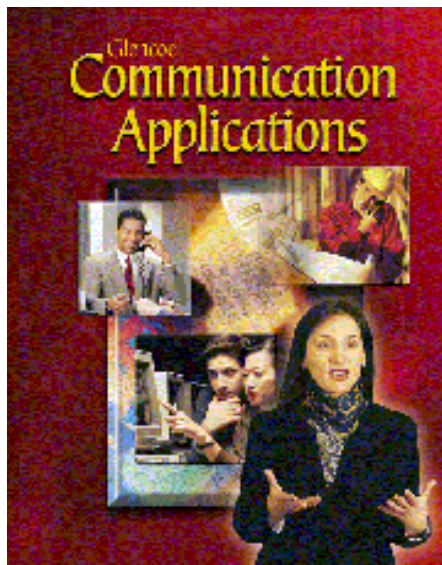


**Glencoe/McGraw-Hill**

**Communication Applications ©2001**

**ISBN # 0-02-817244-2**



**correlated to**

**Tennessee English IV  
Communication for Life  
Curriculum Standards**



## Communication Applications ©2001

Across the nation, business and industry leaders agree on the importance of communication skills in the workplace. Competent communicators are likely to be informed, articulate, and proactive participants, both at work and in their communities. With Glencoe *Communication Applications*, students learn to make appropriate and effective communication choices in a wide variety of professional and social contexts. The textbook is organized into four valuable units of study: “The Communication Process,” “Interpersonal Communication,” “Group Communication,” and “Presentation Communication.”

Every chapter begins with **A Guide to Reading**. This feature introduces the section’s new vocabulary in order of appearance, and also provides a list of objectives for the section. This facilitates the teacher in lesson planning, as well as coordinating instruction to meet the Tennessee English Communications for Life Curriculum Standards.

Within each chapter, there are numerous opportunities to understand and synthesize the new information introduced. **Practice for the Workplace** applies a concept from the section to a realistic workplace scenario. The **Internet and Technology Activities** provide students an opportunity to use current technology in communication. **Communication Strategies** outlines or summarizes important concepts in a bulleted list. **Global Communication** ties some global or cultural aspect of communication to the section content. The **Communication Practice Lab** provides a step-by-step activity allowing students to practice a concept they have just learned.

Glencoe *Communication Applications* includes numerous print resources that provide students activities, assess student performance, and offer timesaving materials for classroom management. A special feature included in each chapter, is a page devoted to helping students master a specific skill and apply it to communication. Each chapter features a **Critical Thinking Skill**, **Applying Reading Skill**, and **Technology Skill**, depending on which one fits best with the chapter content.

There are many technology resources available in Glencoe *Communication Applications*. The teacher can draw upon a wealth of video, software, and Internet resources to engage students’ interest and enhance their classroom experience. Glencoe has a *Communications Applications* Web Site, which offers online resources for the instructor, as well as the students and parents. Features include: appropriate Web site links, additional activities, practice labs, and student self-checks, teacher lesson plans for Web activities and practice labs, and teacher-to-teacher exchange. **Communication in Action** is a video resource that consists of a series of three videotapes or one videodisc. These videos can be used to extend students’ knowledge of the chapter’s specific communication skills and concepts. **Mindjogger videoquiz** offers video quizzes presented in a game-show format that allow students to preview, review, or reinforce chapter content. **ExamViewPro Testmaker** is an electronic database that allows the teacher to customize tests to fit students’ special needs. This program allows the teacher to edit, reorder, and add questions to create his/her own chapter and unit tests. **Interactive Lesson Planner** helps the teacher organize all the resources in Glencoe *Communication Applications* to create his/her own lesson plans on the computer.

Working together, business leaders and educators have identified specific communication skills that, when mastered, enable today's youth to become productive members of America's workforce. Students who use *Communication Applications* explore communication processes and related skills in conjunction with developing their reading, writing, and grammar skills needed to achieve life and workplace goals effectively. This course provides high school students with a foundation in basic communication knowledge, functional literacy, and critical-thinking skills necessary to assume responsibilities in the business world.

## **Assessment**

Glencoe *Communication Applications* offers many opportunities for assessment and evaluation. Traditional assessment methods are provided to assess students' understanding of the chapter concepts and skills. Performance-based assessment is included to assess students' application of these concepts and skills. In addition, various media resources allow the teacher to customize assessment materials to meet students' needs. Each **Chapter Assessment** and **Activity** includes problems which reflect students' conceptual understanding. They also provide an opportunity to reason in settings involving the careful application of concept definitions, and reading and critical thinking skills. The **Skill Practice Activity** includes opportunities for students to use higher order thinking skills in formulating interpretation and response to texts. The **Cooperative Learning Activity** provides an opportunity for students to work with others to achieve one of the chapter's communication objectives. The **Chapter Project** is a cumulative, presentation-based assessment of the major skills and concepts taught in the chapter. At the end of each chapter, there is a **Standardized Test Practice**, which uses communication-related content to familiarize students with standardized-test formats. By combining these resources, students are offered multiple opportunities to practice and apply key communication skills.

