

**GLENCOE CORRELATION**  
**LITERATURE: THE READER'S CHOICE**  
**COURSE 4 © 2000 & © 2002**  
**WASHINGTON**

Reading Essential Academic Learning Requirements  
 Benchmark 3 – Grade 10

| OBJECTIVES   | PAGE REFERENCES   |
|--|---|
| <b>READING ESSENTIAL ACADEMIC LEARNING REQUIREMENTS</b>  |   |
| <b>1. The student understands and uses different skills and strategies to read.</b>  |   |
| To meet this standard, the student will:   |   |
| <b>BENCHMARK 3 - GRADE 10</b>  |   |
| <b>1.1 use word recognition and word meaning skills to read and comprehend text</b>  |   |
| use language structure to understand reading materials including sentence structure, prefixes, suffixes, contractions, and simple abbreviations                            | SE: <i>Grammar and Language</i> 16<br><i>Vocabulary</i> 23, 222, 254, 693<br>TWE: TO 442, 509, 593, 648, 677                |
| integrate appropriate reading strategies to adapt reading to different types of text   | SE: 4-5, 282-283, 438-439, 564-565<br><i>Reading and Thinking</i> 16, 53, 106, 149<br>TWE: TO 35, 49                        |
| readily use a variety of strategies to comprehend words and ideas in complex texts including self-correcting, re-reading, reading-on, and slowing down                     | SE: 453<br><i>Active Reading Model</i> 7-13<br><i>Reading and Thinking</i> 106, 165, 178, 337<br>TWE: TO 80, 119, 533, 625  |
| understand and apply reading strategies including word origins, word roots, prefixes, suffixes; making predictions; and verifying and revising understanding while reading | SE: <i>Vocabulary</i> 85, 149, 191, 235<br>TWE: AR 72, 78, 116, 249, 596<br>TO 171  |
| synthesize information when reading from a variety of sources  | SE: 895, R105<br>TWE: CT 316, 785   |
| identify technical and specialized terms and determine meaning of multiple meaning words   | SE: <i>Vocabulary</i> 53<br>TWE: TO 136, 240, 726, 836, 952   |
| <b>1.2 build vocabulary through reading</b>  |   |
| examine and increase vocabularies relevant to different contexts, cultures, and communities  | SE: 95, 209<br><i>Vocabulary</i> 16, 133<br><i>Vocabulary Preview</i> 6, 97, 284<br>TWE: TO 86, 581<br>VS 596               |
| <b>1.3 read fluently, adjusting reading for purpose and material</b>   |   |
| read fluently focusing on text details when necessary to maintain meaning  | SE: 55, 223, 338<br><i>Reading and Thinking</i> 40, 53, 123, 165, 402<br>TWE: TO 138, 228                                   |
| read at different speeds, using scanning and/or careful reading as appropriate   | SE: <i>Reading and Thinking</i> 106, 337, 367<br>TWE: TO 80, 90, 634  |
| <b>1.4 understand elements of literature – fiction</b>   |   |
| identify literary devices (exaggeration, irony, humor, dialogue, devices that develop characterization, tension, and mood)   | SE: <i>Literary Elements</i> 93, 104, 121, 147, 163<br><i>Writing About Literature</i> 23, 105<br>TWE: AC 90, 172<br>LE 143 |

