

GLENCOE CORRELATION
WRITER'S CHOICE: GRAMMAR AND COMPOSITION GRADE 6
WASHINGTON
 State Commission on Student Learning
 Benchmark 2 – Grade 7

| OBJECTIVES | PAGE REFERENCES |
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| READING ESSENTIAL ACADEMIC LEARNING REQUIREMENTS | |
| 1. The student understands and uses different skills and strategies to read. | |
| To meet this standard, the student will: | |
| 1.1 use word recognition and word meaning skills to read and comprehend text | |
| use language structure to understand reading materials including sentence structure, prefixes, suffixes, contractions, and simple abbreviations | SE: 547-550, 557-558 <i>Spelling Hints</i> 19 TWE: Te 548-549, 558-559 MIN 548 |
| integrate appropriate reading strategies to adapt reading to different types of text | See Glencoe's <i>Literature: The Reader's Choice Course 1</i> © 2002. |
| use a variety of reading strategies to comprehend words and ideas including self-correcting, re-reading, reading-on, and slowing down | See Glencoe's <i>Literature: The Reader's Choice Course 1</i> © 2002. |
| understand and apply reading strategies including word origins, word roots, prefixes, suffixes; making predictions; and verifying and revising understanding while reading | SE: 547-550, 557-558 <i>Spelling Hints</i> 19 |
| analyze text for a specific purpose | SE: 635-637, 638-639 <i>Linking Writing and Literature</i> 34, 87, 214 <i>Examining Writing in the Real World</i> 41, 105, 147 TWE: CC 176 Te 638 |
| interpret general and specialized vocabulary critical to the meaning of the text | SE: <i>Examining Writing in the Real World</i> 185 <i>Literature Model</i> 28-32, 83, 86, 210-213, 244-245 TWE: CC 138 Te 211 |
| 1.2 build vocabulary through reading | |
| construct general and specialized vocabularies through reading and specific fields of academic study <i>such as science, social studies, mathematics, and the arts</i> | SE: 544-545 <i>Examining Writing in the Real World</i> 185 <i>Literature Model</i> 28-32, 83, 86, 210-213, 244-245 TWE: WRW 84 CC 138 Te 211 EL 545 |
| 1.3 read fluently, adjusting reading for purpose and material | |
| read both orally and silently with ease | SE: 574-575, 625-627 <i>Listening and Speaking</i> 155, 159, 163 TWE: Te 5, 626 |

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| adjust reading pace to accommodate the form, style, and difficulty of material and purpose of reading; sample text rather than focusing on every detail | SE: 574, 625-627 |
| 1.4 understand elements of literature – fiction | |
| identify literary devices (figurative language, exaggeration, irony, humor, dialogue) | SE: <i>Literature Model</i> 156 <i>Listening and Speaking</i> 159 <i>Examining Writing in the Real World</i> 221 TWE: Te 83, 104, 108, 124, 138, 157, 158, 176, 211, 213 |
| understand sentence structure, paragraphs, and chapters | SE: 62-64, 66-68, 307-308, 569-570 |
| analyze literary elements (plot, characters, setting, theme, point of view, conflict, resolution) | SE: 145-146 <i>Linking Writing and Literature</i> 34 <i>Student Model</i> 122 TWE: Te 31, 32, 33, 135, 212 |
| 1.5 use features of nonfiction text and computer software | |
| locate specific information to pursue an interest or complete a project; analyze the validity of electronic information | SE: 198-199, 207, 532-533, 573-575, 635, 651 <i>Write a Report</i> 201 TWE: Te 199 JWT 199 LS 535 |
| use organizational features of printed text (titles, headings, table of contents, indexes, glossaries, prefaces, appendices, captions, etc.) | SE: 534-540, 569-570 TWE: MIN 540 RWC 575 |
| use organization features of electronic information (microfiche headings and numberings, CD-ROM, internet, etc.) | SE: 649-650, 656-657 |
| 2. The student understands the meaning of what is read. | |
| To meet this standard, the student will: | |
| 2.1 comprehend important ideas and details | |
| demonstrate comprehension of complex texts including fiction, nonfiction, information, and task-oriented texts | SE: <i>Linking Writing and Literature</i> 34, 87, 140, 178, 246 <i>Examining Writing in the Real World</i> 41, 105, 147, 185 TWE: Te 29-33 A 140 |
| readily identify and comprehend the main idea and supporting facts and details; summarize ideas in own words | SE: 203-204, 618 <i>Examining Writing in the Real World</i> 41 <i>Journal Writing</i> 63 <i>Cross-Curricular Activity</i> 189 TWE: Te 90, 227 CT 97 |
| link characters, events, and information to prior knowledge, previous experience, and current issues to increase understanding | SE: 20-22, 166, 636 <i>Linking Writing and Literature</i> 178 TWE: MA 172 |
| make, confirm, or revise predictions and inferences based on the reading text | TWE: Te 137, 138 CC 138 |

