

***Prentice Hall Literature: Timeless Voices, Timeless Themes,
Gold Level ©2002***

Correlated to:

**Pocatello/Chubbuck School District Language Arts Curriculum
(Grade 9)**

POCATELLO/CHUBBUCK SCHOOL DISTRICT LANGUAGE ARTS CURRICULUM	PAGE(S) WHERE TAUGHT (If submission is not a book, cite appropriate location(s))
GENRES	
<p>Genre: Recognize/Respond The learner will be able to recognize, read and respond to a variety of genres [MASTER].</p>	<p>SE/TE: Learn About Literature Learn About Literature, xxvi: Short Stories, IN2, Nonfiction, IN4, Dramatic Literature, IN6, Poetry, IN8, Folk Literature, IN10, Literary Genres: Unit 6: Short Stories, 519, Unit 7: Nonfiction, 631, Unit 8: Drama, 729, Unit 9: Poetry, 891, Unit 10: The Epic, 975</p> <p>TE: Literary Analysis, 114, 153, 164, 165, 170, 190, 249, 250, 251, 264, 295, 297, 319, 327, 403, 405, 413, 458, 491, 505, 529, 541, 591, 676, 678, 697, 698, 700, 717, 743, 775, 790, 825, 835, 840, 896, 904, 906, 914, 916, 926, 956, 981, 982, 1035, 1059</p>
<p>Genre: Culture/Society/History The learner will be able to explain how different genres reflect culture, society, and have historical significance [PRACTICE].</p> <p>Comprehend: Literary Forms/Development The learner will be able to recognize, read and respond to a variety of works reflecting the development of literature (Ancient, British, American, World) [PRACTICE]. INDEX</p>	<p>SE/TE: Literature In Context: 1950s drugstore, The, 749, Aurora, 775, Carroll’s invented words, 426, Cockatrice, 826, Coney Island, 400, Cossack, 26, Dialect, 572, Emancipation Proclamation, The, 156, Endgame, 267, Hansoms, 109, Hephaestus, 1042, Hinduism and reincarnation, 205, Hyperbole, 802, International Space Station, 489, Michener and the world, 319, Plate tectonics, 638, Pound conversions, 99, Preparing for the Blitz, 58, Tracing Odysseus’ route, 1013, Watch fob chain, 526, West African folk tale, 413, WWI trenches, 33, Connections: Childhood memories, 380, Gift-giving in the technological world, 534, Modern-day odyssey, 1064, Nature’s fury, 86, Perspectives on aging, 950, From printed page to silver screen, 276, Role of the first lady, The, 680, Shakespeare in today’s world, 878, In technology we trust, 466, Voices of peace, 167</p> <p>TE: Literature in Context, 803, Literature Connection, 98, 106, 360, 526, 578, 682, 776, 796, 804, 824, 854, 872, 878, 930, 951, Cultural Perspectives (Background), 938, Cultural Connection, 73, 350, 448, 652, 942, 990, 1000, 1024, 1028, 1033</p>

Prentice Hall Literature: Timeless Voices, Timeless Themes, Gold Level ©2002

Correlated to:

Pocatello/Chubbuck School District Language Arts Curriculum (Grade 9)

POCATELLO/CHUBBUCK SCHOOL DISTRICT LANGUAGE ARTS CURRICULUM	PAGE(S) WHERE TAUGHT (If submission is not a book, cite appropriate location(s))
<p>Technical: Expand Comprehension The learner will be able to expand his/her comprehension of technical reading materials [PRACTICE]. AZ R-P4</p>	<p>SE/TE: Using the Internet for research, R28-R29, Researching a product, 537, Researching a Web site, 259, Analyzing document structure and format, 196, 199, English: formal, informal, 706, Survival Manual, 39, Business documents, 196 TE: Workplace Connection, 716, Media Connection, 279, Real-World Connection, 141, 237, 335, 435, 513, 625, 723, Career Connection, 374, 664, 702, 712, 958, 1036</p>
<p>Poetry: Forms/Characteristics/Recognize The learner will be able to recognize key characteristics in various forms of poetry [PRACTICE].</p>	<p>SE/TE: Poetry, IN1, R12, dramatic, figurative language, lyric, narrative, 891, 939, 940, 941, 945, 947, IN8, IN9, poetic form, rhyme, rhythm, 925, 935, IN9, R12, R13, theme in, 227, 232, 233</p>
<p>Poetry: Rhythm/Meter The learner will be able to understand how rhythm and meter affects poetry [INTRODUCE]. Poetry: Analyze Tone/Diction The learner will be able to analyze tone and diction in a piece of poetry to gain a deeper understanding of it [INTRODUCE].</p>	<p>SE/TE: Poetry: rhyme, rhythm, 925, 935, IN9, R13, lyric, 891, IN8, figurative language, IN9, poetic form, IN8</p>
<p>Poetry: Analyze Figurative Language The learner will be able to analyze the use of figurative language within a given poem [PRACTICE].</p>	<p>SE/TE: Poetry: figurative language, IN9</p>
<p>Analyze: Patterns/Motifs/Archetypes The learner will be able to analyze world literature as it relates to universal patterns, motifs, and archetypes [INTRODUCE].</p>	<p>SE/TE: Theme, 325, 331, 519, 607, 609, 610, 612, 614, 617, 621, 729, R14, in poetry, 227, 232, 233</p>

Prentice Hall Literature: Timeless Voices, Timeless Themes, Gold Level ©2002

Correlated to:

Pocatello/Chubbuck School District Language Arts Curriculum (Grade 9)

POCATELLO/CHUBBUCK SCHOOL DISTRICT LANGUAGE ARTS CURRICULUM	PAGE(S) WHERE TAUGHT (If submission is not a book, cite appropriate location(s))
<p>World Literature: Appreciate The learner will be able to appreciate the similarities and differences of human experience reflected in works from other time periods and cultures [PRACTICE].</p>	<p>SE/TE: Tone, 163, 173, 503, 506, 509, 695, 705, R14, Learn About Literature Learn About Literature, xxvi: Short Stories, IN2, Nonfiction, IN4, Dramatic Literature, IN6, Poetry, IN8, Folk Literature, IN10, Literary Genres: Unit 6: Short Stories, 519, Unit 7: Nonfiction, 631, Unit 8: Drama, 729, Unit 9: Poetry, 891, Unit 10; The Epic, 975, Literature In Context: 1950s drugstore, The, 749, Aurora, 775, Carroll’s invented words, 426, Cockatrice, 826, Cossack, 26, Hansoms, 109, Hephaestus, 1042, Hinduism and reincarnation, 205, Michener and the world, 319, Preparing for the Blitz, 58, Tracing Odysseus’ route, 1013, Watch fob chain, 526, West African folk tale, 413, WWI trenches, 33</p> <p>TE: Discuss the Quotation, IN1, IN3, IN5, IN7, IN9, IN11, Literature (Background), 155, 215, 667, Literature Library, xxvi, World History (Background), 507, Social Studies Connection, 8, 20, 25, 26, 100, 102, 154, 168, 266, 270, 306, 425, 506, 592, 594, 616, 618, 698, 736, 738, 746, 752, 780, 786, 798, 800, 802, 810, 814, 822, 828, 832, 852, 866, 928, 988, Social Studies (Background), 4, 33, 495, 676, 924, 1020, 1050</p>
INFORMATION PROCESSING	
<p>Information/Ideas: Evaluate/Validity The learner will be able to evaluate the validity and accuracy of information and ideas [PRACTICE].</p>	<p>SE/TE: Facts and details, 241, Stated and implied main idea, 339, Fact and opinion, distinguishing between, 443, 485, 487, 490, 496, 499, Finding the main idea, 131, 134, 135, 137, Finding the writer’s main points and support, 633, 673, 675, 684, 686, 691, Identifying support for response, 90, 93, Reading Informational Materials: Advertisements, 535, Analyzing bias, 1066, 1069, Analyzing persuasive techniques: appeal through expertise, 535, 537, Analyzing the purpose of product information, 480, 483, Asking questions about an atlas entry, 883, Evaluating author’s purpose, 644, 647, Evaluating credibility of sources, 256, 259, Newspaper articles, 394, Researching a product, 537, Researching a Web site, 259</p>

Prentice Hall Literature: Timeless Voices, Timeless Themes, Gold Level ©2002

Correlated to:

Pocatello/Chubbuck School District Language Arts Curriculum (Grade 9)

