



Writer's Choice

Grammar and Composition

Grade 10
© 2005

STANDARDS	PAGE REFERENCES
Reading and Responding	
<i>Standard 1:</i>	
1. Extend basic and technical vocabulary using a variety of strategies, including:	See Glencoe's <i>Literature Course 5</i> , Louisiana Edition © 2009.
<ul style="list-style-type: none"> • use of context clues 	
<ul style="list-style-type: none"> • use of knowledge of Greek and Latin roots and affixes 	See Glencoe's <i>Literature Course 5</i> , Louisiana Edition © 2009.
<ul style="list-style-type: none"> • use of denotative and connotative meanings 	See Glencoe's <i>Literature Course 5</i> , Louisiana Edition © 2009.
<ul style="list-style-type: none"> • tracing etymology (ELA-1-H1) 	See Glencoe's <i>Literature Course 5</i> , Louisiana Edition © 2009.
2. Analyze the development of story elements, including:	See Glencoe's <i>Literature Course 5</i> , Louisiana Edition © 2009.
<ul style="list-style-type: none"> • characterization 	
<ul style="list-style-type: none"> • plot and subplot(s) 	See Glencoe's <i>Literature Course 5</i> , Louisiana Edition © 2009.
<ul style="list-style-type: none"> • Theme 	See Glencoe's <i>Literature Course 5</i> , Louisiana Edition © 2009.
<ul style="list-style-type: none"> • mood/atmosphere (ELA-1-H2) 	See Glencoe's <i>Literature Course 5</i> , Louisiana Edition © 2009.

STANDARDS	PAGE REFERENCES
3. Analyze the significance within a context of literary devices, including: <ul style="list-style-type: none"> • imagery 	See Glencoe's <i>Literature Course 5</i> , Louisiana Edition © 2009.
<ul style="list-style-type: none"> • Symbolism 	See Glencoe's <i>Literature Course 5</i> , Louisiana Edition © 2009.
<ul style="list-style-type: none"> • Flashback 	See Glencoe's <i>Literature Course 5</i> , Louisiana Edition © 2009.
<ul style="list-style-type: none"> • Foreshadowing 	See Glencoe's <i>Literature Course 5</i> , Louisiana Edition © 2009.
<ul style="list-style-type: none"> • irony, ambiguity, contradiction 	See Glencoe's <i>Literature Course 5</i> , Louisiana Edition © 2009.
<ul style="list-style-type: none"> • Allegory 	See Glencoe's <i>Literature Course 5</i> , Louisiana Edition © 2009.
<ul style="list-style-type: none"> • Tone 	See Glencoe's <i>Literature Course 5</i> , Louisiana Edition © 2009.
<ul style="list-style-type: none"> • dead metaphor 	See Glencoe's <i>Literature Course 5</i> , Louisiana Edition © 2009.
<ul style="list-style-type: none"> • personification, including pathetic fallacy (ELA-1-H2) 	See Glencoe's <i>Literature Course 5</i> , Louisiana Edition © 2009.
4. Draw conclusions and make inferences about ideas and information in grade-appropriate texts in oral and written responses, including: <ul style="list-style-type: none"> • short stories/novels 	See Glencoe's <i>Literature Course 5</i> , Louisiana Edition © 2009.
<ul style="list-style-type: none"> • nonfiction works 	See Glencoe's <i>Literature Course 5</i> , Louisiana Edition © 2009.
<ul style="list-style-type: none"> • five-act plays 	See Glencoe's <i>Literature Course 5</i> , Louisiana Edition © 2009.
<ul style="list-style-type: none"> • poetry/epics 	See Glencoe's <i>Literature Course 5</i> , Louisiana Edition © 2009.
<ul style="list-style-type: none"> • film/visual texts 	See Glencoe's <i>Literature Course 5</i> , Louisiana Edition © 2009.
<ul style="list-style-type: none"> • consumer/instructional materials 	See Glencoe's <i>Literature Course 5</i> , Louisiana Edition © 2009.
<ul style="list-style-type: none"> • public documents (ELA-1-H3) 	See Glencoe's <i>Literature Course 5</i> , Louisiana Edition © 2009.

