

READING ADVANTAGE ©2005

Levels A-D

correlated to

Ohio

Language Arts

Academic Content Standards

Grade 10

GRaT SouRCe®

EDUCATION GROUP



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Ohio Language Arts Academic Content Standards
Grade 10

A c q u i s i t i o n o f V o c a b u l a r y

Grade 10 Grade-Level Indicators	Reading Advantage Level A
<p><i>Contextual Understanding</i></p> <p>1. Define unknown words through context clues and the author’s use of comparison, contrast and cause and effect.</p>	<p>Teacher’s Edition: 6, 7, 9-10, 12, 14, 18, 25, 35, 38, 57, 61, 68, 71-72, 98, 99, 108, 120-121, 129, 148, 150, 159, 162, 168, 170, 176, 178, 184, 191, 194, 206, 212, 221, 247, 282, 300, 314, 333, 226, 346, 354, 356</p>
<p><i>Conceptual Understanding</i></p> <p>2. Analyze the relationships of pairs of words in analogical statements (e.g., synonyms and antonyms, connotation and denotation) and infer word meanings from these relationships.</p>	<p>Teacher’s Edition: 24, 29, 36, 42, 52, 61, 69, 75, 92, 125, 126, 142, 168, 203, 204, 211, 217, 223, 233, 255, 257, 262, 270, 274, 297, 298, 310, 312, 317-318, 334, 347</p>
<p>3. Infer the literal and figurative meaning of words and phrases and discuss the function of figurative language, including metaphors, similes, idioms and puns.</p>	<p>Teacher’s Edition: 30, 250, 272, 276</p>
<p>4. Examine and discuss ways historical events influenced the English language.</p>	<p>Teacher’s Edition: 89, 155, 221</p>
<p><i>Structural Understanding</i></p> <p>5. Use knowledge of Greek, Latin, and Anglo-Saxon root, prefixes and suffixes to understand complex words and new subject-area vocabulary (e.g., unknown words in science, mathematics and social studies).</p>	<p>Teacher’s Edition: 12, 17, 36, 46, 54, 62, 75, 84, 89, 106, 118, 136, 142, 150, 155, 156, 162, 170, 196, 204, 212, 221, 224, 231, 237, 240, 257, 262, 267, 270, 290, 298, 320, 328, 334, 354, 362</p>
<p><i>Tools and Resources</i></p> <p>6. Determine the meanings and pronunciations of unknown words by using dictionaries, glossaries, technology and textual features, such as definitional footnotes or sidebars.</p>	<p>Teacher’s Edition: 129, 165, 196, 217, 224, 231, 233-234, 274, 303, 362</p>

Reading Process: Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies

Grade 10 Grade-Level Indicators	Reading Advantage Level A
<p><i>Comprehension Strategies</i></p> <p>1. Apply reading comprehension strategies, including making predictions, comparing and contrasting, recalling and summarizing and making inferences and drawing conclusions.</p>	<p>Teacher's Edition: 7-9, 15, 33, 37, 39, 54-55, 60, 65, 67, 71, 76, 79, 88, 106, 107, 110-111, 114, 116, 123-124, 128, 130, 139, 141, 145, 153, 155, 158, 159, 160-161, 179, 191, 199, 202, 207, 215, 221, 223, 227, 229, 234, 243, 246, 252, 254, 260, 265, 273, 283, 286, 293, 295, 301, 307, 315, 323, 324, 331, 332, 337, 339, 345, 350, 352, 357, 364</p>
<p>2. Answer literal, inferential, evaluative and synthesizing questions to demonstrate comprehension of grade-appropriate print texts and electronic and visual media.</p>	<p>Teacher's Edition: 9, 12, 13, 16, 18, 22, 26, 31, 34, 37, 41, 47, 51, 55, 60, 63, 70, 73, 76, 85, 89, 93, 107, 113, 116, 123-124, 127, 132, 137, 140-141, 143, 146-147, 151, 157, 163, 171, 174, 177, 185, 194, 197, 202, 205, 213, 219, 225, 232, 241, 249, 250, 258, 261, 263, 266, 271, 277, 285, 291, 299, 305, 313, 317, 321, 329, 332, 343, 346, 348, 355, 359, 363, 369</p>
<p><i>Self-Monitoring Strategies</i></p> <p>3. Monitor own comprehension by adjusting speed to fit the purpose, or by skimming, scanning, reading on, looking back, note taking or summarizing what has been read so far in text.</p>	<p>Teacher's Edition: 23, 25, 30, 40, 50, 58, 62, 66, 79, 80, 84, 100, 112, 122, 126, 130-131, 136, 154, 156, 160, 166, 170, 173, 174, 192-193, 194, 200-201, 204, 208, 216, 222, 228, 231, 235, 244, 253, 273, 276, 284, 291, 294, 295, 298, 302, 308, 312, 316, 323, 328, 334, 338, 342, 345-346, 351, 354, 358, 362, 368</p>
<p><i>Independent Reading</i></p> <p>4. Use criteria to choose independent reading materials (e.g., personal interest, knowledge of authors and genres or recommendations from others).</p>	<p>Teacher's Edition: 93, 107, 151, 177, 232, 258, 263, 305</p>
<p>5. Independently read book for various purposes (e.g., for enjoyment, for literary experience, to gain information or to perform a task).</p>	<p>Teacher's Edition: 37, 93, 151, 177, 185, 263, 305, 371-376</p>

Reading Applications: Informational, Technical and Persuasive Text

Grade 10 Grade-Level Indicators	Reading Advantage Level A
<p>1. Identify and understand organizational patterns (e.g., cause-effect, problem-solution) and techniques, including repetition of ideas, syntax and word choice, that authors use to accomplish their purpose and reach their intended audience.</p>	<p>Teacher's Edition: 16, 18, 193, 261, 262, 368</p>

Grade 10 Grade-Level Indicators	Reading Advantage Level A
2. Critique the treatment, scope and organization of ideas from multiple sources on the same topic.	Teacher's Edition: 26, 47, 55, 63, 76, 143, 185, 258, 271, 291
3. Evaluate the effectiveness of information found in maps, charts, tables, graphs, diagrams, cutaways and overlays.	Teacher's Edition: 75, 205, 219, 231, 277, 283, 299, 339, 355
4. Assess the adequacy, accuracy and appropriateness of an author's details, identifying persuasive techniques (e.g., transfer, glittering generalities, bait and switch) and examples of propaganda, bias and stereotyping.	Teacher's Edition: 40-41, 46, 73, 75, 142, 146-147, 150, 156, 166, 180, 184, 193, 204, 208, 212, 245, 249, 266, 270, 295, 298, 303, 304, 320, 323, 338, 342, 365, 368
5. Analyze an author's implicit and explicit argument, perspective or viewpoint in text.	Teacher's Edition: 320
6. Identify appeals to authority, reason and emotion.	Teacher's Edition: 261
7. Analyze the effectiveness of the features (e.g., format, sequence, headers) used in various consumer documents (e.g., warranties, product information, instructional materials), functional or workplace documents (e.g., job-related materials, memoranda, instructions) and public documents (e.g., speeches or newspaper editorials).	Teacher's Edition: 6, 12
8. Describe the features of rhetorical devices used in common types of public documents, including newspaper editorials and speeches.	Teacher's Edition: 6, 12

Reading Applications: Literary Text

Grade 10 Grade-Level Indicators	Reading Advantage Level A
1. Compare and contrast an author's use of direct and indirect characterization, and ways in which characters reveal traits about themselves, including dialect, dramatic monologues and soliloquies.	Teacher's Edition: 17, 126, 150, 228, 245, 249, 270-271, 295, 298, 323
2. Analyze the influence of setting in relation to other literary elements.	Teacher's Edition: 25-26, 75, 92, 142, 143, 176, 201, 205, 235, 270-271, 283, 291, 323, 343
3. Distinguish how conflicts, parallel plots and subplots affect the pacing of action in literary texts.	Teacher's Edition: 46, 150
4. Interpret universal themes across different works by the same author or by different authors.	Teacher's Edition: 94-185, 186-277

Grade 10 Grade-Level Indicators	Reading Advantage Level A
5. Analyze how an author’s choice of genre affects the expression of a theme or topic	Teacher’s Edition: 18, 46, 73, 75, 126, 136, 140, 142, 147, 150, 166, 174, 176, 180, 184, 202, 204, 209, 212, 213, 224, 249, 266, 270, 295, 298, 312, 316, 320, 332, 335, 338, 355, 366, 368
6. Explain how literary techniques, including foreshadowing and flashback, are used to shape the plot in a literary text	Teacher’s Edition: 40, 41, 84, 150, 166, 249, 270-271, 304, 323
7. Recognize how irony is used in a literary text.	Teacher’s Edition: 25, 36, 46, 62, 80-81, 124, 127, 141, 151, 176, 181, 194, 202, 213, 225, 246, 249, 262, 267, 305, 328, 335, 347, 355, 362, 366
8. Analyze the author’s use of point of view, mood and tone.	Teacher’s Edition: 13, 16, 18, 116, 118, 140, 142, 147, 150, 151, 166, 180, 184, 193, 212, 245, 249, 261, 262, 266, 270, 295, 298, 320, 323, 338, 365, 368
9. Explain how authors use symbols to create broader meanings.	Teacher’s Edition: 31, 162, 184
10. Describe the effect of using sound devices in literary texts (e.g., to create rhythm, to appeal to the senses or to establish mood).	Teacher’s Edition: 148-149, 151
11. Explain ways in which an author develops a point of view and style (e.g., figurative language, sentence structure and tone), and cite specific examples from the text.	Teacher’s Edition: 13, 16, 18, 116, 118, 140, 142, 147, 150, 166, 180, 184, 193, 212, 245, 249, 261, 262, 266, 270, 295, 298, 320, 323, 338, 365, 368

Writing Processes

Grade 10 Grade-Level Indicators	Reading Advantage Level A
<i>Prewriting</i>	
1. Generate writing ideas through discussions with others and from printed material, and keep a list of writing ideas.	Teacher’s Edition: 42, 127, 151, 162, 170, 176, 213, 218, 232, 240, 249, 262, 270-271, 291, 299, 305, 312, 328, 335, 347, 355
2. Determine the usefulness of and apply appropriate pre-writing tasks (e.g., background reading, interviews or surveys).	Teacher’s Edition: 19, 26, 31, 37, 47, 55, 63, 76, 85, 93, 107, 113, 119, 127, 137, 143, 151, 157, 177, 185, 197, 205, 218, 225, 232, 241, 250, 258, 271, 291, 305, 313, 335, 343, 355
3. Establish and develop a clear thesis statement for informational writing or a clear plan or outline for narrative writing.	Teacher’s Edition: 151, 270-271, 305, 321, 335, 355

