



# Writer's Choice

GRAMMAR and COMPOSITION

Grade 10 © 2009

| STANDARDS   | PAGE REFERENCES   |
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| <b>STRAND 1: WRITING, SPEAKING, AND VISUAL EXPRESSION</b>   |   |
| <p><i>Writing and speaking involve a complex process of inquiry and the discovery of meaning. Through writing, speaking, and visually expressing, students understand themselves, communicate with others, advance personal and professional goals, and participate in a democratic society. Effective communication requires an understanding of purpose and audience, and reflects well-developed ideas using appropriate conventions of genre, content, form, style, voice, and mechanics.</i></p> |   |
| <b>STANDARD 1.1 Understand and practice writing as a recursive process.</b>   |   |
| <p><b>CE 1.1.1</b> Demonstrate flexibility in using independent and collaborative strategies for planning, drafting, revising, and editing complex texts.</p>   | <p><b>Student Edition:</b><br/>68-70<br/><i>Make a Plan for Writing</i> 63<br/><i>Plan Ordered Paragraphs</i> 75<br/><i>Writing Process in Action</i> 28-31, 94-97, 152-155, 200-203, 262-265, 310-313</p> <p><b>Teacher Wraparound Edition:</b><br/>CL 29, 79; DT 153; FOS 201; PE 30; TD 77</p> |

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| <p><b>CE 1.1.2</b> Know and use a variety of prewriting strategies to generate, focus, and organize ideas (e.g., free writing, clustering/mapping, talking with others, brainstorming, outlining, developing graphic organizers, taking notes, summarizing, paraphrasing).</p>   | <p><b>Student Edition:</b><br/> 50-54, 56-58, 60-62, 64-66, 132-133, 307, 322-327, 328-331<br/> <i>Interview to Gather Information</i> 67<br/> <i>Write to Find a Topic</i> 55<br/> <i>Writing Process in Action</i> 29, 95, 153, 201, 263, 311<br/> <i>Your Research Paper</i> 327, 331</p> <p><b>Teacher Wraparound Edition:</b><br/> CC 53; EI 54; ELL 58, 62, 134; FD 51; GS 54; IQT 61; LS 48; MA 50, 60; OI 62; VR 52, 54</p> |
| <p><b>CE 1.1.3</b> Select and use language that is appropriate (e.g., formal, informal, literary, or technical) for the purpose, audience, and context of the text, speech, or visual representation (e.g., letter to editor, proposal, poem, or digital story).</p>   | <p><b>Student Edition:</b><br/> 291, 298-300<br/> <i>Activity</i> 417, 432, 433<br/> <i>Cross-Curricular Activity</i> 227<br/> <i>Listening and Speaking</i> 59, 239<br/> <i>Write a Complaint Letter</i> 305<br/> <i>Write a Letter</i> 293<br/> <i>Write an Ad</i> 301<br/> <i>Writing Process in Action</i> 29, 311</p> <p><b>Teacher Wraparound Edition:</b><br/> EE 304; EL 117, 308; TT 418; UM 416; UWC 304</p>              |
| <p><b>CE 1.1.4</b> Compose drafts that convey an impression, express an opinion, raise a question, argue a position, explore a topic, tell a story, or serve another purpose, while simultaneously considering the constraints and possibilities (e.g., structure, language, use of conventions of grammar, usage, and mechanics) of the selected form or genre.</p> | <p><b>Student Edition:</b><br/> 68-70, 72-74, 332-334<br/> <i>Plan Ordered Paragraphs</i> 75<br/> <i>Write a Draft</i> 71<br/> <i>Writing Process in Action</i> 29, 95, 154, 201-202, 263, 311-312<br/> <i>Your Research Paper</i> 335, 341</p> <p><b>Teacher Wraparound Edition:</b><br/> DT 153; ELL 334; FOS 201; ISE 311</p>  |
| <p><b>CE 1.1.5</b> Revise drafts to more fully and/or precisely convey meaning—drawing on response from others, self-reflection, and reading one’s own work with the eye of a reader; then refine the text—deleting and/or reorganizing ideas, and addressing potential readers’ questions.</p>  | <p><b>Student Edition:</b><br/> 76-80, 342-345<br/> <i>Revise for Effective Paragraphs</i> 81<br/> <i>Writing Process in Action</i> 30, 96, 154, 202, 264, 312<br/> <i>Your Research Paper</i> 345</p> <p><b>Teacher Wraparound Edition:</b><br/> CL 79, 116, 345; EE 80; ELL 265, 344; R 30</p>  |

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| <p><b>CE 1.1.6</b> Reorganize sentence elements as needed and choose grammatical and stylistic options that provide sentence variety, fluency, and flow.</p>   | <p><b>Student Edition:</b><br/> 83, 360-364<br/> <i>Grammar Link 7</i><br/> <i>Grammar Tip 333</i><br/> <i>Learning from the Writer 117 #2</i><br/> <i>Write About Reading 107</i><br/> <i>Writing and Research Handbook 950-951</i></p> <p><b>Teacher Wraparound Edition:</b><br/> 6+1TW 99; AS 362; EE 83; ES 363; SOS 83; SQ 362</p>                                       |
| <p><b>CE 1.1.7</b> Edit for style, tone, and word choice (specificity, variety, accuracy, appropriateness, conciseness) and for conventions of grammar, usage and mechanics that are appropriate for audience.</p> | <p><b>Student Edition:</b><br/> 82-83, 346<br/> <i>Edit Your Draft 85</i><br/> <i>Writing Process in Action 31, 97, 155, 203, 265, 313</i><br/> <i>Your Research Paper 348</i></p> <p><b>Teacher Wraparound Edition:</b><br/> EE 83; PE 30, 96, 154, 202, 264, 312</p>  |
| <p><b>CE 1.1.8</b> Proofread to check spelling, layout, and font; and prepare selected pieces for a public audience.</p>   | <p><b>Student Edition:</b><br/> 84, 86-88, 346<br/> <i>Edit Your Draft 85</i><br/> <i>Present Your Writing 89</i><br/> <i>Writing Process in Action 31, 97, 155, 203, 265, 313</i></p> <p><b>Teacher Wraparound Edition:</b><br/> EE 84; EWC 87; P 96, 154, 202, 264, 312; WRW 119</p>  |
| <p><b>STANDARD 1.2</b> <i>Use writing, speaking, and visual expression for personal understanding and growth.</i></p>  |   |
| <p><b>CE 1.2.1</b> Write, speak, and use images and graphs to understand and discover complex ideas.</p>   | <p><b>Student Edition:</b><br/> 244-246, 424-430<br/> <i>Activity 427, 430</i><br/> <i>Collect Your Thoughts 38</i><br/> <i>Cross-Curricular Activity 227</i><br/> <i>Talk About Reading 38 #1-#2, 107 #1, 162 #1</i><br/> <i>Viewing and Representing 227</i><br/> <i>Writing Across the Curriculum 39</i></p> <p><b>Teacher Wraparound Edition:</b><br/> CP 111; VR 110</p> |