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5. Analyze ways in which ideas and information in texts, such as almanacs, microfiche, news sources, technical documents, Internet sources, and literary texts, connect to real-life situations and other texts or represent a view or comment on life (ELA-1-H4)	See Glencoe's <i>Literature Course 5</i> , Louisiana Edition © 2009.
Standard 6:	
6. Compare and/or 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 5</i> , Louisiana Edition © 2009.
7. Analyze connections between historical contexts and the works of authors, including Sophocles and Shakespeare (ELA-6-H2)	See Glencoe's <i>Literature Course 5</i> , Louisiana Edition © 2009.
8. Analyze recurrent themes in world literature (ELA-6-H2)	See Glencoe's <i>Literature Course 5</i> , Louisiana Edition © 2009.
9. Analyze, in oral and written responses, distinctive elements, including theme and structure, of literary forms and types, including: <ul style="list-style-type: none"> • essays by early and modern writers 	See Glencoe's <i>Literature Course 5</i> , Louisiana Edition © 2009.
<ul style="list-style-type: none"> • lyric, narrative, and dramatic poetry 	See Glencoe's <i>Literature Course 5</i> , Louisiana Edition © 2009.
<ul style="list-style-type: none"> • drama, including ancient, Renaissance, and modern 	See Glencoe's <i>Literature Course 5</i> , Louisiana Edition © 2009.
<ul style="list-style-type: none"> • short stories, novellas, and novels 	See Glencoe's <i>Literature Course 5</i> , Louisiana Edition © 2009.
<ul style="list-style-type: none"> • biographies and autobiographies 	See Glencoe's <i>Literature Course 5</i> , Louisiana Edition © 2009.
<ul style="list-style-type: none"> • speeches (ELA-6-H3) 	See Glencoe's <i>Literature Course 5</i> , Louisiana Edition © 2009.
10. Identify and explain in oral and written responses the ways in which particular genres reflect life experiences, for example: <ul style="list-style-type: none"> • an essay expresses a point of view 	See Glencoe's <i>Literature Course 5</i> , Louisiana Edition © 2009.
<ul style="list-style-type: none"> • a legend chronicles the life of a cultural hero 	See Glencoe's <i>Literature Course 5</i> , Louisiana Edition © 2009.
<ul style="list-style-type: none"> • a short story or novel provides a vicarious life experience (ELA-6-H4) 	See Glencoe's <i>Literature Course 5</i> , Louisiana Edition © 2009.

STANDARDS	PAGE REFERENCES
Standard 7:	
11. Demonstrate understanding of information in grade-appropriate texts using a variety of reasoning strategies, including: <ul style="list-style-type: none"> summarizing and paraphrasing information and story elements 	See Glencoe's <i>Literature Course 5</i> , Louisiana Edition © 2009.
<ul style="list-style-type: none"> comparing and contrasting information in various texts (e.g., televised news, news magazines, documentaries, online information) 	See Glencoe's <i>Literature Course 5</i> , Louisiana Edition © 2009.
<ul style="list-style-type: none"> comparing and contrasting complex literary elements, devices, and ideas within and across texts 	See Glencoe's <i>Literature Course 5</i> , Louisiana Edition © 2009.
<ul style="list-style-type: none"> examining the sequence of information and procedures in order to critique the logic or development of ideas in texts 	See Glencoe's <i>Literature Course 5</i> , Louisiana Edition © 2009.
<ul style="list-style-type: none"> making inferences and drawing conclusions 	See Glencoe's <i>Literature Course 5</i> , Louisiana Edition © 2009.
<ul style="list-style-type: none"> making predictions and generalizations (ELA-7-H1) 	See Glencoe's <i>Literature Course 5</i> , Louisiana Edition © 2009.
12. Solve problems using reasoning skills, including: <ul style="list-style-type: none"> using supporting evidence to verify solutions 	See Glencoe's <i>Literature Course 5</i> , Louisiana Edition © 2009.
<ul style="list-style-type: none"> analyzing the relationships between prior knowledge and life experiences and information in texts 	See Glencoe's <i>Literature Course 5</i> , Louisiana Edition © 2009.
<ul style="list-style-type: none"> using technical information in specialized software programs, manuals, interviews, surveys, and access guides to Web sites (ELA-7-H2) 	See Glencoe's <i>Literature Course 5</i> , Louisiana Edition © 2009.
13. Use knowledge of an author's background, culture, and philosophical assumptions to analyze the relationship of his/her works to the themes and issues of the historical period in which he/she lived (ELA-7-H3)	See Glencoe's <i>Literature Course 5</i> , Louisiana Edition © 2009.
14. Evaluate the effects of an author's life in order to interpret universal themes and messages across different works by the same author (ELA-7-H3)	See Glencoe's <i>Literature Course 5</i> , Louisiana Edition © 2009.

