

Louisiana Department of Education
English Language Arts
Correlation to
Grade Level Expectations

WRITERS INC

Grade 10 Correlation Document



Great Source Education Group
A division of Houghton Mifflin Harcourt Publishing Company
Writers INC
English Language Arts/Writing, Composition and Grammar
Grades 9-10

Book Title: Writers INC

Grade Level: 10

Publisher: Great Source Education Group, a division of Houghton Mifflin Harcourt Publishing Company

Subject/Course: English Language Arts/Writing, Composition and Grammar

Grade 10 Correlation

*Publishers: You may expand rows, but do not delete any.

	TO BE COMPLETED BY PUBLISHER	FOR COMMITTEE MEMBER USE ONLY
GRADE LEVEL EXPECTATIONS	CORRELATION NOTATIONS	✓ if the content of the text material is sufficient to allow students to adequately meet the GLE..
Reading and Responding - Standard 1		
1. Extend basic and technical vocabulary using a variety of strategies, including:		
○ use of context clues	Student Book: 386-388 Teacher 's Guide: 107-108, 203, 227	
○ use of knowledge of Greek and Latin roots and affixes	Student Book: 389-399 Teacher's Guide: 107-108, 203-304, 228	
○ use of denotative and connotative meanings	Student Book: 117, 362-363, 386 Teacher's Guide: 59-60, 101-102, 107-108	
○ tracing etymology (ELA-1-H1)	Student Book: 362, 386 Teacher's Guide: 101-102, 107-108	
2. Analyze the development of story elements, including:		
characterization	Student Book: 245-261 Teacher's Guide: 83-84	
plot and subplot(s)	Student Book: 245-261 Teacher's Guide: 83-84	
theme	Student Book: 245-261 Teacher's Guide: 83-84	
mood/atmosphere (ELA-1-H2)	Student Book: 245-261 Teacher's Guide: 83-84	

Book Title: Writers INC

Grade Level: 10

Publisher: Great Source Education Group, a division of Houghton Mifflin Harcourt Publishing Company

Subject/Course: English Language Arts/Writing, Composition and Grammar

Grade 10 Correlation

*Publishers: You may expand rows, but do not delete any.

	TO BE COMPLETED BY PUBLISHER	FOR COMMITTEE MEMBER USE ONLY
GRADE LEVEL EXPECTATIONS	CORRELATION NOTATIONS	✓ if the content of the text material is sufficient to allow students to adequately meet the GLE..
3. Analyze the significance within a context of literary devices, including:		
o imagery	Student Book: 257 Teacher's Guide: 83-84	
o symbolism	Student Book: 126, 261 Teacher's Guide: 83-84	
o flashback	Student Book: 124, 257 Teacher's Guide: 60-61, 83-84	
o foreshadowing	Student Book: 125, 257 Teacher's Guide: 60-61, 83-84	
o irony, ambiguity, contradiction	Student Book: 125, 257 Teacher's Guide: 60-61, 83-84	
o allegory	Student Book: 253 Teacher's Guide: 83-84	
o tone	Student Book: 128, 261 Teacher's Guide: 60-61, 83-84	
o dead metaphor		
o personification, including pathetic fallacy (ELA-1-H2)	Student Book: 126 Teacher's Guide: 60-61	
4. Draw conclusions and make inferences in oral and written responses about ideas and information in texts, including:		

Book Title: Writers INC

Grade Level: 10

Publisher: Great Source Education Group, a division of Houghton Mifflin Harcourt Publishing Company

Subject/Course: English Language Arts/Writing, Composition and Grammar

Grade 10 Correlation

*Publishers: You may expand rows, but do not delete any.

	TO BE COMPLETED BY PUBLISHER	FOR COMMITTEE MEMBER USE ONLY
GRADE LEVEL EXPECTATIONS	CORRELATION NOTATIONS	✓ if the content of the text material is sufficient to allow students to adequately meet the GLE..
o short stories/novels	Student Book: 246-250, 374, 382-383 Teacher’s Guide: 83-84, 105-106, 188-190	
o nonfiction works	Student Book: 246-247, 251, 374-381 Teacher’s Guide: 83-84, 105-106, 188-190	
o five-act plays	Student Book: 246-247, 374, 382-383 Teacher’s Guide: 83-84, 105-106, 188-190	
o poetry/epics	Student Book: 246-247, 374, 384 Teacher’s Guide: 83-84, 105-106, 188-190	
o film/visual texts	Student Book: 246-247, 374 Teacher’s Guide: 83-84, 105-106, 188-190	
o consumer/instructional materials		
o public documents (ELA-1-H3)		
5. Analyze ways in which ideas and information in texts, such as almanacs, microfiche, news sources, technical documents, Internet sources, and literary texts, connect to real-life situations and other texts or represent a view or comment on life (ELA-1-H4)	Student Book: 374, 382 Teacher’s Guide: 105-106, 188-190	
Standard 6		
6. Compare and/or contrast cultural elements including a group’s history, perspectives, and language found in multicultural texts in oral and		

Book Title: Writers INC Grade Level: 10

Publisher: Great Source Education Group, a division of Houghton Mifflin Harcourt Publishing Company

Subject/Course: English Language Arts/Writing, Composition and Grammar

Grade 10 Correlation

*Publishers: You may expand rows, but do not delete any.

