

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

WRITERS INC
Grade 9 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: 9

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

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

Grade 9 Correlation

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	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. Identify and explain story elements, including:		
○ the author's use of direct and indirect characterization	Student Book: 245-261 Teacher's Guide: 83-84	
○ the author's pacing of action and use of plot development, subplots, parallel episodes, and climax to impact the reader	Student Book: 245-261 Teacher's Guide: 83-84	
○ the revelation of character through dialect, dialogue, dramatic monologues, and soliloquies (ELA-1-H2)	Student Book: 245-261 Teacher's Guide: 83-84	

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3. Identify and explain the significance of literary devices, including:		
o mixed metaphors	Student Book: 114, 125, 256 Teacher's Guide: 59-60, 60-61, 83-84	
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 sarcasm/irony	Student Book: 125, 257, 260 Teacher's Guide: 60-61, 83-84	
o implied metaphors		
o oxymoron (ELA-1-H2)	Student Book: 125, 258 Teacher's Guide: 60-61, 83-84	
4. Draw conclusions and make inferences in oral and written responses about ideas and information in texts, including:		

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GRADE LEVEL EXPECTATIONS	CORRELATION NOTATIONS	✓ if the content of the text material is sufficient to allow students to adequately meet the GLE..
○ nonfiction works	Student Book: 246-247, 251, 374-381 Teacher's Guide: 83-84, 105-106, 188-190	
○ short stories/novels	Student Book: 246-250, 374, 382-383 Teacher's Guide: 83-84, 105-106, 188-190	
○ five-act plays	Student Book: 246-247, 374, 382-383 Teacher's Guide: 83-84, 105-106, 188-190	
○ poetry/epics	Student Book: 246-247, 374, 384 Teacher's Guide: 83-84, 105-106, 188-190	
○ film/visual texts	Student Book: 246-247, 374 Teacher's Guide: 83-84, 105-106, 188-190	
○ consumer/instructional materials		
○ public documents (ELA-1-H3)		
5. Explain ways in which ideas and information in a variety of texts (e.g., scientific reports, technical guidelines, business memos, literary texts) connect to real-life situations and other texts (ELA-1-H4)	Student Book: 374, 382 Teacher's Guide: 105-106, 188-190	
Standard 6		
6. Compare/contrast cultural elements including a group's history, perspectives, and language found in multicultural texts in oral and written responses (ELA-6-H1)		

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7. Identify and explain connections between historical contexts and works of various authors, including Homer, Sophocles, and Shakespeare (ELA-6-H2)		
8. Identify and explain 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:		
o essays by early and modern writers	Student Book: 246-247, 251 Teacher's Guide: 83-84	
o epic poetry such as The Odyssey		
o forms of lyric and narrative poetry such as ballads and sonnets		
o drama, including ancient, Renaissance, and modern		
o short stories and novels	Student Book: 245-261 Teacher's Guide: 83-84	
o biographies and autobiographies (ELA-6-H3)		
10. Identify and explain in oral and written responses ways in which particular genres reflect life experiences, for example:		

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○ an essay expresses a point of view	Student Book: 246-247, 251 Teacher's Guide: 83-84	
○ a legend chronicles the life of a cultural hero		
○ 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:		
○ summarizing and paraphrasing information and story elements	Student Book: 278-279, 420-422 Teacher's Guide: 87-88, 113-114, 222, 230	
○ comparing and contrasting information in texts, including televised news, news magazines, documentaries, and online information	Student Book: 377 Teacher's Guide: 105-106	
○ comparing and contrasting complex literary elements, devices, and ideas within and across texts	Student Book: 377 Teacher's Guide: 105-106	
○ 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	
○ making inferences and drawing conclusions	Student Book: 247 Teacher's Guide: 83-84	

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○ 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:		
○ using supporting evidence to verify solutions		
○ analyzing the relationships between prior knowledge and life experiences and information in texts		
○ using technical information in specialized software programs, manuals, interviews, surveys, and access guides to Web sites (ELA-7-H2)		
13. Identify and explain the impact of an author's life on themes and issues of a single text or multiple texts by the same author (ELA-7-H3)		
14. Analyze information within and across grade-appropriate texts using various reasoning skills, including:		
○ identifying cause-effect relationships	Student Book: 374, 379, 380-381 Teacher's Guide: 105-106, 188-190	
○ raising questions	Student Book: 374, 380-384 Teacher's Guide: 105-106, 188-190	
○ reasoning inductively and deductively	Student Book: 107, 127	

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	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		
15. 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 Teacher's Guide: 57-58	
o parallel construction where appropriate (ELA-2-H1)	Student Book: 94, 115, 126 Teacher's Guide: 55-56, 59-60, 61-62	
16. Develop multiparagraph compositions organized with the following:		
o 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,	

