



# Writer's Choice

## Grammar and Composition

Grade 9  
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STANDARDS	PAGE REFERENCES
<b>Reading and Responding</b>	
<b>Standard 1:</b>	
1. Extend basic and technical vocabulary using a variety of strategies, including: <ul style="list-style-type: none"> <li>• use of context clues</li> </ul>	See Glencoe's <i>Literature Course 4</i> , Louisiana Edition © 2009.
<ul style="list-style-type: none"> <li>• use of knowledge of Greek and Latin roots and affixes</li> </ul>	See Glencoe's <i>Literature Course 4</i> , Louisiana Edition © 2009.
<ul style="list-style-type: none"> <li>• use of denotative and connotative meanings</li> </ul>	See Glencoe's <i>Literature Course 4</i> , Louisiana Edition © 2009.
<ul style="list-style-type: none"> <li>• tracing etymology (ELA-1-H1)</li> </ul>	See Glencoe's <i>Literature Course 4</i> , Louisiana Edition © 2009.
2. Identify and explain story elements, including: <ul style="list-style-type: none"> <li>• the author's use of direct and indirect characterization</li> </ul>	See Glencoe's <i>Literature Course 4</i> , Louisiana Edition © 2009.
<ul style="list-style-type: none"> <li>• the author's pacing of action and use of plot development, subplots, parallel episodes, and climax to impact the reader</li> </ul>	See Glencoe's <i>Literature Course 4</i> , Louisiana Edition © 2009.
<ul style="list-style-type: none"> <li>• the revelation of character through dialect, dialogue, dramatic monologues, and soliloquies (ELA-1-H2)</li> </ul>	See Glencoe's <i>Literature Course 4</i> , Louisiana Edition © 2009.

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3. Identify and explain the significance of literary devices, including: <ul style="list-style-type: none"> <li>• mixed metaphors</li> </ul>	See Glencoe's <i>Literature Course 4</i> , Louisiana Edition © 2009.
<ul style="list-style-type: none"> <li>• imagery</li> </ul>	See Glencoe's <i>Literature Course 4</i> , Louisiana Edition © 2009.
<ul style="list-style-type: none"> <li>• symbolism</li> </ul>	See Glencoe's <i>Literature Course 4</i> , Louisiana Edition © 2009.
<ul style="list-style-type: none"> <li>• flashback</li> </ul>	See Glencoe's <i>Literature Course 4</i> , Louisiana Edition © 2009.
<ul style="list-style-type: none"> <li>• foreshadowing</li> </ul>	See Glencoe's <i>Literature Course 4</i> , Louisiana Edition © 2009.
<ul style="list-style-type: none"> <li>• sarcasm/irony</li> </ul>	See Glencoe's <i>Literature Course 4</i> , Louisiana Edition © 2009.
<ul style="list-style-type: none"> <li>• implied metaphors</li> </ul>	See Glencoe's <i>Literature Course 4</i> , Louisiana Edition © 2009.
<ul style="list-style-type: none"> <li>• oxymoron (ELA-1-H2)</li> </ul>	See Glencoe's <i>Literature Course 4</i> , Louisiana Edition © 2009.
4. Draw conclusions and make inferences in oral and written responses about ideas and information in texts, including: <ul style="list-style-type: none"> <li>• nonfiction works</li> </ul>	See Glencoe's <i>Literature Course 4</i> , Louisiana Edition © 2009.
<ul style="list-style-type: none"> <li>• short stories/novels</li> </ul>	See Glencoe's <i>Literature Course 4</i> , Louisiana Edition © 2009.
<ul style="list-style-type: none"> <li>• five-act plays</li> </ul>	See Glencoe's <i>Literature Course 4</i> , Louisiana Edition © 2009.
<ul style="list-style-type: none"> <li>• poetry/epics</li> </ul>	See Glencoe's <i>Literature Course 4</i> , Louisiana Edition © 2009.
<ul style="list-style-type: none"> <li>• film/visual texts</li> </ul>	See Glencoe's <i>Literature Course 4</i> , Louisiana Edition © 2009.
<ul style="list-style-type: none"> <li>• consumer/instructional materials</li> </ul>	See Glencoe's <i>Literature Course 4</i> , Louisiana Edition © 2009.
<ul style="list-style-type: none"> <li>• public documents (ELA-1-H3)</li> </ul>	See Glencoe's <i>Literature Course 4</i> , Louisiana Edition © 2009.