Grade 10 Grade-Level Indicators	Reading Advantage Level A
4. Determine a purpose and audience and plan strategies (e.g., adapting focus, content structure, and point of view) to address purpose and audience.	Teacher's Edition: 92, 171, 176, 205, 225, 232, 250, 262, 270-271, 335, 343
5. Use organizational strategies (e.g., notes, outlines) to plan writing.	Teacher's Edition: 18, 25, 32, 42, 46, 54, 56, 75, 84, 92, 99, 111, 113, 120, 124, 126, 136, 141, 156, 162, 164, 170, 176, 198, 204, 208, 210, 213, 224, 232, 240, 249, 258, 260, 262, 270-271, 282, 296, 305, 312, 328, 335, 355, 368
<i>Drafting, Revising and Editing</i> 6. Organize writing to create a coherent whole with an effective and engaging introduction, body and conclusion, and a closing sentence that summarizes, extends or elaborates on points or ideas in the writing.	Teacher's Edition: 46, 225, 299, 355
8. Use paragraph form in writing, including topic sentences that arrange paragraphs in a logical sequence, using effective transitions and closing sentences and maintaining coherence across the whole through the use of parallel structures.	Teacher's Edition: 54, 117, 127, 151, 162, 170, 197, 213, 270-271, 305, 321, 328, 335, 347, 362
9. Use language (including precise language, action verbs, sensory details and colorful modifiers) and style as appropriate to audience and purpose, and use techniques to convey a personal style and voice.	Teacher's Edition: 26, 46, 92, 119, 126, 170, 171, 176, 197, 225, 270-271, 276, 299, 305, 321, 335, 342, 347
11. Reread and analyze clarity of writing, consistency of point of view and effectiveness of organizational structure.	Teacher's Edition: 262
12. Add and delete information and details to better elaborate on a stated central idea and to more effectively accomplish purpose.	Teacher's Edition: 262
13. Rearrange words, sentences and paragraphs, and add transitional words and phrases to clarify meaning and maintain consistent style, tone and voice.	Teacher's Edition: 262, 328
14. Use resources and reference materials (e.g., dictionaries and thesauruses) to select more effective and precise vocabulary that maintains consistent style, tone and voice.	Teacher's Edition: 129, 224, 233, 234

Grade 10 Grade-Level Indicators	Reading Advantage Level A
15. Proofread writing, edit to improve conventions (e.g., grammar, spelling, punctuation and capitalization), identify and correct fragments and run-ons and eliminate inappropriate slang or informal language.	Teacher's Edition: 12, 18, 30, 36, 46, 54, 62, 69, 75, 84, 92, 106, 112, 118, 126, 136, 142, 150, 156, 162, 170, 176, 184, 196, 204, 212, 218, 224, 231, 240, 249, 257, 262, 270, 276, 290, 298, 304, 312, 320, 328, 334, 342, 347, 354, 362, 368
16. Apply tools (e.g., rubric, checklist and feedback) to judge the quality of writing.	Teacher's Edition: 84
<p data-bbox="188 478 302 508"><i>Publishing</i></p> 17. Prepare for publication (e.g., for display or for sharing with others) writing that follows a manuscript form appropriate for the purpose, which could include such techniques as electronic resources, principles of design (e.g., margins, tabs, spacing and columns) and graphics (e.g., drawings, charts and graphs) to enhance the final product.	Teacher's Edition: 205, 225, 250, 262, 271

W r i t i n g A p p l i c a t i o n s

Grade 10 Grade-Level Indicators	Reading Advantage Level A
1. Write narratives that: <ul style="list-style-type: none"> <li data-bbox="237 1045 740 1129">a. sustain reader interest by pacing action and developing and engaging plot (e.g., tension and suspense); <li data-bbox="237 1161 748 1245">b. use a range of strategies and literary devices including figurative language and specific narration; and <li data-bbox="237 1276 678 1329">c. include an organized, well-developed structure. 	Teacher's Edition: 13, 46, 151, 176, 224, 249, 270, 299, 313
2. Write responses to literature that organize an insightful interpretation around several clear ideas, premises or images and support judgments with specific references to the original text, to other texts, authors and to prior knowledge.	Teacher's Edition: 18, 76, 113, 151

Grade 10 Grade-Level Indicators	Reading Advantage Level A
<p>3. Write business letters, letters to the editor and job applications that:</p> <ul style="list-style-type: none"> a. address audience needs, stated purpose and context in a clear and efficient manner; b. follow the conventional style appropriate to the text using proper technical terms; c. include appropriate facts and details; d. exclude extraneous details and inconsistencies; and e. provide a sense of closure to the writing. 	<p>Teacher's Edition: 262</p>
<p>4. Write informational essays or reports, including research that:</p> <ul style="list-style-type: none"> a. pose relevant and tightly drawn questions that engage the reader; b. provide a clear and accurate perspective on the subject; c. create an organizing structure appropriate to the purpose, audience and context; d. support the main ideas with facts, details, examples and explanations from sources; and e. document sources and include bibliographies. 	<p>Teacher's Edition: 18, 31, 37, 46, 62, 113, 126, 127, 162, 170, 205, 213, 225, 232, 254, 305, 312, 355, 362, 368</p>
<p>5. Write persuasive compositions that:</p> <ul style="list-style-type: none"> a. support arguments with detailed evidence; b. exclude irrelevant information; and c. cite sources of information. 	<p>Teacher's Edition: 92, 335</p>
<p>6. Produce informal writings (e.g., journals, notes and poems) for various purposes.</p>	<p>Teacher's Edition: 18, 19, 25, 26, 36, 54, 63, 85, 92, 93, 107, 118, 119, 137, 143, 157, 163, 171, 177, 184, 197, 213, 218, 225, 231, 241, 271, 276, 321, 329, 335, 343, 347, 363</p>

Writing Conventions

Grade 10 Grade-Level Indicators	Reading Advantage Level A
<p><i>Spelling</i></p> <p>1. Use correct spelling conventions.</p>	<p>Teacher's Edition: 12, 18, 30, 36, 46, 54, 62, 69, 75, 84, 92, 106, 112, 118, 126, 136, 142, 150, 156, 162, 170, 176, 184, 196, 204, 212, 218, 224, 231, 240, 249, 257, 262, 270, 276, 290, 298, 304, 312, 320, 328, 334, 342, 347, 354, 362, 368</p>

Research

Grade 10 Grade-Level Indicators	Reading Advantage Level A
<p>1. Compose open-ended questions for research, assigned or personal interest, and modify questions as necessary during inquiry and investigation to narrow the focus or extend the investigation.</p>	<p>Teacher's Edition: 42, 127, 151, 162, 170, 176, 213, 218, 232, 240, 249, 262, 270-271, 291, 299, 305, 312, 328, 335, 347, 355</p>
<p>2. Identify appropriate sources and gather relevant information from multiple sources (e.g., school library catalogs, online databases, electronic resources and Internet-based resources).</p>	<p>Teacher's Edition: 19, 26, 47, 55, 63, 76, 85, 107, 119, 127, 143, 151, 163, 185, 197, 232, 241, 258, 271, 291, 329, 335, 343, 348, 355, 369</p>
<p>3. Determine the accuracy of sources and the credibility of the author by analyzing the sources' validity (e.g., authority, accuracy, objectivity, publication date and coverage, etc.).</p>	<p>Teacher's Edition: 47</p>
<p>4. Evaluate and systematically organize the important information, and select appropriate sources to support central ideas, concepts and themes.</p>	<p>Teacher's Edition: 63, 76, 126, 127, 162, 163, 213, 232, 312, 355</p>
<p>5. Integrate quotations and citations into written text to maintain a flow of ideas.</p>	<p>Teacher's Edition: 113</p>
<p>7. Use a variety of communication techniques including oral, visual, written or multimedia reports to present information that supports a clear position about the topic or research question and to maintain an appropriate balance between researched information and original ideas.</p>	<p>Teacher's Edition: 13, 19, 26, 47, 55, 63, 85, 93, 107, 119, 137, 163, 171, 177, 185, 205, 225, 250, 258, 263, 271, 277, 299, 305, 335, 343, 363</p>

C o m m u n i c a t i o n : O r a l a n d V i s u a l

Grade 10 Grade-Level Indicators	Reading Advantage Level A
<p><i>Listening and Viewing</i></p> <p>1. Apply active listening strategies (e.g., monitoring message for clarity, selecting and organizing essential information, noting cues such as changes in pace) in a variety of settings.</p>	<p>Teacher's Edition: 85, 107, 113, 127, 137, 151, 157, 177, 197, 213, 241, 276, 291, 313, 321, 329</p>
<p>2. Identify how language choice and delivery styles (e.g., repetition, appeal to emotion, eye contact) contribute to the meaning.</p>	<p>Teacher's Edition: 92, 262</p>
<p><i>Speaking Skills and Strategies</i></p> <p>5. Demonstrate an understanding of the rules of the English language and select language appropriate to purpose and audience.</p>	<p>Teacher's Edition: 92, 171, 176, 205, 225, 232, 250, 262, 270-271, 299, 305, 335, 343, 355</p>
<p>6. Adjust volume, phrasing, enunciation, voice modulation and inflection to stress important ideas and impact audience response.</p>	<p>Teacher's Edition: 13, 19, 26, 36, 47, 55, 63, 69, 76, 85, 92, 107, 113, 127, 137, 142-143, 151, 157, 163, 171, 176, 185, 197, 205, 213, 219, 224, 232, 241, 250, 258, 263, 271, 276, 291, 299, 305, 313, 321, 329, 335, 342, 348, 355, 363, 368</p>
<p>7. Vary language choices as appropriate to the context of the speech.</p>	<p>Teacher's Edition: 19</p>
<p><i>Speaking Applications</i></p> <p>8. Deliver informational presentations (e.g., expository, research) that:</p> <ul style="list-style-type: none"> a. demonstrate an understanding of the topic and present events or ideas in a logical sequence; b. support the controlling idea or thesis with well-chosen and relevant facts, details, examples, quotations, statistics, stories and anecdotes; c. include an effective introduction and conclusion and use a consistent organizational structure (e.g., cause-effect, compare-contrast, problem-solution); d. use appropriate visual materials (e.g., diagrams, charts, illustrations) and available technology to enhance presentation; and e. draw from multiple sources, including both primary and secondary sources, and identify sources used. 	<p>Teacher's Edition: 37, 42, 54, 75, 76</p>

Grade 10 Grade-Level Indicators	Reading Advantage Level A
<p>9. Deliver formal and informal descriptive presentations that convey relevant information and descriptive details.</p>	<p>Teacher's Edition: 47, 85, 113, 126, 127, 163, 225, 232, 305</p>
<p>10. Deliver persuasive presentations that:</p> <ul style="list-style-type: none"> a. establish and develop a logical and controlled argument; b. include relevant evidence, differentiating between evidence and opinion, to support a position and to address counter-arguments or listener bias; c. use persuasive strategies, such as rhetorical devices, anecdotes and appeals to emotion, authority and reason; d. consistently use common organizational structures as appropriate (e.g., cause-effect, compare-contrast, problem-solution); and e. use speaking techniques (e.g., reasoning, emotional appeal, case studies or analogies). 	<p>Teacher's Edition: 92, 335</p>

