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A Correlation Between
The Louisiana State Standards and Grade-Level Expectations

and

*Massachusetts: Mastering the MCAS
In English Language Arts — Grade 10*

by Steven L. Stern

Academic Standards and Grade-Level Expectations
Massachusetts: Mastering the MCAS
In English Language Arts—Grade 10
Amsco Selected Text Pages

Reading and Responding

Standard 1:

<p>1. Extend basic and technical vocabulary using a variety of strategies, including:</p> <ul style="list-style-type: none"> • use of context clues • use of knowledge of Greek and Latin roots and affixes • use of denotative and connotative meanings • tracing etymology (ELA-1-H1) 	<p>Use of context clues: 13 (item 4), 17 (2nd bullet), 26 (item 4), 47 (item 1), 50 (item 1), 114–130, 165 (item 2), 166 (item 4), 172 (item 4), 188 (item 1), 189 (item 2), 197 (item 1), 207 (item 5), 249 (item 3), 253 (item 8), 266 (item 27), 277 (item 46)</p> <p>Use of knowledge of Greek and Latin roots and affixes: 118 (TIP)</p> <p>Use of denotative and connotative meanings: 81 (4th bullet), 82 (Act. D)</p> <p>Tracing etymology: 194 (1st example), 197 (item 4), 203 (item 5), 207 (item 4), 256 (item 17)</p>
<p>2. Analyze the development of story elements, including:</p> <ul style="list-style-type: none"> • characterization • plot and subplot(s) • theme • mood/atmosphere (ELA-1-H2) 	<p>Characterization: 51 (item 7), 173 (item 8), 278 (item 48), 60 (4th bullet), 88 (item 2), 89 (item 3), 92 (item 2), 141 (TIP, 150, 154 (1st bullet), 262 (item 21)</p> <p>Plot and subplot(s): 60 (5th bullet), 75 (item 1), 76 (item 4), 81 (2nd bullet), 151, 154–156</p> <p>Theme: 55–76, 136 (item 1), 141 (item 3), 151</p> <p>Mood/atmosphere: 151</p>

<p>3. Analyze the significance within a context of literary devices, including:</p> <ul style="list-style-type: none"> • imagery • symbolism • flashback • foreshadowing • irony, ambiguity, contradiction • allegory • tone • dead metaphor • personification, including pathetic fallacy (ELA-1-H2) 	<p>Section on analyzing elements of fiction, nonfiction, and poetry: 149–173</p> <p>Imagery: 73 (item 5), 257 (item 18), 151, 154 (2nd bullet), 157 (item 3), 257 (item 18)</p> <p>Symbolism: 270 (item 37), 60 (7th bullet), 75 (item 3), 151, 168 (item 1), 269 (item 34), 277 (item 47)</p> <p>Flashback: 151</p> <p>Foreshadowing: 151, 173 (item 7)</p> <p>Irony, ambiguity, contradiction: 147 (item 4), 151, 153 (item 1), 173 (item 6), 272 (item 40)</p> <p>Allegory: 150</p> <p>Tone: 14 (item 8), 28 (item 8), 151, 158 (item 4), 166 (item 5), 169 (item 6), 266 (item 28)</p> <p>Dead metaphor: 14 (item 7), 28 (item 7), 144 (item 3), 150, 169 (item 5), 256 (item 14), 269 (item 33)</p> <p>Personification/pathetic fallacy: 150, 165 (item 1), 266 (item 25)</p> <p>(Other devices):</p> <p>Person/Point of view: 13 (item 1), 25 (item 1), 151, 161 (item 2), 166 (item 7), 277 (item 1)</p>
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	<p>Simile: 48 (item 6), 50 (item 3), 137 (item 5), 150, 157 (item 2), 249 (item 4)</p> <p>Word choice: 81 (4th bullet), 135 (4th bullet)</p>
<p>4. Draw conclusions and make inferences about ideas and information in grade-appropriate texts in oral and written responses, including:</p> <ul style="list-style-type: none"> • short stories/novels • nonfiction works • five-act plays • poetry/epics • film/visual texts • consumer/instructional materials • public documents (ELA-1-H3) 	<p>Draw conclusions and make inferences in . . .</p> <p>Short stories/novels: 50 (item 4), 51 (item 5), 110 (item 5), 153, 172 (item 1), 253 (item 10), 254 (item 12), 277 (item 44)</p> <p>Nonfiction works: 13 (item 2), 14 (item 6), 25 (item 2), 27 (item 6), 47 (item 2), 72 (item 4), 113 (item 5), 127 (item 8), 129 (item 1), 143 (item 2), 161 (item 4), 166 (item 6), 208 (item 8), 272 (item 39)</p> <p>Five-act plays: Not addressed</p> <p>Poetry/epics: 94 (item 2), 95 (item 3), 115 (Act. 1), 147 (item 2), 169 (item 3), 185 (item 2), 269 (item 31), 270 (item 37)</p> <p>Film/visual texts: Not addressed</p> <p>Consumer/instructional materials: Not addressed</p> <p>Public documents: Not addressed</p>
<p>5. Analyze ways in which ideas and information in texts, such as almanacs, microfiche, news sources, technical documents, Internet sources, and literary texts, connect to real-life situations and other texts or represent a view or comment on life (ELA-1-H4)</p>	<p>Connect texts to real-life situations: Not addressed</p> <p>Ways that texts represent a view or comment on life: 48 (item 7)</p>

