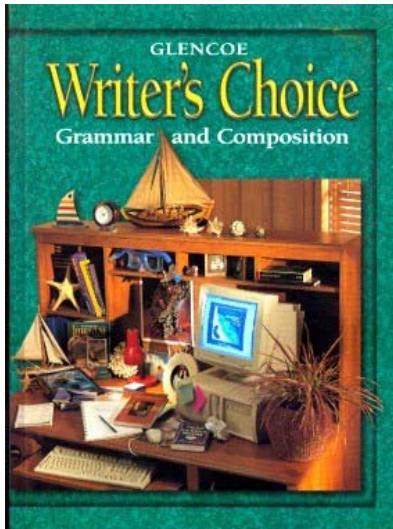


Glencoe/McGraw-Hill

Writer's Choice 9 ©2001

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correlated to

**Tennessee Language Arts Standards,
Learning Expectations
and
Student Performance Indicators
English I - Grade 9**



Glencoe/McGraw-Hill *Writer's Choice: Grammar and Composition 9* ©2001

Glencoe/McGraw-Hill *Writer's Choice: Grammar and Composition* 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: Grammar and Composition* 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.

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CORRELATED TO

**TENNESSEE LANGUAGE ARTS,
CURRICULUM STANDARDS
GRADE 9**

OBJECTIVES	PAGE REFERENCES
<p>Writing Content Standard: The student will develop the structural and creative skills necessary to produce written language that can be read and interpreted by various audiences.</p>	
<ul style="list-style-type: none"> • Write to acquire knowledge, clarify thinking, synthesize information, improve study skills, gain confidence, and enhance lifelong communication. 	<p>This objective is addressed throughout the text. See for example:</p> <p>SE: 15, 35, 107, 159, 203, 207, 271, 311, 337, 357</p> <p>TWE: 15, 35, 107, 159, 203, 207, 271, 311, 337, 357</p>
<ul style="list-style-type: none"> • Write frequently for a variety of purposes such as narration, description, persuasion, exposition, and personal, creative expression. 	<p>This objective is addressed throughout the text. See for example:</p> <p>SE: 23, 27, 36–39, 108–111, 144–147, 160–163, 208–211, 236–239, 272–275, 307, 312–315</p> <p>TWE: 23, 27, 36–39, 108–111, 144–147, 160–163, 208–211, 236–239, 272–275, 307, 312–315</p>
<ul style="list-style-type: none"> • Identify and write for a variety of audiences. 	<p>This objective is addressed throughout the text. See for example:</p> <p>SE: 19, 68–71, 90, 143, 183, 234, 258, 306, 313–314, 435, 888–889</p> <p>TWE: 19, 68–71, 90, 143, 183, 234, 258, 306, 313–314, 435, 888–889</p>
<ul style="list-style-type: none"> • Recognize that language has several levels of usage determined by audience, purpose, and occasion. 	<p>SE: 68–71, 289, 300–303, 413, 416–423, 888–889</p> <p>TWE: 68–71, 289, 300–303, 413, 416–423, 888–889</p>