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| <p><b>CE 1.2.2</b> Write, speak, and visually represent to develop self-awareness and insight (e.g., diary, journal writing, portfolio self-assessment).</p>  | <p><b>Student Edition:</b><br/> <i>Adding to Your Portfolio</i> 39, 108, 163, 213, 275, 319, 357<br/> <i>Journal Writing</i> 31, 97, 155, 203, 265, 313<br/> <i>Write About Reading</i> 38<br/> <i>Writing Process in Action</i> 28-31<br/> <b>Teacher Wraparound Edition:</b><br/>           CL 38; CR 145; MYP 171</p>   |
| <p><b>CE 1.2.3</b> Write, speak, and create artistic representations to express personal experience and perspective (e.g., personal narrative, poetry, imaginative writing, slam poetry, blogs, webpages).</p>  | <p><b>Student Edition:</b><br/>           144-146<br/> <i>Listening and Speaking</i> 147<br/> <i>Write a Personal Narrative</i> 173<br/> <i>Write a Response Poem</i> 147<br/> <i>Write About Reading</i> 38, 107, 162<br/> <i>Writing Process in Action</i> 28-31<br/> <b>Teacher Wraparound Edition:</b><br/>           C 147; CR 145; ELL 146; LS 97</p>            |
| <p><b>CE 1.2.4</b> Assess strengths, weaknesses, and development as a writer by examining a collection of own writing.</p>  | <p><b>Student Edition:</b><br/> <i>Adding to Your Portfolio</i> 39, 108, 163, 213, 275, 319, 357<br/> <b>Teacher Wraparound Edition:</b><br/>           C 203; EA 255; JWT 47; LL 114</p>  |
| <p><b>STANDARD 1.3</b> <i>Communicate in speech, writing, and multimedia using content, form, voice, and style appropriate to the audience and purpose (e.g., to reflect, persuade, inform, analyze, entertain, inspire).</i></p>   |  |
| <p><b>CE 1.3.1</b> Compose written, spoken, and/or multimedia compositions in a range of genres (e.g., personal narrative, biography, poem, fiction, drama, creative nonfiction, summary, literary analysis essay, research report, or work-related text): pieces that serve a variety of purposes (e.g., expressive, informative, creative, and persuasive) and that use a variety of organizational patterns (e.g., autobiography, free verse, dialogue, comparison/contrast, definition, or cause and effect).</p> | <p><b>Student Edition:</b><br/>           924-927<br/> <i>Exercise 7</i> 927<br/> <i>Writing Across the Curriculum</i> 39, 108, 163, 213, 275, 319, 357<br/> <i>Writing Process in Action</i> 28-31, 94-97, 152-155, 200-203, 262-265, 310-313<br/> <i>Your Research Paper</i> 348<br/> <b>Teacher Wraparound Edition:</b><br/>           C 75; EE 124; LS 97, 115</p> |

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| <p><b>CE 1.3.2</b> Compose written and spoken essays or work-related text that demonstrate logical thinking and the development of ideas for academic, creative, and personal purposes: essays that convey the author’s message by using an engaging introduction (with a clear thesis as appropriate), well-constructed paragraphs, transition sentences, and a powerful conclusion.</p>   | <p><b>Student Edition:</b><br/> 254-256, 334<br/> <i>Listening and Speaking</i> 289<br/> <i>Revise for Effective Paragraphs</i> 81<br/> <i>Try It Out</i> 115 #1<br/> <i>Write a Cause-and-Effect Paragraph</i> 235<br/> <i>Write a Comparison-Contrast Article</i> 239<br/> <i>Write a News Article</i> 251<br/> <i>Write a Personal Narrative</i> 173<br/> <i>Write About Reading</i> 107, 274, 318<br/> <i>Write an Essay Answer</i> 257<br/> <i>Writing and Research Handbook</i> 953-955, 956-958<br/> <i>Your Research Paper</i> 331, 335<br/> <b>Teacher Wraparound Edition:</b><br/> AnE 334; EI 54; PD 334</p> |
| <p><b>CE 1.3.3</b> Compose essays with well-crafted and varied sentences demonstrating a precise, flexible, and creative use of language.</p>   | <p><b>Student Edition:</b><br/> <i>Try It Out</i> 117 #2<br/> <i>Write About Reading</i> 107, 162, 274<br/> <i>Writing and Research Handbook</i> 950-953, 958<br/> <b>Teacher Wraparound Edition:</b><br/> AS 362; EE 83</p>  |
| <p><b>CE 1.3.4</b> Develop and extend a thesis, argument, or exploration of a topic by analyzing differing perspectives and employing a structure that effectively conveys the ideas in writing (e.g. resolve inconsistencies in logic; use a range of strategies to persuade, clarify, and defend a position with precise and relevant evidence; anticipate and address concerns and counterclaims; provide a clear and effective conclusion).</p> | <p><b>Student Edition:</b><br/> 330-331, 333-334<br/> <i>Write About Reading</i> 274, 318<br/> <i>Writing Process in Action</i> 310-313<br/> <b>Teacher Wraparound Edition:</b><br/> ISE 311; OW 292; PD 334; SN 292</p>  |
| <p><b>CE 1.3.5</b> From the outset, identify and assess audience expectations and needs; consider the rhetorical effects of style, form, and content based on that assessment; and adapt communication strategies appropriately and effectively.</p>  | <p><b>Student Edition:</b><br/> 224-226, 230, 291<br/> <i>Cross-Curricular Activity</i> 227<br/> <i>Identify Purpose and Audience</i> 59<br/> <i>Journal Writing</i> 87, 291<br/> <i>Listening and Speaking</i> 59, 239, 285<br/> <i>Write an Explanation of a Painting</i> 227<br/> <b>Teacher Wraparound Edition:</b><br/> C 227; JWT 225; MA 224; UM 226</p>   |

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| <p><b>CE 1.3.6</b> Use speaking, writing, and visual presentations to appeal to audiences of different social, economic, and cultural backgrounds and experiences (e.g., include explanations and definitions according to the audience’s background, age, or knowledge of the topic; adjust formality of style; consider interests of potential readers).</p>  | <p><b>Student Edition:</b><br/> 224-225, 230, 291, 299, 888<br/> <i>Listening and Speaking</i> 59, 239, 285<br/> <i>Revising Checklist</i> 264<br/> <i>Viewing and Representing</i> 227<br/> <i>Write an Ad</i> 301<br/> <i>Write an Explanation of a Painting</i> 227<br/> <i>Writing Across the Curriculum</i> 275</p> <p><b>Teacher Wraparound Edition:</b><br/> ELL 265; GIS 887; LS 421</p>   |
| <p><b>CE 1.3.7</b> Participate collaboratively and productively in groups (e.g., response groups, work teams, discussion groups, and committees)—fulfilling roles and responsibilities, posing relevant questions, giving and following instructions, acknowledging and building on ideas and contributions of others to answer questions or to solve problems, and offering dissent courteously.</p> | <p><b>Student Edition:</b><br/> 891<br/> <i>Activity</i> 435<br/> <i>Cooperative Learning</i> 11<br/> <i>Cross-Curricular Activity</i> 223, 297<br/> <i>Exercise</i> 6 891<br/> <i>Listening and Speaking</i> 59, 139, 183, 199, 243<br/> <i>Talk About Reading</i> 38, 107, 162, 212, 274, 318<br/> <i>Viewing and Representing</i> 55, 187</p> <p><b>Teacher Wraparound Edition:</b><br/> C 89, 119, 435; CL 79, 92, 178, 341, 353; LC 249; WTAC 198</p> |
| <p><b>CE 1.3.8</b> Evaluate own and others’ effectiveness in group discussions and formal presentations (e.g., considering accuracy, relevance, clarity, and delivery; types of arguments used; and relationships among purpose, audience, and content).</p>  | <p><b>Student Edition:</b><br/> 884-885<br/> <i>Exercise</i> 2, 3, 4 886<br/> <i>Exercise</i> 5 890<br/> <i>Exercise</i> 6 891<br/> <i>Listening and Speaking</i> 67, 191, 289, 305</p> <p><b>Teacher Wraparound Edition:</b><br/> CoC 317; GIS 887; LS 66, 97, 115, 433</p>   |