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**CORRELATED TO**

**TENNESSEE ENGLISH IV COMMUNICATION FOR LIFE  
CURRICULUM STANDARDS**

OBJECTIVES	PAGE REFERENCES
<b>Standard 1.0: Writing</b>	
<b>The student will develop skills necessary to produce written texts that can be read and interpreted by various audiences.</b>	
Learning Expectations:	
The student will	
1.01 Write to process knowledge, to clarify thinking, to synthesize and evaluate information, to improve study skills, to gain confidence, and to promote lifelong communication.	SE: 28–29, 64–65, 96–97, 130–131, 198–199  TWE: 28–29, 64–65, 96–97, 130–131, 198–199
1.01a Demonstrate critical thinking in written communication.	SE: 64–65, 96–97, 472–473  TWE: 64–65, 96–97, 472–473
1.02 Write frequently for a variety of purposes.	SE: 166–167, 198–199, 232–233, 268–269, 304–305, 432–433, 473–473, 528–529, 590–591  TWE: 166–167, 198–199, 232–233, 268–269, 304–305, 432–433, 473–473, 528–529, 590–591
1.02a Demonstrate persuasive writing.	SE: 590–591  TWE: 590–591
1.02b Demonstrate narrative writing.	This objective falls outside the scope of Glencoe/McGraw-Hill Communication Applications.
1.02c Demonstrate descriptive writing.	This objective falls outside the scope of Glencoe/McGraw-Hill Communication Applications.
1.02d Demonstrate expository writing.	SE: 232–233  TWE: 232–233

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<b>OBJECTIVES</b>	<b>PAGE REFERENCES</b>
1.03 Use a variety of strategies to produce such documents as memos, resumes, letters, applications, proposals, and technical instructions.	SE: 130–131, 166–167, 232–233, 268–269, 304–305, 340–341, 376–377, 432–433, 590–591  TWE: 130–131, 166–167, 232–233, 268–269, 304–305, 340–341, 376–377, 432–433, 590–591
1.03a Compose logical and understandable summaries, explanations, directions, descriptions, and correspondence (letters, memos, reports, and recommendations), using acceptable standards of grammar, punctuation, capitalization, and spelling.	SE: 130–131, 166–167, 232–233, 304–305, 340–341, 472–473, 528–529  TWE: 130–131, 166–167, 232–233, 304–305, 340–341, 472–473, 528–529
1.03b Use appropriate layout and format to enhance communication.	SE: 130–131, 166–167, 232–233, 268–269, 304–305, 340–341, 376–377, 408–409  TWE: 130–131, 166–167, 232–233, 268–269, 304–305, 340–341, 376–377, 408–409
1.04 Identify and write for a variety of audiences.	SE: 166–167, 232–233, 304–305, 340–341, 376–377, 408–409  TWE: 166–167, 232–233, 304–305, 340–341, 376–377, 408–409
1.04a Adjust content, style, and vocabulary to meet the needs of the audience.	SE: 96–97, 166–167, 232–233, 268–269, 304–305, 340–341, 408–409  TWE: 96–97, 166–167, 232–233, 268–269, 304–305, 340–341, 408–409

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<b>OBJECTIVES</b>	<b>PAGE REFERENCES</b>
1.04b Adjust levels of diction as determined by audience, purpose, and occasion.	SE: 96–97, 166–167, 232–233, 340–341, 408–409  TWE: 96–97, 166–167, 232–233, 340–341, 408–409
1.05 Approach writing tasks systematically and use, when appropriate, elements of the writing process: prewriting, drafting, revising, editing, and publishing.	SE: 28–29  TWE: 28–29
1.05a Demonstrate mastery of the writing process through the completion of a research paper.	The opportunity to address this objective is available. See the following:  SE: 458–469  TWE: 458–469
1.05b Review and edit written reports and memos.	SE: 167, 304, 340, 528  TWE: 167, 304, 340, 528
1.06 Construct organized writing, including, but not limited to clear focus; well-developed ideas; syntactic variety; effective transitions; appropriate voice, word choice, and tone; standard English usage (mechanics, spelling, sentence structure).	SE: 166–167, 232–233, 304–305, 408–409, 472–473, 528–529  TWE: 166–167, 232–233, 304–305, 408–409, 472–473, 528–529
1.06a Write grammatically correct and logical phrases and sentences.	SE: 64–65, 96–97  TWE: 64–65, 96–97

