



Writer's Choice

GRAMMAR and COMPOSITION

Grade 10 © 2009

STANDARDS	PAGE REFERENCES
<p>STATE GOAL 1: Read with understanding and fluency.</p>	
<p>Why This Goal Is Important: Reading is essential. It is the process by which people gain information and ideas from books, newspapers, manuals, letters, contracts, advertisements and a host of other materials. Using strategies for constructing meaning before, during and after reading will help students connect what they read now with what they have learned in the past. Students who read well and widely build a strong foundation for learning in all areas of life.</p>	
<p>A. Apply word analysis and vocabulary skills to comprehend selections.</p>	
<p>1.A.4a Expand knowledge of word origins and derivations and use idioms, analogies, metaphors and similes to extend vocabulary development.</p>	<p>Student Edition: <i>WordWorks</i> 791 <i>History and Development of English</i> 792, 793, 795, 796 <i>Using Dictionaries</i> 814 <i>Vocabulary</i> 823 <i>Taking Tests</i> 855-856 Teacher Wraparound Edition: CAC 820, 823; ELL 791, 855; II 791; LS 793; MA 855; RA 855</p>
<p>1.A.4b Compare the meaning of words and phrases and use analogies to explain the relationships among them.</p>	<p>Student Edition: <i>Taking Tests</i> 855-856 Teacher Wraparound Edition: ELL 855; MA 855; RA 855</p>

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B. Apply reading strategies to improve understanding and fluency.	
<p>1.B.4a Preview reading materials, clarify meaning, analyze overall themes and coherence, and relate reading with information from other sources.</p>	<p>Student Edition: <i>Talk About Reading</i> 107 #3</p> <p>Teacher Wraparound Edition: 6TW 100; ARS 33, 34, 36, 101, 160, 268, 316; CC 211; CT 161, 189; LE 35, 273; MT 190; PMC 43, 123; RM 167, 217</p>
<p>1.B.4b Analyze, interpret and compare a variety of texts for purpose, structure, content, detail and effect.</p>	<p>Student Edition: <i>Connection</i> 45 #2 <i>Analyzing the Media Connection</i> 125 #1, 169 #1 <i>Talk About Reading</i> 274 #3</p> <p>Teacher Wraparound Edition: 6TW 158, 267, 268, 269; CC 34, 211; CL 129; CT 103, 106, 160, 208, 268, 414; DP 168; JWT 87</p>
<p>1.B.4c Read age-appropriate material with fluency and accuracy.</p>	<p>Students may orally read the following references with fluency and accuracy.</p> <p>Student Edition: <i>Writing in the Real World</i> 4-6, 42-44, 122-124, 166-168, 216-218, 278-280 <i>Literature Model</i> 32-37, 98-106, 156-161, 204-211, 266-273, 314-317</p> <p>Teacher Wraparound Edition: CL 38; ELL 104, 134; LPR 805</p>
C. Comprehend a broad range of reading materials.	
<p>1.C.4a Use questions and predictions to guide reading.</p>	<p>Student Edition: <i>Talk About Reading</i> 38, 107, 162, 212, 274, 318 <i>Learning to Learn</i> 318</p> <p>Teacher Wraparound Edition: ARS 33, 34, 158, 161, 205, 206, 210, 269, 270; CT 105, 160, 268, 270; PMC 123</p>
<p>1.C.4b Explain and justify an interpretation of a text.</p>	<p>Student Edition: <i>Talk About Reading</i> 38 #2, 107 #2 <i>Analyzing a Writer's Process</i> 45 #1 <i>Analyzing the Media Connection</i> 125 #5</p> <p>Teacher Wraparound Edition: CC 103, 106, 211; CT 37, 102, 103, 105, 106, 160, 161, 207, 208, 209, 268, 315; LE 273</p>