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OBJECTIVES	PAGE REFERENCES
<ul style="list-style-type: none"> • Approach writing tasks systematically and use elements of the writing process as appropriate. 	<p>SE: 36–39, 58–61, 62–67, 68–71, 72–75, 76–79, 80–83, 84–87, 88–91, 92–95, 96–99, 100–103, 108–111, 160–163, 208–211, 272–275, 312–315, 324–349, 906–908</p> <p>TWE: 36–39, 58–61, 62–67, 68–71, 72–75, 76–79, 80–83, 84–87, 88–91, 92–95, 96–99, 100–103, 108–111, 160–163, 208–211, 272–275, 312–315, 324–349, 906–908</p>
<ul style="list-style-type: none"> • Practice a variety of prewriting activities to generate, focus and organize ideas. 	<p>SE: 37, 58, 62–67, 68–71, 72–75, 108–109, 124–125, 161, 209, 273, 313, 324–329, 330–333, 906</p> <p>TWE: 37, 58, 62–67, 68–71, 72–75, 108–109, 124–125, 161, 209, 273, 313, 324–329, 330–333, 906, 907</p>
<ul style="list-style-type: none"> • Use a variety of appropriate organizational strategies to develop writing on various topics. 	<p>SE: 76–79, 80–83, 84–87, 88–91, 110, 138–143, 161–162, 182, 209–210, 234, 235, 273–274, 313–314, 330–333, 334–337, 429–430, 906–907</p> <p>TWE: 76–79, 80–83, 84–87, 88–91, 110, 138–143, 161–162, 182, 209–210, 234, 235, 242, 243, 273–274, 313–314, 330–333, 334–337, 429–430, 906–907</p>
<ul style="list-style-type: none"> • Develop organized writing containing focused, well-developed ideas. 	<p>SE: 38, 76–79, 80–83, 84–87, 88–91, 110, 138–143, 161–162, 273–274, 313–314, 330–333, 334–337, 429–430, 906–908</p> <p>TWE: 38, 76–79, 80–83, 84–87, 88–91, 110, 138–143, 161–162, 273–274, 313–314, 330–333, 334–337, 429–430, 906–908</p>

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OBJECTIVES	PAGE REFERENCES
<ul style="list-style-type: none"> Demonstrate effective writing style by the use of vivid words, a variety of sentence structures, and appropriate transitions. 	<p>SE: 89–91, 126–130, 138–143, 144–147, 160–163, 198, 237, 238, 336, 344–347, 354, 360–364, 365–368, 369–372, 373–376, 377–380, 381–385</p> <p>TWE: 89–91, 126–130, 138–143, 144–147, 160–163, 198, 237, 238, 336, 344–347, 354, 360–364, 365–368, 369–372, 373–376, 377–380, 381–385</p>
<ul style="list-style-type: none"> Evaluate and revise writing to focus on purpose, organization, development, transitions, unity, and audience awareness. 	<p>SE: 38, 59, 68–71, 92–95, 110, 128–129, 162, 210, 274, 314, 344–347</p> <p>TWE: 38, 59, 68–71, 92–95, 110, 128–129, 162, 210, 274, 314, 344–347</p>
<ul style="list-style-type: none"> Recognize and demonstrate knowledge of standard English: usage, mechanics, spelling, and sentence structure. 	<p>This objective is addressed throughout the text. See for example:</p> <p>SE: 35, 39, 111, 155, 163, 211, 275, 315, 360–364, 388–411, 541–542, 558–568, 687–709, 828–832, 833–835, 855–856</p> <p>TWE: 35, 39, 111, 155, 163, 211, 275, 315, 360–364, 388–411, 541–542, 558–568, 687–709, 828–832, 833–835, 855–856</p>
<ul style="list-style-type: none"> Identify and begin to use a variety of resources to revise and edit writing. 	<p>SE: 38–39, 59, 92–95, 96–99, 110–111, 128–129, 130, 162–163, 210–211, 274–275, 300–303, 314–315, 344–347, 348–349, 907–908</p> <p>TWE: 38–39, 59, 92–95, 96–99, 110–111, 128–129, 130, 162–163, 210–211, 274–275, 300–303, 314–315, 344–347, 348–349, 907–908</p>
<ul style="list-style-type: none"> Research information from various sources to prepare presentations or reports which use summarizing, paraphrasing, direct quotations, citation of sources, and bibliographic sources. 	<p>SE: 72, 258–259, 261, 324–329, 338–343, 348–349, 350–357, 432, 808–810, 889</p> <p>TWE: 72, 258–259, 261, 324–329, 338–343, 348–349, 350–357, 432, 808–810, 889</p>

