

**McDougal Littell Literature
Grade 10 ©2008**

correlated to the

**South Carolina
Academic Standards for English Language Arts
English 2**

Academic Standards	Page References
READING Understanding and Using Literary Texts	
Standard E2-1 The student will read and comprehend a variety of literary texts in print and nonprint formats.	
<p>Students in English 2 read four major types of literary texts: fiction, literary nonfiction, poetry, and drama. In the category of fiction, they read the following specific types of texts: chapter books, adventure stories, historical fiction, contemporary realistic fiction, young adult novels, science fiction, folktales, myths, satires, parodies, allegories, and monologues. In the category of literary nonfiction, they read classical essays, memoirs, autobiographical and biographical sketches, and speeches. In the category of poetry, they read narrative poems, lyrical poems, humorous poems, free verse, odes, songs/ballads, and epics.</p> <p>The teacher should continue to address earlier indicators as they apply to more difficult texts.</p>	
Indicators	
E2-1.1 Compare/contrast ideas within and across literary texts to make inferences.	12, 14, 45, 46, 48, 50, 52, 53, 57, 71, 92, 109, 127, 135, 141, 152, 153, 174, 183, 187, 188, 191, 194, 196, 197, 199, 209, 219, 227, 229, 237, 238, 240, 241, 274, 275, 289, 290, 293, 296, 298, 302, 309, 314, 327, 329, 331, 357, 365, 366, 367, 378, 379, 407, 408, 410, 411, 413, 414, 415, 417, 441, 447, 455, 462, 463, 475, 501, 540, 547, 548, 550, 551, 553, 615, 641, 645, 655, 663, 665, 695, 700, 702, 703, 705, 708, 710, 711, 719, 724, 727, 733, 741, 757, 785, 789, 791, 799, 801, 802, 803, 805, 806, 807, 813, 822, 839, 861, 869, 877, 890, 895, 904, 915, 925, 935, 951, 967, 1028, 1031, 1034, 1035, 1037, 1038, 1040, 1041, 1043, 1045, 1046, 1055, 1058, 1061, 1063, 1075, 1115, 1133, 1136, 1153, 1169, 1184
E2-1.2 Analyze the impact of point of view on literary texts.	8, 9, 282-283, 286, 287, 289, 292, 295, 302, 314, 321, 322, 324, 326, 330, 331, 361, 362, 367, 378, 379, 462, 540, 771, 789, 853

Academic Standards	Page References
E2-1.3 Analyze devices of figurative language (including extended metaphor, oxymoron, pun, and paradox).	6, 135, 136, 138, 141, 314, 339, 351, 455, 461, 502, 566, 608, 645, 664, 692, 693, 694, 695, 705, 706, 708, 710, 727, 733, 756-757, 780, 790, 791, 801, 803, 806, 915, 925, 929, 935, 1031, 1035, 1041, 1061, 1062, R68
E2-1.4 Analyze the relationship among character, plot, conflict, and theme in a given literary text.	26, 27-31, 33, 36, 37, 38, 39, 40, 41, 43, 45, 49, 52, 55, 57, 59, 65, 70, 71, 73, 75, 78, 80, 82, 84, 86, 89, 92, 107, 135, 136, 137, 138, 139, 141, 152, 153, 183, 203, 206, 207, 209, 302, 314, 330, 331, 387, 388, 389-393, 395, 399, 401, 402, 403, 405, 421, 425, 426, 428, 429, 430, 435, 437, 439, 441, 475, 629, 633, 638, 641, 643, 645, 822, 897, 898, 900, 904, 958-959, 962, 964-965, 967, 971, 974, 983, 986, 988, 990, 991, 997, 1001, 1005, 1006, 1007, 1041, 1086, 1090, 1091, 1095, 1121, 1133, 1143, 1153, 1169, 1177, 1178, 1184, 1185, 1205-1206, R2
E2-1.5 Analyze the effect of the author's craft (including tone and the use of imagery, flashback, foreshadowing, symbolism, irony, and allusion) on the meaning of literary texts.	6, 24-25, 27, 28, 61, 64, 67, 68, 71, 75, 76, 92, 101, 102, 104, 106, 108, 109, 113, 115, 119, 121, 127, 135, 141, 152, 153, 183, 199, 218, 219, 223, 229, 237, 238, 251, 257, 284-285, 287, 289, 300, 302, 314, 331, 333, 334, 336, 338, 340, 347, 349, 351, 357, 361, 364, 366, 367, 378, 379, 386, 387, 388, 389, 390, 393, 403, 407, 410, 412, 413, 415, 417, 439, 443, 444, 446, 447, 449, 452, 453, 455, 460, 461, 462, 475, 482, 487, 489, 490, 492, 493, 495, 499, 500, 501, 509, 521, 538, 547, 548, 553, 563, 565, 576, 582, 593, 596, 597, 600, 602, 608, 614, 617, 645, 661, 663, 665, 690-693, 694-695, 697, 698, 701, 702, 703, 705, 710, 713, 714, 715, 716, 717, 718, 719, 721, 723, 724, 727, 729, 733, 735, 736, 740, 741, 745, 756, 757, 764-769, 771, 772, 775, 776, 777, 778, 781, 784, 787, 788, 789, 793, 794, 796, 797, 799, 801, 802, 803, 804, 805, 806, 807, 809, 810, 811, 812, 813, 815, 818, 819, 820, 822, 838-839, 847, 848, 849, 856, 863, 892-895, 915, 927, 929, 931, 932, 933, 934, 935, 950, 951, 965, 967, 977, 980, 992, 1007, 1031, 1032, 1037, 1040, 1041, 1045, 1048, 1051, 1058, 1059, 1061, 1063, 1086, 1087, 1088-1089, 1090, 1092-1093, 1095, 1108, 1111, 1115, 1130, 1132, 1133, 1147, 1148, 1150, 1153
E2-1.6 Create responses to literary texts through a variety of methods (for example, written works, oral and auditory presentations, discussions, media productions, and the visual and performing arts).	43, 59, 73, 201, 259, 303, 351, 405, 419, 441, 464-471, 643, 703, 711, 727, 733, 746-753, 791, 807, 1009, 1043, 1185

