

GLENCOE CORRELATION
WRITER'S CHOICE: GRAMMAR AND COMPOSITION GRADE 11
WASHINGTON
 State Commission on Student Learning
 Benchmark 3 – Grade 10

OBJECTIVES	PAGE REFERENCES
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: 792-796 TWE: MA 792
integrate appropriate reading strategies to adapt reading to different types of text	SE: 805-807, 863-865 TWE: CT 806
readily use a variety of strategies to comprehend words and ideas in complex texts including self-correcting, re-reading, reading-on, and slowing down	SE: 806 TWE: CT 806
understand and apply reading strategies including word origins, word roots, prefixes, suffixes; making predictions; and verifying and revising understanding while reading	SE: 789-791, 792-796, 806 TWE: MA 792
synthesize information when reading from a variety of sources	SE: 327-328 <i>Linking Writing and Literature</i> 44, 109, 164, 206, 262, 320 TWE: T 259
identify technical and specialized terms and determine meaning of multiple meaning words	SE: 789-791 <i>Literature Model</i> 256-261 <i>Wordworks</i> 767 TWE: MIN 230, 785 EE 767 RWC 796
1.2 build vocabulary through reading	
examine and increase vocabularies relevant to different contexts, cultures, and communities	SE: 789-791 TWE: MIN 230 CC 769 EL 864
1.3 read fluently, adjusting reading for purpose and material	
read fluently focusing on text details when necessary to maintain meaning	SE: <i>Literature Model</i> 40-43, 104-108, 256-261, 310-319 <i>Linking Writing and Literature</i> 44, 109, 262, 320 TWE: T 259, 260
read at different speeds, using scanning and/or careful reading as appropriate	SE: 806

OBJECTIVES	PAGE REFERENCES
1.4 understand elements of literature – fiction	
identify literary devices (exaggeration, irony, humor, dialogue, devices that develop characterization, tension, and mood)	SE: <i>Writing in the Real World</i> 48-50 <i>Examining Writing in the Real World</i> 51 <i>Literature Model</i> 104-108, 156-163 <i>Linking Writing and Literature</i> 109, 164 TWE: MIN 80 T 157 WRW 158, 159
understand sentence structure, paragraphs, and chapters	SE: <i>Literature Model</i> 156-163 <i>Linking Writing and Literature</i> 164 TWE: WRW 158, 159
analyze literary elements (plot, characters, setting, theme, point of view, conflict, resolution)	SE: <i>Literature Model</i> 40-43, 156-163 <i>Linking Writing and Literature</i> 44, 164 TWE: WRW 158
1.5 use features of non-fiction text and computer software	
read, analyze, and use informational materials to demonstrate understanding and expertise; analyze the validity of electronic information	SE: 419, 863-865, 867-868, 870-876, 877-881, 882-889 <i>Using Computers</i> 225 TWE: CL 880
use complex organizational features of printed text (titles, headings, table of contents, indexes, glossaries, prefaces, appendices, captions, citations, endnotes, etc.)	SE: 326-327, 338-343, 775-782, 784-787, 877, 883 TWE: T 777 CT 806
use features of electronic information (electronic bulletin boards and databases, e-mail, etc.)	SE: 419, 776-782, 877-881 <i>Using Computers</i> 225 TWE: CL 880
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 varied texts especially technical materials, complex narratives, and exposition	SE: 806-807, 863-865 <i>Literature Model</i> 156-163, 256-261, 310-319 <i>Linking Writing and Literature</i> 164, 262, 320 TWE: CT 806
summarize the main idea and supporting facts and details with evidence from reading	SE: 327-328, 806-807, 863-865 <i>Linking Writing and Literature</i> 44, 109, 164, 206, 262, 320 TWE: MIN 160
use prior knowledge of issues, characters, events, and information to examine texts and extend understanding	SE: 28-30, 32-34 <i>Linking Writing and Literature</i> 44, 109, 164, 206, 262, 320 TWE: T 259
synthesize ideas from selections to make predictions and inferences about various texts	SE: 327-328 <i>Linking Writing and Literature</i> 44, 109, 164, 206, 262, 320 TWE: T 259

