



Writer's Choice

Grammar and Composition

Grade 11

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STANDARDS	PAGE REFERENCES
Reading and Responding	
Standard 1:	
1. Extend basic and technical vocabulary using a variety of strategies, including: <ul style="list-style-type: none"> • analysis of an author's word choice 	See Glencoe's <i>American Literature</i> , Louisiana Edition © 2009.
<ul style="list-style-type: none"> • use of related forms of words 	See Glencoe's <i>American Literature</i> , Louisiana Edition © 2009.
<ul style="list-style-type: none"> • analysis of analogous statements (ELA-1-H1) 	See Glencoe's <i>American Literature</i> , Louisiana Edition © 2009.
2. Analyze the significance of complex literary and rhetorical devices in American, British, or world texts, including: <ul style="list-style-type: none"> • apostrophes 	See Glencoe's <i>American Literature</i> , Louisiana Edition © 2009.
<ul style="list-style-type: none"> • rhetorical questions 	See Glencoe's <i>American Literature</i> , Louisiana Edition © 2009.
<ul style="list-style-type: none"> • metaphysical conceits 	See Glencoe's <i>American Literature</i> , Louisiana Edition © 2009.
<ul style="list-style-type: none"> • implicit metaphors (metonymy and synecdoche) (ELA-1-H2) 	See Glencoe's <i>American Literature</i> , Louisiana Edition © 2009.

STANDARDS	PAGE REFERENCES
3. Draw conclusions and make inferences about ideas and information in complex texts in oral and written responses, including: <ul style="list-style-type: none"> fiction/nonfiction 	See Glencoe's <i>American Literature</i> , Louisiana Edition © 2009.
<ul style="list-style-type: none"> drama/poetry 	See Glencoe's <i>American Literature</i> , Louisiana Edition © 2009.
<ul style="list-style-type: none"> public documents 	See Glencoe's <i>American Literature</i> , Louisiana Edition © 2009.
<ul style="list-style-type: none"> film/visual texts 	See Glencoe's <i>American Literature</i> , Louisiana Edition © 2009.
<ul style="list-style-type: none"> debates/speeches (ELA-1-H3) 	See Glencoe's <i>American Literature</i> , Louisiana Edition © 2009.
4. Evaluate ways in which the main idea, rationale or thesis, and information in complex texts, including consumer, workplace, public, and historical documents, represent a view or comment on life (ELA-1-H4)	See Glencoe's <i>American Literature</i> , Louisiana Edition © 2009.
Standard 6:	
5. Analyze and critique the impact of historical periods, diverse ethnic groups, and major influences (e.g., philosophical, political, religious, ethical, social) on American, British, or world literature in oral and written responses (ELA-6-H1)	See Glencoe's <i>American Literature</i> , Louisiana Edition © 2009.
6. Analyze and explain the significance of literary forms, techniques, characteristics, and recurrent themes of major literary periods in ancient, American, British, or world literature (ELA-6-H2)	See Glencoe's <i>American Literature</i> , Louisiana Edition © 2009.
7. Analyze and synthesize in oral and written responses distinctive elements (e.g., structure) of a variety of literary forms and types, including: <ul style="list-style-type: none"> essays and memoirs by early and modern essay writers 	See Glencoe's <i>American Literature</i> , Louisiana Edition © 2009.
<ul style="list-style-type: none"> epic poetry such as <i>Beowulf</i> 	See Glencoe's <i>American Literature</i> , Louisiana Edition © 2009.
<ul style="list-style-type: none"> forms of lyric and narrative poetry such as the ballad, sonnets, pastorals, elegies, and the dramatic monologue 	See Glencoe's <i>American Literature</i> , Louisiana Edition © 2009.

