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correlated to

Indiana

**English/Language Arts
Standards for Writing,
Listening and Speaking
Grades 11-12**

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correlated to
Indiana English/Language Arts Standards for Writing,
Listening and Speaking
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

Table with 2 columns: Standard and Write for College: Grade 11. Rows include standards 11.4.1 through 11.4.6 with corresponding page references.

Research Process and Technology

Standard	Write for College: Grade 11
11.4.7 Develop presentations using clear research questions and creative and critical research strategies, such as conducting field studies, interviews, and experiments; researching oral histories; and using Internet sources.	pp. 26, 383-392, 393-399, 457-458
11.4.8 Use systematic strategies to organize and record information, such as anecdotal scripting or annotated bibliographies.	pp. 318-323, 326, 352
11.4.9 Use a computer to integrate databases, pictures, and graphics, and spreadsheets into word-processed documents.	Teachers have the prerogative to require the use of the computer to create word-processed documents.
11.4.13 Integrate quotations and citations into a written text while maintaining the flow of ideas.	pp. 328-332, 334-337, 362-363

Evaluation and Revision

Standard	Write or College: Grade 11
11.4.10 Review, evaluate, and revise writing for clarity, achievement of purpose, and mechanics.	pp. 8-11, 39-52, 44-48, 79, 123-124, 8-11, 39-52, 44-48, 79, 123-124, 145, 151, 163, 165, 170, 176, 182, 189, 193, 198, 203, 207, 212, 219, 233, 236, 239, 244, 257, 263, 269, 276, 325, 471
11.4.11 Edit and proofread one's own writing, as well as that of others, using an editing checklist.	pp. 12-13, 53-56, 8-11, 39-52, 44-48, 79, 123-124, 145, 151, 163, 165, 170, 176, 182, 189, 193, 198, 203, 207, 212, 219, 233, 236, 239, 244, 257, 263, 269, 276, 326
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.	pp. 8-11, 39-52, 44-48, 79, 123-124, 145, 151, 163, 165, 170, 176, 182, 189, 193, 198, 203, 207, 212, 219, 233, 236, 239, 244, 257, 263, 269, 276, 325, 471

STANDARD 5: WRITING: APPLICATIONS (Different Types of Writing and Their Characteristics)

At Grade 11, students continue to combine the rhetorical strategies of narration, exposition, persuasion and description in texts (research reports of 1,200-1,500 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. Students deliver multimedia presentations on varied topics. Student writing demonstrates a command of Standard English and the research, organizational, and drafting strategies outlined in Standard 4 – Writing Process 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 Process and Features.

Standard	Write or College: Grade 11
11.5.1 Write fictional, autobiographical, or biographical narratives that: <ul style="list-style-type: none"> narrate a sequence of events and communicate their significance to the audience 	pp. 143-150, 151-155, 156-159
<ul style="list-style-type: none"> locate scenes and incidents in specific places. 	pp. 143-150, 151-155, 156-159
<ul style="list-style-type: none"> 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. 	pp. 143-150, 151-155, 156-159
<ul style="list-style-type: none"> pace the presentation of actions to accommodate changes in time and mood. 	pp. 143-150, 151-155, 156-159
11.5.2 Write responses to literature that: <ul style="list-style-type: none"> demonstrate a comprehensive grasp of the significant ideas in works or passages. 	pp. 255-263, 263-268, 269-275, 176-285, 286
<ul style="list-style-type: none"> analyze the use of imagery, language, universal themes, and unique aspects of the text. 	pp. 255-263, 263-268, 269-275, 176-285, 286, 290, 294
<ul style="list-style-type: none"> support statements with evidence from the text. 	pp. 255-263, 263-268, 269-275, 176-285, 286
<ul style="list-style-type: none"> demonstrate an awareness of the author’s style and an appreciation of the effects created. 	pp. 255-263, 263-268, 269-275, 176-285, 286
<ul style="list-style-type: none"> identify and assess the impact of ambiguities, nuances, and complexities within the text. 	pp. 255-263, 263-268, 269-275, 176-285, 286