OBJECTIVES	PAGE REFERENCES
2.2 expand comprehension by analyzing, interpreting, and synthesizing information and ideas	
critically compare, contrast, and connect ideas within and among a broad range of texts	SE: 226-230, 244-246, 248-250 <i>Writing Activities</i> 231, 247, 251 <i>Journal Writing</i> 245, 249 TWE: C 247, 251
use logical sequence to accurately retell stories; order and/or sequence parts of text	SE: <i>Cross Curricular</i> 177 <i>Listening and Speaking</i> 177 <i>Writing Activities</i> 243, 251 TWE: C 19
2.3 think critically and analyze authors' use of language, style, purpose, and perspective	
draw conclusions based on the validity and accuracy of what is read	SE: 242, 283, 286, 326-328, 863-865 <i>Literature Model</i> 310-319 <i>Linking Writing and Literature</i> 320 TWE: C 243
explain how an author uses language to influence different audiences	SE: 807, 863-865 <i>Literature Model</i> 256-261, 310-319 <i>Linking Writing and Literature</i> 262, 320 <i>Viewing and Representing</i> 293 TWE: EL 864
analyze and evaluate authors' effectiveness for different audiences	SE: 807, 863-865 <i>Literature Model</i> 256-261, 310-319 <i>Linking Writing and Literature</i> 262, 320 <i>Viewing and Representing</i> 293 TWE: EL 864
detect bias, stereotype, overgeneralization, association, and other devices used by the author to influence an audience	SE: 279, 807, 863-865 <i>Literature Model</i> 40-43 <i>Linking Writing and Literature</i> 44 <i>Viewing and Representing</i> 281 TWE: MA 40 C 287
apply information gained from reading to give a response and express insight	SE: 28-30, 32-34, 190-192 <i>Writing Activities</i> 35, 193 <i>Linking Writing and Literature</i> 44, 109, 164, 206 TWE: C 35
analyze, interpret, and evaluate ideas and concepts within, among, and beyond multiple texts	SE: 244-246, 248-250 <i>Linking Writing and Literature</i> 44, 109, 262, 320 <i>Writing Activities</i> 247, 251 TWE: C 251
analyze, interpret, and evaluate reasoning and ideas related to multiple texts	SE: 244-246, 248-250, 282-286, 288-292 <i>Writing Activities</i> 247, 251, 287 <i>Cross Curricular</i> 293 TWE: CT 286

OBJECTIVES	PAGE REFERENCES
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: 420, 870-876 <i>Activities</i> 421 TWE: C 239 CL 420
organize information from resource materials and communicate findings effectively	SE: 326-329, 330-333, 334-337 <i>Writing Activities</i> 333, 337 TWE: MIN 332
locate, analyze, and interpret material to investigate a question, topic, or issue (encyclopedia and other reference materials, pamphlets, book excerpts, newspaper and magazine articles, letters to an editor, etc.)	SE: 325-328, 775-782, 807 <i>Cross Curricular</i> 235 <i>Viewing and Representing</i> 239, 293 <i>Writing Activities</i> 329 TWE: C 239, 273, 277
read, analyze, and interpret 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: 32-34, 807, 863-865, 877-879 <i>Writing Activities</i> 35 <i>Literature Model</i> 104-108, 156-163 <i>Cross Curricular</i> 293 TWE: C 239
3.2 read to perform a task	
understand and follow complex information to perform tasks for a specific audience (schedules, maps, recipes, instructions, newspaper want ads, consumer reports, travel books, first aid or other manuals, catalogs, yellow pages, credit card or job applications, legal documents, etc.)	SE: 218-220, 238, 420 <i>Writing Activities</i> 221 <i>Activities</i> 421 TWE: C 239 CL 420 BC 821
3.3 read for literary experience	
read, respond to, and evaluate a variety of traditional and contemporary literature (poetry, essays, short stories, novels, biographies, non-fiction narratives, plays)	SE: 28-30, 32-34, 248-250 <i>Writing Activities</i> 35, 251 <i>Literature Model</i> 104-108, 310-319 <i>Linking Writing and Literature</i> 109, 320 TWE: C 35
read critically to analyze, compare, and contrast works of various authors and to understand multiple perspectives and issues of self, others, and world issues	SE: 244-246 <i>Literature Model</i> 40-43, 310-319 <i>Linking Writing and Literature</i> 44, 320 <i>Journal Writing</i> 245 <i>Writing Activities</i> 247 TWE: C 247
analyze recurring themes in literature <i>such as human interaction, identity, conflict and struggle, and economic change</i>	SE: 186-188 <i>Literature Model</i> 40-43, 156-163, 256-261 <i>Linking Writing and Literature</i> 44 <i>Writing Activities</i> 189 TWE: C 189