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Standard 6:

<p>6. Compare and/or contrast cultural elements including a group’s history, perspectives, and language found in multicultural texts in oral and written responses (ELA-6-H1)</p>	<p>Compare and/or contrast cultural elements in multicultural texts: 139 (items 1–2), 167 (item 9)</p>
<p>7. Analyze connections between historical contexts and the works of authors, including Sophocles and Shakespeare (ELA-6-H2)</p>	<p>Analyze connections between historical contexts and the works of authors: 256 (item 16)</p>
<p>8. Analyze recurrent themes in world literature (ELA-6-H2)</p>	<p>Recurrent themes in world literature: 189 (item 5), 254 (item 13)</p>
<p>9. Analyze, in oral and written responses, distinctive elements, including theme and structure, of literary forms and types, including:</p> <ul style="list-style-type: none"> • essays by early and modern writers • lyric, narrative, and dramatic poetry • drama, including ancient, Renaissance, and modern • short stories, novellas, and novels • biographies and autobiographies • speeches (ELA-6-H3) 	<p>Analyze theme: 55–76, 141 (3rd bullet)</p> <p>Analyze structure: 56–57, 61 (3rd bullet), 135 (2nd bullet), 141 (6th bullet), 154 (3rd bullet)</p> <p>Analyze distinctive elements of . . .</p> <p>Essays by early and modern writers: 136 (item 1), 137 (item 3), 140 (item 3), 160 (item 1)</p> <p>Lyric, narrative, and dramatic poetry: 17, 95 (item 5), 147 (item 1), 184 (item 1), 270 (item 36)</p> <p>Drama, including ancient, Renaissance, and modern: 262 (item 22), 263 (item 23)</p>

	<p>Short stories, novellas, and novels: 254 (item 13)</p> <p>Biographies and autobiographies: 13 (item 3), 266 (item 24), 273 (item 42)</p> <p>Speeches: 256 (item 15), 257 (item 18)</p>
<p>10. Identify and explain in oral and written responses the ways in which particular genres reflect life experiences, for example:</p> <ul style="list-style-type: none"> • an essay expresses a point of view • a legend chronicles the life of a cultural hero • a short story or novel provides a vicarious life experience (ELA-6-H4) 	<p>Identify ways particular genres reflect life experiences: 13 (item 3), 26 (item 3), 44, 132, 167 (item 8), 206 (item 1), 253 (item 7), 266 (item 24)</p>

Standard 7:

<p>11. Demonstrate understanding of information in grade-appropriate texts using a variety of reasoning strategies, including:</p> <ul style="list-style-type: none"> • summarizing and paraphrasing information and story elements • comparing and contrasting information in various texts (e.g., televised news, news magazines, documentaries, online information) • comparing and contrasting complex literary elements, devices, and ideas 	<p>Demonstrate understanding of information in texts using reasoning strategies: 1–278 (entire book targets this standard; the following pp. are the specific readings and their test items):</p> <p>11–15, 46–48, 49–51, 63–64, 66–67, 71–73, 83–84, 86–87, 88–89, 89–90, 91–93, 94–95, 102–103, 104–106, 108–110, 111–113, 125–127, 128–130, 136–137, 139–140, 142–145, 146–148, 157–158, 160–161, 164–167, 168–169, 170–173, 178–179, 180–181, 184–185, 186–190, 196–199, 201–203, 204–208, 247–250, 251–254, 255–257, 258–263, 264–267, 268–270, 271–273, 274–278</p> <p>Summarizing and paraphrasing: 72 (item 4)</p>
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<p>within and across texts</p> <ul style="list-style-type: none"> • examining the sequence of information and procedures in order to critique the logic or development of ideas in texts • making inferences and drawing conclusions • making predictions and generalizations (ELA-7-H1) 	<p>Comparing and contrasting information in various texts: Not addressed</p> <p>Comparing and contrasting literary elements, devices, and ideas within and across texts: 15 (item 9), 69 (item 1), 81 (3rd bullet), 157 (item 1), 174–190</p> <p>Examining the sequence of information and procedures in order to critique the logic or development of ideas: 97 (2nd bullet), 174 (3rd bullet), 196 (TIP), 198 (item 6), 203 (item 3), 206 (item 2)</p> <p>Making inferences and drawing conclusions: 13 (item 2), 14 (item 6), 25 (item 2), 27 (item 6), 110 (item 5), 208 (item 9), 51 (item 6), 72 (item 4), 77–95, 110 (item 4), 127 (item 8), 129 (item 1), 169 (item 3), 185 (item 4), 208 (item 8), 253 (item 11), 254 (item 11), 262 (item 20), 269 (item 35)</p> <p>Making predictions and generalizations: 93 (item 7), 113 (item 6)</p> <p>Other reasoning strategies:</p> <p>Identifying the main/central idea/theme: 55–76, 84 (item 3), 90 (item 3), 134 (6th bullet), 144 (item 6), 207 (item 7)</p> <p>Identifying details: 14 (item 5), 27 (item 5), 62, 72 (item 1), 169 (item 2), 203 (item 6), 249 (item 5), 266 (item 26), 272 (item 38)</p>
<p>12. Solve problems using reasoning skills, including:</p> <ul style="list-style-type: none"> • using supporting evidence to verify solutions • analyzing the relationships between prior knowledge and life experiences and information in texts 	<p>Solve problems using reasoning skills: 113 (item 6)</p> <p>Using supporting evidence to verify solutions: 82 (TIP), 113 (item 6)</p> <p>Analyzing the relationships between prior knowledge and life experiences and information in texts: 212 (Sample Writing Prompt 2), 214–215, 278 (Composition)</p>

<ul style="list-style-type: none"> • using technical information in specialized software programs, manuals, interviews, surveys, and access guides to Web sites (ELA-7-H2) 	<p>Using technical information: Not addressed</p>
<p>13. Use knowledge of an author’s background, culture, and philosophical assumptions to analyze the relationship of his/her works to the themes and issues of the historical period in which he/she lived (ELA-7-H3)</p>	<p>Use knowledge of an author’s background, culture, and philosophical assumptions: 249 (item 1)</p>
<p>14. Evaluate the effects of an author’s life in order to interpret universal themes and messages across different works by the same author (ELA-7-H3)</p>	<p>Evaluate the effects of an author’s life: Not addressed</p>
<p>15. Analyze information within and across grade-appropriate texts using various reasoning skills, including:</p> <ul style="list-style-type: none"> • identifying cause-effect relationships • raising questions • reasoning inductively and deductively • generating a theory or hypothesis • distinguishing facts from opinions and probability (ELA-7-H4) 	<p>Analyze information within and across texts: 11–15, 46–48, 49–51, 63–64, 66–67, 71–73, 83–84, 86–87, 88–89, 89–90, 91–93, 94–95, 102–103, 104–106, 108–110, 111–113, 125–127, 128–130, 136–137, 139–140, 142–145, 146–148, 157–158, 160–161, 164–167, 168–169, 170–173, 178–179, 180–181, 184–185, 186–190, 196–199, 201–203, 204–208, 247–250, 251–254, 255–257, 258–263, 264–267, 268–270, 271–273, 274–278</p> <p>Identifying cause-effect relationships: 60 (6th bullet), 75 (item 2), 81 (2nd bullet), 96–113, 203 (item 4), 253 (item 9)</p> <p>Raising questions: Not addressed</p> <p>Reasoning inductively and deductively: Not addressed</p>

