



Writer's Choice

Grammar and Composition

Grade 12

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| 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>British Literature</i> , Louisiana Edition © 2009. |
| <ul style="list-style-type: none"> • use of related forms of words | See Glencoe's <i>British Literature</i> , Louisiana Edition © 2009. |
| <ul style="list-style-type: none"> • analysis of analogous statements (ELA-1-H1) | See Glencoe's <i>British 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>British Literature</i> , Louisiana Edition © 2009. |
| <ul style="list-style-type: none"> • rhetorical questions | See Glencoe's <i>British Literature</i> , Louisiana Edition © 2009. |
| <ul style="list-style-type: none"> • metaphysical conceits | See Glencoe's <i>British Literature</i> , Louisiana Edition © 2009. |
| <ul style="list-style-type: none"> • implicit metaphors (metonymy and synecdoche) (ELA-1-H2) | See Glencoe's <i>British Literature</i> , Louisiana Edition © 2009. |

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| 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>British Literature</i> , Louisiana Edition © 2009. |
| <ul style="list-style-type: none"> • drama/poetry | See Glencoe's <i>British Literature</i> , Louisiana Edition © 2009. |
| <ul style="list-style-type: none"> • public documents | See Glencoe's <i>British Literature</i> , Louisiana Edition © 2009. |
| <ul style="list-style-type: none"> • film/visual texts | See Glencoe's <i>British Literature</i> , Louisiana Edition © 2009. |
| <ul style="list-style-type: none"> • debates/speeches (ELA-1-H3) | See Glencoe's <i>British 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which the main idea, rationale or thesis, and information in complex texts, including consumer, workplace, public, and historical documents, represent a view or comment on life (ELA-1-H4) | See Glencoe's 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>British 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>British 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>British 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>British Literature</i> , Louisiana Edition © 2009. |
| <ul style="list-style-type: none"> • epic poetry such as <i>Beowulf</i> | See Glencoe's <i>British 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>British 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>British Literature</i> , Louisiana Edition © 2009. |
| <ul style="list-style-type: none"> short stories, novellas, and novels | See Glencoe's <i>British Literature</i> , Louisiana Edition © 2009. |
| <ul style="list-style-type: none"> biographies and autobiographies | See Glencoe's <i>British Literature</i> , Louisiana Edition © 2009. |
| <ul style="list-style-type: none"> speeches (ELA-6-H3) | See Glencoe's <i>British 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>British Literature</i> , Louisiana Edition © 2009. |
| <ul style="list-style-type: none"> the pastoral idealizes life in the country | See Glencoe's <i>British Literature</i> , Louisiana Edition © 2009. |
| <ul style="list-style-type: none"> the parody mocks people and institutions | See Glencoe's <i>British 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>British Literature</i> , Louisiana Edition © 2009. |
| <p>Standard 7:</p> | |
| <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>British Literature</i> , Louisiana Edition © 2009. |
| <ul style="list-style-type: none"> evaluating the credibility of arguments in nonfiction works | See Glencoe's <i>British Literature</i> , Louisiana Edition © 2009. |
| <ul style="list-style-type: none"> making inferences and drawing conclusions | See Glencoe's <i>British 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>British 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>British Literature</i> , Louisiana Edition © 2009. |

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| <ul style="list-style-type: none"> making predictions and generalizations about ideas and information | See Glencoe's <i>British Literature</i> , Louisiana Edition © 2009. |
| <ul style="list-style-type: none"> critiquing the strengths and weaknesses of ideas and information | See Glencoe's <i>British Literature</i> , Louisiana Edition © 2009. |
| <ul style="list-style-type: none"> synthesizing (ELA-7-H1) | See Glencoe's <i>British 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>British Literature</i> , Louisiana Edition © 2009. |
| <ul style="list-style-type: none"> online databases | See Glencoe's <i>British Literature</i> , Louisiana Edition © 2009. |
| <ul style="list-style-type: none"> electronic resources | See Glencoe's <i>British Literature</i> , Louisiana Edition © 2009. |
| <ul style="list-style-type: none"> Internet-based resources (ELA-7-H2) | See Glencoe's <i>British 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>British 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>British 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>British Literature</i> , Louisiana Edition © 2009. |
| <ul style="list-style-type: none"> raising questions | See Glencoe's <i>British Literature</i> , Louisiana Edition © 2009. |
| <ul style="list-style-type: none"> reasoning inductively and deductively | See Glencoe's <i>British Literature</i> , Louisiana Edition © 2009. |
| <ul style="list-style-type: none"> generating a theory or hypothesis | See Glencoe's <i>British Literature</i> , Louisiana Edition © 2009. |
| <ul style="list-style-type: none"> skimming/scanning | See Glencoe's <i>British Literature</i> , Louisiana Edition © 2009. |

