

**WRITE SOURCE © 2007**

correlated to

**Indiana Content Standards  
Language Arts  
Grades 9-12**

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Write Source © 2007  
Grade 9  
correlated to  
Indiana Content Standards- Language Arts  
Grade 9

**STANDARD 4**  
**WRITING: PROCESSES and FEATURES**

Students discuss ideas for writing with other writers. They write coherent and focused essays that show a well-defined point of view and tightly reasoned argument. Students progress through the stages of the writing process (prewriting, writing, editing, and revising).

**Organization and Focus**

Objectives	<i>Write Source Grade 9</i>
9.4.1 Discuss ideas for writing with classmates, teachers, and other writers and develop drafts alone and collaboratively.	<b>Student Book:</b> 10, 13-19, 42-43, 90-91, 95-106, 132-134, 138-141, 151-162, 188-190, 194-197, 207-216, 219, 242-244, 248-251, 256-257, 261-272, 296-301, 318-319, 327-330, 335-336, 364-387, 582-591 The opportunity to also address this objective is available on pages: 404-461
9.4.2 Establish a coherent thesis that conveys a clear perspective on the subject and maintain a consistent tone and focus throughout the piece of writing.	<b>Student Book:</b> 17, 153, 266, 299, 304-305, 371, 594
9.4.3 Use precise language, action verbs, sensory details, and appropriate modifiers.	<b>Student Book:</b> 24-25, 48-49, 97, 108-109, 114-115, 170-171, 224-225, 280-281, 335, 337, 388, 565
9.4.13 Establish coherence within and among paragraphs through effective transitions, parallel structures, and similar writing techniques.	<b>Student Book:</b> 20-23, 44-45, 50-51, 103, 110-111, 116-167, 214-215, 220-221, 243, 271, 276-277, 372, 592-593, 601

## Research Process and Technology

Objectives	<i>Write Source Grade 9</i>
9.4.4 Use writing to formulate clear research questions and to compile information from primary and secondary print or Internet sources.	<b>Student Book:</b> 343-354, 364-370, 458-459
9.4.5 Develop the main ideas within the body of the composition through supporting evidence, such as scenarios, commonly held beliefs, hypotheses, and definitions.	<b>Student Book:</b> 373-380, 458-460
9.4.6 Synthesize information from multiple sources, including almanacs, microfiche, news sources, in-depth field studies, speeches, journals, technical documents, and Internet sources.	<b>Student Book:</b> 343-354, 364-370
9.4.7 Integrate quotations and citations into a written text while maintaining the flow of ideas.	<b>Student Book:</b> 274, 373-380, 597
9.4.8 Use appropriate conventions for documentation in text, notes, and bibliographies, following the formats in specific style manuals.	<b>Student Book:</b> 367-370, 381-384, 458-460
9.4.9 Use a computer to design and publish documents by using advanced publishing software and graphic programs.	<b>Student Book:</b> 33-38, 76-78, 392

## Evaluation and Revision

Objectives	<i>Write Source Grade 9</i>
9.4.10 Review, evaluate, and revise writing for meaning, clarity, content, and mechanics.	<b>Student Book:</b> 11, 12, 20-25, 39-51, 55-60, 61-72, 107-118, 124-128, 135, 142, 163-174, 180-184, 191, 198, 217-228, 234-238, 245, 252, 273-284, 290-294, 310, 320, 331, 337, 385-388, 401 The opportunity to also address this objective is available on pages: 404-461
9.4.11 Edit and proofread one's own writing, as well as that of others, using an editing checklist or set of rules, with specific examples of corrections of frequent errors.	<b>Student Book:</b> 11, 12, 26-27, 52-53, 119-122, 136, 142, 175-178, 192, 198, 229-232, 246, 252, 285-288, 310, 320, 331, 337, 389-392, 403 The opportunity to also address this objective is available on pages: 404-461, 604-763

Objectives	<i>Write Source Grade 9</i>
9.4.12 Revise writing to improve the logic and coherence of the organization and perspective, the precision of word choice, and the appropriateness of tone by taking into consideration the audience, purpose, and formality of the context.	<b>Student Book:</b> 11, 12, 20-25, 44-49, 110-115, 135, 166-171, 191, 220-225, 245, 278-281, 310, 331, 337, 385-388, 403, 533, 571-577, 590-593 The opportunity to also address this objective is available on pages: 404-461

**STANDARD 5 : WRITING APPLICATIONS**

**At Grade 9, students combine the rhetorical strategies of narration, exposition, persuasion, and description in texts (research reports of 1,000 to 1,500 words or more). Students begin to write documents related to career development. Student writing demonstrates a command of Standard English and the research, organizational, and drafting strategies outlined in Standard 4-Writing Processes and Features. Writing demonstrates an awareness of the audience (intended reader) and purpose for writing.**

**In addition to producing the different writing forms introduced in earlier grades, Grade 9 students use the writing strategies outlined in Standard 4-Writing Processes and Features to:**

Objectives	<i>Write Source Grade 9</i>
9.5.1 Write biographical or autobiographical narratives or short stories that: <ul style="list-style-type: none"> <li>• Describe a sequence of events and communicate the significance of the events to the audience.</li> <li>• Locate scenes and incidents in specific places.</li> <li>• Describe with specific details the sights, sounds and smells of a scene and the specific actions, movements, gestures, and feelings of the characters; in the case of short stories or autobiographical narratives, use interior monologue (what the character says silently to self) to show the character’s feelings.</li> <li>• Pace the presentation of actions to accommodate changes in time and mood.</li> </ul>	<b>Student Book:</b> 88-143, 313-322

Objectives	Write Source Grade 9
<p>9.5.2 Write responses to literature that:</p> <ul style="list-style-type: none"> <li>• Demonstrate a comprehensive grasp of the significant ideas of literary works.</li> <li>• Support statements with evidence from the text.</li> <li>• Demonstrate an awareness of the author’s style and an appreciation of the effects created.</li> <li>• Identify and assess the impact of ambiguities, nuances, and complexities within the text.</li> </ul>	<p><b>Student Book:</b> 254-311</p>
<p>9.5.3 Write expository compositions, including analytical essays, summaries, descriptive pieces, or literary analyses that:</p> <ul style="list-style-type: none"> <li>• Gather evidence in support of a thesis (position on the topic), including information on all relevant perspectives.</li> <li>• Communicate information and ideas from primary and secondary sources accurately and coherently.</li> <li>• Make distinctions between the relative value and significance of specific data, facts, and ideas.</li> <li>• Use a variety of reference sources, including word, pictorial, audio, and Internet sources, to locate information in support of topic.</li> <li>• Include visual aids by using technology to organize and record information on charts, data tables, maps, and graphs.</li> <li>• Anticipate and address readers’ potential misunderstandings biases, and expectations.</li> <li>• Use technical terms and notations accurately.</li> </ul>	<p><b>Student Book:</b> 144-199, 410-411, 412-413, 414-415, 420-421, 424-430, 434-435, 436-437, 438-439, 446-447, 448-449, 483-490, 602-603</p>

Objectives	<i>Write Source Grade 9</i>
<p>9.5.4 Write persuasive compositions that:</p> <ul style="list-style-type: none"> <li>• Organize ideas and appeals in a sustained and effective fashion with the strongest emotional appeal first and the least powerful one last.</li> <li>• Use specific rhetorical (communication) devices to support, assertions, such as appealing to logic through reasoning; appealing to emotion or ethical belief; or relating a personal anecdote, case study, or analogy.</li> <li>• Clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations, expressions of commonly accepted beliefs, and logical reasoning.</li> <li>• Address readers' concerns, counterclaims, biases, and expectations.</li> </ul>	<p><b>Student Book:</b> 200-253</p>
<p>9.5.5 Write documents related to career development, including simple business letters and job applications that:</p> <ul style="list-style-type: none"> <li>• Present information purposefully and in brief to meet the needs of the intended audience.</li> <li>• Follow a conventional business letter, memorandum, or application format.</li> </ul>	<p><b>Student Book:</b> 513-520</p>
<p>9.5.7 Use varied and expanded vocabulary, appropriate for specific forms and topics.</p>	<p><b>Student Book:</b> 24-25, 48-49, 114-115, 170-171, 224-225, 280-281, 337, 388, 403, 533-548</p>
<p>9.5.8 Write for different purposes and audiences, adjusting tone, style, and voice as appropriate.</p>	<p><b>Student Book:</b> 88-143, 144-199, 200-253, 254-311, 312-341, 355-392, 404-461</p>

## R e s e a r c h   A p p l i c a t i o n

Objectives	Write Source Grade 9
<p>9.5.9 Write or deliver a research report that has been developed using a systematic research process (defines the topic, gathers information, determines credibility, reports findings) and that:</p> <ul style="list-style-type: none"><li>• Used information from a variety of sources (books, technology, multimedia), distinguishes between primary and secondary documents, and documents sources independently by using a consistent format for citations.</li><li>• Synthesizes information gathered from a variety of sources, including technology and one’s own research, and evaluates information for its relevance to the research questions.</li><li>• Demonstrates that information that has been gathered has been summarized, that the topic has been refined through this process, and that conclusions have been drawn from synthesizing information.</li><li>• Demonstrates that sources have been evaluated for accuracy, bias, and credibility.</li><li>• Organizes information by classifying, categorizing and sequencing, and demonstrates the distinction between one’s own ideas from the ideas of others, and includes a bibliography (Works Cited).</li></ul>	<p><b>Student Book:</b> 342-354, 355-392, 458-460</p>

**STANDARD 6**  
**WRITING: ENGLISH LANGUAGE**  
**CONVENTIONS**

Students write using Standard English conventions.