| OBJECTIVES  | PAGE REFERENCES   |
|---|---|
| understand sentence structure, paragraphs, and chapters   | SE: 107, 124<br><i>Grammar and Language</i> 16, 40, 165<br>TWE: TO 36, 50, 92, 146  |
| analyze literary elements (plot, characters, setting, theme, point of view, conflict, resolution)   | SE: <i>Literary Elements</i> 14, 22, 38, 51, 84<br><i>Writing About Literature</i> 15<br>TWE: AC 27<br>LE 10, 46, 68  |
| <b>1.5 use features of non-fiction text and computer software</b>   |   |
| read, analyze, and use informational materials to demonstrate understanding and expertise; analyze the validity of electronic information                                 | SE: <i>Interdisciplinary Activity</i> 39, 65, 375<br><i>Internet Connection</i> 23, 133, 221<br>TWE: TO 125, 249, 361, 449                                      |
| use complex organizational features of printed text (titles, headings, table of contents, indexes, glossaries, prefaces, appendices, captions, citations, endnotes, etc.) | SE: R82, R104<br>TWE: TO 634  |
| use features of electronic information (electronic bulletin boards and databases, e-mail, etc.)   | SE: 166-167, 368-369<br><i>Interdisciplinary Activity</i> 39, 65, 269<br><i>Internet Connection</i> 23, 133, 235, 336<br>TWE: TO 376                            |
| <b>2. The student understands the meaning of what is read.</b>  |   |
| To meet this standard, the student will:  |   |
| <b>2.1 comprehend important ideas and details</b>   |   |
| demonstrate comprehension of varied texts especially technical materials, complex narratives, and exposition  | SE: 84, 93, 310, 374, 392, 691, 881, 947  |
| summarize the main idea and supporting facts and details with evidence from reading   | SE: <i>Reading and Thinking</i> 178, 337, 366<br>TWE: TO 49, 391, 512, 538, 605, 687, 738   |
| use prior knowledge of issues, characters, events, and information to examine texts and extend understanding  | SE: <i>Evaluate and Connect</i> 38, 51, 64, 104, 121, 163, 189<br><i>Literature Groups</i> 152<br><i>Personal Writing</i> 148<br><i>Reading and Thinking</i> 40 |
| synthesize ideas from selections to make predictions and inferences about various texts   | SE: <i>Active Reading Model</i> 9, 12<br>TWE: AR 72, 76, 98, 102, 142, 170, 171, 186  |
| <b>2.2 expand comprehension by analyzing, interpreting, and synthesizing information and ideas</b>  |   |
| critically compare, contrast, and connect ideas within and among a broad range of texts   | SE: 94, 153, 223, 242, 327<br><i>Reading and Thinking</i> 40<br><i>Writing About Literature</i> 65, 85, 133<br>TWE: TO 129                                      |
| use logical sequence to accurately retell stories; order and/or sequence parts of text  | SE: <i>Reading and Thinking</i> 123<br>TWE: TO 59, 201, 309, 358, 641, 790, 818, 819, 961   |
| <b>2.3 think critically and analyze authors' use of language, style, purpose, and perspective</b>   |   |
| draw conclusions based on the validity and accuracy of what is read   | SE: 55, 338<br><i>Reading and Thinking</i> 191<br>TWE: CT 129, 138, 187, 203, 266, 343, 360   |

| OBJECTIVES  | PAGE REFERENCES   |
|---|---|
| explain how an author uses language to influence different audiences  | SE: <i>Respond</i> 43<br><i>Writing About Literature</i> 39<br>TWE: AC 50, 101, 131, 172, 204<br>LE 213, 330<br>TO 20                     |
| analyze and evaluate authors' effectiveness for different audiences   | SE: <i>Respond</i> 43<br><i>Writing About Literature</i> 39<br>TWE: AC 50, 101, 131, 172, 204<br>LE 213, 330<br>TO 20                     |
| detect bias, stereotype, overgeneralization, association, and other devices used by the author to influence an audience   | SE: 982<br><i>Respond</i> 43<br>TWE: CT 160, 161, 183, 388, 611, 637, 839, 863  |
| apply information gained from reading to give a response and express insight  | SE: 301, 303, 365<br><i>Literature Groups</i> 15, 23, 39, 445, 507<br><i>Writing About Literature</i> 917                                 |
| analyze, interpret, and evaluate ideas and concepts within, among, and beyond multiple texts  | SE: 84, 93, 121, 301, 335, 451<br><i>Literature Groups</i> 326<br><i>Writing About Literature</i> 292, 302, 345                           |
| analyze, interpret, and evaluate reasoning and ideas related to multiple texts  | SE: 84, 93, 121, 301, 335, 451<br><i>Literature Groups</i> 326<br><i>Writing About Literature</i> 292, 302, 345                           |
| <b>3. The student reads different materials for a variety of purposes.</b>  |   |
| To meet this standard, the student will:  |   |
| <b>3.1 read to learn new information</b>  |   |
| observe and use signs, labels, and instructions   | SE: 95, 108-112, 167, 276-277, 282-283<br>TWE: TO 819, 863  |
| organize information from resource materials and communicate findings effectively   | SE: 894-897, R105<br><i>Interdisciplinary Activity</i> 39, 133, 207, 221<br><i>Internet Connection</i> 133<br>TWE: TO 60, 249             |
| locate, analyze, and interpret material to investigate a question, topic, or issue (encyclopedia and other reference materials, pamphlets, book excerpts, newspaper and magazine articles, letters to an editor, etc.)  | SE: 894-897, R105<br><i>Interdisciplinary Activity</i> 39, 133, 207, 221<br>TWE: TO 103, 175  |
| read, analyze, and interpret a full range of texts fluently (instructions, news articles, poetry, novels, short stories, professional-level materials that match career or academic interests, electronic information, etc.)  | SE: 42-43, 87-93, 96, 210, 255, 305-310, 352, 441-444, 581-697, 907-947   |
| <b>3.2 read to perform a task</b>   |   |
| understand and follow complex information to perform tasks for a specific audience (schedules, maps, recipes, instructions, newspaper want ads, consumer reports, travel books, first aid or other manuals, catalogs, yellow pages, credit card or job applications, legal documents, etc.) | SE: <i>Interdisciplinary Activity</i> 253<br><i>Internet Connection</i> 235<br><i>Learning for Life</i> 323, 345, 517, 537<br>TWE: TO 617 |