STANDARDS	PAGE REFERENCES
15. Analyze information within and across grade-appropriate texts using various reasoning skills, including: <ul style="list-style-type: none"> identifying cause-effect relationships 	See Glencoe's <i>Literature Course 5</i> , Louisiana Edition © 2009.
<ul style="list-style-type: none"> raising questions 	See Glencoe's <i>Literature Course 5</i> , Louisiana Edition © 2009.
<ul style="list-style-type: none"> reasoning inductively and deductively 	See Glencoe's <i>Literature Course 5</i> , Louisiana Edition © 2009.
<ul style="list-style-type: none"> generating a theory or hypothesis 	See Glencoe's <i>Literature Course 5</i> , Louisiana Edition © 2009.
<ul style="list-style-type: none"> distinguishing facts from opinions and probability (ELA-7-H4) 	See Glencoe's <i>Literature Course 5</i> , Louisiana Edition © 2009.
Writing	
Standard 2:	
16. Develop organized, coherent paragraphs that include the following: <ul style="list-style-type: none"> topic sentences 	Student Edition: 69, 79, 129, 330-331, 953-954 <i>Journal Writing</i> 69, 129 <i>Viewing and Representing</i> 71 <i>Writing Across the Curriculum</i> 108, 163, 357 <i>Writing Activities</i> 71, 131 Teacher Wraparound Edition: CL 129; JWT 69, 129; T 70, 129; WRW 70
<ul style="list-style-type: none"> logical sequence 	Student Edition: 72-74, 180-182, 221, 228-230, 232-234, 954-955 <i>Cross-Curricular Activity</i> 75 <i>Journal Writing</i> 73, 229 <i>Revising Checklist</i> 154, 264 <i>Write About Reading</i> 274 <i>Writing Activities</i> 75, 131, 183, 223, 231 Teacher Wraparound Edition: D 153; JWT 229; MIN 230; T 74

STANDARDS	PAGE REFERENCES
<ul style="list-style-type: none"> transitional words and phrases 	<p>Student Edition: 74, 130, 234, 955 <i>Write About Reading</i> 107 <i>Writing Activities</i> 75, 81, 235</p> <p>Teacher Wraparound Edition: A 155; MIN 74</p>
<ul style="list-style-type: none"> appropriate closing sentences 	<p>Student Edition: <i>Revising Checklist</i> 312 <i>Writing Activities</i> 173, 223, 239</p> <p>Teacher Wraparound Edition: A 313</p>
<ul style="list-style-type: none"> parallel construction where appropriate (ELA-2-H1) 	<p>Student Edition: 364, 951-952</p> <p>Teacher Wraparound Edition: A 313</p>
<p>17. Develop multiparagraph compositions organized with the following:</p> <ul style="list-style-type: none"> a clearly stated central idea/thesis statement 	<p>Student Edition: 330-331 <i>Write About Reading</i> 107, 162, 274, 318 <i>Writing Across the Curriculum</i> 108, 163, 275, 319, 357 <i>Writing Activities</i> 331 <i>Writing Process in Action</i> 262-265, 310-313</p> <p>Teacher Wraparound Edition: T 330</p>
<ul style="list-style-type: none"> a clear, overall structure that includes an introduction, a body, and an appropriate conclusion 	<p>Student Edition: 170-172, 180-182, 192-194 <i>Writing Activities</i> 173, 183, 195, 223, 239 <i>Writing Process in Action</i> 200-203, 310-313</p> <p>Teacher Wraparound Edition: A 313; MIN 182</p>

STANDARDS	PAGE REFERENCES
<ul style="list-style-type: none"> 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) 	<p>Student Edition: 72-74, 180-182, 221, 228-230, 232-234, 364, 951-952, 954-955 <i>Cross-Curricular Activity</i> 75, 195 <i>Journal Writing</i> 73, 229 <i>Revising Checklist</i> 154, 264 <i>Write About Reading</i> 274 <i>Writing Activities</i> 75, 131, 183, 223, 231, 235</p> <p>Teacher Wraparound Edition: D 153; EE 83; JWT 229; MIN 230; T 74</p>
<ul style="list-style-type: none"> transitional words and phrases that unify throughout (ELA-2-H1) 	<p>Student Edition: 74, 130, 234, 955 <i>Write About Reading</i> 107 <i>Writing Activities</i> 75, 81, 235</p> <p>Teacher Wraparound Edition: A 155; MIN 74</p>
<p>18. 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"> word choices appropriate to the identified audience and/or purpose 	<p>Student Edition: 56-58, 224-226, 291, 299, 958 <i>Cross-Curricular Activity</i> 227 <i>Journal Writing</i> 57, 291 <i>Listening and Speaking</i> 59, 285 <i>Writing Activities</i> 59, 227, 285, 293, 301 <i>Writing Process in Action</i> 28-31, 94-97, 152-155, 200-203, 262-265, 310-313</p> <p>Teacher Wraparound Edition: JWT 57, 225, 291</p>
<ul style="list-style-type: none"> vocabulary selected to clarify meaning, create images, and set a tone 	<p>Student Edition: 136-138, 298-300, 304 <i>Write About Reading</i> 38, 162 <i>Writing Across the Curriculum</i> 163 <i>Writing Activities</i> 139, 301</p> <p>Teacher Wraparound Edition: C 139; MIN 138, 300</p>