	<p>Generating a theory or hypothesis: Not addressed</p> <p>Distinguishing facts from opinions: 62, 134</p>
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Writing:

Standard 2:

<p>16. Develop organized, coherent paragraphs that include the following:</p> <ul style="list-style-type: none"> • topic sentences • logical sequence • transitional words and phrases • appropriate closing sentences • parallel construction where appropriate (ELA-2-H1) 	<p>Develop organized, coherent paragraphs: 30–45</p> <p>Topic sentences: 32–39</p> <p>Logical sequence: 33, 40</p> <p>Transitional words and phrases: 40, 230–231</p> <p>Appropriate closing sentences: Not addressed</p> <p>Parallel construction: Not addressed</p>
<p>17. Develop multi-paragraph compositions organized with the following:</p> <ul style="list-style-type: none"> • a clearly stated central idea/thesis statement • a clear, overall structure that includes an introduction, a body, and an appropriate conclusion 	<p>Develop multi-paragraph compositions: 30–45, 209–243</p> <p>Central idea/thesis statement: 32–29, 220–221</p> <p>Clear structure with introduction, body, and conclusion: 32–39, 227–236</p> <p>Supporting paragraphs organized in a logical sequence: 32–39, 229–230</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) • transitional words and phrases that unify throughout (ELA-2-H1) 	<p>Transitional words and phrases: 40, 230–231</p>
<p>18. Develop complex compositions on student- or teacher-selected topics that are suited to an identified audience and purpose and that include the following:</p> <ul style="list-style-type: none"> • word choices appropriate to the identified audience and/or purpose • vocabulary selected to clarify meaning, create images, and set a tone • information/ideas selected to engage the interest of the reader • clear voice (individual personality) (ELA-2-H2) 	<p>Develop compositions suited to an identified audience and purpose: 30–45, 209–243, 278 (Composition)</p> <p>Use word choices appropriate to the identified audience/purpose: 216 (3rd bullet)</p> <p>Select vocabulary to clarify meaning, create images, and set a tone: 216 (4th bullet), 236 (item 4)</p> <p>Select information/ideas to engage the interest of the reader: 32–39</p> <p>Use clear voice (individual personality): 228 (3rd bullet), 238 (15th bullet)</p>
<p>19. Develop complex compositions using writing processes, including:</p> <ul style="list-style-type: none"> • selecting topic and form • determining purpose and audience • prewriting (e.g., brainstorming, clustering, outlining, generating main idea/thesis statements) 	<p>Selecting topic and form: 32–35, 45, 220–221</p> <p>Determining purpose and audience: 32</p> <p>Prewriting (e.g., brainstorming, clustering, outlining, generating main idea/thesis statements): 32–39, 45, 216 (1st bullet), 222–223</p>