<p align="center">POCATELLO/CHUBBUCK SCHOOL DISTRICT LANGUAGE ARTS CURRICULUM</p>	<p align="center">PAGE(S) WHERE TAUGHT (If submission is not a book, cite appropriate location(s))</p>
<p align="center">LANGUAGE EXPRESSIONS</p>	
<p>Sentence Structure: Complete Sentences The learner will be able to recognize and use complete sentences [REINFORCE].</p>	<p>SE/TE: Sentences, R21, complex, 500, compound, 500, Reading in sentences, 893, 955, 961, 977, 979, 983, 985, 986, 990, 991, 992, 993, 996, 997, 1000, 1001, 1002, 1006, 1007, 1009, 1010, 1011, 1012, 1014, 1018, Sentence completion, 364, 392, 408, 500, 510, Sentences, breaking down confusing, 5, 10, 13, Subject-verb agreement, 642, 692, R21, Antecedents, 38, Varying sentence length, 1062, Drafting a strong opening sentence, 605, Revise to vary your sentences, 143, Agreement with indefinite pronouns, 876, Antecedents, 38, Objective case pronoun, 762, 793 TE: Assessment Practice (Appositives), 1017, Assessment Practice (Verb Tenses), 1060</p>
<p>Sentence Structure: Beginnings The learner will be able to write using a variety of sentence beginnings [PRACTICE].</p>	<p>SE/TE: Drafting a strong opening sentence, 605, Revise to vary your sentences, 143, Sentences, R21, complex, 500, compound, 500, Reading in sentences, 893, 955, 961, 977, 979, 983, 985, 986, 990, 991, 992, 993, 996, 997, 1000, 1001, 1002, 1006, 1007, 1009, 1010, 1011, 1012, 1014, 1018, Sentence completion, 364, 392, 408, 500, 510, Sentences, breaking down confusing, 5, 10, 13</p>
<p>Sentence Structure: Variety/Length The learner will be able to write using a variety of sentence lengths [PRACTICE].</p>	<p>SE/TE: Varying sentence length, 1062, Drafting a strong opening sentence, 605, Revise to vary your sentences, 143, Sentence completion, 364, 392, 408, 500, 510 TE: Assessment Practice (Appositives), 1017, Assessment Practice (Verb Tenses), 1060</p>
<p>Sentence Structure: Agreement/Correct The learner will be able to write using correct agreement within sentences: (gender/number, subject/verb, pronoun/antecedent) [PRACTICE].</p>	<p>SE/TE: Subject-verb agreement, 642, 692, R21, Antecedents, 38, Agreement with indefinite pronouns, 876, Varying sentence length, 1062, Sentences, R21, complex, 500, compound, 500 TE: Assessment Practice (Appositives), 1017, Assessment Practice (Verb Tenses), 1060</p>
<p>Sentence Structure: Parallel Structure The learner will be able to apply knowledge of a variety of sentence structures, including parallel structure [PRACTICE].</p>	<p>SE/TE: Parallelism, 510, Sentences, R21, complex, 500, compound, 500,</p>

Prentice Hall Literature: Timeless Voices, Timeless Themes, Gold Level ©2002

Correlated to:

Pocatello/Chubbuck School District Language Arts Curriculum (Grade 9)

POCATELLO/CHUBBUCK SCHOOL DISTRICT LANGUAGE ARTS CURRICULUM	PAGE(S) WHERE TAUGHT (If submission is not a book, cite appropriate location(s))
Fragment/Run-On: Avoid The learner will be able to write sentences which are free from fragments or run-ons [REINFORCE].	SE/TE: Fragment, R21, Sentences, R21, complex, 500, compound, 500, Clauses, 510, R22, adjective, 478, R22, adverb, independent, main, noun, subordinate, 452, 464, 478, R22
Verb Tense: Eliminate Shifts The learner will be able to eliminate shifts in verb tense [PRACTICE].	SE/TE: Consistency of verb tense, 670, Verbs, past tense of, present tense of, 234 TE: Assessment Practice (Verb Tenses), 1060
Irregular Verb: Identify/Use The learner will be able to identify and correctly use irregular verbs [REINFORCE].	SE/TE: Irregular verbs, 234,
Language Expression: Eliminate/Passive The learner will be able to eliminate passive voice [PRACTICE].	SE/TE: Passive voice, 224
LANGUAGE MECHANICS	
Comma: Separate Clauses The learner will be able to identify the correct use of a comma to separate an independent clause and a dependent clause [PRACTICE].	SE/TE: Clauses, 510, R22, adjective, adverb, independent, main, noun, subordinate, 452, 464, 478, R22
Comma: Separate Phrases The learner will be able to identify the correct use of commas to separate phrases [PRACTICE].	SE/TE: Phrases, adjective, adverb, appositive, gerund, infinitive, participial, prepositional, R21–R22, Commas, R22–R23
Comma: Compound Sentences The learner will be able to correctly use commas in compound sentences [PRACTICE].	SE/TE: Sentences, compound, 500, Commas, R22–R23
Comma: Parenthetical Expression The learner will be able to identify the correct use of a comma with a parenthetical expression [PRACTICE].	SE/TE: Parentheses, R24, Parenthetical expressions, 332
Hyphen: Identify/Use The learner will be able to identify and correctly use hyphens in written works [PRACTICE].	SE/TE: Hyphens, 962, R24
Colon/Semicolon: Use The learner will be able to identify the correct use of a colon and semicolon [PRACTICE].	SE/TE: Semicolons, 900, R23, Colons, 900, R23,
Parentheses: Use The learner will be able to use parentheses correctly [PRACTICE].	SE/TE: Parentheses, R24, Parenthetical expressions, 332
Dash: Use The learner will be able to use dashes as punctuation appropriately [PRACTICE].	SE/TE: Dashes, 910, R24

Prentice Hall Literature: Timeless Voices, Timeless Themes, Gold Level ©2002

Correlated to:

Pocatello/Chubbuck School District Language Arts Curriculum (Grade 9)

POCATELLO/CHUBBUCK SCHOOL DISTRICT LANGUAGE ARTS CURRICULUM	PAGE(S) WHERE TAUGHT (If submission is not a book, cite appropriate location(s))
Underlining: Use The learner will be able to use underlining correctly in punctuation [PRACTICE].	Please see subsequent levels of Prentice Hall Literature (<i>Platinum, The American Experience, and The British Tradition</i>) for coverage of this standard.
Ellipse: Use The learner will be able to use ellipses correctly [INTRODUCE].	SE/TE: Ellipsis points, 922, Elliptical clause, 793
LISTENING	
Behaviors: Others/Paraphrase The learner will be able to clarify what others have said by paraphrasing [PRACTICE].	SE/TE: Analyzing types of argument, 338, Conducting interviews, 240, Debate, 313, 949, 1049, Discussion, 465, Effective listening and note taking, 516, Evaluating a speech, 726, Retelling, 15
Behaviors: Body Language/Self/Speaker The learner will be able to utilize appropriate body language while listening and pay attention to a speaker's body language [PRACTICE].	SE/TE: Listening and Speaking Workshops: Analyzing types of argument, 338, Delivering a descriptive presentation, 438, Delivering an expository presentation, 1076, Narrative presentation, 144, Presenting an oral response to literature, 888
Written: Note-Taking/Listening The learner will be able to engage in note-taking while listening to an oral presentation [PRACTICE].	SE/TE: Effective listening and note taking, 516
Audiovisual: Use/Acquire Information The learner will be able to listen to and view audiovisual materials to acquire information [PRACTICE].	SE/TE: Analyzing the media presentation, 628, Comparing media coverage, 972, Film review, 843, Play-by-play broadcast, 1019, Print and television ad review, 393, Radio news report, 175, 693 TE: Communications and Media, 712
Cultural: Enrich/Extend Understanding The learner will be able to extend and enrich his/her understanding of cultural differences through listening experiences [INTRODUCE].	SE/TE: Effective listening and note taking, 516, Cultural report, 417, Debate, 313, 949, 1049, Dialogue, 275, Discussion, 465, Interview, 417, Panel discussion, 85, 161, 511, Talk-show interview, 551

Prentice Hall Literature: Timeless Voices, Timeless Themes, Gold Level ©2002

Correlated to:

Pocatello/Chubbuck School District Language Arts Curriculum (Grade 9)