**Grammar and Mechanics of Writing**

<b>Objectives</b>	<b>Write Source Grade 9</b>
9.6.1 Identify and correctly use clauses, both main and subordinate; phrases, including gerund, infinitive, and participial; and the mechanics of punctuation, such as semicolons, colons, ellipses, and hyphens.	<b>Student Book:</b> 605-647, 726, 742, 744 <b>SkillsBook:</b> 3-40, 127-131, 132-136
9.6.2 Demonstrate an understanding of sentence construction, including parallel structure, subordination, and the proper placement of modifiers, and proper English usage, including the use of consistent verb tenses.	<b>Student Book:</b> 50-51, 116-117, 172-173, 226-227, 282-283, 549-260, 700-737, 738-763 <b>SkillsBook:</b> 69-120, 123-184

**Manuscript Form**

<b>Objectives</b>	<b>Write Source Grade 9</b>
9.6.3 Produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization.	<b>Student Book:</b> 605-647, 648-652, 664-668 The opportunity to also address this objective is available on pages: 88-143, 144-199, 200-253, 254-311, 312-341, 355-392, 404-461 <b>SkillsBook:</b> 3-40, 41-46, 51-56
9.6.4 Apply appropriate manuscript conventions- including title page presentation, pagination, spacing, using direct quotations, and paraphrasing.	<b>Student Book:</b> 76-78, 123, 179, 233, 286, 289, 356, 369, 374, 392, 458, 488-490, 597

**STANDARD 7**  
**LISTENING AND SPEAKING: SKILLS,**  
**STRATEGIES, AND APPLICATIONS**

Students formulate thoughtful judgments about oral communication. They deliver focused and coherent presentations of their own that convey clear and distinct perspectives and solid reasoning. Students deliver polished formal and extemporaneous presentations that combine the traditional speech strategies of narration, exposition, persuasion, and description. They use gestures, tone, and vocabulary appropriate to the audience and purpose. Students use the same Standard English conventions for oral speech that they use in their writing.

**C o m p r e h e n s i o n**

<b>Objectives</b>	<i>Write Source Grade 9</i>
9.7.1 Summarize a speaker’s purpose and point of view and ask questions concerning the speaker’s content, delivery, and attitude toward the subject.	<b>Student Book:</b> 464

**O r g a n i z a t i o n a n d D e l i v e r y o f O r a l**  
**C o m m u n i c a t i o n**

<b>Objectives</b>	<i>Write Source Grade 9</i>
9.7.2 Choose appropriate techniques for developing the introduction and conclusion in a speech, including the use of literary quotations, anecdotes (stories about a specific event), and references to authoritative sources.	<b>Student Book:</b> 393-403
9.7.3 Recognize and use elements of classical speech forms (including the introductions, transitions, body, and conclusion) in formulating rational arguments and applying the art of persuasion and debate.	<b>Student Book:</b> 393-403
9.7.4 Use props, visual aids, graphs, and electronic media to enhance the appeal and accuracy.	<b>Student Book:</b> 393-403, 602-603
9.7.5 Produce concise notes for extemporaneous speeches (speeches delivered without a planned script).	<b>Student Book:</b> The opportunity to address this objective is available on the following page: 397

Objectives	<i>Write Source Grade 9</i>
9.7.6 Analyze the occasion and the interests of the audience and choose effective verbal and nonverbal techniques (including voice, gestures, and eye contact) for presentations.	<b>Student Book:</b> 393-403

**A n a l y s i s   a n d   E v a l u a t i o n   o f   O r a l   a n d   M e d i a  
C o m m u n i c a t i o n s**

Objectives	<i>Write Source Grade 9</i>
9.7.7 Make judgments about the ideas under discussion and support those judgments with convincing evidence.	<b>Student Book:</b> The opportunity to address this objective is available on the following page: 464
9.7.9 Analyze historically significant speeches (such as Abraham Lincoln’s “House Divided” speech or Winston Churchill’s “We Will Never Surrender” speech) to find the rhetorical devices and features that make them memorable.	<b>Student Book:</b> The opportunity to address this objective is available on the following pages: 308-309
9.7.10 Assess how language and delivery affect the mood and tone of the oral communication and make an impact on the audience.	<b>Student Book:</b> The opportunity to address this objective is available on the following pages: 394, 400
9.7.11 Evaluate the clarity, quality, effectiveness, and general coherence of a speaker’s important points, arguments, evidence, organization of ideas, delivery, choice of words, and use of language.	<b>Student Book:</b> 401

## Speaking Applications

Objectives	Write Source Grade 9
<p>9.7.14 Deliver narrative presentations that:</p> <ul style="list-style-type: none"> <li>• Narrate a sequence of events and communicate their significance to the audience.</li> <li>• Locate scenes and incidents in specific places.</li> <li>• Describe with specific details the sights, sounds, and smells of a scene and the specific actions, movements, gestures, and feelings of characters.</li> <li>• Time the presentation of actions to accommodate time or mood changes.</li> </ul>	<p><b>Student Book:</b> 393-403            The opportunity to also address this objective is available on the following pages: 92-123, 313-322</p>
<p>9.7.15 Deliver expository (informational) presentations that:</p> <ul style="list-style-type: none"> <li>• Provide evidence in support of a thesis and related claims, including information on all relevant perspectives.</li> <li>• Convey information and ideas from primary and secondary sources accurately and coherently.</li> <li>• Make distinctions between the relative value and significance of specific data, facts, and ideas.</li> <li>• Include visual aids by employing appropriate technology to organize and display information on charts, maps, and graphs.</li> <li>• Anticipate and address the listeners' potential misunderstandings, biases, and expectations.</li> <li>• Use technical terms and notations accurately.</li> </ul>	<p><b>Student Book:</b> 393-403            The opportunity to also address this objective is available on the following pages: 148-179, 185-192, 355-392, 412-413, 424-430, 436-437, 446-447, 448-449, 458-460, 602-603</p>
<p>9.7.17 Deliver oral responses to literature that:</p> <ul style="list-style-type: none"> <li>• Advance a judgment demonstrating a comprehensive understanding of the significant ideas of works or passages.</li> <li>• Support important ideas and viewpoints through accurate and detailed references to the text and to other works.</li> <li>• Demonstrate awareness of the author's writing style and an appreciation of the effects created.</li> <li>• Identify and assess the impact of ambiguities, nuances, and complexities within the text.</li> </ul>	<p><b>Student Book:</b> 393-403            The opportunity to also address this objective is available on the following pages: 258-289</p>

Objectives	Write Source Grade 9
<p>9.7.18 Deliver persuasive arguments (including evaluation and analysis of problems and solutions and causes and effects) that:</p> <ul style="list-style-type: none"> <li>• Structure ideas and arguments in a coherent, logical fashion from the hypothesis to a reasonable conclusion, based on evidence.</li> <li>• Contain speech devices that support assertions (such as by appeal to logic through reasoning; by appeal to emotion or ethical belief; or by use of personal anecdote, case study, or analogy).</li> <li>• Clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations, expressions of commonly accepted beliefs, and logical reasoning.</li> <li>• Anticipate and address the listener’s concerns and counterarguments.</li> </ul>	<p><b>Student Book:</b> 393-403  The opportunity to also address this objective is available on the following pages: 204-233, 239-246</p>
<p>9.7.19 Deliver descriptive presentations that:</p> <ul style="list-style-type: none"> <li>• Establish a clear point of view on the subject of the presentation.</li> <li>• Establish the presenter’s relationship with the subject of the presentation (whether the presentation is made as an uninvolved observer or by someone who is personally involved).</li> <li>• Contain effective, factual descriptions of appearance, concrete images, shifting perspectives, and sensory details.</li> </ul>	<p><b>Student Book:</b> 393-403  The opportunity to also address this objective is available on the following pages: 420-421</p>

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**Grade 10**  
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**Indiana Content Standards- Language Arts**  
**Grade 10**

**STANDARD 4**  
**WRITING: PROCESSES and FEATURES**

Students discuss ideas for writing with other writers. They write coherent and focused essays that show a well-defined point of view and tightly reasoned argument. Students progress through the stages of the writing process (prewriting, writing, editing, and revising).

