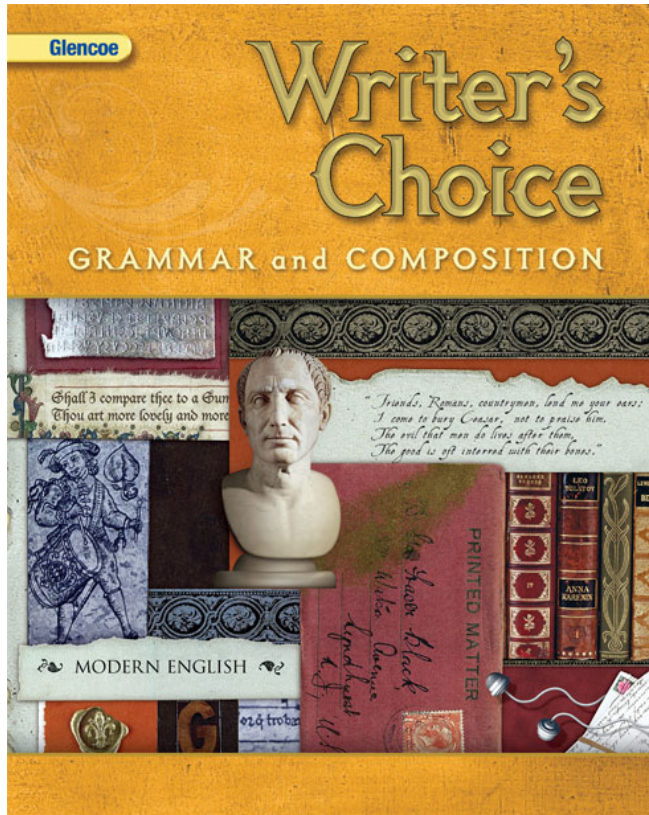




Glencoe

Language Arts
Grades 9-12

Alabama



Glencoe **Writer's Choice**

Grade 10
© 2009

STANDARDS	PAGE REFERENCES
1 Reading: Apply both literal and inferential comprehension strategies, including drawing conclusions and making inferences about characters, motives, intentions, and attitudes in short stories, drama, poetry, novels, and essays and other nonfiction texts.	Student Edition: 24-27 Teacher Wraparound Edition: 36-37, 99-100, 103-106, 205, 207-213, 258, 269, 272-273
Identifying major historical developments in language and literature in America from the beginnings to 1900 Examples: simplicity of early American literature, religious nature and themes in much early American literature, relationships to historical events and to British literature	Student Edition: 50, 66 Teacher Wraparound Edition: 102, 151
Using context clues to determine meaning	Student Edition: 819-821 Teacher Wraparound Edition: 36, 101, 205, 288
identifying sequences to enhance understanding	Teacher Wraparound Edition: 205-207, 228-235
Summarizing passages to share main ideas or events	Teacher Wraparound Edition: 100, 102, 157, 192-195, 316-317
Drawing other kinds of conclusions from recreational reading texts	Teacher Wraparound Edition: 100, 158, 209, 245
2 Reading: Identify and interpret literary elements and devices, including analogy, personification, and implied purpose.	Teacher Wraparound Edition: 34-35, 36, 103-105, 160, 205-206, 317
Identifying and interpreting figurative language and imagery, including symbolism and metaphors	Teacher Wraparound Edition: 158-162, 205, 211, 273, 317, 855
Interpreting tone from author's word choice	Student Edition: 259-260, 304, 957, 959 Teacher Wraparound Edition: 35, 38, 99, 211

