

**GLENCOE CORRELATION**  
**LITERATURE: THE READER'S CHOICE COURSES 4 and 5**  
**MARYLAND**  
**High School Core Learning Goals - English**

INDICATORS	PAGE REFERENCES	
	COURSE 4	COURSE 5
<b>English Goal 1: Expectations and Indicators</b>		
<b>Goal 1</b> The student will demonstrate the ability to respond to a text by employing personal experiences and critical analysis.		
<b>Expectation 1.1</b> The student will use effective strategies before, during, and after reading, viewing, and listening to self-selected and assigned materials.		
<b>Indicator 1.1.1</b> The student will use pre-reading strategies appropriate to both the text and purpose for reading by surveying the text, accessing prior knowledge, formulating questions, setting purpose(s), and making predictions.	SE: 24, 155, 198, 404, 503, 526, 578-579, R82-R83 TWE: ARS 708 RM 706	SE: R82-R83 <i>Reading Focus</i> 6, 22, 38, 48 <i>Reading and Thinking</i> 257 TWE: ARS 63, 109, 129
<b>Indicator 1.1.2</b> The student will use during-reading strategies appropriate to both the text and purpose for reading by visualizing, making connections, and using fix-up strategies such as rereading, questioning, and summarizing.	SE: 4-5, 7-14, 40, 282-283, 337, R84-R85 TWE: MME 446 RJ 4 RM 309	SE: 4-5, 107, 223, 424-425, 580-581, 714-715, 771 <i>Active Reading Model</i> 7 <i>Reading and Thinking</i> 374, 397 TWE: ARM 17
<b>Indicator 1.1.3</b> The student will use after-reading strategies appropriate to both the text and purpose for reading by summarizing, comparing, contrasting, synthesizing, drawing conclusions, and validating the purpose for reading.	SE: 252-253, 322-323, 338, 344-345, 365-366, 400-401, 444-445 TWE: RM 391 SN 338	SE: R90-R91 <i>Personal Response</i> 44 <i>Reading and Thinking</i> 61, 277, 297, 474 <i>Writing About Literature</i> 19 TWE: TS 65, 133, 337, 535
<b>Indicator 1.1.4</b> The student will apply before-, during-, and after-reading strategies when responding to non-print text, e.g., film, speakers, theatre, performance, audio texts, and interactive media.	SE: 114, 255, 303, 544, 989 TWE: ELL 989 RM 210, 255	SE: 127, 267 <i>Learning for Life</i> 353 <i>Listening and Speaking</i> 430, 527 <i>Performing</i> 60, 213, 457 TWE: TS 549, 733

