

WRITERS INC © 2006

correlated to

Indiana

**English/Language Arts
Standards for Writing,
Listening and Speaking
Grades 9-12**

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correlated to
Indiana English/Language Arts Standards for Writing,
Listening and Speaking
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 arguments. Students progress through the stages of the writing process (prewriting, writing, editing, and revising)

Organization and Focus

Standard	Writers INC: Grade 9
9.4.1 Discuss ideas for writing with classmates, teachers, and other writers and develop drafts alone and collaboratively.	pp. 5, 10, 11-13, 43-45, 53-58, 123, 136, 140-141, 147, 152, 158, 164-165, 174-178, 184, 186, 188, 191, 194, 198-201, 208, 210, 212, 214, 217-218, 222-226, 234, 240, 246, 265-266, 270-271
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.	pp. 11, 51, 56, 128, 176, 184, 186, 188, 191, 194, 199, 208, 210, 212, 214, 217, 223-224, 234, 240, 246, 266-267
9.4.3 Use precise language, action verbs, sensory details, and appropriate modifiers.	pp. 24, 49, 70, 90, 116-118, 126, 141, 539.3, 545-546, 561-563
9.4.13 Establish coherence within and among paragraphs through effective transitions, parallel structures, and similar writing techniques.	pp. 94, 109, 126, 128, 201, 464

Research Process and Technology

Standard	Writers INC: Grade 9
9.4.4 Use writing to formulate clear research questions and to compile information from primary and secondary print or Internet sources.	pp. 175, 184-196, 197-231, 265-266, 268-269, 274, 340-346, 347-352, 353-365

Standard	Writers INC: Grade 9
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.	pp. 184-196, 197-231, 224, 263-272
9.4.6 Synthesize information from multiple sources, including almanacs, microfiche, news sources, in-dept field studies, speeches, journals, technical documents, and Internet sources.	pp. 184-196, 197-231, 274, 275-277, 278-279, 340-346, 347-352, 353-365, 475
9.4.7 Integrate quotations and citations into a written text while maintaining the flow of ideas.	pp. 58,184-196, 197-231, 280, 300-307, 501
9.4.8 Use appropriate conventions for documentations in text, notes, and bibliographies, following the formats in specific style manuals.	pp. 184-196, 281-298, 300-307, 309-319
9.4.9 Use a computer to design and publish documents by using advanced publishing software and graphic programs.	pp. 27-32

Evaluation and Revision

Standard	Writers INC: Grade 9
9.4.10 Review, evaluate, and revise writing for meaning, clarity, content, and mechanics.	pp. 6, 14-17, 59-72, 136, 142, 147, 152, 158, 165, 179, 184, 186, 188, 191, 194, 203, 208, 210, 212, 214, 218, 227, 234, 240, 246, 271, 324, 330, 332, 334, 336
9.4.11 Edit and proofread one's own writing, as well as that of others, using an editing checklist with specific examples of corrections of frequent errors.	pp. 6, 18-19, 79-83, 127, 136, 142, 147, 152, 158, 165, 179, 184, 186, 188, 191, 194, 203, 208, 210, 212, 214, 218, 227, 234, 240, 247, 272, 324, 330, 332, 334, 336
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 context.	pp. 6, 14-17, 59-72, 136, 142, 147, 158, 165, 179, 184, 186, 188, 191, 194, 203, 208, 210, 212, 214, 218, 227, 324, 330, 323, 334, 336

**STANDARD 5 : WRITING : APPLICATIONS
(DIFFERENT TYPES OF WRITING AND THEIR
CHARACTERISTICS)**

At Grade 9, students combine the rhetorical strategies of narration, exposition, persuasion and description in texts (research reports of 1,000-1,500 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 outline in Standard 4 –Writing Process and Features. Writing demonstrates an awareness of the audience (intended reader) and purpose for writing.

Standard	Writers INC: Grade 9
9.5.1 Write biographical or autobiographical narratives or short stories that: <ul style="list-style-type: none"> • describe a sequence of events and communicate the significance of the events to the audience 	pp. 140-146, 147-149, 152-157, 158-162
<ul style="list-style-type: none"> • locate scenes and incidents in specific places. 	pp. 140-146, 147-149, 152-157, 158-162
<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 case of short stories or autobiographical narratives, use interior monologue (what the character says silently to self) to show the character’s feelings. 	pp. 135-138, 140-146, 147-149, 152-157, 158-162
<ul style="list-style-type: none"> • pace the presentation of actions to accommodate changes in time and mood. 	pp. 135-138, 140-146, 147-149, 152-157, 158-162
9.5.2 Write responses to literature that: <ul style="list-style-type: none"> • demonstrate a comprehensive grasp of the significant ideas of literary works. 	pp. 233-238, 239-244, 245-252, 253-261
<ul style="list-style-type: none"> • support statements with evidence from the text. 	pp. 233-238, 239-244, 245-252, 253-261
<ul style="list-style-type: none"> • demonstrate an awareness of the author’s style and an appreciation of the effects created. 	pp. 233-238, 239-244, 245-252, 253-261
<ul style="list-style-type: none"> • identify and assess the impact of ambiguities, nuances, and complexities within the text. 	pp. 233-238, 239-244, 245-252, 253-261
9.5.3 Write expository compositions, including analytical essays, summaries, descriptive pieces, or literary analyses that: <ul style="list-style-type: none"> • gather evidence in support of a thesis (position on the topic), including information on all relevant perspectives. 	pp. 104, 173-182, 183-196, 207-220, 221-232, 233-262, 278, 263-272, 421-422
<ul style="list-style-type: none"> • communicate information and ideas from primary and secondary sources accurately and coherently. 	pp. 104, 173-182, 183-196, 207-220, 221-232, 233-262, 278, 263-272, 274-280, 340-341, 421-422