**Organization and Focus**

Objectives	Write Source Grade 10
10.4.1 Discuss ideas for writing with classmates, teachers, and other writers and develop drafts alone and collaboratively.	<b>Student Book:</b> 10, 13-19, 42-43, 90-91, 95-106, 132-134, 138-141, 146-147, 151-162, 188-190, 194-197, 202-203, 207-216, 242-244, 248-251, 256-257, 261-262, 296-301, 318-319, 327-330, 335-336, 364-387 The opportunity to also address this objective is available on the following pages: 404-461, 582-591
10.4.2 Establish a coherent thesis that conveys a clear perspective on the subject and maintain a consistent tone and focus throughout the piece of writing.	<b>Student Book:</b> 17, 155, 164, 266, 274, 299, 304-305, 371, 594
10.4.3 Use precise language, action verbs, sensory details, appropriate modifiers, and the active ( <i>I will always remember by first trip to the city</i> ) rather than the passive voice ( <i>My first trip to the city will always be remembered</i> ).	<b>Student Book:</b> 24-25, 48-49, 97, 108-109, 114-115, 170-171, 224-225, 280-281, 388, 565, 722
10.4.13 Establish coherence within and among paragraphs through effective transitions, parallel structures, and similar writing techniques.	<b>Student Book:</b> 20-23, 44-45, 50-51, 103, 110-111, 166-167, 214-215, 220-221, 271, 276-277, 372, 592-593, 601

## Research Process and Technology

Objectives	<i>Write Source Grade 10</i>
10.4.4 Use clear research questions and suitable research methods, including texts, electronic resources, and personal interviews, to compile and present evidence from primary and secondary print or Internet sources.	<b>Student Book:</b> 343-354, 364-370, 458-460
10.4.5 Develop the main ideas within the body of the composition through supporting evidence, such as scenarios, commonly held beliefs, hypotheses, and definitions.	<b>Student Book:</b> 373-380, 458-460
10.4.6 Synthesize information from multiple sources. Identify complexities and inconsistencies in the information and the different perspectives found in each medium, including almanacs, microfiche, news sources, in-depth field studies, speeches, journals, technical documents, and Internet sources.	<b>Student Book:</b> 343-354, 364-370
10.4.7 Integrate quotations and citations into a written text while maintaining the flow of ideas.	<b>Student Book:</b> 373-370, 597
10.4.8 Use appropriate conventions for documentation in text, notes, and bibliographies, following the formats in different style manuals.	<b>Student Book:</b> 367-370, 381-384, 458-460
10.4.9 Use a computer to design and publish documents by using advanced publishing software and graphic programs.	<b>Student Book:</b> 33-38, 76-78, 392

## Evaluation and Revision

Objectives	<i>Write Source Grade 10</i>
10.4.10 Review, evaluate, revise, edit, and proofread writing using an editing checklist.	<b>Student Book:</b> 11, 12, 20-26, 31-32, 39-54, 55-60, 61-72, 107-122, 124-128, 132-136, 142, 163-178, 191-192, 198, 217-232, 234-238, 245-246, 252, 273-288, 290-294, 310, 331, 337, 382-391, 401, 403 The opportunity to also address this objective is available on the following pages: 404-461, 532-579, 604-763

Objectives	<i>Write Source Grade 10</i>
10.4.11 Apply criteria developed by self and others to evaluate the mechanics and content of writing.	<b>Student Book:</b> 31-32, 31-72, 118, 122, 124-127, 135-136, 174-178, 180-183, 191, 228, 232, 234-237, 242-246, 284-288, 290-293, 331, 388, 391, 401, 403 The opportunity to also address this objective is available on the following pages: 404-461
10.4.12 Provide constructive criticism to other writers with suggestions for improving organization, tone, style, clarity, and focus; edit and revise in response to peer reviews of own work.	<b>Student Book:</b> 55-60, 61-72, 126-127, 182-183, 292-293, 390, 401 The opportunity to also address this objective is available on the following pages: 404-461

**STANDARD 5 : WRITING APPLICATIONS**

**At Grade 10, students combine the rhetorical strategies of narration, exposition, persuasion, and description in texts (research reports of 1,000 to 1,500 words or more). Students compose business letters. Student writing demonstrates a command of Standard English and the research, organizational, and drafting strategies outlined in Standard 4-Writing Processes and Features. Writing demonstrates an awareness of the audience (intended reader) and purpose for writing.**

**In addition to producing the different writing forms introduced in earlier grades, Grade 10 students use the writing strategies outlined in Standard 4-Writing Processes and Features to:**

Objectives	<i>Write Source Grade 10</i>
10.5.1 Write biographical or autobiographical narratives or short stories that: <ul style="list-style-type: none"> <li>• Describe a sequence of events and communicate the significance of the events to the audience.</li> <li>• Locate scenes and incidents in specific places.</li> <li>• Describe with specific details the sights, sounds and smells of a scene and the specific actions, movements, gestures, and feelings of the characters; in the case of short stories or autobiographical narratives, use interior monologue (what the character says silently to self) to show the character’s feelings.</li> <li>• Pace the presentation of actions to accommodate changes in time and mood.</li> </ul>	<b>Student Book:</b> 88-143, 313-322

Objectives	<i>Write Source Grade 10</i>
<p>10.5.2 Write responses to literature that:</p> <ul style="list-style-type: none"> <li>• Demonstrate a comprehensive grasp of the significant ideas of literary works.</li> <li>• Support statements with evidence from the text.</li> <li>• Demonstrate an awareness of the author’s style and an appreciation of the effects created.</li> <li>• Identify and assess the impact of ambiguities, nuances, and complexities within the text.</li> <li>• Extend writing by changing mood, plot, characterization, or voice.</li> </ul>	<p><b>Student Book:</b> 254-311</p>
<p>10.5.3 Write expository compositions, including analytical essays, summaries, descriptive pieces, or literary analyses that:</p> <ul style="list-style-type: none"> <li>• Gather evidence in support of a thesis (position on the topic), including information on all relevant perspectives.</li> <li>• Communicate information and ideas from primary and secondary sources accurately and coherently.</li> <li>• Make distinctions between the relative value and significance of specific data, facts, and ideas.</li> <li>• Use a variety of reference sources, including word, pictorial, audio, and Internet sources, to locate information in support of topic.</li> <li>• Include visual aids by using technology to organize and record information on charts, data tables, maps, and graphs.</li> <li>• Anticipate and address readers’ potential misunderstandings biases, and expectations.</li> <li>• Use technical terms and notations accurately.</li> </ul>	<p><b>Student Book:</b> 144-199, 410-411, 412-413, 414-415, 420-421, 424-430, 434-435, 446-447, 448-449, 450-451, 458-460, 483-490, 602-603</p>

Objectives	<i>Write Source Grade 10</i>
<p>10.5.4 Write persuasive compositions that:</p> <ul style="list-style-type: none"> <li>• Organize ideas and appeals in a sustained and effective fashion with the strongest emotional appeal first and the least powerful one last.</li> <li>• Use specific rhetorical (communication) devices to support, assertions, such as appealing to logic through reasoning; appealing to emotion or ethical belief; or relating a personal anecdote, case study, or analogy.</li> <li>• Clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations, expressions of commonly accepted beliefs, and logical reasoning.</li> <li>• Address readers' concerns, counterclaims, biases, and expectations.</li> </ul>	<p><b>Student Book:</b> 200-253, 438-439</p>
<p>10.5.5 Write business letters that:</p> <ul style="list-style-type: none"> <li>• Provide clear and purposeful information and address the intended audience appropriately.</li> <li>• Show appropriate use of vocabulary, tone, and style that takes into account the intended audience's knowledge about and interest in the topic and the nature of the audience's relationship to the writer.</li> <li>• Emphasize main ideas or images.</li> <li>• Follow a conventional style with page formats, fonts (typeface), and spacing that contribute to the documents' readability and impact.</li> </ul>	<p><b>Student Book:</b> 513-520</p>
<p>10.5.6 Write technical documents, such as a manual on rules of behavior for conflict resolution, procedures for conducting a meeting, or minutes of a meeting that:</p> <ul style="list-style-type: none"> <li>• Report information and express ideas logically and correctly.</li> <li>• Offer detailed and accurate specifications.</li> <li>• Include scenarios, definitions, and examples to aid comprehension.</li> <li>• Anticipate readers' problems, mistakes, and misunderstandings.</li> </ul>	<p><b>Student Book:</b> 436-437</p>
<p>10.5.7 Use varied and expanded vocabulary, appropriate for specific forms and topics.</p>	<p><b>Student Book:</b> 24-25, 48-49, 114-115, 170-171, 224-225, 280-281, 337, 388, 403, 533-548</p>