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| <p><b>CE 1.3.9</b> Use the formal, stylistic, content, and mechanical conventions of a variety of genres in speaking, writing, and multimedia presentations.</p>  | <p><b>Student Edition:</b><br/> 82-84, 343, 346, 924-927<br/> <i>Edit Your Draft</i> 85<br/> <i>Editing/Proofreading Checklist</i> 31, 97, 155, 203, 265, 313<br/> <i>Exercise 7</i> 927<br/> <i>Listening and Speaking</i> 85<br/> <i>Write About Reading</i> 212<br/> <i>Writing and Research Handbook</i> 958, 962<br/> <i>Writing Process in Action</i> 31, 97, 155, 203, 265, 313</p> <p><b>Teacher Wraparound Edition:</b><br/> EE 335; LS 97, 115</p> |
| <p><b>STANDARD 1.4</b> <i>Develop and use the tools and practices of inquiry and research—generating, exploring, and refining important questions; creating a hypothesis or thesis; gathering and studying evidence; drawing conclusions; and composing a report.</i></p> |  |
| <p><b>CE 1.4.1</b> Identify, explore, and refine topics and questions appropriate for research.</p>   | <p><b>Student Edition:</b><br/> 60-61, 323<br/> <i>Cross-Curricular Activity</i> 131<br/> <i>Listening and Speaking</i> 289<br/> <i>Write to Find a Topic</i> 55<br/> <i>Writing Across the Curriculum</i> 357<br/> <i>Your Research Paper</i> 327</p> <p><b>Teacher Wraparound Edition:</b><br/> C 45, 327; CL 114; E 327; ELL 325; MA 60; RCT 325</p>  |
| <p><b>CE 1.4.2</b> Develop a system for gathering, organizing, paraphrasing, and summarizing information; select, evaluate, synthesize, and use multiple primary and secondary (print and electronic) resources.</p>  | <p><b>Student Edition:</b><br/> 62, 64-66, 324, 326, 809<br/> <i>Interview to Gather Information</i> 67<br/> <i>Make a Plan for Writing</i> 63<br/> <i>Writing Across the Curriculum</i> 357<br/> <i>Writing and Research Handbook</i> 960<br/> <i>Your Research Paper</i> 327, 345</p> <p><b>Teacher Wraparound Edition:</b><br/> ABC 325; CoC 317; E 345; ELL 324, 325; MaA 326; MNT 326; OI 62; WRW 326</p>   |

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| <p><b>CE 1.4.3</b> Develop and refine a position, claim, thesis, or hypothesis that will be explored and supported by analyzing different perspectives, resolving inconsistencies, and writing about those differences in a structure appropriate for the audience (e.g., argumentative essay that avoids inconsistencies in logic and develops a single thesis; exploratory essay that explains differences and similarities and raises additional questions).</p> | <p><b>Student Edition:</b><br/>87, 258-260, 288, 323, 328-331<br/><i>Identify Purpose and Audience</i> 59<br/><i>Write a Comparison-Contrast Essay</i> 261<br/><i>Writing Across the Curriculum</i> 357<br/><i>Your Research Paper</i> 327, 331, 345</p> <p><b>Teacher Wraparound Edition:</b><br/>EI 54; RO 329</p>  |
| <p><b>CE 1.4.4</b> Interpret, synthesize, and evaluate information/findings in various print sources and media (e.g., fact and opinion, comprehensiveness of the evidence, bias, varied perspectives, motives and credibility of the author, date of publication) to draw conclusions and implications.</p>   | <p><b>Student Edition:</b><br/>62, 327, 809<br/><i>Writing and Research Handbook</i> 960-961</p> <p><b>Teacher Wraparound Edition:</b><br/>BC 287; CT 327; ILE 344; JWT 287</p>   |
| <p><b>CE 1.4.5</b> Develop organizational structures appropriate to the purpose and message, and use transitions that produce a sequential or logical flow of ideas.</p>  | <p><b>Student Edition:</b><br/>72-74, 328-330, 332-334<br/><i>Listening and Speaking</i> 81<br/><i>Plan Ordered Paragraphs</i> 75<br/><i>Revise for Effective Paragraphs</i> 81<br/><i>Write About Reading</i> 274<br/><i>Writing and Research Handbook</i> 954-955, 957<br/><i>Your Research Paper</i> 331, 335, 345</p> <p><b>Teacher Wraparound Edition:</b><br/>BDD 333; CoS 333; CT 130; ELL 74; LPR 250; OC 329; OW 292; SN 292</p> |
| <p><b>CE 1.4.6</b> Use appropriate conventions of textual citation in different contexts (e.g., different academic disciplines and workplace writing situations).</p>   | <p><b>Student Edition:</b><br/>336-340<br/><i>Writing and Research Handbook</i> 961-965<br/><i>Your Research Paper</i> 327, 341, 348</p> <p><b>Teacher Wraparound Edition:</b><br/>CS 338; ELL 338, 339; PD 337; RC 340; Re 341; UWC 339</p>  |

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| <p><b>CE 1.4.7</b> Recognize the role of research, including student research, as a contribution to collective knowledge, selecting an appropriate method or genre through which research findings will be shared and evaluated, keeping in mind the needs of the prospective audience. (e.g., presentations, online sharing, written products such as a research report, a research brief, a multi-genre report, I-Search, literary analysis, news article).</p> | <p><b>Student Edition:</b><br/>           248-250<br/> <i>Cross-Curricular Activity</i> 75, 223<br/> <i>Present Your Writing</i> 89<br/> <i>Using Computers</i> 89<br/> <i>Viewing and Representing</i> 63, 89<br/> <b>Teacher Wraparound Edition:</b><br/>           CL 114; WRW 119</p>   |
| <p><b>STANDARD 1.5</b> <i>Produce a variety of written, spoken, multigenre, and multimedia works, making conscious choices about language, form, style, and/or visual representation for each work (e.g., poetry, fiction and creative nonfiction stories, academic and literary essays, proposals, memos, manifestos, business letters, advertisements, prepared speeches, group and dramatic performances, poetry slams, and digital stories).</i></p>          |   |
| <p><b>CE 1.5.1</b> Use writing, speaking, and visual expression to develop powerful, creative and critical messages.</p>  | <p><b>Student Edition:</b><br/> <i>Listening and Speaking</i> 285, 289<br/> <i>Using Computers</i> 199<br/> <i>Viewing and Representing</i> 195, 235, 309<br/> <i>Write an Ad</i> 301<br/> <i>Write an Evaluation of a Place</i> 297<br/> <i>Writing Process in Action</i> 310-313<br/> <b>Teacher Wraparound Edition:</b><br/>           C 313; CiL 313; EE 202; LS 97; OP 201</p> |
| <p><b>CE 1.5.2</b> Prepare spoken and multimedia presentations that effectively address audiences by careful use of voice, pacing, gestures, eye contact, visual aids, audio and video technology.</p>  | <p><b>Student Edition:</b><br/>           888-889<br/> <i>Listening and Speaking</i> 239, 285, 305<br/> <b>Teacher Wraparound Edition:</b><br/>           CL 114, 116; ELL 889; LS 97, 433</p>  |
| <p><b>CE 1.5.3</b> Select format and tone based on the desired effect and audience, using effective written and spoken language, sound, and/or visual representations (e.g., focus, transitions, facts, detail and evidence to support judgments, skillful use of rhetorical devices, and a coherent conclusion).</p>   | <p><b>Student Edition:</b><br/>           56-58, 70, 74, 284, 286-288, 304, 888-889<br/> <i>Listening and Speaking</i> 285, 289, 305<br/> <i>Plan Ordered Paragraphs</i> 75<br/> <i>Write a Complaint Letter</i> 305<br/> <i>Write an Opinion</i> 285<br/> <b>Teacher Wraparound Edition:</b><br/>           EE 304; ISE 311; UsWC 304</p>  |