Academic Standards	Page References
E2-1.7 Compare/contrast literary texts from various genres (for example, poetry, drama, novels, and short stories).	454-462, 463, 644-663, 665, 822, 1044-1061, 1063, 1194
E2-1.8 Read independently for extended periods of time for pleasure.	15, 19, 156, 278, 382, 478, 568, 684, 760, 842, 954, 1078, 1208

Academic Standards	Page References
READING Understanding and Using Informational Texts	
Standard E2-2 The student will read and comprehend a variety of informational texts in print and nonprint formats.	
<p>Students in English 2 read informational (expository/persuasive/argumentative) texts of the following types: historical documents, research reports, essays (for example, social, political, scientific, historical, natural history), position papers (for example, persuasive brochures, campaign literature), editorials, letters to the editor, informational trade books, textbooks, news and feature articles, magazine articles, advertisements, journals, speeches, reviews (for example, book, movie, product), contracts, government documents, business forms, instruction manuals, product-support materials, and application forms. They also read directions, schedules, and recipes embedded in informational texts. In addition, they examine commercials, documentaries, and other forms of nonprint informational texts.</p> <p>The teacher should continue to address earlier indicators as they apply to more difficult texts.</p>	
Indicators	
E2-2.1 Compare/contrast theses within and across informational texts.	230, 231, 235, 316, 353, 354, 356, 357, 449, 450, 452, 453, 455, 456, 458, 459, 462, 463, 501, 503, 572-573, 577, 579, 581, 583, 587, 588, 591, 593, 594, 596, 597, 598, 600, 605, 606, 611, 612, 615, 617, 619, 621, 623, 624, 625, 680, 681, 742, 743, 745, R21, R22-R23, R26
E2-2.2 Compare/contrast information within and across texts to draw conclusions and make inferences.	9, 12, 99, 110, 127, 184, 219, 227, 229, 231, 235, 316-319, 349, 357, 365, 366, 367, 439, 453, 455, 462, 463, 487, 507, 526, 527, 545, 553, 602, 615, 625, 681, 745, 822, 827, 846, 847, 848, 849, 851, 861, 869, 877, 890, 895, 906, 950, 951, 1028, 1186, 1188, 1189, R11-R13
E2-2.3 Analyze informational texts for author bias (including, word choice, the exclusion and inclusion of particular information, and unsupported opinions).	1225, 1242, R25-R26, R89-R90, R92
E2-2.4 Create responses to informational texts through a variety of methods (for example, drawings, written works, oral and auditory presentations, discussions, and media productions).	99, 110, 129, 184, 221, 235, 319, 359, 463, 503, 507, 523, 527, 545, 554-560, 563, 565, 585, 602, 617, 627, 670-676, 681, 745, 827, 863, 879, 895, 906, 951, 1189
E2-2.5 Analyze the impact that text elements have on the meaning of a given informational text.	94-99, 484, 485, 486, 504, 542, 543, R3, R4, R14-R20
E2-2.6 Analyze information from graphic features (for example, charts and graphs) in informational texts.	102, 106, 115, 117, 212, 224, 226, 362, 450, 456, 484, 490, 500, 504-507, 510, 513, 542-545, 575, 577, 580, 594, 603, 606, 666-669, 681, 854, 858, 866, 874, 882, 887, 889, 936-939, R3, R5-R7, R14-R18

