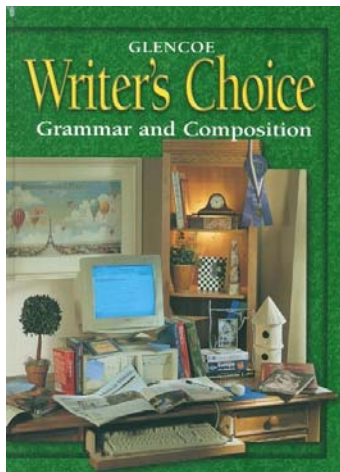


**Glencoe/McGraw-Hill**

**Writer's Choice 12 ©2001**

**ISBN # 0-07-822662-7**



**correlated to**

**Tennessee Language Arts Standards,  
Learning Expectations  
and  
Student Performance Indicators  
English IV – Grade 12**



## Glencoe/McGraw-Hill *Writer's Choice: Grammar and Composition 12* ©2001

Glencoe/McGraw-Hill *Writer's Choice* is organized into three parts: Part 1: Composition, Part 2: Grammar, Usage, and Mechanics, and Part 3: Resources and Skills. Within each part, individual Units provide instruction in the skills that a student will need to complete the program successfully. The program consists of the Student Edition, the Teacher's Wraparound Edition, **Planning Resources** that extend and support *Writer's Choice* lessons, and ancillary components such as the **MindJogger Videoquizzes** software package. *Writer's Choice* supports the four strands of the Tennessee Language Arts Standards (Writing, Reading, Viewing and Representing, and Speaking and Listening) throughout the entire program through core instruction, special features, and enrichment activities.

The Teacher's Wraparound Edition provides an effective resource for presenting the lessons in *Writer's Choice*. Each lesson plan has four parts: **Focus**, **Teach**, **Assess**, and **Close**. **Focus** clearly sets the lesson's objectives in the **Lesson Overview**, and points out the writing, critical thinking, and listening and speaking skills that students will employ in the course of the lesson. **Teach** provides varied strategies for customizing the lesson and addressing the needs of basic-to-average and advanced learners. **Assess** presents **Writing Activities Evaluation Rubrics** to help teachers critique and assess student writing. **Close** gives tips for reviewing, applying, and extending the lesson.

The margins of the Teacher's Wraparound Edition offer background information to support critical thinking, cultural diversity, cross-curricular connections, fine art, civic literacy, as well as strategies for engaging English language learners. Additional ancillary material guides are introduced in the **Resource Manager** before each Unit, and throughout the lesson plans.

Most of the Units in Part 1 are structured in a similar manner. Units open with the **Writing in the Real World** feature, which spotlights relevant real-world writing applications such as screenplays and sports articles. **Writing in the Real World** piques students' interest in the writing format to be addressed in that unit, and provides a glimpse of how writing skills will prove useful in a "real world" setting. The **Literature Model** presents a diverse array of engaging texts from the world's finest contemporary writers. The **Linking Writing and Literature** section that closes each **Literature Model** not only enhances students' understanding of the text they've just read, but also fosters critical thinking and enables students to draw on their own reading and writing experiences. Likewise, many lessons in Part 1 focus on **Writing About Literature** and provide practical instruction for specific writing situations such as explaining theme and analyzing point of view. The **Writing Process in Action** feature guides students through the process of prewriting, drafting, revising, editing/proofreading, and publishing/presenting, and closes with a **Journal Writing** assignment that calls for students to reflect upon the writing process experience. **Unit Reviews** include elements such as **Reflecting on the Unit**, **Adding to Your Portfolio**, and **Writing Across the Curriculum**, all of which both strengthen students' understanding of Unit content and provide further hands-on writing opportunities. Finally, Unit 9: **Troubleshooter** addresses some frequent problems young writers encounter. It also includes a special **Business and Technical Writing** section with instruction and practice in formats such as business letters, e-mail, and technical writing. Part 1 extensively supports the Writing and

Reading strands of the Tennessee Language Arts Standards. The Units in Part 2: Grammar, Usage, and Mechanics are consistently structured with lessons that cover skills such as parts of speech, sentence structure, and verb tenses. Units close with a **Grammar Review** of the Unit's lessons that includes a **Literature Model**, **Review Exercises**, and a **Writing Application** feature. The **Writing Application** feature provides students with another opportunity to apply the skills instructed in that Unit.

Part 3: **Resources and Skills** provides instruction and practice in a range of skills that are essential to the young writer. Unit 29: **Listening and Speaking**, supplies strategies for effective listening, techniques for giving a speech, and questions for evaluating persuasive messages. Unit 30: **Viewing and Representing** helps a student develop effective skills for identifying, understanding, and interpreting the visual images and messages of mass media. Lessons such as **Listening Effectively**, **Participating in Groups**, and **Producing Media Messages** directly support the Tennessee Learning Expectations. Many lessons in Part 3 also include a **Motivating Activity** suggestion, located in the teacher's wrap, which is helpful for enhancing students' interest in the related material.

*Writer's Choice* takes every opportunity to develop computer-proficient writers. Helpful **Using Computers** prompts appear within the **Writing Activities**, and **Technology Tips** in the Teacher's Wraparound Edition provide useful on-the-spot ideas to help students write with computers. Unit 31: **Electronic Resources** provides **Word Processing**, **Producing in Multimedia**, and **Learning with Technology** lesson plans that help students use technology to prepare, draft and revise written material.

*Writer's Choice* is a rich program with lessons that incorporate the many skills a student needs to become an effective and confident writer. These skills include the ability to recognize and understand different genres, the ability to use the five stages of the writing process, a strong command of usage skills, and an interest in reading a broad range of material. As all of these skills are strengthened when students are active participants in the classroom setting, *Writer's Choice* encourages **Peer Response** and **Peer Editing**, as well as ample opportunities for class discussion with carefully planned and clearly defined **Cooperative Learning** activities and **Writing Process in Action** features. Ultimately, *Writer's Choice* provides a framework for total language growth through reading, responding, writing, and reflecting, with a broad range of lesson plans that accommodate the abilities, needs, and interests of every student, and provide clear criteria for completion.