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| 2.2 expand comprehension by analyzing, interpreting, and synthesizing information and ideas | |
| compare, contrast, and make connections within and among several texts | SE: 22, 190-192 <i>Writing Activities</i> 193 TWE: CC 21 MIN 22 Te 166, 224 |
| use logical sequence to accurately retell stories; order and/or sequence parts of text | SE: 154 TWE: Te 51, 90 MIN 52 |
| 2.3 think critically and analyze authors' use of language, style, purpose, and perspective | |
| evaluate the validity of what is read | SE: 635, 651 |
| recognize that authors make language choices to influence an audience | TWE: WRW 174, 175 |
| evaluate an author's effectiveness for a chosen audience | SE: 40, 228 <i>Examining Writing in the Real World</i> 185 TWE: Te 9, 639 |
| recognize the author's point of view, tone, and use of persuasive devices | SE: 618-620, 635-639 <i>Examining Writing in the Real World</i> 147 <i>Literature Model</i> 126 TWE: Te 30, 219 CC 145 WRW 244 |
| apply information gained from reading to give a response and express insight | SE: 20-22, 164-166, 202-204 <i>Write a Poem</i> 23 <i>Linking Writing and Literature</i> 178 TWE: Te 139 |
| make generalizations beyond the text to other texts, ideas, or situations | TWE: CC 33, 138 CL 146 |
| evaluate reasoning and ideas related to a text | TWE: Te 32, 33 |
| 3. The student reads different materials for a variety of purposes. | |
| To meet this standard, the student will: | |
| 3.1 read to learn new information | |
| observe and use signs, labels, and instructions | SE: 282-285, 581-582, 617 |
| evaluate the appropriateness of a variety of resource materials for a specific task | SE: 534-538, 649, 656-657 TWE: LS 535 |
| understand and use materials to investigate a topic (reference materials, encyclopedia, manuals, public documents, newspaper and magazine articles, trade publications, etc.) | SE: 534-540, 569-570, 649-650, 656-657 <i>Write a Report</i> 201 |
| read and comprehend a full range of texts fluently (instructions, news articles, poetry, novels, short stories, professional-level materials that match career or academic interests, electronic information, etc.) | SE: 28-34, 82-87, 134-140, 172-178, 210-214, 242-246 <i>Writing in the Real World</i> 4-7, 38-41, 102-105, 144-147, 182-185, 218-221 |
| 3.2 read to perform a task | |
| read and understand information to perform a specific task (schedules, maps, recipes, instructions, newspaper want ads, consumer reports, travel books, first aid manuals, catalogs, yellow pages, etc.) | SE: 278-281, 282-285, 581-582 |