Academic Standards	Page References
E2-2.7 Analyze propaganda techniques in informational texts.	R25; also see pp. 587-591, 593-600
E2-2.8 Read independently for extended periods of time to gain information.	15, 156, 278, 382, 478, 568, 684, 760, 842, 954, 1078, 1208, 1215-1229

Academic Standards	Page References
READING Building Vocabulary	
Standard E2-3 The student will use word analysis and vocabulary strategies to read fluently.	
<p>The teacher should continue to address earlier indicators as they apply to more difficult texts.</p> <p>Instructional appendixes are provided as the baseline expectations for instruction and are not intended to be all-inclusive documents.</p>	
Indicators	
E2-3.1 Use context clues to determine the meaning of technical terms and other unfamiliar words.	42, 45, 58, 72, 154, 187, 220, 258, 276, 315, 350, 358, 380, 421, 440, 476, 502, 541, 619, 629, 664, 682, 790, 881, 897, 952, 1062, 1076, R15, R68
E2-3.2 Analyze the meaning of words by using Greek and Latin roots and affixes (<i>see Instructional Appendix: Greek and Latin Roots and Affixes</i>).	42, 58, 72, 220, 258, 276, 315, 350, 358, 380, 440, 476, 541, 584, 771, 823, 840, 878, 891, 905, 952, 1008, 1011, 1076, R69-R70
E2-3.3 Interpret euphemisms and the connotations of words to understand the meaning of a given text.	93, 154, 200, 276, 404, 476, 626, 862, 1042, 1076, R71
E2-3.4 Spell new words using Greek and Latin roots and affixes (<i>see Instructional Appendix: Greek and Latin Roots and Affixes</i>).	878, 891, R73

Academic Standards	Page References
WRITING Developing Written Communications	
Standard E2-4 The student will create written work that has a clear focus, sufficient detail, coherent organization, effective use of voice, and correct use of the conventions of written Standard American English.	
The teacher should continue to address earlier indicators as they apply to more difficult texts.	
Instructional appendixes are provided as the baseline expectations for instruction and are not intended to be all-inclusive documents.	
By the beginning of high school, students should have mastered the concepts listed below. Review and/or reteaching may be necessary.	
Indicators	
E2-4.1 Organize written works using prewriting techniques, discussions, graphic organizers, models, and outlines.	17, 19, 145, 146, 267, 268, 371, 463, 467, 468, 545, 557, 558, 665, 673, 674, 749, 750, 831, 832, 943, 944, 1063, 1067, 1068, 1197, 1198, 1241-1246, R28
E2-4.2 Use complete sentences in a variety of types (including simple, compound, complex, and compound-complex).	18, 129, 143, 259, 303, 370, 405, 419, 466, 523, 556, 559, 560, 585, 643, 671, 675, 748, 751, 830, 833, 879, 942, 1009, 1043, 1065, 1185, 1195, 1235, R59-R60, R63-R65
E2-4.3 Create multiple-paragraph compositions that have an introduction and a conclusion, include a coherent thesis, and use support (for example, definitions and descriptions).	129, 142-148, 221, 463, 464-470, 554-560, 561, 665, 670-676, 746-752, 791, 807, 828-834, 940-946, 1063, 1064-1070, 1194-1200, 1234-1254, R30-R34
E2-4.4 Use grammatical conventions of written Standard American English including	
<ul style="list-style-type: none"> • subject-verb agreement, 	R65-R67
<ul style="list-style-type: none"> • pronoun-antecedent agreement, 	148, R52-R53
<ul style="list-style-type: none"> • agreement of nouns and their modifiers, 	201, R57-R59
<ul style="list-style-type: none"> • verb formation, 	110, 703, R55-R56
<ul style="list-style-type: none"> • pronoun case, 	R53
<ul style="list-style-type: none"> • formation of comparative and superlative adjectives and adverbs, and 	R57-R58
<ul style="list-style-type: none"> • idiomatic usage. (see <i>Instructional Appendix: Composite Writing Matrix</i>) 	R68
E2-4.5 Revise writing to improve clarity, tone,	17, 18, 43, 59, 73, 110, 129, 147, 184, 201, 221,