Standard	Writers INC: Grade 9
<ul style="list-style-type: none"> make distinctions between the relative value and significance of specific data, facts, and ideas. 	pp. 104, 173-182, 183-196, 207-220, 221-232, 233-262, 278, 263-272, 274-280, 340-341, 421-422
<ul style="list-style-type: none"> use a variety of reference sources, including word, pictorial, audio, and Internet sources, to locate information in support of topic. 	pp. 340-341, 342-343, 344-346, 347-352, 353-365
<ul style="list-style-type: none"> include visual aids by using technology to organize and record information on charts, data tables, maps, and graphs. 	pp. 368-372
<ul style="list-style-type: none"> anticipate and address readers' potential misunderstandings, biases, and expectations. 	pp. 104, 173-182, 183-196, 207-220, 221-232, 233-262, 278, 263-272, 274-280, 340-341, 421-422, 477-478
<ul style="list-style-type: none"> use technical terms and notations accurately. 	pp. 170-171, 252, 253-261, 561-563, 577-580, 583-588, 515
<p>9.5.4 Write persuasive compositions that:</p> <ul style="list-style-type: none"> organize ideas and appeals in a sustained and effective fashion with the strongest emotional appeal first and the least powerful last. 	pp. 197-206, 208-209, 210-211, 212-213, 214-216, 217-220, 221-231
<ul style="list-style-type: none"> use specific rhetorical (communication) devices to support assertions, such as appealing to logic through reasoning; appealing to emotion or ethical belief; relating a personal anecdote, case study, or analogy. 	pp. 197-206, 208-209, 210-211, 212-213, 214-216, 217-220, 221-231, 477-478
<ul style="list-style-type: none"> clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations, expressions of commonly accepted beliefs, and logical reasoning. 	pp. 197-206, 208-209, 210-211, 212-213, 214-216, 217-220, 221-231, 477-478
<ul style="list-style-type: none"> address readers' concerns, counterclaims, biases, and expectations. 	pp. 197-206, 208-209, 210-211, 212-213, 214-216, 217-220, 221-231
<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"> present information purposefully and in brief to meet the needs of the intended audience. 	pp. 322-328, 330-331, 332-333, 336-337
<ul style="list-style-type: none"> follow a conventional business letter, memorandum, or application format. 	pp. 322-328, 330-331, 332-333, 336-337
<p>9.5.6 Write technical documents, such as a manual of rules of behavior for conflict resolution, procedures for conducting a meeting, or minutes of a meeting that:</p> <ul style="list-style-type: none"> report information and express ideas logically and correctly. 	pp. 334-335

Standard	Writers INC: Grade 9
<ul style="list-style-type: none"> offer detailed and accurate specifications. 	pp. 334-335
<ul style="list-style-type: none"> include scenarios, definitions, and examples to aid comprehension. 	pp. 334-335
<ul style="list-style-type: none"> anticipate readers' problems, mistakes, and misunderstandings. 	pp. 334-335
9.5.7 Use varied and expanded vocabulary, appropriate for specific forms and topics.	pp. 22, 24, 26, 385-399, 523-532, 577-580, 583-588
9.5.8 Write for different purposes and audiences, adjusting tone, style, and voice as appropriate.	pp. 46, 50, 127: Teachers have the prerogative to assign a purpose and audience for each type of writing.

Research Application

Standard	Writers INC: Grade 9
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: <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. 263-272, 273-280, 281-308, 309-319, 339-365
<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. 263-272, 273-280, 281-308, 309-319, 339-365, 475, 476
<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. 263-272, 273-280, 281-308, 309-319, 339-365, 475, 476
<ul style="list-style-type: none"> demonstrates that sources have been evaluated for accuracy, bias, and credibility. 	pp. 263-272, 273-280, 281-308, 309-319, 339-365
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: <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. 22, 23, 52, 67-68, 105-108, 263-272, 273-280, 281-308, 309-319, 339-365

**STANDARD 6 :
ENGLISH LANGUAGE CONVENTIONS**

Students write using Standard English conventions.

Grammar and Mechanics of Writing

Standard	Writers INC: Grade 9
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.	pp. 487-488, 489-493, 493-495, 495-497, 498-501, 502-504, 505-506, 552-553
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.	pp. 85-98, 533-549, 550-557

Manuscript Form

Standard	Writers INC: Grade 9
9.6.3 Produce legible work that shows accurate spelling and correct use of conventions of punctuation and capitalization.	pp. 487-506, 507-509, 517-522, 523-532
9.6.4 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. 265-272, 273-280, 300-307, 501

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

Standard	Writers INC: Grade 9
9.7.1 Summarize a speaker's purpose, point of view and ask questions concerning the speaker's content, delivery, and attitude toward the subject.	pp. 74, 402, 408-409

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	Writers INC: Grade 9
9.7.2 Choose appropriate techniques or 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.	pp. 103, 113, 124, 175, 454-455, 456-457
9.7.3 Recognize and use elements of classical speech forms (including the introduction, transitions, body, and conclusion) in formulating rational arguments and applying the art of persuasion.	pp. 456-457, 463-464
9.7.4 Use props, visual aids, graphs, and electronic media to enhance the appeal and accuracy of presentations.	pp. 466, 467-468
9.7.5 Produce concise notes for extemporaneous speeches (speeches delivered without a placed script).	p. 459
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.	pp. 462, 463-464, 466, 467-468

Analysis and Evaluation of Oral and Media Communications

Standard	Writers INC: Grade 9
9.7.7 Make judgments about the ideas under discussion and support those judgments with convincing evidence.	pp. 480-481, 482-483, 484, 485
9.7.8 Compare and contrast the ways which media genres (including televised news, news magazines, documentaries, and online information) cover the same event.	pp. 480-481, 482-483, 484, 485
9.7.10 Assess how language and delivery affect the mood and tone of the oral communication and make an impact on the audience.	pp. 480-481, 482-483, 484, 485
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.	pp. 480-481, 482-483, 484, 485
9.7.12 Analyze the types of arguments used by the speaker, including argument of causation, analogy (comparison), authority, emotion, and the use of sweeping generalizations.	pp. 480-481, 482-483, 484, 485
9.7.13 Identify the artistic effects of a media presentation and evaluate the techniques used to create them (comparing, for example, Shakespeare’s <i>Romeo and Juliet</i> with Franco Zeffereilli’s film version).	pp. 482-483

