

Publisher: Glencoe

Program Title: **Glencoe Writer's Choice, Grammar and Composition**

Components: Student Edition (SE) and Teacher Wraparound Edition (TWE)

Grade Level(s): **Grade 9**

Intended Audience: Students in English/Language Arts classes

**Standards Map - Basic Comprehensive Program
Grades Nine and Ten - English Language-Arts/English Language Development**

			PUBLISHER CITATIONS*			FOR LEA USE ONLY		
Grade	Standard #	Text of Standard	Introduced	Practiced	Taught to Mastery	Meets Standard		Local Education Agency Evaluator Notes
						Y	N	
DOMAIN		READING						
STRAND		1.0 WORD ANALYSIS, FLUENCY, AND SYSTEMATIC VOCABULARY DEVELOPMENT Students apply their knowledge of word origins to determine the meaning of new words encountered in reading materials and use those words accurately.						
		Substrand: Vocabulary and Concept Development						
9 & 10	1.1	Identify and use the literal and figurative meanings of words and understand word derivations.	SE/TWE: 25, 786-787, 790, 792-793, 819-822, 921	SE/TWE: 27, 787, 790, 793, 822	SE/TWE: 27, 787, 790, 793, 822			
9 & 10	1.2	Distinguish between the denotative and connotative meanings of words and interpret the connotative power of words.	SE/TWE: 144-147, 302, 303, 920	SE/TWE: 145, 147, 303	SE/TWE: 147, 303			

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9 & 10	1.3	Identify Greek, Roman, and Norse mythology and use the knowledge to understand the origin and meaning of new words (e.g., the word <i>narcissistic</i> drawn from the myth of Narcissus and Echo).	SE/TWE: 787 TWE: 825	SE/TWE: 787	SE/TWE: 787			
STRAND		2.0 READING COMPREHENSION (FOCUS ON INFORMATIONAL MATERIALS) Students read and understand grade-level-appropriate material. They analyze the organizational patterns, arguments, and positions advanced. The selections in <i>Recommended Literature, Grades Nine Through Twelve (1990)</i> illustrate the quality and complexity of the materials to be read by students. In addition, by grade twelve, students read two million words annually on their own, including a wide variety of classic and contemporary literature, magazines, newspapers, and online information. In grades nine and ten, students make substantial progress toward this goal.						
		Substrand: Structural Features of Informational Materials						
9 & 10	2.1	Analyze the structure and format of functional workplace documents, including the graphics and headers, and explain how authors use the features to achieve their purposes.	SE/TWE: 413-420, 421-424, 426-427, 429, 430, 431-433 TWE: 425	SE/TWE: 413, 420 TWE: 414, 415, 416, 417, 421, 426, 427, 432	SE/TWE: 420 TWE: 416, 419, 424, 430, 432			
9 & 10	2.2	Prepare a bibliography of reference materials for a report using a variety of consumer, workplace, and public documents.	SE/TWE: 326-327, 338-343, 356, 431- 433	SE/TWE: 342, 343	SE/TWE: 343, 357			

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		Substrand: Comprehension and Analysis of Grade-Level-Appropriate Text						
9 & 10	2.3	Generate relevant questions about readings on issues that can be researched.	SE/TWE: 324-329, 888-889, 925	SE/TWE: 329, 332, 889 TWE: 325, 327	SE/TWE: 329 TWE: 325, 327			
9 & 10	2.4	Synthesize the content from several sources or works by a single author dealing with a single issue; paraphrase the ideas and connect them to other sources and related topics to demonstrate comprehension.	SE/TWE: 329, 334-337, 925	SE/TWE: 329, 333, 337	SE/TWE: 337, 343, 357			
9 & 10	2.5	Extend ideas presented in primary or secondary sources through original analysis, evaluation, and elaboration.	SE/TWE: 326-329, 334-337, 344-347 TWE: 326	SE/TWE: 55, 177, 225, 329, 889	SE/TWE: 343, 357, 889			
9 & 10	2.6	Demonstrate use of sophisticated learning tools by following technical directions (e.g., those found with graphic calculators and specialized software programs and in access guides to World Wide Web sites on the Internet).	SE/TWE: 425-430, 809-810, 906-908, 909-911, 922	SE/TWE: 428, 810, 908, 911 TWE: 426, 427	SE/TWE: 428, 810, 908, 911			
		Substrand: Expository Critique						
9 & 10	2.7	Critique the logic of fuctional documents by examining the sequence of information and procedures in anticipation of possible reader misunderstandings.	SE/TWE: 413-420, 421-424, 426-427, 429, 430, 431-433 TWE: 425	SE/TWE: 413, 420 TWE: 414, 415, 416, 417, 421, 426, 427, 432	SE/TWE: 420 TWE: 416, 419, 424, 430, 432			