## Assessment

Glencoe/McGraw-Hill *Writer's Choice* contains a variety of assessment options for both formative evaluation, designed to assist student writers in achieving their purpose, and summative evaluation, which measures the end product against established standards and generally results in a letter grade. *Writer's Choice* supports the belief that the summative evaluation component smoothly emerges and represents the collaboration between student and teacher when a teacher establishes a classroom, within which formative evaluation is an ongoing activity. Opportunities for both types of assessment are found throughout the Student Edition, the Teacher's Wraparound Edition, the

**Planning Resources**, and ancillary components such as the **MindJogger Videoquizzes** and **Testmaker** software.

*Writer's Choice* is organized into three parts: Part 1: Composition, Part 2: Grammar, Usage, and Mechanics, and Part 3: Resources and Skills. Within each Part, Units open with an introduction that includes an **Assessment Options** box. This feature indicates which **Tests with Answer Key & Rubrics** and **Testmaker** software accompany the Unit's content, and which tests may be administered as **Unit Pretests**. Most Units in Part 1 close with a **Unit Review**; the teacher's wrap on these pages includes another **Assessment Options** box indicating which tests and **MindJogger Videoquiz** are applicable.

Assessment opportunities are also embedded within each lesson. The Teacher's Wraparound Edition provides an effective resource for presenting individual lessons, and evaluating student mastery of lesson content. Each lesson plan includes the **Focus, Teach, Assess, and Close** features. In Part 1, **Assess** presents **Evaluation Rubrics** to help the teacher critique and assess students' completion of the Unit's **Writing Activity**. Most **Assess** sections suggest **Reteaching** and **Enrichment** components, such as the ancillary **Transparencies**. In Part 2, the **Practice and Assess** feature accompanies the multitude of exercises that require students to apply their knowledge of grammar, usage, and mechanics. Occasionally, the **Practice and Assess** feature includes recommendations for additional resources, such as lessons in the **Grammar Workbook**. Finally, in Part 3, the **Practice and Assess** feature provides **Evaluation Rubrics** and answers for each lesson's exercises on topics such as library resources, vocabulary, and study skills. Again, the **Practice and Assess** feature occasionally refers the teacher to additional resources, such as the **Vocabulary and Spelling Strategies and Practice** ancillary component.

Several other assessment options exist within *Writer's Choice*. For example, the **Unit Review** includes the **Adding to Your Portfolio** feature. Students can also establish and maintain portfolios through the **Writing Activity** and **Writing Process in Action** features (which include rubrics and self-evaluation checklists). Unit 28: **Taking Tests** provides instruction and practice with classroom and standardized tests. This Unit reflects strategies and formats that are applicable to a range of Tennessee assessment instruments, and includes numerous **Princeton Review Test-Taking Tips**. Throughout the program, numerous assessment tools both evaluate and enrich student progress. Ongoing opportunities to assess student progress and mastery of skills help to ensure that students complete the program successfully.

**GLENCOE/MCGRAW-HILL  
WRITER'S CHOICE 12 ©2001**

**CORRELATED TO**

**TENNESSEE LANGUAGE ARTS STANDARDS, LEARNING EXPECTATIONS  
AND DRAFT STUDENT PERFORMANCE INDICATORS  
ENGLISH IV**

OBJECTIVES	PAGE REFERENCES
<b>Standard 1.0: Writing</b>	
<b>The student will develop the structural and creative skills necessary to produce written language 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.	<p>This objective is addressed throughout the text. See for example:</p> <p>SE: 28–31, 32–35, 144–147, 188–191, 192–195, 220–225, 234–237, 252–255, 256–259, 306–309</p> <p>TWE: 28–31, 32–35, 144–147, 188–191, 192–195, 220–225, 234–237, 252–255, 256–259, 306–309</p>
1.01a Create a written explanation to a selected topic/problem (e.g., character analysis, community issue, personal challenge).	<p>SE: 11, 15, 19, 23, 27, 31, 35, 36–39, 98–101, 135, 139, 143, 147, 148–151, 171, 175, 179, 183, 187, 191, 192–195, 215, 219, 225, 229, 237, 243, 247, 251, 255, 256–259, 279, 283, 287, 297, 305, 306–309, 325, 329, 333, 339, 343, 345</p> <p>TWE: 11, 15, 19, 23, 27, 31, 35, 36–39, 98–101, 135, 139, 143, 147, 148–151, 171, 175, 179, 183, 187, 191, 192–195, 215, 219, 225, 229, 237, 243, 247, 251, 255, 256–259, 279, 283, 287, 297, 305, 306–309, 325, 329, 333, 339, 343, 345</p>
1.02 Write frequently in various modes of discourse.	<p>This objective is addressed throughout the text. See for example:</p> <p>SE: 36–39, 148–151, 192–195, 256–259, 306–309</p> <p>TWE: 36–39, 148–151, 192–195, 256–259, 306–309</p>