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| <ul style="list-style-type: none"> distinguishing facts from opinions and probability (ELA-7-H4) | See Glencoe's <i>British Literature</i> , Louisiana Edition © 2009. |
| 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: 69, 223, 242, 243, 276, 328, 329, 333, 913</p> <p>Teacher Wraparound Edition: A 67, 243</p> |
| <ul style="list-style-type: none"> a clear, overall structure (e.g., introduction, body, appropriate conclusion) | <p>Student Edition: 70-72, 73, 326-328, 329, 332, 333</p> <p>Teacher Wraparound Edition: C 73; RWC 70; T 69, 70</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: 68-69, 126-129, 173-174, 175, 307, 326-328, 329</p> <p>Teacher Wraparound Edition: A 329; EL 328; RWC 70; T 69, 127, 128, 329</p> |
| <ul style="list-style-type: none"> transitional words, phrases, and devices that unify throughout (ELA-2-H1) | <p>Student Edition: 76, 134, 224, 912</p> <p><i>Editing Tip</i> 332</p> <p>Teacher Wraparound Edition: ELL 134; SN 218; T 71, 76, 134, 218, 224</p> |
| <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: 64-66, 84, 92, 96, 97, 274-275, 848-849</p> <p>Teacher Wraparound Edition: CC 92; D 37; T 848</p> |
| <ul style="list-style-type: none"> vocabulary selected to clarify meaning, create images, and set a tone | <p>Student Edition: 82-85, 94-97, 136-139, 140-142, 144-146, 150, 166-168</p> <p>Teacher Wraparound Edition: C 139, 143; CC 96; ELL 138; P 37; T 96, 129, 137</p> |
| <ul style="list-style-type: none"> information/ideas selected to engage the interest of the reader | <p>Student Edition: 26, 64-66, 70, 73, 167-168, 176-178, 274-275, 332, 913</p> <p>Teacher Wraparound Edition: C 179; T 333</p> |

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| <ul style="list-style-type: none"> clear voice (individual personality) (ELA-2-H2) | <p>Student Edition: 10, 82-83, 94-95, 97, 138, 914, 916</p> <p>Teacher Wraparound Edition: A 97; LPR 10</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: 60-61, 64-66, 92, 112-113, 274-275, 320-321</p> <p>Teacher Wraparound Edition: CC 92; D 37; T 61, 112</p> |
| <ul style="list-style-type: none"> prewriting (e.g., brainstorming, clustering, outlining, generating main idea/thesis statements) | <p>Student Edition: 60-63, 64-67, 110-111, 112-113, 320-325, 326-329</p> <p>Teacher Wraparound Edition: CL 322, 323; T 62, 323, 324, 328</p> |
| <ul style="list-style-type: none"> drafting | <p>Student Edition: 68-73, 74-77, 78-81, 82-85, 110-111, 114-115, 330-333</p> <p>Teacher Wraparound Edition: C 73; RWC 70; T 69, 115, 332</p> |
| <ul style="list-style-type: none"> conferencing with peers and teachers | <p>Student Edition: 116-117, 341</p> <p>Teacher Wraparound Edition: C 119; CL 117; LPR 338; PE 308, 323, 332, 342; T 26; TL 112</p> |
| <ul style="list-style-type: none"> revising for content and structure based on feedback | <p>Student Edition: 78-80, 116-117, 340-343</p> <p>Teacher Wraparound Edition: C 81, 119; CL 117; LPR 338; PE 308, 332, 342; T 26</p> |
| <ul style="list-style-type: none"> proofreading/editing to improve conventions of language | <p>Student Edition: 86-89, 101, 118, 151, 344</p> <p><i>Troubleshooter</i> 379-403</p> <p>Teacher Wraparound Edition: C 89; T 87, 88; VR 118</p> |
| <ul style="list-style-type: none"> publishing using available technology (ELA-2-H3) | <p>Student Edition: 92, 230-232, 244-246, 259, 408-413, 414-416, 419-423, 425-427, 862-864, 873-876, 877-881</p> <p><i>Viewing and Representing</i> 93</p> <p>Teacher Wraparound Edition: CL 880; T 92, 863, 864; WRW 119</p> |

