

GLENCOE CORRELATION
WRITER'S CHOICE: GRAMMAR AND COMPOSITION GRADE 12
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: 790-792 TWE: C 792
integrate appropriate reading strategies to adapt reading to different types of text	SE: 801-803, 860-861, 868-872 TWE: CAC 802
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: 325, 802 TWE: T 802
understand and apply reading strategies including word origins, word roots, prefixes, suffixes; making predictions; and verifying and revising understanding while reading	SE: 788-792 TWE: C 792
Synthesize information when reading from a variety of sources	SE: 324-325 <i>Linking Writing and Literature</i> 48, 107, 158, 204, 266, 316 TWE: C 48, 59, 266
identify technical and specialized terms and determine meaning of multiple meaning words	SE: 425-427 <i>Literature Model</i> 260-265 <i>Wordworks</i> 766 TWE: T 263 CAC 786 RWC 792
1.2 build vocabulary through reading	
examine and increase vocabularies relevant to different contexts, cultures, and communities	SE: 785-787 TWE: MIN 787 CC 789 RWC 792
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> 40-47, 102-106, 260-265, 310-315 <i>Linking Writing and Literature</i> 48, 107, 266, 316 TWE: T 103, 262
read at different speeds, using scanning and/or careful reading as appropriate	SE: 802 TWE: CAC 802

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> 162-164 <i>Literature Model</i> 196-203 <i>Linking Writing and Literature</i> 205 TWE: T 197, 198
Understand sentence structure, paragraphs, and chapters	SE: <i>Literature Model</i> 40-48, 102-106 <i>Linking Writing and Literature</i> 48 TWE: GS 105 T 105
analyze literary elements (plot, characters, setting, theme, point of view, conflict, resolution)	SE: <i>Literature Model</i> 152-157, 196-203 <i>Linking Writing and Literature</i> 158 TWE: T 199, 201, 314
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: 415, 803, 860-861, 867, 868-872 TWE: MA 414 CL 803 EE 870
use complex organizational features of printed text (titles, headings, table of contents, indexes, glossaries, prefaces, appendices, captions, citations, endnotes, etc.)	SE: 326-329, 334-339, 772-778, 780-783, 804-806, 874 TWE: T 336
use features of electronic information (electronic bulletin boards and databases, e-mail, etc.)	SE: 415, 771-776, 778, 867-872 <i>Activities</i> 416 TWE: CAC 775 CL 871
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: <i>Literature Model</i> 152-157, 196-203, 260-265, 310-315 <i>Linking Writing and Literature</i> 158, 204, 266, 316 TWE: T 802
Summarize the main idea and supporting facts and details with evidence from reading	SE: <i>Literature Model</i> 40-47, 102-106, 260-265 <i>Linking Writing and Literature</i> 107 TWE: C 48 T 106, 262
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> 48, 107, 158, 204, 266, 316 TWE: CL 44 EE 47
Synthesize ideas from selections to make predictions and inferences about various texts	SE: <i>Linking Writing and Literature</i> 48, 107, 158, 204, 266, 316 TWE: T 47 C 316