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<ul style="list-style-type: none"> drama, including ancient, Renaissance, and modern comedies and tragedies 	See Glencoe's <i>American Literature</i> , Louisiana Edition © 2009.
<ul style="list-style-type: none"> short stories, novellas, and novels 	See Glencoe's <i>American Literature</i> , Louisiana Edition © 2009.
<ul style="list-style-type: none"> biographies and autobiographies 	See Glencoe's <i>American Literature</i> , Louisiana Edition © 2009.
<ul style="list-style-type: none"> speeches (ELA-6-H3) 	See Glencoe's <i>American Literature</i> , Louisiana Edition © 2009.
<p>8. Analyze in oral and written responses the ways in which works of ancient, American, British, or world literature represent views or comments on life, for example:</p> <ul style="list-style-type: none"> an autobiography/diary gives insight into a particular time and place 	See Glencoe's <i>American Literature</i> , Louisiana Edition © 2009.
<ul style="list-style-type: none"> the pastoral idealizes life in the country 	See Glencoe's <i>American Literature</i> , Louisiana Edition © 2009.
<ul style="list-style-type: none"> the parody mocks people and institutions 	See Glencoe's <i>American Literature</i> , Louisiana Edition © 2009.
<ul style="list-style-type: none"> an allegory uses fictional figures to express truths about human experiences (ELA-6-H4) 	See Glencoe's <i>American Literature</i> , Louisiana Edition © 2009.
Standard 7:	
<p>9. Demonstrate understanding of information in American, British, and world literature using a variety of strategies, for example:</p> <ul style="list-style-type: none"> interpreting and evaluating presentation of events and information 	See Glencoe's <i>American Literature</i> , Louisiana Edition © 2009.
<ul style="list-style-type: none"> evaluating the credibility of arguments in nonfiction works 	See Glencoe's <i>American Literature</i> , Louisiana Edition © 2009.
<ul style="list-style-type: none"> making inferences and drawing conclusions 	See Glencoe's <i>American Literature</i> , Louisiana Edition © 2009.
<ul style="list-style-type: none"> evaluating the author's use of complex literary elements, (e.g., symbolism, themes, characterization, ideas) 	See Glencoe's <i>American Literature</i> , Louisiana Edition © 2009.
<ul style="list-style-type: none"> comparing and contrasting major periods, themes, styles, and trends within and across texts 	See Glencoe's <i>American Literature</i> , Louisiana Edition © 2009.

STANDARDS	PAGE REFERENCES
<ul style="list-style-type: none"> making predictions and generalizations about ideas and information 	See Glencoe's <i>American Literature</i> , Louisiana Edition © 2009.
<ul style="list-style-type: none"> critiquing the strengths and weaknesses of ideas and information 	See Glencoe's <i>American Literature</i> , Louisiana Edition © 2009.
<ul style="list-style-type: none"> synthesizing (ELA-7-H1) 	See Glencoe's <i>American Literature</i> , Louisiana Edition © 2009.
<p>10. Identify, gather, and evaluate appropriate sources and relevant information to solve problems using multiple sources, including:</p> <ul style="list-style-type: none"> school library catalogs 	See Glencoe's <i>American Literature</i> , Louisiana Edition © 2009.
<ul style="list-style-type: none"> online databases 	See Glencoe's <i>American Literature</i> , Louisiana Edition © 2009.
<ul style="list-style-type: none"> electronic resources 	See Glencoe's <i>American Literature</i> , Louisiana Edition © 2009.
<ul style="list-style-type: none"> Internet-based resources (ELA-7-H2) 	See Glencoe's <i>American Literature</i> , Louisiana Edition © 2009.
<p>11. Analyze and evaluate the philosophical arguments presented in literary works, including American, British, or world literature (ELA-7-H2)</p>	See Glencoe's <i>American Literature</i> , Louisiana Edition © 2009.
<p>12. Analyze and evaluate works of American, British, or world literature in terms of an author's life, culture, and philosophical assumptions (ELA-7-H3)</p>	See Glencoe's <i>American Literature</i> , Louisiana Edition © 2009.
<p>13. Analyze information within and across grade-appropriate print and nonprint texts using various reasoning skills, including:</p> <ul style="list-style-type: none"> identifying cause-effect relationships 	See Glencoe's <i>American Literature</i> , Louisiana Edition © 2009.
<ul style="list-style-type: none"> raising questions 	See Glencoe's <i>American Literature</i> , Louisiana Edition © 2009.
<ul style="list-style-type: none"> reasoning inductively and deductively 	See Glencoe's <i>American Literature</i> , Louisiana Edition © 2009.
<ul style="list-style-type: none"> generating a theory or hypothesis 	See Glencoe's <i>American Literature</i> , Louisiana Edition © 2009.
<ul style="list-style-type: none"> skimming/scanning 	See Glencoe's <i>American Literature</i> , Louisiana Edition © 2009.
<ul style="list-style-type: none"> distinguishing facts from opinions and probability (ELA-7-H4) 	See Glencoe's <i>American Literature</i> , Louisiana Edition © 2009.

