

Correlation to the Indiana Academic Standards

Indiana Academic Standards	Glencoe Literature, American Literature
Standard 1 READING: Word Recognition, Fluency, and Vocabulary Development	
11.1 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	
11.1.1 Understand unfamiliar words that refer to characters or themes in literature or history.	Building Background 218, 679, 787, 1330 Literary Element 789 Reading Strategy 111 Responding and Thinking Critically 663
11.1.2 Apply knowledge of roots and word parts from Greek and Latin to draw inferences about the meaning of vocabulary in literature or other subject areas.	Vocabulary Practice 101, 262, 607, 804, 956, 1011, 1297 Vocabulary Workshop 121, 973
11.1.3 Analyze the meaning of analogies encountered, analyzing specific comparisons as well as relationships and inferences.	Literary Criticism 128 Literary Element 86, 209, 492, 829 Literary Element Review 290 Reading Strategy 703, 1229 Responding and Thinking Critically 93, 199, 427, 590, 710 Vocabulary Practice 526, 681, 698, 773, 798, 899, 966, 1066, 1152, 1187, 1219, 1229, 1245, 1256 Vocabulary Workshop 94 Writing About Literature 128, 526, 977

Standard 2 READING: Comprehension and Analysis of Nonfiction and Informational Text	
11.2 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	
11.2.1 Analyze both the features and the rhetorical (persuasive) devices of different types of public documents, such as policy statements, speeches, or debates, and the way in which authors use those features and devices.	Comparing Literature 224 Interdisciplinary Activity 989 Literary Element 93, 111, 117, 127, 357, 389, 972 Reading Strategy 111, 117, 357, 1201 Responding and Thinking Critically 52, 93, 111, 117, 127, 185, 357, 389, 728, 972, 1152 Writing About Literature 111, 117, 128, 357, 389 Writing Workshop 147–148



Indiana Academic Standards	<i>Glencoe Literature, American Literature</i>
Analysis of Grade-Level-Appropriate Nonfiction and Informational Text	
<p>11.2.2 Analyze the way in which clarity of meaning is affected by the patterns of organization, repetition of the main ideas, organization of language, and word choice in the text.</p>	<p>Author's Language and Style 821, 1012 Literary Element 65, 103, 140, 185, 372, 542, 791, 820, 907, 1152, 1168, 1296, 1307 Literary Element Review 185, 1168, 1307 Reading Strategy 59, 101, 493, 798, 888, 1144, 1308 Responding and Thinking Critically 73, 185, 1146, 1232, 1265, 1296 Writing About Literature 59, 385, 989 Writing Workshop 615–617 You're the Critic 383</p>
<p>11.2.3 Verify and clarify facts presented in several types of expository texts by using a variety of consumer, workplace, and public documents.</p>	<p>Internet Connection 263, 440, 698, 1267 Writing About Literature 1012 Writing Workshop 444–453</p>
<p>11.2.4 Make reasonable assertions about an author's arguments by using elements of the text to defend and clarify interpretations.</p>	<p>Literary Element 111, 217, 357 Reading Strategy 117, 217, 357, 1201 Responding and Thinking Critically 185, 217, 357 Writing About Literature 111, 117, 128, 357</p>
<p>11.2.5 Analyze an author's implicit and explicit assumptions and beliefs about a subject.</p>	<p>Literary Element 199 Quickwrite 219 Reading Strategy 59, 725, 972, 1011, 1192</p>
Expository (Informational) Critique	
<p>11.2.6 Critique the power, validity, and truthfulness of arguments set forth in public documents, speeches, or essays; their appeal to both friendly and hostile audiences; and the extent to which the arguments anticipate and address reader concerns and counterclaims.</p>	<p>Comparing Literature 224 Interdisciplinary Activity 972 Literary Element 111, 217, 357 Reading Strategy 217 Responding and Thinking Critically 93, 111, 127, 217, 357, 728, 972, 1152, 1232 Writing About Literature 111, 128, 357</p>

Indiana Academic Standards

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Standard 3 READING: Comprehension and
Analysis of Literary Text

11.3 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.

Structural Features of Literature

11.3.1 Analyze characteristics of subgenres, types of writings such as satire, parody, allegory, and pastoral that are used in poetry, prose, plays, novels, short stories, essays, and other basic genres.