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: 226-228, 248-250, 252-254 <i>Journal Writing</i> 227 <i>Writing Activities</i> 229, 251, 255 TWE: JWT 227
use logical sequence to accurately retell stories; order and/or sequence parts of text	SE: 172-174, 216-218, 238-242 <i>Cross Curricular</i> 171 <i>Writing Activities</i> 219, 243 TWE: C 175
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: 802-803, 860-861 <i>Literature Model</i> 260-265 <i>Linking Writing and Literature</i> 266 TWE: T 261 CL 803
explain how an author uses language to influence different audiences	SE: 803, 860-861 <i>Literature Model</i> 260-265 <i>Linking Writing and Literature</i> 266, 316 TWE: GS 261, 312
analyze and evaluate authors' effectiveness for different audiences	SE: 803, 860-861 <i>Literature Model</i> 260-265 <i>Linking Writing and Literature</i> 266, 316 TWE: GS 261, 312
detect bias, stereotype, overgeneralization, association, and other devices used by the author to influence an audience	SE: 803 <i>Literature Model</i> 40-43, 310-315 <i>Linking Writing and Literature</i> 44, 316 <i>Writing Activities</i> 251 TWE: CL 44, 803 EE 47 C 85
apply information gained from reading to give a response and express insight	SE: 28-30, 32-34 <i>Linking Writing and Literature</i> 15, 48, 107, 316 <i>Writing Activities</i> 31, 35 <i>Using Computers</i> 31 TWE: C 31
analyze, interpret, and evaluate ideas and concepts within, among, and beyond multiple texts	SE: 252-254 <i>Linking Writing and Literature</i> 44, 158, 204, 316 <i>Journal Writing</i> 253 <i>Writing Activities</i> 255 <i>Listening and Speaking</i> 255 TWE: MIN 254
analyze, interpret, and evaluate reasoning and ideas related to multiple texts	SE: 238-242, 248-250, 252-254, 280-282, 288-292 <i>Writing Activities</i> 243, 255 TWE: MIN 254

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: 216-218, 416-417, 874-875 <i>Activities</i> 418 TWE: MA 424
organize information from resource materials and communicate findings effectively	SE: 322-325, 326-329, 330-333 <i>Writing Activities</i> 325, 329, 333 TWE: EL 328
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: 238-242, 321-323 <i>Cross Curricular</i> 89, 293 <i>Viewing and Representing</i> 233 <i>Journal Writing</i> 241 <i>Listening and Speaking</i> 243 <i>Writing Activities</i> 243 TWE: CL 323
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: 28-30, 252-254 <i>Writing Activities</i> 31 <i>Listening and Speaking</i> 73 <i>Viewing and Representing</i> 85, 233 <i>Cross Curricular</i> 171 TWE: C 31 CC 53
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: 216-218, 416-417, 816-817 <i>Cross Curricular</i> 219 <i>Activities</i> 418 TWE: C 219, 418 CL 417 CAC 775
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, 252-254 <i>Writing Activities</i> 31, 35, 251, 255 <i>Listening and Speaking</i> 255 <i>Linking Writing and Literature</i> 107, 204 TWE: C 31
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: 248-250, 252-254 <i>Writing Activities</i> 251, 255 <i>Listening and Speaking</i> 255 <i>Literature Model</i> 310-315 <i>Linking Writing and Literature</i> 316 TWE: C 31
analyze recurring themes in literature <i>such as human interaction, identity, conflict and struggle, and economic change</i>	SE: 170 <i>Literature Model</i> 40-47, 196-203, 310-315 <i>Linking Writing and Literature</i> 48, 204, 316 TWE: CC 170

OBJECTIVES	PAGE REFERENCES
3.4 read for career applications	
identify particular reading skills required for occupational/career areas of interest	SE: 20-22, 24-26, 416-417 <i>Journal Writing</i> 25 <i>Cross Curricular</i> 27 <i>Activities</i> 418 TWE: JWT 25
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: 230-232, 419-423, 425-427, 802-803, 804-806 <i>Viewing and Representing</i> 233 TWE: MIN 232 T 805
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: 234-236, 801-802 <i>Linking Writing and Literature</i> 48, 107, 158 <i>Journal Writing</i> 235 <i>Writing Activities</i> 237 TWE: MIN 236
set goals and take individual responsibility to form a plan for improvement	SE: 801-802, 808, 810-811, 860-861 TWE: C 803
4.2 seek and offer feedback to improve reading	
apply academic and technical standards to evaluate and improve reading for self and others	SE: 801-802, 808, 810-811, 818-843 <i>Listening and Speaking</i> 19 TWE: C 815
4.3 develop interests and share reading experiences	
share knowledge gained through reading with others	SE: <i>Listening and Speaking</i> 19, 73 <i>Linking Writing and Literature</i> 48, 107, 158, 204 <i>Viewing and Representing</i> 233, 287 TWE: C 31, 215
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: <i>Writing Activities</i> 171, 175, 179, 183, 187, 225, 247 <i>Writing Process in Action</i> 192-195, 256-259 TWE: CC 170
approach a topic in an individualized and purposeful way	SE: <i>Writing Process in Action</i> 36-39, 98-101, 148-151, 192-195, 256-259, 306-309 TWE: CC 170
discriminate between essential, intriguing, or useful information and trivia	SE: 216-218, 248-250, 280-282, 425 <i>Writing Activities</i> 219, 251, 283 TWE: EE 870