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9 & 10	2.8	Evaluate the credibility of an author's argument or defense of a claim by critiquing the relationship between generalizations and evidence, the comprehensiveness of evidence, and the way in which the author's intent affects the structure and tone of the text (e.g., in professional journals, editorials, political speeches, primary source material).	SE/TWE: 284-291, 292-294, 296-298, 300, 316-319, 320	SE/TWE: 287, 295, 299, 306, 307 TWE: 285	SE/TWE: 287, 295, 299, 307, 321			
STRAND		3.0 LITERARY RESPONSE and ANALYSIS Students read and respond to historically or culturally significant works of literature that reflect and enhance their studies of history and social science. They conduct in-depth analyses of recurrent patterns and themes. The selections in Recommended Literature, Grades Nine Through Twelve illustrate the quality and complexity of the materials to be read by students.						
		Substrand: Structural Features of Literature						
9 & 10	3.1	Articulate the relationship between the expressed purposes and the characteristics of different forms of dramatic literature (e.g., comedy, tragedy, drama, dramatic monologue).	SE/TWE: 5-6, 40-49, 54-56, 112-118, 134-136, 164-171, 176-178, 212-219, 224-226, 276-279, 284-286, 316-319	SE/TWE: 7, 50, 57, 119, 137, 172, 179, 220, 227, 280, 287, 320	SE/TWE: 50, 119, 172, 220, 280, 320			

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9 & 10	3.2	Compare and contrast the presentation of a similar theme or topic across genres to explain how the selection of genre shapes the theme or topic.	SE/TWE: 248-250, 268-270	SE/TWE: 249, 251 TWE: 270	SE/TWE: 251, 271			
		Substrand: Narrative Analysis of Grade-Level-Appropriate Text						
9 & 10	3.3	Analyze interactions between main and subordinate characters in a literary text (e.g., internal and external conflicts, motivations, relationships, influences) and explain the way those interactions affect the plot.	SE/TWE: 40-49, 112-118, 212-219	SE/TWE: 119, 220 TWE: 42, 113, 114, 218	SE/TWE: 119, 220 TWE: 113			
9 & 10	3.4	Determine characters' traits by what the characters say about themselves in narration, dialogue, dramatic monologue, and soliloquy.	SE/TWE: 40-49, 112-118, 156-159	SE/TWE: 50, 119, 159 TWE: 41, 44, 114	SE/TWE: 50, 119, 159			
9 & 10	3.5	Compare works that express a universal theme and provide evidence to support the ideas expressed in each work.	SE/TWE: 104-106, 112-118, 248-250 TWE: 135	SE/TWE: 105, 107, 119	SE/TWE: 105, 107, 119			
9 & 10	3.6	Analyze and trace an author's development of time and sequence, including the use of complex literary devices (e.g., foreshadowing, flashbacks).	SE/TWE: 164-171, 212-219	SE/TWE: 205, 214 TWE: 166, 169	SE/TWE: 207 TWE: 166, 169			
9 & 10	3.7	Recognize and understand the significance of various literary devices, including figurative language, imagery, allegory, and symbolism, and explain their appeal.	SE/TWE: 40-49, 164-171	SE/TWE: 50, 172 TWE: 48, 165	SE/TWE: 50, 172 TWE: 165			
9 & 10	3.8	Interpret and evaluate the impact of ambiguities, subtleties, contradictions, ironies, and incongruities in a text.	SE/TWE: 134-137, 164-171	SE/TWE: 171 TWE: 171	SE/TWE: 171 TWE: 171			