Reading Advantage Level B © 2005

correlated to

Ohio Language Arts Academic Content Standards

Grade 10

Acquisition of Vocabulary

Grade 10 Grade-Level Indicators	Reading Advantage Level B
<p><i>Contextual Understanding</i></p> <p>1. Define unknown words through context clues and the author’s use of comparison, contrast and cause and effect.</p>	<p>Teacher’s Edition: 6-7, 10, 14-15, 18, 20, 29, 41, 60, 63, 73, 83, 88, 98, 107, 114-115, 121, 128-129, 139, 143, 146, 151, 161, 171, 174, 180, 190-191, 194, 196, 202, 206, 223, 230-231, 234, 240, 251, 262, 283, 291, 294, 301, 309, 316-317, 319, 322, 329, 347, 350, 356</p>
<p><i>Conceptual Understanding</i></p> <p>2. Analyze the relationships of pairs of words in analogical statements (e.g., synonyms and antonyms, connotation and denotation) and infer word meanings from these relationships.</p>	<p>Teacher’s Edition: 12, 18, 20, 26, 29, 41, 50, 73, 79, 85, 86, 91, 102, 121, 124, 132, 154-155, 164, 166, 171, 177, 183, 212, 218, 228, 245, 251, 257, 269, 274, 286-287, 288, 312, 333, 342, 344</p>
<p>3. Infer the literal and figurative meaning of words and phrases and discuss the function of figurative language, including metaphors, similes, idioms and puns.</p>	<p>Teacher’s Edition: 269, 276, 313, 320</p>
<p>4. Examine and discuss ways historical events influenced the English language.</p>	<p>Teacher’s Edition: 149</p>
<p><i>Structural Understanding</i></p> <p>5. Use knowledge of Greek, Latin, and Anglo-Saxon root, prefixes and suffixes to understand complex words and new subject-area vocabulary (e.g., unknown words in science, mathematics and social studies).</p>	<p>Teacher’s Edition: 12, 35, 45, 50, 70, 75, 80, 117, 118, 124, 134, 158, 166, 171, 178, 196, 203, 212, 252, 288, 298, 304, 306, 314, 326, 355, 367</p>
<p><i>Tools and Resources</i></p> <p>6. Determine the meanings and pronunciations of unknown words by using dictionaries, glossaries, technology and textual features, such as definitional footnotes or sidebars.</p>	<p>Teacher’s Edition: 20, 32, 118, 203, 218, 233, 268, 274, 288, 313, 355, 367</p>

Reading Process: Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies

Grade 10 Grade-Level Indicators	Reading Advantage Level B
<p><i>Comprehension Strategies</i></p> <p>1. Apply reading comprehension strategies, including making predictions, comparing and contrasting, recalling and summarizing and making inferences and drawing conclusions.</p>	<p>Teacher's Edition: 7, 15, 23, 29, 32, 39, 44, 45, 46, 48, 50, 53, 54, 56, 61, 67, 70, 78, 80, 83, 85, 89, 99, 101, 108, 115, 121, 123, 129, 130, 137, 138, 143, 151, 153, 161, 163, 166, 169, 175, 181, 182, 184, 191, 199, 206, 212, 214, 215, 216, 223, 228, 231, 237, 248, 249, 252, 255, 257, 261, 266, 272, 283, 292, 309, 310, 317, 323, 324-326, 329, 339, 340, 347, 349, 352, 359, 363, 365, 368</p>
<p>2. Answer literal, inferential, evaluative and synthesizing questions to demonstrate comprehension of grade-appropriate print texts and electronic and visual media.</p>	<p>Teacher's Edition: 13, 21, 27, 31, 36, 40, 43, 51, 59, 62, 68, 71, 76, 79, 81, 84-85, 87, 93, 106, 108-109, 113, 116, 119, 123, 127, 131, 135, 139, 141, 145, 149, 154, 159, 163, 167, 170, 173, 176-177, 179, 182-183, 185, 193-194, 197, 204, 208, 213, 217, 221, 225, 229, 232, 235, 246, 250, 253, 256-257, 259, 262, 264, 267-268, 270, 273-274, 277, 285-286, 289, 293-294, 299, 303, 307, 311, 315, 318-319, 321, 324-325, 327, 337, 341, 345, 348-349, 351, 354, 357, 360, 366, 369</p>
<p><i>Self-Monitoring Strategies</i></p> <p>3. Monitor own comprehension by adjusting speed to fit the purpose, or by skimming, scanning, reading on, looking back, note taking or summarizing what has been read so far in text.</p>	<p>Teacher's Edition: 8, 12, 16, 17-18, 20, 23, 24, 30, 39, 42, 50, 61-62, 70-71, 89, 90, 100, 116, 118, 122, 123, 126, 130, 134, 144, 152, 162, 176, 182, 184, 192, 216, 224, 249, 255-256, 267, 269, 284, 323, 340, 353, 354, 363, 365, 366-367</p>
<p><i>Independent Reading</i></p> <p>4. Use criteria to choose independent reading materials (e.g., personal interest, knowledge of authors and genres or recommendations from others).</p>	<p>Teacher's Edition: 21, 51, 87, 106, 113, 141, 149, 159, 173, 185, 197, 204, 235, 246, 270, 277, 321, 327, 345, 351</p>
<p>5. Independently read book for various purposes (e.g., for enjoyment, for literary experience, to gain information or to perform a task).</p>	<p>Teacher's Edition: 173, 371-376</p>

Reading Applications: Informational, Technical and Persuasive Text

Grade 10 Grade-Level Indicators	Reading Advantage Level B
1. Identify and understand organizational patterns (e.g., cause-effect, problem-solution) and techniques, including repetition of ideas, syntax and word choice, that authors use to accomplish their purpose and reach their intended audience.	Teacher's Edition: 37, 39, 43, 71, 75, 76, 80, 84, 86, 90, 92, 101, 109, 112, 131, 148, 152-153, 158, 174, 203, 204, 217, 230, 234, 238-239, 250, 277, 285, 293, 298, 304, 311, 314, 331, 354, 356, 360
2. Critique the treatment, scope and organization of ideas from multiple sources on the same topic.	Teacher's Edition: 59, 87, 204, 307, 311
3. Evaluate the effectiveness of information found in maps, charts, tables, graphs, diagrams, cutaways and overlays.	Teacher's Edition: 11, 17, 24, 31, 46, 51, 73-74, 78, 79, 100, 106, 108, 109, 110-111, 113, 213, 217, 222, 254, 256-257, 283, 284, 286, 303, 323, 327, 353, 359, 369
4. Assess the adequacy, accuracy and appropriateness of an author's details, identifying persuasive techniques (e.g., transfer, glittering generalities, bait and switch) and examples of propaganda, bias and stereotyping.	Teacher's Edition: 31, 35, 55, 71, 75, 101, 109, 139, 145, 172, 176, 178, 220-221, 232, 234, 262, 264, 298, 303, 306, 314, 320, 337, 348, 354, 356
5. Analyze an author's implicit and explicit argument, perspective or viewpoint in text.	Teacher's Edition: 55, 59, 75, 76, 86, 92, 112, 118, 140, 141, 176, 179, 207, 217, 220-221, 238-239, 250, 258, 262, 263, 288, 298, 303, 306, 311, 314, 318, 320, 363
7. Analyze the effectiveness of the features (e.g., format, sequence, headers) used in various consumer documents (e.g., warranties, product information, instructional materials), functional or workplace documents (e.g., job-related materials, memoranda, instructions) and public documents (e.g., speeches or newspaper editorials).	Teacher's Edition: 88, 92

Reading Applications: Literary Text

Grade 10 Grade-Level Indicators	Reading Advantage Level B
1. Compare and contrast an author's use of direct and indirect characterization, and ways in which characters reveal traits about themselves, including dialect, dramatic monologues and soliloquies.	Teacher's Edition: 35, 50, 145, 148, 153, 158-159, 239-240, 337
2. Analyze the influence of setting in relation to other literary elements.	Teacher's Edition: 142, 145, 146, 178, 245, 246, 336
3. Distinguish how conflicts, parallel plots and subplots affect the pacing of action in literary texts.	Teacher's Edition: 39, 148, 149, 153, 337

Grade 10 Grade-Level Indicators	Reading Advantage Level B
4. Interpret universal themes across different works by the same author or by different authors.	Teacher's Edition: 277, 289
5. Analyze how an author's choice of genre affects the expression of a theme or topic	Teacher's Edition: 40-41, 44, 58, 71, 75, 80, 84, 86, 90, 92, 109, 112, 138, 140, 144, 146, 153, 158, 200-201, 217, 220, 232, 234, 239, 245, 285, 288, 293, 298, 303, 311, 314-315, 331, 348, 350, 354, 356, 360, 362
8. Analyze the author's use of point of view, mood and tone.	Teacher's Edition: 56, 58-59, 176, 220-221
10. Describe the effect of using sound devices in literary texts (e.g., to create rhythm, to appeal to the senses or to establish mood).	Teacher's Edition: 92, 93, 158, 276, 298, 363
11. Explain ways in which an author develops a point of view and style (e.g., figurative language, sentence structure and tone), and cite specific examples from the text.	Teacher's Edition: 55, 134, 176, 178, 184, 207, 217, 220-221, 314, 320

Writing Processes

Grade 10 Grade-Level Indicators	Reading Advantage Level B
<i>Prewriting</i>	
1. Generate writing ideas through discussions with others and from printed material, and keep a list of writing ideas.	Teacher's Edition: 10, 12, 25, 27, 35, 41, 58, 67, 68, 72, 76, 85, 87, 91, 92, 105, 112, 117, 118, 126, 132, 134, 139, 141, 154, 159, 164, 167, 171, 178, 194, 197, 202, 204, 209, 213, 218, 221, 228, 233, 245, 250, 258, 263, 268, 274, 277, 286, 289, 294, 299, 315, 321, 327, 345, 355, 357, 361, 363
2. Determine the usefulness of and apply appropriate pre-writing tasks (e.g., background reading, interviews or surveys).	Teacher's Edition: 21, 36, 51, 76, 110, 118, 159, 167, 170-171, 173, 179, 229, 235, 246, 253, 270, 289, 299, 307, 315, 321, 327, 337, 345, 351, 363
3. Establish and develop a clear thesis statement for informational writing or a clear plan or outline for narrative writing.	Teacher's Edition: 12, 21, 25, 27, 32, 35, 40-41, 42, 48, 50, 58, 63, 67, 72, 75, 79, 80, 86, 90-91, 101, 112, 116-117, 124, 126, 131-132, 134, 140, 148, 158, 167, 172, 176-177, 178, 182-183, 184, 194, 196, 204, 208-209, 212, 217-218, 225, 228, 239, 245, 252, 258, 263, 267-268, 273-274, 277, 286, 288, 294, 298, 304, 306, 3112, 314, 320, 326, 337, 342, 345, 351, 377-392
4. Determine a purpose and audience and plan strategies (e.g., adapting focus, content structure, and point of view) to address purpose and audience.	Teacher's Edition: 21, 58, 75, 93, 101, 113, 119, 124, 135, 140, 167, 178, 208-209, 212, 217-218, 228, 252, 253, 264, 304, 319, 320, 326