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| 3.3 read for literary experience | |
| read, respond to, and evaluate a variety of traditional and contemporary literature (poetry, essays, short stories, novels, biographies, nonfiction narratives, plays) | SE: 20-22, 28-34, 82-87, 134-140, 164-166, 172-178, 210-214, 242-246 |
| read, discuss, and use literature to understand a variety of perspectives of self, others, and world issues | SE: 28-34, 134-140, 172-178, 242-246 TWE: CC 138, 246 |
| identify recurring themes in literature <i>such as identity, conflict and struggle, and social and economic change</i> | SE: <i>Examining Writing in the Real World</i> 41 TWE: Te 223 |
| 3.4 read for career applications | |
| identify particular documents one might be required to read for occupational/career areas of interest | SE: 269-277, 286-289 TWE: EE 269 Te 270, 271 MIN 270 |
| locate and interpret technical and nontechnical documents from different career settings <i>such as blueprints, graphs, tables, and policies</i> | SE: 286-289, 579-582 TWE: CL 184 Te 581 |
| 4. The student sets goals and evaluates progress to improve reading. | |
| To meet this standard, the student will: | |
| 4.1 assess strengths and need for improvement | |
| use a variety of strategies to monitor reading progress and to overcome difficulties | See Glencoe's <i>Literature: The Reader's Choice Course 1</i> © 2002. |
| set reading goals and develop strategies to meet goals and monitor progress | TWE: F 4, 28 |
| 4.2 seek and offer feedback to improve reading | |
| develop shared standards and evaluate reading skills <i>such as fluency, comprehension, and text choice</i> for self and others | TWE: F 28, 134, 210, 242 |
| 4.3 develop interests and share reading experiences | |
| express reasons for recommending books to others; share reading experiences with others | TWE: Te 22 F 28 |
| WRITING ESSENTIAL ACADEMIC LEARNING REQUIREMENTS | |
| 1. The student writes clearly and effectively. | |
| To meet this standard, the student will: | |
| 1.1 develop concept and design | |
| demonstrate consistency in focus; construct a logical argument | SE: 114-116, 152-154, 198-199, 222-224, 226-228, 270, 576-578 <i>Write a Real-life Narrative</i> 155 TWE: Te 153 |
| write in a number of genres and forms | SE: 74-75, 198-200, 202-204, 234-236, 269-293 <i>Present Your Work</i> 77 <i>Write a Poem</i> 23 <i>Write a Travel Brochure</i> 129 <i>Write a Real-life Narrative</i> 155 <i>Write a Persuasive Letter</i> 233 |
| discriminate between essential, intriguing, or useful information and trivia | SE: 153, 198-199, 231-232 |

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| demonstrate elaboration through examples, details, facts, and/or reasons, etc. | SE: 54-56, 114-116, 191, 194-196, 198-200, 207, 226-228, 230-232, 576-578 <i>Write a Proposal</i> 229 <i>Cross-Curricular Activity</i> 225 |
| use effective organizational structures; construct sequenced paragraphs using effective transitions | SE: 50-52, 64, 118-120, 152-154, 194-196, 198-200, 202-204, 207 <i>Writing Activities</i> 53, 155 TWE: Te 51, 52, 196, 200 MIN 64, 120, 196 |
| write coherent paragraphs | SE: 62-64 |
| write analytically using basic and clear logic | SE: 198-200, 222-224, 232, 635-639 TWE: EE 630 MIN 636 |
| 1.2 use style appropriate to the audience and purpose | |
| choose voices appropriate to different genres and audiences | SE: 74-76, 132, 228 <i>Present Your Work</i> 77 <i>TIME Facing the Blank Page</i> 97 TWE: Te 271 |
| choose language that is precise, engaging, and well-suited to the topic and audience | SE: 228 <i>TIME Facing the Blank Page</i> 97 |
| use accurate and precise language relevant to content area | SE: 106-107, 122 <i>TIME Facing the Blank Page</i> 97 <i>Vocabulary Tip</i> 123 TWE: MIN 108 EE 150 |
| experiment with figurative language and sound patterns | TWE: Te 104, 108, 124, 138, 176 |
| use words appropriate to the chosen purpose | SE: 106-107, 122 <i>Writing Tip</i> 98 <i>Vocabulary Tip</i> 123 <i>Writing Application</i> 393 TWE: EL 98 MIN 108, 116, 158 EE 150 |
| vary sentence length and structure | SE: 66-68, 307-316, 517 <i>Writing Application</i> 317 <i>Writing Activities</i> 69 TWE: Te 68 MIN 68, 522 EL 520 |
| 1.3 apply writing conventions | |
| use compound and complex sentences | SE: 307-316, 517 <i>Writing Application</i> 317 TWE: EL 520 |
| employ conventional grammar <i>such as subject/verb agreement and verb tense agreement</i> except for effect | SE: 254-257, 321, 438-452 <i>Writing Application</i> 453 <i>Grammar Link</i> 15, 53, 65, 105, 193 TWE: Te 321 MIN 440 |