OBJECTIVES	PAGE REFERENCES
3.4 read for career applications	
identify particular reading skills required for occupational/career areas of interest	SE: 420-421, 807, 863-865, 877-879 TWE: C 239 CL 420 BC 821
use appropriate reading strategies for interpreting technical and non-technical documents from different career settings <i>such as scanning, finding specific information, and inferring from data</i>	SE: 236-238, 241-242, 422-426, 806-810 <i>Writing Across the Curriculum</i> 263 TWE: CL 260 CAC 809
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	
solve problems, monitor progress, and direct own reading	SE: 232-234, 805-807 <i>Linking Writing and Literature</i> 44, 109, 164, 206, 262, 320 TWE: T 806
set goals and take individual responsibility to form a plan for improvement	SE: 805-807, 812, 814-815, 863-865 TWE: CT 806 T 806
4.2 seek and offer feedback to improve reading	
apply academic and technical standards to evaluate and improve reading for self and others	SE: 805-807, 812, 814-817 TWE: LS 818
4.3 develop interests and share reading experiences	
share knowledge gained through reading with others	SE: <i>Listening, Speaking, and Viewing</i> 11, 77, 193, 217 <i>Writing Activities</i> 31, 193 <i>Viewing and Representing</i> 35 <i>Cross Curricular</i> 193 TWE: C 189
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	
maintain a sharp focus throughout the work; focus text clearly to hold a reader's attention, to make a point, to tell a story, and/or describe a process or phenomenon	SE: 182-184, 218-220, 298-300 <i>Writing Process in Action</i> 100-103, 152-155 <i>Cross Curricular</i> 185 <i>Writing Activities</i> 185, 221, 301 TWE: MIN 220
approach a topic in an individualized and purposeful way	SE: <i>Writing Process in Action</i> 36-39, 100-103, 152-155, 194-197, 252-255, 306-309 TWE: LS 39
discriminate between essential, intriguing, or useful information and trivia	SE: 270-271, 274-276, 278-280, 427, 880 <i>Writing Activities</i> 273, 281 TWE: JWT 275
develop a topic, theme, or central metaphor with carefully chosen and focused detail and content	SE: <i>Writing Process in Action</i> 36-39, 100-103, 152-155, 194-197, 252-255, 306-309 TWE: C 309