Standard	Write for College: Grade 11
<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"> develops a thesis 	pp. 163-164, 165-169, 170-175, 176-181, 182-185, 187-192, 193-197, 198-202, 203-206, 207-211, 212-218, 219-225, 229-232, 233-238, 239-243, 244-250
<ul style="list-style-type: none"> creates an organizing structure appropriate to purpose, audience, and context. 	pp. 163-164, 165-169, 170-175, 176-181, 182-185, 187-192, 193-197, 198-202, 203-206, 207-211, 212-218, 219-225, 229-232, 233-238, 239-243, 244-250
<ul style="list-style-type: none"> includes accurate information from primary and secondary sources and excludes extraneous information. 	pp. 163-164, 165-169, 170-175, 176-181, 182-185, 187-192, 193-197, 198-202, 203-206, 207-211, 212-218, 219-225, 229-232, 233-238, 239-243, 244-250
<ul style="list-style-type: none"> makes valid inferences. 	pp. 163-164, 165-169, 170-175, 176-181, 182-185, 187-192, 193-197, 198-202, 203-206, 207-211, 212-218, 219-225, 229-232, 233-238, 239-243, 244-250
<ul style="list-style-type: none"> supports judgments with relevant and substantial evidence and well-chosen details. 	pp. 163-164, 165-169, 170-175, 176-181, 182-185, 187-192, 193-197, 198-202, 203-206, 207-211, 212-218, 219-225, 229-232, 233-238, 239-243, 244-250
<ul style="list-style-type: none"> use technical terms and notations accurately. 	pp. 163-164, 165-169, 170-175, 176-181, 182-185, 187-192, 193-197, 198-202, 203-206, 207-211, 212-218, 219-225, 229-232, 233-238, 239-243, 244-250
<ul style="list-style-type: none"> provides a coherent conclusion. 	pp. 163-164, 165-169, 170-175, 176-181, 182-185, 187-192, 193-197, 198-202, 203-206, 207-211, 212-218, 219-225, 229-232, 233-238, 239-243, 244-250
<p>11.5.3 Write reflective compositions that:</p> <ul style="list-style-type: none"> explore the significance of personal experiences, events, conditions, or concerns by using rhetorical strategies, including narration, description, exposition, and persuasion.. 	pp. 143-150, 151-155, 156-159, 236-238, 244-250
<ul style="list-style-type: none"> draw comparisons between specific incidents and broader themes that illustrate the writer's important beliefs or generalizations about life. 	pp. 193-198, 198-202, 203-206, 207-211, 212-218, 219-225
<ul style="list-style-type: none"> maintain a balance in describing individual events and relating those events to more general and abstract ideas. 	pp. 143-150, 151-155, 156-159, 193-198, 198-202, 203-206, 207-211, 212-218, 219-225, 229-232, 233-235, 236-238, 239-243, 244-250, 251-253
<ul style="list-style-type: none"> address readers' concerns, counterclaims, biases, and expectations. 	pp. 229-232, 233-235, 236-238, 239-243, 244-250, 251-253

Standard	Write for College: Grade 11
<p>11.5.4 Write historical investigation reports that:</p> <ul style="list-style-type: none"> • use exposition, narration, description, argumentation, or some combination of rhetorical strategies to support the main argument. • analyze several historical records of a single event, examining relationships between elements of the topic. • 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. • include information from all relevant perspectives and take into consideration the validity and reliability of sources. • include a formal bibliography. 	<p>Teachers have the prerogative to assign an historical investigation report that meets the objectives in this standard using the units on Writing the Research Paper (pages 317-326), Writing Responsibly (pages 327-332), and MLA and APA Documentation Styles (pages 333-382)</p>
<p>11.5.5 Write job applications and resumes that:</p> <ul style="list-style-type: none"> • provide clear and purposeful information and address the intended audience appropriately. • use varied levels, patterns, and types of language to achieve the intended effects and aid comprehension. • modify the tone to fit the purpose and audience. • 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. 	<p>pp. 299-309, 310-311, 312-313, 314-315</p>
<p>11.5.6 Use varied and extended vocabulary, appropriate for specific forms and topics. Use formal word choices for most writing. Avoid writing the informal. Use informal writing only for certain types of informal writing situations, such as journals, informal essays, and creative writing.</p>	<p>pp. 16, 18, 20,47, 70, 118-119, 545-550, 551-560, 591-593</p>
<p>11.5.7 Use precise technical or scientific language when appropriate for topic and audience. Use the vocabulary of a particular trade, profession, or group only when writing for that type of specific audience.</p>	<p>pp. 591-593, 598-601</p>