POCATELLO/CHUBBUCK SCHOOL DISTRICT LANGUAGE ARTS CURRICULUM	PAGE(S) WHERE TAUGHT (If submission is not a book, cite appropriate location(s))
CULTURAL INFLUENCES	
<p>Response: Oral/Presentation/Interpret The learner will be able to interpret and respond to oral presentations [PRACTICE].</p> <p>Compare/Contrast: Oral Presentations The learner will be able to compare and contrast a variety of oral presentations [PRACTICE].</p> <p>Critical Listening: Purpose/Content The learner will be able to make informed judgments about purpose, content, and organization of a presentation [PRACTICE].</p>	<p>SE/TE: Analyzing types of argument, 338, Conducting interviews, 240, Debate, 313, 949, 1049, Discussion, 465, Effective listening and note taking, 516, Evaluating a speech, 726, Retelling, 15</p>
<p>Communication: Effective/Verbal/Evaluate The learner will be able to evaluate the effectiveness of a given presentation [PRACTICE].</p>	<p>SE/TE: Analyzing types of argument, 338, Evaluating a speech, 726</p>
<p>Speech: Attitude/Topic/Non-Verbal The learner will be able to determine a speaker's attitude toward the topic by noting non-verbal cues [PRACTICE].</p>	<p>SE/TE: Debate, 313, 949, 1049, Analyzing types of argument, 338, Comparing media coverage, 972, Effective listening and note taking, 516, Evaluating a speech, 726</p>
<p>Directions: Assignment/Task/Follow The learner will be able to follow oral directions that provide information regarding an assignment or task [PRACTICE].</p>	<p>SE/TE: Effective listening and note taking, 516, Lesson plan, 255, Interview, 417, Job interview, 195, Play-by-play broadcast, 1019</p>
MEDIA	
<p>Analyze: Relationships/Ideas/Cultures The learner will be able to identify relationships, ideas, and cultures represented within various media [PRACTICE].</p>	<p>SE/TE: Analyzing the media presentation, 628, Comparing media coverage, 972, Film review, 843, Movie review, 671, 1063, Print and television ad review, 393, Radio news report, 175, 693, Talk-show interview, 551, Video trial, 39</p> <p>TE: Media Connection (Film Review), 279, Film (Background), 448, 770, 800, 806, 839, 852, 870, Film Connection, 73, 350, 448, Comics: Career Connection, 702, Communications and Media, 712</p>
<p>Media Aids: Visual Aids/Create The learner will be able to create visual aids using a variety of techniques to highlight important ideas [PRACTICE].</p>	<p>SE/TE: Concept map, 365, Illustrated map, 225, Illustrated report, 465, 533, Illustrated version, 937, Multimedia presentation, 129, 175, Rain forest presentation, 255, Television news report, 409, Videotape an interview, 195, Visual presentation, 693, Visual report, 379, Written report, 119</p>

Prentice Hall Literature: Timeless Voices, Timeless Themes, Gold Level ©2002

Correlated to:

Pocatello/Chubbuck School District Language Arts Curriculum (Grade 9)

POCATELLO/CHUBBUCK SCHOOL DISTRICT LANGUAGE ARTS CURRICULUM	PAGE(S) WHERE TAUGHT (If submission is not a book, cite appropriate location(s))
READING OPERATIONS	
<p>Theme: Main Idea/Generalize/Recognize The learner will be able to recognize main ideas, theme, or generalization from reading [PRACTICE].</p>	<p>SE/TE: Theme, 325, 331, 519, 607, 609, 610, 612, 614, 617, 621, 729, R14, in poetry, 227, 232, 233, Finding the main idea, 131, 134, 135, 137, Finding the writer’s main points and support, 633, 673, 675, 684, 686, 691, Generalizations, 517, Generalizations and evidence, relating, 247, 249, 253 TE: Discuss the Quotation, IN1, IN3, IN5, IN7, IN9, IN11</p>
<p>Interpretation: Apply/Strategies/Reading The learner will be able to apply a variety of strategies to interpret reading materials [PRACTICE].</p>	<p>SE/TE: Learn About Literature Learn About Literature, xxvi: Short Stories, IN2, Nonfiction, IN4, Dramatic Literature, IN6, Poetry, IN8, Folk Literature, IN10, Reading Strategy (Prepare to Read), 5, 17, 41, 49, 95, 121, 131, 151, 163, 177, 187, 201, 213, 227, 247, 261, 281, 291, 303, 315, 357, 367, 385, 399, 411, 419, 445, 455, 471, 485, 503, 523, 539, 553, 569, 589, 607, 635, 649, 673, 695, 709, 733, 769, 794, 818, 844, 903, 913, 925, 939, 955, 979, 1020, 1051 TE: Model a Reading Strategy, 3, 245, 343, 443, 521, 633, 731, 893, 977, Reading Strategy, 110, 250, 268, 286, 292, 306, 309, 317, 348, 360, 371, 401, 403, 412, 457, 507, 529, 570, 577, 578, 583, 594, 609, 614, 658, 683, 697, 698, 699, 703, 798, 799, 805, 819, 832, 848, 897, 905, 915, 927, 931, 958, 1054</p>
<p>Strategies: Reading Skills/Use The learner will be able to apply reading skills in other content areas [PRACTICE].</p>	<p>SE/TE: Reading Informational Materials: Advertisements, 535, Analyzing bias, 1066, 1069, Analyzing document structure and format, 196, 199, Analyzing persuasive techniques: appeal through expertise, 537, Newspaper articles, Developing a K-W-L chart, Analyzing text structure, 394, 397, Analyzing the purpose of product information, 480, 483, Asking questions about an atlas entry, 883, Atlas entries, 880, Business documents, Business letter, 196, Evaluating author’s purpose, 644, 647, Evaluating movie reviews, Identifying support for response, 90, 93, Newspaper editorials, 1066, Persuasive speeches, 644, Preparing a bibliography, 647, Product information, 480, Professional journals, Identifying a target audience’s purpose, 964, 967, Researching a product, 537, Researching a Web site, 259, Scanning,</p>

Prentice Hall Literature: Timeless Voices, Timeless Themes, Gold Level ©2002

Correlated to:

Pocatello/Chubbuck School District Language Arts Curriculum (Grade 9)

POCATELLO/CHUBBUCK SCHOOL DISTRICT LANGUAGE ARTS CURRICULUM	PAGE(S) WHERE TAUGHT (If submission is not a book, cite appropriate location(s))
<p align="right">(Continued)</p> <p>Strategies: Reading Skills/Use The learner will be able to apply reading skills in other content areas [PRACTICE].</p>	<p align="right">(Continued)</p> <p>SE/TE: Skimming, 880, 883, Web sites, Evaluating sources, 256, 259, Write a letter of welcome to parents, 199, Connections: Gift-giving in the technological world, 534, Modern-day odyssey, 1064, Nature’s fury, 86, Perspectives on aging, 950, From printed page to silver screen, 276, Role of the first lady, 680, Shakespeare in today’s world, 878, In technology we trust, 466, Voices of peace, 167</p>
<p>Summary: Paraphrase/Ideas The learner will be able to paraphrase the ideas of others that are found in literature [PRACTICE].</p>	<p>SE/TE: Paraphrasing, 731, 818, 820, 822, 823, 824, 827, 828, 829, 830, 831, 834, 835, 836, 838, 840, 842, 893, 903, 909</p>
<p>Interpretation: Facts/Data/Read The learner will be able to read a variety of traditional, technical and electronics to gather and interpret facts, data, and ideas [PRACTICE].</p>	<p>SE/TE: Using the Internet for research, Researching a product, 537, Researching a Web site, 259, Recording details in an organizer, 313, Workplace writing, R19, Analyzing document structure and format, 196, 199, English: formal, 706, Survival Manual, 39, Business documents, 196</p> <p>TE: Workplace Connection, 716, Media Connection, 279, Real-World Connection, 141, 237, 335, 435, 513, 625, 723, Career Connection, 374, 664, 702, 712, 958, 1036</p>
<p>Purposes: Enrichment/Lifelong Learning The learner will be able to demonstrate how reading can provide enrichment and serve as a lifelong learning tool [PRACTICE].</p>	<p>SE/TE: Read for the love of literature, 2, 148, 244, 342, 442, 520, 632, 730, 892, 976, Read for information, 2, 148, 244, 342, 442, 520, 632, 730, 892, 976</p>
<p>Compare/Contrast: Selections/Literary The learner will be able to compare and contrast selections within literary materials [PRACTICE].</p>	<p>SE/TE: Comparison-and-contrast essay, 129, 968, 1063, R18, Response to literature, 722, Respond, 149, How to Read Literature: Compare and contrast, 977, Critical reading strategies, 443, Identify causes and effects, 245, Use interactive reading strategies, 149, 343, Use strategies for constructing meaning, 245, Use strategies for reading an epic, 977</p>

Prentice Hall Literature: Timeless Voices, Timeless Themes, Gold Level ©2002

Correlated to:

Pocatello/Chubbuck School District Language Arts Curriculum (Grade 9)