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<b>OBJECTIVES</b>	<b>PAGE REFERENCES</b>
1.06b Compose logical and understandable summaries, explanations, directions, descriptions, and correspondence (letters, memos, reports, and recommendations), using acceptable standards of grammar, punctuation, capitalization, and spelling.	SE: 166–167, 232–233, 340–341, 432–433, 472–473  TWE: 166–167, 232–233, 340–341, 432–433, 472–473
1.07 Use primary and secondary sources to conduct inquiry-based research in order to present information in a variety of formats which use summaries, paraphrases, outlines, direct quotations, internal documentation and works cited pages.	SE: 458–469, 470  TWE: 458–469, 470
1.07a Demonstrate mastery of the writing process through the completion of a research paper.	The opportunity to address this objective is available. See the following:  SE: 458–469  TWE: 458–469
1.07b Summarize and take notes from various sources.	SE: 198–199  TWE: 198–199
1.07c Outline information from various sources.	SE: 497–498  TWE: 497–498
1.08 Use and credit sources correctly in written products.	SE: 461  TWE: 461
1.08a Cite quotations, paraphrases, summaries, and data correctly to avoid plagiarism.	SE: 461  TWE: 461

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<b>OBJECTIVES</b>	<b>PAGE REFERENCES</b>
1.09 Develop personal and analytical responses to texts and experiences.	The opportunity to address this objective is available. See the following:  SE: 179–180  TWE: 179–180
1.09a Summarize and take notes from various sources.	SE: 198–199  TWE: 198–199
1.09b Demonstrate critical thinking in written communication.	SE: 64–65, 96–97, 472–473  TWE: 64–65, 96–97, 472–473
1.09c Examine formal and informal performance evaluations.	SE: 581–588  TWE: 581–588
1.10 Incorporate data and graphics in visual form to support a written document.	The opportunity to address this objective is available. See the following:  SE: 511–517  TWE: 511–517
1.10a Use appropriate layout and format to enhance communication.	SE: 130–131, 166–167, 232–233, 268–269, 304–305, 340–341, 376–377, 408–409  TWE: 130–131, 166–167, 232–233, 268–269, 304–305, 340–341, 376–377, 408–409

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<b>OBJECTIVES</b>	<b>PAGE REFERENCES</b>
1.10b Design a written report that utilizes student-created graphics.	The opportunity to address this objective is available. See the following:  SE: 513–516, 517  TWE: 513–516, 517
<b>Standard 2.0: Reading</b>	
<b>The student will demonstrate the skills for reading with understanding and responding to written texts.</b>	
Learning Expectations:	
The student will	
2.01 Develop an understanding of and respect for cultural, gender, and ethnic diversity in language use, patterns, and dialects.	The opportunity to address this objective is available. See the following:  SE: 23–27, 263–267  TWE: 23–27, 263–267
2.01a Respond to literary selections representative of a diverse population.	This objective falls outside the scope of Glencoe/McGraw-Hill Communication Applications.
2.02 Extend technical reading vocabulary and demonstrate fluency and comprehension in technical reading.	The opportunity to address this objective is available. See the following:  SE: 221  TWE: 221
2.02a Comprehend technical words and concepts that pertain to a particular occupation.	The opportunity to address this objective is available. See the following:  SE: 119–120  TWE: 119–120

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<b>OBJECTIVES</b>	<b>PAGE REFERENCES</b>
2.02b Follow complex written directions.	SE: 67, 133, 235, 307, 379, 411, 475 TWE: 67, 133, 235, 307, 379, 411, 475
2.02c Understand forms, diagrams, memos, and letters.	SE: 166–167, 232–233, 340–341, 408–409, 528–529 TWE: 166–167, 232–233, 340–341, 408–409, 528–529
2.03 Utilize a variety of interactive reading strategies (skimming, scanning, summarizing) appropriate to text.	SE: 82, 221, 282, 393 TWE: 82, 221, 282, 393
2.03a Adjust strategy to purpose and type of reading (skimming, scanning, summarizing).	SE: 82, 221, 282, 393 TWE: 82, 221, 282, 393
2.04 Improve comprehension by interpreting, analyzing, synthesizing, and evaluating written text.	SE: 82, 221, 282 TWE: 82, 221, 282
2.04a Interpret data presented in tables, charts, graphs, maps, and other occupationally relevant visuals, alone and in combination with related texts.	SE: 513–514, 515–517 TWE: 513–514, 515–517
2.04b Evaluate information contained in different sources.	SE: 460–469 TWE: 460–469
2.05 Restate or paraphrase a written selection to clarify understanding of text.	SE: 251, 580 TWE: 251, 580