STANDARDS	PAGE REFERENCES
5. Explain ways in which ideas and information in a variety of texts (e.g., scientific reports, technical guidelines, business memos, literary texts) connect to real-life situations and other texts (ELA-1-H4)	See Glencoe's <i>Literature Course 4</i> , Louisiana Edition © 2009.
<b>Standard 6:</b>	
6. Compare/contrast cultural elements including a group's history, perspectives, and language found in multicultural texts in oral and written responses (ELA-6-H1)	See Glencoe's <i>Literature Course 4</i> , Louisiana Edition © 2009.
7. Identify and explain connections between historical contexts and works of various authors, including Homer, Sophocles, and Shakespeare (ELA-6-H2)	See Glencoe's <i>Literature Course 4</i> , Louisiana Edition © 2009.
8. Identify and explain recurrent themes in world literature (ELA-6-H2)	See Glencoe's <i>Literature Course 4</i> , Louisiana Edition © 2009.
9. Analyze in oral and written responses distinctive elements (including theme, structure, characterization) of a variety of literary forms and types, including:	See Glencoe's <i>Literature Course 4</i> , Louisiana Edition © 2009.
<ul style="list-style-type: none"> <li>• essays by early and modern writers</li> </ul>	See Glencoe's <i>Literature Course 4</i> , Louisiana Edition © 2009.
<ul style="list-style-type: none"> <li>• epic poetry such as <i>The Odyssey</i></li> </ul>	See Glencoe's <i>Literature Course 4</i> , Louisiana Edition © 2009.
<ul style="list-style-type: none"> <li>• forms of lyric and narrative poetry such as ballads and sonnets</li> </ul>	See Glencoe's <i>Literature Course 4</i> , Louisiana Edition © 2009.
<ul style="list-style-type: none"> <li>• drama, including ancient, Renaissance, and modern</li> </ul>	See Glencoe's <i>Literature Course 4</i> , Louisiana Edition © 2009.
<ul style="list-style-type: none"> <li>• short stories and novels</li> </ul>	See Glencoe's <i>Literature Course 4</i> , Louisiana Edition © 2009.
<ul style="list-style-type: none"> <li>• biographies and autobiographies (ELA-6-H3)</li> </ul>	See Glencoe's <i>Literature Course 4</i> , Louisiana Edition © 2009.
10. Identify and explain in oral and written responses ways in which particular genres reflect life experiences, for example:	See Glencoe's <i>Literature Course 4</i> , Louisiana Edition © 2009.
<ul style="list-style-type: none"> <li>• an essay expresses a point of view</li> </ul>	

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<ul style="list-style-type: none"> <li>a legend chronicles the life of a cultural hero</li> </ul>	See Glencoe's <i>Literature Course 4</i> , Louisiana Edition © 2009.
<ul style="list-style-type: none"> <li>a short story or novel provides a vicarious life experience (ELA-6-H4)</li> </ul>	See Glencoe's <i>Literature Course 4</i> , Louisiana Edition © 2009.
<b>Standard 7:</b>	
11. Demonstrate understanding of information in grade-appropriate texts using a variety of strategies, including: <ul style="list-style-type: none"> <li>summarizing and paraphrasing information and story elements</li> </ul>	See Glencoe's <i>Literature Course 4</i> , Louisiana Edition © 2009.
<ul style="list-style-type: none"> <li>comparing and contrasting information in texts, including televised news, news magazines, documentaries, and online information</li> </ul>	See Glencoe's <i>Literature Course 4</i> , Louisiana Edition © 2009.
<ul style="list-style-type: none"> <li>comparing and contrasting complex literary elements, devices, and ideas within and across texts</li> </ul>	See Glencoe's <i>Literature Course 4</i> , Louisiana Edition © 2009.
<ul style="list-style-type: none"> <li>examining the sequence of information and procedures in order to critique the logic or development of ideas in texts</li> </ul>	See Glencoe's <i>Literature Course 4</i> , Louisiana Edition © 2009.
<ul style="list-style-type: none"> <li>making inferences and drawing conclusions</li> </ul>	See Glencoe's <i>Literature Course 4</i> , Louisiana Edition © 2009.
<ul style="list-style-type: none"> <li>making predictions and generalizations (ELA-7-H1)</li> </ul>	See Glencoe's <i>Literature Course 4</i> , Louisiana Edition © 2009.
12. Solve problems using reasoning skills, including: <ul style="list-style-type: none"> <li>using supporting evidence to verify solutions</li> </ul>	See Glencoe's <i>Literature Course 4</i> , Louisiana Edition © 2009.
<ul style="list-style-type: none"> <li>analyzing the relationships between prior knowledge and life experiences and information in texts</li> </ul>	See Glencoe's <i>Literature Course 4</i> , Louisiana Edition © 2009.
<ul style="list-style-type: none"> <li>using technical information in specialized software programs, manuals, interviews, surveys, and access guides to Web sites (ELA-7-H2)</li> </ul>	See Glencoe's <i>Literature Course 4</i> , Louisiana Edition © 2009.
13. Identify and explain the impact of an author's life on themes and issues of a single text or multiple texts by the same author (ELA-7-H3)	See Glencoe's <i>Literature Course 4</i> , Louisiana Edition © 2009.