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| <p><b>CE 1.5.4</b> Use technology tools (e.g., word processing, presentation and multimedia software) to produce polished written and multimedia work (e.g., literary and expository works, proposals, business presentations, advertisements).</p>   | <p><b>Student Edition:</b><br/>88, 424-430, 924-927<br/><i>Using Computers</i> 81, 89, 135, 147, 301<br/><b>Teacher Wraparound Edition:</b><br/>EE 84; TeT 117, 118, 414, 415; UC 343; UMSW 925; UT 79</p>  |
| <p><b>CE 1.5.5</b> Respond to and use feedback to strengthen written and multimedia presentations (e.g., clarify and defend ideas, expand on a topic, use logical arguments, modify organization, evaluate effectiveness of images, set goals for future presentations).</p>  | <p><b>Student Edition:</b><br/>78-79, 927<br/><i>Listening and Speaking</i> 147<br/><i>Revise for Effective Paragraphs</i> 81<br/><b>Teacher Wraparound Edition:</b><br/>CL 29, 79, 116, 345; EE 80; ELL 344; PE 96, 154, 202, 264, 312; UF 119; URT 84</p> |
| <p><b>STRAND 2: READING, LISTENING, AND VIEWING</b></p>   |   |
| <p><i>In constructing meaning while reading, listening, or viewing, students draw upon prior knowledge and engage complex skills and strategies of comprehension and interpretation, and critical thinking. They develop skill, confidence, and independence in understanding narrative and expository texts, including aural, visual, and multimodal works. Students synthesize information through reading, listening, and viewing and also generate new thinking.</i></p>            |   |
| <p><b>STANDARD 2.1</b> <i>Develop critical reading, listening, and viewing strategies.</i></p>  |   |
| <p><b>CE 2.1.1</b> Use a variety of pre-reading and previewing strategies (e.g., acknowledge own prior knowledge, make connections, generate questions, make predictions, scan a text for a particular purpose or audience, analyze text structure and features) to make conscious choices about how to approach the reading based on purpose, genre, level of difficulty, text demands and features.</p>   | <p><b>Student Edition:</b><br/>838-839<br/><i>Exercise 2</i> 841<br/><b>Teacher Wraparound Edition:</b><br/>AE 69; SSIR 838; US 839</p>   |
| <p><b>CE 2.1.2</b> Make supported inferences and draw conclusions based on informational print and multimedia features (e.g., prefaces, appendices, marginal notes, illustrations, bibliographies, author's pages, footnotes, diagrams, tables, charts, maps, timelines, graphs, and other visual and special effects) and explain how authors and speakers use them to infer the organization of text and enhance understanding, convey meaning, and inspire or mislead audiences.</p> | <p><b>Student Edition:</b><br/>842-845, 902-904<br/><i>Exercise 4, 5</i> 845<br/><b>Teacher Wraparound Edition:</b><br/>MA 306, 424, 842; RPCLG 843; RT 843</p>   |

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| <p><b>CE 2.1.3</b> Determine the meaning of unfamiliar words, specialized vocabulary, figurative language, idiomatic expressions, and technical meanings of terms through context clues, word roots and affixes, and the use of appropriate resource materials such as print and electronic dictionaries.</p>  | <p><b>Student Edition:</b><br/> 812-815, 819-825, 840-841<br/> <i>Exercise 1</i> 821 #1-#10<br/> <i>Exercise 2</i> 826 #1-#5<br/> <i>Using Computers</i> 243<br/> <i>Wordworks</i> 791</p> <p><b>Teacher Wraparound Edition:</b><br/> ARS 316; C 791; D 791; EL 284; ELL 791; II 791;<br/> IWM 820; LPR 288, 797; UCC 820; UnM 814</p>                 |
| <p><b>CE 2.1.4</b> Identify and evaluate the primary focus, logical argument, structure, and style of a text or speech and the ways in which these elements support or confound meaning or purpose.</p>  | <p><b>Student Edition:</b><br/> 288<br/> <i>Analyzing a Writer's Process</i> 45 #4<br/> <i>Analyzing the Media Connection</i> 7 #4, 45 #4-#5<br/> <i>Discussion</i> 115 #2-#3<br/> <i>Using Computers</i> 59</p> <p><b>Teacher Wraparound Edition:</b><br/> C 251; CoC 106; IdSE 175; Re 45; UM 229</p>  |
| <p><b>CE 2.1.5</b> Analyze and evaluate the components of multiple organizational patterns (e.g., compare/contrast, cause/effect, problem/solution, fact/opinion, theory/evidence).</p>  | <p><b>Student Edition:</b><br/> 176-177, 232-234, 236-238, 258-260, 287-288<br/> <i>Literature Model</i> 222</p> <p><b>Teacher Wraparound Edition:</b><br/> AW 233; CT 177; GCE 234; LPR 176; PD 176;<br/> TV 237; UM 234, 238, 260</p>  |
| <p><b>CE 2.1.6</b> Recognize the defining characteristics of informational texts, speeches, and multimedia presentations (e.g., documentaries and research presentations) and elements of expository texts (e.g., thesis, supporting ideas, and statistical evidence); critically examine the argumentation and conclusions of multiple informational texts.</p> | <p><b>Student Edition:</b><br/> 220-222, 322-323, 327, 330-331<br/> <i>Analyzing the Media Connection</i> 45 #4<br/> <i>Literature Model</i> 226, 288<br/> <i>Talk About Reading</i> 274 #3, 318 #3</p> <p><b>Teacher Wraparound Edition:</b><br/> BB 217; C 251; LS 115; Re 45; UM 229</p>  |
| <p><b>CE 2.1.7</b> Demonstrate understanding of written, spoken, or visual information by restating, paraphrasing, summarizing, critiquing, or composing a personal response; distinguish between a summary and a critique.</p>  | <p><b>Student Edition:</b><br/> <i>Cross-Curricular Activities</i> 55, 289<br/> <i>Exercise 1</i> 898<br/> <i>Listening and Speaking</i> 199, 289<br/> <i>Viewing and Representing</i> 27, 231<br/> <i>Write an Opinion</i> 285</p> <p><b>Teacher Wraparound Edition:</b><br/> ARS 100, 102, 157, 317; C 135; DQ 1; LPR 288;<br/> MaA 326; MNT 326</p> |