STANDARDS	PAGE REFERENCES
<ul style="list-style-type: none"> information/ideas selected to engage the interest of the reader 	<p>Student Edition: 174-178, 188-190, 228-230, 240-242, 248-250, 284, 286-288, 294-296, 298-300, 957 <i>Journal Writing</i> 177 <i>Write About Reading</i> 107, 162, 274, 318 <i>Writing Across the Curriculum</i> 39, 108, 275, 319, 357 <i>Writing Activities</i> 179, 191, 251, 285, 289, 297, 301 <i>Writing Process in Action</i> 28-29, 94-95, 152-153, 200-201, 262-263, 310-311</p> <p>Teacher Wraparound Edition: JWT 177</p>
<ul style="list-style-type: none"> clear voice (individual personality) (ELA-2-H2) 	<p>Student Edition: 957 <i>Revising Checklist</i> 30 <i>Write About Reading</i> 38</p> <p>Teacher Wraparound Edition: A 31</p>
<p>19. Develop complex compositions using writing processes, including:</p> <ul style="list-style-type: none"> selecting topic and form 	<p>Student Edition: <i>Write About Reading</i> 38, 107, 162, 212, 274, 318 <i>Writing Across the Curriculum</i> 39, 108, 163, 213, 275 <i>Writing Activities</i> 147, 179, 183, 191, 231, 235, 239, 243, 257, 261, 289, 297, 309 <i>Writing Process in Action</i> 28-31, 94-97, 152-155, 200-203, 262-265, 310-313</p> <p>Teacher Wraparound Edition: D 153; JWT 229; MIN 230; T 74</p>
<ul style="list-style-type: none"> determining purpose and audience 	<p>Student Edition: 56-58, 224-226, 291, 299 <i>Cross-Curricular Activity</i> 227 <i>Journal Writing</i> 57, 291 <i>Listening and Speaking</i> 59, 285 <i>Revising Checklist</i> 96, 202, 264 <i>Writing Activities</i> 59, 227, 285, 293, 301 <i>Writing Process in Action</i> 28, 94, 152, 200, 262-263, 310</p> <p>Teacher Wraparound Edition: JWT 57, 225, 291</p>

STANDARDS	PAGE REFERENCES
<ul style="list-style-type: none"> prewriting (e.g., brainstorming, clustering, outlining, generating main idea/thesis statements) 	<p>Student Edition: 50-54, 56-58, 60-62, 64-66, 322-327, 328-331, 909-910 <i>Journal Writing</i> 51, 53, 57, 61, 65 <i>Writing Activities</i> 49, 55, 63 <i>Writing Process in Action</i> 28-29, 94-95, 152-153, 200-201, 262-263, 310-311</p> <p>Teacher Wraparound Edition: C 55, 331; JWT 51, 61; MIN 58, 62, 330; T 53; VR 52</p>
<ul style="list-style-type: none"> drafting 	<p>Student Edition: 68-70, 72-74, 332-334, 911 <i>Journal Writing</i> 69, 73 <i>Writing Activities</i> 71, 75 <i>Writing Process in Action</i> 29-30, 95-96, 154, 201-202, 263, 311-312</p> <p>Teacher Wraparound Edition: MIN 334</p>
<ul style="list-style-type: none"> conferencing (e.g., with peers and teachers) 	<p>Student Edition: 77-78 <i>Journal Writing</i> 77 <i>Listening and Speaking</i> 81, 147 <i>Writing Process in Action</i> 30, 96, 154, 202, 264, 312</p> <p>Teacher Wraparound Edition: JWT 77; T 30, 77, 78, 80, 96</p>
<ul style="list-style-type: none"> revising for content and structure based on feedback 	<p>Student Edition: 76-80, 342-345, 911 <i>Writing Activities</i> 81 <i>Writing Process in Action</i> 30, 96, 154, 202, 264, 312</p> <p>Teacher Wraparound Edition: C 81; T 84</p>
<ul style="list-style-type: none"> proofreading/editing to improve conventions of language 	<p>Student Edition: 82-84, 346, 911 <i>Journal Writing</i> 83 <i>Writing Activities</i> 85 <i>Writing Process in Action</i> 31, 97, 155, 203, 265, 313</p> <p>Teacher Wraparound Edition: C 85; T 84</p>