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| 17. Use the various modes to write complex compositions, including: <ul style="list-style-type: none"> definition essay | Student Edition: 212-215, 216-218 Teacher Wraparound Edition: C 219 |
| <ul style="list-style-type: none"> problem/solution essay | Student Edition: 234-236, 237 Teacher Wraparound Edition: ELL 236; MA 234 |
| <ul style="list-style-type: none"> a research project | Student Edition: 320-325, 326-329, 330-333, 334-339, 340-343, 344-345, 914-922 Teacher Wraparound Edition: CL 322 |
| <ul style="list-style-type: none"> literary analyses that incorporate research | Student Edition: 238-243, 252-255, 302-305 Teacher Wraparound Edition: C 243, 305; EAW 241; EE 277; T 29, 254 |
| <ul style="list-style-type: none"> cause-effect essay | Student Edition: 220-224, 225 Teacher Wraparound Edition: A 225; C 225 |
| <ul style="list-style-type: none"> process analyses | Student Edition: 208-211, 234-237, 238-239, 256-259 Teacher Wraparound Edition: C 211; LS 210; T 217, 235, 239 |
| <ul style="list-style-type: none"> persuasive essays (ELA-2-H4) | Student Edition: 274-279, 280-283, 288-293, 306-309 Teacher Wraparound Edition: A 283, 293; C 279 |
| 18. Develop writing/compositions using a variety of complex literary and rhetorical devices (ELA-2-H5) | Student Edition: 94-95, 136-139, 140-143, 166-168, 171, 176-179, 180-183 <i>Write About Reading</i> 158 Teacher Wraparound Edition: C 139, 143; ELL 138; T 137, 142, 168 |

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| 19. Extend development of individual style to include the following: <ul style="list-style-type: none"> avoidance of overused words, clichés, and jargon | Student Edition: 82-85 Teacher Wraparound Edition: C 85; CC 84; T 83 |
| <ul style="list-style-type: none"> a variety of sentence structures and patterns | Student Edition: 80-81, 132-135, 358-363, 533-534, 535-536, 537-538, 907-910 <i>Write About Reading</i> 158 Teacher Wraparound Edition: ELL 80, 134; T 80 |
| <ul style="list-style-type: none"> diction that sets tone and mood | Student Edition: 82-85, 94-97, 136-139, 140-142, 144-146, 150, 166-171 Teacher Wraparound Edition: C 139, 143; CC 96; EL 168; ELL 138, 246; P 37; T 22, 96, 129, 137 |
| <ul style="list-style-type: none"> vocabulary and phrasing that reflect the character and temperament (voice) of the writer (ELA-2-H5) | Student Edition: 10, 82-83, 94-95, 97, 138, 914, 916 Teacher Wraparound Edition: A 97; LPR 10; TW 198 |
| 20. Write for various purposes, including: <ul style="list-style-type: none"> interpretations/explanations that connect life experiences to works of American, British, and world literature | Student Edition: 158, 204, 316 <i>Reflecting on the Unit</i> 49 Teacher Wraparound Edition: C 31; CC 6; EE 314 |
| <ul style="list-style-type: none"> functional documents (e.g., resumes, memos, proposals) (ELA-2-H6) | Student Edition: 15, 20-23, 24-27, 216-218, 237, 244-247, 405-413, 414-418, 419-423, 425-427 Teacher Wraparound Edition: C 219, 413; CL 407, 411 |
| Writing/Proofreading | |
| Standard 3: | |
| 21. Apply standard rules of sentence formation, including parallel structure (ELA-3-H2) | Student Edition: 80-81, 359, 908-909 <i>Write About Reading</i> 158 Teacher Wraparound Edition: ELL 80, 134; T 80 |