	TO BE COMPLETED BY PUBLISHER	FOR COMMITTEE MEMBER USE ONLY
GRADE LEVEL EXPECTATIONS	CORRELATION NOTATIONS	✓ if the content of the text material is sufficient to allow students to adequately meet the GLE..
written responses (ELA-6-H1)		
7. Analyze connections between historical contexts and the works of authors, including Sophocles and Shakespeare (ELA-6-H2)		
8. Analyze recurrent themes in world literature (ELA-6-H2)		
9. Analyze in oral and written responses distinctive elements (including theme, structure, characterization) of a variety of literary forms and types, including:		
○ essays by early and modern writers	Student Book: 246-247, 251 Teacher's Guide: 83-84	
○ lyric, narrative, and dramatic poetry		
○ drama, including ancient, Renaissance, and modern		
○ short stories novellas, and novels	Student Book: 245-261 Teacher's Guide: 83-84	
○ biographies and autobiographies		
○ speeches (ELA-6-H3)		
10. Identify and explain in oral and written responses ways in which particular genres reflect life		

Book Title: Writers INC Grade Level: 10

Publisher: Great Source Education Group, a division of Houghton Mifflin Harcourt Publishing Company

Subject/Course: English Language Arts/Writing, Composition and Grammar

Grade 10 Correlation

*Publishers: You may expand rows, but do not delete any.

	TO BE COMPLETED BY PUBLISHER	FOR COMMITTEE MEMBER USE ONLY
GRADE LEVEL EXPECTATIONS	CORRELATION NOTATIONS	✓ if the content of the text material is sufficient to allow students to adequately meet the GLE..
experiences, for example:		
<ul style="list-style-type: none"> ○ an essay expresses a point of view 	Student Book: 246-247, 251 Teacher's Guide: 83-84	
<ul style="list-style-type: none"> ○ a legend chronicles the life of a cultural hero 		
<ul style="list-style-type: none"> ○ a short story or novel provides a vicarious life experience (ELA-6-H4) 		
Standard 7		
11. Demonstrate understanding of information in grade-appropriate texts using a variety of strategies, including:		
<ul style="list-style-type: none"> ○ summarizing and paraphrasing information and story elements 	Student Book: 278-279, 420-422 Teacher's Guide: 87-88, 113-114, 222, 230	
<ul style="list-style-type: none"> ○ comparing and contrasting information in various texts (e.g., televised news, news magazines, documentaries, online information) 	Student Book: 377 Teacher's Guide: 105-106	
<ul style="list-style-type: none"> ○ comparing and contrasting complex literary elements, devices, and ideas within and across texts 	Student Book: 377 Teacher's Guide: 105-106	
<ul style="list-style-type: none"> ○ examining the sequence of information and procedures in order to critique the logic or development of ideas in texts 	Student Book: 105-108, 375-379 Teacher's Guide: 57-58, 105-106	

Book Title: Writers INC

Grade Level: 10

Publisher: Great Source Education Group, a division of Houghton Mifflin Harcourt Publishing Company

Subject/Course: English Language Arts/Writing, Composition and Grammar

Grade 10 Correlation

*Publishers: You may expand rows, but do not delete any.

	TO BE COMPLETED BY PUBLISHER	FOR COMMITTEE MEMBER USE ONLY
GRADE LEVEL EXPECTATIONS	CORRELATION NOTATIONS	✓ if the content of the text material is sufficient to allow students to adequately meet the GLE..
o making inferences and drawing conclusions	Student Book: 247 Teacher's Guide: 83-84	
o making predictions and generalizations (ELA-7-H1)	Student Book: 380, 419 Teacher's Guide: 105-106, 113-114, 188-190	
12. Solve problems using reasoning skills, including:		
o using supporting evidence to verify solutions		
o analyzing the relationships between prior knowledge and life experiences and information in texts		
o using technical information in specialized software programs, manuals, interviews, surveys, and access guides to Web sites (ELA-7-H2)		
13. Use knowledge of an author's background, culture, and philosophical assumptions to analyze the relationship of his/her works to the themes and issues of the historical period in which he/she lived (ELA-7-H3)		
14. Evaluate the effects of an author's life in order to interpret universal themes and messages across different works by the same author (ELA-7-H3)		
15. Analyze information within and across grade-appropriate texts using various reasoning skills,		

Book Title: Writers INC Grade Level: 10

Publisher: Great Source Education Group, a division of Houghton Mifflin Harcourt Publishing Company

Subject/Course: English Language Arts/Writing, Composition and Grammar

Grade 10 Correlation

*Publishers: You may expand rows, but do not delete any.