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	COURSE 4	COURSE 5
<p><b>Indicator 1.1.5</b> The student will identify specific structural elements of particular literary forms: poetry, short story, novel, drama, essay, biography, autobiography, journalistic writing, and film.</p>	<p>SE: 2-5, 280-283, 436-439, 562-565, 574-577, 806 <i>Literary Elements</i> 392, 444 TWE: ELL 562</p>	<p>SE: 2-3, 422-423, 578-579, 712-713 <i>Writing About Literature</i> 457 TWE: AC 31, 55 TS 3</p>
<p><b>Expectation 1.2</b> The student will construct, examine, and extend meaning of traditional and contemporary works recognized as having significant literary merit.</p>		
<p><b>Indicator 1.2.1</b> The student will consider the contributions of plot, character, setting, conflict, and point of view when constructing the meaning of a text.</p>	<p>SE: 15, 93, 94, 122, 148, 269 <i>Literary Elements</i> 14, 22, 51, 84</p>	<p>SE: 2-3 <i>Literary Elements</i> 18, 59, 86, 124, 134, 153 <i>Writing About Literature</i> 19, 36 TWE: LE 8</p>
<p><b>Indicator 1.2.2</b> The student will examine meaning by determining how the speaker, organization, sentence structure, word choice, tone, rhythm, and imagery reveal an author's purpose.</p>	<p>SE: 22, 123, 291, <i>Literary Elements</i> 14, 152, 220, 392, 423, 469</p>	<p>SE: <i>Literary Elements</i> 70, 134, 170, 195 <i>Reading and Thinking</i> 184 <i>Writing About Literature</i> 125 TWE: AC 40, 144 LE 26, 50, 65, 100, 131 TS 159</p>
<p><b>Indicator 1.2.3</b> The student will explain the effectiveness of stylistic elements such as syntax, rhetorical devices, and choice of details which communicate an author's purpose.</p>	<p>SE: 402, 436-439, 987 <i>Literary Elements</i> 392, 423, 444, 788 TWE: ELL 436 GLM 443 IC 739</p>	<p>SE: <i>Literary Elements</i> 112, 255 <i>Writing About Literature</i> 87, 213, 256 TWE: LE 110, 254, 270, 280</p>
<p><b>Indicator 1.2.4</b> The student will explain connections between and among themes and styles of two or more texts.</p>	<p>SE: 94, 153, 327, 424, 507, 697, 789, 851, 956 TWE: COS 87</p>	<p>SE: 93, 171, 307, 360 TWE: COS 7, 23, 39, 343, 363</p>
<p><b>Indicator 1.2.5</b> The student will extend or further develop meaning by explaining the implications of the text for the reader or contemporary society.</p>	<p>SE: 52, 177, 190, 884 TWE: ELL 77 RWC 63, 103, 144, 159, 187</p>	<p>SE: <i>Evaluate and Connect</i> 44, 105, 124, 221 <i>Literature Groups</i> 60, 106, 213 <i>Theme Connection</i> 35</p>
<p><b>Indicator 1.2.6</b> The student will extend or further develop meaning by comparing texts presented in different media.</p>	<p>SE: 311, 630, 884 TWE: RM 96, 114, 210, 630</p>	<p>SE: <i>Interdisciplinary Activity</i> 87, 165, 196 <i>Viewing the Painting</i> 149 TWE: VP 97, 103</p>

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	COURSE 4	COURSE 5
<b>Expectation 1.3</b> The student will explain and give evidence to support perceptions about print and non-print works.		
<b>Indicator 1.3.1</b> The student will explain how language and textual devices create meaning.	SE: 436-439 <i>Literary Elements</i> 444 TWE: ELL 436 GLM 443	SE: <i>Reading and Thinking</i> 287 <i>Writing About Literature</i> 125, 276, 303, 327 TWE: AC 40, 68, 98 LE 26, 43 VS 56
<b>Indicator 1.3.2</b> The student will interpret a work by using a critical approach (e.g., reader response, historical, cultural, biographical, structural) that is supported with textual references.	SE: 22, 52, 310, 692, 696, 779, 882 TWE: AL 887	SE: 136-140 <i>Interpret</i> 35, 59 <i>Literature Groups</i> 19, 36 <i>Writing About Literature</i> 60, 125, 154
<b>Indicator 1.3.3</b> The student will identify features of language that create voice and tone.	SE: 22, 291, 322 <i>Literary Elements</i> 220, 460, 474, 850	SE: R13 <i>Literary Elements</i> 170, 195 <i>Writing About Literature</i> 125 TWE: AC 147 LE 26, 50, 68, 167
<b>Indicator 1.3.4</b> The student will explain how devices such as staging, lighting, blocking, special effects, graphics, language, and other techniques unique to a non-print medium are used to create meaning and evoke response.	SE: 12, 21, 137, 158, 160, 173, 263, 357, 359 TWE: ELL 989	SE: <i>Interdisciplinary Activity</i> 769 <i>Listening and Speaking</i> 527 <i>Performing</i> 895 TWE: TS 730, 733, 762, 815, 828
<b>Indicator 1.3.5</b> The student will explain how common and universal experiences serve as the source of literary themes which cross time and cultures.	SE: 39, 94, 153, 164, 403, 485, 674, 679 TWE: ICC 403 LSC 27	SE: <i>Evaluate and Connect</i> 153 <i>Reading Focus</i> 22, 142, 315 <i>Thematic Focus</i> 34, 152, 325 <i>Evaluate and Connect</i> 35 #15, 326 #15
<b>Indicator 1.3.6</b> The student will assess the literary merit of a text.	SE: 52, 292, 417, 507, 691, 697, 789, 892 TWE: LE 619	SE: 136-140 <i>Evaluate and Connect</i> 112, 124, 153 <i>Writing About Literature</i> 106, 135, 154, 396, 872