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ENGLISH IV**

<b>OBJECTIVES</b>	<b>PAGE REFERENCES</b>
1.02a Write for a variety of purposes including persuasion, narration, description, and exposition.	<p>This objective is addressed throughout the text. See for example:</p> <p>SE: 36–39, 126–131, 136–139, 148–151, 172–175, 180–183, 192–195, 220–225, 256–259, 280–283, 306–309</p> <p>TWE: 36–39, 126–131, 136–139, 148–151, 172–175, 180–183, 192–195, 220–225, 256–259, 280–283, 306–309</p>
1.03 Write for personal and imaginative expression.	<p>SE: 12–15, 32–35, 36–39, 126–131, 132–135, 136–139, 148–151, 166–171, 172–175, 176–179, 180–183, 184–187, 192–195</p> <p>TWE: 12–15, 32–35, 36–39, 126–131, 132–135, 136–139, 148–151, 166–171, 172–175, 176–179, 180–183, 184–187, 192–195</p>
1.03a Create original works (e.g., journals, poetry, stories, scripts, letters, notes, personal narrative essays).	<p>SE: 12–15, 28–31, 32–35, 36–39, 126–131, 132–135, 136–139, 148–151, 166–171, 172–175, 176–179, 180–183, 184–187, 191, 192–195, 205</p> <p>TWE: 12–15, 28–31, 32–35, 36–39, 126–131, 132–135, 136–139, 148–151, 166–171, 172–175, 176–179, 180–183, 184–187, 191, 192–195, 205</p>
1.04 Use a variety of strategies for business purposes.	<p>SE: 24–27, 244–247, 405–413, 414–418, 419–424, 425–427</p> <p>TWE: 24–27, 244–247, 405–413, 414–418, 419–424, 425–427</p>
1.04a Create documents appropriate for a work environment (e.g., memos, résumés, letters, applications, proposals, technical instructions).	<p>SE: 27, 247, 410–413, 415–416, 418, 423, 426–427</p> <p>TWE: 27, 247, 410–413, 415–416, 418, 423, 426–427</p>

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AND DRAFT STUDENT PERFORMANCE INDICATORS  
ENGLISH IV**

<b>OBJECTIVES</b>	<b>PAGE REFERENCES</b>
1.05 Identify and write for a variety of audiences.	This objective is addressed throughout the text. See for example:  SE: 31, 64–67, 93, 131, 179, 218, 219, 243, 275, 306–309  TWE: 31, 64–67, 93, 131, 179, 218, 219, 243, 275, 306–309
1.05a Address various readers (e.g., contest judges, publication editors, college admissions officers, peers).	This objective is addressed throughout the text. See for example:  SE: 31, 64–67, 93, 131, 179, 218, 219, 243, 275, 306–309  TWE: 31, 64–67, 93, 131, 179, 218, 219, 243, 275, 306–309
1.06 Examine, evaluate, and model several levels of diction.	SE: 37, 64–67, 82–85, 97, 99, 149, 194, 215, 236, 257, 274–275, 307, 848–850  TWE: 37, 64–67, 82–85, 97, 99, 149, 194, 215, 236, 257, 274–275, 307, 848–850
1.06a Rewrite prose passages using different levels of language (e.g., colloquialism, dialect, and jargon).	SE: 82–85, 219, 237, 247, 279, 848–850  TWE: 82–85, 219, 237, 247, 279, 848–850
1.07 Apply appropriate elements of the writing process: prewriting, drafting, revising, editing, and publishing.	SE: 36–39, 56–59, 60–63, 64–67, 68–73, 74–77, 78–81, 82–85, 86–89, 90–93, 94–97, 98–101, 148–151, 192–195, 256–259, 306–309  TWE: 36–39, 56–59, 60–63, 64–67, 68–73, 74–77, 78–81, 82–85, 86–89, 90–93, 94–97, 98–101, 148–151, 192–195, 256–259, 306–309

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ENGLISH IV**

<b>OBJECTIVES</b>	<b>PAGE REFERENCES</b>
1.07a Use elements of the writing process that are appropriate to the assigned task (e.g., timed writings, out-of-class compositions, published writings).	SE: 36–39, 56–59, 60–63, 64–67, 68–73, 74–77, 78–81, 82–85, 86–89, 90–93, 94–97, 98–101, 148–151, 192–195, 256–259, 306–309  TWE: 36–39, 56–59, 60–63, 64–67, 68–73, 74–77, 78–81, 82–85, 86–89, 90–93, 94–97, 98–101, 148–151, 192–195, 256–259, 306–309
1.08 Practice a variety of prewriting activities to generate, focus, and organize ideas.	SE: 37, 60–63, 64–67, 93, 112–113, 127, 148–149, 187, 193, 215, 227, 257, 307  TWE: 37, 60–63, 64–67, 93, 112–113, 127, 148–149, 187, 193, 215, 227, 257, 307
1.08a Use a variety of prewriting activities (e.g., brainstorming, webbing, listing, discussing, clustering) appropriate to the assigned task.	SE: 37, 60–63, 64–67, 93, 112–113, 127, 148–149, 187, 193, 215, 227, 257, 307  TWE: 37, 60–63, 64–67, 93, 112–113, 127, 148–149, 187, 193, 215, 227, 257, 307
1.09 Develop and support a thesis statement.	SE: 67, 75, 89, 98–101, 130, 223, 256–259, 276–277, 280–283, 306–309, 328–329, 330–331, 333, 334–339, 343  TWE: 67, 75, 89, 98–101, 130, 223, 256–259, 276–277, 280–283, 306–309, 328–329, 330–331, 333, 334–339, 343
1.09a Develop cogent and convincing arguments to support valid thesis statements.	SE: 67, 75, 98–101, 130, 223, 256–259, 276, 280–283, 306–309, 328–329, 333  TWE: 67, 75, 98–101, 130, 223, 256–259, 276, 280–283, 306–309, 328–329, 333
1.09b Support a thesis statement with documentation from the text and/or examples from personal experiences.	SE: 89, 98–101, 223, 276–277, 280–283, 306–309, 330–331, 334–339, 343  TWE: 89, 98–101, 223, 276–277, 280–283, 306–309, 330–331, 334–339, 343