Objectives	<i>Write Source Grade 10</i>
10.5.8 Write for different purposes and audiences, adjusting tone, style, and voice as appropriate.	<b>Student Book:</b> 88-143, 144-199, 200-253, 254-311, 312-341, 355-392, 401-461

**R e s e a r c h   A p p l i c a t i o n**

Objectives	<i>Write Source Grade 10</i>
<p>10.5.9 Write or deliver a research report that has been developed using a systematic research process (defines the topic, gathers information, determines credibility, reports findings) and that:</p> <ul style="list-style-type: none"> <li>• Used information from a variety of sources (books, technology, multimedia), distinguishes between primary and secondary documents, and documents sources independently by using a consistent format for citations.</li> <li>• Synthesizes information gathered from a variety of sources, including technology and one’s own research, and evaluates information for its relevance to the research questions.</li> <li>• Demonstrates that information that has been gathered has been summarized, that the topic has been refined through this process, and that conclusions have been drawn from synthesizing information.</li> <li>• Demonstrates that sources have been evaluated for accuracy, bias, and credibility.</li> <li>• Organizes information by classifying, categorizing and sequencing, and demonstrates the distinction between one’s own ideas from the ideas of others, and includes a bibliography (Works Cited).</li> </ul>	<b>Student Book:</b> 342-354, 355-392, 458-460

**STANDARD 6**  
**WRITING: ENGLISH LANGUAGE**  
**CONVENTIONS**

Students write using Standard English conventions.

**Grammar and Mechanics of Writing**

<b>Objectives</b>	<b>Write Source Grade 10</b>
10.6.1 Identify and correctly use clauses, both main and subordinate; phrases, including gerund, infinitive, and participial; and the mechanics of punctuation, such as semicolons, colons, ellipses, and hyphens.	<p><b>Student Book:</b> 605-647, 726, 742, 744</p> <p><b>SkillsBook:</b> 3-38, 127-132, 133-136</p>
10.6.2 Demonstrate an understanding of sentence construction, including parallel structure, subordination, and the proper placement of modifiers, and proper English usage, including the use of consistent verb tenses.	<p><b>Student Book:</b> 50-51, 116-117, 172-173, 226-227, 282-283, 549-560, 700-737, 738-763</p> <p><b>SkillsBook:</b> 73-120, 123-184</p>

**Manuscript Form**

<b>Objectives</b>	<b>Write Source Grade 10</b>
10.6.3 Produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization.	<p><b>Student Book:</b> 605-647, 648-652, 664-668</p> <p>The opportunity to also address this objective is available on the following pages: 88-143, 144-199, 200-253, 254-311, 312-341, 355-392, 404-461</p> <p><b>SkillsBook:</b> 3-38, 39-44, 49-60</p>
10.6.4 Apply appropriate manuscript conventions- including title page presentation, pagination, spacing, using direct quotations, and paraphrasing.	<p><b>Student Book:</b> 76-78, 123, 179, 233, 286, 289, 356, 369, 374, 392, 488-490, 597</p>

**STANDARD 7**  
**LISTENING AND SPEAKING: SKILLS,**  
**STRATEGIES, AND APPLICATIONS**

Students formulate thoughtful judgments about oral communication. They deliver focused and coherent presentations of their own that convey clear and distinct perspectives and solid reasoning. Students deliver polished formal and extemporaneous presentations that combine the traditional speech strategies of narration, exposition, persuasion, and description. They use gestures, tone, and vocabulary appropriate to the audience and purpose. Students use the same Standard English conventions for oral speech that they use in their writing.

**C o m p r e h e n s i o n**

<b>Objectives</b>	<i>Write Source Grade 10</i>
10.7.1 Summarize a speaker’s purpose and point of view and ask questions concerning the speaker’s content, delivery, and attitude toward the subject.	<b>Student Book:</b> 464

**O r g a n i z a t i o n a n d D e l i v e r y o f O r a l**  
**C o m m u n i c a t i o n**

<b>Objectives</b>	<i>Write Source Grade 10</i>
10.7.2 Choose appropriate techniques for developing the introduction and conclusion in a speech, including the use of literary quotations, anecdotes (stories about a specific event), and references to authoritative sources.	<b>Student Book:</b> 393-403
10.7.3 Recognize and use elements of classical speech forms (including the introductions, first and second transitions, body, and conclusion) in formulating rational arguments and applying the art of persuasion and debate.	<b>Student Book:</b> 393-403
10.7.4 Use props, visual aids, graphs, and electronic media to enhance the appeal and accuracy.	<b>Student Book:</b> 393-403, 602-603
10.7.5 Produce concise notes for extemporaneous speeches (speeches delivered without a planned script).	<b>Student Book:</b> The opportunity to address this objective is available on the following page: 397

<b>Objectives</b>	<b>Write Source Grade 10</b>
10.7.6 Analyze the occasion and the interests of the audience and choose effective verbal and nonverbal techniques (including voice, gestures, and eye contact) for presentations.	<b>Student Book:</b> 393-403

## Analysis and Evaluation of Oral and Media Communications

<b>Objectives</b>	<b>Write Source Grade 10</b>
10.7.7 Make judgments about the ideas under discussion and support those judgments with convincing evidence.	<b>Student Book:</b> The opportunity to address this objective is available on the following page: 464
10.7.10 Assess how language and delivery affect the mood and tone of the oral communication and make an impact on the audience.	<b>Student Book:</b> The opportunity to address this objective is available on the following pages: 394, 400
10.7.11 Evaluate the clarity, quality, effectiveness, and general coherence of a speaker's important points, arguments, evidence, organization of ideas, delivery, choice of words, and use of language.	<b>Student Book:</b> 401

## Speaking Applications

<b>Objectives</b>	<b>Write Source Grade 10</b>
10.7.14 Deliver narrative presentations that: <ul style="list-style-type: none"> <li>• Narrate a sequence of events and communicate their significance to the audience.</li> <li>• Locate scenes and incidents in specific places.</li> <li>• Describe with specific details the sights, sounds, and smells of a scene and the specific actions, movements, gestures, and feelings of characters.</li> <li>• Time the presentation of actions to accommodate time or mood changes.</li> </ul>	<b>Student Book:</b> 393-403 The opportunity to also address this objective is available on the following pages: 92-123, 313-322

Objectives	<i>Write Source Grade 10</i>
<p>10.7.15 Deliver expository (informational) presentations that:</p> <ul style="list-style-type: none"> <li>• Provide evidence in support of a thesis and related claims, including information on all relevant perspectives.</li> <li>• Convey information and ideas from primary and secondary sources accurately and coherently.</li> <li>• Make distinctions between the relative value and significance of specific data, facts, and ideas.</li> <li>• Include visual aids by employing appropriate technology to organize and display information on charts, maps, and graphs.</li> <li>• Anticipate and address the listeners' potential misunderstandings, biases, and expectations.</li> <li>• Use technical terms and notations accurately.</li> </ul>	<p><b>Student Book:</b> 393-403  The opportunity to also address this objective is available on the following pages: 148-179, 185-192, 355-392, 412-413, 424-430, 436-437, 446-447, 448-449, 458-460, 602-603</p>
<p>10.7.17 Deliver oral responses to literature that:</p> <ul style="list-style-type: none"> <li>• Advance a judgment demonstrating a comprehensive understanding of the significant ideas of works or passages.</li> <li>• Support important ideas and viewpoints through accurate and detailed references to the text and to other works.</li> <li>• Demonstrate awareness of the author's writing style and an appreciation of the effects created.</li> <li>• Identify and assess the impact of ambiguities, nuances, and complexities within the text.</li> </ul>	<p><b>Student Book:</b> 393-403  The opportunity to also address this objective is available on the following pages: 258-289</p>

Objectives	<i>Write Source Grade 10</i>
<p>10.7.18 Deliver persuasive arguments (including evaluation and analysis of problems and solutions and causes and effects) that:</p> <ul style="list-style-type: none"> <li>• Structure ideas and arguments in a coherent, logical fashion using inductive or deductive arguments.</li> <li>• Contain speech devices that support assertions (such as by appeal to logic through reasoning; by appeal to emotion or ethical belief; or by use of personal anecdote, case study, or analogy).</li> <li>• Clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations, expressions of commonly accepted beliefs, and logical reasoning.</li> <li>• Anticipate and address the listener’s concerns and counterarguments.</li> </ul>	<p><b>Student Book:</b> 393-403  The opportunity to also address this objective is available on the following pages: 204-233, 438-439</p>
<p>10.7.19 Deliver descriptive presentations that:</p> <ul style="list-style-type: none"> <li>• Establish a clear point of view on the subject of the presentation.</li> <li>• Establish the presenter’s relationship with the subject of the presentation (whether the presentation is made as an uninvolved observer or by someone who is personally involved).</li> <li>• Contain effective, factual descriptions of appearance, concrete images, shifting perspectives, and sensory details.</li> </ul>	<p><b>Student Book:</b> 393-403  The opportunity to also address this objective is available on the following pages: 420-421, 446-447</p>



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Grade 11  
correlated to  
Indiana Content Standards- Language Arts  
Grade 11

**STANDARD 4**  
**WRITING: PROCESSES and FEATURES**

Students write coherent and focused texts that show a well-defined point of view and tightly reasoned argument. The writing demonstrates students’ progression through the stages of the writing process (prewriting, writing, editing, and revising).