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14. Analyze information within and across grade-appropriate texts using various reasoning skills, including: <ul style="list-style-type: none"> <li>identifying cause-effect relationships</li> </ul>	See Glencoe’s <i>Literature Course 4</i> , Louisiana Edition © 2009.
<ul style="list-style-type: none"> <li>raising questions</li> </ul>	See Glencoe’s <i>Literature Course 4</i> , Louisiana Edition © 2009.
<ul style="list-style-type: none"> <li>reasoning inductively and deductively</li> </ul>	See Glencoe’s <i>Literature Course 4</i> , Louisiana Edition © 2009.
<ul style="list-style-type: none"> <li>generating a theory or hypothesis</li> </ul>	See Glencoe’s <i>Literature Course 4</i> , Louisiana Edition © 2009.
<ul style="list-style-type: none"> <li>distinguishing facts from opinions and probability (ELA-7-H4)</li> </ul>	See Glencoe’s <i>Literature Course 4</i> , Louisiana Edition © 2009.
<b>Writing</b>	
<b>Standard 2:</b>	
15. Develop organized, coherent paragraphs that include the following: <ul style="list-style-type: none"> <li>topic sentences</li> </ul>	<b>Student Edition:</b> 77, 80-81, 140, 943-944 <i>Literature Model 78</i> , 138 <i>Some Tips on Drafting</i> 335 <b>Teacher Wraparound Edition:</b> T 78
<ul style="list-style-type: none"> <li>logical sequence</li> </ul>	<b>Student Edition:</b> 236-238 <i>Organizing Ideas 77</i> <i>Planning a “How To” Paper 237</i> <i>Write a “How To” Paper 239</i> <b>Teacher Wraparound Edition:</b> T 77
<ul style="list-style-type: none"> <li>transitional words and phrases</li> </ul>	<b>Student Edition:</b> 89, 142, 336, 344-347, 354, 945 <i>Drafting Tip 289</i> <i>Model 290</i> <i>Transitions 89</i> <i>Vocabulary Tip 249, 336</i> <b>Teacher Wraparound Edition:</b> T 238

STANDARDS	PAGE REFERENCES
<ul style="list-style-type: none"> <li>appropriate closing sentences</li> </ul>	<p><b>Student Edition:</b> 230, 238, 242, 260, 306, 337 <i>Literature Model</i> 260 <i>Student Model</i> 266, 355</p> <p><b>Teacher Wraparound Edition:</b> UM 355</p>
<ul style="list-style-type: none"> <li>parallel construction where appropriate (ELA-2-H1)</li> </ul>	<p><b>Student Edition:</b> 90, 364, 941, 942 <i>Example</i> 364 <i>Literature Model</i> 90 <i>Revising Tip</i> 270, 375</p> <p><b>Teacher Wraparound Edition:</b> T 90</p>
<p>16. Develop multiparagraph compositions organized with the following:</p> <ul style="list-style-type: none"> <li>a clearly stated central idea or thesis statement</li> </ul>	<p><b>Student Edition:</b> 18, 230, 241, 263, 332, 946 <i>Drafting Tip</i> 332 <i>Four Types of Thesis Statements</i> 333 <i>Student Model</i> 250</p> <p><b>Teacher Wraparound Edition:</b> T 332</p>
<ul style="list-style-type: none"> <li>a clear, overall structure that includes an introduction, a body, and an appropriate conclusion</li> </ul>	<p><b>Student Edition:</b> 161-162, 209-210, 273-274, 312-314, 334-335, 946 <i>Organizing Ideas</i> 77 <i>Some Tips on Drafting</i> 335</p> <p><b>Teacher Wraparound Edition:</b> T 77, 161, 335</p>
<ul style="list-style-type: none"> <li>supporting paragraphs appropriate to the topic organized in a logical sequence (e.g., spatial order, order of importance, ascending/descending order, chronological order, parallel construction)</li> </ul>	<p><b>Student Edition:</b> 236-238, 941-942 <i>Example</i> 364 <i>Literature Model</i> 90 <i>Organizing Ideas</i> 77 <i>Vocabulary Tip</i> 193 <i>Write a "How To" Paper</i> 239</p> <p><b>Teacher Wraparound Edition:</b> T 77, 90, 182</p>

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<ul style="list-style-type: none"> <li>transitional words and phrases that unify throughout (ELA-2-H1)</li> </ul>	<p><b>Student Edition:</b> 89, 142, 336, 344-347, 354, 945 <i>Drafting Tip</i> 289 <i>Model</i> 290 <i>Transitions</i> 89 <i>Vocabulary Tip</i> 249, 336</p> <p><b>Teacher Wraparound Edition:</b> T 238</p>
<p>17. Develop complex compositions on student- or teacher-selected topics that are suited to an identified audience and purpose and that include the following:</p> <ul style="list-style-type: none"> <li>word choices appropriate to the identified audience and/or purpose</li> </ul>	<p><b>Student Edition:</b> 68-70, 258, 306, 313, 948 <i>Identify Model</i> 69 <i>Literature Model</i> 69 <i>Word Choice</i> 949</p> <p><b>Teacher Wraparound Edition:</b> LS 70; T 70</p>
<ul style="list-style-type: none"> <li>vocabulary selected to clarify meaning, create images, and set a tone</li> </ul>	<p><b>Student Edition:</b> 138-141, 148-150 <i>Grammar Tip</i> 139, 149 <i>Vocabulary Tip</i> 140, 150 <i>Write About Reading</i> 50</p> <p><b>Teacher Wraparound Edition:</b> T 70</p>
<ul style="list-style-type: none"> <li>information/ideas selected to engage the interest of the reader</li> </ul>	<p><b>Student Edition:</b> 68-70, 258, 306, 313, 948 <i>Identify Model</i> 69 <i>Literature Model</i> 69 <i>Word Choice</i> 949</p> <p><b>Teacher Wraparound Edition:</b> LS 70; T 70</p>
<ul style="list-style-type: none"> <li>clear voice (individual personality) (ELA-2-H2)</li> </ul>	<p><b>Student Edition:</b> 38, 135, 334, 360-363, 957 <i>Voice</i> 949</p> <p><b>Teacher Wraparound Edition:</b> 6+1TW 319; T 135, 317</p>

