

## Textbook Alignment to the Utah Core – 10<sup>th</sup> Grade Language Arts

This alignment has been completed using an “Independent Alignment Vendor” from the USOE approved list ([www.schools.utah.gov/curr/imc/indvendor.html](http://www.schools.utah.gov/curr/imc/indvendor.html).) Yes  No

Name of Company and Individual Conducting Alignment: Jill Johnson

A “Credential Sheet” has been completed on the above company/evaluator and is (Please check one of the following):

On record with the USOE.

The “Credential Sheet” is attached to this alignment.

Instructional Materials Evaluation Criteria (name and grade of the core document used to align): Grade 10 Language Arts

Title: World Literature © 2009 ISBN#: 0-07-845497-2

Publisher: Glencoe/McGraw-Hill Publishing Company

Overall percentage of coverage in the *Student Edition (SE)* and *Teacher Edition (TE)* of the Utah State Core Curriculum: 100%

Overall percentage of coverage in *ancillary materials* of the Utah Core Curriculum: \_\_\_\_\_%

<b>STANDARD I: (Reading): Students will use vocabulary development and an understanding of text elements and structures to comprehend literary and informational grade level text.</b>				
<b>Percentage of coverage in the <i>student and teacher edition</i> for Standard I: <u>100</u> %</b>		<b>Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard I: _____%</b>		
<b>OBJECTIVES &amp; INDICATORS</b>		<b>Coverage in <i>Student Edition (SE) and Teacher Edition (TE)</i> (pg #'s, etc.)</b>	<b>Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)</b>	<b><i>Not covered in TE, SE or ancillaries</i> ✓</b>
<b>Objective 1.1:</b> (Word Analysis, Vocabulary Development): Determine word meaning through word parts, definitions, and context clues.				
<b>a.</b>	Analyze the meaning of words using knowledge of roots (see chart, Appendix A).	<b>Student Edition:</b> Vocabulary 125, 1026 Vocabulary Practice 64 Vocabulary Workshop 399, 876 <b>Teacher Edition:</b> EL 399; LP 399; V 402; VP 876		

b.	Evaluate the effects of connotation in text.	<b>Student Edition:</b> <i>Analyze Connotation</i> 561 <i>Reading Strategy</i> 559 <i>Vocabulary</i> 210, 251, 369, 583, 807, 1002, 1278 <i>Vocabulary Practice</i> 230, 273, 375, 484, 593, 727, 809, 1010, 1198, 1260, 1286 <i>Vocabulary Workshop</i> 828, 1161 <b>Teacher Edition:</b> Ac 1161; Ad 828; ApL 717; AL/PA 1161; V 583, 807		
c.	Determine word meaning through analogy and contrast/antonym context clues.	<b>Student Edition:</b> <i>Vocabulary</i> 52, 84, 134, 497, 512, 525, 559, 564, 690, 1033, 1225, 1231, 1288 <i>Vocabulary Practice</i> 55, 89, 118, 140, 332, 504, 515, 527, 562, 572, 634, 693, 833, 1039, 1229, 1240, 1291		
d.	Distinguish between commonly confused words (i.e., <i>affect/ effect; between/ among; either/ neither; fewer/less; good/well; irregardless/regardless; waste, waist</i> ).	<b>Student Edition:</b> <i>Vocabulary Workshop</i> 635, 1242 <b>Teacher Edition:</b> AL/PA 635; EL 635; GP 102; VP 1242		
<b>Objective 1.2:</b> (Comprehension of Informational Text): Comprehend and evaluate informational text (i.e., essays, nonfiction articles, workplace and consumer documents, electronic text).				
a.	Analyze the purpose of external text features and structures in a variety of electronic texts (e.g., e-mail, electronic newspapers, web pages).	<b>Student Edition:</b> R25 <i>Research and Report</i> 89, 1071 Internet research is addressed on the following pages. <b>Teacher Edition:</b> ReP 56; WP 348		