| OBJECTIVES  | PAGE REFERENCES  |
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| <b>3.3 read for literary experience</b>   |  |
| read, respond to, and evaluate a variety of traditional and contemporary literature (poetry, essays, short stories, novels, biographies, non-fiction narratives, plays)                                 | SE: 7-15, 57-65, 275, 285-292, 297-302, 329-336, 431, 441-445, 581-691, 707-779  |
| read critically to analyze, compare, and contrast works of various authors and to understand multiple perspectives and issues of self, others, and world issues   | SE: 94, 242, 327<br><i>Writing About Literature</i> 39, 105, 207, 235, 302, 336  |
| analyze recurring themes in literature <i>such as human interaction, identity, conflict and struggle, and economic change</i>   | SE: <i>Listening and Speaking</i> 113<br>TWE: TF 21, 37, 120, 131, 205, 219, 300, 309, 450   |
| <b>3.4 read for career applications</b>   |  |
| identify particular reading skills required for occupational/career areas of interest   | SE: <i>Learning for Life</i> 122, 507, 537   |
| use appropriate reading strategies for interpreting technical and non-technical documents from different career settings <i>such as scanning, finding specific information, and inferring from data</i> | SE: <i>Learning for Life</i> 507, 537  |
| <b>4. The student sets goals and evaluates progress to improve reading.</b>   |  |
| To meet this standard, the student will:  |  |
| <b>4.1 assess strengths and need for improvement</b>  |  |
| solve problems, monitor progress, and direct own reading  | SE: 275, 431, 557<br><i>Evaluate and Set Goals</i> 274, 430, 556<br><i>Reading Further</i> 15, 39  |
| set goals and take individual responsibility to form a plan for improvement   | SE: <i>Evaluate and Set Goals</i> 274, 430, 556, 798, 898  |
| <b>4.2 seek and offer feedback to improve reading</b>   |  |
| apply academic and technical standards to evaluate and improve reading for self and others  | SE: <i>Evaluate and Set Goals</i> 274, 430, 556, 798, 898  |
| <b>4.3 develop interests and share reading experiences</b>  |  |
| share knowledge gained through reading with others  | SE: <i>Interdisciplinary Activity</i> 39, 65, 207, 221, 366<br><i>Internet Connection</i> 133, 148, 292<br><i>Learning for Life</i> 345<br><i>Literature Groups</i> 23 |
| <b>WRITING ESSENTIAL ACADEMIC LEARNING REQUIREMENTS</b>   |  |
| <b>1. The student writes clearly and effectively.</b>   |  |
| To meet this standard, the student will:  |  |
| <b>BENCHMARK 3 - GRADE 10</b>   |  |
| <b>1.1 develop concept and design</b>   |  |
| maintain a sharp focus throughout the work; focus text clearly to hold a reader's attention, to make a point, to tell a story, and/or describe a process or phenomenon                                  | SE: 108-112, 192-196, 270-273, 346-350, 426-429, 552-555, 700-704  |
| approach a topic in an individualized and purposeful way  | SE: 108-112, 192-196, 270-273, 346-350, 426-429, 552-555, 700-704  |

