

GLENCOE CORRELATION
LITERATURE: THE READER'S CHOICE
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WASHINGTON

Reading Essential Academic Learning Requirements
 Benchmark 3 – Grade 10

OBJECTIVES	PAGE REFERENCES
READING ESSENTIAL ACADEMIC LEARNING REQUIREMENTS	
1. The student understands and uses different skills and strategies to read.	
To meet this standard, the student will:	
BENCHMARK 3 - GRADE 10	
1.1 use word recognition and word meaning skills to read and comprehend text	
use language structure to understand reading materials including sentence structure, prefixes, suffixes, contractions, and simple abbreviations	SE: 422, 668 <i>Analyzing Literature</i> 677 <i>Grammar and Language</i> 434 <i>Vocabulary</i> 577 TWE: ELL 422
integrate appropriate reading strategies to adapt reading to different types of text	SE: 4-5, 20-21, 26-27 <i>Connect</i> 14 <i>Evaluate</i> 9 <i>Predict</i> 8 TWE: IS 11 RJ 4, 20, 26
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: 284 TWE: RM 267, 400, 439, 543, 600, 725, 803, 1085
understand and apply reading strategies including word origins, word roots, prefixes, suffixes; making predictions; and verifying and revising understanding while reading	SE: 217, 422, R91 <i>Predict</i> 4, 26 <i>Vocabulary</i> 577, 829, 889 TWE: CT 624 RM 331
synthesize information when reading from a variety of sources	SE: 859, R91 <i>Extending Your Response</i> 1166 TWE: CT 149, 193, 219, 334 RM 402
identify technical and specialized terms and determine meaning of multiple meaning words	SE: 217, 815 <i>Vocabulary</i> 159, 1061 TWE: ELL 217, 815 VS 184, 867, 881
1.2 build vocabulary through reading	
examine and increase vocabularies relevant to different contexts, cultures, and communities	SE: 668 <i>Vocabulary</i> 35, 159, 277, 980, 1061 TWE: VS 867, 881
1.3 read fluently, adjusting reading for purpose and material	
read fluently focusing on text details when necessary to maintain meaning	SE: 4-5, 20-21, 26-27 TWE: CT 959, 989 RM 102, 261, 364, 533, 1098

OBJECTIVES	PAGE REFERENCES
read at different speeds, using scanning and/or careful reading as appropriate	SE: 4-5, 20-21, 26-27, 284 TWE: RM 439, 543, 600, 803, 1085
1.4 understand elements of literature -- fiction	
identify literary devices (exaggeration, irony, humor, dialogue, devices that develop characterization, tension, and mood)	SE: 472-473 <i>Literary Elements</i> 143, 282, 840, 935, 1065, 1133 TWE: LE 165, 190, 660
understand sentence structure, paragraphs, and chapters	TWE: RM 419, 1085
analyze literary elements (plot, characters, setting, theme, point of view, conflict, resolution)	SE: 472-473 <i>Compare Characters</i> 795 <i>Literary Elements</i> 233, 485, 492, 510, 528, 540, 788, 801 TWE: LE 71
1.5 use features of non-fiction text and computer software	
read, analyze, and use informational materials to demonstrate understanding and expertise; analyze the validity of electronic information	SE: 67, 855, 1071, R69, R75, R87 <i>Literature and Writing</i> 743 <i>Theme Projects</i> 717
use complex organizational features of printed text (titles, headings, table of contents, indexes, glossaries, prefaces, appendices, captions, citations, endnotes, etc.)	SE: 1148, R72-R75 TWE: RM 419, 1085 WM 1202
use features of electronic information (electronic bulletin boards and databases, e-mail, etc.)	SE: 74-75, 174-175, 354-355, 516-517, 686-687, 1194-1195 <i>Compare Motivations</i> 98 <i>Extending Your Response</i> 195
2. The student understands the meaning of what is read.	
To meet this standard, the student will:	
2.1 comprehend important ideas and details	
demonstrate comprehension of varied texts especially technical materials, complex narratives, and exposition	SE: 67, 152-153, 472-473, 556, 611, 1071, R87-R91 <i>Analyzing Literature</i> 469 <i>Literary Elements</i> 469 <i>Theme Projects</i> 1029
summarize the main idea and supporting facts and details with evidence from reading	SE: 859, R87-R91 <i>Analyzing Literature</i> 237 <i>Extending Your Response</i> 66 <i>Literary Elements</i> 521 TWE: LE 704, 754 RM 411, 476, 647
use prior knowledge of issues, characters, events, and information to examine texts and extend understanding	SE: R87-R91 <i>Background</i> 22 <i>Focus Activity</i> 6, 168, 524, 752, 912 TWE: AR 286 RM 613, 898
synthesize ideas from selections to make predictions and inferences about various texts	SE: R87-R91 TWE: CT 56, 149, 193, 334, 926 RM 219, 647, 754