INDICATORS	PAGE REFERENCES	
	COURSE 4	COURSE 5
<b>English Goal 2: Expectations and Indicators</b>		
<b>Goal 2</b> The student will demonstrate the ability to compose in a variety of modes by developing content, employing specific forms, and selecting language appropriate for a particular audience and purpose.		
<b>Expectation 2.1</b> The student will write compose oral, written, and visual presentations which inform, persuade, and express personal ideas.		
<b>Indicator 2.1.1</b> The student will compose to inform by using appropriate types of prose (e.g., to explain a process, to discuss cause and effect).	SE: 85, 426-429, 520-524, 606, 794-797, 892, 957, R62 TWE: RM 96 WC R62	SE: 500-504, 568-571, 902-905, 990-993 <i>Activity</i> 341 <i>Internet Connection</i> 410 <i>Learning for Life</i> 71, 183, 327, 353 <i>Writing About Literature</i> 165
<b>Indicator 2.1.2</b> The student will compose to describe, using prose and/or poetic forms.	SE: 23, 52, 177, 192-196, 696, 905 TWE: RWC 251 WM 349	SE: 568-571, 702-705 <i>Creative Writing</i> 589, 680 <i>Writing About Literature</i> 45, 71, 196, 296, 606 TWE: TS 51
<b>Indicator 2.1.3</b> The student will compose to express personal ideas, using prose and/or poetic forms.	SE: 39, 93, 105, 113, 152, 164, 269, 311, 326, 345	SE: 308-312 <i>Creative Writing</i> 71, 92, 170, 213, 222, 256 <i>Personal Writing</i> 113, 232 TWE: TS 69
<b>Indicator 2.1.4</b> The student will compose persuasive texts that support, modify, or refute a position and include effective rhetorical strategies.	SE: 42-43, 52, 401, 486-490, 990-993, R63 TWE: WM R114, R122	SE: 127, 234-238 <i>Creative Writing</i> 798 <i>Listening and Speaking</i> 106 <i>Literature Groups</i> 60, 71, 87, 92, 183 TWE: TS 520
<b>Expectation 2.2</b> The student will compose texts using the prewriting, drafting, and revision strategies of effective writers and speakers.		
<b>Indicator 2.2.1</b> The student will use a variety of prewriting strategies to generate and develop ideas.	SE: 108-109, 192-193, 270-271, 346-347, 426-427, 486-487 TWE: ELL 108, 426, 486 MME 271	SE: 136-137, 234-235, 308-309 <i>Reading Focus</i> 188, 278, 329 <i>Writing About Literature</i> 45, 196, 232
<b>Indicator 2.2.2</b> The student will select and organize ideas for specific audiences and purposes.	SE: 108, 192, 241, 270, 346, 486, 521, 552 <i>Rubric for Revising</i> 111 TWE: ELL 346	SE: <i>Creative Writing</i> 87, 196, 286, 306 <i>Learning for Life</i> 71, 135, 222, 303, 327, 552

