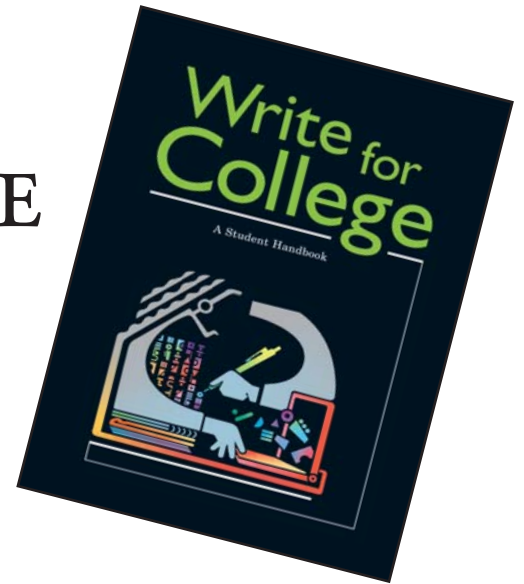


WRITE FOR COLLEGE

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Oregon's English/Language Arts
Grade Level Standards
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WRITING

Common Curriculum Goal
Pre-write, draft, revise, edit, and publish across the subject areas.

Planning, Evaluation, and Revision

Standard	Write for College-Student Book
EL.CM.WR.01 Use a variety of strategies to prepare for writing, such as brainstorming, making lists, mapping, outlining, grouping related ideas, using graphic organizers, and taking notes.	Student Book: 2-5, 21-30, 97, 145, 156, 163, 165, 170, 176, 182, 189, 193, 198, 203, 207, 212, 219, 226-227, 233, 236, 239, 244, 257, 263, 269, 276, 310, 312, 314, 319-323, 326, 352, 415-417, 468, 492
EL.CM.WR.02 Discuss ideas for writing with classmates, teachers, and other writers, and develop drafts alone and collaboratively.	Student Book: 6-7, 14, 31-38, 92, 98-101, 145, 151, 163, 165, 170, 176, 182, 189, 193, 198, 203, 207, 212, 219, 233, 236, 239, 244, 257, 269, 276, 310, 312, 314, 324-325, 469
EL.CM.WR.03 Identify audience and purpose.	Student Book: 45, 93, 115, 144, 162, 188, 230, 256, 300, 318, 466
EL.CM.WR.04 Choose the form of writing that best suits the intended purpose-personal letter, letter to the editor, review, poem, report, or narrative.	Student Book: 95, 141, 151, 157, 467
EL.CM.WR.05 Use the writing process-prewriting, drafting, revising, editing, and publishing successive versions.	Student Book: 1-61, 91-109, 143-297, 317-326, 459-463, 465-472
EL.CM.WR.06 Focus on a central idea, excluding loosely related, extraneous, and repetitious information.	Student Book: 5, 17, 34-35, 93-94, 100 The opportunity to address this objective is also available on the following pages: 143-285, 317-326, 459-463, 465-472

Standard	Write for College-Student Book
<p>EL.CM.WR.08</p> <p>Revise drafts to improve the logic and coherence of the organization and controlling idea, the precision of word choice, and the tone-by taking into consideration the audience, purpose, and formality of the context.</p>	<p>Student Book: 8-11, 39-52, 79, 102, 143, 151, 157, 163, 165, 170, 176, 182, 189, 193, 198, 203, 207, 212, 219, 233, 236, 239, 244, 257, 263, 269, 276, 310, 312, 314, 325, 471</p>
<p>EL.CM.WR.09</p> <p>Edit and proofread one's own writing, as well as that of others, using the writing conventions, and, for example, an editing checklist or list of rules with specific examples of corrections of specific errors.</p>	<p>Student Book: 12-13, 53-56, 64-65, 102, 143, 151, 157, 163, 165, 170, 176, 182, 189, 193, 198, 203, 207, 212, 219, 233, 236, 239, 244, 257, 263, 269, 276, 310, 312, 314, 326, 471, 509-593</p>

Common Curriculum Goal

Communicate supported ideas across the subject areas, including relevant examples, facts, anecdotes, and details appropriate to audience and purpose that engage reader interest; organize information in clear sequence, making connections and transitions among ideas, sentences, and paragraphs; and use precise words and fluent sentence structures that support meaning.