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<p>18. Develop complex compositions using writing processes, including:</p> <ul style="list-style-type: none"> <li>selecting topic and form (e.g., determining a purpose and audience)</li> </ul>	<p><b>Student Edition:</b> 58, 68-70, 324 <i>Prewriting Options</i> 37, 109, 209, 313 <i>Prewriting Questions</i> 161, 273 <i>Prewriting Tip</i> 325 <b>Teacher Wraparound Edition:</b> LS 70; T 70</p>
<ul style="list-style-type: none"> <li>prewriting (e.g., brainstorming, clustering, outlining, generating main idea/thesis statements)</li> </ul>	<p><b>Student Edition:</b> 37, 58, 62-66, 72-74, 108-109, 161, 209, 273, 313, 326-329 <b>Teacher Wraparound Edition:</b> T 73, 327</p>
<ul style="list-style-type: none"> <li>drafting</li> </ul>	<p><b>Student Edition:</b> 38, 58, 76-78, 80-82, 84-86, 88-90, 110, 161-162, 209-210, 273-274, 313-314, 334-337 <b>Teacher Wraparound Edition:</b> T 335</p>
<ul style="list-style-type: none"> <li>conferencing (e.g., peer and teacher)</li> </ul>	<p><b>Student Edition:</b> 38 <i>Listening and Speaking</i> 87 <b>Teacher Wraparound Edition:</b> CL 346; ELL 336; LS 110, 163; T 85, 210, 274, 317</p>
<ul style="list-style-type: none"> <li>revising for content and structure based on feedback</li> </ul>	<p><b>Student Edition:</b> 38, 59, 92-94, 110, 162, 210, 274, 314, 344-347 <b>Teacher Wraparound Edition:</b> T 39, 94, 345, 346</p>
<ul style="list-style-type: none"> <li>proofreading/editing to improve conventions of language</li> </ul>	<p><b>Student Edition:</b> 39, 59, 96-98, 111, 163, 211, 275, 315, 348-349 <b>Teacher Wraparound Edition:</b> ELL 98; T 98</p>
<ul style="list-style-type: none"> <li>publishing using technology (ELA-2-H3)</li> </ul>	<p><b>Student Edition:</b> 39, 59, 100-102, 111, 163, 211, 275, 315, 348-349</p>

STANDARDS	PAGE REFERENCES
19. Develop paragraphs and complex, multiparagraph compositions using all modes of writing (description, narration, exposition, and persuasion) emphasizing exposition and persuasion (ELA-2-H4)	<b>Student Edition:</b> 36-39, 108-111, 160-163, 208-211, 272-275, 312-315, 943-945, 946-949, 950-955
20. Develop paragraphs and complex, multiparagraph compositions that include complex stylistic features, including: <ul style="list-style-type: none"> <li>• literary devices such as student-composed oxymoron, touches of sarcasm, and/or irony</li> </ul>	<b>Student Edition:</b> 36-39, 108-111, 160-163, 208-211, 272-275, 312-315
<ul style="list-style-type: none"> <li>• vocabulary and phrasing that reflect an individual character (voice)</li> </ul>	<b>Student Edition:</b> 38, 135, 334, 360-363, 957 <i>Voice</i> 949 <b>Teacher Wraparound Edition:</b> 6+1TW 319; T 135, 317
<ul style="list-style-type: none"> <li>• a variety of sentence lengths and structures, including simple, compound, and complex (ELA-2-H5)</li> </ul>	<b>Student Edition:</b> 360-364, 365-368, 369-372, 373-376, 377-379, 380-385 <i>Grammar Link</i> 57 <b>Teacher Wraparound Edition:</b> T 363
21. Write for various purposes, including: <ul style="list-style-type: none"> <li>• formal and business letters, such as letters of complaint and requests for information</li> </ul>	<b>Student Edition:</b> 413-420, 421-422 <i>Listening and Speaking</i> 291 <b>Teacher Wraparound Edition:</b> CL 415; CoL 419; T 415, 416, 417, 418, 422; WRW 416
<ul style="list-style-type: none"> <li>• letters to the editor</li> </ul>	<b>Student Edition:</b> 413-420, 421-422 <i>Listening and Speaking</i> 291 <b>Teacher Wraparound Edition:</b> CL 415; CoL 419; T 415, 416, 417, 418, 422; WRW 416
<ul style="list-style-type: none"> <li>• job applications</li> </ul>	<b>Student Edition:</b> 423-424 <b>Teacher Wraparound Edition:</b> ELL 424; T 424