	TO BE COMPLETED BY PUBLISHER	FOR COMMITTEE MEMBER USE ONLY
GRADE LEVEL EXPECTATIONS	CORRELATION NOTATIONS	✓ if the content of the text material is sufficient to allow students to adequately meet the GLE..
including:		
o identifying cause-effect relationships	Student Book: 374, 379, 380-381 Teacher's Guide: 105-106, 188-190	
o raising questions	Student Book: 374, 380-384 Teacher's Guide: 105-106, 188-190	
o reasoning inductively and deductively	Student Book: 107, 127 Teacher's Guide: 57-58, 61-62	
o generating a theory or hypothesis		
o distinguishing facts from opinions and probability (ELA-7-H4)	Student Book: 477-478 Teacher's Guide: 121-122	
Writing - Standard 2		
16. Develop organized, coherent paragraphs that include the following:		
o topic sentences	Student Book: 100, 119 Teacher's Guide: 57-58, 59-60	
o logical sequence	Student Book: 52, 105-108 Teacher's Guide: 45-46, 57-58	
o transitional words and phrases	Student Book: 109 Teacher's Guide: 57-58	
o appropriate closing sentences	Student Book: 100	

Book Title: Writers INC

Grade Level: 10

Publisher: Great Source Education Group, a division of Houghton Mifflin Harcourt Publishing Company

Subject/Course: English Language Arts/Writing, Composition and Grammar

Grade 10 Correlation

*Publishers: You may expand rows, but do not delete any.

	TO BE COMPLETED BY PUBLISHER	FOR COMMITTEE MEMBER USE ONLY
GRADE LEVEL EXPECTATIONS	CORRELATION NOTATIONS	✓ if the content of the text material is sufficient to allow students to adequately meet the GLE..
	Teacher’s Guide: 57-58	
○ parallel construction where appropriate (ELA-2-H1)	Student Book: 94, 115, 126 Teacher’s Guide: 55-56, 59-60, 61-62	
17. Develop multiparagraph compositions organized with the following:		
○ a clearly stated central idea or thesis statement	Student Book: 11, 51, 176, 199, 223, 266-267 Teacher’s Guide: 37-38, 45-46, 75-76, 77-78, 85-86	
○ a clear, overall structure that includes an introduction, a body, and an appropriate conclusion	Student Book: 53-58, 105-108, 115, 137, 143-146, 148, 154-157, 160-161, 166-169, 180-181, 185, 187, 192-193, 195-196, 204-205, 209, 211, 213, 215, 219-220, 228-230, 235, 241-243, 248-251, 301-306, 326, 331, 333, 460-461 Teacher’s Guide: 47-48, 59-60, 68-86, 89-90, 93-94, 117-118	
○ supporting paragraphs appropriate to the topic organized in a logical sequence (e.g., spatial order, order of importance, ascending/descending order, chronological order, parallel construction)	Student Book: 52, 94, 105-108, 115 Teacher’s Guide: 45-50, 55-56, 59-60	
○ transitional words and phrases that unify throughout (ELA-2-H1)	Student Book: 109 Teacher’s Guide: 57-58	

Book Title: Writers INC

Grade Level: 10

Publisher: Great Source Education Group, a division of Houghton Mifflin Harcourt Publishing Company

Subject/Course: English Language Arts/Writing, Composition and Grammar

Grade 10 Correlation

*Publishers: You may expand rows, but do not delete any.

	TO BE COMPLETED BY PUBLISHER	FOR COMMITTEE MEMBER USE ONLY
GRADE LEVEL EXPECTATIONS	CORRELATION NOTATIONS	✓ if the content of the text material is sufficient to allow students to adequately meet the GLE..
18. Develop complex compositions on student- or teacher-selected topics that are suited to an identified audience and purpose and that include the following:		
○ word choices appropriate to the identified audience and/or purpose	Student Book: 22, 24, 70, 113-114, 116-117 Teacher's Guide: 39-40, 49-50, 59-60, 144	
○ vocabulary selected to clarify meaning, create images, and set a tone	Student Book: 22, 24, 65-66, 113-114, 116-117 Teacher's Guide: 39-40, 49-50, 59-60, 144	
○ information/ideas selected to engage the interest of the reader	Student Book: 22-23, 65-66 Teacher's Guide: 39-40, 49-50, 114	
○ clear voice (individual personality) (ELA-2-H2)	Student Book: 22, 24, 69 Teacher's Guide: 39-40, 49-50, 144	
19. Develop complex compositions using writing processes, including:		
○ selecting topic and form	Student Book: 5, 10, 42-45, 50, 123, 136, 140, 147, 152, 158, 164, 174-175, 184, 186, 188, 191, 194, 198, 208, 210, 212, 214, 217, 222, 234, 240, 246, 265-266, 324, 330, 332, 454-455, 466, 467 Teacher's Guide: 36-36, 37-38, 45-46, 61, 67-86, 91-92, 93-94, 117-118, 119-120, 142, 146, 210-211	
○ determining purpose and audience	Student Book: 50, 324, 330, 332, 454-455 Teacher's Guide: 45-46, 91-92, 93-94, 117-118	