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	85-86	
<ul style="list-style-type: none"> ○ a clear, overall structure that includes an introduction, a body, and an appropriate conclusion 	<p>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</p>	
<ul style="list-style-type: none"> ○ 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) 	<p>Student Book: 52, 94, 105-108, 115 Teacher’s Guide: 45-50, 55-56, 59-60</p>	
<ul style="list-style-type: none"> ○ transitional words and phrases that unify throughout (ELA-2-H1) 	<p>Student Book: 109 Teacher’s Guide: 57-58</p>	
17. Develop complex compositions on student- or teacher-selected topics that are suited to an identified audience and purpose and that include the following:		
<ul style="list-style-type: none"> ○ word choices appropriate to the identified audience and/or purpose 	<p>Student Book: 22, 24, 70, 113-114, 116-117 Teacher’s Guide: 39-40, 49-50, 59-60, 144</p>	
<ul style="list-style-type: none"> ○ vocabulary selected to clarify meaning, create images, and set a tone 	<p>Student Book: 22, 24, 65-66, 113-114, 116-117 Teacher’s Guide: 39-40, 49-50, 59-60, 144</p>	

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○ 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	
18. Develop complex compositions using writing processes, including:		
○ selecting topic and form (e.g., determining a purpose and audience)	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	
○ prewriting (e.g., brainstorming, clustering, outlining, generating main idea/thesis statements)	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 Teacher's Guide: 35-36, 37-38, 41-42, 45-46, 67-86, 91-92, 93-94, 117-118, 119-120, 142, 210-211	

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o drafting	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 Teacher’s Guide: 35-36, 37-38, 41-42, 47-48, 67-86, 91-92, 93-94, 117-118, 119-120, 142-143, 212	
o conferencing (e.g., peer and teacher)	Student Book: 6, 73-78 Teacher’s Guide: 35-36, 37-38, 51-52, 213	
o revising for content and structure based on feedback	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, 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	
o 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	

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	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	
19. Develop paragraphs and complex, multiparagraph compositions using all modes of writing (description, narration, exposition, and persuasion) emphasizing exposition 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	

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20. Develop paragraphs and complex, multiparagraph compositions that include complex stylistic features, including:		
○ literary devices such as student-composed oxymoron, touches of sarcasm, and/or irony	Student Book: 125, 257, 258, 260, 464 Teacher’s Guide: 61-62, 83-84, 117-118	
○ vocabulary and phrasing that reflect an individual character (voice)	Student Book: 22, 24, 69 Teacher’s Guide: 39-40, 49-50	
○ a variety of sentence lengths and structures, including simple, compound, and complex (ELA-2-H5)	Student Book: 25, 85-98, 118, 120, 554-555 Teacher’s Guide: 39-40, 55-56, 59-60, 125-130, 214	
21. 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		
22. Apply standard rules of sentence formation, avoiding common errors, such as:		

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○ 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	
23. Apply standard rules of usage, including:		
○ 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 appropriately in nominative, objective, and possessive cases	Student Book: 538 Teacher’s Guide: 127-129	
○ using adjectives in comparative and superlative degrees and adverbs correctly	Student Book: 545 Teacher’s Guide: 127-129, 242	
○ avoiding double negatives	Student Book: 93 Teacher’s Guide: 55-56	
○ using all parts of speech appropriately (ELA-3-H2)	Student Book: 533-549 Teacher’s Guide: 127-129, 239-240	

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24. Apply standard rules of mechanics, including:		
<ul style="list-style-type: none"> ○ using commas to set off appositives or parenthetical phrases 	Student Book: 490 Teacher's Guide: 127-129, 234	
<ul style="list-style-type: none"> ○ using quotation marks to set off titles of short works 	Student Book: 500 Teacher's Guide: 127-129, 235	
<ul style="list-style-type: none"> ○ using colons preceding a list and after a salutation in a business letter 	Student Book: 494-495 Teacher's Guide: 127-129, 235	
<ul style="list-style-type: none"> ○ using standard capitalization for names of political and ethnic groups, religions, and continents (ELA-3-H2) 	Student Book: 507-508 Teacher's Guide: 127-129, 237-238	
25. Use correct spelling conventions when writing and editing (ELA-3-H3)	Student Book: 516-522 Teacher's Guide: 127-129, 238	
26. 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		