STANDARDS	PAGE REFERENCES
<p>1.C.4c Interpret, evaluate and apply information from a variety of sources to other situations (e.g., academic, vocational, technical, personal).</p>	<p>Student Edition: <i>Write About Reading</i> 38, 107, 162, 318 <i>Learning From the Writer</i> 112, 113 <i>Talk About Reading</i> 162 #1, 212 #1, 274 #1, 318 #1</p> <p>Teacher Wraparound Edition: 6TW 35, 99; CL 38; LS 115; WRW 162</p>
<p>1.C.4d Summarize and make generalizations from content and relate them to the purpose of the material.</p>	<p>Student Edition: <i>Narrative Writing</i> 192-194 <i>Cross-Curricular Activity</i> 195 <i>Write a Plot Summary</i> 195 <i>Write an Essay Answer</i> 257 <i>Persuasive Writing</i> 282, 302 <i>Writing a Letter of Complaint</i> 302 <i>Write a Book Review</i> 309 <i>Activity</i> 432</p> <p>Teacher Wraparound Edition: ARS 100, 102, 157, 316, 317; ELL 222; LPR 194; SN 193; UM 292, 295</p>
<p>1.C.4e Analyze how authors and illustrators use text and art to express and emphasize their ideas (e.g., imagery, multiple points of view).</p>	<p>Student Edition: <i>Connection</i> 45 #2 <i>Analyzing the Media Connection</i> 125 #4, 169 #1, 219 #2, 281 #2 <i>Talk About Reading</i> 162 #3, 212 #2, 274 #2</p> <p>Teacher Wraparound Edition: 6TW 35, 36, 99, 100, 158, 159; CT 103, 208, 209, 211, 268, 270; LE 317; VA 33, 159, 209, 271, 272</p>
<p>1.C.4f Interpret tables, graphs and maps in conjunction with related text.</p>	<p>Student Edition: <i>Cross-Curricular Activity</i> 75 <i>Study Skills</i> 842-845</p> <p>Teacher Wraparound Edition: LLG 789; JWT 245; MA 842; RWC 37; VC 110; VR 110</p>

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STATE GOAL 2: Read and understand literature representative of various societies, eras and ideas.

Why This Goal Is Important: Literature transmits ideas, reflects societies and eras and expresses the human imagination. It brings understanding, enrichment and joy. Appreciating literature and recognizing its many forms enable students to learn and respond to ideas, issues, perspectives and actions of others. Literature study includes understanding the structure and intent of a short poem or a long, complex book. By exploring the techniques that authors use to convey messages and evoke responses, students connect literature to their own lives and daily experiences.

A. Understand how literary elements and techniques are used to convey meaning.

2.A.4a Analyze and evaluate the effective use of literary techniques (e.g., figurative language, allusion, dialogue, description, symbolism, word choice, dialect) in classic and contemporary literature representing a variety of forms and media.

Student Edition:

Analyzing the Media Connection 125 #3, 169 #2, 219 #2, 274 #2, 281 #2

Talk About Reading 162 #3, 212 #2

Study Skills 840-841

Teacher Wraparound Edition:

6TW 99, 158, 159; CT 102, 103, 208, 268; LE 35, 104, 105, 205, 273, 317

2.A.4b Explain relationships between and among literary elements including character, plot, setting, theme, conflict and resolution and their influence on the effectiveness of the literary piece.

Student Edition:

Write a Reader-Response Journal Entry 27

Descriptive Writing 148-150

Cross-Curricular Activity 151

Journal Writing 175, 181, 185

Narrative Writing 196-198

Write a Conflict Analysis 199

Talk About Reading 212 #2

Writing Across the Curriculum 213

Teacher Wraparound Edition:

CC 211; CT 161, 189, 207, 211; LE 33, 273; LPR 150

2.A.4c Describe relationships between the author's style, literary form (e.g., short stories, novels, drama, fables, biographies, documentaries, poetry, essays) and intended effect on the reader.

