

**Prentice Hall Literature, The Penguin Edition, The British Tradition © 2007 and  
Writing and Grammar: Communication In Action Handbook,  
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Correlated to:

**Georgia English Language Arts Performance Standards Reading Module for  
British Literature - Grade 12**

Code	Standard	PAGE (S) WHERE TAUGHT (If submission is not a text, cite appropriate resource(s))
GA.ELABL	READING AND BRITISH LITERATURE (This literature module may be taught in 10th, 11th, or 12th grade.) Focusing on a study of British Literature, the student develops an understanding of chronological context and the relevance of period structures in British literature. The student develops an understanding of the ways the period of a work of literature affects its structure and how the chronology of a work of literature affects its meaning.	
GA.ELABLRL1	The student demonstrates comprehension by identifying evidence (e.g., diction, imagery, point of view, figurative language, symbolism, plot events, main ideas, and characteristics) in a variety of texts representative of different genres (e.g., poetry, prose [short story, novel, essay, editorial, biography], and drama) and using this evidence as the basis for interpretation.	
GA.ELABLRL1.1	The student identifies, analyzes, and applies knowledge of the structures and elements of British and Commonwealth fiction and provides evidence from the text to support understanding; the student:	
GA.ELABLRL1.1.a	Locates and analyzes such elements as language and style, character development, point of view, irony, and structures (e.g., chronological, in medias res, flashback, epistolary narrative, frame narrative) in works of British and Commonwealth fiction from different time periods.	<p><b>SE/TE:</b> <i>in media res</i> (in the middle of things), 34–35; Character/ Characterization, 97, 99, 100, 102, 104, 107, 108, 111, 112, 114, 116, 118, 120, 208, 212, 220, 296, 416, 898–899, 1156–1157, 1263, 1269, 1271, 1297, 1302, 1303, 1306, 1307, 1309, R11; Irony, 342, 348, 358, 521, 526, 530, 533, 967, 975, 1004, 1075, 1080, 1085, R13; Point of view, 503, 514, 517, 1143, 1152, 1156–1157, 1165, 1174, 1183, 1187, 1191, 1192, 1195, 1197. R17; Style, 613, 1131, 1139</p> <p><b>Writing and Grammar Handbook:</b> Characters: in autobiographical writing, 38, in short story, 47, 50, capturing details about, 51, profiling, 63, literary analysis of, 197, in hexagonal writing strategy, 200, identifying with, 635, in literary fiction, 636</p> <p>Plot: in short story, 47, 50, in hexagonal writing strategy, 200; Plot Diagram, making, 52</p>
		<b>TE:</b> Assessment Practice: Style, 1034, 1052, 1068, 1114, 1140, 1198, 1248, 1260, 1292
		<b>TR:</b> Skills Development Workbook; Skills Development Transparencies; Unit Resources Binder, General Resources
		<b>TECH:</b> Listening to Literature Audio CD; Spanish/English Summaries Audio CD; Reader's Notebook Adapt/English Learner's Version Audio CD; Student Express CD-ROM; Teacher Express CD-ROM; From the Author's Desk DVD

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<b>GA.ELABLRL1.1.b</b>	Identifies and analyzes patterns of imagery or symbolism.	<b>SE/TE:</b> Imagery, 360, 364, 365, 367, 370, 371, 373, 375, 376, 378, 704–705, 775, 778, 780, 781, 785, 1004, R13; Symbol, 679, 683, 685, 1023, 1033, 1201, 1202, 1204, 1206, 1207, 1211, 1212, 1213, 1214, 1215, 1217, 1220, R19 <b>Writing and Grammar Handbook:</b> Poetry: description in, 75; figurative language, 602
		<b>TR:</b> Skills Development Workbook; Skills Development Transparencies; Unit Resources Binder, General Resources
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<b>GA.ELABLRL1.1.c</b>	Relates identified elements in fiction to theme or underlying meaning.	<b>SE/TE:</b> Theme, 249, 252, 253, 271, 277, 459, 462, 463, 466, 898–899, 929, 931, 936, 937, 1055, 1156–1157, 1058, 1159, 1179, 1201, 1202, 1204, 1206, 1207, 1211, 1212, 1213, 1214, 1215, 1217, 1220, 1221, 1067, 1275, 1279, 1281, 1285, 1289, 1291, R11, R19 <b>Writing and Grammar Handbook:</b> Themes: in autobiographical writing, 38, in hexagonal writing strategy, 200, in literary fiction, 637
		<b>TR:</b> Skills Development Workbook; Skills Development Transparencies; Unit Resources Binder, General Resources
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<b>GA.ELABLRL1.1.d</b>	Analyzes, evaluates, and applies knowledge of the ways authors use techniques and elements in fiction for rhetorical and aesthetic purposes.	<p><b>SE/TE:</b> <i>Writing About Literature:</i> Analyzing Literary Periods, 208–209, 990–991, Comparing and Contrasting Literary Trends, 404–405, Comparing and Contrasting Literary Themes, 634–635, Evaluating Literary Trends, 834–835, 1328–1329; <i>Writing Applications:</i> Criticism, 121, R23, R31; <i>Timed Writing Applications:</i> Literary theme, 32, 489, sonnet imagery, 265, Response, critical, 457, 1115, to criticism, 65, 397, 519, 721, 803, 939, 1035, 1053 Connecting literature with experience, 500, Comparison, of characters, 677, literary works, 687, symbol, 759, storytelling technique, 1283, Literary theme, 1181, 1199</p> <p><b>Writing and Grammar Handbook:</b> Reading Literary Writing, 635–639; also see: Short Story 48–51, 52–53; Response to Literature 196–200, 201–202, 203–206, 207, 208; Choosing–Your–Topic Sources: magazines, 124, reading newspapers, 138, scanning news headlines, 174, reader's journal, 196</p>
		<b>TE:</b> Assessment Practice: Writer's Purpose, 456, 488, 499, 534, 602
		<b>TR:</b> Skills Development Workbook; Skills Development Transparencies; Unit Resources Binder, General Resources
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<b>GA.ELABLRL1.1.e</b>	Analyzes the influence of mythic, traditional, or classical literature on British and Commonwealth literature.	<p><b>SE/TE:</b> Selections (Epic): 40–43, 44–47, 48–50, 51, 52–55, 56–59, 60–61, 62, 68–70, 71–74; Myth, R15</p>