INDICATORS	PAGE REFERENCES	
	COURSE 4	COURSE 5
<b>Indicator 2.2.3</b> The student will revise texts for clarity, completeness, and effectiveness.	SE: 488-489 <i>Rubric for Revising</i> 111, 195, 272, 349 TWE: MME 195 PO 94 WM 111, 272, 349	SE: 139, 237, 311, 414, 503, 570, 619, R60 TWE: TS 503
<b>Indicator 2.2.4</b> The student will rehearse oral texts for effective application of diction, intonation, and rhetorical strategies, such as introductions, sequence, illustrations, and conclusions.	SE: 85, 312, 445, 531, 543, 675, R97 TWE: ELL 312, 531	SE: 267 <i>Listening and Speaking</i> 106, 135, 430 <i>Performing</i> 87, 296, 386 TWE: TS 55, 336, 392
<b>Indicator 2.2.5</b> The student will use suitable traditional and electronic resources to refine presentations and edit texts for effective and appropriate use of language and conventions, such as capitalization, punctuation, spelling, and pronunciation.	SE: <i>Publishing/Presenting</i> 196, 273, 350, 429, 797 TWE: 112, 196, 273, 350, 429	SE: 140, 238, 312, 504, R29-R37, R45-R51, R54-R57 <i>Grammar and Language</i> 155, 184, 540
<b>Indicator 2.2.6</b> The student will prepare the final product for presentation to an audience.	SE: 112, 196, 273, 350, 429 TWE: 490, 524, 555, 704, 797	SE: 415, 571, 705, 905, 993 <i>Interdisciplinary Activity</i> 154 <i>Learning for Life</i> 71 <i>Listening and Speaking</i> 106 <i>Performing</i> 213
<b>Expectation 2.3</b> The student will locate, retrieve, and use information from various sources to accomplish a purpose.		
<b>Indicator 2.3.1</b> The student will identify sources of information on a self-selected and/or given topic.	SE: 65, 292, 311, 366, 894-895, R64-R66 TWE: ELL 894 IC 75 MME 54 RWC 369	SE: R64-R65, R95-R96 <i>Interdisciplinary Activity</i> 36, 60, 154 <i>Learning for Life</i> 71 TWE: TS 27, 79, 103, 148

INDICATORS	PAGE REFERENCES	
	COURSE 4	COURSE 5
<p><b>Indicator 2.3.2</b> The student will use various information retrieval sources (traditional and electronic) to obtain information on a self-selected and/or given topic. Electronic sources include automated catalogs, CD ROM products, and on-line services like Internet, World Wide Web, and others.</p>	<p>SE: 65, 292, 311, 366, 894-895, R64-R66 TWE: ELL 894 IC 75 MME 54 RWC 369</p>	<p>SE: 554-555, R72-R73 <i>Compare Customs</i> 93 <i>Internet Connection</i> 45, 154, 165 TWE: TS 101, 197, 252</p>
<p><b>Indicator 2.3.3</b> The student will use a systematic process for recording, documenting, and organizing information.</p>	<p>SE: R64-R69 <i>Rubric for Revising</i> 896 TWE: R119, R121 WC R68 WM R117</p>	<p>SE: 528, 943, 991, R59, R66-R67, R90-R91 TWE: TS 520, 595</p>
<p><b>Indicator 2.3.4</b> The student will take a position and support it with documented information from an authoritative source.</p>	<p>SE: 177, 452, 830, 895, R64-R69 TWE: ELL 894 R120 RM 125</p>	<p>SE: 127 <i>Literature Groups</i> 36, 71, 87, 125, 154, 183, 196, 276, 296</p>
<p><b>Indicator 2.3.5</b> The student will synthesize information from two or more sources to fulfill a self-selected or given purpose.</p>	<p>SE: 65, 292, 311, 366, 894-895, R64-R66 TWE: ELL 894 IC 75 MME 54 RWC 369</p>	<p>SE: <i>Interdisciplinary Activity</i> 36, 60, 154 <i>Learning for Life</i> 71 TWE: TS 27, 79, 103, 148</p>
<b>English Goal 3: Expectations and Indicators</b>		
<b>Goal 3</b>		
The student will demonstrate the ability to control language by applying the conventions of standard English in writing and speaking.		
<b>Expectation 3.1</b>		
The student will demonstrate understanding of the nature and structure of language, including grammar concepts and skills, to strengthen control of oral and written language.		
<p><b>Indicator 3.1.1</b> The student will determine the advantages and limitations of speech and writing when communicating in various situations for specific audiences and purposes.</p>	<p>SE: 243, 303, 312, 993 TWE: ELL 312 LSM 682 SN 775 WM 107</p>	<p>SE: 136, 235 <i>Creative Writing</i> 45, 165 <i>Learning for Life</i> 552 <i>Listening and Speaking</i> 106 TWE: TS 119, 139, 733</p>

