

**GLENCOE CORRELATION**  
**LITERATURE: THE READER'S CHOICE**  
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**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: R26, R43, R52, R79 <i>Grammar and Language</i> 553, 1076 <i>Vocabulary</i> 106, 126, 196, 257
integrate appropriate reading strategies to adapt reading to different types of text	SE: 4-5, 424-425, 580-581, 714-715, R85, R94 TWE: RJ 424 RM 43, 393, 515
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: R94 TWE: RJ 424, 580, 714 RM 43, 393, 515, 665, 776, 985, 1008
understand and apply reading strategies including word origins, word roots, prefixes, suffixes; making predictions; and verifying and revising understanding while reading	SE: 771, R83, R84 <i>Vocabulary</i> 46, 196, 266, 1037, 1051 TWE: RM 65, 327
synthesize information when reading from a variety of sources	SE: 771, 1052, R84, R90, R91 <i>Reading and Thinking</i> 61, 277, 958 TWE: CT 317
identify technical and specialized terms and determine meaning of multiple meaning words	SE: 607, R79 <i>Background</i> 896 <i>Vocabulary</i> 155, 430 TWE: ELL 749, 791, 880 VS 228, 273
<b>1.2 build vocabulary through reading</b>	
examine and increase vocabularies relevant to different contexts, cultures, and communities	SE: 375, R78-R79, R96-R97 <i>Literary Elements</i> 170, 720 <i>Vocabulary</i> 20, 303, 374, 487
<b>1.3 read fluently, adjusting reading for purpose and material</b>	
read fluently focusing on text details when necessary to maintain meaning	SE: 246, 607, 1059, R78-R79 <i>Vocabulary</i> 184, 287 TWE: VS 27, 84
read at different speeds, using scanning and/or careful reading as appropriate	SE: 771, R94 <i>Reading and Thinking</i> 257 TWE: RM 43, 258, 393, 529, 548
<b>1.4 understand elements of literature – fiction</b>	
identify literary devices (exaggeration, irony, humor, dialogue, devices that develop characterization, tension, and mood)	SE: 1000 <i>Literary Elements</i> 44, 231, 352, 372, 395, 498, 894, 1026

OBJECTIVES	PAGE REFERENCES
understand sentence structure, paragraphs, and chapters	SE: 2-3, 422-423, 578-579, 712-713 TWE: RM 515 TO 579
analyze literary elements (plot, characters, setting, theme, point of view, conflict, resolution)	SE: <i>Literary Elements</i> 18, 35, 59, 86, 124, 153, 275, 395, 492, 768
<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: 422-423, 1012-1013, R100-R103 <i>Literary Elements</i> 1074 <i>Reading and Thinking</i> 37, 46, 553 TWE: RM 491 RWC 1013
use complex organizational features of printed text (titles, headings, table of contents, indexes, glossaries, prefaces, appendices, captions, citations, endnotes, etc.)	SE: R86, R100 <i>Reading and Thinking</i> 184 TWE: RM 102, 242, 282, 371, 515, 776
use features of electronic information (electronic bulletin boards and databases, e-mail, etc.)	SE: 554-555, 1012-1013, R72-R73 <i>Compare Messages</i> 899 <i>Extending Your Response</i> 13 <i>Theme Projects</i> 675
<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: 771, R84, R98-R99 <i>Reading and Thinking</i> 553, 1076 TWE: RM 121, 321 TF 662
summarize the main idea and supporting facts and details with evidence from reading	SE: R84, R91 <i>Literature and Writing</i> 606 <i>Reading and Thinking</i> 61, 277, 474 TWE: RM 535, 641, 854, 1071
use prior knowledge of issues, characters, events, and information to examine texts and extend understanding	SE: R83 <i>Connect</i> 4 <i>Focus Activity</i> 6, 22 <i>Imagine</i> 580 <i>Reading and Thinking</i> 374, 411 <i>Visualize</i> 714 TWE: RM 521, 623
synthesize ideas from selections to make predictions and inferences about various texts	SE: 223, 1052, R91 <i>Predict</i> 4, 424 TWE: CT 144, 317, 564, 604, 881
<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: 93, 1043 <i>Reading and Thinking</i> 553 TWE: CT 393, 810 RM 102, 242, 371, 485