Standard	Write for College: Grade 11
<p>11.5.8 Deliver multimedia presentations that:</p> <ul style="list-style-type: none"> • 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. • select an appropriate medium for each element of the presentation. • use the selected media skillfully, editing appropriately, and monitoring quality. • test the audience’s response and revise the presentation accordingly, 	pp. 459-463

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

<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"> • uses information from a variety of sources (books, technology, multi-media), distinguishes between primary and secondary documents, and documents sources independently by using a consistent format for citations. 	pp. 317-326, 327-332, 333-350, 351-382, 445-456
<ul style="list-style-type: none"> • synthesizes information gathered from a variety of sources, including technology and one’s own research, and evaluates information for its relevance to the research question. 	pp. 317-326, 327-332, 333-350, 351-382, 445-456
<ul style="list-style-type: none"> • 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. 	pp. 317-326, 327-332, 333-350, 351-382, 445-456
<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"> • demonstrates that sources have been evaluated for accuracy, bias, and credibility. 	pp. 317-326, 327-332, 333-350, 351-382, 445-456
<ul style="list-style-type: none"> • incorporates numeric data, charts, tables, and graphs. 	pp. 125-132, 317-326, 327-332, 333-350, 351-382, 445-456

Standard	Write for College: Grade 11
<ul style="list-style-type: none"> 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). 	pp. 17, 26-28, 317-326, 327-332, 333-350, 351-382, 445-456

STANDARD 6
ENGLISH LANGUAGE CONVENTIONS
Students write using Standard English conventions.

Standard	Write for College: Grade 11
11.6.1 Demonstrate control of grammar, diction, paragraph and sentence structure, and an understanding of English usage.	pp. 63-74, 75-90, 561-579, 580-590
11.6.2 Produce writing that shows accurate spelling and correct punctuation and capitalization	pp. 509-528, 529-543, 544, 551-560
11.6.3 Apply appropriate manuscript conventions – including title page presentation, pagination, spacing, and margins – and integration of source and support material by citing sources within the text, using direct quotations, and paraphrasing.	pp. 326, 328-329, 330-332, 334-337, 352-360, 362-363, 372-382
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.	pp. 516, 516.2, 517, 518-520, 527-528, 577, 583-585, 584.2, 585.1,

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 demonstrate solid reasoning. Students deliver polished formal and extemporaneous presentations that combine 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

Standard	Write for College: Grade 11
11.7.1 Summarize a speaker’s purpose, point of view and ask questions to draw interpretations of the speaker’s content and attitude toward the subject.	pp. 409-412

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

Standard	Write for College: Grade 11
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.	pp. 231-232, 446-448, 455-456
11.7.3 Distinguish between and use various forms of logical arguments, including: <ul style="list-style-type: none"> • inductive arguments (arguments that demonstrate something that is highly likely and deductive arguments (arguments that draw necessary conclusions based on the evidence. • Syllogisms and analogies (assumptions that if two things are similar in some ways then they are probably similar in others), 	pp. 86, 95, 134-135, 446-448
11.7.4 Use logical (causality, appeal to authority), ethical, and emotional appeals that enhance a specific tone and purpose.	pp. 446-448, 455-456
11.7.5 Use appropriate rehearsal strategies to pay attention to performance details, achieve command of the text, and create skillful artistic staging.	p. 449-450
11.7.6 Use effective and interesting language, including informal expressions for effect, Standard English for clarity, and technical language for specificity.	pp. 16, 18, 20, 47, 70, 118-119, 545-550, 551-560, 591-593