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ENGLISH IV**

<b>OBJECTIVES</b>	<b>PAGE REFERENCES</b>
1.10 Construct coherent writing, maintaining a clear focus, well-developed ideas, syntactic variety, and effective transitions.	SE: 68–73, 74–77, 114–115, 132–135, 212–215, 218–219, 220–225, 234–237, 238–243, 276, 280–283, 330–333  TWE: 68–73, 74–77, 114–115, 132–135, 212–215, 218–219, 220–225, 234–237, 238–243, 276, 280–283, 330–333
1.10a Support key ideas with well-developed examples.	SE: 67, 75, 89, 98–101, 130, 223, 256–259, 276–277, 280–283, 306–309, 328–329, 330–331, 333, 334–339, 343  TWE: 67, 75, 89, 98–101, 130, 223, 256–259, 276–277, 280–283, 306–309, 328–329, 330–331, 333, 334–339, 343
1.10b Use transitional elements (words, phrases, and sentences) effectively.	SE: 74–75, 76, 77, 134, 135, 218, 219, 224, 225, 236, 276, 332, 333, 343  TWE: 74–75, 76, 77, 134, 135, 218, 219, 224, 225, 236, 276, 332, 333, 343
1.10c Vary sentence beginnings, lengths, and structures.	SE: 39, 101, 151, 259, 309, 356–359, 360–363, 364–367, 368–371, 372–374, 546, 547, 548–551  TWE: 39, 101, 151, 259, 309, 356–359, 360–363, 364–367, 368–371, 372–374, 546, 547, 548–551
1.11 Develop an effective writing style by the use of appropriate voice, diction, syntactic variety, and tone.	SE: 38–37, 73, 97, 99–100, 149–150, 194, 307–308, 343  TWE: 38–37, 73, 97, 99–100, 149–150, 194, 307–308, 343
1.11a Convey in a writing passage a deliberate style through word choice, specified point of view, tone, and sentence patterns.	SE: 38–37, 73, 97, 99–100, 149–150, 180–183, 194, 307–308, 343  TWE: 38–37, 73, 97, 99–100, 149–150, 180–183, 194, 307–308, 343

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ENGLISH IV**

<b>OBJECTIVES</b>	<b>PAGE REFERENCES</b>
1.12 Evaluate and revise writing to focus on purpose, organization, development, and style.	SE: 38, 78–81, 82–85, 100, 116–117, 150, 194, 258, 308, 340–343  TWE: 38, 78–81, 82–85, 100, 116–117, 150, 194, 258, 308, 340–343
1.12a Practice various means of evaluation and revision (e.g., self-analysis, peer review, revision checklist, comparison of drafts).	SE: 38, 78–81, 82–85, 100, 116–117, 150, 194, 258, 308, 340–343  TWE: 38, 78–81, 82–85, 100, 116–117, 150, 194, 258, 308, 340–343
1.13 Edit writing to correct errors.	SE: 22, 39, 86–89, 101, 146, 151, 195, 259, 309, 344–345  TWE: 22, 39, 86–89, 101, 146, 151, 195, 259, 309, 344–345
1.13a Proofread to edit writing in order to ensure standard grammar, usage, and mechanics.	SE: 22, 39, 86–89, 101, 146, 151, 195, 259, 309, 344–345  TWE: 22, 39, 86–89, 101, 146, 151, 195, 259, 309, 344–345
1.14 Apply effective research skills.	SE: 77, 281, 283, 320–325, 353, 410, 423, 771–775, 776–777, 778, 868–872  TWE: 77, 281, 283, 320–325, 353, 410, 423, 771–775, 776–777, 778, 868–872
1.14a Use summaries, paraphrases, direct quotations, internal documentation, and work cited pages, as appropriate.	SE: 322–325, 334–339, 344, 691, 712–713, 730–733  TWE: 322–325, 334–339, 344, 691, 712–713, 730–733
1.15 Avoid plagiarism by correctly using sources.	SE: 325, 334–339  TWE: 325, 334–339

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<b>OBJECTIVES</b>	<b>PAGE REFERENCES</b>
1.15a Cite quotations, paraphrases, and summaries correctly in the research product.	SE: 322–325, 334–339, 344 TWE: 322–325, 334–339, 344
1.16 Research various sources to present information in a variety of formats.	SE: 77, 281, 283, 320–325, 353, 410, 423, 771–775, 776–777, 778, 868–872 TWE: 77, 281, 283, 320–325, 353, 410, 423, 771–775, 776–777, 778, 868–872
1.16a Gather information from the Internet, periodicals, books, CD ROMs, and non-print sources.	SE: 77, 281, 283, 320–325, 353, 410, 423, 771–775, 776–777, 778, 868–872 TWE: 77, 281, 283, 320–325, 353, 410, 423, 771–775, 776–777, 778, 868–872
1.16b Produce and present formal research projects (e.g., research papers, PowerPoint presentations, oral presentations).	SE: 320–325, 326–329, 330–333, 334–339, 340–343, 344–345, 353 TWE: 320–325, 326–329, 330–333, 334–339, 340–343, 344–345, 353
1.17 Develop personal, imaginative, and analytical responses to literature.	SE: 28–31, 32–35, 48, 94–97, 107, 144–147, 158, 188–191, 204, 252–255, 266, 302–305, 316 TWE: 28–31, 32–35, 48, 94–97, 107, 144–147, 158, 188–191, 204, 252–255, 266, 302–305, 316
1.17a Respond to literature in a variety of formats (e.g., reading journals, response journals, dialectical journals, investigative papers, learning logs).	SE: 28–31, 32–35, 48, 94–97, 107, 144–147, 158, 188–191, 204, 252–255, 266, 302–305, 316 TWE: 28–31, 32–35, 48, 94–97, 107, 144–147, 158, 188–191, 204, 252–255, 266, 302–305, 316