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| <p><b>CE 2.1.8</b> Recognize the conventions of visual and multimedia presentations (e.g., lighting, camera angle, special effects, color, and soundtrack) and how they carry or influence messages.</p>  | <p><b>Student Edition:</b><br/> 895-897, 899-900, 924-927<br/> <i>Cross-Curricular Activity</i> 179, 289<br/> <i>Exercise 1</i> 898<br/> <i>Exercise 2</i> 901<br/> <i>Viewing and Representing</i> 63, 231, 285<br/> <i>Write a Comparison-Contrast Article</i> 239<br/> <i>Write About a Painting</i> 135</p> <p><b>Teacher Wraparound Edition:</b><br/> AnaE 900; CC 898; EE 901; TA 128, 146;<br/> UsC 896; VA 571, 633, 687, 729, 780; WRW 113</p>  |
| <p><b>CE 2.1.9</b> Examine the intersections and distinctions between visual (media images, painting, film, and graphic arts) and verbal communication.</p>   | <p><b>Student Edition:</b><br/> <i>Cross-Curricular Activity</i> 55, 179, 289<br/> <i>Listening and Speaking</i> 11, 179, 187, 199<br/> <i>Viewing and Representing</i> 27, 227<br/> <i>Write a Definition</i> 243<br/> <i>Write a Story Opening</i> 183<br/> <i>Write an Explanation of a Painting</i> 227<br/> <i>Write an Explanation of an Event</i> 223<br/> <i>Write an Opinion</i> 285</p> <p><b>Teacher Wraparound Edition:</b><br/> CT 209; DQ 1, 120; TA 128, 146; VA 436, 519,<br/> 571, 609, 659, 687, 709, 777, 780</p> |
| <p><b>CE 2.1.10</b> Listen to and view speeches, presentations, and multimedia works to identify and respond thoughtfully to key ideas, significant details, logical organization, fact and opinion, and propaganda.</p>  | <p><b>Student Edition:</b><br/> 883-885<br/> <i>Exercise 1, 2, 3, 4</i> 886</p> <p><b>Teacher Wraparound Edition:</b><br/> C 162, 195; CL 114; LS 97; Re 169</p>   |
| <p><b>CE 2.1.11</b> Demonstrate appropriate social skills of audience, group discussion, or work team behavior by listening attentively and with civility to the ideas of others, gaining the floor in respectful ways, posing appropriate questions, and tolerating ambiguity and lack of consensus.</p> | <p><b>Student Edition:</b><br/> 883, 891<br/> <i>Exercise 6</i> 891<br/> <i>Talk About Reading</i> 38, 107, 162, 212, 274, 318</p> <p><b>Teacher Wraparound Edition:</b><br/> C 162, 318; CL 114; LS 97</p>  |

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| <p><b>CE 2.1.12</b> Use a variety of strategies to enhance listening comprehension (e.g., monitor message for clarity and understanding, ask relevant questions, provide verbal and nonverbal feedback, notice cues such as change of pace or emphasis that indicate a new point is about to be made; and take notes to organize essential information).</p> | <p><b>Student Edition:</b><br/>883-884<br/><i>Exercise 1</i> 886</p> <p><b>Teacher Wraparound Edition:</b><br/>C 195; CL 114; LS 97, 839; TN 837</p>   |
| <p><b>STANDARD 2.2</b> <i>Use a variety of reading, listening, and viewing strategies to construct meaning beyond the literal level (e.g., drawing inferences; confirming and correcting; making comparisons, connections, and generalizations; and drawing conclusions).</i></p>  |  |
| <p><b>CE 2.2.1</b> Recognize literary and persuasive strategies as ways by which authors convey ideas and readers make meaning (e.g., imagery, irony, satire, parody, propaganda, overstatement/ understatement, omission, and multiple points of view).</p>   | <p><b>Student Edition:</b><br/><i>Talk About Reading</i> 162 #3, 212 #2, 274 #4, 318 #3</p> <p><b>Teacher Wraparound Edition:</b><br/>CoC 34; CT 105, 208, 210, 211, 268, 270, 315; LE 35, 105, 271, 317; MA 205</p>   |
| <p><b>CE 2.2.2</b> Examine the ways in which prior knowledge and personal experience affect the understanding of written, spoken, or multimedia text.</p>  | <p><b>Student Edition:</b><br/><i>Talk About Reading</i> 38 #1-#2, 107 #1, 162 #1, 212 #1, 274 #1, 318 #1</p> <p><b>Teacher Wraparound Edition:</b><br/>ARS 37, 157, 158, 159, 207, 267, 272; CoC 273</p>  |
| <p><b>CE 2.2.3</b> Interpret the meaning of written, spoken, and visual texts by drawing on different cultural, theoretical, and critical perspectives.</p>  | <p><b>Student Edition:</b><br/><i>Collect Your Thoughts</i> 38<br/><i>Talk About Reading</i> 38 #2-#3, 107 #2, 162 #2</p> <p><b>Teacher Wraparound Edition:</b><br/>CT 36, 37, 99, 100, 101, 102, 103, 104, 105, 160, 161, 207</p>   |
| <p><b>STANDARD 2.3</b> <i>Develop as a reader, listener, and viewer for personal, social, and political purposes, through independent and collaborative reading.</i></p>   |  |
| <p><b>CE 2.3.1</b> Read, listen to, and view diverse texts for multiple purposes such as learning complex procedures, making workplace decisions, or pursuing in-depth studies.</p>  | <p><b>Student Edition:</b><br/><i>Literature Model</i> 32-37, 98-106, 142, 156-161, 204-211, 266-273, 314-317<br/><i>TIME: Facing the Blank Page</i> 110-119<br/><i>Writing Across the Curriculum</i> 319<br/><i>Writing in the Real World</i> 42-44, 122-124, 166-168, 216-218</p> <p><b>Teacher Wraparound Edition:</b><br/>CT 429; UM 142</p> |

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| <p><b>CE 2.3.2</b> Read, view, and/or listen independently to a variety of fiction, nonfiction, and multimedia genres based on student interest and curiosity.</p>   | <p><b>Student Edition:</b><br/> <i>Write a Reader-Response Journal Entry</i> 27<br/> <i>Writing Across the Curriculum</i> 319</p> <p><b>Teacher Wraparound Edition:</b><br/>           CBR 308; CL 27; ELL 784; WRW 113</p>  |
| <p><b>CE 2.3.3</b> Critically read and interpret instructions for a variety of tasks (e.g., completing assignments, using software, writing college and job applications).</p>   | <p><b>Student Edition:</b><br/>           423, 850<br/> <i>Exercise 4</i>, 5 810<br/> <i>Exercise 10</i>, 11, 12 444<br/> <i>Try It Out 117</i> #1-#2<br/> <i>Writing Across the Curriculum</i> 39, 107, 163, 213, 275, 319</p> <p><b>Teacher Wraparound Edition:</b><br/>           B 72, 90, 126, 148, 216, 228, 314, 413, 799</p> |
| <p><b>CE 2.3.4</b> Critically interpret primary and secondary research-related documents (e.g., historical and government documents, newspapers, critical and technical articles, and subject-specific books).</p>                 | <p><b>Student Edition:</b><br/>           324-327, 809<br/> <i>Writing Across the Curriculum</i> 357<br/> <i>Writing and Research Handbook</i> 960-961<br/> <i>Your Research Paper</i> 327</p> <p><b>Teacher Wraparound Edition:</b><br/>           C 219, 251; CT 327; E 45, 345</p>  |
| <p><b>CE 2.3.5</b> Engage in self-assessment as a reader, listener, and viewer, while monitoring comprehension and using a variety of strategies to overcome difficulties when constructing and conveying meaning.</p>             | <p><b>Student Edition:</b><br/>           838-839</p> <p><b>Teacher Wraparound Edition:</b><br/>           ARS 33, 34, 36, 100, 101, 102, 157, 158, 159, 205, 206, 207, 210, 268, 269, 270, 272, 273, 316, 317; CT 207; LS 839</p>   |
| <p><b>CE 2.3.6</b> Reflect on personal understanding of reading, listening, and viewing; set personal learning goals; and take responsibility for personal growth.</p>   | <p><b>Student Edition:</b><br/>           837, 838-839<br/> <i>Talk About Reading 38</i> #1-#4, 107 #1-#2, 162 #1</p> <p><b>Teacher Wraparound Edition:</b><br/>           ARS 269; CT 36, 37, 99, 100, 101, 102, 103, 104, 105, 160; ILS 837</p>  |
| <p><b>CE 2.3.7</b> Participate as an active member of a reading, listening, and viewing community, collaboratively selecting materials to read or events to view and enjoy (e.g., book talks, literature circles, film clubs).</p> | <p>Students have opportunities to recommend and discuss favorite books and movies on the following pages:</p> <p><b>Student Edition:</b><br/> <i>Exercise 7</i> 927</p> <p><b>Teacher Wraparound Edition:</b><br/>           B 204, 306; CL 38; EL 308; MA 205; WRW 113</p>  |