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| 22. Apply standard rules of usage, for example: <ul style="list-style-type: none"> avoid splitting infinitives | Student Edition: 519-520 <i>Troubleshooter</i> 379-403 |
| <ul style="list-style-type: none"> use the subjunctive mood appropriately (ELA-3-H2) | Student Edition: 590-591 Teacher Wraparound Edition: C 591; PA 590, 591; T 590 |
| 23. Apply standard rules of mechanics and punctuation, including: <ul style="list-style-type: none"> parentheses | Student Edition: 336, 691, 705, 726-727 <i>Capitalization</i> 690-703 Teacher Wraparound Edition: C 727; T 691, 726 |
| <ul style="list-style-type: none"> brackets | Student Edition: 728 Teacher Wraparound Edition: C 728; PA 728 |
| <ul style="list-style-type: none"> dashes | Student Edition: 725 Teacher Wraparound Edition: C 725; PA 725 |
| <ul style="list-style-type: none"> commas after introductory adverb clauses and long introductory phrases | Student Edition: 720-722 Teacher Wraparound Edition: EE 720; PA 22; T 721 |
| <ul style="list-style-type: none"> quotation marks for secondary quotations | Student Edition: 730-731 Teacher Wraparound Edition: T 730 |
| <ul style="list-style-type: none"> internal capitalization | Student Edition: <i>Capitalization</i> 690-703 Teacher Wraparound Edition: C 693; EE 696; PA 692, 693 |
| <ul style="list-style-type: none"> manuscript form (ELA-3-H2) | Student Edition: 334-339, 344-349, 352, 919-922 Teacher Wraparound Edition: T 336, 337, 338 |

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| 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: 776, 780-783, 796-797 Teacher Wraparound Edition: B 776; C 777, 782; MA 788, 794; T 781; TT 791, 796 |
| 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) | See Part 2, Units 10-19 (pages 430-689) of the textbook for a comprehensive survey of standard English grammar, diction, and syntax, which is applicable to both written and spoken communication. Student Edition: 848-849 <i>Journal Writing</i> 91 Teacher Wraparound Edition: JWT 91; LS 259; T 848 |
| 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: 31, 64-66, 82-84, 96-97, 274-275, 848-849 <i>Journal Writing</i> 91 <i>Listening and Speaking</i> 67, 85 <i>Write About Reading</i> 316 Teacher Wraparound Edition: D 37; JWT 91; T 848 |
| <ul style="list-style-type: none"> • conducting interviews/surveys of classmates or the general public | Student Edition: 233, 853 Teacher Wraparound Edition: A 233; PA 427, 853; SA 861 |
| <ul style="list-style-type: none"> • participating in class discussions (ELA-4-H1) | Student Edition: <i>Chart</i> 848, 851 <i>Listening and Speaking</i> 63, 85, 204, 243, 255 <i>Talk About Reading</i> 48, 107, 158 <i>Viewing and Representing</i> 81 Teacher Wraparound Edition: C 63, 67; CC 170; MA 90, 166 |

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| <p>27. Listen to detailed oral instructions and presentations and carry out complex procedures, including:</p> <ul style="list-style-type: none"> reading and questioning | <p>Student Edition: <i>Talk About Reading</i> 158, 204, 266, 316</p> <p>Teacher Wraparound Edition: ARS 197, 312; C 215; CT 155, 199; DP 209; T 145, 153, 154, 156, 197, 198, 199, 201, 202, 203, 313; TW 198</p> |
| <ul style="list-style-type: none"> writing responses | <p>Student Edition: <i>Write About Reading</i> 49, 158, 204, 316</p> <p>Teacher Wraparound Edition: CL 154; EE 47; ELL 46; T 146; TW 42, 311; WLA 146</p> |
| <ul style="list-style-type: none"> forming groups | <p>Student Edition: 851-852 <i>Chart</i> 848, 851 <i>Exercise 5</i> 852 <i>Exercise 6</i> 852 <i>Listening and Speaking</i> 63, 85, 204, 243, 255 <i>Viewing and Representing</i> 81</p> |
| <ul style="list-style-type: none"> taking accurate, detailed notes (ELA-4-H2) | <p>Student Edition: 801 <i>Chart</i> 801 <i>Exercise 1</i> 847 <i>Exercise 3</i> 860</p> <p>Teacher Wraparound Edition: ERE1 847; LN 802</p> |
| <p>28. Organize and use precise language to deliver complex oral directions or instructions about general, technical, or scientific topics (ELA-4-H2)</p> | <p>The following information and activities on technical writing can be adapted to oral presentation.</p> <p>Student Edition: 425-427 <i>Activity 12</i> 426 <i>Activity 13</i> 426</p> <p>Teacher Wraparound Edition: T 217, 426</p> |
| <p>29. Deliver presentations that include the following:</p> <ul style="list-style-type: none"> language, diction, and syntax selected to suit a purpose and impact an audience | <p>Student Edition: 848-850 <i>Chart</i> 849 <i>Journal Writing</i> 91</p> <p>Teacher Wraparound Edition: BI 849; JWT 91; LS 259; T 848</p> |