		<b>TR:</b> Skills Development Workbook; Skills Development Transparencies; Unit Resources Binder, General Resources
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<b>GA.ELABLRL1.1.f</b>	Traces the development of British fiction through various literary periods (e.g., Anglo-Saxon, Medieval, Renaissance, Romantic, etc.)	<p><b>SE/TE:</b> <i>From the Translator's Desk</i> (Time Period): 2–3  <i>From the Scholar's Desk</i> (Time Period): 224–225, 420–421, 650–651  <i>From the Author's Desk</i> (Time Periods): 850–851, 1008–1009  <i>Unit Introductions:</i> Historical background of Old English and Medieval Periods, 6–13, Historical background of English Renaissance, 228–235, Historical background of Seventeenth and Eighteenth Centuries, 424–431, Historical background of Romantic Period, 654–661, Historical background of Victorian Period, 854–861, Historical background of Modern and Postmodern Periods, 1012–1019  <i>A Closer Look:</i> Chaucer's Guided Tour of Medieval Life and Literature, 94–95, Elizabethan Theater, 294–295, Shakespeare on Stage, 296–297, Shakespeare on Film, 298–299, Making "Darkness Visible": Milton's Epic Ambition, 470–471, Poetry and Friendship in the Romantic Age, 726–727, Curious Workshop of Charles Dickens: Making Myths, 900–901, Critical Commentary on <i>The Hollow Men</i>, 1044–1046</p>
		<b>TR:</b> Skills Development Workbook; Skills Development Transparencies; Unit Resources Binder, General Resources
		<b>TECH:</b> Listening to Literature Audio CD; Spanish/English Summaries Audio CD; Reader's Notebook Adapt/English Learner's Version Audio CD; Student Express CD-ROM; Teacher Express CD-ROM; From the Author's Desk DVD
<b>GA.ELABLRL1.1.g</b>	Traces the history of the development of the novel.	<p><b>SE/TE:</b> <i>Focus On Literary Forms:</i> Novel, The, 898–899; Novel, 903, 905, 909, 912, 914, 917, 919, R15  <b>TE:</b> Enrichment: Novels as Social Commentary, 898</p>
		<b>TR:</b> Skills Development Workbook; Skills Development Transparencies; Unit Resources Binder, General Resources
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<b>GA.ELABLRL1.2</b>	The student identifies, analyzes, and applies knowledge of the purpose, structure, and elements of nonfiction and/or informational materials and provides evidence from the text to support understanding; the student:	
<b>GA.ELABLRL1.2.a</b>	Analyzes and explains the structures and elements of nonfiction works of British literature such as letters, journals and diaries, speeches, and essays.	<b>SE/TE:</b> <i>Focus On Literary Forms:</i> Essay, The, 590–591; Selections (Primary Sources: History, Political Texts and Speeches): 78–82, 83–86, 275–276, 556–558, 559–561, 588, 812–814, 816–818, 1118–1121, 1122–1126; Selections (Primary Sources: Diaries, Journals and Letters): 190–193, 402–403, 504–510, 828–830; Selections (Non-Fiction/Essays and Articles): 587, 594–597, 598–600, 607–611, 614–622, 626–629, 692–696, 824–827, 950–953, 954–956, 1108–1112, 1314–1320
		<b>TR:</b> Skills Development Workbook; Skills Development Transparencies; Unit Resources Binder, General Resources
		<b>TECH:</b> Listening to Literature Audio CD; Spanish/English Summaries Audio CD; Reader’s Notebook Adapt/English Learner’s Version Audio CD; Student Express CD-ROM; Teacher Express CD-ROM; From the Author’s Desk DVD
<b>GA.ELABLRL1.2.b</b>	Analyzes and evaluates the logic and use of evidence in an author’s argument.	<b>SE/TE:</b> <i>Inferring:</i> beliefs of the period, 380, 384, 386, 393, 395, speaker’s attitude, 459, 464, 465, 466, 883, 886, 890, 892, 893, 894; Assessing propaganda, 415, 645; Determining writer’s purpose, 823, 825, 831; Interpreting, author’s point of view, 898–899; Distinguishing emotive and informative language, 949, 953, 955, 957; Recognizing writer’s attitudes, 1075, 1077, 1081, 1083, 1085; Challenging text, 1313, 1315, 1316, 1321; <i>Communications Workshops:</i> Analyzing Persuasive Techniques, 646, Critiquing Persuasive Devices, 846, Analyzing Bias in News Media, 1340 <b>Writing and Grammar Handbook:</b> Reading Nonfiction Critically, 629–634; also see: Model From Literature: Persuasion Advertisement, 94; Persuasive Techniques: evaluating, facts and opinions, loaded language and images, symbols, in television commercials, 592
		<b>TR:</b> Skills Development Workbook; Skills Development Transparencies; Unit Resources Binder, General Resources
		<b>TECH:</b> Listening to Literature Audio CD; Spanish/English Summaries Audio CD; Reader’s Notebook Adapt/English Learner’s Version Audio CD; Student Express CD-ROM; Teacher Express CD-ROM; From the Author’s Desk DVD

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<b>GA.ELABLRL1.2.c</b>	Analyzes, evaluates, and applies knowledge of the ways authors use language, style, syntax, and rhetorical strategies for specific purposes in nonfiction works.	<b>SE/TE:</b> Syntax, 257, 263, R19; Rhetoric and rhetorical devices, 537, 551, 646, 846, 1117, 1127; Style, 613, 1131, 1139, R19; Rhetorical question, 811, 819; also see: Selections (Non-Fiction/Essays and Articles): 587, 594–597, 598–600, 607–611, 614–622, 626–629, 692–696, 824–827, 950–953, 954–956, 1108–1112, 1314–1320 <b>Writing and Grammar Handbook:</b> Reading Nonfiction Critically, 629–634; also see: Model From Literature: Persuasion Advertisement, 94; Persuasive Techniques: evaluating, facts and opinions, loaded language and images, symbols, in television commercials, 592
		<b>TR:</b> Skills Development Workbook; Skills Development Transparencies; Unit Resources Binder, General Resources
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<b>GA.ELABLRL1.3</b>	The student identifies and analyzes elements of poetry from various periods of British literature and provides evidence from the text to support understanding; the student:	
<b>GA.ELABLRL1.3.a</b>	Identifies, responds to, and analyzes the effects of diction, tone, mood, syntax, sound, form, figurative language, and structure of poems as these elements relate to meaning.	