Analysis and Evaluation of Oral and Media Communications

Standard	Write for College: Grade 11
<p>11.7.9 Analyze strategies used by the media to inform, persuade, entertain, and transmit culture (including advertising; perpetuating of stereotypes; and using visual representations, special effects, and language)..</p>	pp. 480-481, 482-483, 484, 485
<p>11.7.10 Analyze the impact of the media on the democratic process (including exerting influence on elections, creating images of leaders, and shaping attitudes) at the local, state, and national levels.</p>	pp. 480-481, 482-483, 484, 485
<p>11.7.11 Interpret and evaluate the various ways in which events are presented and information is communicated by visual image-makers (such as graphic artists, documentary filmmakers, illustrators, and news photographers).</p>	pp. 480-481, 482-483, 484, 485
<p>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.</p>	pp. 480-481, 482-483, 484, 485
<p>11.7.13 Identify rhetorical and logical fallacies used in oral addresses including <i>ad hominem</i> (appealing to the audience’s feelings or prejudices), false causality (falsely identifying the causes of some effect), red herring (distracting attention from the real issue), overgeneralization, and the bandwagon effect (attracting the audience based on the show rather than the substance of the presentation).</p>	pp. 127, 202, 456-457, 463-464, 477-478
<p>11.7.15 Analyze the techniques used in media messages for a particular audience and evaluate their effectiveness (for example, Orson Welles’ radio broadcast <i>War of the Worlds</i> by H. G. Wells).</p>	pp. 482-483

Speaking Applications

Standard	Write for College: Grade 11
<p>11.7.16 Deliver reflective presentations that:</p> <ul style="list-style-type: none"> • explore the significance of personal experiences, events, conditions, or concerns, using appropriate speech strategies, including narration, description, exposition, and persuasion. • draw comparisons between the specific incident and broader themes to illustrate beliefs or generalizations about life. • maintain a balance between describing the incident and relating it to more general, abstract ideas. 	<p>Teachers have the prerogative to assign a reflective presentation based on the personal, expository, analytical, or persuasive writing completed by the students. The guidelines in the Speaking Effectively unit on pages 445-458 and the Multimedia Reports unit on pages 459-463 will help to facilitate the presentation.</p>
<p>11.7.17 Deliver oral reports on historical investigations that:</p> <ul style="list-style-type: none"> • use exposition, narration, description, persuasion, or some combination of those to support the thesis (the position of the topic). • analyze several historical records of a single event, examining each perspective on the event. • describe similarities and differences between research resources, using information derived from primary and secondary sources to support the presentation. • Include information on all relevant perspectives and consider the validity (accuracy and truthfulness) and reliability (consistency) of sources. 	<p>Teachers have the prerogative to assign oral reports on an historical investigation based on the research writing completed by the students. The guidelines in the Speaking Effectively unit on pages 445-458 and the Multimedia Reports unit on pages 459-463 will help to facilitate the presentation.</p>
<p>11.7.18 Deliver oral responses to literature that:</p> <ul style="list-style-type: none"> • demonstrate a comprehensive understanding of the significant ideas of literary works and make assertions about the text that are reasonable and supportable. • present an analysis of 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. • demonstrate an awareness of the author’s style and an appreciation of the effects created. • identify and assess the impact of ambiguities, nuances, and complexities within the text. 	<p>Teachers have the prerogative to assign an oral response to literature based on the responding to literature writing completed by the students. The guidelines in the Speaking Effectively unit on pages 445-458 and the Multimedia Reports unit on pages 459-463 will help to facilitate the presentation.</p>

Standard	Write for College: Grade 11
<p>11.7.19 Deliver multimedia presentations that:</p> <ul style="list-style-type: none"> • 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. • select an appropriate medium or each element of the presentation. • use the selected media skillfully, editing appropriately and monitoring for quality. • test the audience’s response and revise the presentation accordingly. 	<p>Teachers have the prerogative to assign a multimedia presentation based on any of the writing completed by the students. The guidelines in the Speaking Effectively unit on pages 445-458 and the Multimedia Reports unit on pages 459-463 will help to facilitate the presentation.</p>
<p>11.7.20 Recite poems, selections from speeches, or dramatic soliloquies with attention to performance details to achieve clarity, force, and aesthetic effect and to demonstrate an understanding of the meaning (for example, stage a presentation of Hamlet’s soliloquy “To Be or Not To Be”).</p>	<p>Teachers have the prerogative to assign recitations. The guidelines in the Speaking Effectively unit on pages 445-458 will help to facilitate the recitation.</p>



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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

Table with 2 columns: Standard and Write for College: Grade 12. Rows include standards 12.4.1 through 12.4.6 with corresponding page references.