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| <ul style="list-style-type: none"> delivery techniques including repetition, eye contact, and appeal to emotion suited to a purpose and audience | <p>Student Edition: 850 <i>Chart 847, 850</i> <i>Exercise 2 847</i></p> <p>Teacher Wraparound Edition: DI 849; ERE2 847; PA 850</p> |
| <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) | <p>Student Edition: 849-850 <i>Chart 849</i></p> <p>Teacher Wraparound Edition: BI 849; PA 850; PS 849</p> |
| <p>30. Use active listening strategies, including:</p> <ul style="list-style-type: none"> monitoring messages for clarity | <p>Student Edition: 845-847, 878-879 <i>Chart 845, 846, 847</i> <i>Listening and Speaking 243</i></p> <p>Teacher Wraparound Edition: CL 243; PA 847, 850, 852</p> |
| <ul style="list-style-type: none"> selecting and organizing information | <p>Student Edition: 845-847 <i>Chart 845</i> <i>Exercise 1 847</i> <i>Exercise 2 847</i></p> <p>Teacher Wraparound Edition: PA 847</p> |
| <ul style="list-style-type: none"> noting cues such as changes in pace (ELA-4-H4) | <p>Student Edition: 845-847 <i>Chart 845, 847, 850</i></p> <p>Teacher Wraparound Edition: EE 847; ERE3 847; PA 850</p> |
| <p>31. Deliver oral presentations, including:</p> <ul style="list-style-type: none"> speeches that use appropriate rhetorical strategies | <p>Student Edition: 848-850 <i>Chart 849, 850</i></p> <p>Teacher Wraparound Edition: T 848, 849</p> |

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| <ul style="list-style-type: none"> responses that analyze information in texts and media | <p>Student Edition: <i>Cross-Curricular Activity</i> 225 <i>Exercise 1</i> 857 <i>Exercise 2</i> 859 <i>Exercise 3</i> 860 <i>Exercise 4</i> 861 <i>Exercise 5</i> 861 <i>Listening and Speaking</i> 219 <i>Viewing and Representing</i> 233</p> <p>Teacher Wraparound Edition: A 859; C 237; CAE4 861; ERE1 857; SAE5 861; WAE3 861</p> |
| <ul style="list-style-type: none"> persuasive arguments that clarify or defend positions (ELA-4-H4) | <p>Student Edition: 848-850 <i>Exercise 4</i> 850</p> <p>Teacher Wraparound Edition: PA 850; PS 849</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: 280-282, 284-286, 288-292, 305, 860-861, 917-918 <i>Chart</i> 303 <i>Journal Writing</i> 299 <i>Viewing and Representing</i> 233, 287</p> <p>Teacher Wraparound Edition: C 283, 287, 293, 301; T 861</p> |
| <ul style="list-style-type: none"> analyzing the techniques used in media messages for a particular audience | <p>Student Edition: 284-286, 305, 855-859, 860-861 <i>Chart</i> 303, 861 <i>Journal Writing</i> 299 <i>Viewing and Representing</i> 233, 287</p> <p>Teacher Wraparound Edition: C 283, 287, 293, 301, 859; CC 856; MA 855; T 856, 857, 858, 861</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: 30, 846, 851-852 <i>Chart</i> 845, 846, 847, 850, 851 <i>Listening and Speaking</i> 243</p> <p>Teacher Wraparound Edition: C 852; CL 243; MA 845, 851; PA 847, 850, 852; RPC 846; RWC 846; T 851</p> |