Writing

Standard	Write for College-Student Book
<p>EL.CM.WR.10</p> <p>Establish a coherent and clearly supported thesis that engages the reader, conveys a clear and distinctive perspective on the subject, maintains a consistent tone and focus throughout the piece of writing, and ends with a well supported conclusion.</p>	<p>Student Book: 5, 30, 34, 44, 94, 320-321, 352, 468</p>
<p>EL.CM.WR.11</p> <p>Create an organizational structure that logically and effectively presents information using transitional elements that unify paragraphs and the work as a whole.</p>	<p>Student Book: 17, 34, 45, 75-90, 95-96, 411</p> <p>The opportunity to address this objective is also available on the following pages: 143-297, 317-326, 459-463, 465-472</p>
<p>EL.CM.WR.12</p> <p>Use precise language, action verbs, sensory details, and appropriate modifiers.</p>	<p>Student Book: 18, 47, 111-124, 136-138</p> <p>The opportunity to address this objective is also available on the following pages: 143-297, 317-326, 459-463, 465-472</p>
<p>EL.CM.WR.13</p> <p>Demonstrate an understanding of sentence construction-including parallel structure and subordination-to achieve clarity of meaning, vary sentence types, and enhance flow and rhythm.</p>	<p>Student Book: 19, 48, 63-74, 111-124, 580-585</p> <p>The opportunity to address this objective is also available on the following pages: 143-297, 317-326, 459-463, 465-472</p>

Common Curriculum Goal

Demonstrate knowledge of spelling, grammar, punctuation, capitalization, and penmanship across the subject areas.

Conventions

Spelling

Standard	<i>Write for College-Student Book</i>
EL.CM.WR.14 Produce writing that shows accurate spelling	Student Book: 538-544

Grammar

Standard	<i>Write for College-Student Book</i>
EL.CM.WR.15 Show control of clauses, including main and subordinate, and phrases, including gerund, infinitive, and participial.	Student Book: 577, 582, 583-585
EL.CM.WR.16 Understand and use proper placement of modifiers.	Student Book: 66
EL.CM.WR.17 Demonstrate an understanding of proper English usage, including the consistent use of verb tenses and forms.	Student Book: 63-74, 580-593

Punctuation

Standard	<i>Write for College-Student Book</i>
EL.CM.WR.18 Use conventions of punctuation correctly, including semicolons, colons, ellipses, and hyphens.	Student Book: 509-528

Capitalization

Standard	<i>Write for College-Student Book</i>
EL.CM.WR.19 Use correct capitalization.	Student Book: 529-531

Handwriting

Standard	<i>Write for College-Student Book</i>
EL.CM.WR.20 Write legibly.	The opportunity to practice this objective is available throughout the text.

Common Curriculum Goal

Write narrative, expository, and persuasive texts, using a variety of written forms-including journals, essays, short stories, poems, research reports, research papers, business and technical writing-to express ideas appropriate to audience and purpose across the subject areas.

Writing Modes

Work samples can be selected from any of the listed modes.

Mode	<i>Write for College-Student Book</i>
Personal Narrative	Student Book: 145-150, 151-155, 156-159, 182-185
Expository	Student Book: 189-192, 193-197, 198-202, 203-206, 207-211, 212-218, 219-225, 257-262, 263-269, 269-275, 276-286, 287-294, 317-326, 460-463, 465-472
Persuasive	Student Book: 231-232, 233-235, 236-238, 239-243, 244-250, 251-253

Writing Applications

Narrative Writing

Standard	<i>Write for College-Student Book</i>
EL.CM.WR.21 Write biographical or autobiographical narratives or short stories: <ul style="list-style-type: none">▪ Relate a sequence of events, and communicate the significance of the events to the audience.▪ Locate scenes and incidents in specific places.▪ Describe with concrete sensory details the sights, sounds, and smells of a scene and the specific actions, movements, gestures, and feelings of the characters; use interior monologue to depict the characters' feelings.▪ Pace the presentation of actions to accommodate changes in time and mood.▪ Make effective use of descriptions of appearance, images, shifting perspectives, and sensory details.	Student Book: 145-150, 151-155, 156-159