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| apply capitalization and punctuation rules correctly | SE: 162-265, 266, 472-486, 488-514 <i>Writing Application</i> 487, 515 <i>Grammar Link</i> 19, 45, 61, 77, 129, 147, 201, 229 TWE: Te 475 MIN 474, 476, 490, 492, 494, 496, 498 |
| spell correctly except for effect in final draft | SE: 539, 557-563, 565-567 TWE: Te 558, 562, 566 MIN 562 EL 566 |
| use paragraphing, stanza division, and other textual markers <i>such as table of contents, title and subtitle, and bullets</i> | SE: 62-64, 202-204, 271-274 TWE: TT 276 |
| write legibly | SE: 241, 277 <i>Listening and Speaking</i> 61 <i>Writing Process in Action</i> 81 |
| 2. The student writes in a variety of forms for different audiences and purposes. | |
| To meet this standard, the student will: | |
| 2.1 write for different audiences | |
| write for distant audiences <i>such as pen pals and community members</i> | SE: 17, 228, 654-655 <i>Write a Friendly Letter</i> 19 <i>Using Computers</i> 229 <i>Activity</i> 273 |
| determine and write for the needs of different audiences | SE: 74-76, 149, 228 <i>TIME Facing the Blank Page</i> 97 <i>Writing Process in Action</i> 239-240 |
| 2.2 write for different purposes | |
| write for a range of purposes including: <ul style="list-style-type: none"> • to express him/herself • to inform others • to create • to explain ideas or procedures • to persuade others • to entertain • to debate • to question | SE: 8-11, 50, 106-109, 122-124, 149-151, 186-189, 194-197, 198-201, 222-224 |
| 2.3 write in a variety of forms | |
| write in a variety of forms and genres (narratives, journals, poems, essays, stories, research reports, etc.) | SE: 74-75, 198-200, 202-204, 234-236, 269-293 <i>Present Your Work</i> 77 <i>Write a Poem</i> 23 <i>Write a Travel Brochure</i> 129 <i>Write a Real-life Narrative</i> 155 <i>Write a Persuasive Letter</i> 233 |