Book Title: Writers INC

Grade Level: 10

Publisher: Great Source Education Group, a division of Houghton Mifflin Harcourt Publishing Company

Subject/Course: English Language Arts/Writing, Composition and Grammar

Grade 10 Correlation

***Publishers: You may expand rows, but do not delete any.**

	TO BE COMPLETED BY PUBLISHER	FOR COMMITTEE MEMBER USE ONLY
GRADE LEVEL EXPECTATIONS	CORRELATION NOTATIONS	✓ if the content of the text material is sufficient to allow students to adequately meet the GLE..
<ul style="list-style-type: none"> ○ prewriting (e.g., brainstorming, clustering, outlining, generating main idea/thesis statements) 	<p>Student Book: 5, 10-11, 28, 46-49, 136, 140, 147, 152, 152, 164, 176-177, 184, 186, 188, 191, 194, 198-200, 208, 210, 212, 214, 217, 222-225, 234, 240, 246, 268-269, 324, 330, 332, 454-455, 458-459, 466</p> <p>Teacher’s Guide: 35-36, 37-38, 41-42, 45-46, 67-86, 91-92, 93-94, 117-118, 119-120, 142, 210-211</p>	
<ul style="list-style-type: none"> ○ drafting 	<p>Student Book: 5, 12-13, 28, 53-58, 136-137, 141, 143-146, 147-148, 152, 154-157, 158, 160-161, 165, 166-169, 178, 180-181, 184-185, 186-187, 188-190, 191-193, 194-196, 201-202, 204-205, 208-209, 210-211, 212-213, 214-215, 218-220, 226, 228-230, 234-235, 240-243, 246, 248-251, 270-271, 301-306, 324-326, 330-331, 332-333, 456-457, 460-461, 466, 467</p> <p>Teacher’s Guide: 35-36, 37-38, 41-42, 47-48, 67-86, 91-92, 93-94, 117-118, 119-120, 142-143, 212</p>	
<ul style="list-style-type: none"> ○ conferencing (e.g., peer and teacher) 	<p>Student Book: 6, 73-78</p> <p>Teacher’s Guide: 35-36, 37-38, 51-52, 213</p>	
<ul style="list-style-type: none"> ○ revising for content and structure based on feedback 	<p>Student Book: 6, 14-17, 29, 59-72, 136, 142, 147, 152, 158, 165, 179, 184, 186, 188, 191, 194, 203, 208, 210, 212, 214, 218, 227, 234,</p>	

Book Title: Writers INC

Grade Level: 10

Publisher: Great Source Education Group, a division of Houghton Mifflin Harcourt Publishing Company

Subject/Course: English Language Arts/Writing, Composition and Grammar

Grade 10 Correlation

*Publishers: You may expand rows, but do not delete any.

	TO BE COMPLETED BY PUBLISHER	FOR COMMITTEE MEMBER USE ONLY
GRADE LEVEL EXPECTATIONS	CORRELATION NOTATIONS	✓ if the content of the text material is sufficient to allow students to adequately meet the GLE..
	240, 247, 272, 324, 330, 332, 466, 467 Teacher's Guide: 35-36, 37-38, 41-42, 49-50, 67-86, 91-92, 93-94, 117-118, 119-120, 143, 212-213	
<ul style="list-style-type: none"> proofreading/editing to improve conventions of language 	Student Book: 6, 18-19, 29, 79-83, 136, 142, 147, 152, 158, 165, 179, 184, 186, 188, 191, 194, 203, 208, 210, 212, 214, 218, 227, 234, 240, 247, 272, 324, 330, 332, 466, 467, 487-583 Teacher's Guide: 35-36, 37-38, 41-42, 53-54, 67-86, 91-92, 93-94, 117-118, 119-120, 127-131, 143, 214	
<ul style="list-style-type: none"> publishing using technology (ELA-2-H3) 	Student Book: 6, 20, 30-32, 33-39, 136, 142, 142, 158, 165, 184, 186, 188, 191, 194, 203, 208, 210, 212, 214, 218, 227, 234, 240, 247, 272, 324, 466, 467 Teacher's Guide: 35-36, 37-38, 41-42, 43-44, 67-86, 91-92, 93-94, 117-118, 119-120, 143	
20. Develop complex paragraphs and, multiparagraph compositions using all modes of writing, emphasizing exposition persuasion and persuasion (ELA-2-H4)	Student Book: 99-103, 135-138, 139-149, 151-162, 173-182, 183-196, 197-206, 207-220, 221-231, 233-238, 239-244, 245-261, 263-272, 321-328, 329, 333, 453-461, 466-468 Teacher's Guide: 57-58, 67-86, 91-92, 93-94, 117-118, 119-120, 215-216	