OBJECTIVES	PAGE REFERENCES
develop a topic, theme, or central metaphor with carefully chosen and focused detail and content	SE: <i>Writing Process in Action</i> 36-39, 98-101, 148-151, 192-195, 256-259, 306-309 <i>Cross Curricular</i> 283 TWE: CL 154
control emphasis, sequencing, focus, and transitions in a variety of genres <i>such as poetry, technical, or narrative</i>	SE: 174, 216-218, 220-224 <i>Writing Activities</i> 175, 179, 219, 225, 229 TWE: C 219
write coherent paragraphs	SE: <i>Writing Activities</i> 31 <i>Writing Process in Action</i> 36-39, 98-101, 306-309 <i>Writing Across the Curriculum</i> 108, 159, 317 TWE: C 48, 131
develop analysis, synthesis, persuasion, and exposition logically; demonstrate advanced logic	SE: 238-242, 284-286, 288-292 <i>Writing Activities</i> 243, 287, 293 <i>Viewing and Representing</i> 287 <i>Cross Curricular</i> 293 TWE: C 243
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, 98-101, 148-151, 192-195, 256-259, 306-309 <i>Grammar Link</i> 165 TWE: C 48
choose words to convey intended message in a precise, interesting, and natural way	SE: <i>Writing Activities</i> 215, 219, 247 <i>Activities</i> 410, 411, 412, 415, 416 TWE: MIN 246
use specialized vocabulary relevant to a specific content area	SE: 64-66, 425-427 <i>Writing Activities</i> 67 TWE: CC 67
use figurative language and sound patterns effectively	SE: 136-138 <i>Cross Curricular</i> 139 <i>Writing Activities</i> 139 <i>Writing Process in Action</i> 148-151 TWE: MIN 138
consider connotation and denotation when choosing words	SE: 82-84, 94-96 <i>Listening and Speaking</i> 85 <i>Writing Activities</i> 85, 97 TWE: JWT 83 CC 96
vary the complexity of sentence structure and cadence for effect	SE: 74-76, 80, 356-359 <i>Grammar Link</i> 63 <i>Writing Activities</i> 81 TWE: MIN 80

OBJECTIVES	PAGE REFERENCES
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: 86-88, 344, 380-403 <i>Writing Activities</i> 89 <i>Writing Across the Curriculum</i> 159 <i>Grammar Link</i> 175, 187, 233, 237 TWE: C 387
use paragraphing and stanza division to reinforce text's organizational structure	SE: <i>Writing Process in Action</i> 36-39, 98-101, 306-309 <i>Writing Across the Curriculum</i> 108, 159, 317 TWE: C 48, 131
write legibly	SE: 405, 408-409, 414, 416, 418 <i>Writing Activities</i> 219, 325 TWE: C 247 T 417
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, 218, 274-275 <i>Journal Writing</i> 65 <i>Writing Activities</i> 67 <i>Viewing and Representing</i> 67 <i>Cross Curricular</i> 279 TWE: C 67
show sense of how particular audience may interpret a text	SE: 64-66, 218, 274-275 <i>Journal Writing</i> 65 <i>Viewing and Representing</i> 67 <i>Writing Activities</i> 67 <i>Cross Curricular</i> 279 TWE: C 67
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: <i>Writing Activities</i> 23, 27, 31, 35, 255, 333 <i>Activities</i> 418, 423, 426, 427 TWE: CL 417
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: <i>Writing Activities</i> 175, 183, 191, 287, 297 <i>Writing Across the Curriculum</i> 205, 267 <i>Cross Curricular</i> 219 TWE: JWT 21