Student Edition:

Analyzing the Media Connection 7 #4

Connection 45 #5

Analyzing a Writer's Process 169 #5

Teacher Wraparound Edition:

6TW 36; CC 106, 211

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<p>2.A.4d Describe the influence of the author’s language structure and word choice to convey the author’s viewpoint.</p>	<p>Student Edition: <i>Analyzing the Media Connection</i> 125 #4, 169 #2, 281 #2 <i>Talk About Reading</i> 162 #3, 274 #2 <i>Persuasive Writing</i> 286</p> <p>Teacher Wraparound Edition: 6TW 99, 158, 159, 269; CT 270; EL 416</p>
<p>B. Read and interpret a variety of literary works.</p>	
<p>2.B.4a Critique ideas and impressions generated by oral, visual, written and electronic materials.</p>	<p>Student Edition: <i>Talk About Reading</i> 38 #4, 107 #2, 212 #2, 274 #2, 318 #3 <i>Connection</i> 45 #4 <i>Using Computers</i> 59 <i>Listening and Speaking</i> 67 <i>Analyzing the Media Connection</i> 125 #5, 219 #2, 281 #4 <i>Write a Response Poem</i> 147 <i>Journal Writing</i> 299</p> <p>Teacher Wraparound Edition: 6TW 316; CC 34, 273, 317; CT 103, 106, 209, 270, 315; DP 123</p>
<p>2.B.4b Analyze form, content, purpose and major themes of American literature and literature of other countries in their historical perspectives.</p>	<p>Student Edition: <i>Analyzing a Writer’s Process</i> 7 #1 <i>Analyzing the Media Connection</i> 7 #1, 125 #2, 219 #3 <i>Learning from the Writer</i> 115, 117 <i>Talk About Reading</i> 274 #3 <i>Write a Book Review</i> 309</p> <p>Teacher Wraparound Edition: 6TW 99, 267, 268, 269; CC 106, 211; CL 129; CT 130, 160, 161, 189, 414; LE 35, 273</p>
<p>2.B.4c Discuss and evaluate motive, resulting behavior and consequences demonstrated in literature.</p>	<p>Student Edition: <i>Analyzing a Writer’s Process</i> 7 #1, 45 #1, 219 #1, 281 #3</p> <p>Teacher Wraparound Edition: CT 102, 105</p>

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STATE GOAL 3: Write to communicate for a variety of purposes.

Why This Goal Is Important: The ability to write clearly is essential to any person's effective communications. Students with high-level writing skills can produce documents that show planning and organization and effectively convey the intended message and meaning. Clear writing is critical to employment and production in today's world. Individuals must be capable of writing for a variety of audiences in differing styles, including standard rhetoric themes, business letters and reports, financial proposals and technical and professional communications. Students should be able to use word processors and computers to enhance their writing proficiency and improve their career opportunities.

A. Use correct grammar, spelling, punctuation, capitalization and structure.

3.A.4 Use standard English to edit documents for clarity, subject/verb agreement, adverb and adjective agreement and verb tense; proofread for spelling, capitalization and punctuation; and ensure that documents are formatted in final form for submission and/or publication.

Student Edition:

Writing Process in Action 31, 97, 155, 203, 265, 313

The Writing Process 84

GrammarLink 85, 187, 195, 223, 235, 289, 305, 309

Using Computers 89

Grammar Tip 327

Troubleshooter 392-395

Verb Tenses and Voice 589-592, 593-595

Subject-Verb Agreement 626-634

Writing Application 635

Teacher Wraparound Edition:

CC 340; EE 84, 592, 595; ELL 617; LPR 614

B. Compose well-organized and coherent writing for specific purposes and audiences.

3.B.4a Produce documents that exhibit a range of writing techniques appropriate to purpose and audience, with clarity of focus, logic of organization, appropriate elaboration and support and overall coherence.