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ENGLISH IV**

<b>OBJECTIVES</b>	<b>PAGE REFERENCES</b>
1.18 Develop an ongoing awareness of personal writing growth through comparison of drafts, paragraphs of analysis, and letters of reflection.	SE: 15, 39, 49, 101, 108, 151, 159, 195, 205, 259, 267, 309, 317  TWE: 15, 39, 49, 101, 108, 151, 159, 195, 205, 259, 267, 309, 317
1.18a Write reflections to analyze the processes used to create his/her own writing.	SE: 15, 39, 49, 101, 108, 151, 159, 195, 205, 259, 267, 309, 317  TWE: 15, 39, 49, 101, 108, 151, 159, 195, 205, 259, 267, 309, 317
<b>Standard 2.0: Reading</b>	
<b>The student will develop the reading skills necessary for word recognition, comprehension, interpretation, analysis, evaluation, and appreciation of the written text.</b>	
Learning Expectations:	
The student will	
2.01 Develop an understanding of and respect for multicultural, gender, and ethnic diversity in language use, patterns, and dialects, as well as for the development of the English language.	SE: 310–316, 755–756, 761–762, 764–765, 767–768  TWE: 310–316, 755–756, 761–762, 764–765, 767–768
2.01a Respond to literary selections, which reflect cultural, gender, and ethnic diversity in language use, patterns, and dialects, as well as the development of the English language.	SE: 40–48, 102–107, 152–156, 196–204, 310–316  TWE: 40–48, 102–107, 152–156, 196–204, 310–316
2.01b Compare and contrast literary selections in English language usage, patterns, and dialects over several time periods.	The opportunity to address this objective is available. See the following:  SE: 4–7, 40–47, 102–106, 152–157, 196–203, 310–316, 592–593, 614–615, 664–665, 704–705, 755–756, 761–762, 764–765  TWE: 4–7, 40–47, 102–106, 152–157, 196–203, 310–316, 592–593, 614–615, 664–665, 704–705, 755–756, 761–762, 764–765

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ENGLISH IV**

<b>OBJECTIVES</b>	<b>PAGE REFERENCES</b>
2.02 Extend reading vocabulary.	SE: 153, 780–782, 785–787, 788–792 TWE: 153, 780–782, 785–787, 788–792
2.02a Identify unknown vocabulary necessary to the understanding of text.	SE: 153, 780–782, 785–787, 788–792 TWE: 153, 780–782, 785–787, 788–792
2.02b Apply strategies for decoding unknown words.	SE: 785–787, 788–792 TWE: 785–787, 788–792
2.02c Analyze and synthesize reading vocabulary into written and oral responses.	The opportunity to address this objective is available. See the following: SE: 153, 780–782, 785–787, 788–792 TWE: 153, 780–782, 785–787, 788–792
2.02d Evaluate vocabulary to determine its effectiveness within the framework of the text.	The opportunity to address this objective is available. See the following: SE: 153, 780–782, 785–787, 788–792 TWE: 153, 780–782, 785–787, 788–792
2.03 Utilize a variety of interactive reading strategies appropriate to text.	SE: 32–35, 40–48, 94–97, 102–107, 144–147, 152–158, 196–204, 252–255, 260–266, 302–305, 310–316 TWE: 32–35, 40–48, 94–97, 102–107, 144–147, 152–158, 196–204, 252–255, 260–266, 302–305, 310–316, 476, 502, 523, 552, 592, 614, 640, 664, 682, 704

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<b>OBJECTIVES</b>	<b>PAGE REFERENCES</b>
2.03a Evaluate and determine appropriate interactive reading strategies.	<p>The opportunity to address this objective is available. See the following:</p> <p>SE: 10, 28–30, 40–48, 94–97, 102–107, 144–147, 152–158, 166, 196–204, 214, 252–255, 260–266, 302–304, 310–316</p> <p>TWE: 10, 40–48, 94–97, 102–107, 144–146, 152–158, 167, 172–173, 185, 196–204, 252–255, 260–266, 302–305, 310–316</p>
2.03b Apply reading strategies appropriate to literary selections.	<p>SE: 28–30, 32–35, 40–48, 68, 70–71, 74, 94–97, 102–107, 140–141, 144–146, 152–158, 170, 196–204, 214, 226–228, 238–240, 252–255, 260–266, 284–285, 296, 302–304, 310–316</p> <p>TWE: 29–30, 32–35, 40–48, 94–97, 102–107, 133, 141, 144–146, 152–158, 170, 182, 196–204, 214, 238–242, 252–255, 260–266, 275, 296, 302–304, 310–316</p>
2.04 Improve comprehension by interpreting, analyzing, synthesizing, and evaluating written text.	<p>SE: 10, 32–35, 40–48, 55, 71, 76, 83, 94–96, 102–107, 126, 128–129, 132, 133, 136, 138, 144–146, 149, 158, 176, 178, 180, 184, 188–191, 204, 220, 226–228, 238–242, 248–250, 252–255, 266, 274, 277, 280, 291–292, 302–304, 316</p> <p>TWE: 10, 29–31, 32–35, 40–48, 55, 76, 94–96, 107, 144–146, 158, 177, 185, 188–191, 204, 238–242, 248–250, 252–255, 266, 291–292, 302–304, 316</p>