<b>GA.ELABLRL1.3.a.i</b>	sound: alliteration, end rhyme, slant rhyme, internal rhyme, consonance, assonance	<b>SE/TE:</b> Sound devices, 220, 704–705, 729, 731, 732, 734, 737, 738, 740, 742, 744, 747, 750, 755, 757; Alliteration, 17, 30, 704–705, 729, 757, R10; Assonance, 17, 30, 704–705, 729, 757, R10; Consonance, 704–705, 729, 757, R11; Rhyme, 704–705, 729, 757, R17 <b>Writing and Grammar Handbook:</b> Poetry: figurative language, 602; Read Poem Aloud, 639
		<b>TR:</b> Skills Development Workbook; Skills Development Transparencies; Unit Resources Binder, General Resources
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<b>GA.ELABLRL1.3.a.ii</b>	form: fixed and free, lyric, ballad, sonnet, heroic couplets, elegy, narrative poem, dramatic monologue	<b>SE/TE:</b> Selections (Poetry): 18–22, 23–26, 27–29, 98–119, 123–133, 137–155, 162–175, 194, 195, 196–197, 198–200, 240, 241, 242, 243, 244, 250, 251, 259, 260, 261, 262, 266, 267, 268, 436–437, 438–439, 440–441, 442–444, 450–451, 452–453, 454, 460–462, 463, 465, 475, 477, 492–493, 494, 496–497, 539, 540–550, 574–579, 580–582, 666–668, 669–671, 672–674, 680, 681–682, 683, 684, 692–696, 708–713, 714–716, 717, 718, 730–753, 754–756, 762–763, 764–767, 768–770, 777, 778–780, 781–784, 791, 792, 794–797, 798–800, 805, 806, 807, 808, 815, 866–868, 869–874, 875, 876–878, 884–886, 887, 888–891, 893, 930–931, 932–934, 935–936, 943–944, 945, 947, 969–970, 971–972, 973–974, 981, 982, 983, 984, 988–989, 1025, 1026, 1027–1028, 1029–1030, 1031–1032, 1040–1041, 1042–1043, 1047–1050, 1056–1059, 1060–1061, 1062–1064, 1065–1066, 1105, 1106, 1107, 1132–1134, 1135–1136, 1137–1138, 1232–1233, 1234–1235, 1236–1238, 1252–1253, 1254–1255, 1257, 1258, 1286–1287, 1289–1290 <b>Writing and Grammar Handbook:</b> Poetry: figurative language, 602; Read Poem Aloud, 639
		<b>TR:</b> Skills Development Workbook; Skills Development Transparencies; Unit Resources Binder, General Resources
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<b>GA.ELABLRL1.3.a.iii</b>	figurative language: personification, imagery, metaphor, conceit, simile, metonymy, synecdoche, hyperbole, symbolism, allusion	<b>SE/TE:</b> Figurative language, 220, 704–705, 761, 763, 766, 770, 771, R13; Metaphor, 281, 288, 704–705, 761, 771, R14; Imagery, 360, 364, 365, 367, 370, 371, 373, 375, 376, 378, 704–705, 775, 778, 780, 781, 785, 1004, R13; Conceit, 435, 445, R11; Symbol, 679, 683, 685, 1023, 1033, 1201, 1202, 1204, 1206, 1207, 1211, 1212, 1213, 1214, 1215, 1217, 1220, R19; Personification, 704–705, 761, 771, R16; Allusion, 1045, 1046, 1117, 1127, 1285, 1291, R10; Hyperbole, R13; Metonymy, R15; Synecdoche, R19 <b>Writing and Grammar Handbook:</b> Poetry: figurative language, 602; Read Poem Aloud, 639
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<b>GA.ELABLRL1.3.b</b>	Analyzes and evaluates the effects of diction and imagery (e.g., controlling images, figurative language, extended metaphor, understatement, hyperbole, irony, paradox, and tone) as they relate to underlying meaning.	<b>SE/TE:</b> Imagery, 360, 364, 365, 367, 370, 371, 373, 375, 376, 378, 704–705, 775, 778, 780, 781, 785, 1004, R13; Diction, 555, 560, 569, 646, 707, 719, 1131, 1139, R12 <b>Writing and Grammar Handbook:</b> Poetry: description in, 75; figurative language, 602
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<b>GA.ELABLRL1.3.c</b>	Traces the historical development of poetic styles and forms in British literature.	<b>SE/TE:</b> <i>Unit Introductions:</i> Historical background of Old English and Medieval Periods, 6–13, Historical background of English Renaissance, 228–235, Historical background of Seventeenth and Eighteenth Centuries, 424–431, Historical background of Romantic Period, 654–661, Historical background of Victorian Period, 854–861, Historical background of Modern and Postmodern Periods, 1012–1019; <i>From the Translator's Desk</i> (Selection Introductions/Commentary): Burton Raffel Introduces <i>Beowulf</i> , 36–37, Seamus Heaney Comments on <i>Beowulf</i> , 66–67; <i>A Closer Look:</i> Chaucer's Guided Tour of Medieval Life and Literature, 94–95, Making "Darkness Visible": Milton's Epic Ambition, 470–471, Poetry and Friendship in the Romantic Age, 726–727, Critical Commentary on <i>The Hollow Men</i> , 1044–1046; <i>Focus On Literary Forms:</i> Lyric Poetry, 704–705
		<b>TR:</b> Skills Development Workbook; Skills Development Transparencies; Unit Resources Binder, General Resources
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<b>GA.ELABLRL1.4</b>	The student identifies, analyzes, and applies knowledge of the themes, structures, and elements of dramatic British and Commonwealth literature and provides evidence from the text to support understanding; the student:	
<b>GA.ELABLRL1.4.a</b>	Identifies and analyzes types of dramatic literature (e.g., tragedy, comedy, melodrama, farce, memory play, verse play).	<b>SE/TE:</b> Selections (Drama): 306–323, 327–339, 343–357, 361–377, 381–394
		<b>TR:</b> Skills Development Workbook; Skills Development Transparencies; Unit Resources Binder, General Resources
		<b>TECH:</b> Listening to Literature Audio CD; Spanish/English Summaries Audio CD; Reader's Notebook Adapt/English Learner's Version Audio CD; Student Express CD-ROM; Teacher Express CD-ROM; From the Author's Desk DVD
<b>GA.ELABLRL1.4.b</b>	Analyzes the characters, structures, and themes of dramatic literature.	<b>SE/TE:</b> Theme, 249, 252, 253, 271, 277, 459, 462, 463, 466, 898–899, 929, 931, 936, 937, 1055, 1156–1157, 1058, 1159, 1179, 1201, 1202, 1204, 1206, 1207, 1211, 1212, 1213, 1214, 1215, 1217, 1220, 1221, 1067, 1275, 1279, 1281, 1285, 1289, 1291, R11, R19; Drama, 292–293, 296, 297, 305, 309, 311, 312, 317, 318, 321, 324, 380, 383, 384, 386, 387, 389, 391, 395, R12; Character, Elizabethan drama, 296; see also: Selections (Drama): 306–323, 327–339, 343–357, 361–377, 381–394
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<b>GA.ELABLRL1.4.c</b>	Identifies and analyzes dramatic elements, (e.g., monologue, soliloquy, aside, foil, satire, stock characters, dramatic irony).	<b>SE/TE:</b> Aside, dramatic, 292–293; Soliloquy, 292–293, 305, 318, 321, 324, 1224, R18; Monologue, 292–293, 883, 886, 894, R12, R15; Dramatic irony, 342, 348, 358; Satire, 521, 523, 526, 528, 530, 533, R18; also see: Selections (Drama): 306–323, 327–339, 343–357, 361–377, 381–394
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TE = Teacher Edition