Book Title: Writers INC

Grade Level: 10

Publisher: Great Source Education Group, a division of Houghton Mifflin Harcourt Publishing Company

Subject/Course: English Language Arts/Writing, Composition and Grammar

Grade 10 Correlation

*Publishers: You may expand rows, but do not delete any.

	TO BE COMPLETED BY PUBLISHER	FOR COMMITTEE MEMBER USE ONLY
GRADE LEVEL EXPECTATIONS	CORRELATION NOTATIONS	✓ if the content of the text material is sufficient to allow students to adequately meet the GLE..
21. Use all modes to write complex compositions, including:		
o comparison/contrast of ideas and information in reading materials or current issues	Student Book: 191-193 Teacher's Guide: 75-76	
o literary analyses that compare and contrast multiple texts	Student Book: 246-247, 252 Teacher's Guide: 83-84	
o editorials on current affairs (ELA-2-H4)	Student Book: 210-211 Teacher's Guide: 77-78	
22. Develop writing using a variety of complex literary and rhetorical devices, including imagery and the rhetorical question (ELA-2-H5)	Student Book: 257, 464 Teacher's Guide: 117-118	
23. Develop individual writing style that includes the following:		
o a variety of sentence structures (e.g., parallel or repetitive) and lengths	Student Book: 25, 85-98, 118, 120, 554-555 Teacher's Guide: 39-40, 55-56, 59-60, 125-130, 214	
o diction selected to create a tone and set a mood	Student Book: 254 Teacher's Guide: 83-84	
o selected vocabulary and phrasing that reflect the character and temperament (voice) of the writer (ELA-2-H5)	Student Book: 22, 24, 69 Teacher's Guide: 39-40, 49-50, 144	

Book Title: Writers INC Grade Level: 10

Publisher: Great Source Education Group, a division of Houghton Mifflin Harcourt Publishing Company

Subject/Course: English Language Arts/Writing, Composition and Grammar

Grade 10 Correlation

*Publishers: You may expand rows, but do not delete any.

	TO BE COMPLETED BY PUBLISHER	FOR COMMITTEE MEMBER USE ONLY
GRADE LEVEL EXPECTATIONS	CORRELATION NOTATIONS	✓ if the content of the text material is sufficient to allow students to adequately meet the GLE..
24. Write for various purposes, including:		
○ formal and business letters, such as letters of complaint and requests for information	Student Book: 321-328 Teacher's Guide: 91-92, 223-224	
○ letters to the editor		
○ job applications	Student Book: 324, 326 Teacher's Guide: 91-92	
○ text-supported interpretations that connect life experiences to works of literature (ELA-2-H6)		
Writing/Proofreading - Standard 3		
25. Apply standard rules of sentence formation, avoiding common errors, such as:		
○ fragments	Student Book: 87 Teacher's Guide: 55-56	
○ run-on sentences	Student Book: 88 Teacher's Guide: 55-56	
○ syntax problems (ELA-3-H2)	Student Book: 86-87, 90, 554-557 Teacher's Guide: 55-56, 127-129	
26. Apply standard rules of usage, including:		

Book Title: Writers INC

Grade Level: 10

Publisher: Great Source Education Group, a division of Houghton Mifflin Harcourt Publishing Company

Subject/Course: English Language Arts/Writing, Composition and Grammar

Grade 10 Correlation

*Publishers: You may expand rows, but do not delete any.

