



COURSE 5

© 2009

STANDARDS	PAGE REFERENCES
Standard 1: Students engage in the research process	
RESEARCH PLANNING	
<p>10.1.1. Form questions to focus research</p>	<p>Student Edition: R31 <i>Activities</i> 282 #1 <i>Connect to Art</i> 339 <i>Connect to Science</i> 27 <i>Connect to Social Studies</i> 530 <i>Research and Report</i> 121, 302 <i>Respond Through Writing</i> 320 <i>Writing Workshop</i> 993</p> <p>Teacher Edition: ApL 127; RP 282, 1162; RPr 196, 306, 450, 660, 1084, 1158; SkP 612; WP 802</p>

STANDARDS	PAGE REFERENCES
ACCESSING INFORMATION	
<p>10.1.2. Know ways to effectively search electronic databases; e.g., defining key terms and using limiters to focus a search</p>	<p>Student Edition: R31 <i>Connect to Science</i> 27 <i>Research and Report</i> 121, 302 <i>Speaking, Listening, and Viewing Workshop</i> 457 <i>Writing Workshop</i> 451, 993</p> <p>Teacher Edition: AdL 79, 255, 857; ApL 127, 313; EL 687; RP 138; RPr 90, 196, 876, 974, 996; WP 720</p>
<p>10.1.3. Gather reliable information to support a thesis</p>	<p>Student Edition: R32 <i>Connect to Art</i> 339 <i>Connect to Social Studies</i> 530 <i>Respond Through Writing</i> 320, 503 <i>Writing Workshop</i> 877, 993-995</p> <p>Teacher Edition: AdL 879, 1049; RPr 876, 974, 996; SS 883; WP 436, 758; WPr 995</p>
EVALUATING RESEARCH INFORMATION	
<p>10.1.4. Use relevant information</p>	<p>Student Edition: R32 <i>Connect to Science</i> 27 <i>Research and Report</i> 302 <i>Respond Through Writing</i> 503 <i>Writing Workshop</i> 993-994</p> <p>Teacher Edition: ApL 995; RPr 352, 876</p>
ORGANIZING AND PRESENTING RESEARCH INFORMATION	
<p>10.1.5. Organize information from a variety of sources into a unified whole</p>	<p>Student Edition: R33 <i>Connect to Art</i> 339 <i>Connect to Social Studies</i> 530 <i>Research and Report</i> 121, 302 <i>Respond Through Writing</i> 320 <i>Writing Workshop</i> 994-995</p> <p>Teacher Edition: AdL 79, 857, 975; RPr 974; WP 758, 802</p>

STANDARDS	PAGE REFERENCES
10.1.6. Use a style sheet, such as MLA or APA, for citing primary and secondary sources	<p>Student Edition: R34-R37 <i>Connect to Art</i> 339 <i>Connect to Science</i> 27 <i>Connect to Social Studies</i> 530 <i>Research and Report</i> 121, 302 <i>Speaking, Listening, and Viewing Workshop</i> 457 <i>Writing Workshop</i> 999, 1000</p> <p>Teacher Edition: AdL 79, 857; ApL 999; EL 577; RPr 926, 1158</p>
10.1.7. Paraphrase information	<p>Student Edition: R34 <i>Connect to Social Studies</i> 530 <i>Research and Report</i> 121, 302 <i>Writing Workshop</i> 994</p> <p>Teacher Edition: RP 998</p>
10.1.8. Use note cards	<p>Student Edition: R32-R33 <i>Connect to Social Studies</i> 530 <i>Research and Report</i> 302 <i>Respond Through Writing</i> 320 <i>Writing Workshop</i> 994</p> <p>Teacher Edition: WS 451</p>
10.1.9. Develop an outline	<p>Student Edition: R33 <i>Research and Report</i> 121 <i>Respond Through Writing</i> 320 <i>Writing Workshop</i> 451, 994</p> <p>Teacher Edition: WP 1002; WS 450</p>