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| vary form, detail, and structure of writing in accordance with intended audience and purpose | SE: 74-76, 132, 149, 228, 269-293 <i>Present Your Work</i> 77 <i>TIME Facing the Blank Page</i> 97 <i>Presenting Tip</i> 228 TWE: Te 271 |
| 2.4 write for career applications | |
| identify different forms used to cite sources when writing reports or technical documents, <i>for example, references, footnotes, and endnotes</i> | SE: 198-200, 576-577 TWE: JWT 199 |
| 3. The student understands and uses the steps of the writing process. | |
| To meet this standard, the student will: | |
| 3.1 prewrite | |
| use a variety of prewriting strategies (story mapping, listing, webbing, jotting, outlining, freewriting, brainstorming, etc.) | SE: 43, 46-48, 50-52, 191 <i>TIME Facing the Blank Page</i> 92-93 <i>Writing Process in Action</i> 25, 131, 169 TWE: Te 25, 43, 48, 52, 92, 169 |
| use available tools and technology <i>such as a simple word processor</i> consistently through the writing process | SE: 281, 654-655 <i>Using Computers</i> 19, 61, 69, 73, 163, 229 <i>Technology Tip</i> 276, 285 TWE: Te 93 |
| gather information from a variety of sources <i>such as interviews, multimedia, and periodicals</i> | SE: 198-200, 202-204, 207, 230-232, 576-578 TWE: Te 199 JWT 199 |
| 3.2 draft | |
| elaborate on an initial idea | SE: 43, 54-56, 112, 124 <i>Write a Draft</i> 57 <i>TIME Facing the Blank Page</i> 95 |
| coordinate ideas and perspectives and take variables into account | SE: 54-56, 112, 124 <i>Writing Process in Action</i> 79-80 <i>TIME Facing the Blank Page</i> 94-95 |
| construct a clear narrative or present argumentation | SE: 54-56, 119 <i>Writing Process in Action</i> 79-80, 131, 169-170 <i>TIME Facing the Blank Page</i> 94-95 |
| 3.3 revise | |
| confer with others to improve text; evaluate suggestions from others | SE: 59 <i>Writing Process in Action</i> 80, 132, 170, 208, 240 <i>Listening and Speaking</i> 163 <i>Using Computers</i> 229 <i>Revising Tip</i> 153 TWE: Te 26, 80, 132, 170, 208, 240 MIN 60, 270 |
| add and delete information and graphics as needed to enhance text and style | SE: <i>Writing Process in Action</i> 60, 132, 153, 232 TWE: TT 96 |
| 3.4 edit | |
| use applicable reference tools | SE: 81, 534-540, 563 <i>Using Computers</i> 73 |

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| correct some errors independently | SE: 70-72, 133 <i>Editing/Proofreading Checklist</i> 81, 133, 171, 209, 241 |
| adjust word choice and sentence structure | SE: 58-61, 62-65, 66-69, 70-71, 80-81, 132 |
| correct mechanics and grammar | SE: 70-72, 133 <i>Editing/Proofreading Checklist</i> 81, 133, 171, 209, 241 |
| 3.5 publish | |
| select from a variety of publishing options <i>such as school newspaper, bulletin boards, or multimedia formats</i> | SE: 74-76, 290-293 <i>Writing Process in Action</i> 27, 133, 209, 241 <i>Present Your Work</i> 77 |
| produce a legible, neat final product | SE: 241, 277 <i>Listening and Speaking</i> 61 <i>Writing Process in Action</i> 81 |
| use different technologies to produce a finished product | SE: 281 <i>Using Computers</i> 73 <i>Technology Tip</i> 285 |
| 4. The student analyzes and evaluates the effectiveness of written work. | |
| To meet this standard, the student will: | |
| 4.1 assess own strengths and needs for improvement | |
| establish and apply own criteria to improve writing | SE: 78-81 <i>Review</i> 35, 88, 141, 179, 215, 247 |
| analyze the works of effective writers to improve writing | SE: 106-107, 110, 114, 118, 124, 156, 196 <i>Examining Writing in the Real World</i> 7, 41, 105, 182 TWE: CT 97 Te 200 |
| articulate the qualities that make a piece of writing effective | SE: 106 <i>Linking Writing and Literature</i> 34, 87, 140, 178, 214, 246 TWE: Te 29 WRW 84, 86 |
| 4.2 seek and offer feedback | |
| accept feedback and edits to revise own writing when appropriate | SE: <i>Writing Process in Action</i> 80, 132, 170, 208, 240 <i>Listening and Speaking</i> 163 <i>Using Computers</i> 229 TWE: MIN 60 |
| offer feedback, with guidance on others' writing, with regard to: <ul style="list-style-type: none"> • concept and design • style • conventions | SE: <i>Listening and Speaking</i> 163 TWE: Te 26, 80, 132, 170, 208, 240 MIN 270 |