<b>b.</b>	Analyze the function of multiple internal text structures in a single text.	<b>Student Edition:</b> R22-R27, R38 <i>Reading Strategy</i> 155, 770 <b>Teacher Edition:</b> ApL 1155; RP 156, 418, 544, 1156, 1306; WT 239		
<b>c.</b>	Use explicit and implicit information to arrive at conclusions.	<b>Student Edition:</b> <i>Draw Conclusions About Author's Culture</i> 719, 722 <i>Reading Strategy</i> 717, 727 <i>Respond and Think Critically</i> 157 #7 <i>Writing Workshop</i> 1083 <b>Teacher Edition:</b> RP 34		
<b>d.</b>	Evaluate text for reliability and accuracy.	<b>Student Edition:</b> R32 <i>Connect to Social Studies</i> 1129 <i>Reading Strategy</i> 234 <i>Research and Report</i> 89, 510, 1071 <i>Writing Workshop</i> 1083, 1089 <b>Teacher Edition:</b> AL/PA 111, 1173; RS 236; WS 1084		
<b>Objective 1.3:</b> (Comprehension of Literary Text): Comprehend literature by recognizing the use of literary elements across genres and cultures.				
<b>a.</b>	Examine the relationship between oral and written narratives.	<b>Student Edition:</b> 56-57 <i>Literary Element</i> 58 <i>The Magic of Words</i> 63 <i>Respond and Think Critically</i> 57 #1, 64 #7 <b>Teacher Edition:</b> BI 56; RS 57		

b.	Understand the uses of character development in conveying theme in literary works.	<b>Student Edition:</b> <i>Characterization</i> 610, 614 <i>Epic Hero</i> 570 <i>Literary Element</i> 933 #2 <i>Reading Strategy</i> 64 #2, 515 #1-#2 <i>Respond and Think Critically</i> 616 #7, 945 #8, 1030 #7 <i>Review: Theme</i> 1019 <b>Teacher Edition:</b> LE 613; LEP 1026; RP 48		
c.	Analyze themes in literature and their connection to politics, history, culture, and economics.	<b>Student Edition:</b> 8-15, 70-77, 182-189, 350-357, 440-447, 550-557, 676-683, 778-785, 862-869, 952-959, 1110-1117, 1182-1189 <i>Analyze Cultural Context</i> 110, 112, 113, 114, 212, 215, 217, 218, 221, 223, 225, 226, 228, 611, 615 <i>Big Idea</i> 58, 612 <i>Compare Cultures</i> 51, 400, 594, 702 <i>Reading Strategy</i> 39, 108, 118 #1-#2, 210, 743, 1076 <i>Respond and Think Critically</i> 1061 #7-#8 <i>Synthesize</i> 314 <i>The Tragic Vision</i> 294 <b>Teacher Edition:</b> AL/PA 61, 129, 315; ApL 721; RP 108; RS 614, 869; WP 904		
d.	Evaluate setting as it contributes to characterization, plot, or theme.	<b>Student Edition:</b> <i>Literary Element</i> 108, 1149 <i>Review: Setting</i> 465, 698 <i>Setting</i> 111, 112, 114, 1151 <b>Teacher Edition:</b> LE 115, 1151, 1153, 1156; LEP 618; RP 628		

<p>e.</p>	<p>Analyze the use of simile, metaphor, pun, irony, symbolism, allusion and personification.</p>	<p><b>Student Edition:</b>  <i>Epic Simile</i> 212, 214, 215, 217, 222  <i>Irony</i> 54, 295, 296, 298, 299, 303  <i>Literary Element</i> 52, 55 #1-#2, 134, 140 #1-#2, 210, 291, 517, 519 #1-#2, 529, 531 #1-#2, 533, 541, 763, 765 #1-#2, 767, 769 #1-#2  <i>Metaphor</i> 768  <i>Personification</i> 135, 138, 139, 518  <i>Respond and Think Critically</i> 64 #6, 88 #4, 117 #6, 140 #4  <i>Simile</i> 764  <b>Teacher Edition:</b>  AL/PA 883; ApL 103, 263; LE 129, 534, 536, 538, 539, 923</p>		
<p>f.</p>	<p>Compare poetry on different topics from varied cultures and times.</p>	<p><b>Student Edition:</b>  <i>Activities</i> 357 #2  <i>Comparing Literature</i> 702, 711, 918, 925, 1209, 1219  <i>Reading Strategy</i> 33 #2  <i>Respond and Think Critically</i> 246 #3  <i>Writing</i> 33, 769, 925  <b>Teacher Edition:</b>  AL/PA 743</p>		