Research Process and Technology

Standard	Write for College: Grade 12
12.4.7 Develop presentations using clear research questions and creative and critical research strategies, such as conducting field studies, interviews, and experiments; researching oral histories; and using Internet sources.	pp. 26, 383-392, 393-399, 457-458
12.4.8 Use systematic strategies to organize and record information, such as anecdotal scripting or annotated bibliographies.	pp. 318-323, 326, 352
12.4.9 Use technology for all aspects of creating, revising, editing, and publishing.	Teachers have the prerogative to require the use of the computer to create word-processed documents.
12.4.13 Integrate quotations and citations into a written text while maintaining the flow of ideas.	pp. 328-332, 334-337, 362-363

Evaluation and Revision

Standard	Write or College: Grade 12
12.4.10 Accumulate, review, and evaluate written work to determine its strengths and weaknesses and to set goals as a writer.	pp. 8-11, 39-52, 44-48, 79, 123-124, 145, 151, 163, 165, 170, 176, 182, 189, 193, 198, 203, 207, 212, 219, 233, 236, 239, 244, 257, 263, 269, 276, 325, 471
12.4.11 Revise, edit and proofread one's own writing, as well as that of others, using an editing checklist.	pp. 8-11, 12-13, 39-52, 44-48, 49-51, 53-56, 79, 123-124, 145, 151, 163, 165, 170, 176, 182, 189, 193, 198, 203, 207, 212, 219, 233, 236, 239, 244, 257, 263, 269, 276, 325-326
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.	pp. 8-11, 39-52, 44-48, 79, 123-124, 145, 151, 163, 165, 170, 176, 182, 189, 193, 198, 203, 207, 212, 219, 233, 236, 239, 244, 257, 263, 269, 276, 325, 471

STANDARD 5: WRITING: APPLICATIONS (Different Types of Writing and Their Characteristics)

At Grade 12, students continue to combine the rhetorical strategies of narration, exposition, persuasion and description; to produce reflective compositions, 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 Process 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 Process and Features.

Standard	Write or College: Grade 12
12.5.1 Write fictional, autobiographical, or biographical narratives that:	
<ul style="list-style-type: none"> narrate a sequence of events and communicate their significance to the audience 	pp. 143-150, 151-155, 156-159
<ul style="list-style-type: none"> locate scenes and incidents in specific places. 	pp. 143-150, 151-155, 156-159
<ul style="list-style-type: none"> 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. 	pp. 143-150, 151-155, 156-159
<ul style="list-style-type: none"> pace the presentation of actions to accommodate changes in time and mood. 	pp. 143-150, 151-155, 156-159
12.5.2 Write responses to literature that:	
<ul style="list-style-type: none"> demonstrate a comprehensive understanding of the significant ideas in works or passages. 	pp. 255-263, 263-268, 269-275, 176-285, 286
<ul style="list-style-type: none"> analyze the use of imagery, language, universal themes, and unique aspects of the text. 	pp. 255-263, 263-268, 269-275, 176-285, 286, 290, 294
<ul style="list-style-type: none"> support statements with evidence from the text. 	pp. 255-263, 263-268, 269-275, 176-285, 286
<ul style="list-style-type: none"> demonstrate an understanding of the author’s style and an appreciation of the effects created. 	pp. 255-263, 263-268, 269-275, 176-285, 286
<ul style="list-style-type: none"> identify and assess the impact of ambiguities, nuances, and complexities within the text. 	pp. 255-263, 263-268, 269-275, 176-285, 286