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9 & 10	3.9	Explain how voice, persona, and the choice of a narrator affect characterization and the tone, plot, and credibility of a text.	SE/TWE: 40-49, 134-136, 164-171, 204-206 TWE: 135, 166, 168	SE/TWE: 50, 137, 205	SE/TWE: 50, 137, 205, 207			
9 & 10	3.10	Identify and describe the function of dialogue, scene designs, soliloquies, asides, and character foils in dramatic literature.	SE/TWE: 112-118, 134-136	SE/TWE: 137 TWE: 113	SE/TWE: 137			
		Substrand: Literary Criticism						
9 & 10	3.11	Evaluate the aesthetic qualities of style, including the impact of diction and figurative language on tone, mood, and theme, using the terminology of literary criticism. (Aesthetic approach)	SE/TWE: 40-49, 104-107, 212-219	SE/TWE: 50, 107, 220	SE/TWE: 50, 107, 220			
9 & 10	3.12	Analyze the way in which a work of literature is related to the themes and issues of its historical period. (Historical approach)	SE/TWE: 32-33, 104-107, 164-171	SE/TWE: 33, 107, 172	SE/TWE: 33, 107, 172			

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DOMAIN		WRITING						
STRAND		1.0 WRITING STRATEGIES Students write coherent and focused essays that convey a well-defined perspective and tightly reasoned argument. The writing demonstrates students' awareness of the audience and purpose. Students progress through the stages of the writing process as needed.						
Substrand: Organization and Focus								
9 & 10	1.1	Establish a controlling impression or coherent thesis that conveys a clear and distinctive perspective on the subject and maintain a consistent tone and focus throughout the piece of writing.	SE/TWE: 54-57, 58-61, 62-67, 68-71, 76-79, 80-83, 84-87, 88-91, 92-95, 100-103, 108-111, 120	SE/TWE: 57, 59, 61, 63, 65, 67, 69, 71, 73, 75, 77, 79, 81, 83, 85, 87, 89, 91, 93, 95, 97, 99, 101, 103, 108-111	SE/TWE: 61, 67, 71, 75, 79, 83, 87, 91, 99, 103, 108-111			
9 & 10	1.2	Use precise language, action verbs, sensory details, appropriate modifiers, and the active rather than the passive voice.	SE/TWE: 25, 88-90, 93-94, 96-98, 461-466, 467-472, 596-597, 659-676, 918	SE/TWE: 89, 91, 93, 95, 97, 99, 607	SE/TWE: 91, 95, 99, 607			

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		Substrand: Research and Technology						
9 & 10	1.3	Use clear research questions and suitable research methods (e.g., library, electronic media, personal interview) to elicit and present evidence from primary and secondary sources.	SE/TWE: 324-329, 330-333, 334-337, 338-343, 344-347, 348-349, 801-805, 806-807, 808-810	SE/TWE: 329, 333, 337, 343, 347, 349, 357, 805, 807, 810	SE/TWE: 329, 333, 337, 343, 347, 349, 357, 805, 807, 810			
9 & 10	1.4	Develop the main ideas within the body of the composition through supporting evidence (e.g., scenarios, commonly held beliefs, hypotheses, definitions).	SE/TWE: 76-79, 80-83, 84-87, 88-91, 334-337, 350-355	SE/TWE: 334, 335, 336, 337, 357	SE/TWE: 334, 335, 336, 337, 357			
9 & 10	1.5	Synthesize information from multiple sources and identify complexities and discrepancies in the information and the different perspectives found in each medium (e.g., almanacs, microfiche, news sources, in-depth field studies, speeches, journals, technical documents).	SE/TWE: 76-79, 80-83, 84-87, 88-91, 334-337, 350-356, 808-810	SE/TWE: 334, 335, 336, 337, 357	SE/TWE: 334, 335, 336, 337, 357			
9 & 10	1.6	Integrate quotations and citations into a written text while maintaining the flow of ideas.	SE/TWE: 338-342, 350-356	SE/TWE: 343, 357	SE/TWE: 343, 357			
9 & 10	1.7	Use appropriate conventions for documentation in the text, notes, and bibliographies by adhering to those in style manuals (e.g., <i>Modern Language Association Handbook</i> , <i>The Chicago Manual of Style</i>).	SE/TWE: 338-342, 350-356	SE/TWE: 343, 357	SE/TWE: 343, 357			