Student Edition:

The Writing Process 56-58, 72-74, 76-80

GrammarLink 59

Using Computers 59

Cross-Curricular Activity 75

Adding to Your Portfolio 108, 275, 319, 357

Learning from the Writer 115

Expository Writing 224-226

Write an Explanation of a Painting 227

Write About Reading 274

Write a Letter 293

Research Paper Writing 330

Your Research Paper 331, 345

Teacher Wraparound Edition:

ELL 330; JWT 225; SN 292

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<p>3.B.4b Produce, edit, revise and format work for submission and/or publication (e.g., manuscript form, appropriate citation of sources) using contemporary technology.</p>	<p>Student Edition: <i>The Writing Process</i> 88 <i>Using Computers</i> 89, 135, 183, 223, 235, 247, 261, 293, 301, 305 <i>Listening and Speaking</i> 143 <i>Electronic Resources</i> 909-912</p> <p>Teacher Wraparound Edition: EE 84; GT 911; TT 117, 118, 414, 415; UC 343; UT 79; WRW 119</p>
<p>3.B.4c Evaluate written work for its effectiveness and make recommendations for its improvement.</p>	<p>Student Edition: <i>Writing Process in Action</i> 30, 97, 154, 202, 264, 312 <i>The Writing Process</i> 77-80 <i>Listening and Speaking</i> 81, 147, 305 <i>Using Computers</i> 191 <i>Cross-Curricular Activity</i> 257 <i>Viewing and Representing</i> 297 <i>Revising Tip</i> 303</p> <p>Teacher Wraparound Edition: CL 79, 116, 345, 417; CT 177; EE 80; EL 117; ELL 78, 138, 344; EP 77; PES 78, 79</p>
<p>C. Communicate ideas in writing to accomplish a variety of purposes.</p>	
<p>3.C.4a Write for real or potentially real situations in academic, professional and civic contexts (e.g., college applications, job applications, business letters, petitions).</p>	<p>Student Edition: <i>Listening and Speaking</i> 251 <i>Write a News Article</i> 251 <i>Cross-Curricular Activity</i> 293 <i>Writing Across the Curriculum</i> 319 <i>Activity</i> 417, 419, 421, 423, 427, 432, 433</p> <p>Teacher Wraparound Edition: CL 419; EE 263, 434; MP 284; RP 303 WRW 119</p>
<p>3.C.4b Using available technology, produce compositions and multimedia works for specified audiences.</p>	<p>Student Edition: <i>The Writing Process</i> 88 <i>Using Computers</i> 89, 135, 183, 223, 235, 247, 261, 293, 301, 305 <i>Listening and Speaking</i> 143, 239 <i>Viewing and Representing</i> 297, 905-906 <i>Electronic Resources</i> 909-912</p> <p>Teacher Wraparound Edition: EE 84; GT 911; TT 117, 118, 414, 415; UC 343; UT 79; WRW 119</p>