OBJECTIVES	PAGE REFERENCES
use logical sequence to accurately retell stories; order and/or sequence parts of text	SE: 989, R90 <i>Reading and Thinking</i> 20, 184 TWE: RM 47, 406, 439, 1008
<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: R106-R107 <i>Reading and Thinking</i> 297 TWE: CT 78, 100, 220, 273, 332
explain how an author uses language to influence different audiences	SE: R100 <i>Extending Your Response</i> 606 <i>Literary Elements</i> 409, 680, 720, 940, 1074 TWE: LE 400
analyze and evaluate authors' effectiveness for different audiences	SE: 422-423, R103 <i>Literary Elements</i> 538 <i>Literature and Writing</i> 1027 <i>Reading and Thinking</i> 770 TWE: RM 216, 443, 657
detect bias, stereotype, overgeneralization, association, and other devices used by the author to influence an audience	SE: R102, R103 <i>Analyzing Literature</i> 566 <i>Reading and Thinking</i> 37 TWE: CT 242, 749, 980 RM 31
apply information gained from reading to give a response and express insight	SE: <i>Compare Viewpoints</i> 567 <i>Extending Your Response</i> 457 <i>Literature and Writing</i> 256 <i>Theme Projects</i> 21, 141 TWE: ELL 604 GT 603 MLS 742
analyze, interpret, and evaluate ideas and concepts within, among, and beyond multiple texts	SE: <i>Evaluate</i> 5, 715 <i>Interpret</i> 581, 583 <i>Reading and Thinking</i> 287, 425 TWE: CT 345, 882 RM 292
analyze, interpret, and evaluate reasoning and ideas related to multiple texts	SE: 93, 171, 307, 360, 499, 567, 899, 941, 1043
<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: 874-875, 1012-1013 <i>Extending Your Response</i> 71, 327, 493, 769, 1075 TWE: IC 468
organize information from resource materials and communicate findings effectively	SE: 990-993, R105 <i>Extending Your Response</i> 45, 60, 154, 552, 747, 895, 1051 <i>Theme Projects</i> 505

OBJECTIVES	PAGE REFERENCES
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: 990-993, 1078-1081 <i>Extending Your Response</i> 45, 60, 71, 154, 276, 614, 747, 1007
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: 2-3, 422-423, 578-579, 712-713, 772-775, 912, 1000, 1012-1013
<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: 874-875, 1012-1013 <i>Extending Your Response</i> 71, 327, 493, 769, 1075 TWE: IC 468
<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: 95-106, 248-256, 389-396, 445, 457, 517-527, 587-589, 655, 699-701, 727-769, 1062-1075
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: 93, 171, 307, 360, 499, 567, 899, 941, 1043
analyze recurring themes in literature <i>such as human interaction, identity, conflict and struggle, and economic change</i>	SE: 93, 171, 307, 360, 499, 567, 899, 941, 1043
<b>3.4 read for career applications</b>	
identify particular reading skills required for occupational/career areas of interest	SE: <i>Extending Your Response</i> 71, 256, 327, 353, 552, 606, 1037 TWE: IC 468
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: 4-5, 424-425, 554-555, 580-581, 714-715, 1012-1013 <i>Reading and Thinking</i> 257, 287, 442, 976
<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: 771, R84, R98-R99 TWE: ELL 843 LSC 367, 809, 1019 RM 121, 321, 455
set goals and take individual responsibility to form a plan for improvement	SE: <i>Evaluate and Set Goals</i> 416, 572, 706, 906, 994 TWE: RJ 4, 424, 580, 714