- Satire: using humor to point out weaknesses of people and society.
- Parody: using humor to imitate or mock a person or situation.
- Allegory: using symbolic figures and actions to express general truths about human experiences.
- Pastoral: showing life in the country in an idealistic—and not necessarily realistic—way.

Literary Criticism 1275
 Literary Element 73, 405, 1168, 1244, 1322
 Responding and Thinking Critically 80, 239, 276, 344
 Writing About Literature 80

Analysis of Grade-Level-Appropriate Literary Text

11.3.2 Analyze the way in which the theme or meaning of a selection represents a view or comment on life, using textual evidence to support the claim.

Comparing Literature 46, 224, 998, 1181
 Listening and Speaking 1191, 1297
 Literary Criticism 566, 988
 Literary Element 182, 217
 Quickwrite 41, 219, 687, 994
 Reading Strategy 87, 186, 209, 277, 1011
 Responding and Thinking Critically 26, 32, 52, 73, 86, 93, 101, 103, 117, 127, 140, 182, 185, 188, 199, 209, 217, 239, 249, 261, 276, 290, 335, 344, 357, 366, 372, 383, 389, 398, 401, 405, 413, 427, 430, 433, 438, 503, 515, 525, 530, 566, 571, 590, 663, 676, 681, 693, 698, 703, 710, 712, 722, 728, 739, 759, 783, 789, 804, 813, 819, 825, 829, 833, 873, 898, 907, 933, 966, 972, 977, 988, 1010, 1018, 1045, 1066, 1088, 1105, 1146, 1152, 1157, 1168, 1176, 1186, 1191, 1195, 1206, 1214, 1219, 1229, 1232, 1244, 1255, 1265, 1274, 1279, 1289, 1296, 1322, 1333
 Visual Literacy 759
 Writing About Literature 26, 182, 199, 278, 372, 430, 440, 503, 543, 740, 773, 833, 925, 989, 1187, 1229, 1250, 1279



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<p>11.3.3 Analyze the ways in which irony, tone, mood, the author’s style, and the “sound” of language achieve specific rhetorical (persuasive) or aesthetic (artistic) purposes or both.</p>	<p>Literary Element 127, 530, 571, 739, 825, 1176, 1214, 1224 Literary Element Review 185, 492, 873, 933, 1200, 1274, 1322, 1333 Reading Strategy 389, 530, 681, 698, 804 Responding and Thinking Critically 249, 435, 438, 542, 712, 714, 773, 789, 923, 977, 1244, 1301 Writing About Literature 263, 655, 977, 1201, 1267, 1323 Writing Workshop 1340</p>
<p>11.3.4 Analyze ways in which poetry or prose uses imagery, personification, figures of speech, and sounds to evoke readers’ emotions.</p>	<p>Literary Element 86, 93, 185, 209, 249, 427, 435, 439, 655, 829, 977, 1186, 1219, 1229, 1289, 1301 Literary Element Review 290, 439, 1224 Reading Strategy 111, 427, 435, 439, 676, 703, 789, 1200, 1219, 1229, 1301 Responding and Thinking Critically 185, 249, 427, 590, 655, 703, 829, 1186, 1219 Writing About Literature 592, 655, 804, 934, 1201</p>
<p>11.3.5 Analyze or evaluate works of literary or cultural significance in history (American, English, or world) that:</p> <ul style="list-style-type: none"> • reflect a variety of genres in each of the respective historical periods. • were written by important authors in the respective major historical periods. • reveal contrasts in major themes, styles, and trends. • reflect or shed light on the seminal philosophical, religious, social, political, or ethical ideas of their time. 	<p>Comparing Literature 46, 224, 347, 561, 688, 998, 1181 Reading Strategy 80, 292, 335, 909 Responding and Thinking Critically 26, 32, 36, 52, 59, 65, 73, 80, 86, 93, 101, 103, 111, 117, 127, 133, 140, 182, 185, 188, 199, 201, 209, 217, 239, 249, 261, 276, 290, 335, 344, 357, 366, 372, 383, 389, 398, 401, 405, 413, 427, 430, 433, 435, 438, 489, 492, 503, 515, 525, 530, 542, 551, 566, 571, 590, 606, 663, 670, 676, 681, 693, 698, 703, 710, 712, 714, 722, 728, 739, 759, 773, 783, 789, 797, 804, 813, 819, 825, 829, 833, 873, 887, 898, 907, 912, 923, 933, 939, 955, 966, 972, 977, 988, 1010, 1018, 1045, 1066, 1088, 1105, 1152, 1157, 1168, 1176, 1186, 1191, 1195, 1200, 1206, 1214, 1219, 1224, 1229, 1232, 1244, 1250, 1255, 1265, 1274, 1279, 1284, 1289, 1296, 1301, 1307, 1322, 1328, 1333</p>
<p>11.3.6 Analyze the way in which authors have used archetypes (original models or patterns, such as best friend, champion, crusader, free spirit, nurturer, outcast, tyrant, and others) drawn from myth and tradition in literature, film, political speeches, and religious writings.</p>	<p>Literary Element 26 Literary Element Review 240, 898 Responding and Thinking Critically 21</p>



