



Glencoe

# Writer's Choice

## GRAMMAR and COMPOSITION

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STANDARDS	PAGE REFERENCES
<b>Standard 1: Students engage in the research process</b>	
<b>RESEARCH PLANNING</b>	
10.1.1. Form questions to focus research	<b>Student Edition:</b> 61, 324 <i>Cross-Curricular Activity</i> 63, 223 <i>Make a Plan for Writing</i> 63 <i>Your Research Paper</i> 327 <b>Teacher Edition:</b> ELL 62; T 325
<b>ACCESSING INFORMATION</b>	
10.1.2. Know ways to effectively search electronic databases; e.g., defining key terms and using limiters to focus a search	<b>Student Edition:</b> 801, 802, 803, 806, 807, 809, 810, 915 <b>Teacher Edition:</b> CC 418; EL 802; IC 112, 416

STANDARDS	PAGE REFERENCES
10.1.3. Gather reliable information to support a thesis	<p><b>Student Edition:</b>  62, 324, 327, 809, 840, 888, 910, 960, 961  <i>Cross-Curricular Activity</i> 63, 223  <i>Viewing and Representing</i> 63  <i>Listening and Speaking</i> 289  <i>Your Research Paper</i> 327</p> <p><b>Teacher Edition:</b>  CT 327; ELL 324, 325; TMSD 324</p>
<b>EVALUATING RESEARCH INFORMATION</b>	
10.1.4. Use relevant information	<p><b>Student Edition:</b>  324, 327, 809, 810, 888, 961  <i>Using Computers</i> 27, 199  <i>Cross-Curricular Activity</i> 63, 223  <i>Listening and Speaking</i> 289  <i>Writing Across the Curriculum</i> 357</p> <p><b>Teacher Edition:</b>  CT 327; ELL 324</p>
<b>ORGANIZING AND PRESENTING RESEARCH INFORMATION</b>	
10.1.5. Organize information from a variety of sources into a unified whole	<p><b>Student Edition:</b>  328, 329, 330, 331, 888  <i>Cross-Curricular Activity</i> 75, 297, 309  <i>Skills Practice</i> 331  <i>Your Research Paper</i> 331  <i>Using Computers</i> 199, 243  <i>Listening and Speaking</i> 289  <i>Writing Across the Curriculum</i> 357</p> <p><b>Teacher Edition:</b>  CC 317; CL 114; EE 914; ELL 330</p>
10.1.6. Use a style sheet, such as MLA or APA, for citing primary and secondary sources	<p><b>Student Edition:</b>  336, 337, 338, 339, 340, 345, 355, 356, 961, 962, 963, 964, 965  <i>Your Research Paper</i> 341</p> <p><b>Teacher Edition:</b>  ELL 338</p>
10.1.7. Paraphrase information	<p><b>Student Edition:</b>  334, 961  <i>Using Computers</i> 231, 243</p> <p><b>Teacher Edition:</b>  EE 914; ELL 837</p>

STANDARDS	PAGE REFERENCES
10.1.8. Use note cards	<b>Student Edition:</b> 325, 326 <b>Teacher Edition:</b> WRW 326
10.1.9. Develop an outline	<b>Student Edition:</b> 328, 329, 330, 888, 910 <i>Skills Practice</i> 331 <i>Your Research Paper</i> 331 <i>Writing Across the Curriculum</i> 357 <b>Teacher Edition:</b> ELL 330
<b>PRESENTATION</b>	
10.1.10. Write a research paper	<b>Student Edition:</b> 322, 323, 324, 325, 326, 327, 328, 329, 330, 331, 332, 333, 334, 336, 337, 338, 339, 340 <i>Your Research Paper</i> 327, 331, 335, 341, 345, 348, 960, 961, 962 <i>Writing Across the Curriculum</i> 357 <b>Teacher Edition:</b> F T45
10.1.11. Present research information; e.g., informative speech, PowerPoint presentation, video presentation	<b>Student Edition:</b> 888, 889, 890, 905, 906, 907, 924, 925, 926, 927 <i>Using Computers</i> 89, 199 <i>Viewing and Representing</i> 89 <i>Cross-Curricular Activity</i> 131, 223 <i>Listening and Speaking</i> 289 <b>Teacher Edition:</b> CC 317, 418; CL 114, 353; EE 112; SN 907; WRW 119