STANDARDS	PAGE REFERENCES
PRESENTATION	
10.1.10. Write a research paper	<p>Student Edition: R31-R35 <i>Connect to Social Studies</i> 530 <i>Respond Through Writing</i> 320, 503 <i>Writing Workshop</i> 992-1001</p> <p>Teacher Edition: AdL 79; EL 577; RPr 1084; WP 296, 406, 714, 720, 740, 758, 788, 822, 952</p>
10.1.11. Present research information; e.g., informative speech, PowerPoint presentation, video presentation	<p>Student Edition: <i>Connect to Art</i> 339 <i>Connect to Science</i> 27 <i>Connect to Social Studies</i> 530 <i>Research and Report</i> 16, 121 <i>Speaking, Listening, and Viewing Workshop</i> 1002-1005</p> <p>Teacher Edition: AdL 811, 1045; ApL 127; RP 138; RPr 196, 306, 434, 940; SpP 790, 906, 948; WP 222, 802</p>
Standard 2: Students engage in the reading process.	
LITERARY GENRES <i>No benchmark expectations at this level</i>	
INFORMATIONAL GENRES	
10.2.1. Summarize information from nonfiction genres	<p>Student Edition: <i>Connect to Social Studies</i> 530 <i>Research and Report</i> 121, 302 <i>Respond and Think Critically</i> 31 #1, 182 #1, 355 #1, 441 #1, 616 #1, 712 #1, 844 #1, 941 #1, 954 #1, 1073 #1, 1087 #1 <i>Respond Through Writing</i> 320, 415</p> <p>Teacher Edition: ApL 415; RP 630; SpP 30</p>

STANDARDS	PAGE REFERENCES
<p>VOCABULARY <i>No benchmark expectations at this level</i></p>	
<p>READING STRATEGIES FOR INTERPRETING MEANING OF TEXTS</p>	
<p>10.2.2. Identify techniques used in persuasive writing; i.e., deductive reasoning and use of fact and opinion</p>	<p>Student Edition: 417, R60-R63 <i>Literary Element</i> 395, 429 #1-#2, 418, 429 #1-#2 <i>Media Workshop</i> 583 <i>Respond and Think Critically</i> 429 #4 <i>Review: Argument</i> 399 <i>Review: Persuasion</i> 437 <i>Rhetorical Devices</i> 396, 397</p> <p>Teacher Edition: ApL 407; EL 583; LE 392, 408, 423; RP 410, 428; RS 393</p>
<p>PURPOSES FOR READING</p>	
<p>10.2.3. Read for a variety of purposes and intents; e.g., to become life-long readers, to model forms of writing, etc.</p>	<p>Student Edition: <i>Independent Reading</i> 268-269, 458-459, 642-643, 884-885, 1006-1007, 1128-1129 <i>Set a Purpose for Reading</i> 178, 352, 439, 612, 709, 842, 937, 951</p> <p>Teacher Edition: AdL 117, 451, 753, 885; RP 354; WP 822</p>
<p>LITERARY ELEMENTS AND TECHNIQUES</p>	
<p>10.2.4. Identify author’s use of figurative language including allusion, imagery, and symbolism</p>	<p>Student Edition: <i>Allusion</i> 404, 405, 406, 407 <i>Literary Element</i> 402, 555 <i>Metaphor and Simile</i> 556 <i>Reading Strategy</i> 569, 571 #1-#2, 663</p> <p>Teacher Edition: AdL 95; ApL 241; EL 295; LE 403; LEP 240, 378, 520, 600; RS 579; WT 634</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>Student Edition: <i>Analyze Plot and Setting</i> 849, 851, 854, 856, 862 <i>Characterization</i> 147, 149, 153, 155 <i>Literary Element</i> 145, 219, 477, 1089 <i>Point of View</i> 222, 1090 <i>Review: Line and Stanza</i> 519</p> <p>Teacher Edition: EL 81; LE 184; LEP 56, 192, 226; RP 8, 310</p>