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OBJECTIVES	PAGE REFERENCES
<ul style="list-style-type: none"> Continue to respond actively and imaginatively to literature. 	<p>SE: 8, 12, 16, 22, 24, 25, 26, 28–31, 32–35, 50, 60, 69, 74, 78, 80, 85, 90, 104–107, 119, 138, 142, 144, 148, 153, 156–159, 172, 180, 186, 192, 198, 200–203, 204–207, 220, 228, 232, 236, 240, 244, 248, 252, 257, 260, 262, 268–271, 280, 294, 298, 304, 308–311, 320</p> <p>TWE: 8, 12, 16, 22, 24, 25, 26, 28–31, 32–35, 50, 60, 69, 74, 78, 80, 85, 90, 104–107, 119, 138, 142, 144, 148, 153, 156–159, 172, 180, 186, 192, 198, 200–203, 204–207, 220, 228, 232, 236, 240, 244, 248, 252, 257, 260, 262, 268–271, 280, 294, 298, 304, 308–311, 320</p>
<ul style="list-style-type: none"> Demonstrate an understanding of and respect for multicultural and ethnic diversity in language. 	<p>The opportunity to address this objective is available. See the following:</p> <p>SE: 4–7, 40–49, 54–57, 112–118, 212–219, 316–319, 510–511, 528–529, 598–599, 622–623</p> <p>TWE: 4–7, 40–49, 54–57, 112–118, 212–219, 316–319, 510–511, 528–529, 598–599, 622–623</p>
<p>Reading Content Standard: The student will develop the reading skills necessary for word recognition, comprehension, interpretation, analysis, evaluation, and appreciation of the written text.</p>	
<ul style="list-style-type: none"> Develop an understanding of and respect for multicultural, gender, and ethnic diversity in language use, patterns, and dialects. 	<p>The opportunity to address this objective is available. See the following:</p> <p>SE: 4–7, 40–49, 54–57, 112–118, 212–219, 276–279, 316–319, 510–511, 528–529, 598–599, 622–623</p> <p>TWE: 4–7, 40–49, 54–57, 112–118, 212–219, 276–279, 316–319, 510–511, 528–529, 598–599, 622–623</p>

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OBJECTIVES	PAGE REFERENCES
<ul style="list-style-type: none"> • Develop effective vocal control of rate, inflection, pitch, volume, quality, and articulation. 	<p>The opportunity to address this objective is available. See the following:</p> <p>SE: 888–890, 15, 27, 35, 100–103, 111, 199, 271, 315</p> <p>TWE: 888–890, 15, 27, 35, 100–103, 111, 163, 199, 271, 315, 676</p>
<ul style="list-style-type: none"> • Discern reading strategies appropriate to text. 	<p>SE: 839–842, 8, 12, 16, 22, 24, 25, 26, 30, 31, 37, 40, 50, 60, 69, 74, 78, 80, 85, 90, 109, 112, 119, 138, 142, 144, 148, 153, 161, 164, 172, 180, 186, 192, 198, 201, 203, 205, 206, 209, 212, 220, 228, 232, 236, 240, 244, 248, 252, 257, 260, 262, 274, 276, 280, 294, 298, 304, 314, 316, 320 324–329</p> <p>TWE: 839–842, 8, 12, 16, 22, 24, 25, 26, 30, 31, 37, 40–50, 60, 69, 74, 78, 80, 85, 90, 109, 112–119, 138, 142, 144, 148, 153, 161, 164–172, 180, 186, 192, 198, 201, 203, 205, 206, 209, 212–220, 228, 232, 236, 240, 244, 248, 252, 257, 260, 262, 274, 276–280, 294, 298, 304, 314, 316–320, 324–329</p>
<ul style="list-style-type: none"> • Extend reading vocabulary. 	<p>SE: 819–822, 823–826, 40–49, 112–118, 146, 164–171, 212–219, 276–279, 316–319, 783–785, 786–787, 789–790, 792–793, 795–796</p> <p>TWE: 819–822, 823–826, 202, 40–49, 112–118, 146, 164–171, 212–219, 276–279, 316–319, 783–785, 786–787, 789–790, 792–793, 795–796</p>