Speaking Applications

Standard	Writers INC: Grade 9
<p>9.7.14 Deliver narrative presentations that:</p> <ul style="list-style-type: none"> • narrate a sequence of events and communicate their significance to the audience. • locate scenes and incidents in specific places. • describe with specific details the sights, sounds, and smells of a scene and rhea specific actions, movements, gestures, and feelings of characters, • time the presentation of actions to accommodate time or mood changes. 	<p>Teachers have the prerogative to assign a narrative presentation based on the narrative writing completed by the students. The guidelines in the Speech Skills unit on pages 453-464 and the Multimedia Reports unit on pages 465-468 will help to facilitate the presentation.</p>

Standard	Writers INC: Grade 9
<p>9.7.15 Deliver expository (informational) presentations that:</p> <ul style="list-style-type: none"> • provide evidence in support of a thesis and related claims, including information on all relevant perspectives. • convey information and ideas from primary and secondary sources accurately and coherently • make distinctions between the relative value and significance of specific data, acts, and ideas. • include visual aids by employing appropriate technology to organize and display information on charts, maps, and graphs. • anticipate and address the listeners’ potential misunderstandings, biases, and expectations. • use technical terms and notations accurately. 	<p>Teachers have the prerogative to assign an expository presentation based on the expository writing completed by the students. The guidelines in the Speech Skills unit on pages 453-464 and the Multimedia Reports unit on pages 465-468 will help to facilitate the presentation.</p>
<p>9.7.16 Apply appropriate interview techniques:</p> <ul style="list-style-type: none"> • prepare and ask relevant questions • make notes of responses • use language that conveys maturity, sensitivity, and respect. • respond correctly and effectively to questions. • demonstrate knowledge o the subject or organization. • compile and report responses. • evaluate the effectiveness of the interview. 	<p>pp. 47, 346</p>
<p>9.7.17 Deliver oral responses to literature that:</p> <ul style="list-style-type: none"> • advance a judgment demonstrating a comprehensive understanding of the significant ideas of works or passages. • support important ideas and viewpoints through accurate and detailed references to the text and to other works. • demonstrate awareness of the author’s writing 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 Speech Skills unit on pages 453-464 and the Multimedia Reports unit on pages 465-468 will help to facilitate the presentation.</p>

Standard	Writers INC: 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"> • structure ideas and arguments in coherent, logical fashion from the hypothesis to a reasonable conclusion, based on evidence. • 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. • clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations, expressions of commonly accepted beliefs, and logical reasoning. • anticipate and address listeners' concerns and counterarguments. 	<p>Teachers have the prerogative to assign a persuasive presentation based on the persuasive writing completed by the students. The guidelines in the Speech Skills unit on pages 453-464 and the Multimedia Reports unit on pages 465-468 will help to facilitate the presentation.</p>
<p>9.7.19 Deliver descriptive presentations that:</p> <ul style="list-style-type: none"> • establish a clear point of view on the subject of the presentation. • 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). • contain effective, actual descriptions of appearance, concrete images, shifting perspectives, and sensory details. 	<p>Teachers have the prerogative to assign a descriptive presentation based on the descriptive writing completed by the students. The guidelines in the Speech Skills unit on pages 453-464 and the Multimedia Reports unit on pages 465-468 will help to facilitate the presentation.</p>



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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 arguments. Students
progress through the stages of the writing process (prewriting, writing, editing, and
revising)

Organization and Focus

Table with 2 columns: Standard, Writers INC: Grade 10. Rows include 10.4.1, 10.4.2, 10.4.3, and 10.4.13 with corresponding page references.

Research Process and Technology

Table with 2 columns: Standard, Writers INC: Grade 10. Row includes 10.4.4 with page references.

Standard	Writers INC: Grade 10
10.4.5 Develop main ideas within the body of the composition through supporting evidence, such as scenarios, commonly held beliefs, hypotheses, and definitions.	pp. 184-196, 197-231, 224, 263-272
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-dept field studies, speeches, journals, technical documents, and Internet sources.	pp. 184-196, 197-231, 274, 275-277, 278-279, 340-346, 347-352, 353-365, 475
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10.4.9 Use a computer to design and publish documents by using advanced publishing software and graphic programs.	pp. 27-32

Evaluation and Revision

Standard	Writers INC: Grade 10
10.4.10 Review, evaluate, revise, edit, and proofread writing using an editing checklist.	pp. 6, 14-17, 18-19, 59-72, 79-83, 127, 136, 142, 147, 152, 158, 165, 179, 184, 186, 188, 191, 194, 203, 208, 210, 212, 214, 218, 227, 234, 240, 246, 271, 272, 324, 330, 332, 334, 336
10.4.11 Apply criteria developed by self and others to evaluate the mechanics and content of writing.	pp. 59-72, 73-78, 79-83, 138, 149, 162, 182, 206, 231, 244, 308, 328
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,	pp. 73-78

**STANDARD 5 : WRITING : APPLICATIONS
(DIFFERENT TYPES OF WRITING AND THEIR
CHARACTERISTICS)**

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

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<ul style="list-style-type: none"> locate scenes and incidents in specific places. 	pp. 140-146, 147-149, 152-157, 158-162
<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 case of short stories or autobiographical narratives, use interior monologue (what the character says silently to self) to show the character’s feelings. 	pp. 135-138, 140-146, 147-149, 152-157, 158-162
<ul style="list-style-type: none"> pace the presentation of actions to accommodate changes in time and mood. 	pp. 135-138, 140-146, 147-149, 152-157, 158-162
10.5.2 Write responses to literature that:	
<ul style="list-style-type: none"> demonstrate a comprehensive grasp of the significant ideas of literary works. 	pp. 233-238, 239-244, 245-252, 253-261
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<ul style="list-style-type: none"> demonstrate an awareness of the author’s style and an appreciation of the effects created. 	pp. 233-238, 239-244, 245-252, 253-261
<ul style="list-style-type: none"> identify and assess the impact of ambiguities, nuances, and complexities within the text. 	pp. 233-238, 239-244, 245-252, 253-261
<ul style="list-style-type: none"> extend writing by changing mood, plot, characterization, or voice. 	pp. 233-238, 239-244, 245-252, 253-261
10.5.3 Write expository compositions, including analytical essays, summaries, descriptive pieces, or literary analyses that:	
<ul style="list-style-type: none"> gather evidence in support of a thesis (position on the topic), including information on all relevant perspectives. 	pp. 104, 173-182, 183-196, 207-220, 221-232, 233-262, 278, 263-272, 421-422