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| <p><b>CE 2.3.8</b> Develop and apply personal, shared, and academic criteria to evaluate own and others' oral, written, and visual texts.</p>  | <p><b>Student Edition:</b><br/> <i>Activity</i> 413<br/> <i>Analyzing the Media Connection</i> 45 #1 and #4<br/> <i>Exercise 1, 2, 3, 4</i> 886<br/> <i>Exercise 5</i> 890<br/> <i>Talk About Reading</i> 38 #4, 107 #3-#4, 162 #4, 212 #4, 318 #2 and #4</p> <p><b>Teacher Wraparound Edition:</b><br/> ARS 100; CL 353, 417; CT 106, 208, 211; LS 115, 433; Re 45</p> |
| <p><b>STRAND 3: LITERATURE AND CULTURE</b></p>   |   |
| <p><i>Students study and appreciate a rich and varied selection of classical and contemporary literary, cultural, and historical texts from American, British, and world traditions. They learn to make meaning from the experiences, ideas, and emotions of others across the ages, applying their understanding to contemporary circumstances.</i></p> |   |
| <p><b>STANDARD 3.1</b> <i>Develop the skills of close and contextual literary reading.</i></p>   |   |
| <p><b>CE 3.1.1</b> Interpret literary language (e.g., imagery, allusions, symbolism, metaphor) while reading literary and expository works.</p>  | <p><b>Student Edition:</b><br/> <i>Analyzing the Media Connection</i> 125 #3, #5<br/> <i>Talk About Reading</i> 162 #3</p> <p><b>Teacher Wraparound Edition:</b><br/> LE 35, 105, 205, 273, 317</p>   |
| <p><b>CE 3.1.2</b> Demonstrate an understanding of literary characterization, character development, the function of major and minor characters, motives and causes for action, and moral dilemmas that characters encounter by describing their function in specific works.</p>   | <p><b>Student Edition:</b><br/> <i>Collect Your Thoughts</i> 107, 212<br/> <i>Talk About Reading</i> 212 #2</p> <p><b>Teacher Wraparound Edition:</b><br/> C 38; CT 207, 208, 209, 210, 270; MA 205; UM 178</p>   |
| <p><b>CE 3.1.3</b> Recognize a variety of plot structures and elements (e.g., story within a story, rising action, foreshadowing, flashbacks, cause-and-effect relationships, conflicts, resolutions) and describe their impact on the reader in specific literary works.</p>  | <p><b>Student Edition:</b><br/> 174-178, 192-194, 196-198<br/> <i>Journal Writing</i> 175<br/> <i>Literature Model</i> 188<br/> <i>Write a Conflict Analysis</i> 199<br/> <i>Write a Plot Summary</i> 195</p> <p><b>Teacher Wraparound Edition:</b><br/> ARS 34, 205; CT 177; IdSE 175; JWT 175; PD 176; PV 194; UM 178</p>   |

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| <p><b>CE 3.1.4</b> Analyze characteristics of specific works and authors (e.g., voice, mood, time sequence, author vs. narrator, stated vs. implied author, intended audience and purpose, irony, parody, satire, propaganda, use of archetypes and symbols) and identify basic beliefs, perspectives, and philosophical assumptions underlying an author's work.</p> | <p><b>Student Edition:</b><br/> <i>Analyzing the Media Connection</i> 125 #1-#5<br/> <i>Talk About Reading</i> 38 #3, 107 #2-#3, 162 #2-#3, 274 #2-#3, 318 #3</p> <p><b>Teacher Wraparound Edition:</b><br/> 6+1TW 35, 36, 99, 100, 158, 159, 207, 267, 268, 315, 316; ARS 158, 205, 272; C 38; CoC 161; CT 104, 106, 160, 161, 208, 211; LE 105, 273; WRW 270</p> |
| <p><b>CE 3.1.5</b> Comparatively analyze two or more literary or expository texts, comparing how and why similar themes are treated differently, by different authors, in different types of text, in different historical periods, and/or from different cultural perspectives.</p>  | <p><b>Student Edition:</b><br/> 258-260<br/> <i>Write a Compare-Contrast Essay</i> 261</p> <p><b>Teacher Wraparound Edition:</b><br/> CoC 103, 106, 211; CT 37; LE 35; LPR 261; MA 258</p>   |
| <p><b>CE 3.1.6</b> Examine differing and diverse interpretations of literary and expository works and explain how and why interpretation may vary from reader to reader.</p>  | <p><b>Student Edition:</b><br/> <i>Using Computers</i> 27</p> <p><b>Teacher Wraparound Edition:</b><br/> C 147; CoT 189</p>  |
| <p><b>CE 3.1.7</b> Analyze and evaluate the portrayal of various groups, societies, and cultures in literature and other texts.</p>   | <p><b>Student Edition:</b><br/> <i>Analyzing the Media Connection</i> 219 #5<br/> <i>Talk About Reading</i> 162 #1</p> <p><b>Teacher Wraparound Edition:</b><br/> ARS 157, 161; CC 218; CoC 161; CT 102, 103, 161; LE 104; UM 221; WRW 162</p>   |
| <p><b>CE 3.1.8</b> Demonstrate an understanding of historical, political, cultural, and philosophical themes and questions raised by literary and expository works.</p>   | <p><b>Student Edition:</b><br/> <i>Analyzing the Media Connection</i> 45 #2-#3<br/> <i>Talk About Reading</i> 38 #1-#2, 107 #2</p> <p><b>Teacher Wraparound Edition:</b><br/> C 31; CC 31, 102, 190; CoC 161, 211; CT 106, 160, 161; LE 35, 104, 273; NCD 176; TS 26; UM 259</p>   |
| <p><b>CE 3.1.9</b> Analyze how the tensions among characters, communities, themes, and issues in literature and other texts reflect human experience.</p>   | <p><b>Student Edition:</b><br/> 177, 196-198<br/> <i>Literature Model</i> 174<br/> <i>Write a Conflict Analysis</i> 199</p> <p><b>Teacher Wraparound Edition:</b><br/> ARLC 198; C 199; IC 197; MA 32; NCD 176; PD 176; TS 26; WTAC 198</p>  |