STANDARDS	PAGE REFERENCES
<ul style="list-style-type: none"> publishing using technology (ELA-2-H3) 	<p>Student Edition: 86-88, 244-246, 347, 905-907, 911, 917-920, 924-927 <i>Journal Writing</i> 87 <i>Technology Tip</i> 911 <i>Viewing and Representing</i> 247 <i>Writing Activities</i> 89 <i>Writing Process in Action</i> 31, 97, 155, 203, 265, 313</p> <p>Teacher Wraparound Edition: C 97; T 88</p>
<p>20. Develop complex paragraphs and multiparagraph compositions using all modes of writing, emphasizing exposition and persuasion (ELA-2-H4)</p>	<p>Student Edition: 322-347, 960-965 <i>Write About Reading</i> 107, 274, 318 <i>Writing Across the Curriculum</i> 39, 108, 163, 357 <i>Writing Activities</i> 223, 231, 235, 243, 251, 261, 289, 293, 297, 305 <i>Writing Process in Action</i> 28-31, 94-97, 152-155, 200-203, 262-265, 310-313</p> <p>Teacher Wraparound Edition: C 235, 261, 293</p>
<p>21. Use all modes to write complex compositions, including:</p> <ul style="list-style-type: none"> comparison/contrast of ideas and information in reading materials or current issues 	<p>Student Edition: 221, 236-238 <i>Journal Writing</i> 237 <i>Writing Activities</i> 239</p> <p>Teacher Wraparound Edition: C 239; JWT 237</p>
<ul style="list-style-type: none"> literary analyses that compare and contrast multiple texts 	<p>Student Edition: 258-260 <i>Writing Activities</i> 261</p> <p>Teacher Wraparound Edition: C 261</p>
<ul style="list-style-type: none"> editorials on current affairs (ELA-2-H4) 	<p>Student Edition: <i>Writing Activities</i> 289</p> <p>Teacher Wraparound Edition: A 288</p>

STANDARDS	PAGE REFERENCES
22. Develop writing using a variety of complex literary and rhetorical devices, including imagery and the rhetorical question (ELA-2-H5)	Student Edition: 144-146 <i>Writing Activities</i> 147 Teacher Wraparound Edition: A 147
23. Develop individual writing style that includes the following: <ul style="list-style-type: none"> • a variety of sentence structures (e.g., parallel or repetitive) and lengths 	Student Edition: 363-364, 951-952, 955 <i>Write About Reading</i> 107
<ul style="list-style-type: none"> • diction selected to create a tone and set a mood 	Student Edition: 304 <i>Revising Checklist</i> 312 <i>Write About Reading</i> 38 <i>Writing Activities</i> 305 Teacher Wraparound Edition: T 304
<ul style="list-style-type: none"> • selected vocabulary and phrasing that reflect the character and temperament (voice) of the writer (ELA-2-H5) 	Student Edition: 175-178, 184-186 <i>Listening and Speaking</i> 305 <i>Write About Reading</i> 38, 212 <i>Writing Activities</i> 179, 187 Teacher Wraparound Edition: MA 174; T 186
24. Write for various purposes, including: <ul style="list-style-type: none"> • formal and business letters, such as letters of complaint and requests for information 	Student Edition: 302-304, 413-419 <i>Activity</i> 413, 417 <i>Writing Activities</i> 293, 305 Teacher Wraparound Edition: A 305
<ul style="list-style-type: none"> • letters to the editor 	Student Edition: <i>Activity</i> 419 <i>Writing Across the Curriculum</i> 319 <i>Writing Activities</i> 289 Teacher Wraparound Edition: A 289

STANDARDS	PAGE REFERENCES
<ul style="list-style-type: none"> job applications 	<p>Student Edition: 422-423 <i>Activity</i> 423</p> <p>Teacher Wraparound Edition: T 422</p>
<ul style="list-style-type: none"> text-supported interpretations that connect life experiences to works of literature (ELA-2-H6) 	<p>Student Edition: 20-22, 24-26 <i>Write About Reading</i> 38, 162, 318 <i>Writing Activities</i> 23, 27 <i>Writing Process in Action</i> 28-31, 94-97</p> <p>Teacher Wraparound Edition: C 31; T 22</p>
<p>Writing/Proofreading</p>	
<p>Standard 3:</p>	
<p>25. Apply standard rules of sentence formation, avoiding common errors, such as:</p> <ul style="list-style-type: none"> fragments 	<p>Student Edition: 388-389 <i>Editing/Proofreading Checklist</i> 265, 313 <i>Grammar Link</i> 23</p> <p>Teacher Wraparound Edition: BR 388; C 389</p>
<ul style="list-style-type: none"> run-on sentences 	<p>Student Edition: 390-391 <i>Editing/Proofreading Checklist</i> 265 <i>Grammar Link</i> 49</p> <p>Teacher Wraparound Edition: BR 390; C 391; SD 391</p>
<ul style="list-style-type: none"> syntax problems (ELA-3-H2) 	<p>Student Edition: 691-711 <i>Editing/Proofreading Checklist</i> 265 <i>Grammar Link</i> 173</p> <p>Teacher Wraparound Edition: CL 695; EL 696; LS 692; MIN 698</p>
<p>26. Apply standard rules of usage, including:</p> <ul style="list-style-type: none"> making subjects and verbs agree 	<p>Student Edition: 392-395, 613-635 <i>Editing/Proofreading Checklist</i> 155, 265 <i>Grammar Link</i> 85, 179</p> <p>Teacher Wraparound Edition: BR 392; C 395; MIN 617; SD 393, 395</p>