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	COURSE 4	COURSE 5
<b>Indicator 3.1.2</b> The student will describe how intonation, pitch, volume, pause, and rate all influence meaning.	SE: 207, 243, 312, 531, R97 TWE: ELL 312 LSM 682	SE: <i>Listening and Speaking</i> 127, 527 TWE: TS 733, 763, 793, 948, 973, 1070
<b>Indicator 3.1.3</b> The student will explain how words are classified grammatically by meaning, position, form, and function.	SE: 254, R14-R44 TWE: GLM 130, 290, 321, 364, 548, 593, 604, 679	SE: R38-R44 <i>Grammar and Language</i> 61, 214, 266, 297 TWE: TS 261, 294, 484, 650, 954
<b>Indicator 3.1.4</b> The student will differentiate grammatically complete sentences from non-sentences.	SE: 107, R14-R16 TWE: GLM 50, 416, 475, 570, 628, 793 WM 107	SE: 73, 233, R14-R16 <i>Grammar and Language</i> 976 TWE: TS 284, 301
<b>Indicator 3.1.5</b> The student will incorporate subjects, predicates, and modifiers when composing original sentences.	SE: 497, R14-R16 TWE: GLM 266, 548, 593, 604, 640, 793 WM 497	SE: <i>Writing About Literature</i> 36, 45, 60, 71, 87 TWE: TS 9, 33, 51, 73, 78
<b>Indicator 3.1.6</b> The student will compound various sentence elements—subjects, predicates, modifiers, phrases, and clauses—to link or contrast related ideas.	SE: 165, 497, R14-R16 TWE: GLM 266, 548, 593, 604, 640, 793 WM 497	SE: R43 <i>Grammar and Language</i> 442 TWE: TS 233, 350, 892
<b>Indicator 3.1.7</b> The student will vary sentence types—simple, complex, compound, and compound/complex—to sustain reader or listener interest.	SE: 16, 165, 339, 607, 648, 793, R42 TWE: ELL 442 GLM 604 WM R115	SE: <i>Grammar and Language</i> 61, 155, 277, 1076 TWE: TS 162, 185, 384, 497
<b>Indicator 3.1.8</b> The student will expand sentences by positioning clauses and phrases to function as nouns, adjectives, or adverbs.	SE: 419, 793, 918 TWE: GLM 120, 321, 382, 604, 640, 778, 837	SE: <i>Grammar and Language</i> 61, 214, 297, 474 TWE: TS 91, 122, 220, 629
<b>Indicator 3.1.9</b> The student will recognize, combine, and transform basic sentence patterns to vary sentence structure, to emphasize selected ideas, and to achieve syntactic maturity.	SE: 16, 165, 339, 607, 648, 793 TWE: ELL 442 GLM 604 WM 885, R115	SE: <i>Grammar and Language</i> 61, 155, 214, 257, 277 TWE: TS 162, 169