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<b>OBJECTIVES</b>	<b>PAGE REFERENCES</b>
2.04a Demonstrate comprehension at higher levels through written and oral responses.	SE: 30–31, 32–35, 48, 94–96, 107, 144–147, 158, 188–191, 204, 252–254, 266, 285, 302–305, 316  TWE: 32–35, 48, 94–97, 107, 144–147, 158, 188–191, 204, 252–255, 266, 285, 302–305, 316
2.05 Reflect on strategies used by the reader to make meaning from text.	The opportunity to address this objective is available. See the following:  SE: 48–49, 95–96, 107, 152–158, 196–204, 252–254, 260–266, 302–305, 310–317  TWE: 49, 95–96, 107, 152–158, 196–204, 252–254, 260–266, 302–305, 310–317
2.05a Assess the effectiveness of strategies used during the reading process through journaling, discussing, coding, and other techniques.	The opportunity to address this objective is available. See the following:  SE: 17, 25, 29, 31, 34, 35, 48, 73, 96, 107, 147, 158, 159, 167, 204, 266, 267, 305, 316, 317  TWE: 29, 31, 35, 48, 96, 106–107, 147, 154, 158, 167, 204, 255, 266, 305, 316–317
2.06 Increase fluency in oral reading.	SE: 85, 183, 187, 219, 237, 247, 252, 279, 301, 850  TWE: 11, 85, 179, 187, 226, 234, 237, 256, 259, 270, 274, 301, 306, 320, 476, 640, 664, 682, 850
2.06a Participate in a variety of oral reading experiences to increase fluency.	SE: 11, 85, 219, 237, 247, 252, 279, 301, 850  TWE: 11, 22, 179, 187, 226, 234, 237, 238, 240, 256, 259, 270, 274, 306, 320, 301, 476, 640, 664, 682, 850

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<b>OBJECTIVES</b>	<b>PAGE REFERENCES</b>
2.07 Read independently for a variety of purposes.	<p>The opportunity to address this objective is available. See the following:</p> <p>SE: 4, 40, 52, 102, 122, 152, 162, 196, 208, 260, 270, 310, 476, 502, 523, 552, 592, 614, 640, 664, 704, 746</p> <p>TWE: 7, 27, 31, 40, 50, 55, 93, 102, 152, 196, 211, 310, 476, 502, 523, 552, 592, 614, 640, 664, 704, 746</p> <p><i>inTIME</i> magazine <i>Humanities Across Time</i></p>
2.07a Read independently to respond to teacher/student-generated questions, to gather information, to present information, and to expand specific knowledge.	<p>The opportunity to address this objective is available. See the following:</p> <p>SE: 320–325, 326–329, 330–333, 340–343</p> <p>TWE: 7, 55, 211, 320–325, 326–329, 330–333, 340–343</p>
2.07b Read independently for personal enjoyment.	<p>The opportunity to address this objective is available. See the following:</p> <p>SE: 476, 502, 523, 552, 592, 614, 640, 664, 704, 746</p> <p>TWE: 40, 97, 102, 152, 196, 310, 476, 502, 523, 552, 592, 614, 640, 664, 704, 746</p> <p><i>inTIME</i> magazine</p>
2.08 Determine the effectiveness of figurative language in various texts.	<p>SE: 94–95, 128–129, 132, 136–139, 140–143, 144–147, 158, 226–229 266</p> <p>TWE: 133, 136–139, 140–143, 144–147, 158, 226–229</p>

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<b>OBJECTIVES</b>	<b>PAGE REFERENCES</b>
2.08a Analyze the effectiveness of figurative language (e.g., metaphors, similes, allusions, hyperbole) used by authors to create mental images.	SE: 94–95, 128–129, 132, 136–139, 140–143, 144–147, 158, 226–229, 266  TWE: 133, 136–139, 140–143, 144–147, 158, 226–229
2.09 Analyze the impact of literary elements (e.g., plot, characterization, setting, theme, point of view, tone) on text.	SE: 94–97, 166–171, 172–173, 174–179, 180–183  TWE: 94–97, 166, 170, 180–183, 476, 502, 523, 552, 592, 614, 640, 664, 682, 704, 746
2.09a Analyze the effectiveness of literary devices (e.g., metaphors, similes, allusions, hyperbole) used by authors.	SE: 136–139, 140–143, 144–147, 158, 226–229, 266  TWE: 136–139, 140–143, 144–147, 158, 226–229, 266
2.10 Analyze persuasive devices found in various texts.	SE: 274–279, 280–283, 284–287, 288–293, 294–297, 298–301, 302–305, 306–310, 317  TWE: 274–279, 280–283, 284–287, 288–293, 294–297, 298–301, 302–305, 306–310, 317
2.10a Critique the effectiveness of persuasive devices (e.g., bandwagon, propaganda, emotional appeal, testimonial) use in various texts.	SE: 274–279, 280–283, 284–287, 288–293, 294–297, 298–301, 302–305, 306–310, 317  TWE: 274–279, 280–283, 284–287, 288–293, 294–297, 298–301, 302–305, 306–310, 317
2.11 Interpret ideas, recognize logical relationships, and make judgments based on sufficient evidence.	SE: 216–219, 220–225, 226–229, 234–237, 248–251, 252–255, 280–283, 284–287, 288–293, 302–305  TWE: 216–219, 220–225, 226–229, 234–237, 248–251, 252–255, 280–283, 284–287, 288–293, 302–305

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<b>OBJECTIVES</b>	<b>PAGE REFERENCES</b>
2.11a Project character response based on prior knowledge gained from text.	The opportunity to address this objective is available. See the following:  SE: 48, 107, 158, 204, 316  TWE: 48, 107, 158, 204, 316, 476, 502, 523, 552, 592, 614, 640, 664, 704
2.11b Use evidence from text to support summaries, inferences, conjectures, and predictions.	The opportunity to address this objective is available. See the following:  SE: 48, 107, 158, 204, 266, 316  TWE: 48, 107, 158, 204, 316, 476, 502, 523, 552, 592, 614, 640, 664, 682, 704
2.12 Recognize the influence of an author's background, biases, gender, environment, and experience on a literary work.	SE: 4-7, 162-165, 270-273, 310-316, 592, 614, 746  TWE: 4-7, 40, 102, 152, 162-165, 196, 260, 270-273, 310-316, 592, 614, 704, 746
2.12a Investigate an author's background to determine influences (e.g., historical, gender, biases) demonstrated within the text.	SE: 4-7, 162-165, 270-273, 310-316, 592, 614, 746  TWE: 4-7, 40, 102, 152, 162-165, 196, 260, 270-273, 310-316, 592, 614, 704, 746
2.12b Compare and contrast passages reflecting the effect of different author's influences.	The opportunity to address this objective is available. See the following:  SE: 4-7, 162-165, 248-251, 252-255, 270-273, 310-316, 592, 614, 746  TWE: 4-7, 40, 102, 152, 162-165, 196, 248-251, 252-255, 260, 270-273, 310-316, 592, 614, 704, 746
2.13 Consult resource materials to increase understanding of text.	SE: 780-781, 782-783  TWE: 780-781, 782-783