OBJECTIVES	PAGE REFERENCES
control emphasis, sequencing, focus, and transitions in a variety of genres <i>such as poetry, technical, or narrative</i>	SE: 216, 230 <i>Writing Process in Action</i> 38, 102, 254 <i>Writing Activities</i> 217, 231, 243 <i>Writing Across the Curriculum</i> 263 TWE: MIN 216
write coherent paragraphs	SE: <i>Writing Across the Curriculum</i> 110, 263, 321 <i>Writing Process in Action</i> 152-155, 194-197, 252-255, 306-309 TWE: C 164, 309
develop analysis, synthesis, persuasion, and exposition logically; demonstrate advanced logic	SE: 232-234, 240-242, 282-284, 288-292 <i>Writing Activities</i> 235, 243, 287, 293 <i>Writing Process in Action</i> 252-255 TWE: C 287
1.2 use style appropriate to the audience and purpose	
recognize voice; strengthen and modify own voice as appropriate	SE: <i>Writing Process in Action</i> 36-39, 100-103, 152-155, 194-197, 252-255, 306-309 TWE: C 39
choose words to convey intended message in a precise, interesting, and natural way	SE: 64, 220, 427-428 <i>Writing Activities</i> 67, 217, 221 <i>Listening and Speaking</i> 217 <i>Activities</i> 414, 415 TWE: MIN 429
use specialized vocabulary relevant to a specific content area	SE: 427-431 <i>Writing Activities</i> 221 <i>Writing Across the Curriculum</i> 263, 321 <i>Activities</i> 428, 430, 431 TWE: MIN 429
use figurative language and sound patterns effectively	SE: 70, 82-84, 230, 250, 295 <i>Using Computers</i> 85 <i>Writing Activities</i> 85, 231 TWE: JWT 83
consider connotation and denotation when choosing words	SE: 272 TWE: MIN 138, 272 EL 864
vary the complexity of sentence structure and cadence for effect	SE: 360-363 <i>Grammar Link</i> 269 TWE: WRW 159
1.3 apply writing conventions	
use standard writing conventions in final draft to enhance meaning and clarity: <ul style="list-style-type: none"> • grammar/usage • capitalization • punctuation • spelling 	SE: 90-94, 120, 384, 407, 673-688, 798-803 <i>Writing Activities</i> 95, 239 <i>Writing Process in Action</i> 197 TWE: C 95
use paragraphing and stanza division to reinforce text's organizational structure	SE: <i>Writing Across the Curriculum</i> 110, 263, 321 <i>Writing Process in Action</i> 152-155, 194-197, 252-255, 306-309 TWE: C 164, 309

OBJECTIVES	PAGE REFERENCES
write legibly	SE: 420-421 <i>Writing Activities</i> 95 <i>Using Computers</i> 297 TWE: WRW 414
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	
identify, analyze, describe, and meet the needs of chosen audience	SE: 64-66, 272, 295 <i>Writing Activities</i> 67, 273 <i>Grammar Link</i> 269 TWE: JWT 65
show sense of how particular audience may interpret a text	SE: 64-66, 272, 295 <i>Writing Activities</i> 67, 273 <i>Viewing and Representing</i> 293 <i>Listening and Speaking</i> 297 TWE: JWT 65
2.2 write for different purposes	
write for a broad range of purposes including: <ul style="list-style-type: none"> • to reflect upon own experiences • to experiment with language • to make inferences or draw conclusions • to present an analytical response to literature • to apply for jobs • to communicate research findings • to convey technical information 	SE: 240-242, 416-417, 420-421, 427-431 <i>Writing Activities</i> 35, 139, 243 <i>Writing Process in Action</i> 36-39 TWE: C 213
2.3 write in a variety of forms	
write in a variety of forms and genres (tall tales, myths, fables, reports, experiments, directions, dramas, narratives, journals, poems, essays, stories, etc.)	SE: 428, 430-431 <i>Writing Activities</i> 15, 27, 185, 243 <i>Cross Curricular</i> 193 <i>Writing Process in Action</i> 194-197 TWE: MIN 174 EE 200
interweave elements of exposition, argumentation, narration, figurative, and rhythmic language as needed according to audience and purpose	SE: 272, 295 <i>Writing Process in Action</i> 194-197, 252-255, 306-309 <i>Writing Activities</i> 273 <i>Listening and Speaking</i> 297 TWE: MIN 272
2.4 write for career applications	
understand the importance of using reference style consistently when writing reports or technical documents	SE: 328-329, 338-343, 427-431 TWE: CAC 341