STANDARDS	PAGE REFERENCES
<ul style="list-style-type: none"> using verbs in appropriate tenses 	<p>Student Edition: 401-403, 589-599 <i>Editing/Proofreading Checklist</i> 313</p> <p>Teacher Wraparound Edition: BR 401, 402; C 401, 403; EE 592; MIN 591; SD 403</p>
<ul style="list-style-type: none"> making pronouns agree with antecedents 	<p>Student Edition: 396-397, 644-648 <i>Editing/Proofreading Checklist</i> 313 <i>Grammar Link</i> 281</p> <p>Teacher Wraparound Edition: BR 396; C 397; MIN 648; SD 397</p>
<ul style="list-style-type: none"> using pronouns in appropriate cases (e.g., nominative and objective) 	<p>Student Edition: 508-509 <i>Editing/Proofreading Checklist</i> 31, 97, 155 <i>Grammar Link</i> 11</p> <p>Teacher Wraparound Edition: EL 509; MIN 508; SD 508, 509</p>
<ul style="list-style-type: none"> using adjectives in comparative and superlative degrees 	<p>Student Edition: 460-465 <i>Grammar Link</i> 147</p> <p>Teacher Wraparound Edition: EL 462; SD 463; VR 463</p>
<ul style="list-style-type: none"> using adverbs correctly 	<p>Student Edition: 466-472 <i>Grammar Link</i> 151</p> <p>Teacher Wraparound Edition: BR 466; CL 469; EE 468; EL 470; MIN 467, 471</p>
<ul style="list-style-type: none"> avoiding double negatives (ELA-3-H2) 	<p>Student Edition: 673 <i>Editing/Proofreading Checklist</i> 31 <i>Grammar Link</i> 27</p> <p>Teacher Wraparound Edition: T 673</p>
<p>27. Apply standard rules of mechanics, including:</p> <ul style="list-style-type: none"> using commas to set off appositives or parenthetical phrases 	<p>Student Edition: 408-409 <i>Grammar Link</i> 71</p> <p>Teacher Wraparound Edition: BR 408; C 409; SD 409</p>

STANDARDS	PAGE REFERENCES
<ul style="list-style-type: none"> using quotation marks to set off titles of short works 	<p>Student Edition: 755-757</p> <p>Teacher Wraparound Edition: C 757; T 755, 756</p>
<ul style="list-style-type: none"> using colons preceding a list and after a salutation in a business letter 	<p>Student Edition: 737-739</p> <p>Teacher Wraparound Edition: C 739; EL 738</p>
<ul style="list-style-type: none"> using appropriate capitalization, including names of political and ethnic groups, religions, and continents (ELA-3-H2) 	<p>Student Edition: 713-731</p> <p><i>Editing/Proofreading Checklist</i> 97, 265</p> <p><i>Grammar Link</i> 55, 247</p> <p>Teacher Wraparound Edition: CC 717; MIN 716; WRW 719</p>
<p>28. Use correct spelling conventions when writing and editing (ELA-3-H3)</p>	<p>Student Edition: 828-834</p> <p><i>Editing/Proofreading Checklist</i> 31, 97, 155, 203, 265, 313</p> <p><i>Listening and Speaking</i> 49</p> <p><i>Spelling</i> 19</p> <p>Teacher Wraparound Edition: BR 834; C 833; MIN 829; T 830</p>
<p>29. 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)</p>	<p>Student Edition: 812-815</p> <p><i>Spelling</i> 19</p> <p>Teacher Wraparound Edition: EE 815; EL 694, 699, 724, 831; T 831</p>
<p>Speaking and Listening</p>	
<p>Standard 4:</p>	
<p>30. Use standard English grammar, diction, and syntax when speaking in formal presentations and informal group discussions (ELA-4-H1)</p>	<p>Student Edition: 887-891</p> <p><i>Listening and Speaking</i> 11, 23, 139, 179, 191, 239, 251, 289, 305</p> <p>Teacher Wraparound Edition: LS 285; T 887</p>