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OBJECTIVES	PAGE REFERENCES
<ul style="list-style-type: none"> Use comprehension strategies to enhance understanding, to make predictions, and to respond to literature. 	<p>SE: 35, 40–50, 80, 107, 112–119, 159, 164–172, 203, 207, 212–220, 271, 276–280, 316–320</p> <p>TWE: 35, 40–50, 80, 107, 112–119, 159, 164–172, 203, 207, 212–220, 271, 276–280, 316–320, 482, 510, 528, 558, 598, 622, 648, 676, 724, 772</p>
<ul style="list-style-type: none"> Improve comprehension by interpreting, analyzing, synthesizing, and evaluating written text. 	<p>SE: 35, 40–50, 107, 112–119, 159, 164–172, 203, 207, 212–220, 271, 276–280, 316–320, 325–329</p> <p>TWE: 35, 40–50, 107, 112–119, 159, 164–172, 203, 207, 212–220, 271, 276–280, 316–320, 325–329, 482, 510, 528, 558, 598, 622, 648, 676, 724, 772</p>
<ul style="list-style-type: none"> Use oral reading in individual and group presentations. 	<p>SE: 15, 27, 35, 71, 87, 95, 103, 155, 195, 271, 291, 307</p> <p>TWE: 15, 27, 35, 39, 71, 87, 95, 103, 110, 155, 163, 195, 271, 291, 307, 482, 510, 558, 598, 676, 772</p>
<ul style="list-style-type: none"> Read independently for a variety of purposes. 	<p>The opportunity to address this objective is available. See the following:</p> <p>SE: 31, 35, 107, 159, 207, 221, 311</p> <p>TWE: 31, 35, 107, 159, 207, 221, 311</p>
<ul style="list-style-type: none"> Use cognitive strategies to evaluate text critically. 	<p>SE: 35, 40–50, 107, 112–119, 159, 164–172, 203, 207, 212–220, 271, 276–280, 291, 307, 316–320</p> <p>TWE: 35, 40–50, 107, 112–119, 159, 164–172, 203, 207, 212–220, 271, 276–280, 291, 307, 316–320, 482, 510, 528, 558, 598, 622, 648, 676, 724, 772</p>

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OBJECTIVES	PAGE REFERENCES
<ul style="list-style-type: none"> • Develop skills in making inferences and recognizing unstated assumptions. 	SE: 40–50, 112–119, 164–172, 212–220, 276–280, 312–313, 316–320 TWE: 40–50, 112–119, 164–172, 212–220, 276–280, 312–313, 316–320
<ul style="list-style-type: none"> • Discern the purposes, main ideas, biases, points of view, and persuasive devices found in various texts. 	SE: 204–207, 284–287, 288–291, 292–295, 296–299, 300–303, 304–307, 308–311, 316–320 TWE: 204–207, 284–287, 288–291, 292–295, 296–299, 300–303, 304–307, 308–311, 316–320
<ul style="list-style-type: none"> • Interpret ideas, recognize logical relationships, and make judgments based on sufficient evidence. 	SE: 84–87, 228–231, 236–239, 240–243, 291, 292–295, 307, 334–337 TWE: 84–87, 228–231, 236–239, 240–243, 291, 292–295, 307, 334–337
<ul style="list-style-type: none"> • Select resource material in order to apply it effectively. 	SE: 35, 72–75, 267, 273, 313, 324–329, 799–800, 801–805, 806–807, 808–810, 812–815, 816–817, 889 TWE: 35, 72–75, 267, 273, 313, 324–329, 799–800, 801–805, 806–807, 808–810, 812–815, 816–817, 889
<ul style="list-style-type: none"> • Read, interpret, and respond in a variety of ways to various genres. 	SE: 4–7, 24–27, 32–35, 40–50, 54–57, 104–107, 112–119, 134–137, 156–159, 164–172, 176–179, 204–207, 212–220, 224–227, 268–271, 276–280, 284–287, 307, 316–320 TWE: 4–7, 24–27, 32–35, 40–50, 54–57, 104–107, 112–119, 134–137, 156–159, 164–172, 176–179, 204–207, 212–220, 224–227, 268–271, 276–280, 284–287, 307, 316–320