STANDARDS	PAGE REFERENCES
10.2.6. Analyze author’s use of mood	<p>Student Edition: <i>Literary Element</i> 55, 61 #1-#2, 542 <i>Mood</i> 57, 58, 60, 544 <i>Respond and Think Critically</i> 110 #5 <i>Review: Setting</i> 83</p> <p>Teacher Edition: EL 13; LEP 592, 1096; RP 14, 60; WP 234; WT 870</p>
10.2.7. Apply universal themes to real life situations	<p>Student Edition: <i>Big Idea</i> 7, 85, 183, 283, 365, 391, 473, 591, 657, 817, 899 <i>Connect to Personal Experience</i> 93, 98 <i>Reading Strategy</i> 89</p> <p>Teacher Edition: ApL 85; EL 473, 531; RP 214; WP 312</p>
Standard 3: Students engage in the writing process	
INFORMATIVE WRITING	
10.3.1. Write expository texts including research papers	<p>Student Edition: <i>Research and Report</i> 121, 302 <i>Respond Through Writing</i> 84, 244, 320, 503, 540, 553, 606, 978, 1115 <i>Speaking and Listening</i> 581, 598, 1082 <i>Writing Workshop</i> 992-1001</p> <p>Teacher Edition: AdL 79; EL 577; WP 100, 432</p>
LITERARY/NARRATIVE WRITING	
<i>No benchmark expectations at this level</i>	
PERSUASIVE WRITING	
10.3.2. Defend a personal opinion using facts as support	<p>Student Edition: <i>Respond Through Writing</i> 351, 400, 708, 1039 <i>Writing Workshop</i> 877, 880</p> <p>Teacher Edition: AdL 351; EL 603; RPr 876; SpP 882; SS 883; WP 178, 544, 778, 920</p>

STANDARDS	PAGE REFERENCES
PREWRITING	
10.3.3. Use prewriting techniques to generate ideas	<p>Student Edition: <i>Respond Through Writing</i> 171, 244, 320, 351, 390 <i>Write with Style</i> 228, 447, 520, 558, 835 <i>Writing Workshop</i> 261, 451, 635, 876-877, 1122</p> <p>Teacher Edition: ApL 633; WPr 451, 877, 1120, 1122; WT 993</p>
10.3.4. Organize the ideas and details of a composition according to purpose	<p>Student Edition: <i>Research and Report</i> 302 <i>Respond Through Writing</i> 84, 171, 244, 320, 351, 390, 400, 491, 503, 540 <i>Write with Style</i> 62, 447, 520, 835 <i>Writing Workshop</i> 261, 635, 877</p> <p>Teacher Edition: WP 708; WPr 452</p>
DRAFTING	
10.3.5. Elaborate ideas through word choice and description using grade-level vocabulary	<p>Student Edition: R29 <i>Respond Through Writing</i> 141, 171, 491, 816 <i>Write with Style</i> 228, 520 <i>Writing Workshop</i> 264, 454, 638, 1000</p> <p>Teacher Edition: LEP 454; WP 84, 370, 878, 1000; WS 454</p>
10.3.6. Organize and write compositions for school and peers	<p>Student Edition: R29 <i>Respond Through Writing</i> 51, 84, 141, 171, 244, 320, 351 <i>Write with Style</i> 62, 228, 447, 520, 835 <i>Writing Workshop</i> 262, 452, 636, 878</p> <p>Teacher Edition: WP 84, 262, 708</p>
10.3.7. Use a variety of supporting details	<p>Student Edition: <i>Research and Report</i> 16, 302 <i>Respond Through Writing</i> 51, 171, 244, 320, 351, 400, 503, 540, 708, 816, 1039 <i>Write with Style</i> 447 <i>Writing Workshop</i> 880</p> <p>Teacher Edition: AdL 351; WP 100, 758</p>