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| <p><b>CE 3.1.10</b> Demonstrate an understanding of the connections between literary and expository works, themes, and historical and contemporary contexts.</p>   | <p><b>Student Edition:</b><br/><i>Talk About Reading</i> 318 #1</p> <p><b>Teacher Wraparound Edition:</b><br/>AA 314; CC 102, 210; CoC 317; CT 106; LE 104, 273; MA 258; RWC 37</p>  |
| <p><b>STANDARD 3.2</b> <i>Read and respond to classic and contemporary fiction, literary nonfiction, and expository text, from a variety of literary genres representing many time periods and authors (e.g., myth, epic, folklore, drama, poetry, autobiography, novels, short stories, philosophical pieces, science fiction, fantasy, young adult literature, creative non-fiction, hypertext fiction).</i></p> |  |
| <p><b>CE 3.2.1</b> Recognize a variety of literary genres and forms (e.g., poetry, drama, novels, short stories, autobiographies, biographies, multi-genre texts, satire, parody, allegory) and demonstrate an understanding of the way in which genre and form influence meaning.</p>   | <p><b>Student Edition:</b><br/>174-176<br/><i>Analyzing a Writer's Process</i> 169 #2<br/><i>Journal Writing</i> 175<br/><i>Literature Model</i> 258-259</p> <p><b>Teacher Wraparound Edition:</b><br/>C 147, 261; CoC 106; IdSE 175; MA 258; UM 145, 146, 175</p> |
| <p><b>CE 3.2.2</b> Identify different types of poetry (e.g., epic, lyric, sonnet, free verse) and explain how specific features (e.g., figurative language, imagery, rhythm, alliteration, etc.) influence meaning.</p>  | <p><b>Student Edition:</b><br/><i>Using Computers</i> 147</p> <p><b>Teacher Wraparound Edition:</b><br/>MA 144; UM 145, 146</p>  |
| <p><b>CE 3.2.3</b> Identify how elements of dramatic literature (e.g., dramatic irony, soliloquy, stage direction, and dialogue) illuminate the meaning of the text.</p>   | <p><b>Student Edition:</b><br/><i>Analyzing a Writer's Process</i> 169 #2<br/><i>Analyzing the Media Connection</i> 169 #1<br/><i>Writing in the Real World</i> 167-168</p> <p><b>Teacher Wraparound Edition:</b><br/>DP 168; LiC 186; MA 184; Re 169; VR 167</p>  |
| <p><b>CE 3.2.4</b> Respond by participating actively and appropriately in small and large group discussions about literature (e.g., posing questions, listening to others, contributing ideas, reflecting on and revising initial responses).</p>  | <p><b>Student Edition:</b><br/><i>Listening and Speaking</i> 183<br/><i>Talk About Reading</i> 38, 107, 162, 212, 274, 318</p> <p><b>Teacher Wraparound Edition:</b><br/>C 147, 239; CL 92; CoC 211; CT 160</p>  |

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| <p><b>CE 3.2.5</b> Respond to literature in a variety of ways (e.g., dramatic interpretation, reader's theatre, literature circles, illustration, writing in a character's voice, engaging in social action, writing an analytic essay) providing examples of how texts affect their lives, connect them with the contemporary world, and communicate across time.</p> | <p><b>Student Edition:</b><br/>306-308<br/><i>Collect Your Thoughts</i> 38, 107, 162, 212, 274, 318<br/><i>Write a Book Review</i> 309<br/><i>Write About Reading</i> 212<br/><i>Writing Across the Curriculum</i> 213</p> <p><b>Teacher Wraparound Edition:</b><br/>C 147, 274; CoC 211; CR 145; ELL 104, 146; LS 26</p> |
| <p><b>STANDARD 3.3</b> <i>Use knowledge of literary history, traditions, and theory to respond to and analyze the meaning of texts.</i></p>  |   |
| <p><b>CE 3.3.1</b> Explore the relationships among individual works, authors, and literary movements in English and American literature (e.g., Romanticism, Puritanism, the Harlem Renaissance, Postcolonial), and consider the historical, cultural, and societal contexts in which works were produced.</p>  | <p><b>Student Edition:</b><br/>32, 98, 156, 204, 266, 314</p> <p><b>Teacher Wraparound Edition:</b><br/>AA 32, 156, 204, 266, 314; CC 210; DQ 1, 276</p>  |
| <p><b>CE 3.3.2</b> Read and analyze classic and contemporary works of literature (American, British, world) representing a variety of genres and traditions and consider their significance in their own time period as well as how they may be relevant to contemporary society.</p>  | <p><b>Student Edition:</b><br/><i>Literature Model</i> 32-37, 98-106, 156-161, 204-211, 266-273, 314-317<br/><i>Talk About Reading</i> 38 #1-#3, 107 #2-#4, 162 #2-#3, 212 #2, 274 #2-#4, 318 #2-#3</p> <p><b>Teacher Wraparound Edition:</b><br/>CC 168; CiL 169; CT 160, 161, 268, 270</p>                              |
| <p><b>CE 3.3.3</b> Draw on a variety of critical perspectives to respond to and analyze works of literature (e.g., religious, biographical, feminist, multicultural, political).</p>   | <p><b>Student Edition:</b><br/><i>Analyzing the Media Connection</i> 125 #1-#5<br/><i>Talk About Reading</i> 38 #1-#3, 107 #1-#4, 162 #1-#3, 212 #1-#3, 274 #1-#4, 318 #1-#3</p> <p><b>Teacher Wraparound Edition:</b><br/>CT 105, 106</p>  |
| <p><b>CE 3.3.4</b> Demonstrate knowledge of American minority literature and the contributions of minority writers.</p>  | <p><b>Student Edition:</b><br/>32-37, 98-106, 204-211, 314-317</p> <p><b>Teacher Wraparound Edition:</b><br/>AA 32, 98, 204, 314</p>  |
| <p><b>CE 3.3.5</b> Demonstrate familiarity with world literature, including authors beyond American and British literary traditions.</p>   | <p><b>Student Edition:</b><br/>166</p> <p><b>Teacher Wraparound Edition:</b><br/>CC 168</p>   |

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| <p><b>CE 3.3.6</b> Critically examine standards of literary judgment (e.g., aesthetic value, quality of writing, literary merit, social significance) and questions regarding the inclusion and/or exclusion of literary works in the curriculum (e.g., canon formation, “classic” vs. “popular” texts, traditional vs. non-traditional literature, the place of literature by women and/or minority writers).</p> | <p>Students develop criteria for evaluating various literary forms on the following pages:</p> <p><b>Student Edition:</b><br/> <i>Talk About Reading</i> 38 #4, 107 #4, 162 #4, 212 #4, 318 #4</p> <p><b>Teacher Wraparound Edition:</b><br/>           CT 177</p>   |
| <p><b>STANDARD 3.4</b> <i>Examine mass media, film, series fiction, and other texts from popular culture.</i></p>  |  |
| <p><b>CE 3.4.1</b> Use methods of close and contextualized reading and viewing to examine, interpret, and evaluate print and visual media and other works from popular culture.</p>  | <p><b>Student Edition:</b><br/>           902-904<br/> <i>Exercise 3</i> 903<br/> <i>Exercise 4</i> 904<br/> <i>Writing in the Real World</i> 42-45, 216-219, 278-281</p> <p><b>Teacher Wraparound Edition:</b><br/>           AMM 903; CCM 904; CoL 115; CT 429; VR 903</p>   |
| <p><b>CE 3.4.2</b> Understand that media and popular texts are produced within a social context and have economic, political, social, and aesthetic purposes.</p>  | <p><b>Student Edition:</b><br/>           902-904<br/> <i>Analyzing a Writer’s Process</i> 281 #1, #5<br/> <i>Analyzing the Media Connection</i> 45 #3<br/> <i>Exercise 3</i> 903<br/> <i>Writing in the Real World</i> 42-45, 216-219, 278-281</p> <p><b>Teacher Wraparound Edition:</b><br/>           DP 279, 280; EvP 299; MA 902; RWC 279; VR 903</p> |
| <p><b>CE 3.4.3</b> Understand the ways people use media in their personal and public lives.</p>  | <p><b>Student Edition:</b><br/> <i>Exercise 5</i> 904<br/> <i>Viewing and Representing</i> 285</p> <p><b>Teacher Wraparound Edition:</b><br/>           AMM 903; CoL 115; DP 218, 280; Re 219; WRW 113</p>   |
| <p><b>CE 3.4.4</b> Understand how the commercial and political purposes of producers and publishers influence not only the nature of advertisements and the selection of media content, but the slant of news articles in newspapers, magazines, and the visual media.</p>   | <p><b>Student Edition:</b><br/>           298-300, 902<br/> <i>Exercise 4</i> 904<br/> <i>Wordworks</i> 794</p> <p><b>Teacher Wraparound Edition:</b><br/>           AMM 903; CCM 904; DP 280; E 45; Re 45; VR 903</p>   |