OBJECTIVES	PAGE REFERENCES
interweave elements of exposition, argumentation, narration, figurative, and rhythmic language as needed according to audience and purpose	SE: 64, 136-138, 218, 274-275 <i>Viewing and Representing</i> 67 <i>Writing Activities</i> 139, 183 <i>Writing Process in Action</i> 256-259, 306-309 TWE: CC 66
2.4 write for career applications	
understand the importance of using reference style consistently when writing reports or technical documents	SE: 322-325, 334-339, 425-427 <i>Writing Activities</i> 339 TWE: MIN 337
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: 60-62, 112, 320-322 <i>Writing Activities</i> 63 TWE: MA 320
use available tools and technology <i>such as a simple word processor</i> consistently through the writing process	SE: 232, 415, 866-867 <i>Using Computers</i> 63, 93 <i>Viewing and Representing</i> 93 <i>Tip</i> 246 TWE: MA 866
analyze and synthesize information from a variety of sources <i>such as interviews, multimedia, books, and periodicals</i>	SE: 322-323, 853, 868-872 <i>Writing Process in Action</i> 195 <i>Writing Activities</i> 325 TWE: CL 323
3.2 draft	
formulate and construct ideas independently	SE: 68-72, 330-333 <i>Writing Activities</i> 73, 333 TWE: JWT 71
coordinate a number of ideas and points of view	SE: 68-72, 330-333 <i>Writing Activities</i> 73, 333 TWE: JWT 69 T 332
present argumentation effectively by using clarity, coherency, and precision; draft text that uses logical flow of ideas and relationships	SE: 74-76 <i>Writing Activities</i> 77 TWE: C 77
3.3 revise	
confer with others to improve text; incorporate suggestions from others	SE: 78-80, 82-84, 340-343, 867 <i>Writing Activities</i> 81, 343 TWE: C 81
investigate additional information sources to improve text; use language to enrich text and enhance style	SE: 78-80, 82-84, 340-343 <i>Writing Activities</i> 81, 85, 343 <i>Journal Writing</i> 83 <i>Using Computers</i> 191 TWE: CC 84

OBJECTIVES	PAGE REFERENCES
3.4 edit	
adapt new reference technologies to further the purpose of writing	SE: 86-88, 232, 344, 796-797 <i>Writing Activities</i> 89 <i>Viewing and Representing</i> 93 <i>Writing Across the Curriculum</i> 159 TWE: TT 796
demonstrate self-correction	SE: 86-88, 344, 796-797 <i>Listening and Speaking</i> 89 <i>Writing Activities</i> 89 <i>Writing Across the Curriculum</i> 159 <i>Using Computers</i> 287 TWE: TT 796
change text order to improve argument, flow of information, and logic	SE: 86-88, 344 <i>Writing Activities</i> 89 TWE: MA 86
correct mechanics and grammar	SE: 86-88, 344 <i>Writing Activities</i> 89, 345 <i>Writing Across the Curriculum</i> 159 TWE: T 87
3.5 publish	
identify viable markets and forums for specific pieces of writing	SE: 90-92 <i>Writing Process in Action</i> 39, 101, 309 <i>Journal Writing</i> 91 <i>Listening and Speaking</i> 279 TWE: JWT 91 WRW 119
produce a legible, professional-looking final product	SE: 90-92, 405, 408-409, 414, 416, 418 <i>Cross Curricular</i> 89 <i>Writing Activities</i> 219, 325 TWE: T 417
use a variety of technological resources to produce a final product	SE: 92, 232 <i>Viewing and Representing</i> 93, 251 <i>Using Computers</i> 287 TWE: WRW 119
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, 101, 151, 195, 259, 309 TWE: JWT 79
assess own strengths and developmental needs as a writer	SE: 38, 100, 258 <i>Journal Writing</i> 39, 87, 101, 151, 259 TWE: C 39
demonstrate knowledge of the qualities that make a piece of writing effective	SE: <i>Writing Process in Action</i> 36-39, 98-101, 148-151, 192-195, 256-259, 306-309 TWE: JWT 65, 69