STANDARDS	PAGE REFERENCES
LITERARY ELEMENTS AND TECHNIQUES	
10.3.8. Use language appropriate to the format of the composition	<p>Student Edition: R29 <i>Respond Through Writing</i> 491, 503, 606, 708, 816, 835, 1039 <i>Write with Style</i> 228, 447, 520 <i>Writing Workshop</i> 454, 635, 1000, 1118</p> <p>Teacher Edition: WP 84, 1000, 1160</p>
10.3.9. Use precise language to describe people, places, and things	<p>Student Edition: <i>Respond Through Writing</i> 141, 171, 491, 816 <i>Write with Style</i> 62, 520 <i>Writing Workshop</i> 448, 454, 638, 1118</p> <p>Teacher Edition: AdL 21, 147; LEP 454; WP 1122; WPr 1124; WP 152, 370; WS 454</p>
10.3.10. Use a specific point of view in compositions	<p>Student Edition: <i>Respond Through Writing</i> 816 <i>Write with Style</i> 228 <i>Writing Workshop</i> 632, 1125</p> <p>Teacher Edition: LEP 46, 226, 1054; WP 134, 934, 1076</p>
REVISING AND EDITING	
10.3.11. Edit and revise compositions with attention to content	<p>Student Edition: <i>Respond Through Writing</i> 84, 244, 320, 390, 400, 491, 503, 540, 606, 708, 978, 1039, 1115 <i>Write with Style</i> 520 <i>Writing Workshop</i> 880</p> <p>Teacher Edition: EL 553; WP 84</p>
10.3.12. Edit and revise compositions for consistent point of view	<p>Student Edition: <i>Respond Through Writing</i> 816 <i>Write with Style</i> 228 <i>Writing Workshop</i> 638, 1125</p>

STANDARDS	PAGE REFERENCES
10.3.13. Use knowledge of sentence structure and sentence construction to edit and revise text	Student Edition: R29, R47-R48, R51 <i>Grammar Tip</i> 171, 351, 415, 503, 540, 978 <i>Respond Through Writing</i> 491 <i>Writing Workshop</i> 264-265, 881 Teacher Edition: ApL 453; EL 229; WP 244, 452
10.3.14. Use sentence reduction techniques to revise and edit compositions	Student Edition: R29 <i>Grammar Workshop</i> 142-143 <i>Revising Tip</i> 142 <i>Writing Workshop</i> 1000 Teacher Edition: CS 924; EL 143; WP 142, 452
PUBLISHING <i>No benchmark expectations at this level</i>	
Standard 4: Students engage in the speaking and listening process.	
PLANNING FOR AN AUDIENCE/PURPOSE	
10.4.1. Analyze the audience and adjust message and wording to suit the purpose	Student Edition: <i>Connect to Science</i> 27 <i>Speaking, Listening, and Viewing Workshop</i> 456-457, 640-641, 882-883, 1002-1005, 1126-1127 <i>Writing Workshop</i> 875 Teacher Edition: ApL 457; EL 1127; SpP 456; SS 456, 1003; WP 84; WT 880
VERBAL AND NONVERBAL COMMUNICATION	
10.4.2. Use appropriate body language in oral presentations	Student Edition: <i>Research and Report</i> 16, 438 <i>Speaking and Listening</i> 374, 515, 581, 598, 1056, 1082 <i>Speaking, Listening, and Viewing Workshop</i> 267, 457, 641, 883, 1005 Teacher Edition: NT 1002; SLP 918; SpP 456; WPr 881
CONVERSATION, GROUP DISCUSSION, AND ORAL PRESENTATION	
10.4.3. Formulate questions in response to a verbal message	Student Edition: <i>Speaking and Listening</i> 374 Teacher Edition: EL 899, 1099; LS 457, 1127; SS 641