<b>STANDARD II: (Writing): Students will write informational and literary text to reflect on and recreate experiences, report observations, and persuade others.</b>			
<b>Percentage of coverage in the <i>student and teacher edition</i> for Standard II: <u>100</u> %</b>		<b>Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard II: _____ %</b>	
<b>OBJECTIVES &amp; INDICATORS</b>		<b>Coverage in <i>Student Edition (SE) and Teacher Edition (TE)</i> (pg #'s, etc.)</b>	<b>Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)</b> <i>Not covered in TE, SE or ancillaries</i> ✓
<b>Objective 2.1:</b> (Writing to Learn): Interpret and analyze ideas and perspectives to clarify thinking through writing.			
<b>a.</b>	Analyze varied ideas and opposing opinions.	<b>Student Edition:</b> <i>Activities 77 #2</i> <i>Listening and Speaking 934</i> <i>Research and Report 510, 1275</i> <i>Respond Through Writing 651, 914</i> <i>Write with Style 1251</i> <i>Writing 33, 688, 769</i> <b>Teacher Edition:</b> AL/PA 895; LSP 630; WP 336, 510, 992	

b.	Analyze facts, events, or ideas to create meaning.	<b>Student Edition:</b> <i>Activities 557 #2</i> <i>Compare Style 415</i> <i>Essay 173, 433, 669</i> <i>Respond Through Writing</i> <i>119, 231, 398, 466, 573, 651</i> <i>Write with Style 101</i> <i>Writing 51, 290, 527</i> <b>Teacher Edition:</b> SLP 894; WP 96, 112, 222, 348, 856		
c.	Identify and analyze assumptions and perceptions by examining connections between texts, between texts and self, and between texts and different world connections.	<b>Student Edition:</b> <i>Activities 447 #2, 557 #2,</i> <i>1117 #2</i> <i>Compare Style 415</i> <i>Connect to Social Studies</i> 1129 <i>Essay 173</i> <i>Listening and Speaking 634</i> <i>Respond Through Writing</i> 119 <i>Write with Style 101</i> <i>Writing 154, 527, 531, 573,</i> 813 <b>Teacher Edition:</b> AL/PA 517; WP 222, 260		

<p><b>Objective 2.2:</b> (Extended Writing): Write to persuade others. (Emphasize persuasive compositions. Students should use the entire writing process to produce at least one extended piece per term, not necessarily limited to the type of writing emphasized at individual grade level.)</p>				
<p><b>a.</b></p>	<p>Experiment with varied organizational patterns and forms of writing (e.g., memos, letters, reports, essays, brochures).</p>	<p><b>Student Edition:</b>  <i>Activities</i> 77 #2, 357 #2, 557 #2  <i>Compare Style</i> 415  <i>Essay</i> 173, 433  <i>Listening and Speaking</i> 332, 341, 634  <i>Research and Report</i> 89  <i>Respond Through Writing</i> 119, 231, 318, 398, 466, 485, 573, 651  <i>Write a Review</i> 169, 427  <i>Write with Style</i> 101, 1062  <i>Writing</i> 29, 33, 51, 148, 209, 273, 290, 366, 375, 407, 410, 495, 527, 752, 805, 833  <i>Writing Workshop</i> 834-841</p> <p><b>Teacher Edition:</b>  AL/PA 15; RP 248; WP 76, 216, 222, 238, 260, 278, 282, 336, 342, 348, 540, 648</p>		

<p><b>b.</b></p>	<p>Support arguments with personal experience, detailed evidence, examples, and reasoning.</p>	<p><b>Student Edition:</b>  <i>Connect to Art</i> 504  <i>Essay</i> 173, 669, 855, 1103, 1309  <i>Listening and Speaking</i> 132, 332, 341, 634  <i>Research and Report</i> 510, 1275  <i>Respond Through Writing</i> 318, 398, 485, 573, 651, 761, 914, 969, 999  <i>Write a Review</i> 849  <i>Writing</i> 1223  <i>Writing Workshop</i> 834-841  <b>Teacher Edition:</b>  LSP 630; WP 336, 856, 892, 964</p>		
<p><b>c.</b></p>	<p>Use persuasive strategies including appeals to logic, emotion, and ethics.</p>	<p><b>Student Edition:</b>  <i>Essay</i> 855  <i>Listening and Speaking</i> 132, 341, 634, 651, 914, 999  <i>Research and Report</i> 510  <i>Respond Through Writing</i> 485  <i>Write with Style</i> 1062, 1251  <i>Writing</i> 805  <i>Writing Workshop</i> 834-841  <b>Teacher Edition:</b>  WP 336, 892, 964</p>		