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<ul style="list-style-type: none"> <li>text-supported interpretations that connect life experiences to works of literature (ELA-2-H6)</li> </ul>	<p><b>Student Edition:</b>  28-30, 156-158, 204-206, 262-266  <i>Journal Writing</i> 29, 205  <i>Write a Character Analysis</i> 159  <i>Write a Reader-Response Journal Entry</i> 31  <i>Write an Essay Answer</i> 267  <i>Write to Analyze Point of View in a Story</i> 207  <i>Write to Analyze Setting</i> 203</p>
<b>Writing/Proofreading</b>	
<b>Standard 3:</b>	
<p>22. Apply standard rules of sentence formation, avoiding common errors, such as:</p> <ul style="list-style-type: none"> <li>fragments</li> </ul>	<p><b>Student Edition:</b>  388-389, 553  <i>Grammar Link</i> 23, 187  <b>Teacher Wraparound Edition:</b>  T 553</p>
<ul style="list-style-type: none"> <li>run-on sentences</li> </ul>	<p><b>Student Edition:</b>  390-391, 555, 747  <i>Grammar Link</i> 61, 255  <b>Teacher Wraparound Edition:</b>  C 391</p>
<ul style="list-style-type: none"> <li>syntax problems (ELA-3-H2)</li> </ul>	<p><b>Student Edition:</b>  <i>Grammar Link</i> 7, 61, 95, 99, 107, 187, 207, 235, 239  <i>Grammar Tip</i> 181, 297</p>
<p>23. Apply standard rules of usage, including:</p> <ul style="list-style-type: none"> <li>making subjects and verbs agree</li> </ul>	<p><b>Student Edition:</b>  392-395, 609-610, 611, 612-613, 614-615, 616-617  <i>Grammar Link</i> 67, 83, 227, 243, 251  <i>Grammar Tip</i> 294</p>
<ul style="list-style-type: none"> <li>using verbs in appropriate tenses</li> </ul>	<p><b>Student Edition:</b>  452-460, 586-588, 589-591, 592-593, 594-595, 596-597, 598-607  <i>Grammar Link</i> 11, 239  <i>Grammar Tip</i> 270</p>
<ul style="list-style-type: none"> <li>making pronouns agree with antecedents</li> </ul>	<p><b>Student Edition:</b>  640-644, 645-647, 648-649  <i>Grammar Link</i> 159, 267, 307  <i>Grammar Tip</i> 205</p>

STANDARDS	PAGE REFERENCES
<ul style="list-style-type: none"> <li>using pronouns appropriately in nominative, objective, and possessive cases</li> </ul>	<p><b>Student Edition:</b> 446-447, 506, 507 <i>Grammar Link</i> 15, 31, 79</p> <p><b>Teacher Wraparound Edition:</b> ELL 507</p>
<ul style="list-style-type: none"> <li>using adjectives in comparative and superlative degrees and adverbs correctly</li> </ul>	<p><b>Student Edition:</b> 146, 461-466, 467-472, 479-480, 523-527, 659-660 <i>Grammar Link</i> 91, 147, 195</p> <p><b>Teacher Wraparound Edition:</b> ELL 660; LD 465</p>
<ul style="list-style-type: none"> <li>avoiding double negatives</li> </ul>	<p><b>Student Edition:</b> 668-669 <i>Grammar Link</i> 291</p> <p><b>Teacher Wraparound Edition:</b> C 669; ELL 470, 669</p>
<ul style="list-style-type: none"> <li>using all parts of speech appropriately (ELA-3-H2)</li> </ul>	<p><b>Student Edition:</b> <i>Grammar Link</i> 91, 95, 99, 137, 151, 203, 271, 287, 295, 311 <i>Grammar Tip</i> 297</p>
<p>24. Apply standard rules of mechanics, including:</p> <ul style="list-style-type: none"> <li>using commas to set off appositives or parenthetical phrases</li> </ul>	<p><b>Student Edition:</b> 410, 743, 746 <i>Grammar Link</i> 87, 235</p>
<ul style="list-style-type: none"> <li>using quotation marks to set off titles of short works</li> </ul>	<p><b>Student Edition:</b> 190, 752-756 <i>Grammar Link</i> 75, 191 <i>Grammar Tip</i> 189</p> <p><b>Teacher Wraparound Edition:</b> EE 756; LD 755</p>
<ul style="list-style-type: none"> <li>using colons preceding a list and after a salutation in a business letter</li> </ul>	<p><b>Student Edition:</b> 414-415, 733-734, 751, 820</p> <p><b>Teacher Wraparound Edition:</b> EE 734</p>
<ul style="list-style-type: none"> <li>using standard capitalization for names of political and ethnic groups, religions, and continents (ELA-3-H2)</li> </ul>	<p><b>Student Edition:</b> 713-719, 720-723, 724-725 <i>Grammar Link</i> 107, 179</p> <p><b>Teacher Wraparound Edition:</b> C 719; CL 723; EE 714, 715, 716, 717, 722; LD 719, 721; TT 713, 714, 715</p>