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<b>GA.ELABLRL1.4.d</b>	Identifies and analyzes how dramatic elements support and enhance the interpretation of dramatic literature.	<b>SE/TE:</b> Selections (Drama): 306–323, 327–339, 343–357, 361–377, 381–394
		<b>TR:</b> Skills Development Workbook; Skills Development Transparencies; Unit Resources Binder, General Resources
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<b>GA.ELABLRL2</b>	The student identifies, analyzes, and applies knowledge of theme in a work of British and/or Commonwealth literature and provides evidence from the work to support understanding. The student	
<b>GA.ELABLRL2.a</b>	Applies knowledge of the concept that the theme or meaning of a selection represents a universal view or comment on life or society and provides support from the text for the identified theme.	<b>SE/TE:</b> <i>Writing About Literature:</i> Compare and Contrast Literary Themes, 634–635; Theme, 249, 252, 253, 271, 277, 459, 462, 463, 466, 898–899, 929, 931, 936, 937, 1055, 1156–1157, 1058, 1159, 1179, 1201, 1202, 1204, 1206, 1207, 1211, 1212, 1213, 1214, 1215, 1217, 1220, 1221, 1067, 1275, 1279, 1281, 1285, 1289, 1291, R11, R19 <b>Writing and Grammar Handbook:</b> Themes: in autobiographical writing, 38, in hexagonal writing strategy, 200, in literary fiction, 637
		<b>TE:</b> Enrichment: The Carpe Diem Theme, 462
		<b>TR:</b> Skills Development Workbook; Skills Development Transparencies; Unit Resources Binder, General Resources
		<b>TECH:</b> Listening to Literature Audio CD; Spanish/English Summaries Audio CD; Reader’s Notebook Adapt/English Learner’s Version Audio CD; Student Express CD-ROM; Teacher Express CD-ROM; From the Author’s Desk DVD
<b>GA.ELABLRL2.b</b>	Evaluates the way an author’s choice of words advances the theme or purpose of the work.	<b>SE/TE:</b> <i>Writing About Literature:</i> Compare and Contrast Literary Themes, 634–635; Theme, 249, 252, 253, 271, 277, 459, 462, 463, 466, 898–899, 929, 931, 936, 937, 1055, 1156–1157, 1058, 1159, 1179, 1201, 1202, 1204, 1206, 1207, 1211, 1212, 1213, 1214, 1215, 1217, 1220, 1221, 1067, 1275, 1279, 1281, 1285, 1289, 1291, R11, R19 <b>Writing and Grammar Handbook:</b> Themes: in autobiographical writing, 38, in hexagonal writing strategy, 200, in literary fiction, 637
		<b>TE:</b> Enrichment: The Carpe Diem Theme, 462
		<b>TR:</b> Skills Development Workbook; Skills Development Transparencies; Unit Resources Binder, General Resources

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<b>GA.ELABLRL2.c</b>	Applies knowledge of the concept that a text can contain more than one theme.	<b>SE/TE:</b> <i>Writing About Literature:</i> Compare and Contrast Literary Themes, 634–635; Theme, 249, 252, 253, 271, 277, 459, 462, 463, 466, 898–899, 929, 931, 936, 937, 1055, 1156–1157, 1058, 1159, 1179, 1201, 1202, 1204, 1206, 1207, 1211, 1212, 1213, 1214, 1215, 1217, 1220, 1221, 1067, 1275, 1279, 1281, 1285, 1289, 1291, R11, R19 <b>Writing and Grammar Handbook:</b> Themes: in autobiographical writing, 38, in hexagonal writing strategy, 200, in literary fiction, 637
		<b>TE:</b> Enrichment: The Carpe Diem Theme, 462
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<b>GA.ELABLRL2.d</b>	Analyzes and compares texts that express universal themes characteristic of British and/or Commonwealth literature across time and genre (e.g., classism, imperialism) and provides support from the texts for the identified themes.	<b>SE/TE:</b> <i>Writing About Literature:</i> Compare and Contrast Literary Themes, 634–635; Theme, 249, 252, 253, 271, 277, 459, 462, 463, 466, 898–899, 929, 931, 936, 937, 1055, 1156–1157, 1058, 1159, 1179, 1201, 1202, 1204, 1206, 1207, 1211, 1212, 1213, 1214, 1215, 1217, 1220, 1221, 1067, 1275, 1279, 1281, 1285, 1289, 1291, R11, R19
		<b>TE:</b> Enrichment: The Carpe Diem Theme, 462
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<b>GA.ELABLRL3</b>	The student deepens understanding of literary works by relating them to their contemporary context or historical background, as well as to works from other time periods.	
<b>GA.ELABLRL3.1</b>	The student relates a literary work to primary source documents of its literary period or historical setting; the student:	
<b>GA.ELABLRL3.1.a</b>	Relates a literary work to the seminal ideas of the time in which it is set or the time of its composition.	
<b>GA.ELABLRL3.1.a.i</b>	Empire	<b>SE/TE:</b> <i>Unit Introductions:</i> Historical background of Seventeenth and Eighteenth Centuries, 424–431, Historical background of Romantic Period, 654–661, Historical background of Victorian Period, 854–861; also see: Selections: 436–437, 438–439, 440–441, 442–444, 450–451, 452–453, 454, 460–462, 463, 465, 475, 477, 478–486, 492–493, 494, 496–497, 504–510, 511–516, 522–528, 529–532, 539, 540–550, 556–558, 559–561, 562–568, 574–579, 580–582, 587, 588, 594–597, 598–600, 607–611, 614–622, 626–629, 631–632, 666–668, 669–671, 672–674, 680, 681–682, 683, 684, 692–696, 700–702, 708–713, 714–716, 717, 718, 723–724, 730–753, 754–756, 762–763, 764–767, 768–770, 777, 778–780, 781–784, 791, 792, 794–797, 798–800, 805, 806, 807, 808, 812–814, 815, 816–818, 824–827, 828–830, 866–868, 869–874, 875, 876–878, 884–886, 887, 888–891, 893, 904–910, 911–918, 922–926, 930–931, 932–934, 935–936, 943–944, 945, 947, 950–953, 954–956, 961–963, 969–970, 971–972, 973–974, 981, 982, 983, 984, 988–989
		<b>TR:</b> Skills Development Workbook; Skills Development Transparencies; Unit Resources Binder, General Resources
		<b>TECH:</b> Listening to Literature Audio CD; Spanish/English Summaries Audio CD; Reader’s Notebook Adapt/English Learner’s Version Audio CD; Student Express CD-ROM; Teacher Express CD-ROM; From the Author’s Desk DVD
<b>GA.ELABLRL3.1.a.ii</b>	Post-colonialism	<b>SE/TE:</b> <i>Unit Introductions:</i> Historical background of Modern and Postmodern Periods, 1012–1019; also see: Selections: 1025, 1026, 1027–1028, 1029–1030, 1031–1032, 1040–1041, 1042–1043, 1047–1050, 1056–1059, 1060–1061, 1062–1064, 1065–1066, 1071–1072, 1076–1084, 1090–1097, 1105, 1106, 1107, 1108–1112, 1118–1121, 1122–1126, 1132–1134, 1135–1136, 1137–1138, 1144–1151, 1160–1172, 1173–1178, 1184–1189, 1190–1196, 1202–1215, 1216–1220, 1224–1228, 1232–1233, 1234–1235, 1236–1238, 1239–1246, 1252–1253, 1254–1255, 1257, 1258, 1264–1270, 1276–1280, 1286–1287, 1289–1290, 1298–1308, 1314–1320, 1324–1327

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<b>GA.ELABLRL3.1.b</b>	Relates a literary work to the characteristics of the literary time period that it represents.	