<ul style="list-style-type: none"> • drafting • conferencing (e.g., with peers and teachers) • revising for content and structure based on feedback • proofreading/editing to improve conventions of language • publishing using technology (ELA-2-H3) 	<p>Drafting: 39–42, 45, 216 (2nd bullet), 227–234</p> <p>Conferencing (e.g., with peers and teachers): 36–38, 224 (Act. E), 239–240, 242–243</p> <p>Revising for content and structure based on feedback: 37 (item 3), 216 (3rd bullet), 236 (Act. L)</p> <p>Proofreading/editing to improve conventions of language: 32, 34, 45, 216 (4th bullet), 236–237</p> <p>Publishing using technology: Not addressed</p>
<p>20. Develop complex paragraphs and multi-paragraph compositions using all modes of writing, emphasizing exposition and persuasion (ELA-2-H4)</p>	<p>Use exposition mode: 15 (item 9), 30–45, 48 (item 7), 51 (item 7), 73 (item 5), 76 (item 6), 93 (item 7), 95 (item 5), 110 (item 5), 130 (item 7), 145 (item 7), 148 (item 5), 167 (item 9), 173 (item 8), 185 (item 5), 190 (item 7), 208 (item 9), 250 (item 6), 254 (item 13), 257 (item 18), 263 (item 23), 267 (item 30), 270 (item 37), 273 (item 42), 278 (item 48)</p> <p>Use persuasion mode: Not addressed</p>
<p>21. Use all modes to write complex compositions, including:</p> <ul style="list-style-type: none"> • comparison/contrast of ideas and information in reading materials or current issues • literary analyses that compare and contrast multiple texts • editorials on current affairs (ELA-2-H4) 	<p>Use comparison/contrast: 15 (item 9), 93 (item 7), 130 (item 7), 148 (item 5), 185 (item 5), 190 (item 7)</p> <p>Write literary analyses that compare and contrast multiple texts: 181 (item 3)</p> <p>Write editorials on current affairs: Not addressed</p>
<p>22. Develop writing using a variety of complex</p>	<p>Use imagery: Not addressed</p>

<p>literary and rhetorical devices, including imagery and the rhetorical question (ELA-2-H5)</p>	<p>Use rhetorical question: Not addressed</p>
<p>23. Develop individual writing style that includes the following:</p> <ul style="list-style-type: none"> • a variety of sentence structures (e.g., parallel or repetitive) and lengths) • selected vocabulary and phrasing that reflect the character and temperament (voice) of the writer (ELA-2-H5) 	<p>Develop writing style: 228 (3rd bullet)</p> <p>Use a variety of sentence structures and lengths: 228 (3rd bullet)</p> <p>Use vocabulary and phrasing that reflect the voice of the writer: 228 (3rd bullet)</p>
<p>24. Write for various purposes, including:</p> <ul style="list-style-type: none"> • formal and business letters, such as letters of complaint and requests for information • letters to the editor • job applications • text-supported interpretations that connect life experiences to works of literature (ELA-2-H6) 	<p>Write for various purposes: 15 (item 9), 48 (item 7), 51 (item 7), 73 (item 5), 76 (item 6), 93 (item 7), 95 (item 5), 110 (item 5), 130 (item 7), 145 (item 7), 148 (item 5), 167 (item 9), 173 (item 8), 185 (item 5), 190 (item 7), 208 (item 9), 250 (item 6), 254 (item 13), 257 (item 18), 263 (item 23), 267 (item 30), 270 (item 37), 273 (item 42), 278 (item 48)</p> <p>Write formal and business letters: Not addressed</p> <p>Write letters to the editor: Not addressed</p> <p>Complete job applications: [Not addressed]</p> <p>Write interpretations that connect life experiences to works of literature: 48 (item 7)</p>

Writing/Proofreading:

Standard 3:

<p>25. Apply standard rules of sentence formation, avoiding common errors, such as:</p> <ul style="list-style-type: none">• fragments• run-on sentences• syntax problems (ELA-3-H2)	<p>Apply standard rules of sentence formation: 192 (2nd example), 193 (item 2), 197 (item 5), 203 (item 2)</p> <p>Avoid sentence fragments: 237 (Grammar)</p> <p>Avoid run-on sentences: 237 (Grammar)</p> <p>Avoid syntax problems: Not addressed</p>
<p>26. Apply standard rules of usage, including:</p> <ul style="list-style-type: none">• making subjects and verbs agree• using verbs in appropriate tenses• making pronouns agree with antecedents• using pronouns in appropriate cases (e.g., nominative and objective)• using adjectives in comparative and superlative degrees• using adverbs correctly• avoiding double negatives (ELA-3-H2)	<p>Apply standard rules of usage: 34 (Step 5), 216 (4th bullet), 237 (Grammar)</p> <p>Making subjects and verbs agree: 192 (1st example), 193 (item 3), 237 (Grammar)</p> <p>Using verbs in appropriate tenses: 206 (item 3), 267 (item 29), 272 (item 41)</p> <p>Making pronouns agree with antecedents: 192 (4th bullet)</p> <p>Using adjectives in comparative and superlative degrees: Not addressed</p> <p>Using adverbs correctly: Not addressed</p> <p>Avoiding double negatives: Not addressed</p>
<p>27. Apply standard rules of mechanics, including:</p> <ul style="list-style-type: none">• using commas to set off appositives or parenthetical phrases• using quotation marks to set off titles of short works	<p>Apply standard rules of mechanics: 34, 237</p> <p>Use commas for appositives: 237</p> <p>Use quotation marks for titles: 43, 216 (4th bullet), 236 (Act. L), 237</p>