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| COMMUNICATIONS ESSENTIAL ACADEMIC LEARNING REQUIREMENTS | |
| 1. The student uses listening and observation skills to gain understanding. | |
| To meet this standard, the student will: | |
| 1.1 focus attention | |
| give evidence of paying attention <i>such as nodding, maintaining eye contact, taking notes, and asking relevant questions</i> | SE: 617-618 TWE: Te 580 |
| pay attention and respond appropriately in particular contexts <i>such as social interactions and receiving information</i> | SE: 617-618, 622-623 |
| 1.2 listen and observe to gain and interpret information | |
| identify the relationship between verbal and nonverbal communication | SE: 623, 625, 627 TWE: MIN 618 |
| identify visual information and/or people's behaviors <i>such as in a math activity or an ethnographic study</i> | This objective can be met during teacher/class discussion. |
| interpret and discuss relationships among ideas, information, and events in visual texts <i>such as illustrations, art, dance, graphs, and diagrams</i> | SE: 579-582 <i>Viewing and Representing 23, 65, 69, 117</i> <i>Writing Across the Curriculum 141</i> TWE: Te 30 |
| listen for, identify and explain: <ul style="list-style-type: none"> • important as well as extraneous details • relationships in stories, poems, etc. • pitch, intensity, and intonation | SE: 617-618, 622-623 <i>Listening and Speaking 109</i> TWE: Te 618 |
| demonstrate listening strategies for gaining information | SE: 617-618, 622-623 <i>Listening and Speaking 109</i> |
| 1.3 check for understanding by asking questions and paraphrasing | |
| ask questions to clarify content and meaning in a variety of contexts and situations | SE: 617 TWE: Te 580 |
| paraphrase conversations and information | SE: <i>Exercise 3 623</i> |
| ask questions to verify judgments and inferences | SE: 617 |
| construct hypotheses | TWE: Te 618 |
| 2. The student communicates ideas clearly and effectively. | |
| To meet this standard, the student will: | |
| 2.1 communicate clearly to a range of audiences for different purposes | |
| communicate with an expanding range of audiences <i>such as community members and voice-mail</i> | SE: 621-623, 624-627 TWE: Te 44 |
| communicate for a range of purposes, <i>for example, to inform, explain, persuade, or entertain</i> | SE: 621-623, 624-627 |
| determine needs of an audience and make limited adjustments in content and technique | SE: 291-293 |
| communicate using different forms of oral presentation <i>such as reports or drama</i> | SE: 75, 290, 621-623, 624-627 <i>Listening and Speaking 155, 159</i> TWE: Te 44 |

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| 2.2 develop content and ideas | |
| choose content appropriate to own purposes and interests and needs of an audience | SE: 291-293, 624-625 |
| select and document relevant material from a variety of sources | SE: 291-293, 576-577 |
| organize information with a clear sequencing of ideas and transitions | SE: 120, 154-155, 624 TWE: Te 120, 622 |
| develop a rational argument | SE: 291-293 <i>Listening and Speaking 225, 237</i> |
| 2.3 use effective delivery | |
| speak at a volume and pace appropriate to the situation | SE: 621-623, 624-627 |
| project voice well | SE: 621, 625, 626-627 |
| appeal to the interests of the audience | SE: 291-293 |
| use good posture and eye contact | SE: 625, 627 |
| use facial expression and body language to heighten and emphasize message | SE: 623, 625, 627 TWE: MIN 618 |
| 2.4 use effective language and style | |
| speak using standard grammar | SE: 624-625 |
| use complex sentences | SE: 66-68 TWE: MA 66 Te 67, 68 MIN 68 |
| use a range of vocabulary related to a particular topic | SE: 625 |
| use language well-suited to the chosen audience | SE: 291-293, 624-625 |
| 2.5 effectively use action, sound, and/or images to support presentations | |
| use a variety of media to illustrate and support ideas | SE: 290-293, 625 TWE: Te 44, 76 EE 633 |
| use available technology as a presentation tool | SE: 290-293 <i>Viewing and Representing 237</i> <i>Technology Tip 292</i> TWE: Te 44, 76 MIN 627 |
| 3. The student uses communication strategies and skills to work effectively with others. | |
| To meet this standard, the student will: | |
| 3.1 use language to interact effectively and responsibly with others | |
| use language to interact with others, <i>for example, to greet people, compliment, give encouragement, or express feelings</i> | SE: 622-623 |
| respond to different types of speech and audiences | SE: 234-236, 637 <i>Writing Activities 237</i> TWE: Te 618 |
| use language that is free from stereotyping, bias, libel, slander, or harassment | This objective can be met during teacher/class discussion. |
| identify cultural assumptions and perspectives | SE: 147 TWE: CC 138, 145, 246 AA 242 |