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| <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: 284-286, 305, 855-859, 860-861 <i>Chart</i> 303, 861 <i>Journal Writing</i> 299 <i>Viewing and Representing</i> 233, 287</p> <p>Teacher Wraparound Edition: C 283, 287, 293, 301, 859; CC 856; MA 855; T 856, 857, 858, 861</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: 30, 846, 851-852 <i>Chart</i> 845, 846, 847, 850, 851 <i>Listening and Speaking</i> 243</p> <p>Teacher Wraparound Edition: C 852; CL 243; MA 845, 851; PA 847, 850, 852; RPC 846; RWC 846; T 851</p> |
| <ul style="list-style-type: none"> acting as facilitator, recorder, leader, listener, or mediator | <p>Student Edition: 851-852 <i>Exercise 5</i> 852 <i>Exercise 6</i> 852 <i>Listening and Speaking</i> 63, 85, 243, 255 <i>Talk About Reading</i> 48, 158</p> |
| <ul style="list-style-type: none"> evaluating the effectiveness of participants' performance (ELA-4-H6) | <p>Student Edition: 30, 846, 851-852 <i>Chart</i> 845, 846, 847, 850, 851 <i>Listening and Speaking</i> 243</p> <p>Teacher Wraparound Edition: C 852; CL 243; MA 845, 851; PA 847, 850, 852; RPC 846; RWC 846; T 851</p> |
| <p>Information Resources</p> | |
| <p>Standard 5:</p> | |
| <p>34. Select and critique relevant information for a research project using the organizational features of a variety resources, including:</p> <ul style="list-style-type: none"> print texts (e.g., prefaces, appendices, annotations, citations, bibliographic references) | <p>Student Edition: 320-324, 771-775, 776-777, 917-918 <i>Writing Activities</i> 325</p> <p>Teacher Wraparound Edition: CL 323; T 324, 771, 775</p> |
| <ul style="list-style-type: none"> electronic texts (e.g., database keyword searches, search engines, e-mail addresses) (ELA-5-H1) | <p>Student Edition: 322, 771-775, 778, 868-872, 917-918</p> <p>Teacher Wraparound Edition: C 778; CAC 775; CL 871; EE 870; IC 878, 881; T 773, 774, 869, 870, 872</p> |

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| <p>35. Locate, analyze, and synthesize information from a variety of complex resources, including:</p> <ul style="list-style-type: none"> multiple print texts (e.g., encyclopedias, atlases, library catalogs, specialized dictionaries, almanacs, technical encyclopedias, and periodicals) | <p>Student Edition: 320-324, 771-775, 776-777, 780-783, 917-918 <i>Writing Activities</i> 325</p> <p>Teacher Wraparound Edition: B 776; C 777, 782; CL 323; T 324, 771, 775</p> |
| <ul style="list-style-type: none"> electronic sources (e.g., Web sites or databases) | <p>Student Edition: 322, 771-775, 778, 868-872, 917-918</p> <p>Teacher Wraparound Edition: C 778; CAC 775; CL 871; EE 870; IC 878, 881; T 773, 774, 869, 870, 872</p> |
| <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) | <p>Student Edition: 804-806, 855-859, 860-861, 862-864 <i>Cross-Curricular Activity</i> 15, 35, 77 <i>Viewing and Representing</i> 31 <i>Write an Analysis</i> 243</p> <p>Teacher Wraparound Edition: C 283; CC 856; CL 861; EE 856; T 299, 300, 858, 861</p> |
| <p>36. Analyze the usefulness and accuracy of sources by determining their validity (e.g., authority, accuracy, objectivity, publication date, coverage) (ELA-5-H2)</p> | <p>Student Edition: 95-96, 238-240, 250, 280-282, 284-286, 288-291, 304, 323, 860-861, 917-918 <i>Checklist</i> 303</p> <p>Teacher Wraparound Edition: C 283; CC 856; EE 856; ELL 214, 282; T 285, 286, 289, 291, 858</p> |
| <p>36. Access information and conduct research using various grade-appropriate data-gathering strategies/tools, including:</p> <ul style="list-style-type: none"> formulating clear research questions | <p>Student Edition: 28, 60-61, 63, 67, 112-113, 241, 274-275, 321-322 <i>Journal Writing</i> 29, 275 <i>Listening and Speaking</i> 243</p> <p>Teacher Wraparound Edition: T 112, 322</p> |
| <ul style="list-style-type: none"> evaluating the validity and/or reliability of primary and/or secondary sources | <p>Student Edition: 95-96, 238-240, 250, 280-282, 284-286, 288-291, 304, 323, 860-861, 917-918 <i>Checklist</i> 303</p> <p>Teacher Wraparound Edition: C 283; CC 856; EE 856; ELL 214, 282; T 285, 286, 289, 291, 858</p> |