OBJECTIVES	PAGE REFERENCES
4.2 seek and offer feedback	
seek, evaluate, accept, and apply feedback; hold on to one's own vision	SE: 79, 341 <i>Writing Process in Action</i> 38, 100, 150, 194, 258, 308 <i>Listening and Speaking</i> 85 TWE: C 89
independently offer specific feedback on others' writing with regard to: <ul style="list-style-type: none"> • concept and design • style • conventions 	SE: 341 <i>Journal Writing</i> 83 <i>Viewing and Representing</i> 85 TWE: CL 88 C 89
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: 30, 845-847, 851-853 <i>Listening and Speaking</i> 97 TWE: C 23
analyze and reflect on ideas while paying attention and listening in a variety of situations	SE: 30, 845-847, 851-853, 860-861 TWE: C 23
1.2 listen and observe to gain and interpret information	
interpret and draw inferences from verbal and nonverbal communication	SE: 30, 845-847, 851-853, 860-861 <i>Listening and Speaking</i> 97 TWE: C 23
draw inferences based on visual information and/or people's behaviors	SE: 846-847, 861 TWE: EE 847
explore different perspectives on complex issues through viewing a range of visual texts	SE: 30, 845-847, 860-861 TWE: MA 860
listen for, identify and explain: <ul style="list-style-type: none"> • information vs. persuasion • inferences • emotive rhetoric vs. reasoned arguments 	SE: 30, 845-847, 860-861 TWE: T 847
use a variety of effective listening strategies	SE: 30, 845-847, 851-853, 860-861 <i>Listening and Speaking</i> 97 TWE: T 846
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: 30, 845-847, 851-853, 861 <i>Listening and Speaking</i> 19 TWE: C 23
paraphrase to expand and refine understanding	SE: <i>Exercise 1</i> 847 TWE: C 847
make judgments and inferences	SE: 30 <i>Listening and Speaking</i> 97 TWE: C 23
ask questions to refine and verify hypotheses	SE: 845-847, 861 TWE: C 847

OBJECTIVES	PAGE REFERENCES
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: 30, 845-847, 848-850, 851-853 TWE: C 850
make well-chosen and varied connections between own purposes and audience interests and needs	SE: 848-850 <i>Listening and Speaking</i> 85, 187, 237, 297, 301 TWE: LS 101, 111
communicate for a broad range of purposes, <i>for example, to reflect, make inferences, interview, and influence</i>	SE: 848-850, 851-853 <i>Listening and Speaking</i> 27, 85, 175, 237, 243, 279 TWE: LS 115
identify and use different forms of oral presentation	SE: 848-850, 851-853 <i>Listening and Speaking</i> 85, 175, 187, 237, 247, 255 TWE: LS 115
2.2 develop content and ideas	
use a variety of content to convey messages to a chosen audience	SE: 30, 848-852 <i>Listening and Speaking</i> 27, 85, 183, 237, 255, 287 TWE: LS 115
access and use a variety of primary and secondary sources	SE: 849 <i>Listening and Speaking</i> 255 TWE: CL 114
create a comprehensive and organized presentation with a clear sequencing of ideas and transitions	SE: 276-277, 849-850 <i>Listening and Speaking</i> 175, 279 <i>Writing Process in Action</i> 258-259 TWE: T 849
make a well reasoned, insightful presentation supported by related details	SE: 848-850 <i>Listening and Speaking</i> 85, 237, 247, 255 <i>Viewing and Representing</i> 287 TWE: T 849
2.3 use effective delivery	
vary tone, pitch, and pace of speech to create effect and aid communication	SE: 850 TWE: EE 847
project voice well	SE: 850 TWE: EE 847
use logic, arguments, or appeals to persuade others	SE: 848-850, 851-852 TWE: T 849
use good posture and eye contact	SE: 850, 853 TWE: EE 847
skillfully use facial expression, body movement, and gestures to convey tone and mood appropriate to the audience and message	SE: 850, 853 TWE: EE 847