**Organization and Focus**

Objectives	<i>Write Source</i> Grade 11
11.4.1 Discuss ideas for writing with classmates, teachers, and other writers.	<b>Student Book:</b> 10, 15, 51-58, 98-99, 14, 158, 170, 206, 226, 262, 282, 318, 346-347, 363, 394 The opportunity to address this objective is also available on the following pages: 450-521
11.4.2 Demonstrate an understanding of the elements of discourse, such as purpose, speaker, audience, and form, when completing narrative, expository, persuasive, or descriptive writing assignments.	<b>Student Book:</b> 67-72, 102, 140-161, 162-217, 218-273, 340-369 The opportunity to address this objective is also available on the following pages: 450-521
11.4.3 Use point of view, characterization, style, and related elements for specific narrative and aesthetic (artistic) purposes.	<b>Student Book:</b> 140-161, 341-350, 351-359
11.4.4 Structure ideas and arguments in a sustained and persuasive way and support them with precise and relevant examples.	<b>Student Book:</b> 219-253, 483-483, 514-515
11.4.5 Enhance meaning using rhetorical devices, including the extended use of parallelism, repetition, and analogy and the issuance of a call for action.	<b>Student Book:</b> 85, 600-601 The opportunity to address this objective is also available on the following pages: 140-161, 162-217, 218-273, 274-339, 340-369, 383-416, 450-521

<b>Objectives</b>	<b>Write Source Grade 11</b>
11.4.6 Use language in creative and vivid ways to establish a specific tone.	<b>Student Book:</b> 67-72, 73-80, 186, 356 The opportunity to address this objective is also available on the following pages: 140-161, 162-217, 218-273, 274-339, 340-369, 383-416, 450-521

## R e s e a r c h P r o c e s s a n d T e c h n o l o g y

<b>Objectives</b>	<b>Write Source Grade 11</b>
11.4.7 Develop presentations using clear research questions and creative and critical research strategies such as conducting field studies, interviews, and experiments; research oral histories; and using Internet sources.	<b>Student Book:</b> 371-382, 394-399, 418
11.4.8 Use systematic strategies to organize and record information, such as anecdotal scripting or annotated bibliographies.	<b>Student Book:</b> 394-401
11.4.9 Use a computer to integrate databases, pictures and graphics, and spreadsheets into word-processed documents.	<b>Student Book:</b> 91-95, 197, 416
11.4.13 Integrate quotations and citations into a written text while maintaining the flow of ideas.	<b>Student Book:</b> 424, 426-428

## E v a l u a t i o n a n d R e v i s i o n

<b>Objectives</b>	<b>Write Source Grade 11</b>
11.4.10 Review, evaluate, revise writing for meaning, clarity achievement of purpose, and mechanics.	<b>Student Book:</b> 11, 20-25, 33-45, 46-90, 113-120, 121-126, 147-148, 150-154, 160, 181-192, 198-202, 209, 237-248, 254-258, 265, 293-304, 310-314, 321, 349, 359, 411, 449 The opportunity to address this objective is also available on the following pages: 450-521
11.4.11 Edit and proofread one's own writing, as well as that of others, using an editing checklist.	<b>Student Book:</b> 11, 26-27, 89-90, 127-132, 149, 161, 193-196, 210, 216, 249-252, 266, 272, 305-308, 322, 338, 349, 359, 412-415, 449 The opportunity to address this objective is also available on the following pages: 450-521, 604-763

Objectives	<i>Write Source Grade 11</i>
11.4.12 Revise text to highlight the individual voice, improve sentence variety and style, and enhance subtlety of meaning and tone in ways that are consistent with the purpose, audience, and form of writing.	<b>Student Book:</b> 11, 20-25, 50, 67-72, 81-88, 113-120, 148, 160, 186-187, 190-191, 209, 242-243, 246-247, 265, 298-299, 302-303, 321, 349, 359, 411, 449 The opportunity to address this objective is also available on the following pages: 450-521

## STANDARD 5 : WRITING APPLICATIONS

**At Grade 11, students combine the rhetorical strategies of narration, exposition, persuasion, and description in texts (research reports of 1,200 to 1,500 words or more). Students are introduced to writing reflective compositions and historical investigation reports and become familiar with the forms of job applications and resumes. Student writing demonstrates a command of Standard English and the research, organizational, and drafting strategies outlined in Standard 4-Writing Processes and Features. Writing demonstrates an awareness of the audience (intended reader) and purpose for writing.**

**In addition to producing the different writing forms introduced in earlier grades, Grade 11 students use the writing strategies outlined in Standard 4-Writing Processes and Features to:**

Objectives	<i>Write Source Grade 11</i>
11.5.1 Write biographical or autobiographical narratives or short stories that: <ul style="list-style-type: none"> <li>• Describe a sequence of events and communicate the significance of the events to the audience.</li> <li>• Locate scenes and incidents in specific places.</li> <li>• Describe with specific details the sights, sounds and smells of a scene and the specific actions, movements, gestures, and feelings of the characters; in the case of autobiography or fiction, use interior monologue (what the character says silently to self) to show the character’s feelings.</li> <li>• Pace the presentation of actions to accommodate changes in time and mood.</li> </ul>	<b>Student Book:</b> 140-161, 341-350, 351-359, 466-467

Objectives	Write Source Grade 11
<p>11.5.2 Write responses to literature that:</p> <ul style="list-style-type: none"> <li>• Demonstrate a comprehensive understanding of the significant ideas in works or passages.</li> <li>• Analyze the use of imagery, language, universal themes, and unique aspects of the text.</li> <li>• Demonstrate an understanding of the author’s style and an appreciation of the effects created.</li> <li>• Identify and assess the impact of perceived ambiguities, nuances, and complexities within the text.</li> </ul>	<p><b>Student Book:</b> 274-339</p>
<p>11.5.9 Write academic essays, such as an analytical essay, a persuasive essay, a research report, a summary, an explanation, a description, or a literary analysis that:</p> <ul style="list-style-type: none"> <li>• Develops a thesis.</li> <li>• Creates an organizing structure appropriate to purpose, audience, and context.</li> <li>• Includes accurate information from primary and secondary sources and excludes extraneous information.</li> <li>• Makes valid inferences.</li> <li>• Supports judgments with relevant and substantial evidence and well-chosen details.</li> <li>• Uses technical terms and notations correctly.</li> <li>• Provides a coherent conclusion.</li> </ul>	<p><b>Student Book:</b> 162-217, 218-273, 274-339, 383-416, 456-458, 459-460, 470-476, 480-481, 482-483, 490-491, 492-493, 500-502, 503-504, 543-550, 589-597</p>
<p>11.5.3 Write reflective compositions that:</p> <ul style="list-style-type: none"> <li>• Explore the significance of personal experiences, events, conditions, or concerns by using rhetorical strategies, including narration, description, exposition, and persuasion.</li> <li>• Draw comparisons between specific incidents and broader themes that illustrate the writer’s important beliefs or generalizations about life.</li> <li>• Maintain a balance in describing individual events and relating those events to more general and abstract ideas.</li> </ul>	<p><b>Student Book:</b> 155-161</p>

Objectives	<i>Write Source Grade 11</i>
<p>11.5.4 Write historical investigation reports that:</p> <ul style="list-style-type: none"> <li>• Use exposition, narration, description, argumentation, or some combination or rhetorical strategies to support the main argument.</li> <li>• Analyze several historical records of a single event, examining critical relationships between elements of the topic.</li> <li>• Explain the perceived reason or reasons for the similarities and differences in historical records with information derived from primary and secondary sources to support or enhance the presentation.</li> <li>• Include information from all relevant perspectives and take into consideration the validity and reliability of sources.</li> <li>• Include a formal bibliography.</li> </ul>	<p><b>Student Book:</b> The opportunity to address this objective is available on the following pages: 466-467</p>
<p>11.5.5 Write job applications and resumes that:</p> <ul style="list-style-type: none"> <li>• Provide clear and purposeful information and address the intended audience appropriately.</li> <li>• Use varied levels, patterns, and types of language to achieve intended effects and aid comprehension.</li> <li>• Modify the tone to fit the purpose and audience.</li> <li>• Follow the conventional style for that type of document (a resume or cover letter of application) and use page formats, fonts (typeface), and spacing that contribute to the readability and impact of the document.</li> </ul>	<p><b>Student Book:</b> 510-511</p>
<p>11.5.6 Use varied and expanded vocabulary, appropriate for specific forms and topics.</p>	<p><b>Student Book:</b> 48, 73-80, 166, 188-189, 192, 209, 244-245, 248, 278, 300-301, 349, 359, 411, 449</p>
<p>11.5.7 Use precise technical or scientific language when appropriate for topic and audience.</p>	<p><b>Student Book:</b> 166-202, 459-460, 512-513, 514-515</p>