Standard	Write for College: Grade 12
<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"> develops a thesis 	pp. 163-164, 165-169, 170-175, 176-181, 182-185, 187-192, 193-197, 198-202, 203-206, 207-211, 212-218, 219-225, 229-232, 233-238, 239-243, 244-250
<ul style="list-style-type: none"> creates an organizing structure appropriate to purpose, audience, and context. 	pp. 163-164, 165-169, 170-175, 176-181, 182-185, 187-192, 193-197, 198-202, 203-206, 207-211, 212-218, 219-225, 229-232, 233-238, 239-243, 244-250
<ul style="list-style-type: none"> includes accurate information from primary and secondary sources and excludes extraneous information. 	pp. 163-164, 165-169, 170-175, 176-181, 182-185, 187-192, 193-197, 198-202, 203-206, 207-211, 212-218, 219-225, 229-232, 233-238, 239-243, 244-250
<ul style="list-style-type: none"> makes valid inferences. 	pp. 163-164, 165-169, 170-175, 176-181, 182-185, 187-192, 193-197, 198-202, 203-206, 207-211, 212-218, 219-225, 229-232, 233-238, 239-243, 244-250
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<ul style="list-style-type: none"> uses technical terms and notations accurately. 	pp. 163-164, 165-169, 170-175, 176-181, 182-185, 187-192, 193-197, 198-202, 203-206, 207-211, 212-218, 219-225, 229-232, 233-238, 239-243, 244-250
<ul style="list-style-type: none"> provides a coherent conclusion. 	pp. 163-164, 165-169, 170-175, 176-181, 182-185, 187-192, 193-197, 198-202, 203-206, 207-211, 212-218, 219-225, 229-232, 233-238, 239-243, 244-250
<p>12.5.3 Write reflective compositions that:</p> <ul style="list-style-type: none"> explore the significance of personal experiences, events, conditions, or concerns by using rhetorical strategies, including narration, description, exposition, and persuasion.. 	pp. 143-150, 151-155, 156-159, 236-238, 244-250
<ul style="list-style-type: none"> draw comparisons between specific incidents and broader themes that illustrate the writer's important beliefs or generalizations about life. 	pp. 193-198, 198-202, 203-206, 207-211, 212-218, 219-225
<ul style="list-style-type: none"> maintain a balance in describing individual events and relating those events to more general and abstract ideas. 	pp. 143-150, 151-155, 156-159, 193-198, 198-202, 203-206, 207-211, 212-218, 219-225, 229-232, 233-235, 236-238, 239-243, 244-250, 251-253

Standard	Write for College: Grade 12
<p>12.5.4 Write historical investigation reports that:</p> <ul style="list-style-type: none"> • use exposition, narration, description, argumentation, or some combination of rhetorical strategies to support the main argument. • analyze several historical records of a single event, examining relationships between elements of the topic. • 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. • include information from all relevant perspectives and take into consideration the validity and reliability of sources. • include a formal bibliography. 	<p>Teachers have the prerogative to assign an historical investigation report that meets the objectives in this standard using the units on Writing the Research Paper (pages 317-326), Writing Responsibly (pages 327-332), and MLA and APA Documentation Styles (pages 333-382)</p>
<p>12.5.5 Write job applications and resumes that:</p> <ul style="list-style-type: none"> • provide clear and purposeful information and address the intended audience appropriately. • use varied levels, patterns, and types of language to achieve the intended effects and aid comprehension. • modify the tone to fit the purpose and audience. • 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. 	<p>pp. 299-309, 310-311, 312-313, 314-315</p>
<p>12.5.6 Use varied and extended vocabulary, appropriate for specific forms and topics. Avoid colloquialism in most formal writing because it borders on informality and ,ay not be understood by all. Avoid writing the informal</p>	<p>pp. 16, 18, 20,47, 70, 118-119, 545-550, 551-560, 591-593</p>
<p>12.5.7 Use precise technical or scientific language when appropriate for topic and audience. Use the vocabulary of a particular trade, profession, or group only when writing for that type of specific audience.</p>	<p>pp. 591-593, 598-601</p>