<b>GA.ELABLRL3.1.b.i</b>	Anglo-Saxon Period	<b>SE/TE:</b> <i>Unit Introductions:</i> Historical background of Old English and Medieval Periods, 6–13; also see: Selections: 18-22, 23-26, 27-32, 40-43, 44-47, 48-50, 51, 52-55, 56-59, 60-61, 62-65, 78-82, 83-90
		<b>TR:</b> Skills Development Workbook; Skills Development Transparencies; Unit Resources Binder, General Resources
		<b>TECH:</b> Listening to Literature Audio CD; Spanish/English Summaries Audio CD; Reader's Notebook Adapt/English Learner's Version Audio CD; Student Express CD-ROM; Teacher Express CD-ROM; From the Author's Desk DVD
<b>GA.ELABLRL3.1.b.ii</b>	Medieval Period	<b>SE/TE:</b> <i>Unit Introductions:</i> Historical background of Old English and Medieval Periods, 6–13; also see: Selections: 98-122, 123-136, 162-175, 176-189, 190-193, 194, 195, 196-197, 198-203
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<b>GA.ELABLRL3.1.b.iii</b>	Renaissance	<b>SE/TE:</b> <i>Unit Introductions:</i> Historical background of English Renaissance, 228–235; also see: Selections: 240, 241, 242, 243, 244, 250, 251, 258-259, 260, 261, 262-265, 266, 267, 268, 272-274, 275-281, 282-283, 284, 285, 306-326, 327-342, 343-360, 361-380, 381-398
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<b>GA.ELABLRL3.1.b.iv</b>	18th Century/Restoration/Neo-Classical Period	<b>SE/TE:</b> <i>Unit Introductions:</i> Historical background of Seventeenth and Eighteenth Centuries, 424–431, Historical background of Romantic Period, 654–661; also see: Selections: 436-437, 438-439, 440-441, 442-449, 450-451, 452-453, 454-459, 460-462, 463, 464, 474-476, 477, 478-491, 492-493, 494-495, 496-503, 504-510, 511-521, 522-528, 529-537, 538-539, 540-555, 556-558, 559-561, 562-573, 574-579, 580-585, 586-587, 588, 594-597, 598-606, 607-613, 614-625, 626–629, 631–632, 666–668, 669–671, 672–674, 680, 681–682, 683, 684, 692–696, 700–702, 708–713, 714–716, 717, 718, 723–724, 730–753, 754–756, 762–763, 764–767, 768–770, 777, 778–780, 781–784, 791, 792, 794–797, 798–800, 805, 806, 807, 808, 812–814, 815, 816–818, 824–827, 828–830
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<b>GA.ELABLRL3.1.b.v</b>	Romantic Period	<b>SE/TE:</b> <i>Unit Introductions:</i> Historical background of Romantic Period, 654–661; also see: 666-668, 669-671, 672-679, 680, 681-682, 683, 684-691, 692-699, 708-713, 714-716, 717, 718-722, 730-753, 754-761, 762-763, 764-767, 768-775, 776-777, 778-780, 781-789, 790-791, 792-793, 794-797, 798-803, 812-814, 815, 816-823, 824-827, 828-833
		<b>TR:</b> Skills Development Workbook; Skills Development Transparencies; Unit Resources Binder, General Resources
		<b>TECH:</b> Listening to Literature Audio CD; Spanish/English Summaries Audio CD; Reader’s Notebook Adapt/English Learner’s Version Audio CD; Student Express CD-ROM; Teacher Express CD-ROM; From the Author’s Desk DVD
<b>GA.ELABLRL3.1.b.vi</b>	Victorian Period	<b>SE/TE:</b> <i>Unit Introductions:</i> Historical background of Victorian Period, 854–861; also see: 866-868, 869-874, 875, 876-883, 884-886, 887, 888-892, 893-896, 904-910, 911-921, 922-929, 930-931, 932-934, 935-942, 943-944, 945, 946-949, 950-953, 954-960, 969-970, 971-972, 973-979, 980-981, 982, 983, 984-987, 988-989
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<b>GA.ELABLRL3.1.b.vii</b>	Modern Period	<b>SE/TE: Unit Introductions:</b> Historical background of Modern and Postmodern Periods, 1012–1019; also see: 1024-1025, 1026, 1027-1028, 1029-1030, 1031-1035, 1040-1041, 1042-1046, 1047-1055, 1056-1059, 1060-1061, 1062-1064, 1065-1070, 1071-1075, 1076-1089, 1090-1103, 1104-1105, 1106, 1107, 1108-1117, 1118-1121, 1122-1131, 1132-1134, 1135-1136, 1137-1143, 1144-1154, 1160-1172, 1173-1183, 1184-1189, 1190-1201, 1202-1215, 1216-1223, 1224-1231, 1232-1233, 1234-1235, 1236-1238, 1239-1251, 1252-1253, 1254-1255, 1256-1257, 1258-1263, 1264-1275, 1276-1285, 1286-1288, 1289-1297, 1298-1313, 1314-1323
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<b>GA.ELABLRL3.1.b.viii</b>	Postmodern Period	<b>SE/TE: Unit Introductions:</b> Historical background of Modern and Postmodern Periods, 1012–1019; also see: 1024-1025, 1026, 1027-1028, 1029-1030, 1031-1035, 1040-1041, 1042-1046, 1047-1055, 1056-1059, 1060-1061, 1062-1064, 1065-1070, 1071-1075, 1076-1089, 1090-1103, 1104-1105, 1106, 1107, 1108-1117, 1118-1121, 1122-1131, 1132-1134, 1135-1136, 1137-1143, 1144-1154, 1160-1172, 1173-1183, 1184-1189, 1190-1201, 1202-1215, 1216-1223, 1224-1231, 1232-1233, 1234-1235, 1236-1238, 1239-1251, 1252-1253, 1254-1255, 1256-1257, 1258-1263, 1264-1275, 1276-1285, 1286-1288, 1289-1297, 1298-1313, 1314-1323
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<b>GA.ELABLRL3.2</b>	The student compares and contrasts specific characteristics of different genres as they develop and change over time for different purposes (e.g., heroic elegy, satirical essay, serial novel, etc.).	<b>SE/TE:</b> <i>Unit Introductions:</i> Historical background of Old English and Medieval Periods, 6–13, Historical background of English Renaissance, 228–235, Historical background of Seventeenth and Eighteenth Centuries, 424–431, Historical background of Romantic Period, 654–661, Historical background of Victorian Period, 854–861, Historical background of Modern and Postmodern Periods, 1012–1019; <i>Focus On Literary Forms:</i> Epic, The, 34–35, Drama, 292–293, Essay, The, 590–591, Lyric Poetry, 704–705, Novel, The, 898–899, Short Story, 1156–1157; also see: <i>Literary Analysis (Build Skills)</i> , 17, 39, 77, 97, 122, 136, 161, 189, 239, 249, 257, 271, 281, 305, 326, 342, 360, 380, 435, 449, 459, 473, 491, 503, 521, 537, 555, 573, 593, 613, 665, 679, 691, 707, 729, 761, 775, 789, 811, 823, 865, 883, 903, 929, 949, 967, 979, 1023, 1039, 1055, 1075, 1089, 1103, 1117, 1131, 1143, 1159, 1183, 1021, 1231, 1251, 1263, 1275, 1285, 1297, 1313 <b>Writing and Grammar Handbook:</b> Reading Methods and Tools, 623–628; Reading Nonfiction Critically, 629–634; Reading Literary Writing, 635–639; Reading from Varied Sources, 640–641
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<b>GA.ELABLRL3.3</b>	The student analyzes a variety of works representative of different genres within specific time periods in order to identify types of discourse (e.g., satire, parody, allegory, romance, pastoral) that cross the lines of genre classifications.	<b>SE/TE:</b> Romance, 161, 164, 166, 168, 170, 171, 172, 174, 179, 181, 182, 183, 185, R17; Pastoral, 249, 250, 252, 253; Satire, 521, 523, 526, 528, 530, 533, R18; Allegory, R10; Parody, R16; also see: <i>Focus On Literary Forms:</i> Epic, The, 34–35, Drama, 292–293, Essay, The, 590–591, Lyric Poetry, 704–705, Novel, The, 898–899, Short Story, 1156–1157