Objectives	Write Source Grade 11
<p>11.5.8 Deliver multimedia presentations that:</p> <ul style="list-style-type: none"> <li>• Combine text, images, and sound and draw information from many sources, including television broadcasts, videos, films, newspapers, magazines, CD-ROMs, the Internet, and electronic media-generated images.</li> <li>• Select an appropriate medium for each element of the presentation.</li> <li>• Use the selected media skillfully, editing appropriately, and monitoring for quality.</li> <li>• Test the audience’s response and revise the presentation accordingly.</li> </ul>	<p><b>Student Book:</b> 439-449</p>

**R e s e a r c h   A p p l i c a t i o n**

Objectives	Write Source Grade 11
<p>11.5.10 Write or deliver a research report that has been developed using a systematic research process (defines the topic, gathers information, determines credibility, reports findings) and that:</p> <ul style="list-style-type: none"> <li>• Used information from a variety of sources (books, technology, multimedia), distinguishes between primary and secondary documents, and documents sources independently by using a consistent format for citations.</li> <li>• Synthesizes information gathered from a variety of sources, including technology and one’s own research, and evaluates information for its relevance to the research questions.</li> <li>• Demonstrates that information that has been gathered has been summarized, that the topic has been refined through this process, and that conclusions have been drawn from synthesizing information.</li> <li>• Demonstrates that sources have been evaluated for accuracy, bias, and credibility.</li> <li>• Incorporates numeric data, charts, tables, and graphs.</li> <li>• Organizes information by classifying, categorizing and sequencing, and demonstrates the distinction between one’s own ideas from the ideas of others, and includes a bibliography (Works Cited).</li> </ul>	<p><b>Student Book:</b> 371-382, 383-416, 417-424, 425-438, 500-502</p>

**S T A N D A R D 6**  
**W R I T I N G : E N G L I S H L A N G U A G E**  
**C O N V E N T I O N S**

**Students write using Standard English conventions.**

Objectives	<i>Write Source Grade 11</i>
11.6.1 Demonstrate control of grammar, diction, paragraph and sentence structure, and an understanding of English usage.	<b>Student Book:</b> 81-88, 128-132, 354-663, 700-737, 738-763 <b>SkillsBook:</b> 71-120, 121-184
11.6.2 Produce writing that shows accurate spelling and correct punctuation and capitalization.	<b>Student Book:</b> 605-617, 648-653 <b>SkillsBook:</b> 3-40, 41-46, 51-60
11.6.3 Apply appropriate manuscript conventions in writing-including title page presentation, pagination, spacing, and margins-and integration of source and support material by citing sources within the text, using direct quotation, and paraphrasing.	<b>Student Book:</b> 28-30, 91-95, 134, 138, 197, 253, 309, 384-392, 402, 416, 417-438, 549-550
11.6.4 Identify and correctly use clauses, both main and subordinate; phrases, including gerund, infinitive, and participial; and the mechanics of punctuation, such as semicolons, colons, ellipses, and hyphens.	<b>Student Book:</b> 605-647, 742, 744 <b>SkillsBook:</b> 3-40, 126-131, 132-136

**STANDARD 7**  
**LISTENING AND SPEAKING: SKILLS,**  
**STRATEGIES, AND APPLICATIONS**

Students formulate thoughtful judgments about oral communication. They deliver focused and coherent presentations of their own that convey clear and distinct perspectives and solid reasoning. Students deliver polished formal and extemporaneous presentations that combine the traditional speech strategies of narration, exposition, persuasion, and description. They use gestures, tone, and vocabulary appropriate to the audience and purpose. Students use the same Standard English conventions for oral speech that they use in their writing.

**C o m p r e h e n s i o n**

<b>Objectives</b>	<i>Write Source Grade 11</i>
11.7.1 Summarize a speaker’s purpose and point of view and ask questions to draw interpretations of the speaker’s content and attitude toward the subject.	<b>Student Book:</b> The opportunity to address this objective is available on the following page: 524

**O r g a n i z a t i o n a n d D e l i v e r y o f O r a l**  
**C o m m u n i c a t i o n**

<b>Objectives</b>	<i>Write Source Grade 11</i>
11.7.2 Use rhetorical questions (questions asked for effect without an expected answer), parallel structure, concrete images, figurative language, characterization, irony, and dialogue to achieve clarity, force, and artistic effect.	<b>Student Book:</b> 439-449 The opportunity to also address this objective is available on the following pages: 85, 300, 368-369, 600-601
11.7.4 Use logical (causality, appeal to authority), ethical, and emotional appeals that enhance a specific tone and purpose.	<b>Student Book:</b> The opportunity to address this objective is available on the following pages: 440-446
11.7.5 Use appropriate rehearsal strategies to pay attention to performance details, achieve command of the text, and create skillful artistic staging.	<b>Student Book:</b> 445
11.7.6 Use effective and interesting language, including informal expressions for effect, Standard English for clarity, and technical language for specificity.	<b>Student Book:</b> 440-443

Objectives	<i>Write Source Grade 11</i>
11.7.8 Evaluate when to use different kinds of effects (including visuals, music, sound, and graphic) to create effective productions.	<b>Student Book:</b> The opportunity to address this objective is available on the following pages: 444, 448

**A n a l y s i s   a n d   E v a l u a t i o n   o f   O r a l   a n d   M e d i a  
C o m m u n i c a t i o n s**

Objectives	<i>Write Source Grade 11</i>
11.7.12 Critique a speaker’s use of words and language in relation to the purpose of an oral communication and the impact the words may have on the audience.	<b>Student Book:</b> 447

**S p e a k i n g   A p p l i c a t i o n s**

Objectives	<i>Write Source Grade 11</i>
11.7.16 Deliver reflective presentations that: <ul style="list-style-type: none"> <li>• Explore the significance of personal experiences, events, conditions, or concerns, using appropriate speech strategies, including narration, description, exposition, and persuasion.</li> <li>• Draw comparisons between the specific incident and broader themes to illustrate beliefs or generalizations about life.</li> <li>• Maintain a balance between describing the incident and relating it to more general, abstract ideas.</li> </ul>	<b>Student Book:</b> 439-449 The opportunity to also address this objective is available on the following pages: 155-161

Objectives	Write Source Grade 11
<p>11.7.17 Deliver oral reports on historical investigations that:</p> <ul style="list-style-type: none"> <li>• Use exposition, narration, description, persuasion, or some combination of those to support the thesis (the position on the topic).</li> <li>• Analyze several historical records of a single event, examining each perspective on the event.</li> <li>• Describe similarities and differences between research sources, using information derived from primary and secondary sources to support the presentation.</li> <li>• Include information on all relevant perspectives and consider the validity (accuracy and truthfulness) and reliability (consistency) of sources.</li> </ul>	<p><b>Student Book:</b> 439-449  The opportunity to also address this objective is available on the following pages: 466-467</p>
<p>11.7.18 Deliver oral responses to literature that:</p> <ul style="list-style-type: none"> <li>• Demonstrate a comprehensive understanding of the significant ideas of literary works and make assertions about the text that are reasonable and supportable.</li> <li>• Present an analysis of the imagery, language, universal themes, and unique aspects of the text through the use of speech strategies, including narration, description, persuasion, exposition, or a combination of those strategies.</li> <li>• Support important ideas and viewpoints through accurate and detailed references to the text and to other works.</li> <li>• Demonstrate awareness of the author’s writing style and an appreciation of the effects created.</li> <li>• Identify and assess the impact of ambiguities, nuances, and complexities within the text.</li> </ul>	<p><b>Student Book:</b> 439-449  The opportunity to also address this objective is available on the following pages: 274-339</p>

Objectives	<i>Write Source Grade 11</i>
<p>11.7.19 Deliver multimedia presentations that:</p> <ul style="list-style-type: none"><li>• Combine text, images, and sound by incorporating information from a wide range of media, including films, newspapers, magazines, CD-ROMs, online information, television, videos, and electronic media-generated images.</li><li>• Select an appropriate medium for each element of the presentation.</li><li>• Use the selected media skillfully, editing appropriately, and monitoring for quality.</li><li>• Test the audience’s response and revise the presentation accordingly.</li></ul>	<p><b>Student Book:</b> 439-449</p>



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Grade 12  
correlated to  
Indiana Content Standards- Language Arts  
Grade 12

**STANDARD 4**  
**WRITING: PROCESSES and FEATURES**

Students write coherent and focused texts that show a well-defined point of view and tightly reasoned argument. The writing demonstrates students’ progression through the stages of the writing process (prewriting, writing, editing, and revising).