Grade 10 Grade-Level Indicators	Reading Advantage Level B
5. Use organizational strategies (e.g., notes, outlines) to plan writing.	Teacher's Edition: 12, 21, 25, 27, 32, 35, 40-41, 42, 48, 50, 58, 63, 67, 72, 75, 79, 80, 86, 90-91, 101, 112, 116-117, 124, 126, 131-132, 134, 140, 148, 158, 167, 172, 176-177, 178, 182-183, 184, 194, 196, 204, 208-209, 212, 217-218, 225, 228, 239, 245, 252, 258, 263, 267-268, 273-274, 277, 286, 288, 294, 298, 304, 306, 3112, 314, 320, 326, 337, 342, 345, 351, 377-392
<i>Drafting, Revising and Editing</i> 6. Organize writing to create a coherent whole with an effective and engaging introduction, body and conclusion, and a closing sentence that summarizes, extends or elaborates on points or ideas in the writing.	Teacher's Edition: 21, 63, 172, 204, 263, 288, 304, 320, 326
8. Use paragraph form in writing, including topic sentences that arrange paragraphs in a logical sequence, using effective transitions and closing sentences and maintaining coherence across the whole through the use of parallel structures.	Teacher's Edition: 25, 27, 41, 48, 63, 75, 79, 80, 86, 101, 112, 132, 134, 158, 204, 258, 263, 267-268, 277, 288, 294, 298, 304, 306, 326, 337, 342, 345
9. Use language (including precise language, action verbs, sensory details and colorful modifiers) and style as appropriate to audience and purpose, and use techniques to convey a personal style and voice.	Teacher's Edition: 80, 86, 101, 106, 116-117, 126, 154, 167, 209, 212, 235, 319, 320, 327, 342, 351, 356, 363
14. Use resources and reference materials (e.g., dictionaries and thesauruses) to select more effective and precise vocabulary that maintains consistent style, tone and voice.	Teacher's Edition: 20, 32, 118, 203, 218, 233, 268, 274, 288, 313, 355, 367
15. Proofread writing, edit to improve conventions (e.g., grammar, spelling, punctuation and capitalization), identify and correct fragments and run-ons and eliminate inappropriate slang or informal language.	Teacher's Edition: 12, 20, 26, 35, 42, 50, 58, 67, 75, 80, 86, 92, 105, 112, 126, 134, 140, 148, 158, 166, 171, 172, 178, 181, 184, 196, 203, 212, 220, 228, 233, 234, 245, 252, 258, 263, 269, 276, 286-287, 288, 298, 306, 314, 320, 329, 336, 344, 350, 356, 362, 368
<i>Publishing</i> 17. Prepare for publication (e.g., for display or for sharing with others) writing that follows a manuscript form appropriate for the purpose, which could include such techniques as electronic resources, principles of design (e.g., margins, tabs, spacing and columns) and graphics (e.g., drawings, charts and graphs) to enhance the final product.	Teacher's Edition: 27, 42-43, 76, 93, 113, 127, 141, 159, 172, 185, 212, 258, 259, 315, 327, 345

Writing Applications

Grade 10 Grade-Level Indicators	Reading Advantage Level B
<p>1. Write narratives that:</p> <ul style="list-style-type: none"> a. sustain reader interest by pacing action and developing and engaging plot (e.g., tension and suspense); b. use a range of strategies and literary devices including figurative language and specific narration; and c. include an organized, well-developed structure. 	<p>Teacher's Edition: 24-25, 209, 304</p>
<p>2. Write responses to literature that organize an insightful interpretation around several clear ideas, premises or images and support judgments with specific references to the original text, to other texts, authors and to prior knowledge.</p>	<p>Teacher's Edition: 10, 27, 32, 35, 50, 79, 124, 146, 148, 221, 239-240, 245, 250, 258, 262, 306, 337, 351</p>
<p>3. Write business letters, letters to the editor and job applications that:</p> <ul style="list-style-type: none"> a. address audience needs, stated purpose and context in a clear and efficient manner; b. follow the conventional style appropriate to the text using proper technical terms; c. include appropriate facts and details; d. exclude extraneous details and inconsistencies; and e. provide a sense of closure to the writing. 	<p>Teacher's Edition: 93, 200, 204, 264</p>
<p>4. Write informational essays or reports, including research that:</p> <ul style="list-style-type: none"> a. pose relevant and tightly drawn questions that engage the reader; b. provide a clear and accurate perspective on the subject; c. create an organizing structure appropriate to the purpose, audience and context; d. support the main ideas with facts, details, examples and explanations from sources; and e. document sources and include bibliographies. 	<p>Teacher's Edition: 93, 119, 141, 149, 179, 235</p>

Grade 10 Grade-Level Indicators	Reading Advantage Level B
5. Write persuasive compositions that: <ol style="list-style-type: none"> support arguments with detailed evidence; exclude irrelevant information; and cite sources of information. 	Teacher's Edition: 21, 158, 177, 250, 298, 345, 361
6. Produce informal writings (e.g., journals, notes and poems) for various purposes.	Teacher's Edition: 12, 21, 42, 48, 67, 68, 87, 92, 105, 119, 126, 135, 167, 170, 196, 217, 228, 234, 250, 270, 277, 286, 314, 319, 327, 332, 342, 351, 356, 361, 363, 369

Writing Conventions

Grade 10 Grade-Level Indicators	Reading Advantage Level B
<i>Spelling</i> 1. Use correct spelling conventions.	Teacher's Edition: xix, 12, 20, 26, 35, 42, 50, 58, 67, 75, 80, 86, 92, 105, 112, 126, 134, 140, 148, 158, 166, 172, 178, 184, 196, 203, 212, 220, 228, 234, 245, 252, 258, 263, 269, 276, 288, 298, 306, 314, 320, 336, 344, 350, 356, 362, 368

Research

Grade 10 Grade-Level Indicators	Reading Advantage Level B
1. Compose open-ended questions for research, assigned or personal interest, and modify questions as necessary during inquiry and investigation to narrow the focus or extend the investigation.	Teacher's Edition: 42, 51, 106, 167, 204, 228, 307, 321, 351
2. Identify appropriate sources and gather relevant information from multiple sources (e.g., school library catalogs, online databases, electronic resources and Internet-based resources).	Teacher's Edition: 27, 93, 106, 113, 149, 159, 167, 185, 204, 221, 229, 246, 270, 289, 321, 327, 345, 351, 357
4. Evaluate and systematically organize the important information, and select appropriate sources to support central ideas, concepts and themes.	Teacher's Edition: 27, 93, 106, 113, 149, 159, 167, 185, 204, 221, 229, 246, 270, 289, 321, 327, 345, 351, 357
7. Use a variety of communication techniques including oral, visual, written or multimedia reports to present information that supports a clear position about the topic or research question and to maintain an appropriate balance between researched information and original ideas.	Teacher's Edition: 21, 76, 80, 87, 93, 113, 119, 127, 141, 159, 167, 173, 185, 197, 204, 235, 246, 253, 258, 259, 264, 265, 270, 277, 315, 327

C o m m u n i c a t i o n : O r a l a n d V i s u a l

Grade 10 Grade-Level Indicators	Reading Advantage Level B
<i>Listening and Viewing</i>	
1. Apply active listening strategies (e.g., monitoring message for clarity, selecting and organizing essential information, noting cues such as changes in pace) in a variety of settings.	Teacher's Edition: 15, 112, 126, 149, 159, 167, 172, 185, 204, 212-213, 221, 232-233, 258, 270, 277, 289, 298, 306-307, 315, 321, 327, 345, 351, 357, 362, 369
2. Identify how language choice and delivery styles (e.g., repetition, appeal to emotion, eye contact) contribute to the meaning.	Teacher's Edition: 204, 288
4. Identify the speaker's choice of language and delivery styles (e.g., repetition, appeal to emotion, eye contact) and how they contribute to meaning.	Teacher's Edition: 288
<i>Speaking Skills and Strategies</i>	
5. Demonstrate an understanding of the rules of the English language and select language appropriate to purpose and audience.	Teacher's Edition: 12, 20, 26, 35, 42, 50, 58, 67, 75, 80, 86, 92, 105, 112, 126, 134, 140, 148, 158, 166, 171, 172, 178, 181, 184, 196, 203, 212, 220, 228, 233, 234, 245, 252, 258, 263, 269, 276, 286-287, 288, 298, 306, 314, 320, 329, 336, 344, 350, 356, 362, 368
6. Adjust volume, phrasing, enunciation, voice modulation and inflection to stress important ideas and impact audience response.	Teacher's Edition: 68, 76, 80, 86, 93, 105, 126, 135, 140, 149, 159, 167, 172, 178, 185, 196, 204, 212-213, 221, 228, 235, 245, 252, 258, 263, 270, 277, 289, 298, 306-307, 315, 321, 327, 345, 351, 357, 362, 369
7. Vary language choices as appropriate to the context of the speech.	Teacher's Edition: 197

Grade 10 Grade-Level Indicators	Reading Advantage Level B
<p><i>Speaking Applications</i></p> <p>8. Deliver informational presentations (e.g., expository, research) that:</p> <ul style="list-style-type: none"> a. demonstrate an understanding of the topic and present events or ideas in a logical sequence; b. support the controlling idea or thesis with well-chosen and relevant facts, details, examples, quotations, statistics, stories and anecdotes; c. include an effective introduction and conclusion and use a consistent organizational structure (e.g., cause-effect, compare-contrast, problem-solution); d. use appropriate visual materials (e.g., diagrams, charts, illustrations) and available technology to enhance presentation; and e. draw from multiple sources, including both primary and secondary sources, and identify sources used. 	<p>Teacher's Edition: 59, 76, 87, 92, 167, 173, 185, 235, 246, 253, 270, 289, 299, 307, 321, 345, 351</p>
<p>9. Deliver formal and informal descriptive presentations that convey relevant information and descriptive details.</p>	<p>Teacher's Edition: 59, 76, 87, 92, 167, 173, 185, 235, 246, 253, 270, 289, 299, 307, 321, 345, 351</p>
<p>10. Deliver persuasive presentations that:</p> <ul style="list-style-type: none"> a. establish and develop a logical and controlled argument; b. include relevant evidence, differentiating between evidence and opinion, to support a position and to address counter-arguments or listener bias; c. use persuasive strategies, such as rhetorical devices, anecdotes and appeals to emotion, authority and reason; d. consistently use common organizational structures as appropriate (e.g., cause-effect, compare-contrast, problem-solution); and e. use speaking techniques (e.g., reasoning, emotional appeal, case studies or analogies). 	<p>Teacher's Edition: 158, 263, 298</p>