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25. Use correct spelling conventions when writing and editing (ELA-3-H3)	<b>Student Edition:</b> 828-833, 833-835, 907 <i>Editing Checklist</i> 39 <i>Editing/Proofreading Questions</i> 111 <i>Listening and Speaking</i> 155 <i>Spelling</i> 35 <i>Using Computers</i> 99, 207 <b>Teacher Wraparound Edition:</b> ELL 831; TT 830
26. Use a variety of resources, such as dictionaries, thesauruses, glossaries, technology, and textual features (e.g., definitional footnotes, sidebars) to verify word spellings (ELA-3-H3)	<b>Student Edition:</b> 812-816, 816-817, 907 <i>Proofreading Tip</i> 163, 315 <i>Revising Tip</i> 301 <i>Using Computers</i> 99, 207 <i>Vocabulary Tip</i> 146 <b>Teacher Wraparound Edition:</b> ELL 146, 814; LD 815; RWC 816; T 813; TT 830
<b>Speaking and Listening</b>	
<b>Standard 4:</b>	
27. Use standard English grammar, diction, and syntax when responding to questions, participating in informal group discussions, and making presentations (ELA-4-H1)	<b>Student Edition:</b> 888-891 <i>Listening and Speaking</i> 195, 267, 271 <i>Presenting Your Human-Interest Story</i> 102 <b>Teacher Wraparound Edition:</b> T 890
28. Select language appropriate to specific purposes and audiences when speaking, including: <ul style="list-style-type: none"> <li>• delivering informational/book reports in class</li> </ul>	<b>Student Edition:</b> 102, 888-891 <i>Listening and Speaking</i> 195, 267, 271 <i>Techniques for Giving a Speech</i> 890
<ul style="list-style-type: none"> <li>• conducting interviews/surveys of classmates or the general public</li> </ul>	<b>Student Edition:</b> 34, 73-74, 892 <i>Listening and Speaking</i> 75 <i>Sample Interview Questions</i> 34 <b>Teacher Wraparound Edition:</b> C 892; T 22, 74

STANDARDS	PAGE REFERENCES
<ul style="list-style-type: none"> <li>participating in class discussions (ELA-4-H1)</li> </ul>	<p><b>Student Edition:</b> 891-892 <i>Cross-Curricular Activity</i> 15 <i>Listening and Speaking</i> 27, 203, 291, 307</p> <p><b>Teacher Wraparound Edition:</b> C 891</p>
<p>29. Listen to oral instructions and presentations, speeches, discussions, and carry out procedures, including:</p> <ul style="list-style-type: none"> <li>taking accurate notes</li> </ul>	<p><b>Student Edition:</b> 885-887 <i>Guidelines for Participating in a Study Group</i> 891 <i>Listening and Speaking</i> 67, 95, 183, 239, 251 <i>Strategy for Active Listening</i> 885</p> <p><b>Teacher Wraparound Edition:</b> T 73, 110, 162, 210, 314</p>
<ul style="list-style-type: none"> <li>writing summaries or responses</li> </ul>	<p><b>Student Edition:</b> <i>Cross-Curricular Activity</i> 27 <i>Listening and Speaking</i> 71, 87, 151, 155</p>
<ul style="list-style-type: none"> <li>forming groups (ELA-4-H2)</li> </ul>	<p><b>Student Edition:</b> <i>Cross-Curricular Activity</i> 27 <i>Listening and Speaking</i> 35, 67, 199</p> <p><b>Teacher Wraparound Edition:</b> F 434; T 38, 274</p>
<p>30. Organize and use precise language to deliver oral directions and instructions about general, technical, or scientific topics (ELA-4-H2)</p>	<p><b>Student Edition:</b> <i>Cross-Curricular Activity</i> 27 <i>Listening and Speaking</i> 35, 67, 199</p> <p><b>Teacher Wraparound Edition:</b> F 434; T 38, 274</p>
<p>31. Deliver oral presentations that include the following:</p> <ul style="list-style-type: none"> <li>phrasing, enunciation, voice modulation, verbal and nonverbal techniques, and inflection adjusted to stress important ideas and impact audience response</li> </ul>	<p><b>Student Edition:</b> 888-891 <i>Presenting Your Human-Interest Story</i> 102</p> <p><b>Teacher Wraparound Edition:</b> ELL 889; T 889, 890</p>
<ul style="list-style-type: none"> <li>language choices selected to suit the content and context</li> </ul>	<p><b>Student Edition:</b> 888-891 <i>Presenting Your Human-Interest Story</i> 102</p> <p><b>Teacher Wraparound Edition:</b> ELL 102</p>

STANDARDS	PAGE REFERENCES
<ul style="list-style-type: none"> <li>an organization that includes an introduction, relevant details that develop the topic, and a conclusion (ELA-4-H3)</li> </ul>	<p><b>Student Edition:</b> 888-891 <i>Listening and Speaking</i> 195, 267, 271 <i>Presenting Your Human-Interest Story</i> 102</p> <p><b>Teacher Wraparound Edition:</b> C 199; ELL 889; T 889, 890</p>
<p>32. Use active listening strategies, including:</p> <ul style="list-style-type: none"> <li>monitoring messages for clarity</li> </ul>	<p><b>Student Edition:</b> 885-887 <i>Listening and Speaking</i> 199, 203, 251</p> <p><b>Teacher Wraparound Edition:</b> RWC 887</p>
<ul style="list-style-type: none"> <li>selecting and organizing essential information</li> </ul>	<p><b>Student Edition:</b> 885-887 <i>Listening and Speaking</i> 35, 71, 95, 183</p> <p><b>Teacher Wraparound Edition:</b> RWC 887</p>
<ul style="list-style-type: none"> <li>noting cues such as changes in pace</li> </ul>	<p><b>Student Edition:</b> 885-887 <i>Listening and Speaking</i> 27, 151, 195, 271</p> <p><b>Teacher Wraparound Edition:</b> IC 901</p>
<ul style="list-style-type: none"> <li>generating and asking questions concerning a speaker’s content, delivery, and attitude toward the subject (ELA-4-H4)</li> </ul>	<p><b>Student Edition:</b> 885-887 <i>Listening and Speaking</i> 239, 291, 307</p> <p><b>Teacher Wraparound Edition:</b> IC 901</p>
<p>33. Deliver clear, coherent, and concise oral presentations about information and ideas in texts (ELA-4-H4)</p>	<p><b>Student Edition:</b> 888-891, 902-903 <i>Listening and Speaking</i> 195, 267, 271 <i>Presenting Your Human-Interest Story</i> 102 <i>Techniques for Giving a Speech</i> 890</p> <p><b>Teacher Wraparound Edition:</b> EE 900</p>