**Organization and Focus**

Objectives	<i>Write Source</i> Grade 12
12.4.1 Engage in conversations with peers and the teacher to plan writing, to evaluate how well writing achieves its purposes, and to explain personal reaction to the task.	<b>Student Book:</b> The opportunity to address this objective is available on the following pages: 10, 14-16, 29-32, 40-45, 97-104, 121-126, 144-145, 150-154, 158, 169-174, 198-202, 206-207, 212-213, 225-230, 254-258, 262-263, 268-269, 281-286, 310-314, 318-319, 324-325, 346-347, 355-356, 363, 393-401, 450-521, 546
12.4.2 Demonstrate an understanding of the elements of discourse, such as purpose, speaker, audience, and form, when completing narrative, expository, persuasive, or descriptive writing assignments.	<b>Student Book:</b> 67-72, 102, 140-161, 162-217, 218-273, 340-369 The opportunity to also address this objective is available on the following pages: 540-521
12.4.3 Use point of view, characterization, style, and related elements for specific narrative and aesthetic (artistic) purposes.	<b>Student Book:</b> 140-161, 341-350, 351-359
12.4.4 Structure ideas and arguments in a sustained and persuasive way and support them with precise and relevant examples.	<b>Student Book:</b> 219-253, 482-483, 514-515

<b>Objectives</b>	<b>Write Source Grade 12</b>
12.4.5 Enhance meaning using rhetorical devices, including the extended use of parallelism, repetition, and analogy and the issuance of a call for action.	<b>Student Book:</b> 85, 600-601 The opportunity to address this objective is available on the following pages: 140-161, 162-217, 218-273, 274-339, 340-369, 383-416, 450-521
12.4.6 Use language in creative and vivid ways to establish a specific tone.	<b>Student Book:</b> 67-72, 73-80, 186, 356 The opportunity to address this objective is available on the following pages: 140-161, 162-217, 218-273, 274-339, 340-369, 383-416, 450-521

## R e s e a r c h P r o c e s s a n d T e c h n o l o g y

<b>Objectives</b>	<b>Write Source Grade 12</b>
12.4.7 Develop presentations using clear research questions and creative and critical research strategies such as conducting field studies, interviews, and experiments; research oral histories; and using Internet sources.	<b>Student Book:</b> 371-382, 394-399, 418
12.4.8 Use systematic strategies to organize and record information, such as anecdotal scripting or annotated bibliographies.	<b>Student Book:</b> 394-401
12.4.9 Use technology for all aspects of creating, revising, editing, and publishing.	<b>Student Book:</b> 28, 91-95, 374, 383, 416, 448-449,
12.4.13 Integrate quotations and citations into a written text while maintaining the flow of ideas.	<b>Student Book:</b> 424, 426-428

## E v a l u a t i o n a n d R e v i s i o n

<b>Objectives</b>	<b>Write Source Grade 12</b>
12.4.10 Accumulate, review, and evaluate written work to determine its strengths and weaknesses and to set goals as a writer.	<b>Student Book:</b> 20-25, 31-32, 33-45, 50, 113-120, 121-126, 136-138, 147-148, 150-2154, 160, 181-192, 192-202, 209, 216, 237-248, 254-258, 265, 272, 293-304, 310-314, 321, 338, 349, 359, 365, 408-411, 449, 450-521, 546

Objectives	<i>Write Source Grade 12</i>
12.4.11 Revise, edit and proofread one’s own writing, as well as that of others, using an editing checklist.	<b>Student Book:</b> 20-25, 26-27, 38-39, 50, 113-120, 121-126, 127-132, 147-149, 160, 181-192, 193-196, 209-210, 216, 237-248, 249-252, 265-266, 272, 293-304, 305-308, 321-322, 338, 349, 359, 365, 408-411, 415-415, 449, 450-521, 546
12.4.12 Further develop unique writing style and voice, improve sentence variety, and enhance subtlety of meaning and tone in ways that are consistent with the purpose, audience, and form of writing.	<b>Student Book:</b> The opportunity to address this objective is available throughout the text.

**STANDARD 5 : WRITING APPLICATIONS**

**At Grade 12, students combine the rhetorical strategies of narration, exposition, persuasion, and description; to produce reflective compositions and historical investigation reports and job applications and resumes; and to deliver multimedia presentations. Student writing demonstrates a command of Standard English and the research, organizational, and drafting strategies outlined in Standard 4-Writing Processes and Features. Writing demonstrates an awareness of the audience (intended reader) and purpose for writing.**

**In addition to producing the different writing forms introduced in earlier grades, Grade 12 students use the writing strategies outlined in Standard 4-Writing Processes and Features to:**

Objectives	<i>Write Source Grade 12</i>
12.5.1 Write fictional, autobiographical, or biographical narratives or short stories that: <ul style="list-style-type: none"> <li>• Narrate a sequence of events and communicate their significance to the audience.</li> <li>• Locate scenes and incidents in specific places.</li> <li>• Describe with specific details the sights, sounds and smells of a scene and the specific actions, movements, gestures, and feelings of the characters; in the case of autobiography or fiction, use interior monologue (what the character says silently to self) to show the character’s feelings.</li> <li>• Pace the presentation of actions to accommodate changes in time and mood.</li> </ul>	<b>Student Book:</b> 140-161, 341-350, 351-359

Objectives	Write Source Grade 12
<p>12.5.2 Write responses to literature that:</p> <ul style="list-style-type: none"> <li>• Demonstrate a comprehensive understanding of the significant ideas in works or passages.</li> <li>• Analyze the use of imagery, language, universal themes, and unique aspects of the text.</li> <li>• Support statements with evidence from the text.</li> <li>• Demonstrate an understanding of the author’s style and an appreciation of the effects created.</li> <li>• Identify and assess the impact of perceived ambiguities, nuances, and complexities within the text.</li> </ul>	<p><b>Student Book:</b> 274-339</p>
<p>12.5.9 Write academic essays, such as an analytical essay, a persuasive essay, a research report, a summary, an explanation, a description, or a literary analysis that:</p> <ul style="list-style-type: none"> <li>• Develops a thesis.</li> <li>• Creates an organizing structure appropriate to purpose, audience, and context.</li> <li>• Includes accurate information from primary and secondary sources and excludes extraneous information.</li> <li>• Makes valid inferences.</li> <li>• Supports judgments with relevant and substantial evidence and well-chosen details.</li> <li>• Uses technical terms and notations correctly.</li> <li>• Provides a coherent conclusion.</li> </ul>	<p><b>Student Book:</b> 162-217, 218-273, 274-339, 383-416, 456-458, 459-460, 466-467, 470-476, 480-481, 482-483, 490-91, 492-493, 550-502, 503-504, 544-547</p>
<p>12.5.3 Write reflective compositions that:</p> <ul style="list-style-type: none"> <li>• Explore the significance of personal experiences, events, conditions, or concerns by using rhetorical strategies, including narration, description, exposition, and persuasion.</li> <li>• Draw comparisons between specific incidents and broader themes that illustrate the writer’s important beliefs or generalizations about life.</li> <li>• Maintain a balance in describing individual events and relating those events to more general and abstract ideas.</li> </ul>	<p><b>Student Book:</b> The opportunity to address this objective is available on the following pages: 141-154</p>

Objectives	<i>Write Source Grade 12</i>
<p>12.5.4 Write historical investigation reports that:</p> <ul style="list-style-type: none"> <li>• Use exposition, narration, description, argumentation, or some combination or rhetorical strategies to support the main argument.</li> <li>• Analyze several historical records of a single event, examining critical relationships between elements of the topic.</li> <li>• Explain the perceived reason or reasons for the similarities and differences in historical records with information derived from primary and secondary sources to support or enhance the presentation.</li> <li>• Include information from all relevant perspectives and take into consideration the validity and reliability of sources.</li> <li>• Include a formal bibliography.</li> </ul>	<p><b>Student Book:</b> The opportunity to address this objective is available on the following pages: 470-476</p>
<p>12.5.5 Write job applications and resumes that:</p> <ul style="list-style-type: none"> <li>• Provide clear and purposeful information and address the intended audience appropriately.</li> <li>• Use varied levels, patterns, and types of language to achieve intended effects and aid comprehension.</li> <li>• Modify the tone to fit the purpose and audience.</li> <li>• Follow the conventional style for that type of document (a resume or cover letter of application) and use page formats, fonts (typefaces), and spacing that contribute to the readability and impact of the document.</li> </ul>	<p><b>Student Book:</b> 510-511, 512-513</p>
<p>12.5.6 Use varied and expanded vocabulary, appropriate for specific forms and topics.</p>	<p><b>Student Book:</b> 48, 73-80, 166, 188-189, 192, 209, 244-245, 248, 278, 300-301, 349, 411, 419</p>
<p>12.5.7 Use precise technical or scientific language when appropriate for topic and audience.</p>	<p><b>Student Book:</b> The opportunity to address this objective is available on the following pages: 456-458, 482-483, 490-491</p>