Indiana Academic Standards	<i>Glencoe Literature, American Literature</i>
Literary Criticism	
<p>11.3.7 Analyze the clarity and consistency of political assumptions (statements that take for granted something is true), beliefs, or intentions in a selection of literary works or essays on a topic.</p>	<p>Listening and Speaking 1191 Literature Groups 1187 Reading Check 1137 Reading Strategy 390, 1191, 1192 Responding and Thinking Critically 353, 392, 1146, 1157, 1176, 1186, 1191, 1195, 1200 Writing About Literature 1201</p>
<p>11.3.8 Analyze the philosophical arguments presented in literary works to determine whether the authors' positions have contributed to the quality of each work and the credibility of the characters.</p>	<p>Comparing Literature 224, 1181 Literary Criticism 87 Literary Element 217, 357 Quickwrite 219 Reading Check 1139, 1141 Reading Strategy 87, 117, 186, 357, 725, 1011, 1088 Responding and Thinking Critically 117, 185, 217, 357, 728, 808, 1010, 1152, 1168, 1206 Writing About Literature 1176</p>

Standard 4 WRITING: Processes and Features	
<p>11.4 The writing process includes prewriting, drafting, editing, and revising. Students progress through these stages to write clear, coherent, and focused paragraphs and essays.</p>	
Organization and Focus	
<p>11.4.1 Discuss ideas for writing with classmates, teachers, and other writers.</p>	<p>Writing Workshop 149, 299, 1113, 1337</p>
<p>11.4.2 Demonstrate an understanding of the elements of discourse, such as purpose, speaker, audience, and form, when completing narrative, expository, persuasive, or descriptive writing assignments.</p>	<p>Comparing the Big Idea 46 Quickwrite 45 Writing About Literature 87, 117, 263, 385, 516, 712, 1088, 1219, 1245, 1267 Writing Workshop 149, 299, 617–618, 837, 1113, 1338</p>
<p>11.4.3 Use point of view, characterization, style, and related elements for specific narrative and aesthetic (artistic) purposes.</p>	<p>Creative Writing 87 Writing About Literature 405, 516, 784, 1088, 1245, 1267, 1284 Writing Workshop 299, 1113</p>



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<p>11.4.4 Structure ideas and arguments in a sustained and persuasive way and support them with precise and relevant examples.</p>	<p>Learning for Life 956 Literary Criticism 291, 1275 Quickwrite 219, 345, 994 Test Preparation and Practice 161 Unit Introduction 176, 328 Writing About Literature 26, 52, 140, 182, 199, 773, 925 Writing Workshop 146–153, 1334–1341</p>
<p>11.4.5 Enhance meaning using rhetorical devices, including the extended use of parallelism, repetition, and analogy and the issuance of a call for action.</p>	<p>Writing About Literature 111, 217, 347, 389 Writing Workshop 149, 153, 1338</p>
<p>11.4.6 Use language in creative and vivid ways to establish a specific tone.</p>	<p>Creative Writing 87 Revising Check 241, 263, 278, 1012 Writing About Literature 101, 103, 140, 241, 1219 Writing Workshop 302, 347, 445, 840, 1340</p>
<p>Research Process and Technology</p>	
<p>11.4.7 Develop presentations using clear research questions and creative and critical research strategies, such as conducting field studies, interviews, and experiments; researching oral histories; and using Internet sources.</p>	<p>Comparing Literary Trends 688 Internet Connection 939 Learning for Life 813, 829, 1245 Unit Introduction 866 Writing About Literature 1012, 1187 Writing Workshop 444–453</p>
<p>11.4.8 Use systematic strategies to organize and record information, such as anecdotal scripting or annotated bibliographies.</p>	<p>Writing About Literature 440, 740, 761, 784, 874, 889, 899, 934, 1012, 1107, 1225, 1275, 1297, 1323 Writing Workshop 149, 299, 445–446, 451, 618, 837, 1113, 1337–1338</p>
<p>11.4.9 Use a computer to integrate databases, pictures and graphics, and spreadsheets into word-processed documents.</p>	<p>Writing Workshop 296–303</p>
<p>11.4.13 Integrate quotations and citations into a written text while maintaining the flow of ideas.</p>	<p>Writing Workshop 152, 445–453, 618</p>



