	Writing Workshop 1093–1094
9.4.5 Develop the main ideas within the body of the composition through supporting evidence, such as scenarios, commonly held beliefs, hypotheses, and definitions.	Writing Workshop 283, 286, 932, 1096, 1100
9.4.6 Synthesize information from multiple sources, including almanacs, microfiche, news sources, in-depth field studies, speeches, journals, technical documents, and Internet sources.	Interdisciplinary Activity 230, 1021 Internet Connection 595, 1066 Learning for Life 613, 915 Writing About Literature 445

Indiana Academic Standards	<i>Glencoe Literature, Course Four</i>
9.4.7 Integrate quotations and citations into a written text while maintaining the flow of ideas.	Learning for Life 915 Writing About Literature 487 Writing Workshop 933, 1101
9.4.8 Use appropriate conventions for documentation in text, notes, and bibliographies, following the formats in specific style manuals.	Writing Handbook R35–40
9.4.9 Use a computer to design and publish documents by using advanced publishing software and graphic programs.	Speaking, Listening, and Viewing Workshop 1103
Evaluation and Revision	
9.4.10 Review, evaluate, and revise writing for meaning, clarity, content, and mechanics.	Revising Check 43, 65, 87, 131, 175, 204, 217, 230, 256, 279, 326, 349, 392, 407, 445, 487, 523, 571, 595, 613, 654, 807, 836, 925, 1021, 1047, 1066, 1137, 1163, 1223, 1247 Writing About Literature 21, 43, 54, 65, 76, 87, 104, 120, 131, 158, 175, 186, 204, 217, 230, 241, 256, 268, 279, 318, 326, 334, 349, 361, 392, 399, 407, 414, 428, 445, 457, 463, 487, 523, 536, 545, 571, 595, 613, 618, 626, 647, 654, 807, 836, 885, 925, 1021, 1047, 1066, 1086, 1091, 1137, 1149, 1163, 1185, 1202, 1223, 1247, 1257 Writing Workshop 286, 494, 668, 932, 1100, 1264
9.4.11 Edit and proofread one’s own writing, as well as that of others, using an editing checklist with specific examples of corrections of frequent errors.	Writing Workshop 286–287, 494–495, 668–669, 932–933, 1100–1101, 1264–1265
9.4.12 Revise writing to improve the logic and coherence of the organization and perspective, the precision of word choice, and the appropriateness of tone by taking into consideration the audience, purpose, and formality of the context.	Writing Workshop 286, 494, 668, 932, 1100, 1264



Indiana Academic Standards	Glencoe Literature, Course Four
Standard 5 WRITING: Applications (Different Types of Writing and Their Characteristics)	
<p>9.5 Through the exploration of different types of writing and the characteristics of each, students become proficient at narrative (stories), expository (informational), descriptive (sensory), persuasive (emotional appeal), argumentative (logical defense), and technical writing. Writing demonstrates an awareness of the audience (intended reader) and purpose for writing.</p>	
<p>9.5.1 Write biographical or autobiographical narratives or short stories that:</p> <ul style="list-style-type: none"> • describe a sequence of events and communicate the significance of the events to the audience. • locate scenes and incidents in specific places. • describe with specific details the sights, sounds, and smells of a scene and the specific actions, movements, gestures, and feelings of the characters; in the case of short stories or autobiographical narratives, use interior monologue (what the character says silently to self) to show the character’s feelings. • pace the presentation of actions to accommodate changes in time and mood. 	<p>Quickwrite 575, 1026, 1123, 1174, 1189 Test Preparation and Practice 1111 Writing About Literature 230, 527, 1163, 1257 Writing Workshop 488–495, 662–669</p>
<p>9.5.2 Write responses to literature that:</p> <ul style="list-style-type: none"> • demonstrate a comprehensive grasp of the significant ideas of literary works. • support statements with evidence from the text. • demonstrate an awareness of the author’s style and an appreciation of the effects created. • identify and assess the impact of ambiguities, nuances, and complexities within the text. 	<p>Interdisciplinary Activity 399 Internet Connection 595 Literary Criticism 654, 1137 Quickwrite 475, 517, 691, 862, 1028, 1055 Test Preparation and Practice 679, 943, 1275 Writing About Literature 21, 131, 175, 326, 361, 487, 527, 559, 588, 603, 626, 721, 789, 836, 903, 1047, 1077 Writing Workshop 280–287</p>