<p align="center">POCATELLO/CHUBBUCK SCHOOL DISTRICT LANGUAGE ARTS CURRICULUM</p>	<p align="center">PAGE(S) WHERE TAUGHT (If submission is not a book, cite appropriate location(s))</p>
<p>Literary Device: Function/Explain The learner will be able to explain how an author uses language and literary devices: mood, tone, figurative language, format/structure, style [PRACTICE].</p>	<p>SE/TE: Mood, 5, 8, 13, R11, Tone, 163, 173, 503, 506, 509, 695, 705, R14, Evaluation of figurative language, 195, Figurative language, 187, 189, 193, 891, 903, 909, IN9, R9, metaphor, 903, 909, personification, 903, 909, simile, 903, 909, Read to appreciate an author’s style, 244, 520, 892, Analyzing document structure and format, 196, 199</p> <p>TE: Literary Analysis, 114, 153, 164, 165, 170, 190, 249, 250, 251, 264, 295, 297, 319, 327, 403, 405, 413, 458, 491, 505, 529, 541, 591, 676, 678, 697, 698, 700, 717, 743, 775, 790, 825, 835, 840, 896, 904, 906, 914, 916, 926, 956, 981, 982, 1035, 1059</p>
<p>Interpretation: Inference/Conclusions The learner will be able to make inferences and draw conclusions from interpretations of materials [MASTER].</p>	<p>SE/TE: Characters, making inferences about, 315, 318, 321, Drawing inferences about the speaker, 893, 939, 940, 942, 947, Making inferences about characters, 245, 315, 318, 321, 569, 573, 574, 580, 581, 585, Draw conclusions, 521, Drawing conclusions, 291, 293, 297, 299, 521, 607, 610, 611, 613, 615, 619, 621</p>
<p>Construct Meaning: Personal Experience The learner will be able to construct meaning from a reading selection utilizing personal experience [MASTER].</p>	<p>SE/TE: Connecting to the author’s experience, 671, Connections: Childhood memories, 380, Journal entry, 567, Journal entry on moment of insight, 333, Connecting to the Literature (Prepare to Read), 4, 16, 40, 48, 94, 120, 130, 150, 162, 176, 186, 200, 212, 226, 246, 260, 280, 290, 302, 314, 324, 344, 356, 366, 384, 398, 410, 418, 444, 454, 470, 484, 502, 522, 538, 552, 568, 588, 606, 639, 648, 672, 694, 708, 732, 766, 768, 894, 902, 912, 924, 938, 954, 978, 1020, 1050</p>

Prentice Hall Literature: Timeless Voices, Timeless Themes, Gold Level ©2002

Correlated to:

Pocatello/Chubbuck School District Language Arts Curriculum (Grade 9)

POCATELLO/CHUBBUCK SCHOOL DISTRICT LANGUAGE ARTS CURRICULUM	PAGE(S) WHERE TAUGHT (If submission is not a book, cite appropriate location(s))
<p>Analyzing: Ideas-Formulating Opinions The learner will be able to analyze ideas and formulate opinions about written material [REINFORCE].</p>	<p>SE/TE: Response to literature, 722, Respond, 149, How to Read Literature: Compare and contrast, 977, Critical reading strategies, 443, Draw inferences about the speaker, 893, Identify causes and effects, 245, Identify relevant details, 443, Identify the author's attitude, 633, Identify with a character, 521, Make inferences about character, 245, Picturing the action, 731, Predict, 3, 149, Question characters' actions, 343, Strategies for reading drama, 731, Strategies for reading fiction, 521, Strategies for reading nonfiction, 633, Strategies for reading poetry, 893, Use interactive reading strategies, 149, 343, Use strategies for constructing meaning, 245, Use strategies for reading an epic, 977, Use your senses, 521, 893, Literary Analysis (Review and Assess), 13, 37, 45, 83, 117, 127, 137, 159, 173, 183, 193, 209, 223, 233, 253, 273, 287, 299, 311, 321, 331, 353, 363, 377, 391, 407, 415, 431, 451, 463, 477, 499, 509, 531, 549, 565, 585, 603, 621, 641, 669, 691, 705, 719, 761, 792, 816, 842, 858, 875, 899, 909, 921, 935, 947, 961, 1018, 1047, 1061</p> <p>TE: Literary Analysis, 114, 153, 164, 165, 170, 190, 249, 250, 251, 264, 295, 297, 319, 327, 403, 405, 413, 458, 491, 505, 529, 541, 591, 676, 678, 697, 698, 700, 717, 743, 775, 790, 825, 835, 840, 896, 904, 906, 914, 916, 926, 956, 981, 982, 1035, 1059</p>
<p>Characterization: Elements/Analyze The learner will be able to analyze elements of characterization [MASTER].</p>	<p>SE/TE: Characterization, 95, 106, 112, 117, 572, 575, 580, R6–R7, direct, 569, 579, 582, 585, indirect, 303, 307, 311, 569, 579, 582, 585, in essays, 315, 317, 318, 321</p>
<p>Analyze: Plot Development/Reading The learner will be able to analyze plot development in a reading selection [MASTER].</p>	<p>SE/TE: Plot, 419, 431, 519, 523, 525, 531, 729, R12, Plot stages: climax, 523, 531, exposition, 523, 531, falling action, 523, 531, resolution, 523, 531, rising action, 523, 531</p>
<p>Analyze: Theme/Literary Selection The learner will be able to analyze the theme of a literary selection [PRACTICE].</p>	<p>SE/TE: Theme, 325, 331, 519, 607, 609, 610, 612, 614, 617, 621, 729, R14, in poetry, 227, 232, 233</p>
<p>Point of View: 3rd Person The learner will be able to analyze author's purpose within literary text in terms of 3rd person limited, or 3rd person omniscient point of view [PRACTICE].</p>	<p>SE/TE: Point of view, 345, 348, 350, 353, 553, 555, 557, 559, 563, 565, R12, first-person, 345, 553, 565, limited, 345, omniscient, 345, third-person, 345, 553, 565</p>

Prentice Hall Literature: Timeless Voices, Timeless Themes, Gold Level ©2002

Correlated to:

Pocatello/Chubbuck School District Language Arts Curriculum (Grade 9)

POCATELLO/CHUBBUCK SCHOOL DISTRICT LANGUAGE ARTS CURRICULUM	PAGE(S) WHERE TAUGHT (If submission is not a book, cite appropriate location(s))
Irony: Understand The learner will be able to understand irony as a literary device [PRACTICE].	SE/TE: Irony, 281, 283, 284, 287, 357, 359, 360, 361, 363, R10, dramatic, 357, 363, 844, 846, 849, 850, 851, 853, 854, 855, 858, R8, situational, 357, 363, verbal, 357, 363, R14
Satire: Analyze The learner will be able to analyze satire in literature [PRACTICE].	Please see subsequent levels of Prentice Hall Literature (<i>Platinum, The American Experience, and The British Tradition</i>) for coverage of this standard.
Allusion: Analyze The learner will be able to analyze the use of allusion in reading materials [PRACTICE].	SE/TE: Allusion, 818, 826, 842, R6
Imagery: Analyzing The learner will be able to analyze how imagery functions within a reading selection [MASTER].	SE/TE: Picturing the imagery, 916, 919, haiku images, 963, Rephrasing to clarify an image, 479, Imagery, 49, 52, 54, 60, 71, 78, 83, 121, 122, 123, 124, 126, 127, 485, 499, 913, 920, 921, 1020, 1022, 1039, 1042, 1047, R10
Style: Analyze The learner will be able to analyze how authors use style for aesthetic purposes [PRACTICE].	SE/TE: Read to appreciate an author's style, 244, 520, 892
Symbolism: Identify/Evaluate The learner will be able to identify and evaluate the use of symbolism in written material [PRACTICE].	SE/TE: Symbol, 291, 292, 299, R14
Organization: Information/Record The learner will be able to record and organize information from reading materials (i.e., for group projects or reports) [MASTER].	SE/TE: Gathering details about a person, 161, Gathering evidence, 175, Gathering precise details, 15, Gathering relevant details, 707, Organizing details, 587, Recording details in an organizer, 313, Facts and details, 241, Evaluating support for your arguments, 185, Evidence, gathering, 175, Highlighting to find support, 721, Research paper, 963, Research project, 721, Research report, 47, 211, 235, 433, 511, 605, 923, Using the Internet for research, R28-R29, Researching a product, 537, Researching a Web site, 259, Research report, 1070, Biographical report, 911, Cultural report, 417, Historical report, 185, Illustrated report, 465, 533, Report, 643, Television news report, 409, Visual report, 379, Written report, 119, Historical report, 301, Environmental report, 501, Details gathering precise, 15
Directions: Written The learner will be able to follow specific written instructions [REINFORCE].	SE/TE: Stage directions, 729, R13, Test essay, 434, Workplace writing, R19, How-to essays, 512 TE: How-To Essay (Test-Taking Tip), 515

Prentice Hall Literature: Timeless Voices, Timeless Themes, Gold Level ©2002

Correlated to:

Pocatello/Chubbuck School District Language Arts Curriculum (Grade 9)