OBJECTIVES	PAGE REFERENCES
2.2 expand comprehension by analyzing, interpreting, and synthesizing information and ideas	
critically compare, contrast, and connect ideas within and among a broad range of texts	SE: 98, 144, 167, 391, 493, 747, 1008 <i>Connect</i> 4
use logical sequence to accurately retell stories; order and/or sequence parts of text	SE: 380, R90 TWE: CT 89 ELL 133 RM 65, 499, 533, 605, 640, 960
2.3 think critically and analyze authors' use of language, style, purpose, and perspective	
draw conclusions based on the validity and accuracy of what is read	SE: <i>Compare Situations</i> 167 TWE: CT 206, 570, 606, 622 RM 49, 162, 191, 640
explain how an author uses language to influence different audiences	SE: 44, R92-R93 <i>Extending Your Response</i> 644, 956, 1137 <i>Literary Elements</i> 173, 633
analyze and evaluate authors' effectiveness for different audiences	SE: 611 <i>Analyzing Literature</i> 386, 840 <i>Literary Elements</i> 150, 901 <i>Literature and Writing</i> 306 TWE: LE 191, 253, 370 RM 734
detect bias, stereotype, overgeneralization, association, and other devices used by the author to influence an audience	SE: 67, R93 <i>Analyzing Literature</i> 335, 353 <i>Literary Elements</i> 66, 346 TWE: CT 246 LE 162, 262 RM 170
apply information gained from reading to give a response and express insight	SE: 440-443, 556 <i>Analyzing Literature</i> 237 <i>Literature and Writing</i> 81 <i>Theme Projects</i> 327 TWE: GTA 706 IS 823 LSM 699
analyze, interpret, and evaluate ideas and concepts within, among, and beyond multiple texts	SE: 98, 167, 391, 493, 747, 1008, 1009, 1139, 1171
analyze, interpret, and evaluate reasoning and ideas related to multiple texts.	SE: 98, 167, 391, 493, 747, 1008, 1009, 1139, 1171
3. The student reads different materials for a variety of purposes.	
To meet this standard, the student will:	
3.1 read to learn new information	
observe and use signs, labels, and instructions	SE: 74-75, 145, 354-355 <i>Compare Experiences</i> 98 <i>Extending Your Response</i> 470, 889, 1107 TWE: RWC 216
organize information from resource materials and communicate findings effectively	SE: <i>Compare Kitchens</i> 1081 <i>Compare Protagonists</i> 493 <i>Extending Your Response</i> 935 <i>Focus Activity</i> 251, 265, 418, 912