Objectives	Write Source Grade 12
<p>12.5.8 Deliver multimedia presentations that:</p> <ul style="list-style-type: none"> <li>• Combine text, images, and sound and draw information from many sources, including television broadcasts, videos, films, newspapers, magazines, CD-ROMs, the Internet, and electronic media-generated images.</li> <li>• Select an appropriate medium for each element of the presentation.</li> <li>• Use the selected media skillfully, editing appropriately, and monitoring for quality.</li> <li>• Test the audience’s response and revise the presentation accordingly.</li> </ul>	<p><b>Student Book:</b> 439-449</p>

**R e s e a r c h   A p p l i c a t i o n**

Objectives	Write Source Grade 12
<p>12.5.10 Write or deliver a research report that has been developed using a systematic research process (defines the topic, gathers information, determines credibility, reports findings) and that:</p> <ul style="list-style-type: none"> <li>• Used information from a variety of sources (books, technology, multimedia), distinguishes between primary and secondary documents, and documents sources independently by using a consistent format for citations.</li> <li>• Synthesizes information gathered from a variety of sources, including technology and one’s own research, and evaluates information for its relevance to the research questions.</li> <li>• Demonstrates that information that has been gathered has been summarized, that the topic has been refined through this process, and that conclusions have been drawn from synthesizing information.</li> <li>• Demonstrates that sources have been evaluated for accuracy, bias, and credibility.</li> <li>• Incorporates numeric data, charts, tables, and graphs.</li> <li>• Organizes information by classifying, categorizing and sequencing, and demonstrates the distinction between one’s own ideas from the ideas of others, and includes a bibliography (Works Cited).</li> </ul>	<p><b>Student Book:</b> 371-382, 383-416, 417-424, 425-438, 500-502</p>

**STANDARD 6**  
**WRITING: ENGLISH LANGUAGE**  
**CONVENTIONS**

**Students write using Standard English conventions.**

Objectives	<i>Write Source Grade 12</i>
12.6.1 Demonstrate control of grammar, diction, paragraph and sentence structure, and an understanding of English usage.	<b>Student Book:</b> 81-88, 128-132, 654-663, 700-737, 738-763 <b>SkillsBook:</b> 69-114, 117-184
12.6.2 Produce writing that shows accurate spelling and correct punctuation and capitalization.	<b>Student Book:</b> 605-647, 648-653 <b>SkillsBook:</b> 3-38, 39-44, 47-56
12.6.3 Apply appropriate manuscript conventions in writing-including title page presentation, pagination, spacing, and margins-and integration of source and support material by citing sources within the text, using direct quotation, and paraphrasing.	<b>Student Book:</b> 28-30, 91-95, 134, 138, 197, 253, 309, 384-392, 402, 416, 417-438, 549-550
12.6.4 Identify and correctly use clauses, both main and subordinate; phrases, including gerund, infinitive, and participial; and the mechanics of punctuation, such as semicolons, colons, ellipses, and hyphens.	<b>Student Book:</b> 605-647, 742, 744 <b>SkillsBook:</b> 3-38, 121-126, 127-132

**STANDARD 7**  
**LISTENING AND SPEAKING: SKILLS,**  
**STRATEGIES, AND APPLICATIONS**

Students formulate thoughtful judgments about oral communication. They deliver focused and coherent presentations of their own that convey clear and distinct perspectives and solid reasoning. Students deliver polished formal and extemporaneous presentations that combine the traditional speech strategies of narration, exposition, persuasion, and description. They use gestures, tone, and vocabulary appropriate to the audience and purpose. Students use the same Standard English conventions for oral speech that they use in their writing.

**Comprehension**

<b>Objectives</b>	<b>Write Source Grade 12</b>
12.7.1 Summarize a speaker’s purpose and point of view and ask questions to draw interpretations of the speaker’s content and attitude toward the subject.	<b>Student Book:</b> The opportunity to address this objective is available on the following page: 524

**Organization and Delivery of Oral Communication**

<b>Objectives</b>	<b>Write Source Grade 12</b>
12.7.2 Use rhetorical questions (questions asked for effect without an expected answer), parallel structure, concrete images, figurative language, characterization, irony, and dialogue to achieve clarity, force, and artistic effect.	<b>Student Book:</b> 439-449 The opportunity to also address this objective is available on the following pages: 356, 368-369, 600-601
12.7.3 Distinguish between and use various forms of logical arguments, including: <ul style="list-style-type: none"> <li>• Inductive arguments (<i>All of these pears are from that basket and all of these pears are ripe, so all of the pears in the basket are ripe.</i>) and deductive arguments (<i>If all men are mortal and he is a man, then he is mortal.</i>)</li> <li>• Syllogisms and analogies (assumptions that if two things are similar in some ways then they are probably similar in others).</li> </ul>	<b>Student Book:</b> 62-63, 439-449
12.7.4 Use logical ( <i>ad hominem</i> : arguing from a personal perspective; <i>as populum</i> : appealing to the people), ethical, and emotional appeals that enhance a specific tone and purpose.	<b>Student Book:</b> The opportunity to address this objective is available on the following pages: 440-446

<b>Objectives</b>	<b>Write Source Grade 12</b>
12.7.5 Use appropriate rehearsal strategies to pay attention to performance details, achieve command of the text, and create skillful artistic staging.	<b>Student Book:</b> 445
12.7.6 Use effective and interesting language, including informal expressions for effect, Standard English for clarity, and technical language for specificity.	<b>Student Book:</b> 440-443
12.7.8 Evaluate when to use different kinds of effects (including visuals, music, sound, and graphic) to create effective productions.	<b>Student Book:</b> The opportunity to address this objective is available on the following pages: 444, 448

## Analysis and Evaluation of Oral and Media Communications

<b>Objectives</b>	<b>Write Source Grade 12</b>
12.7.12 Critique a speaker's use of words and language in relation to the purpose of an oral communication and the impact the words may have on the audience.	<b>Student Book:</b> 447

## Speaking Applications

<b>Objectives</b>	<b>Write Source Grade 12</b>
12.7.16 Deliver reflective presentations that: <ul style="list-style-type: none"> <li>• Explore the significance of personal experiences, events, conditions, or concerns, using appropriate speech strategies, including narration, description, exposition, and persuasion.</li> <li>• Draw comparisons between the specific incident and broader themes to illustrate beliefs or generalizations about life.</li> <li>• Maintain a balance between describing the incident and relating it to more general, abstract ideas.</li> </ul>	<b>Student Book:</b> 439-449 The opportunity to also address this objective is available on the following pages: 141-149

Objectives	Write Source Grade 12
<p>12.7.17 Deliver oral reports on historical investigations that:</p> <ul style="list-style-type: none"> <li>• Use exposition, narration, description, persuasion, or some combination of those to support the thesis (the position on the topic).</li> <li>• Analyze several historical records of a single event, examining each perspective on the event.</li> <li>• Describe similarities and differences between research sources, using information derived from primary and secondary sources to support the presentation.</li> <li>• Include information on all relevant perspectives and consider the validity (accuracy and truthfulness) and reliability (consistency) of sources.</li> </ul>	<p><b>Student Book:</b> 439-449  The opportunity to also address this objective is available on the following pages: 470-476</p>
<p>12.7.18 Deliver oral responses to literature that:</p> <ul style="list-style-type: none"> <li>• Demonstrate a comprehensive understanding of the significant ideas of literary works and make assertions about the text that are reasonable and supportable.</li> <li>• Present an analysis of the imagery, language, universal themes, and unique aspects of the text through the use of speech strategies, including narration, description, persuasion, exposition, or a combination of those strategies.</li> <li>• Support important ideas and viewpoints through accurate and detailed references to the text and to other works.</li> <li>• Demonstrate awareness of the author’s writing style and an appreciation of the effects created.</li> <li>• Identify and assess the impact of ambiguities, nuances, and complexities within the text.</li> </ul>	<p><b>Student Book:</b> 439-449  The opportunity to also address this objective is available on the following pages: 274-339</p>

Objectives	<i>Write Source Grade 12</i>
<p>12.7.19 Deliver multimedia presentations that:</p> <ul style="list-style-type: none"><li>• Combine text, images, and sound by incorporating information from a wide range of media, including films, newspapers, magazines, CD-ROMs, online information, television, videos, and electronic media-generated images.</li><li>• Select an appropriate medium for each element of the presentation.</li><li>• Use the selected media skillfully, editing appropriately, and monitoring for quality.</li><li>• Test the audience’s response and revise the presentation accordingly.</li></ul>	<p><b>Student Book:</b> 439-449</p>



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