STANDARDS	PAGE REFERENCES
<b>Standard 2: Students engage in the reading process.</b>	
LITERARY GENRES <i>No benchmark expectations at this level</i>	
INFORMATIONAL GENRES	
10.2.1. Summarize information from nonfiction genres	<b>Student Edition:</b> 307, 334 <i>Viewing and Representing</i> 63 <i>Using Computers</i> 231 <i>Write a Book Review</i> 309 <i>Activity</i> 432 <b>Teacher Edition:</b> ARS 100, 102, 157, 316, 317; CL 114; EE 914; ELL 222; T 295
VOCABULARY <i>No benchmark expectations at this level</i>	
READING STRATEGIES FOR INTERPRETING MEANING OF TEXTS	
10.2.2. Identify techniques used in persuasive writing; i.e., deductive reasoning and use of fact and opinion	<b>Student Edition:</b> 282, 283, 286, 287, 298, 840, 841 <i>Connection 45 #4</i> <i>Analyzing the Media Connection</i> 281 #5 <i>Learning to Learn</i> 318 <i>Reflecting on the Unit</i> 319 <b>Teacher Edition:</b> CT 315; ELL 840; F T48; MA 286; T 279, 284; TMSD 283
PURPOSES FOR READING	
10.2.3. Read for a variety of purposes and intents; e.g., to become life-long readers, to model forms of writing, etc.	<b>Student Edition:</b> <i>Writing in the Real World</i> 4-7, 42-45, 122-125, 166-169, 216-219, 278-281 <i>Connection 45 #5</i> <i>Learning from the Writer</i> 112, 113, 115, 117 <i>Journal Writing</i> 119 <i>Talk About Reading</i> 162 #4, 212 #4, 274 #4, 318 #4 <b>Teacher Edition:</b> 6TW 99, 158, 267; CC 123; CL 38; RWC 838

STANDARDS	PAGE REFERENCES
<b>LITERARY ELEMENTS AND TECHNIQUES</b>	
<p>10.2.4. Identify author's use of figurative language including allusion, imagery, and symbolism</p>	<p><b>Student Edition:</b> 840, 841 <i>Analyzing the Media Connection</i> 125 #3 <i>Talk About Reading</i> 162 #3, 274 #2</p> <p><b>Teacher Edition:</b> 6TW 158; ELL 146; LE 35, 104, 205, 317</p>
<p>10.2.5. Analyze literary elements; i.e., character, setting, plot, stanza, act, scene, chapter, verse, article, fiction, nonfiction, point of view</p>	<p><b>Student Edition:</b> 25, 26, 148, 149, 150, 193, 194, 197, 198, 259 <i>Write a Reader-Response Journal Entry</i> 27 <i>Learning to Learn</i> 107 <i>Cross-Curricular Activity</i> 151 <i>Write a Setting Analysis</i> 151 <i>Analyzing the Media Connection</i> 169 #4 <i>Journal Writing</i> 175, 181, 185 <i>Write a Conflict Analysis</i> 199 <i>Talk About Reading</i> 212 #2</p> <p><b>Teacher Edition:</b> CT 99, 100, 207, 208, 211; LE 33, 271; LPR 150; MA 205; T 175, 176, 186</p>
<p>10.2.6. Analyze author's use of mood</p>	<p><b>Student Edition:</b> 148, 149 <i>Cross-Curricular Activity</i> 151 <i>Write a Setting Analysis</i> 151 <i>Talk About Reading</i> 274 #2</p> <p><b>Teacher Edition:</b> CT 211</p>
<p>10.2.7. Apply universal themes to real life situations</p>	<p><b>Student Edition:</b> 25, 26 <i>Talk About Reading</i> 38 #1, 162 #1</p> <p><b>Teacher Edition:</b> ARS 37, 157, 158; CC 211, 273; CT 160, 161; LE 273</p>