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| <b>STRAND 4: LANGUAGE</b>   |  |
| <p><i>Language is an evolving tool with powerful personal, cultural, economic, and political implications. Knowledge of the structures of language (e.g., the history, meaning, and use of words; varying sentence structures and patterns of language; the conventions of standard English) is essential for the effective use of language for varying purposes (e.g., the development of a rich vocabulary, sentence structures for different rhetorical purposes, appropriate speech patterns for different social contexts). Understanding the political implications of language use is also critical for fostering a democratic society in which all voices are valued.</i></p> |  |
| <b>STANDARD 4.1 Understand and use the English language effectively in a variety of contexts and settings.</b>  |  |
| <p><b>CE 4.1.1</b> Use sentence structures and vocabulary effectively within different modes (oral and written, formal and informal) and for various rhetorical purposes.</p>   | <p><b>Student Edition:</b><br/> 136-138, 300<br/> <i>Cross-Curricular Activity</i> 293<br/> <i>Try It Out</i> 117 #2<br/> <i>Write About Reading</i> 107<br/> <i>Write an Ad</i> 301<br/> <i>Write with Energetic Verbs</i> 139<br/> <b>Teacher Wraparound Edition:</b><br/> EL 117, 284, 296; ELL 300; JV 137; UsT 138; UsWC 304</p>            |
| <p><b>CE 4.1.2</b> Use resources to determine word meanings, pronunciations, and word etymologies (e.g., context, print and electronic dictionaries, thesauruses, glossaries, and others).</p>  | <p><b>Student Edition:</b><br/> 812-815, 816-817<br/> <i>Activity</i> 797<br/> <i>Exercise 1</i> 815 #4<br/> <i>Exercise 2</i> 826 #1-#5<br/> <i>Using Computers</i> 139, 243, 261<br/> <i>Write with Energetic Verbs</i> 139<br/> <b>Teacher Wraparound Edition:</b><br/> ARS 316; EL 284; ELL 813; LPR 288, 797; UnM 814; UsT 138; UUD 795</p> |
| <p><b>CE 4.1.3</b> Use a range of linguistic applications and styles for accomplishing different rhetorical purposes (e.g., persuading others to change opinions, conducting business transactions, speaking in a public forum, discussing issues informally with peers).</p>   | <p><b>Student Edition:</b><br/> 887-890<br/> <i>Exercise 5</i> 890<br/> <i>Exercise 6</i> 891<br/> <i>Exercise 7</i> 893<br/> <i>Listening and Speaking</i> 191, 285, 289<br/> <i>Viewing and Representing</i> 285<br/> <b>Teacher Wraparound Edition:</b><br/> C 162, 318; CL 116; LS 97, 893</p>   |

| STANDARDS   | PAGE REFERENCES   |
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| <p><b>CE 4.1.4</b> Control standard English structures in a variety of contexts (e.g., formal speaking, academic prose, business, and public writing) using language carefully and precisely.</p>   | <p><b>Student Edition:</b><br/> 136-138, 300, 412-423, 888-890<br/> <i>Activity</i> 417, 419, 421<br/> <i>Exercise 5</i> 890<br/> <i>Write About Reading</i> 162, 274<br/> <i>Write an Editorial</i> 289<br/> <i>Write with Energetic Verbs</i> 139<br/> <i>Writing and Research Handbook</i> 958</p> <p><b>Teacher Wraparound Edition:</b><br/> EL 284; ELL 138, 300; JV 137; UsT 138;<br/> UsWC 304; WAC 108</p>  |
| <p><b>CE 4.1.5</b> Demonstrate use of conventions of grammar, usage, and mechanics in written texts, including parts of speech, sentence structure and variety, spelling, capitalization, and punctuation.</p>  | <p><b>Student Edition:</b><br/> 82-84, 343, 346<br/> <i>Edit Your Draft</i> 85<br/> <i>Editing/Proofreading Checklist</i> 31, 97, 155, 203, 265, 313<br/> <i>Listening and Speaking</i> 85<br/> <i>Write About Reading</i> 212<br/> <i>Writing and Research Handbook</i> 958, 962<br/> <i>Writing Process in Action</i> 31, 97, 155, 203, 265, 313</p> <p><b>Teacher Wraparound Edition:</b><br/> C 389, 391, 395, 397, 399, 401, 403, 405, 407, 409, 411; EE 335; WP 437</p> |
| <p><b>STANDARD 4.2 Understand how language variety reflects and shapes experience.</b></p>  |   |
| <p><b>CE 4.2.1</b> Understand how languages and dialects are used to communicate effectively in different roles, under different circumstances, and among speakers of different speech communities (e.g., ethnic communities, social groups, professional organizations).</p> | <p><b>Student Edition:</b><br/> <i>Analyzing a Writer's Process</i> 281 #4<br/> <i>Exercise 1</i> 787<br/> <i>Using Computers</i> 59<br/> <i>Wordworks</i> 785, 797</p> <p><b>Teacher Wraparound Edition:</b><br/> CC 418; CiL 785; D 797; II 791; LPR 797;<br/> RWC 796</p>  |
| <p><b>CE 4.2.2</b> Understand the implications and potential consequences of language use (e.g., appropriate professional speech; sexist, racist, homophobic language).</p>   | <p><b>Student Edition:</b><br/> <i>Activity</i> 797<br/> <i>Wordworks</i> 788, 791, 794, 797</p> <p><b>Teacher Wraparound Edition:</b><br/> C 794; EE 794; EL 284; ELL 791; RWC 796;<br/> TT 418</p>  |

| STANDARDS  | PAGE REFERENCES  |
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| <p><b>CE 4.2.3</b> Recognize and appreciate language variety, understand that all dialects are rule-governed, and respect the linguistic differences of other speech communities.</p>  | <p><b>Student Edition:</b><br/> <i>Activity 797</i><br/> <i>Exercise 1 787</i></p> <p><b>Teacher Wraparound Edition:</b><br/> D 797; LPR 797; RWC 796</p>  |
| <p><b>CE 4.2.4</b> Understand the appropriate uses and implications of casual or informal versus professional language; understand, as well, the implications of language designed to control others and the detrimental effects of its use on targeted individuals or groups (e.g., propaganda, homophobic language, and racial, ethnic, or gender epithets).</p> | <p><b>Student Edition:</b><br/> 413, 416<br/> <i>Analyzing a Writer's Process 281 #4</i><br/> <i>Wordworks 785, 791, 794, 797</i></p> <p><b>Teacher Wraparound Edition:</b><br/> C 794; D 797; EE 794; EL 117, 284, 416; LPR 797</p> |
| <p><b>CE 4.2.5</b> Recognize language bias in one's community, school, textbooks, the public press, and in one's own use of language.</p>  | <p><b>Student Edition:</b><br/> 282-284<br/> <i>Journal Writing 283</i><br/> <i>Wordworks 794</i></p> <p><b>Teacher Wraparound Edition:</b><br/> BC 287; C 285; EE 794; TA 284; UM 287; UWW 794</p>                                  |