STANDARDS	PAGE REFERENCES
Writing	
Standard 2:	
<p>14. Develop complex compositions, essays, and reports that include the following:</p> <ul style="list-style-type: none"> a clearly stated central idea/thesis statement 	<p>Student Edition: 72-73, 183, 227, 242, 271, 299, 920-921 <i>Journal Writing</i> 227 <i>Listening and Speaking</i> 75 <i>Writing Across the Curriculum</i> 207 <i>Writing Activities</i> 75, 81, 85, 231, 247, 273, 301 <i>Writing Process in Action</i> 194-197, 252-255, 306-309</p> <p>Teacher Wraparound Edition: A 255; T 73</p>
<ul style="list-style-type: none"> a clear, overall structure (e.g., introduction, body, appropriate conclusion) 	<p>Student Edition: 78-80, 920-921 <i>Journal Writing</i> 79 <i>Revising Checklist</i> 38, 308 <i>Write About Reading</i> 206 <i>Writing Activities</i> 81 <i>Writing Process in Action</i> 100-103, 252-255</p> <p>Teacher Wraparound Edition: A 255; JWT 79; T 78</p>
<ul style="list-style-type: none"> supporting paragraphs organized in a logical sequence (e.g., spatial order, order of importance, ascending/descending order, chronological order, parallel construction) 	<p>Student Edition: 76-77, 182-184, 215-216, 222-224, 226-230, 244-246, 918-919, 920-921 <i>Journal Writing</i> 77 <i>Writing Activities</i> 81, 185, 217, 221, 247 <i>Writing Process in Action</i> 36-39, 100-103, 152-155, 194-197, 252-255, 306-309</p> <p>Teacher Wraparound Edition: A 155, 309; JWT 77</p>
<ul style="list-style-type: none"> transitional words, phrases, and devices that unify throughout (ELA-2-H1) 	<p>Student Edition: 82-84, 216, 230, 919, 922 <i>Writing Across the Curriculum</i> 263 <i>Writing Activities</i> 85, 139, 217, 225, 231 <i>Writing Process in Action</i> 252-255</p> <p>Teacher Wraparound Edition: A 309; JWT 219; MIN 216</p>

STANDARDS	PAGE REFERENCES
<p>15. 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: 21, 64-66, 220, 272, 922 <i>Write About Reading</i> 44, 320 <i>Writing Across the Curriculum</i> 263 <i>Writing Activities</i> 15, 23, 67, 221, 273 <i>Writing Process in Action</i> 36-39, 100-103, 152-155, 194-197, 252-255, 306-309</p> <p>Teacher Wraparound Edition: A 155, 197; MIN 255</p>
<ul style="list-style-type: none"> vocabulary selected to clarify meaning, create images, and set a tone 	<p>Student Edition: 250, 300, 921 <i>Try It Out</i> 119 <i>Writing Activities</i> 35, 67, 135, 139, 251, 301 <i>Writing Process in Action</i> 36-39, 152-155, 194-197, 252-255, 306-309</p> <p>Teacher Wraparound Edition: A 197, 255; C 39; T 37</p>
<ul style="list-style-type: none"> information/ideas selected to engage the interest of the reader 	<p>Student Edition: <i>Write About Reading</i> 44, 109, 164, 206, 262, 320 <i>Writing Across the Curriculum</i> 45, 110, 165, 207, 263, 321 <i>Writing Process in Action</i> 36-39, 100-103, 152-155, 194-197, 252-255, 306-309</p> <p>Teacher Wraparound Edition: T 37, 101, 153, 195, 253, 307</p>
<ul style="list-style-type: none"> clear voice (individual personality) (ELA-2-H2) 	<p>Student Edition: 119 <i>Revising Checklist</i> 38 <i>Try It Out</i> 119 <i>Write About Reading</i> 44</p> <p>Teacher Wraparound Edition: A 309</p>
<p>16. Develop complex compositions using writing processes such as the following:</p> <ul style="list-style-type: none"> selecting topic and form (e.g., determining a purpose and audience) 	<p>Student Edition: 21, 64-66, 220, 272 <i>Journal Writing</i> 65 <i>Writing Across the Curriculum</i> 263 <i>Writing Activities</i> 23, 67, 221, 273 <i>Writing Process in Action</i> 36, 100, 152, 194, 252, 306</p> <p>Teacher Wraparound Edition: A 197; C 67; JWT 65; MIN 66</p>