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9 & 10	1.8	Design and publish documents by using advanced publishing software and graphic programs.	SE/TWE: 100-103, 252-255, 349, 357, 425-430, 906-908, 912-914	SE/TWE: 255, 349, 357, 908, 914	SE/TWE: 255, 349, 357, 908, 914			
		Substrand: Evaluation and Revision						
9 & 10	1.9	Revise writing to improve the logic and coherence of the organization and controlling perspective, the precision of word choice, and the tone by taking into consideration the audience, purpose, and formality of the context.	SE/TWE: 88-91, 92-95, 162, 210, 274, 314, 344-347	SE/TWE: 91, 95, 162, 210, 274, 314, 344-347	SE/TWE: 91, 95, 162, 210, 274, 314, 344-347			
STRAND		2.0 WRITING APPLICATIONS (GENRES and THEIR CHARACTERISTICS) Students combine the rhetorical strategies of narration, exposition, persuasion, and description to produce texts of at least 1,500 words each. Student writing demonstrates a command of standard American English and the research, organizational, and drafting strategies outlined in Writing Standard 1.0. Using the writing strategies of grades nine and ten outlined in Writing Standard 1.0, students:						

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						Y	N	
9 & 10	2.1	Write biographical or autobiographical narratives or short stories: a. Relate a sequence of events and communicate the significance of the events to the audience. b. Locate scenes and incidents in specific places. c. Describe with concrete sensory details the sights, sounds, and smells of a scene and the specific actions, movements, gestures, and feelings of the characters; use interior monologue to depict the characters' feelings. d. Pace the presentation of actions to accommodate changes in time and mood. e. Make effective use of descriptions of appearance, images, shifting perspectives, and sensory details.	SE/TWE: 8-11, 12-15, 16-19, 20-23, 24-27, 36-39, 138-143, 144-147, 148-151, 160-163, 180-183, 184-187, 188-191, 192-195, 196-199, 200-203, 204-207, 208-211, 221	SE/TWE: 11, 15, 19, 23, 35, 39, 143, 147, 151, 163, 183, 187, 191, 195, 199, 203, 207, 211, 221	SE/TWE: 11, 15, 19, 23, 35, 39, 143, 147, 151, 163, 183, 187, 191, 195, 199, 203, 207, 211, 221			
9 & 10	2.2	Write responses to literature: a. Demonstrate a comprehensive grasp of the significant ideas of literary works. b. Support important ideas and viewpoints through accurate and detailed references to the text or to other works. c. Demonstrate awareness of the author's use of stylistic devices and an appreciation of the effects created. d. Identify and access the impact of perceived ambiguities, nuances, and complexities within the text.	SE/TWE: 28-31, 32-35, 40-49, 112-118, 164-171, 200-203, 204-207, 212-219, 268-270, 276-279	SE/TWE: 31, 35, 50, 120, 172, 203, 207, 220, 271, 280	SE/TWE: 31, 35, 50, 120, 172, 220, 271, 280			

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9 & 10	2.3	Write expository compositions, including analytical essays and research reports: a. Marshal evidence in support of a thesis and related claims, including information on all relevant perspectives. b. Convey information and ideas from primary and secondary sources accurately and coherently. c. Make distinctions between the relative value and significance of specific data, facts, and ideas. d. Include visual aids by employing appropriate technology to organize and record information on charts, maps, and graphs. e. Anticipate and address readers' potential misunderstandings, biases, and expectations. f. Use technical terms and notations accurately.	SE/TWE: 228-231, 232-235, 236-239, 240-243, 244-247, 248-251, 252-255, 256-261, 262-267, 268-271, 272-275, 324-349, 350-356, 357, 906- 908, 912- 914	SE/TWE: 229, 231, 233, 235, 237, 239, 241, 243, 245, 247, 249, 251, 253, 255, 257, 261, 263, 267, 269, 271, 273, 275, 357	SE/TWE: 231, 235, 239, 243, 247, 251, 255, 261, 267, 271, 275, 357			
9 & 10	2.4	Write persuasive compositions: a. Structure ideas and arguments in a sustained and logical fashion. b. Use specific rhetorical devices to support assertions (e.g., appeal to logic through reasoning; appeal to emotion or ethical belief; relate a personal anecdote, case study, or analogy). c. Clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations, and expressions of commonly accepted beliefs and logical reasoning. d. Address readers' concerns, counterclaims, biases, and expectations.	SE/TWE: 288-291, 292-295, 296-299, 300-303, 304-307, 312-315, 321	SE/TWE: 289, 291, 293, 295, 297, 299, 301, 303, 305, 307, 313, 315, 321	SE/TWE: 291, 295, 299, 303, 307, 315, 321			