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Evaluation and Revision	
<p>11.4.10 Review, evaluate, and revise writing for meaning, clarity, achievement of purpose, and mechanics.</p>	<p>Revising Check 385, 724, 889, 925 Test Preparation and Practice 851 Writing About Literature 241, 263, 278, 291, 385, 415, 526, 543, 592, 607, 655, 724, 740, 761, 784, 798, 821, 874, 899, 908, 925, 934, 966, 989, 1012, 1169, 1187, 1225, 1256, 1267, 1275, 1297, 1308, 1323 Writing Workshop 152–153, 302–303, 452–453, 622–623, 840–841, 1116–1117, 1340–1341</p>
<p>11.4.11 Edit and proofread one’s own writing, as well as that of others, using an editing checklist.</p>	<p>Writing Workshop 152, 302, 452, 622, 840, 1116, 1340</p>
<p>11.4.12 Revise text to highlight the individual voice, improve sentence variety and style, and enhance subtlety of meaning and tone in ways that are consistent with the purpose, audience, and form of writing.</p>	<p>Revising Check 592, 655, 761, 821, 1012, 1107, 1267 Writing About Literature 1245 Writing Workshop 153, 302–303, 452–453, 622–623, 840, 1116–1117, 1340</p>

Standard 5 WRITING: Applications (Different Types of Writing and Their Characteristics)	
<p>11.5 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>11.5.1 Write fictional, autobiographical, or biographical narratives 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 the characters; in the case of autobiography or fiction, 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>Writing About Literature 405, 516 Writing Workshop 296–303, 1110–1117</p>



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<p>11.5.2 Write responses to literature that:</p> <ul style="list-style-type: none"> • demonstrate a comprehensive understanding of the significant ideas in works or passages. • analyze the use of imagery, language, universal themes, and unique aspects of the text. • support statements with evidence from the text. • demonstrate an understanding of the author’s style and an appreciation of the effects created. • identify and assess the impact of perceived ambiguities, nuances, and complexities within the text. 	<p>Comparing Literature 998 Quickwrite 559, 560, 685, 687, 1177 Test Preparation and Practice 1351 Writing About Literature 117, 263, 278, 415, 430, 489, 503, 526, 543, 551, 592, 607, 655, 665, 670, 676, 681, 703, 724, 761, 798, 804, 821, 833, 874, 899, 908, 934, 966, 989, 1045, 1066, 1176, 1215, 1225, 1275, 1297, 1323 Writing Workshop 614–623, 834–841</p>
<p>11.5.9 Write academic essays, such as an analytical essay, a persuasive essay, a research report, a summary, an explanation, a description, or a literary analysis that:</p> <ul style="list-style-type: none"> • develops a thesis. • creates an organizing structure appropriate to purpose, audience, and context. • includes accurate information from primary and secondary sources and excludes extraneous information. • makes valid inferences. • supports judgments with relevant and substantial evidence and well-chosen details. • uses technical terms and notations correctly. • provides a coherent conclusion. 	<p>Comparing Literature 347 Test Preparation and Practice 851 Writing About Literature 241, 291, 440, 740, 889, 1019, 1169, 1201, 1256, 1308 Writing Workshop 146–153, 444–453, 614–623, 834–841, 1334–1341</p>
<p>11.5.3 Write reflective compositions that:</p> <ul style="list-style-type: none"> • explore the significance of personal experiences, events, conditions, or concerns by using rhetorical strategies, including narration, description, exposition, and persuasion. • draw comparisons between specific incidents and broader themes that illustrate the writer’s important beliefs or generalizations about life. • maintain a balance in describing individual events and relating those events to more general and abstract ideas. 	<p>Literary Criticism 1169 Test Preparation and Practice 313, 478, 633, 1127 Unit Introduction 648 Writing About Literature 1107, 1157, 1229, 1279 Writing Workshop 296–303</p>