Standard	Writers INC: Grade 10
<ul style="list-style-type: none"> communicate information and ideas from primary and secondary sources accurately and coherently. 	pp. 104, 173-182, 183-196, 207-220, 221-232, 233-262, 278, 263-272, 274-280, 340-341, 421-422
<ul style="list-style-type: none"> make distinctions between the relative value and significance of specific data, facts, and ideas. 	pp. 104, 173-182, 183-196, 207-220, 221-232, 233-262, 278, 263-272, 274-280, 340-341, 421-422
<ul style="list-style-type: none"> use a variety of reference sources, including word, pictorial, audio, and Internet sources to locate information in support of topic. 	pp. 340-341, 342-343, 344-346, 347-352, 353-365
<ul style="list-style-type: none"> include visual aids by using technology to organize and record information on charts, data tables, maps, and graphs. 	pp. 368-372
<ul style="list-style-type: none"> anticipate and address readers' potential misunderstandings, biases, and expectations. 	pp. 104, 173-182, 183-196, 207-220, 221-232, 233-262, 278, 263-272, 274-280, 340-341, 421-422, 477-478
<ul style="list-style-type: none"> use technical terms and notations accurately. 	pp. 170-171, 252, 253-261, 561-563, 577-580, 583-588, 515
<p>10.5.4 Write persuasive compositions that:</p> <ul style="list-style-type: none"> organize ideas and appeals in a sustained and effective fashion with the strongest emotional appeal first and the least powerful last. 	pp. 197-206, 208-209, 210-211, 212-213, 214-216, 217-220, 221-231
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<ul style="list-style-type: none"> address readers' concerns, counterclaims, biases, and expectations. 	pp. 197-206, 208-209, 210-211, 212-213, 214-216, 217-220, 221-231

Standard	Writers INC: Grade 10
<p>10.5.5 Write business letters that:</p> <ul style="list-style-type: none"> • provide clear and purposeful information and address the intended audience. • show appropriate use of vocabulary, tone, 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 • emphasize main ideas or images • follow a conventional style with age formats, fonts (typeface), and spacing that contribute to the documents’ readability and impact. 	pp. 322-328, 330-331, 332-333, 336-337
<p>10.5.6 Write technical documents, such as a manual of rules of behavior for conflict resolution, procedures for conducting a meeting, or minutes of a meeting that:</p> <ul style="list-style-type: none"> • report information and express ideas logically and correctly. 	pp. 334-335
<ul style="list-style-type: none"> • offer detailed and accurate specifications. 	pp. 334-335
<ul style="list-style-type: none"> • include scenarios, definitions, and examples to aid comprehension. 	pp. 334-335
<ul style="list-style-type: none"> • anticipate readers’ problems, mistakes, and misunderstandings. 	pp. 334-335
10.5.7 Use varied and expanded vocabulary, appropriate for specific forms and topics.	pp. 22, 24, 26, 385-399, 523-532, 577-580, 583-588
10.5.8 Write for different purposes and audiences, adjusting tone, style, and voice as appropriate.	pp. 46, 50, 127 Teachers have the prerogative to assign a purpose and audience for each type of writing.

Research Application

Standard	Writers INC: Grade 10
<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"> • 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. 263-272, 273-280, 281-308, 309-319, 339-365
<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. 263-272, 273-280, 281-308, 309-319, 339-365, 475. 476

Standard	Writers INC: Grade 10
<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. 263-272, 273-280, 281-308, 309-319, 339-365, 475, 476
<ul style="list-style-type: none"> demonstrates that sources have been evaluated for accuracy, bias, and credibility. 	pp. 263-272, 273-280, 281-308, 309-319, 339-365
<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"> 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. 22, 23, 52, 67-68, 105-108, 263-272, 273-280, 281-308, 309-319, 339-365

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

G r a m m a r a n d M e c h a n i c s o f W r i t i n g

Standard	Writers INC: Grade 10
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.	pp. 487-488, 489-493, 493-495, 495-497, 498-501, 502-504, 505-506, 552-553
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.	pp. 85-98, 533-549, 550-557

M a n u s c r i p t F o r m

Standard	Writers INC: Grade 10
10.6.3 Produce legible work that shows accurate spelling and correct use of conventions of punctuation and capitalization.	pp. 487-506, 507-509, 517-522, 523-532

Standard	Writers INC: Grade 10
<p>10.6.4 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.</p>	<p>pp. 265-272, 273-280, 300-307, 501</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

Standard	Writers INC: Grade 10
<p>10.7.1 Summarize a speaker’s purpose, point of view and ask questions concerning the speaker’s content, delivery, and attitude toward the subject.</p>	<p>pp. 74, 402, 408-409</p>

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	Writers INC: Grade 10
<p>10.7.2 Choose appropriate techniques or 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.</p>	<p>pp. 103, 113, 124, 175, 454-455, 456-457</p>
<p>10.7.3 Recognize and use elements of classical speech forms (including the introduction, first and second transitions, body, and conclusion) in formulating rational arguments and applying the art of persuasion.</p>	<p>pp. 456-457, 463-464</p>
<p>10.7.4 Use props, visual aids, graphs, and electronic media to enhance the appeal and accuracy of presentations.</p>	<p>pp. 466, 467-468</p>
<p>10.7.5 Produce concise notes for extemporaneous speeches (speeches delivered without a placed script).</p>	<p>p. 459</p>

Standard	Writers INC: Grade 10
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.	pp. 462, 463-464, 466, 467-468