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: 751, 1200-1203, R68-R75 <i>Compare Cultures</i> 421 <i>Extending Your Response</i> 186, 801, 829, 1084, 1159
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: 48-52, 82, 145, 187, 343, 354-355, 436-437, 525-528, 619, 913-997, 1009
3.2 read to perform a task	
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: 1194-1195 <i>Extending Your Response</i> 81, 306, 486, 541, 667, 721, 1144
3.3 read for literary experience	
read, respond to, and evaluate a variety of traditional and contemporary literature (poetry, essays, short stories, novels, biographies, non-fiction narratives, plays)	SE: 69-73, 189-195, 279-282, 345-347, 419-420, 488-492, 671-673, 725-731, 1036-1042, 1174-1175
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: 98, 144, 283, 421, 634, 795, 1008, 1138
analyze recurring themes in literature <i>such as human interaction, identity, conflict and struggle, and economic change</i>	SE: 144, 167, 283, 391, 421, 493, 634, 747, 1008, 1138
3.4 read for career applications	
identify particular reading skills required for occupational/career areas of interest	SE: <i>Extending Your Response</i> 215, 306, 387, 841, 743 TWE: GTA 1055 LSC 194 RWC 575
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, 20-21, 26-27, 284, 354-355, 556 TWE: CT 65 RM 63, 251, 543
4. The student sets goals and evaluates progress to improve reading.	
To meet this standard, the student will:	
4.1 assess strengths and need for improvement	
solve problems, monitor progress, and direct own reading	SE: 4-5, 20-21, 26-27, R87-R91 TWE: CT 103 RM 65, 184, 419, 623, 915
set goals and take individual responsibility to form a plan for improvement	SE: <i>Evaluate and Set Goals</i> 224, 312, 444 <i>Focus Activity</i> 6, 22, 28 <i>Reading on Your Own</i> 115, 313 TWE: IS 445, 583

OBJECTIVES	PAGE REFERENCES
4.2 seek and offer feedback to improve reading	
apply academic and technical standards to evaluate and improve reading for self and others	SE: <i>Evaluate and Set Goals</i> 224, 312, 444 <i>Focus Activity</i> 6, 22, 28 <i>Reading on Your Own</i> 115, 313 TWE: IS 445, 583
4.3 develop interests and share reading experiences	
share knowledge gained through reading with others	SE: <i>Extending Your Response</i> 673, 814 <i>Literature and Writing</i> 541 <i>Theme Projects</i> 459, 781 TWE: ELL 477 GTA 811 LSM 970
WRITING ESSENTIAL ACADEMIC LEARNING REQUIREMENTS	
1. The student writes clearly and effectively.	
To meet this standard, the student will:	
BENCHMARK 3 - GRADE 10	
1.1 develop concept and design	
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>Prewriting</i> 110-111, 196-197, 308-309, 392-393, 578-579, 712-713, 902-903, 1200-1201
approach a topic in an individualized and purposeful way	SE: <i>Prewriting</i> 110-111, 196-197, 308-309, 392-393, 578-579, 712-713, 902-903, 1200-1201
discriminate between essential, intriguing, or useful information and trivia	SE: <i>Prewriting</i> 110-111, 196-197, 308-309, 392-393, 578-579, 712-713, 902-903, 1200-1201
develop a topic, theme, or central metaphor with carefully chosen and focused detail and content	SE: 516-517, R63 <i>Drafting</i> 112, 198, 309, 394, 764, 902, 1012, 1202
control emphasis, sequencing, focus, and transitions in a variety of genres <i>such as poetry, technical, or narrative</i>	SE: 516-517, R63 <i>Drafting</i> 112, 198, 309, 394, 764, 902, 1012, 1202
write coherent paragraphs	SE: 516-517, R63 <i>Drafting</i> 112, 198, 309, 394, 764, 902, 1012, 1202
develop analysis, synthesis, persuasion, and exposition logically; demonstrate advanced logic	SE: 181 <i>Extending Your Response</i> 58, 347, 1095 <i>Literature and Writing</i> 159, 417, 610, 743
1.2 use style appropriate to the audience and purpose	
recognize voice; strengthen and modify own voice as appropriate	SE: <i>Drafting</i> 112, 309, 764, 1012 <i>Revising</i> 199, 395, 905, 1202
choose words to convey intended message in a precise, interesting, and natural way	SE: <i>Drafting</i> 112, 198, 309, 394, 764, 902, 1012, 1202 TWE: ELL 309 WM 112, 764
use specialized vocabulary relevant to a specific content area	SE: <i>Drafting</i> 112, 198, 309, 394, 764, 902, 1012, 1202 TWE: ELL 309 WM 112, 764