Indiana Academic Standards	<i>Glencoe Literature, Course Four</i>
<p>9.5.3 Write expository compositions, including analytical essays, summaries, descriptive pieces, or literary analyses that:</p> <ul style="list-style-type: none"> • gather evidence in support of a thesis (position on the topic), including information on all relevant perspectives. • communicate information and ideas from primary and secondary sources accurately and coherently. • make distinctions between the relative value and significance of specific data, facts, and ideas. • use a variety of reference sources, including word, pictorial, audio, and Internet sources, to locate information in support of topic. • include visual aids by using technology to organize and record information on charts, data tables, maps, and graphs. • anticipate and address readers' potential misunderstandings, biases, and expectations. • use technical terms and notations accurately. 	<p>Comparing Author's Purpose 378 Comparing the Big Idea 146, 818, 1177 Literary Criticism 21, 279 Test Preparation and Practice 297 Unit Introduction 306, 952 Writing About Literature 43, 54, 65, 76, 87, 104, 120, 158, 186, 204, 217, 241, 256, 268, 279, 318, 334, 349, 392, 399, 407, 414, 428, 445, 449, 457, 463, 523, 536, 545, 555, 571, 595, 599, 613, 631, 654, 661, 773, 807, 850, 874, 885, 925, 993, 1021, 1025, 1066, 1072, 1086, 1137, 1149, 1173, 1185, 1202 Writing Workshop 281–287, 926–933, 1092–1101</p>
<p>9.5.4 Write persuasive compositions that:</p> <ul style="list-style-type: none"> • organize ideas and appeals in a sustained and effective fashion with the strongest emotional appeal first and the least powerful one last. • use specific rhetorical (communication) devices to support assertions, such as appealing to logic through reasoning; appealing to emotion or ethical belief; or relating a personal anecdote, case study, or analogy. • clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations, expressions of commonly accepted beliefs, and logical reasoning. • address readers' concerns, counterclaims, biases, and expectations. 	<p>Learning for Life 1247 Literary Criticism 1137 Quickwrite 437, 469 Test Preparation and Practice 505 Writing About Literature 463, 487, 626 Writing Workshop 1258–1265</p>



Indiana Academic Standards	<i>Glencoe Literature, Course Four</i>
<p>9.5.5 Write documents related to career development, including simple business letters and job applications that:</p> <ul style="list-style-type: none"> • present information purposefully and in brief to meet the needs of the intended audience. • follow a conventional business letter, memorandum, or application format. 	<p>Learning for Life 613 Writing Handbook R41–44</p>
<p>9.5.6 Write technical documents, such as a manual on rules of behavior for conflict resolution, procedures for conducting a meeting, or minutes of a meeting that:</p> <ul style="list-style-type: none"> • report information and express ideas logically and correctly. • offer detailed and accurate specifications. • include scenarios, definitions, and examples to aid comprehension. • anticipate readers' problems, mistakes, and misunderstandings. 	<p>Interdisciplinary Activity 1021 Learning for Life 915 Unit Introduction 8</p>
<p>9.5.7 Use varied and expanded vocabulary, appropriate for specific forms and topics.</p>	<p>Unit Introduction 688, 1120 Vocabulary Workshop 434 Writing About Literature 175, 647</p>
<p>9.5.8 Write for different purposes and audiences, adjusting tone, style, and voice as appropriate.</p>	<p>Interdisciplinary Activity 1091 Internet Connection 626 Learning for Life 76, 618, 915 Quickwrite 437, 575, 955 Unit Introduction 8 Writing About Literature 487, 527, 559, 603, 647, 789, 1091 Writing Workshop 494</p>



Indiana Academic Standards	Glencoe Literature, Course Four
Research Application	
<p>9.5.9 Write or deliver a research report that has been developed using a systematic research process (defines the topic, gathers information, determines credibility, reports findings) and that:</p> <ul style="list-style-type: none"> • uses information from a variety of sources (books, technology, multimedia), distinguishes between primary and secondary documents, and documents sources independently by using a consistent format for citations. • synthesizes information gathered from a variety of sources, including technology and one's own research, and evaluates information for its relevance to the research questions. • demonstrates that information that has been gathered has been summarized, that the topic has been refined through this process, and that conclusions have been drawn from synthesizing information. • demonstrates that sources have been evaluated for accuracy, bias, and credibility. • organizes information by classifying, categorizing, and sequencing, and demonstrates the distinction between one's own ideas from the ideas of others, and includes a bibliography (Works Cited). 	Writing Workshop 1092–1101
Standard 6 WRITING: English Language Conventions	
<p>9.6 Conventions include the grade-level-appropriate mechanics of writing, such as penmanship, spelling, grammar, capitalization, punctuation, sentence structure, and manuscript form.</p>	
Grammar and Mechanics of Writing	
<p>9.6.1 Identify and correctly use clauses, both main and subordinate; phrases, including gerund, infinitive, and participial; and the mechanics of punctuation, such as semicolons, colons, ellipses, and hyphens.</p>	<p>Author's Language and Style 43, 175, 204, 279, 326, 523, 595, 807, 1047, 1137, 1223 Grammar Workshop 218, 350, 408, 812, 1141 Writing Workshop 669, 933, 1101, 1265</p>