<b>Objective 2.3:</b> (Revision and Editing): Revise and edit to strengthen ideas, organization, voice, word choice, sentence fluency and conventions.			
<b>a.</b>	<p>a. Evaluate and revise for:</p> <ul style="list-style-type: none"> <li>Adequate support of ideas (e.g., quotations, facts, examples, anecdotes, and excerpts).</li> <li>Control of organizational elements in multiple paragraph texts (e.g., thesis, details, leads, conclusions, and transitions).</li> <li>Correct use of active and passive voice. Appropriate voice for specific audiences.</li> <li>Specific word choice for different audiences and purposes.</li> <li>Rhythm created through sentence construction (i.e., parallel sentence structure).</li> </ul>	<p><b>Student Edition:</b>  <i>Essay</i> 173, 433, 669, 855, 1103, 1309  <i>Grammar Workshop</i> 90  <i>Respond Through Writing</i> 119, 231, 318, 398, 466, 485, 573, 618, 651, 728, 761, 801, 914, 947, 969, 999, 1011, 1040, 1147, 1241  <i>Writing Workshop</i> 164, 422, 658, 840, 1090, 1298  <b>Teacher Edition:</b>  WP 658, 840; WPr 658, 1298; WS 422, 1090, 1298; WT 422, 1090</p>	
<b>b.</b>	<p>Edit for:</p> <ul style="list-style-type: none"> <li>Spelling.</li> <li>Correct use of commas to set off appositives.</li> <li>Correct subject/verb agreement.</li> <li>Correct sentence construction (i.e., fragments, run-ons).</li> <li>Correct placement of modifiers.</li> <li>Correct capitalization for abbreviations (Ph.D.) or letters that stand alone (U-turn, I-beams).</li> <li>Correct use of possessives.</li> <li>Correct use of semi-colon.</li> </ul>	<p><b>Student Edition:</b>  <i>Essay</i> 173, 433, 669, 855, 1103, 1309  <i>Grammar Workshop</i> 102, 729, 1130, 1276  <i>Respond Through Writing</i> 119, 231, 318, 398, 466, 485, 573, 618, 651, 728, 761, 801, 914, 947, 969, 999, 1011, 1040, 1147, 1241  <i>Writing Workshop</i> 165, 423, 659, 841, 1091, 1299  <b>Teacher Edition:</b>  GP 1298; WP 504, 552, 662, 824, 1090; WS 841</p>	

<b>STANDARD III: (Inquiry/Research/Oral Presentation): Students will understand the process of seeking and giving information in conversations, group discussions, written reports, and oral presentations.</b>			
<b>Percentage of coverage in the <i>student and teacher edition</i> for Standard III: <u>100</u> %</b>		<b>Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard III: _____ %</b>	
<b>OBJECTIVES &amp; INDICATORS</b>		<b>Coverage in <i>Student Edition (SE) and Teacher Edition (TE)</i> (pg #'s, etc.)</b>	<b>Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)</b> <i>Not covered in TE, SE or ancillaries</i> ✓
<b>Objective 3.1:</b> (Processes of Inquiry): Use the process of inquiry to problem-solve and deepen understanding.			
<b>a.</b>	Formulate essential questions that expose problems and explore issues.	<b>Student Edition:</b> <i>Listening and Speaking</i> 934, 1160 <i>Research and Report</i> 89, 1071 <i>Respond Through Writing</i> 119 <b>Teacher Edition:</b> SP 104	
<b>b.</b>	Analyze information to determine relevance to essential question.	<b>Student Edition:</b> <i>Connect to Art</i> 504 <i>Listening and Speaking</i> 934 <i>Research and Report</i> 89, 1071 <i>Respond Through Writing</i> 119 <b>Teacher Edition:</b> SP 104; WP 348	