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OBJECTIVES	PAGE REFERENCES
<ul style="list-style-type: none"> Identify and interpret literary elements and figurative language. 	<p>SE: 25, 40–50, 104–107, 112–119, 156–159, 164–172, 201, 203, 212–220, 268–271, 276–280, 316–320</p> <p>TWE: 25, 40–50, 104–107, 112–119, 156–159, 163, 164–172, 201, 203, 212–220, 268–271, 276–280, 316–320, 482, 510, 528, 558, 598, 622, 648, 676, 724</p>
<ul style="list-style-type: none"> Interact with text to form a personal interpretation. 	<p>SE: 28–31, 32–35, 50, 104–107, 119, 156–159, 172, 200–203, 204–207, 220, 268–271, 280, 307, 308–311, 320</p> <p>TWE: 28–31, 32–35, 50, 104–107, 119, 156–159, 172, 200–203, 204–207, 220, 268–271, 280, 307, 308–311, 320</p>
<p>Viewing and Representing Content Standard: The student will use, read, and view media/technology and analyze content and concepts accurately.</p>	
<ul style="list-style-type: none"> Access and demonstrate multiple technological reference sources. 	<p>SE: 326, 418, 799–800, 801–805, 806–807, 808–810, 909–911</p> <p>TWE: 326, 418, 799–800, 801–805, 806–807, 808–810, 909–911</p>
<ul style="list-style-type: none"> Develop media applications for a variety of audiences and purposes. 	<p>SE: 103, 275, 315, 422, 425–430, 902–904, 906–908, 912–914, 915–917</p> <p>TWE: 103, 275, 315, 422, 425–430, 902–904, 906–908, 912–914, 915–917</p>
<ul style="list-style-type: none"> Use media to view, to read, to write, to communicate, and to create. 	<p>SE: 4–5, 54–55, 103, 134, 176–177, 224–225, 252–255, 267, 275, 284–285, 291, 315, 422, 425–430, 894–898, 899–901, 902–904, 909–911, 912–914, 915–917</p> <p>TWE: 4–5, 6, 54–55, 103, 134, 176–177, 224–225, 252–255, 267, 275, 284–285, 291, 315, 422, 425–430, 894–898, 899–901, 902–904, 909–911, 912–914, 915–917</p>

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OBJECTIVES	PAGE REFERENCES
<ul style="list-style-type: none"> • Analyze the impact of media on daily life. 	SE: 894–901 TWE: 894–901
<ul style="list-style-type: none"> • Research, organize, interpret, and present information from print and non-print media. 	SE: 35, 72–75, 103, 272–275, 291, 312–315, 324–329, 357, 418, 808–810, 909–911 TWE: 35, 72–75, 103, 272–275, 291, 312–315, 324–329, 357, 418, 808–810, 909–911
<ul style="list-style-type: none"> • Utilize multimedia to create, to display, and to explain information. 	SE: 103, 39, 163, 252–255, 275, 315, 422, 425–430, 902–904, 906–908, 912–914, 915–917 TWE: 103, 39, 163, 252–255, 275, 315, 422, 425–430, 902–904, 906–908, 912–914, 915–917
<ul style="list-style-type: none"> • Explore the advantages and limitations of the computer as a communication tool. 	The opportunity to address this objective is available. See the following: SE: 422, 899–901, 903–904, 912–914, 917 TWE: 422, 899–901, 903–904, 912–914, 917
<ul style="list-style-type: none"> • Recognize the differences between using print and non-print media as a means of communication. 	SE: 413–420, 421–422, 899–901, 902–904, 909–911, 912–914 TWE: 413–420, 421–422, 899–901, 902–904, 909–911, 912–914
<ul style="list-style-type: none"> • Explain creative strategies used in the production of print and non-print media. 	SE: 4–7, 24–27, 54–57, 99, 152–155, 176–179, 180–183, 196–199, 203, 224–227, 284–287, 307, 902–904, 912–914, 915–917 TWE: 4–7, 24–27, 54–57, 99, 152–155, 176–179, 180–183, 196–199, 203, 224–227, 284–287, 307, 902–904, 912–914, 915–917