| OBJECTIVES   | PAGE REFERENCES   |
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| discriminate between essential, intriguing, or useful information and trivia   | SE: 957, 992, R60<br>TWE: TO 523, 598   |
| develop a topic, theme, or central metaphor with carefully chosen and focused detail and content   | SE: 108-112, 192-196, 270-273, 346-350, 426-429, 552-555, 700-704   |
| control emphasis, sequencing, focus, and transitions in a variety of genres <i>such as poetry, technical, or narrative</i>   | SE: 108-112, 192-196, 270-273, 346-350, 382, 426-429, 552-555, 700-704<br>TWE: TO 194   |
| write coherent paragraphs  | SE: 41, 154, 382<br>TWE: TO 158, 549, 680, 703  |
| develop analysis, synthesis, persuasion, and exposition logically; demonstrate advanced logic  | SE: 894-897<br><i>Learning for Life</i> 190<br><i>Writing About Literature</i> 39, 52, 105, 164, 207, 302                                 |
| <b>1.2 use style appropriate to the audience and purpose</b>   |   |
| recognize voice; strengthen and modify own voice as appropriate  | SE: 108-112, 192-196, 270-273, 346-350, 426-429   |
| choose words to convey intended message in a precise, interesting, and natural way   | SE: <i>Creative Writing</i> 39, 133, 152<br><i>Learning for Life</i> 105, 190<br><i>Literature Groups</i> 65<br>TWE: TO 83, 139, 261, 554 |
| use specialized vocabulary relevant to a specific content area   | TWE: TO 240, 836  |
| use figurative language and sound patterns effectively   | SE: 554<br>TWE: TO 13, 408, 615, 639, 855   |
| consider connotation and denotation when choosing words  | TWE: TO 450, 488  |
| vary the complexity of sentence structure and cadence for effect   | SE: 793<br><i>Grammar and Language</i> 16<br>TWE: TO 885, 896   |
| <b>1.3 apply writing conventions</b>   |   |
| use standard writing conventions in final draft to enhance meaning and clarity: <ul style="list-style-type: none"> <li>• grammar/usage</li> <li>• capitalization</li> <li>• punctuation</li> <li>• spelling</li> </ul> | SE: <i>Grammar and Language</i> 123, 149, 154, 178, 208, 222<br><i>Grammar Hint</i> 196, 350<br>TWE: TO 21, 41                            |
| use paragraphing and stanza division to reinforce text's organizational structure  | SE: 111, 195, 523, R59  |
| write legibly  | This objective can be stressed using any of the creative writing activities.  |
| <b>2. The student writes in a variety of forms for different audiences and purposes.</b>   |   |
| To meet this standard, the student will:   |   |
| <b>2.1 write for different audiences</b>   |   |
| identify, analyze, describe, and meet the needs of chosen audience   | SE: 108, 192, 270, 346<br><i>Creative Writing</i> 39, 52, 93, 133, 241<br><i>Learning for Life</i> 190                                    |
| show sense of how particular audience may interpret a text   | SE: 108, 192, 270, 346<br><i>Creative Writing</i> 39, 52, 93, 133, 241<br><i>Learning for Life</i> 190                                    |

| OBJECTIVES   | PAGE REFERENCES  |
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| <b>2.2 write for different purposes</b>  |  |
| write for a broad range of purposes including: <ul style="list-style-type: none"> <li>• to reflect upon own experiences</li> <li>• to experiment with language</li> <li>• to make inferences or draw conclusions</li> <li>• to present an analytical response to literature</li> <li>• to apply for jobs</li> <li>• to communicate research findings</li> <li>• to convey technical information</li> </ul> | SE: 108, 192, 270, 346, 486, 795<br><i>Creative Writing</i> 39<br><i>Learning for Life</i> 105, 393<br><i>Writing About Literature</i> 52                              |
| <b>2.3 write in a variety of forms</b>   |  |
| write in a variety of forms and genres (tall tales, myths, fables, reports, experiments, directions, dramas, narratives, journals, poems, essays, stories, etc.)   | SE: 270, 552, 794, 894<br><i>Creative Writing</i> 39, 152<br><i>Learning for Life</i> 269<br><i>Personal Writing</i> 177, 221<br><i>Writing About Literature</i> 52    |
| interweave elements of exposition, argumentation, narration, figurative, and rhythmic language as needed according to audience and purpose   | SE: 270, 552, 794, 894<br><i>Creative Writing</i> 39, 152<br><i>Learning for Life</i> 269<br><i>Personal Writing</i> 177, 221<br><i>Writing About Literature</i> 52    |
| <b>2.4 write for career applications</b>   |  |
| understand the importance of using reference style consistently when writing reports or technical documents  | SE: 894-897, R64-R69   |
| <b>3. The student understands and uses the steps of the writing process.</b>   |  |
| To meet this standard, the student will:   |  |
| <b>3.1 prewrite</b>  |  |
| generate ideas and plan writing independently <i>such as extensive planning, and defining and choosing an appropriate mode of expression</i>   | SE: 108-109, 192-193, 270-271, 346-347, 426-427, 552-553   |
| use available tools and technology <i>such as a simple word processor</i> consistently through the writing process   | SE: 196, 896   |
| analyze and synthesize information from a variety of sources <i>such as interviews, multimedia, books, and periodicals</i>   | SE: 895, R66-R68<br><i>Activity</i> 631<br><i>Interdisciplinary Activity</i> 65, 474, 511<br><i>Learning for Life</i> 323, 537<br>TWE: TO 229                          |
| <b>3.2 draft</b>   |  |
| formulate and construct ideas independently  | SE: 41, 108-112, 154, 192-196, 270-272<br><i>Creative Writing</i> 85, 93<br><i>Writing About Literature</i> 39, 52, 164  |
| coordinate a number of ideas and points of view  | SE: 894-897, R66-R68<br><i>Creative Writing</i> 93<br><i>Literature Groups</i> 64<br><i>Personal Writing</i> 148<br><i>Writing About Literature</i> 375, 393, 469, 511 |