Indiana Academic Standards	<i>Glencoe Literature, Course Four</i>
<p>9.6.2 Demonstrate an understanding of sentence construction, including parallel structure, subordination, and the proper placement of modifiers, and proper English usage, including the use of consistent verb tenses.</p>	<p>Author's Language and Style 65, 87, 131, 836 Grammar Workshop 159, 218, 408, 812 Writing Workshop 287, 669</p>
<p>Manuscript Form</p>	
<p>9.6.3 Produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization.</p>	<p>Writing Workshop 287, 495, 669, 933, 1101, 1265</p>
<p>9.6.4 Apply appropriate manuscript conventions – including title page presentation, pagination, spacing, and margins – and integration of source and support material by citing sources within the text, using direct quotations, and paraphrasing.</p>	<p>Writing Workshop 1092–1101</p>
<p>Standard 7 LISTENING AND SPEAKING: Skills, Strategies, and Applications</p>	
<p>9.7 Response to oral communication includes careful listening and evaluation of content. Speaking skills, such as phrasing, pitch, and tone are developed in conjunction with such strategies as narration, exposition, description, and persuasion and are applied to students' delivery of oral presentations.</p>	
<p>Comprehension</p>	
<p>9.7.1 Summarize a speaker's purpose and point of view and ask questions concerning the speaker's content, delivery, and attitude toward the subject.</p>	<p>Literary Element 486 Speaking, Listening, and Viewing Workshop 289 Visual Literacy 485</p>
<p>Organization and Delivery of Oral Communication</p>	
<p>9.7.2 Choose appropriate techniques for developing the introduction and conclusion in a speech, including the use of literary quotations, anecdotes (stories about a specific event), and references to authoritative sources.</p>	<p>Speaking, Listening, and Viewing Workshop 671, 935, 1102–1103</p>

Indiana Academic Standards	<i>Glencoe Literature, Course Four</i>
9.7.3 Recognize and use elements of classical speech forms (including the introduction, transitions, body, and conclusion) in formulating rational arguments and applying the art of persuasion and debate.	Listening and Speaking 445, 463 Literary Element Review 444 Speaking, Listening, and Viewing Workshop 1103, 1266–1267
9.7.4 Use props, visual aids, graphs, and electronic media to enhance the appeal and accuracy of presentations.	Listening and Speaking 131 Speaking, Listening, and Viewing Workshop 289, 497, 1102–1103, 1267
9.7.5 Produce concise notes for extemporaneous speeches (speeches delivered without a planned script).	Listening and Speaking 104, 1149 Speaking, Listening, and Viewing Workshop 496, 670, 935 Unit Introduction 8, 952, 1120
9.7.6 Analyze the occasion and the interests of the audience and choose effective verbal and nonverbal techniques (including voice, gestures, and eye contact) for presentations.	Listening and Speaking 217 Performing 204, 334, 647, 807, 885, 1086, 1223 Speaking, Listening, and Viewing Workshop 497, 671, 935, 1103, 1267
Analysis and Evaluation of Oral and Media Communications	
9.7.7 Make judgments about the ideas under discussion and support those judgments with convincing evidence.	Listening and Speaking 463 Speaking, Listening, and Viewing Workshop 934–935, 1266–1267 Unit Introduction 688
9.7.8 Compare and contrast the ways in which media genres (including televised news, news magazines, documentaries, and online information) cover the same event.	Listening and Speaking 925
9.7.9 Analyze historically significant speeches (such as Abraham Lincoln’s “House Divided” speech or Winston Churchill’s “We Will Never Surrender” speech) to find the rhetorical devices and features that make them memorable.	Author’s Language and Style 445 Listening and Speaking 445 Literary Element 444 Writing About Literature 445