INDICATORS	PAGE REFERENCES	
	COURSE 4	COURSE 5
<b>Expectation 3.2</b> The student will identify how language choices in writing and speaking affect thoughts and feelings.		
<b>Indicator 3.2.1</b> The student will choose the level of language, formal to informal, appropriate for a specific audience, situation, or purpose.	SE: 243, 312, 475 TWE: GLM 475, 570 WM 107 WS 475	SE: <i>Creative Writing</i> 36, 45, 71, 87 <i>Learning for Life</i> 19, 135 <i>Personal Writing</i> 60 TWE: TS 55, 168, 290
<b>Indicator 3.2.2</b> The student will differentiate connotative from denotative meanings of words.	SE: 337, 536, 989, 992, R81 <i>Literary Elements</i> 988 <i>Skill Minilesson</i> 311 TWE: R113, R119 ELL 989	SE: 615, R3 <i>Grammar and Language</i> 72, 387 <i>Vocabulary</i> 895 TWE: VS 881
<b>Indicator 3.2.3</b> The student will describe how readers or listeners might respond differently to the same words.	SE: 23, 39, 148, 190, 207, 221, 531, 989 TWE: ELL 486	SE: <i>Literature Groups</i> 71, 87, 92, 106, 113, 265, 303, 614
<b>Indicator 3.2.4</b> The student will describe regional and social language differences.	SE: 97, 220, 805-806 <i>Literary Elements</i> 104 TWE: 101, 215 AL 217 GLM 102	SE: <i>Literary Elements</i> 170 <i>Personal Response</i> 306 TWE: AC 147 LE 169 TS 168, 290
<b>Indicator 3.2.5</b> The student will describe the impact of regional and social variations of language on listener or reader response.	SE: 220 <i>Literary Elements</i> 104 TWE: AC 101, 215 AL 217 GLM 102 LE 101	SE: <i>Literary Elements</i> 170 <i>Personal Response</i> 306 TWE: AC 147 LE 169 TS 168, 290
<b>Expectation 3.3</b> The student will use capitalization, punctuation, and correct spelling appropriately.		
<b>Indicator 3.3.1</b> The student will edit texts for spelling, capitalization, and punctuation using available resources.	SE: 112, 196, 273, 489-490, 524, 555 <i>Grammar and Language</i> 123, 149 TWE: GLM 218, 343	SE: 140, 238, 312, 415, 504, 571, 620, 705, R45-R51, R54-R57

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	COURSE 4	COURSE 5
<b>Indicator 3.3.2</b> The student will use available resources to correct or confirm editorial choices.	SE: R14-R36, R45-R57, R61 <i>Proofreading Checklist</i> (Inside back cover) <i>Technology Tip</i> 196, 797 TWE: E/P 350	SE: 140, 238, 312, 415, 504, 571, 620, 705, R14-R28 <i>Proofreading Checklist</i> (Inside back cover)
<b>English Goal 4: Expectations and Indicators</b>		
<b>Goal 4</b>		
The student will demonstrate the ability to evaluate the content, organization, and language use of texts.		
<b>Expectation 4.1</b>		
The student will describe the effect that a given text, heard or read, has on a listener or reader.		
<b>Indicator 4.1.1</b> The student will state and explain a personal response to a given text.	SE: 23, 148, 190, 207, 221, 500, 506, 531, 989 TWE: ELL 486	SE: <i>Literature Groups</i> 71, 87, 125, 154, 183 <i>Writing About Literature</i> 19, 45, 60
<b>Indicator 4.1.2</b> The student will identify specific words, phrases, scenes, images, and symbols that support a personal response to a given text.	SE: 23, 148, 190, 207, 221, 500, 506, 531, 989 TWE: ELL 486	SE: <i>Literature Groups</i> 71, 87, 125, 154, 183 <i>Writing About Literature</i> 45, 60, 196
<b>Expectation 4.2</b>		
The student will assess the effectiveness of choice of details, organizational pattern, word choice, syntax, use of figurative language, and rhetorical devices in the student's own composing.		
<b>Indicator 4.2.1</b> The student will assess the effectiveness of diction that reveals his or her purpose.	SE: 335, 366, 517, R100 <i>Literary Elements</i> 152 TWE: WM R108, R109, R119	SE: <i>Reading and Thinking</i> 770 TWE: AC 101, 829 LE 24, 97, 98 TS 216, 443
<b>Indicator 4.2.2</b> The student will explain how the specific language and expression used by the writer or speaker affects reader or listener response.	SE: 335, 366, 517, R100 <i>Literary Elements</i> 152, 444 TWE: ELL 436 WM R108, R109, R119	SE: <i>Literary Elements</i> 112 <i>Writing About Literature</i> 87 TWE: LE 43, 110, 151, 190, 262 TS 323
<b>Indicator 4.2.3</b> The student will evaluate the use of transitions and their effectiveness in a text.	SE: 382, 702, R59 <i>Rubric For Revising</i> 554, 703, 796, 992 TWE: SN 347 WM 194	SE: 528 <i>Reading and Thinking</i> 184 TWE: AC 319 TS 47, 78, 211, 311, 439