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| 3.2 work cooperatively as a member of a group | |
| assume roles or tasks within a group to perform a task | SE: 622-623 <i>Listening and Speaking</i> 73, 109, 205 |
| contribute to group with suggestions, research, and effort | SE: 622-623 <i>Listening and Speaking</i> 109 TWE: Te 622 |
| demonstrate respect for others' opinions by allowing time for responses | SE: 622-623 <i>Listening and Speaking</i> 205 TWE: Te 622 |
| 3.3 seek agreement and solutions through discussion | |
| acknowledge others' ideas and points of view; identify similarities and differences | SE: 622-623 |
| check for understanding in group interactions | SE: 622-623 |
| contribute responsibly to group efforts | SE: 622-623 <i>Listening and Speaking</i> 73, 109, 205 TWE: Te 622 |
| choose a position and develop a plan of action | SE: 226-228, 291-293 <i>Write a Proposal</i> 229 <i>Writing Process in Action</i> 238-241 TWE: EE 240 |
| define challenges and encourage others to action | SE: 226-228, 291-293 <i>Write a Proposal</i> 229 <i>Writing Process in Action</i> 238-241 TWE: EE 240 |
| 4. The student analyzes and evaluates the effectiveness of formal and informal communication. | |
| To meet this standard, the student will: | |
| 4.1 assess strengths and need for improvement | |
| establish and apply criteria for evaluating one's own and others' presentations | TWE: Te 618 |
| know the qualities that make a presentation effective | SE: 625 TWE: EE 625 |
| evaluate excellent presentations to improve own work | SE: 618 TWE: Te 618 |
| 4.2 seek and offer feedback | |
| with guidance, offer feedback on others' presentations with regard to content and organization | SE: <i>Listening and Speaking</i> 151, 225 TWE: Te 618 |
| accept feedback when appropriate and revise own presentation | SE: <i>Listening and Speaking</i> 151 |
| 4.3 analyze mass communication | |
| identify and evaluate techniques used in mass communication <i>such as name calling, celebrity appeal, and identification with the audience</i> | SE: 618-620, 638-639 |
| identify and explain the uses and impact of fact, opinion, bias, etc. in mass communication | SE: 618-620, 638-639 TWE: EE 232 Te 638, 639 RWC 639 RLC 643 |

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| identify the accuracy, point of view, and assumptions of media□ | SE: 635-639 TWE: RWC 639 |
| 4.4 analyze how communication is used in career settings | |
| identify different communication techniques used in a variety of career settings <i>such as to persuade, inform, or instruct</i> | SE: 268-293 TWE: EE 269 CT 272 Te 283, 284, 287 EL 291 |

Codes Used for TWE Pages

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| A | Assess |
| AA | About the Author |
| CC | Cultural Connections |
| CL | Civic Literacy |
| CT | Critical Thinking |
| EE | Enrichment and Extension |
| EL | Exploring Language |
| F | Focus |
| JWT | Journal Writing Tip |
| LS | Listening and Speaking |
| MA | Motivating Activity |
| MIN | Meeting Individual Needs |
| RLC | Real Life Connection |
| RWC | Real World Connection |
| Te | Teach |
| TT | Technology Tip |
| WRW | Writing in the Real World |