Expository Writing: Response to Literary Text

Standard	<i>Write for College-Student Book</i>
<p>EL.CM.WR.22</p> <p>Write response to literature:</p> <ul style="list-style-type: none">▪ Demonstrate an understanding of the significant ideas of literary works.▪ Support important ideas and viewpoints through accurate and detailed references to the text or to other works.▪ Demonstrate an awareness of the author’s use of stylistic devices and an appreciation of the effects created.▪ Identify and analyze the impact of perceived ambiguities, nuances, and complexities within the text.	<p>Student Book: 257-262, 263-268, 269-275, 276-286, 287-294</p>

Expository Writing: Research Reports/Multimedia Presentations

Standard	<i>Write for College-Student Book</i>
<p>EL.CM.WR.23</p> <p>Write analytical essays and research reports:</p> <ul style="list-style-type: none">▪ Gather evidence in support of a thesis, 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, facts, and ideas.▪ Include visual aids by employing appropriate technology to organize and record information on charts, maps, and graphs.▪ Anticipate and address readers’ potential misunderstanding, biases, and expectations.▪ Use technical terms and notations accurately.▪ Document sources.	<p>Student Book: 129, 189-192, 193-197, 198-202, 203-206, 207-211, 212-218, 219-225, 327-332, 460-463</p>

Persuasive Writing

Standard	<i>Write for College-Student Book</i>
<p>EL.CM.WR.24</p> <p>Write persuasive compositions:</p> <ul style="list-style-type: none">▪ Structure ideas and arguments in a sustained and logical fashion.▪ Use specific rhetorical (communication) devices to support assertions, such as appealing to logic through reasoning; appealing to emotion or ethical beliefs; or relating a personal anecdote, case study, or analogy.▪ Clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations, and expressions of commonly accepted beliefs and logical reasoning.▪ Address readers' concerns, counter-claims, biases, and expectations.	<p>Student Book: 231-232, 233-235, 239-243, 244-250, 251-253</p>

Summaries, Business Letters, Job Applications and Resumes, Technical Writing

Standard	<i>Write for College-Student Book</i>
<p>EL.CM.WR.25</p> <p>Write business letters:</p> <ul style="list-style-type: none">▪ Provide clear and purposeful information and address the intended audience appropriately.▪ Use appropriate vocabulary, tone, and style to take into account the nature of the relationship with, and the knowledge and interests of, the intended audience.▪ Emphasize central ideas or images.▪ Follow a conventional style with page formats, fonts, and spacing that contributes to the document's readability and impact.	<p>Student Book: 301-309</p>

Common Curriculum Goal

Investigate topics of interest and importance across the subject areas, selecting appropriate media sources, using effect research processes, and demonstrating ethical use of resources and materials. (See *Writing Applications-Expository Writing: Research Reports*)

Research Report Writing

Standard	Write for College-Student Book
EL.CM.WR.27 Use clear research questions and suitable research sources, including the library, electronic media, and personal interviews, to gather and present evidence form primary and secondary print or Internet sources.	Student Book: 319-322, 385-392, 393-399
EL.CM.WR.28 Use effective note-taking techniques to ensure appropriate documentation of quoted as well as paraphrased material.	Student Book: 322-323, 327-332
EL.CM.WR.29 Develop the main ideas within the body of the composition through supporting evidence, such as scenarios, commonly held beliefs, hypotheses, and definitions.	Student Book: 324-325
EL.CM.WR.30 Synthesize information from multiple sources and identify complexities and discrepancies in the information and the different perspectives found in each medium, including almanacs, microfiche, news sources, in-depth field studies, speeches, journals, and technical documents.	Student Book: 322-323, 327-332, 383-392, 393-399
EL.CM.WR.31 Integrate quotations and citations into a written text while maintaining the flow of ideas.	Student Book: 38, 332
EL.CM.WR.32 Use appropriate conventions for documentation in text, notes, and works cited, following the formats in specific style manuals (e.g., Works Cited Entries-MLA, Reference Entries-APA).	Student Book: 333-350, 351-360, 361-370, 371-382
EL.CM.WR.33 Design and publish documents by using publishing software and graphics programs.	Student Book: 125-132, 351-360, 371-382
EL.CM.WR.34 Reflect manuscript requirements, including title page presentation, pagination, spacing and margins, and integration of source and support material, such as citing sources within the text, using direct quotations, and paraphrasing.	Student Book: 351-360, 371-382



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