Reading Advantage Level C © 2005

correlated to

Ohio Language Arts Academic Content Standards

Grade 10

Acquisition of Vocabulary

Grade 10 Grade-Level Indicators	Reading Advantage Level C
<p><i>Contextual Understanding</i></p> <p>1. Define unknown words through context clues and the author’s use of comparison, contrast and cause and effect.</p>	<p>Teacher’s Edition: 7, 11, 12, 14, 17, 18, 21, 25, 28, 38, 42, 43, 46, 52, 54, 62-63, 68-69, 76, 81-85, 87, 92, 118, 120, 124, 128-129, 142, 150-151, 160, 163, 178, 190, 193, 196, 210-211, 213, 217, 221, 222, 232-233, 236, 265, 266, 269, 272, 282, 288, 292, 300, 305, 308-309, 315, 319, 320, 322-323, 330, 332-333, 340-341, 344, 346-347, 354-355, 359, 360, 362-363</p>
<p><i>Conceptual Understanding</i></p> <p>2. Analyze the relationships of pairs of words in analogical statements (e.g., synonyms and antonyms, connotation and denotation) and infer word meanings from these relationships.</p>	<p>Teacher’s Edition: 25, 26, 49-50, 58, 60, 63, 65, 71, 104-105, 115, 118, 132-133, 139, 140, 164, 166-167, 175, 176, 179, 181-182, 192, 203, 206, 232-233, 240, 249, 252, 256-257, 259, 269, 286, 298, 300, 302-303, 305, 311, 315, 336, 338, 358, 365-366</p>
<p>3. Infer the literal and figurative meaning of words and phrases and discuss the function of figurative language, including metaphors, similes, idioms and puns.</p>	<p>Teacher’s Edition: 35, 75, 107, 170, 240, 312</p>
<p>4. Examine and discuss ways historical events influenced the English language.</p>	<p>Teacher’s Edition: 109</p>
<p><i>Structural Understanding</i></p> <p>5. Use knowledge of Greek, Latin, and Anglo-Saxon root, prefixes and suffixes to understand complex words and new subject-area vocabulary (e.g., unknown words in science, mathematics and social studies).</p>	<p>Teacher’s Edition: 28, 35, 38, 52, 60, 66, 78, 79, 118, 126, 154, 169, 170, 184, 199, 227-228, 273, 276, 326, 338, 350, 351</p>
<p><i>Tools and Resources</i></p> <p>6. Determine the meanings and pronunciations of unknown words by using dictionaries, glossaries, technology and textual features, such as definitional footnotes or sidebars.</p>	<p>Teacher’s Edition: 163, 199, 319, 338, 350</p>

Reading Process: Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies

Grade 10 Grade-Level Indicators	Reading Advantage Level C
<p><i>Comprehension Strategies</i></p> <p>1. Apply reading comprehension strategies, including making predictions, comparing and contrasting, recalling and summarizing and making inferences and drawing conclusions.</p>	<p>Teacher's Edition: 7, 15, 18, 21, 23, 26, 29, 30, 38, 43, 46, 53, 55, 63, 64, 69, 70-71, 73, 76, 77, 79, 82, 83-84, 85, 88, 89, 90, 99-100, 105, 109, 113, 118, 120-123, 129, 131-132, 136-139, 143, 151, 160-161, 167, 172-173, 178-179, 168, 170, 175, 181, 184, 190-192, 193, 195-196, 198, 200, 202-203, 211, 212, 214, 220, 227, 230, 233-234, 243, 248-249, 257, 263, 269, 270, 271, 283, 289, 295, 302-303, 305, 309, 314-315, 320, 341, 342, 347, 352, 355, 363</p>
<p>2. Answer literal, inferential, evaluative and synthesizing questions to demonstrate comprehension of grade-appropriate print texts and electronic and visual media.</p>	<p>Teacher's Edition: 9, 10, 13, 16-17, 19, 24, 27, 31, 36, 41, 44, 48, 61, 64-65, 67, 70-71, 74, 77-78, 80, 83, 86, 90, 93, 100, 103, 106-107, 109, 114, 119, 123, 127, 131-132, 135, 138-139, 141, 145, 149, 153-154, 159, 162, 165, 168-169, 171, 174, 177, 181, 185, 192, 194, 198, 201, 205, 209, 212-213, 215, 220, 223, 227, 231, 235-236, 241, 247, 250-251, 255, 258-259, 261, 264-265, 267, 272, 287, 293, 297, 301, 307, 310-311, 313, 321, 331, 335, 339, 342, 345, 349, 353, 357-358, 361, 364-365, 369</p>
<p><i>Self-Monitoring Strategies</i></p> <p>3. Monitor own comprehension by adjusting speed to fit the purpose, or by skimming, scanning, reading on, looking back, note taking or summarizing what has been read so far in text.</p>	<p>Teacher's Edition: 16, 23, 26, 30, 39-40, 43, 60, 69, 76, 82, 89, 99-100, 103, 112, 137-138, 144, 153, 158, 173, 180, 184, 101, 193, 233-234, 240, 250, 270, 276, 283-284, 303-304, 309-310, 312, 316, 320, 335, 338, 348, 356</p>
<p><i>Independent Reading</i></p> <p>4. Use criteria to choose independent reading materials (e.g., personal interest, knowledge of authors and genres or recommendations from others).</p>	<p>Teacher's Edition: 19, 27, 44, 61, 74, 80, 92, 103, 127, 149, 185, 201, 223, 277, 300, 307, 317-318, 369</p>
<p>5. Independently read book for various purposes (e.g., for enjoyment, for literary experience, to gain information or to perform a task).</p>	<p>Teacher's Edition: 223, 260, 371-376</p>

Reading Applications: Informational, Technical and Persuasive Text

Grade 10 Grade-Level Indicators	Reading Advantage Level C
1. Identify and understand organizational patterns (e.g., cause-effect, problem-solution) and techniques, including repetition of ideas, syntax and word choice, that authors use to accomplish their purpose and reach their intended audience.	Teacher's Edition: 16-17, 18, 30-31, 35, 37, 39, 52, 57, 64, 83, 89, 92, 100, 106, 108, 113, 126, 134, 144-145, 148, 162, 164, 174, 176, 204, 218-219, 222, 226, 230, 246, 250-251, 254, 290, 292, 296, 310, 325, 330, 344, 360, 364-365, 368
2. Critique the treatment, scope and organization of ideas from multiple sources on the same topic.	Teacher's Edition: 73
3. Evaluate the effectiveness of information found in maps, charts, tables, graphs, diagrams, cutaways and overlays.	Teacher's Edition: 135, 140, 149, 162, 192, 194, 211, 215, 234, 287, 293, 315, 346-349, 364
4. Assess the adequacy, accuracy and appropriateness of an author's details, identifying persuasive techniques (e.g., transfer, glittering generalities, bait and switch) and examples of propaganda, bias and stereotyping.	Teacher's Edition: 9, 12, 40, 64, 83, 85, 109, 134, 144, 162, 176, 198, 219, 244, 246, 254, 258, 349, 360, 368
5. Analyze an author's implicit and explicit argument, perspective or viewpoint in text.	Teacher's Edition: 9, 12, 13, 40, 48, 52, 66, 86, 103, 106, 131, 134, 148, 162, 164, 248, 258, 268, 310, 356
6. Identify appeals to authority, reason and emotion.	Teacher's Edition: 108
7. Analyze the effectiveness of the features (e.g., format, sequence, headers) used in various consumer documents (e.g., warranties, product information, instructional materials), functional or workplace documents (e.g., job-related materials, memoranda, instructions) and public documents (e.g., speeches or newspaper editorials).	Teacher's Edition: 104, 105, 106, 107, 108, 109, 128, 134, 256, 260, 332, 342
8. Describe the features of rhetorical devices used in common types of public documents, including newspaper editorials and speeches.	Teacher's Edition: 128, 130, 134, 135

Reading Applications: Literary Text

Grade 10 Grade-Level Indicators	Reading Advantage Level C
1. Compare and contrast an author’s use of direct and indirect characterization, and ways in which characters reveal traits about themselves, including dialect, dramatic monologues and soliloquies.	Teacher’s Edition: 30, 35, 52, 127, 152, 158, 226, 227, 230, 326, 330
2. Analyze the influence of setting in relation to other literary elements.	Teacher’s Edition: 126, 150, 151, 158, 209, 226-227, 330
3. Distinguish how conflicts, parallel plots and subplots affect the pacing of action in literary texts.	Teacher’s Edition: 35, 36, 122, 230
4. Interpret universal themes across different works by the same author or by different authors.	Teacher’s Edition: 27
5. Analyze how an author’s choice of genre affects the expression of a theme or topic	Teacher’s Edition: 35, 38-39, 52, 102, 106, 108, 122-123, 126, 127, 150, 154, 170, 174, 204, 218, 226, 240, 250-251, 254, 290, 296, 310, 325, 330, 342, 344-345, 360, 364-365
8. Analyze the author’s use of point of view, mood and tone.	Teacher’s Edition: 40, 66, 83, 85, 131, 144, 164, 304, 349
10. Describe the effect of using sound devices in literary texts (e.g., to create rhythm, to appeal to the senses or to establish mood).	Teacher’s Edition: 35, 52, 75, 102, 107, 108, 170, 240, 246, 276, 312, 344, 368
11. Explain ways in which an author develops a point of view and style (e.g., figurative language, sentence structure and tone), and cite specific examples from the text.	Teacher’s Edition: 66, 83, 85, 131, 144, 164, 304, 349

Writing Processes

Grade 10 Grade-Level Indicators	Reading Advantage Level C
<i>Prewriting</i>	
1. Generate writing ideas through discussions with others and from printed material, and keep a list of writing ideas.	Teacher’s Edition: 41, 43, 44, 57, 65, 78, 84, 92, 101, 107, 109, 115, 118, 126, 132, 134, 140, 145, 148, 158, 163, 176, 181, 193, 199, 200, 206, 213, 214, 223, 227, 230, 236, 240, 245, 252, 307, 311, 318
2. Determine the usefulness of and apply appropriate pre-writing tasks (e.g., background reading, interviews or surveys).	Teacher’s Edition: 13, 19, 27, 44, 67, 74, 80, 103, 135, 140, 149, 159, 185, 208, 215, 223, 241, 247, 255, 266, 277, 287, 300, 321, 330, 339, 345, 353, 361, 369