**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**

Standard	Writers INC: Grade 10
10.7.7 Make judgments about the ideas under discussion and support those judgments with convincing evidence.	pp. 480-481, 482-483, 484, 485
10.7.8 Compare and contrast the ways which media genres (including televised news, news magazines, documentaries, and online information) cover the same event.	pp. 480-481, 482-483, 484, 485
10.7.10 Assess how language and delivery affect the mood and tone of the oral communication and make an impact on the audience.	pp. 480-481, 482-483, 484, 485
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.	pp. 480-481, 482-483, 484, 485
10.7.12 Analyze the types of arguments used by the speaker, including argument by causation, analogy (comparison), authority, emotion, and logic.	pp. 480-481, 482-483, 484, 485
10.7.13 Identify the artistic effects of a media presentation and evaluate the techniques used to create them (for example, compare Shakespeare’s <i>Henry V</i> with Kenneth Branagh’.	pp. 482-483

Speaking Applications

Standard	Writers INC: Grade 10
<p>10.7.14 Deliver narrative presentations that:</p> <ul style="list-style-type: none"> • narrate a sequence of events and communicate their significance to the audience. • locate scenes and incidents in specific places. • describe with specific details the sights, sounds, and smells of a scene and rhea specific actions, movements, gestures, and feelings of characters, • time the presentation of actions to accommodate time or mood changes. 	<p>Teachers have the prerogative to assign a narrative presentation based on the narrative writing completed by the students. The guidelines in the Speech Skills unit on pages 453-464 and the Multimedia Reports unit on pages 465-468 will help to facilitate the presentation.</p>
<p>10.7.15 Deliver expository (informational) presentations that:</p> <ul style="list-style-type: none"> • provide evidence in support of a thesis and related claims, including information on all relevant perspectives. • convey information and ideas from primary and secondary sources accurately and coherently • make distinctions between the relative value and significance of specific data, acts, and ideas. • include visual aids by employing appropriate technology to organize and display information on charts, maps, and graphs. • anticipate and address the listeners' potential misunderstandings, biases, and expectations. • use technical terms and notations accurately. 	<p>Teachers have the prerogative to assign an expository presentation based on the expository writing completed by the students. The guidelines in the Speech Skills unit on pages 453-464 and the Multimedia Reports unit on pages 465-468 will help to facilitate the presentation.</p>
<p>10.7.16 Apply appropriate interview techniques:</p> <ul style="list-style-type: none"> • prepare and ask relevant questions • make notes of responses • use language that conveys maturity, sensitivity, and respect. • respond correctly and effectively to questions. • demonstrate knowledge o the subject or organization. • compile and report responses. • evaluate the effectiveness of the interview. 	<p>pp. 47, 346</p>
<p>10.7.17 Deliver oral responses to literature that:</p> <ul style="list-style-type: none"> • advance a judgment demonstrating a comprehensive understanding of the significant ideas of works or passages. • support important ideas and viewpoints through accurate and detailed references to the text and to other works. • demonstrate awareness of the author's writing 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 Speech Skills unit on pages 453-464 and the Multimedia Reports unit on pages 465-468 will help to facilitate the presentation.</p>

Standard	Writers INC: Grade 10
<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"> • structure ideas and arguments in coherent, logical fashion using inductive and deductive arguments. • 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). • clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations, expressions of commonly accepted beliefs, and logical reasoning. • anticipate and address listeners' concerns and counterarguments. 	<p>Teachers have the prerogative to assign a persuasive presentation based on the persuasive writing completed by the students. The guidelines in the Speech Skills unit on pages 453-464 and the Multimedia Reports unit on pages 465-468 will help to facilitate the presentation.</p>
<p>10.7.19 Deliver descriptive presentations that:</p> <ul style="list-style-type: none"> • establish a clear point of view on the subject of the presentation. • establish the relationship with the subject of the presentation (whether the presentation is made as an uninvolved observer or by someone who is personally involved). • contain effective, actual descriptions of appearance, concrete images, shifting perspectives, and sensory details. 	<p>Teachers have the prerogative to assign a descriptive presentation based on the descriptive writing completed by the students. The guidelines in the Speech Skills unit on pages 453-464 and the Multimedia Reports unit on pages 465-468 will help to facilitate the presentation.</p>



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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

Standard	Writers INC: Grade 11
11.4.1 Discuss ideas for writing with classmates, teachers, and other writers.	pp. 5, 10, 11-13, 43-45, 53-58, 123, 136, 140-141, 147, 152, 158, 164-165, 174-178, 184, 186, 188, 191, 194, 198-201, 208, 210, 212, 214, 217-218, 222-226, 234, 240, 246, 265-266, 270-271
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.	pp. 46, 112, 131-149, 151-171, 173-196, 197-231, 233-261, 263-280
11.4.3 Use point of view, characterization, style, and related elements for specific narrative and aesthetic (artistic) purposes.	pp. 111-120, 128, 139-149, 151-171, 254, 259
11.4.4 Structure ideas and arguments in a sustained and persuasive way and support them with precise and relevant examples.	pp. 22, 23, 65-66, 103-109, 173-182, 183-196, 197-206, 207-231
11.4.5 Enhance meaning using rhetorical devices, including the extended use of parallelism, repetition, and analogy and the issuance of a call to action.	pp. 113-115, 173-182, 183-196, 197-206, 207-231
11.4.6 Use language in creative and vivid ways to establish a specific tone.	pp. 24, 70, 114, 116-120

Research Process and Technology

Standard	Writers INC: 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. 175, 184-196, 197-231, 265-266, 268-269, 274, 340-346, 347-352, 353-365
11.4.8 Use systematic strategies to organize and record information, such as anecdotal scripting or annotated bibliographies.	pp. 176-177, 198-200, 222-225, 265-269
11.4.9 Use a computer to integrate databases, pictures, and graphics, and spreadsheets into word-processed documents.	pp. 27-32
11.4.13 Integrate quotations and citations into a written text while maintaining the flow of ideas.	pp. 58,184-196, 197-231, 280, 300-307, 501