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STATE GOAL 4: Listen and speak effectively in a variety of situations.	
Why This Goal Is Important: Of all the language arts, listening and speaking are those most often used on a daily basis at home, school and work or in the community. Skill in speaking is universally recognized as a primary indicator of a person’s knowledge, skill and credibility. In person, by phone or through video, good listening and speaking skills are essential to sending, receiving and understanding messages. To understand messages spoken by others, students must be able to listen carefully, using specific techniques to clarify what they have heard. For speaking properly and making messages understood, grammar, sentence structure, tone, expression and emphasis must be part of students’ repertoires.	
A. Listen effectively in formal and informal situations.	
4.A.4a Apply listening skills as individuals and members of a group in a variety of settings (e.g., lectures, discussions, conversations, team projects, presentations, interviews).	Student Edition: <i>Viewing and Representing</i> 55, 89, 173, 187, 285 <i>Collaborative Writing</i> 135 <i>Listening and Speaking</i> 139, 191, 239, 285, 289, 305, 883-886, 891, 892-893 Teacher Wraparound Edition: CL 114, 280; LS 97, 433, 788, 893; MP 284; VR 167
4.A.4b Apply listening skills in practical settings (e.g., classroom note taking, interpersonal conflict situations, giving and receiving directions, evaluating persuasive messages).	Student Edition: <i>Listening and Speaking</i> 239, 285, 289, 305, 883-886 <i>Viewing and Representing</i> 285 <i>Using Computers</i> 301 <i>Activity</i> 413 <i>Study Skills</i> 836 Teacher Wraparound Edition: C 119; CC 317, 418; CL 114; LS 839, 849; RP 303; TN 837
4.A.4c Follow complex oral instructions.	Student Edition: <i>Listening and Speaking</i> 884 Teacher Wraparound Edition: CC 155, 211, 317, 418; CL 92, 114, 178, 280, 809; EE 794; EL 802; ELL 234; LPR 797; LS 115, 421, 788; MP 284; RP 303; RWC 844; VR 167, 415; WRW 326
4.A.4d Demonstrate understanding of the relationship of verbal and nonverbal messages within a context (e.g., contradictory, supportive, repetitive, substitutive).	Student Edition: <i>Listening and Speaking</i> 885, 891 Teacher Wraparound Edition: CL 114; LS 97, 433; VR 167

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B. Speak effectively using language appropriate to the situation and audience.	
<p>4.B.4a Deliver planned informative and persuasive oral presentations using visual aids and contemporary technology as individuals and members of a group; demonstrate organization, clarity, vocabulary, credible and accurate supporting evidence.</p>	<p>Student Edition: <i>Listening and Speaking</i> 23, 285, 289, 888-890 <i>Viewing and Representing</i> 75, 89, 309 <i>Cross-Curricular Activity</i> 131 <i>Using Computers</i> 301 <i>Activity</i> 413, 435 <i>Electronic Resources</i> 921-923, 924-927</p> <p>Teacher Wraparound Edition: CC 211, 317, 418; CL 114, 116, 809; LS 115, 421, 426, 433; MP 284</p>
<p>4.B.4b Use group discussion skills to assume leadership and participant roles within an assigned project or to reach a group goal.</p>	<p>Student Edition: <i>Cooperative Learning</i> 11 <i>Talk About Reading</i> 38, 107, 162, 212, 274 <i>Viewing and Representing</i> 89, 187, 235, 285 <i>Collaborative Writing</i> 135 <i>Cross-Curricular Activity</i> 227, 257, 297 <i>Listening and Speaking</i> 243, 257, 891</p> <p>Teacher Wraparound Edition: C 119; CC 211, 317, 418; CL 92, 114, 280; ELL 230; MP 284; SN 907; VR 167</p>
<p>4.B.4c Use strategies to manage or overcome communication anxiety and apprehension (e.g., developed outlines, notecards, practice).</p>	<p>Student Edition: <i>Listening and Speaking</i> 191, 888-889</p> <p>Teacher Wraparound Edition: ELL 889; TT 890</p>
<p>4.B.4d Use verbal and nonverbal strategies to maintain communication and to resolve individual and group conflict.</p>	<p>Student Edition: <i>Listening and Speaking</i> 191, 890, 891</p> <p>Teacher Wraparound Edition: C 119; CL 114, 116; LS 97, 433; VR 167</p>