STANDARDS	PAGE REFERENCES
<b>Standard 3: Students engage in the writing process</b>	
INFORMATIVE WRITING	
<p>10.3.1. Write expository texts including research papers</p>	<p><b>Student Edition:</b>  221, 222, 249, 250, 253, 255, 256  <i>Writing Across the Curriculum</i> 108, 275  <i>Cross-Curricular Activity</i> 223, 239  <i>Write an Explanation of an Event</i> 223  <i>Using Computers</i> 231  <i>Write a "How-to" Article</i> 231  <i>Write a Cause-and-Effect Paragraph</i> 235  <i>Write a Comparison-Contrast Article</i> 239  <i>Write to Compare Information</i> 247  <i>Write a News Article</i> 251  <i>Write an Essay Answer</i> 257  <i>Write a Comparison-Contrast Essay</i> 261  <i>Writing Process in Action</i> 262-264  <i>Write About Reading</i> 274  <i>Viewing and Representing</i> 285</p> <p><b>Teacher Edition:</b>  CL 114; WRW 113</p>
LITERARY/NARRATIVE WRITING <i>No benchmark expectations at this level</i>	
PERSUASIVE WRITING	
<p>10.3.2. Defend a personal opinion using facts as support</p>	<p><b>Student Edition:</b>  284, 287, 288, 291, 292, 296  <i>Cross-Curricular Activity</i> 23, 289, 293, 297  <i>Write an Opinion</i> 285  <i>Listening and Speaking</i> 289  <i>Write an Editorial</i> 289  <i>Write a Letter</i> 293  <i>Journal Writing</i> 295  <i>Write an Evaluation of a Place</i> 297  <i>Write a Book Review</i> 309  <i>Writing Process in Action</i> 310-313  <i>Write About Reading</i> 318  <i>Writing Across the Curriculum</i> 319  <i>Activity</i> 419</p> <p><b>Teacher Edition:</b>  EL 296; LS 115; SN 292; WRW 113</p>

STANDARDS	PAGE REFERENCES
PREWRITING	
10.3.3. Use prewriting techniques to generate ideas	<p><b>Student Edition:</b>            46, 50, 51, 52, 53, 54, 60, 61, 62, 171, 909  <i>Writing Process in Action</i> 29, 95, 153, 201, 263, 311  <i>Write to Find a Topic</i> 55  <i>Collaborative Writing</i> 59  <i>Try it Out</i> 112  <i>Journal Writing</i> 177</p> <p><b>Teacher Edition:</b>            CL 114, 178; ELL 58; LS 48; VR 52</p>
10.3.4. Organize the ideas and details of a composition according to purpose	<p><b>Student Edition:</b>            62, 72, 73, 74, 127, 128, 129, 181, 194, 229, 238, 954  <i>Cross-Curricular Activity</i> 23, 75  <i>Make a Plan for Writing</i> 63  <i>Plan Ordered Paragraphs</i> 75  <i>Writing Process in Action</i> 95, 153, 201  <i>Write a Descriptive Paragraph</i> 131  <i>Write from a Moving Vantage Point</i> 143  <i>Writing Across the Curriculum</i> 163  <i>Write a Personal Narrative</i> 173  <i>Write a Story Opening</i> 183  <i>Using Computers</i> 235</p> <p><b>Teacher Edition:</b>            CT 130; LPR 250; LS 115; SN 128, 292</p>

STANDARDS	PAGE REFERENCES
<b>DRAFTING</b>	
<p>10.3.5. Elaborate ideas through word choice and description using grade-level vocabulary</p>	<p><b>Student Edition:</b>  130, 136, 137, 138, 300  <i>Writing Process in Action</i> 29, 152, 153, 154, 155  <i>Write About Reading</i> 38, 162  <i>Listening and Speaking</i> 131, 147  <i>Write a Descriptive Paragraph</i> 131  <i>Collaborative Writing</i> 135  <i>Write with Energetic Verbs</i> 139  <i>Cross-Curricular Activity</i> 143  <i>Write from a Moving Vantage Point</i> 143  <i>Write a Response Poem</i> 147  <i>Writing Across the Curriculum</i> 163  <i>Write an Ad</i> 301</p> <p><b>Teacher Edition:</b>  6TW 158; EE 124; EL 117; WRW 162</p>
<p>10.3.6. Organize and write compositions for school and peers</p>	<p><b>Student Edition:</b>  <i>Cross-Curricular Activity</i> 23, 297  <i>Writing Process in Action</i> 28, 94, 152  <i>Write a Personal Response</i> 49  <i>Write from a Particular Point of View</i> 93  <i>Writing Across the Curriculum</i> 108  <i>Write a Personal Narrative</i> 173  <i>Write a Story Opening</i> 183  <i>Write a Conflict Analysis</i> 199  <i>Write an Explanation of an Event</i> 223  <i>Write a “How-to” Article</i> 231  <i>Listening and Speaking</i> 289  <i>Write an Editorial</i> 289  <i>Write a Letter</i> 293  <i>Write a Book Review</i> 309  <i>Activity</i> 419, 432, 433, 435</p> <p><b>Teacher Edition:</b>  EE 124, 434</p>