	TO BE COMPLETED BY PUBLISHER	FOR COMMITTEE MEMBER USE ONLY
GRADE LEVEL EXPECTATIONS	CORRELATION NOTATIONS	✓ if the content of the text material is sufficient to allow students to adequately meet the GLE..
○ making subjects and verbs agree	Student Book: 81, 558-559 Teacher's Guide: 55-56, 127-129, 244-245	
○ using verbs in appropriate tenses	Student Book: 94, 542 Teacher's Guide: 55-56, 127-129	
○ making pronouns agree with antecedents	Student Book: 81, 535, 560 Teacher's Guide: 55-56, 240-241	
○ using pronouns in appropriate cases (e.g., nominative and objective)	Student Book: 538 Teacher's Guide: 127-129	
○ using adjectives in comparative and superlative degrees	Student Book: 545 Teacher's Guide: 127-129, 242	
○ Using adverbs correctly	Student Book: 117, 546 Teacher's Guide: 59-60, 127-129	
○ avoiding double negatives(ELA-3-H2)	Student Book: 93 Teacher's Guide: 55-56	
27. Apply standard rules of mechanics, including:		
○ using commas to set off appositives or parenthetical phrases	Student Book: 490 Teacher's Guide: 127-129, 234	
○ using quotation marks to set off titles of short works	Student Book: 500 Teacher's Guide: 127-129, 235	
○ using colons preceding a list and after a salutation in a business letter	Student Book: 494-495 Teacher's Guide: 127-129, 235	

Book Title: Writers INC

Grade Level: 10

Publisher: Great Source Education Group, a division of Houghton Mifflin Harcourt Publishing Company

Subject/Course: English Language Arts/Writing, Composition and Grammar

Grade 10 Correlation

*Publishers: You may expand rows, but do not delete any.

	TO BE COMPLETED BY PUBLISHER	FOR COMMITTEE MEMBER USE ONLY
GRADE LEVEL EXPECTATIONS	CORRELATION NOTATIONS	✓ if the content of the text material is sufficient to allow students to adequately meet the GLE..
<ul style="list-style-type: none"> ○ using appropriate capitalization, including names of political and ethnic groups, religions, and continents (ELA-3-H2) 	Student Book: 507-508 Teacher’s Guide: 127-129, 237-238	
28. Use correct spelling conventions when writing and editing (ELA-3-H3)	Student Book: 516-522 Teacher’s Guide: 127-129, 238	
29. Use a variety of resources, such as dictionaries, thesauruses, glossaries, technology, and textual features (e.g., definitional footnotes, sidebars) to verify word spellings (ELA-3-H3)	Student Book: 362-363 Teacher’s Guide: 101-102, 226	
Speaking and Listening - Standard 4		
30. Use standard English grammar, diction, and syntax when speaking in formal presentations and informal group discussions (ELA-4-H1)	Student Book: 85-98, 254, 462-463, 533-563 Teacher’s Guide: 55-56, 83-84, 117-118, 127-129	
31. Select language appropriate to specific purposes and audiences including:		
<ul style="list-style-type: none"> ○ delivering informational/book reports in class 	Student Book: 453-464 Teacher’s Guide: 117-118, 231	
<ul style="list-style-type: none"> ○ conducting interviews/surveys of classmates or the general public 	Student Book: 346 Teacher’s Guide: 97-98	

Book Title: Writers INC

Grade Level: 10

Publisher: Great Source Education Group, a division of Houghton Mifflin Harcourt Publishing Company

Subject/Course: English Language Arts/Writing, Composition and Grammar

Grade 10 Correlation

*Publishers: You may expand rows, but do not delete any.

	TO BE COMPLETED BY PUBLISHER	FOR COMMITTEE MEMBER USE ONLY
GRADE LEVEL EXPECTATIONS	CORRELATION NOTATIONS	✓ if the content of the text material is sufficient to allow students to adequately meet the GLE..
o participating in class discussions (ELA-4-H1)	Student Book: 402-404 Teacher’s Guide: 109-110	
32. Listen to detailed oral instructions and presentations and carry out complex procedures, including:		
o taking accurate notes	Student Book: 410-413 Teacher’s Guide: 111-112, 229	
o writing summaries or responses	Student Book: 421-422 Teacher’s Guide: 113-114	
o forming groups (ELA-4-H2)		
33. Organize and use precise language to deliver oral directions and instructions about general, technical, or scientific topics (ELA-4-H2)	Student Book: 453-464 Teacher’s Guide: 117-118	
34. Deliver oral presentations that include the following:		
o volume, phrasing, enunciation, voice modulation, and inflection adjusted to stress important ideas and impact audience response	Student Book: 462-464 Teacher’s Guide: 117-118	
o language choices adjusted to suit the content and context	Student Book: 453-464 Teacher’s Guide: 117-118	

Book Title: Writers INC

Grade Level: 10

Publisher: Great Source Education Group, a division of Houghton Mifflin Harcourt Publishing Company

Subject/Course: English Language Arts/Writing, Composition and Grammar

Grade 10 Correlation

*Publishers: You may expand rows, but do not delete any.