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9 & 10	2.5	Write business letters: a. Provide clear and purposeful information and address the intended audience appropriately. b. Use appropriate vocabulary, tone, and style to take into account the nature of the relationship with, and the knowledge and interests of, the recipients. c. Highlight central ideas or images. d. Follow a conventional style with page formats, fonts, and spacing that contribute to the documents' readability and impact.	SE/TWE: 413-420, 425-430, 734	SE/TWE: 418, 420 TWE: 415, 416	SE/TWE: 418, 420 TWE: 415, 416			
9 & 10	2.6	Write technical documents (e.g., a manual on rules of behavior for conflict resolution, procedures for conducting a meeting, minutes of a meeting): a. Report information and convey ideas logically and correctly. b. Offer detailed and accurate specifications. c. Include scenarios, definitions, and examples to aid comprehension (e.g., troubleshooting guide). d. Anticipate readers' problems, mistakes, and misunderstandings.	SE/TWE: 272-275, 425-430, 431-433, 434-437	SE/TWE: 272-275, 430, 433, 437	SE/TWE: 272-275, 430, 433, 437			

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DOMAIN		WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS The standards for written and oral English language conventions have been placed between those for writing and for listening and speaking because these conventions are essential to both sets of skills.						
STRAND		1.0 WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS Students write and speak with a command of standard English conventions.						
		Substrand: Grammar and Mechanics of Writing						
9 & 10	1.1	Identify and correctly use clauses (e.g., main and subordinate), phrases (e.g., gerund, infinitive, and participial), and mechanics of punctuation (e.g., semicolons, colons, ellipses, hyphens).	SE/TWE: 523-527, 528-536, 539-557, 558, 569, 735-737, 738-748, 762-764	SE/TWE: 527, 528- 536, 537, 540, 542, 544, 546, 547, 549, 551, 559- 566	SE/TWE: 537, 544, 551, 559- 566, 569			
9 & 10	1.2	Understand sentence construction (e.g., parallel structure, subordination, proper placement of modifiers) and proper English usage (e.g., consistency of verb tenses).	SE/TWE: 94, 364, 495 509, 510- 516, 539- 557, 558- 568, 586- 597, 598- 606, 659- 675, 924	SE/TWE: 510-516, 517, 558- 568, 569, 598-606, 607, 676- 684, 685	SE/TWE: 517, 558- 568, 569, 607, 685			

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9 & 10	1.3	Demonstrate an understanding of proper English usage and control of grammar, paragraph and sentence structure, diction, and syntax.	SE/TWE: 608-621, 622-630, 631, 633-647, 648-656, 659-675, 676-684, 687-701, 702-708	SE/TWE: 36-39, 108-111, 160-163, 208-211, 272-275, 622-630, 631, 648-656, 657, 676-684, 685	SE/TWE: 36-39, 108-111, 160-163, 208-211, 272-275, 631, 657, 685, 709			
		Substrand: Manuscript Form						
9 & 10	1.4	Produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization.	SE/TWE: 711-723, 730-771, 828-835	SE/TWE: 36-39, 108-111, 160-163, 208-211, 272-275, 724-728, 729, 772-778, 779	SE/TWE: 36-39, 108-111, 160-163, 208-211, 272-275, 729, 779			
9 & 10	1.5	Reflect appropriate manuscript requirements, including title page presentation, pagination, spacing and margins, and integration of source and support material (e.g., in-text citation, use of direct quotations, paraphrasing) with appropriate citations.	SE/TWE: 100-103, 252-255, 338-343, 349, 357, 425-430, 906-908, 912-914	SE/TWE: 255, 339, 343, 349, 357, 908, 914	SE/TWE: 255, 343, 349, 357, 908, 914			