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| <ul style="list-style-type: none"> using graphic organizers (e.g., outlining, charts, timelines, webs) | <p>Student Edition: 60-61, 92-93, 221, 230-233, 326-329, 804-806, 873-876</p> <p>Teacher Wraparound Edition: A 233; C 329; EL 328; T 221, 231, 328</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: 60-61, 68-72, 74-76, 113, 223, 320-324, 326-329, 910-914</p> <p>Teacher Wraparound Edition: CL 322, 323; T 62, 323, 324, 328</p> |
| <ul style="list-style-type: none"> preparing annotated bibliographies and anecdotal scripts (ELA-5-H3) | <p>Student Edition: 164, 191, 320-325</p> <p>Teacher Wraparound Edition: EE 190; T 323, 324</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: 68-72, 74-76, 113, 223, 320-324, 326-329, 331, 910-914</p> <p>Teacher Wraparound Edition: CL 322, 323; T 323, 324, 328</p> |
| <ul style="list-style-type: none"> facts, details, examples, and explanations from sources | <p>Student Edition: 68-72, 74-76, 113, 223, 320-324, 326-329, 331, 804-806, 910-914</p> <p>Teacher Wraparound Edition: CL 322, 323; T 323, 324, 328</p> |
| <ul style="list-style-type: none"> graphics when appropriate | <p>Student Edition: 92-93, 230-233, 419-423, 873-876, 877-881</p> <p>Teacher Wraparound Edition: A 233; C 423; CL 880; T 221, 231</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: 322-323, 325, 334-339, 352, 730-731, 918-922</p> <p>Teacher Wraparound Edition: C 339; ELL 337; T 324, 336, 338</p> |
| <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: 26-27, 92, 230-233, 246-247, 405-413, 414-418, 419-423, 425-427, 866-867, 873-876, 877-881</p> <p><i>Using Computers</i> 85, 93, 233, 247</p> <p>Teacher Wraparound Edition: CL 880; MA 866, 873; T 26, 879; UC 342; UT 327</p> |

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| <ul style="list-style-type: none"> analytical reports that include databases, graphics, and spreadsheets | <p>Student Edition: 92, 230-233, 419-423, 425-427, 873-876, 877-881 <i>Journal Writing</i> 231</p> <p>Teacher Wraparound Edition: C 423; CL 880; MA 873; SA5 861; T 231, 879</p> |
| <ul style="list-style-type: none"> research reports on high-interest and literary topics (ELA-5-H4) | <p>Student Edition: 60-61, 64-66, 73, 92, 112-113, 147, 237, 238-243, 252-255, 274-275, 320-322</p> <p>Teacher Wraparound Edition: T 61, 112, 254</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: 322-323, 325, 334-339, 352, 730-731, 918-922</p> <p>Teacher Wraparound Edition: C 339; ELL 337; T 324, 336, 338</p> |
| <ul style="list-style-type: none"> standard formatting for source acknowledgment (ELA-5-H5) | <p>Student Edition: 322-323, 325, 334-339, 352, 730-731, 918-922</p> <p>Teacher Wraparound Edition: C 339; ELL 337; T 324, 336, 338</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: 230-233, 250, 419-423, 804-806, 860-861, 870-871</p> <p>Teacher Wraparound Edition: A 233; C 423, 806; CT 805; T 231, 250, 805, 861</p> |