c.	Evaluate the accuracy and relevance of information that reflects multiple points of view.	<b>Student Edition:</b> R32 <i>Listening and Speaking</i> 1160 <i>Research and Report</i> 89, 510, 1071 <i>Respond Through Writing</i> 119, 466, 573 <i>Writing Workshop</i> 1083, 1089 <b>Teacher Edition:</b> AL/PA 111; SP 104		
d.	Evaluate, use, and cite nontraditional sources (e.g., Internet, interviews, media sources)	<b>Student Edition:</b> <i>Connect to Art</i> 504 <i>Connect to Science</i> 1198 <i>Connect to Social Studies</i> 1129 <i>Listening and Speaking</i> 934, 1160 <i>Research and Report</i> 89, 510, 1071 <i>Writing</i> 833 <b>Teacher Edition:</b> AL/PA 557, 1173; SP 104, 190; WP 260, 930		
<b>Objective 3.2:</b> (Written Communication of Inquiry): Write to synthesize information to solve a problem or deepen understanding.				
a.	Select an appropriate format to synthesize information.	<b>Student Edition:</b> <i>Connect to Science</i> 1198 <i>Connect to Social Studies</i> 1129 <i>Reading Strategy</i> 1191 <i>Research and Report</i> 89 <i>Respond Through Writing</i> 1147 <i>Writing</i> 833 <b>Teacher Edition:</b> AL/PA 77, 543, 895; RP 468		
b.	Gather and synthesize information to solve a problem or deepen understanding.	<b>Student Edition:</b> <i>Connect to Science</i> 1198 <i>Connect to Social Studies</i> 1129 <i>Research and Report</i> 89 <b>Teacher Edition:</b> AL/PA 15, 111, 895, 959; RP 272; SP 104, 190; WP 260, 278, 772, 930		

c.	Support synthesis of information using paraphrase, summary, and/or quotations.	<b>Student Edition:</b> <i>Compare Cultures</i> 606 <i>Connect to Science</i> 1198 <i>Reading Strategy</i> 242 <i>Respond and Think Critically</i> 106 #1, 157 #1, 240 #1, 581 #1-#2, 1177 #1 <i>Respond Through Writing</i> 914, 1147 <i>Speaking, Listening, and Viewing</i> <i>Workshop</i> 1300 <i>Writing</i> 375, 833 <b>Teacher Edition:</b> AL/PA 237, 259, 343; ApL 573; RP 254, 468, 560; WP 904		
d.	Use informal and formal citations, where appropriate, to support inquiry.	<b>Student Edition:</b> <i>Connect to Art</i> 504 <i>Connect to Science</i> 1198 <i>Connect to Social Studies</i> 1129 <b>Teacher Edition:</b> AL/PA 557; WP 260, 278, 348, 772, 904		
<b>Objective 3.3:</b> (Oral Communication of Inquiry): Plan and present orally using techniques appropriate to audience and purpose.				
a.	Determine audience and purpose for oral presentations (e.g., to inform, to persuade, to entertain).	<b>Student Edition:</b> <i>Compare Cultures</i> 51, 606 <i>Compare Historical Context</i> 711 <i>Connect to Science</i> 1198 <i>Connect to Social Studies</i> 1129 <i>Listening and Speaking</i> 132, 332, 634, 827, 934 <i>Research and Report</i> 510, 1071 <i>Speaking and Listening</i> 51 <i>Speaking, Listening, and Viewing</i> <i>Workshop</i> 166, 424, 660, 842, 1092, 1094, 1300 <b>Teacher Edition:</b> LP 202; SkP 768; SLP 724, 894, 1060; SP 46, 50, 190, 198, 256, 268, 284, 450, 472, 902, 906, 924, 1074		

<b>b.</b>	Anticipate and prepare to respond to potential audience questions.	<b>Student Edition:</b> <i>Listening and Speaking</i> 341, 634 <i>Speaking, Listening, and Viewing Workshop</i> 425 <b>Teacher Edition:</b> LP 202; LSP 630, 690; SLP 1018, 1054		
<b>c.</b>	Respond effectively to audience questions and feedback.	<b>Student Edition:</b> <i>Listening and Speaking</i> 341, 634 <i>Speaking, Listening, and Viewing Workshop</i> 425 <b>Teacher Edition:</b> LP 202; LSP 630; SLP 894, 1054		
<b>d.</b>	Present orally using visual aids/technology for support.	<b>Student Edition:</b> <i>Connect to Science</i> 1198 <i>Connect to Social Studies</i> 1129 <i>Listening and Speaking</i> 934 <i>Speaking, Listening, and Viewing Workshop</i> 425, 661, 1092-1095, 1301 <b>Teacher Edition:</b> ApL 1093; LSP 690; SLP 1060; SLVP 1092; SP 104; VS 660, 1301		