| OBJECTIVES  | PAGE REFERENCES   |
|---|---|
| present argumentation effectively by using clarity, coherency, and precision; draft text that uses logical flow of ideas and relationships  | SE: 486-490, 957<br><i>Creative Writing</i> 93<br><i>Learning for Life</i> 52, 105, 190<br><i>Personal Writing</i> 955<br>TWE: TO 357, 646, 942 |
| <b>3.3 revise</b>   |   |
| confer with others to improve text; incorporate suggestions from others   | SE: 111, 195, 272, 349, 428, 488<br>TWE: TO 83, 158, 357, 523   |
| investigate additional information sources to improve text; use language to enrich text and enhance style   | SE: 111, 195, 272, 349, 428, 488<br>TWE: TO 83, 158, 357, 523   |
| <b>3.4 edit</b>   |   |
| adapt new reference technologies to further the purpose of writing  | SE: 166-167<br><i>Internet Connection</i> 23, 133<br><i>Listening and Speaking</i> 105<br>TWE: TO 229, 231, 463                                 |
| demonstrate self-correction   | SE: 111-112, 195-196, 272-273, 349-350, 428-429   |
| change text order to improve argument, flow of information, and logic   | SE: 111-112, 195-196, 272-273, 349-350, 428-429   |
| correct mechanics and grammar   | SE: 111-112, 195-196, 272-273, 349-350, 428-429   |
| <b>3.5 publish</b>  |   |
| identify viable markets and forums for specific pieces of writing   | SE: 112, 196, 273, 350, 429, 490, 518-519, 698-699  |
| produce a legible, professional-looking final product   | SE: 112, 196, 273, 350, 429, 490, 518-519, 698-699  |
| use a variety of technological resources to produce a final product   | SE: 518-519, 698-699  |
| <b>4. The student analyzes and evaluates the effectiveness of written work.</b>   |   |
| To meet this standard, the student will:  |   |
| <b>4.1 assess own strengths and needs for improvement</b>   |   |
| articulate own and established criteria to improve writing; defend choices to deviate from established criteria   | SE: 274, 430, 556, 798<br>TWE: TO 327   |
| assess own strengths and developmental needs as a writer  | SE: 274, 430, 556, 798<br>TWE: TO 327   |
| demonstrate knowledge of the qualities that make a piece of writing effective   | SE: <i>Writing About Literature</i> 39, 53, 65, 292, 345  |
| <b>4.2 seek and offer feedback</b>  |   |
| seek, evaluate, accept, and apply feedback; hold on to one's own vision   | SE: 111, 195, 272, 349, 428, 488, 523<br>TWE: TO 357  |
| independently offer specific feedback on others' writing with regard to: <ul style="list-style-type: none"> <li>• concept and design</li> <li>• style</li> <li>• conventions</li> </ul> | SE: 111, 195, 272, 349, 428, 488, 523<br>TWE: TO 357  |

## Codes Used for TWE Pages

|    |                   |
|----|-------------------|
| AC | Author's Craft    |
| AR | Active Reading    |
| CT | Critical Thinking |
| LE | Literary Elements |
| TF | Thematic Focus    |
| TO | Teaching Options  |
| VS | Vocabulary Skills |