STANDARDS	PAGE REFERENCES
<p>31. Select language appropriate to specific purposes and audiences, including:</p> <ul style="list-style-type: none"> delivering informational/book reports in class 	<p>Student Edition: 888 <i>Listening and Speaking</i> 11, 23, 59, 179, 239, 243, 251, 285, 289, 305</p> <p>Teacher Wraparound Edition: LS 23, 285</p>
<ul style="list-style-type: none"> conducting interviews/surveys of classmates or the general public 	<p>Student Edition: 64-66, 892-893 <i>Listening and Speaking</i> 67 <i>Writing Activities</i> 67 <i>Writing Process in Action</i> 94-97</p> <p>Teacher Wraparound Edition: LS 66, 893</p>
<ul style="list-style-type: none"> participating in class discussions (ELA-4-H1) 	<p>Student Edition: <i>Listening and Speaking</i> 59, 93, 135, 199, 257</p>
<p>32. Listen to detailed oral instructions and presentations and carry out complex procedures, including:</p> <ul style="list-style-type: none"> taking accurate notes 	<p>Student Edition: 883-884</p>
<ul style="list-style-type: none"> writing summaries or responses 	<p>Student Edition: <i>Listening and Speaking</i> 183, 187, 285</p> <p>Teacher Wraparound Edition: LS 285</p>
<ul style="list-style-type: none"> forming groups (ELA-4-H2) 	<p>Student Edition: 891 <i>Listening and Speaking</i> 59</p> <p>Teacher Wraparound Edition: C 891</p>
<p>33. Organize and use precise language to deliver oral directions and instructions about general, technical, or scientific topics (ELA-4-H2)</p>	<p>Student Edition: <i>Cross-Curricular Activity</i> 173, 223 <i>Listening and Speaking</i> 131, 139, 239, 251, 289, 305</p> <p>Teacher Wraparound Edition: LS 139, 285, 305</p>
<p>34. Deliver oral presentations that include the following:</p> <ul style="list-style-type: none"> volume, phrasing, enunciation, voice modulation, and inflection adjusted to stress important ideas and impact audience response 	<p>Student Edition: 890 <i>Listening and Speaking</i> 23, 93, 179, 191, 251, 305</p> <p>Teacher Wraparound Edition: LS 179, 285, 305; PA 890</p>

STANDARDS	PAGE REFERENCES
<ul style="list-style-type: none"> language choices adjusted to suit the content and context 	<p>Student Edition: 888-890 <i>Listening and Speaking</i> 93, 239, 243, 251, 289, 305</p> <p>Teacher Wraparound Edition: LS 285, 305; MIN 889</p>
<ul style="list-style-type: none"> an organization that includes an introduction, selected details, and a conclusion arranged to impact an audience (ELA-4-H3) 	<p>Student Edition: 887-889 <i>Listening and Speaking</i> 23, 239, 251, 285, 305</p> <p>Teacher Wraparound Edition: LS 285, 305; T 888</p>
<p>35. Use active listening strategies, including:</p> <ul style="list-style-type: none"> monitoring message for clarity 	<p>Student Edition: 883-886 <i>Listening and Speaking</i> 85, 285</p> <p>Teacher Wraparound Edition: PA 885</p>
<ul style="list-style-type: none"> selecting and organizing essential information 	<p>Student Edition: 883-886</p> <p>Teacher Wraparound Edition: PA 885</p>
<ul style="list-style-type: none"> noting cues such as changes in pace 	<p>Student Edition: 885</p> <p>Teacher Wraparound Edition: PA 886</p>
<ul style="list-style-type: none"> generating and asking questions concerning a speaker's content, delivery, and attitude toward the subject (ELA-4-H4) 	<p>Student Edition: 884</p> <p>Teacher Wraparound Edition: PA 885</p>
<p>36. Deliver clear, coherent, and concise oral presentations and responses about information and ideas in a variety of texts (ELA-4-H4)</p>	<p>Student Edition: 888-890 <i>Listening and Speaking</i> 23, 239, 243, 251, 289, 305</p> <p>Teacher Wraparound Edition: LS 305; MIN 889</p>

STANDARDS	PAGE REFERENCES
<p>37. Analyze media information in oral and written responses, including:</p> <ul style="list-style-type: none"> comparing and contrasting the ways in which print and broadcast media cover the same event 	<p>Student Edition: 902-904, 917-920, 921-923 <i>Listening and Speaking</i> 285 <i>Viewing and Representing</i> 285 Teacher Wraparound Edition: C 923; MA 905; T 904</p>
<ul style="list-style-type: none"> evaluating media messages for clarity, quality, effectiveness, motive, and coherence 	<p>Student Edition: 902-904 <i>Listening and Speaking</i> 285 <i>Viewing and Representing</i> 285 Teacher Wraparound Edition: LS 285; MA 902; T 903</p>
<ul style="list-style-type: none"> listening to and critiquing audio/video presentations (ELA-4-H5) 	<p>Student Edition: 886, 895-901, 902-904 <i>Listening and Speaking</i> 285 <i>Viewing and Representing</i> 285 Teacher Wraparound Edition: LS 285; MA 905; T 904; VR 897</p>
<p>38. Participate in group and panel discussions, including:</p> <ul style="list-style-type: none"> identifying the strengths and talents of other participants 	<p>Student Edition: 891 <i>Listening and Speaking</i> 85, 147 Teacher Wraparound Edition: PA 891</p>
<ul style="list-style-type: none"> acting as facilitator, recorder, leader, listener, or mediator 	<p>Student Edition: 891 <i>Listening and Speaking</i> 85, 147</p>
<ul style="list-style-type: none"> evaluating the effectiveness of participants' performances (ELA-4-H6) 	<p>Student Edition: 891 Teacher Wraparound Edition: PA 891</p>
<p>Information Resources</p>	
<p>Standard 5:</p>	
<p>39. Select and evaluate relevant information for a research project using the organizational features of a variety of resources, including:</p> <ul style="list-style-type: none"> print texts such as prefaces, appendices, annotations, citations, bibliographic references, and endnotes 	<p>Student Edition: 324, 910 Teacher Wraparound Edition: MIN 325</p>