<ul style="list-style-type: none"> • using colons preceding a list and after a salutation in a business letter • using appropriate capitalization, including names of political and ethnic groups, religions, and continents (ELA-3-H2) 	<p>Use colons for lists and business letters: Not addressed</p> <p>Use appropriate capitalization: 237</p>
<p>28. Use correct spelling conventions when writing and editing (ELA-3-H2)</p>	<p>Use correct spelling when writing and editing: 34, 216, 236, 237 (Spelling)</p>
<p>29. Use a variety of resources, such as dictionaries, thesauruses, glossaries, technology, and textual features (e.g., definitional footnotes, sidebars), to verify word spellings (ELA-3-H3)</p>	<p>Not addressed</p>

Speaking and Listening:

Standard 4:

<p>30. Use standard English grammar, diction, and syntax when speaking in formal presentations and informal group discussions (ELA-4-H1)</p>	<p>Not addressed</p>
<p>31. Select language appropriate to specific purposes and audiences, including:</p> <ul style="list-style-type: none"> • delivering informational/book reports in 	<p>Not addressed</p>

<p>class</p> <ul style="list-style-type: none"> • conducting interviews/surveys of classmates or the general public • participating in class discussions (ELA-4-H1) 	
<p>32. Listen to detailed oral instructions and presentations and carry out complex procedures, including:</p> <ul style="list-style-type: none"> • taking accurate notes • writing summaries or responses • forming groups 	Not addressed
<p>33. Organize and use precise language to deliver oral directions and instructions about general, technical, or scientific topics (ELA-4-H2)</p>	Not addressed
<p>34. Deliver oral presentations that include the following:</p> <ul style="list-style-type: none"> • volume, phrasing, enunciation, voice modulation, and inflection adjusted to stress important ideas and impact audience response • language choices adjusted to suit the content and context • an organization that includes an 	Not addressed

<p>introduction, selected details, and a conclusion arranged to impact an audience (ELA-4-H3)</p>	
<p>35. Use active listening strategies, including:</p> <ul style="list-style-type: none"> • monitoring message for clarity • selecting and organizing essential information • noting cues such as changes in pace • generating and asking questions concerning a speaker’s content, delivery, and attitude toward the subject (ELA-4-H4) 	<p>Not addressed</p>
<p>36. Deliver clear, coherent, and concise oral presentations and responses about information and ideas in a variety of texts (ELA-4-H4):</p>	<p>Not addressed</p>
<p>37. Analyze media information in oral and written responses, including:</p> <ul style="list-style-type: none"> • comparing and contrasting the ways in which print and broadcast media cover the same event • evaluating media messages for clarity, quality, effectiveness, motive, and coherence • listening to and critiquing audio/video presentations (ELA-4-H5) 	<p>Not addressed</p>

<p>38. Participate in group and panel discussions, including:</p> <ul style="list-style-type: none"> • identifying the strengths and talents of other participants • acting as facilitator, recorder, leader, listener, or mediator • evaluating the effectiveness of participants' performances (ELA-4-H6) 	<p>Participate in group and panel discussions: 29 (item 4), 42 (Act. J), 162 (Act. O), 235 (Act. K)</p> <p>Identifying the strengths and talents of other participants: 235 (Act. K)</p> <p>Acting as facilitator, recorder, leader, listener, or mediator: Not addressed</p> <p>Evaluating the effectiveness of participants' performances: Not addressed</p>
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Information Resources:

Standard 5:

<p>39. Select and evaluate relevant information for a research project using the organizational features of a variety of resources, including:</p> <ul style="list-style-type: none"> • print texts such as prefaces, appendices, annotations, citations, bibliographic references, and endnotes • electronic texts such as database keyword searches, search engines, and e-mail addresses 	<p>Not addressed</p>
<p>40. Locate, analyze, and synthesize information from grade-appropriate resources, including:</p> <ul style="list-style-type: none"> • multiple printed texts (e.g., encyclopedias, atlases, library catalogs, specialized dictionaries, almanacs, technical encyclopedias, and periodicals 	<p>Locate, analyze, and synthesize information from resources: Not addressed</p> <p>Multiple printed texts: 180–181</p> <p>Electronic sources: Not addressed</p> <p>Other media sources: Not addressed</p>

<ul style="list-style-type: none"> • electronic sources (e.g., Web sites and databases) • other media sources (e.g., community and government data, television and radio resources, and other audio and visual materials (ELA-5-H2)) 	
<p>41. Analyze the usefulness and accuracy of sources by determining their validity (e.g., authority, accuracy, objectivity, publication date, coverage) (ELA-5-H2):</p>	<p>Analyze the usefulness and accuracy of sources by determining their validity: 180–181</p>
<p>42. Access information and conduct research using various grade-appropriate data-gathering strategies/tools, including:</p> <ul style="list-style-type: none"> • formulating clear research questions • using research methods to gather evidence from primary and secondary sources • using graphic organizers (e.g., outlining, charts, timelines, webs) • compiling and organizing information to support the central ideas, concepts, and themes of a formal paper or presentation (ELA-5-H3) 	<p>Access information and conduct research: Not addressed</p> <p>Formulate clear research questions: Not addressed</p> <p>Gather evidence from primary and secondary sources: 18–22, 44, 213 (8th bullet)</p> <p>Use graphic organizers: Not addressed</p> <p>Compile and organize information to support central ideas of a paper or presentation: 18–22, 44, 55–76, 213 (8th bullet), 220–227</p>
<p>43. Write a variety of research reports, which include the following:</p> <ul style="list-style-type: none"> • research that supports the main ideas • facts, details, examples, and explanations 	<p>(Write a variety of research reports that includes . . .)</p> <p>Research that supports the main ideas: 18–22, 44, 55–76, 213 (8th bullet), 220–227</p>

<p>from multiple sources</p> <ul style="list-style-type: none"> • graphics when appropriate • complete documentation (e.g., endnotes, parenthetical citations, works cited lists, or bibliographies (ELA-5-H3)) 	<p>Facts, details from multiple sources: Not addressed</p> <p>Graphics: Not addressed</p> <p>Documentation: Not addressed</p>
<p>44. Use word processing and/or technology to draft, revise, and publish various works, including research reports documented with parenthetical citations and bibliographies or works cited lists (ELA-5-H4)</p>	<p>Not addressed</p>
<p>45. Follow acceptable use policy to document sources in research reports using various formats, including:</p> <ul style="list-style-type: none"> • preparing extended bibliographies of reference materials • integrating quotations and citations while maintaining flow of ideas • using standard formatting for source acknowledgment according to a specified style guide • using parenthetical documentation following MLA Guide within a literature-based research report (ELA-5-H5) 	<p>Follow acceptable use policy to document sources: Not addressed</p> <p>Preparing bibliographies: Not addressed</p> <p>Integrating quotations and citations: 41 (1st bullet), 43</p> <p>Using standard formatting for source acknowledgment: Not addressed</p> <p>Using parenthetical documentation following MLA Guide: Not addressed</p>
<p>46. Analyze information found in complex graphic organizers, including detailed maps, comparative charts, extended tables, graphs,</p>	<p>Not addressed</p>

diagrams, cutaways, overlays, and sidebars to determine usefulness for research (ELA- 5-H6)	
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Total number of GLEs = 46

Total number of GLEs addressed = 31*

Percentage of GLEs addressed = 67%

*Expectations not met fall predominantly under the Speaking and Listening standard and Information Resources standard