STANDARDS	PAGE REFERENCES
<ul style="list-style-type: none"> prewriting (e.g., brainstorming, clustering, outlining, generating main idea/thesis statements) 	<p>Student Edition: 56-58, 60-62, 64-66, 68-70, 324-329, 330-333 <i>Journal Writing</i> 57, 61, 65, 69 <i>Listening and Speaking</i> 59, 75 <i>Writing Activities</i> 59, 63, 67, 71 <i>Writing Process in Action</i> 36-37, 100-101, 152-153, 194-195, 252-253, 306-307</p> <p>Teacher Wraparound Edition: JWT 57; MIN 333</p>
<ul style="list-style-type: none"> drafting 	<p>Student Edition: 72-74, 76-80, 82-84, 334-337 <i>Journal Writing</i> 73, 77, 79, 83 <i>Writing Activities</i> 75, 81, 85 <i>Writing Process in Action</i> 37-38, 101, 154, 196, 254, 307-308</p> <p>Teacher Wraparound Edition: C 85; EE 83</p>
<ul style="list-style-type: none"> conferencing with peers and teachers 	<p>Student Edition: 86-88 <i>Checklist</i> 87 <i>Journal Writing</i> 87 <i>Using Computers</i> 89 <i>Writing Activities</i> 89 <i>Writing Process in Action</i> 38, 102, 154, 196, 254, 308</p> <p>Teacher Wraparound Edition: C 81, 89; MIN 88</p>
<ul style="list-style-type: none"> revising for content and structure based on feedback 	<p>Student Edition: 86-88, 344-347 <i>Journal Writing</i> 87 <i>Writing Activities</i> 89 <i>Writing Process in Action</i> 38, 102, 154, 196, 254, 308</p> <p>Teacher Wraparound Edition: C 347; T 87</p>

STANDARDS	PAGE REFERENCES
<ul style="list-style-type: none"> proofreading/editing to improve conventions of language 	<p>Student Edition: 90-93, 348, 407 <i>Checklist</i> 91, 348 <i>Journal Writing</i> 91, 93 <i>Listening and Speaking</i> 95 <i>Writing Activities</i> 95</p> <p>Teacher Wraparound Edition: C 95; MIN 92</p>
<ul style="list-style-type: none"> publishing using available technology (ELA-2-H3) 	<p>Student Edition: 94, 349, 867-868, 870-876, 882-889 <i>Writing Activities</i> 95 <i>Writing Process in Action</i> 39, 103, 155, 197, 255, 309</p> <p>Teacher Wraparound Edition: C 235, 255; MIN 874, 884; T 874</p>
<p>17. Use the various modes to write complex compositions, including:</p> <ul style="list-style-type: none"> definition essay 	<p>Student Edition: <i>Writing Process in Action</i> 252-255 can be used to help facilitate this goal, with special attention paid to the <i>Editing/Proofreading Checklist</i> 254.</p>
<ul style="list-style-type: none"> problem/solution essay 	<p>Student Edition: 232-234 <i>Cross-Curricular Activity</i> 235 <i>Journal Writing</i> 233 <i>Writing Activities</i> 235</p> <p>Teacher Wraparound Edition: T 234</p>
<ul style="list-style-type: none"> a research project 	<p>Student Edition: 324-329, 330-333, 334-337, 338-343, 344-347, 348-356, 924-929 <i>Writing Activities</i> 329, 333, 337, 343, 347, 349</p> <p>Teacher Wraparound Edition: MIN 327</p>
<ul style="list-style-type: none"> literary analyses that incorporate research 	<p>Student Edition: 28-30, 96-98, 244-246, 248-250 <i>Journal Writing</i> 29, 245, 249 <i>Write About Reading</i> 44, 109, 164, 206, 262, 320 <i>Writing Activities</i> 31, 99, 247, 251</p> <p>Teacher Wraparound Edition: C 251</p>