Grade 10 Grade-Level Indicators	Reading Advantage Level C
3. Establish and develop a clear thesis statement for informational writing or a clear plan or outline for narrative writing.	Teacher's Edition: 11, 32, 123-124, 126, 134, 140, 145, 158, 163, 170, 181, 192, 236, 240, 246, 254, 259, 291, 307, 321, 338, 360
4. Determine a purpose and audience and plan strategies (e.g., adapting focus, content structure, and point of view) to address purpose and audience.	Teacher's Edition: 168-169, 206, 244-245, 266, 286, 313, 330, 352
5. Use organizational strategies (e.g., notes, outlines) to plan writing.	Teacher's Edition: 11, 17, 24, 32, 43, 49, 53, 57, 60, 65, 66, 71, 73, 79, 83-84, 85, 92, 106-107, 114-115, 118, 123-124, 126, 134, 139, 145, 148, 158, 163, 164, 168-169, 176, 181, 184, 192, 193, 199, 200, 206, 208, 212-213, 214, 220, 222, 227, 230, 236, 240, 246, 254, 258-259, 264-265, 297-298, 312, 318, 320, 326, 330, 360, 365, 368
<i>Drafting, Revising and Editing</i> 6. Organize writing to create a coherent whole with an effective and engaging introduction, body and conclusion, and a closing sentence that summarizes, extends or elaborates on points or ideas in the writing.	Teacher's Edition: 85, 148, 214, 24, 259, 297-298, 330, 365
7. Use a variety of sentence structures and lengths (e.g., simple, compound and complex sentences; parallel or repetitive sentence structure).	Teacher's Edition: 11, 12, 17, 19, 24, 26, 35, 36, 41, 49, 57, 65, 71, 78, 84, 90,101, 103, 107, 114-115, 118, 109, 123, 126, 132, 134, 139, 140, 145, 148, 154, 158, 163, 169, 175, 176, 181, 184, 193, 199, 200, 206, 208, 213, 214, 220, 227, 230, 236, 240, 245, 246, 252, 252, 259, 260, 265, 272, 276, 285, 286, 291, 292, 297-298, 300, 305, 307, 311, 312, 318, 320, 326, 330, 336, 343, 344, 350, 352, 358, 360, 365, 368
8. Use paragraph form in writing, including topic sentences that arrange paragraphs in a logical sequence, using effective transitions and closing sentences and maintaining coherence across the whole through the use of parallel structures.	Teacher's Edition: 11, 32, 123-124, 126, 134, 140, 145, 158, 163, 170, 181, 192, 236, 240, 246, 254, 259, 291, 307, 321, 338, 360
9. Use language (including precise language, action verbs, sensory details and colorful modifiers) and style as appropriate to audience and purpose, and use techniques to convey a personal style and voice.	Teacher's Edition: 11, 84, 106-107, 169, 244-245, 246, 266, 286, 311, 313, 369
14. Use resources and reference materials (e.g., dictionaries and thesauruses) to select more effective and precise vocabulary that maintains consistent style, tone and voice.	Teacher's Edition: 163, 199, 319, 338, 350

Grade 10 Grade-Level Indicators	Reading Advantage Level C
15. Proofread writing, edit to improve conventions (e.g., grammar, spelling, punctuation and capitalization), identify and correct fragments and run-ons and eliminate inappropriate slang or informal language.	Teacher's Edition: 11, 12, 26, 35, 52, 60, 66, 73, 75, 78, 79, 84, 85, 102, 108, 126, 134, 148, 154, 158, 169, 170, 184, 199, 208, 214, 222, 227-228, 230, 254, 273, 276, 286, 292, 306, 312, 320, 326, 335, 338, 344, 350, 360
16. Apply tools (e.g., rubric, checklist and feedback) to judge the quality of writing.	Teacher's Edition: 335
<p><i>Publishing</i></p> <p>17. Prepare for publication (e.g., for display or for sharing with others) writing that follows a manuscript form appropriate for the purpose, which could include such techniques as electronic resources, principles of design (e.g., margins, tabs, spacing and columns) and graphics (e.g., drawings, charts and graphs) to enhance the final product.</p>	Teacher's Edition: 36, 135, 213, 214, 266, 287, 313, 321

W r i t i n g A p p l i c a t i o n s

Grade 10 Grade-Level Indicators	Reading Advantage Level C
<p>1. Write narratives that:</p> <ul style="list-style-type: none"> a. sustain reader interest by pacing action and developing and engaging plot (e.g., tension and suspense); b. use a range of strategies and literary devices including figurative language and specific narration; and c. include an organized, well-developed structure. 	Teacher's Edition: 11, 53, 231, 240, 330, 353
2. Write responses to literature that organize an insightful interpretation around several clear ideas, premises or images and support judgments with specific references to the original text, to other texts, authors and to prior knowledge.	Teacher's Edition: 12, 18, 19, 32, 41, 43, 49, 53, 65, 114-115, 118, 123-124, 126, 135, 140, 154, 158, 164, 170, 171, 176, 184, 185, 192, 201, 206, 208, 227, 230, 236, 240, 252, 254, 255, 260, 272, 277, 291, 297-298, 300, 305, 311, 313, 326, 343, 344, 350, 358, 365, 368

Grade 10 Grade-Level Indicators	Reading Advantage Level C
<p>3. Write business letters, letters to the editor and job applications that:</p> <ul style="list-style-type: none"> a. address audience needs, stated purpose and context in a clear and efficient manner; b. follow the conventional style appropriate to the text using proper technical terms; c. include appropriate facts and details; d. exclude extraneous details and inconsistencies; and e. provide a sense of closure to the writing. 	<p>Teacher's Edition: 260, 318, 352</p>
<p>4. Write informational essays or reports, including research that:</p> <ul style="list-style-type: none"> a. pose relevant and tightly drawn questions that engage the reader; b. provide a clear and accurate perspective on the subject; c. create an organizing structure appropriate to the purpose, audience and context; d. support the main ideas with facts, details, examples and explanations from sources; and e. document sources and include bibliographies. 	<p>Teacher's Edition: 127, 135, 140, 149, 159, 199,240, 260, 277, 287, 293, 300, 307, 313, 330, 339, 345, 353, 361, 365</p>
<p>5. Write persuasive compositions that:</p> <ul style="list-style-type: none"> a. support arguments with detailed evidence; b. exclude irrelevant information; and c. cite sources of information. 	<p>Teacher's Edition: 85, 193, 320, 352</p>
<p>6. Produce informal writings (e.g., journals, notes and poems) for various purposes.</p>	<p>Teacher's Edition: 17, 26, 36, 41, 53, 67, 71, 74, 78, 80, 92, 101, 107, 109, 118, 139, 140, 159, 168-169, 171, 200, 208, 215, 220, 231, 241, 244-245, 247, 255, 260, 265, 276, 286, 291, 300, 307, 312, 330, 343, 344, 345, 369</p>

Writing Conventions

Grade 10 Grade-Level Indicators	Reading Advantage Level C
<p><i>Spelling</i></p> <p>1. Use correct spelling conventions.</p>	<p>Teacher’s Edition: 12, 26, 35, 52, 60, 66, 73, 79, 85, 102, 108, 126, 134, 148, 158, 170, 208, 214, 222, 230, 254, 276, 286, 292, 306, 312, 320, 338, 344, 360</p>

Research

Grade 10 Grade-Level Indicators	Reading Advantage Level C
<p>1. Compose open-ended questions for research, assigned or personal interest, and modify questions as necessary during inquiry and investigation to narrow the focus or extend the investigation.</p>	<p>Teacher’s Edition: 74, 103, 140, 148, 149, 159, 199, 201, 214, 236, 240, 255, 259, 293, 300, 307, 313, 321, 361, 369</p>
<p>2. Identify appropriate sources and gather relevant information from multiple sources (e.g., school library catalogs, online databases, electronic resources and Internet-based resources).</p>	<p>Teacher’s Edition: 19, 61, 74, 80, 103, 118, 127, 149, 159, 185, 201, 215, 241, 277, 287, 293, 300, 307, 313, 330, 339, 353, 361, 369</p>
<p>4. Evaluate and systematically organize the important information, and select appropriate sources to support central ideas, concepts and themes.</p>	<p>Teacher’s Edition: 16-17, 18, 30-31, 35, 37, 39, 52, 57, 64, 83, 89, 92, 100, 106, 108, 113, 126, 134, 144-145, 148, 162, 164, 174, 176, 204, 218-219, 222, 226, 230, 246, 250-251, 254, 290, 292, 296, 310, 325, 330, 344, 352, 360, 364-365, 368</p>
<p>7. Use a variety of communication techniques including oral, visual, written or multimedia reports to present information that supports a clear position about the topic or research question and to maintain an appropriate balance between researched information and original ideas.</p>	<p>Teacher’s Edition: 27, 74, 80, 93, 103, 118, 127, 140, 149, 159, 185, 201, 215, 223, 241, 255, 266, 277, 287, 293, 300, 307, 313, 330, 339, 353, 361, 369</p>

Communication: Oral and Visual

Grade 10 Grade-Level Indicators	Reading Advantage Level C
<p><i>Listening and Viewing</i></p> <p>1. Apply active listening strategies (e.g., monitoring message for clarity, selecting and organizing essential information, noting cues such as changes in pace) in a variety of settings.</p>	<p>Teacher’s Edition: 13, 136, 43, 61, 74, 80, 93, 103, 118, 126, 148, 164, 170, 176, 223, 246, 352, 360</p>
<p>2. Identify how language choice and delivery styles (e.g., repetition, appeal to emotion, eye contact) contribute to the meaning.</p>	<p>Teacher’s Edition: 86, 109, 176</p>

Grade 10 Grade-Level Indicators	Reading Advantage Level C
3. Evaluate the credibility of the speaker (e.g., hidden agendas, slanted or biased material) and recognize fallacies of reasoning used in presentations and media messages.	Teacher's Edition: 60
4. Identify the speaker's choice of language and delivery styles (e.g., repetition, appeal to emotion, eye contact) and how they contribute to meaning.	Teacher's Edition: 60, 61
<i>Speaking Skills and Strategies</i> 5. Demonstrate an understanding of the rules of the English language and select language appropriate to purpose and audience.	Teacher's Edition: 60
6. Adjust volume, phrasing, enunciation, voice modulation and inflection to stress important ideas and impact audience response.	Teacher's Edition: 13, 19, 27, 36, 43, 53, 66, 74, 80, 86, 93, 103, 109, 118, 126, 134, 140, 148, 158, 164, 170, 176, 184, 194, 201, 209, 215, 223, 240, 246, 255, 260, 266, 276, 287, 292, 300, 307, 313, 320, 330, 339, 345, 352, 360, 369
7. Vary language choices as appropriate to the context of the speech.	Teacher's Edition: 11, 84, 106-107, 169, 244-245, 246, 147, 266, 286, 311, 313, 369
<i>Speaking Applications</i> 8. Deliver informational presentations (e.g., expository, research) that: a. demonstrate an understanding of the topic and present events or ideas in a logical sequence; b. support the controlling idea or thesis with well-chosen and relevant facts, details, examples, quotations, statistics, stories and anecdotes; c. include an effective introduction and conclusion and use a consistent organizational structure (e.g., cause-effect, compare-contrast, problem-solution); d. use appropriate visual materials (e.g., diagrams, charts, illustrations) and available technology to enhance presentation; and e. draw from multiple sources, including both primary and secondary sources, and identify sources used.	Teacher's Edition: 74, 103, 140, 148, 149, 199, 214, 236, 240, 255, 259, 321
9. Deliver formal and informal descriptive presentations that convey relevant information and descriptive details.	Teacher's Edition: 135, 149, 159, 255, 300, 321, 339, 369