Standard	Write for College: Grade 12
<p>12.5.8 Deliver multimedia presentations that:</p> <ul style="list-style-type: none"> • 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. • select an appropriate medium for each element of the presentation. • use the selected media skillfully, editing appropriately, and monitoring quality. • test the audience’s response and revise the presentation accordingly, 	pp. 459-463

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

Standard	Write for College: 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"> • uses information from a variety of sources (books, technology, multi-media), distinguishes between primary and secondary documents, and documents sources independently by using a consistent format for citations. 	pp. 317-326, 327-332, 333-350, 351-382, 445-456
<ul style="list-style-type: none"> • synthesizes information gathered from a variety of sources, including technology and one’s own research, and evaluates information for its relevance to the research question. 	pp. 317-326, 327-332, 333-350, 351-382, 445-456
<ul style="list-style-type: none"> • 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. 	pp. 317-326, 327-332, 333-350, 351-382, 445-456
<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"> • demonstrates that sources have been evaluated for accuracy, bias, and credibility. 	pp. 317-326, 327-332, 333-350, 351-382, 445-456
<ul style="list-style-type: none"> • incorporates numeric data, charts, tables, and graphs. 	pp. 125-132, 317-326, 327-332, 333-350, 351-382, 445-456

Standard	Write for College: Grade 12
<ul style="list-style-type: none"> 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). 	pp. 17, 26-28, 317-326, 327-332, 333-350, 351-382, 445-456

STANDARD 6
ENGLISH LANGUAGE CONVENTIONS

Students write using Standard English conventions.

Standard	Write for College: Grade 12
12.6.1 Demonstrate control of grammar, diction, paragraph and sentence structure, and an understanding of English usage.	pp. 63-74, 75-90, 561-579, 580-590
12.6.2 Produce writing that shows accurate spelling and correct punctuation and capitalization	pp. 509-528, 529-543, 544, 551-560
12.6.3 Apply appropriate manuscript conventions – including title page presentation, pagination, spacing, and margins – and integration of source and support material by citing sources within the text, using direct quotations, and paraphrasing.	pp. 326, 328-329, 330-332, 334-337, 352-360, 362-363, 372-382
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.	pp.516, 516.2, 517, 518-520, 527-528, 577, 583-585, 584.2, 585.1,

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

Students formulate thoughtful judgments about oral communication. They deliver focused and coherent presentations that convey clear and distinct perspectives and demonstrate solid reasoning. Students deliver polished formal and extemporaneous presentations that combine 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

Standard	Write for College: Grade 12
12.7.1 Summarize a speaker's purpose, point of view and ask questions to draw interpretations of the speaker's content and attitude toward the subject.	pp. 409-412

Organization and Delivery of Oral Communication

Standard	Write for College: Grade 12
<p>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.</p>	pp. 231-232, 446-448, 455-456
<p>12.7.3 Distinguish between and use various forms of logical arguments, including:</p> <ul style="list-style-type: none"> • inductive arguments (arguments that demonstrate something that is highly likely and deductive arguments (arguments that draw necessary conclusions based on the evidence. • syllogisms and analogies (assumptions that if two things are similar in some ways then they are probably similar in others), 	pp. 86, 95, 134-135, 446-448
<p>12.7.4 Use logical (<i>ad hominem</i>; arguing from a personal perspective; <i>ad populum</i>, appealing to the people), ethical, and emotional appeals that enhance a specific tone and purpose.</p>	pp. 446-448, 455-456
<p>12.7.5 Use appropriate rehearsal strategies to pay attention to performance details, achieve command of the text, and create skillful artistic staging.</p>	p. 449-450
<p>12.7.6 Use effective and interesting language, including informal expressions for effect, Standard English for clarity, and technical language for specificity.</p>	pp. 16, 18, 20, 47, 70, 118-119, 545-550, 551-560, 591-593

Analysis and Evaluation of Oral and Media Communications

Standard	Write for College: Grade 12
<p>12.7.9 Analyze strategies used by the media to inform, persuade, entertain, and transmit culture (including advertising; perpetuating of stereotypes; and using visual representations, special effects, and language)..</p>	pp. 480-481, 482-483, 484, 485
<p>12.7.10 Analyze the impact of the media on the democratic process (including exerting influence on elections, creating images of leaders, and shaping attitudes) at the local, state, and national levels.</p>	pp. 480-481, 482-483, 484, 485