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<p>STATE GOAL 5: Use the language arts to acquire, assess and communicate information.</p>	
<p>Why This Goal Is Important: To be successful in school and in the world of work, students must be able to use a wide variety of information resources (written, visual and electronic). They must also know how to frame questions for inquiry, identify and organize relevant information and communicate it effectively in a variety of formats. These skills are critical in school across all learning areas and are key to successful career and lifelong learning experiences.</p>	
<p>A. Locate, organize, and use information from various sources to answer questions, solve problems and communicate ideas.</p>	
<p>5.A.4a Demonstrate a knowledge of strategies needed to prepare a credible research report (e.g., notes, planning sheets).</p>	<p>Student Edition: <i>The Writing Process</i> 64-66 <i>Cross-Curricular Activity</i> 223, 297 <i>Research Paper Writing</i> 322-327, 328-331 <i>Your Research Paper</i> 327, 331</p> <p>Teacher Wraparound Edition: CC 317, 418; CS 333; E 330; EL 802; ELL 330; MNT 326; OC 329; RO 329; TMSD 324; VT 323; WRW 326</p>
<p>5.A.4b Design and present a project (e.g., research report, scientific study, career/higher education opportunities) using various formats from multiple sources.</p>	<p>Student Edition: <i>Cross-Curricular Activity</i> 75, 293, 297, 309 <i>Using Computers</i> 231 <i>Listening and Speaking</i> 239, 251, 289 <i>Viewing and Representing</i> 309 <i>Research Paper Writing</i> 322-327, 346-347 <i>Your Research Paper</i> 327, 348 <i>Activity</i> 435 <i>Writing & Research Handbook</i> 960-962</p> <p>Teacher Wraparound Edition: CC 155, 317, 418; CL 114, 809; EE 434; TMSD 324</p>

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B. Analyze and evaluate information acquired from various sources.	
<p>5.B.4a Choose and evaluate primary and secondary sources (print and nonprint) for a variety of purposes.</p>	<p>Student Edition: <i>Using Computers</i> 231, 243 <i>Listening and Speaking</i> 289 <i>Cross-Curricular Activity</i> 309 <i>Research Paper Writing</i> 324, 327 <i>Writing Across the Curriculum</i> 357 <i>Library Resources</i> 808-810 <i>Writing & Research Handbook</i> 960-961</p> <p>Teacher Wraparound Edition: CL 809; CT 327; EE 434; EL 802; ELL 324, 325; ES 354; TMSD 324</p>
<p>5.B.4b Use multiple sources and multiple formats; cite according to standard style manuals.</p>	<p>Student Edition: <i>Research Paper Writing</i> 336-340, 354 <i>Your Research Paper</i> 341 <i>Presenting Tip</i> 355 <i>Adding to Your Portfolio</i> 357 <i>Writing & Research Handbook</i> 960-962, 963, 964, 965</p> <p>Teacher Wraparound Edition: CC 340; CL 341; CS 338; ELL 338, 339; PD 337; RC 340; UM 355; UWC 339</p>
C. Apply acquired information, concepts and ideas to communicate in a variety of formats.	
<p>5.C.4a Plan, compose, edit and revise information (e.g., brochures, formal reports, proposals, research summaries, analyses, editorials, articles, overheads, multimedia displays) for presentation to an audience.</p>	<p>Student Edition: <i>Listening and Speaking</i> 23, 191, 239, 251, 285, 289, 888-890 <i>Viewing and Representing</i> 75, 227, 235, 309, 905-906 <i>Writing Across the Curriculum</i> 108 <i>Cross-Curricular Activity</i> 131 <i>Using Computers</i> 231, 301 <i>Activity</i> 435 <i>Exercise 1</i> 784</p> <p>Teacher Wraparound Edition: CC 317, 418; CL 114, 116; LS 97, 115, 433; MP 284</p>

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<p>5.C.4b Produce oral presentations and written documents using supportive research and incorporating contemporary technology.</p>	<p>Student Edition: <i>Using Computers</i> 231, 301 <i>Listening and Speaking</i> 251, 285, 289, 888-890 <i>Viewing and Representing</i> 309 <i>Activity</i> 427, 435 <i>Exercise 1</i> 784 <i>Electronic Resources</i> 909-912, 913-916, 917-920, 921-923, 924-927</p> <p>Teacher Wraparound Edition: CC 317, 418; CL 114, 809; EE 434, 914; LS 421, 426</p>
<p>5.C.4c Prepare for and participate in formal debates.</p>	<p>Teacher Wraparound Edition: CC 317</p>