STANDARDS	PAGE REFERENCES
34. Analyze media information in oral and written responses, including: <ul style="list-style-type: none"> <li>summarizing the coverage of a media event</li> </ul>	<b>Student Edition:</b> 899-901 <b>Teacher Wraparound Edition:</b> C 71; RWC 887; T 886
<ul style="list-style-type: none"> <li>comparing messages from different media (ELA-4-H5)</li> </ul>	<b>Student Edition:</b> 899, 902-904, 909-911, 912-914, 915-917 <b>Teacher Wraparound Edition:</b> CL 917; DD 903, 910; IC 904; LPR 913
35. Participate in group and panel discussions, including: <ul style="list-style-type: none"> <li>identifying the strengths and talents of other participants</li> </ul>	<b>Student Edition:</b> 891 <i>Cross-Curricular Activity 27</i> <i>Listening and Speaking 15, 87, 95</i>
<ul style="list-style-type: none"> <li>acting as facilitator, recorder, leader, listener, or mediator</li> </ul>	<b>Student Edition:</b> 891 <i>Listening and Speaking 27, 35, 67, 79, 183, 199, 239, 251, 271</i> <b>Teacher Wraparound Edition:</b> CL 198
<ul style="list-style-type: none"> <li>evaluating the effectiveness of participant's performance (ELA-4-H6)</li> </ul>	<b>Student Edition:</b> 891 <i>Listening and Speaking 71, 75, 151, 307</i>
<b>Information Resources</b>	
<b>Standard 5:</b>	
36. Identify and use organizational features to locate relevant information for research projects using a variety of resources, including: <ul style="list-style-type: none"> <li>print resources (e.g., prefaces, appendices, annotations, citations, bibliographic references)</li> </ul>	<b>Student Edition:</b> 326, 806-807, 808-809, 906, 950 <i>Basic Sources of Science and Technology Information 326</i> <b>Teacher Wraparound Edition:</b> ELL 810; T 326, 808, 809
<ul style="list-style-type: none"> <li>electronic texts (e.g., database keyword searches, search engines, e-mail addresses) (ELA-5-H1)</li> </ul>	<b>Student Edition:</b> 806-807, 808-810, 906, 909-911, 950 <i>Activity 418</i> <i>Technology Tip 911</i> <b>Teacher Wraparound Edition:</b> EE 911; IC 809; T 328, 910

STANDARDS	PAGE REFERENCES
<p>37. Locate, analyze, and synthesize information from a variety of grade-appropriate resources, including:</p> <ul style="list-style-type: none"> <li>multiple printed texts (e.g., encyclopedias, atlases, library catalogs, specialized dictionaries, almanacs, technical encyclopedias, and periodicals)</li> </ul>	<p><b>Student Edition:</b> 806-807, 808-809, 812-817 <i>Basic Sources of Science and Technology Information</i> 326</p> <p><b>Teacher Wraparound Edition:</b> ELL 814; RWC 816; T 813, 814</p>
<ul style="list-style-type: none"> <li>electronic sources (e.g., Web sites, databases)</li> </ul>	<p><b>Student Edition:</b> 806-807, 808-810, 906, 909-911, 950 <i>Activity</i> 418 <i>Technology Tip</i> 911</p> <p><b>Teacher Wraparound Edition:</b> EE 911; IC 809; T 328, 910</p>
<ul style="list-style-type: none"> <li>other media sources (e.g., community and government data, television and radio resources, and other audio and visual materials) (ELA-5-H2)</li> </ul>	<p><b>Student Edition:</b> 899, 902-904, 909-911, 912-914, 915-917</p> <p><b>Teacher Wraparound Edition:</b> CL 917; DD 903, 910; IC 904; LPR 913</p>
<p>38. Analyze the usefulness and accuracy of sources by determining their validity (e.g., authority, accuracy, objectivity, publication date, and coverage) (ELA-5-H2)</p>	<p><b>Student Edition:</b> 899, 902-904, 909-911, 912-914, 915-917</p> <p><b>Teacher Wraparound Edition:</b> CL 917; DD 903, 910; IC 904; LPR 913</p>
<p>39. Access information and conduct research using various grade-appropriate, data-gathering strategies/tools, including:</p> <ul style="list-style-type: none"> <li>formulating clear research questions</li> </ul>	<p><b>Student Edition:</b> 324-329, 330-333, 950-951</p> <p><b>Teacher Wraparound Edition:</b> T 325</p>
<ul style="list-style-type: none"> <li>gathering evidence from primary and secondary sources</li> </ul>	<p><b>Student Edition:</b> 324-329, 806-807, 808-810, 906, 950 <i>Activity</i> 418 <i>Basic Sources of Science and Technology Information</i> 326 <i>Technology Tip</i> 911</p> <p><b>Teacher Wraparound Edition:</b> ELL 326, 810, 910; IC 809; T 326, 808, 809</p>
<ul style="list-style-type: none"> <li>using graphic organizers (e.g., outlining, charts, timelines, webs)</li> </ul>	<p><b>Student Edition:</b> 21, 82, 252-255, 425-430, 843-846 <i>Journal Writing</i> 101 <i>Using Computers</i> 255</p> <p><b>Teacher Wraparound Edition:</b> EE 846; RWC 254, 430; T 426, 428, 430</p>