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<b>GA.ELABLRL4</b>	The student employs a variety of writing genres to demonstrate a comprehensive grasp of significant ideas in sophisticated literary works. The student composes essays, narratives, poems, or technical documents. The student	
<b>GA.ELABLRL4.a</b>	Demonstrate awareness of an author's use of stylistic devices and an appreciation of the effects created.	<b>SE/TE:</b> Style, imitating author's, 553; Style, 613, 1131, 1139, R19; Essay in style of author, 1087 <b>Writing and Grammar Handbook:</b> Tone: of writing style, 30, creating, 72, of documented essay, 167
		<b>TE:</b> Assessment Practice: Style, 1034, 1052, 1068, 1114, 1140, 1198, 1248, 1260, 1292
		<b>TR:</b> Skills Development Workbook; Skills Development Transparencies
		<b>TECH:</b> Student Express CD-ROM; Teacher Express CD-ROM; From the Author's Desk DVD
<b>GA.ELABLRL4.b</b>	Analyze the use of imagery, language, and other particular aspects of a text that contribute to theme or underlying meaning.	<b>SE/TE:</b> Analysis of literary theme, 32, 489; Theme, 249, 252, 253, 271, 277, 459, 462, 463, 466, 898–899, 929, 931, 936, 937, 1055, 1156–1157, 1058, 1159, 1179, 1201, 1202, 1204, 1206, 1207, 1211, 1212, 1213, 1214, 1215, 1217, 1220, 1221, 1067, 1275, 1279, 1281, 1285, 1289, 1291, R11, R19; Relating structure to theme, 257, 263 Imagery, 360, 364, 365, 367, 370, 371, 373, 375, 376, 378, 704–705, 775, 778, 780, 781, 785, 1004, R13; <i>Writing About Literature:</i> Compare and Contrast Literary Themes, 634–635; Responding to imagery, 775, 779, 782, 785; Essay, literary theme, 1181, 1199 <b>Writing and Grammar Handbook:</b> Tone: of writing style, 30, creating, 72, of documented essay, 167; Poetry: description in, 75; figurative language, 602; Reading Literary Writing, 635–639
		<b>TE:</b> Enrichment: Imagery, 316, The Carpe Diem Theme, 462, Religious Imagery, 1048
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<b>GA.ELABLRL4.c</b>	Support important ideas and viewpoints through accurate and detailed references to the text and/or to other relevant works.	<b>SE/TE:</b> <i>Writing About Literature:</i> Analyzing Literary Periods, 208–209, 990–991, Comparing and Contrasting Literary Trends, 404–405, Comparing and Contrasting Literary Themes, 634–635, Evaluating Literary Trends, 834–835, 1328–1329; <i>Writing Applications:</i> Criticism, 121, R23, R31; <i>Timed Writing Applications:</i> Literary theme, 32, 489, sonnet imagery, 265, Response, critical, 457, 1115, to criticism, 65, 397, 519, 721, 803, 939, 1035, 1053 Connecting literature with experience, 500, Comparison, of characters, 677, literary works, 687, symbol, 759, storytelling technique, 1283, Literary theme, 1181, 1199 <b>Writing and Grammar Handbook:</b> Response to Literature, 194–195, 196–200, 201–202, 203–206, 207, 208, 209; Reading Literary Writing, 635–639; also see: Themes: in autobiographical writing, 38, in literary fiction, 637
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		<b>TECH:</b> Student Express CD-ROM; Teacher Express CD-ROM; From the Author’s Desk DVD
<b>GA.ELABLRL4.d</b>	Analyze multiple, relevant historical records of a single event, examine their critical relationships to a literary work, and explain the perceived reason or reasons for the similarities and differences in factual historical records and a literary text from or about the same period.	<b>SE/TE:</b> Opportunities to address this standard can be found on the following pages: Research and Technology (Apply the Skills): 32, 65, 89, 122, 136, 158, 187, 203, 247, 255, 265, 279, 290, 326, 360, 380, 397, 447, 457, 468, 489, 500, 519, 535, 553, 571, 585, 603, 625, 677, 687, 699, 720, 759, 773, 787, 803, 821, 833, 881, 896, 921, 939, 959, 977, 987, 1035, 1053, 1069, 1087, 1111, 1115, 1129, 1141, 1154, 1181, 1199, 1223, 1249, 1261, 1273, 1283, 1293, 1311, 1323; <i>Writing Workshops:</i> Research paper, 992–1001
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<b>GA.ELABLRL4.e</b>	Include information from relevant critical perspectives and evaluate the validity and reliability of sources.	<p><b>SE/TE: Professional Model:</b> Using research to achieve purpose, 687, Using historical facts, 1370; <b>Drafting:</b> Using relevant citations, 401, Elaborating for information, 763, Providing internal documentation, 771; <b>Prewriting:</b> Gathering information, 685, 1369; Using research to achieve purpose, 687; <b>Revising:</b> to connect contradictory information, 845; Citing sources and preparing manuscript, R27</p> <p><b>Writing and Grammar Handbook:</b> Citing Sources: statistics and experts, 99, passages, 202, avoiding plagiarism, 680, choosing format for documentation, 681–683, sample works, 684; Internet: research paper on, 190, reference aids on, 607, evaluating material on, 629, using, 658–659, learning to use, 677; Electronic Resources, 177–178; Electronic Texts, 641; Electronic Database Searches, 647; Electronic map collections, 656; Electronic Databases &amp; Electronic References, 657; Internet Research Handbook, 685</p>
		<b>TR:</b> Skills Development Workbook; Skills Development Transparencies
		<b>TECH:</b> Student Express CD-ROM; Teacher Express CD-ROM; From the Author’s Desk DVD
<b>GA.ELABLRL4.f</b>	Imitate a variety of literary forms to demonstrate understanding (e.g., sonnet, ballad, satire).	<p><b>SE/TE:</b> Writing: allegory, 158, interior monologue, 187, investigative report, 203, parable in King James style, 290, persuasive speech based on Donne’s work, 447, witty poem, 468, descriptive satire, 535, imitating an author’s style, 553, satirical essay, 625, monologue, 773, editorial on a political issue, 821, letter to an author, 833, biographical essay, 881, poem about an artwork, 1069, essay in Orwell’s style, 1087, poem with a strong central image, 1141, parody of a poet’s voice, 1249</p>
		<b>TR:</b> Skills Development Workbook; Skills Development Transparencies
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<b>GA.ELABLRL4.g</b>	Include a formal works cited or bibliography when applicable.	<p><b>SE/TE:</b> <i>Professional Model:</i> Using research to achieve purpose, 687, Using historical facts, 1370; <i>Drafting:</i> Using relevant citations, 401, Elaborating for information, 763, Providing internal documentation, 771; <i>Prewriting:</i> Gathering information, 685, 1369; Using research to achieve purpose, 687; <i>Revising:</i> to connect contradictory information, 845; Citing sources and preparing manuscript, R27</p> <p><b>Writing and Grammar Handbook:</b> Citing Sources: avoiding plagiarism, 680, choosing format for documentation, 681–683, statistics and experts, 99, passages, 202, sample works, 684 American Psychological Association (APA) Style, 189, 680, 682; Chicago Manual of Style, 683; Modern Language Association (MLA) Style, 684</p>