	TO BE COMPLETED BY PUBLISHER	FOR COMMITTEE MEMBER USE ONLY
GRADE LEVEL EXPECTATIONS	CORRELATION NOTATIONS	✓ if the content of the text material is sufficient to allow students to adequately meet the GLE..
<ul style="list-style-type: none"> ○ an organization that includes an introduction, selected details, and a conclusion arranged to impact an audience (ELA-4-H3) 	Student Book: 456-461 Teacher’s Guide: 117-118	
35. Use active listening strategies, including:		
<ul style="list-style-type: none"> ○ monitoring messages for clarity 	Student Book: 402, 408-409 Teacher’s Guide: 109-110, 111-112	
<ul style="list-style-type: none"> ○ selecting and organizing essential information 	Student Book: 403, 408-409 Teacher’s Guide: 109-110, 111-112, 229	
<ul style="list-style-type: none"> ○ noting cues such as changes in pace 	Student Book: 403, 408 Teacher’s Guide: 109-110, 111-112	
<ul style="list-style-type: none"> ○ generating and asking questions concerning a speaker’s content, delivery, and attitude toward the subject (ELA-4-H4) 	Student Book: 403, 408-409 Teacher’s Guide: 109-110, 111-112	
36. Deliver clear, coherent, and concise oral presentations and responses about information and ideas in a variety of texts (ELA-4-H4)	Student Book: 453-464 Teacher’s Guide: 117-118	
37. Analyze media information in oral and written responses, including:		
<ul style="list-style-type: none"> ○ comparing and contrasting the ways in which print and broadcast media cover the same event 		
<ul style="list-style-type: none"> ○ evaluating media messages for clarity, quality, effectiveness, motive, and coherence 	Student Book: 480-483 Teacher’s Guide: 123-124, 225	

Book Title: Writers INC

Grade Level: 10

Publisher: Great Source Education Group, a division of Houghton Mifflin Harcourt Publishing Company

Subject/Course: English Language Arts/Writing, Composition and Grammar

Grade 10 Correlation

*Publishers: You may expand rows, but do not delete any.

	TO BE COMPLETED BY PUBLISHER	FOR COMMITTEE MEMBER USE ONLY
GRADE LEVEL EXPECTATIONS	CORRELATION NOTATIONS	✓ if the content of the text material is sufficient to allow students to adequately meet the GLE..
<ul style="list-style-type: none"> ○ listening to and critiquing audio/video presentations (ELA-4-H5) 	Student Book: 482-483 Teacher's Guide: 123-124	
38. Participate in group and panel discussions, including:		
<ul style="list-style-type: none"> ○ identifying the strengths and talents of other participants 		
<ul style="list-style-type: none"> ○ acting as facilitator, recorder, leader, listener, or mediator 	Student Book: 402-404 Teacher's Guide: 109-110	
<ul style="list-style-type: none"> ○ evaluating the effectiveness of participant's performance (ELA-4-H6) 		
Information Resources - Standard 5		
39. Select and evaluate relevant information for a research project using the organizational features of a variety of resources, including:		
<ul style="list-style-type: none"> ○ print texts such as prefaces, appendices, annotations, citations, bibliographic references, and endnotes 	Student Book: 365 Teacher's Guide: 101-102	
<ul style="list-style-type: none"> ○ electronic texts such as database keyword searches, search engines, and e-mail addresses (ELA-5-H1) 	Student Book: 348-350 Teacher's Guide: 99-100, 205-206	
40. Locate, analyze, and synthesize information from a variety of grade-appropriate resources, including:		

Book Title: Writers INC

Grade Level: 10

Publisher: Great Source Education Group, a division of Houghton Mifflin Harcourt Publishing Company

Subject/Course: English Language Arts/Writing, Composition and Grammar

Grade 10 Correlation

***Publishers: You may expand rows, but do not delete any.**

	TO BE COMPLETED BY PUBLISHER	FOR COMMITTEE MEMBER USE ONLY
GRADE LEVEL EXPECTATIONS	CORRELATION NOTATIONS	✓ if the content of the text material is sufficient to allow students to adequately meet the GLE..
○ multiple printed texts (e.g., encyclopedias, atlases, library catalogs, specialized dictionaries, almanacs, technical encyclopedias, and periodicals)	Student Book: 359-365 Teacher’s Guide: 101-102	
○ electronic sources (e.g., Web sites, databases)	Student Book: 347-352 Teacher’s Guide: 99-100, 205-206	
○ other media sources (e.g., community and government data, television and radio resources, and other audio and visual materials) (ELA-5-H2)		
41. Analyze the usefulness and accuracy of sources by determining their validity (e.g., authority, accuracy, objectivity, publication date, and coverage) (ELA-5-H2)	Student Book: 341 Teacher’s Guide: 97-98	
42. Access information and conduct research using various grade-appropriate, data-gathering strategies/tools, including:		
○ formulating clear research questions	Student Book: 47, 268-269 Teacher’s Guide: 45-46, 85-86	
○ using research methods to gather evidence from primary and secondary sources	Student Book: 269, 340, 342-346, 347-352, 353-365 Teacher’s Guide: 85-86, 87-88, 97-98, 99-100, 101-102	

Book Title: Writers INC

Grade Level: 10

Publisher: Great Source Education Group, a division of Houghton Mifflin Harcourt Publishing Company

Subject/Course: English Language Arts/Writing, Composition and Grammar

Grade 10 Correlation

*Publishers: You may expand rows, but do not delete any.