Indiana Academic Standards	Glencoe Literature, Course Four
<p>9.7.10 Assess how language and delivery affect the mood and tone of the oral communication and make an impact on the audience.</p>	<p>Author's Language and Style 487 Listening and Speaking 334, 607 Speaking, Listening, and Viewing Workshop 496–497, 671, 935, 1102–1103, 1266–1267</p>
<p>9.7.11 Evaluate the clarity, quality, effectiveness, and general coherence of a speaker's important points, arguments, evidence, organization of ideas, delivery, choice of words, and use of language.</p>	<p>Listening and Speaking 349 Speaking, Listening, and Viewing Workshop 289</p>
<p>9.7.12 Analyze the types of arguments used by the speaker, including argument by causation, analogy (comparison), authority, emotion, and the use of sweeping generalizations.</p>	<p>Literary Element 486 Literary Element Review 486</p>
<p>9.7.13 Identify the artistic effects of a media presentation and evaluate the techniques used to create them (comparing, for example, Shakespeare's <i>Romeo and Juliet</i> with Franco Zeffereilli's film version).</p>	<p>Listening and Speaking 925</p>
<p>Speaking Applications</p>	
<p>9.7.14 Deliver narrative presentations that:</p> <ul style="list-style-type: none"> • narrate a sequence of events and communicate their significance to the audience. • locate scenes and incidents in specific places. • describe with specific details the sights, sounds, and smells of a scene and the specific actions, movements, gestures, and feelings of characters. • time the presentation of actions to accommodate time or mood changes. 	<p>Listening and Speaking 326 Speaking, Listening, and Viewing Workshop 496–497</p>

Indiana Academic Standards	<i>Glencoe Literature, Course Four</i>
<p>9.7.15 Deliver expository (informational) presentations that:</p> <ul style="list-style-type: none"> • provide evidence in support of a thesis and related claims, including information on all relevant perspectives. • convey information and ideas from primary and secondary sources accurately and coherently. • make distinctions between the relative value and significance of specific data, facts, and ideas. • include visual aids by employing appropriate technology to organize and display information on charts, maps, and graphs. • anticipate and address the listeners’ potential misunderstandings, biases, and expectations. • use technical terms and notations accurately. 	<p>Learning for Life 618 Speaking, Listening, and Viewing Workshop 1102–1103</p>
<p>9.7.16 Apply appropriate interviewing techniques:</p> <ul style="list-style-type: none"> • prepare and ask relevant questions. • make notes of responses. • use language that conveys maturity, sensitivity, and respect. • respond correctly and effectively to questions. • demonstrate knowledge of the subject or organization. • compile and report responses. • evaluate the effectiveness of the interview. 	<p>Listening and Speaking 131</p>
<p>9.7.17 Deliver oral responses to literature that:</p> <ul style="list-style-type: none"> • advance a judgment demonstrating a comprehensive understanding of the significant ideas of works or passages. • support important ideas and viewpoints through accurate and detailed references to the text and to other works. • demonstrate awareness of the author’s writing style and an appreciation of the effects created. • identify and assess the impact of ambiguities, nuances, and complexities within the text. 	<p>Literature Groups 523 Speaking, Listening, and Viewing Workshop 288–289, 934–935</p>



Indiana Academic Standards	<i>Glencoe Literature, Course Four</i>
<p>9.7.18 Deliver persuasive arguments (including evaluation and analysis of problems and solutions and causes and effects) that:</p> <ul style="list-style-type: none"> • structure ideas and arguments in a coherent, logical fashion from the hypothesis to a reasonable conclusion, based on evidence. • contain speech devices that support assertions (such as by appeal to logic through reasoning; by appeal to emotion or ethical belief; or by use of personal anecdote, case study, or analogy). • clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations, expressions of commonly accepted beliefs, and logical reasoning. • anticipate and address the listener’s concerns and counterarguments. 	<p>Listening and Speaking 104, 463 Speaking, Listening, and Viewing Workshop 1266–1267</p>
<p>9.7.19 Deliver descriptive presentations that:</p> <ul style="list-style-type: none"> • establish a clear point of view on the subject of the presentation. • establish the presenter’s relationship with the subject of the presentation (whether the presentation is made as an uninvolved observer or by someone who is personally involved). • contain effective, factual descriptions of appearance, concrete images, shifting perspectives, and sensory details. 	<p>Speaking, Listening, and Viewing Workshop 670–671</p>