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<p>11.5.4 Write historical investigation reports that:</p> <ul style="list-style-type: none"> • use exposition, narration, description, argumentation, or some combination of rhetorical strategies to support the main argument. • analyze several historical records of a single event, examining critical relationships between elements of the topic. • explain the perceived reason or reasons for the similarities and differences in historical records with information derived from primary and secondary sources to support or enhance the presentation. • include information from all relevant perspectives and take into consideration the validity and reliability of sources. • include a formal bibliography. 	Writing Workshop 444–453
<p>11.5.5 Write job applications and résumés that:</p> <ul style="list-style-type: none"> • provide clear and purposeful information and address the intended audience appropriately. • use varied levels, patterns, and types of language to achieve intended effects and aid comprehension. • modify the tone to fit the purpose and audience. • follow the conventional style for that type of document (a résumé or cover letter of application) and use page formats, fonts (typeface), and spacing that contribute to the readability and impact of the document. 	Writing Handbook R42–45 Writing Workshop 297, 1111
<p>11.5.6 Use varied and extended vocabulary, appropriate for specific forms and topics.</p>	Learning for Life 956 Literary Criticism 988 Unit Introduction 866 Writing About Literature 372, 592, 977, 1012, 1088, 1187, 1219, 1267, 1279
<p>11.5.7 Use precise technical or scientific language when appropriate for topic and audience.</p>	Interdisciplinary Activity 493, 592 Learning for Life 889 Unit Introduction 866



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<p>11.5.8 Deliver multimedia presentations that:</p> <ul style="list-style-type: none"> • combine text, images, and sound and draw information from many sources, including television broadcasts, videos, films, newspapers, magazines, CD-ROMs, the Internet, and electronic media-generated images. • select an appropriate medium for each element of the presentation. • use the selected media skillfully, editing appropriately, and monitoring for quality. • test the audience's response and revise the presentation accordingly. 	<p>Interdisciplinary Activity 821 Performing 1215</p>
Research Application	
<p>11.5.10 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. • incorporates numeric data, charts, tables, and graphs. • 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). 	<p>Writing Workshop 444–453</p>



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Standard 6 WRITING: English Language Conventions	
11.6 Conventions include the grade-level-appropriate mechanics of writing, such as penmanship, spelling, grammar, capitalization, punctuation, sentence structure, and manuscript form.	
11.6.1 Demonstrate control of grammar, diction, paragraph and sentence structure, and an understanding of English usage.	Author’s Language and Style 241, 263, 278, 440, 592, 761, 821, 889, 925, 1012, 1107, 1267 Grammar Workshop 367, 741, 1170 Test Preparation and Practice 160–161, 312–313, 462–463, 850–851, 1126–1127, 1349–1351 Writing Workshop 153, 452, 622, 623, 840, 1116, 1117, 1340, 1341
11.6.2 Produce writing that shows accurate spelling and correct punctuation and capitalization.	Test Preparation and Practice 851 Writing About Literature 241, 263, 278, 291, 385, 415, 526, 543, 592, 607, 655, 724, 740, 761, 784, 798, 821, 874, 899, 908, 925, 934, 966, 989, 1012, 1169, 1187, 1225, 1256, 1267, 1275, 1297, 1308, 1323 Writing Workshop 303, 453, 841
11.6.3 Apply appropriate manuscript conventions in writing – 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.	Writing Workshop 153, 303, 444–453, 623, 841, 1117, 1341
11.6.4 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.	Author’s Language and Style 385, 665, 724 Grammar Workshop 81, 141, 279, 517, 926, 1246