STANDARDS	PAGE REFERENCES
<ul style="list-style-type: none"> cause-effect essay 	<p>Student Edition: 222-224 <i>Journal Writing</i> 223 <i>Viewing and Representing</i> 225 <i>Writing Across the Curriculum</i> 263 <i>Writing Activities</i> 225</p> <p>Teacher Wraparound Edition: C 225; JWT 223</p>
<ul style="list-style-type: none"> process analyses 	<p>Student Edition: 218-220 <i>Journal Writing</i> 219 <i>Writing Activities</i> 221</p> <p>Teacher Wraparound Edition: C 221; MA 218; MIN 220</p>
<ul style="list-style-type: none"> persuasive essays (ELA-2-H4) 	<p>Student Edition: 270-272, 274-276, 278-280, 282-286, 288-292, 294-296, 298-300 <i>Journal Writing</i> 271, 275, 279, 283, 285, 289, 291, 295, 299 <i>Write About Reading</i> 320 <i>Writing Across the Curriculum</i> 321 <i>Writing Activities</i> 273, 277, 281, 287, 293, 297, 301 <i>Writing Process in Action</i> 306-309</p> <p>Teacher Wraparound Edition: C 293, 297; CT 286; JWT 275, 279, 283</p>
<p>18. Develop writing/compositions using a variety of complex literary and rhetorical devices (ELA-2-H5)</p>	<p>Student Edition: 270-272, 274-276, 278-280, 282-286, 288-292, 294-296, 298-300 <i>Journal Writing</i> 271, 275, 279, 283, 285, 289, 291, 295, 299 <i>Write About Reading</i> 320 <i>Writing Across the Curriculum</i> 321 <i>Writing Activities</i> 273, 277, 281, 287, 293, 297, 301 <i>Writing Process in Action</i> 252-255, 306-309</p> <p>Teacher Wraparound Edition: C 293, 297; CT 286; JWT 275, 279, 283</p>
<p>19. Extend development of individual style to include the following:</p> <ul style="list-style-type: none"> avoidance of overused words, clichés, and jargon 	<p>The following writing activities can be used to help facilitate this goal.</p> <p>Student Edition: <i>Writing Process in Action</i> 36-39, 100-103, 152-155, 194-197, 252-255, 306-309</p>

STANDARDS	PAGE REFERENCES
<ul style="list-style-type: none"> a variety of sentence structures and patterns 	<p>Student Edition: 82, 360-363, 914-916 <i>Write About Reading</i> 44, 262</p> <p>Teacher Wraparound Edition: A 363; EE 25, 83; MIN 361</p>
<ul style="list-style-type: none"> diction that sets tone and mood 	<p>Student Edition: 118-119, 148-150, 300 <i>Revising Checklist</i> 38, 154 <i>Write About Reading</i> 320 <i>Writing Activities</i> 301 <i>Writing Process in Action</i> 36-39, 152-155</p> <p>Teacher Wraparound Edition: A 155; T 118</p>
<ul style="list-style-type: none"> vocabulary and phrasing that reflect the character and temperament (voice) of the writer (ELA-2-H5) 	<p>Student Edition: 119 <i>Revising Checklist</i> 38 <i>Try It Out</i> 119 <i>Write About Reading</i> 44</p> <p>Teacher Wraparound Edition: A 309</p>
<p>20. Write for various purposes, including:</p> <ul style="list-style-type: none"> interpretations/explanations that connect life experiences to works of American, British, and world literature 	<p>Student Edition: <i>Write About Reading</i> 109 <i>Writing Across the Curriculum</i> 45</p> <p>Teacher Wraparound Edition: WAR 109</p>
<ul style="list-style-type: none"> functional documents (e.g., resumes, memos, proposals) (ELA-2-H6) 	<p>Student Edition: 24-26, 409-417, 418-421, 422-426, 427-431 <i>Writing Across the Curriculum</i> 165, 321 <i>Writing Activities</i> 27 <i>Writing Process in Action</i> 36-39, 252-255</p> <p>Teacher Wraparound Edition: MA 24</p>
<p>Writing/Proofreading</p>	
<p>Standard 3:</p>	
<p>21. Apply standard rules of sentence formation, including parallel structure (ELA-3-H2)</p>	<p>Student Edition: 82, 360-363, 914-916</p> <p>Teacher Wraparound Edition: EE 25, 83</p>