STANDARDS	PAGE REFERENCES
10.3.7. Use a variety of supporting details	<p><b>Student Edition:</b>  58, 69, 70, 127, 128, 226, 954  <i>Writing Process in Action</i> 29, 153, 154, 155  <i>Writing Across the Curriculum</i> 108, 357  <i>Write a Descriptive Paragraph</i> 131  <i>Write About a Painting</i> 135  <i>Journal Writing</i> 141  <i>Write an Explanation of a Painting</i> 227  <i>Write an Opinion</i> 285  <i>Write a Book Review</i> 309  <i>Write About Reading</i> 318</p> <p><b>Teacher Edition:</b>  SN 128</p>
<b>LITERARY ELEMENTS AND TECHNIQUES</b>	
10.3.8. Use language appropriate to the format of the composition	<p><b>Student Edition:</b>  300, 343  <i>Write About Reading</i> 38, 162, 274  <i>Listening and Speaking</i> 147, 305  <i>Write a Response Poem</i> 147  <i>Writing Across the Curriculum</i> 163  <i>Write an Anecdote</i> 191  <i>Writing Process in Action</i> 264, 265  <i>Write an Ad</i> 301  <i>Activity</i> 417</p> <p><b>Teacher Edition:</b>  6TW 158; EL 117, 284, 296</p>

STANDARDS	PAGE REFERENCES
10.3.9. Use precise language to describe people, places, and things	<p><b>Student Edition:</b>  136, 137, 138, 300  <i>Write About Reading</i> 38, 162  <i>Writing Process in Action</i> 95, 154, 155  <i>Listening and Speaking</i> 131, 147  <i>Write a Descriptive Paragraph</i> 131  <i>Collaborative Writing</i> 135  <i>Using Computers</i> 139  <i>Write with Energetic Verbs</i> 139  <i>Grammar Link</i> 147, 151  <i>Write a Response Poem</i> 147  <i>Writing Across the Curriculum</i> 163  <i>Write an Ad</i> 301</p> <p><b>Teacher Edition:</b>  6TW 158; EE 124; ELL 138; WRW 162</p>
10.3.10. Use a specific point of view in compositions	<p><b>Student Edition:</b>  172, 182  <i>Cooperative Learning</i> 11  <i>Write a Personal Narrative</i> 173  <i>Writing Process in Action</i> 201, 202, 203</p> <p><b>Teacher Edition:</b>  ELL 172</p>
<b>REVISING AND EDITING</b>	
10.3.11. Edit and revise compositions with attention to content	<p><b>Student Edition:</b>  77, 78, 79, 80, 83, 343, 344, 345  <i>Writing Process in Action</i> 30, 31, 96, 97, 154, 155, 202, 203, 312, 313  <i>Listening and Speaking</i> 81, 85, 305  <i>Revise for Effective Paragraphs</i> 81  <i>Edit Your Draft</i> 85  <i>Using Computers</i> 191  <i>Cross-Curricular Activity</i> 293</p> <p><b>Teacher Edition:</b>  CL 79, 345; EE 80, 83; ELL 78</p>
10.3.12. Edit and revise compositions for consistent point of view	<p><b>Student Edition:</b>  <i>Cooperative Learning</i> 11  <i>Write a Personal Narrative</i> 173  <i>Writing Process in Action</i> 202, 203</p> <p><b>Teacher Edition:</b>  ELL 172</p>

STANDARDS	PAGE REFERENCES
10.3.13. Use knowledge of sentence structure and sentence construction to edit and revise text	<b>Student Edition:</b> 83, 344, 345, 388-389, 390-391, 404-405, 476-481, 559-561, 950, 951 <i>Grammar Link 7</i> , 49 <i>Writing Process in Action</i> 31 <i>Writing Application</i> 573 <b>Teacher Edition:</b> CL 481; EE 83, 560; ELL 477; TMSD 47, 391, 559
10.3.14. Use sentence reduction techniques to revise and edit compositions	<b>Student Edition:</b> 79, 83, 344, 345, 952, 953 <i>Revise for Effective Paragraphs</i> 81 <i>Using Computers</i> 191 <b>Teacher Edition:</b> CL 345
<b>PUBLISHING</b> <i>No benchmark expectations at this level</i>	
<b>Standard 4: Students engage in the speaking and listening process.</b>	
<b>PLANNING FOR AN AUDIENCE/PURPOSE</b>	
10.4.1. Analyze the audience and adjust message and wording to suit the purpose	<b>Student Edition:</b> 888 <i>Listening and Speaking</i> 23, 239, 251, 285 <i>Cross-Curricular Activity</i> 227 <b>Teacher Edition:</b> LS 97
<b>VERBAL AND NONVERBAL COMMUNICATION</b>	
10.4.2. Use appropriate body language in oral presentations	<b>Student Edition:</b> 890 <i>Listening and Speaking</i> 191 <b>Teacher Edition:</b> CL 114, 116; LS 97, 433
<b>CONVERSATION, GROUP DISCUSSION, AND ORAL PRESENTATION</b>	
10.4.3. Formulate questions in response to a verbal message	<b>Student Edition:</b> 434, 884 <i>Listening and Speaking</i> 191 <b>Teacher Edition:</b> CC 211; EE 814; LS 111