STANDARDS	PAGE REFERENCES
<ul style="list-style-type: none"> <li>compiling and organizing information to support the central ideas, concepts, and themes of formal papers or presentations (ELA-5-H3)</li> </ul>	<p><b>Student Edition:</b> 324-329, 330-337, 946 <i>Tips on Outlining</i> 330</p> <p><b>Teacher Wraparound Edition:</b> ELL 328; LD 332; T 327, 335</p>
<p>40. Write a variety of research reports, which include the following:</p> <ul style="list-style-type: none"> <li>research supporting the main ideas</li> </ul>	<p><b>Student Edition:</b> 324-329, 806-807, 808-810, 906, 950 <i>Activity</i> 418 <i>Basic Sources of Science and Technology Information</i> 326 <i>Technology Tip</i> 911</p> <p><b>Teacher Wraparound Edition:</b> ELL 326, 810, 910; IC 809; T 326, 808, 809</p>
<ul style="list-style-type: none"> <li>facts, details, examples, and explanations from sources</li> </ul>	<p><b>Student Edition:</b> 324-329, 806-807, 808-810, 906, 950 <i>Activity</i> 418 <i>Basic Sources of Science and Technology Information</i> 326 <i>Technology Tip</i> 911</p> <p><b>Teacher Wraparound Edition:</b> ELL 326, 810, 910; IC 809; T 326, 808, 809</p>
<ul style="list-style-type: none"> <li>graphics when appropriate</li> </ul>	<p><b>Student Edition:</b> 21, 82, 252-255, 425-430, 843-846 <i>Journal Writing</i> 101 <i>Using Computers</i> 255</p> <p><b>Teacher Wraparound Edition:</b> EE 846; RWC 254, 430; T 426, 430, 448</p>
<ul style="list-style-type: none"> <li>complete documentation (e.g., endnotes, parenthetical citations, works cited lists or bibliographies) (ELA-5-H3)</li> </ul>	<p><b>Student Edition:</b> 338-343, 356, 951-955 <i>Format for Work-Cited Entries</i> 341 <i>Parenthetical Documentation Guidelines</i> 340</p> <p><b>Teacher Wraparound Edition:</b> ELL 342; T 339</p>
<p>41. Use word processing and/or other technology (e.g., illustration, page-layout, Web-design programs) to draft, revise, and publish various works, including research reports documented with parenthetical citations and bibliographies or works cited lists (ELA-5-H4)</p>	<p><b>Student Edition:</b> 906-908 <i>Using Computers</i> 23, 67, 75, 183, 271, 307</p>

STANDARDS	PAGE REFERENCES
<p>42. Give credit for borrowed information in grade-appropriate research reports following acceptable use policy, including:</p> <ul style="list-style-type: none"> <li>• using parenthetical documentation to integrate quotes and citations</li> </ul>	<p><b>Student Edition:</b>  328, 338-343, 350-356, 951-955  <i>Format for Work-Cited Entries</i> 341  <i>Parenthetical Documentation Guidelines</i> 340  <i>Prewriting Tip</i> 258, 327</p> <p><b>Teacher Wraparound Edition:</b>  ELL 342; T 327, 339</p>
<ul style="list-style-type: none"> <li>• preparing bibliographies and/or works cited list (ELA-5-H5)</li> </ul>	<p><b>Student Edition:</b>  338-343, 356, 951-955  <i>Format for Work-Cited Entries</i> 341  <i>Parenthetical Documentation Guidelines</i> 340</p> <p><b>Teacher Wraparound Edition:</b>  ELL 342; T 339</p>
<p>43. Analyze information found in a variety of complex graphic organizers, including detailed maps, comparative charts, extended tables, graphs, diagrams, cutaways, overlays, and sidebars to determine usefulness for research (ELA-5-H6)</p>	<p><b>Student Edition:</b>  21, 82, 252-255, 425-430, 843-846, 914  <i>Journal Writing</i> 101  <i>Using Computers</i> 255</p> <p><b>Teacher Wraparound Edition:</b>  EE 846; RWC 254, 430; T 426, 428, 430, 914</p>