OBJECTIVES	PAGE REFERENCES
3. The student understands and uses the steps of the writing process.	
To meet this standard, the student will:	
3.1 prewrite	
generate ideas and plan writing independently <i>such as extensive planning, and defining and choosing an appropriate mode of expression</i>	SE: 56-58, 60-62, 324-325 <i>Listening and Speaking</i> 59 <i>Writing Activities</i> 59, 329 TWE: C 59
use available tools and technology <i>such as a simple word processor</i> consistently through the writing process	SE: 870-876 <i>Using Computers</i> 59, 71, 75, 81 TWE: MIN 873
analyze and synthesize information from a variety of sources <i>such as interviews, multimedia, books, and periodicals</i>	SE: 325-329, 856-857, 877-881 TWE: MIN 326, 327
3.2 draft	
formulate and construct ideas independently	SE: 72-74, 76-80, 82-84 <i>Writing Activities</i> 75, 81 TWE: C 75
coordinate a number of ideas and points of view	SE: 72-74, 76-80, 82-84, 334-336 <i>Writing Activities</i> 75, 81, 85 TWE: C 75
present argumentation effectively by using clarity, coherency, and precision; draft text that uses logical flow of ideas and relationships	SE: 72-74, 76-80, 82-84, 334-337 <i>Writing Activities</i> 75, 81, 85, 337 TWE: C 851
3.3 revise	
confer with others to improve text; incorporate suggestions from others	SE: 86-88, 344-347 <i>Journal Writing</i> 87 <i>Writing Activities</i> 89, 347 TWE: C 27, 81, 89 MIN 88
investigate additional information sources to improve text; use language to enrich text and enhance style	SE: 86-88, 344-347 <i>Journal Writing</i> 87 <i>Writing Activities</i> 347 TWE: C 347
3.4 edit	
adapt new reference technologies to further the purpose of writing	SE: 90-93, 348 <i>Writing Activities</i> 95 TWE: C 95
demonstrate self-correction	SE: 90-93, 348 <i>Writing Activities</i> 95 TWE: C 95
change text order to improve argument, flow of information, and logic	SE: 90-93, 348 <i>Writing Activities</i> 95 TWE: C 95
correct mechanics and grammar	SE: 90-93, 348 <i>Writing Activities</i> 95 <i>Using Computers</i> 95 TWE: C 95 MIN 873

OBJECTIVES	PAGE REFERENCES
3.5 publish	
identify viable markets and forums for specific pieces of writing	SE: 94 <i>Writing Process in Action</i> 39, 103, 155, 255, 309 TWE: C 103
produce a legible, professional-looking final product	SE: 94, 349, 420-421 <i>Writing Activities</i> 95 <i>Using Computers</i> 297 TWE: WRW 414
use a variety of technological resources to produce a final product	SE: 94, 870-876 <i>Using Computers</i> 59, 71, 75, 81 <i>Writing Process in Action</i> 103 <i>Tip</i> 349 TWE: MIN 873
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	
articulate own and established criteria to improve writing; defend choices to deviate from established criteria	SE: <i>Journal Writing</i> 39, 103, 155, 197, 255, 309 TWE: C 85 JWT 91
assess own strengths and developmental needs as a writer	SE: 308 <i>Checklist</i> 254 TWE: C 85
demonstrate knowledge of the qualities that make a piece of writing effective	SE: <i>Writing Process in Action</i> 38-39, 102-103, 154-155, 196-197, 254-255, 308-309 TWE: JWT 77
4.2 seek and offer feedback	
seek, evaluate, accept, and apply feedback; hold on to one's own vision	SE: <i>Writing Process in Action</i> 38, 102, 154, 196, 254 TWE: CL 118
independently offer specific feedback on others' writing with regard to: <ul style="list-style-type: none"> • concept and design • style • conventions 	SE: <i>Writing Process in Action</i> 38, 102, 154, 196, 254 TWE: C 39 CL 118
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	
use attention level appropriate for particular circumstances and contexts	SE: 849-851, 863-865 <i>Listening and Speaking</i> 11, 277 <i>Cross Curricular</i> 139 TWE: C 225, 293, 851
analyze and reflect on ideas while paying attention and listening in a variety of situations	SE: 849-851, 863-865 <i>Listening and Speaking</i> 11, 277 <i>Cross Curricular</i> 139 TWE: C 225, 293, 851