Grade 10 Grade-Level Indicators	Reading Advantage Level C
<p>10. Deliver persuasive presentations that:</p> <ul style="list-style-type: none"> a. establish and develop a logical and controlled argument; b. include relevant evidence, differentiating between evidence and opinion, to support a position and to address counter-arguments or listener bias; c. use persuasive strategies, such as rhetorical devices, anecdotes and appeals to emotion, authority and reason; d. consistently use common organizational structures as appropriate (e.g., cause-effect, compare-contrast, problem-solution); and e. use speaking techniques (e.g., reasoning, emotional appeal, case studies or analogies). 	<p>Teacher's Edition: 85, 193, 320, 352</p>

Reading Advantage Level D © 2005

correlated to

Ohio Language Arts Academic Content Standards

Grade 10

Acquisition of Vocabulary

Grade 10 Grade-Level Indicators	Reading Advantage Level D
<p><i>Contextual Understanding</i></p> <p>1. Define unknown words through context clues and the author's use of comparison, contrast and cause and effect.</p>	<p>Teacher's Edition: 6, 9, 10, 14, 18, 28, 33, 41, 46-47, 49-50, 55, 83, 86, 88-89, 96-97, 105, 108-109, 113, 118, 120, 126-127, 132, 135, 138, 142, 152-153, 160-161, 164, 166, 169, 171, 172, 174-175, 187, 192, 194, 199, 203, 207, 214, 216-217, 220, 223-224, 231, 239, 241, 245, 248, 254-255, 262, 265-266, 269, 278, 281, 285, 293, 299-300, 307-308, 311, 315-316, 319, 323-325, 328, 330, 336-337, 344-345, 350-351, 358, 362</p>
<p><i>Conceptual Understanding</i></p> <p>2. Analyze the relationships of pairs of words in analogical statements (e.g., synonyms and antonyms, connotation and denotation) and infer word meanings from these relationships.</p>	<p>Teacher's Edition: 58, 124, 131, 146, 152-153, 156, 172, 191, 195, 225, 244, 251, 271, 272, 289, 303-304, 333, 340, 353-354, 356</p>
<p>3. Infer the literal and figurative meaning of words and phrases and discuss the function of figurative language, including metaphors, similes, idioms and puns.</p>	<p>Teacher's Edition: 252, 258, 260, 268, 286, 321</p>
<p>4. Examine and discuss ways historical events influenced the English language.</p>	<p>Teacher's Edition: 77, 97, 102-103, 166, 348, 354, 356, 357, 364, 365</p>
<p><i>Structural Understanding</i></p> <p>5. Use knowledge of Greek, Latin, and Anglo-Saxon root, prefixes and suffixes to understand complex words and new subject-area vocabulary (e.g., unknown words in science, mathematics and social studies).</p>	<p>Teacher's Edition: 18, 28, 36, 43, 68, 76, 84, 90, 100, 102, 110, 118, 124, 132, 139, 150, 158, 164, 166, 172, 175, 180, 192, 196, 204, 214, 220, 228, 233-234, 236, 282, 290, 296, 297, 313, 321, 326, 328, 342, 358</p>
<p><i>Tools and Resources</i></p> <p>6. Determine the meanings and pronunciations of unknown words by using dictionaries, glossaries, technology and textual features, such as definitional footnotes or sidebars.</p>	<p>Teacher's Edition: 12, 38, 44, 49-50, 97, 102, 109, 118, 152-153, 191, 192, 282, 305, 346-347, 348, 358, 363, 365</p>

Reading Process: Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies

Grade 10 Grade-Level Indicators	Reading Advantage Level D
<p><i>Comprehension Strategies</i></p> <p>1. Apply reading comprehension strategies, including making predictions, comparing and contrasting, recalling and summarizing and making inferences and drawing conclusions.</p>	<p>Teacher's Edition: 6-7, 8-9, 12-13, 15, 25, 30, 32-33, 41, 47, 55, 63, 65, 71, 79, 87, 97, 105, 107, 112-113, 114, 121, 124, 126, 127, 135, 143, 153, 161, 169, 170, 171, 175, 187, 190, 194, 199, 202, 207, 209-210, 217, 218, 223, 224, 231, 239, 247-248, 250, 255, 257, 263, 265, 269, 279, 280, 286, 297, 299, 300, 301, 308, 316, 317, 318, 324, 325, 331, 337, 345, 346, 348, 351, 353, 359, 361</p>
<p>2. Answer literal, inferential, evaluative and synthesizing questions to demonstrate comprehension of grade-appropriate print texts and electronic and visual media.</p>	<p>Teacher's Edition: 8-9, 12, 13, 17, 22, 23, 26, 27, 31, 34, 35, 39, 42, 45, 48-49, 53, 56, 57, 61, 65, 69, 74, 77, 81, 82, 85, 88, 91, 99, 103, 106, 111, 115, 119, 122, 125, 130, 133, 137, 140, 151, 155, 159, 163, 167, 171, 173, 177, 181, 189, 190, 193, 197, 202, 205, 209-210, 215, 217, 218, 221, 225, 229, 233, 237, 246, 250-251, 253, 257, 261, 264, 268, 270-271, 273, 280-281, 283, 288, 291, 295, 298, 302-303, 310, 314, 318, 322, 325-326, 329, 332, 335, 339, 343, 346, 349, 353, 357, 361, 365</p>
<p><i>Self-Monitoring Strategies</i></p> <p>3. Monitor own comprehension by adjusting speed to fit the purpose, or by skimming, scanning, reading on, looking back, note taking or summarizing what has been read so far in text.</p>	<p>Teacher's Edition: 8, 12-13, 15, 16-17, 26-27, 38, 57, 60, 73, 82, 87-88, 98, 103, 110, 124, 128, 129, 136, 139, 143, 154, 155, 166, 170, 172, 176, 180, 188, 189, 200, 201, 204, 209, 214, 224, 240, 242, 243, 249, 256, 260, 263-264, 270, 280, 286, 287, 290-291, 294, 309, 331-332, 334, 336-337, 351-352, 356</p>
<p><i>Independent Reading</i></p> <p>4. Use criteria to choose independent reading materials (e.g., personal interest, knowledge of authors and genres or recommendations from others).</p>	<p>Teacher's Edition: 45, 69, 85, 173, 268, 283, 291, 357, 366-372</p>
<p>5. Independently read book for various purposes (e.g., for enjoyment, for literary experience, to gain information or to perform a task).</p>	<p>Teacher's Edition: 13, 23, 31, 39, 45, 69, 77, 85, 91, 133, 140, 151, 173, 181, 193, 197, 215, 221, 229, 246, 261, 268, 273, 283, 314, 329, 335, 348, 357, 366-372</p>

Reading Applications: Informational, Technical and Persuasive Text

Grade 10 Grade-Level Indicators	Reading Advantage Level D
1. Identify and understand organizational patterns (e.g., cause-effect, problem-solution) and techniques, including repetition of ideas, syntax and word choice, that authors use to accomplish their purpose and reach their intended audience.	Teacher's Edition: 36, 64, 69, 73, 76, 118, 122, 124, 130, 140, 152, 155, 160-161, 163, 171, 177, 202, 223-224, 232, 233, 236, 241, 243, 245, 250, 252, 264, 265, 270-271, 288, 289, 294, 295, 297, 307, 310, 330, 332, 339, 342, 352
2. Critique the treatment, scope and organization of ideas from multiple sources on the same topic.	Teacher's Edition: 47, 107, 129, 132, 134, 189, 195, 217, 231-232, 233, 236, 343
3. Evaluate the effectiveness of information found in maps, charts, tables, graphs, diagrams, cutaways and overlays.	Teacher's Edition: 39, 45, 69, 84, 86, 150, 197, 214, 267, 273, 283, 299, 303, 321, 335, 343
4. Assess the adequacy, accuracy and appropriateness of an author's details, identifying persuasive techniques (e.g., transfer, glittering, generalities, bait and switch) and examples of propaganda, bias and stereotyping.	Teacher's Edition: 118, 123, 166, 193, 225, 305, 328, 364
5. Analyze an author's implicit and explicit argument, perspective or viewpoint in text.	Teacher's Edition: 44, 110, 118, 139, 162, 218, 236, 251, 252, 338-339, 342, 346, 364
6. Identify appeals to authority, reason and emotion.	Teacher's Edition: 44, 118, 162, 236, 250-251, 252, 261, 297, 342
7. Analyze the effectiveness of the features (e.g., format, sequence, headers) used in various consumer documents (e.g., warranties, product information, instructional materials), functional or workplace documents (e.g., job-related materials, memoranda, instructions) and public documents (e.g., speeches or newspaper editorials).	Teacher's Edition: 31, 61, 158, 159, 187, 261, 289, 296, 306, 326, 335
8. Describe the features of rhetorical devices used in common types of public documents, including newspaper editorials and speeches.	Teacher's Edition: 158, 159, 187, 289, 296

Reading Applications: Literary Text

Grade 10 Grade-Level Indicators	Reading Advantage Level D
1. Compare and contrast an author’s use of direct and indirect characterization, and ways in which characters reveal traits about themselves, including dialect, dramatic monologues and soliloquies.	Teacher’s Edition: 48, 150, 208, 210, 264, 267, 301, 317, 352
2. Analyze the influence of setting in relation to other literary elements.	Teacher’s Edition: 48, 80, 150, 208, 264, 317
3. Distinguish how conflicts, parallel plots and subplots affect the pacing of action in literary texts.	Teacher’s Edition: 52, 84, 150, 267, 317, 321
4. Interpret universal themes across different works by the same author or by different authors.	Teacher’s Edition: 85, 96, 104, 134, 141, 182, 230, 262, 274, 315, 350
5. Analyze how an author’s choice of genre affects the expression of a theme or topic	Teacher’s Edition: 22, 54-55, 78-79, 82, 84, 85, 122, 124, 134-135, 137, 208, 230-231, 241-242, 264, 301, 306, 317, 321, 350, 356
6. Explain how literary techniques, including foreshadowing and flashback, are used to shape the plot in a literary text	Teacher’s Edition: 144
8. Analyze the author’s use of point of view, mood and tone.	Teacher’s Edition: 82, 85, 150, 247, 252, 337, 338-339, 342
9. Explain how authors use symbols to create broader meanings.	Teacher’s Edition: 215, 230
10. Describe the effect of using sound devices in literary texts (e.g., to create rhythm, to appeal to the senses or to establish mood).	Teacher’s Edition: 252, 284
11. Explain ways in which an author develops a point of view and style (e.g., figurative language, sentence structure and tone), and cite specific examples from the text.	Teacher’s Edition: 85, 247, 252, 337