Evaluation and Revision

Standard	Writers INC: Grade 11
11.4.10 Review, evaluate, and revise writing for clarity, achievement of purpose, and mechanics.	pp. 6, 14-17, 18-19, 59-72, 79-83, 127, 136, 142, 147, 152, 158, 165, 179, 184, 186, 188, 191, 194, 203, 208, 210, 212, 214, 218, 227, 234, 240, 246, 271, 272, 324, 330, 332, 334, 336
11.4.11 Edit and proofread one's own writing, as well as that of others, using an editing checklist.	pp. 79-83, 136, 142, 152, 158, 165, 179, 184, 186, 188, 191, 194, 203, 208, 210, 212, 214, 218, 227, 234, 240, 246, 272, 324, 330, 332, 334, 336
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. 59-71, 136, 142, 152, 158, 165, 179, 184, 186, 188, 191, 194, 203, 208, 210, 212, 214, 218, 227, 234, 240, 246, 271, 324, 330, 332, 334, 336

**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	Writers INC: 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. 140-146, 147-149, 152-157, 158-162
<ul style="list-style-type: none"> • locate scenes and incidents in specific places. 	pp. 140-146, 147-149, 152-157, 158-162
<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. 135-138, 140-146, 147-149, 152-157, 158-162
<ul style="list-style-type: none"> • pace the presentation of actions to accommodate changes in time and mood. 	pp. 135-138, 140-146, 147-149, 152-157, 158-162
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. 233-238, 239-244, 245-252, 253-261
<ul style="list-style-type: none"> • analyze the use of imagery, language, universal themes, and unique aspects of the text. 	pp. 233-238, 239-244, 245-252, 253-261
<ul style="list-style-type: none"> • support statements with evidence from the text. 	pp. 233-238, 239-244, 245-252, 253-261
<ul style="list-style-type: none"> • demonstrate an awareness of the author’s style and an appreciation of the effects created. 	pp. 233-238, 239-244, 245-252, 253-261
<ul style="list-style-type: none"> • identify and assess the impact of ambiguities, nuances, and complexities within the text. 	pp. 233-238, 239-244, 245-252, 253-261

Standard	Writers INC: 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. 56-58, 174-182, 184-185, 186-187, 188-190, 191-193, 194-196, 198-206, 208-209, 210-211, 212-213, 214-216, 217-220, 222-231, 234-238, 240-244, 246-252, 265-272
<ul style="list-style-type: none"> creates an organizing structure appropriate to purpose, audience, and context. 	pp. 105-109, 174-182, 184-185, 186-187, 188-190, 191-193, 194-196, 198-206, 208-209, 210-211, 212-213, 214-216, 217-220, 222-231, 234-238, 240-244, 246-252, 265-272
<ul style="list-style-type: none"> includes accurate information from primary and secondary sources and excludes extraneous information. 	pp. 340-341, 342-343, 344-346, 347-352, 353-365
<ul style="list-style-type: none"> makes valid inferences. 	pp. 174-182, 184-185, 186-187, 188-190, 191-193, 194-196, 198-206, 208-209, 210-211, 212-213, 214-216, 217-220, 222-231, 234-238, 240-244, 246-252, 265-272
<ul style="list-style-type: none"> supports judgments with relevant and substantial evidence and well-chosen details. 	pp. 174-182, 184-185, 186-187, 188-190, 191-193, 194-196, 198-206, 208-209, 210-211, 212-213, 214-216, 217-220, 222-231, 234-238, 240-244, 246-252, 265-272
<ul style="list-style-type: none"> use technical terms and notations accurately. 	pp. 170-171, 252, 253-261, 561-563, 577-580, 583-588, 515
<ul style="list-style-type: none"> provides a coherent conclusion. 	pp. 58, 174-182, 184-185, 186-187, 188-190, 191-193, 194-196, 198-206, 208-209, 210-211, 212-213, 214-216, 217-220, 222-231, 234-238, 240-244, 246-252, 265-272
<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. 173-182, 184-195, 186-187, 188-190, 194-196, 197-206, 208-209, 210-211, 212-213, 214-216, 217-220, 221-231
<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. 173-182, 184-195, 186-187, 188-190, 191-193, 197-206, 208-209, 210-211, 212-213, 214-216, 217-220, 221-231
<ul style="list-style-type: none"> maintain a balance in describing individual events and relating those events to more general and abstract ideas. 	pp. 173-182, 184-195, 186-187, 188-190, 197-206, 208-209, 210-211, 212-213, 214-216, 217-220, 221-231
<ul style="list-style-type: none"> address readers’ concerns, counterclaims, biases, and expectations. 	pp. 173-182, 184-195, 186-187, 188-190, 197-206, 208-209, 210-211, 212-213, 214-216, 217-220, 221-231

Standard	Writers INC: 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 263-272), Writing Responsibly (pages 273-280), and MLA and APA Documentation Styles (pages 281-319).</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. 322-323, 324-328, 336-337</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. 22, 24, 26, 70, 112-115, 116-120, 385-389</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. 523-532, 571-576, 577-580, 583-588</p>

Standard	Writers INC: 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. 465-468

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

Standard	Writers INC: 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"> • 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. 263-272, 273-280, 281-308, 309-319, 339-365
<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. 263-272, 273-280, 281-308, 309-319, 339-365, 475, 476
<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. 263-272, 273-280, 281-308, 309-319, 339-365, 475, 476
<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. 263-272, 273-280, 281-308, 309-319, 339-365
<ul style="list-style-type: none"> • incorporates numeric data, charts, tables, and graphs. 	pp. 367-372

Standard	Writers INC: 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. 22, 23, 52, 67-68, 105-108, 263-272, 273-280, 281-308, 309-319, 339-365

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

Standard	Writers INC: Grade 11
11.6.1 Demonstrate control of grammar, diction, paragraph and sentence structure, and an understanding of English usage.	pp. 71, 85-98, 99-109, 510-512, 533-549, 550-563
11.6.2 Produce writing that shows accurate spelling and correct punctuation and capitalization	pp. 487-506, 507-509, 516-522, 523-532
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. 58, 103, 175, 247, 265-272, 273-280, 300-307, 464, 501
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. 487-488, 489-493, 493-495, 495-497, 498-501, 502-504, 505-506, 552-553

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	Writers INC: 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. 74, 402, 408-409