OBJECTIVES	PAGE REFERENCES
use figurative language and sound patterns effectively	SE: 762-765 <i>Extending Your Response</i> 166, 845, 1151 <i>Literature and Writing</i> 81, 417, 710 TWE: WM 112, 764
consider connotation and denotation when choosing words	SE: 83, 668 <i>Revising</i> 310, 395, 715, 764, 902 TWE: ELL 440, 668 WM 308
vary the complexity of sentence structure and cadence for effect	SE: R49 <i>Extending Your Response</i> 845 <i>Literature and Writing</i> 81, 417, 710 TWE: GLM 338, 894
1.3 apply writing conventions	
use standard writing conventions in final draft to enhance meaning and clarity: <ul style="list-style-type: none"> • grammar/usage • capitalization • punctuation • spelling 	SE: 234, 366, 551, 685, 1148, 1193, R52-R57, R59-R61 <i>Editing and Proofreading</i> 113, 200
use paragraphing and stanza division to reinforce text's organizational structure	SE: <i>Drafting</i> 112, 198, 309, 394, 442, 580, 714, 764, 1012
write legibly	This objective can be stressed using any of the creative writing activities.
2. The student writes in a variety of forms for different audiences and purposes.	
To meet this standard, the student will:	
2.1 write for different audiences	
identify, analyze, describe, and meet the needs of chosen audience	SE: <i>Prewriting</i> 110-111, 196-197, 308-309, 392-393, 578-579, 712-713, 902-903, 1200-1201
show sense of how particular audience may interpret a text	SE: <i>Prewriting</i> 110-111, 196-197, 308-309, 392-393, 578-579, 712-713, 902-903, 1200-1201
2.2 write for different purposes	
write for a broad range of purposes including: <ul style="list-style-type: none"> • to reflect upon own experiences • to experiment with language • to make inferences or draw conclusions • to present an analytical response to literature • to apply for jobs • to communicate research findings • to convey technical information 	SE: 174-175, 516-517, 902-906, 1194-1195 <i>Extending Your Response</i> 97, 143 <i>Literature and Writing</i> 341, 550, 630 TWE: RWC 886
2.3 write in a variety of forms	
write in a variety of forms and genres (tall tales, myths, fables, reports, experiments, directions, dramas, narratives, journals, poems, essays, stories, etc.)	SE: <i>Extending Your Response</i> 52, 73, 166, 233, 353, 848 <i>Literature and Writing</i> 215, 470, 610
interweave elements of exposition, argumentation, narration, figurative, and rhythmic language as needed according to audience and purpose	SE: <i>Prewriting</i> 110-111, 196-197, 308-309, 392-393, 578-579, 712-713, 902-903, 1200-1201

OBJECTIVES	PAGE REFERENCES
2.4 write for career applications	
understand the importance of using reference style consistently when writing reports or technical documents	SE: 354-355, 1148, 1200-1203, R68-R75 TWE: WM 1202
3. The student understands and uses the steps of the writing process.	
To meet this standard, the student will:	
3. prewrite	
generate ideas and plan writing independently <i>such as extensive planning, and defining and choosing an appropriate mode of expression</i>	SE: <i>Prewriting</i> 110-111, 196-197, 308-309, 392-393, 578-579, 712-713, 902-903, 1200-1201
use available tools and technology <i>such as a simple word processor</i> consistently through the writing process	SE: 354-355, 516-517, 686-687, 1194-1195 <i>Technology Tip</i> 112, 199, 715, 905, 1115, 1203
analyze and synthesize information from a variety of sources <i>such as interviews, multimedia, books, and periodicals</i>	SE: 99, 855, R87 <i>Compare Motivations</i> 98 <i>Extending Your Response</i> 710, 743, 1121, 1144 <i>Theme Projects</i> 717
3.2 draft	
formulate and construct ideas independently	SE: 516-517, R63 <i>Drafting</i> 112, 198, 309, 394, 764, 902, 1012, 1202
coordinate a number of ideas and points of view	SE: 516-517, R63 <i>Drafting</i> 112, 198, 309, 394, 764, 902, 1012, 1202
present argumentation effectively by using clarity, coherency, and precision; draft text that uses logical flow of ideas and relationships	SE: 392-396, 712-716, 1112-1116, R67, R93 <i>Extending Your Response</i> 637, 693 <i>Literary Elements</i> 262 <i>Literature and Writing</i> 159
3.3 revise	
confer with others to improve text; incorporate	SE: R64 <i>Proofreading Tip</i> 716 <i>Revising</i> 112, 199, 310, 442, 580, 905, 1115
suggestions from others	SE: R64 <i>Revising</i> 112, 199, 310, 442, 580, 715, 905, 1115
investigate additional information sources to improve text; use language to enrich text and enhance style	SE: 354-355, 516-517, 686-687, 1194-1195 <i>Technology Tip</i> 112, 199, 715, 905, 1115, 1203
3.4 edit	
adapt new reference technologies to further the purpose of writing	SE: <i>Editing/Proofreading</i> 200, 443, 716 <i>Proofreading Tip</i> 906, 1203 <i>Revising</i> 112, 310, 580, 764, 1115
demonstrate self-correction	SE: <i>Proofreading Tip</i> 1013 <i>Questions for Revising</i> 442, 1012, 1115 <i>Revising Tip</i> 395, 764 TWE: IS 580 WM 393, 579, 715