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		<b>TECH:</b> Student Express CD-ROM; Teacher Express CD-ROM; From the Author’s Desk DVD
<b>GA.ELABLRL5</b>	The student understands and acquires new vocabulary and uses it correctly in reading and writing. The student	
<b>GA.ELABLRL5.a</b>	Identifies and correctly uses idioms, cognates, words with literal and figurative meanings, and patterns of word changes that indicate different meanings or functions.	<p><b>SE/TE:</b> Builder Lessons: Word meanings, 186, 202, 254, 456, 467, 624; also see: Vocabulary Lesson (Build Language Skills): 31, 64, 88, 121, 135, 157, 186, 202, 246, 254, 264, 278, 289, 325, 359, 379, 396, 446, 456, 467, 488, 499, 518, 534, 552, 570, 584, 602, 624, 676, 686, 698, 720, 758, 772, 786, 802, 820, 832, 880, 895, 920, 938, 958, 976, 986, 1034, 1052, 1068, 1086, 1099, 1114, 1128, 1140, 1153, 1180, 1198, 1222, 1248, 1260, 1272, 1282, 1292, 1310, 1322</p> <p><b>Writing and Grammar Handbook:</b> Vocabulary, 600; Developing Vocabulary, 601–604; Studying Words Systematically, 605–607; Studying Word Parts and Origins, 608–611</p>
		<b>TR:</b> Daily Language Practice Transparencies; Diagnostic and Benchmark Tests; Standardized Test Preparation Workbook; Skills Development Workbook; Skills Development Transparencies
		<b>TECH:</b> Student Express CD-ROM; Teacher Express CD-ROM; From the Author’s Desk DVD
<b>GA.ELABLRL5.b</b>	Uses knowledge of mythology, the Bible, and other works often alluded to in British and Commonwealth literature to understand the meanings of new words.	<p><b>SE/TE:</b> Medieval words, 880; also see: <i>The Changing English Language:</i> The Beginnings of English, 14, “A Man of Fire – New Words” 236, No Harmless Drudge, He, 432, The Romantic Age, 662, The Victorian Age, 862, Britspeak, A to Zed, 1020</p>

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		<b>TECH:</b> Student Express CD-ROM; Teacher Express CD-ROM; From the Author's Desk DVD
<b>GA.ELABLRL5.c</b>	Uses general dictionaries, specialized dictionaries, thesauruses, or related references as need to increase learning.	<b>SE/TE:</b> Dictionary, 555, 558, 560, 569, R8; <i>Writing (Build Language Skills):</i> comparative analysis of dictionaries, 571; Thesaurus, R8 <b>Writing and Grammar Handbook:</b> Thesauruses, 102, 256, 607, 656; Using dictionaries, 168, 344; Glossaries: textbook, 623; Dictionaries: foreign words and phrase in, 554, abridged electronic, 651, types of, 652, electronic, finding words in, 653, understanding entries in, 654
		<b>TR:</b> Daily Language Practice Transparencies; Diagnostic and Benchmark Tests; Standardized Test Preparation Workbook; Skills Development Workbook; Skills Development Transparencies
		<b>TECH:</b> Student Express CD-ROM; Teacher Express CD-ROM; From the Author's Desk DVD
<b>GA.ELABLRC1</b>	The student reads a minimum of 25 grade-level appropriate books or book equivalents (1,000,000 words) per year from a variety of subject disciplines. The student reads both informational and fictional texts in a variety of genres and modes of discourse, including technical texts related to various subject areas.	<b>SE/TE:</b> For Further Reading: 221, 417, 647, 847, 1005, 1341 <b>Writing and Grammar Handbook:</b> Reading Methods and Tools, 623–628; Reading Nonfiction Critically, 629–634; Reading Literary Writing, 635–639; Reading from Varied Sources, 640–641; also see: Reading Skills: Exercises, 624, 626, 628, 629, 630, 632, 634, 637, 638, 639, 641
		<b>TR:</b> Reading Kit; Reader's Notebook; Unit Resources Binder, Diagnostic and Benchmark Tests; Skills Development Workbook; Skills Development Transparencies
		<b>TECH:</b> Reader's Notebook Adapt/English Learner's Version Audio CD; Listening to Literature Audio CD; Spanish/English Summaries Audio CD; Student & Teacher Express CD-ROMs

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<b>GA.ELABLRC2</b>	The student participates in discussions related to curricular learning in all subject areas. The student	
<b>GA.ELABLRC2.a</b>	Identifies messages and themes from books in all subject areas.	<b>SE/TE:</b> Discussion Activity (A Closer Look): 95, 295, 297, 299, 471, 727, 901, 1046; Prewriting: Choosing topic by, discussion group, 407; Listening And Speaking (Apply the Skills): Discussion, panel, 1129, Discussion, group, 1199, Discussion, panel, 1323; Tips for Discussing Literature: R20 <b>Writing and Grammar Handbook:</b> Themes: in autobiographical writing, 38, in hexagonal writing strategy, 200, in literary fiction, 637
		<b>TR:</b> Skills Development Workbook; Skills Development Transparencies
		<b>TECH:</b> Student Express CD-ROM; Teacher Express CD-ROM; From the Author's Desk DVD
<b>GA.ELABLRC2.b</b>	Responds to a variety of texts in multiple modes of discourse.	<b>SE/TE:</b> Discussion Activity (A Closer Look): 95, 295, 297, 299, 471, 727, 901, 1046; Prewriting: Choosing topic by, discussion group, 407; Listening And Speaking (Apply the Skills): Discussion, panel, 1129, Discussion, group, 1199, Discussion, panel, 1323; Tips for Discussing Literature: R20 <b>Writing and Grammar Handbook:</b> Peer Review: analytical talk, 43, reading aloud for, 57, sharing responses, 72, replaying for, 89, distributing and discussing survey, 102, making summary report, 118, asking peers to summarize, 133, using "double vision," 148, getting group feedback, 168, working with partner, 187, creating response chart, 206
		<b>TR:</b> Skills Development Workbook; Skills Development Transparencies
		<b>TECH:</b> Student Express CD-ROM; Teacher Express CD-ROM; From the Author's Desk DVD
<b>GA.ELABLRC2.c</b>	Relates messages and themes from one subject area to those in another area.	<b>SE/TE:</b> Discussion Activity (A Closer Look): 95, 295, 297, 299, 471, 727, 901, 1046; Prewriting: Choosing topic by, discussion group, 407; Listening And Speaking (Apply the Skills): Discussion, panel, 1129, Discussion, group, 1199, Discussion, panel, 1323; Tips for Discussing Literature: R20
		<b>TR:</b> Skills Development Workbook; Skills Development Transparencies
		<b>TECH:</b> Student Express CD-ROM; Teacher Express CD-ROM; From the Author's Desk DVD

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<b>GA.ELABLRC2.d</b>	Evaluates the merits of texts in every subject discipline.	<b>SE/TE:</b> Discussion Activity (A Closer Look): 95, 295, 297, 299, 471, 727, 901, 1046; Prewriting: Choosing topic by, discussion group, 407; Listening And Speaking (Apply the Skills): Discussion, panel, 1129, Discussion, group, 1199, Discussion, panel, 1323; Tips for Discussing Literature: R20 <b>Writing and Grammar Handbook:</b> Peer Review: analytical talk, 43, reading aloud for, 57, sharing responses, 72, replaying for, 89, distributing and discussing survey, 102, making summary report, 118, asking peers to summarize, 133, using "double vision, " 148, getting group feedback, 168, working with partner, 187, creating response chart, 206