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<b>OBJECTIVES</b>	<b>PAGE REFERENCES</b>
2.05a Summarize the main idea and supporting details from a written text.	SE: 393  TWE: 393
2.06 Read independently for a variety of purposes.	This objective falls outside the scope of Glencoe/McGraw-Hill Communication Applications.
2.06a Read independently to respond to teacher-/student-generated questions, to gather information, to present information, and to expand knowledge.	The opportunity to address this objective is available. See the following:  SE: 458–463  TWE: 458–463
2.06b Read independently for personal enjoyment.	This objective falls outside the scope of Glencoe/McGraw-Hill Communication Applications.
2.07 Interpret ideas, recognize logical relationships, and make judgments based on sufficient evidence.	SE: 460–469  TWE: 460–469
2.07a Analyze a written problem to determine the solution.	The opportunity to address this objective is available. See the following:  SE: 331–339  TWE: 331–339
2.08 Interpret resource materials (e.g., tables, diagrams, charts, graphs, drawings, maps, and photographs) to increase understanding of the text.	SE: 460–469  TWE: 460–469

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<b>OBJECTIVES</b>	<b>PAGE REFERENCES</b>
2.08a Interpret data presented in tables, charts, graphs, maps, and other occupationally relevant visuals, alone and in combination with related texts.	SE: 511–516  TWE: 511–516
2.08b Use reference materials, such as encyclopedia, thesaurus, dictionary.	SE: 460–461  TWE: 460–461
2.09 Read, respond to, and interpret print and nonprint texts.	The opportunity to address this objective is available. See the following:  SE: 460–461  TWE: 460–461
2.09a Recognize visual cues to meaning (layout, format, typography).	The opportunity to address this objective is available. See the following:  SE: 511–517  TWE: 511–517
2.10 Respond to reading selections by making connections.	This objective falls outside the scope of Glencoe/McGraw-Hill Communication Applications.
2.10a Acknowledge personal, historical, literary, and sensory responses to texts.	This objective falls outside the scope of Glencoe/McGraw-Hill Communication Applications.
2.11 Validate personal interpretations of reading selections using textual support.	This objective falls outside the scope of Glencoe/McGraw-Hill Communication Applications.

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<b>OBJECTIVES</b>	<b>PAGE REFERENCES</b>
2.11a Provide evidence from text to support personal interpretation.	The opportunity to address this objective is available. See the following:  SE: 465–469  TWE: 465–469
2.12 Identify an informational need, determine the most appropriate source, and utilize selected materials.	SE: 460–461, 462–469  TWE: 460–461, 462–469
2.12a Use all available resources to find the most appropriate, reliable, and valid sources of information.	SE: 460–461, 462–469  TWE: 460–461, 462–469
<b>Standard 3.0: Viewing and Representing</b>	
<b>The student will use, read, and view media/technology and analyze content and concepts accurately.</b>	
Learning Expectations:	
The student will	
3.01 Relate media selection to audience and presentation purpose.	SE: 541, 511–516, 517  TWE: 541, 511–516, 517
3.01a Select appropriate print/nonprint media as a mode of communication.	SE: 541, 511–516, 517  TWE: 541, 511–516, 517
3.02 Use media to create, to display, to explain and to present information.	SE: 511–516  TWE: 511–516
3.02a Access and demonstrate multiple technological reference sources.	SE: 52, 143, 359, 470, 517, 541  TWE: 52, 143, 359, 470, 517, 541

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<b>OBJECTIVES</b>	<b>PAGE REFERENCES</b>
3.02b Use electronic media (e.g., websites, databases, discussion boards, emails) and other audio-visual media to conduct research and to create and present research-based products.	SE: 52, 143, 359, 460–469, 470, 517, 541  TWE: 52, 143, 359, 460–469, 470, 517, 541
3.02c Prepare a presentation using media format(s) appropriate to the type of information to be conveyed.	SE: 510–516, 517, 531  TWE: 510–516, 517, 531
3.02d Prepare graphics for the purpose of interpreting, clarifying, and communicating information.	SE: 505–516, 517, 531  TWE: 505–516, 517, 531
3.03 Research, critique, and present information from print and nonprint media.	SE: 458–459, 460–469, 470, 475  TWE: 458–459, 460–469, 470, 475
3.03a Evaluate varied media resources and information for accuracy, validity, and reliability and incorporate them in a presentation (e.g., assess textual and design cues in determining validity).	SE: 460–469  TWE: 460–469
3.03b Use higher order thinking skills (e.g., distinguish between fact and opinion, analyze cause and effect, evaluate alternatives) to formulate interpretations, make inferences and draw conclusions from print and nonprint media.	SE: 460–469, 493, 573  TWE: 460–469, 493, 573
3.04 Evaluate the effect of production elements used in print and nonprint media.	This objective falls outside the scope of Glencoe/McGraw-Hill Communication Applications.