OBJECTIVES	PAGE REFERENCES
1.2 listen and observe to gain and interpret information	
interpret and draw inferences from verbal and nonverbal communication	SE: 850-851, 863-865 <i>Viewing and Representing</i> 35, 99, 305 <i>Listening and Speaking</i> 277 TWE: T 850
draw inferences based on visual information and/or people's behaviors	SE: 850-851 <i>Viewing and Representing</i> 63, 99, 181, 247, 273, 305 TWE: C 181
explore different perspectives on complex issues through viewing a range of visual texts	SE: 850, 863-865 <i>Viewing and Representing</i> 63, 99, 281 TWE: LS 39
listen for, identify and explain: <ul style="list-style-type: none"> • information vs. persuasion • inferences • emotive rhetoric vs. reasoned arguments 	SE: 850, 863-865 <i>Viewing and Representing</i> 99 TWE: EL 864
use a variety of effective listening strategies	SE: 849-851 <i>Listening and Speaking</i> 11, 277 <i>Cross Curricular</i> 139 TWE: C 225, 293, 851
1.3 check for understanding by asking questions and paraphrasing	
ask questions to interpret and evaluate oral and visual contexts based on information from a variety of sources	SE: 850 <i>Viewing and Representing</i> 71 TWE: LS 865
paraphrase to expand and refine understanding	SE: 850 TWE: T 850
make judgments and inferences	SE: 850, 863-865 TWE: MA 865
ask questions to refine and verify hypotheses	SE: 240-242 <i>Viewing and Representing</i> 71 <i>Writing Activities</i> 243 TWE: LS 865
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 effectively with different audiences	SE: 294-296, 852-857 <i>Journal Writing</i> 295 <i>Writing Activities</i> 297 <i>Listening and Speaking</i> 297 TWE: LS 117 C 857
make well-chosen and varied connections between own purposes and audience interests and needs	SE: 853 <i>Listening and Speaking</i> 297 TWE: LS 117 C 297
communicate for a broad range of purposes, <i>for example, to reflect, make inferences, interview, and influence</i>	SE: 294-296, 852-854, 855-857 TWE: C 857

OBJECTIVES	PAGE REFERENCES
identify and use different forms of oral presentation	SE: 294-297, 852-857 <i>Listening and Speaking</i> 15, 31, 151, 235, 273 <i>Writing Activities</i> 297 TWE: LS 113, 117
2.2 develop content and ideas	
use a variety of content to convey messages to a chosen audience	SE: 295, 853 <i>Listening and Speaking</i> 11, 31, 193, 235, 273, 297, 305 <i>Cross Curricular</i> 193 TWE: LS 117
access and use a variety of primary and secondary sources	SE: 853 TWE: INC 853
create a comprehensive and organized presentation with a clear sequencing of ideas and transitions	SE: 295, 853 <i>Writing Activities</i> 297 TWE: T 853
make a well reasoned, insightful presentation supported by related details	SE: 295, 853 <i>Writing Activities</i> 297 TWE: T 853
2.3 use effective delivery	
vary tone, pitch, and pace of speech to create effect and aid communication	SE: 295, 854 <i>Listening and Speaking</i> 31, 151, 297 TWE: MIN 854
project voice well	SE: 854 <i>Listening and Speaking</i> 31, 151 TWE: MIN 854
use logic, arguments, or appeals to persuade others	SE: 294-295, 853 <i>Writing Activities</i> 297 <i>Listening and Speaking</i> 297 TWE: T 853
use good posture and eye contact	SE: 854 <i>Listening and Speaking</i> 31 TWE: MIN 854
skillfully use facial expression, body movement, and gestures to convey tone and mood appropriate to the audience and message	SE: 295, 854 TWE: T 295 MIN 296
2.4 use effective language and style	
speak using standard grammar	SE: 295, 853 TWE: T 295
use a variety of sentence structures	SE: 295 TWE: T 295
use language that is interesting and well suited to the topic and audience	SE: 295, 853 TWE: MIN 296
develop effective voice for the audience and purpose	SE: 295, 853 TWE: T 295