Organization and Delivery of Oral Communication

Standard	Writers INC: Grade 11
<p>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.</p>	pp. 103, 113--116, 124, 175, 454-455, 456-457
<p>11.7.3 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. 107, 127, 456-457, 463-464
<p>11.7.4 Use logical (causality, appeal to authority), ethical, and emotional appeals that enhance a specific tone and purpose.</p>	pp. 127, 202, 456-457, 463-464, 477-478
<p>11.7.5 Use appropriate rehearsal strategies to pay attention to performance details, achieve command of the text, and create skillful artistic staging.</p>	p. 462
<p>11.7.6 Use effective and interesting language, including informal expressions for effect, Standard English for clarity, and technical language for specificity.</p>	pp. 22, 24, 26, 70, 112-115, 116-120, 385-389, 523-532, 571-576, 577-580, 583-588

Analysis and Evaluation of oral and Media Communications

Standard	Writers INC: 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

Standard	Writers INC: Grade 11
<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	Writers INC: 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 narrative, descriptive, expository or persuasive writing completed by the students. The guidelines in the Speech Skills unit on pages 453-464 and the Multimedia Reports unit on pages 465-468 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 Speech Skills unit on pages 453-464 and the Multimedia Reports unit on pages 465-468 will help to facilitate the presentation.</p>

Standard	Writers INC: Grade 11
<p>Speaking Applications:</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 Speech Skills unit on pages 453-464 and the Multimedia Reports unit on pages 465-468 will help to facilitate the presentation.</p>
<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 Speech Skills unit on pages 453-464 and the Multimedia Reports unit on pages 465-468 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 Speech Skills unit on pages 453-464 will help to facilitate the recitation.</p>



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**Writers INC © 2006
correlated to
Indiana English/Language Arts Standards for Writing,
Listening and Speaking
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).

O r g a n i z a t i o n a n d F o c u s

Standard	Writers INC: 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.	pp. 5, 10, 11-13, 43-45, 53-58, 123, 136, 140-141, 147, 152, 158, 164-165, 174-178, 184, 186, 188, 191, 194, 198-201, 208, 210, 212, 214, 217-218, 222-226, 234, 240, 246, 265-266, 270-271
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.	pp. 46, 112, 131-149, 151-171, 173-196, 197-231, 233-261, 263-280
12.4.3 Use point of view, characterization, style, and related elements for specific narrative and aesthetic (artistic) purposes.	pp. 111-120, 128, 139-149, 151-171, 254, 259
12.4.4 Structure ideas and arguments in a sustained and persuasive way and support them with precise and relevant examples.	pp. 22, 23, 65-66, 103-109, 173-182, 183-196, 197-206, 207-231
12.4.5 Enhance meaning using rhetorical devices, including the extended use of parallelism, repetition, and analogy and the issuance of a call to action.	pp. 113-115, 173-182, 183-196, 197-206, 207-231
12.4.6 Use language in creative and vivid ways to establish a specific tone.	pp. 24, 70, 114, 116-120

Research Process and Technology

Standard	Writers INC: 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. 175, 184-196, 197-231, 265-266, 268-269, 274, 340-346, 347-352, 353-365
12.4.8 Use systematic strategies to organize and record information, such as anecdotal scripting or annotated bibliographies.	pp. 176-177, 198-200, 222-225, 265-269
12.4.9 Use technology for all aspects of creating, revising, editing, and publishing.	pp. 27-32
12.4.13 Integrate quotations and citations into a written text while maintaining the flow of ideas.	pp. 58,184-196, 197-231, 280, 300-307, 501

Evaluation and Revision

Standard	Writers INC: Grade 12
12.4.10 Accumulate, review, and evaluate written work to determine its strengths and weaknesses and to set goals as writers.	pp. 35, 73-78
12.4.11 Revise , edit and proofread one's own writing, as well as that of others, using an editing checklist.	pp. 6, 14-17, 18-19, 59-72, 79-83, 127, 136, 142, 147, 152, 158, 165, 179, 184, 186, 188, 191, 194, 203, 208, 210, 212, 214, 218, 227, 234, 240, 246, 272, 324, 330, 332, 334, 336
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. 59-71, 85-98, 111-120, 136, 142, 152, 158, 165, 179, 184, 186, 188, 191, 194, 203, 208, 210, 212, 214, 218, 227, 234, 240, 246, 271, 324, 330, 332, 334, 336

**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, 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	Writers INC: 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. 140-146, 147-149, 152-157, 158-162
<ul style="list-style-type: none"> locate scenes and incidents in specific places. 	pp. 140-146, 147-149, 152-157, 158-162
<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. 135-138, 140-146, 147-149, 152-157, 158-162
<ul style="list-style-type: none"> pace the presentation of actions to accommodate changes in time and mood. 	pp. 135-138, 140-146, 147-149, 152-157, 158-162
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. 233-238, 239-244, 245-252, 253-261
<ul style="list-style-type: none"> analyze the use of imagery, language, universal themes, and unique aspects of the text. 	pp. 233-238, 239-244, 245-252, 253-261
<ul style="list-style-type: none"> support statements with evidence from the text. 	pp. 233-238, 239-244, 245-252, 253-261
<ul style="list-style-type: none"> demonstrate an awareness of the author’s style and an appreciation of the effects created. 	pp. 233-238, 239-244, 245-252, 253-261
<ul style="list-style-type: none"> identify and assess the impact of ambiguities, nuances, and complexities within the text. 	pp. 233-238, 239-244, 245-252, 253-261