OBJECTIVES	PAGE REFERENCES
<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: R95, R97 <i>Evaluate and Set Goals</i> 416, 572, 706, 906, 994 TWE: RJ 4, 424, 580, 714
<b>4.3 develop interests and share reading experiences</b>	
share knowledge gained through reading with others	SE: 412-415, 633, 902-905, 1077 <i>Compare Fact and Fiction</i> 360 <i>Extending Your Response</i> 213 <i>Literature and Writing</i> 769 <i>Theme Projects</i> 1001 TWE: GT 205 IC 208
<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: <i>Drafting</i> 138, 236, 414, 502-503, 570, 619, 704, 902, 992, 1080
approach a topic in an individualized and purposeful way	SE: <i>Prewriting</i> 136-137, 234-235, 412-413, 500-501, 568-569, 616-617, 702-703, 902-903, 990-991, 1078-1079
discriminate between essential, intriguing, or useful information and trivia	SE: <i>Drafting</i> 138, 236, 414, 502-503, 570, 619, 704, 902, 992, 1080
develop a topic, theme, or central metaphor with carefully chosen and focused detail and content	SE: <i>Drafting</i> 138, 236, 414, 502-503, 570, 619, 704, 902, 992, 1080
control emphasis, sequencing, focus, and transitions in a variety of genres <i>such as poetry, technical, or narrative</i>	SE: <i>Prewriting</i> 136-137, 234-235, 412-413, 500-501, 568-569, 616-617, 702-703, 902-903, 990-991, 1078-1079
write coherent paragraphs	SE: <i>Drafting</i> 138, 236, 414, 502-503, 570, 619, 704, 902, 992, 1080
develop analysis, synthesis, persuasion, and exposition logically; demonstrate advanced logic	SE: 234-238, 412-415, 568-571, 616-620, 702-705, 902-905, 990-993, 1078-1081
<b>1.2 use style appropriate to the audience and purpose</b>	
recognize voice; strengthen and modify own voice as appropriate	SE: <i>Drafting</i> 138, 236, 414, 502-503, 570, 619, 704, 902, 992, 1080
choose words to convey intended message in a precise, interesting, and natural way	SE: <i>Drafting</i> 138, 236, 414, 502-503, 570, 619, 704, 902, 992, 1080
use specialized vocabulary relevant to a specific content area	SE: <i>Drafting</i> 138, 236, 414, 502-503, 570, 619, 704, 902, 992, 1080

OBJECTIVES	PAGE REFERENCES
use figurative language and sound patterns effectively	SE: 308-312, 670-674, 702-705 <i>Analyzing Literature</i> 538 <i>Literary Elements</i> 680 <i>Literature and Writing</i> 441, 552 TWE: ELL 578 WM 323
consider connotation and denotation when choosing words	SE: 185, 246, 615, 1060 <i>Grammar and Language</i> 72, 387 <i>Literature and Writing</i> 895 TWE: IS 615 VS 881 WM 704
vary the complexity of sentence structure and cadence for effect	SE: 670-673 <i>Grammar and Language</i> 277, 1076 <i>Revising</i> 1080
<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: 58-61 <i>Editing/Proofreading</i> 140, 238, 312, 412, 500, 571, 616, 705, 905
use paragraphing and stanza division to reinforce text's organizational structure	SE: <i>Drafting</i> 138, 236, 414, 502-503, 570, 619, 704, 902, 992, 1080
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	This objective can be stressed using any of the creative writing activities.
show sense of how particular audience may interpret a text	SE: <i>Prewriting</i> 136-137, 234-235, 412-413, 500-501, 568-569, 616-617, 702-703, 902-903, 990-991, 1078-1079
<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: <i>Prewriting</i> 136-137, 234-235, 412-413, 500-501, 568-569, 616-617, 702-703, 902-903, 990-991, 1078-1079

OBJECTIVES	PAGE REFERENCES
<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: 136-140, 412-415, 568-571, 600-601, 670-674, 874-875, 902-905, 990-993
interweave elements of exposition, argumentation, narration, figurative, and rhythmic language as needed according to audience and purpose	SE: 186-187, 234-238, 308-312 <i>Extending Your Response</i> 92, 222, 327, 688, 940 <i>Focus Activity</i> 48 <i>Literature and Writing</i> 539
<b>2.4 write for career applications</b>	
understand the importance of using reference style consistently when writing reports or technical documents	SE: 234-238, 308-312, 670-674, 1078-1081 <i>Literature and Writing</i> 685 TWE: WM 33, 211, 520, 595, 927
<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: 874-875, 978-979, 990-993 TWE: IC 875 RWC 979
use available tools and technology <i>such as a simple word processor</i> consistently through the writing process	SE: R58-R60 <i>Prewriting</i> 136-137, 412-413, 568-569, 670-671, 902-903, 1078-1079 TWE: ELL 136, 901 WM 655
analyze and synthesize information from a variety of sources <i>such as interviews, multimedia, books, and periodicals</i>	SE: 186-187, 600-601, 874-875, 978-979 <i>Extending Your Response</i> 244 <i>Technology Tip</i> 993 TWE: TT 139, 237, 993
<b>3.2 draft</b>	
formulate and construct ideas independently	SE: 990-993, R64-R66 <i>Extending Your Response</i> 514, 589 <i>Theme Projects</i> 505 TWE: IC 103, 148, 368 RWC 101, 252
coordinate a number of ideas and points of view	SE: R60, R67 <i>Drafting</i> 236, 310, 414, 502-503, 619, 704, 992
present argumentation effectively by using clarity, coherency, and precision; draft text that uses logical flow of ideas and relationships	SE: R60, R67 <i>Drafting</i> 236, 310, 414, 502-503, 619, 704, 992