OBJECTIVES	PAGE REFERENCES
2.4 use effective language and style	
speak using standard grammar	SE: 849-850 TWE: MIN 22
use a variety of sentence structures	SE: 849-850
use language that is interesting and well suited to the topic and audience	SE: 848-850 TWE: T 848
develop effective voice for the audience and purpose	SE: 848-850 TWE: EE 847 T 848
2.5 effectively use action, sound, and/or images to support presentations	
communicate messages through oral, artistic, graphic, and/or multimedia presentation	SE: 862-864, 873-876, 877-881 <i>Viewing and Representing</i> 237, 251 TWE: CL 880
demonstrate sophisticated use of available technology to present ideas and concepts	SE: 862-864, 873-876, 877-881 <i>Viewing and Representing</i> 237, 251 TWE: CL 880
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: 30, 848-850, 851-852 <i>Listening and Speaking</i> 19, 73, 243 TWE: T 851
use appropriate humor, slang, idioms, and conversational styles with both peers and adults	SE: 30, 849 <i>Listening and Speaking</i> 297, 301 TWE: T 848
use language that is accurate and equitable	SE: 30, 851-852 <i>Listening and Speaking</i> 85, 279 TWE: T 848
show awareness of cultural premises, assumptions, and world views in order to effectively communicate cross-culturally	SE: 30 TWE: LS 101 T 848 CC 856
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: 30, 851-852, 863 <i>Listening and Speaking</i> 19, 73, 243 TWE: T 851
make individual contribution to the group and extend the contribution of others	SE: 30, 851-852, 863 <i>Listening and Speaking</i> 19, 73, 243 TWE: C 852
encourage group members to offer ideas and points of view	SE: 30, 851-852 <i>Listening and Speaking</i> 19, 73, 243 TWE: MA 851
3.3 seek agreement and solutions through discussion	
respect that a solution may require honoring other points of view	SE: 30, 851-852 <i>Listening and Speaking</i> 243 TWE: T 851 MA 851

OBJECTIVES	PAGE REFERENCES
analyze group interaction to anticipate consequences	SE: 851-852 <i>Listening and Speaking 73</i> TWE: T 851
accept accountability for group results	SE: 30, 851-852 <i>Listening and Speaking 73</i> TWE: T 851
advocate, implement, and evaluate a plan	SE: 851-852 <i>Listening and Speaking 19, 73</i> TWE: MA 851
influence by encouraging and supporting others to act independently	SE: 851-852 <i>Listening and Speaking 73</i> TWE: MA 851
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: 850, 879-880 TWE: AS 863
use one's own and established criteria to improve presentations	SE: 850, 863-864, 879-880 TWE: AS 863
assess own strengths and weaknesses as a presenter	SE: 850, 864, 879-881 TWE: CL 880
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: <i>Listening and Speaking 27, 85, 89, 175, 183, 237, 301</i> TWE: C 23
seek, evaluate, accept, and apply feedback	SE: 850, 863-864, 879-880 <i>Listening and Speaking 27, 85, 89, 175, 183, 237, 301</i> TWE: C 23
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: 848-850, 864, 878-879 TWE: T 849
analyze and explain the effectiveness of methods used in mass communication	SE: 855-859, 860-861 TWE: C 859
analyze and interpret the influence of media sources	SE: 858-859, 860-861 TWE: CC 856 MA 860
4.4 analyze how communication is used in career settings	
determine effective communication techniques for an occupational/career field of interest	SE: 414-418, 866-867 <i>Activities 415, 416, 418</i> TWE: RWC 846 C 850

Codes Used for TWE Pages

AS	Assess
C	Close
CAC	Connections Across the Curriculum
CC	Cultural Connection
CL	Cooperative Learning
EE	Enrichment and Extension
EL	Exploring Language
GS	Genre and Style
JWT	Journal Writing Tip
LS	Listening and Speaking
MA	Motivating Activity
MIN	Meeting Individual Needs
RWC	Real World Connection
T	Teach
TT	Technology Tip
WRW	Writing in the Real World