STANDARDS	PAGE REFERENCES
22. Apply standard rules of usage, for example: <ul style="list-style-type: none"> avoid splitting infinitives 	Student Edition: 521-522, 569 Teacher Wraparound Edition: EE 521
<ul style="list-style-type: none"> use the subjunctive mood appropriately (ELA-3-H2) 	Student Edition: 591-592 Teacher Wraparound Edition: C 593; LS 591
23. Apply standard rules of mechanics and punctuation, including: <ul style="list-style-type: none"> parentheses 	Student Edition: 732-733 Teacher Wraparound Edition: C 733
<ul style="list-style-type: none"> brackets 	Student Edition: 734 Teacher Wraparound Edition: T 734
<ul style="list-style-type: none"> dashes 	Student Edition: 731 Teacher Wraparound Edition: T 731
<ul style="list-style-type: none"> commas after introductory adverb clauses and long introductory phrases 	Student Edition: 722-727 Teacher Wraparound Edition: GT 725
<ul style="list-style-type: none"> quotation marks for secondary quotations 	Student Edition: 735-738 Teacher Wraparound Edition: MIN 736
<ul style="list-style-type: none"> internal capitalization 	Student Edition: 692-711 Teacher Wraparound Edition: C 695; EE 695
<ul style="list-style-type: none"> manuscript form (ELA-3-H2) 	Student Edition: 20-22, 922, 926 <i>Checklist</i> 91 <i>Writing Activities</i> 23, 95 <i>Writing Process in Action</i> 39, 103, 155, 197, 255, 309

STANDARDS	PAGE REFERENCES
24. Use a variety of resources (e.g., dictionaries, thesauruses, glossaries, technology) and textual features, (e.g., definitional footnotes, sidebars) to verify word spellings (ELA-3-H3)	Student Edition: 784-787, 801 <i>Listening and Speaking</i> 67 <i>Using Computers</i> 95 Teacher Wraparound Edition: MIN 800; TT 801
Speaking and Listening	
Standard 4:	
25. Use standard English grammar, diction, and syntax when speaking in formal presentations and informal group discussions (ELA-4-H1)	Student Edition: 852-854
26. Select language appropriate to specific purposes and audiences for speaking, including: <ul style="list-style-type: none"> • delivering informational/book reports in class 	Student Edition: 852-854 <i>Listening and Speaking</i> 151, 235 Teacher Wraparound Edition: LS 117
<ul style="list-style-type: none"> • conducting interviews/surveys of classmates or the general public 	Student Edition: 857 <i>Cross-Curricular Activity</i> 185 <i>Listening and Speaking</i> 185
<ul style="list-style-type: none"> • participating in class discussions (ELA-4-H1) 	Student Edition: <i>Listening and Speaking</i> 19, 59, 81, 147
27. Listen to detailed oral instructions and presentations and carry out complex procedures, including: <ul style="list-style-type: none"> • reading and questioning 	Student Edition: 850-851 <i>Listening and Speaking</i> 71 Teacher Wraparound Edition: T 850
<ul style="list-style-type: none"> • writing responses 	Student Edition: 302-304 <i>Listening and Speaking</i> 71, 81, 151 <i>Writing Activities</i> 305 Teacher Wraparound Edition: C 305
<ul style="list-style-type: none"> • forming groups 	Student Edition: 855-856 Teacher Wraparound Edition: C 856

STANDARDS	PAGE REFERENCES
<ul style="list-style-type: none"> taking accurate, detailed notes (ELA-4-H2) 	Student Edition: 850-851 <i>Listening and Speaking</i> 81
28. Organize and use precise language to deliver complex oral directions or instructions about general, technical, or scientific topics (ELA-4-H2)	Student Edition: 852-854
29. Deliver presentations that include the following: <ul style="list-style-type: none"> language, diction, and syntax selected to suit a purpose and impact an audience 	Student Edition: 853 <i>Listening and Speaking</i> 235, 273 Teacher Wraparound Edition: T 853
<ul style="list-style-type: none"> delivery techniques including repetition, eye contact, and appeal to emotion suited to a purpose and audience 	Student Edition: 854 <i>Listening and Speaking</i> 31, 151 Teacher Wraparound Edition: MIN 854; T 854
<ul style="list-style-type: none"> an organization that includes an introduction, relevant examples, and/or anecdotes, and a conclusion arranged to impact an audience (ELA-4-H3) 	Student Edition: 853
30. Use active listening strategies, including: <ul style="list-style-type: none"> monitoring messages for clarity 	Student Edition: 849-851 <i>Listening and Speaking</i> 31
<ul style="list-style-type: none"> selecting and organizing information 	Student Edition: 850
<ul style="list-style-type: none"> noting cues such as changes in pace (ELA-4-H4) 	Student Edition: 851
31. Deliver oral presentations, including: <ul style="list-style-type: none"> speeches that use appropriate rhetorical strategies 	Student Edition: 852-854 <i>Listening and Speaking</i> 273
<ul style="list-style-type: none"> responses that analyze information in texts and media 	The following pages can be used to help facilitate this standard. Student Edition: 863-864