Standard	Writer's Inc: Grade 12
12.7.11 Interpret and evaluate the various ways in which events are presented and information is communicated by visual image-makers (such as graphic artists, documentary filmmakers, illustrators, and news photographers).	pp. 480-481, 482-483, 484, 485
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.	pp. 480-481, 482-483, 484, 485
12.7.13 Identify rhetorical and logical fallacies used in oral addresses including <i>ad hominem</i> (appealing to the audience's feelings or prejudices), false causality (falsely identifying the causes of some effect), red herring (distracting attention from the real issue), overgeneralization, and the bandwagon effect (attracting the audience based on the show rather than the substance of the presentation).	pp. 127, 202, 456-457, 463-464, 477-478
12.7.15 Analyze the techniques used in media messages for a particular audience to evaluate effectiveness, and infer the speaker's character (using, for example, the Duke of Windsor's abdication speech)..	pp. 482-483

Speaking Applications

Standard	Write for College: Grade 12
12.7.16 Deliver reflective presentations that: <ul style="list-style-type: none"> • explore the significance of personal experiences, events, conditions, or concerns, using appropriate speech strategies, including narration, description, exposition, and persuasion. • draw comparisons between the specific incident and broader themes to illustrate beliefs or generalizations about life. • maintain a balance between describing the incident and relating it to more general, abstract ideas. 	Teachers have the prerogative to assign a reflective presentation based on the personal, expository, analytical, or persuasive writing completed by the students. The guidelines in the Speaking Effectively unit on pages 445-458 and the Multimedia Reports unit on pages 459-463 will help to facilitate the presentation.

Standard	Write for College: Grade 12
<p>12.7.17 Deliver oral reports on historical investigations that:</p> <ul style="list-style-type: none"> • use exposition, narration, description, persuasion, or some combination of those to support the thesis (the position of the topic). • analyze several historical records of a single event, examining each perspective on the event. • describe similarities and differences between research resources, using information derived from primary and secondary sources to support the presentation. • Include information on all relevant perspectives and consider the validity (accuracy and truthfulness) and reliability (consistency) of sources. 	<p>Teachers have the prerogative to assign oral reports on an historical investigation based on the research writing completed by the students. The guidelines in the Speaking Effectively unit on pages 445-458 and the Multimedia Reports unit on pages 459-463 will help to facilitate the presentation.</p>
<p>12.7.18 Deliver oral responses to literature that:</p> <ul style="list-style-type: none"> • demonstrate a comprehensive understanding of the significant ideas of literary works and make assertions about the text that are reasonable and supportable. • present an analysis of 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. • demonstrate an awareness of the author’s style and an appreciation of the effects created. • identify and assess the impact of ambiguities, nuances, and complexities within the text. 	<p>Teachers have the prerogative to assign an oral response to literature based on the responding to literature writing completed by the students. The guidelines in the Speaking Effectively unit on pages 445-458 and the Multimedia Reports unit on pages 459-463 will help to facilitate the presentation.</p>
<p>12.7.19 Deliver multimedia presentations that:</p> <ul style="list-style-type: none"> • 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. • select an appropriate medium or each element of the presentation. • use the selected media skillfully, editing appropriately and monitoring for quality. • test the audience’s response and revise the presentation accordingly. 	<p>Teachers have the prerogative to assign a multimedia presentation based on any of the writing completed by the students. The guidelines in the Speaking Effectively unit on pages 445-458 and the Multimedia Reports unit on pages 459-463 will help to facilitate the presentation.</p>
<p>12.7.20 Recite poems, selections from speeches, or dramatic soliloquies with attention to performance details to achieve clarity, force, and aesthetic effect and to demonstrate an understanding of the meaning (for example, stage a presentation of Hamlet’s soliloquy “To Be or Not To Be”).</p>	<p>Teachers have the prerogative to assign recitations. The guidelines in the Speaking Effectively unit on pages 445-458 will help to facilitate the recitation.</p>



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