STANDARDS	PAGE REFERENCES
Standard 5: Students understand media	
MEDIA GENRES	
10.5.1. Identify existing and developing media	<p>Students identify and work with a variety of media forms on the following pages:</p> <p>Student Edition: <i>Activity</i> 583 <i>Media Workshop</i> 582</p> <p>Teacher Edition: ApL 765, 779, 1107; BO 582; EL 455, 635; RP 66, 586; RPr 352; SpP 1072; WP 222, 332, 1108</p>
USING MEDIA FOR A PURPOSE	
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>Student Edition: <i>Activity</i> 583</p> <p>Teacher Edition: ApL 353, 765, 779, 1107; EL 455, 635; LSP 1036; RP 66, 586; SLP 810; SpP 1072; WP 222, 332, 1108</p>
INTERPRETING MEDIA	
10.5.3. Evaluate the portrayal of ethnicity and lifestyles in media messages	<p>Students examine cultural themes and issues portrayed in media or literary texts on the following pages:</p> <p>Student Edition: <i>Analyze Cultural Context</i> 56 <i>Compare Author’s Culture</i> 1069 <i>Reading Strategy</i> 55, 612 <i>Respond and Think Critically</i> 71 #7, 156 #7, 169 #8, 318 #6 <i>Respond Through Writing</i> 503</p> <p>Teacher Edition: EL 129, 305; LE 309; LSP 528; RS 57, 615; WP 222, 332, 822</p>
10.5.4. Analyze media messages	<p>Student Edition: <i>Activity</i> 583, 585, 587 <i>Media Workshop</i> 582-587</p> <p>Teacher Edition: ApL 779; EL 455, 583; LSP 1036; RP 586; SpP 1072; WP 1108</p>

STANDARDS	PAGE REFERENCES
Standard 6: Students understand and use principles of language	
LANGUAGE CONVENTIONS/MECHANICS	
<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>Student Edition: <i>Grammar Tip</i> 171, 351, 415, 503, 540, 553, 1115 <i>Grammar Workshop</i> 142-143, 836, 924, 1057, 1116 Teacher Edition: ApL 453; EL 143; GP 746, 1116; WP 142, 452, 870</p>
LITERARY ELEMENTS AND TECHNIQUES	
<p>10.6.2. Analyze figurative language; i.e., allusion, analogy, hyperbole, irony, personification, oxymoron, and paradox</p>	<p>Student Edition: <i>Allusion</i> 405, 406, 407, 412 <i>Analogy</i> 1077 <i>Irony</i> 160, 162, 167 <i>Literary Element</i> 158, 535, 539 #1, 1075, 1081 #1-#2 <i>Review: Personification</i> 490 Teacher Edition: ApL 537, 713; RP 158; RS 1023</p>
<p>10.6.3. Interpret the use of sound patterns in language; i.e., alliteration, assonance, and consonance</p>	<p>Student Edition: <i>Alliteration</i> 596 <i>Assonance and Consonance</i> 602 <i>Literary Element</i> 493, 495 #1-#2, 564, 567 #1-#2, 595, 597 #2, 600 <i>Reading Strategy</i> 548, 552 #1-#2 <i>Review: Alliteration</i> 605 Teacher Edition: LE 469, 593; LEP 470, 484, 494, 566; RP 478</p>
LANGUAGE CONTEXT	
<p>10.6.4. Critique cultural differences in language; e.g., colloquialisms, regional and ethnic dialects, and indigenous vocabulary</p>	<p>Student Edition: <i>Dialect</i> 69, 70 <i>Literary Element</i> 65, 71 #1-#2 <i>Review: Dialect</i> 110 <i>Respond and Think Critically</i> 318 #4 Teacher Edition: AdL 1101; ApL 385; EL 67, 149, 345, 1109; WT 24</p>

STANDARDS	PAGE REFERENCES
<p>10.6.5. Critique gender perspectives in language; i.e., biased language</p>	<p>Students examine gender roles and related issues on the following pages:</p> <p>Student Edition:</p> <p><i>Big Idea</i> 443</p> <p><i>Compare Cultures</i> 873</p> <p><i>Daily Life and Culture</i> 538 #1</p> <p><i>Keeping Freedom Alive</i> 445</p> <p><i>The Power of Memory</i> 315</p> <p><i>Reading Strategy</i> 395, 399 #1-#2</p> <p><i>Recognize Bias</i> 397</p> <p><i>Respond and Think Critically</i> 318 #6, 398 #1-#4, 446 #7</p> <p>Teacher Edition:</p> <p>ApL 315; CH 315; LSP 528; RPr 744</p>