STANDARDS	PAGE REFERENCES
<ul style="list-style-type: none"> persuasive arguments that clarify or defend positions (ELA-4-H4) 	<p>Student Edition: <i>Listening and Speaking</i> 273 <i>Writing Process in Action</i> 306-309</p> <p>Teacher Wraparound Edition: C 309</p>
<p>32. Give oral and written analyses of media information, including:</p> <ul style="list-style-type: none"> identifying logical fallacies (e.g., attack <i>ad hominem</i>, false causality, overgeneralization, bandwagon effect) used in oral addresses 	<p>Student Edition: 288-292, 850 (can be used to help facilitate this standard) <i>Cross-Curricular Activity</i> 293 <i>Journal Writing</i> 291 <i>Writing Activities</i> 293</p> <p>Teacher Wraparound Edition: C 293; MIN 292; RWC 850</p>
<ul style="list-style-type: none"> analyzing the techniques used in media messages for a particular audience 	<p>Student Edition: 864 <i>Viewing and Representing</i> 305</p> <p>Teacher Wraparound Edition: EL 864</p>
<ul style="list-style-type: none"> critiquing a speaker's diction and syntax in relation to the purpose of an oral presentation 	<p>Student Edition: 304 <i>Listening and Speaking</i> 31</p>
<ul style="list-style-type: none"> critiquing strategies (e.g., advertisements, propaganda techniques, visual representations, special effects) used by the media to inform, persuade, entertain, and transmit culture (ELA-4-H5) 	<p>Student Edition: 864 <i>Listening and Speaking</i> 151</p> <p>Teacher Wraparound Edition: CC 851; EL 864</p>
<p>33. 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: 855-856 <i>Listening and Speaking</i> 23, 193, 217, 297, 305</p>
<ul style="list-style-type: none"> acting as facilitator, recorder, leader, listener, or mediator 	<p>Student Edition: 855</p>
<ul style="list-style-type: none"> evaluating the effectiveness of participants' performance (ELA-4-H6) 	<p>Student Edition: <i>Listening and Speaking</i> 23, 193, 217, 297, 305</p>

STANDARDS	PAGE REFERENCES
Information Resources	
Standard 5:	
34. Select and critique relevant information for a research project using the organizational features of a variety resources, including: <ul style="list-style-type: none"> print texts (e.g., prefaces, appendices, annotations, citations, bibliographic references) 	Student Edition: 325-329, 775-780, 924-925 <i>Writing Activities</i> 329 Teacher Wraparound Edition: MIN 326, 779
<ul style="list-style-type: none"> electronic texts (e.g., database keyword searches, search engines, e-mail addresses) (ELA-5-H1) 	Student Edition: 781-782, 877-881, 924-925 Teacher Wraparound Edition: C 782; EE 781; PA 879
35. Locate, analyze, and synthesize information from a variety of complex resources, including: <ul style="list-style-type: none"> multiple print texts (e.g., encyclopedias, atlases, library catalogs, specialized dictionaries, almanacs, technical encyclopedias, and periodicals) 	Student Edition: 325-329, 775-780, 924-925 <i>Writing Activities</i> 329 Teacher Wraparound Edition: MIN 326, 779
<ul style="list-style-type: none"> electronic sources (e.g., Web sites or databases) 	Student Edition: 781-782, 877-881, 924-925 Teacher Wraparound Edition: C 782; EE 781; PA 879
<ul style="list-style-type: none"> other media (e.g., community and government data, television and radio resources, and audio and visual materials) (ELA-5-H2) 	Student Edition: 325-329, 775-780, 781-782, 877-881, 924-925 <i>Writing Activities</i> 329 Teacher Wraparound Edition: C 782; EE 781; MIN 326, 779; PA 879
36. Analyze the usefulness and accuracy of sources by determining their validity (e.g., authority, accuracy, objectivity, publication date, coverage) (ELA-5-H2)	Student Edition: 326, 880, 924-925 Teacher Wraparound Edition: T 326
36. 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: 325
<ul style="list-style-type: none"> evaluating the validity and/or reliability of primary and/or secondary sources 	Student Edition: 326, 880, 924-925 Teacher Wraparound Edition: T 326