OBJECTIVES	PAGE REFERENCES
change text order to improve argument, flow of information, and logic	SE: 106, 849 <i>Editing/Proofreading</i> 113, 396, 443, 765 <i>Grammar Hint</i> 311, 581, 716, 1203
correct mechanics and grammar	SE: <i>Presenting Tip</i> 311 <i>Publishing/Presenting</i> 113, 200, 396, 443, 581, 716, 765, 1203
3.5 publish	
identify viable markets and forums for specific pieces of writing	SE: 354-355, 516-517, 1194-1195 <i>Publishing/Presenting</i> 311, 765, 906, 1203 <i>Presenting Tip</i> 581
produce a legible, professional-looking final product	SE: 74-75, 354-355, 516-517, 686-687, 1194-1195 <i>Presenting Tip</i> 581 <i>Technology Tip</i> 112, 1203
use a variety of technological resources to produce a final product	SE: <i>Building Your Portfolio</i> 114, 312, 444, 582, 766, 1014 <i>Reflecting</i> 113, 200, 311, 443
4. The student analyzes and evaluates the effectiveness of written work.	
To meet this standard, the student will:	
4.1 assess own strengths and needs for improvement	
articulate own and established criteria to improve writing; defend choices to deviate from established criteria	SE: 74-75, 354-355, 516-517, 686-687, 1194-1195 <i>Presenting Tip</i> 581 <i>Technology Tip</i> 112, 1203
assess own strengths and developmental needs as a writer	SE: 110-111, 196-197, 308-309, 392-393, 578-579, 712-713, 902-903, 1200-1201, R62-R65, R68-R75, R76-R77
demonstrate knowledge of the qualities that make a piece of writing effective	SE: R64 <i>Proofreading Tip</i> 716 <i>Revising</i> 112, 199, 310, 442, 580, 905, 1115
4.2 seek and offer feedback	
seek, evaluate, accept, and apply feedback; hold on to one's own vision	This objective can be met during teacher/class discussion.
independently offer specific feedback on others' writing with regard to: <ul style="list-style-type: none"> • concept and design • style • conventions 	SE: R64 <i>Proofreading Tip</i> 716 <i>Revising</i> 112, 199, 310, 442, 580, 905, 1115

Codes Used for TWE Pages

AR	Active Reading
CT	Critical Thinking
ELL	English Language Learners
GTA	Gifted and Talented Activity
GLM	Grammar and Language Minilesson
IS	Inclusion Strategies
LE	Literary Elements
LSC	Life Skills Connection
LSM	Listening and Speaking Minilesson
MLS	Multiple Learning Skills
RJ	Reading Journal
RM	Reading Minilesson
RWC	Real World Connection
VS	Vocabulary Skills
WM	Writing Minilesson