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<b>OBJECTIVES</b>	<b>PAGE REFERENCES</b>
2.13a Defend credible resource materials to increase understanding of text.	The opportunity to address this objective is available. See the following:  SE: 780–781, 782–783  TWE: 780–781, 782–783
2.14 Read, respond to, and interpret print and non-print text.	SE: 28–31, 32–35, 40–48, 94–97, 102–107, 144–147, 152–158, 196–204, 252–255, 260–266, 302–305, 310–316, 855–859, 860–861  TWE: 28–31, 32–35, 40–48, 94–97, 102–107, 144–147, 152–158, 196–204, 252–255, 260–266, 302–305, 310–316, 855–859, 860–861  <i>inTIME</i> magazine <i>Humanities Across Time</i>
2.14a Interpret and analyze graphics and other resource materials associated with text to clarify and enhance understanding.	SE: 230–233, 419–423, 804–806, 855–859, 860–861  TWE: 230–233, 419–423, 804–806, 855–859, 860–861  <i>inTIME</i> magazine <i>inTIME</i> Teachers Guide
<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 Access and demonstrate multiple technological reference sources.	SE: 251, 281, 320–325, 410, 423, 771–775, 776–777, 778, 865–877  TWE: 251, 281, 320–325, 410, 423, 771–775, 776–777, 778, 865–877
3.01a Use electronic media (e.g., Web sites, databases, discussion boards, e-mails) and other audio-visual media to conduct research and to create and present research-based products.	SE: 251, 281, 320–325, 410, 423, 771–775, 776–777, 778, 868–872  TWE: 251, 281, 320–325, 410, 423, 771–775, 776–777, 778, 865–877

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<b>OBJECTIVES</b>	<b>PAGE REFERENCES</b>
3.02 Use media for a variety of purposes: to view, to experience, to read, to write, to communicate.	SE: 39, 73, 93, 122–125, 230–233, 251, 259, 270–271, 309, 415–416, 419–423, 855–859, 860–861, 862–864, 868–872, 873–876  TWE: 39, 73, 93, 122–125, 230–233, 251, 259, 270–271, 309, 415–416, 419–423, 855–859, 860–861, 862–864, 868–872, 873–876  <i>inTIME</i> magazine <i>inTIME</i> Teachers Guide
3.02a Create and present products incorporating multimedia components for specific audiences and purposes.	SE: 39, 59, 93, 151, 230–233, 259, 419–423, 862–864, 873–876, 877–881  TWE: 39, 59, 93, 151, 230–233, 259, 419–423, 862–864, 873–876, 877–881
3.03 Evaluate the impact of media on daily life.	SE: 415, 860–861  TWE: 415, 860–861  <i>inTIME</i> magazine <i>inTIME</i> Teachers Guide
3.03a Examine and respond to the effect(s) of media on the ideas, mores, and values of individuals, communities, and the world.	SE: 860–861  TWE: 860–861  <i>inTIME</i> magazine <i>inTIME</i> Teachers Guide
3.04 Evaluate varied media resources and information for accuracy and reliability.	SE: 323, 778, 860–861  TWE: 323, 778, 860–861  <i>inTIME</i> magazine <i>inTIME</i> Teachers Guide
3.04a Gauge the accuracy and reliability of any given set of resources.	SE: 323, 778, 860–861  TWE: 323, 778, 860–861

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<b>OBJECTIVES</b>	<b>PAGE REFERENCES</b>
3.05 Develop research and analytical skills by using print and non-print media.	SE: 77, 281, 283, 320–325, 353, 410, 423, 771–775, 776–777, 778, 868–872  TWE: 77, 281, 283, 320–325, 353, 410, 423, 771–775, 776–777, 778, 868–872
3.05a Use a variety of print and non-print media to research, interpret, and critique information in order to create a presentation.	SE: 77, 281, 283, 320–325, 353, 410, 423, 771–775, 776–777, 778, 868–872  TWE: 77, 281, 283, 320–325, 353, 410, 423, 771–775, 776–777, 778, 868–872
3.06 Utilize media to create, display, and to explain information.	SE: 39, 59, 93, 151, 230–233, 259, 419–423, 862–864, 873–876, 877–881  TWE: 39, 59, 93, 151, 230–233, 259, 419–423, 862–864, 873–876, 877–881 <i>inTIME</i> magazine <i>inTIME</i> Teachers Guide
3.06a Use a variety of media sources (e.g., PowerPoint, DVDs, CD-ROMs, audio and video cassettes) to create and present information.	SE: 39, 59, 93, 151, 230–233, 259, 419–423, 862–864, 873–876, 877–881  TWE: 39, 59, 93, 151, 230–233, 259, 419–423, 862–864, 873–876, 877–881
3.07 Evaluate the differences between using print and non-print media as means of communication.	The opportunity to address this objective is available. See the following:  SE: 81, 415–416, 862–864, 868–872  TWE: 81, 415–416, 862–864, 868–872
3.07a Compare and contrast the effectiveness of print and non-print media.	The opportunity to address this objective is available. See the following:  SE: 73, 93, 122–125, 230–233, 251, 259, 415–416, 419–423, 855–859, 860–861, 862–864, 868–872, 873–876  TWE: 73, 93, 122–125, 230–233, 251, 259, 415–416, 419–423, 855–859, 860–861, 862–864, 868–872, 873–876