	TO BE COMPLETED BY PUBLISHER	FOR COMMITTEE MEMBER USE ONLY
GRADE LEVEL EXPECTATIONS	CORRELATION NOTATIONS	✓ if the content of the text material is sufficient to allow students to adequately meet the GLE..
○ using graphic organizers (e.g., outlining, charts, timelines, webs)	Student Book: 48-52, 269 Teacher’s Guide: 45-46, 87-88	
○ compiling and organizing information to support the central ideas, concepts, and themes of formal papers or presentations (ELA-5-H3)	Student Book: 52, 269-271 Teacher’s Guide: 45-46, 87-88	
43. Write a variety of research reports, which include the following:		
○ research supporting the main ideas	Student Book: 269, 299-308, 340, 342-346, 347-352, 353-365 Teacher’s Guide: 85-86, 89-90, 97-98, 99-100, 101-102	
○ facts, details, examples, and explanations from sources	Student Book: 52, 269-272, 299-308 Teacher’s Guide: 45-46, 85-86, 89-90	
○ graphics when appropriate	Student Book: 30-32, 367-372 Teacher’s Guide: 41-42, 103-104	
○ complete documentation (e.g., endnotes, parenthetical citations, works cited lists or bibliographies) (ELA-5-H3)	Student Book: 271-272, 281-298, 309-319 Teacher’s Guide: 85-86, 89-90	
44. Use word processing and/or technology to draft, revise, and publish various works, including research reports documented with parenthetical citations and bibliographies or works cited lists (ELA-5-H4)	Student Book: 27-32, 299-307 Teacher’s Guide: 41-42, 89-90	

Book Title: Writers INC

Grade Level: 10

Publisher: Great Source Education Group, a division of Houghton Mifflin Harcourt Publishing Company

Subject/Course: English Language Arts/Writing, Composition and Grammar

Grade 10 Correlation

*Publishers: You may expand rows, but do not delete any.

	TO BE COMPLETED BY PUBLISHER	FOR COMMITTEE MEMBER USE ONLY
GRADE LEVEL EXPECTATIONS	CORRELATION NOTATIONS	✓ if the content of the text material is sufficient to allow students to adequately meet the GLE..
45. Follow acceptable use policy to document sources in research reports using various formats, including:		
○ preparing extended bibliographies of reference materials	Student Book: 286-298, 307, 313-319 Teacher’s Guide: 89-90, 223	
○ integrating quotations and citations while maintaining flow of ideas	Student Book: 280, 282-285, 311-312 Teacher’s Guide: 87-88, 89-90, 223	
○ using standard formatting for source acknowledgment according to a specified style guide	Student Book: 281-298, 309-319 Teacher’s Guide: 89-90	
○ using parenthetical documentation following <i>MLA Guide</i> within a literature-based research report (ELA-5-H5)	Student Book: 280, 282-285 Teacher’s Guide: 87-88, 89-90, 223	
46. Analyze information found in complex graphic organizers, including detailed maps, comparative charts, extended tables, graphs, diagrams, cutaways, overlays, and sidebars to determine usefulness for research (ELA-5-H6)	Student Book: 367-372 Teacher’s Guide: 103-104	

Book Title: Writers INC Grade Level: 10

Publisher: Great Source Education Group, a division of Houghton Mifflin Harcourt Publishing Company

Subject/Course: English Language Arts/Writing, Composition and Grammar

Grade 10 Correlation

*Publishers: You may expand rows, but do not delete any.

<p>Committee Member Use only—<u>Independent Review</u> <i>(to be completed before deliberations begin)</i></p> <p>Percentage of GLEs for which content of the text material is sufficient to allow students to adequately meet the GLE:</p> $\frac{\text{number of GLEs met}}{\text{total number of GLEs for grade or course}} \times 100 = \text{_____}\%$
<p>Committee Member Use only—<u>Committee Review</u> <i>(to be completed as deliberations occur)</i></p> <p>Percentage of GLEs for which content of the text material is sufficient to allow students to adequately meet the GLE:</p> $\frac{\text{number of GLEs met}}{\text{total number of GLEs for grade or course}} \times 100 = \text{_____}\%$