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DOMAIN		LISTENING AND SPEAKING						
STRAND		1.0 LISTENING AND SPEAKING STRATEGIES Students formulate adroit judgments about oral communication. They deliver focused and coherent presentations of their own that convey clear and distinct perspectives and solid reasoning. They use gestures, tone, and vocabulary tailored to the audience and purpose.						
Substrand: Comprehension								
9 & 10	1.1	Formulate judgments about the ideas under discussion and support those judgments with convincing evidence.	SE/TWE: 885-887, 888-890, 891	SE/TWE: 32, 67, 71, 75, 87, 95, 151, 155, 195, 199, 203, 239, 251, 267, 291, 307 TWE: 890	SE/TWE: 32, 67, 71, 75, 87, 95, 151, 155, 195, 199, 203, 239, 251, 267, 291, 307 TWE: 890			
9 & 10	1.2	Compare and contrast the ways in which media genres (e.g., televised news, news magazines, documentaries, online information) cover the same event.	SE/TWE: 894-898, 899-901	SE/TWE: 896, 900, 901 TWE: 895	SE/TWE: 900, 901			
Substrand: Organization and Delivery of Oral Communication								
9 & 10	1.3	Choose logical patterns of organization (e.g., chronological, topical, cause and effect) to inform and to persuade, by soliciting agreement or action, or to unite audiences behind a common belief or cause.	SE/TWE: 888-891	SE/TWE: 102, 291, 307, 891	SE/TWE: 102, 291, 307, 891			
9 & 10	1.4	Choose appropriate techniques for developing the introduction and conclusion (e.g., by using literary quotations, anecdotes, references to authoritative sources).	SE/TWE: 888-891	SE/TWE: 102, 291, 307, 891	SE/TWE: 102, 291, 307, 891			

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9 & 10	1.5	Recognize and use elements of classical speech forms (e.g., introduction, first and second transitions, body, conclusion) in formulating rational arguments and applying the art of persuasion and debate.	SE/TWE: 888-891	SE/TWE: 102, 291, 307, 891	SE/TWE: 102, 291, 307, 891			
9 & 10	1.6	Present and advance a clear thesis statement and choose appropriate types of proof (e.g., statistics, testimony, specific instances) that meet standard tests for evidence, including credibility, validity, and relevance.	SE/TWE: 888-891	SE/TWE: 102, 291, 307, 891	SE/TWE: 102, 291, 307, 891			
9 & 10	1.7	Use props, visual aids, graphs, and electronic media to enhance the appeal and accuracy of presentations.	SE/TWE: 252-255, 912-914, 915-917	SE/TWE: 253, 255, 913, 914, 917	SE/TWE: 255, 914, 917			
9 & 10	1.8	Produce concise notes for extemporaneous delivery.	SE/TWE: 888, 891- 892	SE/TWE: 888, 892	SE/TWE: 892			
9 & 10	1.9	Analyze the occasion and the interests of the audience and choose effective verbal and nonverbal techniques (e.g., voice, gestures, eye contact) for presentations.	SE/TWE: 888-892	SE/TWE: 102, 291, 307, 891	SE/TWE: 102, 291, 307, 891			
		Substrand: Analysis and Evaluation of Oral and Media Communications						
9 & 10	1.10	Analyze historically significant speeches (e.g., Abraham Lincoln's "Gettysburg Address," Martin Luther King, Jr.'s "I Have a Dream") to find the rhetorical devices and features that make them memorable.	SE/TWE: 885-887	SE/TWE: 887	SE/TWE: 887			
9 & 10	1.11	Assess how language and delivery affect the mood and tone of the oral communication and make an impact on the audience.	SE/TWE: 885-887	SE/TWE: 887	SE/TWE: 887			

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Grade	Standard #	Text of Standard	Introduced	Practiced	Taught to Mastery	Meets Standard		Local Education Agency Evaluator Notes
						Y	N	
9 & 10	1.12	Evaluate the clarity, quality, effectiveness, and general coherence of a speaker's important points, arguments, evidence, organization of ideas, delivery, diction, and syntax.	SE/TWE: 885-887	SE/TWE: 887	SE/TWE: 887			
9 & 10	1.13	Analyze the types of arguments used by the speaker, including argument by causation, analogy, authority, emotion, and logic.	SE/TWE: 296-298, 885-887	SE/TWE: 297, 299, 887	SE/TWE: 299, 887			
9 & 10	1.14	Identify the aesthetic effects of a media presentation and evaluate the techniques used to create them (e.g., compare Shakespeare's Henry V with Kenneth Branagh's 1990 film version).	SE/TWE: 308-310, 894-898, 899-901	SE/TWE: 91, 308-311, 896, 898 TWE: 900	SE/TWE: 311, 898 TWE: 900			
STRAND		2.0 SPEAKING APPLICATIONS (GENRES and THEIR CHARACTERISTICS) Students deliver polished formal and extemporaneous presentations that combine the traditional rhetorical strategies of narration, exposition, persuasion, and description. Student speaking demonstrates a command of standard American English and the organizational and delivery strategies outlined in Listening and Speaking Standard 1.0. Using the speaking strategies of grades nine and ten outlined in Listening and Speaking Standard 1.0, students:						