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CORRELATED TO

**TENNESSEE LANGUAGE ARTS,
CURRICULUM STANDARDS
GRADE 9**

OBJECTIVES	PAGE REFERENCES
Content Standard: The student will express ideas clearly and effectively in a variety of oral contexts and apply active listening skills in the analysis and evaluation of spoken ideas.	
<ul style="list-style-type: none"> • Demonstrate skills in analysis, interpretation, and evaluation of literary works through spoken language. 	SE: 27, 50, 119, 172, 220, 280, 320 TWE: 26, 27, 39, 50, 119, 172, 220, 280, 320, 482, 510, 528, 558, 598, 622, 648, 676, 724, 772
<ul style="list-style-type: none"> • Demonstrate confidence and poise in various speaking situations. 	SE: 888–892 TWE: 888–892
<ul style="list-style-type: none"> • Follow and give oral directions. 	The opportunity to address this objective is available. See the following: SE: 103, 151, 236–239, 430 TWE: 103, 151, 236–239, 430
<ul style="list-style-type: none"> • Utilize appropriate verbal and non-verbal feedback in a variety of situations. 	SE: 38, 87, 95, 98, 110, 151, 162, 210, 251, 274, 307, 314 TWE: 26, 38, 39, 87, 95, 98, 110, 151, 162, 210, 251, 274, 307, 314
<ul style="list-style-type: none"> • Demonstrate effective listening skills through note-taking. 	SE: 34, 73, 95, 183, 239, 251, 837–838, 892 TWE: 34, 73, 95, 183, 239, 251, 837–838, 892
<ul style="list-style-type: none"> • Demonstrate critical listening skills essential for comprehension and evaluation. 	SE: 87, 95, 151, 239, 251, 267, 291, 307, 885–887, 891–892, 899–901 TWE: 26, 39, 87, 95, 151, 239, 251, 267, 291, 307, 885–887, 891–892, 899–901
<ul style="list-style-type: none"> • Present oral summaries and/or analysis of material read or viewed. 	SE: 35, 67, 151, 195, 199, 247, 267, 291, 307 TWE: 35, 50, 67, 119, 151, 172, 195, 199, 220, 247, 267, 280, 291, 307, 316

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OBJECTIVES	PAGE REFERENCES
<ul style="list-style-type: none"> • Engage in problem solving through group discussions. 	SE: 35, 295, 434–435, 891–892 TWE: 34, 35, 295, 434–435, 891–892
<ul style="list-style-type: none"> • Present and support ideas/opinions in group discussions. 	SE: 7, 50, 57, 119, 137, 172, 179, 220, 227, 267, 280, 287, 291, 295, 307, 320 TWE: 7, 26, 50, 57, 119, 137, 172, 179, 220, 227, 267, 280, 287, 291, 295, 307, 320
<ul style="list-style-type: none"> • Develop an understanding of and respect for diversity in language use, patterns, and dialects across cultures, ethnic groups, geographic regions, and social roles. 	The opportunity to address this objective is available. See the following: SE: 40–50, 71, 112–119, 164–172, 212–220, 271, 276–280, 312–313, 316–320 TWE: 39, 40–50, 71, 112–119, 163, 164–172, 212–220, 270, 271, 276–280, 312–313, 316–322, 482, 598, 676, 772
<ul style="list-style-type: none"> • Demonstrate appropriate language structure, tone and voice control in oral communication. 	The opportunity to address this objective is available. See the following: SE: 15, 27, 35, 100–103, 111, 151, 199, 211, 271, 315, 888–890 TWE: 15, 27, 35, 39, 100–103, 111, 151, 163, 199, 211, 271, 315, 482, 510, 558, 598, 676, 772, 888–890

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