STANDARDS	PAGE REFERENCES
<b>Standard 5: Students understand media</b>	
<b>MEDIA GENRES</b>	
10.5.1. Identify existing and developing media	<p><b>Student Edition:</b>  895, 902, 903, 921, 922, 923  <i>Cross-Curricular Activity</i> 49  <i>Using Computers</i> 59  <i>Try it Out</i> 113  <i>Learning From the Media</i> 118  <i>Journal Writing</i> 283, 299  <i>Viewing and Representing</i> 285</p> <p><b>Teacher Edition:</b>  B 921; CL 114; CT 429; EE 794; MA 184, 278, 282, 842; T 43, 803; VR 903; WRW 70, 113</p>
<b>USING MEDIA FOR A PURPOSE</b>	
10.5.2. Use media (e.g., television, film, music, electronic databases, videos, DVDs, comics, visual and performing arts, newspapers, and periodicals) for a variety of purposes	<p><b>Student Edition:</b>  901, 923  <i>Cross-Curricular Activity</i> 49, 55  <i>Using Computers</i> 59  <i>Try it Out</i> 113  <i>Learning From the Media</i> 118  <i>Viewing and Representing</i> 285  <i>Journal Writing</i> 299</p> <p><b>Teacher Edition:</b>  CL 114; CT 429; EE 794, 901; MA 184, 278, 282, 842; T 899, 922; VR 903; WRW 113</p>
<b>INTERPRETING MEDIA</b>	
10.5.3. Evaluate the portrayal of ethnicity and lifestyles in media messages	<p><b>Student Edition:</b>  299</p> <p><b>Teacher Edition:</b>  CL 280; ELL 904; RWC 279</p>
10.5.4. Analyze media messages	<p><b>Student Edition:</b>  895, 896, 899, 902, 903, 904, 923  <i>Using Computers</i> 59  <i>Viewing and Representing</i> 285  <i>Journal Writing</i> 299</p> <p><b>Teacher Edition:</b>  CT 429; EE 794, 899; MA 278, 282, 842; T 43, 899, 922; VR 903; WRW 70</p>

STANDARDS	PAGE REFERENCES
<b>Standard 6: Students understand and use principles of language</b>	
<b>LANGUAGE CONVENTIONS/MECHANICS</b>	
<p>10.6.1. Use conventions of grammar related to sentence structure; i.e., sentence reduction, parallel structure, elliptical clauses, conjunctions, and clausal and phrasal patterns</p>	<p><b>Student Edition:</b> 363, 364, 365-368, 369-372, 373-376, 377-380, 381-385, 388-389, 390-391, 476-481, 543, 544, 950, 951, 952 <i>Grammar Link</i> 7, 15, 71, 75, 219, 257 <i>Write About Reading</i> 212</p> <p><b>Teacher Edition:</b> 6TW 99, 206; CL 481; EE 478; EL 480; ELL 477</p>
<b>LITERARY ELEMENTS AND TECHNIQUES</b>	
<p>10.6.2. Analyze figurative language; i.e., allusion, analogy, hyperbole, irony, personification, oxymoron, and paradox</p>	<p><b>Student Edition:</b> 840, 841</p> <p><b>Teacher Edition:</b> 6TW 35, 36; LE 35, 105, 317</p>
<p>10.6.3. Interpret the use of sound patterns in language; i.e., alliteration, assonance, and consonance</p>	<p><b>Teacher Edition:</b> MA 144</p>
<b>LANGUAGE CONTEXT</b>	
<p>10.6.4. Critique cultural differences in language; e.g., colloquialisms, regional and ethnic dialects, and indigenous vocabulary</p>	<p><b>Teacher Edition:</b> ARS 206; EL 117; RWC 796; T 186</p>
<p>10.6.5. Critique gender perspectives in language; i.e., biased language</p>	<p><b>Student Edition:</b> 644</p> <p><b>Teacher Edition:</b> T 644</p>