Standard	Writers INC: 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. 56-58, 174-182, 184-185, 186-187, 188-190, 191-193, 194-196, 198-206, 208-209, 210-211, 212-213, 214-216, 217-220, 222-231, 234-238, 240-244, 246-252, 265-272
<ul style="list-style-type: none"> creates an organizing structure appropriate to purpose, audience, and context. 	pp. 105-109, 174-182, 184-185, 186-187, 188-190, 191-193, 194-196, 198-206, 208-209, 210-211, 212-213, 214-216, 217-220, 222-231, 234-238, 240-244, 246-252, 265-272
<ul style="list-style-type: none"> includes accurate information from primary and secondary sources and excludes extraneous information. 	pp. 340-341, 342-343, 344-346, 347-352, 353-365
<ul style="list-style-type: none"> makes valid inferences. 	pp. 174-182, 184-185, 186-187, 188-190, 191-193, 194-196, 198-206, 208-209, 210-211, 212-213, 214-216, 217-220, 222-231, 234-238, 240-244, 246-252, 265-272
<ul style="list-style-type: none"> supports judgments with relevant and substantial evidence and well-chosen details. 	pp. 174-182, 184-185, 186-187, 188-190, 191-193, 194-196, 198-206, 208-209, 210-211, 212-213, 214-216, 217-220, 222-231, 234-238, 240-244, 246-252, 265-272
<ul style="list-style-type: none"> use technical terms and notations accurately. 	pp. 170-171, 252, 253-261, 561-563, 577-580, 583-588, 515
<ul style="list-style-type: none"> provides a coherent conclusion. 	pp. 58, 174-182, 184-185, 186-187, 188-190, 191-193, 194-196, 198-206, 208-209, 210-211, 212-213, 214-216, 217-220, 222-231, 234-238, 240-244, 246-252, 265-272
<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. 173-182, 184-195, 186-187, 188-190, 194-196, 197-206, 208-209, 210-211, 212-213, 214-216, 217-220, 221-231
<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. 173-182, 184-195, 186-187, 188-190, 191-193, 197-206, 208-209, 210-211, 212-213, 214-216, 217-220, 221-231
<ul style="list-style-type: none"> maintain a balance in describing individual events and relating those events to more general and abstract ideas. 	pp. 173-182, 184-195, 186-187, 188-190, 197-206, 208-209, 210-211, 212-213, 214-216, 217-220, 221-231

Standard	Writers INC: 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 critical relationships between elements of the topic. • explain the perceived reason or reasons for the similarities and differences in historical record 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 263-272), Writing Responsibly (pages 273-280), and MLA and APA Documentation Styles (pages 281-319).</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. 322-323, 324-328, 336-337</p>
<p>12.5.6 Use varied and extended vocabulary, appropriate for specific forms and topics.</p>	<p>pp. 22, 24, 26, 70, 112-115, 116-120, 385-389</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 specific audience.</p>	<p>pp. 523-532, 571-576, 577-580, 583-588</p>
<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, 	<p>pp. 465-468</p>

Research Application

Standard	Writers INC: 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. 263-272, 273-280, 281-308, 309-319, 339-365
<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. 263-272, 273-280, 281-308, 309-319, 339-365, 475, 476
<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. 263-272, 273-280, 281-308, 309-319, 339-365, 475, 476
<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. 263-272, 273-280, 281-308, 309-319, 339-365
<ul style="list-style-type: none"> incorporates numeric data, charts, tables, and graphs. 	pp. 367-372
<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. 22, 23, 52, 67-68, 105-108, 263-272, 273-280, 281-308, 309-319, 339-365

STANDARD 6 : ENGLISH LANGUAGE CONVENTIONS

Students write using Standard English conventions.

Standard	Writers INC: Grade 12
11.6.1 Demonstrate control of grammar, diction, paragraph and sentence structure, as well as an understanding of English usage.	pp. 71, 85-98, 99-109, 510-512, 533-549, 550-563
12.6.2 Produce writing that shows accurate spelling and correct punctuation and capitalization	pp. 487-506, 507-509, 516-522, 523-532

Standard	Writers INC: Grade 12
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. 58, 103, 175, 247, 265-272, 273-280, 300-307, 464, 501
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. 487-488, 489-493, 493-495, 495-497, 498-501, 502-504, 505-506, 552-553

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	Writers INC: 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. 74, 402, 408-409

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	Writers INC: Grade 12
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.	pp. 103, 113--116, 124, 175, 454-455, 456-457
12.7.3 Distinguish between and use various forms of logical arguments, including: <ul style="list-style-type: none"> • inductive and deductive arguments • syllogisms and analogies (assumptions that if two things are similar in some ways then they are probably similar in others), 	pp. 107, 127, 456-457, 463-464

Standard	Writers INC: Grade 12
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.	pp. 127, 202, 456-457, 463-464, 477-478
12.7.5 Use appropriate rehearsal strategies to pay attention to performance details, achieve command of the text, and create skillful artistic staging.	p. 462
12.7.6 Use effective and interesting language, including informal expressions for effect, Standard English for clarity, and technical language for specificity.	pp. 22, 24, 26, 70, 112-115, 116-120, 385-389, 523-532, 571-576, 577-580, 583-588

Analysis and Evaluation of oral and Media Communications

Standard	Writers INC: Grade 12
12.7.9 Analyze strategies used by the media to inform, persuade, entertain, and transmit culture (including advertising; perpetuating stereotypes; and using visual representations, special effects, and language)..	pp. 480-481, 482-483, 484, 485
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.	pp. 480-481, 482-483, 484, 485
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

Standard	Writers INC: Grade 12
<p>Analysis and Evaluation of oral and Media Communications:</p> <p>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).</p>	<p>pp. 482-483</p>

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

Standard	Writers INC: Grade 12
<p>12.7.16 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 narrative, descriptive, expository or persuasive writing completed by the students. The guidelines in the Speech Skills unit on pages 453-464 and the Multimedia Reports unit on pages 465-468 will help to facilitate the presentation.</p>
<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 Speech Skills unit on pages 453-464 and the Multimedia Reports unit on pages 465-468 will help to facilitate the presentation.</p>

Standard	Writers INC: Grade 12
<p>Speaking Applications:</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. • support important ideas and viewpoints through specific references to the text and to other works. • 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 Speech Skills unit on pages 453-464 and the Multimedia Reports unit on pages 465-468 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 Speech Skills unit on pages 453-464 and the Multimedia Reports unit on pages 465-468 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” or Portia’s soliloquy “The Quality o Mercy Is Not Strained” from <i>The Merchant of Venice</i>)..</p>	<p>Teachers have the prerogative to assign recitations. The guidelines in the Speech Skills unit on pages 453-464 will help to facilitate the recitation.</p>



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