POCATELLO/CHUBBUCK SCHOOL DISTRICT LANGUAGE ARTS CURRICULUM	PAGE(S) WHERE TAUGHT (If submission is not a book, cite appropriate location(s))
<p>Analyze: Cause/Effect The learner will be able to analyze cause and effect relationships in reading materials [REINFORCE].</p>	<p>SE/TE: Identify causes and effects, 245, Cause and effect, 439, Cause, 860, 875, Cause and effect, 439, identifying, 303, 305, 311, Identifying causes and effects, 245, 303, 305, 311, 860, 863, 864, 867, 868, 869, 871, 872, 873, 875</p>
<p>Metaphor: Understand The learner will be able to understand the function of metaphors found in a reading selection</p>	<p>SE/TE: Metaphor, 903, 909, R10</p>
<p>Personification: Understand The learner will be able to understand personification as a literary device [PRACTICE].</p>	<p>SE/TE: Personification, 411, 415, 903, 909, R12</p>
SPEAKING	
<p>General: Oral Presentations The learner will be able to create oral presentations for various purposes [MASTER].</p>	<p>SE/TE: Delivering a descriptive presentation, 438, Delivering a narrative presentation, 144, Delivering an expository presentation, 1076, Dramatic interpretation, 185, Dramatic monologue, 211, Dramatic reading, 479, 937, Dramatic scene, 129, Dramatic skit, 355, Inspirational speech, 911, Monologue, 379, 433, 587, 605, Opening argument, 225, Oral presentation, 301, 963, Oral reading, 333, 793, Oral story, 289, Performance, 533, Presentation, 453, 567, 643, 859, of artwork, 923, Presenting an oral response to literature, 888, Retelling, 15, Speech, 501, Visual presentation, 139, 707, 901</p> <p>TE: Persuasive Speaking and Writing, 335, Problem-and-Solution Arguments, 723</p>
<p>Practices: Demonstrate/Etiquette The learner will be able to demonstrate appropriate etiquette and exhibit cultural and audience sensitivity [PRACTICE].</p>	<p>SE/TE: Conducting interviews, 240, Book chat, 721, Debate, 313, 949, 1049, Discussion, 465, Evaluating a speech, 726, Interview, 417, Job interview, 195, Opening argument, 225, Panel discussion, 85, 161, 511</p> <p>TE: Persuasive Speaking and Writing, 335, Problem-and-Solution Arguments, 723</p>
<p>Group: Participation/Appropriate Behavior The learner will be able to encourage other's participation, while exhibiting courteous, attentive, and appropriate behavior during discussion [MASTER].</p>	<p>SE/TE: Book chat, 721, Conducting interviews, 240, Debate, 313, 949, 1049, Dialogue, 275, Discussion, 465, Effective listening and note taking, 516, Job interview, 195, Panel discussion, 85, 161, 511</p>

Prentice Hall Literature: Timeless Voices, Timeless Themes, Gold Level ©2002

Correlated to:

Pocatello/Chubbuck School District Language Arts Curriculum (Grade 9)

POCATELLO/CHUBBUCK SCHOOL DISTRICT LANGUAGE ARTS CURRICULUM	PAGE(S) WHERE TAUGHT (If submission is not a book, cite appropriate location(s))
<p>Discussion: Opinions/Literary Works The learner will be able to communicate his/her opinions and interpretations of literary topics effectively in group discussions [PRACTICE].</p>	<p>SE/TE: Presenting an oral response to literature, 888, Oral reading, 333, 793, Oral story, 289, Book chat, 721, Panel discussion, 85, 161, 511, Readers Theatre presentation, 365, Retelling, 15</p>
<p>Opinion: Express The learner will be able to clearly express opinions and judgments in oral presentations and discussions [MASTER].</p> <p>Evaluator: Judgment/Evidence/s The learner will be able to express opinions, evaluations and judgments; and support one's judgments with evidence from credible s [PRACTICE].</p>	<p>SE/TE: Debate, 313, 949, 1049, Opening argument, 225, Analyzing types of argument, 338, Comparing media coverage, 972, Delivering a narrative presentation, 144, Evaluating a speech, 726, Film review, 843, Presenting an oral response to literature, 888, Print and television ad review, 393</p> <p>TE: Persuasive Speaking and Writing, 335, Problem-and-Solution Arguments, 723</p>
SPELLING	
<p>Spelling: Use/Grade Level/Appropriate The learner will be able to use correct spelling for words that are appropriate to his/her grade level [PRACTICE].</p>	<p>SE/TE: Spelling Strategy (Vocabulary Development Lesson), 14, 38, 46, 84, 118, 128, 138, 160, 174, 189, 194, 210, 224, 234, 254, 274, 288, 300, 312, 322, 332, 354, 364, 378, 392, 408, 416, 432, 452, 464, 478, 500, 510, 532, 550, 566, 586, 604, 622, 642, 670, 692, 706, 720, 762, 793, 817, 843, 859, 876, 900, 910, 922, 936, 948, 962, 1019, 1048, 1062</p> <p>TE: Prefixes, Suffixes (Word Meanings), 12, Vocabulary Development, 112, 133, 154, 165, 180, 191, 203, 216, 229, 307, 317, 359, 386, 423, 446, 460, 489, 526, 542, 559, 581, 597, 637, 650, 687, 703, 711, 751, 777, 804, 897, 906, 933, 942, 1032</p>
STUDY AND RESEARCH SKILLS	
<p>Testing: Reading Skills/Writing The learner will be able to apply reading skills to test-taking experiences: essay questions, short answer questions [PRACTICE].</p>	<p>SE/TE: Test essay, 434</p> <p>TE: How-To Essay (Test-Taking Tip), 515, Prepared Essay Response, 435</p>
<p>Table of Contents/Index: Use The learner will be able to use table of contents and index to find materials [MASTER].</p> <p>Skim: Scan/Information The learner will be able to skim and scan for relevant information [MASTER].</p>	<p>SE/TE: Scanning, Skimming, 880, 883, Gathering evidence, 175, Recording details in an organizer, 313, Facts and details, 241, Analyzing document structure and format, 196, 199, Analyzing text structure, 394, 397</p>

Prentice Hall Literature: Timeless Voices, Timeless Themes, Gold Level ©2002

Correlated to:

Pocatello/Chubbuck School District Language Arts Curriculum (Grade 9)

POCATELLO/CHUBBUCK SCHOOL DISTRICT LANGUAGE ARTS CURRICULUM	PAGE(S) WHERE TAUGHT (If submission is not a book, cite appropriate location(s))
<p>Letter Writing: Formal/Informal The learner will be able to demonstrate proficiency in writing formal and informal letters [PRACTICE].</p>	<p>SE/TE: Business letter, Business letter, 196, 236, Letter: about a memorable moment, 923, to an advice columnist, 793, to an expert, 393, from Father Paul, 605, to Linda Finch, 721, to Nelson Mandela, 511, of recommendation, 323, Persuasive letter, 185, 877, Write a letter of welcome to parents, 199, English: formal, informal, 706</p>
<p>Research Skills: Avoid Plagiarism The learner will be able to write a report avoiding plagiarism [PRACTICE]. Cite/Quote/Paraphrase The learner will be able to cite sources when quoting, paraphrasing, or summarizing from a variety of technological and informational resources [PRACTICE]. Questions: Generate/Relevant/Research The learner will be able to generate questions for investigations which are relevant and researchable [PRACTICE]. Reference: Variety The learner will be able to use a variety of references [PRACTICE].</p>	<p>SE/TE: Writing Criticism and Citing Sources, R30-32, Avoiding Plagiarism, R30, Evidence, gathering, 175, Newspaper articles, Developing a K-W-L chart, Analyzing text structure, 394, 397, Direct quotation, R23–R24, Punctuation, quotation marks, 948, R23–R24, Reading Informational Materials: Advertisements, 535, Newspaper editorials, Analyzing bias, 1066, 1069, Analyzing document structure and format, 196, 199, Analyzing persuasive techniques: appeal through expertise, 537, Analyzing the purpose of product information, 480, 483, Asking questions about an atlas entry, 883, Scanning, Skimming, Atlas entries, 880, Business documents, Business letter, 196, Persuasive speeches, Preparing a bibliography, Evaluating author’s purpose, 644, 647, Evaluating movie reviews, Identifying support for response, 90, 93, Product information, 480, Professional journals, Identifying a target audience’s purpose, 964, 967, Researching a product, 537, Researching a Web site, 259, Web sites, Evaluating credibility of sources, 256, 259, Write a letter of welcome to parents, 199, In technology we trust, 466</p>
<p>Resume: Conventions The learner will be able to write a resume which includes all the following accepted conventions: educational background, work experience, references, etc [INTRODUCE].</p>	<p>SE/TE: Workplace writing, R19</p>

Prentice Hall Literature: Timeless Voices, Timeless Themes, Gold Level ©2002

Correlated to:

Pocatello/Chubbuck School District Language Arts Curriculum (Grade 9)