STANDARDS	PAGE REFERENCES
<p>3 Reading: Read with literal and inferential comprehension a variety of informational and functional reading materials, including making inferences about effects when passage provides cause; inferring cause when passage provides effect; making inferences, decisions, and predictions from tables, charts, and other text features; and identifying the outcome or product of a set of directions. Examples: textual materials—driver’s manuals, reference materials, newspapers, career information, high interest magazine articles, subject-area texts; functional materials—menus, schedules, directions, maps, want ads</p>	<p>Student Edition: 221-222, 232-234, 244-247, 272-274, 290-296, 819-821, 842-845</p> <p>Teacher Wraparound Edition: 272-273</p>
<p>Following complex or embedded directions</p>	<p>Student Edition: 228-231</p>
<p>Distinguishing author’s opinion from factual statements</p>	<p>Student Edition: 286-288, 840-841</p> <p>Teacher Wraparound Edition: 296</p>
<p>Determining main idea and supporting details in informational and functional reading materials</p>	<p>Student Edition: 68-70, 220-221, 236-239</p>
<p>Summarizing passages of informational and functional reading materials</p>	<p>Student Edition: 282, 290, 322, 326</p>
<p>Determining sequence of events</p>	<p>Student Edition: 274</p> <p>Teacher Wraparound Edition: 267-269</p>
<p>4 Reading: Recognize fallacious or illogical thought in essays, editorials, and other informational texts.</p>	<p>Student Edition: 287, 903-904</p>
<p>Evaluating strength of argument in informational texts</p>	<p>Student Edition: 45, 274, 286-288</p>
<p>Recognizing propaganda in informational texts</p>	<p>Student Edition: 278-281, 298-301, 794 (related to advertising)</p>
<p>5 Literature: Compare literary components of various pre-twentieth century American authors’ styles.</p>	<p>Student Edition: 148-151</p>
<p>Identifying examples of differences in language usage among several authors Examples: Anne Bradstreet, Jonathan Edwards, Phillis Wheatley, Edgar Allan Poe, Henry David Thoreau</p>	<p>Student Edition: 148-151</p> <p>Teacher Wraparound Edition: 37</p>
<p>6 Literature: Determine word meaning in pre-twentieth century American literature using word structure and context clues. Examples: prefixes, suffixes, root words</p>	<p>Student Edition: 37, 148-151</p>

STANDARDS	PAGE REFERENCES
7 Writing and Language: Write in persuasive, expository, and narrative modes using an abbreviated writing process in timed and untimed situations.	Student Edition: 42-108, 166-203, 216-265, 278-313
Critiquing content, literary elements, and word choice, including addressing clear, precise, and vivid language Examples: self editing, peer editing	Student Edition: 30-31, 44-45, 47-49, 84-85, 96-97, 108, 116-119, 124-125, 155, 167-169, 202-203, 238-239, 264-265, 280-281, 310-313, 346-347, 952-955
Using a variety of sentence patterns Example: determining use of a variety of sentence patterns by diagramming, parsing, or labeling patterns of selected sentences	Student Edition: 107, 950-951, 958, 959
Evaluating opinions, including personal opinions, for supporting details and bias	Student Edition: 286-289, 840 Teacher Wraparound Edition: 290-293
Using active and passive voice when appropriate	Student Edition: 600-603, 607-608
8 Writing and Language: Write in a variety of genres for various audiences and occasions, both formal and informal, using an attention-getting opening and an effective conclusion.	Student Edition: 42-45, 248-251, 292-293, 298-301
Developing an effective voice suitable for audience and purpose	Student Edition: 38, 957, 959
9 Writing and Language: Apply principles of Standard English by adjusting vocabulary and style for the occasion.	Student Edition: 162, 958
10 Writing and Language: Justify a thesis statement with supporting details from American literature prior to the twentieth century.	Student Edition: 196-199, 330-331
11 Writing and Language: Demonstrate correct use of commas with parenthetical expressions and after introductory adverbial clauses and correct use of semicolons before conjunctive adverbs and in compound sentences with no conjunction.	Student Edition: 409, 545-546, 740-742, 746, 748
12 Writing and Language: Demonstrate correct use of singular and plural collective nouns and words with alternate accepted forms; pronoun-antecedent agreement in number and gender; and nominative, objective, and possessive pronoun cases.	Student Edition: 393, 396-400, 407, 443-452, 618-620, 637-638, 644-646
13 Writing and Language: Apply the correct use of subject-verb agreement with singular and plural subjects, including subjects compound in form and singular in meaning and subjects plural in form and singular in meaning; intervening prepositional and appositive phrases; and correlative conjunctions.	Student Edition: 392-395, 613-620

STANDARDS	PAGE REFERENCES
14 Writing and Language: Edit for incorrect shifts in verb tense in paragraphs, use of verbals, use of dangling participles and misplaced modifiers, and parallelism in phrases.	Student Edition: 360-364, 401-405, 951
15 Research and Inquiry: Use the research process to document and organize information to support a thesis on a literary or nonliterary topic. Examples: paper on a teacher-approved topic of interest, career paper	Student Edition: 322-356, 960-965
Managing information by locating, selecting, retrieving, and evaluating primary and secondary sources while using available technology responsibly	Student Edition: 322-327, 913-916, 960-961
Differentiating among plagiarized, paraphrased, and appropriately cited selections	Student Edition: 322-327, 336-341, 960-965
16 Research and Inquiry: Explain the purpose and benefits of using predicting, summarizing, underlining, outlining, note taking, and reviewing as part of personal study skills.	Student Edition: 836-841
Explaining when skimming and scanning are appropriate in studying materials	Student Edition: 838-839
17 Oral and Visual Communication: Critique oral and visual presentations for fallacies in logic. Examples: circular reasoning, false analogy	Student Edition: 287, 289, 884-886, 904