Writing Processes

Grade 10 Grade-Level Indicators	Reading Advantage Level D
<p><i>Prewriting</i></p> <p>1. Generate writing ideas through discussions with others and from printed material, and keep a list of writing ideas.</p>	<p>Teacher’s Edition: 85, 91, 100, 108, 111, 118, 123, 130, 132, 138, 151, 164, 166, 171, 190, 204, 205, 228, 243, 261, 273, 289, 306, 310-311, 333, 334, 335, 349, 364</p>
<p>2. Determine the usefulness of and apply appropriate pre-writing tasks (e.g., background reading, interviews or surveys).</p>	<p>Teacher’s Edition: 13, 23, 31, 39, 103, 124, 173, 196, 229</p>
<p>3. Establish and develop a clear thesis statement for informational writing or a clear plan or outline for narrative writing.</p>	<p>Teacher’s Edition: 122-123, 158, 180, 193, 225, 228, 334</p>
<p>4. Determine a purpose and audience and plan strategies (e.g., adapting focus, content structure, and point of view) to address purpose and audience.</p>	<p>Teacher’s Edition: 18, 60, 69, 85, 91, 108, 118, 130, 151, 158, 166, 180, 193, 204, 220, 225, 228, 283, 289, 296, 306, 310, 326, 334, 364</p>
<p>5. Use organizational strategies (e.g., notes, outlines) to plan writing.</p>	<p>Teacher’s Edition: 18, 43, 53, 65, 69, 76, 111, 116, 118, 119, 123, 130, 132, 138, 156, 158, 164, 166, 180, 190, 193, 195, 228, 283, 289, 296, 303, 305, 333, 334</p>
<p><i>Drafting, Revising and Editing</i></p> <p>6. Organize writing to create a coherent whole with an effective and engaging introduction, body and conclusion, and a closing sentence that summarizes, extends or elaborates on points or ideas in the writing.</p>	<p>Teacher’s Edition: 118, 123, 289, 296, 334</p>
<p>7. Use a variety of sentence structures and lengths (e.g., simple, compound and complex sentences; parallel or repetitive sentence structure).</p>	<p>Teacher’s Edition: 289</p>
<p>8. Use paragraph form in writing, including topic sentences that arrange paragraphs in a logical sequence, using effective transitions and closing sentences and maintaining coherence across the whole through the use of parallel structures.</p>	<p>Teacher’s Edition: 69, 116, 123</p>
<p>9. Use language (including precise language, action verbs, sensory details and colorful modifiers) and style as appropriate to audience and purpose, and use techniques to convey a personal style and voice.</p>	<p>Teacher’s Edition: 111, 181, 271, 289, 306, 326, 342</p>

Grade 10 Grade-Level Indicators	Reading Advantage Level D
14. Use resources and reference materials (e.g., dictionaries and thesauruses) to select more effective and precise vocabulary that maintains consistent style, tone and voice.	Teacher's Edition: 12, 97, 102, 118, 152
15. Proofread writing, edit to improve conventions (e.g., grammar, spelling, punctuation and capitalization), identify and correct fragments and run-ons and eliminate inappropriate slang or informal language.	Teacher's Edition: 12, 28, 30, 36, 38, 43, 68, 76, 84, 90, 100, 102, 110, 118, 124, 132, 139, 150, 158, 166, 172, 180, 192, 196, 204, 210-211, 214, 220, 228, 236, 245, 252, 253, 260, 267, 272, 282, 290, 297, 305, 313, 321, 328, 334, 337, 342
<i>Publishing</i> 17. Prepare for publication (e.g., for display or for sharing with others) writing that follows a manuscript form appropriate for the purpose, which could include such techniques as electronic resources, principles of design (e.g., margins, tabs, spacing and columns) and graphics (e.g., drawings, charts and graphs) to enhance the final product.	Teacher's Edition: 13, 31, 39, 61, 91, 111, 159, 167, 181, 193, 253, 273, 289, 314, 322, 326, 329, 334, 335, 342, 349

Writing Applications

Grade 10 Grade-Level Indicators	Reading Advantage Level D
1. Write narratives that: <ul style="list-style-type: none"> a. sustain reader interest by pacing action and developing and engaging plot (e.g., tension and suspense); b. use a range of strategies and literary devices including figurative language and specific narration; and c. include an organized, well-developed structure. 	Teacher's Edition: 53, 58, 268, 303
2. Write responses to literature that organize an insightful interpretation around several clear ideas, premises or images and support judgments with specific references to the original text, to other texts, authors and to prior knowledge.	Teacher's Edition: 36, 43, 65, 85, 111, 116, 119, 138, 139, 195, 210, 252, 261, 283, 306

Grade 10 Grade-Level Indicators	Reading Advantage Level D
<p>3. Write business letters, letters to the editor and job applications that:</p> <ul style="list-style-type: none"> a. address audience needs, stated purpose and context in a clear and efficient manner; b. follow the conventional style appropriate to the text using proper technical terms; c. include appropriate facts and details; d. exclude extraneous details and inconsistencies; and e. provide a sense of closure to the writing. 	<p>Teacher's Edition: 296</p>
<p>4. Write informational essays or reports, including research that:</p> <ul style="list-style-type: none"> a. pose relevant and tightly drawn questions that engage the reader; b. provide a clear and accurate perspective on the subject; c. create an organizing structure appropriate to the purpose, audience and context; d. support the main ideas with facts, details, examples and explanations from sources; and e. document sources and include bibliographies. 	<p>Teacher's Edition: 18, 111, 119, 123, 158, 164, 180, 190, 228, 283, 334</p>
<p>5. Write persuasive compositions that:</p> <ul style="list-style-type: none"> a. support arguments with detailed evidence; b. exclude irrelevant information; and c. cite sources of information. 	<p>Teacher's Edition: 118, 123, 166, 193, 225, 305, 328, 364</p>
<p>6. Produce informal writings (e.g., journals, notes and poems) for various purposes.</p>	<p>Teacher's Edition: 13, 18, 22, 23, 27, 30, 31, 38, 45, 49, 53, 74, 76, 91, 100, 103, 108, 124, 125, 130, 132, 133, 140, 156, 159, 167, 171, 173, 195, 204, 205, 215, 219, 220, 221, 243, 245, 246, 252, 253, 257, 268, 271, 272, 273, 281, 322, 326, 343, 349, 356, 362, 365</p>

Writing Conventions

Grade 10 Grade-Level Indicators	Reading Advantage Level D
<p><i>Spelling</i></p> <p>1. Use correct spelling conventions.</p>	<p>Teacher's Edition: 12, 30, 38, 102, 245, 252, 260, 267, 272, 282, 290, 297, 313, 328, 334, 342</p>
<p><i>Punctuation and Capitalization</i></p> <p>2. Use correct punctuation and capitalization.</p>	<p>Teacher's Edition: 172, 253</p>

Research

Grade 10 Grade-Level Indicators	Reading Advantage Level D
<p>1. Compose open-ended questions for research, assigned or personal interest, and modify questions as necessary during inquiry and investigation to narrow the focus or extend the investigation.</p>	<p>Teacher's Edition: 13, 31, 197, 103, 133, 151, 167, 173, 181, 197, 205, 215, 221, 349, 365</p>
<p>2. Identify appropriate sources and gather relevant information from multiple sources (e.g., school library catalogs, online databases, electronic resources and Internet-based resources).</p>	<p>Teacher's Edition: 23, 31, 77, 91, 103, 119, 124, 125, 133, 140, 151, 167, 173, 181, 193, 197, 205, 215, 221, 229, 237, 246, 261, 268, 273, 291, 314, 328, 329, 335, 349, 357, 365</p>
<p>4. Evaluate and systematically organize the important information, and select appropriate sources to support central ideas, concepts and themes.</p>	<p>Teacher's Edition: 103, 118, 167</p>
<p>7. Use a variety of communication techniques including oral, visual, written or multimedia reports to present information that supports a clear position about the topic or research question and to maintain an appropriate balance between researched information and original ideas.</p>	<p>Teacher's Edition: 13, 31, 39, 69, 77, 91, 124, 159, 167, 173, 193, 215, 221, 237, 273, 283, 298, 314, 329, 349</p>

Communication: Oral and Visual

Grade 10 Grade-Level Indicators	Reading Advantage Level D
<p><i>Listening and Viewing</i></p> <p>1. Apply active listening strategies (e.g., monitoring message for clarity, selecting and organizing essential information, noting cues such as changes in pace) in a variety of settings.</p>	<p>Teacher's Edition: 91, 110, 140, 151, 205, 237, 298, 313, 339-340, 357</p>

Grade 10 Grade-Level Indicators	Reading Advantage Level D
2. Identify how language choice and delivery styles (e.g., repetition, appeal to emotion, eye contact) contribute to the meaning.	Teacher's Edition: 53, 166, 220, 310-311, 322
<p><i>Speaking Skills and Strategies</i></p> 5. Demonstrate an understanding of the rules of the English language and select language appropriate to purpose and audience.	Teacher's Edition: 53, 151, 166, 173, 205, 220, 298, 310-311, 322, 339-340
6. Adjust volume, phrasing, enunciation, voice modulation and inflection to stress important ideas and impact audience response.	Teacher's Edition: 13, 30, 44, 53, 61, 69, 77, 85, 91, 103, 111, 119, 124, 140, 151, 158, 173, 180, 193, 197, 205, 215, 220, 228, 236, 237, 245, 252, 260, 268, 273, 283, 291, 298, 306, 313, 322, 328, 334, 342, 349, 357, 365
7. Vary language choices as appropriate to the context of the speech.	Teacher's Edition: 53, 166, 220, 310-311, 322
<p><i>Speaking Applications</i></p> 8. Deliver informational presentations (e.g., expository, research) that: <ol style="list-style-type: none"> a. demonstrate an understanding of the topic and present events or ideas in a logical sequence; b. support the controlling idea or thesis with well-chosen and relevant facts, details, examples, quotations, statistics, stories and anecdotes; c. include an effective introduction and conclusion and use a consistent organizational structure (e.g., cause-effect, compare-contrast, problem-solution); d. use appropriate visual materials (e.g., diagrams, charts, illustrations) and available technology to enhance presentation; and e. draw from multiple sources, including both primary and secondary sources, and identify sources used. 	Teacher's Edition: 103, 167
9. Deliver formal and informal descriptive presentations that convey relevant information and descriptive details.	Teacher's Edition: 13, 23, 31, 77, 103, 133, 140, 167, 181, 193, 215, 220, 221, 229, 237, 253, 291, 314, 329, 325, 343, 349

Grade 10 Grade-Level Indicators	Reading Advantage Level D
<p>10. Deliver persuasive presentations that:</p> <ul style="list-style-type: none"> a. establish and develop a logical and controlled argument; b. include relevant evidence, differentiating between evidence and opinion, to support a position and to address counter-arguments or listener bias; c. use persuasive strategies, such as rhetorical devices, anecdotes and appeals to emotion, authority and reason; d. consistently use common organizational structures as appropriate (e.g., cause-effect, compare-contrast, problem-solution); and e. use speaking techniques (e.g., reasoning, emotional appeal, case studies or analogies). 	<p>Teacher's Edition: 166</p>



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