Indiana Academic Standards	Glencoe Literature, American Literature
Standard 7 LISTENING AND SPEAKING: Skills, Strategies, and Applications	
<p>11.7 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>11.7.1 Summarize a speaker's purpose and point of view and ask questions to draw interpretations of the speaker's content and attitude toward the subject.</p>	<p>Interdisciplinary Activity 972 Learning for Life 829 Listening and Speaking 1012, 1297 Literature Groups 1019 Speaking, Listening, and Viewing Workshop 625, 1343</p>
<p>Organization and Delivery of Oral Communication</p>	
<p>11.7.2 Use rhetorical questions (questions asked for effect without an expected answer), parallel structure, concrete images, figurative language, characterization, irony, and dialogue to achieve clarity, force, and artistic effect.</p>	<p>Listening and Speaking 209, 344, 784, 1191 Performing 65 Speaking, Listening, and Viewing Workshop 154–155, 843, 1342–1343 Writing About Literature 111 Writing Workshop 146–153</p>
<p>11.7.3 Distinguish between and use various forms of logical arguments, including:</p> <ul style="list-style-type: none"> • inductive arguments (arguments that demonstrate something that is highly likely, such as <i>All of these pears are from that basket and all of these pears are ripe, so all of the pears in the basket are ripe.</i>) and deductive arguments (arguments that draw necessary conclusions based on the evidence, such as <i>If all men are mortal and he is a man, then he is mortal.</i>). • syllogisms and analogies (assumptions that if two things are similar in some ways then they are probably similar in others). 	<p>Reading Handbook R24–R25 Reading Strategy 113, 117</p>
<p>11.7.4 Use logical (causality, appeal to authority), ethical, and emotional appeals that enhance a specific tone and purpose.</p>	<p>Listening and Speaking 209, 784, 1012 Speaking, Listening, and Viewing Workshop 154–155, 1342–1343 Writing Workshop 146–153, 1339–1340</p>



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<p>11.7.5 Use appropriate rehearsal strategies to pay attention to performance details, achieve command of the text, and create skillful artistic staging.</p>	<p>Performing 93, 415, 665, 714, 825, 1107, 1328 Speaking, Listening, and Viewing Workshop 155, 305, 455, 625, 843, 1343</p>
<p>11.7.6 Use effective and interesting language, including informal expressions for effect, Standard English for clarity, and technical language for specificity.</p>	<p>Learning for Life 889, 1245 Listening and Speaking 784, 1012, 1191, 1297 Literary Criticism 566 Performing 65 Speaking, Listening, and Viewing Workshop 154–155, 304–305, 454–455, 624–625, 842–843, 1118–1119, 1342–1343</p>
<p>11.7.7 Use research and analysis to justify strategies for gesture, movement, and vocalization, including pronunciation, enunciation, and the use of dialect.</p>	<p>Learning for Life 1245 Listening and Speaking 344, 433 Performing 93, 249, 415, 665, 714, 825, 1328 Speaking, Listening, and Viewing Workshop 155, 305, 455, 625, 843, 1119</p>
<p>11.7.8 Evaluate when to use different kinds of effects (including visuals, music, sound, and graphics) to create effective productions.</p>	<p>Learning for Life 889 Listening and Speaking 1297 Performing 249, 1107, 1215, 1328 Speaking, Listening, and Viewing Workshop 155, 305, 455, 843, 1118–1119</p>
<p>Analysis and Evaluation of Oral and Media Communications</p>	
<p>11.7.9 Analyze strategies used by the media to inform, persuade, entertain, and transmit culture (including advertising; perpetuating of stereotypes; and using visual representations, special effects, and language).</p>	<p>Analyzing Political Cartoons 105 Interdisciplinary Activity 989 Internet Connection 73, 263, 440, 698, 939, 1267, 1301, 1287 Unit Introduction 648</p>
<p>11.7.10 Analyze the impact of the media on the democratic process (including exerting influence on elections, creating images of leaders, and shaping attitudes) at the local, state, and national levels.</p>	<p>Analyzing Political Cartoons 105 Interdisciplinary Activity 989 Unit Introduction 866</p>