STANDARDS	PAGE REFERENCES
<ul style="list-style-type: none"> using graphic organizers (e.g., outlining, charts, timelines, webs) 	<p>Student Edition: 330-333 <i>Writing Activities</i> 333</p> <p>Teacher Wraparound Edition: C 333; MIN 332</p>
<ul style="list-style-type: none"> compiling and organizing information to support the central ideas, concepts, and themes of a formal paper or presentation 	<p>Student Edition: 326-329, 330-333, 334-337</p> <p>Teacher Wraparound Edition: T 331</p>
<ul style="list-style-type: none"> preparing annotated bibliographies and anecdotal scripts (ELA-5-H3) 	<p>Student Edition: 326-329 <i>Writing Activities</i> 329</p> <p>Teacher Wraparound Edition: T 328</p>
<p>38. Write extended research reports (e.g., historical investigations, reports about high interest and library subjects) which include the following:</p> <ul style="list-style-type: none"> researched information that supports main ideas 	<p>Student Edition: 334-337 <i>Writing Activities</i> 337</p> <p>Teacher Wraparound Edition: T 335</p>
<ul style="list-style-type: none"> facts, details, examples, and explanations from sources 	<p>Student Edition: 334-337</p> <p>Teacher Wraparound Edition: T 335</p>
<ul style="list-style-type: none"> graphics when appropriate 	<p>Student Edition: 236-238 <i>Writing Activities</i> 239</p> <p>Teacher Wraparound Edition: C 239</p>
<ul style="list-style-type: none"> complete documentation (e.g., endnotes or parenthetical citations, works cited lists or bibliographies) consistent with a specified style guide (ELA-5-H3) 	<p>Student Edition: 338-343, 925-929 <i>Writing Activities</i> 343</p> <p>Teacher Wraparound Edition: MIN 340, 342</p>

STANDARDS	PAGE REFERENCES
<p>39. Use word processing and/or technology to draft, revise, and publish various works, including:</p> <ul style="list-style-type: none"> functional documents (e.g., requests for information, resumes, letters of complaint, memos, proposals), using formatting techniques that make the document user friendly 	<p>Student Edition: 409-421, 870-876 <i>Using Computers</i> 27, 59, 71, 75, 81, 85, 99, 143, 150, 239, 247, 277, 287, 297 <i>Writing Process in Action</i> 252-255 Teacher Wraparound Edition: RWC 419</p>
<ul style="list-style-type: none"> analytical reports that include databases, graphics, and spreadsheets 	<p>Student Edition: 236-238, 422-426, 427-431, 884-886 <i>Writing Activities</i> 239 Teacher Wraparound Edition: C 239</p>
<ul style="list-style-type: none"> research reports on high-interest and literary topics (ELA-5-H4) 	<p>Student Edition: 781-782, 877-881, 924-925 Teacher Wraparound Edition: C 782; EE 781; PA 879</p>
<p>40. Use selected style guides to produce complex reports that include the following:</p> <ul style="list-style-type: none"> credit for sources (e.g., appropriate parenthetical documentation and notes) 	<p>Student Edition: 338-343, 925-929 <i>Writing Activities</i> 343 Teacher Wraparound Edition: MIN 340, 342</p>
<ul style="list-style-type: none"> standard formatting for source acknowledgment (ELA-5-H5) 	<p>Student Edition: 338-343, 925-929 <i>Writing Activities</i> 343 Teacher Wraparound Edition: MIN 340, 342</p>
<p>41. Analyze and synthesize information found in various complex graphic organizers, including detailed maps, comparative charts, extended tables, graphs, diagrams, cutaways, overlays, and sidebars (ELA-5-H6)</p>	<p>Student Edition: 422-425 <i>Viewing and Representing</i> 239 Teacher Wraparound Edition: C 239; INC 886; MIN 238; VR 424</p>