POCATELLO/CHUBBUCK SCHOOL DISTRICT LANGUAGE ARTS CURRICULUM	PAGE(S) WHERE TAUGHT (If submission is not a book, cite appropriate location(s))
<p>Cite: Quotation/Writing/Use The learner will be able to integrate a quotation gathered from text/media as a part of a written work [PRACTICE].</p>	<p>SE/TE: Writing Criticism and Citing Sources, R30-32, Newspaper articles, Developing a K-W-L chart, Analyzing text structure, 394, 397, Direct quotation, R23–R24, Punctuation, quotation marks, 948, R23–R24, Reading Informational Materials: Advertisements, 535, Newspaper editorials, Analyzing bias, 1066, 1069, Analyzing document structure and format, 196, 199, Analyzing the purpose of product information, 480, 483, Evaluating movie reviews, Identifying support for response, 90, 93, Researching a product, 537, Researching a Web site, 259, Web sites, Evaluating credibility of sources, 256, 259</p>
<p>Graphical Format: Graphics/Relate Content The learner will be able to explain how graphics and/or organizational text (i.e., layout, white space, italics, parentheses, and other visual aids) relate to text content [REINFORCE].</p>	<p>SE/TE: Using visuals as a key to meaning, 695, 705, Text aids, 731, 769, 772, 779, 780, 781, 782, 783, 784, 787, 788, 790, 792, Analyzing document structure and format, 196, 199, Recording details in an organizer, 313, Developing a K-W-L chart, 397</p>
TECHNOLOGY	
<p>Technology: Computers/Access Information The learner will be able to use technology to access information [PRACTICE].</p>	<p>SE/TE: Researching a Web site, 259, Web sites, 256, In technology we trust, 466, Evaluating the reliability of Internet resources, Internet, Using the Internet for research, R28–R29 TE: Using Technology in Writing, 514</p>
Viewing/Representing	
<p>Critical Viewing: Use Skills The learner will be able to use viewing skills to determine main idea and collect data (include live theater) [MASTER]. Compare/Contrast: Book/Film The learner will be able to compare and contrast and evaluate literary works with their film adaptations [PRACTICE].</p>	<p>SE/TE: Analyzing the media presentation, 628, Comparing media coverage, 972, Dramatic interpretation, 185, Dramatic monologue, 211, Film review, 843, Movie review, 671, 1063, Performance, 533, Print and television ad review, 393, Dramatic reading, 479, 937, Dramatic scene, 129, Presenting an oral response to literature, 888, Oral reading, 333, 793 TE: Drama, 402 (<i>Cats</i>), 740 (History of Sound Effects), Performing Arts Connection, 784, 788, 806, 812, 820, 830, 840, 868, Media Connection (Film Review), 279, Film (Background), 448, 770, 800, 806, 839, 852, 870 Film Connection, 73, 350, 448</p>

Prentice Hall Literature: Timeless Voices, Timeless Themes, Gold Level ©2002

Correlated to:

Pocatello/Chubbuck School District Language Arts Curriculum (Grade 9)

POCATELLO/CHUBBUCK SCHOOL DISTRICT LANGUAGE ARTS CURRICULUM	PAGE(S) WHERE TAUGHT (If submission is not a book, cite appropriate location(s))
<p>Critical Viewing: Variety/Analyze/Ideas The learner will be able to acquire, interpret, and analyze ideas presented in a variety of visual material [PRACTICE].</p> <p>Critical Viewing: Note-taking/Ideas The learner will be able to take notes to synthesize important ideas he/she has viewed [PRACTICE].</p>	<p>SE/TE: Note taking and effective listening, 516, Concept map, 365, Videotape an interview, 195, Visual presentation, 693, Visual report, 379, Using visuals as a key to meaning, 695, 705, Recording details in an organizer, 313, Analyzing the media presentation, 628, Comparing media coverage, 972</p> <p>TE: Communications and Media, 712</p>
VOCABULARY	
<p>Base Word: Meaning/Unknown/Word The learner will be able to apply his/her knowledge of base words to determine the meaning of unknown words [MASTER].</p>	<p>SE/TE: Myths, words from, 550, 843, 1019, Related words: forms of scruples, 38, forms of tumult, 46, using, 432, Using related words, 432, Word choice, 452, 670, Word meaning, clarifying, 84, 254, 288, Word origins: French, 274, portmanteau words, 408, Words with multiple meanings, 332</p> <p>TE: Word Origins, 130, Prefixes, Suffixes (Word Meanings), 12</p>
<p>Vocabulary: Increase/Personal The learner will be able to increase personal vocabulary [PRACTICE].</p>	<p>SE/TE: Vocabulary Development Lesson (Spelling Strategy), 14, 38, 46, 84, 118, 128, 138, 160, 174, 189, 194, 210, 224, 234, 254, 274, 288, 300, 312, 322, 332, 354, 364, 378, 392, 408, 416, 432, 452, 464, 478, 500, 510, 532, 550, 566, 586, 604, 622, 642, 670, 692, 706, 720, 762, 793, 817, 843, 859, 876, 900, 910, 922, 936, 948, 962, 1019, 1048, 1062</p> <p>TE: Vocabulary Development, 112, 133, 154, 165, 180, 191, 203, 216, 229, 307, 317, 359, 386, 423, 446, 460, 489, 526, 542, 559, 581, 597, 637, 650, 687, 703, 711, 751, 777, 804, 897, 906, 933, 942, 1032, Language Connection (Parallel Construction/Puns in Shakespeare), 856</p>
<p>Context: New Word/Understand The learner will be able to use context clues to understand new words [PRACTICE].</p>	<p>SE/TE: Words in context, 234, 312, Words in sentences, 46</p>

Prentice Hall Literature: Timeless Voices, Timeless Themes, Gold Level ©2002

Correlated to:

Pocatello/Chubbuck School District Language Arts Curriculum (Grade 9)

POCATELLO/CHUBBUCK SCHOOL DISTRICT LANGUAGE ARTS CURRICULUM	PAGE(S) WHERE TAUGHT (If submission is not a book, cite appropriate location(s))
WRITING	
<p>Writing as a Process: Apply/Elements The learner will be able to apply elements of the writing process: Brainstorm, Prewrite, Outline, Draft, Revise, Edit, Final Draft, Publish/Share [REINFORCE].</p>	<p>SE/TE: Writing Lesson (Review and Assess), 15, 39, 47, 85, 119, 129, 139, 161, 175, 185, 195, 211, 225, 235, 255, 275, 289, 301, 313, 323, 333, 355, 365, 379, 393, 409, 417, 433, 453, 465, 479, 501, 511, 533, 551, 567, 587, 605, 623, 643, 671, 693, 707, 721, 763, 877, 901, 911, 923, 937, 949, 963, 1049, 1063, Writing Workshops: Autobiographical narrative, 140, Business letter, 236, Comparison-and-contrast essay, 968, How-to essays, 512, Persuasive composition, 334, Problem-and-solution essay, 722, Research report, 1070, Response to literature, 884, Short story, 624, Test essay, 434</p> <p>TE: Prepared Essay Response, 435, Using Technology in Writing, 514, How-To Essay (Test-Taking Tip), 515</p>
<p>Topic Sentence: Paragraph/Write The learner will be able to write an organized paragraph with a topic sentence [REINFORCE].</p>	<p>SE/TE: Identify your main point, 142, Drafting a strong opening sentence, 605, Revising to add transitions, 433, Writing an attention-grabbing lead, 465, Writing a strong introduction, 379, Organizing details, 587, Organizing events, 142</p>
<p>Editing: Proofreading Marks The learner will be able to use standardized editing symbols [REINFORCE].</p>	<p>Please see subsequent levels of Prentice Hall Literature (<i>Platinum, The American Experience, and The British Tradition</i>) for coverage of this standard.</p>
<p>Word: Vocabulary/Choice/Varied/Use The learner will be able to use varied word choice in his/her writing which is appropriate to the audience, grade level or situation [REINFORCE].</p>	<p>SE/TE: Listing words to describe feelings, 511, Listing details that appeal to your audience, 225, Rephrasing to clarify an image, 479, Replacing vague language, 911, Revising, to add descriptive details, 949, to incorporate vivid adjectives, 643, vivid verbs, 47, Word choice, 452, 670, Analyzing word choice for the use of repetition, 937, Evaluating vague words, 763, Exploding a moment, 142, Grabbing the reader's attention, 139, 365</p> <p>TE: Vocabulary Development, 112, 133, 154, 165, 180, 191, 203, 216, 229, 307, 317, 359, 386, 423, 446, 460, 489, 526, 542, 559, 581, 597, 637, 650, 687, 703, 711, 751, 777, 804, 897, 906, 933, 942, 1032</p>

Prentice Hall Literature: Timeless Voices, Timeless Themes, Gold Level ©2002

Correlated to:

Pocatello/Chubbuck School District Language Arts Curriculum (Grade 9)

POCATELLO/CHUBBUCK SCHOOL DISTRICT LANGUAGE ARTS CURRICULUM	PAGE(S) WHERE TAUGHT (If submission is not a book, cite appropriate location(s))
<p>Audience: Writing Style/Choose The learner will be able to choose an appropriate writing style for a given audience [MASTER].</p>	<p>SE/TE: Anticipating reader’s questions, 39, 235, Elaborating to prove a point, 501, Evaluating support for your arguments, 185, Gathering relevant details, 707, Grabbing the reader’s attention, 139, 365, Listing details that appeal to your audience, 225, Revising, to balance persuasive appeals, 877, Using a persuasive tone, 211, Writing an attention-grabbing lead, 465 TE: Persuasive Speaking and Writing, 335, Prepared Essay Response, 435, How-To Essay, 515</p>
<p>Essay: Completed/Time Limit The learner will be able to write a completed essay that includes a clear message in a specified amount of time [REINFORCE].</p>	<p>SE/TE: Test essay, 434 TE: How-To Essay (Test-Taking Tip), 515, Prepared Essay Response, 435</p>
<p>Transitions: Effective Words/Use The learner will be able to use effective transition words in his/her writing [PRACTICE].</p>	<p>SE/TE: Adding smooth transitions, 693, Adding transitions to smooth writing, 301, Revising, to add transitions, 433, Subordinating conjunction, Transitional, 332, Conjunctions, coordinating, correlative, subordinating, 312, R21</p>
<p>Purpose: Gather Facts/Data/Write The learner will be able to gather information from texts, media, and other print materials to create a written product [PRACTICE].</p>	<p>SE/TE: Gathering details about a person, 161, Gathering evidence, 175, Gathering precise details, 15, Gathering relevant details, 707, Organizing details, 587, Recording details in an organizer, 313, Facts and details, 241, Evaluating support for your arguments, 185, Evidence, gathering, 175, Highlighting to find support, 721, Research paper, 963, Research project, 721, Research report, 47, 211, 235, 433, 511, 605, 923, Researching a product, 537, Researching a Web site, 259, Research report, 1070, Biographical report, 911, Cultural report, 417, Historical report, 185, Illustrated report, 465, 533, Report, 643, Television news report, 409, Visual report, 379, Written report, 119, Historical report, 301, Environmental report, 501</p>
<p>Introduction: Effective The learner will be able to write an effective introductory paragraph [MASTER].</p>	<p>SE/TE: Writing a strong introduction, 379</p>

Prentice Hall Literature: Timeless Voices, Timeless Themes, Gold Level ©2002

Correlated to:

Pocatello/Chubbuck School District Language Arts Curriculum (Grade 9)

POCATELLO/CHUBBUCK SCHOOL DISTRICT LANGUAGE ARTS CURRICULUM	PAGE(S) WHERE TAUGHT (If submission is not a book, cite appropriate location(s))
<p>Sequence: Logical Order The learner will be able to sequence ideas in logical order (i.e., spatial, chronological, order of importance, etc.) [PRACTICE].</p>	<p>SE/TE: Adding smooth transitions, 693, Adding transitions to smooth writing, 301, Analyzing word choice for the use of repetition, 937, Blueprinting, 140, Drafting, 142, Eliminating unnecessary information, 333, Evaluating support for your arguments, 185, Organizing details, 587, Organizing events, 142, Revising to create a main impression, 323, Recording details in an organizer, 313 TE: How-To Essay (Test-Taking Tip), 515, Prepared Essay Response, 435</p>
<p>Conclusion: Summarize Ideas The learner will be able to use clear concluding paragraph that summarizes the essay's ideas [REINFORCE]. Conclusion: Ending/Thesis The learner will be able to write an ending which concludes the development of the thesis and goes beyond a simple summary [INTRODUCE].</p>	<p>SE/TE: Elaborating to prove a point, 501, Summarize, 3, 977, Eliminating unnecessary information, 333, Highlighting to find support, 721, Evaluating a story's ending, 551, Drafting, 142</p>
<p>Audience: Purpose/Write The learner will be able to write with the audience clearly in mind [REINFORCE].</p>	<p>SE/TE: Anticipating reader's questions, 39, 235, Elaborating to prove a point, 501, Evaluating support for your arguments, 185, Gathering relevant details, 707, Grabbing the reader's attention, 139, 365, Listing details that appeal to your audience, 225, Revising, to balance persuasive appeals, 877, Using a persuasive tone, 211, Writing an attention-grabbing lead, 465 TE: Persuasive Speaking and Writing, 335</p>
<p>Essay: Descriptive/Information The learner will be able to write descriptive, information-based essays [PRACTICE].</p>	<p>SE/TE: Problem and solutions essay, 722, R18, Gathering precise details, 15, Listing and itemizing, 255, Listing details that appeal to your audience, 225, Listing to elaborate emotions, 567, Listing words to describe feelings, 511, Replacing vague language, 911, Revising, to add descriptive details, 949, Advice column, 275, Analytical essay, 911, Comparison-and-contrast essay, 129, 968, 1063, R18, Consumer response, 453, Critical review, 551, Description of a natural scene, 901, Essay on humor, 707, Essay on summer, 671, Evaluation of figurative language, 195, Journal entry on moment of insight, 333, Observations from space, 643</p>

Prentice Hall Literature: Timeless Voices, Timeless Themes, Gold Level ©2002

Correlated to:

Pocatello/Chubbuck School District Language Arts Curriculum (Grade 9)

POCATELLO/CHUBBUCK SCHOOL DISTRICT LANGUAGE ARTS CURRICULUM	PAGE(S) WHERE TAUGHT (If submission is not a book, cite appropriate location(s))
<p>Persuasive: Essay The learner will be able to write a persuasive essay [INTRODUCE].</p>	<p>SE/TE: Revising, to balance persuasive appeals, 877, Using a persuasive tone, 211, Analyzing persuasive techniques: appeal through expertise, 535, 537, Persuasive composition, 334, Essay, persuasive, 631, 649, 669, Editorial, 235, 301, 843, Newspaper editorials, 1066</p> <p>TE: Persuasive Speaking and Writing, 335</p>
<p>Writing Response: Cultures/Perspectives The learner will be able to compose a response using ideas and techniques from a variety of literatures and Fine Arts that represent many cultures and perspectives [PRACTICE].</p>	<p>SE/TE: Critical review, 551, Response to literature, 722, Response-to-literature essay, R19, Respond, 149, How to Read Literature: Compare and contrast, 977, Critical reading strategies, 443, Draw inferences about the speaker, 893, Identify causes and effects, 245, Identify relevant details, 443, Identify the author's attitude, 633, Identify with a character, 521, Make inferences about character, 245, Picturing the action, 731, Predict, 3, 149, Question characters' actions, 343, Reading blank verse, 731, Recognize a poet's purpose, 443, Recognize bias, 443, Recognize situational humor, 343, Strategies for reading drama, 731, Strategies for reading fiction, 521, Strategies for reading nonfiction, 633, Strategies for reading poetry, 893, Use interactive reading strategies, 149, 343, Use strategies for constructing meaning, 245, Use strategies for reading an epic, 977, Use your senses, 521, 893, Literary Analysis (Review and Assess), 13, 37, 45, 83, 117, 127, 137, 159, 173, 183, 193, 209, 223, 233, 253, 273, 287, 299, 311, 321, 331, 353, 363, 377, 391, 407, 415, 431, 451, 463, 477, 499, 509, 531, 549, 565, 585, 603, 621, 641, 669, 691, 705, 719, 761, 792, 816, 842, 858, 875, 899, 909, 921, 935, 947, 961, 1018, 1047, 1061</p> <p>TE: Literary Analysis, 114, 153, 164, 165, 170, 190, 249, 250, 251, 264, 295, 297, 319, 327, 403, 405, 413, 458, 491, 505, 529, 541, 591, 676, 678, 697, 698, 700, 717, 743, 775, 790, 825, 835, 840, 896, 904, 906, 914, 916, 926, 956, 981, 982, 1035, 1059, Assessment Practice (Literary Response), 815, 841, 857, 874, Assessment Practice (Vocabulary), 946, 960, Literature Connection, 98, 106, 360, 526, 578, 682, 776, 796, 804, 824, 854, 872, 878, 930, 951</p>

Prentice Hall Literature: Timeless Voices, Timeless Themes, Gold Level ©2002

Correlated to:

Pocatello/Chubbuck School District Language Arts Curriculum (Grade 9)