INDICATORS	PAGE REFERENCES	
	COURSE 4	COURSE 5
<b>Indicator 4.2.4</b> The student will explain how repetitions of words, phrases, structural features, and ideas affect the meaning and/or tone of a text.	SE: 392, 444, 478, 506, 516 <i>Literary Elements</i> 392, 543, 551 TWE: WM R116	SE: <i>Grammar and Language</i> 527 <i>Literary Elements</i> 498, 606 TWE: AC 759, 833 LE 496
<b>Expectation 4.3</b> The student will evaluate textual changes in a work and explain how these changes alter tone, clarify meaning, address a particular audience, or fulfill a purpose.		
<b>Indicator 4.3.1</b> The student will alter the tone of his or her text by revising its diction.	SE: 111, 195, 349, 554, 992, R60 <i>Literary Elements</i> 335 TWE: WM 992, R108, R109	SE: <i>Literary Elements</i> 1057 TWE: TS 168, 290
<b>Indicator 4.3.2</b> The student will justify revisions in syntax and diction from a previous draft of the same text by explaining how the change affects meaning.	SE: 107, 124, 254 <i>Revising Tip</i> 272 TWE: WM 272, 488, 896, R112, R115	SE: 139, 237, 311, 414
<b>Indicator 4.3.3</b> The student will alter his or her text to present the same content to a different audience via the same or different media.	SE: 65, 112, 196, 429, 445, 905 <i>Presenting Tip</i> 490, 704 TWE: P/P 350, 524	SE: <i>Extending Your Response</i> 87, 286 TWE: TS 168
<b>Indicator 4.3.4</b> The student will compare the difference in effect of two texts on a given subject.	SE: <i>Comparing Selections</i> 94, 153, 242, 327, 424, 697, 789, 851, 956 <i>Media Connection</i> 42-43	SE: 93, 171, 307, 360, 499, 899, 941

## Codes Used for TWE Codes

### Course 4

AC	Author's Craft
AL	Advanced Learners
ARS	Active Reading Strategies
COS	Connecting to Other Selections
ELL	English Language Learners
E/P	Editing/Proofreading
IC	Interdisciplinary Connection
ICC	Interdisciplinary Communications Connection
GLM	Grammar and Language Minilesson
LE	Literary Elements
LSC	Life Skills Connection
LSM	Listening and Speaking Minilesson
MME	Multiple Modes of Expression
PO	Portfolio Options
P/P	Publishing/Presenting
RJ	Reading Journal
RM	Reading Minilesson
RWC	Real-World Connection
SN	Special Needs
WC	Writing Connection
WM	Writing Minilesson
WS	Writing Skills

### Course 5

AC	Author's Craft
ARS	Active Reading Strategies
ARM	Active Reading Model
COS	Connecting to Other Selections
LE	Literary Elements
TS	Teaching Support
VP	Viewing the Painting
VS	Vocabulary Skills