OBJECTIVES	PAGE REFERENCES
2.5 effectively use action, sound, and/or images to support presentations	
communicate messages through oral, artistic, graphic, and/or multimedia presentation	SE: 296, 859-861, 865-868, 884-886, 887-889 TWE: C 889
demonstrate sophisticated use of available technology to present ideas and concepts	SE: 859-861, 865-868, 884-886, 887-889 TWE: T 867
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 influence others, <i>for example, to persuade, convince, correct, or disagree</i>	SE: 294-296, 853-854 <i>Writing Activities 297</i> <i>Listening and Speaking 297</i> TWE: C 297
use appropriate humor, slang, idioms, and conversational styles with both peers and adults	SE: 853 TWE: EL 119 MIN 272
use language that is accurate and equitable	SE: 294-297, 853-854 <i>Writing Activities 297</i> TWE: T 853
show awareness of cultural premises, assumptions, and world views in order to effectively communicate cross-culturally	SE: 853 <i>Writing in the Real World 266-268</i> <i>Examining Writing in the Real World 269</i> TWE: MIN 138 CC 267
3.2 work cooperatively as a member of a group	
participate in a group to write, work toward consensus, propose solutions, or achieve results	SE: 855-856 <i>Cross Curricular 235</i> <i>Viewing and Representing 247</i> TWE: C 121
make individual contribution to the group and extend the contribution of others	SE: 855-856 <i>Cross Curricular 235</i> <i>Viewing and Representing 247</i> <i>Listening and Speaking 305</i> TWE: C 121
encourage group members to offer ideas and points of view	SE: 855-856 <i>Cross Curricular 235</i> <i>Viewing and Representing 247</i> <i>Listening and Speaking 305</i> TWE: C 121
3.3 seek agreement and solutions through discussion	
respect that a solution may require honoring other points of view	SE: 855-856 <i>Viewing and Representing 247</i> <i>Listening and Speaking 305</i> TWE: C 247
analyze group interaction to anticipate consequences	SE: 855-856 <i>Listening and Speaking 305</i> TWE: CL 212

OBJECTIVES	PAGE REFERENCES
accept accountability for group results	SE: 855-856 <i>Listening and Speaking</i> 305 TWE: CL 212
advocate, implement, and evaluate a plan	SE: 855-856 <i>Listening and Speaking</i> 305 TWE: CL 212
influence by encouraging and supporting others to act independently	SE: 855-856 <i>Listening and Speaking</i> 305 TWE: CL 212
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	
defend choices to deviate from established criteria	SE: <i>Journal Writing</i> 295 TWE: JWT 295
use one's own and established criteria to improve presentations	SE: 853-854 <i>Listening and Speaking</i> 217, 235 <i>Tip</i> 295 TWE: JWT 295
assess own strengths and weaknesses as a presenter	SE: <i>Listening and Speaking</i> 235 <i>Tip</i> 295 TWE: JWT 295
4.2 seek and offer feedback	
independently offer specific feedback on others' presentations with regard to content, design, delivery skills, word choice, and conventions	SE: 302-304 <i>Listening and Speaking</i> 217, 305 <i>Writing Activities</i> 305 <i>Viewing and Representing</i> 305 TWE: LS 117 T 852
seek, evaluate, accept, and apply feedback	SE: <i>Listening and Speaking</i> 11, 23, 31, 185, 235, 273, 305 TWE: LS 117
4.3 analyze mass communication	
identify and evaluate complex techniques used in mass communications <i>such as generalization, appeal to popularity, and appeal to emotion</i>	SE: 282-286, 288-292, 863-865 <i>Journal Writing</i> 291 <i>Writing Activities</i> 293 TWE: MA 863
analyze and explain the effectiveness of methods used in mass communication	SE: 859-862, 863-865 <i>Viewing and Representing</i> 63, 281 TWE: EL 864
analyze and interpret the influence of media sources	SE: 863-865 <i>Viewing and Representing</i> 63, 281 TWE: MA 863 EL 864
4.4 analyze how communication is used in career settings	
determine effective communication techniques for an occupational/career field of interest	SE: 416-417, 418-421 <i>Listening and Speaking</i> 277 TWE: RWC 413

Codes Used for TWE Pages

BC	Beyond the Classroom
C	Close
CAC	Connections Across the Curriculum
CC	Cultural Connections
CL	Cooperative Learning
CT	Critical Thinking
EE	Enrichment and Extension
EL	Exploring Language
INC	Internet Connection
JWT	Journal Writing Tip
LS	Listening and Speaking
MA	Motivating Activity
MIN	Meeting Individual Needs
RWC	Real World Connection
T	Teach
WRW	Writing in the Real World