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<p>11.7.11 Interpret and evaluate the various ways in which events are presented and information is communicated by visual image-makers (such as graphic artists, documentary filmmakers, illustrators, and news photographers).</p>	<p>Analyzing Political Cartoons 105 Interdisciplinary Activity 821 Primary Visual Artifact 261 Responding and Thinking Critically 1311 Speaking, Listening, and Viewing Workshop 1118–1119 Unit Introduction 866, 1142 Viewing the Art 21, 31, 39, 40, 58, 69, 71, 91, 99, 104, 115, 126, 139, 181, 196, 206, 215, 233, 234, 237, 254, 257, 270, 286, 347, 365, 380, 408, 412, 429, 487, 491, 509, 522, 533, 581, 587, 599, 651, 692, 706, 720, 736, 746, 750, 753, 755, 780, 795, 894, 897, 906, 964, 1035, 1042, 1044, 1048, 1059, 1062, 1064, 1073, 1085, 1094, 1096, 1194, 1237, 1238, 1319 Visual Literacy 590, 663 You're the Critic 276</p>
<p>11.7.12 Critique a speaker's use of words and language in relation to the purpose of an oral communication and the impact the words may have on the audience.</p>	<p>Comparing Literature 224 Interdisciplinary Activity 530 Literary Element 93, 111, 357, 389, 530, 972 Reading Strategy 93, 111, 357, 389, 530, 972 Responding and Thinking Critically 93, 105, 111, 357, 389, 530, 728, 972 Writing About Literature 111 Writing Workshop 147–148, 150–151</p>
<p>11.7.13 Identify rhetorical and logical fallacies used in oral addresses including <i>ad hominem</i> (appealing to the audience's feelings or prejudices), false causality (falsely identifying the causes of some effect), red herring (distracting attention from the real issue), overgeneralization, and the bandwagon effect (attracting the audience based on the show rather than the substance of the presentation).</p>	<p>Reading Handbook R25 Responding and Thinking Critically 105 Writing Workshop 1335–1337</p>
<p>11.7.14 Analyze the four basic types of persuasive speech (propositions of fact, value, problem, and policy) and understand the similarities and differences in their patterns of organization and the use of persuasive language, reasoning, and proof.</p>	<p>Reading Strategy 217 Responding and Thinking Critically 105 Writing Workshop 152</p>
<p>11.7.15 Analyze the techniques used in media messages for a particular audience and evaluate their effectiveness (for example, Orson Welles' radio broadcast <i>War of the Worlds</i> by H.G. Wells).</p>	<p>Writing Workshop 147–148, 1335–1337</p>

Indiana Academic Standards	<i>Glencoe Literature, American Literature</i>
Speaking Applications	
<p>11.7.16 Deliver reflective presentations that:</p> <ul style="list-style-type: none"> • explore the significance of personal experiences, events, conditions, or concerns, using appropriate speech strategies, including narration, description, exposition, and persuasion. • draw comparisons between the specific incident and broader themes to illustrate beliefs or generalizations about life. • maintain a balance between describing the incident and relating it to more general, abstract ideas. 	Speaking, Listening, and Viewing Workshop 154–155, 304–305, 1342–1343
<p>11.7.17 Deliver oral reports on historical investigations that:</p> <ul style="list-style-type: none"> • use exposition, narration, description, persuasion, or some combination of those to support the thesis (the position on the topic). • analyze several historical records of a single event, examining each perspective on the event. • describe similarities and differences between research sources, using information derived from primary and secondary sources to support the presentation. • include information on all relevant perspectives and consider the validity (accuracy and truthfulness) and reliability (consistency) of sources. 	Speaking, Listening, and Viewing Workshop 454–455 Unit Introduction 866
<p>11.7.18 Deliver oral responses to literature that:</p> <ul style="list-style-type: none"> • demonstrate a comprehensive understanding of the significant ideas of literary works and make assertions about the text that are reasonable and supportable. • present an analysis of the imagery, language, universal themes, and unique aspects of the text through the use of speech strategies, including narration, description, persuasion, exposition, or a combination of those strategies. • support important ideas and viewpoints through specific references to the text and to other works. • 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. 	Listening and Speaking 1191 Speaking, Listening, and Viewing Workshop 624–625, 842–843



Indiana Academic Standards	<i>Glencoe Literature, American Literature</i>
<p>11.7.19 Deliver multimedia presentations that:</p> <ul style="list-style-type: none"> combine text, images, and sound by incorporating information from a wide range of media, including films, newspapers, magazines, CD-ROMs, online information, television, videos, and electronic media-generated images. select an appropriate medium for each element of the presentation. use the selected media skillfully, editing appropriately and monitoring for quality. test the audience's response and revise the presentation accordingly. 	<p>Interdisciplinary Activity 821, 925, 1206 Learning for Life 889 Listening and Speaking 1297 Performing 249, 1107, 1215, 1328 Speaking, Listening, and Viewing Workshop 154–155, 304–305, 454–455, 842–843, 1118–1119 Unit Introduction 176, 648, 866, 1142</p>
<p>11.7.20 Recite poems, selections from speeches, or dramatic soliloquies with attention to performance details to achieve clarity, force, and aesthetic effect and to demonstrate an understanding of the meaning (for example, stage a presentation of Hamlet's soliloquy "To Be or Not to Be").</p>	<p>Listening and Speaking 433, 1191 Performing 93, 249, 415, 665, 714, 825, 1107, 1215, 1328 Speaking, Listening, and Viewing Workshop 842–843 Unit Introduction 328</p>