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<b>OBJECTIVES</b>	<b>PAGE REFERENCES</b>
3.04a Analyze the impact of production elements, e.g., font, color, layout, graphics, lighting, sound, camera angle, on the message.	This objective falls outside the scope of Glencoe/McGraw-Hill Communication Applications.
3.05 Recognize the need for attention to nonverbal messages in the presentation of self.	SE: 149–151, 152–160 TWE: 149–151, 152–160
3.05a Recognize and use nonverbal cues, body language, that influence the meaning of communication.	SE: 152–160 TWE: 152–160
3.05b Identify the impact of communication on job success.	SE: 8–13 TWE: 8–13
3.05c Identify causes of interpersonal conflict based on representation of different perspectives, values, and attitudes.	SE: 207–212, 213–220, 222–230, 381–392, 394–406 TWE: 207–212, 213–220, 222–230, 381–392, 394–406

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<b>OBJECTIVES</b>	<b>PAGE REFERENCES</b>
<b>Standard 4.0: Speaking and Listening</b>	
<b>The student will express ideas clearly and effectively in a variety of oral contexts and apply active listening in the analysis and evaluation of spoken ideas.</b>	
Learning Expectations:	
The student will	
4.01 Present a clear, concise, and complete position.	SE: 442–443, 444–446, 450–457, 477–487, 489–496  TWE: 442–443, 444–446, 450–457, 477–487, 489–496
4.01a Use and/or demonstrate an understanding of appropriate volume, pitch, rate, diction, inflection, gestures, and body language to facilitate confident communication in a variety of speaking situations.	SE: 145–146, 147–151, 152–154, 155–160  TWE: 145–146, 147–151, 152–154, 155–160
4.01b Use and cite valid research for oral presentations.	SE: 461, 467–468  TWE: 461, 467–468
4.01c Adjust the level of language usage (grammar, content, style, vocabulary, jargon) to the audience and the purpose.	SE: 415, 444–448, 519  TWE: 415, 444–448, 519
4.01d Demonstrate critical thinking in the delivery of information.	SE: 489–498, 500–501, 503  TWE: 489–498, 500–501, 503
4.02 Demonstrate active and critical listening skills.	SE: 175–183, 187, 188–196  TWE: 175–183, 187, 188–196

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<b>OBJECTIVES</b>	<b>PAGE REFERENCES</b>
4.02a Recognize the presence of mixed messages (conflict between verbal and nonverbal) and evaluate their effect on the communication.	SE: 137 TWE: 137
4.02b Analyze the impact of the speaker's and the listener's perspectives and nonverbal cues on the message communicated.	SE: 79–80, 135–142, 144–157 TWE: 79–80, 135–142, 144–157
4.02c Evaluate a variety of oral presentations.	SE: 581–588 TWE: 581–588
4.02d Differentiate between listening and hearing.	SE: 171–174, 175–186 TWE: 171–174, 175–186
4.03 Demonstrate effective interpersonal skills in discussions.	SE: 207–220, 222–230, 237–251 TWE: 207–220, 222–230, 237–251
4.03a Differentiate between communication styles for co-workers, customers, and supervisors.	SE: 53–62, 253–254, 255–262, 263–266 TWE: 53–62, 253–254, 255–262, 263–266
4.03b Recognize the importance of the initiative, the creativity, and the worth of each individual in the communication process.	SE: 53–62 TWE: 53–62
4.03c Identify causes of interpersonal conflict.	SE: 381–383, 384–386, 387–391 TWE: 381–383, 384–386, 387–391
4.03d Identify various ways to handle criticism.	SE: 259–262, 364, 429 TWE: 259–262, 364, 429

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<b>OBJECTIVES</b>	<b>PAGE REFERENCES</b>
4.04 Diagnose and solve problems logically and creatively through speaking, listening, and viewing.	SE: 381–386, 387–392, 394–404, 405–406  TWE: 381–386, 387–392, 394–404, 405–406
4.04a Verbally analyze, interpret, and evaluate print and nonprint texts.	SE: 465–469, 470  TWE: 465–469, 470
4.04b Determine when more information is needed and ask appropriate questions to get more information.	SE: 187, 247, 367  TWE: 187, 247, 367

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