STANDARDS	PAGE REFERENCES
<ul style="list-style-type: none"> electronic texts such as database keyword searches, search engines, and e-mail addresses (ELA-5-H1) 	Student Edition: 324, 910, 913-916 Teacher Wraparound Edition: T 325
40. Locate, analyze, and synthesize information from grade-appropriate resources, including: <ul style="list-style-type: none"> multiple printed texts (e.g., encyclopedias, atlases, library catalogs, specialized dictionaries, almanacs, technical encyclopedias, and periodicals) 	Student Edition: 324, 910 Teacher Wraparound Edition: MIN 325; WRW 326
<ul style="list-style-type: none"> electronic sources (e.g., Web sites and databases) 	Student Edition: 324, 910, 913-916 Teacher Wraparound Edition: T 325, 914
<ul style="list-style-type: none"> other media sources (e.g., community and government data, television and radio resources, and other audio and visual materials) (ELA-5-H2) 	Student Edition: 324, 910 Teacher Wraparound Edition: MIN 324
41. Analyze the usefulness and accuracy of sources by determining their validity (e.g., authority, accuracy, objectivity, publication date, coverage) (ELA-5-H2)	Student Edition: 327, 960-961 Teacher Wraparound Edition: CT 327; T 914
42. Access information and conduct research using various grade-appropriate data-gathering strategies/tools, including: <ul style="list-style-type: none"> formulating clear research questions 	Student Edition: 324 Teacher Wraparound Edition: T 325
<ul style="list-style-type: none"> using research methods to gather evidence from primary and secondary sources 	Student Edition: 324, 960 Teacher Wraparound Edition: T 325
<ul style="list-style-type: none"> using graphic organizers (e.g., outlining, charts, timelines, webs) 	Student Edition: 325-326, 328-331, 910 <i>Writing Activities</i> 331 Teacher Wraparound Edition: C 331; MIN 330

STANDARDS	PAGE REFERENCES
<ul style="list-style-type: none"> compiling and organizing information to support the central ideas, concepts, and themes of a formal paper or presentation (ELA-5-H3) 	<p>Student Edition: 324-327, 328-331, 332-334, 910-911 <i>Writing Activities</i> 335</p> <p>Teacher Wraparound Edition: MIN 334</p>
<p>43. Write a variety of research reports, which include the following:</p> <ul style="list-style-type: none"> research that supports the main ideas 	<p>Student Edition: 322-356 <i>Writing Activities</i> 327, 331, 335</p> <p>Teacher Wraparound Edition: T 325</p>
<ul style="list-style-type: none"> facts, details, examples, and explanations from multiple sources 	<p>Student Edition: 322-356 <i>Writing Activities</i> 327, 331, 335</p> <p>Teacher Wraparound Edition: T 325</p>
<ul style="list-style-type: none"> graphics when appropriate 	<p>Student Edition: 244-246 <i>Writing Activities</i> 247</p> <p>Teacher Wraparound Edition: C 247</p>
<ul style="list-style-type: none"> complete documentation (e.g., endnotes, parenthetical citations, works cited lists, or bibliographies) (ELA-5-H3) 	<p>Student Edition: 325-327, 336-340, 961-962 <i>Writing Activities</i> 341</p> <p>Teacher Wraparound Edition: MIN 339; T 338</p>
<p>44. Use word processing and/or technology 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>Student Edition: 909-912, 962</p> <p>Teacher Wraparound Edition: T 910</p>
<p>45. Follow acceptable use policy to document sources in research reports using various formats, including:</p> <ul style="list-style-type: none"> preparing extended bibliographies of reference materials 	<p>Student Edition: 325-327, 336-340, 962 <i>Writing Activities</i> 341</p> <p>Teacher Wraparound Edition: MIN 339; T 338</p>
<ul style="list-style-type: none"> integrating quotations and citations while maintaining flow of ideas 	<p>Student Edition: 325-327, 336-340, 962 <i>Writing Activities</i> 341</p> <p>Teacher Wraparound Edition: MIN 339; T 338</p>

STANDARDS	PAGE REFERENCES
<ul style="list-style-type: none"> using standard formatting for source acknowledgment according to a specified style guide 	<p>Student Edition: 325-327, 336-340, 962-965 <i>Writing Activities</i> 327</p> <p>Teacher Wraparound Edition: MIN 339; T 338</p>
<ul style="list-style-type: none"> using parenthetical documentation following <i>MLA Guide</i> within a literature-based research report (ELA-5-H5) 	<p>Student Edition: 963 <i>Writing Activities</i> 327</p> <p>Teacher Wraparound Edition: T 910</p>
<p>46. Analyze information found in 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>Teacher Wraparound Edition: C 247; MIN 246</p>