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27. Use standard English grammar, diction, and syntax when responding to questions, participating in informal group discussions, and making presentations (ELA-4-H1)	Student Book: 85-98, 254, 462-463, 533-563 Teacher's Guide: 55-56, 83-84, 117-118, 127-129	
28. Select language appropriate to specific purposes and audiences when speaking, including:		
o delivering informational/book reports in class	Student Book: 453-464 Teacher's Guide: 117-118, 231	
o conducting interviews/surveys of classmates or the general public	Student Book: 346 Teacher's Guide: 97-98	
o participating in class discussions (ELA-4-H1)	Student Book: 402-404 Teacher's Guide: 109-110	
29. Listen to oral instructions and presentations, speeches, discussions, and carry out 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)		
30. Organize and use precise language to deliver oral directions and instructions about general, technical, or	Student Book: 453-464	

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directions and instructions about general, technical, or scientific topics (ELA-4-H2)	Teacher’s Guide: 117-118	
31. Deliver oral presentations that include the following:		
<ul style="list-style-type: none"> ○ phrasing, enunciation, voice modulation, verbal and nonverbal techniques, and inflection adjusted to stress important ideas and impact audience response 	Student Book: 462-464 Teacher’s Guide: 117-118	
<ul style="list-style-type: none"> ○ language choices selected to suit the content and context 	Student Book: 453-464 Teacher’s Guide: 117-118	
<ul style="list-style-type: none"> ○ an organization that includes an introduction, relevant details that develop the topic, and a conclusion (ELA-4-H3) 	Student Book: 456-461 Teacher’s Guide: 117-118	
32. 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 	Student Book: 403, 408-409 Teacher’s Guide: 109-110, 111-112	

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toward the subject (ELA-4-H4)		
33. Deliver clear, coherent, and concise oral presentations about information and ideas in texts (ELA-4-H4)	Student Book: 453-464 Teacher's Guide: 117-118	
34. Analyze media information in oral and written responses, including:		
o summarizing the coverage of a media event	Student Book: 421-422 Teacher's Guide: 113-114	
o comparing messages from different media (ELA-4-H5)		
35. Participate in group and panel discussions, including:		
o identifying the strengths and talents of other participants		
o acting as facilitator, recorder, leader, listener, or mediator	Student Book: 402-404 Teacher's Guide: 109-110	
o evaluating the effectiveness of participant's performance (ELA-4-H6)		
Information Resources - Standard 5		
36. Identify and use organizational features to locate relevant information for research projects using a variety of resources, including:		

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o print resources (e.g., prefaces, appendices, annotations, citations, bibliographic references)	Student Book: 365 Teacher’s Guide: 101-102	
o electronic texts (e.g., database keyword searches, search engines, e-mail addresses) (ELA-5-H1)	Student Book: 348-350 Teacher’s Guide: 99-100, 205-206	
37. Locate, analyze, and synthesize information from a variety of grade-appropriate resources, including:		
o 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	
o electronic sources (e.g., Web sites, databases)	Student Book: 347-352 Teacher’s Guide: 99-100, 205-206	
o other media sources (e.g., community and government data, television and radio resources, and other audio and visual materials) (ELA-5-H2)		
38. 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	
39. Access information and conduct research using various grade-appropriate, data-gathering strategies/tools, including:		

Book Title: Writers INC

Grade Level: 9

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

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

Grade 9 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 formulating clear research questions	Student Book: 47, 268-269 Teacher's Guide: 45-46, 85-86	
o gathering 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	
o using graphic organizers (e.g., outlining, charts, timelines, webs)	Student Book: 48-52, 269 Teacher's Guide: 45-46, 87-88	
o 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	
40. Write a variety of research reports, which include the following:		
o 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	
o facts, details, examples, and explanations from sources	Student Book: 52, 269-272, 299-308 Teacher's Guide: 45-46, 85-86, 89-90	
o graphics when appropriate	Student Book: 30-32, 367-372 Teacher's Guide: 41-42, 103-104	
o complete documentation (e.g., endnotes, parenthetical citations, works cited lists, or	Student Book: 271-272, 281-298, 309-319	

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GRADE LEVEL EXPECTATIONS	CORRELATION NOTATIONS	✓ if the content of the text material is sufficient to allow students to adequately meet the GLE..
parenthetical citations, works cited lists or bibliographies) (ELA-5-H3)	Teacher’s Guide: 85-86, 89-90	
41. Use word processing and/or other technology (e.g., illustration, page-layout, Web-design programs) 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	
42. Give credit for borrowed information in grade-appropriate research reports following acceptable use policy, including:		
○ using parenthetical documentation to integrate quotes and citations	Student Book: 280, 282-285, 311-312 Teacher’s Guide: 87-88, 89-90, 223	
○ preparing bibliographies and/or works cited list (ELA-5-H5)	Student Book: 286-298, 307, 313-319 Teacher’s Guide: 89-90, 223	
43. Analyze information found in a variety of 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	