		<b>TR:</b> Skills Development Workbook; Skills Development Transparencies
		<b>TECH:</b> Student Express CD-ROM; Teacher Express CD-ROM; From the Author's Desk DVD
<b>GA.ELABLRC2.e</b>	Examines the author's purpose in writing.	<b>SE/TE:</b> Discussion Activity (A Closer Look): 95, 295, 297, 299, 471, 727, 901, 1046; Prewriting: Choosing topic by, discussion group, 407; Listening And Speaking (Apply the Skills): Discussion, panel, 1129, Discussion, group, 1199, Discussion, panel, 1323; Tips for Discussing Literature: R20 <b>Writing and Grammar Handbook:</b> Peer Review: analytical talk, 43, reading aloud for, 57, sharing responses, 72, replaying for, 89, distributing and discussing survey, 102, making summary report, 118, asking peers to summarize, 133, using "double vision, " 148, getting group feedback, 168, working with partner, 187, creating response chart, 206
		<b>TR:</b> Skills Development Workbook; Skills Development Transparencies
		<b>TECH:</b> Student Express CD-ROM; Teacher Express CD-ROM; From the Author's Desk DVD
<b>GA.ELABLRC2.f</b>	Recognizes the features of disciplinary texts.	<b>SE/TE:</b> Discussion Activity (A Closer Look): 95, 295, 297, 299, 471, 727, 901, 1046; Prewriting: Choosing topic by, discussion group, 407; Listening And Speaking (Apply the Skills): Discussion, panel, 1129, Discussion, group, 1199, Discussion, panel, 1323; Tips for Discussing Literature: R20 <b>Writing and Grammar Handbook:</b> Reading Nonfiction Critically, 629–634; Reading Literary Writing, 635–639; Reading from Varied Sources, 640–641; also see: Reading Skills: Exercises, 624, 626, 628, 629, 630, 632, 634, 637, 638, 639, 641
		<b>TR:</b> Skills Development Workbook; Skills Development Transparencies
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<b>GA.ELABLRC3</b>	The student acquires new vocabulary in each content area and uses it correctly. The student	
<b>GA.ELABLRC3.a</b>	Demonstrates an understanding of contextual vocabulary in various subjects.	<b>SE/TE:</b> Builder Lessons: Context, 88, 379, 396, 518, 802, 1099, 1128, 1140, 1198, 1248, 1310; Context clues, 141, 143, 147, 150, 153, 156 <b>Writing and Grammar Handbook:</b> Vocabulary, 600; Developing Vocabulary, 601–604; Studying Words Systematically, 605–607; Studying Word Parts and Origins, 608–611
		<b>TR:</b> Daily Language Practice Transparencies; Diagnostic and Benchmark Tests; Standardized Test Preparation Workbook; Skills Development Workbook; Skills Development Transparencies
		<b>TECH:</b> Student Express CD-ROM; Teacher Express CD-ROM; From the Author’s Desk DVD
<b>GA.ELABLRC3.b</b>	Uses content vocabulary in writing and speaking.	<b>SE/TE:</b> Vocabulary Lesson (Build Language Skills): 31, 64, 88, 121, 135, 157, 186, 202, 246, 254, 264, 278, 289, 325, 359, 379, 396, 446, 456, 467, 488, 499, 518, 534, 552, 570, 584, 602, 624, 676, 686, 698, 720, 758, 772, 786, 802, 820, 832, 880, 895, 920, 938, 958, 976, 986, 1034, 1052, 1068, 1086, 1099, 1114, 1128, 1140, 1153, 1180, 1198, 1222, 1248, 1260, 1272, 1282, 1292, 1310, 1322 <b>Writing and Grammar Handbook:</b> Vocabulary, 600; Developing Vocabulary, 601–604; Studying Words Systematically, 605–607; Studying Word Parts and Origins, 608–611
		<b>TR:</b> Daily Language Practice Transparencies; Diagnostic and Benchmark Tests; Standardized Test Preparation Workbook; Skills Development Workbook; Skills Development Transparencies
		<b>TECH:</b> Student Express CD-ROM; Teacher Express CD-ROM; From the Author’s Desk DVD
<b>GA.ELABLRC3.c</b>	Explores understanding of new words found in subject area texts.	<b>SE/TE:</b> Vocabulary Lesson (Build Language Skills): 31, 64, 88, 121, 135, 157, 186, 202, 246, 254, 264, 278, 289, 325, 359, 379, 396, 446, 456, 467, 488, 499, 518, 534, 552, 570, 584, 602, 624, 676, 686, 698, 720, 758, 772, 786, 802, 820, 832, 880, 895, 920, 938, 958, 976, 986, 1034, 1052, 1068, 1086, 1099, 1114, 1128, 1140, 1153, 1180, 1198, 1222, 1248, 1260, 1272, 1282, 1292, 1310, 1322 <b>Writing and Grammar Handbook:</b> Vocabulary, 600; Developing Vocabulary, 601–604; Studying Words Systematically, 605–607; Studying Word Parts and Origins, 608–611
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<b>GA.ELABLRC4</b>	The student establishes a context for information acquired by reading across subject areas. The student	
<b>GA.ELABLRC4.a</b>	Explores life experiences related to subject area content.	<b>SE/TE:</b> Essay connecting literature with experience, 500; Shaping Writing by: relating broad themes to personal experience, 500I; also see: Connecting to the Literature/Preview (Build Skills), 17, 39, 77, 97, 122, 136, 161, 189, 239, 249, 257, 271, 281, 305, 326, 342, 360, 380, 435, 449, 459, 473, 491, 503, 521, 537, 555, 573, 593, 613, 665, 679, 691, 707, 729, 761, 775, 789, 811, 823, 865, 883, 903, 929, 949, 967, 979, 1023, 1039, 1055, 1075, 1089, 1103, 1117, 1131, 1143, 1159, 1183, 1021, 1231, 1251, 1263, 1275, 1285, 1297, 1313 <b>Writing and Grammar Handbook:</b> Identify with your experience, 635; also see: Response to Literature, 194–209; Using Question-Answer Relationships (QARs), 625; Using the SQ4R Method, 626
		<b>TR:</b> Skills Development Workbook; Skills Development Transparencies
		<b>TECH:</b> Student Express CD-ROM; Teacher Express CD-ROM; From the Author’s Desk DVD
<b>GA.ELABLRC4.b</b>	Discusses in both writing and speaking how certain words and concepts relate to multiple subjects.	<b>SE/TE:</b> Academic words, high-frequency, 218, 414, 644, 844, 1002, 1338; also see: Vocabulary Lesson (Build Language Skills): 31, 64, 88, 121, 135, 157, 186, 202, 246, 254, 264, 278, 289, 325, 359, 379, 396, 446, 456, 467, 488, 499, 518, 534, 552, 570, 584, 602, 624, 676, 686, 698, 720, 758, 772, 786, 802, 820, 832, 880, 895, 920, 938, 958, 976, 986, 1034, 1052, 1068, 1086, 1099, 1114, 1128, 1140, 1153, 1180, 1198, 1222, 1248, 1260, 1272, 1282, 1292, 1310, 1322
		<b>TR:</b> Skills Development Workbook; Skills Development Transparencies
		<b>TECH:</b> Student Express CD-ROM; Teacher Express CD-ROM; From the Author’s Desk DVD
<b>GA.ELABLRC4.c</b>	Determines strategies for finding content and contextual meaning for unfamiliar words or concepts.	<b>SE/TE:</b> Builder Lessons: Context, 88, 379, 396, 518, 802, 1099, 1128, 1140, 1198, 1248, 1310; Context clues, 141, 143, 147, 150, 153, 156 <b>Writing and Grammar Handbook:</b> Vocabulary, 600; Developing Vocabulary, 601–604; Studying Words Systematically, 605–607; Studying Word Parts and Origins, 608–611

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