POCATELLO/CHUBBUCK SCHOOL DISTRICT LANGUAGE ARTS CURRICULUM	PAGE(S) WHERE TAUGHT (If submission is not a book, cite appropriate location(s))
<p>Purposes: Creative Works/Self-Expression The learner will be able to write original creative works for a variety of purposes and self-expression (e.g., journals, diaries, stories, plays, poems, informal essays, memoirs) [PRACTICE].</p>	<p>SE/TE: Adaptation, 817, Autobiographical narrative, 140, Autobiographical writing, R17, Bird’s-eye view of a place, 85, Character’s journal, 289, Character study, 1049, Description of a natural scene, 901, Description of a set, 15, Detective story, 119, Diary entry, 763, Editorial, 235, 301, 843, Ending, 859, Fantastic poem, 409, Field guide, 255, Folk tale, humorous, 417, Haiku series, 963, Humorous folk tale, 417; Humorous personal narrative, 379, Journal, character’s, 289, Journal entry, 567, Journal entry on moment of insight, 333, Letter: about a memorable moment, 923, from Father Paul, 605, to Linda Finch, 721, to Nelson Mandela, 511, of recommendation, 323, Observations from space, 643, Poem: fantastic, 409, to a future generation, 479, Scene for a movie, 949, Scene for a television drama, 623, Set, description, 15, Short story, 624, R17, Story from Jim’s point of view, 533</p>
<p>Figurative Language: Include in Writing The learner will be able to include figurative language to enhance descriptions in his/her writing [PRACTICE].</p>	<p>SE/TE: Evaluating figurative language, 195, Revising to add descriptive details, 949, to incorporate vivid adjectives, 643, Verbs, revising vivid, 47, Figurative language, 187, 189, 193, 891, 903, 909, IN9, R9</p>
<p>Descriptive: Sensory Detail/Use The learner will be able to use sensory details when writing [PRACTICE].</p>	<p>SE/TE: SE/TE: Revising to add descriptive details, 949, to incorporate vivid adjectives, 643, Verbs, revising vivid, 47, Listing words to describe feelings, 511, Listing to elaborate emotions, 567, Sensory language, 247, 253, R13</p>
<p>Voice: Active The learner will be able to utilize the active/passive voice in writing [PRACTICE].</p>	<p>SE/TE: Active voice, 224</p>
<p>Literary Device: Parallelism/Enhance The learner will be able to use parallelism to enhance his/her writing [INTRODUCE].</p>	<p>SE/TE: Parallelism, 510 TE: Language Connection (Parallel Construction/Puns in Shakespeare), 856</p>
<p>Organization: MLA Format/Writing The learner will be able to apply knowledge of a variety of strategies to format his/her writing by utilizing the MLA Handbook [PRACTICE].</p>	<p>SE/TE: Writing Criticism and Citing Sources, R30-32</p>

Prentice Hall Literature: Timeless Voices, Timeless Themes, Gold Level ©2002

Correlated to:

Pocatello/Chubbuck School District Language Arts Curriculum (Grade 9)

POCATELLO/CHUBBUCK SCHOOL DISTRICT LANGUAGE ARTS CURRICULUM	PAGE(S) WHERE TAUGHT (If submission is not a book, cite appropriate location(s))
<p>Topic: Develop/Supporting Ideas The learner will be able to develop the topic with relevant supporting ideas in his/her writing [PRACTICE].</p> <p>Main Idea: Develop/Thesis Statement The learner will be able to clearly develop main ideas and increase the sophistication of the thesis statement [INTRODUCE].</p> <p>Essay: Formulating Thesis Statement The learner will be able to recognize and use thesis statement [REINFORCE].</p>	<p>SE/TE: Identify your main point, 142, Drafting a strong opening sentence, 605, Writing an attention-grabbing lead, 465, Writing a strong introduction, 379, Organizing details, 587, Organizing events, 142, Details: gathering precise, 15, Elaborating to prove a point, 501, Revising, 142, to clarify points of comparison, 970, to keep an objective tone, 275, Recording details in an organizer, 313, Revising, 142, to add transitions, 433, to clarify points of comparison, 970, to create a main impression, 323, a consistent viewpoint, 85, Blueprinting, 140, Eliminating unnecessary information, 333</p> <p>TE: Prepared Essay Response, 435, Persuasive Speaking and Writing, 335</p>
<p>Essay: Variety/Write The learner will be able to write a variety of essays, i.e. narrative, expository (definition, compare/contrast) feasibility study (process/technical, cause/effect) descriptive, persuasive (proposal writing) [PRACTICE].</p>	<p>SE/TE: Problem-and-solution essay, 722, Test essay, 434, How-to essays, 512, Comparison-and-contrast essay, 968, Response to literature, 884, Problem and solutions essay, 722, R18, Persuasive essay, 334, R17, How-to essays, 512, Essay on humor, 707, Essay on summer, 671, Comparison-and-contrast essay, 129, 968, 1063, R18, Cause-and-effect essay, R18, Analytical essay, 911</p> <p>TE: Persuasive Speaking and Writing, 335, Prepared Essay Response, 435, How-To Essay (Test-Taking Tip), 515</p>
<p>Literary Device: Alliteration The learner will be able to use alliteration in writing [MASTER].</p>	<p>SE/TE: Alliteration, 471, 474, 477, 925, 935, R6</p>
<p>Response: Prompt The learner will be able to write in response to a prompt [PRACTICE].</p>	<p>SE/TE: Test essay, 434, Response to literature, 884</p> <p>TE: How-To Essay (Test-Taking Tip), 515, Prepared Essay Response, 435</p>
<p>Information/Paraphrase The learner will be able to paraphrase material gathered from text/media as part of a written work [PRACTICE].</p>	<p>SE/TE: Paraphrase, 893, Paraphrasing, 731, Paraphrasing, 731, 818, 820, 822, 823, 824, 827, 828, 829, 830, 831, 834, 835, 836, 838, 840, 842, 893, 903, 909, Analyzing the media presentation, 628, Comparing media coverage, 972, Researching a Web site, 259, Web sites, 256, In technology we trust, 466, Evaluating the reliability of Internet resources, Internet, respecting copyrighted material from the, Using the Internet for research, R28–R29</p>

Prentice Hall Literature: Timeless Voices, Timeless Themes, Gold Level ©2002

Correlated to:

Pocatello/Chubbuck School District Language Arts Curriculum (Grade 9)

POCATELLO/CHUBBUCK SCHOOL DISTRICT LANGUAGE ARTS CURRICULUM	PAGE(S) WHERE TAUGHT (If submission is not a book, cite appropriate location(s))
<p>Edit: Submit The learner will be able to submit written works that require little or no editing [PRACTICE].</p>	<p>SE/TE: Grammar Lesson (Review and Assess), 14, 38, 46, 84, 118, 128, 138, 160, 174, 189, 194, 210, 224, 234, 254, 274, 288, 300, 312, 322, 332, 354, 364, 378, 392, 408, 416, 432, 452, 464, 478, 500, 510, 532, 550, 566, 586, 604, 622, 642, 670, 692, 706, 720, 762, 793, 817, 843, 859, 876, 900, 910, 922, 936, 948, 962, 1019, 1048, 1062, Writing Lesson (Review and Assess), 15, 39, 47, 85, 119, 129, 139, 161, 175, 185, 195, 211, 225, 235, 255, 275, 289, 301, 313, 323, 333, 355, 365, 379, 393, 409, 417, 433, 453, 465, 479, 501, 511, 533, 551, 567, 587, 605, 623, 643, 671, 693, 707, 721, 763, 877, 901, 911, 923, 937, 949, 963, 1049, 1063</p> <p>TE: How-To Essay (Test-Taking Tip), 515, Prepared Essay Response, 435</p>
<p>Revise: Irrelevant Information The learner will be able to revise writing to eliminate extraneous information [PRACTICE].</p>	<p>SE/TE: Avoiding unnecessary details, 901, Eliminating unnecessary information, 333, Evaluating support for your arguments, 185, Replacing vague language, 911, Revising to add precise details, 409</p>
<p>Topic: Original/Develop The learner will be able to develop a topic in an original manner [PRACTICE].</p>	<p>SE/TE: Identify your main point, 142, Drafting a strong opening sentence, 605, Writing an attention-grabbing lead, 465, Writing a strong introduction, 379</p>
<p>Use Style: Voice/Tone/Mood The learner will be able to use appropriate voice, tone, and mood to develop an original writing style [PRACTICE].</p>	<p>SE/TE: Persuasive tone, using, 211, Writing from a first-person perspective, 533, Grabbing the reader's attention, 139, 365, Analyzing word choice for the use of repetition, 937, Creating a character profile, 355, Drafting a strong opening sentence, 605, Exploding a moment, 142, Listing details that appeal to your audience, 225, Listing to elaborate emotions, 567, Listing words to describe feelings, 511, Revising to add descriptive details, 949, to incorporate vivid adjectives, 643, to keep an objective tone, 275, to maintain a consistent viewpoint, 85, vivid verbs, 47</p>