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						Y	N	
9 & 10	2.1	Deliver narrative presentations: a. Narrate a sequence of events and communicate their significance to the audience. b. Locate scenes and incidents in specific places. c. Describe with concrete sensory details the sights, sounds, and smells of a scene and the specific actions, movements, gestures, and feelings of characters. d. Pace the presentation of actions to accommodate time or mood changes.	SE/TWE: 180-182, 192-194, 208-211, 888-891	SE/TWE: 183, 195, 891	SE/TWE: 183, 195, 891			
9 & 10	2.2	Deliver expository presentations: a. Marshal evidence in support of a thesis and related claims, including information on all relevant perspectives. b. Convey information and ideas from primary and secondary sources accurately and coherently. c. Make distinctions between the relative value and significance of specific data, facts, and ideas. d. Include visual aids by employing appropriate technology to organize and display information on charts, maps, and graphs. e. Anticipate and address the listener's potential misunderstandings, biases, and expectations. f. Use technical terms and notations accurately.	SE/TWE: 228-231, 232-235, 236-239, 240-243, 248-251, 272-275, 324-349, 888-891	SE/TWE: 239, 251, 891 TWE: 274	SE/TWE: 239, 251, 891 TWE: 274			

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						Y	N	
9 & 10	2.3	Apply appropriate interviewing techniques: a. Prepare and ask relevant questions. b. Make notes of responses. c. Use language that conveys maturity, sensitivity, and respect. d. Respond correctly and effectively to questions. e. Demonstrate knowledge of the subject or organization. f. Compile and report responses. g. Evaluate the effectiveness of the interview.	SE/TWE: 22, 34, 73-74, 176-177, 892	SE/TWE: 22, 34, 73-74, 177, 251, 892	SE/TWE: 22, 34, 73-74, 177, 251, 892			
9 & 10	2.4	4 Deliver oral responses to literature: a. Advance a judgment demonstrating a comprehensive grasp of the significant ideas of works or passages (i.e., make and support warranted assertions about the text). b. Support important ideas and viewpoints through accurate and detailed references to the text or to other works. c. Demonstrate awareness of the author's use of stylistic devices and an appreciation of the effects created. d. Identify and assess the impact of perceived ambiguities, nuances, and complexities within the text.	SE/TWE: 40-49, 112-118, 164-171, 212-219, 276-279, 316-319	SE/TWE: 50, 119, 172, 220, 280, 320	SE/TWE: 50, 119, 172, 220, 280, 320			

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9 & 10	2.5	Deliver persuasive arguments (including evaluation and analysis of problems and solutions and causes and effects): a. Structure ideas and arguments in a coherent, logical fashion. b. Use rhetorical devices to support assertions (e.g., by appeal to logic through reasoning; by appeal to emotion or ethical belief; by use of personal anecdote, case study, or analogy). c. Clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations, expressions of commonly accepted beliefs, and logical reasoning. d. Anticipate and address the listener's concerns and counterarguments.	SE/TWE: 288-291, 292-295, 296-299, 300-303, 304-307, 308-311, 312-315, 888-891	SE/TWE: 307, 891	SE/TWE: 307, 891			
9 & 10	2.6	Deliver descriptive presentations: a. Establish clearly the speaker's point of view on the subject of the presentation. b. Establish clearly the speaker's relationship with that subject (e.g., dispassionate observation, personal involvement). c. Use effective, factual descriptions of appearance, concrete images, shifting perspectives and vantage points, and sensory details.	SE/TWE: 138-143, 144-147, 148-151, 152-155, 156-159, 160-163, 888-891	SE/TWE: 151, 155, 891	SE/TWE: 151, 155, 891			

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