OBJECTIVES	PAGE REFERENCES
<b>3.3 revise</b>	
confer with others to improve text; incorporate suggestions from others	SE: 185, 234-238, 412-415, R60, R63 <i>Extending Your Response</i> 940 <i>Revising</i> 139, 311, 414, 570, 619, 704, 904, 992, 1078 <i>Theme Projects</i> 913 TWE: ELL 901 WM 520
investigate additional information sources to improve text; use language to enrich text and enhance style	SE: R60 <i>Revising</i> 139, 311, 414, 570, 619, 704, 904, 992, 1078
<b>3.4 edit</b>	
adapt new reference technologies to further the purpose of writing	SE: 554-555, 1012-1013, R72-R73 <i>Compare Messages</i> 899 <i>Extending Your Response</i> 113, 872 <i>Theme Projects</i> 675
demonstrate self-correction	SE: R61 <i>Editing/Proofreading</i> 140, 312, 415, 571, 674, 905, 993, 1081
change text order to improve argument, flow of information, and logic	SE: R61 <i>Editing/Proofreading</i> 238 <i>Grammar Hint</i> 571, 905 TWE: WM 237, 311, 414, 503, 904
correct mechanics and grammar	SE: R61 <i>Editing/Proofreading</i> 312, 571, 705, 904, 993, 1081 <i>Grammar Hint</i> 140, 415
<b>3.5 publish</b>	
identify viable markets and forums for specific pieces of writing	SE: <i>Publishing/Presenting</i> 238, 311, 415, 504, 571, 674, 705, 905, 1081
produce a legible, professional-looking final product	SE: 600-601, R61 <i>Publishing/Presenting</i> 238, 311, 415, 571, 705, 793, 1081
use a variety of technological resources to produce a final product	SE: 186-187, 600-601 <i>Presenting Tip</i> 571, 993, 1081 <i>Theme Projects</i> 21, 431, 505, 585, 675
<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: <i>Building Your Portfolio</i> 416, 572, 706, 906, 994 <i>Publishing and Presenting</i> 238, 312, 415, 571, 620

OBJECTIVES	PAGE REFERENCES
assess own strengths and developmental needs as a writer	SE: <i>Building Your Portfolio</i> 416, 572, 706, 906, 994 <i>Publishing and Presenting</i> 140, 504, 674, 705, 905
demonstrate knowledge of the qualities that make a piece of writing effective	SE: 136-140, 308-312, 500-504, 616-620, 702-705, 990-994, R58-R61, R64-R69, R70-R71
<b>4.2 seek and offer feedback</b>	
seek, evaluate, accept, and apply feedback; hold on to one's own vision	SE: R60 <i>Revising</i> 139, 414, 619, 904, 1078 TWE: WM 311, 570, 704
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: R60 <i>Revising</i> 237, 311, 503, 570, 673, 704, 992

### Codes Used for TWE Pages

CT	Critical Thinking
ELL	English Language Learners
GT	Gifted and Talented
IC	Interdisciplinary Connection
IS	Inclusion Strategies
LE	Literary Elements
LSC	Life Skills Connection
MLS	Multiple Learning Styles
RJ	Reading Journal
RM	Reading Minilesson
RWC	Real World Connection
TF	Theme Focus
TO	Technology Option
TT	Technology Tip
VS	Vocabulary Skill
WM	Writing Minilesson