Academic Standards	Page References
voice, content, and the development of ideas (<i>see Instructional Appendix: Composite Writing Matrix</i>).	259, 269, 303, 351, 359, 373, 374, 405, 419, 441, 463, 469, 470, 503, 523, 559, 560, 585, 602, 617, 627, 643, 665, 675, 676, 703, 711, 751, 752, 791, 807, 833, 863, 879, 906, 929, 945, 946, 1009, 1043, 1063, 1069, 1070, 1185, 1199, 1200, 1250-1251, R29, R77
E2-4.6 Edit written pieces for the correct use of Standard American English including the reinforcement of conventions previously taught (<i>see Instructional Appendix: Composite Writing Matrix</i>).	17, 148, 270, 374, 470, 560, 676, 752, 834, 835, 946, 1070, 1200, 1251, R29, R77

Academic Standards	Page References
WRITING Producing Written Communications in a Variety of Forms	
Standard E2-5 The student will write for a variety of purposes and audiences.	
The teacher should continue to address earlier indicators as they apply to more difficult texts.	
Indicators	
E2-5.1 Create informational pieces (for example, resumes, memos, letters of request, inquiry, or complaint) that use language appropriate for the specific audience.	16, 129, 627, 1193, R42-R45
E2-5.2 Create narrative pieces (for example, personal essays, memoirs, or narrative poems) that use figurative language and word choice to create tone and mood.	16, 59, 141, 201, 259, 264-270, 303, 359, 368-374, 375, 419, 441, 585, 929, R36-R37, R79
E2-5.3 Create descriptive pieces (for example, personal essays, travel writing, or restaurant reviews) that use sensory images and vivid word choice.	43, 73, 129, 184, 201, 221, 351, 370, 371, 372, 419, 441, 503, 585, 727, 733, 791, 863, 879, 941, 942, 944, 945, 1043, 1189, R34-R35, R80
E2-5.4 Create persuasive pieces (for example, editorials, essays, speeches, or reports) that develop a clearly stated thesis and use support (for example, facts, statistics, and first-hand accounts).	16, 129, 201, 235, 259, 303, 319, 419, 585, 602, 627, 643, 670-676, 677, 703, 741, 828-834, 879, 906, 1009, 1064-1070, R40-R41, R79
E2-5.5 Create technical pieces (for example, proposals, instructions, and process documentation) that use clear and precise language suitable for the purpose and audience.	R42-R45

Academic Standards	Page References
RESEARCHING Applying the Skills of Inquiry and Oral Communication	
Standard E2-6 The student will access and use information from a variety of sources.	
The teacher should continue to address earlier indicators as they apply to more difficult texts.	
Indicators	
E2-6.1 Clarify and refine a research topic.	943, 1213-1214, 1241, 1255
E2-6.2 Use direct quotations, paraphrasing, or summaries to incorporate into written, oral, auditory, or visual works the information gathered from a variety of research sources.	507, 561, 672, 673, 827, 941, 942, 944, 945, 1189, 1234-1254
E2-6.3 Use a standardized system of documentation (including a list of sources with full publication information and the use of in-text citations) to properly credit the work of others.	271, 827, 835, 947, 1234-1254, 1256
E2-6.4 Use vocabulary (including Standard American English) that is appropriate for the particular audience or purpose.	18, 144, 147, 265, 269, 370, 373, 465, 469, 556, 561, 669, 671, 672, 674, 675, 747, 751, 752, 830, 832, 833, 834, 941, 942, 945, 946, 1065, 1068, 1069, 1195, 1196, 1199, 1200, 1251
E2-6.5 Create written works, oral and auditory presentations, and visual presentations that are designed for a specific audience and purpose.	16, 99, 133, 142-148, 149, 235, 263, 264-270, 271, 319, 368-374, 375, 464-470, 471, 507, 527, 545, 554-560, 561, 669, 670-676, 677, 745, 746-752, 753, 827, 828-834, 835, 895, 939, 940-946, 947, 1064-1070, 1071, 1189, 1193, 1194-1200, 1201, 1233, 1234-1254, 1255-1257, R28, R76
E2-6.6 Select appropriate graphics, in print or electronic form, to support written works, oral presentations, and visual presentations.	149, 271, 375, 561, 669, 677, 835, 939, 947, 1255-1257, R77
E2-6.7 Use a variety of print and electronic reference materials.	271, 507, 527, 827, 895, 947, 1067, 1189, 1213, 1215-1229, 1232, 1241, 1242, 1255-1257
E2-6.8 Design and carry out research projects by selecting a topic, constructing inquiry questions, accessing resources, evaluating credibility, and organizing information.	149, 271, 670-676, 940-946, 947, 1064-1070, 1212-1233, 1234-1254, 1255-1257