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<b>OBJECTIVES</b>	<b>PAGE REFERENCES</b>
3.08 Explore production elements used in print and non-print media.	SE: 39, 59, 122–125, 131, 162–165, 171, 230–233, 419–423, 855–859, 862–864, 873–876  TWE: 39, 59, 122–125, 131, 162–165, 171, 230–233, 419–423, 855–859, 862–864, 873–876
3.08a Examine production elements (e.g., tables, diagrams, charts, graphs, drawings, maps, photographs, font, color, layout, graphics, camera angle, lighting) in both print and non-print media for the purpose of interpreting, clarifying, and communicating information.	SE: 59, 122–125, 131, 162–165, 171, 230–233, 419–423, 855–859, 862–864, 873–876  TWE: 59, 122–125, 131, 162–165, 171, 230–233, 419–423, 855–859, 862–864, 873–876
3.08b Prepare and/or utilize graphics (e.g., tables, diagrams, charts, graphs, drawings, maps, photographs, font, color, layout, graphics, camera angle, lighting) for the purpose of interpreting, clarifying, and communicating information.	SE: 59, 93, 151, 230–233, 259, 419–423, 862–864, 873–876, 877–881  TWE: 59, 93, 151, 230–233, 259, 419–423, 862–864, 873–876, 877–881
<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 Use and/or demonstrate an understanding of effective communication skills in a variety of speaking situations.	SE: 11, 85, 179, 187, 219, 237, 247, 255, 279, 301, 848–850, 851–852, 853  TWE: 11, 85, 179, 187, 219, 237, 247, 255, 279, 301, 848–850, 851–852, 853
4.01a Make a presentation using or showing an understanding of volume, pitch, rate, diction, inflection, gestures, and body language to facilitate communication in a variety of situations.	SE: 237, 247, 848–850  TWE: 237, 247, 848–850

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<b>OBJECTIVES</b>	<b>PAGE REFERENCES</b>
4.01b Participate in group discussion by modeling effective interpersonal skills (e.g., restatement, clarification, active listening, pauses).	SE: 11, 27, 67, 85, 89, 175, 179, 183, 219, 237, 255, 851–852 TWE: 11, 27, 67, 85, 89, 175, 179, 183, 219, 237, 255, 704, 746, 851–852
4.02 Use pertinent research for oral presentations.	SE: 89, 251, 255, 256–259, 778, 881 TWE: 89, 251, 255, 256–259, 778, 881
4.02a Synthesize and incorporate print and non-print texts in a variety of oral presentations.	SE: 89, 251, 255, 256–259, 778, 881 TWE: 89, 251, 255, 256–259, 778, 881
4.03 Consider and evaluate the perceptions of speakers and listeners.	SE: 11, 85, 175, 179, 183, 187, 215, 219, 237, 247, 255, 279, 301, 845–847, 848–850, 851–852, 853 TWE: 11, 85, 175, 179, 183, 187, 215, 219, 237, 247, 255, 279, 301, 640, 845–847, 848–850, 851–852, 853
4.03a Assess the viewpoints, judgments, and expectations of a speaker.	SE: 11, 85, 175, 179, 183, 187, 215, 219, 237, 247, 255, 279, 301, 845–847, 851–852, 853 TWE: 11, 85, 175, 179, 183, 187, 215, 219, 237, 247, 255, 279, 301, 640, 845–847, 851–852, 853
4.03b Assess the viewpoints, judgments, and expectations for listeners.	SE: 11, 85, 175, 179, 183, 187, 215, 219, 237, 247, 255, 279, 301, 848–850, 851–852, 853 TWE: 11, 85, 175, 179, 183, 187, 215, 219, 237, 247, 255, 279, 301, 640, 848–850, 851–852, 853
4.05 Adjust the level of language usage to the audience and the purpose.	SE: 67, 85, 215, 237, 247, 848–850 TWE: 67, 85, 215, 237, 247, 848–850

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<b>OBJECTIVES</b>	<b>PAGE REFERENCES</b>
4.05a Disseminate information on a specific topic adjusting to the appropriate level of language usage (e.g., grammar, content, style, vocabulary) for a variety of audiences and purposes.	SE: 67, 85, 215, 237, 247, 848–850 TWE: 67, 85, 215, 237, 247, 848–850
4.05 Evaluate a variety of oral presentations.	SE: 11, 85, 183, 187, 219, 237, 247, 279, 301, 845–847, 850 TWE: 11, 85, 183, 187, 219, 237, 247, 279, 301, 640, 845–847, 850
4.05a Judge a variety of oral presentations (e.g., speeches, debates, and performances) by evaluating preparation, content, and delivery.	SE: 11, 85, 183, 187, 219, 237, 247, 279, 301, 845–847, 850 TWE: 11, 85, 183, 187, 219, 237, 247, 279, 301, 640, 845–847, 850
4.06 Improve critical listening skills essential for comprehension.	SE: 11, 85, 175, 179, 183, 187, 215, 219, 237, 247, 255, 279, 301, 845–847, 851–852, 853 TWE: 11, 85, 175, 179, 183, 187, 215, 219, 237, 247, 255, 279, 301, 476, 640, 682, 845–847, 851–852, 853
4.06a Demonstrate comprehension through a variety of responses (e.g., note-taking, questioning, summarizing, restating, discussing).	SE: 85, 175, 179, 215, 219, 237, 247, 255, 279, 301, 845–847, 851–852, 853 TWE: 85, 175, 179, 215, 219, 237, 247, 255, 279, 301, 845–847, 851–852, 853
4.07 Recognize the effects and implications of various dialects.	SE: 310–316, 764–765, 767–768, 769 TWE: 310–316, 764–765, 767–768, 769
4.07b Identify dialects and their contributions to meaning.	SE: 310–316, 764–765, 767–768, 769 TWE: 310–316, 764–765, 767–768, 769

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